

School of Arts, Languages, and Cultures

MA Programme Handbook

Linguistics and English Language

2012 - 2013

Programme Director:

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Please note, some information is subject to change.

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For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

This Programme Handbook contains information relevant to postgraduate taught programmes in Linguistics and English Language (LEL). Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook.

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Postgraduate study in the School of Arts, Languages and Cultures

The School of Arts, Languages and Cultures is made up of seventeen different subject areas covering a diverse range of Arts and Languages disciplines.

Our work embraces the material, visual, linguistic, textual, social and performative dimensions of human society ranging from pre-historic times, through the classical and medieval periods, to the present day.

For students, we offer the advantages of belonging to a specific subject area combined with the extensive choice and variety of being within a large and multi-disciplinary school.

SALC combines the linguistic study of languages and translation studies with a wide range of cultural research (in literature, screen studies, critical theory, history and politics). This opens up possibilities for exciting interdisciplinary work which goes beyond the study of 'national' cultures and reflects the impact of globalisation on our disciplines. Regular research and graduate seminars are held within the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

The University of Manchester is one of the largest in the country, and is able to offer excellent facilities to postgraduate students. The University of Manchester Library has internationally renowned holdings in Translation and Interpreting Studies and all of the major Modern and Middle Eastern languages and literatures. Its collections include many rare texts and provide an excellent base for advanced study and research.

Postgraduate students in the School benefit from the School's own Graduate School, an online and physical community where postgraduate students can meet each other, access resources and organise events. We are committed to developing collegiality, intellectual discussion, and interdisciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Our activities are open to all postgraduate students in the School and we look forward to seeing you soon. In addition to this, the University Language Centre, based within the School, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library.

Our Linguistics and English Language (LEL) programmes offer the widest range of teaching and research expertise, covering all aspects of theoretical and descriptive linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse and conversation analysis, typology, historical linguistics, sociolinguistics, cognitive linguistics and psycholinguistics, computational and corpus linguistics, field linguistics, and the documentation and description of endangered languages. Our academic staff work on various practical applications of linguistics (e.g. language codification and language policy, machine translation) and have expertise in a wide range of languages, including English and its varieties, Germanic, Latin and Romance, Russian, Polish, Kurdish and other Iranian languages, Arabic, Hebrew, Turkish, and several languages spoken in the Americas (e.g. Huave, Quechua, Ulwa), Australia (e.g. Jamingjung), and beyond. The subject area hosts several externally-funded research projects and a large staff of postdoctoral research associates, technical research assistants, and computer programmers and technicians, as well as over 34 PhD students.

MA programmes in Linguistics and English Language

All programmes consist of 180 credits in total.

MA in Linguistics

The MA in Linguistics consists of the following elements:

- compulsory core course units in Introduction to Grammatical Theory (15 credits), Phonetics and Phonology (15 credits), and Research Methods I and II (2 × 15 credits);
- optional course units (60 credits altogether);
- a dissertation (60 credits).

Alternatives to the compulsory course units in Introduction to Grammatical Theory and/or Phonetics and Phonology may be chosen if students can provide evidence of having covered comparable material in their undergraduate degree; in borderline cases, students may be asked to take a proficiency test during Registration Week.

The optional course units may be selected following specialised pathways, which include Sociolinguistics, Phonetics and Phonology, Syntax and Semantics, Typology, and Romani Linguistics. One or two course units may take the form of Directed Reading units, available after consultation with an appropriate member of staff and the Programme Director. One or two course units may also be taken from a list of MA course units available in other subject areas within the School or as enhanced Level-3 undergraduate course units in Linguistics and English Language, which supplement the course units on offer at MA level.

MA in Applied Linguistics

This programme is shared with the School of Education. It consists of the following elements:

- 45 credits (i.e. three 15-credit course units) from the Linguistics and English Language provision offered by the School of Arts, Languages and Cultures (SALC). The Linguistics and English Language credits normally include either Introduction to Grammatical Theory (15 credits), or Phonetics and Phonology (15 credits), or both.
- 45 credits (i.e. three 15-credit course units) from the 'Teaching English to Speakers of Other Languages' (TESOL) and 'Educational Technology' (EdTech) provisions offered by the School of Education.
- A dissertation (60 credits).
- 30 credits in Research Methods. These may be taken *either* in Linguistics *or* in Education; they are normally taken in the subject in which the dissertation (60 credits) is written.

The School of Arts, Languages and Cultures (SALC) is the official admitting School for the programme, and this is where the Programme Director is located. The School of Education is an equal partner in curricular terms, and one of its members of academic staff acts as a Co-ordinator for MA Applied Linguistics students (see Contact Details on page 18). It should be emphasised that Applied Linguistics students are considered to be members of both SALC and Education, and are entitled to make full use of the resources of each School: e.g. tutorials, classes, induction sessions.

In practice, at the beginning of the MA Applied Linguistics programme (i.e. Registration Week), students should attend all of the SALC induction activities as well as those Education induction activities which can be slotted around those of SALC. They should also see both the Programme Director in Linguistics and the Co-ordinator in Education to discuss their proposed course unit selections. Further, there may be ongoing support sessions (e.g. advanced study skills sessions) offered by either/both Schools, and students are encouraged to take full advantage of all such opportunities. Personal Tutoring arrangements may also exist in both Schools.

For each course unit taken, students should liaise with the School concerned about its operational details (e.g. regarding tutor expectations of the assignment, and submission deadlines). When it comes to the dissertation, the decision about which regulations to follow will depend on where the work is being submitted.

MA in Languages and Linguistics

The MA in Languages and Linguistics consists of the following elements:

- One compulsory core course unit (15 credits) in either Introduction to Grammatical Theory or Phonetics and Phonology. An alternative to this course unit may be chosen if students can provide evidence of having covered comparable material in their undergraduate degree; in borderline cases, students may be asked to take a proficiency test during Registration Week.
- Compulsory course units in Research Methods I and II (2 × 15 credits).
- Optional course units (75 credits altogether). These will normally include course units from one of the participating disciplines in SALC: French, German, Italian, or Spanish and Portuguese. One or two course units may take the form of Directed Reading course units, available after consultation with an appropriate member of staff and the Programme Director. One or two course units may also be taken as enhanced Level-3 undergraduate course units in Linguistics and English Language, which supplement the course units on offer at MA level. One year-long 15-credit unit may be taken as a Level-3 undergraduate language course unit.
- A dissertation (60 credits).

In addition students may take 15 credits in the practical study of the language, either through the University Language Centre or within the language discipline.

MA in English Language

The MA in English Language allows you to specialise in the synchronic and historical linguistics of English. You will be taking the following course units:

- core course units in English Corpus Linguistics (15 credits) and The Sociolinguistics of English (15 credits);
- core course units in Research Methods I and II (2 × 15 credits);
- optional course units (60 credits altogether) specialising in the linguistics of English;
- a dissertation (60 credits).

One or two of the optional course units may take the form of Directed Reading course units, available after consultation with an appropriate member of staff and the Programme Director. One or two course units may also be taken as enhanced Level-3 undergraduate course units in Linguistics and English Language, which supplement the course units on offer at MA level.

For further information on Directed Reading course units and enhanced Level-3 course units, consult the following documents:

- 'Guidelines for independent study/ directed reading (PGT programmes)'
- 'Policy on enhancement of Level 3 course units'

Both documents are available from the Faculty of Humanities web page at the following URL:

<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/guidelinesandpolicydocuments/index.html>

Students might like to note two standard Directed Reading course units: (a) The Logic of English (15 credits, semester 1, taught by TBC), and (b) Role and Reference Grammar (15 credits, semester 2),

taught by Dr Delia Bentley. For students who do not already have the necessary background, The Logic of English is a pre-requisite for the second semester course unit in Topics in the Study of Meaning in English.

Aims and objectives

Aims of the MA in Linguistics

- To give students a grounding in breadth and depth in Linguistics, by exploring the central features of linguistic theory: its history, objectives, principal theoretical frameworks, methodologies, contested areas and uncontested results.
- To give our students experience of excellence in teaching and learning at an advanced level, in an environment where they will benefit from the fact that the Department is also home to world-leading research in Linguistics.

Aims of the MA in Applied Linguistics

- To give students experience of excellence in teaching and learning at an advanced level, in an environment where they will benefit from the fact that the University is also home to world-leading research both in Linguistics and in Education.
- To give our students a grounding in breadth and depth in Applied Linguistics.
- To foster an understanding of the nature of human language, and of the relevance of this knowledge to the teaching of languages, particularly English as a second language.
- To consider the theories that have been proposed to explain the rich and complicated phenomenon of language, and of the analytical techniques and skills that can be brought to bear in unravelling its complex and myriad structures.
- To consider the nature of language learning and teaching, and the theoretical issues and practical skills involved in the language classroom.
- To enable students to understand and evaluate critically the spectrum of ideas put forward in Applied Linguistics.
- To equip them with the intellectual perspectives and the skills of scholarship that will prepare them to conduct research of their own.

Aims of the MA in Languages and Linguistics

- To give students a grounding in breadth and depth in Linguistics and the value of linguistic theory for understanding a specific language or family of languages, by exploring the central features of linguistic theory: its history, objectives, principal theoretical frameworks, methodologies, contested areas and uncontested results.
- To give our students experience of excellence in teaching and learning at an advanced level, in an environment where they will benefit from the fact that the Department is also home to world-leading research in Linguistics.
- To develop in-depth understanding of specific language(s) taught in the School of Languages, Linguistics, and Culture.

Aims of the MA in English Language

- To give students access to a range of advanced courses in the linguistics of English, covering areas such as the history of English (including ongoing change), regional and global varieties of English, socio-historical contexts of English (including language contact), resources for the study of English (e.g. corpora), and the semantics, syntax, morphology, and phonology of English.
- To enable students to acquire key linguistic research skills.
- To give students experience of excellence in teaching and learning at an advanced level, in an environment where they can benefit from the fact that the School is also home to world-leading research into the structure and development of English Language.

Intended learning outcomes of all the programmes

A. Knowledge & Understanding:	
A1.	Students will know what constitutes a well-formed linguistics research problem.
A2.	Students will know what constitutes a well-formed linguistics research solution.
A3.	Students should have a broad knowledge of the core areas of linguistic structure (semantics, syntax, morphology, phonetics, and phonology), as well as the major areas of linguistic use (sociolinguistics, pragmatics, language contact) and language development (diachronic linguistics, psycholinguistics).
A4.	Students should have familiarity with the major theories of contemporary linguistics, e.g. Optimality Theory, Minimalism, and Construction Grammar.
A5.	Students will complete a dissertation, involving substantial and detailed investigation of a particular aspect of Linguistics; they will demonstrate their ability to think in breadth and depth and to articulate their ideas cogently and persuasively. They will be in a position to embark upon a research degree in Linguistics (or Education, in the case of the MA Applied Linguistics), or to go on to (or return to) a career involving language, communication, language teaching or many other facets of human language explored during this course
A6.	Students will have extensive and intensive knowledge of the structure of their chosen language of focus [MA in English Language, MA in Languages and Linguistics].

B. Intellectual Skills	
B1.	Students should be able to critically evaluate the major proposals in their chosen sub-specialism of Linguistics, (especially in relation to the objectives and aims of their MA thesis).
B2.	Students should be able to read and understand independently new research (e.g. published in journal articles) in their sub-specialism in particular and more generally in the major areas of Linguistics.
B3.	Students will be able to evaluate a range of issues in Linguistics, e.g. the structure and description of language and of particular languages; the nature and function of language in society, in the mind, in literature; the history of languages and the nature of language change; the diversity of languages encountered in the world and the risks now faced by many of the world's languages of eventual disappearance; and a great many other areas of the discipline. Students will be able to conduct academic research of their own, and will be able to generate original ideas and to critically assess and discuss the ideas of others.
B4.	Students will be able to present a linguistic hypothesis and mount systematic and logical arguments for and against it.
B5.	Students will be able to plan and carry out an independent research project in the form of a master's dissertation

C. Practical Skills	
C1.	Students should be able to design their own research projects.
C2.	Students should be able to analyze data that they collect and assess it for completeness, coherency, and basic quality standards of linguistics research.
C3.	Students should learn to use basic laboratory equipment and software in phonetic analysis.
C4.	Students should be able to recognize, transcribe and produce a large number of the sounds of the world's languages.
C5.	Students should learn to plan and write linguistic essays, abstracts, and research proposals.

D. Transferable Skills and Personal Qualities	
D1.	Students will develop and enhance IT skills.
D2.	Students will develop oral presentation skills.
D3.	Students will learn how to cooperate in group research projects.
D4.	Students will acquire personal time and goal management skills.
D5.	Students will improve their writing skills.
D6.	Students will be able to reason critically.
D7.	Students will exercise independence of thought.

Programme structure

The MA consists of 180 credits: up to four compulsory core course units (totalling 60 credits), four optional course units (totalling 60 credits), and a dissertation (60 credits):

- **Compulsory core course units (total of up to 60 credits):**

LELA 60001 Research Methods I (15 credits, semester 1)
LELA 60002 Research Methods II (15 credits, semester 2)

and

LELA 70041 Introduction to Grammatical Theory (15 credits, semester 1) and/or
LELA 70061 Phonetics and Phonology (15 credits, semester 1)

or

LELA 70231 The Sociolinguistics of English (15 credits, semester 1) and
LELA 70472 English Corpus Linguistics (15 credits, semester 2)

- **Optional course units (60 credits):**

These are particular to the programme chosen from the list available in Linguistics and English Language, subject to the agreement of the Programme Director. Course unit descriptions for Linguistics and English Language appear in the second part of this Handbook. Optional course units may include taught MA course units, Directed Reading course units (up to 30 credits), or enhanced Level-3 taught course units (up to 30 credits).

