

Sookmyung Women's University
Graduate School of TESOL
Introduction to Linguistics
Policy
Fall 2018

Overview: As language teachers we deal with language almost exclusively on the surface level. This also includes not only basic descriptions but also more formal descriptions of linguistic behavior such as structural phenomenon, meaning and, crucially, use. Yet there is a wide range of theories that postulate linguistic systems working below the surface and these systems work to explain and/or constrain what is possible in language. It, therefore, seems that as professionals working in the field of language, we need to look below the surface to see what kind of system(s) language is really composed of. This three-hour-per-week course, therefore, is designed to provide students with instruction in the underlying psychological system(s) of language and English in particular from the theoretical perspective of cognitive linguistics. We explore together how this pivotal body of knowledge can be of benefit to English language teachers in the classroom and beyond.

Objectives: This main objective of this course is to help the students to better understand the nature of language itself by looking at how language is supposed to work from a cognitive linguistic or usage-based perspective. Basically, students should leave this course with a sound but basic comprehension of how language works as viewed by the cognitive linguistic theoretical model. In addition to this, the course will be geared toward how all this knowledge can be used by working teachers of language. In short, the second goal of this course is to answer the question all teachers who study linguistics need to ask themselves; how can I use this in the way I teach? It is intended that this class, at the very least, will affect teachers' beliefs about how language works and, at best, will provide specific ideas that can be used in the language classroom.

Texts and Materials

Summer Reading

Everette, D. L. (2012). *Language: The cultural tool*. New York: Pantheon Books.

Main Texts

For this course we are going to use four main texts. While four books might seem excessive, each one is different in its goals and the approach it takes to meet those goals. Alone, no one of these is sufficient in providing a general picture of how language works. Taken together, though, they provide a complete and comprehensive treatment of language from this perspective. These are the four main texts:

Bybee, J. (2010). *Language, usage and cognition*. Cambridge: Cambridge University Press.

This book provides an introduction to the usage-based model of language and includes many different examples of how this model can be used to explain common linguistic phenomenon.

Dirven, R. and Verspoor, M. (2004). *Cognitive exploration of language and linguistics* (2nd Edition). Amsterdam: John Benjamins.

This book provides a very general overview of how cognitive linguistics works within the different areas of traditional linguistic concern, i.e., phonology, etc.

Evans, W. and Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.

This book is the most up-to-date and with 830 pages comprehensive introductions to cognitive linguistic theory. We will be moving through it using bits and pieces as they match our weekly topics.

Lee, D. (2001) *Cognitive linguistics: An introduction*. Oxford: Oxford University Press.

This book introduces some of the major theoretical underpinnings of cognitive linguistic theory and then, looking at individual linguistic phenomenon in English, provides examples of how the theory works to explain linguistic phenomenon.

Additional Materials: There will one outside reading for this course (Hudson (2007) in week 6) and there will also be a fair bit of handouts for this course. Students should bring to each class a folder to hold any papers that the instructor gives out.

-Hudson, R. (2007). *Word grammar*. Oxford: Oxford University Press.

Basic Background Texts

For individuals who are worried about their lack of background preparation for this course, here are a few very basic introductions to language and linguistic theory that you might want to take a look at.

-Aronoff, M. and Rees-Miller, J. (eds.). (2001). *The handbook of linguistics*. Oxford: Blackwell.

-Crystal, D. (2007). *How language works*. New York: Avery Trade.

-*Language Files* (There are many editions of this book. Any one of them is bound to be useful.)

Methodology

Language Policy: Following the international model upon which this MA rests, students are expected to produce all course work in English. This means all writing assignments must be in English. Linguistic behavior in the classroom should be conducted in a way that is non-exclusionary. Language use should be used appropriately as a means of enhancing and integrating understanding of the course content, not as a way of avoiding other languages or individuals.

Classroom: Various approaches will be employed in the classroom. Direct lecturing will be kept to a minimum while group work, in-class activities, and direct and indirect questioning will be stressed. In this class we will be doing a lot of in class problem solving types of activities. Remember students, as always, the classroom is supposed to serve as a model. Be critical and observant of what transpires in the classroom.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible.

Assignments

Homework: Students will be given homework on a regular basis. The homework will usually come in the form of exercises from both the assigned reading texts and outside sources as well as questions based on the reading which the students are expected to answer. All assignments, unless there are contrary instructions, must be typed and handed in during class on the day they are due.

Summer Reading Project: A brief write up related to this reading project is due in the second week of class (September 14th). Details on the assignment can be found on the website.

Projects

Midterm Project: The midterm project is due on the 9th week of class (November 2nd). It will be a project and there will be several different options which students can choose from. Specific information about each of the options will be released after the course has begun.

Final Project: The final project will be a revision and further development of the Midterm Project. It is due at the symposium on December 15th.

Grades: Final grades will be based on performance in the following categories.

Assignments	35%
Participation	25%
Midterm Project	10%
Final Project	30%

Important Notes

-Late assignments will not be accepted for marks and missed in class work cannot be made up. If, however, you know in advance that you will be late or absent make sure you contact the teacher and maybe something can be worked out.

-The penalty for plagiarism and cheating is automatic failure. Don't try it.

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There is also a website that runs parallel to this course. The website will contain study questions and summaries of what was discussed in class. Please make sure you visit the website on a regular basis. The address is:

<http://udindfor.com>

Introduction to Linguistics (ENG502). Lecture No. 13 Lecture No. 14 Lecture No. 15 Lecture No. 16 Lecture No. 17. Lecture No. 18 Lecture No. 19. Parrots are perhaps the animal kingdom's most phenomenal linguists, especially African Greys and Amazons (yellow napes, double yellow heads, red-lores and blue fronts). Introduction to Linguistics. Marcus Kracht Department of Linguistics, UCLA. 3125 Campbell Hall 450 Hilgard Avenue Los Angeles, CA 90095-1543 kracht@humnet.ucla.edu. 2. Contents. Contents. Lecture 1: Introduction . . . 3 Lecture 2: Phonetics . . . 12 Lecture 3: Phonology I . . . 24 Lecture 4: Phonology II . . . Linguistics is the science that studies language. Someone who studies linguistics is a linguist. Notice that there is a common understanding of the word linguist as meaning "someone who knows many languages." An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists Steven Brown, Salvatore Attardo, and Cynthia Vigliotti http://www.press.umich.edu/5896147/understanding_language_structure_interaction_and_variation_third_ed Michigan ELT, 2014. 2. Understanding Language, Third Ed. 14 i,— Computational linguistics is an approach to linguistics which employs mathematical techniques, often with the help of a computer. i,— Cognitive linguistics is an approach to the analysis of natural language that focuses on language as an instrument for organising, processing, and conveying information. i,— Applied linguistics is the study of language related issues applied in everyday life, primarily concerned with the application of linguistic. This handout is a guide to the linguistic theory and techniques of analysis that will be useful for the ACS language and speech modules. If you have done some (computational) linguistics, then reading it and attempting the questions interspersed in the text as well as the exercises will help you decide if you need to do any supplementary reading. If not, you will need to do some additional reading and then check your understanding by attempting the exercises. See the end of the handout for suggested