

ETMA 2013

Linguistics and TESOL

Instructor: Claire Hsun-huei Chang 張郇慧 Office: 研究大樓 0924 Tel: Ext. 88186

Huei-ling Lai 賴惠玲 Office: 季陶樓 340330 Tel: Ext. 67256

Ming-chung Yu 余明忠 Office: 井塘樓 020426 Tel: Ext. 62287

Email: shchang@nccu.edu.tw, hllai@nccu.edu.tw, hgse@nccu.edu.tw

Description: In this course, three areas of English grammar, syntax, semantics, and pragmatics, relevant to language teaching will be covered. For each area, students will be exposed to basic concepts and learn to analyze linguistic data. Students are encouraged to bring in pedagogical problems and practice problem-solving skills. Requirements and detail schedule for each area are listed below.

Syntax

Hsun-huei Chang

張郇慧

Requirements: attendance, class participation, assignments, and a final exam

Grading: Attendance/participation/assignment 60%

Exam 40%

Textbook: Roderick, Jacobs. 1995. English Syntax: A Grammar for English Language Professionals. Oxford: Oxford University Press. (required for syntax)
Batstone, Rob. 1994. Grammar. Oxford: Oxford University Press.
Celce-Murcia, Marianne, Diane Larsen-Freeman. 1999. The Grammar Book: An ESL/EFL Teacher's Course. Second edition. Heinle & Heinle Publishers. (highly recommend)
Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press.
Thornbury, Scott. 2005. Grammar. Oxford: Oxford University Press.

Course outline

7/3 Basic notions

- ◆ types of grammar
- ◆ properties of sentence structure
- ◆ levels of representation

7/8 Clauses in English

- ◆ clause structure
- ◆ finite vs. non-finite clause
- ◆ simple and complex

- 7/10 Syntax and lexicon
- ◆ word classes
 - ◆ classes of verbs and construction
 - ◆ classes of nouns and structure of noun phrases
- 7/15 Organizing information
- ◆ information structure
 - ◆ passive vs. active
 - ◆ information structure and syntactic structure
- 7/17 Verb phrases
- ◆ tense and aspect
 - ◆ modality
 - ◆ multiword verbs

Linguistics and TESOL: The meaning component

Instructor: Prof. Huei-ling Lai (hllai@nccu.edu.tw)

Course Outline

- 7/22 The Study of Meaning--Introduction
- 7/24 The Study of Meaning—part 2
Problem Sets
- 7/29 The Dimensions of Meaning
- 7/30 Lexical Relations
Problem Sets

Requirements: attendance, class participation, and assignments

References:

- Hatch, Evelyn, and Cheryl Brown. 1995. Vocabulary, semantics, and language education. Cambridge: Cambridge University Press.
- Hofmann, Th. R. 1993. Realms of meaning: An introduction to semantics. New York: Longman.
- Kövecses, Zoltán. 2002. Metaphor: A practical introduction. Oxford: Oxford University Press.
- Kreidler, Charles W. 1998. Introducing English semantics. New York: Routledge.
- Rudzka-Ostyn, Rrygida. 2003. Word power: Phrasal verbs and compounds. Berlin: Mouton de Gruyter.
- Saeed, John. 2003. Semantics 2nd ed. Oxford: Blackwell.

Pragmatics

Prof. Ming-chung Yu

余明忠 教授

Course Description

This course provides an introduction to the basic concepts and the major issues in the field of interlanguage and cross-cultural pragmatics, helping students understand the relations between language use and linguistic forms. Specific attention would be paid to the importance of sociolinguistic competence in second language teaching and learning. Topics to be introduced include speech acts, conversational maxims, conversational implicature, pragmatic principles, etc.

Course Outline

8/5: Conversational maxims; politeness theory I

8/7: politeness theory II; conversational implicature

8/12: Speech act studies I: research methodology

8/14: Speech act studies II: Cross-cultural pragmatics

8/19: Speech act studies III: Interlanguage pragmatics

8/21: finals

Requirements

1. Students are required to read and discuss the reading materials.
2. Students need to make presentations in class.
3. Students are required to turn in assignments on time.

Grading

1. Class performance.
2. Coursework.
3. Examination.

Main Reference Book

Spencer-Oatey, H. (2000). *Culturally speaking: Managing rapport through talk across cultures*. New York, NY: Cassell Academic