

Английский язык для специальных академических целей. Лингвистика
English for Specific Academic Purposes. General Linguistics - 3

Approved by the Academic Council of
SoFL

Developer	O.I. Vinogradova, A. S. Virenkova
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, 1–3 modules
Study format	Full-time

Abstract

«English for Specific Academic Purposes. General Linguistics -3» is an elective course intended for second-year students who are training with the major in linguistics. It is to be administered as one of the set of courses of English in accordance with the Concept of Development of English-language Communicative Competence of HSE Students. The aims of the course are (1) to develop academic English competence on the basis of getting familiar with academic written and oral production in English, and (2) to advance HSE students' research skills in the area of their specialization, i.e. linguistics. The course focuses on core tasks relevant to all academic purposes, such as working out the main points of an academic text or lecture; presenting the summary of the information received, taking into consideration positions of all contributors to the area in focus; and extending one's own scope of English communicative competence and professional vocabulary in the area of linguistics and linguistic studies as a means to develop academic writing and listening skills. Students will be expected to produce critical, analytical or evaluative texts in speech and writing throughout the course. The syllabus covers concepts and key vocabulary necessary for discussing linguistics as well as words and phrases commonly used in academic English. Finally, the course is to highlight the skills and academic norms that are required for participation in linguistic seminars and tutorials in English language, on the one hand, and in international academic events, on the other. As a result, students are expected to present their group and individual projects orally and in writing throughout the course. The main components of the course are studying parts of the book by Edward de Chazal & Sam McCarter Oxford EAP: A Course in English for Academic Purposes; watching video lectures devoted to separate areas of linguistics; listening to radio programmes with discussions of the state of English language; practising areas of English grammar and English vocabulary; reading linguistic academic papers in English followed by presentation of students' summaries or discussions of the scholarly arguments in the papers; presentations in class of students' own linguistic projects.

Learning Objectives

1. The course is aimed at developing BA Theoretical and Computational Linguistics students' professional intercultural communicative competence (PICC) that is referred to as the "integrative ability of solving professional tasks with the help of foreign language". Development of the PICC, as an integrative goal of this course, ensures plunging students as

active participants into the process of solving a variety of professionally-oriented tasks with the help of the English language that model a broad diverse social and (quasi-) professional context of their future career paths.

2. provides an opportunity to discover various genres, formats, strategies, purposes and means of learning and narrating about the Theoretical and Computational Linguistics, as well as describing and interpreting art works of different styles and periods, creating and presenting linguistic projects in English using Information and Communications technology (ICT);
3. gives a chance to work with different sources and types of information for finding new solutions to the existing problems and designing innovative creative and personally meaningful research, educational and professional projects related to their future professional field;
4. practices analytical and critical thinking skills;
5. enables to reflect on their own and their team work and experience;
6. develops problem solving skills and creativity.

Learning Outcomes

- extracting, organizing and completing the information according to the given task using the strategies of predicting, prioritizing, identifying the general and specific (detailed), key and additional info, recognizing relevant/irrelevant, major and supporting facts, opinions, arguments etc., differentiating between narration, description and reasoning;
- Listening: Understanding dialogues and polylogues on both familiar and unfamiliar topics; Understanding lectures; Using basic listening techniques (predicting, understanding main ideas and details); Note-taking.
- o extract, organize and complete the information according to the given task using the strategies of predicting, prioritizing, identifying the general and specific (detailed), key and additional info, recognizing relevant/irrelevant, major and supporting facts, opinions, arguments etc., differentiating between narration, description and reasoning;
- Reading: Understanding specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR); Understanding text structure; Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details). *can use a dictionary occasionally to confirm his/her interpretation of terminology
- Speaking: Dialogue on general topics (active listening, questioning, responding to questions, emphasizing); Monologue: descriptive/informative/reasoning
- Speaking: Dialogue on general topics (active listening, questioning, responding to questions, emphasizing); Monologue: descriptive/informative/reasoning.
- to extract, organize and complete the information according to the given task using the strategies of predicting, prioritizing, identifying the general and specific (detailed), key and additional info, recognizing relevant/irrelevant, major and supporting facts, opinions, arguments etc., differentiating between narration, description and reasoning;
- to formulate and express the ideas based on the analysis of the facts / concepts / ideas / opinions etc. about linguistics in oral and written form;
- to integrate smartly the learned theories, concepts, terms and definitions from the professional context into the speech

