

How Is HEL Relevant to Me?

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Introduction

While I will admit that I have always been fascinated by language, such is not the case for many of our students who are non-majors. I changed my major to English Language and Linguistics in part because I was interested in trying to make sense of the ancestry and grammar of African American Language. A few, like me, take it because they love language. Others take it because it is an intriguing elective. Still others take it because they believe it will help them write better or “speak correctly” somehow. As teachers, we should be aware of the reasons why students take our classes and try to teach it with those reasons in mind and how they connect to our own teaching and learning goals for the course.

The History of the English Language, or HEL as it is affectionately called, is a popular English Language and Linguistics course on college campuses because, in part, it is perceived to be one of the easier classes and also because it is one of the few English Language and Linguistics classes taught on most campuses even when they do not have a Linguistics Department. HEL is often taught in an English Department because it is a good blend of Medieval Studies and Linguistics which means it is appealing to English and English Education students and those who “like to read” and/or “like to write.” HEL does not have so much Linguistics that it becomes intimidating or overwhelming but it contains just enough specialized knowledge about language and linguistics that it can fulfill core and elective requirements for several disciplines, particularly Teacher Education. So, while many Linguistics majors may not

take HEL, instead opting to take more theoretical classes like syntax and phonology, English majors and Education majors (both, obviously, non-majors with respect to Linguistics) often take HEL. Ironically, the same thing that makes HEL a more appealing class to non-majors than say Sociolinguistics is also what makes it more difficult to teach: HEL is really a hybrid class that requires a wide range of specialty knowledge. As such, those teaching a HEL class can range from a Medievalist to a Dialectologist to a Theoretical Linguist. Instructor interest and training, then, often directs how much depth a particular aspect of HEL will receive. For example, a Medievalist or Literature instructor might use Baugh & Cable 2011 (originally Baugh 1957) because of its almost poetic quality while a Linguist might be more interested in Algeo & Butcher 2013 (originally Pyles & Algeo 1970) and a Sociolinguist might be more interested in Millward & Hayes 2011 (originally Millward 1996). All are good HEL texts, but each appeals more to one audience than another and one instructor than another.

In this chapter, I address teaching HEL as a Sociolinguist and being guided by two areas in learning sciences: goals and interest, particularly situational interest and personal (or individual) interest as part of self-regulated learning. In other words, this chapter addresses the age-old student question, “How is this relevant to me?” Part of our job as college teachers involves getting students to realize the practicality of a course for their needs (e.g., “I need to take this class in order to graduate”) and another part is to acknowledge, or awaken in some cases, their intellectual curiosity (e.g., “I’ve always wondered why “knight” is spelled with letters that aren’t even pronounced”). I provide examples of instruction and assignments that correspond to research literature on goals and interest with respect to teaching and learning more broadly and teaching HEL from the perspective of a sociolinguist more specifically.

Facilitating Goal Development and Interest for Self-Regulated Learning

One dilemma for teachers is whether we should teach only the content of our subject areas like Linguistics and History or should we teach both the content and the skills necessary to direct one's own learning? Obviously, students need both content knowledge and skills for self-directed learning because the usefulness of the knowledge they acquire today will be dependent on the skills they develop to regulate and continue their learning tomorrow. In today's society, the content of some aspects of what we teach may be obsolete in a few short years, but the skills we equip our students with for developing content knowledge can last a lifetime.

Self-regulated learning is a multidimensional skill that is exemplified by students who are metacognitively, motivationally, and behaviorally active participants in their own learning (Zimmerman 2013). In other words, as students develop their self-regulatory skills they become active controlling participants who direct what they learn and how they go about learning.

Although there are different approaches to self-regulated learning, they do have at least one thing in common: the importance of goals in self-regulation. In fact, for most researchers, the term "self-regulation" implies that something is being used as a reference point to guide one's behavior (e.g., Schutz 2014; Zimmerman 2013). Simply put, you cannot regulate without something to compare where you are with where you want to be. Goals are seen as those points of comparison.