- **Dissertation (60 credits):**

The length of the MA dissertation is between 12,000 to 15,000 words. The dissertation topic will normally arise from the taught course units taken. The dissertation will be supervised by an appropriate member of staff.

This structure offers students considerable flexibility. Within the limits of the range of course units on offer, you can construct a programme suited to your own needs and interests. Where these interests are not represented in course units offered, but where relevant staff expertise exists, tailor-made Directed Reading course units can be designed (to a limit of 30 credits). Your dissertation will also be specifically within the area designated by the programme and will normally arise out of the taught course units taken. It is expected that you will choose a dissertation topic which can be supervised within the expertise of the School of Arts, Languages and Cultures. In all cases you should discuss your choice of course units with the Programme Director, and with graduate studies representatives in the relevant language area, who will be happy to help you put together a coherent programme.

Teaching and assessment

Teaching takes on a variety of forms. Core course units are normally taught as seminars, in a small group, combining lectures with discussion. Most other course units are taught as tutorials or seminars, often with optional attendance of a selection of lectures that are relevant to the topic. Directed Reading course units (up to 30 credits) consist of individual research work on a selected topic, supervised by an appropriate member of staff. Up to 30 credits may be taken in the form of Level 3 (final year undergraduate) lectures with additional enhancement in the form of personal tutorials and coursework.

The core course unit LELA 70041 Introduction to Grammatical Theory is assessed by examination, and the core course units LELA 70061 Phonetics and Phonology, LELA 60001 Research Methods I, and LELA 60002 Research Methods II are assessed by a combination of assessment modes. Most optional course units in the programme are assessed by long essays of 3,000 – 4,000 words, and sometimes additional assignments. Examinations take place in January 2013. The pass mark for MA coursework, examinations, and the dissertation is 50%. The Diploma pass mark is 40%. MA candidates may be permitted, on the recommendation of the Examination Board, to be re-assessed in course units amounting to not more than 45 credits in total. Re-assessment will normally take the form of a revised resubmission of coursework, and must normally be submitted by the first week of August. In the case of LELA 70041 and LELA 70061, re-examination will take the form of a re-sit examination paper. Further information regarding assessment criteria is given in the School of Arts, Languages and Cultures Postgraduate Taught Handbook.

Linguistics Seminar

All taught MA students attend the Linguistics Seminar, which takes place, usually weekly, on Tuesdays, from 4.00pm to 5:30pm. The Seminar is the principal academic event of the Linguistics and English Language research community within the School. Presentations are given both by staff and by invited speakers from outside the university. Note that attendance at a specified number of seminars is a requirement of the Research Methods course units, and is assessed by a seminar review. The semester programme of the Linguistics Seminar can be found on the Linguistics and English Language web page: <http://www.alc.manchester.ac.uk/subjects/lel/events/>

Diploma level

Students registered for the MA who only complete the taught component of the programme (120 credits, at a pass mark of 40% instead of 50%), may be awarded the Postgraduate Diploma.

Submission of coursework

Full details on how to submit your work can be found in the School's Postgraduate Taught Handbook. Please familiarise yourself with the procedures before your submission date.

Some course units may use the online submission facility in BlackBoard called TurnitinUK. If this is the case, the procedures will be explained in advance of the submission date.

You must submit **two hard copies** of your assessment to the Teaching and Learning Reception, A6 (ground floor) of the Samuel Alexander Building. Please note that the Postgraduate Office (S3.9) is unable to receipt assessed coursework.,

In addition, you must submit **one electronic copy** of your work to salc-assessment@manchester.ac.uk. Electronic copies of your work may be checked for plagiarism and / or word counts. It is also recommended that you keep a copy for yourself in case of loss.

Late Submission

Any assessed coursework submitted after the deadline (5pm on the day of submission) without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **five additional marks will be deducted for each day thereafter (including weekends)**

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

2.1.7. School Policy on Word Limits

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment.
THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

MA dissertations must indicate the word count at the bottom of the contents page (see *Guidance notes for the presentation of taught master's dissertations*, 3(b)). All other coursework exercises must indicate the word count at the end of the main body of the text. Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action. The School reserves the right to request an electronic copy of any work submitted, so that word counts may be checked by examiners.

When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The examiners' feedback form will indicate how the penalty has been calculated.

2.1.8. Extensions to Submission Dates

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

Please note, individual course unit tutors cannot grant extensions to deadlines.

Please read the School's policy on Mitigating Circumstances in the Postgraduate Taught Handbook.

The School deadlines for assessed coursework for 2011 - 12 are:

**Semester 1: Date in November 2012 to be confirmed
 Date in January 2013 to be confirmed**

**Semester 2: Date in March 2013 to be confirmed
 Date in May 2013 to be confirmed**

Skills and Experience Review Questionnaire (SERQ) and Personal Development Plans (PDPs)

These two schemes provide a means for assessing and reflecting on your learning skills, and on your progress throughout your programme of study. The SERQ is designed to complement your work and experience during your postgraduate programme. The PDP incorporates the action plan that is one of the questionnaire's outcomes, but is broader in scope. Your personal tutor (Professor Maj-Britt Mosegaard Hansen) will help you through the process of engaging with the SERQ and the PDP, and will be happy to discuss these schemes, and any other aspect of your progress.

Full details of the SERQ and the PDP can be found in the School Postgraduate Taught Handbook.

Life cycle of an MA

For full-time students, the programme lasts for 12 months.

Semester 1 (17 September 2012 – 27 January 2013): 60 credits in total

- Research Methods I (15 credits)
- [For programmes other than the MA in English Language:] Introduction to Grammatical Theory (15 credits) and/or Phonetics and Phonology (15 credits)
- For MA English Language: The Sociolinguistics of English (15 credits)
- Optional course units

Mid-semester coursework due on: **Date in November 2012 to be confirmed**

January examination period: **14 January – 25 January 2012**

End-of-semester written coursework due on: **Date in January 2013 to be confirmed**

Semester 2 (28 January 2013 – 7 June 2013): 60 credits in total

- Research Methods II (15 credits)
- For MA English Language: English Corpus Linguistics (15 credits)
- Optional course units

Mid-semester coursework due on: **Date in March 2013 to be confirmed**

End-of-semester written coursework due on: **Date in May 2013 to be confirmed**

Dissertation (June – September): 60 credits

Dissertation submission date: **Monday 2 September 2013**

Part-time study

Part-time study is strongly supported and is actively facilitated in the timetabling of teaching hours for the MA, wherever possible. However, prospective students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part-time we encourage you to talk to us before you apply, to discuss your options. You should normally arrange with your employer to have at least one working day free per week to study for the MA.

For part-time students, the programme lasts for 24 months.

Year 1, Semester 1: First core course unit (15 credits), Research Methods I (15 credits)

Year 1, Semester 2: Optional course units (2 × 15 credits)

Year 2, Semester 1: Second core course unit (15 credits), Optional course unit (15 credits)

Year 2, Semester 2: Optional course unit (15 credits), Research Methods II (15 credits)

June – September: Dissertation (60 credits). Submission date: **Monday 1 September 2014**

Admissions

Admissions criteria

The normal requirement for admission to the MA is an upper second class Honours degree (or its overseas equivalent), in linguistics or a related subject, and letters of reference that reflect that level of performance. If a student is on the borderline for the minimum academic qualification, they may be offered a place on the Diploma programme. As described above, a Diploma student registers for the same course units as an MA student but need only achieve a minimum 40% mark to pass rather than 50% required of MA students, and does not write a dissertation. If a student enters the Diploma programme, and his/her performance exceeds 50% on all first-semester course units, then s/he may be recommended for upgrading to the MA programme, subject to satisfactory completion of the remaining course units and the dissertation.

Applicants to the MA programme in Applied Linguistics must have had at least three years of formal classroom experience in teaching English as a foreign language or in teaching another language as a foreign language, prior to the start of the programme.

If you are not a native speaker of English, you must demonstrate proficiency by taking the IELTS, TOEFL or Pearson examination. If you have graduated from a degree programme at an English-speaking university, then an IELTS, TOEFL or Pearson examination score is not usually required to demonstrate English language proficiency, though we may still request an IELTS/TOEFL/Pearson score should we deem it necessary.

The minimum proficiency scores required for admission are:

- * IELTS - at least 7.0 (with 7.0 in the writing element of the test)
- * TOEFL (paper-based) - at least 600
- * TOEFL (computer-based) - at least 250
- * TOEFL (internet-based) - at least 100
- * Pearson – at least 70 overall (with 70 in the written element)

Application procedure

For details on how to apply online go to: <http://www.manchester.ac.uk/postgraduate/howtoapply/>

When completing the application form, you must follow the instructions provided. Two references, photocopies of degree certificates and official transcripts of previous study, and evidence of English language ability (if appropriate) must be enclosed. If any documents are in a language other than English, you will need to provide official translations. For the majority of taught programmes there is no official closing date for applications, although you are advised to apply as early as possible.

Fees and Funding

The fees charged depend on citizenship and residency. There are two levels of fees: "Home/EU" and "International". Home/EU fees are charged essentially to EU citizens or non-EU citizens who have established permanent residency in the UK. International fees are charged essentially to all other students.

The fees for academic year 2012 - 2013 are:

Home/EU Students Full-time: £5,000

International Students Full-time: £12,300

If you are uncertain of your fee status, you can complete a Tuition Fees Assessment Form which will be assessed by the Student Services Centre. Please contact the Student Services Centre at feeassessment@manchester.ac.uk or go to <http://www.campus.manchester.ac.uk/ssc/tuitionfees/>

If you are not self-funded, or funded by another institution, you may apply for funding through the University of Manchester. Applications for funding must be made through the School to which you are applying. An application for funding can be made only if you have already been accepted for admission by the School. Applications to the MA degree may be considered for support for funding if the student has achieved the equivalent of a first class degree from a British institution in linguistics or a related discipline and letters of reference reflect that level of performance.

Funding opportunities vary depending on whether you are a UK resident citizen, EU citizen, or international. UK residents/citizens may apply for an Arts and Humanities Research Council (AHRC) award. An AHRC studentship pays a UK resident citizen home fees and a maintenance grant, which is £9,490. The School/Tuition Fee Status Team determines the residence/citizenship status of applicants for postgraduate studentships. If you are uncertain as to whether you qualify as a UK resident/citizen, please check the AHRC guidelines: <http://www.ahrc.ac.uk/Pages/default.aspx>

EU citizens may also apply for an AHRC award (see UK residents/citizens). An AHRC studentship normally pays an EU citizen who is not a resident of the UK home fees only. The AHRC does offer full studentships to EU citizens who are UK residents under certain conditions. The School of Arts, Languages and Cultures offers a limited number of fee bursaries for MA students. For more information on the School funding competition check the School web page: <http://www.alc.manchester.ac.uk/fees/postgraduate/>

Students taking the MA Linguistics who intend to specialise in the pathway 'Sociolinguistics' may also apply for ESRC funding, either for the one-year MA, or for a 1+3 programme (one-year MA followed by three-year PhD). Interested applicants should contact the School's Postgraduate Office or the Programme Director in January/February as the internal School deadlines are much earlier (usually beginning of March).

General information

Contact persons

Linguistics and English Language MA Programme Director, Personal Tutor and Admissions Officer:
Professor Maj-Britt Mosegaard Hansen, Samuel Alexander Building, Room S4.18,
email: Maj-Britt.MosegaardHansen@manchester.ac.uk, telephone 306 1733

MA TESOL/Educational Technology Co-ordinator, School of Education (for MA Applied Linguistics students):

TBC Dr Gary Motteram, Room C2.23 (Ellen Wilkinson Building), email:
gary.motteram@manchester.ac.uk, telephone: 275 3431

Linguistics and English Language Head of Subject Area:
Dr Delia Bentley, Room **TBC**, email: delia.bentley@manchester.ac.uk

Administrative Contacts		
Senior Postgraduate Programmes Administrator	Mr Kevin Little kevin.little@manchester.ac.uk	0161 275 3604
Postgraduate Programmes Administrator	Ms Zhenya Purves Zhenya.purves@manchester.ac.uk	0161 275 3103
Postgraduate Programmes Administrator	Ms Rosie Faulkner Rosie.faulkner@manchester.ac.uk	0161 275 3104
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Teaching and Learning Management Team		
Teaching and Learning Manager	Ms Elizabeth Nolan Elizabeth.nolan@manchester.ac.uk	
Programmes Manager	Ms Fiona Fraser Fiona.fraser@manchester.ac.uk	
Assessment Manager	Ms Morag Guilfoyle Morag.guilfoyle@manchester.ac.uk	
Student Support and Guidance Manager	Ms Sara Latham Sara.latham@manchester.ac.uk	
Timetabling Manager	Ms Louise Stewart Louise.stewart@manchester.ac.uk Louise is currently on maternity leave. Lee Felvus is Louise's cover during this time. Lee.felvus@manchester.ac.uk	

The School of Arts, Languages and Cultures has a separate Handbook for taught (MA/Postgraduate Diploma) postgraduate students. The Handbook contains, among other issues, useful information on the following:

- How the University Works
- Getting Started
- Research Skills and Personal Development Plans
- Assessment
- Dissertation
- Plagiarism and Academic Malpractice
- Facilities and Services for Students
- University Regulations and Policies

The School PGT Handbook can be found on the following web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

Overview of MA course units in Linguistics and English Language

(Please contact the School Postgraduate Office for an updated timetable during registration week.)