- to work with ideas and concepts related to the field of linguistics individually and in a team using the brainstorming, formulating, refining, adapting, arguing, debating, supporting, transforming etc. strategies;
- to work with sources and different types of information about linguistics: - searching and finding relevant info; - identifying, analyzing and evaluating the sources (including e-sources);
- Writing: Summary; Essay (opinion, discussion); E-mail (business correspondence); CV
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Course Contents

1. The Big To-Do-List: Identifying Challenges for 21st Century Linguistics

The topic is based on the list of the greatest linguistic discoveries to date and the cutting-edge issues in contemporary linguistics, according to Martin Hilpert. It also discusses how linguistics could collaborate with other sciences to solve the most challenging issues that humanity is currently facing.

Reading:

Reading for the main idea and for detail. Note-taking – organizing key information. Using notes to write a summary.

Writing:

Understanding essay titles. Generating ideas for writing tasks. Creating and evaluating a plan for writing. Verbs in essay titles. Paraphrasing: Reasons for paraphrasing

Listening:

Lectures. Listening for the main idea. Note-taking: identifying noun phrases.

Speaking:

Asking and answering questions. Preparing for and taking part in a seminar discussion.

Summarizing and reporting on a seminar discussion.

Grammar:

Tenses (1). Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous

Vocabulary:

Vocabulary for specific purposes: General linguistic terms;

General academic vocabulary: Nouns and the words they combine with.

Video:

Being a polyglot

2. Basic concepts of language

The topic contributes to a popular conception of human language acquisition and some general basic concepts of human language development. It also covers some topics from psycholinguistics and sociolinguistics as well as some items from applied linguistics connected, for instance, with teaching languages.

Reading:

Recognizing and writing definitions. Summarizing key factual information in a text.

Writing:

Writing a short description of visual information. Using noun phrases containing relative clauses in definitions.

Listening:

Lectures. Listening for the main idea. Note-taking: using noun phrases in note-taking.

Speaking:

Recognising language for referring to visual information. Presenting visual information. Asking for information, clarification.

Grammar:

Tenses (2). The future: will, be going to + infinitive, shall; present tenses for the future; future continuous, future perfect and future perfect continuous; be to + infinitive; future in the past;

Vocabulary:

Vocabulary for specific purposes: Basic terms relating to different areas in linguistics;

General academic vocabulary: Adjective and noun combinations.

Video:

Stephen Fry and Michael Rosen talk about language

3. Is linguistics a science?

The topic discusses three parallels between linguistics and natural sciences such as biology and physics, also highlighting three aspects in which linguistics is different from these disciplines.

Reading:

Identifying main ideas and supporting evidence in a text. Building word families. Using adverbs to express stance;

Writing:

Analysing and writing topic sentences. Adding supporting evidence using reasons and examples.

Writing and evaluating a paragraph;

Listening:

Lectures. Understanding the main ideas in a lecture. Recognizing the language for introducing main ideas and supporting evidence. Analysing types of supporting evidence: examples, definitions, and explanations. Introducing supporting evidence;

Speaking:

Identifying assumptions in questions; participating in a tutorial discussion;

Grammar:

Modals (1). Ability, possibility, conclusions, willingness, habitual events, necessity, deduction, 'not necessary', obligation;

Vocabulary:

Vocabulary for specific purposes: General terms to describe linguistics as part of scientific knowledge;

General academic vocabulary: Nouns and prepositions.

