LS1ELS
ENGLISH LANGUAGE AND SOCIETY

Autumn Term
Lectures 1-10

Dr Christiana Themistocleous
LECTURE 1
Introducing Applied Linguistics

Key reading:

Key concepts:
- Linguistics
- Applied Linguistics
- Sociolinguistics
- Prescriptive
- Descriptive
- Communication

Aims of session:
- To discuss the structure of the course; its aims; the work required; relevant reading and assessment procedures
- To introduce the module as a whole, and in particular our approach to English Language and Society
- To begin to answer the questions: What is language? What is communication? How are they related? How is language communicative?
- How Applied Linguistics can be used to examine the many ways that language is communicative
- To look at the range of subject areas this module is going to cover.
LECTURE 2
Information and Persuasion:
The language of advertising

Key Reading:
(Chapters 3, 7)
(Chapter 1 & 3.4)

Key concepts:
- Information
- Persuasion
- Language functions
  (referential vs. affective)
- Advertising
- The anatomy of ads
- Presupposition
- Implicature
- Target audience

Aims of session:
- To discuss the distinction between information and persuasion
- To consider how functions of language are interwoven in a range of different
texts: adverts, publicity brochures, magazine articles
• To examine the kinds of linguistic strategies which are used to persuade readers: how language is used to persuade different groups to buy various products
**Activity:** Consider the advertisements below. Which elements in them are ‘information’? Which are ‘persuasion’? Also, think about the target audience – how are they tailoring language to communicate to their desired target audience?
The coverage you need. The comfort you love.
All day long.

TEINT IDOLE ULTRA
Up to 14h hold, Transfer-resistant, Oil-free, SPF 10

Teint Idole Ultra with innovative SoftFeel™ technology glides on to give a flawless,
natural-looking complexion from morning to night.
Foundation so comfortable you’ll forget you’re even wearing it.
Shop online at lancome.co.uk
All this baby will ever remember seeing is her mother, her teddy, and the tips of her father’s fingers.

This child is three months old and blinded for life. In a momentary loss of control, her father repeatedly jabbed her in the eyes with his fingers.

If the NSPCC had been aware of the case earlier, they might have been able to prevent such cruelty.

It’s the policy of the NSPCC to forestall child abuse rather than to punish the guilty after the event.

It’s possible, but it’s expensive.

To provide care and protection for one child costs £15.40 a week. You can help by sending all or part of that sum, using the coupon below.

I want to help protect a child and enclose my cheque or postal order for:

£______ £5.43 ______ £30.96 ______ £92.88______

(please indicate appropriate box)

Access and Visa card holders may debit their accounts.

No. ________ ________ ________ ________ ______

BLOCK CAPITALS PLEASE

Signature ________ ________ ________ ________ ______

Name ________ ________ ________ ________ ______

Address ________ ________ ________ ________ ______

Postcode ________ ________ ________ ________ ______

Please send subscription to Dr. A. Gilmour, Ref.
33/39 NSPCC, FREEmARKET, London EC1B 1QO.
LECTURE 3

Media Language I: News coverage in newspapers

Key reading:

Key concepts:
Linguistic determinism
Critical linguistics
Textual analysis
Tabloid vs. broadsheet
Ideology
‘Common sense’/dominant discourses
Linguistic features
(Lexis and grammar)

Aims of session:
- To consider the role of persuasion in media texts and in particular newspaper articles
- To introduce textual analysis and discuss how it can help us to deconstruct media language
- To examine how the language used in a newspaper can reflect its ideological position
Activity: Read the two newspaper articles below. Decide which one is from a tabloid and which one is from a broadsheet. Identify linguistic features to support your decision. Focus on lexical and grammatical choices.
LECTURE 4

Media Language II: Media Voices

Key reading:


Key concepts:

Linguistic variation in media
Register analysis
Field
Tenor
Mode
User-generated content
Citizen journalism

Aims of session:

- To consider the role of accent and register in media voices
- To become familiar with methods of analysing news broadcasts
- To consider new kinds of audience participation
- To understand how citizen journalism provides an increasing diversity of voices in the media
- To explore instances where the public has the potential to produce news
Activity 1: This poem is by Tom Leonard, a Scottish poet, best known for his poems written in Glaswegian dialect. What does Tom Leonard suggest in his poem? What is your reaction to the poem? Do you think you would be less likely to believe news reported in a broad accent and/or dialect? Why?

