

Lesson 1: Intro

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Descriptive, general and theoretical linguistics: focuses on the building blocks of language. I.E. formation of words and sentences. Syntax, morphology, phonology, etc.

Phonetics: The study and classification of speech sounds.

Phonology: The study of the distribution of sounds in a language.

Phonemes: The smallest unit of sound that can change the meaning of a word.

Allophone: Any of the speech sounds that represent a phoneme.

Morphology: The study of word making, and the relationship between linguistic units. I.E. root words, prefixes, etc.

Syntax: The study of word order.

Lexical categories: Groups of words that function in the same way.

Semantics: The study of the meaning of words, phrases, sentences.

Pragmatics: The study of the way people use language in conversation.

Discourse Studies: the analysis of linguistic behaviour beyond the limits of individual sentences, focusing primarily on the meaning constructed and interpreted as language is used in a particular social context.

Linguists focus on the language used to communicate, instead of the information exchanged (communication).

Applied linguistics is interested in language in use in a social context.

Lesson 2: Applied Linguistics

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The focus of ALDS is on language in use, and how language serves as a key mediating tool that shapes who we are, how we think, and what we perceive.

Ten common sense dead ends:

1. People think in language. There is no evidence to support this.
2. Children are taught their first language. Acquisition vs learning.
3. Written language is superior to spoken language. Modality of expression.
4. Some groups of people don't use language properly.
5. Some people speak without an accent.
6. The way people use their language reflects their intelligence.
7. People with two or more languages are confused.
8. Languages get contaminated by each other.
9. A nation has or should have one language.
10. Language exists independently from its users and uses.

Lesson 3

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Forms of capital (Pierre Bourdieu):

- Economic/financial capital
- Symbolic capital: resources available to an individual on the basis of prestige or accomplishment, such as degrees and awards.
- Social capital: Non-financial benefits based on living in a certain social group.
- Cultural capital: Non-financial social assets, such as style of speech, pronunciation (accent), style of dress, physical appearance, etc.

Symbolic, social and cultural capital can be converted to economic capital, and vice versa.

Register: use of language used in different social contexts

Dyglossia: Use of two registers of different levels of prestige in different situations.

Genre: Types of texts developed in correspondence to certain social situations that recur.

Lesson 4: Research in ALDS

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Identity: encompasses all your thoughts and feelings and is reflected in the language that you use. It is shaped by your family, the environment, personal relationships, social and cultural contexts and the language(s) that surrounds you since childhood. Every person has multiple identities.

Qualitative research paradigm: Examining fewer data in deeper context.

Emergent design: Research question was modified in the process of data analysis.

Rhetorical genre studies: How students acquire new genres of writing.

Self-efficacy theory: An individual's beliefs about their ability to achieve specific tasks influence their actual ability.

Lingua Franca: Italian for Frankish language. Language used for communication between two or more groups that have different native languages. The term was first used during the Middle Ages (approx. 17th century) to describe a French- and Italian-based pidgin that was developed by Crusaders and traders in the eastern Mediterranean.

Vernacular: The language or dialect spoken by the ordinary people of a country or region.

Pidgin: A basic linguistic system emerging in situations of language contact and need for communication.

Pidgins are not fully developed languages.

Creole: A complete language that has evolved from a more basic pidgin language over several generations.

Prescriptive view of language: A view that says that there is one correct way to speak a language.

Critical approach to study of language: The approach of looking at how language creates and enforces inequality in society.

World Englishes: The phenomenon of English as an international language, spoken in different ways by perhaps one-third of the world's population spread across every continent. Also describes a view challenging the assumption that contemporary native speakers represent the correct English language.

Received pronunciation: A certain way of speaking English established in the nineteenth century which is viewed as having high prestige even nowadays despite its rarity.

