



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4EN006 Språkvetenskapliga perspektiv, 15 högskolepoäng

Linguistic perspectives, 15 credits

Main field of study

English

Subject

English

Level

Second cycle

Progression

A1N

Date of Ratification

Approved 2011-05-23.

Revised 2024-06-24. Changes in required reading.

The course syllabus is valid from autumn semester 2024.

Prerequisites

English 1-90 credits including a degree project of at least 15 credits.

Objectives

After completing the course, the student should be able to:

- critically discuss linguistic theories and methods, focusing on corpus linguistics as well as their connection to the study of change and variation,
- demonstrate advanced abilities to apply theories and methods in corpus linguistics in studies of linguistic problems,

- demonstrate advanced abilities in critically reviewing articles in English linguistics,
- demonstrate advanced abilities, in speech and writing, to present arguments based on analyses of language data by using appropriate theories and methods, and relate these arguments to current linguistic research,
- demonstrate advanced abilities to express themselves in speech and writing using grammatically and stylistically correct academic English.

In order to receive the grade of Pass with Distinction, the student must also be able to apply linguistic theories and methods in corpus studies, with a high degree of independence.

Content

All sessions marked as seminars in the schedule are compulsory.

The course includes an introduction to recent developments in theories and methods in corpus linguistics, and the students have the opportunity to apply methods in various linguistic fields of study.

The students also study and test various models for analysis by reading research articles and conducting their own minor studies.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group exercises and individual and/or group supervision.

Some parts of the teaching include ICT. For specific technical requirements, see the course website.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. In order to receive the grade of Pass with Distinction, the student must also be able to apply linguistic theories and methods in corpus studies, with a high degree of independence.

The course is examined through written assignments and oral presentations.

Assignments that are not submitted on time are normally not marked.

For students who do not pass the first examination, no more than four retake examinations are provided.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed according to departmental regulations.

Other Information

Students who have completed the course with the grade of Pass can receive a course

certificate upon request.

Required Reading and Additional Study Material

Introduction:

Mikhailov, M. & Cooper, R. (2016). *Corpus linguistics for translation and contrastive studies: a guide for research*. Oxon: Routledge. ca. 100 p.

Lakaw, A. (2024). *Agreement with collective nouns: Diachronic corpus studies of American and British English*. Linnaeus University Press (provided by the department).

Material provided by the department, ca. 200 p.

World Englishes:

Mcenery, T. & Gabrielatos, C. (2006). English corpus linguistics. In B. Aarts, & A. M. S. McMahon (Eds.), *The handbook of English linguistics* (1st ed.). Blackwell.

Hundt, M. (2020). Corpus-Based Approaches to World Englishes. In D. Schreier, M. Hundt, & E. W. Schneider (Eds.), *The Cambridge Handbook of World Englishes* (pp. 506–533). Cambridge: Cambridge University Press.

Lange, C., & Leuckert, S. (2020). *Corpus linguistics for World Englishes: a guide for research*. Routledge/Taylor & Francis Group.

Leech, G., Hundt, M., Mair, C., & Smith, N. (2009). *Change in contemporary English: A grammatical study*. Cambridge: Cambridge University Press.

Mcenery, T. & Gabrielatos, C. (2006). English corpus linguistics. In B. Aarts, & A. M. S. McMahon (Eds.), *The handbook of English linguistics* (1st ed.). Blackwell.

Schweinberger, M. (2024). A corpus-based analysis of adjective amplification in Hong Kong, Indian and Philippine English. *World Englishes*.

Szmrecsanyi B. (2017). Variationist sociolinguistics and corpus-based variationist linguistics: overlap and cross-pollination potential. *Canadian Journal of Linguistics/Revue canadienne de linguistique*. 62(4):685-701. doi:10.1017/cnj.2017.34

Educational Linguistics:

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.

Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(2011), 1–28.

Dewilde, J., & Creese, A. (2016). Discursive Shadowing in Linguistic Ethnography. Situated Practices and Circulating Discourses in Multilingual Schools. *Anthropology & Education Quarterly*, 47(3), 329–339.

Grasz, S., Keisanen, T., Oloff, F., Rauniomaa, M., Rautiainen, I., & Siromaa, M. (2020). Methodological turns in applied language studies. *AFinLAN Vuosikirja*, i–xvi.

Hedman, C., & Magnusson, U. (2022). Performative functions of multilingual policy in

second language education in Sweden. *International Journal of Bilingual Education and Bilingualism*, 25(2), 452–466.

Hornberger, N. H. (2021). Foreword: Teaching and Researching in Linguistically and Culturally Diverse Classrooms. In *Foreword: Teaching and Researching in Linguistically and Culturally Diverse Classrooms* (pp. xi–xxi). Multilingual Matters.

Hult, F. M. (2008). The History and Development of Educational Linguistics. In *The Handbook of Educational Linguistics* (pp. 10–24). John Wiley & Sons, Ltd.

Källkvist, M., Gyllstad, H., Sandlund, E., & Sundqvist, P. (2023). Translanguaging in multilingual EFL lower-secondary classrooms: Practices and beliefs among experienced teachers in Sweden. *The European Journal of Applied Linguistics and TEFL*.

Krulatz, A., & Christison, M. (2023). Multilingual Approach to Diversity in Education (MADE): An Overview. In A. Krulatz & M. Christison (Eds.), *Multilingual Approach to Diversity in Education (MADE): A Methodology for Linguistically and Culturally Diverse Classrooms* (pp. 25–54). Springer International Publishing.

O'Reilly, K. (2012). *Ethnographic Methods* (2nd ed.). Routledge. Taylor and Francis Group.

Spolsky, B. (2008). Introduction: What is Educational Linguistics? In *The Handbook of Educational Linguistics* (pp. 1–9). John Wiley & Sons, Ltd.

Yu, S., Xu, H., Jiang, L., & Chan, I. K. I. (2020). Understanding Macau novice secondary teachers' beliefs and practices of EFL writing instruction: A complexity theory perspective. *Journal of Second Language Writing*, 48, 100728.

Prescriptivism:

Anderwald, L. (2014). "Measuring the success of prescriptivism: quantitative grammaticography, corpus linguistics and the progressive passive." In: *English Language and Linguistics* 18, pp 1–21.

Cushing, I. & Snell, J. (2023). "Prescriptivism in education." In: Beal, J. C., Lukač, M. & Straaijer, R. (eds.): *The Routledge handbook of linguistic prescriptivism*, pp. 194–212. London, New York: Routledge.

Curzan A. (2014). *Fixing English: Prescriptivism and Language History*. Cambridge University Press.

Schneider, E. (2023). "The role of prescriptivism in the emergence of New Englishes." In: Beal, J. C., Lukač, M. & Straaijer, R. (eds.). *The Routledge handbook of linguistic prescriptivism*, pp. 103–120. London, New York: Routledge.

Additional study material:

Biber, D. , Conrad, S. & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press. 300 s. ISBN: 0-521-49957-7 (paperback).

Lindquist, H. & Levin, M. (2018). *Corpus linguistics and the description of English*. Edinburgh: Edinburgh University Press. 288 s. ISBN: 9781474421720