

Syllabus

1. Course Description

a. Modern Linguistic Theories

b. Pre-requisites

The discipline "Contemporary linguistic theories" is based on the following:

1. Linguistics introduction
2. Contemporary Russian language
3. Language diversity
4. Language theory.

c. Course Type – compulsory.

d. Abstract

The course is designed to help the students to deepen their knowledge of the contemporary trends in linguistics. Lectures are followed by seminars, where the essential concepts and tenets of each theory are discussed.

The course focuses on major theories in linguistics of the 20th and 21st century that have been developing from the time of its appearance as a scholarly discipline. The course covers such fields and trends of language studies as American structuralism (L. Bloomfield), functionalist linguistics (the Prague school), generative linguistics (N. Chomsky), cognitive linguistics (G. Lakoff) and semantics (J. Katz).

The uniqueness of the course is in the use of authentic materials (academic articles and books) and the English language in the classroom, which is aimed to encourage the students' confidence in professional communication.

2. Learning objectives of the development of the discipline "Modern linguistic theories" are to expand the horizons in the field of modern areas of linguistics, improving the knowledge of linguistic terminology in English.

3. As a result of the development of the discipline the student must:

Know: - modern trends in linguistics;- origins and background of modern theories in linguistics; - prerequisites for further development of modern linguistic theories.

Be able: - to apply the knowledge gained in writing research in linguistics; - to assess the degree of reliability of the results obtained with the help of modern linguistic theories; -to understand authentic texts of representatives of various linguistic theories in English; - to work with terminology; -to determine the possibility of applying theoretical means for the formation and solution of specific problems; - to navigate the flow of scientific information to use new linguistic theories;

Have: - skills of using General physical laws in the most important practical applications; - skills of processing and interpretation of the results of linguistic analysis;- skills of creating terminologically verified texts within a particular scientific tradition;- skills of application of

the basic methods of linguistic analysis for solving specific problems of linguistic analysis of the text.

4. Learning Outcomes

As a result of the discipline acquiring the student will get the awareness of the contemporary linguistic theories and be able to apply the gained knowledge in practice.

5. Course Plan

Topic 1. Introduction: brief history of linguistic thought.

The Indian tradition: Panini. The Hellenistic tradition: Plato, the Alexandrian school. Study of language in medieval Europe. The Port-Royal Grammar. Comparative philology. Wilhelm von Humboldt.

Topic 2. Ferdinand de Saussure. The roots of structuralism.

Ferdinand de Saussure and the “Course in General Linguistics” as his major work. Basic terms and oppositions of Saussurean linguistics: langue vs parole, diachronic vs synchronic approach, paradigmatic vs syntagmatic relations etc. The influence of F. de Saussure on the 20th century linguistics.

Topic 3. American and European structuralism: differences and similarities.

Bloomfieldian linguistics and the problems of classifying and categorizing data. Inductivism as a new paradigm in modern linguistics. The contribution of the Prague school to the development of phonetics and phonology. Functionalist linguistics.

Topic 4. Generative linguistics.

The background to general grammar. General or universal and rationalist grammar. Chomsky’s disillusionment with the inductivist paradigm. The Chomsky revolution.

Topic 5. Sociolinguistics.

The growth of attention to the social aspect of language in the 20th century. The basic terms of sociolinguistics: speech communities, social networks, language varieties. Types of language varieties: dialect, slang, jargon etc. High prestige and low prestige varieties.

Topic 6. Cognitive linguistics.

Speculations on the origin of language and linguistic relativity: Boas, Sapir and Whorf. From linguistic relativity to cognitive grammar. G. Lakoff and his cognitive theory of metaphor.

Topic 7. Semantics.

The key terms of semantics: signs, symbols, significations, concepts. The development of lexical, formal and cognitive semantics. The work of Jerrold J. Katz as an example of semantics within syntactic structures.

6. Reading List

a. Required

Methods in Contemporary Linguistics [Электронный ресурс] / edited by Andrea Ender, Adrian Leemann, Bernhard Wälchli; DB ebrary. – Berlin: Walter De Gruyter Inc, 2012. – 536 p. – Режим доступа: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=893581&query=contemporary+linguistics>. – Загл. с экрана.

b. Optional

- Halliday, M.A.K. On language and linguistics [Электронный ресурс] / M.A.K.Halliday; edited by Jonathan Webster; DB ebrary. – London: New York: Continuum, 2004. – 476 p. – (the Collected Works of M.A.K.Halliday; Vol. 3). – Режим доступа:

- <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=436170&query=on+language+and+linguistics>. – Загл. с экрана.
- Koerner, E.F.K. Toward a history of American linguistics [Электронный ресурс] / E.F.K.Koerner; DB ebrary. - New York: Taylor & Francis Group, 2002. – 317 p. – (Routledge Studies in the History of Linguistics). – Режим доступа: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=180873&query=history+of+linguistics>. – Загл. с экрана.
 - Ludlow, P. The Philosophy of Generative Linguistics [Электронный ресурс] / Peter Ludlow; DB ebrary. - New York: Oxford University Press, 2011. – 245 p. – Режим доступа: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=3055096&query=Ludlow%2C+Peter>. – Загл. с экрана.
 - Matthiessen, C.M.I.M. Key Terms in Systemic Functional Linguistics [Электронный ресурс] / Christian M.I.M. Matthiessen, Kazuhiro Teruya, Marvin Lam; DB ebrary. – London: New York: Continuum, 2010. – 308 p. – Режим доступа: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=601481&query=key+terms+in+systemic+functional+linguistics>. – Загл. с экрана.

7. Grading System

Marks are based on 10-point scale in accordance with the following criteria:

the highest score (10 points) is subject to quality preparation for the oral exam; with no mistakes in the comments on the Colloquium;

assessment of 8-9 points involves quality preparation for the oral exam; allowed some shortcomings and minor mistakes on the Colloquium;

assessment in 6-7 points is exposed in case of incomplete disclosure of the theoretical question on examination, but on condition of high-quality preparation for a Colloquium;

a score of 5 points is given if the oral answer is incomplete and contains factual inaccuracies; there are more than 5 actual errors in the Colloquium;

a score of 4 points is given if significant gaps in theoretical knowledge are found; if less than 50% of the tasks of the Colloquium are performed correctly;

score 3 points is set if there are only some positive points in the oral response; 25% of the correct answers of the Colloquium;

score 2 points is set in the absence of theoretical knowledge, in the absence of positive aspects in the Colloquium;

1 or 0 points- all wrong answers, no work at the Colloquium.

Discipline assessment

The teacher evaluates the student's Colloquium work

Grade for the term=Colloquium+Classroom

Total grade= Term+Exam

Term grade=Colloquium grade(0,4)+Classroom grade(0,6)

Total grade=Exam grade(0,5)+term grade (0,5)

It is possible for a student to be given the grade by the results of the term assessment.

The total grade is transferred to the Diploma.

8. Guidelines for Knowledge Assessment

The means for term assessment.

The questions for the Colloquium on “Viewpoints on language in modern linguistics”:

1. Language as an abstract entity: F. de Saussure’s ‘langue’ as opposed to ‘parole’.
2. Language as a physical entity: Bloomfieldian linguistics and its proponents.
3. Language as a cognitive entity: from Plato and Aristotle to Sapir and Whorf.
4. Language as a means of social interaction: the theory of pragmatics.
5. An eclectic approach.

Assessment means for average tests:

1. The background to modern linguistics: the Indian tradition (Panini).
2. The background to modern linguistics: the Hellenistic tradition (Plato, the Alexandrian school).
3. The background to modern linguistics: the Port-Royal Grammar. Comparative philology. Wilhelm von Humboldt.
4. Ferdinand de Saussure. The “Course in General Linguistics”, its influence on the 20th century linguistics.
5. Basic terms and oppositions of Saussurean linguistics: langue vs parole, diachronic vs synchronic approach, paradigmatic vs syntagmatic relations.
6. Bloomfieldian linguistics and the problems of classifying and categorizing data.
7. Inductivism and hypothetico-deductivism as the leading paradigms in modern linguistics.
8. The contribution of the Prague school to the development of phonetics and phonology. Functionalist linguistics.
9. The background to general grammar. General or universal and rationalist grammar.
10. Chomsky’s disillusionment with the inductivist paradigm. The Chomsky revolution.
11. The growth of attention to the social aspect of language in the 20th century. The basic terms of sociolinguistics: speech communities, social networks, language varieties.
12. Types of language varieties: dialect, slang, jargon. High prestige and low prestige varieties.
13. Speculations on the origin of language and linguistic relativity: the work of F. Boas.
14. Speculations on the origin of language and linguistic relativity: the work of E. Sapir.
15. Speculations on the origin of language and linguistic relativity: the work of B. Whorf.
16. From linguistic relativity to cognitive grammar. G. Lakoff and his cognitive theory of metaphor.
17. The key terms of semantics: signs, symbols, significations, concepts.
18. The development of lexical semantics.
19. The development of formal semantics.
20. The development of cognitive semantics.
21. The work of Jerrold J. Katz as an example of semantics within syntactic structures.

9. Methods of Instruction

Lectures, seminars.

10. Special Equipment and Software Support (if required)

The present course is run with the help of the following equipment: laptop, projector, screen for lectures.