

# Subject Level Collection Statement: Linguistics and Applied Language Studies

**Subject Librarian:** Tony Quinn

**Subject Librarian Contact Details:** [tony.quinn@vuw.ac.nz](mailto:tony.quinn@vuw.ac.nz)

**Academic Liaison:** Sasha Calhoun

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## **1. Purpose of the Statement**

The purpose of this statement is to provide a framework to guide the collection development and management activities for Linguistics and Applied Language Studies. This statement supports the teaching, learning and research activities of Linguistics and Applied Language Studies within the Faculty of Humanities and Social Sciences.

This statement is developed in accordance with the principles outlined in the [Collection Development and Management Policy](#) (CDMP).

## **2. Description of the Academic Subject**

The [School](#) has a wide range of teaching programmes, as well as a number of specialised institutes and research centres. These are:

### **Linguistics Programme**

Linguistics is taught at all levels, from 100-level to PhD. Both coursework and thesis options are offered at MA level. The PhD is offered by thesis only.

### **Applied Linguistics Programme**

Applied Linguistics is taught at undergraduate level through the Second Language Education major, and through the BEd (TESOL) contract with Malaysia. The MA is offered in three streams: Linguistics, Applied Linguistics and TESOL. Both coursework and thesis options are offered at MA level. The coursework MA programme is also offered by distance. The PhD is offered in linguistics and in applied linguistics. A Graduate Certificate in TESOL is also offered.

### **ELI (English Language Institute)**

The ELI runs the EPP (English Proficiency Programme), which teaches English to speakers of other languages, taught in 12 week block courses. Many of these students go on to further study at Victoria. The ELI also teaches courses on contracts to organisations such as NZAID, and administers the International English Language Testing System (IELTS) in Wellington.

## **Deaf Studies**

Courses in New Zealand Sign Language are offered at 100- and 200-level. The school is also home to the Deaf Studies Research Unit.

## **Writing (Academic and Professional)**

Courses are offered in academic and professional writing at 100- and 200-level.

## **Research Units**

The School is also home to the following research units:

- Deaf Studies Research Unit
- New Zealand Dictionary Centre
- Language in the Workplace Research Unit

There are currently approximately 70 staff in the School of Linguistics and Applied Language Studies, which includes lecturers, language tutors, and research assistants.

### ***3. Focus of the Subject***

The focus of the teaching and research in the School of Linguistics and Applied Languages Studies is broad, as is to be expected with a large number of teaching programmes as well as a large number of staff and postgraduate students. The following list of staff teaching and research interests is descriptive rather than comprehensive:

- business communication
- change in current English
- classroom interaction
- cognitive linguistics
- computer assisted language learning
- course design and assessment
- corpus linguistics
- cross- cultural pragmatics
- deaf studies, deaf children in schools, New Zealand Sign Language
- discourse analysis
- discourses of science and technology
- English for Specific Purposes
- gender and language
- Germanic languages
- Grammar, pedagogical grammar
- human-computer interaction and semiotics of computing
- intercultural language learning
- intonation and sentence comprehension
- language and mathematics
- language in the workplace
- language acquisition, learning, language curriculum development
- language for specific purposes
- language planning

- language teaching methodology, and pedagogy
- language testing and assessment
- leadership and language
- learner autonomy
- lexicography
- long term retention of vocabulary
- morphology
- multi-modality and visual-verbal blends in texts
- narrative theory and narrative in different media
- New Zealand English
- Oceanic languages
- phonetics, experimental phonetics
- problem-solving in language learning
- psycholinguistics
- publishing in print and digital media
- rhetorical analysis
- Romance languages
- second language acquisition, learning, reading and writing, vocabulary acquisition, and vocabulary work
- semantics and theories of meaning
- semiotics and stylistics of literary texts
- sign languages, sign language interpreting
- sociocultural theories of learning
- sociolinguistics, and sociolinguistic variation
- spoken word recognition
- stylistics
- syntax, syntax and language change
- teacher training
- teaching and learning of vocabulary
- theoretical and descriptive linguistics
- vocabulary, vocabulary acquisition
- writing, writing in professional and academic contexts, academic writing in English as a Second Language
- workplace communication for migrants

#### ***4. Overview of the Current Collection***

##### **Electronic Resources**

The library subscribes to the premier database in this area, the Linguistics and Language Behaviour Abstracts database. In addition, the ERIC database is extremely use for TESOL study and research. Staff also make good use of the Oxford English Dictionary Online.