Core Course Units		
Code	Title	Lecturer
<i>Semester 1</i>		
LELA 60001	Research Methods in Linguistics I	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	John Payne
LELA 70061	Phonetics and Phonology	Yuni Kim
<i>Semester 2</i>		
LELA 60002	Research Methods in Linguistics II	Eva Schultze-Berndt et al.
LELA 70472	English Corpus Linguistics	Tine Breban
LELA 70232	The Sociolinguistics of English	Iris Bachmann

Optional Course Units: Linguistics and English Language MA Course Units		
<i>Semester 1</i>		
LELA 71011	Directed Reading in the Logic of English	TBC
LELA 70401	Language Documentation	Eva Schultze-Berndt
<i>Semester 2</i>		
LELA 60052	Language Change	Ricardo Bermúdez-Otero
LELA 71012	Directed Reading in Role and Reference Grammar	Delia Bentley
ELAN 79002	Interactional Pragmatics and Intercultural Communication	Maj-Britt Mosegaard Hansen

Optional Course Units: Linguistics and English Language Enhanced Level 3 Course Units		
<i>Semester 1</i>		
LELA 70211	Linguistic Field Methods	Andrew Koontz-Garboden
LELA 70191	Romani Linguistics	Yaron Matras
LELA 60691	Historical Syntax	George Walkden
LELA 70971	Minimalist Syntax	Silvio Cruschina
LELA 70171	Modern English Language (1500-present)	David Denison
LELA 60441	English Phonology Past and Present	Ricardo Bermúdez-Otero
LELA 70901	Language and Gender	Erik Schleeff

LELA 60981	Language Change across the Lifespan	Laurel MacKenzie
<i>Semester 2</i>		
LELA 70032	Topics in the Study of Meaning in English	Martina Faller
LELA 61002	The Grammar of English Noun Phrases	Tine Breban
LELA 70902	Language and Gender	Laurel MacKenzie
LELA 60992	Modern Historical English Linguistics	Benedikt Szmrecsanyi
LELA 70292	Language Contact	Yaron Matras
LELA (TBC)	Quantitative Research Methodology	Wendell Kimprer
LELA 61022	English Historical Sociolinguistics	Benedikt Szmrecsanyi
GERM60342	German Dialects	Wiebke Brockhaus-Grand

Optional Course Units: School of Arts, Languages and Cultures		
<i>Semester 1</i>		
(MEST 70141)	Introduction to Comparative Semitic Philology * Available as a directed reading course unit only	John Healey
<i>Semester 2</i>		
ELAN 60202	Cross Cultural Pragmatics	Luis Pérez-González
ELAN 62002	Spanish as a Pluricentric Language	Iris Bachmann

Pathways through the MA in Linguistics

Pathway 1: Phonetics and Phonology

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Course Units for this Pathway			
Code	Title	Credits	Lecturer
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70232	The Sociolinguistics of English	15	Iris Bachmann
LELA 60441	English Phonology Past and Present	15	Ricardo Bermúdez-Otero
LELA (TBC)	Quantitative Research Methodology	15	Wendell Kimprer
GERM60342	German Dialects	15	Wiebke Brockhaus-Grand
LELA 70012	Directed Reading in Phonetics/Phonology	15	Yuni Kim or Ricardo Bermúdez-Otero
LELA 70000	MA Dissertation in Phonetics/Phonology	60	

Pathway 2: Sociolinguistics

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Course Units for this Pathway (up to 60 credits + Dissertation)			
Code	Title	Credits	Lecturer
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70231	The Sociolinguistics of English	15	Iris Bachmann
LELA 60981	Language Change across the Lifespan	15	Laurel MacKenzie
LELA 70292	Language Contact	15	Yaron Matras
LELA 70211	Linguistic Field Methods	15	Andrew Koontz-Garboden
LELA 70401	Language Documentation	15	Eva Schultze-Berndt
LELA 70472	English Corpus Linguistics	15	Tine Breban
LELA 70901/2	Language and Gender	15	Erik Schlee/Laurel MacKenzie
LELA 60441	English Phonology Past and Present	15	Ricardo Bermúdez-Otero
LELA 61022	English Historical Sociolinguistics	15	Benedikt Szmrecsanyi
LELA (TBC)	Quantitative Research Methodology	15	Wendell Kimprer
GERM60342	German Dialects	15	Wiebke Brockhaus-Grand
ELAN 79002	Interactional Pragmatics and Intercultural Communication	15	Maj-Britt Mosegaard Hansen
LELA 70000	MA Dissertation in Sociolinguistics	60	

Pathway 3: Syntax and Semantics

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Course Units for this Pathway (up to 60 credits + Dissertation)			
Code	Title	Credits	Lecturer
<i>Syntax</i>			
LELA 60691	Historical Syntax	15	George Walkden
LELA 70971	Minimalist Syntax	15	Silvio Cruschina
LELA 61002	The Grammar of English Noun Phrases	15	Tine Breban
LELA 70472	English Corpus Linguistics	15	Tine Breban
LELA 71012	Directed Reading in Role and Reference Grammar	15	Delia Bentley
LELA 71011/ LELA 70012	Other Directed Reading in Syntax	15	Various
LELA 70000	MA Dissertation in Syntax	60	
<i>Semantics</i>			
LELA 71011	Directed Reading in Language and Logic	15	Andrew Koontz-Garboden
LELA 70032	Topics in the Study of Meaning in English	15	Martina Faller
LELA 71011/ LELA 70012	Directed Reading in Semantics	15	Andrew Koontz-Garboden / Martina Faller
LELA 70000	MA Dissertation in Semantics	60	Andrew Koontz-Garboden / Martina Faller
<i>Both syntax and semantics</i>			
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70472	English Corpus Linguistics	15	Tine Breban

Pathway 4: Typology

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Course Units for this Pathway (up to 60 credits + Dissertation)			
Code	Title	Credits	Lecturer
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70211	Linguistic Field Methods	15	Andrew Koontz-Garboden
LELA 70292	Language Contact	15	Yaron Matras
LELA 70401	Language Documentation	15	Eva Schultze-Berndt
LELA 71011/ LELA70012	Directed Reading in Typology	15	Various
LELA 71011/ LELA 71012	Directed Reading in the Structure of a Language	15	(consult staff profiles for language expertise)
LELA 70000	MA Dissertation in Typology	60	

Pathway 5: Romani Linguistics

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Course Units for this Pathway (up to 60 credits + Dissertation)			
Code	Title	Credits	Lecturer
LELA 70191	Romani Linguistics	15	Yaron Matras
LELA 70211	Linguistic Field Methods	15	Andrew Koontz-Garboden
LELA 70232	The Sociolinguistics of English	15	Iris Bachmann
LELA 70292	Language Contact	15	Yaron Matras
LELA 70401	Language Documentation	15	Eva Schultze-Berndt
LELA 71011/ LELA 71012	Directed Reading in Romani Linguistics	15	Yaron Matras
LELA 70000	MA Dissertation in Romani Linguistics	60	Yaron Matras

For additional information see also <http://www.llc.manchester.ac.uk/Research/Projects/romani/>

MA in Applied Linguistics

First, select your research training provision according to your dissertation plans:

For an MA Dissertation in Linguistics and English Language:			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.

LELA 70000	MA Dissertation in Linguistics	60	
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or

For an MA Dissertation in Education:			
Code	Title	Credits	Lecturer
EDUC70102	Developing Researcher Competence	30	
EDUC 71000	MA Dissertation in Education	60	

Now, select 45 credits from the Linguistics and English Language provision, including at least one core course unit:

Core Course Units in Linguistics and English Language			
Code	Title	Credits	Lecturer
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim

and

Recommended Optional Course Units in Linguistics and English Language			
Code	Title	Credits	Lecturer
LELA 70171	Modern English Language (1500-present)	15	David Denison
LELA 61002	The Grammar of English Noun Phrases	15	Tine Breban
LELA 70232	The Sociolinguistics of English	15	Iris Bachmann
LELA 70292	Language Contact	15	Yaron Matras
LELA 70472	English Corpus Linguistics	15	Tine Breban
LELA 60981	Language Change across the Lifespan	15	Laurel MacKenzie
LELA 70901/2	Language and Gender	15	Erik Schleeef/Laurel MacKenzie
ELAN79002	Interactional Pragmatics and Intercultural Communication	15	Maj-Britt Mosegaard Hansen

Finally, select 45 credits from the Education provision. Detailed descriptions for Education course units are available at:

<http://courses.humanities.manchester.ac.uk/postgraduate/education/modulelist.html?department=59>

Course units in Education (Information subject to change)		
Code	Title	Credits
EDUC 70020	Approaches, Methods and Techniques in Language Teaching	15
EDUC 70032	Blended Learning in a Digital Age	15
EDUC 70040	Language Education as Intercultural Practice	15
EDUC 70050	Teaching and Learning Online	15
EDUC 70061	Language Learning and Technology	15
EDUC 70090	Psychology of Language Learning	15
EDUC 70130	The Education of Language Teachers	15
EDUC 70150	Explorations in Language	15
EDUC 70221	Evaluation and Design of Educational Courseware	15
EDUC 70512	Multimedia Design and Development	15

MA in Languages and Linguistics

Core Course Units

Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70000	MA Dissertation in Linguistics	60	
and either			
LELA 70041	Introduction to Grammatical Theory	15	John Payne
or			
LELA 70061	Phonetics and Phonology	15	Yuni Kim

Recommended Optional Course Units in Linguistics and English			
<i>Semester 2</i>			
Code	Title	Credits	Lecturer
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70401	Language Documentation	15	Eva Schultze-Berndt
ELAN 79002	Interactional Pragmatics and Intercultural Communication	15	Maj-Britt Mosegaard Hansen

Most MA course units offered in the respective language subject area can also be chosen as options. Directed Reading course units (up to 30 credits) and Enhanced Level-3 course units (up to 30 credits) may also be chosen as options.

MA in English Language

Core Course Units			
Code	Title	Credits	Lecturer
LELA 60001	Research Methods I	15	Eva Schultze-Berndt et al.
LELA 60002	Research Methods II	15	Eva Schultze-Berndt et al.
LELA 70232	The Sociolinguistics of English	15	Iris Bachmann
LELA 70472	English Corpus Linguistics	15	Tine Breban

Recommended Optional Course Units			
Code	Title	Credits	Lecturer
LELA 60052	Language Change	15	Ricardo Bermúdez-Otero
LELA 70041	Introduction to Grammatical Theory	15	John Payne
LELA 70061	Phonetics and Phonology	15	Yuni Kim
LELA 70171	Modern English Language (1500-present)	15	David Denison
LELA 61002	The Grammar of English Noun Phrases	15	Tine Breban
LELA 60441	English Phonology Past and Present	15	Ricardo Bermúdez-Otero
LELA 61022	English Historical Sociolinguistics	15	Benedikt Szmrecsanyi

Directed Reading units (up to 30 credits) may also be chosen as options.

MA Course Unit Descriptions

N.B. Some information given may be subject to revision due to staff changes at short notice (e.g research leave awards). Some tutors may choose not to run course units for single students. Please check with individual course unit tutors and with the Programme Director when making course unit choices.

**Times are subject to change.
Please consult the School Postgraduate Office (Room S3.9)
for an updated timetable.**

General notes on assessment and deadlines:

- Essays which constitute major coursework (i.e. the principal basis for assessment) are usually between 3,000 – 4,000 words.
- The deadlines for submission of major coursework are **Tuesday 15 January 2013** (for Semester 1 course units) and **Tuesday 14 May 2013** (for Semester 2 course units).
- The deadlines for submission of mid-semester assignments are **Tuesday 30 October 2012** (Semester 1 course units) and **Tuesday 19 February 2013** (Semester 2 course units).

Course Unit Code:	LELA 60001
Title:	Research Methods in Linguistics I
Credit Rating:	15
Level:	Postgraduate
Semester:	1
Tutors:	Prof Eva Schultze-Berndt et al.
Pre-requisites:	None

Aims:

- To introduce generic research skills
- To introduce key issues in the construction of linguistic theory
- To introduce key issues in designing a research project, including data collection and evaluation

Intended Learning Outcomes:

- Familiarity with key issues in linguistic theory
- Understanding of ethical, methodological, and practical issues surrounding the collection and evaluation of data
- Familiarity with presentation format of various forms of research dissemination

Key Transferable Skills:

- Practical skills: usage of resources, compilation of bibliography
- Intellectual skills: understanding and evaluating an argument, constructing a hypothesis and providing empirical evidence

Curriculum Content:

- Major theories of language
- Constructing theories in linguistics
- Formulating a research hypothesis
- Constructing and working with corpora and language samples
- Writing a book review
- Writing linguistic abstracts
- Library and database resources
- Writing conventions in linguistics

Learning Hours:

Activity	Hours allocated
Weekly lecture or tutorial	1
Attendance at at least 6 of the Institute for Linguistics and Language Studies seminars and/or the Langwidge Sandwich seminars; attendance at all masterclasses	variable
Total hours	11+

Assessment activity	Length required	Submission date	Weighting within unit
Book review	1,500 words	To Be Confirmed	40%
Linguistic abstract	500 words	To Be Confirmed	30%

Review of Seminar	500 words	To Be Confirmed	30%
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Course Unit Code:	LELA 60002
Title:	Research Methods in Linguistics II
Credit Rating:	15
Level:	Postgraduate
Semester:	2
Tutors:	Prof Eva Schultze-Berndt et al.
Pre-requisites:	None

Aims:

- To introduce generic research skills
- To introduce key issues in the construction of linguistic theory
- To introduce key issues in designing a research project, including data collection and evaluation

Intended Learning Outcomes:

- Familiarity with key issues in linguistic theory
- Understanding of ethical, methodological and practical issues surrounding the collection and evaluation of data
- Familiarity with presentation format of various forms of research dissemination

Key Transferable Skills:

- Practical skills: usage of resources, compilation of bibliography
- Intellectual skills: understanding and evaluating an argument, constructing a hypothesis and providing empirical evidence

Curriculum Content:

- Planning for your MA dissertation
- Writing research proposals
- Organising an oral presentation
- Data collection, fieldwork and research ethics
- The speech community
- Language variation and change
- Quantitative research methods
- Computational research methods

Learning Hours:

Activity	Hours allocated
Weekly lecture or tutorial	1
Attendance at at least 6 of the Institute for Linguistics and Language Studies seminars and/or the Langwidige Sandwich seminars; attendance at all masterclasses	variable
Total hours	11+

Assessment activity	Length required	Submission date	Weighting within unit
Research proposal for MA thesis	1,500 words	To Be Confirmed	50%

Oral presentation	20 minutes	Early May, to be confirmed	50%
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Course Unit Code:	LELA 60052
Title:	Language Change
Credit Rating:	15
Level:	Postgraduate
Semester:	2
Tutor:	Dr Ricardo Bermúdez-Otero
Pre-requisites:	None

Aims:

- Address the fundamental issues in the study of language change:
 - i. how linguistic innovations first arise,
 - ii. how change is implemented in grammars,
 - iii. how change propagates through the speech community,
 - iv. what causal factors are at work at each step in the process of change;
- Examine critically current models of language change,
 - i. identifying their implicit assumptions concerning the nature of language,
 - ii. testing both their logical structure and their empirical basis,
 - iii. evaluating their claims to explanatory adequacy.