<table>
<thead>
<tr>
<th>This is the</th>
<th>Six o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>news the</td>
<td>man said and</td>
</tr>
<tr>
<td>the reason</td>
<td>the reason</td>
</tr>
<tr>
<td>I talk with a</td>
<td>BBC accent</td>
</tr>
<tr>
<td>is because you</td>
<td>wouldn’t want</td>
</tr>
<tr>
<td>me to talk</td>
<td>about the</td>
</tr>
<tr>
<td>about the</td>
<td>truth with a</td>
</tr>
<tr>
<td>voice like</td>
<td>one of you</td>
</tr>
<tr>
<td>one of you</td>
<td>scruff. If</td>
</tr>
<tr>
<td>I talked about</td>
<td>I talked about</td>
</tr>
<tr>
<td>the truth</td>
<td>the truth</td>
</tr>
<tr>
<td>like one of you</td>
<td>scruff you</td>
</tr>
<tr>
<td>wouldn’t think</td>
<td>it was true.</td>
</tr>
<tr>
<td>it was true.</td>
<td>Just one of you</td>
</tr>
<tr>
<td>scruff talking.</td>
<td>scruff talking.</td>
</tr>
<tr>
<td>There’s a right</td>
<td>There’s a right</td>
</tr>
<tr>
<td>way to spell</td>
<td>way to spell</td>
</tr>
<tr>
<td>and a right way</td>
<td>and a right way</td>
</tr>
<tr>
<td>to talk pronounce it. This</td>
<td>is me talking pronouncing the</td>
</tr>
<tr>
<td>is me talking pronouncing the</td>
<td>right way of</td>
</tr>
<tr>
<td>right way of</td>
<td>spelling. This</td>
</tr>
<tr>
<td>spelling. This</td>
<td>is my truth.</td>
</tr>
<tr>
<td>You don’t know</td>
<td>yourselves because</td>
</tr>
<tr>
<td>the truth</td>
<td>you can’t speak</td>
</tr>
<tr>
<td>properly. This is</td>
<td>properly. This is</td>
</tr>
<tr>
<td>the six o’clock</td>
<td>the six o’clock</td>
</tr>
</tbody>
</table>
Activity 2: The following extract is from a discussion of *The Time, The Place* about weight management (Anglia Television 1998).

- How is the conversation structured?

Presenter: lady on the back row there we’ll pursue that in a minute
lady on the back row
Participant: I mean they tell you that (.) when you’re in hospital (.)
and (.) if you breast feed that it’s gonna help you get
your figure back to normal well I stopped breast feeding
when (.) my baby was seven weeks she’s eight months
now and by bust size has stayed the same and I still
can’t lose the weight
Presenter: why’s that Marge d’you think
Marge: (.) it’s a fallacy (.) I don’t know if this is your question
{laughter} it’s a it’s a fallacy it’s a fallacy that breast
feeding (.) burns (.) up the fat (.) a lot of research has
shown that it doesn’t burn up the fat it also shows that
when women are at home erm their lifestyles change at
work you’re mmm mmm or whatever and you haven’t
got access to food all the time added to which you’ve
got the baby you’re pressurised I remember saying to
one of my ladies in my post natal exercise class (.)
cause she was moaning about her weight what did you
have for breakfast so she said half a packet of
chocolate biscuits
Presenter: yeah not healthy
[moves conversation to another participant]
LECTURE 5

Language and politics

Key reading:

Key concepts:

Politics
Rhetoric
Metaphor
Simile
Rule of three
Parallelism
Euphemism and dyseuphemism
Legitimation and delegitimation
Representation and misrepresentation

Aims of session:

- To look at politics and what this term might mean
- To examine political speeches
- To become familiar with linguistic tools which enable analysts to understand how persuasion works and how power relations are build and sustained
LECTURE 6
English in new media

Reading:

Concepts:
- Technological advance
- Computer-mediated Communication (CMC)
  - Synchronous CMC
  - Asynchronous CMC
- Typographic strategies online
  - English as a dominant language online

Aims of the lecture:
- To explore how the internet has changed the way that people use the English language
- To look at different types of Computer-mediated Communication
- To explore the emergence of new typographic strategies online
LECTURE 7
English as an International Language

Key reading:

Key concepts:

International language/ Global language
Inner/outer/expanding circles
New Englishes
Native speakers
Standard vs. non standard English
Bilingualism/multilingualism
Language death and loss of cultural identity

Aims of session:

- To examine the reasons for the spread of English and the effects of this spread on English and other languages
- To introduce the concept of ‘new Englishes’
- To consider the validity of traditional terms used to categorise speakers of English, such as ‘native speaker’ or ‘English as a Foreign Language speaker’
- Examine the notion of ‘Standard English alongside other varieties of English
- To discuss the extent to which the global pre-eminence of English may be contributing to ‘language death’ for minority languages
- To begin to think of language as a social activity that can be used to communicate social and cultural identity
LECTURE 8
World Englishes (Dr Jane Setter)

Key Readings:

Key concepts:

Linguistic features of World Englishes
New Englishes
English as a Lingua Franca

Aims of session:
We will consider:
- The grammar and pronunciation of a World English;
- What a New English looks like and how it can be characterised;
- How continued mutual intelligibility can be preserved in World Englishes.
1. Introduction

English has been spreading around the world since around the time of Elizabeth I in the 16th Century. People from the UK and Ireland emigrated or were transported to America and Australia. The British took protectorates and administrative regions or undertook trade in other parts of the world. The rise (and eventual fall) of the British Empire, followed by the economic and political growth in power of the United States in the latter part of the 20th Century, has meant that English has come to be viewed as a highly important and useful world language.

Activity 1:
Listen to these short excerpts of accents of English from around the world, and see if you can identify them (recordings from Collins & Mees 2003). What helps you decide?
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Activity 2:
Here is the complete transcript from recording 2, reproduced from Collins and Mees (2003, p 171). What aspects of the grammar and vocabulary or expression differ from the English you speak, or from Standard English?

1 old fellow in Golden Rock – they call him Jim – and it seems as if the estate holder of the land was Mr Moore – had some grudge against him – and he always want to whip Jim – the whip man was Hercules – so any time he’s finished eat – and he having a smoke he would sit – I remember the old window that he used to sit in – he showed
me – and it was a big tamarind tree right outside there – the house close this window and he used to sit there and smoke – they say you see all those holes there – in that window in the sill there – that’s where he spit his tobacco out – spit – and he said rotten holes like that – he say now – when he want fun – and he finish eating – he want a smoke he light a cigar – and he call the whip man to bring Jim – he say Herc – bring Jim – and they would bring old Jim – and they would tie him – a rope up in the tree and it would come down and tie Jim round his waist – and he can’t go no further than where that rope would let him go – and they would keep whipping – so when they – he start whipping him – asked well – how many lashes to give him – sometime he say ah – give him a round dozen – a round dozen meaning twelve times

twelve – is one forty four – hundred and forty-four lashes – say give him a round dozen – some time he would say – well – give him as much as I take a puff – each puff he take from his cigar is a lash for Jim (he could get away with that – just that – like that) well he was the slave own(er) – he was the owner of the slave

Now listen and see if you can say how the accent differs from the English you speak.

