



IDENTIFYING DATA

Variation and changes in the first foreign language: English

Subject	Variation and changes in the first foreign language: English			
Code	V01G180V01911			
Study programme	Grado en Lenguas Extranjeras			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	4th	2nd
Teaching language	English			
Department				
Coordinator	Fernández Pena, Yolanda			
Lecturers	Fernández Pena, Yolanda			
E-mail	yolanda.fernandez@uvigo.es			
Web	http://moovi.uvigo.gal			
General description	The aim of this course is to provide an insight into language change and its mechanisms at the different levels of linguistic analysis: lexical, semantic, phonological, morphological and syntactic. The course also introduces students to language variation and its implications in the discussion of language change in progress. Both language-internal and language-external factors prompting language change will be examined, including the ways in which social context and the cognitive organisation of language make certain kinds of change more natural than others. Illustrations of these changes will cover mainly English, but other languages shall also be mentioned.			

Training and Learning Results

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To promote and improve communication in the languages being studied in the degree, in different social, professional and cultural contexts with speakers of such languages, acquiring oral and written comprehension and expression skills, and showing attitudes of tolerance towards social and cultural diversity, including the defense of human rights, social equality with regard to gender, race, sexual orientation, as well as democratic values and a culture of peace.
B3	To acquire the theoretical and applied fundamentals provided by linguistics through the main paradigms of study and description of languages, as well as summarizing, tracing links and describing the literatures written in the first foreign language from different cultural and social areas, historical periods, genres and movements.
B4	To acquire the basic methodological tools and techniques for the study and analysis of language and literature.
B5	To acquire the required knowledge to understand, develop, analyze, evaluate and make good use of the linguistic and literary resources for professional practice in the future.
B6	To build solid arguments about the themes and texts studied, following academic standards, using sufficient evidence to support the arguments presented, using the available bibliographical and electronic resources, especially those oriented to linguistic and literary research and to the teaching of the languages taught in the degree.

- B7 To participate in group debates and activities, developing independent critical thinking, engaging in respectful and critical dialogue with others, and showing attitudes of tolerance towards the social and cultural diversity of the countries where the relevant foreign languages are spoken, upholding fundamental rights, principles of equality and democratic values.
- B8 To formulate critical arguments in the fields of linguistic and literary studies conducive to the acquisition of a solid method of linguistic and literary analysis that reaches beyond the mere intuitive approach to the languages and texts constituting the object of study.
- B9 To plan, structure and produce critical essays and oral presentations in the different foreign languages, formulating hypotheses, using an appropriate methodology to convey ideas correctly and effectively, following academic standards and using sufficient evidence to support the arguments being presented.
- B10 To show knowledge of other cultures and artistic manifestations and to be able to raise awareness in one's milieu about the appreciation of diversity, interculturalism and multiculturalism. In addition, to explore the social, professional, educational and cultural consequences of language use and learning of the languages being studied in the degree.
- B11 To raise awareness about and highlight the contributions of women to the literature and culture produced in the first foreign language in different geographical and cultural areas. Likewise, to identify the mechanisms of exclusion and discrimination of women in language and acquire training in the use of inclusive language.
- B12 Ability to use new technologies as a methodological tool for purposes of research, teaching and communication.
- B13 To increase interest in languages, literatures, cultures and in theoretical and applied linguistics.
- C95 To know the principles and mechanisms of lexical, semantic, phonological, morphological and syntactic change.
- C96 To be able to identify the (internal and external) factors that can influence the use of language and cause linguistic change.
- C97 To acquire the required knowledge to explain the most important changes in the lexicon, orthography, phonology, morphology and syntax of the first foreign language from its origins to the present day.
- C98 To acquire the basic methodological tools for the linguistic analysis of texts from different periods of the history of the first foreign language.
- C99 To handle adroitly and make good use of the available resources for the study and analysis of the first foreign language: online courses, online exercises with key for self-correction, historical and etymological dictionaries in paper, CD-ROM and online formats, concordances, historical corpora, statistical packs, online digitized manuscripts, etc.
- C100 To evaluate and analyze historical data, being aware of the limitations of historical material and the problems this entails for its interpretation.
- C101 To solve problems of historical linguistics and to produce quality academic works.
- C102 To develop an interest for the history of languages and the universal principles of language change and their relevance to explain the (seeming irregularities of) modern languages.
- C103 To understand that language change is a continuous, unavoidable phenomenon (and not the addition of different synchronic stages), not a sign of corruption or degeneration of the language undergoing change.
- C104 To understand the relationship between synchronic variation and diachronic change.
- C105 To understand the interaction between language, history and society.