Intended Learning Outcomes:

- Recognize and analyse specific instances of various types of language change;
- Apply the appropriate conceptual and theoretic tools to diachronic problems;
- Detect the ontological assumptions behind particular approaches to change;
- Evaluate the logical coherence and empirical grounding of arguments concerning language change.

Key Transferable Skills:

- The ability to produce a succinct, persuasive, and coherent synthesis of complex information
- The ability to write essays in the appropriate style and with the appropriate format
- Skills in oral presentation
- Skills in time-management

Curriculum Content:

- Problems in historical linguistics
- Theoretical perspectives on language change
- The implementation of phonological change: the Neogrammarian controversy
- The causes of phonological innovation: bottom-up and top-down effects
- Morphophonological change and analogy
- The life cycle of phonological patterns
- The implementation of syntactic change: gradual or catastrophic?
- The causes of syntactic change: formal factors
- The causes of syntactic change: functional factors
- Grammaticalization

Learning Hours:

Activity	Hours allocated
Lecture per week	1
Seminar per week	1
Total hours	22

Assessment activity	Length required	Submission date	Weighting within unit
One essay	3,000 words maximum	To Be Confirmed	75%
One written group report on seminar	1,000 words maximum	To Be Confirmed	25%

Core Texts:

McMahon, April M. S. (1994). *Understanding language change*. Cambridge: Cambridge University Press.

Course Unit Code:	LELA 70041
Title:	Introduction to Grammatical Theory
Credit Rating:	15
Level:	Postgraduate
Semester:	1
Tutor:	Professor John Payne
Pre-requisites:	None

Aims:

- The aim of this course unit is to lay the foundations of grammatical theory for members of MA/Diploma programmes who have little or no previous experience of linguistics, or whose skills are outdated. Drawing on constructions from a variety of languages including English, it seeks to cover the basic concepts that underlie the modern study of grammar. The perspective adopted is issue-based and theoretically neutral. It thus makes a natural companion to course units in linguistic typology. It also sets the scene for further study into specific approaches to formal syntax..

Intended Learning Outcomes:

- **Knowledge and Understanding**
Understand the basic concepts of grammatical analysis and operate with simple theory-neutral representations for syntactic, relational and semantic levels of description; appreciate the range of grammatical constructions in English on which the standard constructs of grammatical theory are based and demonstrate some understanding of how these constructions compare with those found in other languages; thus, in later course units, approach specific grammatical theories which make detailed formal assumptions about the primitives of grammatical analysis;
- **Intellectual skills**
Develop, through learning and understanding grammatical description at a detailed level, the intellectual skill of distinguishing between descriptive systems and the data they describe; refine, by considering competing analyses, their analytic skills and the skill of critically evaluating evidence and argument;
- **Practical skills**
Represent sentences of English and other languages in theoretically-based diagrammatic forms.

Key Transferable Skills:

- Skills in dealing with new and unfamiliar technical vocabularies.
- By working through set readings, skills of time-management and independent learning

Curriculum Content:

- PRELIMINARIES
- Foundational issues
- Grammatical categories
- Phrase structure
- SIMPLE CLAUSES
- Headedness and clause structure 1
- Headedness and clause structure 2
- Arguments and argument changing 1
- Arguments and argument changing 2
- COMPLEX CLAUSES
- Subordination 1
- Subordination 2
- Gaps and dependencies 1

- Gaps and dependencies 2

Learning Hours:

Activity	Hours allocated
Weekly lecture: Mon 1-3	2
Weekly tutorial: Tue 9	1
Total hours	33

Assessment activity	Length required	Submission date	Weighting within unit
Grammatical problem set assignment	Approx. 1,000 words	Monday 5 November 2012	25%
Unseen examination	1 1/2 hours	Semester one examination period: 14 - 25 January 2013	75%

Core Texts:

Paul R. Kroeger 2004. *Analyzing Syntax: A Lexical Functional Approach*. Cambridge: CUP.

Course Unit Code:	LELA 70061
Title:	Phonetics and Phonology
Credit Rating:	15
Level:	Postgraduate
Semester:	1
Tutor:	Dr Yuni Kim
Pre-requisites:	None

Aims:

As this course unit is a combination of phonetic and phonological components:

- An understanding of current approaches to studying the production and perception of speech sounds (both articulatory and acoustic aspects); a competency in the description of human language sounds; the ability to accurately recognize and transcribe these sounds
- An introduction to the fundamental theoretical questions and issues in patterns of sounds; an introduction to syllable structure as it relates to other prosodic constituents; an overview of other phonological topics, including distinctive features, autosegmental representations, the interfaces of phonology with phonetics and morphology, and constraint-based phonology (Optimality Theory)

Intended Learning Outcomes:

- Knowledge and understanding
Reproduce via articulation and also transcribe speech sounds, understand main phonological rules & their interrelationships, express awareness of theoretical approaches (Linear & Autosegmental Phonology, Prosodic Phonology, Lexical Phonology, Optimality Theory)
- Intellectual skills
Learn and apply techniques for data analysis, & critical analysis, create and assess coherent arguments, gain familiarity with speech sounds, their means of production, and the appropriate IPA symbols used to transcribe them
- Practical skills
Gain and use skills in problem solving, resource location (appropriate literature location, procurement & analysis), (transcription) conventions

Key Transferable Skills:

- The ability to undertake successful self-directed study and learning, critical reading skills, appropriate time-management; Students will also gain skills in computer & software use and analysis.

Curriculum Content:

- Articulatory phonetics: consonants, vowels, tone, intonation
- Introduction to acoustic analysis (soundwaves, formant structures, amplitude)
- Lab component: transcription practice, production practice, data set exercises
- Lecture, discussion and dataset analysis activities relating to the major themes covered in the phonology lectures

One Phonetics Tutorial (50 minutes), weekly, as needed

One Phonetics & Phonology Lecture (2 x 50 minutes consecutively) each week

Learning Hours:

Activity	Hours allocated
Phonetics tutorial	Weekly as needed
Phonetics & Phonology weekly lecture	2

Assessment activity	Length required	Submission date	Weighting within unit
Phonetics Practical Exam	50 Minutes	To be confirmed	10%
Two (Phonology) Problem Set Assignments	ca. 500 words each	To Be Confirmed	20%
One Essay on a Chosen Topic in Phonetics or Phonology	3,000 - 4,000 words	To Be Confirmed	70%

Core Texts:

PHONETICS

Ladefoged, Peter & Keith Johnson. 2011. *A Course in Phonetics*, 6th Edition. Boston: Thomson Wadsworth.

Ladefoged, Peter. 2001. *Vowels and Consonants*, 2nd Edition. Oxford: Blackwell.

Ladefoged, Peter and Ian Maddieson. 1996. *Sounds of the World's Languages*. Oxford: Blackwell.

PHONOLOGY

Gussenhoven, C., and Jacobs, H. 2005. *Understanding Phonology*, 2nd Edition. London: Hodder Arnold.

Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Oxford: Blackwell.

Course Unit Code:	LELA 70231
Title:	The Sociolinguistics of English
Credit Rating:	15
Level:	Postgraduate
Semester:	1
Tutor/s:	Dr Iris Bachmann
Pre-requisites:	phonetics and phonology course

Aims:

- To introduce the study of language variation and change as exemplified by variation and changes occurring in present-day English dialects
- To introduce the main linguistic and extra-linguistic correlates of variation
- To introduce key issues in linguistic data collection and analysis

Intended Learning Outcomes:

- An understanding of sociolinguistics as the scientific study of language variation and change (not to be confused with the sociology of language), using quantitative methods, with consideration of both internal (linguistic) and extra-linguistics factors governing variation in English dialects, such as gender, age, social class, and region
- An understanding of the changes occurring in present-day dialects of English
- The course will provide a foundation for students' independent research in sociolinguistics
- Focus, by choice, on selected issues in sociolinguistic theory and methodology

Key Transferable Skills:

- Microsoft Excel skills
- Basic statistics
- Written presentations

Curriculum Content:

- Stable sociolinguistic variation
- Language and socioeconomic status
- Linguistic change in progress
- The role of gender in language variation and change
- Dialect levelling in British English
- 2nd-dialect acquisition
- Transmission of linguistic variation
- Basic statistics

Learning Hours:

Activity	Hours allocated
Seminar	2 / week
Individual consultation	As appropriate
Total hours	22

Assessment activity	Length required	Submission date	Weighting within unit
Statistics assignment		To be confirmed	pass/fail (failure will reduce mark by 5 points)
Leading in-class discussion		To be confirmed	pass/fail (failure will reduce mark by 5 points)
Weekly online quizzes on assigned reading			Pass/fail (failure will reduce mark by 1 point for each quiz)
Research paper	3,000 – 4,000 words	To be confirmed	100%

Recommended Texts

Labov, William. 1972. *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press;

Labov, William. 2001. *Principles of Linguistic Change Volume 2: Social Factors*. Cambridge, MA: Blackwell.

Articles and book chapters to be specified at the beginning of the course unit.

Course Unit Code:	LELA 70401
Title:	Language Documentation
Credit Rating:	15
Level:	Postgraduate
Semester:	1
Tutor:	Professor Eva Schultze-Berndt
Pre-requisites:	None

Overview:

In the last two decades, language documentation has become a prominent subfield in linguistics. This is partly in response to an increased awareness of the pressing issue of language endangerment, and has resulted in the establishment of a number of funding agencies and training programmes specifically for the documentation of endangered languages. However, a documentation approach can be applied to any language or variety, endangered or not. In this course, we will focus on the documentation of spoken language, which is specifically taken to include non-standard varieties of better-known languages. Linguists undertaking the task of documenting a little-described language or variety are faced with conceptual, ethical, methodological and practical challenges.

Conceptual and methodological issues include the following:

- What is the scope of a documentation project? I.e. given the possibility that a language or variety may no longer be spoken in the future, what is the “best record” of this variety?
- Should only “spontaneous speech” be recorded, or do elicited data and grammaticality judgments have a place in language documentation?
- What is an adequate documentation of the cultural context of language use?
- How does one deal with variation?

Ethical issues include the following:

- What are the outcomes of a documentation project for the speakers of the respective language/varieties?
- Who should be granted access to the resulting data?

Practical issues range from planning a fieldwork trip and securing funding to the choice of recording equipment and software.

The aim of this course unit is to provide an overview of these issues, ultimately providing students with the conceptual and practical prerequisites for undertaking a language documentation project of their own. The course unit is run in various formats including interactive lectures, discussions of selected readings, and practical sessions as introductions to specialist software.

