

Study Abroad Handbook for Postgraduate students Department of Linguistics and English Language

How to Apply

Grade requirement:

You are expected to have a GPA of 3.0, a credit or grade B average or equivalent in a related degree.

English requirements:

If you are a non-native English language speaker, our English requirements are IELTS 6.5 (with at least 6.0 in writing and 5.5 in the other elements); Pearson PTE Academic 58 overall with at least 50 in writing and 42 in equivalent IELTS elements, CEFR B2-C1 or equivalent.

Students who have IELTS 6.0 (with at least 5.5 in each element) or Pearson PTE Academic 50 overall (with at least 42 in each element) can take part in the 4 week [English for Academic Purposes \(EAP\)](#) course instead of retaking their tests.

IELTS and Pearson certificates are valid for 2 years from the test date and your certificate will need to be valid on the start date of your studies at Lancaster.

If you are a non-native English speaker studying at an English speaking university, please include a copy of the Secure English Language Test (SELT) certificate e.g. IELTS, Pearson or TOEFL you submitted when you applied to your home University/College.

Students coming for more than 6 months

We will accept the most recent SELT according to the English Language requirements outlined above or equivalent. There are several ways that you can provide evidence of your English Language ability, details are listed [here](#).

Students coming for less than 6 months

If you are coming to Lancaster for less than 6 months, we will still need to review your English Language ability. However, we can accept a wider range of certificates including qualifications listed [here](#) or confirmation from your home university.

If you have any further questions about this, you can email studyabroad@lancaster.ac.uk

You can study at Lancaster for:

- Michaelmas Term (October - December)
- Lent Term (January - March)
- Michaelmas & Lent Term (October – March)

You are required to take 20 - 30 ECTS credits per term.

Modules available to Erasmus+ students

Although we make every effort to ensure the accuracy of information about modules, there may be some unavoidable changes. At the stage of the application, you are only completing a provisional study plan and it will only be confirmed when you arrive in Lancaster. We recommend you to have a strong list of back-up options in case you need to make changes to your provisional study plan.

Please note that you can change your mind if you need to and switch modules during your first week at Lancaster.

LING430 - Bilingualism

ECTS Credits: 10

Tutor: Sebastian Muth (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This module provides an in-depth introduction to the subject of bilingualism and multilingualism, viewed from the perspectives of individual language practice and its implications in social life. We will look at a variety of contexts and sites, among those education, the legal system, the economy, and the state. This module is designed to provide a better understanding of current issues, methods and theoretical developments in the study of bilingualism and multilingualism in society. By drawing on examples from empirical research in this field, this module aims to introduce different research approaches and to enable you to take a critical perspective on how social structures as well as language policies and -ideologies shape language practice. In doing so, it is the aim of this module to put the perspective on multilingual repertoires within social-, political-, and economic contexts.

In teaching we will draw on students' own experiences of bilingualism and multilingual societies (even 'monolingual' societies are very often multilingual in reality) as well putting multilingualism into wider political-economic and language-ideological contexts.

Outline Syllabus

The course will include the following topics:

- **Key concepts.** Here we review different paradigms in sociolinguistics to investigate bilingual language use (for instance code-switching and translanguaging) and set these in relation to wider social theory.
- **Bilingualism in its social context.** Here, we will be looking at: 1) different models of *diglossia* (sharp differences in status and function between languages in a bilingual society); 2) the use of social network analysis in research on *language maintenance* and *shift*; 3) studies of multilingual literacies, multimodal bilingualism and the multilingual landscape; 4) critical and historical perspectives on bilingualism
- **Bilingualism in education** looking at classroom-based research as well as at language policies that have an impact on education.
- **Multilingualism and the state** including research on language policy and -planning, linguistic profiling, language in the legal- and asylum system, as well as language ideologies shaping these processes.
- **Multilingualism in the economy.** Here we will critically investigate multilingual repertoires as economic resources, looking at the growing field of language and work and at the conditions where multilingual repertoires are reframed as skills and commodities.

Organisation of the Course

The course consists of 9 two-hour lectures/seminars.

Participants are asked to prepare a short presentation on a research paper that will be provided based on the research interests of individual students. These presentations take place in the second half of the term.

Recommended Reading

Main texts for the course

- Heller, M. (Ed.) (2007). *Bilingualism: A social approach*. Basingstoke: Palgrave Macmillan.
- Wei, L. (2007). *The Bilingualism reader* (2nd ed.). Abingdon: Routledge.

Other introductory reading

- Blackledge, A., & Creese, A. (2012). *Multilingualism: A critical perspective*. London: Continuum.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Malden, MA: Blackwell Publishing.
- Romaine, S. (1995). *Bilingualism* (2nd ed.). Oxford: Blackwell.

Assessment Proportions

- A 5,000-word written assignment

LING444 – Bilingualism and Cognition

ECTS Credits: 10

Tutor: Aina Casaponsa (Convenor), Panos Athanasopoulos.

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The central aim of this module is to familiarise students with modern experimental methods in the study of the bilingual mind, and present current theories and debates regarding the relationship between language and cognition in bilinguals. Workshops of this module are underpinned by the idea that bi/multilingualism has become the norm in modern societies and that understanding how humans process two (or more) languages in one mind, or how bilingualism can affect other aspects of cognition (e.g., executive functions, perception, decision-making) has become of central relevance in psycholinguistic research. Starting with our current understanding of bilingualism and the mind, paying particular attention to the methodological issues that are particularly relevant in bilingualism research, students will then come in contact with the growing body of behavioural and neurophysiological experimental research that inform us how additional languages are acquired, processed and used at the mental and neural levels. Hereafter, a central concern of the module will be the cognitive consequences of holding two (or more) languages in one mind, covering topics such perception, cognitive control, emotions, and decision-making.

Outline Syllabus

This syllabus is illustrative. Some topics may vary each year depending on staff availability. Topics addressed will reflect the research interests of available staff and typically include:

- What is bilingualism/multilingualism? What is the mind?
- Scientific rigour in bilingualism experimental research
- Bilingual language acquisition
- Multilingual language processing: Comprehension and Production
- Cognitive consequences of multicompetence
- Cognitive control in bilinguals
- Language emotionality in bilinguals
- Decision-making and moral judgements in bilinguals

Recommended Readings

- Athanasopoulos, P. (2016). Cognitive consequences of multi-competence. In V. Cook, & L. Wei (Eds.), *The Cambridge Handbook of Linguistic Multi-competence*. (pp. 355-375). Cambridge: Cambridge University Press
- Bialystok, E. (2009). 'Bilingualism: The good, the bad, and the indifferent'. *Bilingualism: Language and Cognition*, 12, 3-11
- Bialystok, E., Craik, F. I., & Luk, G. (2012). 'Bilingualism: consequences for mind and brain'. *Trends in cognitive sciences*, 16(4), 240-250
- De Bruin, A., Treccani, B., & Della Sala, S. (2015). 'Cognitive advantage in bilingualism: An example of publication bias?' *Psychological science*, 26(1), 99-107
- Dewaele, J-M. (2013). *Emotions in multiple languages*. Basingstoke (UK): Palgrave Macmillan
- Dijkstra, T. (2007). 'The multilingual lexicon'. In M.G. Gaskell (Ed.) *The Oxford Handbook of Psycholinguistics*, (pp. 251-265). Oxford: Oxford University Press
- Green, D.W. (1998). 'Mental control of the bilingual lexico-semantic system'. *Bilingualism: Language and Cognition*, 1, 67-81
- Grosjean, F. (1989). 'Neurolinguists, beware! The bilingual is not two monolinguals in one person.' *Brain and Language*, 36, 3-15
- Hayakawa, S., Costa, A., Foucart, A., & Keysar, B. (2016). 'Using a foreign language changes our choices'. *Trends in Cognitive Sciences*, 20, 791 – 793
- Thierry, G., & Wu, Y. J. (2007). 'Brain potentials reveal unconscious translation during foreign-language comprehension'. *Proceedings of the National Academy of Sciences*, 104(30), 12530-12535
- Wu, Y. J., & Thierry, G. (2013). 'Fast modulation of executive function by language context in bilinguals'. *Journal of Neuroscience*, 33(33), 13533-13537

Assessment Proportions

- A 5,000-word written assignment.

LING 490 - English grammar: a cognitive approach

ECTS Credits: 10

Tutor: Vittorio Tantucci (Convenor)

Term: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

- (1) The course aims to give students a solid knowledge of the main structures of the grammar of English (both standard and non-standard), as well as some of the difficulties associated with many grammatical concepts.

- (2) It also aims to introduce students to various theoretical approaches and research tools that may shed light on grammatical, and pragmatic notions informing specific research projects in a diversity of domains: e.g. cognitive linguistics, language typology, language teaching, language acquisition and so on.

