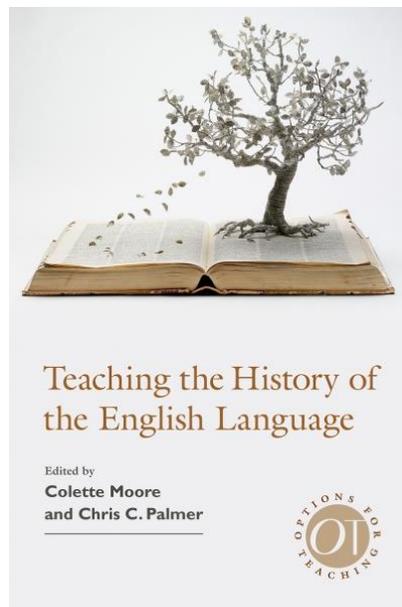# JoLLE@UGA®
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Review of *Teaching the History of the English Language*
Edited by Edited by Colette Moore and Chris C. Palmer

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Introduction to the book

When I first opened the book *Teaching the History of the English Language,* I realized this was a different book than what I expected. What I really hoped for was a book on the history of the English language, so I could teach my English language learners why English appeared so irregular. This is not that book; instead this book is to assist college instructors to make the teaching of the history of the English language more engaging to students. This book is about pedagogy in the context of making what might be considered esoteric courses more engaging to students and at the same time making the course relate to the mission of higher education to offer more humanities and liberal arts course offerings. It also fits in with higher education's need to hold courses, deans, and administrators more financially accountable, or as one academic department head said, to put more bodies in the classroom. Although it was not the book I thought it would be, I found this to be a totally satisfying treatment of higher education pedagogy, teaching and learning, using creative and engaging teaching activities. It is also a review of the current state of the art resources and technology to engage students while broadening their horizons of the past, and the regularities of language change.

The origin of writing this book evolved from conversations in the Studies in the History of the English Language Conferences (SHEL) which had a tradition of sharing teaching experiences and sponsoring discussions on the nature of teaching the course. This book shows how faculty can reorganize a course that can be one struggling to increase numbers, to a course that engages students, and gives them opportunities to do work together in teams in face-to-face format as well as online discussions, using new technologies and data bases. Faculty are innovating with new ways to teach to make their courses more engaging. This book sets to share how they changed the organization and focus of the course, making it more student oriented, more engaging, and more popular.

The editors of the book are Colette Moore and Chris C. Palmer and published by The Modern Language Association of America. Colette Moore is an associate professor of English at the University of Washington. Her interests are in the pragmatics of the history of the English language as well as historical linguistics historical stylistics and the history of standardization. Chris Palmer is a professor of English at Kennesaw State University. His interests are medieval literature, educational linguistics, and with the particular interest in word formation, sociolinguistics, and politics and language. Together they edited the 38 contributions to share the innovation that was happening in their field.

The editors say that the book is not about the content of the English Language, but about reflections on how to teach the content of what is usually taught in. Although the book is about the course The History of the English Language (HEL) and for teachers of that course, it offers curriculum approaches, discussions of various ways to organize the class, techniques for making engaging lessons that are learner centered, or historical through the use of newly available language databases. For those of us who are not going to teach the course it offers suggestions on how to make a subject that may seem dull into one that is engaging and enjoyable. It also offers resources throughout the book on how to answer questions as: how to involve students who came without the linguistic training to understand the terms introduced in the course, how to get students to work together to build research teams, what kind of student research is possible, what are

the materials that exist for this research, most important is why this course should be part of the general goal of introducing students to the broader goals of a liberal arts and the humanities, and how instructors can convince administrators to invest in this course.

The editors lay out the goals of this volume as follows

- new instructors with resources and strategies in designing History of the English Language courses
- offer experienced instructors on best practices in the classroom, new teaching approaches, and non-traditional topics
- evaluate the advantages and disadvantages of resources and materials
- provide advice for instructors on how to engage a heterogenous student body
- provide suggestions on how to teach the course as a general education course
- discuss ways the course can be reframed to meet the needs of programs in literature, writing, rhetoric, linguistics, and TESOL.

