

"English Linguistics, Learners, and the classroom"

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Teaching material should be authentic, and learners should be provided with real-life communicative situations (cf. McGrath, 2016, and Thaler, 2012). It is not possible to fulfil these demands without sound linguistic research at its base. This base starts with the questions as to what 'authentic English' actually is and what makes a communicative situation 'real', and continues with research across all linguistic sub disciplines such as phonetics and phonology, lexis, word-formation and morphology, grammar, pragmatics, varieties, discourse analysis and all their interfaces.

For example, knowledge of which phonetic features are most difficult for German learners of English can help create tailor-made teaching materials for schools (e.g. Schmitt, 2016 or Diehr & Frisch, 2015) and research in learning pronunciation can help teachers and lecturers at university level design the course contents that are immediately relevant to those studying English to become teachers (Chan, Brinton & Gilbert, 2013 qtd. in Grant, 2014: p. 228). At university, students of English do not only improve their language skills to, ideally, become C2 speakers of English, but also study linguistics to understand how linguistics talks about and researches the various aspects of English. It is at university that future teachers can experience how their knowledge of linguistics is linked to their later profession and how they can use this knowledge to their best advantage.

The digital nature of much linguistic research, especially in the area of corpus linguistics, allows for many opportunities to incorporate additional digital teaching methods into lessons at school and at university level.

This panel aims at bringing together the latest findings in research, approaches, digitization and methodology in linguistics to display its application and relevance for teaching at all levels.

It invites contributions in various fields of interest to share their views on English linguistics, on learners of English and the situation in the classroom. These may be, but are not limited to:

- corpus linguistic approaches to analyzing learner speech and writing
- analysis of textbooks for learners
- applications of tools and methods covering linguistics and their dissemination into the classroom
- digital teaching approaches to linguistic projects
- the relevance of diachronic studies in the classroom

Please send abstracts for contributions to this section (ca 300 words, excluding references) to Ilka Mindt (mindt@mail.uni-paderborn.de) and Charlotte Hahn (charlotte.anna.hahn@upb.de) until 15th January 2020.

References

Diehr, B. and Frisch, S. (2015) Aussprache. *Der Fremdsprachliche Unterricht Englisch*.(134).

Grant, L. (2014) *Pronunciation Myths. Applying Second Language Research to Classroom Teaching*. University of Michigan Press: Michigan.

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