Lesson 5

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Discourse Analysis: an approach to the analysis of language that:

- looks at patterns of language and the social and cultural contexts where it occurs,
- considers the ways that the use of language presents different views of the world and different understandings,
- examines how the use of language is influenced by the relationship between participants as well as the effect the use of language has upon social identities and relations, and
- considers how views of the world and identities are construed through the use of discourse.

Approaches:

- corpus linguistics (Analysis of textual patterns and frequency of words and expressions)
 - Additional language education
 - Forensic linguistics
 - Translation
 - Multimodal texts
- Systemic Functional Linguistics (Michael Halliday)
- Critical Discourse Analysis
 - Issues of power
- Sociolinguistics
 - e.g. Conversational analysis
- Discursive psychology
 - affective behaviour and language
- Institutional ethnography

Pragmatics: the study of how language makes meanings

Sociolinguistics: the study of how language affects societal relationships and vice-versa

ESP: English for a specific purpose

LSP: Language for a specific purpose

Forensic linguistics: Language used in a legal purpose; courtroom language and such.

Heteroglossia: The inherent diversity of unofficial forms of a particular national language - similar in nature to dialect.

Dialogism: Language is not a neutral medium that is easily populated solely by the speaker's intentions; it is populated with the intentions of others, those who have used it before you and have affected your perception of the word and its meaning. (Bahktin)

Intertextuality: Meaning is not transferred directly from writer to reader but instead is mediated through the language imparted to the writer and reader by other texts.

Lesson 6 and 7

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Some of the key populations:

- Additional language learners
- Speakers of minority languages
- The Deaf community
- The blind community
- Users of professional languages and their clients
- Language professionals
- Students and scholars

Lesson 8 & 9: Literacy

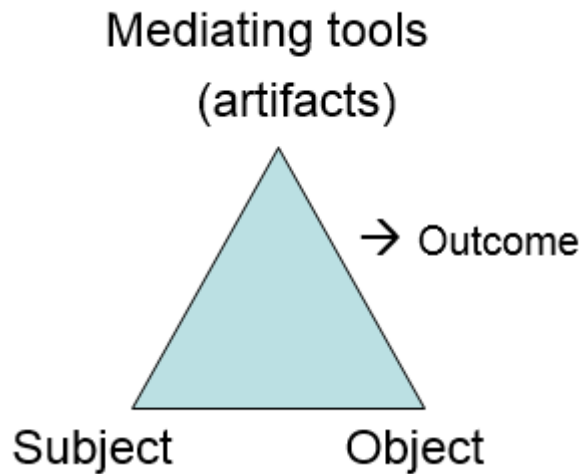
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Literacy

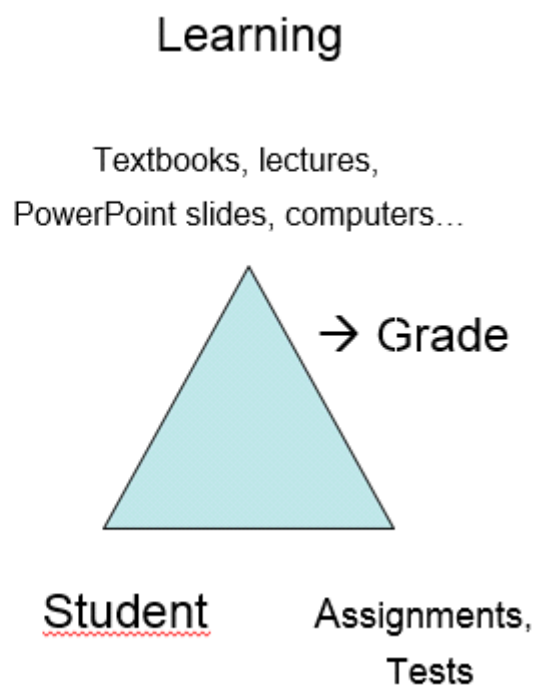
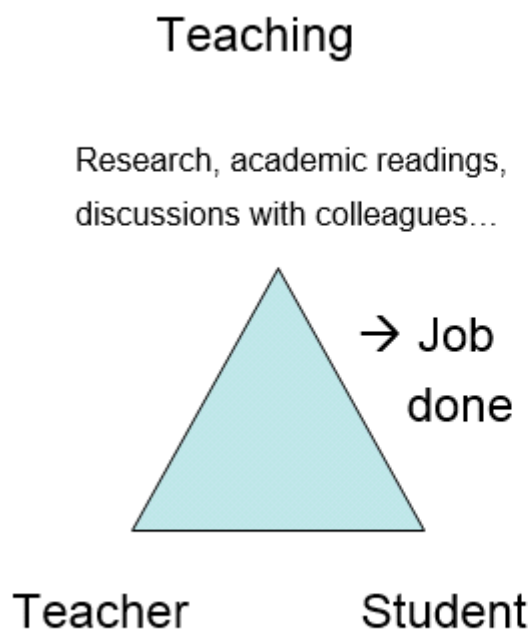
-Comes from Literate, originally meaning educated (1432)