Expected results from this subject

Expected results from this subject	Training and Learning Results		
Knowledge of the principles and mechanisms of the léxical, semantic, phonological, morpholólcal and syntactic change.	A1 A5	B3 B5 B13	C95 C96 C97 C102 C103 C104 C105
Knowledge of the moat significant changes in the léxicon, spelling, phonology, morphology and syntax of the first foreign language from its origins to the present day.	A1 A5	B5 B13	C96 C97 C102 C103 C104 C105
Acquisition of the basic methodological tools for the linguistic analysis of texts of the first foreign language at different historical stages.	A3	B4 B5	C98
Proper handling and use of the different resources available for the study and the analysis of the first foreign language.	A2	B6 B12	C99
Resolution of problems of historical linguistics and elaboration of quality academic works.	A3 A4	B1 B4 B6 B7 B8 B9 B12	C96 C99 C100 C101

Contents**Topic**

0. INTRODUCTION	Language variation and language change. How and why do languages change? Attitudes to language change. Internal and external factors determining variation and change. Reconstructing the past: Data and evidence. Materials for the study of variation and change in English.
1. LEXICAL AND SEMANTIC CHANGE	Lexical change: Lexical borrowing. Loan words, calques and combining forms. Formation of new words: Compounding. Derivation. Conversion, clipping, blending, back-formation, reanalysis and folk etymology. Semantic change: Factors responsible for semantic change. Types of semantic change: Generalization and specialization. Melioration and pejoration. Metaphor, metonymy and synecdoche.
2. SOUND CHANGE	Types of sound change. Assimilation and dissimilation. Lenition and fortition. Fusion and unpacking. Elimination of hiatus. Addition and loss of segments: Prothesis, epenthesis, paragoge, aphaeresis, syncope and apocope. Metathesis and haplology.
3. MORPHOLOGICAL CHANGE	Interrelation between phonological and morphological changes. Mechanisms of morphological change: Reanalysis. Analogy. Analogical leveling. Contamination. Hypercorrection. Morphologization. Change in morphological type.
4. SYNTACTIC CHANGE	The interface between morphological and syntactic changes. Factors determining syntactic change: Internal and external. Types of syntactic change. Mechanisms of syntactic change. Grammaticalization. Syntactic borrowing: Reinforcement of native structures.
5. OTHER DETERMINANTS OF CHANGE	Introduction to several approaches to the study of variation and change: Historical sociolinguistics, democratization, colloquialization.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	28	28	56
Problem solving	20	20	40
Mentored work	0	30	30
Autonomous problem solving	0	8	8
Essay questions exam	1	6	7
Essay questions exam	1	6	7

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Introductory activities	Activities aimed at taking contact and gathering information from the students, as well as to present the course.
Lecturing	Exposition by the professor of the content of the course following the syllabus.
Problem solving	Practical exercises and/or supervised activities based on the theoretical contents of the course previously explained in class. They complement the lectures.
Mentored work	Students elaborate an individual written essay on a topic related to the contents of the course. Before submitting the essay, they will have to prepare an oral presentation to be delivered in class.
Autonomous problem solving	Problems or exercises related to the contents of the course. Students should analyze and solve these exercises autonomously outside of classroom hours.

Personalized assistance

Methodologies	Description
Autonomous problem solving	Students will have personalized assistance either face-to-face (in the classroom or during office hours) or virtually (by means of the the eLearning platform MooVi or e-mail). This personalized assistance aims at meeting the students' needs and queries related to the course, offering them guidance, support and motivation in their learning process.