How do you think this variety of English came into being? There are clues in the text.

2. New Englishes

Although there are many regions of the world which speak a recognisable variety of English, only two such varieties have been recognised as bona fide New Englishes: Indian English and Singapore English. Both originally came into being due to contact with speakers of British English, but each has evolved to have its own unique features – just as the English we speak today has developed from the English of Chaucer or Shakespeare.
Activity 3:
What sorts of criteria might be used to decide whether a world variety is a New English, rather than a learner English? Make a list.

3. Intelligibility and English as a Lingua Franca

In recent years the English Pronunciation community has been interested in what pronunciation features are vital in making English work as a World language. Intelligibility has been seen as more important than the adoption of e.g. RP as a model accent. The Lingua Franca Core (Jenkins 2000) is a list of pronunciation features found to be crucial in international conversations in English.

Activity 4:
Which of the following features of English pronunciation do you think are important for English to operate as an international lingua franca? Try to prioritise them. You may find this quite hard!

1. Consonants (which?)
2. Vowels (which?)
3. Consonant clusters in initial (e.g. *spray*) and final (e.g. *asks*) position
4. Processes of connected speech – assimilation (e.g. *bad girl* → /bæŋ ɡɜːl/), liaison (e.g. *vanilla icecream* → /və′nlə r əs′kriːm/), coalescence (e.g. *don’t you* → /dɒntʃʊl/), elision (e.g. *last term* → /lɑː s tɜːm/)
5. Word stress (e.g. *REcord* vs *RecORD*)
6. Speech rhythm (e.g. a *BIRD in the HAND is worth TWO in the BUSH*)
7. Nucleus placement (e.g. *I want THIS one, not THAT one*).
8. Intonation contours (e.g. rising or falling over an utterance)
LECTURE 9
TESOL

Key reading:

Key concepts:

Grammar-Translation Method
Direct Method
‘Natural’ language learning / immersion
Communicative teaching

Aims of session:

- To introduce some of the approaches to language teaching
- To analyse the strengths and weaknesses of these different approaches
- To consider changes in TESOL in light of broader socio-political issues
LECTURE 10
Intercultural Communication

Key reading:

Key concepts:

Culture and identity
Communicative competence
Contextualisation cues
Conversational goals
Stereotyping
Miscommunication

Aims of session:
- To consider the concepts of culture and stereotypes
- To discuss how communication strategies vary between and within different cultures, and how this can lead to miscommunication
- To discuss the importance of intercultural communication research for Applied Linguistic Studies
LS1ELS
English Language in Society

Autumn Term
Seminars
Exercise 1

Read the newspaper article below and carry out a textual analysis. Here are some aspects that could usefully form the basis of your analysis:

1. Vocabulary
   - Are there words in the text which are ideologically contested, such as sexist or racist terms?
   - Are there formal or informal words, or is there a mixture of the two?
   - What expressive values do the words have? How, for example, are evaluative words used?
   - What metaphors/idioms are used?

2. Grammar
   - What types of verbs are used? For example, do the verbs describe activity or states?
   - Is agency (un)clear?
   - Are nominalizations used? That is, have some verbs been turned into nouns?
   - Are sentences active or passive?
   - Are there important features of modality? That is, statements made directly and with certainty or are they toned down or ‘hedged’? Look out for modal verbs like ‘can’, ‘might’ or ‘may’ or adverbs such as ‘probably’, ‘obviously’, or ‘certainly’ which all express the writer’s/speaker’s opinion.
   - Are the pronouns ‘we’ and ‘you’ used and if so, how?
EU enlargement ‘brings HIV peril on to the doorstep of the UK’

1. Enlargement of the European Union in May will bring the world’s fastest growing area of HIV infection on to the doorstep of the EU, United Nations experts warned yesterday.

2. The UN’s programme on the disease, UNAIDS, called on EU governments to do more to help the 10 accession nations to tackle the spread of the virus, which causes Aids.

3. Already as many as one in 100 adults in the Eastern European states and their neighbours Ukraine and Russia are infected with HIV and numbers are growing fast, said UNAIDS executive director Dr Peter Piot.

4. Dr Piot told the BBC: ‘In the EU, this should be one of the priorities’. ‘Fighting Aids is something that benefits not only the population of the countries it is done in, but also their neighbours because the virus don’t need a visa and don’t respect borders’. ‘It is clear that the expansion of the EU is not only about free markets and political union, but also about social aspects’.

5. The 10 nations joining the EU in May include the badly affected Baltic states Lithuania, Latvia and Estonia, as well as Poland, Hungary and the Czech Republic.

6. Dr Piot added: ‘We have the fastest-growing HIV epidemic in the world at the doors of the new EU’. ‘Of the states who are to join, the Baltic states are particularly affected’. ‘Then you have got at the borders Ukraine and Russia, where 1% of all adults are infected.’ ‘What may be more important is that in 10 years’ time, the number of people infected with HIV has multiplied by 50%’. ‘There are now about 1.5 million people living with HIV on the doorstep of EU’.