With the importance of goals for self-regulation in mind, it becomes clear that in order to facilitate self-regulation in the classroom, students need opportunities to develop their own goals and regulate their learning in relationship to those goals. If we want students to regulate their learning when they leave college they need the opportunity to regulate their learning while they

are in college. In addition, instructors should be aware of students' personal, or individual, interests and take advantage of students' situational interest in an effective manner.

According to Woolfolk (2016), *personal or individual interests* are more enduring aspects of the person, such as being attracted to or enjoying subjects such as languages, history, and sciences or activities such as soccer, music, and gaming. *Situational interests* are more short-lived aspects of an activity, text, or materials that catch and keep the student's attention. Since interests increase when students feel competent, where students start in the class may be different from where they end up (Stipek 2002). You may notice that in several introductory texts, they start with interesting facts or observations as a way to capture the situational interest of students and then move more gradually into mastering content to better mimic the development of personal interests. So, accordingly, texts with lots of examples that provide real-world context or those with judicious use of appropriate humor for learning the content may help students develop personal interests from these situational interest instances. For today's tech-savvy students, publishers are relying more on interactional, multimodal texts with use of online materials, mobile apps, sound, 3-D images, and more based on the interest in and success of gaming and instructional technology.

Goals are an important part of the self-regulation process and of understanding the personal interests of students and a good place to begin facilitating the development of self-regulated learning skills. There are three steps that can be used to begin this process. First, create activities that provide students the opportunity to develop their skills at setting "useful" goals. For example, at the beginning of the semester, ask students about their short-term and long-term or life goals and have them develop goals for the course that connect to their own personal goals and interests (see Appendix A). The information collected will also help the

instructor to get to know their students and begin the process of developing involvement with the students. This is important because if you intend to relate the content of the course to your students' lives you need to know something about their lives. One way to begin that process is by asking them about their goals and interests.

Once you have an idea of what their goals and interests are, the second step is to provide the opportunity for training in the strategies the students will need to reach their goals. For example, if their goals involve improving their writing skills, then they will need the opportunity to practice and learn the strategies and skills required to achieve those goals. This process begins with pre-testing for their knowledge (see Appendix B) and strategies important for the class, and then spending class time teaching the strategies needed for the students to be successful in the class. It is the responsibility of the instructor not only to teach the content of the course, but also the strategies and skills that will facilitate learning in the course. It is the responsibility of the student to use effective strategies for their own learning and understanding. To monitor both the student and myself, I do a Midterm Feedback Evaluation (see Appendix C) that makes this point for both the students and me. I can pool responses that move students closer to their course goals by compiling their responses and sharing with them in an open discussion to make any course corrections for themselves and for me.

In terms of helping students with strategies to master the material, practice in concept mapping is useful. If concept mapping is a required component of the course, practice using the strategies needed to be successful at concept mapping is also required. Such practice could involve breaking down the tasks necessary to complete a concept map (see Appendix F) with a concept sorting group activity (see Appendix D). For example, the first task in concept mapping is to define the terms using one's own words. Students need to understand the terms before they

can be expected to inter-relate them. Next, students need to be able to see basic similarities and differences between the terms. Part of what makes concept mapping challenging is that there is more than one way to map the terms because the mapping is connected to students' learning and understanding and their individual interests. The map itself unfolds in the same way the student's knowledge of the content unfolds. In other words, since we all see things differently even though we may share starting points, our differences provide unique ways of seeing the same things.

