

Subject name/code:	Sociolinguistics / BNY-DK-157A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Reményi Andrea PhD, associate professor
Credits:	8
Lesson type:	seminar
Brief subject description:	This foundation course will provide an introduction to the basics and main theoretical frameworks of sociolinguistics, the study of language in its social context. It will overview the basic concepts and some problems of language variation (language/dialect/speech community/community of practice), interactional aspects (spoken interaction, addressing), cultural aspects (ethnography of communication, first language acquisition and literacy), political aspects (language planning, language policy, language teaching policy, critical approaches) and bilingualism (types, code choice). We will pay some attention to both the social (individual, geographical, global, virtual) and linguistic dimensions (phonology, grammar, conversational and discourse structures). The course will concentrate on studies on English, with some possible glimpses also into participants' first languages. The understanding of sociolinguistic research methods will be supported by the discussion of problems of data collection and analysis.
Theoretical knowledge to be acquired:	-- understanding of the basic notions -- getting informed about the most influential theories -- awareness of issues in variability in language use
Practical knowledge to be acquired:	-- practice in identifying, transcribing and analysing variable linguistic phenomena -- practice in identifying relevant research -- practice in designing research on variable linguistic phenomena in an ethical way -- practice in giving academic presentations -- practice in writing a literature review chapter of an academic paper
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Wardhaugh, R. – J. Fuller (2021). <i>An introduction to sociolinguistics</i> . 8th edition. Wiley-Blackwell. Coupland, N., Sarangi, S. & C. Candlin (2014) (eds.). <i>Sociolinguistics and social theory</i> . Routledge.
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Eckert, P. (2016). Variation, meaning and social change. In Coupland, N. (ed.). <i>Sociolinguistics: Theoretical debates</i> . Cambridge University Press, 68-85. Holmes, J. (2013). <i>Introduction to sociolinguistics</i> . 4. kiadás, Routledge. 2. fejezet: Language choice in multilingual communities, 19-52. Kerswill, P. (2020). Contact and new varieties. Chapter 12 in Hickey, R. (szerk.): <i>The handbook of language contact</i> . 2. kiadás. Wiley Online Library, 241-259. Labov, W. (1972/1997). The social stratification of (r) in New York City department stores. In Coupland, N. & Jaworski, A. (1997). <i>Sociolinguistics</i> . Macmillan, 168-178.

Theory to practice ratio: 10 % theory – 90 % practice	Number of theoretical contact hours: 40% of the contact hours	Number of practical contact hours: 60% of the contact hours
Applied teaching methods:	--Theoretical lectures with visual aids -- Interactive discussions based on home readings -- Data-driven analysis of examples in pair/groupwork -- Student presentations with instructor and peer feedback	
Method of assessment:	quiz, presentation, partial paper (literature review)	
Assessment criteria:	active participation in class tasks and discussions, informative presentation, good partial paper	
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Knowledge: The student</p> <ul style="list-style-type: none"> -- knows about sociolinguistic theories -- understands relationships between sociolinguistic theories and methods of data collection/analysis -- has knowledge of the tools used for researching language variation <p>Skills: The student</p> <ul style="list-style-type: none"> -- has the ability to critically evaluate readings related to the discussed topics -- can perform language analysis tasks -- can plan research on variable language phenomena -- can select relevant literature for a critical literature review -- can use academic sources independently -- can prepare a review of literature independently <p>Attitude: The student is</p> <ul style="list-style-type: none"> -- interested in sociolinguistic topics -- critical of research-based texts, -- self-critical of own work, -- needs to expand acquired knowledge <p>Responsibility and Autonomy: -- The student feels/assumes responsibility, -- performs tasks under direction or autonomously, -- accepts the framework of cooperation, -- has the ability to self-monitor, -- makes independent decisions, -- directs and evaluates the work of others (individual, group).</p>	