Intended Learning Outcomes:

- Awareness of conceptual, ethical, methodological and practical issues in Language Documentation
- Awareness of the available choices and challenges in collecting, annotating and interpreting spoken language data
- Critical evaluation of past and current practices in a given field, and the links to other sub-fields of the discipline

Key Transferable Skills:

- The ability to produce and interpret transcripts and annotations of spoken language
- The ability to succinctly present information from different sources, and to reflect on information needs for future users of an archive
- Skills in time-management

Curriculum Content:

- Scope of language documentation
- Language documentation vs. description
- Different types of linguistic data
- Linguistic annotation – transcription of spoken language, metadata, translation, etc.
- Similarities and differences between documentation and corpus linguistics
- Fieldwork and language documentation

- Lexicography and language documentation
- Ethical issues in language documentation
- Practical issues in language documentation (recording equipment, lexical database and annotation software, archiving etc)

Learning Hours:

Activity	Hours allocated
Lecture per week	1
Seminar per week	1
Total hours	22

Assessment activity	Length required	Submission date	Weighting within unit
A fully annotated transcription (with metadata, interlinear glosses and translation) in ELAN annotation software of a brief recording session (1-2mins) with a speaker of a language unfamiliar to the student, accompanied by participant information sheet, consent form, documentation of conventions employed, and a brief reflection on any issues arising.	Ca. 1000 words	To be confirmed	50%
An essay on one of a choice of topics covered in the course (e.g. "Relationship of Language Documentation and Corpus Linguistics")	2,000 words	To be confirmed	50%

Core Texts

- Bowern, C. 2008. *Linguistic fieldwork. A practical guide*. Houndmills & New York: Palgrave MacMillan
- Dorian, Nancy C. 1994. Purism vs. compromise in language revitalization and language revival. *Language in Society* 23.479-94.
- Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel (eds.) 2006. *Essentials of Language Documentation*. Berlin, New York: Mouton de Gruyter.
- Henry, Alison. 2005. Non-standard dialects and linguistic data. *Lingua* 115:1599-1617.
- Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36: 161-95.
- Innes, Pamela & Erin Debenport (eds) 2010. *Ethical Dimensions of Language Documentation* (Special Issue of *Language & Communication*, Vol 30, 3.
- Mosel, Ulrike. 2004. Dictionary making in endangered speech communities. *Language Documentation and Description* 2: 39-54.
- Rice, Keren. 2006. Ethical issues in linguistic fieldwork: An overview. *Journal of Academic Ethics* 4.123-155.
- Ostler, Nicholas. 2008. Corpora of less studied languages In Anke Lüdeling & Merja Kytö (eds), *Corpus Linguistics: An International Handbook*, Vol. 1, 457-484. Berlin, New York: Walter de Gruyter.
- Newman, Paul and Martha Ratliffe (eds.), 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.
- Schultze-Berndt, Eva. to appear. Language Documentation. In: *Syntax: an international handbook of contemporary research* (2nd edition), ed. by T. Kiss and A. Alexiadou. Berlin: Mouton de Gruyter.
- Woodbury, Anthony C. 2011. Language Documentation. In Peter K. Austin & Julia Sallabank (eds), *The Cambridge Handbook of Endangered Languages*. Cambridge: Cambridge University Press.

Course Unit Code:	LELA 70472
Title:	English Corpus Linguistics
Credit Rating:	15
Level:	Postgraduate
Semester:	2
Tutor/s:	Dr Tine Breban
Pre-requisites:	None

Aims:

- This course will introduce and give practice in a selection of tools, techniques and methodologies appropriate for usage-based research and study in English linguistics. Topics will be selected from among the following list: the *Oxford English Dictionary Online*; concordance programs such as Wordsmith, MonoConc Pro; corpora of Present-Day English such as BNC and ICE-GB; historical corpora such as the Penn Parsed Corpora of Historical English or the Diachronic Corpus of Present-day Spoken English; internet resources for English linguistics.

Intended Learning Outcomes:

- Judge the strengths and limitations of the resources and methodologies discussed.
- Select the appropriate resource(s) for a linguistic project and make best use of them.
- Use the tools, techniques and methodologies introduced in the course unit in order to enhance their research in English linguistics and the presentation of their results.

Key Transferable Skills:

- Problem-solving skills: critical assessment and subsequent fine-tuning of the best methodologies for specific problems.
- Their skills in the use of electronic resources and the Internet.
- The skill of making use of the appropriate conventions for the presentation of essays.

Curriculum Content:

- Students will gain facility in the selected tools and corpora. They will take linguistic problems in English lexis and grammar (prompted by their own interests and/or suggested by the lecturer) and investigate them with the chosen methods, paying particular attention to the advantages and disadvantages of any given approach.

Learning Hours

Activity	Hours allocated
Seminar in computer cluster	1.5 hours
Total hours	16.5

Assessment activity	Length required	Submission date	Weighting within unit
Minor assignment 1	300 words	To be confirmed	15%
Minor assignment 2	300 words	To be confirmed	15%
Project proposal	400 words	To be confirmed	20%
Project write-up	2,000 - 3,000 words	To be confirmed	50%

Core Texts

Hoffmann, Sebastian, et al. 2008. *Corpus linguistics with BNCweb - a practical guide* (English Corpus Linguistics 6). Frankfurt am Main: Peter Lang.
 McEnery, Tony & Andrew Wilson. 2001. *Corpus Linguistics*. Edinburgh: Edinburgh University Press. (Additional web resources also at <http://www.lancs.ac.uk/fss/courses/ling/corpus>)

A list of specific additional readings will be offered.

Course Unit Code:	LELA 71012
Title:	Directed Reading in Role and Reference Grammar
Credit Rating:	15
Level:	Postgraduate
Semester:	2
Tutor:	Dr Delia Bentley
Pre-requisites:	An undergraduate introductory course to linguistic theory (or equivalent).

Aims:

- To introduce the students to the RRG approach to the analysis of discourse, semantics and syntax.
- To explore the interplay of discourse, semantics and syntax drawing upon the students' native-speaker competence.
- To reflect on the goals and strengths of a typologically-oriented theory of the linking of discourse, semantics and syntax vis-à-vis those of derivational syntactic theories.

Intended Learning Outcomes:

On completion of this unit successful participants will be able to:

- Analyse specific aspects of the mapping of discourse, semantics and syntax with the aid of the theoretical constructs of RRG.
- Apply the theoretical tenets of RRG to the study of micro-parametric and typological variation.
- Compare the goals and strengths of a typologically-oriented theory of the linking of discourse, semantics and syntax with those of derivational syntactic theories.

Key Transferable Skills:

On successful completion of this course unit, participants should have developed:

- The ability to conduct theoretically-informed linguistic analysis.
- A critical awareness of the different approaches to linguistic analysis.

Curriculum Content:

1. The goals of linguistic theory (week 2; VVLP Ch. 1).
2. Clause structure (week 3; VVLP 2.0-2.2.2).
3. Constituents and operators (week 4; VVLP 2.2.3; VV 1.0-1.3).
4. Predicate representation (week 5; VVLP 3.0-3.2.2; VV 2.0-2.3).
5. Arguments, macroroles and transitivity (week 6; VVLP 3.2.3-3.3, 4.0-4.3; VV 2.4).
6. Information structure (week 7; VVLP 5.0-5.5, 5.8; VV Ch. 3).
7. Introduction to semantics-syntax mapping (week 8; VVLP 4.5; VV Ch. 5).
8. Grammatical relations (week 9; VVLP: 6.0-6.2; VV Ch. 4).
9. Clause and Predicate linkage (week 10; VVLP: 8.0-8.4.3; VV 6.0-6.7).

Learning Hours

Activity	Hours allocated
Three 90-minute lectures in weeks 2, 9, and 10	4½
Six student-led 90-minute seminars	9
Private study	136½
Total hours	150

Assessment activity	Length required	Submission Date	Weighting within unit
One piece of coursework (essay)	4,000 words	To be confirmed	100%

Core Texts

Van Valin, Robert Jr. & Randy LaPolla. 1997. *Syntax: structure, meaning and function*. CUP.

Van Valin, Robert Jr. 2005. *The Syntax-Semantics-Pragmatics Interface. An Introduction to Role and Reference Grammar*. CUP.

Van Valin, Robert Jr. & Randy LaPolla. 1997 = VVLP

Van Valin, Robert Jr. 2005 = VV

Course Unit Code:	ELAN 60202
Title:	Cross Cultural Pragmatics
Credit Rating:	15
Level:	Postgraduate
Semester:	Semester 2
Tutor:	Professor Mona Baker
Pre-requisites:	None

Aims:

- The course unit will enable students to engage with some of the main theoretical traditions in socio-pragmatics, socio-linguistics, ethnography and linguistic anthropology, with particular emphasis on theories which offer productive ways of looking at translation and interpreting events. These include: conceptualisations of context and contextualisation cues; work on cultural differences in conversational style; Goffman's notions of face, footing and participation framework; critical discourse analysis, theories of cultural orientation, and broader theories of cross-cultural communication.

Intended Learning Outcomes:

- identifying a suitable area of research in cross-cultural communication
- formulating hypotheses and research questions
- developing a critical awareness of the status of 'data' in cross-cultural research
- appreciating the inherent overlap in categories such as nation, language, culture and gender
- debating questions of replicability and generalisability in cross-cultural research
- assessing research criteria such as objectivity vs. subjectivity in this field
- appreciating the complexity of the ethics of research generally and of cross-cultural research specifically
- balancing the focus on inequality vs. difference in the social sciences
- understanding cultural diversity and cultural relativism.

Curriculum Content:

- A full course unit outline will be provided in class at the beginning of the semester.

This unit will be taught through 11 x 50-minute weekly seminars in Semester 2. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.

Learning Hours:

Activity	Hours allocated
Weekly seminar	1
Total hours	11

Assessment activity	Length required	Submission Date	Weighting within unit
One critical essay	4,000 words	Friday 10 May 2013	100%

Course Unit code:	ELAN 62002 – Please note that this unit may not be available in 2012-13.
Title:	Spanish as a Pluricentric Language
Credit Rating:	15
Level:	Postgraduate
Semester:	Semester 2
Tutor/s:	Dr Iris Bachmann
Pre-requisites:	None

Aims:

- This course unit addresses issues of linguistic standardisation and the effects of the media in this respect. It explores whether Spanish can be called a pluricentric language with different norms for the various linguistic spaces under discussion. The course unit examines the extension of the Spanish language throughout four continents and its status in different cultural contexts. Whereas the Castilian standard put forward by the Real Academia has long been the centre for standardisation and status planning for the Spanish-speaking world, today the language of the media (as used, for example, in *telenovelas* broadcast internationally), or the *norma culta* of different urban centres in Latin America, provide alternative role models for language usage that have changed the map of Spanish sociolinguistics.
- The status of different varieties of Spanish, and their embedding in a specific cultural context, is explored with reference to different situations of migration and resulting contact situations, e.g. the growing number of Spanish speakers in the USA, or internal migration in Latin America, which brings different varieties of Spanish and Amerindian languages to the urban centres. The role of language travelling through people and the media is also discussed, with particular reference to the effects of international media products on language.

Learning Hours:

Activity	Hours allocated
One seminar/lecture per week	1
Total hours	12

Assessment activity	Length required	Submission Date	Weighting within unit
One essay	4,000 words	To be confirmed	100%

Course Unit code:	ELAN 79002
Title:	Interactional Pragmatics and Intercultural communication
Credit Rating:	15
Level:	Postgraduate
Delivery:	Semester 2
Tutor/s:	Professor Maj-Britt Mosegaard Hansen
Pre-requisites:	None

Aims:

- to enable students to analyze and interpret the use of language in spontaneous spoken interaction, in monocultural as well as intercultural settings.
- to familiarize students with a range of contemporary theoretical and methodological approaches to verbal interaction in the oral channel
- to enable students to identify and analyze the import of recurrent conversational structures, in both monocultural and intercultural settings
- to enable students to identify and analyze the import of different strategies of politeness used in interaction, in both monocultural and intercultural settings

Intended Learning Outcomes:

On completion of this unit successful participants will be able to:

- identify and characterize central cross-linguistically relevant communicative parameters, and point out some of the salient ways in which communicative practices may vary between different speech communities
- describe and analyze episodes of naturally occurring conversational interaction using a precisely defined metalinguistic and metadiscursive vocabulary
- reflect critically on their own communicative practice

Key Transferable Skills:

On successful completion of this course unit, participants should have developed:

- Analytical skills
- Critical thinking skills
- Improved skills in oral and written communication

Curriculum Content:

- Conversation analysis
- Politeness theory
- Intercultural communication

Teaching and Learning Methods:

Weekly 1 ½-hour-long seminars will address topics, issues, methodologies and approaches. Students will be asked to deliver short (15-min.) oral presentations on topics to be assigned by the tutor, and will regularly be involved in class discussions.

Learning Hours

Activity	Hours allocated
Seminars	16
Private study	134
Total hours	150

Assessment

Assessment activity	Length required	Weighting within unit
One oral presentation during semester 2	15 minutes	25%
One essay to be submitted by (To be confirmed)	3,000 words	75%

Core Texts

Indicative listing:

- Béal, Christine. 2010. *Les interactions quotidiennes en français et en anglais. De l'approche comparative à l'analyse des situations interculturelles*. Bern: Peter Lang.
- Blum-Kulka, Shoshana, Juliane House & Gabriele Kasper, eds. 1989. *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood, NJ: Ablex.
- Brown, Penelope & Stephen C. Levinson. 1987. *Politeness. Some universals of language usage*. Cambridge: Cambridge University Press.
- Caroll, Raymonde. 1988. *Cultural misunderstandings. The French-American experience*. Chicago: The University of Chicago Press.
- Fox, Kate. 2004. *Watching the English. The hidden rules of English behaviour*. London: Hodder.
- Heritage, John. 1984. *Garfinkel and ethnomethodology*. Cambridge: Polity Press.
- Kerbrat-Orecchioni, Catherine. 1990-94. *Les interactions verbales*, vols. I-III. Paris: Armand Colin.
- Kerbrat-Orecchioni, Catherine. 2005. *Le discours en interaction*. Paris: Armand Colin.
- Lakoff, Robin Tolmach & Sachiko Ide, eds. 2005. *Broadening the horizon of linguistic politeness*. Amsterdam: John Benjamins.
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Marquez-Reiter, Rosina. 2001. *Linguistic politeness in Britain and Uruguay*. Amsterdam : John Benjamins.
- Scollon, Ron & Suzanne Wong Scollon. 2001. *Intercultural communication*. Oxford: Blackwell.
- Tannen, Deborah. 1984. *Conversational style: Analyzing talk among friends*. Norwood, NJ: Ablex.
- Traverso, Véronique. 1996. *La conversation familière. Analyse pragmatique des interactions*. Lyon: Presses universitaires de Lyon.
- Wierzbicka, Anna. 1991. *Cross-cultural pragmatics. The semantics of human interaction*. Berlin: Mouton de Gruyter.
- Wierzbicka, Anna. 2006. *English. Meaning and culture*. Oxford: Oxford University Press.

