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Course Description
MEDD6709 An Introduction to Sociolinguistics

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Course description
This course provides opportunities for exploring the relationships between language, education, and society. It addresses a variety of topics including different types of variation within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language policy and planning, and language ideology and identity. The course is aimed at providing insights that can help with understanding basic concepts in sociolinguistics; critically examining the roles of language in society and education; and gaining a critical awareness of challenges resulting from the complexities of sociolinguistic conditions. **Coursework / Examination ratio: 100 % Coursework,   0   % Examination**

Course objectives
Please refer to the course description above.

Course learning outcomes

Course assessment methods

Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Presentation	Group	32	
Reflection	Individual	32	
Essay	Individual	36	

Course content and topics

Introduction: Language in/and Society

Language Varieties and Variation

Language Communities and Contacts

Languages, Perceptions, and Worldviews

Languages, Ideologies, and Identities

Language Policies and Planning

The English Language Worldwide

The Sociopolitics of English Language Education

Translanguaging in English Language Education

Research Methods in Sociolinguistics

Required / recommended readings and online materials

1. Wardhaugh, R., & Fuller, J. M. (2021). An introduction to sociolinguistics (8th ed.). Wiley
2. Wardhaugh, R., & Fuller, J. M. (2015). An introduction to sociolinguistics (7th ed.). Wiley Blackwell. (Chapter 2: Languages, dialects, and varieties)
3. Wardhaugh, R., & Fuller, J. M. (2015). An introduction to sociolinguistics (7th ed.). Wiley Blackwell. (Chapter 4: Languages in contact)
4. Wardhaugh, R. (2010). An introduction to sociolinguistics (6th ed.). Wiley Blackwell. (Chapter 9: Words and culture)
5. Milroy, J. (2007). The ideology of the standard language. In C. Llamas, L. Mullany, & P. Stockwell (Eds.), The Routledge companion to sociolinguistics (pp.133–139). Routledge.
6. Johnson, D. C. (2013). Language policy. Palgrave Macmillan. (Chapter 1: What is language policy?)
7. Pennycook, A. (2007). ELT and colonialism. In J. Cummins & C. Davison (Eds.), International handbook of English language teaching (pp. 13–24). Springer.
8. Mirhosseini, S. A., & Babu, S. (2020). Policies of English language teaching within the global "war of ideas". In A. Al-Issa & S. A. Mirhosseini (Eds.), Worldwide English language education today:

Ideologies, policies, and practices (pp. 18–34). Routledge.

9. Hardigree, C., & Ronan, B. (2019), Languaging and translanguaging for English language teaching. In X. Gao (Ed.), Second handbook of English language teaching (pp. 239–254). Springer.

Other additional course information

Nil