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| Course Title | English Linguistics 2 | | Instructor(s) | Anne Howard | |
| E-mail | ahoward@sky.miyazaki-mic.ac.jp | |
| Class Style | Lecture | | Office Hours | MW3:30-5 | |
| Track | English Education | | Mode of Instruction | Single | |
| Credits | 2 | | Allocated Year | 3 | |
| Active Learning | 1-6 Response/reaction writing  4-1 Interactive Lectures  4-3 Free discussion  4-9 Group work on questions | | Compulsory or Elective | Compulsory for TC | |
| Course Overview | Continues the introduction to the nature of language with a focus on English. Further fields of English language are discussed, including semantics, pragmatics, sociolinguistics and the varieties of contemporary Englishes. | | | | |
| Course  Objectives | Overall objectives  To acquire English studies knowledge that will contribute to classes in foreign languages at junior high schools and senior high schools.  Study contents  [1] Mechanisms of English speech  [2] English grammar  [3] Historical transitions in English, English as a common international language  Attainment objectives  [1]To understand the mechanisms of English speech  [2]To understand English grammar  [3] To understand historical transitions in English and the situation of English as a common international language.  Course objectives   * Students will become familiar with the ways in which second language acquisition theory informs language teaching.   Students will become familiar with some basic concepts in linguistics  Students will learn about some research methods that are commonly used in the field.   * Students will practice their academic speaking and writing skills. | | | | |
| Prerequisite |  | | | | |
| **Course**  **Schedule** | No | Contents | | | Homework |
| 1 | Introduction to the four topics covered in Linguistics II, review of language acquisition  (TC Objective 2) | | | Read: Interaction 1 |
| 2 | Input: Krashen, the Natural Approach  Class observation video and discussion | | | Read: Interaction 2 |
| 3 | Output: negotiation of meaning  Lecture and discussion (TC Objective 2) | | | Read: Interaction 3 |
| 4 | Review of Interaction | | | Review |
| 5 | Test, Direct and indirect speech; Grice’s maxims. (TC Objective 2) | | | Review |
| 6 | Lecture and discussion: Brown and Levinson’s theory of politeness. (TC Objective 2) | | | Read: Spolsky, pp. 14-19 |
| 7 | In-class project: Compliments | | | Read: CARLA website. |
| 8 | Pragmatics presentations | | | Read: Tannen, pp. 68-71. |
| 9 | Introduction of topic: Why do languages change? Can we stop it? (TC Objective 3) | | |  |
| 10 | **Wæs hæil**! Introduction to Old English (TC Objective 3) Discovery task and video. | | | Read:Standardization |
| 11 | Ey, maister, welcome be ye! Middle English (TC Objective 3) Discovery task and video | | | Read: Some old forms of English that are still used today |
| 12 | Hail, fellow; God save you! Early Modern English (TC Objective 3) Discovery task and video | | | Read: Hudley  Watch: Crystal |
| 13 | Discussion and lecture: dialect. (TC Objective 3) | | | Watch: “Code-switching in Hong Kong”  Read: Megyes |
| 14 | Lecture and discussion: Kachru’s three circles (TC Objective 3) | | |  |
| 15 | Discussion: non-native English speaking teachers. | | |  |
| Grading | Class participation: 10%  Review activity and homework: 10%  Small projects: 25%  Quizzes: 25%  Final project: 30% | | | | |
| Textbooks |  | | | | |
| References | Cipollone, N., Keiser, S. H., & Vasishth, S. (1998). *The language files*. Columbus: The Ohio State UP.  Hudley, A.H.C. (2014). Which English you speak has nothing to do with how smart you are. *Slate*.    Lightbown, P. M. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford UP.  Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language, Third edition* (pp. 415-428). Boston: Heinle & Heinle.  Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford UP.  Tannen, D. (1995). *Talking from 9 to 5: Women and men at work*. New York: Harper Collins. | | | | |
| NOTES |  | | | | |