The book contains 38 chapters divided into six parts: 1) definitions, 2) considerations and approaches for historical periods, 3) structuring a course, 4) unit design and teaching strategies, 5) curricula contexts, and 6) selected resources and assignments.

The contributors come from Linguistic or English Literature departments, and were selected because they represented a wide variety of institutions with a broad geographical range. Some are from community colleges or four-year state colleges, some from university settings in North America and Europe. Ethnic composition of the courses taught by the contributors vary as do the institutions, one from a historically Black college, one from a state university with a large portion of minority students. Others have

language minorities or students who come from states with different dialects.

Unit 1 Issues and Definitions

This first unit of the book introduces us to the questions and issues that are addressed in later sections. The questions include how to engage students in understanding language change, why the metaphor of the history of English as a River, what would be a better metaphor, how do we teach students to understand language and language change, how do we envision the lengthy and winding paths that led to the many strands of English we have today, how can we teach the internal and external forces of change, and other issues around dealing with periodization.

R.D. Falk's article "Language Change: Discovery and Explanation" in this unit sets the foundation for this book in this first chapter. Discovery and explanation are the themes of the entire book: how to engage students first with their own experiences with language and to discover the principles of language change through exploration and discussion.

Morse-Gagné's chapter "Language Variation: Which Strand is the Real River" suggests that the metaphor often used in discussing language history is incorrect. The problem is that there is not one river; there are many. Variation in English speech is common and should be recognized as valid variation in a language. She has the students discover this through her first assignment, which students get texts from the internet, email, or social media. They discuss the variation in current English speech and also see the standardization that occurs in language. She suggests that the metaphor for the river is not correct because there is no mainstream channel and that more appropriate metaphor is that of a glacial braided stream, a medley of

small and large strands that part, converge, or dwindle away. The view of language illustrates the constantly shifting strands of in each period. This allows us to account for the linguistic diversity we see through history and in HEL classrooms.

In Raymond Hickey's chapter "Standardization: How Standards of Language Develop", Hickey suggests that at a particular period of history, a variety of forms of a language coexist but then one becomes privileged due to status differences or a rise in power of one group over others and one form becomes the preferred form. Today as we respect and teach the standard, we need to realize there are other forms that are as correct as the standard. The author states that the history of standardization and the development of attitudes toward varieties of English are important critical perspectives that should be taught in HEL classes.

Don Chapman's chapter "Internal versus External History: Events in HEL" discusses two forms of language change: internal versus external history. Internal history focuses on the structure of the language and includes: the evolution of phonology, grammar, writing and vocabulary. External history focuses on the non-structural factors such as politics, economics, and culture that affect language change. Both are important and are often interconnected, but at times it's hard to focus on language change when looking at the external factors. He suggests teachers focus on the language changes that come about as a result of the historical (external) factors. For example, rather than focusing on the history of the Norman conquest, teachers should focus on the language changes that occurred as a result of that historical event.

Aaron Smith and Susan M. Kim's contribution "Colonialism: Linguistic Accommodation and English Language Change" is a fascinating look at language change through studying pidgins and creole dialects within North America. The focus of this essay is on colonialism, with the purpose to cover the main historical periods, but challenging the students' assumptions about the way English became a language while at the same time engaging students with both historical and linguistic analysis. They refer to the well-known case of Pidgin Delaware a Native American colonial pidgin widely used in eastern U.S. among some Native American groups. The use of Delaware Pidgin spread to other Delaware speaking groups including the Umani dialect of Delaware. It also spread and was used by the English, the Swedish, and the Dutch colonizers of North America. The example of other language speakers using a Native American pidgin is used in class to exemplify that English was not always the preferred language. Instead, it came about as a result of global propriety and the means to assert that propriety.

In "Periodization: An Evolving Discipline", Joanna Kopaczyk and Marcin Kryger focus on historical periodization in the history of the English Language. They diagram the different schemes of periodization used in different textbooks, and argue that with modern data sources and the ability to manipulate them, we see a much more nuanced history than the periodization schemes allow. The authors hope that as a result of this course, students will see that there is no one fixed history and how you see and examine that history is shaped by the framework that is adopted.