Video:

The language of science

4. Building Complex Knowledge with Language and Imagination

The topic discusses how speakers of different languages conceptualize time relative to space, and how our perception of time may be distorted due to brain impairment affecting the way we process space. It also addresses the concept of metaphor and shows how linguistic metaphors have psychological weight affecting our behaviour, as well as defines language as a powerful tool that helps us conceive of an infinite number of new ideas, recycling our past experiences.

Reading:

Identifying the argument and structure of a text. Identifying cohesive language. Identifying hedging language.

Writing:

Analysing an essay conclusion. Linking ideas coherently. Writing and evaluating an essay conclusion.

Listening:

Lectures. Understanding the main points of a lecture. Identifying spoken punctuation.

Speaking:

Interpreting and discussing written feedback. Preparing spoken responses to written feedback.

Grammar:

Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns;

articles

Vocabulary:

Vocabulary for specific purposes: Basic terms in cognitive linguistics and theory of conceptual metaphor (1);

General academic vocabulary: Metaphors and idioms in academic writing.

Video:

Metaphors

5. What is language? Human language vs. animal communication systems

This introductory lecture by Prof. Dr. Martin Hilpert of University of Berkeley provides substantial and profound information on what human language is and how it differs from other forms of communication, specifically, animal communication systems by giving comprehensive details on each feature mentioned.

Reading:

Identifying the purpose and structure of a text. Paraphrasing: noun and verb transformations;

Writing:

Analysing essay introduction. Writing and evaluating a thesis statement. Writing and evaluating an essay introduction;

Listening:

Lectures. Understanding the organization of a lecture. Recognizing and practicing signposting language. Signposting: Introducing and transitioning between points, sequencing;

Speaking:

Evaluating presentation guidelines. Using signposting language to refer to visual information.

Giving a short presentation;

Grammar:

Modals (2). Complex modal forms; dare and need; had better; be allowed to; be supposed to; other verbs with modal meanings;

Vocabulary:

Vocabulary for specific purposes: Terms to describe linguistics as a communication system;

General academic vocabulary: Verbs and the words they combine with.

Video:

Listen and learn: how to make better conversation

Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

- Final assessment

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%)* and *Writing (40%)* respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening (L)</i>	Listen to the text and complete the tasks 1-10	max. 10 points
2.	<i>Reading (R)</i>	Read the text and complete the tasks 1-10.	max. 10 points
3.	<i>Writing (W)</i>	Write a review/report.	review assessment criteria/ report assessment criteria

Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);

- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student’s Program and to the teacher (in one email).

Note:

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student’s removal from the examination room, disconnection from the videoconference, etc.) with a subsequent “0” grade in the examination grade column.

REPORT ASSESSMENT CRITERIA (max 10 points)

Recommended word count 150 – 200

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: presents a fully developed position in answer to the question with relevant, fully extended and well supported arguments; writes an introduction which clarifies the aim and the subject of the report, uses suitable headings for each of the paragraphs, describes what was discovered, analysed, compared or generalised, how the information was obtained, gives facts and findings, a logical conclusion including results and recommendations/predictions;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: presents relevant main ideas but some may be inadequately developed; writes a relevant introduction, conclusion and recommendations, uses headings for the paragraphs; a final paragraph sums up the report appropriately;

1 point – the student responds to the task only in a minimal way or the answer is tangential: writes an introduction, does not use headings for the paragraphs, does not include analysis, writes an unwarranted conclusion and recommendations; presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: does not write an introduction and/or conclusion, does not use headings for the paragraphs, presents only the personal opinion based on unproved assertion.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured, descriptive and evaluating report, uses a variety of linking devices appropriately, organises information and ideas logically, uses paragraphing sufficiently;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not write an overview paragraph or writes an irrelevant introduction, does not organise information and ideas logically, fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes, the report is written in an impersonal style and the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 1 lexical or spelling mistake, the student uses the appropriate register;

0 points – the student uses a basic vocabulary, makes 2 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and passive structures without grammar mistakes;

1 point – the student uses basic grammar structures and makes 1 grammar mistake;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target; a reader is on the whole informed.