7. The terrifying rate of increase in HIV infection in the former Communist countries of Eastern Europe has been driven by high levels of heroin use, the poverty and inequality caused by the transition to capitalism and the failure of local governments to take action, said Dr Piot.

8. The epidemic coincided with the rise of infection in Western Europe after years of decline, with 40,000 new HIV cases recorded last year.

9. Dr Piot said it appeared that the increasing effectiveness of Aids treatment had led to EU nationals taking their eye off the ball over the need for preventive measures.

(Daily Mail, 24 February 2004)
Seminar 2 (Week 5)
Analysing political discourse

Exercise 1
Below are eighteen pieces of text taken from political discourse; that is, from the discourse of party manifestos, political speeches and pronouncements, and from commentaries about political activity. Before proceeding any further, you might want to remind yourself of the definition of metaphor. After that, read through the examples below:

1. What we need is a root and branch approach to the problem of teenage crime.
2. The Afghanistan campaign was the high water mark of Bush’s tenureship.
3. Northern Rock had of course been haemorrhaging money for months.
4. [The results] were said to signal the green shoots of economic recovery.
5. It was clearly a symptom of a corporate disease.
6. The attack on the pound took on dangerous momentum.
7. Britain needs a crusade against poverty and injustice.
8. The issue proved to be no more than a political football.
10. The first job of a new government is to defend the value of the currency.
11. The foundations for recovery have been firmly laid.
12. We want small businesses to flourish.
13. This means amputating unprofitable departments.
14. We will ensure that NATO remains the cornerstone of our defence.
15. A one-off windfall levy will finance the project.
16. The Tories, with their dark past…
17. Today we stand on the threshold of a new era.
18. Defending freedom will light our country and all who serve it.

Now, try to identify the source domains in each metaphorical expression. Discuss also the different effects of these metaphors.
Exercise 2

The excerpt below is from the final presidential debate between Republican Senator McCain and former Democratic Senator Obama. The debate was chaired by Bob Schieffer of CBS News at Hofstra University, New York on 15 October 2008.

What political strategies can you detect in these exchanges? In answering this, you might want to consider the following issues:

- What strategies do the two candidates use to legitimate themselves? Think particularly of how politicians legitimate themselves by appealing to the opinions of members of the public.
- How do the politicians delegitimate their opponent’s position? Are the criteria of positive self-presentation and negative other-presentation relevant here?

Add text
Seminar 4 (Week 9)
Achieving Academic Style

Aims

- To develop awareness of key issues to be observed while reading academic texts
- To apply these issues in the planning stage of writing an academic text

To be read before the seminar

During this first term, you have been introduced to a number of themes in Applied English Language Studies. We have discussed various issues including the role of the English language in the world (and what is meant by the idea of a ‘native speaker of English’); how language is often used to present information while simultaneously persuading audiences towards a particular point of view; how we can study language through corpus analysis; how people communicate across languages through teaching and translation.

As well as lectures and seminars, and tasks you have carried out independently, we have recommended readings you should do to extend your understanding of these ideas. You have been given a list of key books to read, and you should have read a number of these during this Autumn Term, aiming to have completed a substantial portion of the list by the end of the Spring Term.

In subsequent handouts you have been given more specialised and extended reading lists relating to particular topics, and you may have followed some of these up immediately, although it is more likely that these lists will provide a resource for future study when you come to specialise in particular topics later in the course, and to prepare for the examination. We realise, however, that a good deal of the reading is difficult, and its relevance to your own studies not always immediately apparent. This is particularly the case where the writer is addressing an academic rather than a student audience.

Therefore, in the final seminar of this term, we shall look in detail at two extracts of academic prose by influential writers in the fields of applied linguistics and discourse analysis.

Both these readings are to be found in the module textbook - Cook, G. (2003) Applied Linguistics. Oxford: Oxford University Press. You will find Reading 1 on pages 99 - 101, and Reading 2 on pages 96 - 97. They are also reproduced in this document.

Before the seminar, read both passages through and make a note of anything you find difficult to understand, anything with which you disagree, and anything you find particularly interesting. In the seminar, we shall discuss the readings with a focus on how these writers achieve an academic style.
Reading 1


So it is that native speakers write textbooks and teacher’s books, make pronouncements and recommendations, and bring to remote and hitherto benighted places the good news about real English and good teaching to lighten their darkness. Real English: their English. Good teaching: their teaching. But both are contextually limited by cultural factors. Their English is that which is associated with the communicative and communal needs of their community, and these may have little relevance for those learning English as an international language.