Unit 2 Consideration and Approaches for Historical Periods

In the second unit, the focus is on how to cover the chronological periods. The authors in this section suggest, starting at the beginning, the end, or the middle. The contributors to this section share their theoretical and pedagogical reasons, and activities for each course.

The first chapter, "Pre-English: The Relics of Proto-Indo-European in Old English Texts" (pp. 87-97) by Elisabeth Bell Canon presents the story of English from the beginning. It is difficult for students to grasp the language that no longer exists, but is said to be the initial language that gave birth to the Indo-European languages. To stimulate the interest of the students in understanding the remnants of the language and to reconstruct that language, Canon uses old English texts to reconstruct the "bones" of the predecessor of the English language. She has students look at daughter languages of proto-Indo-European such as Hellenic Greek, Latin, Medieval Welsh, old English, and Sanscrit to reconstruct what the original word would have been in the original parent language. Using this discovery model stimulates the students' interest in the reconstruction, opens up access to linguistic changes over time, and suggests the sociology and the culture of a period that is often seen as a lost language and culture. In another task-based assignment, the author gives students texts from Indo-European, asking students to identify cultural elements in the text that describe aspects of the culture of the Indo-European language.

In "Old English: Teaching from Ignorance", Yin Liu points to the lack of information about Old English and the paucity of accuracy in the early historical accounts of the period. The early historians of these Old English accounts based it on false or invented history, and this is what is used in the standard textbooks covering Old English. Rather than teaching what we now know as falsehoods, why don't we offer what we know and what we don't know, and then offer students a chance to make this an exploration through researching these areas that are now known. She offers as a final project of this task: "Consider one aspect of the history of English for which we don't have completely sufficient evidence and on the basis of this example, discuss the challenges of trying to learn about a language from the past" (p. 104). The abundance of data available to students now makes tasks like these more possible for today's undergraduates who can obtain almost all the data they would need from today's computer resource banks.

Janne Skaffari and Carla Suhr's contribution "Middle English: An Invitation to HEL through Problem Solving" portrays Middle English as a puzzle. Texts from this period can be vexing, but students can also see similarities in modern English. Their first assignment is to translate authentic texts from Middle English to modern English without dictionaries, and thus forcing the students to use their own knowledge of English (this is taught in a Finnish university) context and any other skills they have developed. In a teacher-led discussion, students learn about the methods for identifying words and the reasons for misidentifying them. The authors conclude that what the students take away from this exercise is that they figure out on their own the systemic differences in spelling morphology. Additionally, the task and discussions that follow allow them to see the variations and changes that are intrinsic in features of language, particularly in spelling, dialect, and register.

Carol Percy in "Early Modern English: Teaching Transferable Skills between Language and

Literature" continues the theme of what period should be taught first. Carol Percy starts in the middle of the historical period, with Early Modern English. She is motivated to do so because Early Modern English is more accessible to students, and builds both content and context that are more familiar to students. In addition to linguistics concepts, she focuses on transferable skills. The focus of her first assignments, focuses on vocabulary using medical terms from medical texts of that period, using anatomical words, as well as euphemisms, and why people would use euphemisms. Introducing vocabulary early in the course gives students the opportunity to use the Oxford English Dictionary (OED) and The Historical Thesaurus of English as well as the Lexicon of Early Modern English. She moves through the course, teaching spelling, grammar, and pronunciation. Additionally, the course offers students an accessible introduction to the concepts of linguistics and linguistic change, as well as introducing them to skills that transfer to other linguistic, history, and English courses.

Marina Dossena, in her chapter, "Late Modern English: Teaching Language History from Below" covers the period from 1707 to 1918. The focus of her course is on using text as a method of inquiry. One of her tasks is to assign a text that has already been transcribed which then serves as a model to work on a Do it Yourself (DIY) which individuals can volunteer to do transcriptions. Students work on documents on the DIY website, submit them, and in class they discuss what changes might have been made by editors. As a final project, students present the document to the class, describing their processes: what was difficult for them and what insights they learned from this project.