Outline Syllabus

This course provides students with various cognitive approaches to the solid foundation in the grammar of English, prominently including the ways in which it interfaces with semantics-pragmatics — as discussed, especially, in cognitive linguistics. Yet the module is not restricted to this theoretical framework. Instead, we will first compare and contrast its research questions, analyses and methods to those of the more traditional, generative (Chomskian) alternative. A basic tenet of the cognitive (and more broadly speaking: functional) approach is that English grammar (and indeed the grammar of any language) is a tool for effective communication. This leads to an analysis of grammatical structures in terms of, and as to some extent motivated by, their meanings. We will see that this perspective is very different from the traditional (Chomskian) approach, where grammar is studied more or less in isolation from meaning, i.e. as pure structure. In the second part of the module some recent applications of the theory of cognitive linguistics are discussed, such as cognitive grammar, construction grammar, dialogic syntax and so on. Different models will be put into play in different spheres of linguistics enquiry, such as first language acquisition, language change, language teaching.

Week-by-week outline

- **Week 1:** A brief overview of approaches to (English) grammar: history and nature of the formalism vs. functionalism divide (Harris 1993, Seuren 1998)
- **Week 2:** Sentence structure: deep trees, flat trees, or no trees? (Berk 1999: §1; Croft 2001: §5; Bybee 2002; Huddleston and Pullum 2005: §4; Langacker 2000: §5, 2009: §1)
- **Week 3:** Phrases, with special reference to the verb phrase (Berk 1999: §3, §2, Givón 2001: §11, Langacker 2008: § 10-11)
- **Week 4:** Word classes: from distributional analysis to semantics and propositional acts (Croft 1991: §3, 2001: §2; Taylor 2003: §9; Langacker 1991: §3, 2008: §4; Hollmann 2012, 2013b)
- **Week 5:** Idiomaticity: on the relationship between conventions and constructions (Fillmore et al. 1988; Evans 2006: 450; Croft & Cruise 2004; Tantucci 2021)
- **Week 6:** READING WEEK
- **Week 7:** Intersubjectivity: Synchronic and diachronic analysis of the awareness of (an)other mind(s) through interaction (Langacker 1991b:326, 328; Traugott 2003; Verhagen 2005; Tantucci 2017, 2020, 2021)
- **Week 8:** The passive: forms and functions (Dixon 2005: §11; Hollmann 2006; Langacker 1991a: §4, 2008)
- **Week 9:** Dialogic syntax: an interactional approach to construction grammar (Du Bois 2014; Tantucci et al. 2018; Tantucci & Wang 2020)
- **Week 10:** Constructionalization and constructional change: how languages become idiomatic and grammatical (Hudson 2007a: 1; Bybee 2010; Traugott & Trousdale 2013:1)

Teaching

Every lecture will be followed by a seminar immediately afterwards. The seminars relate to the lectures, so that every week we cover one single topic (though the emphasis will be different in the lecture than in the seminar, the lecture usually sketching the general background to some issue, the seminar focusing on a particular approach to that issue).

Assessment Proportions

- A 5,000-word written assignment.

References

- Aarts, B., D. Denison, E. Keizer, G. Popova. 2004. *Fuzzy grammar: a reader*. Oxford: OUP.
- Baker, C.L. 1999. *English syntax*. Cambridge, MA: MIT Press.
- Bard, E.G., D. Robretson and A. Sorace. 1996. 'Magnitude estimation of linguistic acceptability'. *Language* 72:32-68.
- Beal, Joan and Karen Corrigan. 2002. 'Relativisation in Tyneside English'. In P. Poussa (ed.), *Relativisation on the North Sea Littoral*, 33-56. Munich: Lincom Europa.
- Beal, Joan and Karen Corrigan. 2005. "No, nay, never", negation in Tyneside English', in Y. Iyeiri (ed.), *Aspects of English negation*, 139-156. Tokyo: Yushodo University Press and Amsterdam: John Benjamins.
- Bergen, Benjamin and Nancy Chang. (2013). Embodied Construction Grammar. In Thomas Hoffmann and Graeme Trousdale (eds.), *Oxford Handbook of Construction Grammar*, 168-190. Oxford University Press.
- Berk, L. 1999. *English Syntax. From Word to Discourse*. Oxford: OUP.
- Biber, D., S. Johansson, G. Leech, S. Conrad & E. Finegan. 1999. *Longman Grammar of Spoken And Written English*. New York: Longman.
- Boers, Frank and Seth Lindstromberg. 2006. 'Cognitive Linguistic Applications in Second or Foreign Language Instruction: Rationale, Proposals, and Evaluation'. In Kristiansen, Gitte, Michel Achard, René Dirven, Francisco J. Ruiz de Mendoza Ibáñez (eds.), *Cognitive Linguistics: Current Applications and Future Perspectives*, 305-355. Berlin/NY: Mouton de Gruyter.
- Bybee, Joan L. 2002. 'Sequentiality as the basis of constituent structure'. In Talmy Givón and Bertram F. Malle (eds.), *The evolution of language out of pre-language*, 109-134. Amsterdam/Philadelphia: John Benjamins.
- Bybee, Joan L. 2006. 'The impact of use on representation: grammar is usage and usage is grammar'. *Language* 82:711-733.
- Bybee, Joan L. & Paul J. Hopper, eds. 2001. *Frequency and The Emergence Of Linguistic Structure*. Amsterdam/Philadelphia: John Benjamins.
- Bybee, Joan L., Revere Perkins & William Pagliuca. 1994. *The Evolution of Grammar: Tense, Aspect and Modality in The Languages Of The World*. Chicago: University of Chicago Press.
- Bybee, Joan L. & J. Scheibman. 1999. The effect of usage on degrees of constituency: the reduction of don't in English. *Linguistics* 37:575-96.
- Chapman, Siobhan & Christopher Routledge. 2005. *Key Thinkers in Linguistics And The Philosophy Of Language*. Edinburgh: Edinburgh University Press.
- Chomsky, Noam. 1961. 'Some methodological remarks on generative grammar'. *Word* 17:219-239. [Section 5, on grammaticality, reproduced in Aarts et al. 2004, 321-325.]
- Cowart, Wayne. 1997. *Experimental Syntax: Applying Objective Methods to Sentence Judgments*. Thousand Oaks: Sage Publications.

- Croft, William. 2001. *Radical Construction Grammar: Syntactic theory in typological perspective*. Oxford: Oxford University Press.
- Croft, W. & D.A. Cruse. 2004. *Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Dixon, R.M.W. 2005. *A Semantic Approach to English Grammar*. Oxford: OUP.
- Downing, Angela. 1996. 'The semantics of get-passives'. In: Ruqaiya Hasan, Carmel Cloran & David Butt (eds.), *Functional Descriptions: Theory in Practice*, 179-205. Amsterdam/Philadelphia: John Benjamins.
- Evans, Vyvyan & Melanie C. Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: EUP.
- Fillmore, Charles J., Paul Kay and Catherine O'Connor. 1988. 'Regularity and idiomaticity in grammatical constructions: The case of let alone.' *Language* 64:501-38.
- Givón, T. 2001. *Syntax: An Introduction*. 2 vols. Amsterdam: John Benjamins.
- Givón, Talmy & Lynne Yang. 1994. 'The rise of the English GET-passive'. In Barbara Fox & Paul J. Hopper, eds., *Voice: form and function*, 119- 49. Amsterdam/Philadelphia: John Benjamins.
- Gisborne, Nikolas & Willem B. Hollmann (eds.). 2014. *Theory and Data in Cognitive Linguistics*. Amsterdam: John Benjamins.
- Goldberg, Adele E. 1995. *Constructions: A Construction Grammar Approach to Argument Structure*. Chicago: University of Chicago Press.
- Goldberg, Adele E. 2006. *Constructions At Work: The Nature of Generalization In Language*. Oxford: OUP.
- Haiman, John. 1985. *Natural Syntax: Iconicity and Erosion*. Cambridge: Cambridge University Press.
- Halliday, Michael A.K. 1967. 'Notes on transitivity and theme in English'. Parts 1 and 2. *Journal of Linguistics*, 3:37–81, 199–244.
- Heine, Bernd. 1997. *Cognitive Foundations of Grammar*. Oxford: Oxford University Press.
- Hollmann, Willem. 2006. 'Passivisability of English periphrastic causatives.' In Stefan Th. Gries & Anatol Stefanowitsch (eds.), *Corpora in Cognitive Linguistics: The Syntax-Lexis Interface*, 193-223. Berlin/New York: Mouton de Gruyter.
- Hollmann, Willem B. 2012. 'Word classes: towards a more comprehensive usage-based account'. *Studies in Language* 36:671-698.
- Hollmann, Willem B. 2013a. Constructions in cognitive sociolinguistics. In Thomas Hoffmann and Graeme Trousdale (eds.), *The Oxford handbook of construction grammar*, 491-509. Oxford: Oxford University Press.
- Hollmann, Willem B. 2013b. 'Nouns and verbs in Cognitive Grammar: where is the 'sound' evidence?' *Cognitive Linguistics* 24:275-308.
- Hollmann, Willem B. & Anna Siewierska. 2011. 'The status of frequency, schemas, and identity in Cognitive Sociolinguistics: a case study on definite article reduction'. *Cognitive Linguistics* 22:25-54.
- Holme, Randal. 2009. *Cognitive Linguistics and Language Teaching*. London: Palgrave.
- Hopper, Paul J. and Sandra A. Thompson. 1980. 'Transitivity in grammar and discourse'. *Language* 56:251-99.
- Huddleston, R.R. & G.K. Pullum. 2002. *The Cambridge Grammar of the English language*. Cambridge: CUP.
- Huddleston, R.R. & G.K. Pullum. 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Kay, Paul & Charles J. Fillmore. 1999. 'Grammatical constructions and linguistic generalizations: the What's X doing Y? construction'. *Language* 75:1-33.
- Kemmer, Suzanne & Michael Barlow. 2000. 'Introduction: a usage-based conception of language'. In Michael Barlow & Suzanne Kemmer, eds., *Usage-Based Models Of Language*, vii-xxviii. Stanford: CSLI.