0 points – The student does not make a relevant choice and does not justify the decision with evidence.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;

0 points – the students makes more than 2 punctuation errors.

– Independent work assessment

A fully completed task means that an assigned task meets the deadline and all the requirements.

Commentary:

Independent work includes activities that students do at home, activities that students do in the classroom and online work. The elements of independent work cannot be retaken.

– Oral assessment

DISCUSSION ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion;

1 point – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas;

0 points – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions;

1 point – the student applies logic when organising ideas, but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused;

0 points – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items, phrases useful for the discussion development;

1 point – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

0 points – the student's vocabulary is too limited to comment on the topic, numerous mistakes impede understanding; active vocabulary is not used or used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures;

1 point – the student uses basic grammar structures and may make occasional mistakes which do not impede communication;

0 points – the student makes numerous grammar mistakes which impede communication.

Fluency, pronunciation (max 1 point)

1 point – the student's speech is smooth and fluent; there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

0 points – the speech is slow; it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

- Written assessment

ESSAY ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

1 point – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

0 points – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

1 point – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

1 point – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures and may make 1 minor mistake;

1 point – the student uses a variety of grammar structures, but may make 2 mistakes;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

Level/track specific criteria (max 1 point)

1 point – the student presents an example for each argument;

0 points – the student does not present any example for an argument.

Interim assessment (3 module)

- 0.300 Final assessment
- 0.250 Independent work assessment
- 0.250 Written assessment
- 0.200 Oral assessment

Sources

Recommended Core Bibliography

Oxford EAP : a course in English for academic purposes : upper-intermediate / B2, Chazal de, E., ISBN: 9780194001786, 2020

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Thibodeau, P., Gehring, K., Tesny, E., Flusberg, S., Fausey, C., & Boroditsky, L. (2014). Metaphor and Causal Reasoning.

Barón Birchenall, L. (2016). Animal Communication and Human Language: An overview.

Chomsky, N. (2000). New Horizons in the Study of Language and Mind. Cambridge University Press.

Recommended Additional Bibliography:

Pika, S., Wilkinson, R., Kendrick, K., & Vernes, S. (2018). Taking turns: Bridging the gap between human and animal communication.

Barnes, H. (2017). Linguistics : Past, Present and Future Perspectives. Hauppauge, New York: Nova Science Publishers, Inc. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1530916>

Pullum, G. K. (2018). Linguistics : Why It Matters. Cambridge, UK: Polity. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1910481>

Christelle Gillioz, & Sandrine Zufferey. (2020). Introduction to Experimental Linguistics. Wiley-ISTE.

Toskos Dils, A., & Boroditsky, L. (2013). The visual motion aftereffect from mental imagery depends on speed.

Equipment of the classroom:

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.

Examples of assessment materials

Independent Work Assessment

Listen to the lecture and provide a summary <https://www.youtube.com/watch?v=X4OaN39sNAI>

Oral Assessment

Describe a linguistic article you read last semester. What was it about? What did you learn? What can you say about the way it was written? And say whether you enjoyed it or not.

Written Assessment

How many categorisation schemes does the lecturer propose for morphemes? How can the task the lecturer presents be made into a difficult linguistic puzzle? While choosing between the constituent

representation and the dependency representation, Fillmore argues in favor of the former basing inter alia on the prosodic point. Which exactly?

Final Assessment

https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk TXTNG IS KILLING LANGUAGE. JK!!! from the beginning up to 9:37

TRUE //FALSE //NOT GIVEN According to the speaker, the general misconception about texting is surprising. For linguists, speech is a much more interesting phenomenon than writing. Language is often mistakenly identified with the written word. Speaking like writing, which used to be common practice, is obsolete nowadays. Computer keyboards revolutionised communication, allowing writing to resemble speaking.

