

## Minor in English Language

*Offered by the English Language and Literature Academic Group, National Institute of Education, Nanyang Technological University, Singapore, from January 2020 onwards.*

The study of language is central to the human experience. Our perceptions, understandings, and participation in this world are constantly being shaped and filtered through language, as we use it to make sense of reality, record and remember significant events, enact social transactions, and communicate our thoughts and feelings. A **Minor in English Language** will provide students with the opportunity to develop understandings and skills that will prove valuable to them as citizens and social actors in 21st century society.

### REQUIREMENTS

The Minor in English Language requires the completion of 5 courses of 3 AU each. There is one compulsory course. Students choose four other courses to complete from a list of six.

Course Code and Title	Requirements for Minor	Pre-requisites	AUs	Semester offered
AAE18A Introduction to the Study of Language	Compulsory	Nil	3	August semesters only
AAE18B Language in Context	Choose four of the six courses listed in this category.	Nil	3	January semesters only
AAE18C Exploring the Grammar of English		Nil	3	August semesters only
AAE18D Exploring the Words and Sounds of English		Nil	3	January semesters only
AAE28C The Social Variation of Language		Nil	3	Variable. Please check course offerings each semester.
AAE28D Language Acquisition and Development		AAE18A Introduction to the Study of Language	3	Variable. Please check course offerings each semester.
AAE28E The Role of Language in Education		Nil	3	Variable. Please check course offerings each semester.

## DESCRIPTION OF COURSES

### **AAE18A Introduction to the Study of Language**

This survey course offers an introduction to the study of language, of English, and of applied linguistics. It provides an overview of the major branches of language study, investigating the nature, history, and structure of English, and how language relates to the mind, society, and education. Connections between the various branches of language study are emphasised. The course provides the necessary disciplinary foundation and basis for further linguistic investigations in subsequent courses.

#### Intended Learning Outcomes:

By the end of this course, students will be able to:

- understand the nature of language in general and English in particular
- use basic disciplinary terminology to explore and discuss various aspects of language
- recognise the major sub-fields of linguistics and discuss their interrelationships
- appreciate the relevance of linguistics to language teaching, learning, and everyday communication

#### Topics Covered:

- Language, Culture and Thought
- Phonetics & Phonology
- Morphology
- Semantics & Pragmatics
- Syntax
- Language, Text & Discourse
- Sociolinguistics
- Language Change and Globalisation
- Language Acquisition and Development
- Language and Education

### **AAE18B Language in Context**

This course aims to help students to develop into systematic and critical observers of language as they use and encounter it in different contexts. As we examine spoken and written texts from across a variety of settings, students will be introduced to a beginner's framework and metalanguage for talking about texts, interactions, and social context. These will enable students not only to appreciate how language works to enable purposeful communication in context, but also to understand how it often works to mask underlying purposes and values. The course also explores how language interacts with the visual mode in texts, encouraging students to consider what is needed for us to understand the increasingly multimodal texts in today's society and what this might mean for them as future teachers of English.

#### Intended Learning Outcomes:

By the end of this course, students will be able to:

- achieve an enhanced awareness of how language is used strategically for purposeful communication in particular contexts, enabling them to be more critical consumers of information
- understand contemporary conceptualisations of multimodality, genre, intertextuality, and context
- understand the basic foundational concepts of Systemic Functional Grammar
- understand the basic foundational concepts of visual theory

- systematically apply all of the above-mentioned concepts in the analysis of texts they encounter

#### Topics Covered:

- Multimodality
- Genre
- The contexts in which language is used
- Field, Tenor, & Mode
- Systemic Functional Grammar metafunctions (Ideational, Interpersonal, & Textual)
- The analysis of visuals in texts
- The analysis of language and visuals in advertisements
- Language and visuals in children's texts
- Implications for language teachers

### **AAE10C Exploring the Grammar of English**

This course introduces grammar as the study of the different parts of the English sentence and how these parts relate to each other. It covers the full range of units – the individual *words*, which combine with other words to form *phrases*, which, in turn, combine with other phrases to form *clauses*. The course draws attention to the key features of the major constituents of the English sentence, and the various functions they perform. Student teachers are also given a brief introduction to the two main approaches to the study of grammar – the formal and the functional.

#### Intended Learning Outcomes:

By the end of this course, students will be able to:

- become familiar with key grammar terms, understand and explain how English grammar works
- identify and analyze the grammatical features in sentences and texts
- understand, analyze and articulate some of the basic patterns of clause structures in English
- make sense of grammar terms and concepts included in the most recent MOE English Language syllabus, and in resources such as dictionaries, reference books, etc.
- become more aware of his/her own use of English and become a better English teacher

#### Topics Covered:

- Word class
- Nouns and noun phrases
- Verbs and verb phrases
- Clause structure
- Sentence types
- Form and function of clause constituents

### **AAE18D Exploring the Words and Sounds of English**

This course will introduce student teachers to the basic concepts of English phonetics, phonology and morphology, and some implications for English pronunciation teaching and learning. In the study of phonetics and phonology, student teachers will explore the patterns of speech sounds in English words and sentences. They will become familiar with the International Phonetic Alphabet (IPA) and be able to read and produce phonetic transcriptions. They will also learn about the production of vowels and consonants, as well as the various

articulatory processes involved. Key aspects of English phonology: phonemes, phones, allophones, co-articulation effects, syllable structure, intonation, word and sentence stress will be covered. Student teachers will also be introduced to basic phonological theory and the concept of distinctive features. In the study of morphology, student teachers will learn the basic elements of English words: free (lexical/functional) and bound (derivational/inflectional) morphemes, and the distinction between morphs and allomorphs. In addition, they will deepen their understanding of the main word formation processes (e.g. borrowing, compounding, blending, clipping, etc.). Through this course, student teachers will be able to discuss the relationships amongst phonetics, phonology, and morphology, and to consider the variation amongst different varieties of English. There will also be opportunities for the application of knowledge gained on the course to their roles as users and prospective teachers of the English Language.