Enhanced Level 3 course units

Note:

- **Up to two of these course units (i.e. 30 credits) are available to MA students, subject to the approval of the Programme Director.**
- **When taken at MA level, these course units will be accompanied by extra MA-only tutorials.**
- **At MA level, assessment is generally by coursework (normally 3,000 - 4,000 words), due for submission on the specified School postgraduate deadlines for MA coursework.**

For further details please consult the appropriate course unit tutor.

Please note, assessment for enhanced level three course units should contain the postgraduate code (beginning with 6- or 7-) and be submitted to the Teaching and Learning Reception Room A6, Samuel Alexander Building by the dates stated on page 13/14 (To be Confirmed).

**LELA 60441
(UG LELA 30441)**

English Phonology Past and Present

Taught during: Semester 1

Timetable: Monday 3.00-4.30pm and Thursday 3.00-4.30

Description: The aims of this course unit are to (a) address a range of descriptive problems in present-day English phonology that have played a large rôle in the development of generative phonological theory; (b) where relevant, cast light on these problems by tracing their historical origins in Old, Middle, or Early Modern English; (c) explore and evaluate the main theoretical approaches to the relevant phenomena; (d) illustrate the way in which synchronic and diachronic perspectives on issues of linguistic description and explanation complement each other; (e) train students in hypothesis formation, data collection, and hypothesis testing in English phonology.

Learning outcomes:

Knowledge and understanding

By the end of the course unit the student should have acquired detailed knowledge of a number of theoretically significant empirical generalizations in present-day English phonology, the historical development of selected aspects of the phonological system of present-day English, and the conceptual and theoretical issues raised by these synchronic and diachronic phenomena.

Practical skills

By the end of the course unit the student should be able to apply appropriate theoretical tools to the description of aspects of present-day English phonology, use data from English phonology to evaluate proposals in generative phonological theory, and appreciate the relative contribution of synchronic and diachronic perspectives to the analysis of phonological phenomena.

Intellectual skills

The course unit will help students to develop skills in problem-solving, constructing and refining an argument, recognizing flaws in arguments, and assessing the merits of competing explanations.

Transferable skills: The unit will help students to develop skills in planning, designing, and executing a piece of research, producing a succinct, persuasive, and coherent synthesis of complex information, writing essays in the appropriate style and with the appropriate format, and time-management.

Teaching & Learning Methods: Two ninety-minute sessions per week.

Convenor: Dr Ricardo Bermúdez-Otero

Assessment: One essay of 3,000 to 4,000 words to be submitted by **date** to be confirmed

Recommended texts: There is no text book for this course unit. Useful reference works for several of its units include:

Giegerich, Heinz J. (1992). *English phonology: an introduction*. Cambridge: Cambridge University Press;

Jensen, John T. (1993). *English phonology*. Amsterdam: John Benjamins;

McMahon, April M.S. (2000). *Lexical phonology and the history of English*. Cambridge: Cambridge University Press.

LELA 70032 **Topics in the Study of Meaning (UG LELA 30032)**

Prerequisites: A good understanding of the formal concepts and tools used in semantics is essential for this course. LELA 71011 (Directed Reading in Logic of English) or equivalent is therefore a prerequisite. If in doubt, consult the course unit leader.

Taught during: Semester 2

Timetable: Friday 2-4pm

Description: The aim of this course is to study a number of central topics in semantics and pragmatics, such as quantification, definiteness, modality, tense and aspect, plurality, presuppositions, implicature etc, both from an empirical and from a theoretical perspective. The language focus will be English, though cross-linguistic data will also be considered where relevant. The topics will be decided partly in consultation with students taking the course.

Learning outcomes:

Knowledge and understanding

Students will gain knowledge of the empirical phenomena and issues central to the study of the semantics of natural language and an in-depth understanding of current theoretical issues in this area.

Practical skills

Students will understand and be able to present a rigorous linguistic argument; students will acquire the skill of leading a class discussion.

Intellectual skills

Students will develop skills in problem-solving, constructing and refining an argument, recognising flaws in arguments, and assessing the merits of contrasting explanations.

Transferable skills:

Students will develop skills of successful self-directed study and learning, with appropriate time-management; they will be able to synthesize complex issues for their peers.

Teaching & Learning Methods: One two-hour lecture/seminar per week. The course will run as a mixture of teaching by the instructor and student-led discussions. The instructor will introduce the basic concepts and formal tools that are used by some of the articles. Student teams will take responsibility for presenting and leading the discussion of some of the assigned readings.

In addition to the weekly lectures/seminars, there will be four MA tutorials (times to be arranged).

Convenor: Dr Martina Faller

Assessment: One take-home assignment (30%) to be submitted on **date to be confirmed**; and one essay of 3,000 words (70%) to be submitted by **date to be confirmed**.

Recommended texts: There is no set textbook; assigned readings will be taken from journals and other publications.

**LELA 61002
(UG LELA 31002)**

The Grammar of English Noun Phrases

Taught during: Semester 2

Timetable: Wednesday 9-11 and tutorial times Monday 14-17 (week 7 and 11).

Description: The aim of this course is to examine a number of topics in English Grammar, concentrating on nominal categories and the structure of English noun phrases. The perspective of the unit is descriptive rather than theoretical. Using existing reference works and corpus-based analysis, the students gradually build up a descriptively adequate model of the noun phrase and its elements.

Learning outcomes:

Knowledge and understanding

Students should (a) have a detailed knowledge of the categories involved in the construction of English noun phrases; (b) have read specific texts concerning nominal categories in English and be able to critically comment on them; (c) be able to undertake a basic corpus-based analysis using the British National Corpus.

Practical skills

Students will be able to analyze noun phrases and describe nominal categories, using the descriptive methods developed in the course. They will have learned to perform corpus searches and apply basic qualitative and quantitative analyses.

Intellectual skills

Students should develop skills of problem-solving, building an analysis on the basis of corpus-based data, critically assessing and comparing different descriptions, constructing and refining an argument defending their analysis.

Transferable skills:

Students should develop skills of successful self-directed study and learning, with appropriate time management. Students will refine their essay writing and presentation skills.

Teaching & Learning Methods: One one-hour lecture and one one-hour seminar per week in a block of two hours and two three-hour tutorials (in weeks 7 and 11).

Convenor: Dr Tine Breban

Assessment: presentation (during week 11 tutorial) and written report (3,000 to 4,000 words) to be handed in on **date to be confirmed**, based on an original corpus-based project

Recommended texts: Payne, John & Rodney Huddleston. 2002. Nouns and noun phrases. Chapter 5 of Rodney Huddleston & Geoffrey K. Pullum. The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press.
Bache, Carl. 2000. Essentials of Mastering English: A Concise Grammar. Berlin/New York: Mouton de Gruyter.
Biber, Douglas et al. 1999. Longman Grammar of Spoken and Written English. Longman.

A list of specific additional readings will be offered.

LELA 70171
(UG LELA 30171)

Modern English Language (1500-present)

Taught during: Semester 1

Timetable: Thursday 11am-12pm (weekly lecture) and tutorial times to be confirmed.

Description: The aim of this course is to examine the external history of the English language in the last 500 years; to examine some of the principal linguistic changes in standard Englishes during this period, including selected topics in syntax, lexis, phonology and word-formation; to emphasise descriptive adequacy.

Learning outcomes:

Knowledge and understanding

Students will acquire a knowledge of the external history of the language over the last 500 years and will examine some of the principal linguistic changes in standard Englishes during this period. In so doing students will acquire a deeper understanding of descriptive linguistic theory.

Practical skills

Students will acquire the ability to analyse real textual examples of the language during the period studied, using the descriptive methods developed in the course unit.

Intellectual skills

Students should develop skills in handling real textual material, constructing and refining an argument, recognising flaws in arguments, and assessing the merits of contrasting explanations.

Transferable skills:

Students will enhance their abilities in written expression, in particular by the emphasis on the understanding of textual material, and should develop skills of successful self-directed study and learning, with appropriate time-management.

Teaching & Learning Methods: One one-hour lecture per week and fortnightly tutorials.

Convenor: Professor David Denison

Assessment: Presentations in tutorials.
One short non-assessed assignment to be submitted by **[date to be confirmed]** (penalty for non-submission, 5 marks).
One essay of 4,000 words to be submitted by **date to be confirmed**.

Recommended texts

Barber, Charles, Joan C. Beal & Philip A. Shaw. 2009. *The English language: A historical introduction*, 2nd edn (Cambridge Approaches to Linguistics). Cambridge: Cambridge University Press.
Beal, Joan C. 2004. *English in modern times: 1700-1945*. London: Arnold.
Crystal, David. 2003. *The Cambridge encyclopedia of the English language*, 2nd edn. Cambridge, etc: Cambridge University Press.
Hogg, Richard M. & David Denison (eds.). 2006 [paperback 2008]. *A history of the English language*. Cambridge: Cambridge University Press.
Lass, Roger (ed.) 1999. *The Cambridge history of the English language*, 6 vols, vol. 3, 1476-1776. Cambridge: Cambridge University Press.
Nevalainen, Terttu. 2006. *An Introduction to Early Modern English* (Edinburgh Textbooks on the English Language). Edinburgh: Edinburgh University Press.
Romaine, Suzanne (ed.) 1998. *The Cambridge history of the English language*, 6 vols, vol. 4, 1776-1997. Cambridge: Cambridge University Press.
Tieken-Boon van Ostade, Ingrid. 2009. *An introduction to Late Modern English* (Edinburgh Textbooks on the English Language). Edinburgh: Edinburgh.
plus further readings specified from week to week.

**LELA 70211
(UG LELA 30211)**

Linguistic Field Methods

Taught during: Semester 1

Timetable: Tue 1-4

Description: In this course, students will be interacting directly with a native speaker of a non-European language, in class and in additional group sessions outside class. They will design and undertake their own small-scale fieldwork project with the aim of eliciting data to serve as evidence for the analysis of some aspect of the phonology or grammar of the language in question. Some background in general phonetics and in the grammatical properties of lesser-described, non-European languages is thus an essential prerequisite for this course.

Learning outcomes:

Knowledge and understanding

Students should be able to understand the practical and ethical issues involved in undertaking field research in foreign or otherwise unfamiliar communities, the cultural embedding of linguistic field research, and the issues involved in collecting reliable data for the purpose of linguistic analyses.

Practical skills

Students should develop skills of collecting, compiling, interpreting and presenting new data for the purpose of grammatical analysis. They will apply data collection techniques developed in the course including elicitation tasks and questionnaires, and will gain familiarity with some software used for transcription and analysis. Transcription skills will also be practised.

Intellectual skills

Fieldwork involves developing and practising analytical and problem-solving skills and thinking creatively and critically.

Transferable skills:

Students should develop skills of planning, designing and executing a piece of research independently, demonstrating initiative and self-organisation. They will also be expected to develop the skill of communicating and working effectively with lay people. Writing and word-processing skills will also be practised.

Teaching & Learning Methods: One three-hour lecture per week

Convenor: Dr Andrew Koontz-Garboden

Assessment: One essay of 3,000 - 4,000 words to be submitted by the **date to be confirmed**.

Recommended texts:

Bernard, H. Russell. 1988 *Research Methods in Cultural Anthropology*. London: Sage Publications.

Cowart, Wayne. 1997. *Experimental Syntax: Applying Objective Methods to Sentence Judgments*. London: Sage Publications.

Healey, Alan. 1975. *Language Learner's Field Guide*. Dallas: SIL International.

Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.

Newman, Paul & Martha Ratliffe, 2001. *Linguistic Fieldwork*. Cambridge: Cambridge University Press.

**LELA 70292
(UG LELA 30292)**

Language Contact

Taught during: Semester 2

Timetable: Tuesday 12-1pm and Thursday 2-3pm; research seminar Thursday 5-6.30pm

Description: The course unit deals with issues in the study of individual, conversational, structural and typological aspects of language contact. Topics covered include bilingual first language acquisition, second language acquisition and bilingual language processing, conversational codeswitching, lexical and grammatical borrowing, and the formation of pidgins, creoles and other contact languages.

Learning outcomes:

Application of a variety of general linguistic descriptive and analytic methods to data examples from a variety of domains: language acquisition, conversation, and language change. Critical reflection on grammatical theory and especially the relations between social environment., communicative needs and grammatical categories.

Transferable skills:

Research based on secondary and published sources, academic writing and referencing, compiling a written report, critical analysis.

Teaching & Learning Methods: Two one-hour lectures per week; participation in research seminar (Thursdays 5-6.30pm).

Convenor: Professor Yaron Matras

Assessment: One essay of 3,000 - 4,000 words to be submitted by the **date to be confirmed**

Set texts: Matras, Y. 2009. *Language contact*. Cambridge: Cambridge University Press.
Manchester Working Group on Language Contact website:
<http://languagecontact.humanities.manchester.ac.uk>

Recommended texts:

Thomason, S.G. 2001. *Language contact: An introduction*. Edinburgh: Edinburgh University Press.
Winford, D. 2003. *An introduction to contact linguistics*. Oxford: Blackwell.

**LELA 70901/2
(UG LELA 30901)**

Language and Gender

Taught during: Semester 1/Semester 2 – To be confirmed

Prerequisites: Students should have taken an introductory sociolinguistics class and will have to be familiar with Microsoft Excel and basic methods of inferential statistics (e.g. chi square tests).