And their teaching is suited to particular contexts of instruction which in many respects are quite different from those which obtain in the world at large. Consider, for example, a language school in England, with English as the ambient language outside the classroom, the students well off and well motivated, but quite different in linguistic and cultural background both from each other, and from the teacher. In such a context it is, of course, necessary to focus on what can be established as a common denominator. Everybody is here in England, for example, and everybody is human. And so you devise an approach to teaching which combines authenticity with an appeal to universal natural learning and humanistic response. This is an example of appropriate pedagogy: Such an approach is necessary and of course it works in these local conditions. Highly commendable. But it is exclusive in that it excludes possibilities which might be particularly appropriate elsewhere — translation, for example. The problem is when an absolute virtue is made of local necessity by claims of global validity, when it is assumed that if the approach works here it ought to work, or made to work, everywhere else. This is a denial of diversity. For of course there is no reason why it should work elsewhere where quite different conditions obtain. It is difficult to resist the conclusion that such an approach, which makes a virtue of necessity, is only privileged because of the authority vested in the teachers by virtue of their native-speaker status. This is not to say that it may not offer ideas worth pondering, but then these ideas have to be analysed out of the approach and their relevance evaluated in reference to other contexts. You should not assume, with bland arrogance, that your way of teaching English, or your way of using English, carries a general guarantee of quality. To put the point briefly: English and English teaching are proper to the extent that they are appropriate, not to the extent that they are appropriated.
The communicative language teaching methods which have attracted a great deal of interest over the last ten years are the most recent manifestation of ideas that have appealed to the imagination of teachers for a very long time, and which were last revived about a hundred and twenty years ago by native-speaking immigrant teachers in America. These ideas have been known by a variety of labels (Natural Method, Conversation Method, Direct Method, Communicative Approach, and so on), and the classroom techniques associated with them have also changed from time to time. But the underlying philosophy has remained constant. Learning how to speak a new language, it is held, is not a rational process which can be organized in a step-by-step manner following graded syllabuses of new points to learn, exercises and explanations. It is an intuitive process for which human beings have a natural capacity that can be awakened provided only that the proper conditions exist…

‘Natural methods’ had started well and attracted professional interest and support. What they needed now was a vehicle which would bring them to the customers.

The ordinary schools of America, or anywhere else at the time, would never have adopted ‘natural methods’. The teachers would not have known what to do, and parents would have been horrified at the loss of prestige that ‘ordinary conversation’ implied. Natural methods required schools of their own and someone with the feel for business to see and grasp the opportunity that was on offer. Immigrants were pouring into the United States speaking virtually every language in Europe and all of them needed to learn the language of their adopted country. But they were not an educated élite with years of the Gymnasium, the lycée, or whatever behind them. They were ordinary people, the poor, the dispossessed that passed under the Statue of Liberty in the steamships from Genoa and Hamburg. Like the Huguenots in sixteenth-century England, they needed to survive in their new environment and to cope with the problems of everyday life in a new language. They also brought with them their own natural skills as native speakers of their various languages. Someone who could put these two sets of needs and talents together in a system of language teaching that made no appeal to traditional scholastic knowledge but concentrated on what was actually wanted, would make his fortune. The moment found the man, in the shape of Maximilian Berlitz, appropriately enough an immigrant himself.
Learning about academic writing

In the first session of Academic Writing you were introduced to the following key issues in academic writing: clarity/accuracy, coherence, presentation and style. Some aspects you have seen include:

Clarity/accuracy
1. Ability to break down and build up argument
2. Ability to use examples to illustrate/evaluate arguments
3. Accurate transcription/analysis of data
4. Ability to complete tasks in time/space limits.

Coherence
1. Ability to set out coherent, rational argument
2. Ability to organise materials (fluency)
3. Clear, logical links between ideas within a paragraph and across paragraphs

Presentation
1. Legibility
2. Follows conventions re paragraphing, page numbering, labelling of appendices etc
3. Clear organisation (headings/subheadings, eg)
4. Grammar and spelling
5. References - within text, bibliography

Academic Style
This includes the presentation items above AND
Register: the language used is academic, written English:
- appropriate choice of lexis & grammar;
- coherence: an introduction, clear division of points, a conclusion – all linked to a developing argument/thesis.
As you read, notice how other writers achieve an academic style.

Exercise 1: Exploring academic writing

Focus on the academic style of the two texts. In groups, discuss which text you find more difficult or easy to understand and why.

Exercise 2: Planning academic writing

Coherence is very important when it comes to academic writing. In pairs, you are going to propose an outline for an essay on **ONE** of the following topics.

A: Are native-speakers of English necessarily the best teachers of English? Give reasons for your views, and relate them to the growth in the use of English as an international language.

B: What are some strengths and limitations of the Communicative Approach to English language teaching?
Autumn Term Assignment

Textual analysis of newspaper article

The assignment for the Autumn Term requires you to produce a report on the following task. The assignment is 1350-1500 words in length.

Task
In Seminar 1 we looked at ways of analysing newspaper articles, taking into account some of the approaches presented in the lectures. For this task, you should find a short newspaper article on which you will carry out an equivalent analysis. Using the procedures you have learned, write an analysis of your chosen text. You must include the text itself, or a photocopy, as an appendix to the assignment. Assignments submitted without the newspaper article in the appendix will not be marked.

Your report should have an introduction (introduce your newspaper article and why you have chosen this particular one), a main body (consisting of the textual analysis) and a conclusion. In your conclusion you should discuss how the task that you performed helped you to understand how language is used in the society.

Remember to provide line numbers in your newspaper article. If you are making reference to the data in the Appendix, remember to direct your reader to the appropriate parts, e.g. (line 5).

Marking Criteria
1. Good introduction of topic
2. Ability to discuss and apply techniques for analysing the use of language in media texts
3. Awareness of how these techniques might be valuable to an understanding of the role of language in society
4. Coherence of assignment, articulation of arguments effectively in writing and ability to organise knowledge

5. Presentation: Formatting, correct referencing practice and appropriate use of appendices

The assignment should be submitted in hard copy to Anne Whitbread in HumSS 210B by 12 noon on Friday of Week 8 of the Autumn Term, together with TWO copies of the coversheet.