Unit 3 Structuring a Course

In Unit three the focus is on how to structure a course. Anina Seiler's chapter starts the unit by describing how she introduces complex linguistic issues by starting with the more familiar Modern English. She argues that starting at the end will avoid the stress of a language that is difficult to decipher. She suggests that students will have an easier time with such topics as spelling, pronunciation, grammar, and vocabulary if they start with Modern English and then go backward in the sequencing of earlier Englishes. The reverse chronology, she writes, has the advantage of preventing students' frustration by introducing topics that students are more comfortable with, and then increasing complexity before they grapple with more difficult issues. Throughout the course she focuses on problem-solving skills and on effective learning strategies to assist students in their future academic studies. Seiler also suggests that the problem-solving skills are an effective learning strategy that will be useful in other classes. The reversal of the historical sequence, the issues they confront, and the methods they use to resolve them make this a course that fits well in a general academic curriculum.

The chapter "Organizing the HEL course by Linguistic Topic" by Andrew J. Pantos and Wendolyn Weber takes the HEL course in a different direction. The course at the Metropolitan State University of Denver has no prerequisite, students are neither history nor linguistic major. Most students are majoring in literature, education, or writing. They generally have not been introduced to linguistics terminology. They would be overwhelmed by a course that focuses on history as well as on topics of phonology, morphology, and syntax. The authors suggest that information taught in the traditional model, is usually not learned

easily or retained. Therefore, the authors reorganized their HEL class around linguistic concepts. The historic sequence comes later in the course when students understand the linguistic concepts. The third focus was synchronic change with an emphasis on language variations in American English.

Jennifer C. Stone writes from Alaska, on the traditional lands of the Dena'ina Athabascan people. Her course "Developing Local Approached to the HEL" uses three framing questions: 1) How do local contexts fit into larger histories of English? In this section of the course, the central focus is on the general history of the English language relating it to Alaska's history. 2) The second framing question is why key historical struggles, periods, and people have shaped English locally with relationship to local issues. 3) The final question she focuses on is how students can apply historical, linguistic, and critical lenses to local settings and artifacts. In the final part of the class, students are introduced to various historical texts, journals, literary works, census reports, and poems. They work with librarians and archives to put it into context. The students present their research to the class, interested members of the university, and the community.

In "Developing Global Approaches to the HEL Course: An International, Multilingual Framework," David Blackmore says that when he was a student, he was bothered that the course didn't seem relevant to his interests in 20th century literature, and it didn't go beyond the geographical confines of England. In this chapter, he adds a new direction to introductory HEL courses. He teaches both the history of English and Spanish. Studying the history of both languages gives the students the chance to see language changes in both languages, thus allowing students to see divergent ways of language development and change occur.

Additionally, the course looks at the role of colonialism in both English-speaking and Spanish-speaking countries.

Sarah Noonan in "Encountering HEL through the History of the Book" offers another way to enter the history of the English language through printed material: manuscripts, books, and correspondence. This approach offers the students accessible materials and a visual introduction to what may seem to students like an ephemeral course of study. In her HEL course, she uses the history of print to engage students in tracing the evolution of writing systems and the creation of written texts. She takes the students through Old and Middle English in the 19th and 20th centuries into the current time and asks the students to consider how technological innovations and increased popularity of digital communication might influence changes in vocabulary, orthography and grammar. In the project, students are asked to integrate how our language is changing in the digital present while displaying an understanding of linguistic processes underpinning language change.

When I first looked at Anne Curzan's chapter "Prescriptivism and the Teaching of HEL", it appeared a very dry subject—possibly related to another era of teaching the course. This is certainly not true of Curzan's chapter. What Curzan sets out to do in this course is to address and critique the notions of right and wrong that students bring with them to class. The course then looks at dictionaries, particularly at the OED, its history, and spends some time in a treasure hunt of words. They learn that "fizzle" was once a taboo word, when boys could mean "girls" and "girls" could be "guys", and when calling someone "nice" was an insult. Another project involves the students with online language by having them write an etiquette guide for users. Other topics explored are

American dialects and changes in the language brought about by the internet. This is not in any way dull. It is a course that students will enjoy, as they learn about language changes through engagement with dictionaries, corpora, news articles, and computer usage.