##### **Journals**

There are a number of journals currently subscribed to for the school, both in print and online. Most of the major titles in linguistics and applied linguistics are represented. Online access to journals is appreciated by the school, as it has both extended the range of journals available, as well as made access to journal articles easier.

## Reference Collection

The reference collection has a good collection of both English language dictionaries and general linguistics encyclopedias.

## Books

There are approximately 8,300 titles in the P1-P1091 (General Linguistics) callmark range, and approximately 4,300 titles in the PE1-PE3729 (English language, including TESOL) callmark range. These are the two most significant collections for the school in the library. The library also provides access to approximately 500 ebooks on linguistic-related topics.

## Strengths/weaknesses

The breadth of the collection means that the school has reasonable coverage, though there may always arise a need for more focus on a particular area due to changes in teaching or research.

## 5. Collection Development Guidelines

The primary responsibility for selection lies with the school staff.

LC Callmark Range	Subject Area	Current Collection Level	Future Collecting Level
BF309-BF499	Psycholinguistics	Research	Research
HV1551-HV3024	Deaf Studies	Study	Rsearch
P1-P1091	General Linguistics	Research	Research
PE1-PE3729	English language(including TESOL)	Research	Research

### 5.1 Languages Collected

Most resource material collected is in the English language. However, material in any and all languages is also considered, as appropriate to research needs.

### 5.2 Geographical Areas Collected

Given that language is a universal human attribute, in principle there are no geographic areas not included in the study of language and linguistics.

### 5.3 Chronological Periods Collected

Mainly contemporary material, with some historical linguistic material also collected.

## **5.4 Publication Dates**

The collection is focused on currently published material, with occasional key older material required.

## **5.5 Format Guidelines**

Electronic journals are the preferred format. Print journals are only required if electronic access is unavailable. Purchase of ebooks will be negotiated with academics on a case by case basis.

## **5.6 Budget Guidelines**

There is a need to maintain a balance between monograph and journal holdings, at approximately a 50% monograph / 50% journal ratio.

## **5.7 Classification Guidelines**

The Library of Congress classification system is used.

## **5.8 Preservation Guidelines**

School of Linguistics and Applied Language Studies journals are not bound. Any monographs that are beyond repair should be assessed for re-purchase.

## **5.9 Digitisation Guidelines**

To be developed in 2012.

## **6. Relegation Statement**

From 2012 the following criteria will apply:

### **Books**

Items which have not been issued within the last 10 years may be considered for relegation to offsite storage.

Duplicate titles and superseded editions, where they are no longer required for teaching and research, may be considered for relegation

Any such list of items suggested for relegation should be seen by the School's academic staff first, to make sure key works are not relegated.

### **Journals**

For currently subscribed journals with no electronic equivalent, keep the last 20 years at the Kelburn Library, and relegate the earlier issues to storage.

For those titles that the Library no longer subscribes to, the whole run can be relegated to storage.

## ***7. Deselection Statement***

From 2012 the following criteria will apply:

### **Books**

Older material (any title published over 50 years ago) will be considered for deselection.

Duplicate titles and superseded editions, where they are no longer required for teaching and research, may be considered for deselection.

Any such list of items suggested for deselection should be seen by the School's academic staff first, to make sure key works are not deselected.

### **Journals**

Print journals available electronically will be deselected (except where that electronic full-text comes from aggregated databases such as ProQuest, EBSCO, Gale, etc. to ensure titles are not removed from aggregated packages).

In all cases academics will review journals chosen for deselection.

### ***Other Guidelines/Considerations***

The teaching and research interests of the staff of the School of Linguistics and Applied Language Studies are wide-ranging, and this is reflected in the scope of material collected.

There has been a robust collection built up over the years in most areas of linguistics and applied linguistics.

### ***Links to other relevant Subject Level Collection Statements***

- [Psychology](#)