#### Intended Learning Outcomes:

By the end of this course, students will be able to:

- apply the understanding of foundational concepts of speech production to analyse the basic segmental (e.g. vocalic and consonantal features) and suprasegmental (e.g. rhythm and intonation) patterns in English,
- use the IPA and dictionaries for transcribing and pronouncing English words,
- discuss basic phonological theories and concepts of English,
- understand the morphology of English words,
- analyse pronunciation features of Singapore English and some other varieties of English.

#### Topics Covered:

- Articulation and Speech Production
- Consonants
- Vowels
- Stress
- Rhythm and Connected Speech Processes
- Intonation
- Distinctive Features
- Syllabification
- Morphology 1
- Morphology 2
- Varieties of English
- Pronunciation Teaching and Learning

### **AAE28C The Social Variation of Language**

The course introduces students to sociolinguistic methods of studying language, with a focus on the English language. Students will study regional, social and stylistic variation in English and explore the causes and consequences of language variation and change. Students will critically examine how issues of power come into play through the interaction of language with gender, education, and policy making, particularly in bilingual and multilingual contexts. Discussion of issues such as language maintenance and language shift; the emergence of new language varieties such as pidgins and creoles, and the impact of globalization and new communicative orders on the status of languages will also be covered.

#### Intended Learning Outcomes:

By the end of this course, students will be able to:

- Understand the different processes of language change and variation (e.g., phonological, morphological, lexical and syntactic)

- Understand the impact of social factors on language
- Analyse language variation using basic sociolinguistic methods.
- Engage with critical language issues relating to gender, power, politics and ideology.

Topics Covered:

- Nature of Linguistic Variation
- Basic Sociolinguistic Issues
- New Englishes
- Implications for the Classroom
- Language and Gender
- Language and Power
- Language Planning, Policy & Policy
- Sociolinguistics and Educational Inequality

**AAE28D Language Acquisition and Development**

(Pre-requisite: AAE18A Introduction to the Study of Language)

This course examines features, theories and issues of language acquisition and development. Students will understand how the processes and outcomes of language learning are influenced by individual cognition as well as linguistic and social factors in the environment. The course introduces the path of language development for English monolinguals and bilinguals at home and in school. Special features of language acquisition and development in multilingual societies are considered. Knowledge gained from this course will enable students to make crucial decisions in future teaching.

Intended Learning Outcomes:

By the end of this course, students will be able to:

- compare different theoretical positions on first, second and bilingual language acquisition
- analyze language data to describe linguistic aspects of preschool and school-age language development
- explain and illustrate concepts and issues in the interaction between languages and society
- apply knowledge and skills acquired in the course to make connections with classroom teaching in schools

Topics Covered:

- First language, second language and bilingual acquisition
- Acquisition of language forms: phonological, morphological, syntactic and semantic development
- Preschool and school-age language development
- Multilingualism and language choice
- Language shift, maintenance and loss
- Linguistic socialization: home and school

**AAE28E The Role of Language in Education**

This course explores the centrality of language in education, where it is both the medium and the message. Through language, the process of teaching and learning takes place, and one of the principal aims of education is to foster students' ability to use language. Among the key questions raised are the following: What is the relationship between language and learning, and how can teachers use language effectively to promote learning? Which language, or types

of language, should be taught in school and why? Why do some students learn the language, or types of language, of schooling more readily than others?

Intended Learning Outcomes:

By the end of this course, students will be able to:

- understand the theoretical foundation in which language is used in schools and classrooms
- understand the politics and role of language policy in education and reflect on the language policies that have shaped education in Singapore
- understand the role of language in the process of teaching and learning in classrooms
- identify various linguistic techniques and their functions used by teachers
- analyze classroom interaction critically and constructively by using a sociocultural approach

Topics Covered:

- Language functions
- Language, culture, & thought
- Language ideologies
- Language planning
- Language-in-education policy
- Discourse analysis (with a focus on conversation analysis)
- Bi/Multilingualism in education
- Traditional and Non-traditional lessons
- Sociocultural approach to learning/Scaffolding
- Teacher discourse strategies
- Social positioning in the classroom

## **ADMINISTRATIVE DETAILS**

The Minor in English Language is open to all undergraduate students at the National Institute of Education (NIE) and Nanyang Technological University (NTU), with the exception of the following:

- BA(Ed) and BSc(Ed) students from NIE who are reading English Language as an Academic Subject (whether as AS1 or AS2)
- NTU students from Linguistics and Multilingual Studies
- NTU students from the Double Major in Psychology and Linguistics and Multilingual Studies (PSLM)