In this final chapter in the unit on structuring a course, Mary Blockley in "What to Consider When Considering a Textbook" provides some background in selecting a textbook. This chapter discusses why HEL textbooks vary in the information and the history they present, provides rationale for some of their characteristics today, tells how to troubleshoot for problematic aspects, and finally makes the case against using textbooks.

Unit 4 Unit Design and Teaching Strategies

Unit four spoke to more general needs of teaching university humanities. Although focused on the HEL course, it includes many techniques applicable to other university classes.

In the first article "Personal Narratives: A Gateway to HEL", Laura Barefield uses students' narratives to introduce the class to students. Students write and talk about their experiences with language and how it has affected their lives. Secondly, they read an essay assigned by the teacher and post on the class discussion board. Students respond to the postings thus creating a learning community. In class they present their writing to students in groups of four. In groups, students decide which ones to read to the whole class. While the students work in groups the teacher walks around the room, interacting with students. Barefield is creating a pattern that continues throughout the course, thus creating an online learning community that will help them when they have more difficult assignments. She concludes the

chapter by saying that these sets of assignments have helped to create a "community of inquiry and shows students how a language class about the past is nonetheless centered on them" (p 204).

Since many students in state-funded or local colleges do not have linguistic training, John Newman in "Getting Started: How to Construct a Primer for HEL" produces a primer for his classes. Some of the topics in his primer are key attributes of the phonological, morphological, syntactic, specific presence of these in Old English, Middle English, Early Modern English, Late Modern English, and the inclusion of foreign elements in modern day English, as well as register variation and sociological variation. He uses the primer for the first two weeks, and then develops these points further as they explore the historical periods of the English language.

Stefan Dollinger contributed "Dictionaries and Lexicography: Research-Oriented Approaches for Larger Level HEL Classes". Dollinger who teaches at the University of British Columbia in Vancouver, Canada proposes that instructors focus on problem-based learning. Through research projects, students can replicate existing knowledge or can often come up with new discoveries even if narrow and specialized.

Kimberly Emmons, William Claspy, and Melissa A. Hubbard in "Library as Laboratory: Using Primary Sources and Research Tools in the HEL Classroom" propose that the relationship between course instructors and library personnel cooperate by using the library as a laboratory for exploration. Librarians these days are trained as educators, and under the direction of the course instructor can lead the students into the task of researching the history and future of the English language. Teachers and librarians should share responsibility

throughout the course, not just by fulfilling a requirement of the course. Students become researchers, and librarians show them how to access the resources in their libraries and databases.

Megan E. Hartman in her chapter "Integrating Literary Approaches: Translation and Modernization" suggests an intriguing assignment that get the students translating, comparing translations, and then writing a paper incorporating the comments.

Despite the amount of material covered in the HEL course, Tara Williams sets for the premise in her chapter "Inventing Words, Inventing Languages" that engaging the students with activities that stem from their class work, especially assignments that require active and creative work leads to deeper learning. She suggests an assignment that asks that students invent a neologism, for a word that doesn't exist. Students are asked to consider the gap the word is supposed to fill and how it connects to other words, what its connotations and denotations are, to what degree the meaning is arbitrary, and exhibits sound symbolism. In the second assignment, students invent a language. Students work in groups using a template that the teacher provides. The assignments are graded on the basis of correct application of relevant terms and concepts covered in class, the level of detail, and the creativity demonstrated. The students present a presentation on their new language.

Unit 5 Curricular Contexts

In the fifth section of the book, the authors make the case for the place of the course within the liberal arts. They focus on what makes the course fit into a liberal arts curriculum, and more specifically, why the course is important for pre-service teachers. They also focus on the role it will play in addressing the narrowness in education as a result of the emphases on standardized testing.

