

# ET119-15 Language in Society

**24/25**

**Department**

Applied Linguistics

**Level**

Undergraduate Level 1

**Module leader**

Jo Angouri

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

50% coursework, 50% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

What affects the way we speak? What is the difference between a language and a dialect? And how is power related to language? In this module we consider these and other questions and unpack the ways in which language shapes and is shaped by society. You will have a chance to look at how language works in different public and private contexts and in different multilingual and intercultural settings. Using real world data, you will be introduced to a range of different theoretical concepts and methodological approaches to help you understand, describe and interpret language use in society. The module provides a foundation both for further study of Communication and for Sociolinguistics in Year 2.

[Module web page](#)

### Module aims

The aims of this module are:

- to develop an understanding of different theoretical and methodological approaches to the study of language use in different multilingual and multicultural contexts.
- to introduce the students to the relationship between language and identity.
- to raise awareness of key issues in intercultural interaction and linguistic aspects of multilingualism and multiculturalism.

- to examine critically how different theoretical and methodological approaches and concepts help to understand, describe and interpret language use in different multilingual and multicultural contexts.

The module will contribute to the achievement of Course Aims #1, #2, #4 and #7:

- #1 provide a thorough grounding in theories and research findings related to intercultural interaction and linguistics;
- #2 give students an in-depth understanding and awareness of the nature of generic, discursal and linguistic features relevant to different cultural and professional contexts;
- #4 enable students to analyse cross-linguistic features and contexts, and authentic cross-cultural and intercultural discourses using both quantitative and qualitative methods;
- #7 enable students to undertake an in-depth study of issues relating to intercultural linguistics.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will explore: (a) the notion of language use in relation to different sociocultural contexts, (b) the relationship between language and identity as well as the practical issues and challenges associated with the multilingual and multicultural lives of people in modern societies. This interaction between theory and real life issues will be investigated around the following general themes:

- Language use in context
- Language and identity
- Multilingualism & multiculturalism
- Multilingual & multicultural practices in society
- Language policy and language practice
- Globalisation

## Learning outcomes

By the end of the module, students should be able to:

- (Subject knowledge and understanding) demonstrate knowledge and understanding of theories and empirical research on language use, with a particular focus on language use in different sociocultural contexts. Show understanding of the relationship between language and identity. show awareness of key issues around intercultural interaction and linguistic aspects of multilingualism and multiculturalism. (Cognitive Skills) evaluate critically how different theoretical & methodological approaches and concepts help to understand, describe and explain language use in different multilingual and multicultural contexts. (Subject-specific Skills/Professional Skills) design and carry out a small-scale investigative study of language use using quantitative and/or qualitative methods as appropriate . (Key Skills) Read academic papers effectively Communicate clearly and effectively in discussions Communicate ideas effectively in writing Work collaboratively in teams Work independently

Plan and manage time and workload to meet deadlines

### **Indicative reading list**

- Auer, P. and Li Wei (eds.) (2007) Handbook of multilingualism and multilingual communication. Berlin: Mouton de Gruyter.
- Blackledge, A. and Creese, A. (2010) Multilingualism: a critical perspective. London: Continuum.
- Block, D. (2006) Multilingual identities in a global city. Basingstoke: Palgrave Macmillan.
- Gumperz, J. and Hymes, D. (1972) Directions in Sociolinguistics: the ethnography of communication. New York: Holt, Rinehart and Winston.
- Holmes, J. (2013) An introduction to sociolinguistics. Oxon: Routledge.
- Li Wei and Moyer, M. (eds.) (2008) Research methods in bilingualism and multilingualism. Oxford: Blackwell.
- Lott, B. (2009) Multiculturalism and diversity: A social psychological perspective. Chichester, UK: John Wiley.
- May, S. (2001) Language and minority rights: ethnicity, nationalism and the politics of language. London: Longman.
- Senft, G., Östman, J. O., and Verschueren, J. (Eds.). (2009) Culture and language use (Vol. 2). Amsterdam: John Benjamins Publishing.
- Zarate, G., Lévy, D. and Kramsch, C. (eds.) (2011) Handbook of multilingualism and multiculturalism. Paris: Editions des archives contemporaines.