The third step in using goal-setting to facilitate the development of self-regulated learning skills is to create activities that provide the opportunity for students to make connections between the course content, their interests, and their goals. One of the major complaints of many students revolves around their belief that what they are learning is not relevant and, therefore, they develop little personal interest and motivation to learn and engage the content. By creating activities whose purpose is to develop connections between the students' goals and course content, the instructor can increase the potential that students will choose to be interested and motivated. One way to accomplish this is by tying the goals they set to the information collected during pre-testing about their skills and their short-term and long-term goals. By helping them set goals that deal with the weaknesses they identified during the pre-testing, they can make connections between their goals and the content of the course which, in most cases, involves earning a "good" grade for the course (short-term goal) so, for example, they can graduate and begin their career (long-term goal).

For example, in HEL classrooms, students often have a goal and/or expectation of improving their language and writing skills. By doing a Usage Survey (see Appendix E), students are learning about course content (i.e., HEL usage and the misconceptions about HEL)

and meeting one of their goals (i.e., learning about language use to address their speaking and writing). This activity also provides an opportunity for the instructor to teach students where to find information (e.g., a HEL textbook) and how to analyze and use such informational resources now and in the future.

Characteristics of Activities Used to Develop Self-Regulated Learning Skills

The types of activities that are developed and used in the classroom have the potential to influence students' abilities to develop their self-regulated learning skills. Researchers who have investigated the structure of classroom activities have identified at least three areas that instructors can use (Ames 2013; Brophy 2013). First, activities should be developed that provide students the opportunity to make meaningful choices that match their level of knowledge and skill at making choices (Ames 2013; Brophy 2013). This is important because, as indicated above, self-regulation involves, among other things, setting goals and monitoring progress towards those goals. This requires making choices about learning. In order for students to learn how to make those decisions they need opportunities to make choices. This could include giving students a say in how the class will be managed, what will be discussed, or the specific area students can research (all of which can be initiated with something like the Student Information Sheet in Appendix A). Again, if we want students to be able to make meaningful choices, they need to be given the opportunity to make those choices.

A second aspect of the structure of classroom activities that can facilitate self-regulated learning is the creation of challenging tasks that match the students' skill levels with the level of task difficulty (Ames 2013; Csikszentmihalyi 2014; Deci & Ryan, 2000) and, when needed, provide scaffolding for success. As with goals, activities need to be challenging yet realistic.

Activities that are too easy result in boredom. Those that are far beyond the skill level of the student can, without proper scaffolding, result in frustration, anxiety and possibly withdrawal from the activity (Csikszentmihalyi 2014). It is important that students be challenged so they are put into a position to use the self-regulation skills they possess in order to be successful.

Concept mapping (see Appendix D) is a good way to get students to learn course content while also challenging them to find ways to connect the concepts in the course and to their interests. Such an activity also gives the instructor as well as other students a way to scaffold and build meaningful participation.

A third area relates to evaluation and recognition in the classroom (Ames 2013; Brophy 2013). Research indicates that students who use learning standards (which involve concerns with mastery, challenge, learning, or curiosity) as opposed to performance standards (which involve concerns with grades, rewards, or approval from others) when judging themselves are more likely to develop the skills needed for effective self-regulated learning. For example, students with learning standards are more likely to use effort attributions for success (Weiner 2010) as well as preferring challenging work and risk-taking (Ames 2013; Schunk, Meece, & Pintrich 2012). In addition, these students tend to use deeper-level cognitive processing and self-monitoring strategies (Ames, 2013; McKeachie & Svinicki 2013; Schunk, Meece, & Pintrich 2012).

On the other hand, students who use performance standards to judge themselves tend to focus on their own ability and self-worth (McKeachie & Svinicki 2013; Schunk, Meece, & Pintrich 2012). The performance focus tends to be on comparisons with others with one's self-worth as the trophy. This tends to result in ability-type attributions and a motivational pattern to avoid challenging tasks because of a fear of losing self-worth (Ames 2013; Weiner 2010; Yeager

& Dweck 2012,). In addition, students who tend to be more performance oriented are more likely to use shallow cognitive processing strategies, such as rehearsal (McKeachie & Svinicki 2013). With concept mapping, for example, rehearsal is shown to be ineffective early on to the student since concept mapping is introduced early in the course and since memorizing does not equal understanding—a necessary component of concept mapping. Although knowing the definitions of terms as elicited in pre-testing and initial preparation for concept mapping is important, deeper-level processing is necessary to understand intricate relationships between concepts and one's reality of the course—a reality influenced by one's understanding, interests in the course, and goals.

