

- The different disciplines:
 - Linguistics
 - Descriptive, general, and theoretical linguistics: focuses on the micro level on the building blocks
 - **Phonetics:** minimal units that make up language (sounds, signs) – consonants, vowels
 - [sound/sign selection is language specific]
 - signs are theoretical representation of something (i.e. sound waves)
 - example: symbol [f] (consonant)
 - **Phonology:** the study of the distribution of sounds in a language
 - How are sounds organized? What's the system?
 - Sounds that are variants of the same sound are phonemes; various ways a phoneme is pronounced is called an allophone
 - Example: stop, top, little, kitten
 - **Morphology:** the study of word making and the relationship between words
 - Focuses on units bigger than sounds but smaller than words (i.e. like, **dis**like, likely)
 - And how these units indicate grammatical relationships (i.e. likes, like**d**)
 - Morphemes: bigger than phonemes but smaller than words
 - **Syntax:** the study of word order
 - The arrangement of words in phrases and sentences
 - Rules and patterns i.e. **lexical categories** (groups of words that function in the same way) which words behave in the same way?
 - How meaning is communicated through language
 - Lies between linguistics and discourse studies

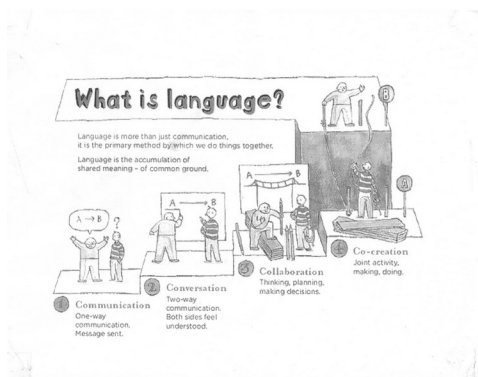
- Agreement (i.e. he reads vs. I read)
 - Order (s+v+o) I donated the money vs. donated I the money
 - **Semantics:** the study of the meaning of words, phrases and sentences
- o Linguists (descriptive/typological, general, theoretical) are interested in the code used for information exchange (language) not the information exchange itself (communication) in relation to a social context – abstract realization rather than how it is experienced
 - See language (code) is ‘cognitive’, inside people’s heads
 - The focus is on ‘competence’ of the ideal native speaker’ rather than on performance;
 - **ALDS sees communication as social**
- Applied Linguistics:
 - o Applied linguists are interested in language in use (interactions, performance) in a social context
 - Pragmatics: the study of the ways people use language in conversations
 - How does context define what is appropriate?
 - How does your language change when you speak to your friend, your parent, your boss? (still ‘linguistically rooted’ – focusing on units, utterances, the building blocks)
- Discourse Studies:
 - o The analysis of linguistic behavior, written and spoken, beyond the limits of individual sentences, focusing primarily on the meaning constructed and interpreted as language is used in a particular social context
 - i. Language analysis on the basis of texts (spoken and written)
 - ii. Language viewed as a tool- a mediating tool – for social action within a context

Review:

- Similarities between Linguistics and Applied Linguistics –
 - Language
 - Both can be used to study theories on second language acquisition
- Differences between Linguistics and Applied Linguistics –
 - Linguistics treat language as a cognitive code, they do not look at language as a form of communication
- Discourse analysis is the analysis of how language is used as a communication device among societies and how it differs
- An utterance can be anything you say, it incorporates everything from the very beginning to the end, in discourse it is considered a unit of analysis

Today: The Focus of Applied Linguistics and Discourse Studies...

- Language in use
 - That is, on how language serves as a key mediating tool that shapes
 - Who we are, how we think and what we perceive
- ALDS can help us to investigate real world issues and solve problems involving language in use
 - In order to be able to investigate and solve such problems, we will examine how language is used, learned, taught. Managed, etc. by taking a sociocultural perspective
 - That is, we will look at the role of language in society in its cultural and historical contexts
- What is Language?
 - language is a common ground
 - Bakhtin (literally critic) stated that there will always be language before and after you, we draw off of everyone around us, there will never be an end to the chain of co-creation



- Ten ways we are lead astray

- A 'folk' view of language (a 'common sense' view) or top ten 'dead ends':
 - o People think in language: no evidence
 - o Children are taught their first language(s): acquisition vs. learning
 - o Written language is superior to spoken language: a modality of expression
 - o Some groups of people don't use language properly: no one does in modern times
 - o Some people speak their language without an accent: perception
 - o The way groups use their language reflects their intelligence: standard language tests. Etc.
 - o People with two or more languages are confused: code-switching
 - o Language gets contaminated by influence from other languages: languages are not monolithic or frozen in time
 - o Nation has, or should have, one language
 - o Language exists independently of users and uses:

- Language
 - Is more than just words. Through language we express who we are, where we come from, and how we relate to each other. Through language we express our social background, character, and intentions, in other words, language represents human social identity, behavior and interaction
 - Essentially, it represents human social context, and how we communicate with other people
- Questions asked in the course
 - What are analysis and synthesis?
 - What does 'language in use' mean?
 - What do we understand by, 'text', 'utterance', discourse with a small 'd' and discourse with a big 'D'
 - o **Text:** everything is a text, the only thing that isn't is a thought
 - o **Utterance:** an uninterrupted piece of discourse that is produced by one person, with a clear beginning and end
 - o A text may contain more than one utterance, a text is a piece of discourse
 - o discourse with a small d is a piece of language
 - o discourse with a capital D is a social way of being, expressing, receiving, writing, learning – social being, how we are in the social
 - o relationship between d and D: discourse with D includes multiple discourse with d
 - What does discourse studies do?
 - How are linguistics and ALDS similar and how are they different
 - What do we understand by 'discourse community'
 - o Who share a common language, share D and d that share a relationship with the D
 - Why does ALDS view language as a 'symbolic tool'
 - o Why does it view language as a 'meditational tool' in any human activity
 - Symbolic meditational tool: language mediates our actions and how we act on the world

- What does it mean that 'nobody breaks the eternal silence if the universe'
 - There was language before you and there will be language after you
- What does it mean that ALDS takes a social perspective on language?
- How and why is 'folk' or 'common sense' understanding of language different from the ALDS disciplinary understanding
- Applied Linguistics: Definition and Areas of Study
 - Applied linguistics is an area of work that deals with language use in professional settings, translation, speech pathology, literacy and language education; and it is not merely the application of linguistic knowledge to such settings but is a semiautonomous and interdisciplinary...domain of work that draws on but is not dependent on areas such as sociology, education, anthropology, cultural studies
 - Not the 'linguistics-applied-to-a-language-teaching approach to applied linguistics' and not linguistics applied but an autonomous discipline
 - Applied linguistics differs from linguistics in general mainly with respect to its explicit orientation towards practical, everyday problems related to language and communication
 - The problems applied linguistics deals with range from aspects of the linguistic and communicative competence of the individual such as first or second language acquisition, literacy, language disorders to language and communication related problems in and between societies such as language variation and linguistic discrimination, multilingualism, language conflict, language policy and language planning
 - What does it mean to critically examine language in everyday use?

- o A central element of critical applied linguistics.. therefore, is a way of exploring language in social contexts that goes beyond mere correlations between language and society and instead raises more critical questions to do with access, power, disparity, desire, difference, and resistance. It also insists on a historical understanding of how social relations came to be the way they are
 - o ALDS takes sociocultural, historical perspective on language
- Language Variation and Language Change
 - Language exists in a multitude of forms
 - o The 'monolithic myth'
 - Folk/common sense belief that there is one correct standard language
 - This is the Queen's English and everybody should learn how to talk like her
 - English as a lingua franca
 - World Englishes
 - Moving away from the perspective view of language
 - English is the lingua franca of today in the past it was Latin
 - Historic development and change
 - Issues of identity and power
- Myth of an 'Ideal Native-Speaker'
 - The Noam Chomsky tradition on theoretical linguistics:
 - o An ideal speaker-listener, in a completely homogeneously speech community, who knows its language perfectly and is unaffected by... grammatically irrelevant conditions... on applying his knowledge in actual performance
 - o Essentially, every human language has a structure, and every native speaker speaks the language correctly
- Language Varieties
 - Distinct linguistic systems used by particular group of people (language vs. dialect)
 - o Geographical area/social background
 - o Political power

- o Language is a dialect with an army and a navy
 - Language has a higher social order than dialect
- Forms of Capital and the Role of Language in Society
 - Economic capital
 - Pierre Bourdieu
 - o Symbolic capital – resources available to an individual on the basis of prestige or recognition (degrees, certificates, awards and social positions)
 - o Social capital – non-financial benefits based on living in a social group
 - o Cultural capital – non-financial social assets, such as style of speech, pronunciation (accent) dress, physical appearance and so on
 - Symbolic, social and cultural capital can be converted into economic capital and vice versa
- Language and Social Identity
 - **Register** – use of language appropriate in different social situations
 - o **Dyglossia** – use of two languages/registers of different levels of prestige in different social situations
 - **Genre** – types of texts developed in correspondence to certain social situations that recur
- Identity
 - Encompasses all of 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 (for example, students have student academic identities in addition to all other identities they may have).