-"Literacy is not simply knowing how to read and write a particular script, but applying this knowledge for specific purposes in specific contexts of use."

Activity theory:



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Lesson 10

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Three approaches to the study of writing:

- Product approach (before '70s): focus on finished product. IE grammar, spelling language use. Emphasized skill development in superficial structuring of texts.
- Process approach ('70s to mid-'80s): viewed the process as more important than the final product. Greater emphasis on the thought process of writers and on decisions and strategies made in the course of writing.
- Social approach (current): It was realized that the act of writing cannot be isolated from the writer's social context. Writing is now seen as part of the social process by which knowledge is constructed. This approach emphasizes that audience and purpose both heavily influence what and how a writer writes.

Additional language education:

- Acquisition vs learning
- Additional: FL vs SL
- Academic writing as additional language
- Methods of education
- Language tests

Lesson 13: Translation

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There are four communicative components in the process:

- The original expression of the message in the SL text
- The comprehension of the SL text
- The expression of the message derived from the SL in a TL
- The comprehension of the TL text

It's not just a process of linguistic substitution. It is also a semantic, pragmatic and cultural process. Two words, even if they superficially mean the same thing, might have different connotations in the different cultures that could populate the translated message with the wrong/unintentional underlying

Contrastive rhetoric: the comparative study of writing styles in different languages. Has direct implications for translation studies and teaching of additional languages.

Lesson 14: Language policy and planning

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- Canada has two official languages: French and English
- Official language act passed September 9, 1969. (9/9/69) Services from federal departments and crown corporations in both languages. To be heard in federal court in official language of choice. To have federal gov't publications in both languages. Public service will be bilingual in designated areas. Federal public servants will speak French in Quebec and English in the rest of Canada.
- Official minority language: official language where it is spoken by a minority, ex. Franco-Ontariens.
- Non-official minority, or immigrant languages have no official status.
- Aboriginal languages are recognized as a third language group with no official status. The new Official Languages Act for Nunavut recognizes Inuit (Inuktitut and Inuinnaqtun) as one of the official languages of the territory.
- The goal of language policy is to perpetuate, establish or undo a language regime.
- Status planning: the decision to confirm a language in its functions and domains, or introduce a new language into these functions and domains. Usually made at highest levels and enshrined in law. This is the case when a language is formally adopted as a national language.
- Corpus planning: an attempt to change the forms and structures of the language itself. This can involve codification and standardization to create a written form and/or lexical modernization.
- Acquisition planning: Concerns implementation of status and corpus policy. The acquisition of a language by the population must be planned by educationists.
- Language planning is always top-down, it serves to regulate language use, and it's always about groups, not individuals.