I Love It When a Plan Comes Together

As a Sociolinguist whose focus is on English Language and Linguistics and specifically African American Language, I incorporate those interests in my HEL courses in content and in assignments. While the Student Information Sheet helps to introduce the students and their interests to me and a little of me and my interests to them, it also sets the tone for the collaborative and vibrant teaching and learning to come as well as how you can intertwine various aspects of your identity and interests in a classroom context. For example, many of my examples and assignments incorporate Doctor Who and Star Trek and other fantasy and science fiction (see the sample sentences in the Usage Survey). At the beginning of class when we do icebreakers (e.g., name, where from, favorite book/movie/song or most memorable moment or weirdest thing, etc.), I use what students say to better connect the material to them personally.

In addition to connecting to students interests and goals, I also move to expand their consciousness. Students come to HEL with at least a vague notion about language and linguistics

courses. Some may think HEL is outdated and not relevant to their current lives. But as with most Linguistics course, HEL can become personal for them. HEL answers many whys for them about why English looks and sounds the way it does. One way we address the weirdness is with Gallagher's comedic skit about the English language

<https://www.youtube.com/watch?v=Mfz3kFNVopk>: Why do they call a statue a bust when it stops right before what it's named after? Why do they call them buildings when they're already built? Why is it called a tv set when you only get one? Why do they call a woman's prison a penile colony?). More specifically, Gallagher's skit gets at sounds and spellings that most people struggled to learn because of the seeming inconsistency: bomb does not have the same pronunciation as tomb, tomb does not have the same pronunciation as comb, comb's pronunciation is the same as that for poem, etc.).

To build on Gallagher's skit and students' interest in and questions about words, I have them do a Word History Paper. In this assignment, student select a word that intrigues them (I have a list of words they can choose from or they can petition to use one of their own, which I prefer) and then trace its history in English. The final product should be organized around a primary theme about the word's (socio)linguistic history and it should clearly highlight their main observations and points of interest. The students are encouraged to use multimodal texts and tools to explore, present, and complete their Word History.

Gallagher, unwittingly, also brings to light dialectal differences not only in pronunciation, or accent, but also grammar. That provides a good connection to exposing that students know language, but they often do not know about language. That is, they acquire their native language(s), but they are taught the specifics about structure—or, at least, they used to be. Since some students come to HEL because of their interest in improving their writing and/or their

speaking, I can use Gallagher to get me to the Modern English Grammar Paper. In this assignment, students investigate the history and current status of a Present-Day English grammatical rule or “problematic point” of usage (e.g., “Do not split infinitives” or “Can one use *different than* as well as *different from*?”). The Modern English Grammar Paper should discuss the historical invention and development of the rule or usage point, and it should survey the treatment of the topic in grammar and rhetoric books from the 17th century through the present. In the process, students should also compare prescriptive and descriptive practice with regard to the linguistic feature; in other words, students determine whether or not usage has followed and/or continues to follow the prescriptive rule. For a class that many students take as a required elective, these projects, Word History Paper and Modern English Grammar Paper (both of which were originally suggested by my former graduate school mate, Professor Ann Curzan, University of Michigan at Ann Arbor), make the connection between past and present and demonstrate how language is alive. I believe a sociolinguistic bent to a HEL course helps to make this connection even more because using social and historical contexts situates the content with their interests (i.e., they make many choices in what and how they learn and engage) as well as develop skills for life-long learning (i.e., seeing past the forest and looking at the trees) and critical thinking about everyday occurrences.

