



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>English linguistics seminar (Introduction to Sociolinguistics) / Anglų kalbotyros seminaras (Sociolingvistikos įvadas) su kursiniu darbu</b>	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator: Lecturer Nicholas Rickard</b>	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
First-cycle, BA	Compulsory -Elective

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	4 semester (spring)	English

Requirements for students	
<b>Prerequisites:</b> English B 2-C1 Standard reference categories of linguistic description	<b>Additional requirements (if any):</b> No

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5 ECTS	130	48	82

Purpose of the course unit (module): programme competences to be developed		
<p>The aim of the course is to provide students with an understanding of sociolinguistic theories and research methods. Students will learn to recognize and identify different social factors and social dimensions of language use. This course will be devoted to sociolinguistic analysis of language in use.</p> <p>The students will acquire the ability to identify and formulate research problems, collect sufficient data and apply appropriate research methods as well as basic knowledge and understanding of research writing conventions.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Upon successful completion of the course, students will be able to demonstrate:	Interactive lectures and seminars, study reading, individual projects, presentations of projects, term paper.	Cumulative assessment: - test 1 (15%) - test 2 (15%) - presentation of a research project (10%) - term paper (2,500 – 3,000 words) (60%)
<ul style="list-style-type: none"> <li>ability to identify language issues and relate them to social factors and social dimensions;</li> </ul>	Discussions of individual projects	
<ul style="list-style-type: none"> <li>ability to explain social factors and social dimensions and use sociolinguistic terminology;</li> </ul>	Study reading and discussions	
<ul style="list-style-type: none"> <li>ability to choose methods for the sociolinguistic analysis of authentic language data;</li> </ul>	Writing up Data & Methods section, peer-reviewing of other students' D&M sections	

<ul style="list-style-type: none"><li>• ability to present own findings and use sociolinguistic evidence to support own arguments;</li></ul>	Oral presentation of a research project and written term paper	
<ul style="list-style-type: none"><li>• basic knowledge and understanding of research writing conventions.</li></ul>	Term paper (2,500-3,000 words) on a sociolinguistic topic	

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Introduction to the course unit: aims, structure, assessment. Definition of sociolinguistics. Language and society. Social factors: participants, settings, topics, functions. Social dimensions: social distance, status, formality, referential and affective function.			4				4	4	Holmes J. (2013) Ch.1, p.1-15. Choosing a research topic
2. Structure of a research paper. Discussion of research topics and questions.			2				2	4	Katkuviene & Šeškauskienė (2006) Formulating a working title and research questions
3. Multilingual speech communities and language choice. Diglossia. Code-switching. Language shift, language death, language loss, language revival.	2						2	4	Holmes J. (2013) Ch.2, p.19-47; Ch.3, p.53-70
4. Linguistic varieties and multilingual nations. Vernacular and standard languages. Lingua francas. Pidgins and creoles.	2						2	4	Holmes J. (2013) Ch.4, p.76-96
5. Research methods in sociolinguistics, Describing data and methods..			2				2	4	Katkuviene & Šeškauskienė (2006) Writing the 1 <sup>st</sup> draft of Data & Methods section
6. National languages and language planning. Official language and minority language. Developing a standard variety.	2						2	4	Holmes J. (2013) Ch.5, p.100-123
7. <b>Test 1.</b>			2				2	8	Revision of Holmes J. (2013) Ch.1-5.
8. Writing a literature review. Referencing.			2				2	4	Katkuviene & Šeškauskienė (2006) Writing the 1 <sup>st</sup> draft of Introduction section
9. Regional and social dialects. Gender and age.	2						2	4	Holmes J. (2013) Ch.6, p.131-155; Ch.7, p.159-182
10. Ethnicity and social networks.	2						2	4	Holmes J. (2013) Ch.8, p.186-202.
11. Style, context and register. Addressee as an influence on style. Accommodation theory.	2						2	4	Holmes J. (2013) Ch. 10, p.239-267
12. Speech functions, politeness and cross-cultural communication.	2						2	4	Holmes J. (2013) Ch. 11, p.274-296, Ch.12, p. 301-329.
13. <b>Test 2</b>			2				2	8	Revision of Holmes J. (2013) Ch.6-8, 10-12
14. Peer-reviews of Data and Methods section			4				4	5	Peer-reviewing Data & Methods sections
15. Peer-reviews of the 1 <sup>st</sup> draft of an Introduction			4				4	5	Peer-reviewing Introduction sections
16. Reporting and discussing findings. Writing conclusions. Abstracts.			2				2	6	Katkuviene & Šeškauskienė (2006) Writing up Results &

									Discussion section
17. Presentations of individual projects			10					10	6
								48	82
<b>Total</b>	<b>14</b>		<b>34</b>					<b>48</b>	<b>82</b>

Assessment strategy	Weight, %	Deadline	Assessment criteria
The final grade will consist of: <ul style="list-style-type: none"> <li>two tests (including 15 open theoretical questions) (15% x 2 = 30%)</li> </ul>	30%	Test 1 (Week TBD) Test 2 (Week 9-10)	Ten -point assessment scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4 (insufficient). Knowledge and abilities <u>do not meet</u> the minimum requirements. 41-50% of questions answered correctly 3, 2, 1. Minimum requirements are not met.
- presentation of a research project (10%)	10%	Week 13-14	Ten-point assessment scale. Assessment for: a) content relevance (25%), b) structure (25%), c) academic conventions (25%), and c) language use (25%) (coherence & cohesion, lexical range, grammatical complexity and accuracy).
- term paper (2,500 – 3,000 words) (60%)	60%	Week 15-16	Ten-point assessment scale: structure+content (30%) language use+academic conventions (30%)

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Holmes J.	2022	<i>Introduction to Sociolinguistics</i> .6 <sup>th</sup> edition.		Longman: Pearson Education.
Katkuvienė, L.E. and I. Šeškauskienė.	2006	<i>Research Matters</i> . 2 <sup>nd</sup> edition.		Vilnius: Vilnius University Press.
<b>Optional reading</b>				
1. Bell, A.	2014	<i>The Guidebook to Sociolinguistics</i>		Wiley Blackwell
2. Crystal, D.	2000	<i>Language Death</i>		Cambridge: Cambridge University Press
3. Trudgill P.	2000	<i>Sociolinguistics. An introduction to language and society.</i>		London: Penguin Books.
4. Schneider , E.W	2020	<i>English around the World: An Introduction</i> . 2 <sup>nd</sup> Edition		Cambridge: Cambridge University Press

The course content was updated on 22nd November 2023