<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL5017</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>The Sociology of Language: Social and Economic Perspectives</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
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<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>None</td>
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**Objectives**

This course trains students in core theoretical perspectives in the sociology of language. In the first instance, we take an emic perspective to investigate language as a social phenomenon that community members think, talk and theorise about. We also explore how perceptions of language and the linguistic world are rooted within cultural-specific world views, how beliefs about language cause inequalities and discrimination, and how using and learning languages has psychological impacts. This helps make sense of the linguistic situations and phenomena through local perspectives and provides a framework for examining how language and dialectal diversity is managed in homes, businesses, and communities. Secondly, the subject investigates the link between language and economics. Specifically, we explore the impact of language on socioeconomic mobility, language in the current neoliberal world order, and how languages can be commodified and capitalised in business and government.

**Intended Learning Outcomes**

(Note 1) Upon completion of the subject, students will be able to:

a. critically discuss linguistic world-views as cultural phenomena,
b. demonstrate familiarity with core theoretical perspectives of language epistemology, language ideology and language attitudes,
c. explain how language becomes a source of discrimination and inequality,
d. discuss the psychological dynamics of learning and using languages,
e. show familiarity with folk linguistics as an emic research field,
f. critically discuss the relationship between language and the economy,
g. show leadership in understanding the role of language in the current neoliberal world order.

**Subject Synopsis/Indicative Syllabus**

(Note 2) - Language epistemology and ideology
- Language attitudes and discrimination
- Linguistic culture
- Folk linguistics and citizen sociolinguistics
- Language and emotion
- Language and neoliberalism
- Language and socioeconomic mobility
- Language commodification
**Teaching/Learning Methodology**
(Note 3)

The subject will be taught through a blend of lectures and interactive seminars where students will engage and discuss course content and apply new skills and theoretical concepts. Students will receive a broad but solid grounding in the sociology of language. They will be especially trained to think critically and theoretically about grassroots perspectives about language as a cultural phenomenon with social, psychological and economic ramifications for individuals and societies.

**Assessment Methods in Alignment with Intended Learning Outcomes**
(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical online discussions</td>
<td>20</td>
<td>a b c d e f g</td>
</tr>
<tr>
<td>2. In-class presentation</td>
<td>30</td>
<td>a b c d e f g</td>
</tr>
<tr>
<td>3. Case study</td>
<td>50</td>
<td>a b c d e f g</td>
</tr>
</tbody>
</table>

Total 100 %

The subject is assessed entirely through coursework. Each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse real-life language policy phenomena and its consequences. This is designed to train students to critically analyse the intersection between language policy, society, economy and politics.

**Student Study Effort Expected**

Class contact:
- Lectures 26 Hrs.
- Seminars 13 Hrs.

Other student study effort:
- Preparation for lectures and seminars 28 Hrs.
- Preparation for assessments 52 Hrs.

Total student study effort 119 Hrs.

**Reading List and References**

Readings may be drawn from the following:


**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.
**Note 2: Subject Synopsis/Indicative Syllabus**
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.