- Pidgins and Creoles
 - **Pidgins:** are basic linguistic systems emerging in situations of language contact and need for communication. Pidgins are not fully developed languages
 - **Creoles:** are complicated languages that have evolved from more basic pidgin languages over several generations
- Discourse Analysis
 - An approach to the analysis of language that
 - o **Looks at:** patterns of language across texts as well as, the social and cultural contexts in which the text occurs
 - o **Considers:** the ways that the use of language presents different views of the world and different understandings
 - o **Examines:** how the use of language is influenced by relationships between participants as well as, the effect the use of language has upon social identities and relations
 - o Considers how the use of the world, and identities are constructed through the use of discourse
 - Approaches to Discourse Analysis
 - o Corpus linguistics (analysis of textual patterns and frequency of words and expressions)
 - Additional language education
 - Forensic linguistics
 - Translation
 - Multimodal texts
 - o Systemic functional linguistics (Michael Halliday)
 - o Critical discourse analysis
 - Issues of power
 - o Sociolinguistics:
 - i.e. conversational analysis
 - o discursive psychology

- affective behavior and language
 - o institutional ethnography
- Gender and Language: Conversational Analysis
 - Tannen, D. (2001) you just don't understand: Women and men in conversation
 - People have different conversational styles
 - o '... speakers from different parts of the country, or of different ethnic or class background, talk to each other, it is likely that their words will not be understood exactly as they were meant
 - o 'if we recognize differences between us [in the ways we talk], we can take them into account, adjust to, and learn from each other's styles
 - o gender differences in ways of talking in children
- Heteroglossia, Polyphony, and Dialogic Nature of Language
 - **Heteroglossia:** the inherent diversity of unofficial forms of a particular national language – similar in nature to dialect
 - **Dialogism:** the word in language is half someone else's. it becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention. Prior to this moment of appropriation, the word does not exist in a neutral and impersonal language...but rather it exists in other people's mouths, in other people's contexts, serving other people's intentions: it is from there that one must take the word, and make it one's own... language is not a neutral medium that passes freely and easily into the private property of the speaker's intentions, it is populated – overpopulated with the intentions of others. Expropriating it, forcing it to submit to one's own intentions and accents, is a difficult and complicated process.
 - o Red: drawing on someone else's language, it is half because the way you pronounce it is unique but not fully yours
 - o Blue: appropriates (to make his/her own), when a borrowed word becomes your own
 - o Purple: before the word does not exist in a neutral state, it exists in other peoples mouths

- o Dialogism: language is a dialog because there are more than one person involved. It is not a monolog but a dialog
- **Multivoicedness (polyphony):** as meaning the multi-voiced nature of dialogic discourse
- 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
 - Tracing the 'voices' of other texts

- Key Populations in Applied Linguistics and Discourse Studies
 - Additional language learners
 - Speakers of minority languages
 - The deaf community
 - The blind community
 - Users of professional language (doctors, engineers, scientists, journalists, politicians, judges, etc.) and their clients
 - Users of written and multimodal texts
 - Language professionals (teachers, editors, authors, ,copy-editors, language curriculum developers)
 - Students and scholars

- Genre: What is it?
 - Genres are the ways in which people 'get things done' through their use of spoken [,] ... written [and multimodal] discourse ... genres are activities that people engage in through the use of language ... they... have a common function and purpose (or set of functions and purposes)
 - o Preformed for a particular reason
 - o Aimed at a particular audience
 - o Typically re-occur in recurrent situations (we recognize the situation as recurring)
 - o They stabilized for a period of time
 - o They change as the situation changes (historically)
 - o Example. A love letter is still recognizable but changes through history with different language and ways of speaking
 - o Examples: flash mob messages, text messages, university applications, grocery lists, valentine cards, multiple choice exams, telephone bills
 - o Genre: the way people do things in response to reoccurring social situations
 - o As a social situation changes so does the genre

- Literacy
 - Reading and Reader
 - o Reading a text out loud
 - o Reading tea-leaves
 - o Interpreting text
 - o Deconstructing text
 - Writing and Writer
 - o Scribe
 - o Speller
 - o Creative author
 - o Academic author
 - o Technical writer
 - Literacy
 - o Reading and writing
 - o Literate vs. schooled
 - o Adult literacy
- Literacy: History of the Term and Definition
 - Illiterate (1556)
 - o Illiteracy (1660)
 - Literate – a fairly recent English word (in dictionaries starting from 1894)
 - o ‘the literate and the ignorant’ (1859)

- o new meaning: being able to read and write (later becomes the first meaning with 'educated' as a subsidiary meaning)
- multiple literacies:
 - o economic literacy (1943)
 - o more recent
 - computer literacy, academic literacy
 - literacy vs. numeracy
- The study of literacy
 - Situated cognition (socio-cognitive view)
 - Social constructionism (socio-cultural)
 - Historical development
 - The study of different cultures written and spoken languages
 - Language, scripts
 - Pre-school literacy
 - Learning in school
 - Learning at home, in the community, at work
 - Adult learning, adult literacy
 - The politics of literacy, literacy and power
- Literacy Studies
 - Situating literacy practices in the social, cultural, historical contexts:
 - o Literacy studies and new literacy studies (since 1980 – growth of the field)
 - Community literacy practices