East Timor

- Dutch and Portuguese were colonial powers in Timor.
- Indonesia basically annexed East Timor in 1975.
- 1999, population voted for independence.
- 2002, full independence granted.
- March 2002
 - Tetum and Portuguese will be official languages
 - Tetum and other national languages will be valued and developed by the state.
 - Indonesian and English termed "working languages"
- Lingua franca has been Tetum since 2nd half of 1800s.
- Mainly older people speaking Portuguese
- Most young people received schooling in Indonesian, so are fluent in it.
- People in Atsabe view Tetum as the "true national language." Tetum is viewed as the essential bridge across the vast linguistic diversity of East Timor, and as an aspect of Catholic identity. Thus, the Atsabe people viewed Tetum (not Portuguese) as an important marker of East Timorese national identity.
 - The local Kemak language is only used in daily life, and is mixed with Tetum words by those 50+ and younger generation.
- For the most part, Tetum is the language of choice in daily life.
- Those 30 and younger are more familiar with Tetum (lingua franca) and Indonesian (language of education) than their own mother tongue.
- Official matters must be conducted in Portuguese, but most people will speak either (or both) Indonesian and Tetum, even in local gov't offices.
- Official docs in Indonesian.
- Most people, except some of those 70+ are fluent in or know some Indonesian.
- Some of the Atsabe Kemak, particularly those from Paramin village also know some Mambai.
- It is rare to find people who know Portuguese.

- The majority in Atsabe speak Kemak and Tetum on a daily basis.
- In more official matters and schools, they interact in Indonesian.
- It is estimated that less than 1% are fluent in Portuguese.
- Grades 1-3 taught in Portuguese. Grades 4+ taught in Indonesian because that's what the students understand.

Tetum

- Viewed as a national identity.
- Is a local language with some varieties having Portuguese elements. Rural dialect is viewed as more "pure."
- Portuguese used Tetum as the church language.

Portuguese

- Language of instruction with Tetum during Portuguese rule.
- Seen by some as colonial language. Young people see it as an official language that disadvantages them.

Indonesian

- Spoken by many younger people who were educated in it.
- Disfavoured by older generation who see it as language of repression.

Lesson 19

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- Lexicology is the branch of linguistics that investigates, describes and theorizes about vocabulary (words).
- Lexicography is the art and science, and practice of dictionary making. In a sense, it is applied lexicology.
 - Includes what the lexicographers do, and the theorizing about dictionaries and their compilation.
 - Has a long and independent tradition which predates the modern linguistic discipline by many centuries.
 - Has started to have an impact on lexicology since the mid-twentieth century.
- Dictionaries are the most systematic lexical description that we have.
 - Monolingual, Bilingual, specialized, etc.
 - None is totally comprehensive
 - Microstructure: entries
 - Macrostructure: eg. Alphabetical
 - Medistrucre: cross-references between entries, online hyperlinks
- Structure
 - Headword: uninflected form of the word. At beginning of entry. Usually includes syllabic and stress info, and part of speech.
 - Citation: an authentic example of the word's use, providing meaning.
 - Etymology: historical origin(s) of the word.
- Samuel Johnson published dictionary of English language in 1755 (signed contract in 1746)
 - Quoted authors to show proper usage of word
- Oxford English Dictionary
 - First edition in 1884-1928
 - Contained ~291,500 entries
 - Still reviewed and updated (online version quarterly)
- Lexical gap: a lack of a word for a concept, for which there are words in other languages.
- Construction of entries in bilingual dictionaries:
 - Entry word in canonical form
 - Grammatical information
 - Indication of pronunciation
 - Equivalents in the target language in their canonical form
 - Indication of the whole lexical meaning of the entry word by partial equivalents of the target language
 - Encyclopedic information
 - Etymology of the entry words
 - The lexicalized and the verbatim meaning of different morphemic and word combination.
- Main rule: Avoid circularity - No word can be defined by itself, and no word can be defined from its own family of words unless the related word is separately defined independently of it.