NO MORE THAN 3 words Just like oral communication, text messages lack a rigid _____. Although technically it is done by writing, texting is essentially _____. Far from having a degrading effect on our writing skills, texting seems to be evolving, demonstrating _____ as a new feature. LOL, which used to mean 'laughing out loud', has evolved into a _____. Slash, now used in text messages to change the topic, performs the function of a _____, which can typically be found in spoken languages.

1) Rewrite the sentences to focus attention on the underlined information. Start with *it + be* and an appropriate *wh-* word or *that*.

I'm not looking forward to physics, but I'm most worried about the statistics exam. = I'm not looking forward to physics, but it's the statistics exam that I'm most worried about. She's been seeing a doctor at Newtown Hospital, but she's having the operation in the Queen Mary Hospital. She's been seeing a doctor at Newtown Hospital, but... They said they dropped in when they were passing, but I think they came to visit us because they wanted to watch TV. They said they dropped in when they were passing, but I think... He says he's got a cold, but in fact he's feeling unwell because he's working so hard. He says he's got a cold, but in fact...

2) Give responses beginning *No, what...*, correcting what was said in the question. The first one is done for you. Use the notes in brackets to help.

'Did you say that you wanted me to move these boxes?' (wanted you / fill boxes / these books) 'No, what I said was that I wanted you to fill the boxes with these books.' 'Did you mean that you will give me the money?' (lend / money until next week) 'Did you think that I would take Mark to piano practice?' (going / his own) Now give similar responses which focus on the action, as in 4: 'Did you go next door and complain about the noise?' (call / police) 'No, what I did was call/to call/calling the police.' 'Did you buy a new washing machine?' (repair / old one) 'Did you write a letter to the company?' (phone / managing director directly) 'Did you stay with Keith for the New Year?' (invite him / my house instead)

READING ENDANGERED LANGUAGES

'Never mind whales, save the languages', says Peter Monaghan, graduate of the Australian National University Worried about the loss of the rainforests and the ozone layer? Well, neither of those is doing any worse than a large majority of the 6,000 to 7,000 languages that remain in use on Earth. One half of the survivors will almost certainly be gone by 2050, while 40% percent more will probably be well on their way out in their place, almost all humans will speak one of a handful of megalanguages – Mandarin, English, Spanish. Linguists know what causes languages to disappear, but less often remarked is what happens on the way to disappearance: languages' vocabularies, grammars and expressive potential all diminish as one language is replaced by another. 'Say a community goes over from speaking a traditional Aboriginal language to speaking a creole1,' says Australian Nick Evans, a leading authority on Aboriginal languages, 'you leave behind a language where there's very fine vocabulary for the landscape. All that is gone in a creole. You've just got a few words like 'gum tree' or whatever. As speakers become less able to express the wealth of knowledge that has filled ancestors' lives with meaning over millennia, it's no wonder that communities tend to become demoralized.' If

