

Emnerapport

ENG118

Young people's English – the linguistics of adolescence

2018 høst

Kevin McCafferty

Innledning

The following description was made available at the end of the spring semester 2018.

Emnebeskrivelse – Young people’s English: the linguistics of adolescence

The way young people speak is often regarded pejoratively as ‘bad language’ or ‘slang’. But in linguistic terms, this is where the language is renewed, where innovations happen and take root – some of today’s despised ‘teen slang’ may well be tomorrow’s standard English. In this course, we explore grammatical and discourse-pragmatic features of young people’s language, looking at how the young help reorganise the language and how their usage varies from that of older generations as well as how it varies geographically, socially and between genders.

Pensum

Sali A. Tagliamonte, *Teen talk. The language of adolescents*. Cambridge University Press. ISBN 978-1-107-67617-6 (pb).

This is the main textbook for the course. A list of additional reading (articles available electronically via the library) will be available at the beginning of the semester.

Undervisnings- og vurderingsformer

Teaching: 12 x 2-hr lectures; a total of 24 hours teaching.

Exam: Four-hour school exam.

At the beginning of the semester, I decided that the textbook was probably sufficient for the course, given the amount of detail contained there. No further reading was added. The further reading originally planned would have contained phonological studies, which is why a digital exam was ruled out.

In the lectures, I stuck fairly close to the book, in an attempt to ensure that students would know the basic concepts and become familiar with the tools and methods of the variationist approach, as well as learning about a number of ongoing changes that affect more than one variety of English and the role of young people in driving language change. A good number of the students who have responded to the questionnaire are critical of the lectures sticking close to the book, but in my experience, they will also criticise teachers for moving away from the weekly reading and bringing in material they feel is not relevant; I took the path of least resistance. A majority of students regarded the level of difficulty, progression and syllabus as adequate and relevant to their studies, with a few comments disputing this.

There’s the usual fixation on the exam. Previous exams could not be provided since this was the first time the course was taught. An overview of important points was provided in the first lecture and a presentation of exam-type questions, with a sketch of how to approach these, was given in the final lecture. If the course is repeated, exam questions can be provided early. The failure rate was low and the grade distribution not obviously out of line with other courses at the 100 level.

The lack of assignments is commented on by some students. This was felt to be unnecessary since the textbook contains a number of exercises at the end of every chapter; students were referred to these as pointers towards the exam and as exam preparation. In any future repeat of the course, a small number of essay topics can be provided.

Studentstatistikk (studieveileder)



UiB-Studieadministrativ avdeling (HASMI)

FSUIB

(12.02.2019 Kl. 11:29)

Side 1 av 1

FS580.001 Resultatfordeling

Eksamen: ENG118 0 S 2018 HØST

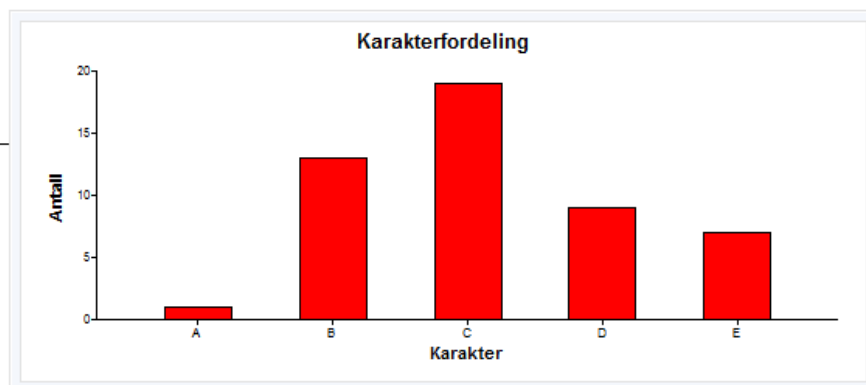
Utvalgt emne i engelsk språkstruktur og/eller bruk - Skriftlig skoleeksamen

5,0sp

Karakterregel: A-F

	Totalt
Antall kandidater (oppmeldt):	87
Antall møtt til eksamen:	64
Antall bestått (B):	49
Antall stryk (S):	14
Antall avbrutt (A):	1 23%
Gjennomsnittskarakter:	C
Antall med legeattest (L):	1
Antall trekk før eksamen (T):	0

Karakter	Antall
E	7
D	9
C	19
B	13
A	1



Rammevilkår