- Biliteracy
 - Literate in different Discourses
 - Institutional literacy
 - Academic literacy
 - Multimodality
- Literacy: A socio-cultural Definition
 - Instead of focusing exclusively on the technology of a writing system and its reputed consequences ... we approach literacy as a set of socially organized practices which make use of a symbol system and a technology for producing and disseminating it. 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
 - Goal of literacy in a specific context and for a purpose

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- Recent Trends in Literacy Studies
 - From a psychological paradigm to a social paradigm
 - o Away from the notion of discrete individual variables that can be added together (quantitative paradigm) towards literacy practices in social contexts
 - o Move to attending to social aspects of literacy
 - Ethnographic socio-cultural approaches
 - o More of a qualitative paradigm
- Views of Literacy
 - Autonomous literacy
 - o A decontextualized set of skills
 - o Teaching skill by skill
 - o Measuring
 - Developmental stages
 - o Teaching reading(5 years old)
 - Functional literacy
 - o Literacy for a purpose
 - o Often associated with employment (narrow definition)
- Teaching and Learning
 - Is teaching and learning the same activity
 - o An active theory perspective

- Teaching and learning both use meditational tools to get an outcome
 - The outcomes differ: teaching is a job done, and learning is a grade
- o Is learning a natural consequence of teaching
 - Yes
- Is learning a natural consequence of teaching?
- What should be ahead of what, the level of a student's development or learning (that is, should a student reach a particular level of development task, or should the learning of how to solve a task be ahead of the students development
 - o The zone of proximal development
 - Should learning be ahead of mental development or vice versa
- The Zone of Proximal Development (ZDP)
 - o Psychological reassert on the problem of instruction is usually limited to establishing the level of the child's mental development. The sole basis for determining this level of development are tasks that the child solves independently. This means that we focus on what the child has and knows today. Using this approach, we can establish only what has already matured. That is, we can determine only the level of the child's actual development.

The Zone of Proximal Development

- The difference between the child's actual level of development and the level of performance that he [sic] achieves in collaboration with the adult, defines the zone of proximal development

Teaching and Learning, 3.2

- Should the learning of how to solve a task be ahead of the student's age of mental development (that is, should students be exposed to the tasks that are more difficult than their actual level of mental development)
- In school, the child receives instruction not in what he can do independently but in what he cannot yet do. He receives instruction in what is accessible to him in collaboration with, or under the guidance of, a teacher. This is a fundamental characteristic of instruction. Therefore, the zone of proximal development – which determines the domain of transitions that are accessible to the child – is a defining feature of the relationship between instruction and development.
- What lies in the zone of proximal development at one stage is realized and moves to the level of actual development at a second. In other words, what the child is able to do in collaboration today he will be able to do independently tomorrow. Instruction and development and the level of actual development are related. The only instruction which is useful in childhood is that which moves ahead of development, that which leads to it.

Three Approaches to the Study of Writing

- Product Approach (before the 1970s)
 - Focus on the product – finished text textual features only: grammatical accuracy, spelling, punctuation, usage)
 - Emphasizing skill development in the superficial structuring of written texts
 - Overlooking that in so-called 'good' writing, form always follows function
 - Ignoring that '...linguistic features are only surface realizations of larger social activities'
 - Focus on pedagogy on describing faults and errors in the written product
- Emerging Need for a Different Approach (by 1970s)

- o Researchers recognized that the singular focus on the final product could only offer a narrow view of writing
 - Did not consider writers as in any way integral to the overall development of writing ability
- o Writers needed to be 'more prominently situated when examining composing development since writers themselves were responsible for generating written texts'
- o Instead of focusing on textual features only, scholars felt they needed to account for the functional emergence of the text regularities to understand what purpose they serve
 - The quality of a text can no more be judged by its structural features alone than the quality of a building
- Process Approach (1970s to the mid 1980s)
 - o Because the process approach sees the act of composing the text as the most important aspect of writing, writing remains to be seen as essentially a private, egocentric matter

- o Writing is considered more as a form of communing with oneself rather than communicating with others
- o The process model pictures the ideal writer totally isolated from the social world
 - It should be recognized that even today the images of a solitary author inspire a great deal of what goes on in writing classes
- What both the product and the process approaches failed to account for
 - o How the social contexts influence meaning and affect the way a writer approaches a writing task (the process)
 - o What the writer writes (the product)
 - Writing is not an inherently private act but is a displaced social act we perform in private for the sake of convenience
- Social Approach (current)
 - o Writing is
 - Seen as part of the social process by which knowledge is constructed
 - Considered as located in the social world
 - o A writer is continually engaged with a variety of socially constituted systems
 - o Writing is
 - Both constituted by and constitutive of changing systems through which individuals relate as social beings, rather than imaging each other as remote images
 - o This approach emphasizes that the awareness of audience and purpose influences both what and how a writer writes
 - o The central questions for research taking the social perspective are those that concern the contexts in which texts are created