With the final class project, I often have students an assignment I call “From Old English to Post-Colonial English” (see Appendix G), or something similar. The idea is to have them utilize all they have done over the course of the semester. That means students summon their learning and understanding about Linguistics, language variation, Medieval Studies, literature, the English Language in general and HEL in particular. They have learned over the course of the semester to find connections between content and ideas, personal and situational interests, goals

and interests, the significance of sociocultural and historical contexts, and how the past informs the present and the future. At this point in the course, the students know what HEL is, why it is important in general and to them personally, and, if I've done my job well, how all we did comes together.

Conclusion

Research seems to indicate that instructors can facilitate the development of self-regulated learning skills. In terms of implementing the strategies suggested, it will be important to keep in mind a single strategy may not have a significant influence on students' self-regulated learning skills. Facilitating the development of self-regulated, life-long learners involves a comprehensive involvement on the part of the instructors (in terms of what goes on in their classrooms and support of each other) and the school system (Weinstein 1988). Even though total support is not always possible, it must, as indicated by McKeachie (1990), be kept in mind that:

. . . the knowledge we communicate to our students is always incomplete, and much is superseded by new research findings so that continued learning is essential for effective functioning. . . . This has a profound implication for teaching. It means that the importance of learning specific facts largely depends on the extent to which these facts are helpful in building networks of conceptual relations that can provide a framework for continual learning. It means that an important aspect of teaching is helping students develop skills and strategies for further learning, rather than simply communicating the results of the teacher's learning. It means that nurturing student motivation for further learning is equally as important as the development of student knowledge and cognition (p. 129).

I do not always get everything right in a course, but I do know that my students and I always leave the course different from how we entered it. That is how we move closer to where we want to be.

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APPENDIX A
History of the English Language (HEL) Student Information Sheet

PREFERRED First Name: _____ Last Name: _____

Best phone number for contact: _____

Best e-mail address for contact: _____

Classification (circle one): FR SOPH JR SR other (please explain)

Major(s):

Minor(s)/Certificate(s):

Where did you grow up? Where did your parents grow up?

What is your native language(s)? What other language(s) do you speak or write?

What Language or Linguistics courses have you taken (**including courses this semester**)?

Please briefly explain what you think this class is about or should be about.

How do your academic, personal, career, and/or semester goals intersect with your interest in this course? In other words, **what made you choose to take this class this semester?**

What are **you** going to do to contribute to your successful learning & understanding in this course this semester?

APPENDIX A, continued
History of the English Language (HEL) Student Information Sheet

Circle the HEL topics you're MOST interested in learning about, cross out the ones you have no interest in, and place a question mark by the ones you're wary of or unsure about.

Language Families	Syntax (word order)
Orthography/Writing	Old English (449-1100)
Lexicon/Vocabulary	Middle English (1100-1500)
Spelling & Pronunciation	Early Modern English (1500-1800)
Literature and History	Modern, or Present-Day, English (1800-)
Morphology (word structure)	Variation in the U.S.
Phonology (sounds)	Global English
Semantics (meaning)	

What excites you most about the syllabus?

What concerns you most about the syllabus?

What would you like to see changed (added or deleted or modified) in the syllabus?

What would you like to accomplish in this class this semester? What are your goals for this class?

What can Dr. Lanehart do to contribute to your successful learning & understanding in this course this semester?

What do you see yourself doing 5 (five) years from now?

APPENDIX B
Pre-Test: Terms in Linguistics

Directions: Define the terms below and provide your own example for each where applicable.

1. Accent—
2. Affix—
3. Consonant—
4. Creole—
5. Dialect—
6. Etymology—
7. Gender—
8. Grammar—
9. Language—
10. Lexicon—
11. Linguistics—
12. Mood—
13. Morphology—
14. Phonetics—
15. Phonology—
16. Pidgin—
17. Semantics—
18. Syntax—
19. Tense—
20. Vowel—

APPENDIX C
Midterm Evaluation Feedback

What has **Dr. Lanehart** done that has been helpful in promoting learning & understanding in this class?

