

<b>Course title:</b> History of English and American Varieties		<b>Kreditszáma:</b> 5	<b>Kódja:</b> NAN 217, LAN 217
<b>Type of the course</b>			
Lecture	<input type="checkbox"/>	<b>Assessment:</b>	
Seminar		<u>Examination</u>	
Practice		<u>Performance-based grade</u>	
Approval			
<b>Semester</b> (according to the standard curriculum)			
<b>Course availability</b> (according to the standard curriculum)			
<b>Language of instruction</b> (if not Hungarian): English			
<b>Prerequisites</b> (according to the standard curriculum): secondary school			
<b>Type of the course</b> (compulsory, obligatory elective, free elective): obligatory elective			
<b>Course schedule:</b> <a href="http://www.kodolanyi.hu/neptun/">http://www.kodolanyi.hu/neptun/</a>			
<b>Course objectives:</b>			
<p>To familiarize students with the origins of English, to introduce several Old and Middle English texts and show some rules and descriptive features of earlier versions of English. connect diachronic and synchronic perspectives. To outline differences between British and American English and also to show some substandard varieties (major dialects, some pidgins and creoles). „Englishes”. Delicacy: non-English based native American creoles.</p>			
<b>Learning outcomes</b> (based on professional competences):			
<p>Students will primarily become consciously aware of distinguishing British and American English, both in term recognition and in active production. They will be able to employ rules of spelling, pronunciation, lexical choice, and phrases and colloquialisms. This is necessary for educated and conscious language use (which largely depends on the recognition of the audience / communicative partner’s needs) and therefore their job opportunities and possibly further education.</p> <p>By their knowledge of American varieties, they will be able to notice and decode sociolinguistic choices, which in turn will build an ability for sensitive evaluation and treatment of everyday / professional communicative challenges.</p> <p>By and large the mere recognition that language is in a perpetual condition of change, and that it is endlessly variable, will affect students’ mother tongue awareness as well, and will preferably make them understand that all these phenomena are neither ’good’ nor ’bad’ but all natural and interesting.</p> <p>By this point in their studies, they shall be able to confront myths and argue their point.</p>			
<b>Course content:</b>			
<ol style="list-style-type: none"> <li>1. Historical and geographical context. The comparative method. The birth of English. Old, Middle and Modern E periods. OE, MiE Texts. Sound changes.</li> <li>2. Writing. Alphabets. Spellings and speech sounds. Text analysis</li> <li>3. Dialectology and sociolinguistics. Dialect and language. Standard. Rev: IPA symbols for English</li> <li>4. L: American dialects: geographical. How they were formed</li> <li>5. Br-Am differences: phonetic, phonological</li> <li>6. Br-Am Differences: lexical, grammatical</li> <li>7. Dialect continua. Dialect atlases</li> </ol>			

8. L: Pidgins and creoles S: Creoles. Black English Vernacular (BEV). Gullah and non-English based creoles in the USA.
9. Standardisation. Decreolization
10. World Englishes

### **Teaching methods:**

#### **LECTURE:**

interactive lecture. Final test. One hand-in home assignment.

#### **SEMINAR:**

Reading texts aloud, practising pronunciation. Tasks: problem solution individually, in pairs and in groups. Role play (British and American English). Giving a „mini-seminar” on the basis of an article. Peer evaluation. Teacher’s evaluation..

### **Requirements** (exam’s evaluation criteria and list of topics):

Oral exam. The topics of the exam match the topics of the lectures:

1. Historical and geographical context. The comparative method. The birth of English. Old, Middle and Modern E periods. OE, MiE Texts. Sound changes.
2. Writing. Alphabets. Spellings and speech sounds. Text analysis
3. Dialectology and sociolinguistics. Dialect and language. Standard. Rev: IPA symbols for English
4. L: American dialects: geographical. How they were formed
5. Br-Am differences: phonetic, phonological
6. Br-Am Differences: lexical, grammatical
7. Dialect continua. Dialect atlases
8. L: Pidgins and creoles S: Creoles. Black English Vernacular (BEV). Gullah and non-English based creoles in the USA.
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### **Assessment & Grading:**

#### **Pass**

The student requires a lot of help while talking about the requested topic or may not be able to fully cover it. His knowledge of the terminology is barely enough, and the terms are often mispronounced. He finds it difficult to interpret or answer a linguistic question but finally manages it. Arguing a point is too challenging for him.