- Lakoff, George. 1987. *Women, Fire, And Dangerous Things: What Categories Reveal About The Mind*. Chicago: University of Chicago Press.
- Langacker, Ronald W. 1987. *Foundations of Cognitive Grammar. Vol. I: Theoretical Prerequisites*. Stanford: Stanford University Press.
- Langacker, Ronald W. 1991a. *Concept, Image, and Symbol. The Cognitive Basis of Grammar*. Berlin: Mouton de Gruyter.
- Langacker, Ronald W. 1991b. *Foundations of Cognitive Grammar. Vol. II: Descriptive Application*. Stanford: Stanford University Press.
- Langacker, Ronald W. 2009. *Investigations in Cognitive Grammar*. Berlin / New York: Mouton de Gruyter.
- Pinker, Stephen & Alan Prince. 1994. 'Regular and irregular morphology and the psychological status of rules of grammar.' In Susan D. Lima, R.L. Corrigan & Gregory K. Iverson, eds., *The Reality of Linguistic Rules*, 353-88. Amsterdam: John Benjamins.
- Pollard, Carl & Ivan A. Sag. 1994. *Head-Driven Phrase Structure Grammar*. Stanford: CSLI.
- Radford, Andrew. 1997a. *Syntactic Theory and The Structure Of English: A Minimalist Approach* Cambridge: Cambridge University Press.
- Radford, Andrew. 1997b. *Syntax: A Minimalist Introduction*. Cambridge: Cambridge University Press. [An abridged version of Radford 1997a.]
- Steels, Luc. 2013. 'Fluid Construction Grammar'. In Thomas Hoffmann and Graeme Trousdale (eds.), *Oxford Handbook of Construction Grammar*, 153-167. Oxford University Press.
- Tantucci, V. 2017. 'From immediate to extended intersubjectification: a gradient approach to intersubjective awareness and semasiological change'. *Language and cognition*, 9(1), 88-120.
- Tantucci, V., Culpeper, J., & Di Cristofaro, M. 2018. 'Dynamic resonance and social reciprocity in language change: the case of Good morrow'. *Language Sciences*, 68, 6-21.
- Tantucci, V. 2020. 'From co-actionality to extended intersubjectivity: Drawing on language change and ontogenetic development'. *Applied Linguistics*, 41(2), 185-214.
- Tantucci, V. (2021). *Language and Social Minds: The Semantics and Pragmatics of Intersubjectivity*. Cambridge University Press.
- Talmy, Leonard. 2000a. *Toward a Cognitive Semantics. Vol. I: Concept Structuring Systems*. Cambridge, MA/London: MIT Press.
- Talmy, Leonard. 2000b. *Toward A Cognitive Semantics. Vol. II: Typology And Process In Concept Structuring*. Cambridge, MA/London: MIT Press.
- Taylor, J.R. 2002. *Cognitive Grammar*. Oxford: OUP.

LING439 - Cognitive Linguistics

ECTS Credits: 10

Tutor: Christopher Hart (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners

- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This module introduces the field of Cognitive Linguistics. Cognitive Linguistics presents a radical revision of orthodox linguistic theory making three central and related claims: (i) that language is not an autonomous cognitive faculty but instead relies on principles and processes found to function in other domains of cognition like memory, perception, reason and action; (ii) that meaning is conceptual in nature, derived from patterns of embodied as well as cultural experience; and (iii) that linguistic knowledge is usage-based. This module introduces key concepts and foundational theories in Cognitive Linguistics, including radial categories and prototypes, frames and image schemas, and conceptual metaphor theory, before exploring Cognitive Linguistic approaches to grammar and discourse. The module also introduces recent empirical methods in Cognitive Linguistics in the form of simulation semantics and gesture studies.

Throughout the module, we explore both universals and variation in language and experience and address such fundamental questions as: How do speakers of different languages categorise the world around them? What is the embodied basis of linguistic meaning? How does language structure basic areas of experience like space, time and motion and do differences across languages affect the way speakers see the world? How does language structure our conception of scenes and events? Which properties out there in the world does language attend to when describing it and which properties does it ignore? How much of language, and thus our experience of the world, is metaphorical? What is the relationship between language and gesture and what does this reveal about the mind?

Outline Syllabus

An indicative syllabus for the module is as follows:

- 1: Introduction
- 2: Word-meaning I: Radial categories and frames
- 3: Word-meaning II: Image schemas, embodiment and the semantics of prepositions
- 4: Domains I: Space, motion, force
- 5: Domains II: Conceptual metaphor theory and the semantics of time
- 6: Reading week
- 7: Mental spaces and conceptual blending
- 8: Grammar and conceptualisation
- 9: Simulation semantics
- 10: Gesture

Recommended Reading

- Croft, W. And Cruse, D.A. (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Dancygier, B. (ed.) (2017). *The Cambridge Handbook of Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Evans, V. (2019). *Cognitive Linguistics: A Complete Guide. 2nd edn*. Edinburgh: Edinburgh University Press.
- Geeraerts, D. and Cuckyens, H. (eds.) (2007). *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press.

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- Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination and Reason*. Chicago: University of Chicago Press.
- Janssen, T. and Redeker, G. (eds.) (1999). *Cognitive Linguistics: Foundations, Scope and Methodology*. Berlin: Mouton De Gruyter.
- Kristiansen, G., Achard, M. And Dirven, R. (eds.) (2006). *Cognitive Linguistics: Current Applications and Future Perspectives*. Berlin: Mouton De Gruyter.
- Lakoff, G. and Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
- Lakoff, G. (1987). *Women, Fire and Dangerous Things: What Categories Reveal About the Mind*. Chicago: University of Chicago Press.
- Langacker, R. (2008). *Cognitive Grammar: An Introduction*. Oxford: Oxford University Press.
- Lee, D. (2001). *Cognitive Linguistics: An Introduction*. Oxford: Oxford University Press.
- Talmy, L. (2000). *Toward a Cognitive Semantics, Volume 1: Concept Structuring Systems*. Cambridge, MA: MIT Press.
- Talmy, L. (2000). *Toward a Cognitive Semantics, Volume 2: Typology and Process in Concept Structuring Systems*. Cambridge, MA: MIT Press.
- Taylor, J. (2003). *Linguistic Categorization, 3rd edn*. Oxford: Oxford University Press.

Assessment Proportions

- A 5,000-word written assignment.

LING403 – Content Based Approaches to Language Education (10-credit module)

ECTS Credits: 5

Tutor: Diane Potts (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

EMI, CLIL, CBI, EAP, ESP: language and content approaches to language education have many names. Increasingly, English language learners need academic rather than everyday language, must negotiate technical language and engage with English-speaking suppliers and clients, and/or work with international stakeholders in commercial and non-profit settings. English is the medium of instruction in high school science classrooms in Shanghai and Hong Kong, in mainstream classrooms across Africa, and in a range of disciplines in global post-secondary institutions. In this

module, you will explore analytical frameworks for identifying the linguistic demands of academic and professional contexts, engage with techniques for planning relevant lessons and courses, and consider the implications for classroom practice. You will discuss the professional challenges of working with content educators, the issues of professional identity that arise, and the experiences of language educators who have taught in such contexts. The module combines theory, research and practice to provide a professional knowledge base for participation in this field.

Note: LING403 follows a flipped classroom design.

Outline Syllabus

- Theories of content-based instruction in language education.
- Planning for content-based instruction.
- Analyzing the linguistic demands of disciplinary and professional texts and documents.
- Working with genres and register.
- Negotiating the professional demands of content-based instruction.

Recommended Reading

Any of the following books and articles can provide an entry into the field of language and content instruction.

- Arkoudis, S. (2005). Fusing pedagogic horizons: Language and content teaching in the mainstream. *Linguistics and Education* 16, 173-187. doi:10.1016/j.linged.2006.01.006
- Christie, F. & Derewianka, B. (2008). *School discourse*. New York: Continuum.
- Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, UK: Cambridge University Press.
- Duff, P. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review* 58(1), 103-132.
- Echevarria, J., Vogt, M. & Short, D. (2008). *Making content comprehensible for English learners: the SIOP Model*. Boston, MA: Pearson Education.
- Gibbons, P. (1991). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2006). *Bridging discourses in the ESL classroom: Students, teachers and researchers*. New York: Continuum.
- Hall, M. H. & Austin, T.Y. (2013). *Content-based second language teaching and learning: An interactive approach*. Boston, MA: Pearson.
- Janzen, J. (2008). 'Teaching English language learners in the content areas'. *Review of Educational Research*, 78(4), 1010-1038. doi: 10.3102/0034654308325580
- Lyster, R. (2007). *Language and teaching languages through content: A counterbalanced approach*. Amsterdam: John Benjamins.
- Mohan, B. (1986). *Language and Content*. Reading, MA: Addison-Wesley.
- Pica, T. (2002). 'Subject-matter content: How does it assist the interactional and linguistic needs of classroom language learners?'. *The Modern Language Journal*, 86(1), 1-19.
- Richard-Amato, P. & Snow, M. A. (Eds.) (2005). *Academic success for English language learners: Strategies for K-12 mainstream teachers*. White Plains, NY: Longman.
- Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.