What could **Dr. Lanehart** do differently to promote learning & understanding in this class?

What have **you** done that has been helpful in promoting **your own** learning & understanding in this class?

What could **you** do differently to help promote **your own** learning & understanding in this class?

APPENDIX D

HEL Concept Sorting

Your group has 20 concepts.

_____ Come up with 6 additional concepts to add to your pile of 20 concepts. Write them down on the slips of paper provided.

_____ Your group is to sort the 26 concepts based on similarities or likenesses. In other words, group concepts that are similar to one another.

_____ There is no specific number of sorted piles you should have. The number of groups you have will depend on the concepts you have and how you see those concepts. However, your group should have more than 1 sorted pile and less than 26 sorted piles.

_____ After your group has sorted the 20 concepts into piles, explain what makes the concepts in a pile similar. So, if you have 7 piles you will have 7 titles or statements that explain your rationale for each pile. The pile titles can be other concepts that fit as titles or use additional slips of paper to write titles for the piles you created.

_____ You are done with this activity when you have completed sorting, naming, and explaining your piles.

If you have any questions, ASK THEM! Have fun.

20 Concepts to sort PLUS your group's additional 6 concepts:

Anglo Saxons	Indo-European
Caxton	Inner History
Creole	Lexicon
Dialect	Linguistic Invasion
Early Modern English	Middle English
Etymology	Norman Conquest
Germanic	Old English
Grammatical Gender	Outer History
Great Vowel Shift	Spelling
Grimm's Law	Standard English

APPENDIX E
A Brief Survey of Usage

Directions: The following sentences and clauses contain a grammatical item of dispute or confusion. For each sentence, circle the word you feel should complete the sentence. In the space provided, explain your answer and the dispute or confusion.

1. Although Amy is anxious to learn baseball, River forces lessons on her **disinterested/uninterested** brother.
2. The only discordant note now is the bar conducted perfunctorily by ignorant or **disinterested/uninterested** maestros.
3. In Washington we encounter *to prioritize* all the time; it is one of those things that **make/makes** Washington unbearable.
4. A particular lady of quality is meant here; but every lady of quality, or not quality, **are/is** welcome to apply the character to themselves.
5. Nobody will miss the Tenth Doctor **as/like** I shall.
6. We are overrun by Cybermen, **as/like** the Australians were by rabbits.
7. BRING, CARRY, FETCH: Discriminate carefully **among/between** these words.
8. Overeating **affects/effects** one's health.
9. Overuse of antibiotics has an **affect/effect** on our ability to combat deadly bacteria.
10. I used to swim, but I haven't **swam/swum** in a while now.
11. The Master should have been **hanged/hung** for his crimes.
12. Isaac had to come with Paul and **I/me** because school was closed.
13. Between you and **I/me**, they have been friends for many years.
14. To **who/whom** did she give the sonic screwdriver?
15. **Who/whom** do you say is the best companion?
16. **Regardless/irregardless** of what you may believe, I am a doctor.

Awesome-Sauce Bonus:

The Star Trek Enterprise has a five-year mission to boldly go where no man has gone before.

APPENDIX F

HEL Concept Map

To do a concept map, you record the patterns of associations you make in connection to a specific topic. Your task is to inter-relate some of the concepts we have discussed in “History of the English Language.” Draw one concept map to show the inter-relationships of all the concepts. Everyone is to have all 22 concepts listed below as part of their concept map. You are to include 8 additional concepts to reflect your learning and knowledge in this class.

Below are the instructions for doing the concept map. Read the instructions carefully. If you have any questions, ask me for help. REMEMBER: There is no one right way to diagram a concept map. Its form is up to you and is dependent on your learning, understanding, and knowledge.

