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Department of Applied Linguistics,
Swansea University

Applied Linguistics and English Language Care Package



Welcome!

to the second edition of the Applied Linguistics and English Language care package! While we know that, with lockdown easing in various places and the weather brightening up, you may want to spend more time going out, or at least not sitting down reading. So, for this edition we've put together a few more, simple and fun resources that you might find interesting. You can dip in and out of these at your leisure!

As for us, well, we've been busy, finishing up online teaching, marking and thinking hard about next year's academic provision. Of course, we're still finding time for a few fun activities - as you will see from the section on film below!



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SWANSEA LINGUISTICS JOURNAL
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Admissions

Dr Alexia Bowler is the admissions officer for the department. You can contact her via: a.bowler@swansea.ac.uk



Staff Research

For those interested in dialect, watch and listen to Dr Rob Penhallurick talk about his book *Studying Dialect* (2019), [here](#) and talking at Hay Festival, [here](#), as well as his work with Dr Ben Jones on the Gower Glossary, [here](#).



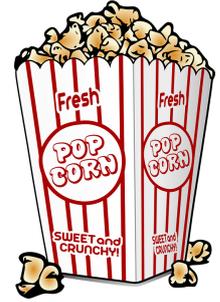
What is CELTA?

Find out more about our embedded CELTA course, in the video [here](#).

What we've been watching...

Language at the Movies

Some of us love a good film. Some of us love a good film, especially if it's about language, or it features a linguist as its protagonist. At Swansea we've run a few 'Language at the Movies' nights where we watch a film or documentary that relates to an issue to do with language and/or linguists and then have a discussion. One of our favourites was the documentary on JonBenét Ramsey in which the ransom note for the abducted child was analysed using forensic linguistics (one of our lecturers gave a short introduction to how forensic linguistics works). Since we can't go to the cinema at the moment, instead we rounded up the department's top 10 film/documentary recommendations:



1. *Still Alice* (Richard Glatzer, 2014) concerned with psycholinguistics;
2. *A Quiet Place* (John Krasinski) including elements of sign language;
3. *Arrival* (Denis Villeneuve, 2016) touches on xenolinguistics;
4. *Scotland - Contains Strong Language* (BBC, 2020) to do with variety and dialect;
5. *My Fair Lady* (George Cuckor, 1964) deals with sociolinguistics;
6. *The Professor and the Madman* (P. B. Shemran, 2019) to do with lexicography;
7. *The Story of English* (William Cran, 1986) to do with variety and dialect;
8. *Genie: Secret of the Wild Child* (Linda Garmon, 1994) concerned with psycholinguistics;
9. *The Languages of Ulster* (BBC, 2017) to do with variety and dialect;
10. *The Terminal* (Steven Spielberg, 2004) touches on language learning.

While some of these are more accurate than others (and several that don't even come close), what's noticeable is that language and linguistics is a fascinating subject for filmmakers and viewers. The films can certainly spark someone's interest in language. For those who like their films to be language related, there's more to be had. Currently, the Twitter account 'Linguists at the Movies' runs a linguistics films 'watch-along' from @LinguistsMovies, so you can join in the fun!

Film Challenge!

We'd like to challenge you to attempt to understand a film or TV programme not in your language, using only paralinguistic features. What are these? Paralinguistic characteristics are aspects of communication that do not involve words. Examples of this include body language, gesture, facial expressions, tone and pitch of voice. So, ask yourselves the following questions: How easy is it to understand the film? How do you know what's going on?

Instructions: Choose a film or TV programme you want to watch. Turn off the subtitles. Try to work out what is going on. You could also (for a segment of the film) turn off the sound - film often relies upon non-diegetic sound to indicate mood, and can distract you from your task which is to focus on other aspects). Then reintroduce the subtitles. How did it go? Did the paratextual clues help?



“Coffee Break Linguistics”

Try your hand at the ‘Know Your Word Formation Terms’ Criss-Cross puzzle.

Across

2. The process by which nouns and verbs become grammatical markers (affixes, prepositions, etc). This process creates function words as opposed to content words (e.g. ‘let us eat’, is reduced to ‘let’s’ as in ‘let’s you and me eat’).

6. Words borrowed from other languages (e.g. ‘pizza’, ‘bungalow’, ‘sushi’).

10. This process is a kind of abbreviation in which we use the initial letters of two or more words in order to create a new one (e.g. RAM - Random Access Memory).

11. This linguistic process alters irregular word forms, making them regular (i.e. abide by common rules. An example of this is the word ‘help’ which used to have the preterite forms ‘holp’ and ‘holpen’ but now conforms to the regular/weak form, which is ‘helped’ and has an ‘-ed’ ending).

13. A linguistic process by which we can change a word from one class to another (e.g. Zoom > ‘to Zoom’ or ‘a text’ > ‘texting’, are examples of changing nouns into verbs).

14. We add these after the stem of a word. They show what class of word it is (e.g. ‘natural’ + ‘-ly’ = ‘naturally’, etc).