Translation Studies

- The academic field concerned with the systematic study of the theory and practice of translation and interpreting. Research and teaching in the are interdisciplinary, and closely aligned with Intercultural Studies
- Translation: from Source Language (SL) to Target Language (TL)
- Both process and product
 - Process: four communicative components
 - o The original expression of the message in the SL text
 - o The compression of the message derived from the SL in a TL
 - o The comprehension of the TL text
 - Product
 - o Not a direct recondition of a message originally expressed in the SL
 - o A word is not the same thing as a message
 - Translation equivalents (cross-linguistics synonyms) – often ideal or elusive
 - Pairs of terms across languages which have ‘the same’ meaning to a greater or lesser degree
 - OR any TL text or portion of text which is observed to be equivalent to a given SL text or portion of the text
 - o Not only a process of linguistics substitution
 - o A semantic, pragmatic, and cultural process
 - o Communicative acts (ALDS):
 - Language use on the basis of underlying beliefs, intentions and interpretations of the participates in the translation process
 - o Translation: a process of cultural interpretation
- Translation Equivalent
 - In 1800, Shopenhauer observed that for ‘certain concepts a word exists only in one language... in all cases where a certain word cannot render exactly the same concept in another language, the dictionary will offer several synonyms...they indicate the directions of meaning that delineate the boundaries within which the concept moves

- Linguistic expression in different languages
 - English: No trespassing OR trespassers will be prosecuted
 - French: Defence d'entrer OR Entrée interdite
 - Spanish: Prohibida la entrada
 - Russian: Посторонним вход воспрещён (strangers entrance prohibited)
 - The tyranny of the SL:
 - o My husband is a church minister
 - o Мой муж -- министр религии (my husband is a (government) minister of religion)
- SL source vs. TL product
 - Comparison of translation as a product (a text written in a TL) with the respective SL text → information on potential and actual relationships between SL and TL
 - o TL text should not 'sound wrong' to a native TL speaker
 - Cultural factors may dictate the use of non-corresponding style as a translation equivalent
- Translation and Contrastive Studies
 - The target text may read smoothly and seem to be adequate according to the linguistic norms of the TL but may be an incorrect interpretation of the SL text
 - Unless the source text and the target texts are compared nobody will know the translation is unfaithful to the original message
 - Contrastive Studies
 - o Linguistic aspects
 - o Conceptual content
 - o Cultural aspects of written discourse
 - o Language in use → communicative aspects
- Translation, L2 teaching and learning, and Contrastive Rhetoric

- Prior to 1966, many people believed that problems that L2 learners had in writing were due to different ways of thinking
- Kaplan, R.B. (1996). Cultural thought patterns in inter-cultural education. *Language Learning*, 16, 1-20
 - o Argument against different thought patterns
 - o Writing styles differ in different languages
 - o Problems with L2 writers can be explained by transfer of an L1 writing style into an L2
 - o The field of contrastive rhetoric
 - The comparative study of writing styles in different languages
 - Has direct implications for
 - Translation studies
 - Teaching of additional languages
 - Teaching and learning writing in an additional language

Guest Speaker: Ellen Cray

Language Policy and Planning

- Canada has lots of language policy
- Managed Language
 - What are Canada's two official languages?
 - o English and French
 - When was the Official Languages Act passed? What provisions does it guarantee?
 - o September 9th, 1969
 - o Canadians have the right to receive services from federal departments and from Crown Corporations in both official language of choice; to have federal government publications in both official language; the public service will be bilingual in designated geographical areas; the language of federal public servants is French (in Quebec) and English (rest of Canada)
 - What is a 'official minority language'?
 - o Official minority languages are those spoken by speakers of an official language who are in a minority - franco-ontarien population
 - What is a 'non-official minority language'?
 - o Non-official minority languages are designated 'immigrant' languages which have no official status
 - What status do aboriginal languages have?
 - o Aboriginal languages are recognized as a third language group with no official status - the new Official Languages Act for Nunavut recognizes the Inuit (Inuktitut and Inuinnaqtun), English and French languages as the official languages within the territory
 - What's Canada's only bilingual province?
 - o New Brunswick
- What is LPP?
 - Who plans what for whom and how
 - Language Policy
 - o the goal of a language policy is to perpetuate, establish, or undo a language regime

- o policy is future-oriented...a plan for change
 - o what is a regime? A form of regulation, normative
- Language planning: the dirt problem
 - o What looks clear and simple on paper tries to capture a complex reality and change it
- Planning languages: the usual ways
 - o Status planning is the decision to confirm a language in its functions and its domains or to introduce a new language into these functions and domains. Such decisions are often made at the highest levels of a polity and enshrined in law. This is the case when a language is formally adopted as a national language
 - o Corpus planning: is 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
 - o Acquisition planning: concerns the implementation of status and corpus policy. Once it has been decided that a certain language will play a certain role in public life, and once the form of that language has been decided, educationists organize how it will be acquired
 - o Language planning
 - Is always top-down
 - Serves to regulate (or attempt to regulate) language use
 - Is always about groups, not individuals
- East Timor – An interesting case...
 - Because of the complexity of language(s), history, and current situation
 - Background
 - o Dutch and Portuguese were colonial powers in Timor
 - o Indonesia basically annexed East Timor in 1975
 - o In 1999 East Timorese voted to become independent
 - o In 2002 full independence was granted
 - Language policy in East Timor
 - o March 2002:

- Tetum and Portuguese shall be the official language in the Democratic Republic of East Timor
 - Tetum and other national languages shall be valued and developed by the State
 - Indonesian and English as termed 'working languages'
- o Lingua franca has been Tetum since the second half of the 19th century. It is also the church's vernacular. Currently the language issue is a sensitive one in context of nation building. Officially languages are Portuguese and Tetum, with Indonesian and English recognized as working languages
- o Who speaks what
 - It is mainly some of the older people who had access to schooling during the Portuguese administration and the former freedom fighters who had some understanding of the Portuguese language of subterfuge, a language not understood by Indonesian soldiers
 - Most of the younger generation that received their schooling during the Indonesian occupation, are fluent in the Indonesian language
- How complicated can it get? Language in Atsabe sub-district
 - o People throughout Atsabe have a preference for Tetum lingua franca as the 'true national language'. They view Tetum as the essential bridge across the vast linguistic diversity of East Timor and an aspect of a Catholic identity. Thus from this perspective, the Atsabe people viewed Tetum (and not Portuguese) as an important marker of East Timorese national identity
 - o The local Kemak language (several dialects of it) its only used in daily life and its often mixed with Tetum words among those 50+ years old and younger generation
 - o In the weekly market, in church, in interaction with people from other cultural groups, and among the youth Tetum is the language of choice
 - o Those 30 and younger are more familiar with the Tetum lingua franca, and Bahasa Indonesia (their language of school instruction), than their own mother tongue

- o While official matters must be conducted in Portuguese, such as parts of the weekly flag-raising ceremony-the pledge and the national anthem – most people will speak either (or both) Bahasa Indonesia or Tetum even in the local government offices
- o Official documents and correspondences are written in Bahasa Indonesia
- o Most people, with the exception of some elders 70+ years old, are fluent in Bahasa Indonesia or at least know some Bahasa Indonesia
- o Some of the Atsabe Kemak, particularly those from Paramin village also know some Mambai, a situation due to the intricate marriage alliances they have with a migrant Mambai group that found refuge in Atsabe in the distant past
- o It is rare to find people who know Portuguese any more, except for some elders and some of the former freedom fighters who are not fluent but know some of the language
- o The majority of the population in Atsabe sub district speak Kemak and Tetum on a daily basis
- o In more official matters and schools they interact in Bahasa Indonesia. Even the older generation has some command of Bahasa Indonesia
- o The total number of these fluent Portuguese speakers was estimated by local leaders to be less than 1% of the population
- Tetum
 - o Viewed as a national language – language of national identity
 - o Is a local language with some varieties having Portuguese elements. Rural dialect is viewed as more ‘pure’
 - o Portuguese used Tetum as the church language
 - o Portuguese
 - Language of instruction with Tetum during Portuguese rule
 - Seen by some East Timorese as colonial language. Young people see Portuguese as an official language that disadvantages them

- o Bahasa Indonesia
 - Spoken by many younger people who were educated in Bahasa Indonesia
 - Disfavored by older generation who see it as the language of repression
- o Agio Pereira: Portuguese was chosen as the official language because, after Tetum, Portuguese is the language that the current political leadership is most comfortable with. The importance of the Portuguese language to Timorese national identity was consolidated, he says, during the years of resistance to Indonesian rule, when pro-independence guerrillas were fighting in the jungles, and members of the Timorese diaspora, like Agil, were arguing the case for independence in international fora

Bilingualism and Multilingualism

- History of Language Policy in Canada
 - Language policy in Canada is designed to influence the relative use of the various languages in whatever ways are currently judged to serve the general interest. As those perceptions change over time, so does the consensus about what constitutes linguistic justice. Language policy is evolving accommodation to changing linguistic circumstances and the social and political climate
- Canadian Bilingualism Policy
 - The national language debate has often focused on the use of English and French... but both of Canada's official languages were preceded by the languages of the Native peoples and succeeded by many other European and non-European languages
 - The principles of the Official Language Act and other important components of language policy were enshrined in the 1982 Constitution through the Canadian Charter of Rights and Freedoms
 - In 1977, Quebec adopted the Charter of the French language, Bill 101, making French the only official language of the province and strengthening its position as the most important language of work, commerce and community life.
 - The right to choose English as the language of schooling has been restricted to those parents who meet a rather narrow definition of 'English-Speaking' and certain public uses of languages other than French have been limited
- Education
 - Canada: bilingual education (positive connotations)
 - French Immersion
 - Heritage Language Classes (community language teaching)
 - USA: bilingual education (often, negative connotations)
 - Spanish
 - English
 - Issues of bi-literacy
 - Literacy in two languages
 - Multi-literacy
 - Literacy in two and more languages
- Canada: New Bilingualism

- Canada's Immigrant Population Adapts Bilingual Education
 - Despite being close to the USA, Canada's approach to education significantly differs

Certificate in the Teaching of English as a Second Language Concurrent Program

- Professional Training and Certification
 - Teaching English as a second or foreign language
 - Careers in Canada
 - o TESL Ontario Certification
 - o LINC
 - Careers abroad
 - o Conversation schools, colleges, universities
- Requirements
 - o Apply at the end of 2nd year of honors degree
 - o 3 credits – 4th year courses
 - o GPA of at least 7.0 or higher
 - o Experience and/or goals
 - o Application deadline is May 10th

Class Nineteen

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Lexicology and lexicography

- Lexicology: is the branch in 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
 - o Is concerned with the making of dictionaries
 - o Includes
 - What the dictionary makers (lexicographers) do
 - The theorizing about dictionaries and their compilation
 - o Has a long and independent tradition which predates the modern linguistic disciplines by many centuries
 - o Has started to have an impact on lexicography since mid-twentieth century
- Dictionaries
 - Dictionaries are most systematic lexical descriptions that we have (they contain information about words)
 - o Monolingual, bilingual, specialized, etc.
 - o None is totally comprehensive (none contains all words of a language)
 - Microstructure (entries) vs. macrostructure (e.g. alphabetical)
 - Medio-structure (cross-referencing between entries; online hyperlinks)
 - Headword: uninflected form of the word that appears at the beginning of its entry, usually includes syllabic and stress information and part of speech
 - Citation: an authentic example of the word's use, providing meaning
 - Etymology: historical origin(s) of the word
 - Samuel Johnson's Dictionary of the English Language
 - o Signed a contract to write a dictionary in 1746, published in 1755

- o Decided in the beginning to quote English authors to show the proper usage of words
 - In the year after his death (1785) more editions of the Dictionary were undertaken than by any other of Johnson's
- Oxford English Dictionary (OED) (first edition 1884-1928)
 - o Contained ~291,500 entries (Berg, 1993, p.195)
 - o Is currently reviewed and updated for the changes in usage of existing and appearance of new words (the online version is updated quarterly)
 - o Revision
 - Today's OED offices in Oxford and New York are a hive of lexicography activity
 - Over seventy editors work on updating the text of the dictionary for its third edition
 - The first comprehensive revision since the original volumes were published between 1884 and 1928
 - Every word in the dictionary is being reviewed to improve the accuracy of the definitions, derivations, pronunciations and the historical quotations
 - Principal steps in the editorial process:
 - Collection and sorting of quotations for individual entries
 - Editing of entries (by specialist new-words, scientific, and generalist editors), including the provision of British English and American English pronunciations (and others where necessary)
 - Commissioning research on and specialist review of edited entries
 - Preparation of etymologies
 - Verification of bibliographical information for quotations to be published
 - Final review by Chief and Deputy Chief
 - Publication
- Bilingual Dictionaries

- o A bilingual dictionary (a translation dictionary)
 - Gives equivalent words in two languages
 - Is used to translate words or phrases from one language to another
 - A 'plurilingual dictionary which registers the equivalences of meanings in two languages'
 - Bilingual dictionaries can be
 - Unidirectional
 - List the meanings of words of one language and provide equivalents in another
 - Bidirectional
 - Allow for translation to and from both languages
 - Do all words have equivalents in all languages
 - Lexical gap – a lack of word for a concept, for which there are words in other languages
- o Construction of Entries in Bilingual Dictionaries
 - The presence of the entry word in its 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

Formulaic Language

- Formulaic unit – a multi-word chunk with a distinctive meaning or function
 - Collocations (e.g. 'take a picture', 'think hard')
 - o Restrictions on the nouns which can accompany the verb, or verbs which can accompany a given noun. This can apply to other combinations beside just nouns and verbs. Note that the term collocation is also very often used to mean any formulaic unit
 - Idioms (e.g. 'sweeten the pill')
 - o Non-compositional (the meaning of the whole is greater than the sum of the meanings of the constituent words)
 - o 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 (although examples below are 3-word)
 - Generally seen to fall into three categories of functions (not meaning)
 - Are studied in corpora of particular registers, e.g. academic language, textbook language, engineering language

Chloe's Presentation

- A multimodal study of the Genre of a Chalk Lecture: Strategies for Eliciting Student Response
- Genre.. what is it?
 - Is performed for a particular reason
 - Is aimed at a particular audience
 - Typically re-occurs in recurrent situations (we recognize the situation as recurring)
 - Is stabilized for a period of time
 - Changes as the situation changes (historically)
- A 'Chalk Talk' Lecture
 - An ongoing study by Artemeva and Fox
 - The central pedagogical genre of the undergraduate mathematics lecture classroom
 - The way math lectures happen it is comprised of the lecturer writing on the board, talking, gesturing, and moving
 - Study
 - o Researchers went to university math classrooms in many countries
 - Took notes, audio and video recordings of Professors, TAs, and Post Docs engaged in lectures, tutorials, and interviews
 - o Math lectures happened the same way in all the observed classrooms, in different countries, and different languages
- My Study
 - o Multimodal
 - Something that has more than one 'mode'
 - Text plus graphics, sounds, pictures, links
 - Most contemporary texts are multimodal (newspapers, websites, etc.)

- o Research Questions

- In what ways do mathematics lectures attempt to elicit responses/feedback from the students
- How do novices compare to more experienced lectures in this aspect of the Chalk Talk genre of mathematics lecturing

Actual Class

- Multimodality

- All human communication is intrinsically multimodal
 - o In spoken language:
 - Facial expressions; gestures, pointing, pacing
 - o Multimodal texts are defined as texts which communicate their message using more than one semiotic mode
 - For example; magazine articles which use words and pictures
- Types
 - o Written text with no pictures conveys meanings from visual modes:
 - The typeface of the text
 - Formal or informal
 - The layout of the page, e.g.:
 - Columns in a newspaper; double spaced in a student paper; densely packed in a dictionary entry; colors
 - o Images
 - Photographs, diagrams, drawings, colors, sharpness
 - o Spoken language
 - Intonation, gestures, facial expressions, action ,etc.
- Study

- o Includes looking at these 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
 - Example: newspaper headlines are placed beside a photo which reinforces the story
- Multimodal is the noun
 - o Multimodal is the noun 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 adults' – increasing need to engage with new forms and uses of technology
- Gestures
 - o Universal or natural form of expression
 - People are informing each other about intentions, interests, feelings and ideas by means of visible body action
 - For example, information about directions is often provided by the; orientation of the body, orientation of the eyes
 - o Definition of gesture
 - 'a name for visible action when it is used as an utterance or as a 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
 - information can be given through speech or through visible bodily action or through combinations of these two modalities

Language Pathology

- Language related disorders
 - Cognitive form of language
 - Physical forms of language
 - Neural circuits: grammar and lexicon
 - Motor & perceptual systems
 - Externalizing and internalizing messages encoded in grammar and lexicon
 - Social, communicative function of language
 - Clients as social beings
- Central dichotomies: Categorizing of dimensions of individual language-related disability
 - Dimensions of disability (pg. 304)
 - Do not define individual clients: people seldom fall into neat typological categories
 - Some central dichotomies used to categorize dimensions of individual language-related disability:
 - System (grammar and lexicon) vs. modality
 - Aphasia: an impairment or loss of linguistics knowledge or ability; caused by damage to the neutrally encoded language system but not the modalities of language use vs.
 - 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 is intact
 - Reception vs. production
 - Wernicke's aphasia (can impair the reception of linguistic messages) vs. Broca's aphasia (impairs language production)
 - different parts of the brain affected
 - Congenital vs. acquired
 - Developmental dyslexia (congenital neurodevelopmental condition; impairment of phonological awareness leading to difficulties in reading, writing, and spelling) vs. acquired dyslexia (a result of injury to the left hemisphere of the brain)

- Neurological vs. non-neurological
 - o Dysarthria (a speech articulation disorder caused by damage to the nerves that control muscles in the vocal tract and lungs) vs. cleft lip and palate (structurally affects muscles in the vocal tract)

Forensic Linguistics

- A rapidly developing international sub-field of Applied Linguistics
- 'narrowly defined' forensic linguistics includes analyses of 'linguistic evidence' in court (authorship attribution, disputed confessions, etc.)' conducted by forensic linguists 'but in fact, it also includes investigations conducted by [other experts] working on any aspect of language and the law' (the international association of forensic linguistics)

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 can be used against you in the court of law' (US)
 - You do not have to say anything. But it harm your defense if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence' (UK)
- If these chunks of language are not spoken when the person is apprehended by the police, it may jeopardize prosecution proceedings
 - Language as the medium of the law
 - The uttering of these language chunks changes the state of the world for the participants of the linguistic act
 - Language as a subject of legal proceedings
 - Interpretation of what participants say

Forensic Analysis of Written Texts

- Non-linguistic analysis:
 - A typewriter or a computer font, a brand of paper or a photocopier
- Linguistic analysis
 - Handwriting (to establish authorship or an identity profile)
 - Written language from and style
 - Idiolect – the unique form of language represented in an individual user's mind and attested in their discourse
 - Regional variation