Engelska 3: Språkvetenskap 3 för ämneslärare - ENA 334

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INL1 Assignment: Mini study

This assignment is to be done individually. Its purpose is to develop your understanding of variation in language by applying what you have learned from a research article (to be chosen from the list below) to a more or less closely related research topic and study.

Design and carry out a small research project based on an empirical investigation of your own. The project should replicate, extend, or at least be loosely related to the research reported in the article chosen by you.

If possible, your data should be collected at a school (presumably your 'field school'), e.g. through observations, recordings, interviews, questionnaires – or a combination of these methods. The study can focus on teachers, students or both, but should be concerned with some aspect of social and regional variation in English education: linguistic variation among the teachers and/or learners, variation as a topic dealt with in the lessons, attitudes to variation, etc. If this option is not available to you, you can also collect your data elsewhere, as long as it is related to variation in English. Finally, depending on your aim, it may be acceptable to analyze existing data (i.e. data you have not collected/recorded yourself, even though that would normally be preferred), e.g. samples of interaction found on the internet (in the form of a TV series or a video).

You will then write up your findings in a short report of about 1000 words (a strict maximum of 1200 words applies, excluding the title, examples, tables and figures, and the list of references). The report should have the basic structure of a research article. This means that it should at least have the following elements/sections:

a) an introduction and/or background where, among other things, you report on related previous research (your chosen research article plus, optionally, other sources) as well as introduce and give reasons for your own study;

b) a description of the methods and materials (or informants) used in your own study;

c) a presentation of your findings, and

d) a discussion of your findings (partly in relation to previous research) and possible conclusions to be drawn from your investigation.

For this assignment, you will write two drafts and receive feedback on both.

A successful research report will:

- have a clear and explicit connection to the article you base your own study on,

- make appropriate reference to the article (and possibly to other texts that can help you to place the data into a context, though you are not required to do any additional reading),

- introduce the background to your study (previous research findings, notably from the abstracted article, as well as the reason for and aims of your own study), - try to fulfil a general aim and/or answer one or more research questions,

- explain your research methods,

- describe your findings,

- discuss your findings in the context of the article you read (and possibly other sources, if included),

- be written in accurate and idiomatic English,

- have the reference(s) formatted according to APA style,

- adhere to the tips and writing guidelines for assignments posted on Canvas,

- show development between the first draft and the second.

Give a coherent and informative account of your study at seminar 5, with visual aids.

Once you have received feedback on the second draft and revised the report one more time (and provided that you have been given the go-ahead from the teacher), you are to publish your study in the discussion forum opened for that purpose on Canvas, so that your work reaches a wider audience (i.e. the other students on the course). Sometimes, more than two rounds of feedback are required for a student to pass this assignment, but do try to do such a good job on the first two drafts that this can be avoided.

Articles to choose from for INL1 assignment: Mini study

Blackwell, N., & Fox Tree J. E. (2012). Social factors affect quotative choice. Journal of Pragmatics, 44, 1150–1162. https://doi.org/10.1016/j.pragma.2012.05.001

Bruns, H., & Kranich, S. (2022). Terms of address: A contrastive investigation of ongoing changes in British, American and Indian English and in German. Contrastive Pragmatics, 3 (1), 112-143. https://doi.org/10.1163/26660393-BJA10025

Cordisco, M., & De Meo, M. (2022). Subtitling Neapolitan dialect in “My Brilliant Friend”: Linguistic choices and sociocultural implications in the screen adaptation of Elena Ferrante’s best-selling novel. Respectus Philologicus, 42(47), 125–140. https://doi.org/10.15388/respectus.2022.42.47.113

Coats, S. (2019). Language choice and gender in a Nordic social media corpus. Nordic Journal of Linguistics, 42(1), 31–55. https://doi.org/10.1017/S0332586519000039

He, D., & Zhang, Q. (2010). Native speaker norms and China English: From the perspective of learners and teachers in China. TESOL Quarterly, 44(4), 769–789. https://doi.org/10.5054/tq.2010.235995

Hideg, I., Shen, W., & Hancock, S. (2022). What is that I hear? An interdisciplinary review and research agenda for non-native accents in the workplace. Journal of Organizational Behavior, 43(2), 214–235. https://doi.org/10.1002/job.2591

Hoey, E. M., Hömke, P., Löfgren, E., Neumann, T., Schuerman, W. L., & Kendrick, K. H. (2021). Using expletive insertion to pursue and sanction in interaction. Journal of Sociolinguistics, 25(1), 3–25. https://doi.org/10.1111/josl.12439

Hofmann, J., Platt, T., Lau, C., & Torres-Marin, J. (2023). Gender differences in humorrelated traits, humor appreciation, production, comprehension, (neural) responses, use, and correlates: A systematic review. Current Psychology 42, 16451–16464. https://doi.org/10.1007/s12144-020-00724-1

Iosub, D., Laniado, D., Castillo, C., Fuster Morell, M., & Kaltenbrunner, A. (2014). Emotions under discussion: Gender, status and communication in online collaboration. PLoS ONE, 9(8), 1–23. https://doi.org/10.1371%2Fjournal.pone.0104880

Lardelli, M. (2023). Gender-fair translation: A case study beyond the binary. Perspectives, 117. https://doi.org/10.1080/0907676X.2023.2268654

Rindal, U., & Piercy, C. (2013). Being ‘neutral’? English pronunciation among Norwegian learners. World Englishes, 32(2), 211–229. https://doi.org/10.1111/weng.12020

Sandow, R. J. (2022). Attention, identity and linguistic capital: Inverted style-shifting in Anglo-Cornish dialect lexis. English Language and Linguistics, 26(4), 677–695. https://doi.org/10.1017/S136067432100040X

Taylor, M., Jowi, D., Schreier, H., & Bertelsen, D. (2011). Students' perceptions of e-mail interaction during student-professor advising sessions: The pursuit of interpersonal goals. Journal of Computer-Mediated Communication, 16(2), 307–330. https://doi.org/10.1111/j.1083-6101.2011.01541.x

Weekly, R. (2018). “English is a mishmash of everything”: Examining the language attitudes and teaching beliefs of British Asian multilingual teachers. Critical Inquiry in Language Studies, 16(3), 178–204. https://doi.org/10.1080/15427587.2018.1503936 [Unfortunately, there are a few oddities regarding language use in this article, even in the abstract, but they can perhaps be disregarded in favour of the content.]

The articles are all available in different journal databases for which the university library has a subscription. If you would rather read and work with an article covering a sociolinguistic or other relevant topic not represented in the list, it may be possible to do so, but check with your teacher first.

Handing in assignments

Instructions for how and when to submit your assignments are given on Canvas. Some basic rules apply:

- Make sure the documents you submit are well-written and -structured.

- All assignments should be submitted on Canvas. For the spoken presentation, you should submit the visual aids you used in class. Detailed instructions are available on Canvas.

- Name files by indicating the name of the assignment, the number of the draft in parentheses, and your name, e.g. “INL assignment John Johnson” for the first draft of the study report submitted by John Johnson.

- If you’ve missed the original deadline for submission, or if more drafts are required than the expected two, there will be another deadline some weeks later, specified in the seminar plan below. Should you miss that deadline as well, you may have to wait with submitting missing assignments until the next time the course is offered again (and when the teacher has time scheduled for dealing with hand-in assignments).

- Drafts and passed assignments that are part of SEM or INL are good for one term following the term when you were registered. If you leave assignments incomplete longer than that you run the risk of having to redo all the assignments again, in accordance with the rules applying in the new term.