Syllabus
English for Language and Linguistics

Authors, lecturer (e-mail, web-page): Bogolepova S.V., Bolshakova E.A., Bagrinceva N.V., Kolyhalova O.A., Sidorkina E.D. egorbacheva@hse.ru
Department of Foreign Languages
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1. Course Description

The course 'English for Language and Linguistics' is intended for second-year students who are training for the following majors: linguistics, cultural studies, translation and interpreting, teaching methods, philology.

In order to master the discipline, students have to:

- have achieved the intermediate level of the English language (B1+ / IELTS 5-6 / Int);
- be able to use (the) foreign language as a tool to obtain information from foreign sources for educational and self-development purposes;
- have a general idea about socio-cultural peculiarities of the country/ies of the foreign language;
- be able to communicate efficiently and interact in the process of collaboration, taking in consideration positions of other counterparts;
- be able to use major skills of cognitive, research and project activity;
- be able to use ICT means for educational purposes.

The course 'English for Language and Linguistics' is elective for second-year students of National Research University Higher School of Economics. It is designed for students who plan to take a course in the field of language and linguistics entirely or partly in English. The principal aims of the course are to teach students to cope with input texts, i.e., listening and reading, to extend professional vocabulary in the area of linguistics and linguistic studies as well as to develop academic writing skills. The students will be expected to produce output texts in speech and writing throughout the course.

The syllabus puts emphasis on key vocabulary for language and linguistics and on words and phrases commonly used in academic English. It covers key facts and concepts of both language and linguistics development and focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

2. Learning Objectives

The principal objectives of the course are:

- the formation of *foreign language communicative competencies*, *including sub-competencies:*
- Linguistic competence (lexical items and grammar rules knowledge);
- Sociolinguistic competence (skills of using and interpretation of linguistic forms according to the situation/context);
- Discursive competence (skills of understanding and logical composing of certain statements for the purpose of notional communication);
- Strategic competence (skills of using verbal and nonverbal strategies for compensation of lack of knowledge;
- Sociocultural competency (certain degree of sociocultural context knowledge);
- Social competence (willing and readiness to cooperate with others, skills of situations control)[1].
- the formation of academic and professional skills by means of (the) foreign language.

3. Learning Outcomes

By the end of the course students have *to know*:

- the key terms and notions from the areas of linguistics, translation and interpretation, cross-cultural communication, and teaching methods.

- the current state of affairs and historical development of linguistics as a science;

By the end of the course students have *to be able to*:

1) in speaking/ writing

- participate in discussion/ debate;

- make a summary of spoken and written texts;

- write a paragraph and an essay;

- give a talk on a given topic;

- describe graphic and symbolic images;

- support thesis with arguments and relevant examples;

- use key vocabulary in spoken and written discourse.

2) in listening/ reading

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[1]Communicative competence interprets in terms of *J. A. Van Ek. model*

- read/ listen for general information and for detail;
- use anticipation skills and background knowledge when reading/ listening;
- distinguish between main and secondary informationж
- make a plan of a text while reading;
- take notes in reading/ listening, using different note-taking strategies.

3) academic skills

- plan and manage their educational activity;
- assess the results of their own/ their partner's work according to the given criteria;
- keep to time limits;
- work in pairs/ groups;
- analyse problems and offer solutions to them;
- formulate research questions;
- search, select, analyse and present information.

By the end of the course students have to *acquire*:

- strategies of communication in a foreign environment;
- efficient reading strategies.

4. Couse Plan

№	Unit Title	Content	Control
	Module 1		
1	What is Linguistics?	Topical vocabulary Unit1 (see Appendix); general rules of word-formation (basic suffixes and prefixes); linguistic terms: linguistics, language, interference, stress, pitch, speech, parts of speech, branch; directions in modern linguistics; various methods of note-taking; Topics for discussion: Why study linguistics?	- Written summary of a text - Structured talk - Module test
2	Developments in Linguistics	Topical vocabulary Unit2 (see Appendix); branches of linguistics; most prominent linguists and linguistic	

		schools; Topics for discussion: Does the language shape the way we think? We wouldn't be able to acquire a language if we didn't have an acquisition device in our brain.	
	Module 2		
3	Language Learning and Acquisition	Topical vocabulary Unit3 (see Appendix); general rules of stress in polysyllabic words; intelligence types and study types; listening and note-taking systems; Topics for discussion: Children learn languages more effectively than adults. Learning styles: a helpful insight or a fake?	- Written paragraph - Quiz on linguists - Structured talk - Module test
4	Language and Technology	Topical vocabulary Unit4 (see Appendix); acronyms and abbreviations; general rules of suffixation; the use of technology in linguistics and language teaching; criteria of on-line sources reliability; Topics for discussion: Computer-assisted learning and teaching: an unavoidable evil? Machine translation will soon substitute human translation. Virtual Learning Environments are the future of education.	
	Module 3		
5	Language and Society	Topical vocabulary Unit5 (see	- Essay

		Appendix); stance markers for oral and written speech, methods used in sociolinguistics; key variables of idiolect; Topics for discussion: Research methods in sociolinguistics.	- Oral presentation - Structured talk - Module test
6	The Spread of English	Topical vocabulary Unit6 (see Appendix); reasons and ways of the spread of English; essay types and their structure; positive and negative consequences of English as a global language; Topics for discussion: Endangered languages should be saved. Discuss the statement. What are the advantages and disadvantages of using an international language. Which English should be taught at school today?	
7	English Language Teaching	Topical vocabulary Unit7 (see Appendix); paraphrasing techniques on different levels (word, sentence, paragraph); language teaching approaches; what is communicative competence; Topics for discussion: Task-Based Learning: more than just a task. Communicative Language Teaching: principles and practice. The Audiolingual Method vs the Communicative Approach. Current approaches to language teaching.	

| 8 | Translating and Interpreting | Topical vocabulary Unit8 (see Appendix); career prospects in translation and interpreting; the use of technology in translation and interpreting;

Topics for discussion:
The future of translation is machine translation. | |

5. Reading List

Required

1. Mugglestone, Lynda. Oxford History of English - Oxford University Press. 2016 - URL: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=431135&query=Oxford%2BHistory%2Bof%2BEnglish - ЭБС ProQuest Ebook Central - Academic Complete

Optional

1 Language and Linguistics : Emerging Trends by Cynthia R. Dreyer - Nova Science Publishers Incorporated. 2009 – URL : http://web.b.ebscohost.com/pfi/detail/detail?vid=2&sid=47acd633-0f08-4c83-a39f-c1a16988b730%40sessionmgr102&bdata=JnNpdGU9cGZpLWxpdmU%3d#AN=edp2023751&db=edspub - ЭБС ProQuest Ebook Central - Academic Complete

6. Grading System

The teacher assesses the students' work during the classes: participation in dialogues and discussions, monologue presentations, role-plays, written tasks fulfillment, active vocabulary acquisition. Grades are given on a 10-point scale. For rounding the grades there used the following way. Figures 6, 7, 7, 9 are to be rounded upwards to the whole number, for instance 2,6 becomes 3, and vice versa. Figures 5, 4, 3, 2, 1 are rounded downwards, for example, 2,5 becomes 2.

The final grade is calculated in the following manner:

Gfinal= 0,25x Gmod1+ 0,25 xGmod2+0,25x Gmod3 + 0,25 (Gexam)

The final grade can be calculated automatically, if the mean of the grades for Module 1, Module 2, Module 3 equals 8,9 or 10.

The teacher assesses the students' work during the classes: participation in dialogues and discussions, role-plays, active vocabulary acquisition. Every week the teacher assesses the students' performance in class- **G class**. It is graded 0-1-2-3 and then transferred into 10-grade system according to the table:

3	10
2,7	9
2,4	8
2,1	7
1,8	6
1,5	5
1,2	4
0,9	3
0,6	2
0,3	1
0	0

One final test is conducted at the end of each module.
Each task assigned throughout the module is evaluated separately, and then the average grade for all the tasks during the module is calculated.

Gmod1 = 0,25 x Gsummary + 0,25 x Gtalk +0,2 x Gclass + 0,3 x Gtest1
Gmod2 = 0,2 x Gparagraph + 0,2 x Gtalk +0,1 x Gquiz + 0,2 x Gclass + 0,3 x Gtest2
Gmod3= 0,2 x Gessay + 0,2 x Gpresentation + 0,2 x Gtalk+ 0,2 x Gclass + 0,2 x Gtest3

7. Examination Type

Examples of module tasks assessed:
- Written summary of a text
- Structured Talk
- Written paragraph
- Quiz on linguists
- Essay
- Oral presentation

Example of module test:

Group _____
Student's Name _____
L&L Teacher _____

Language and Linguistics Module 2
FINAL TEST

TASK 1. Listen to a part of a lecture and answer the questions. You will hear the recording ONCE.

Which key point you should bear in mind when you choose the information to record:

It needs to be classified by gender

The information should be in a written form

The information should be important for your research topic

When collecting data from students who are under 18 it is essential to:

ask their permission to record information

ask for parental permission

keep it a secret to get more objective results

For any corpora that is going to be shared with other people it is not a good idea to:

obtain written permission

anonymize identities

mention your students' names

4-6. Which THREE disadvantages of word-processing texts by hand has the speaker mentioned:

It's very expensive	4._____
It's extremely boring	5._____
Usually texts are not very interesting	6._____
It's time-consuming	
It's error-prone	
It's hard to find good assistants	

TASK 2. Fill in the gaps in the sentences below with a suitable word or a phrase. There are some odd words you DO NOT need to use.

genetically   interference   acquisition   computer literacy   device

aptitude   log in/on   search engine   database   index   multiple

diverse   cross-references   internalize   browse

cognitive   variables   identity   software

In case of language _____ speakers use language forms and structures from their first language in language they are learning.

Younger workers have a real advantage as they have high _____whereas many older workers just can't keep up with many new programs and devices.

English seems to be very _____ with accents which most standard speakers can barely understand.

A lot of recent studies have shown that _____abilities decrease with age, this proves the fact that young children are usually better at learning new things.

Every user needs to _____with a legitimate username/password combination to post references and comments.

All the entries have_____, so you'll never have to worry about running across an unfamiliar term.

The ability to systemize the rules required in language learning is called _____.

Clearly, someone had figured out that readers have less interest in political issues nowadays, and when they _____through this book at the store, it makes them not want to buy it.

There are several key _____that influence the process of language learning, e.g. age or personality.

In recent years, the compilation of language _____ using real samples from speech and writing has enabled researchers to take a fresh look at the composition of languages.

TASK 3. Provide definitions for the following notions and concepts.

Language Acquisition and Language Learning.
MT
Corpus Linguistics
CALL
Language Acquisition Device

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TASK 4. Write a comparison and contrast paragraph on one the following topics. Write 100-150 words.

1. Human translation and machine translation
2. Language learning and language acquisition
3. VLE and traditional learning environment

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8. Guidelines for Knowledge Assessment

Assessment in the course is both a formative and summative process. Formative assessment is used to provide feedback to students promote further learning. Summative

assessment contributes to the judgement of student learning for reporting and certification purposes.

- *formative* assessment is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already know and where there are gaps and misconceptions.
- *summative* assessment is used towards and at the end of the instruction period. Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content

Tasks created by the students are evaluated according to the following criteria:

Talk Assessment Criteria

Criterion 1	Criterion 2	Criterion 3
General organization (maximum 2 points)	Content (maximum 4 points)	Language (maximum 4 points)
2 points: - a clear and logical structure (introduction, main part, conclusion); - conclusion makes a clear final statement (it may reflect students' own opinions) - uses a good range of cohesive devices (e.g. linking words) and organizational patterns with complete flexibility; ———— ———————— ———— ———————— ———————— ————— ——— - does not exceed the time limit (maximum 4 minutes); 1 point:	4 points: - all content is relevant to the task; - the message is focused and clear - gives an appropriate number of supporting details, examples, figures; 3 points: - all content is relevant to the task; - the message is mostly focused - gives a bit excessive or insufficient number of supporting details, examples, figures; 2 points: - not all the content is relevant to the	4 points: - uses a wide range of appropriate vocabulary (eg. active vocabulary and terminology); - maintains control of a wide range of grammatical forms (both simple and complex) and uses them appropriately; - is aware of register (formal/ avoids informal language); - pronunciation is intelligible; - phonological features are used effectively to convey and enhance meaning (e.g. intonation) - does not read anything; (makes no

	task;	mistakes) 3 points:
- the structure is mainly clear and logical;	- the message is identifiable but not always focused	- uses a range of appropriate vocabulary (eg. active vocabulary and terminology);
- conclusion is a bit vague		
2	- gives too many or too few details, examples, figures; 1 point:	- shows a good degree of control of simple and some complex grammatical forms and uses them appropriately;
___ ___		
- uses a variety of cohesive devices and organizational patterns with complete flexibility;	- the content is only partly relevant to the task;	- is aware of register (formal/ informal language);
- slightly exceeds the time limit (5 minutes); 0 points:	- the message is unclear and lacking focus	- pronunciation is intelligible;
- structure is unclear and illogical;		- intonation is appropriate;
- conclusion does not give a final statement;	- gives too many or too few details, examples, figures; 0 points:	- does not read anything except key words on cards; (makes 1 grammar, vocabulary or pronunciation mistake) 2 points:
- does not use any linking words;		
1	- not ready with the talk;	- uses appropriate vocabulary items but limited to high-frequency ones
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• - seriously exceeds the time limit (more than 6 minutes);	___ ___	- shows a good degree of control of simple grammatical forms
• - not ready with the talk;	___	- makes more than 2 stylistic mistakes (informal register);
	___ ___	
	___ ___ ___ ___	- pronunciation is intelligible;
		- intonation is appropriate;
		- reads some of

		the sentences (1-2 sentences) (makes 2-3 mistakes (either grammar, vocabulary or pronunciation) 1 point:
		- uses restricted vocabulary;
		- shows a good degree of control of basic grammatical forms
		- is not aware of register (uses informal register);
		- pronunciation is mostly intelligible;
		- intonation is generally appropriate
		- reads more than 2 sentences; (makes 4 mistakes (either grammar, vocabulary or pronunciation) 0 points
		- reads his "talk"!
		- makes more than 4 mistakes (either grammar, vocabulary or pronunciation)
		- not ready with the talk;

Written Summary Assessment Criteria

Criterion 1	Criterion 2	Criterion 3
General organization (maximum 2 points)	Content (maximum 4 points)	Language (maximum 4 points)

2 points:	4 points:	4 points:
- a clear and logical structure (introduction, main part, conclusion);	- summarizes all the main points and makes a final statement;	• - the summary is made almost completely in the student's own words using appropriateactivevocabulary (e.g. terminology from the subject area);
- clearly states what the title of the text is, who it is written by (if there is information given), where it is published (if there is information); what the text is devoted to (the gist);	- does not add any information (e.g. the student's opinion or interpretation);	• - is aware of register (formal/ avoids informal language); (makes 1 grammar, vocabulary or spelling mistake) 3 points:
- uses a good range of cohesive devices (e.g. linking words) and organizational patterns with complete flexibility ; 1 point:	- avoids giving details, quotations, information in brackets, repetitions, figures of speech, examples, figures and statistics; 3 points:	• - the summary is made mostly in the student's own words using appropriateactivevocabulary (e.g. terminology);;
- the structure is mainly clear and logical (lacks either an introduction or a conclusion);	- identifies the most important points;	• - is aware of register (formal/avoids informal language); (makes 2 grammar, vocabulary or spelling mistakes) 2 points:
- clearly states what the title of the text is, who it is 2 written by (if there is information given), where it is published (if there is information); what the text is devoted to (the gist);	- adds little information which was not mentioned in the text (e.g. the student's op inion);	• - makes an attempt to use his own words;
- uses a variety of cohesive devices and organizational patternswithcompletefle xibility; 0 points:		• - shows a good degree of control of grammatical forms and uses appropriatevocabulary
——— ——— ——— - structure is unclear and illogical;		• - makes more than 2 stylistic mistakes (informal register); (makes 3-4 mistakes (either grammar, vocabulary or spelling) 1 point:
- does not give any introductory		• - makes no attempt to use his/her own words;
		• - shows sufficient control of grammatical forms and uses appropriate vocabulary ;
		• - is not aware of register (informal register); (makes 5

1.	information on the text; - does not use any linking words; - not ready with the summary;	- gives few details, examples, figures, etc; 2 points: - identifies only some of the important points; - adds some information which was not mentioned in the text e.g. the student's op inion); - gives a few details, examples, figures, etc.; 1 point: - fails to identify all the important points; - adds the information which was not mentioned in the text; - gives a lot of details, examples, figures; 0	mistakes (either grammar, vocabulary or spelling) 0 points: • - makes no attempt to use his/her own words; • - makes more than 5 mistakes (either grammar, vocabulary or spelling) • - not ready with the summary; ———— ———— ———— ———— ————.

	points:	
	- the student does not summarize but merely retells the text;⸤⸤SEP⸥	
	- not ready with the summary;⸤⸤SEP⸥	

8. Methods of Instruction

The methods of instruction in the course include direct group and individualized instruction, as well as guided discovery and problem solving methods.

Standard classroom instruction consists in delivering seminars, or practical classes, and employs the following techniques:

- whole class work;
- individual work;
- pair- and group work;
- debates and discussions;
- in- and out-of-class writing;
- brainstorming;
- role-plays;
- presentations of research articles;
- self- and peer assessment

9. Special equipment and software support

In terms of equipment, the course is taught in a standard way, i.e. in classrooms equipped with screens and overhead projectors. Some classes are taught in computer classrooms. Access to the Internet is required.

#	Product name	Access
1.	Microsoft Windows 10	University Intranet (See the agreement)
2.	Microsoft Office Professional Plus 2010	University Intranet (See the agreement)

Online databases and resources

Item #	Product name	Access
	Professional databases and reference systems	
1.	Consultant Plus	University Intranet (See the agreement)
2.	Urait Online Library	URL: https://biblio-online.ru/
	Internet resources	
4.	TED.com	URL: https://www.ted.com
5.	MOOC Speaking to Inform by Washington University	URL: https://www.coursera.org/learn/inform-speech

Appendix

Topical Vocabulary Unit 1		
adverb conjunction bilingual homophone interlanguage metalanguage monolingual multilingual preposition pronoun ungrammatical	countable displacement fluency/ fluently interpreter translator linguist literacy morphology pronunciation transcribe	

Topical Vocabulary Unit 2		
branch function goal focus flexibility unlimited specialize influential acquisition relationship utterance complexity distinction subtle the ultimate goal	to gain a deeper insight to to write extensively a language acquisition device to enable to emerge from shared knowledge area of speciality language variation to be manifested in to be associated with to be impaired to evolve	an assembly a subject a predicate an inflection to be related/ interrelated discrete parts diachronic synchronic to fulfill a function to be innate to in pursuit of

Topical Vocabulary Unit 3		
acquisition/ acquire aptitude cognitive diverse genetic(ally) instrumental integrative interfere	intelligence hypothesis device personality internalise multiple variable	

Topical Vocabulary Unit 4

browse/ search	software/ hardware	to be closely linked to
cross-reference	application	to have an impact on
database	corpus research	computer literacy
exit/ log off	to navigate a site	to satisfy needs
hyperlink	web-based assessments	to recognise the benefits of
index	CAL (computer-assisted learning)	to provide learning experiences
log in/ log on	ICE (international corpus of English)	a language sample
look up menu		considerable advancements in
search engine (results)	VLE (virtual learning environment)	comparative analysis
table of contents		to be made accessible through
digit		
identity		

Topical Vocabulary Unit 5

accent	membership of	
belonging to	pronunciation	
circumstances	regional	
community	socioeconomic status	
connection	variety	
dialect	a means of	
gender	to be affected by	
interaction	to convey a message	
maintain/ sustain		

Topical Vocabulary Unit 6

banter	to utilize	on a regular basis
barter	to comprehend	to be further reduced to
bilingualism	to transmit	to dwindle
endangerment	to correspond	supremacy
global village	to decode	to revive the language
cesus	to broadcast	to suppress cultural identity
globalisation	to extend	to gather speed
heritage	to contribute to	to be on the increase
imperialism	to present certain benefits	venture
lingua franca	implications for	influx
native speaker	to put at risk	downgrading
comeover	diversity	survival of the fittest
speech community	to be awarded a status	natural selection
neo-native speaker	to be made accessible	
indigenous	a sharp decline in	
to multiply		

Topical Vocabulary Unit 7

analyse/ analysis assess/ assessment context/ contextualise correct/ correction imitate/ imitation monitor paraphrase repetition/ revision train/ training/ trainer	pedagogical approach coherent teaching to opt to appropriate unconstrained pluralism reference to to address students' needs to be misguided	uninformed decision-making contextual adaptation idiosyncrasy informed eclecticism to undertake a thorough study to facilitate atheoretical pre-packaged

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Topical Vocabulary Unit 8		
mother tongue bilingual dictionary simultaneous translation technical jargon specialist vocabulary source tongue target language word-processing software verbal communication conferencing equipment thesaurus reference book ambiguous point	consecutive interpretation networking and liaising accurate/ accuracy localisation translation consecutive judicial direct/ machine translation sophisticated interlingua to be encoded to disambiguate to render specialist terminology tagging	