

SOCIOLINGUISTICS SYLLABUS: FALL 2021

1. Overview of the course

1.1. Description:

This course provides an overview of the field of sociolinguistics, stemming from the traditional view of language variation according to geography, social class, gender and style and moving to post-modern topics such as identity or communities of practice. The ultimate goal of the class is to link these topics with additional language learning and teaching both from the learner and the teacher's point of view.

1.2. Goals:

After the successful completion of the course the student will be able to:

- underscore and investigate the deep implications among the constructs of society, language, and education
- to identify the main findings in the field of Sociolinguistics regarding language acquisition, multilingualism and language pedagogy
- to apply these findings when facing the multilingual classroom

1.3. Methodology:

i. Schedule:

- a/ class: Wednesday, 15:45-18:45, room 1.6
b/ office hours: by appointment

ii. Course info:

- a/ Course readings are available at the e-gela (Moodle) page of the course
b/ Class attendance is not required but will be taken into account for the final grade
c/ HABE has an incredibly complete library where you can find all the readings for this class plus additional bibliography on the topics proposed (www.habe.org)

iii. Course requirements

- a/ class participation is encouraged at all times and it will be taken into account when giving the final grade
b/ students will conduct a small scale research paper, following the usual format: a review of the literature of the topic selected, formulation of research questions, data collection, coding/analysis, results, discussion, pedagogical implications, and conclusions.

2. Program and readings

1. Introduction to the course. Classic topics in sociolinguistics: Languages, dialects, and varieties
Nov 3rd

2. Diglossia, bilingualism, and multilingualism
Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. (Part I Languages and Communities)
Ferguson, C.A. (1959). Diglossia. Word 15(2): 325-340
Nov 10th

3. From sociolinguistics to second language learning: micro and macro levels
McKay (2005) Sociolinguistics and Second Language Learning
Bayley, R. & Tarone, E. (2011). Variationist perspectives
Douglas Fir Group. (2016). A transdisciplinary framework for SLA
Ortega, L. (2019). SLA and the study of equitable multilingualism
Nov 17th

4. Language learning and identity
Firth and Wagner (1997). On discourse, communication...
Block (2007). The rise of Identity in SLA Research
Pavlenko (2003). I never knew I was a bilingual...
Jørgensen, Karrebæk, Madsen, and Møller (2011). Polylinguaging
Nov 24th

5. Learning and using languages inside and outside the classroom
Meyerhoff and Strycharz (2013). Communities of Practice
Firth, A. (2009). Doing not being a foreign language learner
Van Campenolle and Williams (2012). Teaching, learning and
Burns (2018). Marginalization of local varieties in the L2 classroom
Shin and Hudgens Henderson (2017). A sociolinguistic approach to Teaching Spanish Grammatical structures
Dec 1st

STUDENTS' PRESENTATIONS
Dec 15th

3. Bibliography

BAYLEY, Robert & TARONE, Elaine

- 2011: Variationist perspectives. In Susan M. Gass & Alison Mackey (Eds.), *The Routledge Handbook of Second Language Acquisition*. London: Routledge, pp. 41-56.
- BURNS, Katharine E.
2018: The marginalization of local varieties in the L2 classroom: the case of US Spanish. *L2 Journal* 10(2):
- BLOCK, David
2007: The rise of Identity in SLA Research. Post Firth and Wagner 1997. *Modern Language Journal* 91: 863-876.
- DOUGLAS FIR GROUP. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100(S1), 19-47.
- FERGUSON, Charles A.
1959: Diglossia. *Word*, 15(2): 325-340.
- FIRTH, Alan
2009: Doing not being a foreign language learner: English as a lingua franca in the workplace and (some) implications for SLA. *IRAL*, 47: 127-156.
- FIRTH, Alan & WAGNER, J.
1997: On discourse, communication, and (some) fundamental concepts in SLA Research. *The Modern Language Journal*, 81: 286-300.
- JØRGENSEN, J.N., KARREBÆK, M. S., MADSEN, L. M. and MØLLER, J. S.
2011: Polylinguaging in Superdiversity. *Diversity* 13(2).
www.unesco.org/shs/diversities/vol13/issue2/art2
- MEYERHOFF, Miriam and STRYCHARZ, Anna (2013). Communities of Practice. In Chambers, J.K. and Schilling, N. (Eds.), *The Handbook of Language Variation and Change*. John Wiley and sons, 428-447.
- McKAY, Sandra Lee
2005: Sociolinguistics and Second Language Learning. In HINKEL, E. (Ed.) *Handbook of research in Second Language Teaching*. Mahwah, N.J/London: Lawrence Erlbaum Associates, 218-299.
- ORTEGA, Lourdes
2019: SLA and the Study of Equitable Multilingualism. *The Modern Language Journal*, 103 (Supplement 2019): 23-38.
- PAVLENKO, Aneta
2003. "I Never Knew I Was a Bilingual": Reimagining Teacher Identities in TESOL. *Journal of Language, Identity, and Education*, 2(4), 251-268.
- SHIN, Naomi and HUDGENS HENDERSON, Mary.
2017: A sociolinguistic approach to Teaching Spanish Grammatical structures. *Foreign Language Annals*, 50(1): 195-213.
- VAN COMPERNOLLE, Remi A. & WILLIAMS, Lawrence
2012: Teaching, Learning and developing L2 French Sociolinguistic competence. A sociocultural perspective. *Applied Linguistics* 33(2): 184-205.
- WARDHAUGH, Ronald
2006: *An Introduction to Sociolinguistics*. 5th edition. Oxford: Blackwell publishing