The first author in this section, Melinda J. Menzer applies to have the course categorized as a general education requirement fulfilling the Human Behavior (HB) requirement. While situated in the English department, non-English majors will take courses for their HB credit— which "draws upon, uses, or illustrates the acquisition, evaluation, and interpretation of qualitative or quantitative data to further our understanding of human behavior" (p.255). Categorizing this as one of the courses eligible for fulfilling a general requirement opens up the course to many more students who will walk away from this course having a better understanding of one of the essential characteristics of humans, the ability to speak, to plan, to learn about the past, and to cooperate with others, as well as learning about the long history of language in general. This process has a specific focus on the English language and the varieties of external and internal processes that have led to the variability of the English language.

Felicia Jean Steele in "HEL and Students' Educational Backgrounds: Children Left Behind in the Age of Assessment" restates the observation that students who graduate from K-12 schools are not prepared for college level English. The author argues that the reason is the narrowing of the curriculum resulting from the testing requirements of the "No Child Left Behind Act (NCLB)" and" Every Student Succeed Act (ESSA)". She suggests that the HEL course can bridge the gap by offering synthetic activities and historical depth. She has developed short essays to have the students explore their own connections to language to explore what they have learned about the history of English. She invites them to attend an

on-campus event and to enter those responses onto the course management system. In this way, faculty members have the opportunity to demonstrate to students that HEL contributes to engagement and co-curricular events, and equip them with the tools for lifelong learning.

In "HEL and the K-12 Curriculum: The Common Core State Standards", Matthieu Boyd writes that core standards have to be addressed in almost any K-12 context that English teachers will have to teach. How can an HEL course help prepare pre-service teachers to accommodate to these standards? His purpose in writing this chapter is to demonstrate that HEL is relevant to K-12 education and to teacher education programs. The standards demand a substantial amount of formal grammar. He suggests that HEL should have a heavier focus on grammar so that HEL serves the needs of pre-service teachers. To assist students to adapt to the demands of strict assessment, he gives lessons that are graded on a basis of Pass/Take again, so students can gain mastery of the topic without being penalized.

Cornelia Paraskevas in "HEL for Preservice Teachers: Foundational Language Topics" asks what it is that pre-service teachers need to know to teach K-12 students. She focuses on three main points during her HEL class: 1) English spelling, 2) language change, and 3) language variation and standardization. Students looking at corpora and dictionaries to understand the historical background of spelling change by tracing spelling over time. Many of the activities assigned in this class use a website, Ngram Viewer, and the Corpus of Contemporary English. The topics and activities in this class help students understand the linguistic topics required to understand and teach English, reflect on their own language beliefs, and change them if they don't fit in with current knowledge.

Anna Krulatz in the chapter "HEL for Multilingual Language Learners: Integrating Approaches from TESOL" points to the changing demographics of undergraduate education which reveals a great diversity in race, class, and language background. Instructors of undergraduate classes find that many students are multilingual language learners (referred to as English Language Learners). The presence of these students requires a range of new methods if these students are to be successful in the course. Krulatz suggests that by integrating practices that work for multilingual pedagogies, all students will benefit. Two of the approaches that can be adapted to teaching HEL in a university setting are SIOP (Sheltered Instructional Observation Protocol) and CALLA (Cognitive Academic Learning Approach). The SIOP program widely used in English language instruction focuses on both content and language, teaching students how to use English while they are studying academic subjects. CALLA focuses on academic language development such as: note-taking, using reference materials, writing summaries, using mnemonic devices for material that has to be remembered, using prior knowledge to improve comprehension, working collaboratively with others, and asking for clarification and reducing anxiety. Integrating SIOP and CALLA approaches in a multilingual classroom, Krulatz helps international students and English language learners who graduated from U.S. high schools attain academic success as they enrich the HEL classroom for all students.

Justin Ross Sevenker in his chapter "HEL for Composition Studies: Critical Language Awareness" calls for renewing HEL's role in the composition curriculum by making it more sensitive to the political awareness that the world is becoming more global and transnational, and that writers today have to

know how to shuttle across linguistic boundaries. His course which tailors to students' own interests is essential to fostering an inclusiveness about language. His course "History and Politics of the English Language" focuses on standardization and prescriptivism, bilingual education, multilingual composition, and language policy. He includes student-directed research projects on recent local histories of English in areas where students will work.