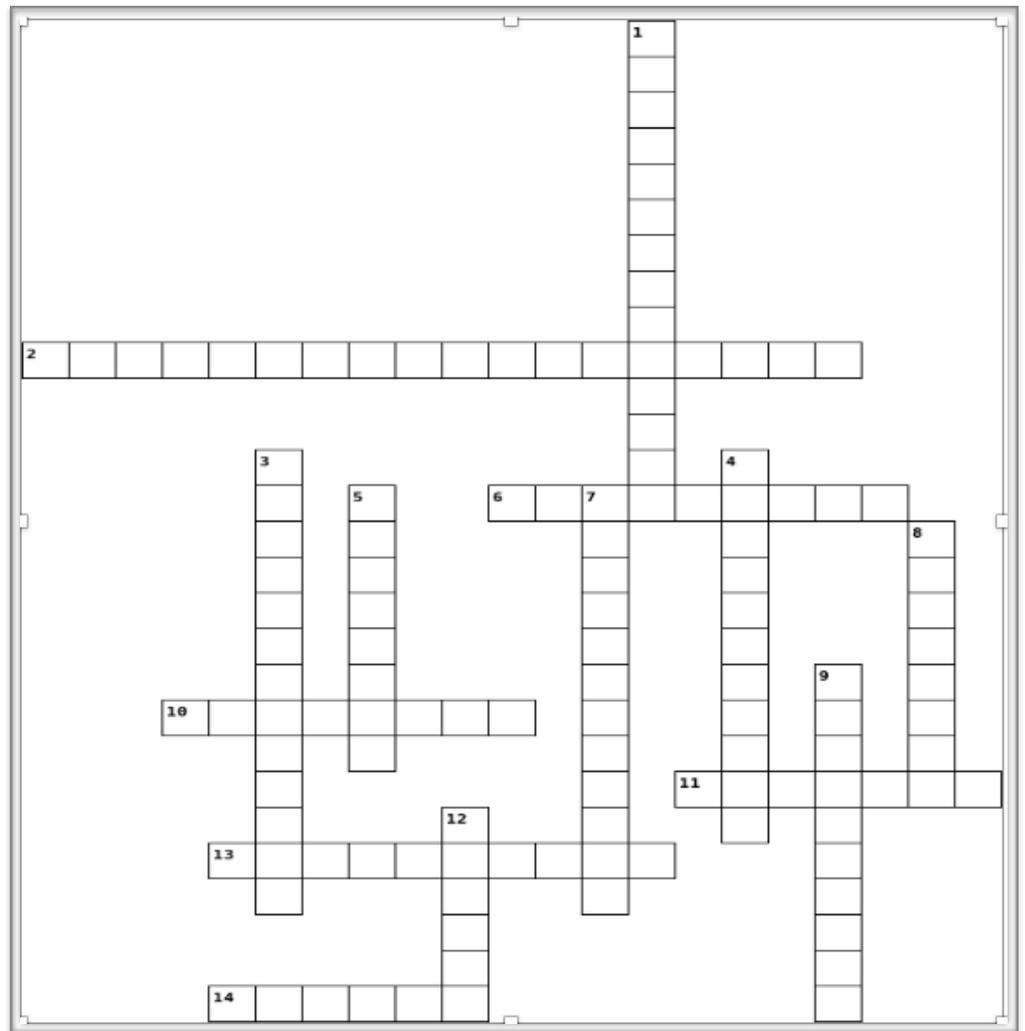
Down

1. We remove a part of the word - usually a suffix - to turn nouns into verbs (e.g. ‘to enthuse’, which comes from ‘enthusiasm’). Be careful: This one is a hyphenated word with a space for the hyphen (4, 9).

3. When the meaning of a word becomes negative or over a period of time (e.g. ‘silly’, from Middle English ‘seely’, meant ‘blessed’, or ‘innocent’. It now means ‘showing a lack of good sense’, or ‘frivolous’).

4. The linking together of two or more bases, stems of a word, to make a new word (e.g. ‘bird’ + ‘cage’ = ‘birdcage’).

5. A process of abbreviation in which we shorten one or more syllable from a word (e.g. ‘lab’, instead of ‘laboratory’).



7. When the negative meaning of a word becomes a positive one (e.g. In approximately 1300 AD 'nice' meant someone who was 'foolish', 'simple', 'ignorant', or 'absurd'. It now means, well...nice...).
8. A process of abbreviation in which we combine parts of existing words to form new ones (e.g. 'breakfast' + 'lunch' = 'brunch').
9. Words that are new to the language (e.g. the emergence of the Internet and digital media created 'e-commerce' and 'e-books').
12. We add these before the stem of a word (e.g. 'un-' + 'usual' = 'unusual').

Grammar Check Time!

