1. **Title of the module**

LING5520 (LL552) – Language Variation and Change

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate critical understanding and use the conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading);

8.2 Show how language and social factors are inter-related;

8.3 Demonstrate familiarity with theories of language change;

8.4 Demonstrate critical understanding of the significance of sociolinguistic data as presented in charts and graphs;

8.5 Evaluate critically the social bases for linguistic value judgements;

8.6 Demonstrate critical understanding of the technical (and ethical) problems of sociolinguistic data collection.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing, to a specialist and non-specialist audience;

9.2 Evaluate and interpret data logically;

9.3 Work cooperatively with others, exercising personal responsibility and sensitivity;

9.4 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;

9.5 Demonstrate IT skills that enable them to present information effectively; develop and exchange relevant information by using shared access to documents and web-based learning.

1. **A synopsis of the curriculum**

This module will explore the reasons for the initial exclusion of extralinguistic (i.e. social) data from linguistic theory, and the limitations of traditional dialectology, before exploring some early variationist studies by Trudgill (Norwich) and Labov (Martha’s Vineyard; New York) and examining their theoretical bases. It will then examine the advances brought about by network studies (e.g. Lesley Milroy in Belfast), and the extent to which they offer a challenge to traditional assumptions in sociolinguistic methodology, which critically evaluates the so-called sociolinguistic gender pattern. The later lectures focus more specifically on issues of change, looking initially at neogrammarian theories and then the claims of Trudgill, James Milroy and others that certain kinds of change are predictable in specific types of social arrangement.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Chambers, J. (2003; 2nd ed) *Sociolinguistic Theory*. Oxford: Blackwell.

Chambers, J.; Trudgill, P. & Schilling-Estes, N. (eds) (2002) *The Handbook of Language Variation and Change*. Oxford: Blackwell.

Fasold, R. (1990) *The Sociolinguistics of Society*. Oxford: Blackwell.

Labov, W. (1996/2001) *Principles of Linguistic Change (Vols 1 and 2)*. Oxford: Blackwell.

Trudgill, P. (2004) *New Dialect Formation: The Inevitability of Colonial Englishes*. Oxford: Blackwell.

Trudgill, P. (2005) *Sociolinguistics*. Harmondsworth: Penguin.

Wardhaugh, R. (2005) *An Introduction to Sociolinguistics*. Oxford: Blackwell

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,000 words) – 40%
* Presentation (20 minutes) – 20%
* Examination (2 hours) – 40%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| Seminar |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Through reference to a range of languages, students become sensitive to universal and culture-specific patterns of language variation and change, understanding the specific national or regional context in which they are embedded.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/02/17 | Major | September 2017 | 3, 6, 8-9, 13-14 | No |
| 18/02/19 | Major | January 2020 | 5,12,13,14 | No |

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| Revised FSO Jan 2018 |