Problem solving	Students will have personalized assistance either face-to-face (in the classroom or during office hours) or virtually (by means of the the eLearning platform MooVi or e-mail). This personalized assistance aims at meeting the students' needs and queries related to the course, offering them guidance, support and motivation in their learning process.
Mentored work	Students will have personalized assistance either face-to-face (in the classroom or during office hours) or virtually (by means of the the eLearning platform MooVi or e-mail). This personalized assistance aims at meeting the students' needs and queries related to the course, offering them guidance, support and motivation in their learning process.
Tests	Description
Essay questions exam	Students will have personalized assistance either face-to-face (in the classroom or during office hours) or virtually (by means of the the eLearning platform MooVi or e-mail). This personalized assistance aims at meeting the students' needs and queries related to the course, offering them guidance, support and motivation in their learning process.
Essay questions exam	Students will have personalized assistance either face-to-face (in the classroom or during office hours) or virtually (by means of the the eLearning platform MooVi or e-mail). This personalized assistance aims at meeting the students' needs and queries related to the course, offering them guidance, support and motivation in their learning process.

Assessment				
	Description	Qualification	Training and Learning Results	
Problem solving	Participation of the students in the sessions: comments and questions in relation to the explanations and activities. The exercises may, with or without prior notice, be graded by the lecturer(s).	15	B7	C98 C99
Mentored work	Students, individually, elaborate a written essay on a topic related to the contents of the course. Before submitting the essay, they will have to prepare an oral presentation to be delivered in class. Students will also have to assess anonymously some of their peers' oral presentations.	25	A3	B6 C101 B8 B9
Essay questions exam	Final exam which will assess the students' knowledge of lexical, semantic and phonological change in the English language.	30	A1 A3 A4	B3 C95 B5 C96 B6 C100 B8 C104 C105
Essay questions exam	Final exam which will assess the students' knowledge of morphological and syntactic change, as well as of further determinants of change in the English language.	30	A1 A3 A4	B3 C95 B5 C96 B6 C100 B8 C104 C105

Other comments on the Evaluation

FIRST EDITION OF RECORDS (May)

1. Continuous assessment

The continuous assessment enables students to demonstrate: i) their understanding of the major changes affecting the development of Englishm, and ii) their ability to analyze data and present a clear and concise argument.

In the continuous assessment system, the following mandatory parameters will be assessed (their corresponding percentages of the final grade are provided in brackets):

- **problem solving** (15%)
- **mentored work** (written essay, oral presentation, peer assessment) (25%)
- **final written exam** (30% each of the two parts)

Problem solving. Throughout the term, with or without prior notice, students will have to submit different **assignments** related to the contents of the course which will represent **15% of the final grade**. That 15% will also include class participation, that is, involvement in discussions and homework assignments. To pass the course, students must score **at least 50%**.

The **mentored work** will represent **25% of the final grade**. This component of the continuous assessment consists of three parts, all of them being mandatory: (i) oral presentation, (ii) peer assessment and (iii) written essay. Failure to complete one of these parts will imply the failure of the 25% of this component. To pass the course, students must score **at least 50%**.

- The **oral presentation and the submission of the written essay(20%)** will be carried out individually. Their length and topic will be agreed upon with the lecturer(s). The rubric with the assessment criteria will be explained in class. The written essay will be submitted in May, after the oral presentation in class. The dates of the oral presentation and the submission of the essay will be agreed upon with the students in class. The written essay must i) begin with a clear thesis and develop it to a clear conclusion, ii) contain at least three sources, iii) be submitted via the eLearning platform MooVi.
- **Peer assessment (5%).** Each student must assess anonymously some of their peers' oral presentations (number to be determined by the lecturer(s)). The peer assessment will follow the assessment criteria described in the rubric and be anonymous.

The **final exam** will have **two parts(30% of the final grade each)**. The exam will assess the students' ability to apply their theoretical knowledge about the linguistic features explained in the lectures and seminars to a number of practical cases from the history of English. Students will be given in advance detailed information regarding the assessment criteria. The exam will be held during the **official exam period** in May, on the official date approved by the Faculty Board and published on the Faculty's website. To pass the course, students must score at least **50% in each of the two parts of the exam.**

To pass the course students must obtain **5 out of 10 points in the average grade.** It is an essential requirement to obtain a minimum grade of **5 out of 10 points in the continuous assessment exercises, in the mentored work and in each of the two parts of the written exam.** Students not satisfying these two requirements will not pass the course, even if the average grade of the different items is 5 or higher.