In addition to *TESOL Quarterly*, *Applied Linguistics*, the *Modern Language Journal* and the *Canadian Modern Language Review*, important journals in this area include *English for Academic Purposes*, *English for Specific Purposes* and the *Journal of Immersion and Content-Based Language Education*.

Assessment Proportions

- Module framework and commentary (schematic + 1,000 words).
- Issue paper (1,500 words).

LING421 - Corpus Linguistics

ECTS Credits: 10

Tutor: Paul Baker (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Corpus linguistics is a methodology whereby large collections of electronically transcribed texts are used in conjunction with computer tools to investigate language.

This course aims to provide a general introduction to corpus-based language study. The course centres around two main parts – methods of analysis to explore linguistic variation (concordances, collocations, frequency lists, keyness). And secondly, applications of corpus linguistics (language teaching, forensic linguistics and discourse analysis).

Students will learn how to use the following corpus analysis packages: CQPWeb, AntConc and WMatrix.

Outline Syllabus

The course consists of a series of lectures, supplemented by work in the computer lab.

The course outline consists of the following topics:

- 1: Introduction to corpus linguistics
- 2: Concordances
- 3: Collocates
- 4: Frequency and lexical bundles
- 5: Keyness
- 6: Reading week
- 7: Building and annotating your own corpora

- 8: Language teaching and learner corpora
- 9: Corpora and forensic linguistics
- 10: Corpora, discourse, ideology and argumentation

Recommended Readings

- Baker, P. (2006) *Using Corpora for Discourse Analysis*. London: Continuum.
- Biber et al. (1998) *Corpus Linguistics*. Cambridge: Cambridge University Press.
- Brezina, V. (2018) *Statistics in Corpus Linguistics: A Practical Guide*. Cambridge: Cambridge University Press.
- Granger et al. (2002) *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*. John Benjamins: Amsterdam.
- Hunston, Susan. (2002) *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- McEnery, T and Hardie, A. (2012) *Corpus Linguistics*. Cambridge: Cambridge University Press
- McEnery, Tony, Xiao, Richard and Tono, Yukio (2006) *Corpus-Based Language Studies*. London: Routledge
- Stubbs, M. (2002) *Words and Phrases*. London: Blackwell.

Journals

You might also want to look at back issues of the journal *Corpora* (run by members of our department), *International Journal of Corpus Linguistics* and *Corpus Linguistics and Linguistic Theory*, which are available in the library and online.

Research Group

The UCREL Corpus Research Seminar Series is a weekly group where students and invited speakers present their new research. Everyone is welcome. Follow the group on twitter @ucrelcrs and see: <http://ucrel.lancs.ac.uk/crs/27>

LING440 - Critical Discourse Analysis

ECTS Credits: 10

Tutor: Chris Hart (Course Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Critical Discourse Analysis (CDA) is a particular area of discourse analysis concerned with the way power, ideology, identity and inequality are encoded in and enacted through texts. This course introduces students to foundational and contemporary approaches to CDA, which draw on and apply a range of theoretical frameworks in linguistics, including systemic functional linguistics, argumentation theory and cognitive linguistics. Latest methodological advances in CDA based in corpus linguistics and experimental methods are also introduced. The aim of the course is to enable students to identify and analyse the semiotic features of texts and conceptualisations that are involved in the discursive construction of ideology and the discursive legitimisation of social action. A variety of discourses are studied, including discourses of immigration, war, civil disorder and corporate responsibility, as they are articulated in and across a variety of communicative modes and genres. The course involves practical analysis of texts with text types analysed including print news media, political speeches, party manifestos, campaign leaflets and digital social media. Students are also expected to collect their own data for analysis.

Outline Syllabus

An indicative syllabus for the module is as follows:

- 1: Introduction to Critical Linguistics and CDA: SFL Approaches
- 2: Argumentation/Legitimation Approaches: The DHA
- 3: Critical Metaphor Analysis
- 4: Cognitive Linguistic CDA
- 5: The Proximation Model
- 6: Reading Week
- 7: Corpus Linguistic Methods
- 8: Experimental Methods
- 9: Multimodality I: Image and L-I Relations
- 10: Multimodality II: Gesture in situated in political communication

Recommended Reading

- Baker, P. (2006). *Using Corpora in Discourse Analysis*. London: Continuum.
- Bartlett, T. (2014). *Analysing Power in Language: A Practical Guide*. London: Routledge.
- Chilton, P. (2004). *Analysing Political Discourse: Theory and Practice*. London: Routledge.
- Flowerdew, J. and Richardson, J.E. (eds.) (2018). *The Routledge Handbook of Critical Discourse Studies*. London: Routledge.
- Hart, C. (2014). *Discourse, Grammar and Ideology: Functional And Cognitive Perspectives*. London: Bloomsbury.
- Hart, C. and Cap, P. (eds.) (2014). *Contemporary Critical Discourse Studies*. London: Bloomsbury.
- Hart, C. (ed.) (2020). *Researching Discourse: A Student Guide*. London: Routledge.
- Jeffries, L. (2009). *Critical Stylistics: The Power of English*. Basingstoke: Palgrave.
- Machin, D. and Mayr, A. (2012). *How to Critical Discourse Analysis: A Multimodal Introduction*. London: Sage.
- Reisigl, M. and Wodak, R. (2001). *Discourse and discrimination: Rhetorics of racism and anti-Semitism*. London: Routledge.
- Van Dijk, T.A. (1998). *Ideology: A multidisciplinary approach*. London: Sage.
- Wodak, R. and Meyer, M. (Eds.). (2015). *Methods of critical discourse studies*. 3rd edn. London: Sage.

Assessment Proportions

- A 5,000-word written assignment (grade awarded)

- Individual presentation (formative only)

LING404 – Curriculum Design in Language Education

ECTS Credits: 5

Tutor: Oksana Afitska (Convenor)

Term taught: Michaelmas Term Only, Weeks 1-5

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Being grounded in empirical research evidence, informed by second language acquisition & learning theories, and driven by practical considerations, this course introduces key principles and procedures of language curriculum design to students with limited or no prior knowledge of curriculum design. It specifically focuses on (1) an examination of factors that inform course construction, (2) an exploration of the course's key components and ways in which they are structured, sequenced and assessed, (3) an examination of methods used for curriculum evaluation, and (4) on developing understanding of ways in which change can be introduced to an existing course, including considerations given to teacher beliefs and teacher training provision.

Outline Syllabus

Unit 1: Factors informing course construction (needs, environment, principles)

Unit 2: Goals, content and sequencing of a language course

Unit 3: Format, presentation, monitoring and assessment of a language course

Unit 4: Evaluation of the curriculum

Unit 5: Introducing change to an existing course, teacher beliefs and training

Core Texts

- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Nation, I.S.P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Recommended Reading

- Alderson, J. C., & Beretta, A. (Eds.). (1992). *Evaluating Second Language Education*. Cambridge: Cambridge University Press.
- Christison, M.A. & Murray, D.E. (2014). *What English Teachers Need to Know. Volume III: Designing Curriculum*. New York: Routledge.

- Dubin, F. & Olshtain, E. (2000). *Course Design*. Cambridge: Cambridge University Press.
- Ellis, R. (2002). *The Place of Grammar Instruction in the Second/Foreign Language Curriculum*. In Hinkel, E. & Fotos, S. (Eds.) *New Perspectives on Grammar Teaching in Second Language Classrooms*. Routledge: New York. Chapter 2, pp. 17-34.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
- Johnson, R. K. (1989). *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston, MA: Heinle & Heinle.
- Nunan, D. (2012). *Syllabus Design*. Oxford: Oxford University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York, NY: Cambridge University Press.
- Tomlinson, B. (Ed.). (2010). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- White, R. V. (1988). *The ELT Curriculum: Design, Innovation, and Management*. Oxford: Blackwell.

Assessment Proportions

- Essay, 2500 words

LING438 - Experimental Approaches to Language and Cognition

ECTS Credits: 10

Tutor: Panos Athanasopoulos (Convenor), Silke Brandt, Aina Casaponsa, Patrick Rebuschat

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The central aim of the module is to introduce students to modern experimental methods of measuring the ubiquitous relationship between language and cognition, which is a basic theoretical tenet of Cognitive Linguistics. In particular, it will begin by presenting language acquisition as a general learning process, and looking at interactions between linguistic and social-cognitive development in children. It will then explore the growing body of experimental research that investigates how an individual's linguistic and cultural background informs their view of the world, and impacts on their thinking processes in adulthood (also known as the linguistic relativity hypothesis). The module then explores the cognitive characteristics of the bilingual individual, focusing on lexical processing and representation, as well as the way in which bilingualism affects

cognitive processes such as perception, cognitive control, and moral judgments. The final sessions focus on the cognitive mechanisms by which languages are learned and processed, examining the role of implicit learning and statistical learning in the acquisition process.