Please note:
- Assignments should be word processed, using Times New Roman 12pt.
- Lines should be double spaced throughout the assignment. Single space is not acceptable.
- Page numbers should be at the bottom of every page.
- You may use headings if you wish.
- Avoid using the first person in your assignment.
- Do not write your name or registration number on the pages of your assignment.
- You should make sure you keep a copy of your assignment.
- Reference list and appendix do not count towards the word limit.
- Remember to number and provide a title to your appendix.
- Reference list should be presented before the appendix.
- You have a flexible word limit (i.e. 1350-1500 words) which means that you are not entitled of an additional ±10% margin.
- Questions about the assignment should be posted on Blackboard.
Assignment Cover Sheets

On the following pages (un-numbered) you will find cover sheets for both of the assignments for this module. Please complete two of them for each assignment, one with your name and the second without your name. This is to ensure anonymous marking.

Don’t submit any assignment without both cover sheets!
LECTURE 11
Sociolinguistics

Key Readings:
*Holmes. J. (2001) An Introduction to Sociolinguistics. 2\textsuperscript{nd} edn. London: Longman (Chapter 1, pp. 1-16)

Concepts:

- Society
- Variation in language
- Competence vs. Performance
- Communicative Competence
- Social factors
- Social dimensions
- Micro vs. Macro research

Aims of the lecture:
- To introduce the area of sociolinguistics
- To discuss the difference between competence and performance
- To explain the term communicative competence
- To outline the social factors and social dimensions that lead to language variation
- To explain the difference between micro and macro research
LECTURE 12
Historical Changes in English

Key Readings:

Concepts:
- Change v. Variation
- Synchronic/diachronic
  - Case
  - h-dropping
- Loan words
- Lexicon
- Affixes
- Compounding
- Archaisms

Aims of the lecture:
- The difference between change and variation
- A brief historical overview of changes in the English language with reference to grammar, lexicon and pronunciation.
- More detailed exploration of historical changes to the English lexicon in terms of loan words, new formations, idioms, and words from literature.
LECTURE 13
Standard and non-standard English

Key Readings:

Concepts:

Idiolect
Sociolect
Dialect
Accent
Standard/non-standard English
Received Pronunciation (RP)
Estuary English

Aims of the lecture:

- To distinguish between terms such as dialect, accent, Received Pronunciation
- To distinguish between standard and non-standard varieties of English
- To consider the features of non-standard English varieties: e.g. negation, ain’t, pronouns, main pronunciation differences
LECTURE 14
Language, social class and social networks

Key Readings:

Concepts:

Social dialects (sociolects)
Vernacular
Social stratification
Social networks
Closed/open networks
High/low density

Aims of the lecture:
- What we mean by a social dialect or sociolect
- The effect of social class and social group on language
- Two methodological approaches to studying social factors: variationism (social class) and social network theory (social group).
- Two classic research studies: Labov’s New York City department store study (1972) and Cheshire’s (1982)
LECTURE 15
Attitudes to language

Key Readings:

Useful websites:
www.bbc.co.uk/voices
www.collectbritain.co.uk/collections/dialects

Concepts:
Prescription vs. description
Social connotations and consequences
Overt/Covert prestige
Matched Guise Technique
Slang/jargon/taboo words

Aims of the lecture:
- To examine ‘popular’, prescriptive and descriptive attitudes to language
- To examine research that has assessed attitudes to regional and social dialects
- To look at linguistic/aesthetic/social judgements of language
- To consider the consequences of attitudes to difference dialects
Lecture 16

Language and identity

Key Readings:

Concepts:

Linguistic identity
Naming practices
Systems of address
Symmetrical/Asymmetrical relations
Linguistic norms
Speech community
Ingroups/Outgroups

Aims of the lecture:
- To discuss what we mean by linguistic identity
- To examine language and the construction of personal identities
- To examine language and the construction of group identities
LECTURE 17
Language and Politeness

Key Readings:

Concepts:

- Politeness
- Social dimensions: solidarity, status, context
- Face-threatening acts (FTAs)
- Negative and positive politeness
- Power

Aims of the lecture:
- To understand what constitutes ‘being polite’
- To become familiar with a model of linguistic politeness: Brown and Levinson (1987)
- To look at conversational style’: the general use of strategies to be polite
- What being polite indicates: social consequences of politeness (power)
LECTURE 18
Language and Gender

Key Readings:

Concepts:
- Features of ‘woman’s’ language
- Hedges and boosters
- Dominance and Difference theory
- Conversational goals
- Stereotypes
- Multi-functionality

Aims of session
- To consider two interactionist approaches to language and gender theory: dominance and difference
- Within dominance theory, to explore and offer criticisms of the idea of a ‘woman’s language’
- Within difference theory, to explore whether linguistic features are multi-functional
Lecture 19
Spoken and Written English

Key reading:

Key Concepts:

Oracy and literacy
Prosody
Paralanguage
Deictic expressions
Normal non-fluency features
Discourse markers
Phatic communication
Redundancy

Aims of session:

- To consider the key similarities and differences between speech and writing.
- To examine how speech and writing are interdependent and overlap, and how they can be regarded as a continuum
Add exercise
Add exercise
Lecture 20
Paralanguage

Key Reading:
Useful website: http://nonverbal.ucsc.edu

Key concepts:
Paralanguage/Paralinguistics
Modes of language
Writing and Typography
Prosody
Non-verbal communication (NVC)

Aims of the lecture:

- To examine the role of paralinguistic features in spoken and written discourse and in the media
- To discuss whether paralanguage is universal or culturally-specific
- To discuss the implications of paralanguage for studying language
LS1ELS
English Language in Society

Spring Term
Seminars
Seminar 4 (Week 3)
Standard and non-standard English

Exercise 1
Different varieties of English use different words. Individually, think about your own variety of English by deciding which word you would use to describe the following:

1. The place where pedestrians walk alongside the road
2. A sweet, crumbly, baked snack
3. The implement for attaching paper to a noticeboard
4. The elasticated straps worn over the shoulders and clipped on to the waistband of lower-body clothing
5. A woolen garment worn on a chilly summer evening
6. Discarded waste or unwanted or useless items
7. The item of clothing which is worn on the lower part of the body, encasing the legs
8. Fuel for a car
9. The hinged part of the car that gives access to the engine
10. The separate compartment with storage space at the back of the car

In pairs, compare your answers.