1. Use ‘HISTORY OF THE ENGLISH LANGUAGE’ as the concept important to understanding the course and rich in conceptual connections.
2. Think about the topic, HISTORY OF THE ENGLISH LANGUAGE, then write down 8 additional concepts or terms relating to HEL in the spaces provided below.
3. **Define** all 30 concepts (i.e., the 22 below + your 8) in your own words. (60 points)
4. Describe a unique example (one not used in class or the readings but of your own creation based on your understanding) for each concept and list the reading and page number(s) where the concept came from for your 8 concepts only. (60 points)
5. Identify ways the terms and concepts are associated with each other. **Diagram** how the 30 concepts are inter-related based on your thinking. Your diagram should fit on a sheet of paper or poster board between 8.5" x 11" and 15" x 18". (5 points)
6. **Label every association** (e.g., if you draw a line between two concepts, indicate the nature and direction of the relationship. (25 points)

- | | |
|---|------------------------|
| 1. analytic language | 16. morphology |
| 2. borrowing | 17. Norman Invasion |
| 3. external history | 18. phonology |
| 4. Germanic | 19. printing press |
| 5. grammar | 20. syntax |
| 6. Great Vowel Shift | 21. synthetic language |
| 7. Grimm’s Law | 22. word formation |
| 8. History of the English Language | 23. |
| 9. Indo-European | 24. |
| 10. inflection | 25. |
| 11. internal history | 26. |
| 12. King Alfred | 27. |
| 13. levelling | 28. |
| 14. lexicon (vocabulary) | 29. |
| 15. linguistic invasion | 30. |

From Old English to Post-Colonial English

In *A Biography of the English Language* (1996), Millward provides translations of Boethius's *Consolation of Philosophy*, a Latin text, into Old English by King Alfred (page 120), into Middle English by Geoffrey Chaucer (page 188), into Early Modern English by Queen Elizabeth (page 246), and into Present-day English by Richard Green (page 332). In addition to the translations, Millward provides comments on the linguistic aspects of each translation (pages 121, 189, 246-247, and 333, respectively). (I have photocopied and attached the Millward texts cited.) She does, for the most part, what you were asked to do on the Midterm Celebration of Knowledge (Test 1) in the textual identification section. Since she provides a discussion section of the linguistic features for each translation, you will not be asked to do so here.

Instead you are to produce a Post-Colonial English (PCE) translation of the same selection from *Consolation of Philosophy* that each of the translators mentioned above did. Because I am asking you for a Post-Colonial vision of English, keep in mind the definition of colonialism, the variation in the English language as discussed in class special topic presentations (i.e., Angela's presentation on Victorian English, Trudy's and Dan's presentations on Hip Hop, Matt's presentation on Appalachian English, Marty's presentation on Colonial English) and the last three chapters of Fennell's *A History of English*: Chapters 6 (Present-day English), 7 (English in the United States), and 8 (World-Wide English).

Considering what we know and what we think we know about the internal and external history of the historical periods of the English language thus far, what do you believe the English language will or could possibly look like in 400-700 years from now? However you envision the form of the language several hundred years from now, you should have a vision that is logical and informed.

You are to annotate the text you create, identifying, explaining, and validating the linguistic characteristics and conventions of your text with respect to syntax, morphology, phonology, lexicon, semantics, punctuation, and graphics as well as the sociocultural characteristics. So, this is the place where you will do what Millward has already done for the other historical periods of the English language—and then some. Explain and support your Post-Colonial English text with the materials at your disposal for the course (i.e., Fennell, Millward, Baugh/Cable, Algeo, Freeborn, class discussions, class presentations, handouts, guest lectures, etc.). The workbook exercises we did should prove useful in preparing and annotating your futuristic text. You should find the preparation of your concept map helpful as well.

Also, as you prepare your text, keep in mind the following statement and integrate your interpretation of it and its relevance to the inspiration of this assignment and the commentary about the text you produce:

“For such as Chaucer is shall Dryden be.”

Be sure to submit your Post-Colonial English translation **AND** the essay commentary and justification. Have fun!