Outline Syllabus

This syllabus is illustrative. Some topics may vary each year depending on staff availability. Topics addressed will reflect the research interests of available staff and typically include:

- *Introduction and Basic Principles*
- *Language and Cognition in L1 development:*
 - Theory of Mind (False belief understanding tasks)
 - The role of frequency in the acquisition of syntax (syntactic priming)
- *Language and Cognition in adulthood*
 - Lexical and grammatical influences on cognition (categorisation, similarity judgment tasks)
 - Neural correlates of linguistic relativity (visual search, oddball paradigm)
- *The Bilingual Mind: Words and Concepts*
 - Lexical processing and representation (lexical decision tasks, stroop task)
 - Cognitive consequences of bilingualism (cognitive control, moral judgments)
- *Cognitive mechanisms of learning:*
 - Statistical learning (implicit and explicit knowledge measures)
 - Memory and attention (priming paradigms in a L2 learning context/dual task methodology)

Recommended Reading

- Ambridge, B., Kidd, E., Rowland, C.F. & Theakston, A.L. (2015). 'The ubiquity of frequency effects in first language acquisition' (Target article + commentaries). *Journal of Child Language*, 42, 239-73.
- Athanasopoulos, P., Bylund, E., & Casasanto, D. (2016). 'New and interdisciplinary approaches to linguistic relativity' (introduction + special issue papers). *Language Learning*, 66.
- Casasanto, D. (2008). 'Who's afraid of the Big Bad Whorf? Cross-linguistic differences in temporal language and thought'. *Language Learning*, 58, 63-79.
- de Villiers, Jill (2007). 'The interface of Language and Theory of Mind'. *Lingua*, 117, 1858-1878.
- Dijkstra, T. (2007). 'The Multilingual Lexicon'. In *The Oxford Handbook of Psycholinguistics* (Ed. M. Gareth Gaskell). *Oxford Handbooks Online* [available through Moodle].
- Hayakawa, S. et al. (2016). 'Using a foreign language changes our choices'. *Trends in Cognitive Sciences*, 20, 791 – 793.
- Rebuschat, P. (2013). 'Measuring implicit and explicit knowledge in second language research'. *Language Learning*, 63, 595–626.

Assessment Proportions

- A 5,000-word written assignment.

LING416 - Experimental Phonetics

ECTS Credits: 10

Tutor: Sam Kirkham and Claire Nance (Co-Convenors)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This course will introduce students to issues in experimental phonetics, as well as the practical skills necessary to undertake a research project in this area. Students will learn how to use acoustic analysis software, such as Praat, and also learn to carry out data processing and analysis using R (a statistical programming language). We will also cover appropriate statistical methods and aspects of phonetic and linguistic theory.

This course is designed for students who have already some undergraduate background in phonetics (we assume knowledge of the International Phonetic Alphabet, articulatory descriptions, basic acoustic phonetics). Please contact the course convenors if you wish to discuss this further.

Outline Syllabus

The course will be taught via practical workshop sessions covering topics such as:

- Acoustic phonetics
- Sociophonetic variation
- Sound change
- Voice quality
- Articulatory phonology
- Intonational variation
- Experimental design
- Statistical analysis

Recommended Reading

- Di Paolo, M., & Yaeger-Dror, M. (2011) *Sociophonetics: A student's guide*. London: Routledge.
- Gick, B, Wilson, I. & Derrick, D. (2013) *Articulatory phonetics*. Oxford: Wiley-Blackwell.
- Hardcastle, W., Laver, J. & Gibbon, F. (eds.) (2010) *Handbook of the phonetic sciences*. Oxford: Wiley-Blackwell.
- Harrington, J. (2010) *Phonetic analysis of speech corpora*. Oxford: Wiley-Blackwell.

- Johnson, K. (2012) *Auditory and acoustic phonetics*. Oxford: Wiley-Blackwell.
- Kelso, J.A.S. (1995) *Dynamic patterns: The self-organization of brain and behavior*. Cambridge, MA: MIT Press.
- Ladefoged, P. (2003) *Elements of acoustic phonetics*. Chicago, IL: Chicago University Press.
- Laver, J. (1994) *Principles of phonetics*. Cambridge: Cambridge University Press.
- Solé, M-J, Beddor, P.S. & Ohala, M. (2007) *Experimental approaches to phonology*. Oxford: Oxford University Press.
- Stevens, K. (1998) *Acoustic phonetics*. Cambridge, MA: MIT Press.

Assessment Proportions

- The course will be assessed via a 5,000-word assignment. This will consist of a small-scale phonetic experiment using skills gained throughout the course.

LING429 – Forensic Linguistics

ECTS Credits: 10

Tutor: Claire Hardaker (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This module aims to provide students with:

- an understanding of the history and highly evolving status of forensic linguistics
- an understanding of the nature of forensic linguistics, including its applications and limits
- an appreciation of the difference between the broader and more narrowly defined notion of forensic linguistics
- the ability to carry out basic analyses of a variety of written and spoken texts from the point of view of language and the law
- an understanding of some of the difficulties in writing up, presenting, and using scientific evidence in a court of law.

Outline Syllabus

- 1: Introduction to language and the law
- 2: Data and ethics
- 3: Authorship 1: theories
- 4: Authorship 2: methods

- 5: Authorship 3: applications
- 6: READING WEEK
- 7: Interview versus interrogation
- 8: Manipulation
- 9: Deception and credibility (GL)
- 10: Expert witness

Other introductory reading

- Blackledge, A., & Creese, A. (2012). *Multilingualism: A critical perspective*. London: Continuum.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Malden, MA: Blackwell Publishing.
- Romaine, S. (1995). *Bilingualism* (2nd ed.). Oxford: Blackwell.

Assessment Proportions

- A 5,000-word written assignment.

LING443 - Intercultural Communication

ECTS Credits: 10

Tutor: Dima Atanasova (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This module provides an overview of: the main approaches to culture that have informed research in intercultural communication ('big', 'small', 'high-context', 'low-context', discursively constructed); the core traditions of research in the field of intercultural communication ('intercultural', 'cross-cultural' and 'inter-discourse'); the main methodological approaches used to investigate culture and interculturality; the different definitions of intercultural competence; and the methods that can be used for developing intercultural competence. The main focus is on developing a critical understanding of core concepts, methodological approaches and traditions of research in the field of intercultural communication.

Outline Syllabus

- Approaches to culture
- Identity and culture
- Stereotyping
- The language-culture nexus
- 'Intercultural', 'cross-cultural' and 'inter-discourse' communication
- Verbal and non-verbal communication: metaphor, silence, turn-taking
- Intercultural competence
- Research methods in intercultural communication

Recommended Reading

- Piller I (2011) *Intercultural communication: A critical introduction*. Edinburgh: Edinburgh University Press.
- Hua Z (2016) *Research Methods in Intercultural Communication: A Practical Guide*. London: Wiley-Blackwell.

Assessment Proportions

- A 1,500-word article review (30%)
- 3,500-word essay (70%)

LING445 - Intercultural Encounters: Applying Theories of Intercultural Communication

ECTS Credits: 10

Tutor: Dimitrinka Atanasova (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Lectures in this module are underpinned by the idea that culture and interculturality are integral to various domains of interaction in our everyday and professional lives. These include, but are not limited to, studying, travelling, going to the doctor, attending a workplace meeting, dialling an emergency phone line. The focus will be on how linguistic techniques of analysis can be applied to study interactions in such domains and on developing intercultural competence through research-based group work in small intercultural teams. Starting from the assumption that the media is one of the key sources of intercultural learning and vicarious intercultural contact, students will work in small intercultural teams to examine how the media constructs different social groups and/or issues relevant to intercultural encounters and how this may impact on communication.

Outline Syllabus

- Intercultural communication and business
- Intercultural communication and education
- Intercultural communication and health(care)
- Intercultural communication and media
- Intercultural communication and migration
- Intercultural communication and tourism

Recommended Reading

- Hua Z (2014) Exploring Intercultural Communication: Language in Action. London: Routledge.
- Kotthoff H & Spencer-Oatey H (2007) Handbook of Intercultural Communication. Berlin: Mouton-De Gruyter.

Assessment Proportions

- 2,500-word group project report (40%)
- 500-word individual reflective report (10%)
- 2,500-word individual essay (50%)

LING442 – Introduction to Discourse Studies

ECTS Credits: 10

Tutor: Veronika Koller (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description and Outline Syllabus

The term “discourse” is understood in various ways in the social sciences and humanities. In this module we approach discourse in two principal ways. On the one hand, we regard discourse as structured use of language consisting of more than one sentence. The analysis of discourse in this sense involves investigation of the ways in which words, phrases and sentences hang together and make sense in contexts of use. At this level linguistic theories and methods of linguistic description are of special relevance. On the other hand, discourse is often thought of as language use as social practice that is influenced by, and influences, discourse practice and the wider social context. For example, we speak of media discourse, legal discourse, and the like. Here we ask

questions about the linguistic characteristics of these different discourses. In addition, we relate the texts that instantiate these discourses to the context of their production, distribution and reception, as well as to their wider social context.