Now, take a look at the list on the board. The list on the left reflects British English usage and that on the right American English usage.
In groups of three discuss the following questions:

1. Do your own replies seem to be more in line with the British or American vocabulary?
2. Do you answers have words from both lists?
3. Do you have any words that don’t appear here? If yes, do you think they are words in local or general use?
Exercise 2
How do you pronounce butter? How many different pronunciations of this word have you noticed? Try to represent differences in pronunciation using the International Phonetic Alphabet (IPA).

Exercise 3
A preference for different vocabulary by different social groups is relatively easy to identify and always fascinates people.

In groups of three, find alternative ways of saying the following words: lavatory, really good, woman, boy and alcohol. You may also think of additional words.

Exercise 4
Each of the following is found in some variety of English. Each is comprehensible. Which do you yourself use? Which do you not use? Explain how those utterances you do not use differ from those you do use.

1. I haven’t spoken to him.
2. I’ve not spoken to him.
3. Is John at home?
4. Is John home?
5. Give me it.
6. Give it me.
7. Give us it.
8. I wish you would have said so.
9. I wish you’d said so.
10. Don’t be troubling yourself.
11. Coming home tomorrow he is.
Seminar 5 (Week 5)
Researching Language Attitudes

Getting ready for Seminar 5 (READ SECTIONS 1 AND 2 BEFORE THE SEMINAR)

The objective of this seminar is to highlight some fundamental issues in social research and to give you some background information about the stages you have to go through in order to carry out an interview.

Section 1. The characteristics of social research

'Perhaps the fundamental difference between the natural and social sciences is that the natural sciences investigate indifferent kinds, while the social sciences are on the whole concerned with interactive kinds'.


For this task, you are for the first time researching not an ‘indifferent kind’ – the corpora and texts you have looked at so far have no knowledge that you are investigating them – but ‘an interactive kind’: interviewing people in a form of social relationship.

Thus interviews, like any other social research method, need careful thought and planning.

Section 2. Interviews

1. Choose the topic

- It could be an area of English language use which is contested, and the subject of strong views – e.g.:
  - taboo words
  - regional dialect
  - accent
  - slang

Aim to find out:

- How your informants view the use of such language
- Whether and in what circumstances they claim to use it, or avoid it, themselves.
2. The informants

- Should you choose people of the same age, gender and background as yourself, or older, other-gender informants?
- What about students on this course versus those who are not studying language?
- What are the pros and cons of these choices?
- Will you need the informed consent of your informants?

3. Planning / carrying out the interview

- Time, place, setting
- Getting started
- During the interview
- Recording the interview or take notes?
- Closing the interview

<table>
<thead>
<tr>
<th>A good interviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>fits in to the setting</td>
</tr>
<tr>
<td>is calm, with any nervousness concealed, appears to have done this many times</td>
</tr>
<tr>
<td>listens intently, doesn’t appear disinterested</td>
</tr>
<tr>
<td>is able to prompt and help the interviewee get on, if losing train of thought</td>
</tr>
</tbody>
</table>

3.1. Types of interview

- **Structured** interviews tend to stick to tightly prepared questions, with little room for respondents to develop their own ideas. They are useful for large-scale surveys, when the responses of many interviewees need to be collated.
- **Unstructured** interviews are often used at the beginning of a research project, when you want to offer the maximum opportunity for interviewees to set the agenda.
- **Semi-structured** interviews follow a sequence, with the ground to be covered planned in advance, but with scope for some issues to be developed as the interview unfolds.

Which of the three do you think you would use and why?

3.2. Types of questions

- **Open Questions**: What did you enjoy in this module?
- **Closed Questions**: What other languages do you speak?
- **Yes/No Questions**: Did you enjoy this module?
  - [ ] Yes  [ ] No  [ ] Don’t know
• **True/False Questions:** This course is fantastic. True/False
• **Likert scale:** ‘It is important to preserve language’
  1. strongly disagree 2. disagree 3. don’t know 4. agree 5. strongly agree
• **Multiple Choice:** How often do you use L1 in the classroom? Tick the box.
  [ ] Every class [ ] Very often [ ] Quite often [ ] Rarely [ ] Never
• **Semantic differential scales:** Your impressions of voice A on the tape:
  ▪ friendly – – – – – – unfriendly
  ▪ intelligent – – – – – unintelligent

4. **Data analysis**
Think about how to analyse what you are told. Respect your data, even if your findings are not what you expect.

5. **Writing up**
You generally have some flexibility about how you write this one up (Report or Essay?). Choose a structure which seems appropriate to you, using headings if you wish, though this is not essential. Your objective is to give a clear and systematic account of what you found out about this applied linguistic issue through using this method, relating the specifics of your own example, as always, to the use of language in society, and the wider concerns of applied language studies, **including the relevant literature**.

