UAB
Universitat Autònoma de Barcelona

Sociolinguistics and Diversity

Code: 105848
ECTS Credits: 6

2025/2026

Degree	Type	Year
Catalan Philology: Literary Studies and Linguistics	OB	2

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are no prerequisites. It is assumed that people who enroll in this subject are trained to read specialized bibliography in Catalan, Spanish and English.

Objectives and Contextualisation

According to the definition of the reference handbook of Catalan sociolinguistics (Boix and Vila, 1998: 33), "we understand by Catalan sociolinguistics the research around the relations between language and society [...] that is carried out from some of the Catalan - speaking territories ". This research can be done from a sociological perspective (the study of society in relation to language) or from a linguistic one (the study of language in relation to society); in the first case we usually speak of "sociology of language" and in the second we could speak of "social linguistics". In accordance with the dominant tradition in Catalan sociolinguistics, in this subject we adopt the social perspective, with the following threefold objective: a) with a historical background and on the basis of basic concepts of general sociolinguistics, familiarize people enrolled with the situation current use of the Catalan language in the different territories of the Catalan - speaking area, within the framework of the existing linguistic and social diversity, according to the available empirical studies; b) initiate them in the methodology followed by these empirical studies; and c) to introduce them in the study of the language policy that is applied in those territories, which is the central topic of the optional subject Language Policy and Planning.

Competences

- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Assess gender inequalities when acting in this field of knowledge.
- Critically apply the different instruments of analysis to different types of linguistic data.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Display teamwork skills.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.

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- Interpret the political, social and cultural factors that affect the use of the Catalan language and its evolution over time and at the present day.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources.

Learning Outcomes

1. Competently use the fundamental digital and bibliographic tools for studying philology.
2. Construct a written text that is grammatically and lexically correct.
3. Critically analyse and evaluate language policies from a comparative perspective.
4. Demonstrate understanding of the sociolinguistic evolution of the language community.
5. Develop creative initiatives with regard to the conditions in which the Catalan language is used.
6. Distinguish between grammatical gender and natural gender.
7. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
8. Identify the actors, areas of intervention and results of language policies on the Catalan language.
9. Identify the contexts in which historical processes are immersed.
10. Interpret sociolinguistic data obtained using quantitative or qualitative methods.
11. Interpret texts in depth and provide standpoints from which to analyse them critically.
12. Interpret the problem areas and factors that have conditioned the use of the Catalan language throughout history in a multicultural society.
13. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
14. Plan, organise and carry out work in a team.
15. Produce normatively correct written and oral texts.
16. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
17. Use and critically analyse lexicographic resources in different media on the Catalan language.
18. Use available resources for studying Catalan as a foreign language.
19. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
20. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
21. Write text commentaries from a critical standpoint.

Content

1. General sociolinguistics and Catalan sociolinguistics: basic notions of general sociolinguistics and application to the study of the relationship between language and society in the Catalan-speaking area.

2. Sociolinguistic history of Catalan: a review of the social history of the Catalan language as a background of its present situation.

3. Catalan sociolinguistics: analysis of the current situation of the Catalan language (competence, use and representations), within the framework of the existing linguistic and social diversity.

4. Language policy and planning: introduction to public policies that affect the current situation of the Catalan language, with an emphasis on the relevant legal frameworks and the linguistic ideologies that underlie them.

5. Prospective: based on the analysis of the empirical reality and the public interventions that are applied in each case, a brief consideration of the future scenarios of the Catalan language in the framework of the existing linguistic and social diversity.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral assignments discussion	7.5	0.3	13, 4, 5, 1, 9, 8, 10, 16
Theory classes	37.5	1.5	13, 9, 11, 7
Type: Supervised			
Assignment supervision	30	1.2	13, 2, 4, 5, 1, 9, 8, 10, 11, 14, 7, 15, 16, 21, 19
Type: Autonomous			
Assignment preparation & elaboration	30	1.2	2, 4, 5, 1, 9, 8, 10, 11, 14, 15, 16, 21, 20
Information search	15	0.6	13, 8, 10, 11, 20, 19
Reading tasks	30	1.2	9, 8, 10, 11, 7, 20

This course consists of 6 ECTS, which correspond to 150 hours of student dedication. Of this total, 45 hours (30%) correspond to classroom-directed activities, 30 hours (20%) to supervised activities, and 75 hours (50%) to autonomous activities.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for the completion by the students of the evaluation surveys of the teaching staff's performance and evaluation of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes

Class participation	10	0	0	3, 13, 4, 18, 17, 9, 8, 10, 11, 7
Oral assignments	10	0	0	13, 4, 5, 9, 8, 10, 7, 15
Research report	50	0	0	3, 13, 2, 4, 6, 5, 1, 18, 17, 9, 8, 10, 16, 21, 20, 19
Written assignments	30	0	0	13, 4, 6, 1, 9, 10, 12, 14, 16, 21, 20, 19

ASSESSMENT

According to the UAB assessment regulation, "the continuous assessment process must include a minimum of three assessment activities, of two different typologies, distributed throughout the course, none of which can represent more than 50% of the final grade ". In the case of this course, the continuous assessment process consists of the four assessment activities that appear in the table.

This subject foresees the single assessment modality. In this case, the assessment consists of four assessment activities: a review (10%), a test (40%), a written assignment (40%) and the corresponding oral presentation (10%).

To pass the course you will need to get a minimum grade of 5 (out of 10).

NON-ASSESSABLE

The student will receive the grade of Non-assessable as long as he / she has not delivered more than 30% of the assessment activities.

REVIEW OF GRADES

At the time of carrying out each assessment activity, the lecturer will inform the students (Moodle) of the procedure and date of review of grades.

RESIT

According to the UAB assessment regulation, "in order to participate in the resit, students must have previously been evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the course ". In the case of this course, in order to participate in the resit, the research report (50%) and the written assignments (30%) must have been evaluated. Class participation and oral assignments can't be resat.

In accordance with the UAB assessment regulation, to participate in the resit the lecturer responsible for the course requires students to have obtained a minimum grade of 3.5 in the average of the subject.

For the single assessment the same resit method as continuous assessment will be used.

The maximum grade achievable in the resit is a5.

IRREGULARITIES

In the event of a student committing any irregularitythat maylead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In theevent of severalirregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Assesment activities that incur in irregularities cannot be resit.

COVID-19

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class

participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

AI

In this subject, the use of Artificial Intelligence (AI) technologies is prohibited in any phase. Any work that includes AI-generated fragments will be considered a breach of academic dishonesty and may result in a partial or total penalty on grading, or greater penalties in serious cases.

Bibliography

DOCUMENTS

Boix, Emili; Vila, F. Xavier (1998). *Sociolingüística de la llengua catalana*. Barcelona: Ariel. Versió pdf disponible al Campus Virtual.

Enquesta d'usos lingüístics de la població 2018
https://llengua.gencat.cat/ca/serveis/dades_i_estudis/poblacio/Enquesta-EULP/Enquesta-dusos-lingueistics-de-la

Fasold, Ralph (1987). *The Sociolinguistics of Society*. Oxford: Blackwell.

Junyent, Carme (amb Bel Zaballa) (2020). *El futur del català depèn de tu*. Barcelona: La Campana.

Pradilla, Miquel Àngel (ed.) (2022). *Catalan Sociolinguistics. State of the art and future challenges*. Amsterdam/Philadelphia: John Benjamins.

Solé, Joan (2000). "Els mètodes bàsics de recerca sociolingüística". *Noves SL* Tardor 2000.

http://www.gencat.cat/llengua/noves/noves/hm00tardor/metodologia/sole1_1.htm

Stockwell, Peter (2007). *Sociolinguistics. A Resource Book for Students*. Oxon/New York: Routledge. pdf available on the Campus Virtual.

Vallverdú, Francesc (1973). "Breu història sociolingüística de la llengua catalana". Dins: *El fet lingüístic com a fet social*. Barcelona: Edicions 62, 1985[6], 127-150.

INSTITUTIONS

Centre de Recerca en Sociolingüística i Comunicació (UB)

www.ub.edu/cusc

Institut d'Estadística de Catalunya

http://www.idescat.cat

Instituto Nacional de Estadística

https://ine.es/

Llengua Catalana (Generalitat de Catalunya)

Inici. Llengua catalana (gencat.cat)

Societat Catalana de Sociolingüística (Institut d'Estudis Catalans)

[Societat Catalana de Sociolingüística | Institut d'Estudis Catalans (iec.cat)](#)

Xarxa Cruscat: Coneixements, representacions i usos del català

[Xarxa Cruscat: coneixements, representacions i usos del català | (iec.cat)](#)

Software

No specific software is used in this course. In some sessions a program in Microsoft Office (Excel) is used and free applications that do not require registration, such as Mentimeter or Socrative.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed