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**Department of English**

**College of English**

**University of Salahaddin**

**Subject: Linguistics**

**Course Book – *3rd year***

**Lecturer's name: Dr. M. O. Ahmed, PhD**

**Academic Year: 2022/2023**

**First semesters**

**Course Description:**

This course is designed to provide students with an introduction to the basic descriptive levels of language, its aims, aspects and its relationship with other disciplines. It also aims at acquainting students with the nature of human language as opposed to non-human communication systems, properties, functions and components of language. A fairly detailed explanation of language components will be presented within the overall framework of modern linguistic theories and schools of thoughts. Throughout the course, emphasis will be concentrated on English and Kurdish languages for samples.

**Objectives:**

The objectives of teaching linguistics include enabling the students to:

* Get acquainted with some theoretical background on linguistics and then providing them with wide range opportunity to have their own views about issues related to language and linguistics;
* Distinguish and understand the relation between phonetics, phonology, morphology, syntax, semantics and pragmatics;
* Analyse linguistic constructions morphologically and syntactically;
* Identify language types based on their morphological and syntactic structures.
* Identify the influence of language on society/culture and vice versa; And
* Get acquainted with such psycholinguistic phenomena as language acquisition and disorders.

**Method of Teaching:**

* In-class Group discussion
* Individual assignments and presentations
* Group work activities

**Class Activities**

Linguistics lessons include the following student-centered activities:

* In the beginning of each lecture the instructor writes 3 questions about the previous lecture and asks each two neighbouring students to discuss them for about five minutes (while he/she is taking the attendance record). This peer-instruction method functions as a revision of the previous lecture and establishes a link with the present one.

For example:

* How does human language differ from that of animals?
* Compare language to any game that you are interested in?
* What is the difference between sign language and body language?
* Is it necessary for a linguist to know many languages?
* Can a person who knows many languages be considered a linguist?
* Can language be used for purposes other than communication? Like what?
* Which theory of the origin of language do you prefer? Why this one?
* Does male language differ from that of female? Provide examples
* Why languages have synonymous words if they mean the same thing?
* What is the difference between homonymous and polysemous words?
* Each two students choose a topic from the assigned text book and prepare a presentation using other secondary source books. They are required to involve the other students in the lesson using questions and discussions.

**Evaluation:**

* Two exams
* Presence and class contribution
* Weekly written Assignments & Quizzes ( questions for group discussion )

**Salahaddin University-Hawler College of Education**

**English Department 3rd Year Linguistics Monthly Exam May ,2019**

**Q1: What do the following terms mean? Provide at least one brief example for each?**

**( 10 marks)**

*1) Semantic relations 2) Specialization 3) Sound system*

*4) Feature addition 5) Interactional function*

**Q2: What distinctions would you draw between…….? Provide an example where necessary.**

**(10 marks)**

1. *Total vs. partial synonyms 2- competence vs. performance*
2. *Natural vs. artificial language 4- Patterning vs. structure dependence*

*5- Phonetics vs. phonology*

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Good Luck Dr M.O. Ahmed (The examiner)

**Grading**

* Daily attendance and activities are worth 10% of the total grade.
* We will have two term exams and a final one.
* Each term exam will be worth 15% (together 30%).
* The final exam will be worth 60% of the student’s grade.

**Academic Integrity Policy**

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

**Attendance and Participation**

All students are expected to attend the scheduled class meetings and to be on time. Attendance is essential because a lot of the work will be done in class through discussions and presentations. Absence without prior permission from the instructor will result in penalty. In case of emergency, students are expected to provide supporting documents from appropriate sources.

**Tentative Schedule**

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| --- | --- | --- |
|  | **What is linguistics?** | **Weeks 1+2** |
|  | **What is a linguist?** | **Week 3** |
|  | **Linguistics vs traditional grammar** | **Weeks 4+5** |
|  | **The scope of linguistics: sound, structure, meaning** | **Weeks 6+7+8** |
|  | **Term exam** | **Week 9** |
|  | **What is language? First and second definitions of language.** | **Weeks 10+11** |
| **7.** | **The design features of language** | **Weeks 12+13+14** |
| **8** | **Term exam** |  |
| **9.** | **Final exam / first semester** |  |

**Required Textbook:**

Aitcheson, J. (2003). *Teach Yourself Linguistics*. London: Hodder and Stoughton.

**Other recommended references:**

Akmajian, A., Demers, R., Farmer, A. and Harnish, R. (1995). *Linguistics: An Introduction to Language and communication*. 4th ed. Cambridge: MIT Press.

Crystal, D. (2007). *A Dictionary of Linguistics and Phonetics*. 6th ed.

Oxford: Blackwell.

Fromkin, V., Rodman, R. and Hyams, N. (2003). *An Introduction to Language*. 7th ed. Boston: Thomson-Heinle.

Lyons, J.(1981) *Language and Linguistics*. Cambridge: Cambridge University Press.

Yule, G.(2003) *The Study of Language*. Cambridge: Cambridge University Press

**Additional Resources for Professor and Students**

# *Ethnologue: Languages of the World*

An encyclopedic reference work cataloging all of the world’s 6,909 known living languages.

<http://www.ethnologue.com/web.asp>

* ***The Linguist List: International Linguistics Community Online***

<http://linguistlist.org/>

“The aim of the list is to provide a forum where academic linguists can discuss linguistic issues and exchange linguistic information. With the aid of the publishing community and the contributions of the subscribers, it now offers 18 fellowships to graduate students, who serve in return as editors of the list. LINGUIST List has been partially funded in many of its accomplishments by grants from the National Science Foundation” (*The Linguist List* at <http://linguistlist.org>).

# *YourDictionary: Grammar and Language Courses*

# <http://reference.yourdictionary.com/resources/grammars.html>

# “YourDictionary offers links to grammars and language courses for over 100 languages online, on CD ROM, and in books. These include the [grammar](http://grammar.yourdictionary.com/index.html) rules for using the words you find in our dictionary and in other languages. Additional language resources such as newspapers, on-line radio stations, translations and dictionaries are linked to each language” (*YourDictionary: Grammar and Language Courses* at:<http://reference.yourdictionary.com/resources/grammars.html>).

* [Ask a Linguist](http://linguistlist.org/ask-ling/index.html): a place where anybody can get any linguistic question answered by a linguist:

<http://linguistlist.org/ask-ling/index.cfm>

These are great sites that the course professor can engage students in technology integrated and student-centered approaches by introducing the sites to the students and give them assignments that they can do interactively (with resources and/or other human beings). Students then can share their work with the professor and classmates in class through presentations and discussions.

**Ask a Linguist Task/Assignment**

One good assignment for this course can be that professor asking students to use the *Ask a Linguist* link above to obtain additional information about any of the course topics to extend their knowledge gained from the lecture and through the required readings. For instance students can go on-line and ask questions about how English language has changed around the world (e.g., Australia, Britain, Canada, U.S, and New Zealand) and what people thought about it. They can also discuss their understanding of certain pragmatics of English in various English speaking countries by asking linguists on the site. Chances are that they find different things for different countries and get excited about their findings. They (students) then can share their findings with their peers and the professor contributing to the course. This can give ownership of at least some of the learning to students; provides opportunities for students to interact with scholars around the globe and learn from them; feel part of a scholarly community; gain additional knowledge about Linguistics in a different manner; and use and improve their English language and thinking skills. This kind of assignment can be motivating to a lot of students.

**Language and Gender/Sex Project Assignment**

In chapter 10 of your textbook (under ‘language and sex’), the writer states that women’s language is claimed to be different from men’s language in various ways within the western world:

-Is this true of the Kurdish society, too?

-If so, which of these (and other) differences have you noticed?

-Can you pinpoint these differences using an audio recorder, for example?

-Are all these differences attributed to sex difference or some can be attributed to power difference, for instance? Can you identify the true reason(s)?

-Are there still other factors that you think may contribute to causing such differences? Give examples.

Fromkin et al (2003: 482) states “Language reflects sexism in society. Language itself is not sexist, just as it is not obscene; but it can connote sexist attitudes as well as attitudes about social taboos or racism.”

-What gender bias/discrimination can you identify in Kurdish sayings/language?

-What are the causes of such discriminatory attitudes?

-What suggestions/recommendations would you make to eliminate the unfairness (if found)?

Students can write a research article in response to above questions and share their findings through in a poster or Power Point presentation format with their classmates and professor. This can be done in groups of three or four, in pairs, or individually. Such an assignment can help students consolidate their learning and may also help contribute to Kurdish linguistics.

**Language Facts Project Assignment**

The course professor can also design a Language Facts Project assignment and have students use the *Ethnologue* above to explore (learn more about) Kurdish, English, Arabic, Turkish, or any other language of their interests/choice and give a multimedia presentation of their findings, i.e., PPT or poster presentation, discussion in class, and submit written reports of their work as one of the course assignments to the professor. Specifically, the assignment can include:

* Description of the chosen language (e.g. English);
* Origin of English;
* Properties of English;
* Primary and secondary function of English;
* Universals and particulars of English;
* Sentence patterns of English;
* Sound system of English;
* The role of English in Society; and
* Changes in English, etc.

Such assignment can include most of the topics covered in this course. If agreed upon with students at the beginning of the course/year, it can afford students opportunities to study the course topics attentively paying particular attention to all that they need to include in their assignments and by incorporating what they learn in the lecture into their assignments as they go along. As a result, learning becomes much more meaningful and active. By the end of the course, every student will have become much more knowledgeable not only about linguistics in general, but also about the language of their choice, plus about other languages that their classmates presented on.

This assignment can be done in pairs, in groups of three or four, or individually and final product can be very satisfying to everyone as there will be products to share, not just grades. As a result of carrying out such a project, students can improve their English language and computer skills by using English and computer to learn. They can horn their English speaking, reading, and writing skills by speaking, reading, writing about linguistics in English and hearing about it. More importantly they learn Linguistics content and learn the language of Linguistics in English. By reading about Linguistics in different sources and synthesizing their knowledge to articulate to their peers and professor, students should also learn to research and think creatively and critically. If they work in pairs and groups, they also learn about group work and how to collaborate and compromise for the group benefit.

*Assessment. A*ssessment of such assignment of course will be holistic focused more on the quality of various aspects of work rather than the quantity as in how many pages someone has produced. Speaking of assessment, a large assignment like this needs to be checked regularly where students can discuss and present components of their work throughout the year. Depending on the number of students in a class and the number of pairs and groups, the course professor can have one group sharing some aspects of their work every week or every other week. Such assignment or components of the assignments may be used to motivate students to earn bonus points that maybe used to make up for classes missed due to unscheduled holidays or make up for missed points due to absence from lessons due to person reasons.

**Language Change Study and Discussion Assignment**

At his/her discretion, the course professor can have students go to this site [http://www.ling.upenn.edu/~wlabov/](https://ucmail.uc.edu/owa/redir.aspx?C=21b4e616babb43bdb3fc34fb305cfdf7&URL=http%3a%2f%2fwww.ling.upenn.edu%2f%7ewlabov%2f) (Copy and paste the URL if doesn’t click open), ask themto read the two articles, and discuss them first in small groups and then as a whole class. **Current papers**

### Language change

“[Transmission and diffusion.](http://www.ling.upenn.edu/~wlabov/Papers/TD.html) This is a .pdf version of the paper as it appeared in print in Language 83:344-387, 2007. It proposes to integrate the family tree model of language change with the wave model into a general framework based on changes in language learning ability across the lifespan. The general argument is that the divergence of branches of the family tree is based on the transmission of language structure from adults to children, and the incrementatiaon of changes in progress by children. The diffusion of language contact across branches of the tree is primarily the work of adults who do not preserve structural conditions with the same fidelity, which accounts for the limitations on structural borrowing. The paper studies in detail the diffusion of the NYC short-a system to four other cities, and the diffusion of the Northern Cities Shift to St. Louis along Route I-55. The material and the argument are integrated into Volume 3 of Principles of Linguistic Change as Chapter 15.

[Driving forces in linguistic change](http://www.ling.upenn.edu/~wlabov/Papers/DFLC.htm) In proceedings of the 2002 International Conference on paper deals with triggering events, driving forces and rising levels in linguistic change, and forms part of the synthesis that will be presented in Volume 3 of Principles of Linguistic Change.

**Suggested Discussion Questions (posed by Gulbahar):**

1. What is family tree model?
2. What is wave model?
3. Why does the author propose “to integrate the family tree model of language change with the wave model into a general framework based on changes in language learning ability across the lifespan”
4. What are the findings of the study that explored the diffusion of the NYC short-a system to four other cities, and the diffusion of the Northern Cities Shift to St. Louis along Route I-55?
5. Why do languages change?
6. What language changes, if any, do you see in Kurdistan? What do you think of it?