#### **Satisfactory**

The student makes an attempt to talk about the requested topic independently yet requires support or guidance from the examiner. He makes a number of mistakes due to the fact that his knowledge of the subject is unstable. He often misuses terms or cannot remember them. There are some mistakes in the pronunciation of terms. He solves the problem but requires help. Challenging a myth is done by flawed argument.

#### **Good**

The student is able to talk about the requested topic independently, but makes a few mistakes or possibly confuses concepts. The use of terminology and its pronunciation is more or less correct. The problems are solved. He will challenge a myth but cannot fully develop a convincing argument.

Excellent:

The student is able to talk about the requested topic at length and possibly offers some extra details. He uses and pronounces terms correctly. He offers a quick solution to the linguistic problem. He may make a few minor mistakes but will correct them. He can convincingly argue a point or challenge a myth.

**Department/faculty responsible for the course:** English Department

**Required average students' working hours** (number of credits multiplied by 30): 150 hours

**Individual assignments** (expected number of hours and list of activities):

- Weekly home assignments: 1 hour / week = 12 hours
- Giving a mini-seminar on the basis of an article, writing up, printing and distributing a handout. Preparation: approx. 20 hours.
- One hand-in assignment, to be uploaded on Moodle-re by the end of October (approx. 10 hours)
- Research for the outstanding students: 20 óra

**Compulsory reading (5):**

Balogné Bérces Katalin 2008. *Beginner's English Dialectology: An Introduction to the Accents and Dialects of English*. Ad Librum, Budapest.

Culpeper, J. (2006) *History of English*. London / New York

Kövecses Z. (2000). *American English. An Introduction*. (Peterborough, ON, Canada: Broadview Press)

Baugh, C.A., Cable, T. (2012). *A History of the English Language* (Routledge, 6th ed.)

Szító, J. 2006. Language IDs: Sociolinguistics. In: Richter, B. (szerk). *First Steps in Theoretical and Applied Linguistics*. Budapest, Bölcsész Konzorcium: 97-110.

**Recommended reading (5):**

Hiraga, Yuko. (2005). British attitudes towards six varieties of English in the USA and Britain. *World Englishes*. Vol. 24, No. 3: 289–308.

Jenkins, Jennifer. (2009). '(Un)pleasant? (In)correct? (Un)intelligible?' ELF speakers' perceptions of their accents. In Mauranen, Anna and Ranta, Elina (eds.) *English as a Lingua Franca: Studies and Findings*. Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing. 10–36.

Viney, B. (2008) *The History of the English Language*. Oxford University Press.

Kretschmar, William A., Jr. (2004). Standard American English pronunciation. In Schneider, Edgar W.; Burridge, Kate; Kortmann, Bernd; Mesthrie, Rajend; Upton, Clive (eds.). *A Handbook of Varieties of English. Volume 1: Phonology*. Berlin: Mouton de Gruyter: 257–269.

Szító Judit 2020 "American vs. English": US American and British English speakers' attitudes toward phonological and lexical features in accent tag videos. *Freeside Europe Online Academic Journal*, 11. DOI 10.51313/Freeside-2020-2-9.

Basic resources by the American Dialect Society:

<http://www-personal.umich.edu/~pires/211resources/dialect.htm#basic>

<http://web.ku.edu/~idea/northamerica/usa/usa.htm>

Articles chosen for reading and presentation

**Course leader:** Dr. Szitó Judit

**Lecturers:** Dr. Szitó Judit