Timetable: Lectures: Monday 11-13 – To be confirmed
Seminar (group 1): Wednesday 10-11 – To be confirmed
Seminar (group 2): Wednesday 11-12 – To be confirmed

Description: Gender, as a social category, has been central to variationist sociolinguistics since the inception of the field. In addition, it is the object of close study in related fields of linguistics, such as discourse analysis and linguistic anthropology. The relationship between a speaker's gender (or sex) and language use and language change is also the subject of much general comment in society and the media. This course will provide facts, theory, and analytic tools with which to consider issues related to gender and sexuality, and their relation to language. The aim of the course is to become familiar with the main approaches to research on language and gender in sociolinguistics and to review how and why the field has come to be dominated by particular methods and questions today.

This course expands on the findings made in social dialect research by investigating other gender-related topics and approaches. We will also explore sexism in language, gender in the workplace, gender in educational settings and written texts. We will survey quantitative and qualitative approaches to the study of gender in sociolinguistics. The course will explore ideologies of gender in society, how gender identities relate to other social identities, especially sexual identities, social power and authority. We will also investigate how talk, and talk about talk, can be used to study gender identities and gender ideologies.

Learning outcomes:

By the end of the course students should be aware of the central issues in the research on the interaction of language and gender, be familiar with and be able to comment critically on the major linguistic studies within the field, and have an understanding of the standard methodologies used in this line of research.

Transferable skills:

Students should be able to analyse existing data and evaluate the methodologies used in the studies within the field. They should be able to apply standard data analysis techniques and background concepts to new data. Students should develop skills in critically judging and evaluating evidence, recognising flaws in arguments, and assessing the merits of contrasting explanations.

Students should develop skills in interpreting information presented in the form of diagrams, tables and graphs; they should be able to apply and interpret tests of statistical significance and conduct a quantitative data analysis. Students should also be able to conduct a discourse analysis of written and spoken text. They should develop skills of setting up a research project, conducting original research and writing it up to a persuasive research paper. Students should further develop skills of successful self-directed study and research, with appropriate time-management.

Teaching & Learning Methods: One two-hour lecture per week and one one-hour weekly seminar.

Convenor: Semester 1: Erik Schleef; Semester 2: Laurel MacKenzie

Assessment: One piece of coursework involving data collection and analysis written up in a research paper of 3,300 - 4,000 words to be submitted by – date o be confirmed (70%). Short on-line tests on assigned readings (30%).

Set texts: Talbot, M. 2010. Language and gender. 2nd edition. Cambridge: Polity Press.

Recommended texts:

Cameron, D. 2008. The myth of mars and venus: do men and women really speak different languages? Oxford: Oxford University Press.

Coates, J. (ed.). 1998. Language and gender: a reader. Oxford: Blackwell.

Eckert, P. and S. McConnell-Ginet. 2003. Language and gender. Cambridge: Cambridge University Press.

Holmes, J. and M. Meyerhoff (eds). 2005. The handbook of language and gender. Oxford: Oxford University Press.

Sunderland, J. 2006. Language and gender: an advanced resource book. London and New York: Routledge.

**LELA 70191
(UG LELA 30191)**

Romani Linguistics

Taught during: Semester 1

Timetable: Wednesday 10-12noon, research seminar Thursday 5-6.30pm.

Description: This course unit covers a variety of general linguistic topics which together provide a comprehensive historical, structural and sociolinguistic introduction to the language of the Rom (or 'Gypsies'). Topics covered include the origins and historical development of the language, Romani dialectology, culture and ethnography, problems of status and codification, and language contact and the formation of mixed Romani varieties. Students will have an opportunity learn about the social and ethnographic background of this minority population, and to engage in virtual fieldwork based on the Romani Project's online database resources, or in actual fieldwork with members of the Romani community in and around Manchester.

Learning outcomes:

Application of general linguistic descriptive methodology to a lesser-known language, familiarity with a minority language and population that speaks it and reflection on their position in the broader European linguistic and socio-political context, familiarity with a minority population in the Manchester area, use of online resources, application of historical linguistic reconstruction methods.

Transferable skills:

Research based on secondary and published sources, academic writing and referencing, compiling a written report, critical analysis, use of online resources, linguistic fieldwork and teamwork (optional).

Teaching & Learning Methods: One two-hour lecture per week; participation in research seminar (Thursdays 5-6.30pm).

Convenor: Professor Yaron Matras

Assessment: One essay of 3,000 - 4,000 words (date to be confirmed)

Recommended texts: .Matras, Yaron. 2002. *Romani: A linguistic introduction*. Cambridge: Cambridge University Press.
Matras, Yaron. 2010. *Romani in Britain: The afterlife of a language*. Edinburgh: Edinburgh University Press.

**LELA 60981
(UG LELA 30981)**

Language Change Across the Lifespan

Prerequisites: Students should have taken an introductory sociolinguistics class and will have to be familiar with Microsoft Excel and basic methods of inferential statistics (e.g. chi square tests).

Taught during: Semester 1

Timetable: Thursday 9-11am

Description: In this course, we will examine case studies of longitudinal linguistic change and connect their findings to questions concerning the role of individual speakers in perpetuating language change. Case studies will touch on age-grading and lifespan change with data collected through both trend and panel studies. Discussion will address how variable phenomena are represented in speakers' grammars, under what circumstances speakers are found to alter their grammars, and how grammatical representations may be changed. Connections will also be made to dialect and language contact, and the critical period hypothesis of language learning. Students will carry out their own longitudinal study of a linguistic variable of interest in the speech of a politician, celebrity, or other public figure for whom longitudinal recordings are freely available, and connect their findings to topics discussed in the course.

Learning outcomes:

Knowledge and understanding

By the end of this course, students should have acquired detailed knowledge of empirical work on longitudinal linguistic change, and the conceptual and theoretical questions it raises.

Practical skills

Students will learn to use data from longitudinal studies to evaluate theories of grammar and language change. Students will learn tools for automating corpus studies of variation: forced alignment and vowel extraction for the study of sound change; scripting for the study of higher-level grammatical changes. Students will understand and be able to present a rigorous linguistic argument; students will acquire the skill of leading a class discussion.

Intellectual skills

Students will develop skills in critically judging and evaluating evidence, recognising flaws in arguments, and assessing the merits of contrasting explanations.

Transferable skills:

Students should develop skills in presenting and interpreting information in the form of diagrams, tables, and graphs. Students should develop skills of successful self-directed study and research, with appropriate time management.

Teaching & Learning Methods: One two-hour lecture/seminar per week. The course will run as a mixture of teaching by the instructor and student-led discussions. The instructor will introduce the basic concepts and formal tools that are used by some of the articles. Students will take responsibility for presenting and leading the discussion of some of the assigned readings.

In addition to the weekly lectures/seminars, there will be four MA tutorials (times to be arranged).

Convenor: Dr Laurel MacKenzie

Assessment: One take-home assignment (30%); and one essay of 3,000 to 4,000 words (70%) to be submitted by date to be confirmed.

Recommended texts: There is no set textbook; assigned readings will be taken from journals and other publications (to be made available electronically where possible).

LELA (TBC)
(UG LELA 30102)

Quantitative Research Methods

Taught during: Semester 2

Timetable: Mondays 11am-1pm; tutorial times to be arranged

Description: In this course, students will gain hands-on experience approaching linguistic data using quantitative and experimental research methods. Topics covered will include basic statistical analysis and hypothesis testing, corpus-based research, fundamental principles of experimental design, and specific experimental paradigms common to linguistic research. Examples will be drawn primarily from phonology/phonetics, but this course is suitable for students in a sub-field where quantitative skills are used.

Learning outcomes:

Knowledge and understanding

By the end of the course unit the student should develop a deeper understanding of the importance and application of the scientific method to linguistic research, and should be sufficiently statistically literate to both conduct primary research and assess the quality of experimental research presented in the literature of the field.

Practical skills

By the end of the course unit the student should be able to design and conduct a basic experiment or corpus search, recognize and apply appropriate statistical tests, and interpret and present the results in a coherent and scientifically sound manner.

Intellectual skills

The course unit will help students to develop skills in problem-solving, data analysis, constructing and testing a hypothesis, recognizing flaws in arguments, and designing and carrying out a piece of research independently.

Transferable skills:

The unit will help students to develop skills in planning, designing, and executing a piece of research, processing and interpreting original data, writing in the appropriate style and with the appropriate format, and time-management.

Teaching & Learning Methods: One 2-hour lecture per week; tutorial meetings (to be arranged)

Convenor: Dr. Wendell Kimper

Assessment: Continuous assessment of coursework (exercises) and an original research paper of 3,000-4,000 words, to be submitted by date to be confirmed.

Recommended text: Johnson, Keith. 2008. Quantitative Methods in Linguistics. Blackwell publishing.

Further reading will be suggested during the semester.

**LELA 60691
(UG LELA 30691)**

Historical Syntax

Taught during: Semester 1

Prerequisite: For internal candidates, LELA10122 (Investigating Grammar) and normally at least one of LELA20091 (Old English) or LELA20052 (Middle English), or (for candidates from elsewhere) equivalent knowledge – please consult with the course unit tutor.

Timetable: Tuesdays 10 – 12am; four enhancement meetings to be arranged

Description: Syntax is often thought of as being one of the more stable areas of any language. Nevertheless, syntactic change frequently occurs. This course aims to provide students with the means to investigate it, drawing for the most part on data from the history of English. Key questions include: How do we analyse the syntax of dead languages without access to judgement data? Why does syntax change? Is syntactic change a 'random walk', or does it follow fixed pathways? To what extent does syntactic theory shed light on change?

Learning outcomes:

Knowledge and understanding

Approaches to syntactic change; different attested pathways of syntactic change.

Practical skills

Reading and assessing primary research literature; essay-writing.

Intellectual skills

Application of syntactic theory in diachrony.

Transferable skills:

Ability to assess competing explanations for a change; ability to condense, summarize and present written material on a complex topic.

Teaching & Learning Methods: One 2-hour lecture per week; four enhancement meetings (to be arranged)

Convenor: Dr George Walkden

Assessment: Informal presentations of research literature (30%); one piece of coursework involving data collection and analysis written up in a research paper of 3,000 words (70%), to be submitted by date to be confirmed.

Recommended text: Harris, Alice C., & Lyle Campbell. 1995. *Historical syntax in cross-linguistic perspective*. Cambridge: Cambridge University Press.
McMahon, April. 1994. *Understanding language change*. Cambridge: Cambridge University Press.
Roberts, Ian G. 2007. *Diachronic syntax*. Oxford: Oxford University Press.

Further reading will be suggested during the semester.

LELA 60992
(UG LELA 30992)

Modern Historical English Linguistics

Taught during: Semester 2

Timetable:

Description: Historical linguists are interested in the description of earlier stages of a given language, and in the development of a given language over time. Traditionally, there has been a strong interest in the description of how language change can be thought of as being subject to law-like, language-internal regularities. Against this backdrop, the course sketches new ways of exploring and explaining language change, which have developed since the 1960s. Focusing on how such 'modern' approaches can yield new insights into the history of English, the course will specifically explore

- the variationist sociolinguistics approach to language change
- the generative approach
- the study of real-time language change in progress
- grammaticalisation theory
- historical pragmatics.

Learning outcomes:

Knowledge and understanding

Students will acquire a knowledge of current methods in historical linguistics, and will learn to appreciate the extent to which the above methodologies have been inspired by advances in linguistic theory, and/or by the availability of exciting new data sources, such as electronic text corpora.

Practical skills

The course will familiarize students with quantitative reasoning and statistical analysis techniques.

Intellectual skills:

Students will develop an awareness of how methodological pluralism can shed light on a complicated social phenomenon such as language change.

Transferable skills:

Students should develop skills of planning, designing and executing a piece of research independently, demonstrating initiative and self-organisation. Writing and word-processing skills will also be practised.

Teaching & Learning Methods: An empirical research paper of 3,000 - 4,000 words to be submitted by date to be confirmed

Convenor: Dr Benedikt Szmrecsanyi

Assessment: An empirical research paper of 3,000 - 4,000 words to be submitted by date to be confirmed

Recommended texts: Hickey, Raymond (2003). *Motives for Language Change*. Cambridge: Cambridge University Press.
Hopper, Paul J, and Elizabeth Closs Traugott (1993). *Grammaticalization*. Cambridge University Press. Chapter 1.
Jucker, Andreas & Taavitsainen, Irma (2000). Diachronic speech act analysis: Insults from flyting to flaming. *Journal of Historical Pragmatics* 1(1): 67-95.
Labov, William (1963). The social motivation of a sound change. *Word* 19: 273-209.
Mair, Christian (2009). Corpora and the study of recent change in language. In Lüdeling, A. & Kytö, M. (Eds.), *Corpus Linguistics. An International Handbook*. Berlin, New York: Mouton de Gruyter. 1109-1125.
Newmeyer, Frederick J. (2003). Formal and functional motivation for language change. In Hickey, R. (Ed.), *Motives for Language Change*. Cambridge: Cambridge University Press. 18-36.
Schneider, Edgar (1997). Language change: The state of the art. In Böker, U. & Sauer,

H. (Eds.), *Anglistentag 1996 Dresden: Proceedings*. Trier: Wissenschaftlicher Verlag. 49-60.

**LELA 61022
(UG LELA 31022)**

English Historical Sociolinguistics

Taught during: Semester 2

Timetable:

Description: Sociolinguists aim to interpret language usage, usually in the present-day period, in relation to the society in which speakers live. The aim of this course is to look backwards and interpret past linguistic change in the history of English sociolinguistically – why did speakers and writers adopt new forms? Which social groups favoured or disfavoured initially innovative linguistic variants that are firmly established in contemporary English? How were new linguistic forms perceived in the speech community?