the losses are so huge, why are relatively few linguists combating the situation? Australian linguists, at least, have achieved a great deal in terms of preserving traditional languages. Australian governments began to in the 1970s to support an initiative that has resulted in good documentation of most of the 130 remaining Aboriginal languages. In England, another Australian, Peter Austin, has directed one of the world's most active efforts to limit language loss, at the University of London. Austin heads a programme that has trained many documentary linguists in England as well as in language loss hotspots such as West Africa and South America. At linguistics meetings in the US, where the endangered language issue has of late been something of a flavour of the month, there is growing evidence that not all approaches to the preservation of languages will be particularly helpful. Some linguists are boasting, for example, of more and more sophisticated means of capturing languages: digital recording and storage, and internet and mobile phone technologies. But these are encouraging the 'quick dash' style of recording trip: fly in, switch on digital recorder, fly home, download to hard drive, and store gathered material for future research. That's not quite what some endangered-language specialists have been seeking for more than 30 years. Most loud and untiring has been Michael Krauss, of the University of Alaska. He has often complained that linguists are playing with non-essentials while most of their raw data is disappearing. Who is to blame? That prominent linguist Noam Chomsky, say Krauss and many others. Or, more precisely, they blame those linguists who have been obsessed with his approaches. Linguists who go out into communities to study, document and describe languages, argue that theoretical linguists, who draw conclusions about how languages work, have had so much influence that linguistics has largely ignored the continuing disappearance of languages. Chomsky, from his post at the Massachusetts Institute of Technology, has been the great man of theoretical linguistics for far longer than he has been known as a political commentator. His landmark work of 1957 argues that all languages exhibit certain universal grammatical features, encoded in the human mind. American linguists, in particular, have focused largely on theoretical concerns ever since, even while doubts have mounted about Chomsky's universals. Austin and Co. are in no doubt that because languages are unique, even if they do tend to have common underlying features, creating dictionaries and grammars requires prolonged and dedicated work. This requires that documentary linguists observe not only languages' structural subtleties, but also related social, historical and political factors. Such work calls for persistent funding of field scientists who may sometimes have to venture into harsh and even hazardous places. Once there, they may face difficulties such as community suspicion. As Nick Evans says, a community who speak an endangered language may have reasons to doubt or even oppose efforts to preserve it. They may have seen support and funding for such work come and go. They may have given up using the language with their children, believing they will benefit from speaking a more widely understood one. Plenty of students continue to be drawn to the intellectual thrill of linguistics field work. That's all the more reason to clear away barriers, contend Evans, Austin and others. The highest barrier, they agree, is that the linguistics profession's emphasis on theory gradually wears down the enthusiasm of linguists who work in communities. Chomsky disagrees. He has recently begun to speak in support of language preservation. But his linguistic, as opposed to humanitarian, argument is, let's say, unsentimental: the loss of a language, he states, 'is much more of a tragedy for linguists whose interests are mostly theoretical, like me, than for linguists who focus on describing specific languages, since it means the permanent loss of the most relevant data for general theoretical work'. At the moment, few institutions award doctorates for such work, and that's the way it should be, he reasons. In linguistics, as in every other discipline, he believes that good descriptive work requires thorough theoretical understanding and should also contribute to building new theory. But that's precisely what documentation does, objects Evans. The process of immersion in a language, to extract, analyse and sum it up, deserves a PhD because it is 'the most demanding intellectual task a linguist can engage in'.

CHOOSE A, B OR C

1. The writer mentions rainforests and the ozone layer.

A because he believes anxiety about environmental issues is unfounded. B to demonstrate that academics in different disciplines share the same problems. C to make the point that the public should be equally concerned about languages.

2. What does Nick Evans say about speakers of a creole? A They lose the ability to express ideas which are part of their culture. B Older and younger members of the community have difficulty communicating. C They express their ideas more clearly and concisely than most people.
3. What is similar about West Africa and South America, from the linguist's point of view? A The English language is widely used by academics and teachers. B The documentary linguists who work there were trained by Australians. C Local languages are disappearing rapidly in both places.
4. Michael Krauss has frequently pointed out that A linguists are failing to record languages before they die out. B linguists have made poor use of improvements in technology. C linguistics departments are underfunded in most universities.
5. People may not want to speak their native endangered language because A they suppose their government is trying to refuse help them in future. B they don't see any sense in teaching their children the language. C they might realize that not to speak their language might be more advantageous.

NO MORE THAN THREE WORDS

6. It is very frustrating to realize that in the nearest future it will be almost impossible to speak about the _____ the way your ancestors did.
7. Despite the languages disappearing profoundly there is hardly any specialist _____ the situation.
8. Some linguists believe that the more _____ they have the better their job in documenting the endangered languages will be.
9. The failure in preserving endangered languages was argued to be caused by the complete _____ from the influenced scientists.
10. Obviously, the focus on theoretical issues in linguistics _____ positive thinking of those scientists who are eager to work in field.