Integrity in academic work is expected of all students at all times in this course. Academic misconduct (including cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person) will not be tolerated and will be penalised with a zero grade in the course in the corresponding edition of records (see 'Academic misconduct' below).

2. Exam-only assessment

Those students who cannot attend classes on a regular basis must contact the lecturer(s) at the very beginning of the course (**within the first two weeks**). They will be assessed on the basis of a **final exam only** which will represent **100% of the grade.** To pass the course, students must score at least **50%.**

The exam will take place during the official exam period in May, on the date approved by the Faculty Board and published on the Faculty's website.

Students are nonetheless encouraged to attend classes whenever possible and visit the eLearning platform MooVi regularly.

SECOND EDITION OF RECORDS (June, retake exam)

Students failing to pass all the parts of the continuous assessment system in the first edition of records may be assessed again on the basis of one **final exam**, which will represent **100% of the grade.** To pass the course, students must score at least **50%.**

The exam will take place during the official exam period in June, on the date approved by the Faculty Board and published on the Faculty's website.

Students who pass one or more of the tasks of the continuous assessment system in the first edition of records may be assessed again to pass the failed parts.

Students who do not pass the subject in the first edition of records but pass any of the continuous assessment tasks (problem solving, written exams) will only have to retake the failed parts. If they do not pass the subject in the second edition of records, they will have to take the entire course in subsequent academic years. To pass the course, students must score **at least 50%.**

Important remarks:

- Class **attendance** is highly recommended.
- Exams and continuous assessment tasks are considered official and, therefore, a change of date must always be duly justified by force majeure (accident, surgery or death of a first-degree relative on the exact date of the activity) and, whenever possible, students must inform the lecturer(s) prior to the date of the activity.

- The **same criteria** described in this section will also be applied to **Erasmus students**. All exams and continuous assessment tests will be face-to-face. **It is the student's responsibility to be in Vigo to take these tests**, including those of the second edition of records. No online exams will be conducted.
- It is the student's responsibility to be aware of the **dates** on which the **assessment tests** take place. There is no obligation to communicate the dates through the eLearning platform.
- In the evaluation of the course, not only the content will be taken into account, but also the **linguistic and stylistic correctness** of the tests. The non-compliance with the latter may result in a fail.
- The use of dictionaries, computers or other **electronic devices**, with or without internet connection, is not allowed during the tests, unless otherwise instructed by the lecturer(s) for educational purposes.

ACADEMIC MISCONDUCT:

In accordance with Articles 40-42 of the Regulation on the evaluation, grading and quality of teaching and the student learning process, approved by the university senate on April 18, 2023,

Plagiarism is understood as the **total or partial copying** of texts or other elements (software, images, graphics, etc.) as if they were self-made **without citing their origin**, including the use of digital media. On the other hand, **academic fraud** is understood as any premeditated behavior aimed at **falsifying the results** of an exam or work, whether one's own or someone else's, taken as a requirement to pass a subject or to accredit academic performance. (See Article 41 about the circumstance that involve fraudulent performance.)

Fraudulent action in any evaluation activity will result in a zero (fail) final grade in the corresponding edition of records, regardless of the grade of the activity in question in the overall grade of the subject and without prejudice to the possible consequences of disciplinary nature that may occur.

Alleging ignorance of what plagiarism or academic fraud implies will not exempt students from their responsibility in this regard.

Sources of information

Basic Bibliography

Beard, A., **Language change**, Routledge, 2004

McColl Millar, R., **Track's Historical Linguistics**, 2, Routledge, 2007

Complementary Bibliography

Burridge, K. & A. Bergs., **Understanding Language Change.**, 1, Routledge, 2017

Recommendations

Other comments

Students are expected to complete all assignments and readings, and to come to class prepared to discuss them.

Students are encouraged to attend classes and visit the eLearning platform MooVi (<https://moovi.uvigo.gal>) regularly.

Students should have at least a CEFR B2+ level of English to attend this course.