One possible structure for your account, though you do not have to follow this, is:

**Introduction:** Explain what you were trying to find out about and why.

*Procedure:* Describe how you went about the task, including the thinking behind the planning decisions you made and any problems you encountered when putting your plans into action.

*Findings:* Explain what your interviews revealed about people’s attitudes to the area of language use you chose, including any aspects that were different from what you expected, and/or from what is reported in the literature.

*Conclusion:* Discuss how this task and what you learned by doing it relate to the use of language in society, and some of the concerns of applied language studies.
Section 3. The seminar task

This seminar is devoted to planning an interview.

1. In pairs, discuss the kind of topic you want to explore, and then begin to draft 10 questions to include in your interview. Think carefully about the phrasing of your questions, but remember that you will be trying to let the interview be more of a conversation than a ‘spoken questionnaire’.

2. When you have an interview schedule drafted out, try out your questions with another pair. One person from each pair should take part in the ‘interview’, while the other two observe. They can give feedback on the phrasing of questions, the elicitation of full responses, etc.

3. Swap over and try out the other pair’s questions. Let the pair who observed last time be participants this time.

4. Did you encounter any problems? If yes, in what ways would you improve your interview?

5. Homework: Write up your findings.
Seminar 6 (Week 9)
Language and Gender

Exercise 1
‘Difference’ theorists such as Jennifer Coates (2004) claim that males and females have different conversational goals. While *males* generally use a competitive style of speech that is more direct, referential, goal-orientated and argumentative, *females* tend to use a co-operative style of speech that is more indirect, affective, and facilitative.

In groups, discuss whether you feel males and females tend to use each of the following speech features in broadly similar or different ways:

- Swearing/giving verbal abuse
- Compliments
- Politeness (e.g. *please*, *thank you*, *sorry*)
- Orders and commands (e.g. *get over there*; *would you get over there*)
- Use of minimal responses (e.g. *uh huh*, *yeah*, *right*, *mm*)
- Hedges (e.g. *like*, *so*, *just*, *actually*, *you know*, *I mean*)
- Verbal sparring
- Making jokes

As a whole seminar group, share some of your findings.

Exercise 2
On your own, read the two oral narratives. Both are research data from Jennifer Coates (1996; 2003).

Individually, answer the following questions:

- In which context or setting do you think each narrative is related?
- Is the narrator of each story likely to be a male or a female?
- In which variety of English do you imagine each story to be told?

Then in groups of three, choose one volunteer to read out ‘The Fight’, a second volunteer to read out ‘Sardines in Aspic’, and a third to provide the audience reactions (*laughs*, *yeah*, etc).

In your group, use the linguistic evidence of each story to complete the following grid. In order to identify the ‘key stylistic features’ you should underline and name...
any linguistic features in the text that seem either typically masculine or feminine according to difference theorists.
<table>
<thead>
<tr>
<th></th>
<th>‘The Fight’</th>
<th>‘Sardines in Aspic’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversational goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key stylistic features</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In small groups, share your ideas. From this evidence alone, does your group feel that there are gender-differentiated styles of oral storytelling? If so, how would you characterise them? Be prepared to justify your answer to the whole group.

**Further discussion topics:**

How far do you think the following social factors are likely to interact with gender in determining a person’s speech style?

- Age
- Class
- Ethnicity
- Education

Which social groups/types of individuals are more likely to use gender-differentiated speech styles, and which less in your view?
Readings Sardines in aspic
Spring Term Assignment
An investigation into language change

The assignment for the Spring Term requires you to produce a report on the following task which relates to language change and attitudes. The assignment is 1350-1500 words in length.

Q1. Ask 4-5 students at the University of Reading (with no English language background) which of the following sentences they consider to be ‘correct’ or ‘incorrect’ English and why?

1. That’s the girl he gave the bracelet to
2. Buffy the Vampire Slayer is dead cool
3. My old man gave me a set of wheels for my birthday
4. The guy that works in the bar is really nice
5. Who did you see?

Q2. Check their answers with 4-5 members of the older generation (e.g. individuals above the age of 55). Do their intuitions tally?

Q3. Now check your answers in a reference grammar, such as Fowler's Modern English Usage (University library has both paper and electronic copies), and an English dictionary.

Q4. Do you have a sense that notions of what is ‘correct’ and what is not are in fact subject to change? Discuss this issue in your conclusion.
Your report should have an introduction, a main part (analysis of data) and a conclusion. You can present data in the Appendix. If you are making reference to data in the Appendix, remember to direct your reader to the appropriate parts.

Check pages \textbf{37-40} in your handbook for recommended referencing style and correct citation practice and page \textbf{41} for assignment submission checklist.

\textit{Marking Criteria}

1. Ability to apply techniques for the investigation of language change/attitudes
2. Ability to present data in a clear and consistent way
3. Awareness and good understanding of how language in society can vary and change over time
4. Coherence of assignment, articulation of arguments effectively in writing and ability to organise knowledge
5. Presentation: Formatting, correct referencing practice and appropriate use of appendices

The assignment should be submitted to \textbf{Anne Whitbread} in \textbf{HumSS 210B} by \textbf{12 noon} on \textbf{Friday of Week 8 of the Spring Term}, together with TWO copies of the coversheet.

\textbf{Please note:}

- Assignments should be word processed, using Times New Roman 12pt.
- Lines should be double spaced throughout the assignment. Single space is not acceptable.
- Page numbers should be at the bottom of every page.
- You may use headings if you wish.
- Avoid using the first person in your assignment.
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