Unit 6 Selected Resources and Assignments

David West Brown opens up a world of possibilities for student research projects with his suggestions for online resources. Brown suggests three examples of online resources that offers students a chance to work with historical texts: Early English Tests online, The Timelines of Slang, and Mapping Metaphor.

In the second essay in this unit, Mark Davies focuses on using corpora in the HEL class. He highlights the Brigham Young suite of corpus (corpus.byu.edu), the Helsinki Corpus, and the Corpus of Late Modern English. Using corpora, students are able to trace changes in the English language over time, including when a word was first introduced in the language, or when the meaning of a word was changed. The word gay, for example, was associated with laugh, or colors, and now is associated with homosexual, or rights (p. 322).

Shelbie Witte in "Assignment for a Multimodal, Multimedia HEL" discusses how she develops a multimedia assignment that required students to work online and critically explore the evolution of Old English, Middle English, and Early Modern English. After an introduction to the different periods, students choose a time period and produced a multi-media project to visually diagram historical changes during that period. Students are also required to present the resources that they used to do the project.

In "Using the OED for Beginning and Advanced Learning Activities", Susanne Chrambach's article, she writes that the Oxford English Dictionary is one of the most well-known research tools to learn about changes in the English language and this chapter focuses on how to use it to carry out research activities for an HEL class. The author warns teachers about some issues of the OED: preference for British English and the prescriptive tone of older entries. Nevertheless, the OED offers many opportunities for students to delve into it both at the beginning and advanced levels. She closes with the suggestion that using the OED helps students better understand language change and the development of complex structures and create a satisfying learning experience for students. The students can turn to the OED during their college and professional careers.

Trini Stickle and Kelly D. Abrams in "Embracing Disparate Voices; Teaching American English Dialect Variation Using DARE" introduces students to DARE, The Dictionary of American Regional English, that includes text and recordings of regional dialects over time. It is freely available online Fieldnote Recordings - Dictionary American Regional English at the University of Wisconsin and is available online at https://dare.wisc.edu,. One of the projects used in class is to have small groups work with an audio clipping that illustrates a feature. The example they used is a-prefixing. Students trace the feature through space and time and then present the work in a class presentation.

Tamara F. O'Callaghan writes in "Exploring the History of a Word or Phrase" that although the HEL course is required for pre-service teachers in many state colleges, many students don't want to take it as they don't see the use of the

course in their future teaching careers. The answer as in many of the chapters of this book is to offer an engaging activity. One of her assignments is for students to write a biography of a word, including references as well as graphs and charts using digital tools. Students are invited to use many sources, dictionaries, and style guides, including Google Books, Ngram viewer, or the Corpus of Historical American English to prepare their presentations for the class.

Conclusion

I would highly recommend this book for anyone who will be teaching the "History of the English Language" course. The authors suggest a variety of ways of organizing the class to make it more attractive to students, and offer suggestions for engaging students in activities. I would also recommend it for English teachers, as it provides resources to answer students' questions about the history of the English language, as well as the resources to engage the students in research projects. I would suggest that this is a valuable book for all teachers. This commendable project can serve as a model of what professors can do working with other instructors who teach a class in common.

Higher education is in financial crisis. Enrollment is dropping, students often need courses that aid their transition to difficult college courses. Additionally, university administrators are under pressure to cut costs of instruction and to eliminate courses that do not have high attendance. This book is an attempt by faculty teaching the History of the English Language to offer a class that is student-centered with engaging activities, and at the same time, to expand attendance in the course by making it more relevant to students today.

This book goes a long way to move what was considered an esoteric course into a broad course attracting diverse students and fulfilling the mission of higher education today. In speaking to all these concerns, this book does an exemplary job.

My only criticism, and it's minor, is that it could have used an Appendix with all the resources mentioned in the chapters of the book organized by category. Instead, the resources are within each chapter.

I hope this book will inspire other groups of professors to examine their course offerings to include courses that stress student engagement and active learning principles.