The module will familiarise students with the range of theories in Discourse Studies. It also provides practical analytical skills and methods for analysing spoken, written and multimodal texts of different genres. Acquiring sufficient technical knowledge of linguistic description is regarded as an important goal. Hands-on practical work with texts will therefore be an important element of the course.

Recommended Reading

- Gee, J. P. (2017). *Introducing Discourse Analysis: From grammar to society*. Abingdon and New York: Routledge.
- Jaworski, A., & Coupland, N. (Eds.) (2014). *The Discourse Reader. 3rd ed.* Abingdon: Routledge.
- Johnstone, B. (2018). *Discourse Analysis. 3rd ed.* Oxford: John Wiley & Sons.
- Jones, R. (2018). *Discourse Analysis: A resource book for students. 2nd ed.* Abingdon: Routledge.
- Renkema, J., & Schubert, C. (2018). *Introduction to Discourse Studies. New ed.* Amsterdam: Benjamins.
- Tannen, D., Ehrenberger, H., & Schiffrin, D. (Eds.) (2018). *The Handbook of Discourse Analysis. 2nd ed.* Oxford: John Wiley & Sons.

Assessment Proportions

- A 5,000-word written assignment

LING432 – Language, Literacies and Digital Communication

ECTS Credits: 10

Tutors: Julia Gillen (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The aim of the course is to examine contemporary language use online. We start from a social practice view of languages and literacies: that is, we look at what people do online, what activities they engage in and what these mean to them. We talk about digital practices as assemblages of actions involving technologies that have come to be recognised by groups of people as ways of attaining goals, performing identities and shaping relationships. We investigate how different forms of digital communication are changing the ways we, as researchers, study language, giving rise to new opportunities but also challenges. Ethical concerns are brought to the fore.

In this course you will explore your own and other people's digital language practices and you will be introduced to a variety of methods of researching language and literacy online. Our work is likely to involve platforms and sites you may already be familiar with, such as Facebook, YouTube and Twitter, but will also involve you exploring areas that might be new to you, such as citizen humanities. We will use a wide range of materials and readings, including videos, blogs and other online resources. You will be involved in creating a presentation with online elements (non-assessed) as well as a final piece of coursework.

Outline Syllabus

- Digital language and literacies: challenges for linguistics
- Changing landscapes: children, young people, education and out-of-school contexts
- Methods of researching online
- Ethics in online contexts
- Multimodality
- Translanguaging and multilingualism online
- Developing Web 2.0 practices: citizen science and citizen humanities

Indicative readings

- Barton, D. & Lee, C. (2013). *Language online: investigating digital texts and practices*. London: Routledge.
- Gillen, J. (2014) *Digital Literacies*. Abingdon, UK: Routledge.
 - Hecker, S., Haklay, M., Bowser, A., Makuch, Z., & Vogel, J. B. A. (eds). (2018). *Citizen Science: innovation in open science, society and policy*. <https://www.uclpress.co.uk/products/107613>
- Jones, R.H., Chik, A. & Hafner, C.A. (2015) (eds) *Discourse and Digital Practices: doing discourse analysis in the digital age*. London: Routledge.
- Pacheco-Costa, A. & Guzmán-Simón, F. (2021, online) 'The (im)materiality of literacy in early childhood: A sociomaterial approach to online and offline events'. *Journal of Early Childhood Research*.
- Vazquez-Calvo, B. (2020). 'Guerrilla fan translation, language learning, and metalinguistic discussion in a Catalan-speaking community of gamers'. *ReCALL FirstView*, 1–18. <https://doi.org/10.1017/S095834402000021X>

Assessment Proportions

- A 5,000-word written assignment

LING460 - Language Test Construction and Evaluation

ECTS Credits: 10

Tutor: John Pill (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings
- Teaching/Testing experience is required for non-ELT students who wish to take this module, please check with the module convenor)

Module Description

The aim of the course is to:

- Familiarise students with the ways in which tests are constructed and validated
- Enable students to construct and validate their own tests
- Enable students critically to evaluate test items

Outline Syllabus

Topics to be covered during the course include:

- Basic concepts in language testing
- The test design process
- Establishing test reliability
- Test validation procedures
- Analysing test performance qualitatively and quantitatively
- The testing of reading, writing, listening and speaking

The course will involve 19 contact hours, in seminars and workshops. Students will be expected to do preparatory reading, and there will also be a number of practical tasks, sometimes involving group work, which students will be required to complete before particular sessions.

Recommended Reading

*Available as an ebook through the Lancaster University library

Core reading

Selected chapters from these textbooks:

- Brown, H. D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (2nd ed.). Pearson Education.

- *Fulcher, G. (2010). *Practical Language Testing*. Hodder Education.
- *Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action*. Routledge.
- *Hughes, A. (2003). *Testing for Language Teachers (2nd ed.)*. Cambridge University Press.
- *Tsayari, D., & Banerjee, J. (Eds.). (2016). *Handbook of Second Language Assessment*. De Gruyter Mouton.
- *Winke, P., & Brunfaut, T. (Eds.). (2021). *The Routledge Handbook of Second Language Acquisition and Language Testing*. Routledge.

Other recommended reading

- Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge University Press.
- Douglas, D. (2010). *Understanding Language Testing*. Hodder Education.
- McNamara, T. (2000). *Language Testing*. Oxford University Press.
- Volumes from: Alderson, J. C., & Bachman, L. F. (Eds.). *Cambridge Language Assessment Series*. Cambridge University Press.

Assessment Proportions

- A 5,000-word written assignment.

LING402 – Postgraduate Academic Study Skills

ECTS Credits: 0 – Audit Only Course (For information only)

Convenor: Johnny Unger (Michaelmas Term), Silke Brandt (Terms Lent / Summer Term)

Terms taught:

- Michaelmas Term Only
- Lent / Summer Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The aim of this module is to support the development of your academic practices (for example effective reading strategies, advanced academic writing, and presentation skills) through a structured programme of workshops, seminars, and writing retreats.

Outline Syllabus

TERM 1:

Academic reading and writing

Term 1 of Postgraduate Academic Study Skills focuses on the practices needed for successfully completing your Masters coursework. A combination of compulsory and optional sessions, it addresses your capacity to engage with academic literature, to critique as well as comprehend, and to use theory and research to further your thinking. The four 3-hour sessions are as follows:

- 1: Getting started (Compulsory – including information about your practice assignment)
Managing your weekly readings; planning and organizing a MA-level paper; coursework submission policies; plagiarism and citation/referencing.

In the remainder of the term, our writing workshops are intended to provide additional support for particular aspects of your writing. You are not required to attend, but we strongly encourage you to do so, even if you speak English as a first language or have previously studied at Lancaster or another UK university.

- 2: Argue, don't describe (Optional)
Recognizing the difference between a summary, a synthesis and a critique; analyzing argumentation practices in linguistics and applied linguistics; strategies for formulating an argument.
- 3: Adopting a stance (Optional)
Positioning your ideas within established theory and research; adding nuance to your arguments.
- 4: Using research to argue and explain (Optional)
Sequencing ideas in clauses and paragraphs to improve the flow of ideas; ensuring academic literature supports not dominates your ideas.

TERM 2:

Dissertation planning workshop

In this term, the focus is on planning and presenting the research undertaken in your dissertation. In the dissertation workshop we will discuss (1) the design of interesting and manageable research questions and ways of addressing them, (2) presenting research ideas to peers and supervisors, and (3) presenting your research in the dissertation and linking it to previous research and theoretical work. This will help you in writing your dissertation proposal. Attendance at this workshop is mandatory for all students.

Dissertation bazar

The dissertation bazar gives you a chance to talk with potential supervisors about the different research ideas you have at this stage and help you decide on your project.

TERM 3:

Presentation and Writing

You are invited to take part in five voluntary writing retreats to focus on your dissertation writing and discuss writing stages with peers.

LING434 - Pragmatics

ECTS Credits: 10

Tutor: Claire Hardaker (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This course considers how meanings are constructed in communication. It aims (1) to cover the major areas in pragmatic theory, (2) to introduce the latest developments in those areas, and (3) to apply the theory to real data.

The course involves one three-hour block per week, during which there will be a lecture of about one hour and an associated one-hour seminar of similar length, with a break and spill-over time built in. There is no session in Reading week.

Outline Syllabus

Broadly speaking, the bulk of the course is organised so that it focuses in turn on various components that are central to communication. In the first two weeks, we focus on topics, such as referring expression and presuppositions, that more clearly overlap with the formal language system, falling on the border between semantics/grammar and pragmatics. The following two weeks, focus on topics that involve hearer inferencing and comprehension. Relevant frameworks include schema theory, Grice and Relevance Theory. Next, we focus on speaker intentions and frameworks for describing speech acts or pragmatic acts. The following week focuses on context, and considers various ways of describing it. We then focus on the interpersonal dynamics of interaction, and consider politeness and impoliteness theories. The final week concerns the application of pragmatics to cross-cultural situations.