Lesson 20

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- Formulaic language: a multi-word chunk with a distinctive meaning or function
- Collocations (eg. "take a picture," "think hard")
 - Restrictions on the nouns which can accompany the verb, or verbs which can accompany a given noun. This can apply to other combinations besides just nouns and verbs. Note that the term collocation is also very often used to mean any formulaic language.
- Idioms (eg. "sweeten the pill")
 - Non-compositional (the meaning of the whole is greater than the sum of the meanings of the constituent words)
 - No word substitution is possible
- Lexical phrases are determined by a frequency-based approach (corpus linguistics)
 - Must be found by corpus analysis using a frequency cut off and occurrence in a set number of texts in the corpus.
 - Almost always 4 words in length
 - Generally seen to fall into three categories of functions (not meaning)
 - Are studied in corpora of particular registers. Eg. Academic language, engineering language.
 - Examples:
 - Referential: referring directly to temporal, spatial or physical context: "in this case," "as shown in..."
 - Stance: expressing epistemic certainty, attitude, or modality toward subsequent propositions: "it is possible to," "if and only if"
 - Discourse: marking relationships among parts of discourse such as introducing topics or elaborating and extrapolating from topics at hand: "in other words," "on the basis of"
- Dichotomy: a division or contrast between two things that are or are represented as being opposed or entirely different.
- National versus Personal Bilingualism
- Elite versus Folk Bilingualism
- Compound versus Coordinate Bilingualism

Lesson 21: Multimodality

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- All human communication is intrinsically multimodal
 - In spoken language: facial expressions, gestures, pointing, pacing
- Multimodal texts are defined as texts which communicate their message using more than one semiotic mode. These can be as obvious as an image in a newspaper article, or the typeface in a business letter.
- The study of multimodality includes looking at these different components and the ways they communicate meaning, both separately and in combination.
 - Components of multimodal texts often take on new meanings, or connotations, when they interact in a complete text
- Multimodality is the norm in most forms of communication, it is not new, nor has it suddenly become relevant to education
 - What is new is an urgent need for a serious consideration of modes other than speaking and writing in the classroom.
 - This need derives from children's - and adult's - increasing need to engage with new forms and uses of technology.
- Gestures are a universal and natural form of expression.
- A gesture is defined as a visible action when it is used as an utterance or as part of an utterance, where the term utterance refers to any ensemble of action that counts for others as an attempt by an actor to give information of some sort.

Lesson 22: Language pathology

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Central dichotomies of language pathology

- System (grammar & lexicon) vs modality
 - Aphasia: an impairment or loss of linguistics knowledge or ability; caused by damage to the neurally encoded language system but not the modalities of language use)
 - Apraxia: a motor planning disorder involving impairment of the ability to make voluntary movements, such as the articulatory gestures involved in speech; specific to modality; language system intact
- Reception vs production
 - Wernicke's aphasia: Can impair the reception of linguistic messages
 - Broca's aphasia: impairs language production
 - Different parts of brain affected
- Congenital vs acquired
 - Developmental dyslexia: congenital neurodevelopmental condition; impairment of phonological awareness leading to difficulties in reading, writing and spelling
 - Acquired dyslexia: A result of injury to the left hemisphere of the brain
- Neurological vs non-neurological
 - Dysarthria: a speech articulation disorder caused by damage to the nerves that control muscles in the vocal tract and lungs
 - Cleft lip and palate: structurally affects muscles in the vocal tract

Lesson 23: Forensic linguistics

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- A rapidly developing international sub-field of applied linguistics
- Narrowly defined, it includes analyses of linguistic evidence in court, conducted by forensic linguists, but it also includes investigations conducted by other experts working on any aspects of language and the law
- Language as legal medium and matter
 - Language as social action (it does something)
 - Legal language
 - Formulaic language
 - "You have the right to remain silent. Anything you say..." (US)
 - "You do not have to say anything. But it may harm your defence if..." (UK)
 - If these chunks of language are not spoken, it may jeopardize prosecution proceedings.
- Forensic analysis of written text
 - Non-linguistic analysis
 - Identification of, for example, a typewriter or computer font
 - Linguistic analysis
 - Identification of, for example, handwriting, or written language form and style