Learning outcomes:

Knowledge and understanding

Students will acquire a knowledge of sociolinguistic theory, will examine its empirical applicability to historical language data in the form of electronic corpora, and learn to evaluate how sociolinguistics can help us understand the social forces which initiate or encourage language change.

Practical skills

The course will familiarize students with quantitative reasoning and statistical analysis techniques.

Intellectual skills: Students will develop an awareness of how society and culture shape the way we use language.

Transferable skills:

Students should develop skills of planning, designing and executing a piece of research independently, demonstrating initiative and self-organisation. Writing and word-processing skills will also be practised.

Teaching & Learning Methods: An empirical research paper of 3,000 - 4,000 words to be submitted by date to be confirmed

Convenor: Dr Benedikt Szmrecsanyi

Assessment: An empirical research paper of 3,000 - 4,000 words to be submitted date to be confirmed

Recommended texts:

Hernández-Campoy, Juan Miguel, and Conde-Silvestre, Juan Camilo (2012). *The Handbook of Historical Sociolinguistics*. Oxford: Wiley-Blackwell.

Millar, Robert M. (2012). *English Historical Sociolinguistics*. Edinburgh: Edinburgh University Press.

GERM 60342 German Dialects
(UG GERM 30342)

Taught during: Semester 2

Prerequisite: LALC10221B The Sounds of German or equivalent knowledge – please consult with the course unit tutor.

Timetable: TBC

Description: This course unit explores the nature and extent of regional variation in German. In doing so, it provides a survey of German dialectology (in the sense of dialect geography). We begin with a general introduction to dialect geography (covering its purpose, history, techniques of data collection and presentation, and the most important theoretical concepts). This is followed by a brief revision of some basic phonetics (as first introduced in LALC10221B), which will be essential for the second part of the course. This part starts out with a general overview of the main German dialect areas (e.g. High German vs. Low German) and continues with detailed discussion of some individual dialect groups (*Bairisch*, *Westfälisch*, *Alemannisch*). We investigate how these dialects differ from each other, and from the *Standardsprache*, primarily in terms of phonetic and phonological properties, and, to a more limited extent, morphological, syntactic and lexical characteristics. Our study of these dialects will involve the use of written material as well as listening to recordings of dialect speakers.

Learning outcomes:

On successful completion of this course unit, students will be able to:

- Discuss the problems of defining the term 'dialect'
- Describe in detail the aims and methods of dialect geography
- Draw and interpret dialect maps
- Discuss the distinguishing linguistic features of the main German dialect areas
- Describe the phonetic and phonological, as well as some morphological, syntactic and lexical, properties of certain German dialects/dialect groups

Teaching & Learning Methods: Three 1-hour seminars per week
Language of teaching: English

Convenor: Dr Wiebke Brockhaus-Grand

Assessment: a) Coursework: one essay of 3,000 words (50%), to be submitted by date to be confirmed.
b) 1.5-hour written examination in the semester two examination period (50%)
Language of assessment: English

Nature and timing of feedback:

- Comments made during class discussion regarding the relevance and coherence of student contributions
- Individual feedback on all essay plans submitted by the end of Week 10
- Return of marked essays (with completed feedback sheets attached) within 15 working days of the submission deadline, with an opportunity for face-to-face discussion with the convenor for those students who request this
- Individual feedback on exam technique and subject competence to those students who send an answer to a previous year's exam question to the convenor no later than three working days before the examination
- Individual feedback on exam performance to students who arrange to discuss their script with the convenor

Set text: Chambers, J.K. & Peter Trudgill. 1998. *Dialectology*. 2nd edn. Cambridge: Cambridge University Press

Further reading:

Barbour, Stephen & Patrick Stevenson. 1990. *Variation in German: a critical approach to German sociolinguistics*. Cambridge: Cambridge University Press; Besch, Werner, Ulrich Knoop, Wolfgang Putschke & Herbert Ernst Wiegand (eds.). 1982. *Dialektologie: ein Handbuch zur deutschen und allgemeinen Dialektforschung*. (Handbücher zur Sprach- und Kommunikationswissenschaft 1.1) Berlin: de Gruyter; Besch, Werner, Ulrich Knoop, Wolfgang Putschke & Herbert Ernst Wiegand (eds.). 1983. *Dialektologie: ein Handbuch zur deutschen und allgemeinen Dialektforschung*. (Handbücher zur Sprach- und Kommunikationswissenschaft 1.2) Berlin: de Gruyter; Goossens, Jan. 1977. *Deutsche Dialektologie*. Berlin: de Gruyter; Keller, R.E. 1961. *German dialects: phonology and morphology*. Manchester: Manchester University Press; König, Werner. 1994. *dtv-Atlas zur deutschen Sprache*. 11th edn. Munich: Deutscher Taschenbuch Verlag; Löffler, Heinrich. 2003. *Dialektologie: eine Einführung*. Tübingen: Narr; Mattheier, Klaus J. & Peter Wiesinger (eds.). 1994. *Dialektologie des Deutschen: Forschungsstand und Entwicklungstendenzen*. Tübingen: Niemeyer; Niebaum, Hermann & Jürgen Macha. 2006. *Einführung in die Dialektologie des Deutschen*. 2nd edn. Tübingen: Niemeyer; Russ, Charles V.J. 1990. *The dialects of Modern German: a linguistic survey*. London: Routledge.

Linguistics and English Language

Staff Profiles and Research Specialisms

Maciej Baranowski, MA, PhD (University of Pennsylvania): language variation and change, sociolinguistics, sociophonetics, dialects of English. Author of *Phonological Variation and Change in the dialect of Charleston, South Carolina* (Duke University Press, 2007).

Delia Bentley, Dott. Lingue (Palermo), MA, PhD (Manchester): the discourse - semantics - syntax interface; Role and Reference Grammar; dialectology; Italo-Romance and Sardinian morpho-syntax; the history of Italian. Author of: *Split Intransitivity in Italian* (Mouton de Gruyter, 2006).

Ricardo Bermúdez-Otero, Licenciado (Santiago de Compostela), MPhil (Manchester), PhD (Manchester, Santiago de Compostela): phonological and morphological theory, particularly Optimality Theory and Lexical Phonology; historical linguistics; Germanic; Old, Middle, and Present-day English; Spanish; Catalan. Author of: *Stratal Optimality Theory* (OUP, forthcoming).

Kersti Börjars, Fil Kand (Uppsala), Doctorandus (Leiden), MA, PhD (Manchester): English grammar, Germanic Linguistics, historical linguistics, morphology, syntax and syntactic theory. Author of: *Feature distribution in Swedish noun phrases* (Blackwell, 1998), (with Kate Burridge) *Introduction to English Grammar* (Edward Arnold, 2001).

Tine Breban, BA, MA, PhD (KU Leuven): English grammar, noun phrases, determiners and adjectives, language change, grammaticalization, cognitive and functional approaches. Author of: *English Adjectives of Comparison: Lexical and Grammaticalized Uses* (Mouton de Gruyter, 2010).

David Denison, BA, MA (Cambridge), DPhil (Oxford): History of English (including current change), English syntax, English semantics, gradience in morphosyntax, categories, linguistic corpora. Author of English historical syntax: Verbal constructions (Longman 1993, repr. Pearson 2004); 'Syntax' in S Romaine (ed.) *The Cambridge history of the English language*, IV (1998); Co-editor of *Generative theory and corpus studies: a dialogue from 10ICEHL* (Mouton de Gruyter 2000); *Fuzzy grammar: A reader* (OUP, 2004). *A History of English* (with R. Hogg, Cambridge U.P. 2006); Founding co-editor of *English Language and Linguistics* (CUP)..

Martina Faller, Diplom (Hildesheim), MSc (Edinburgh), PhD (Stanford): Semantics, pragmatics, typology, field linguistics, Quechua.

Yuni Kim, BA (Harvard), MA (UC Berkeley), PhD (UC Berkeley): Phonology (the morphology-phonology interface, prosody, laboratory phonology); historical linguistics (sound change, sociophonetics, dialectology, language contact); Huave (Mesoamerican isolate), North Germanic, Finnish.

Wendell Kimper

Andrew Koontz-Garboden, BA, MA (Indiana State, Bloomington), PhD (Stanford): Lexical and formal semantics, morphosyntax, typology, aspect, language endangerment and documentation, field linguistics, language contact; Ulwa, Spanish, Portuguese, Creoles.

Laurel MacKenzie, BA (UC Berkeley), PhD (University of Pennsylvania): (socio)linguistic variation, phonological and morphological theory, sociolinguistics, language change, sociophonetics, dialects of English, dialects of French, Occitan.

Yaron Matras, MA, PhD (Hamburg): Language contact, Romani linguistics, functional typology, bilingualism, descriptive linguistics, pragmatics, sociolinguistics, language standardisation, linguistic fieldwork, minority languages, historical linguistics, dialectology, Domari, Arabic, Turkish, Kurdish, Hebrew, Germanic languages and German dialects. Author of: *Markedness and Language Change* (with Viktor Elšik, Mouton, 2005,); *Low German (East Frisian dialect)* (with Gertrud Reershemius, Lincom, 2003); *Romani: A linguistic introduction* (CUP, 2002). Editor of *Grammatical Borrowing in Cross-Linguistic Perspective* (with Jeanette Sakel, in preparation), *Linguistic Areas* (with April McMahon and Nigel Vincent, Palgrave-Macmillan, 2006), *The Mixed Language Debate* (with Peter Bakker; Mouton, 2004), *Grammatical relations in Romani: The noun phrase* (with Viktor Elšik, Benjamins 2000), *The Romani Element in Non-standard Speech* (Harrassowitz, 1998), *The Typology and Dialectology of Romani* (with Peter Bakker & Hristo Kyuchukov, Benjamins, 1997), *Romani in Contact* (Benjamins, 1995). Editor of *Romani Studies*. Currently directing ESRC funded research project on Romani Dialectology.

Maj-Britt Mosegaard Hansen, cand.mag., Ph.D., dr.phil (Higher doctorate)(Copenhagen): Pragmatics, Semantics, Verbal Interaction, Functional and Cognitive linguistics, Grammaticalization, Semantic/Pragmatic Change, Spoken vs Written Language, Discourse Analysis, Cross-Cultural Communication, Peircean Semiotics, Negation, Discourse Markers, Aspectual Particles, French, Romance. Author of *The Function of Discourse Particles* (John Benjamins, 1998) and *Particles at the Semantics/Pragmatics Interface: Synchronic and Diachronic Issues* (Elsevier, 2008). Volume/Special Issue co-editor of (among others) *The Evolution of Pragmatic Markers, Journal of Historical Pragmatics* 6:2 (2005), *Explorations in the Semantics/Pragmatics Interface, Acta linguistica hafniensia* 38 (2006), *Current Trends in Diachronic Semantics and Pragmatics* (Emerald, 2009) and *The Diachrony of Negation* (John Benjamins, In prep.). Journal/Series editor of *Revue Romane* (John Benjamins), *Acta linguistica hafniensia* (Routledge) and *Studies in Pragmatics* (Emerald).

John Payne, BA (Open University), MA (Cantab): Grammatical theory, Typology, Formal Semantics, Germanic, Slavic, Iranian, Uralic. Co-author of: *The Cambridge Grammar of the English Language* (2002).

Schleef, Erik, Staatsexamen (Berlin), PhD (Michigan): Language and gender; ethnicity, immigration, and multilingualism; language variation and change in Britain; classroom discourse; discourse markers; cross-cultural communication.

Eva Schultze-Berndt, MA (Cologne), PhD (Nijmegen): Linguistic typology (particularly predications, parts of speech, information structure), Construction grammar, syntax of spoken language, lexical semantics, language contact, descriptive linguistics, fieldwork methodology, corpus annotation, endangered languages; Australian and Papuan languages, Creole languages. Editor (with Nikolaus Himmelmann) of *Secondary predication and adverbial modification: the typology of depictives* (OUP, 2005).

Benedikt Szmrecsanyi, MA, Dr. phil. (University of Freiburg): variationist (socio)linguistics, probabilistic linguistics, dialectology and dialectometry, varieties of English world-wide, historical linguistics, language/dialect typology. Author of *Morphosyntactic persistence in spoken English* (Mouton de Gruyter, 2006); Co-Editor of *Linguistic Complexity: Second Language Acquisition, Indigenization, Contact* (de Gruyter, 2012)

George Walkden, MA (Cantab), MPhil (Cantab): syntax; syntactic variation and change; historical linguistics; corpus creation; information structure; Minimalism; Old English and older Germanic; German

Dr Thanh Nyan, Doctorat d'Etat in Linguistics and Philosophy, University of Paris-Sorbonne (IV)

Discourse markers in French, argumentation and decision making, context construction, from an adaptive perspective. Author of: 'Context: an adaptive perspective', in *Context and Contexts*, edited by Anita Fetzer and Etsuko Oishi (Amsterdam: John Benjamins, 2011) pp. 205-236, 'Appropriateness: an adaptive perspective', in *Context and Appropriateness: micro meets macro*, edited by Anita Fetzer (Amsterdam: John Benjamins, 2007) pp. 79-112, *Meanings at the text level: a co-evolutionary approach* (Oxford, Berne, New York, Peter Lang, 2004)

For information on other members of staff within the School of Arts, Languages and Cultures and their research profiles, go to:

<http://www.alc.manchester.ac.uk/ourpeople/>