The emphasis of the course is on the application of pragmatic theory to 'real' data, and how that application affords insights into both the data and the theory. Data will mainly be spoken interactions, including material from films and documentaries, but will include other data types too.

Weekly Topic List

- 1: Referential pragmatics
- 2: Informational pragmatics
- 3: Inferential pragmatics I: Associative knowledge-based inferencing
- 4: Inferential pragmatics II: Logical inferencing in conversation

- 5: Pragmatic acts
- 6: Reading week
- 7: Perspectives on context
- 8: Politeness
- 9: Impoliteness
- 10: Cross-cultural pragmatics

Recommended reading

- Culpeper, J., & Haugh, M. (2014). *Pragmatics and the English language*. Basingstoke: Palgrave Macmillan.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Harlow: Pearson Education Limited.

Assessment Proportions

- A 5,000-word written assignment

LING415 – Principles of Language Teaching

ECTS Credits: 10

Tutor: Oksana Afitska (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The module provides an introductory course to theory and practice of second language teaching. It familiarizes students with principles and methods of teaching core language skills: reading, writing, speaking and listening, and introduces them to general principles of teaching grammar and vocabulary to second language learners. The course also covers such aspects of the topic as adaptation of course books and design of materials for second language learners, outlines constructs educational scaffolding, motivation and learning styles, and introduces students to core principles of error correction and feedback in second language settings. The module alternates between ideas and application, and includes practical as well as more theoretical content. It involves a combination of readings, lectures, seminar discussions, group and individual work. During the module students will be expected to apply their expanding professional knowledge to specific pedagogical contexts.

Outline Syllabus

Unit 1: Approaches to second language teaching – a historical overview

Unit 2: Understanding language learning (including scaffolding, learning styles and motivation)

Unit 3: Error correction and feedback

Unit 4: Second language materials design

Unit 5: Coursebook evaluation and adaptation

Unit 6: Teaching grammar and vocabulary

Unit 7: Teaching writing and speaking

Unit 8: Teaching reading and listening

Unit 9: Lesson design

Core Text

- Brown, H. D. (2001 or 2007, 3rd edition) Teaching by principles: An interactive approach to language pedagogy. New York: Longman. OR
- Brown, H. D. & Lee, H. K. (2015). Teaching by principles: An interactive approach to language pedagogy (4th ed.). Pearson Education.

Recommended Reading

- Celce-Murcia, M. & Snow, M (2014). Teaching English as a second or foreign language (4th edition). Cengage Heinle.
- Gibbons, P. (2015). Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (2nd ed.). Heinemann.
- Harmer, J. (2015). The practice of English language teaching (5th ed.). Harlow, UK: Pearson Education.
- Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.
- Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd ed.). Cambridge University Press.
- Richards, J. C. & Renandya, W. A (eds.) (2002). Methodology in Language Teaching. Cambridge University Press.
- Scrivener, J. (2005) Learning Teaching (2nd Edition) Macmillan

Assessment Proportions

- Essay, 2000 words (35% of final mark)
- Essay, 3000 words (65% of final mark)

LING417 – Research Methods in Applied Linguistics and TESOL

ECTS Credits: 10

Tutors: Patrick Rebuschat (convenor), Diane Potts

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The course deals with theoretical, ethical and methodological issues that are central to the study of applied linguistics and TESOL. The course aims to:

- enhance students' knowledge of research methods and techniques of obtaining, analysing and presenting research data;
- provide students with the necessary skills to conduct qualitative, quantitative and mixed-methods research in applied linguistics and TESOL;
- prepare students to independently conduct research in the fields of applied linguistics and TESOL.

Outline Syllabus

The course will run over one term as follows: 9 x two academic hours long, combined lecture and seminar sessions (excluding reading week). It will cover research paradigms used in applied linguistics and TESOL research, various methods of data collection and analysis, and research ethics. The following topics may be covered during the course:

- The nature/essence of research and issues in research design
- Qualitative, quantitative and mixed-methods research paradigms
- Experimental designs
- Design and administration of questionnaires
- Designing and conducting interviews and focus groups
- Observation methods, including participant observation, observation protocols, and field notes
- Think aloud and verbal protocol analysis
- Coding and analysis of qualitative data
- Statistical analysis using t-tests and correlations
- Research ethics

Recommended reading:

- Brown, J. D. and Rodgers, T. (2002). *Doing Second Language Research*. Oxford: OUP.
- Cohen, L. and Manion, L. (2007). *Research Methods in Education*. 6th Edition. London: Routledge.

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. OUP Oxford.
- Litosseliti, L. (2010). *Research methods in linguistics*. London: Continuum.
- Mackey, A. & Gass, S. M. (Ed.) (2012). *Research methods in second language acquisition: A practical guide*. Chichester: Wiley-Blackwell
- Sealey, A. (2010) *Researching English Language: A resource book for students*. London: Routledge

Assessment Proportions

Assessment will comprise:

- A 3,500 words individual report on an empirical research study where students will review theoretical literature on the method(s) used in the study, critically evaluate suitability/appropriateness of these methods for the examined study's design, put forward recommendations for further improvement of the examined study's methodology and make 'methodological' suggestions for future research on the examined topic. (70%)
- A 20-minute-long video group lecture that presents in detail one research method drawing on a wide range of theoretical and empirical research literature that has been studied independently by group members. (30%)

LING401 - Research Methods in Linguistics and English Language

ECTS Credits: 10

Course Convenor: Sebastian Muth

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

The course deals with theoretical, ethical and methodological issues that are central to the study of language.

The course aims to:

- enhance students' knowledge of various research methods and the techniques of obtaining, analysing, presenting, and disseminating research data relating to language
- provide students with the necessary skills to conduct both qualitative and quantitative research in linguistics and to produce and interpret statistical data
- prepare students for independent research and conduction of theoretical/empirical work in the fields of linguistics and applied linguistics

Learning outcomes (Subject Specific)

After completing the course, students should be able to:

- critically assess existing research studies in linguistics and applied linguistics in terms of their fulfilment of quality research and ethical considerations
- critically reflect on appropriate methodological and theoretical frameworks for research
- make informed decisions on the use of different methodological approaches in their own research
- recognise different research methods and their utility for different types of research or research goals

Learning outcomes (General)

The course intends to:

- enhance students' skills in presenting knowledge both in written and oral modes and in exploiting data visualisation methods
- enhance students' knowledge in recognizing, understanding, interpreting, and critiquing academic work, including research from a broad range of areas in linguistics
- support students in expanding their range of digital literacies

Outline Syllabus

The module will run over one term as follows: nine, two academic hours long, combined lecture and seminar sessions (excluding reading week) on various aspects of research methods in linguistics. The module is broken down into three distinct parts:

- qualitative research methods,
- quantitative research methods
- statistics in linguistics research

Each thematic area will be covered throughout the course. More specifically, the following provides an indicative list of topics to be covered under these three rubrics:

- Ethnography and field work
- Focus groups and interviews
- Text and discourse analysis
- Corpora and big data
- Questionnaires and surveys
- Experimental paradigms
- Visualization and descriptive statistics
- Inferential statistics
- Research Ethics

Assessment Proportions

Students will do/submit:

- a. A 10-minute-long group presentation (using PowerPoint) that critically analyses one quantitative and one qualitative research method and evaluates their effectiveness based on a set of two published research studies. The studies will be pre-set by the course convenor for each group. This task will constitute 20% of the final mark and will be delivered and assessed in Week 4
- b. A short written assignment of 800 words that identifies and summarizes the methodological approach of a specific research paper and that discusses its appropriateness and relevance. The written assignment will provide students with early feedback on their writing and is due at the end of Week 7. It constitutes 20% of the final mark.
- c. An essay of 2500 words in length that provides a critical analysis of different qualitative and quantitative research methods within a thematic area in linguistics. The research area will be individually discussed with the course convenor. Students will be required to consult with the course convenor no later than Week 9. This task will constitute 50% of the final mark and will be due at the beginning of Term 2.
- d. A 20-minute online task in Week 9 consisting of a short descriptive and inferential statistics test (10%)

Recommended Reading

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- Heller, M., Pietikäinen, S. and Pujolar, J. (2017). *Critical Sociolinguistic Research Methods: Studying Language Issues That Matter*. New York: Routledge.
- Litosseliti, L. (2010). *Research Methods in Linguistics*. London: Continuum.
- Paltridge, B. and Phakiti, A. (eds.) (2010). *Continuum Companion to Research methods in Applied Linguistics*. London: Continuum.
- Ross, S., Seedhouse, P. and Richards, K. (2011). *Research Methods for Applied Language Studies*. London: Routledge.
- Selected journal articles exemplifying core types of empirical research will also be given

LING411 - Second Language Acquisition

ECTS Credits: 10

Tutor: Diane Potts (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Aims: This module introduces you to dominant theories of second language acquisition and supports you in drawing connections between these theories and the field of language education. The relationship is not always direct, and you will be asked to think about such questions as ‘What is language?’ ‘What does it mean to learn a language?’ and ‘What are the implications for language educators?’ You won’t have all the answers by the end of the module, but you will be in a much stronger position than when you began.

Objectives: Participants will be familiar with contemporary theories, methodologies, and empirical research in the field of second language acquisition.