You can learn, check and/or refresh your knowledge of linguistic terminology using the free flashcards on the [SAGE](#) publishing website, created for a companion website to the book called *Child Language Acquisition* (2017) by Matthew Saxton, used on one of our modules in the second year. Do you know what a bitransitive verb, or a derivational morpheme are? Do you know what the term sentential complement means? Probably not... yet... You can find out more linguistic terms on the SAGE site to test your knowledge before you come to Swansea!

Bitransitive

Turn

A bitransitive verb can appear in either transitive or intransitive sentence frames (see also **transitivity**). For example, *remember* can be transitive, as in *Lawrence finally remembered my new locker key*, or intransitive, as in *Lawrence finally remembered*.

Turn

Derivational Morpheme

Turn

A **morpheme** added to a stem to produce a new word, which may belong to a different category from the stem. The morpheme *-er* added to the **verb** *believe* produces a **noun**, *believer*. Adding *-ment* to the verb *excite*, produces the noun *excitement*. See also **inflectional morpheme**.

Turn

Sentential Complement

Turn

A kind of **subordinate clause**. In *I think that Mo wants to be a burlesque queen*, the sentential complement is *that Mo wants to be a burlesque queen*. See also **complement**.

Turn

hold a meeting), Zoombombing (when uninvited people interrupt a Zoom meeting), Covideo party (an online Zoom party), WFH (working from home), and the 'rona' (the coronavirus), 'Furlough' (to be temporarily laid off but paid by the government during lockdown), 'doomscrolling' (looking for bad news on the Internet, 'locktini' (variant on the cocktail Martini while we are stuck at home), and 'Covidiot' (those who stockpile materials because of the anxiety around the pandemic).

There is increased 'borrowing' of words in other languages (e.g., Italian has a word for quarantine (quarantena) but not one for 'lockdown', so 'lockdown' is now used in Italian). Some words we used before the pandemic have become more familiar to us, and have changed or shifted their meanings; think about how often we say/hear words such as lockdown, virus, social distancing, quarantine, shielding, self-isolate, etc., and how their meaning has changed for us, compared to how we used them before 2020. Social distancing and self isolation were seen as individual traits – eccentricities even – but are now regarded as socially responsible actions.

Our linguistic routines and use of metaphor have changed too. There is an increased use of discourses relating to wartime when talking about the virus and the global efforts to eradicate it / cope with the change in our lives. We also have new linguistic habits (e.g., people starting emails with 'I hope you and your family are safe', etc.), and have shifted our patterns of communication – we might speak more with members of our extended family or the people living near to us now, and have less exposure to the linguistic variety that comes from travel, or working/socialising in diverse communities.

Linguists Online



There always are excellent talks going on all around the world, and on multiple channels! A good way to find out what's going on in the world of linguistics is to listen to one of these. Sometimes they can be hard to understand for the newcomer to linguistics but, as they say, 'practise makes perfect'!

If you are interested in live, recent linguistic events, then [Abralin](#) (the Brazilian Linguistics Association) have a new series called 'Linguists Online'.

These are a series of talks given by academics on their research. They can range from well-known UK linguists like David Crystal talking about his new book

and conversation, to William Labov on justice and language, David Bradley on endangered languages, and Salikoko S. Mufwene, discussing his research on pidgins. Given that many of our usual activities (like going to conferences) can't happen at the moment, this is one of the novel ways we can still interact with one another, exchange ideas and learn something new.

Some of the talks are still available to view online via YouTube, while others are upcoming and you can watch along, live. Just check the dates in the events calendar (NB: some of these are in Spanish, Portuguese or another language other than English, so check that you choose one you can understand!). As a starter, here's a [link](#) to the talk by David Crystal.



One thing we don't suffer from in Swansea, is a lack of beautiful coastlines and great scenery. Take a look at the city that is home to the university, [here](#)

MODULE READING LISTS

Some of you have asked us for foreknowledge of the main texts for the modules in the coming academic year.

ALE100 Grammar and Meaning

Duran Eppler, E. & Ozon, G. (2013). *English Words and Sentences*. Cambridge and New York: Cambridge University Press.

ALE108 Language Teaching Methods

Nation, I.S.P. & Newton, J. (2009) *Teaching ESL/EFL Listening and Speaking*. Routledge: London.

Nation, I.S.P. (2009) *Teaching ESL/EFL Reading and Writing*. Routledge: London.

ALE120 Studying the English Language

Penhallurick, R. (2010). *Studying the English language (2nd Edition)*. London: Palgrave Macmillan.

ALE121 The Sound System of English

Cahill, L. (2019) *Discovering Phonetics and Phonology*. Macmillan.

ALE122 Language Myths and Linguistic Truths

Kaplan, A. (2016). *Women talk more than men...And other myths about language explained*. Cambridge and New York: Cambridge University Press.

ALE123 Language in Mind

Fernandez, Eva M., & Helen Smith Cairns (2011). *Fundamentals of Psycholinguistics*. Chichester, West Sussex: Wiley-Blackwell.

Warren, P. (2013) *Introducing Psycholinguistics*. Cambridge: Cambridge University Press.