



OPTIONAL LINGUISTICS MODULES (PERIOD A-B)

Global Discourses and the Media

Teacher: Kathrin Kaufhold

Module description

The module explores global media practices with relevance for education. Media play a central role in different domains of people's lives including home, school and work. In both traditional mass media and more recent media formats, English is a means to reach global audiences. The module introduces central approaches to study what people do with language in and through various kinds of media. It considers the creative ways in which people engage with media as well as current concerns in media production/reception, such as fake news and virality. Implications of these developments for English language teaching will be discussed.

Required reading

Coursebook:

Jones, R.H., Jaworska, S., & Aslan, E. (2020). *Language and media: A resource book for students*, 2nd edition. Abingdon: Routledge. (selected chapters).

The book has four sections (A, B, C, D) with different types of readings and activities. For each seminar, you will be asked to read short chapters from several parts (see schedule).

Required chapters and articles (all available electronically through SUB)

Alvaro, J. J. (2013). Discursive representations of a dissident: The case of Liu Xiaobo in China's English press. *Discourse & Society*, 24(3), 289–314.

DOI:10.1177/0957926512471760

Machin, D., & Mayr, A. (2012). *How to do critical discourse analysis. A Multimodal Introduction*. Los Angeles: Sage.

- Chapter 2: Analysing semiotic choices: Words and images, pp. 30–56.

- Chapter 5: Representing action: Transitivity and verb processes, pp. 104–136.

Page, R., Harper, R., & Frobenius, M. (2013). From small stories to networked narrative. *Narrative Inquiry*, 23(1), 192–213.

Tagg, C., & Seargeant, P. (2020). Context design and critical language/media awareness: Implications for a social digital literacies education, *Linguistics and Education*. DOI: 10.1016/j.linged.2019.100776.

The PAD Research Group. (2016). Not so 'innocent' after all? Exploring corporate identity construction online. *Discourse & Communication*, 10(3), 291–313. DOI: 10.1177/1750481315623902

Varis, P., & Blommaert, J. (2015). Conviviality and collectives on social media: Virality, memes and new social structures. *Multilingual Margins*, 2(1), 31–45.

OPTIONAL LINGUISTICS MODULES (PERIOD C-D)

Phonetics

Teacher: Peter Sundkvist

Module description

The aim of this module is to help undergraduate students develop the skills they have acquired in the English I and II courses for analyzing pronunciation. The module provides students with further specialization in English and general phonetics. Students read texts and do exercises concerning the principles that underlie the phonetic description and classification of human speech sounds, and receive an introduction to the International Phonetic Alphabet (IPA). Students are given an introduction to practical phonetics and receive training and practice in methods for producing, recognizing, and describing a wide range of human speech sounds. Finally, students also receive an introduction to acoustic phonetics. This module is especially relevant for those who may wish to take future courses or write degree projects in the fields of world Englishes, English accents, sociolinguistics, or second language acquisition.

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read texts and do exercises related to the topic of the module. In the seminars the students will discuss the texts and exercises, and do further tasks. The examination will be comprised of oral and written assignment(s).

Required reading

Books

Catford, J. C. 2001. *A Practical Introduction to Phonetics, second edition*. Oxford: Oxford University Press.

Davenport, M. & Hannahs, S. J. 2010/2020. *Introducing Phonetics and Phonology, third or fourth edition*. London: Routledge. [Book used in Ling 2A; 3 copies available as course literature at SUB; placement: kurslitteratur 'Davenport']

Handbook of the International Phonetic Association: A Guide To The Use Of The International Phonetic Alphabet. 1999. Cambridge: Cambridge University Press. [4 copies available as course literature at SUB; placement: kurslitteratur 'handbook']

Compendium

Notes on experiments in Catford (2001). ©Peter Sundkvist [Available on Athena]

Articles

Collins, B. S. & Mees, I. M. 1995. Daniel Jones, Paul Passy, and the Development of the Cardinal Vowel System. *Historiographia Linguistica: International Journal for the History of the Language Sciences/Revue Internationale pour l'Histoire (HL)*, 12(1–2): 197–216.

Honeybone, P. 2012. Lenition in English. In T. Nevalainen, & E. Traugott (Eds.), *The Oxford Handbook of the History of English*. Oxford Handbooks Online. 10.1093/oxfordhb/9780199922765.013.0064

Rutter, B. 2011. Acoustic analysis of a sound change in progress: The consonant cluster /stɹ/ in English. *Journal of the International Phonetic Association*, 41(1): 27–40.

Sundkvist, P. 2012. Pulmonic ingressive speech in Shetland English. *World Englishes*, 31(4): 434–448.

Wikström, J. 2013. An acoustic study of the RP English LOT and THOUGHT vowels. *Journal of the International Phonetic Association*, 43(1): 37–47.

Audio-visual material: Audio and audio-visual training material available online; links provided via Athena.

The History of the English Language

Teacher: Andrew Cooper

Module description

In this module, we explore variation and change in the English language from its earliest history until the beginnings of globalisation (c. 600–1900 CE). Starting with the origins of Old English, we move through Middle English and into modern English, focusing on the orthographical, phonological, morphosyntactic and lexical changes which have characterised English throughout the ages. Using representative authentic texts and digital tools, this module gives the student the ability to work with English texts from any historical period. We discuss major sound change events such as the First Germanic Sound Shift and the Great Vowel Shift, as well as the connection between the emergence of schwa and the loss of complex noun and verb inflection. We follow the language from a small, exotic dialect spoken at the outer edge of the known world, through the proliferation of distinctive dialects, to the establishment of national standard varieties, the beginning of language politics and the emergence of new Englishes across the planet. We consider how social and technological change affect linguistic change, and how influences from other cultures and languages form the complex and dynamic object of study that is the English language throughout history.

Required reading

Coursebook:

Freeborn, Dennis. (2006). *From Old English to Standard English: A Course Book in Language Variations Across Time* 3rd ed. Ebook available through the library.

Additional Sources used in class:

McHugh, Jess. (2018). The Nationalist Roots of Merriam-Webster's Dictionary. *The Paris Review*. March 30, 2018. (Seminar 8)

Schneider, Edgar W. (2003). The Dynamics of New Englishes: From Identity Construction to Dialect Birth. *Language*, 79(3): 233–281. (Seminar 8)

Electronic reference material:

- Baker, Peter. Magic Sheet of Old English Inflections - https://www.oldenglishaerobics.net/resources/magic_A4.pdf
- Bosworth-Toller Anglo-Saxon Dictionary Online - bosworthtoller.com
- Middle English Compendium - quod.lib.umich.edu/m/middle-english-dictionary
- Oxford English Dictionary Online - OED.com
- Wiktionary: Free Dictionary – en.wiktionary.org

Additional materials in the form of reference sheets and exercises will also be provided in the seminars.