Outline Syllabus

This module provides a general introduction to theories and approaches in second language acquisition (SLA). Students will explore theoretical and empirical issues in the field, and language learning will be examined as both a cognitive and social achievement. Readings are a mixture of seminal works, theoretical overviews and current research papers. The module includes online as well as offline interaction with peers and tutors.

Recommended Reading

There is no textbook for this module. The readings are a mixture of peer-reviewed journal articles and chapters that have been carefully selected by the tutors.

The following books provide overviews of one or more theoretical perspectives in SLA. They are a good place to begin if you want additional information about a theory.

- Atkinson, D. (2011) *Alternative Approaches to Second Language Acquisition*. New York, Routledge.
- Dörnyei, Z. (2005). *The Psychology of The Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- García Mayo, M., Gutierrez Mangado, M. & Martínez Adrián, M. (2013). *Contemporary Approaches to Second Language Acquisition*. Amsterdam, NL: John Benjamins.
- Gass, S., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). New York: Routledge.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural Theory And The Genesis of Second Language Development*. Oxford: Oxford University Press.

- Lightbown, P., & Spada, N. (2006). *How Languages Are Learned (3rd ed.)*. Oxford: Oxford University Press.
- Mackey, A., & Gass, S. (2012) *Routledge Handbook of Second Language Acquisition*. New York: Routledge.
- Mitchell, R., Myles, F. & Marsden, E. (2012). *Second Language Learning Theories (3rd ed.)*. London: Routledge.
- Norton, B. (2013). *Identity and Language Learning: Extending the Conversation (2nd ed.)*. Bristol, England: Multilingual Matters.
- Ortega, L. (2015). *Understanding Second Language Acquisition (2nd ed.)*. London: Taylor & Francis.
- Randall, M. (2007). *Memory, Psychology, and Second Language Learning*. Amsterdam: John Benjamins.
- Robinson, P. (Ed.). (2001). *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press.
- Seedhouse, P., Walsh, S. & Jenks, C. (Eds.) (2010). *Conceptualizing Learning in Applied Linguistics*. London, UK: Palgrave-Macmillan.
- VanPatten, B., & Williams, J. (2007). *Theories in Second Language Acquisition: An Introduction*. Mahwah, NJ: Lawrence Erlbaum. (Chapter 1)

Assessment Proportions

- Two X 2,500-word written assignments.

LING435 - Sociolinguistics

ECTS Credits: 10

Tutors: Danielle Turton (Convenor)

Term taught: Michaelmas Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This course introduces you to fundamental concepts and approaches involved in the study of the ways in which language reflects society. We'll study how variation in language relates to social factors like gender, age, social class, and ethnicity. We'll consider the social contexts under which language varies, and connect the variation found in everyday speech to the larger forces that drive language change over time. This course will feature hands-on research, allowing you to collect data on how people use language in real life, as well as quantitative analysis skills.

Outline Syllabus

The course will cover a selection of the following topics:

- The work of the variationist sociolinguists
- Understanding the theory and methods underlying the field of sociolinguistics
- Formulating and testing hypotheses about sociolinguistic topics
- Language variation and change and social networks
- The effect of social factors such as gender, social class, age and ethnicity
- Talking and writing about language variation and its social determinants
- Collecting, analysing, and writing about real-world linguistic data.

Recommended Reading

- van Herk, G. (2012). What is sociolinguistics? Chichester: Wiley-Blackwell. [Available at the Library online.](#)
- Chambers, J.K and Natalie Schilling, eds. 2013. The handbook of language variation and change (2nd edition). Wiley-Blackwell. [Available at the Library online.](#)
- Mesthrie, R., Swann, J., Deumert, A., & Leap, W. (2009). *Introducing sociolinguistics (2nd edition)*. Edinburgh: Edinburgh University Press.
- Meyerhoff, M. (2011). *Introducing sociolinguistics*. London: Routledge.

Assessment Proportions

- A 5,000-word written assignment

LING447 Teaching Language Online: Curriculum, Practices and Tasks

ECTS Credits: 5

Tutor: Diane Potts (Convenor)

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

This module broadens and deepens your capacity to create, implement and evaluate designs for digitally-mediated language teaching in both blended and fully online teaching contexts. Language educators have been teaching online for more than 25 years and there is an extensive research literature that examines what, how and why we teach in these environments. That literature has responded to evolving digital technologies – on- and off-line, hardware and software – to examine

the common issues and idiosyncrasies of evolving digital affordances. This module addresses both.

Outline Syllabus

Students completing this module will be able to read, analyse and apply research on online language learning such that they are able to...

- Discuss and explain key concepts and principles of teaching online.
- Critically evaluate the opportunities, affordances and challenges of synchronous and asynchronous communication for student-teacher and peer interaction.
- Design activities and tasks that capitalize on the unique affordances of digital environments to target explicit and implicit learning of grammatical forms.
- Use online language resources to support data-driven language learning.
- Develop online feedback tools and assessments that support individuals' engagement with and self-management of language learning.

Recommended Reading

Students who are less familiar with teaching and learning online may want to prepare for this module by reviewing a general textbook on online teaching such as:

- Beetham, H. (Ed.) (2019). *Rethinking pedagogy for a digital age*. Routledge
- Boettcher, J.V. & Conrad, R.M. (2016). *The online teaching survival guide: Simple and practical pedagogic tips* (2nd Ed). Jossey-Bass.

JISC also provides a number of free online guides that also provide useful introductions to online teaching. These include:

- Designing learning and assessment in the digital age <<https://www.jisc.ac.uk/full-guide/designing-learning-and-assessment-in-a-digital-age>>
- Embedding blended learning in further education and skills <<https://www.jisc.ac.uk/guides/embedding-blended-learning-in-further-education-and-skills>>

LING428 – Using Corpora in Language Teaching

ECTS Credits: 5

Tutor: Dana Gablasova (Convenor)

Term taught: Michaelmas Term Only, Weeks 6-10

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle site and do all required readings

Module Description

Corpora offer a unique and valuable resource in foreign language pedagogy - they can assist in understanding the difficulties faced by L2 learners when learning a new language and they can also serve to develop teaching materials that can help overcome these challenges. As a result, corpora and corpus methods are increasingly used in language classrooms as well as in the development of teaching materials and language assessment. The module is designed to provide students with the knowledge and skills that will enable them to use corpora and corpus resources in language teaching practice and research. It explores different ways in which corpus linguistics can assist language teachers in more effective teaching of a foreign/second language. The first part of the module focuses on the understanding of the principles of corpus linguistics and on developing skills and confidence in practical use of corpus methods to analyse language. Next, the module introduces students to a range of corpus resources relevant for language teaching practice and research (such as learner and native-speaker corpora) and to different tools for analysing language in a corpus (e.g. #LancsBox, BNClab). In the module, students will be given the opportunity to explore these resources and evaluate their usefulness for different teaching contexts and for different learner needs. Finally, the course will equip students with the practical skills necessary for developing effective classroom materials and activities using corpora and corpus methods.

Upon successful completion of this module, students will be able to demonstrate:

- familiarity with recent developments in the field of language teaching and learning
- appropriate use of corpus linguistics for purposes of teaching and materials development
- sensitivity to different teaching contexts and target populations
- developing skills in analysing learner language using quantitative methods

Outline Syllabus

1. Corpus-based approaches to language teaching and learning: Principles and techniques.
2. Different types of corpora and their use for pedagogical purposes. Building your own corpus.
3. Key corpus linguistic techniques for language analysis (e.g. concordancing, wordlists, collocations).
4. Using CL in the classroom – 1: Data-driven learning.
5. Using CL in the classroom – 2: Development of corpus-informed teaching materials.

Recommended Reading

- Bennett, G. (2010). *Using Corpora in The Language Learning Classroom: Corpus Linguistics for Teachers*. Ann Arbor: University of Michigan Press/ESL.
- Boulton, A., & Cobb, T. (2017). 'Corpus Use in Language Learning: A Meta-Analysis'. *Language Learning*, 67(2), 348-393.
- Brezina, V. & Gablasova, D. (2018). 'The Corpus Method'. In J. Culpeper, P. Kerswill, R. Wodak, T. McEnery & F. Katamba (Eds.) *English Language: Description, Variation and Context. Second edition*. Basingstoke: Palgrave Macmillan.
- Gablasova, D., Brezina, V., & McEnery, T. (2019). 'The Trinity Lancaster Corpus: Development, description and application'. *International Journal of Learner Corpus Research*, 5(2), 126-158.
- Lee, H., Warschauer, M., & Lee, J. H. (2019). 'The effects of corpus use on second language vocabulary learning: A multilevel meta-analysis'. *Applied Linguistics*, 40(5), 721-753.

- McEnery, T., Xiao, R., & Tono, Y. (2006). *Corpus-Based Language Studies: An Advanced Resource Book*. New York: Routledge.
- O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use And Language Teaching*. New York: Cambridge University Press.
- Reppen, R. (2010). *Using Corpora in The Language Classroom*. New York: Cambridge University Press.
- **Vyatkina, N. (2020)**. 'Corpora as open educational resources for language teaching'. *Foreign Language Annals*, 53(2), 359-370.

Assessment Proportions

- Written assignment (2,500 words) (100%)