[View reading list on Talis Aspire](#)

### **Research element**

All assessment includes original research project. This involves the design as well as carrying out projects on core areas of module and programme overall.

### **Interdisciplinary**

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within linguistics, particularly socio, theoretical and applied. It also invites to the students to make connections with other disciplinary areas covered in the programme particularly social psychology.

### **International**

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on issues of power asymmetry in the various different environments and in relation to phenomena covered in the module. The concept of social justice is prominent and is particularly relevant for critically looking into the changes in the world around us.

### **Subject specific skills**

- demonstrate knowledge and understanding of theories and empirical research on language

use, with a particular focus on language use in different sociocultural contexts.

- Show understanding of the relationship between language and identity.
- show awareness of key issues around intercultural interaction and linguistic aspects of multilingualism and multiculturalism.
- design and carry out a small-scale investigative study of language use using quantitative and/or qualitative methods as appropriate .

## Transferable skills

- evaluate critically how different theoretical & methodological approaches and concepts help to understand, describe and explain language use in different multilingual and multicultural contexts.
  - Read academic papers effectively
  - Communicate clearly and effectively in discussions
  - Communicate ideas effectively in writing
  - Work collaboratively in teams
- (Key Skills)
- Read academic papers effectively
  - Communicate clearly and effectively in discussions
  - Communicate ideas effectively in writing
  - Work collaboratively in teams
  - Work independently
  - Plan and manage time and workload to meet deadlines
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## Study

### Study time

Type	Required
Lectures	9 sessions of 2 hours (12%)
Seminars	9 sessions of 1 hour (6%)
Other activity	4 hours (3%)
Private study	119 hours (79%)
Total	150 hours

### Private study description

Reading subject materials, homework tasks, assignments and revision.

### Other activity description

Revision sessions

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group C2

	Weighting	Study time
2000 word assignment	50%	
Online Examination	50%	
~Platforms - AEP		

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- Online examination: No Answerbook required

### Feedback on assessment

Written feedback on the assignment will be provided on the Centre's standard feedback sheets, which conform to Faculty regulations. This will include both summary and detailed feedback. Where appropriate, additional feedback may be provided via personal meetings with the tutor.

[Past exam papers for ET119](#)

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## Availability

### Courses

This module is Core for:

- Year 1 of ULNA-R1Q3 Undergraduate French and Linguistics
- Year 1 of ULNA-R2Q3 Undergraduate German and Linguistics
- Year 1 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics
- Year 1 of ULNA-R3Q3 Undergraduate Italian and Linguistics
- Year 1 of UETA-X3Q5 Undergraduate Language, Culture and Communication
- Year 1 of UETA-X3Q8 Undergraduate Language, Culture and Communication (with Intercalated Year)
- Year 1 of UETA-Q1A9 Undergraduate Linguistics with Arabic (with Intercalated Year)
- Year 1 of UETA-Q1A7 Undergraduate Linguistics with Chinese (with Intercalated Year)

- Year 1 of UETA-Q1A1 Undergraduate Linguistics with French (with Intercalated Year)
- Year 1 of UETA-Q1A2 Undergraduate Linguistics with German (with Intercalated Year)
- Year 1 of UETA-Q1A3 Undergraduate Linguistics with Italian(with Intercalated Year)
- Year 1 of UETA-Q1A8 Undergraduate Linguistics with Japanese (with Intercalated Year)
- Year 1 of UETA-Q1A5 Undergraduate Linguistics with Portuguese (with Intercalated Year)
- Year 1 of UETA-Q1A6 Undergraduate Linguistics with Russian (with Intercalated Year)
- Year 1 of UETA-Q1A4 Undergraduate Linguistics with Spanish (with Intercalated Year)
- Year 1 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics
- Year 1 of UETA-Q311 in English Language and Linguistics (with Intercalated year)

This module is Core optional for:

- Year 1 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics