

Anthony Manning

English for
LANGUAGE AND
LINGUISTICS

in Higher Education Studies

Course Book

Series editor: Terry Phillips



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Introduction

English for Language and Linguistics is designed for students who plan to take a course in the field of language or linguistics entirely or partly in English. The principal aim of *English for Language and Linguistics* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also 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.

English for Language and Linguistics comprises:

- student Course Book including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

English for Language and Linguistics has 12 units, each of which is based on a different aspect of language studies. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2-4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/

Book map

Unit	Topics
1 What is linguistics? Listening · Speaking	<ul style="list-style-type: none"> • definition of key terms • branches of study in linguistics
2 Developments in linguistics Reading · Writing	<ul style="list-style-type: none"> • history of study of language • key figures and developments in linguistics
3 Language acquisition and learning Listening · Speaking	<ul style="list-style-type: none"> • acquisition and L2 learning • features of good language learner • intelligence types
4 Language and technology Reading · Writing	<ul style="list-style-type: none"> • computers for linguistics research • technology in language learning
5 Language and society Listening · Speaking	<ul style="list-style-type: none"> • basic concepts of sociolinguistics: regional varieties · social groupings
6 English language teaching Reading · Writing	<ul style="list-style-type: none"> • popular language teaching methodologies • 'informed eclecticism' • lesson planning
7 Language testing Listening · Speaking	<ul style="list-style-type: none"> • designing tests and assessments • test specifications • double marking
8 The spread of English Reading · Writing	<ul style="list-style-type: none"> • English as a global language • influence of English on indigenous languages
9 Translating and interpreting Listening · Speaking	<ul style="list-style-type: none"> • specialisms in translating and interpreting • professional skills and training • localization translation
10 Discourse analysis Reading · Writing	<ul style="list-style-type: none"> • concept of discourse analysis • paralinguistic features • collecting research data
11 Pronunciation and phonology Listening · Speaking	<ul style="list-style-type: none"> • international English pronunciation • Lingua Franca Core
12 Grammar Reading · Writing	<ul style="list-style-type: none"> • implicit and explicit grammar knowledge • approaches to teaching grammar

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> words from general English with a special meaning in linguistics prefixes and suffixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content from the introduction understanding lecture organization choosing an appropriate form of notes making lecture notes <p>Speaking</p> <ul style="list-style-type: none"> speaking from notes 	1
<ul style="list-style-type: none"> English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive 	<p>Reading</p> <ul style="list-style-type: none"> using research questions to focus on relevant information in a text using topic sentences to get an overview of the text <p>Writing</p> <ul style="list-style-type: none"> writing topic sentences summarizing a text 	2
<ul style="list-style-type: none"> stress patterns in multi-syllable words prefixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content making lecture notes using different information sources <p>Speaking</p> <ul style="list-style-type: none"> reporting research findings formulating questions 	3
<ul style="list-style-type: none"> computer jargon abbreviations and acronyms discourse and stance markers verb and noun suffixes 	<p>Reading</p> <ul style="list-style-type: none"> identifying topic development within a paragraph using the Internet effectively evaluating Internet search results <p>Writing</p> <ul style="list-style-type: none"> reporting research findings 	4
<ul style="list-style-type: none"> word sets: synonyms, antonyms, etc. common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding ‘signpost language’ in lectures using symbols and abbreviations in note-taking <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar 	5
<ul style="list-style-type: none"> synonyms, replacement subjects, etc. for sentence-level paraphrasing 	<p>Reading</p> <ul style="list-style-type: none"> locating key information in complex sentences <p>Writing</p> <ul style="list-style-type: none"> reporting findings from other sources: avoiding plagiarism writing complex sentences 	6
<ul style="list-style-type: none"> compound nouns fixed phrases from linguistics fixed phrases from academic English common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding speaker emphasis <p>Speaking</p> <ul style="list-style-type: none"> asking for clarification responding to queries and requests for clarification 	7
<ul style="list-style-type: none"> synonyms nouns from verbs definitions common ‘direction’ verbs in essay titles (<i>discuss, analyse, evaluate, etc.</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding dependent clauses with passives <p>Writing</p> <ul style="list-style-type: none"> paraphrasing expanding notes into complex sentences recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument writing essay plans writing essays 	8
<ul style="list-style-type: none"> fixed phrases from linguistics fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> using the Cornell note-taking system recognizing digressions in lectures <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar referring to other people’s ideas in a seminar 	9
<ul style="list-style-type: none"> ‘neutral’ and ‘marked’ words fixed phrases from linguistics fixed phrases from academic English 	<p>Reading</p> <ul style="list-style-type: none"> recognizing the writer’s stance and level of confidence or tentativeness inferring implicit ideas <p>Writing</p> <ul style="list-style-type: none"> writing situation–problem–solution–evaluation essays using direct quotations compiling a bibliography/reference list 	10
<ul style="list-style-type: none"> words/phrases used to link ideas (<i>moreover, as a result, etc.</i>) stress patterns in noun phrases and compounds fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> recognizing the speaker’s stance writing up notes in full <p>Speaking</p> <ul style="list-style-type: none"> building an argument in a seminar agreeing/disagreeing 	11
<ul style="list-style-type: none"> verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>) linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc. words for quantities (<i>a significant minority</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding how ideas in a text are linked <p>Writing</p> <ul style="list-style-type: none"> deciding whether to use direct quotation or paraphrase incorporating quotations writing research reports writing effective introductions/conclusions 	12

1 WHAT IS LINGUISTICS?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

A Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in language studies?

Tom enjoys his hobbies because he has a lot of **stress** at work. He spends every weekend on the football **pitch**. Yesterday his girlfriend asked him to stop playing football. 'Let's study French together,' she said. 'France is exciting; I read about it in a newspaper **article**.' But Tom is no **linguist**. He **interpreted** his girlfriend's advice as **interference**. At first he was **tongue-tied** and said nothing, but he was **tense**. That evening, he sent his girlfriend a short **text** message. It was over, but he didn't want to make a **speech**.

B Read these sentences from linguistics texts. Complete each sentence with one of the red words from Exercise A.

- 1 The English _____ is spoken in some form by nearly a third of the population.
- 2 A _____ can be a piece of writing or a written record of spoken words.
- 3 Varying the tension in the vocal cords can alter _____.
- 4 The politician's address was _____ simultaneously into Cantonese.
- 5 An academic _____ engages in the scientific study of language.
- 6 _____ is the term in phonetics for the degree of force used to produce a syllable.
- 7 _____ is a primary medium through which language is expressed.
- 8 The category _____ is used in the grammatical description of verbs.
- 9 In sociolinguistics, _____ refers to errors caused in one language through contact with another language.
- 10 An _____ is a word such as *the* in English, which is put next to a noun to show the type of reference that is being made to that noun.

C Study the words in box a.

- 1 What is the connection between all these words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

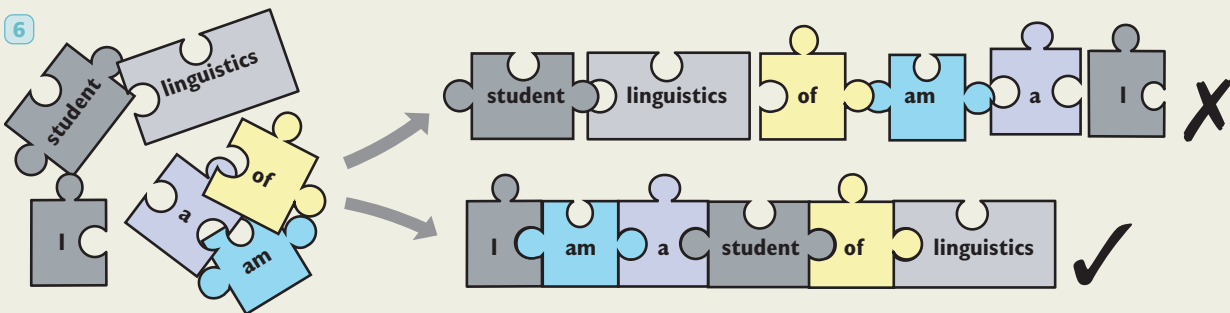
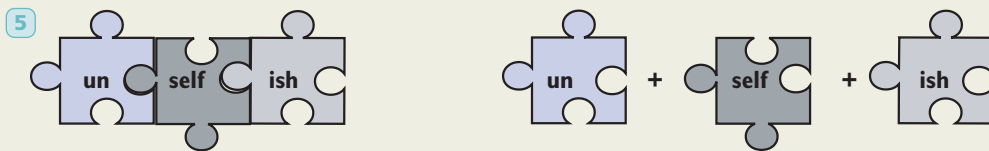
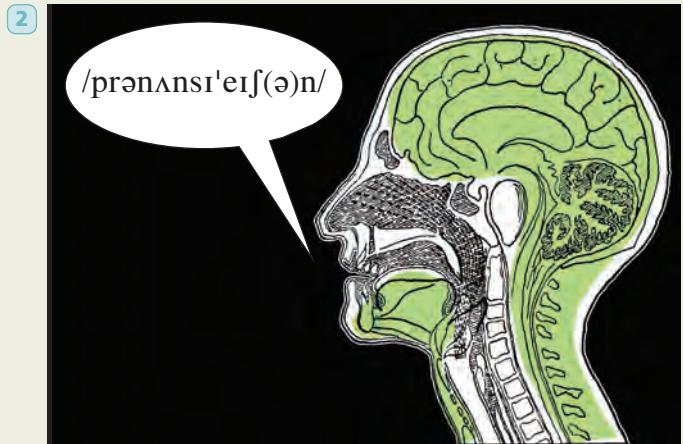
a adverb bilingual conjunction
homophone interlanguage
metalanguage microphone
monolingual multilingual
preposition pronoun
ungrammatical

D Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b countable displacement
fluently grammatical interpreter
linguist literacy morphology
pronunciation transcribed
translator

E Discuss the pictures on the opposite page. Use words from this page.



7 *In her final exams, she demonstrated a good knowledge of semantics, and she completed her assignment satisfactorily.*

8 The principle is the same. The principal gave a welcoming speech.


1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Language Studies Faculty of Hadford University. The title of your first lecture is *What is language and linguistics?*

- 1 Write a definition of language and linguistics.
- 2 What other ideas will be in this lecture? Make some notes.

See *Skills bank*

B  Listen to Part 1 of the talk. What does the lecturer say about languages? Tick the best choice.

- a They are usually very simple. _____
- b They have different varieties. _____
- c They are all used in the same way. _____
- d They are spoken in various countries. _____


C  Listen to Part 2 of the talk.


- 1 Which words does the lecturer define?
- 2 How is each word defined?

D  Listen to Part 3 of the talk.

- 1 Which features are mentioned?
- 2 What does each feature involve?

E In Part 4, the lecturer describes different branches of linguistics.

- 1 How many branches do you know?
- 2 What is the main focus of each branch?
- 3  Listen. Which branches does the lecturer mention?

F  In Part 5, the lecturer gives a definition of language and linguistics. Listen and mark each word in the box below:

- *La* if it is connected with Language
- *Li* if it is connected with Linguistics

analyse	_____	organic	_____
design	_____	system	_____
explain	_____	unique	_____

G Write a definition of language and linguistics. Use words from Exercise F.

H Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?



1.3 Extending skills

lecture organization • choosing the best form of notes

A What can you ...

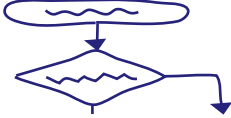


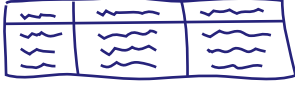
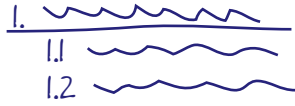
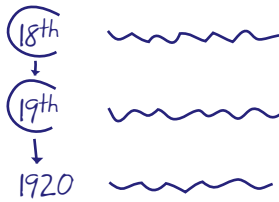
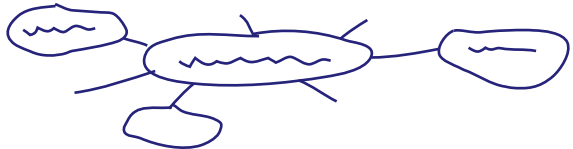
- | | | |
|---------------|--------------|-------------|
| 1 define? | 4 interpret? | 7 predict? |
| 2 transcribe? | 5 contrast? | 8 classify? |
| 3 analyse? | 6 pronounce? | 9 stress? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | |
|-----------------------------|------------------------|
| 1 question and | contrast |
| 2 problem and | definition |
| 3 classification and | disadvantages |
| 4 advantages and | effect |
| 5 comparison and | events |
| 6 cause and | supporting information |
| 7 sequence of | process |
| 8 stages of a | solution |
| 9 theories or opinions then | answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box below.

tree diagram flowchart headings and notes spidergram table timeline two columns

1 	2 	3 
4 	5 	6 
7 		

D Match each method of organizing information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E  Listen to six lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:

You hear: *Today I am going to talk about the different branches of linguistics that we cover here at Hadford. There are seven main branches ...*

You choose: *tree diagram*

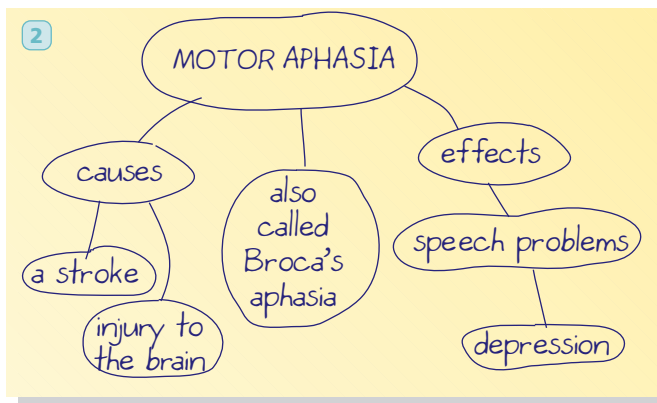
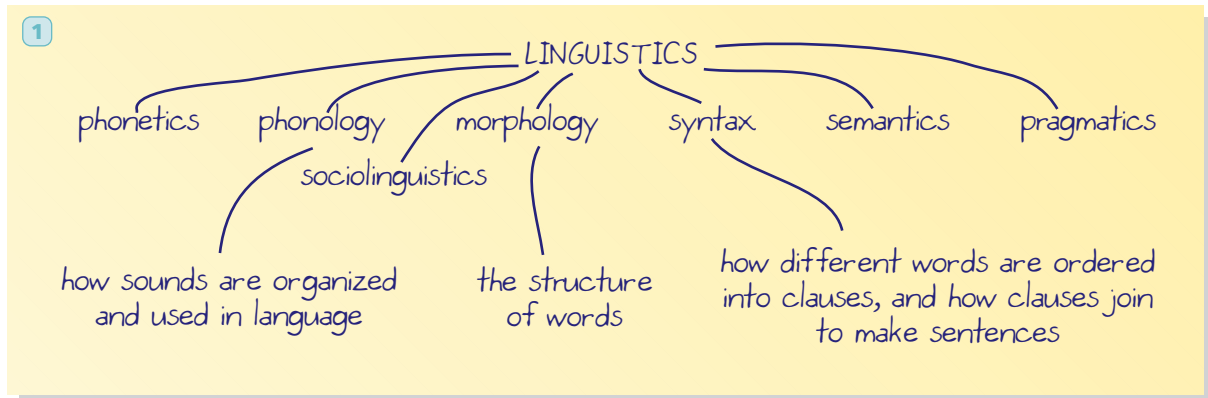
1.4 Extending skills

making notes • speaking from notes

A Study the pictures. What do pictures 1–6 show? Use words from the box.

branch electronic digital software laboratory translation recorder word-processing

- B** Cover the opposite page. Listen to the lecture introductions from Lesson 3 again. Make an outline on a separate sheet of paper for each introduction.
- C** Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?
- D** Listen to the next part of each lecture. Complete your notes.
- E** Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?
- F** Work in pairs.
- 1 Use the notes on the opposite page. Reconstruct one lecture.
 - 2 Give the lecture to another pair.



3

(a) SPREAD OF ENGLISH

5th century - English arrived in England with Angles and Jutes

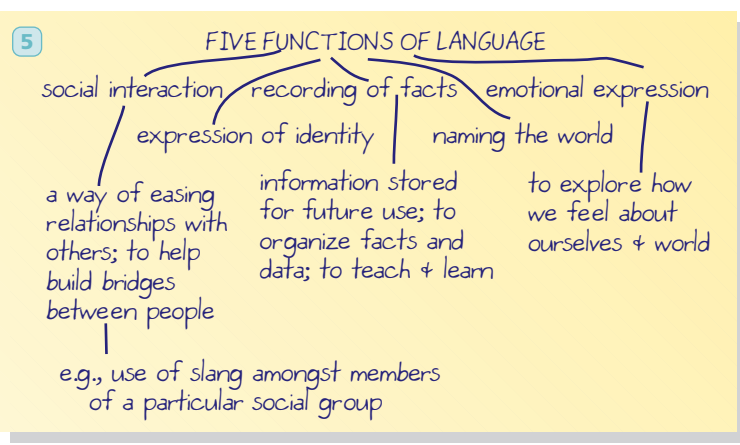
5th - 11th century - English spread to Cornwall, Wales, Cumbria and south Scotland

12th century - spread to Ireland

16th century onwards - spread with the empire



- 4
- History of Linguistics
- 5th BCE Panini - India (prefixes and suffixes)
 - 4th BCE Aristotle - Greece - sentence parts
 - 2nd BCE Thrax - Greece - first real grammar studies
 - 6th CE Greek influence on Roman linguists
 - 14th CE other Europeans begin analysing their languages



6

COMMUNICATION

FEATURES	ANIMAL	HUMAN
Uses signals	✓	✓
Uses symbols	X	✓
Has duality of pattern	X	✓

Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in language and linguistics.

Examples:

stress, tongue, interpret

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

The **tongue** is in the mouth, so other meanings of **tongue** might involve the mouth. If English is a **tongue**, perhaps **tongue** means language because languages are spoken using the mouth.

Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

Examples:

rephrase = phrase again

multilingual = speaking many languages

If you don't recognize a word, think:

Is there is a prefix? Remove it. Do you recognize the word now? What does that prefix mean? Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the part of speech of the word.

Examples:

translate → *translator* = verb → noun

fluent → *fluently* = adjective → adverb

A suffix sometimes changes the meaning in a **predictable way**.

Examples:

displace + *ment* = the act of (displacing)

interpret + *er* = a person who (interprets)

count + *able* = able to (be counted)

If you don't recognize a word, think:

Is there a suffix? Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.

Skills bank

Making the most of lectures**Before a lecture ...****Plan**

- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...**Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

question and answer	→	headings and notes
problem and solution	→	headings and notes/two-column table
classification and definition	→	tree diagram/spidergram
advantages and disadvantages	→	two-column table
comparison and contrast	→	table
cause and effect	→	spidergram
sequence of events	→	timeline or flowchart
stages of a process	→	flowchart (or circle if it is a cycle)
theories or opinions then supporting information	→	headings and notes/two-column table

Speaking from notes

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.