**Trinity College Dublin**
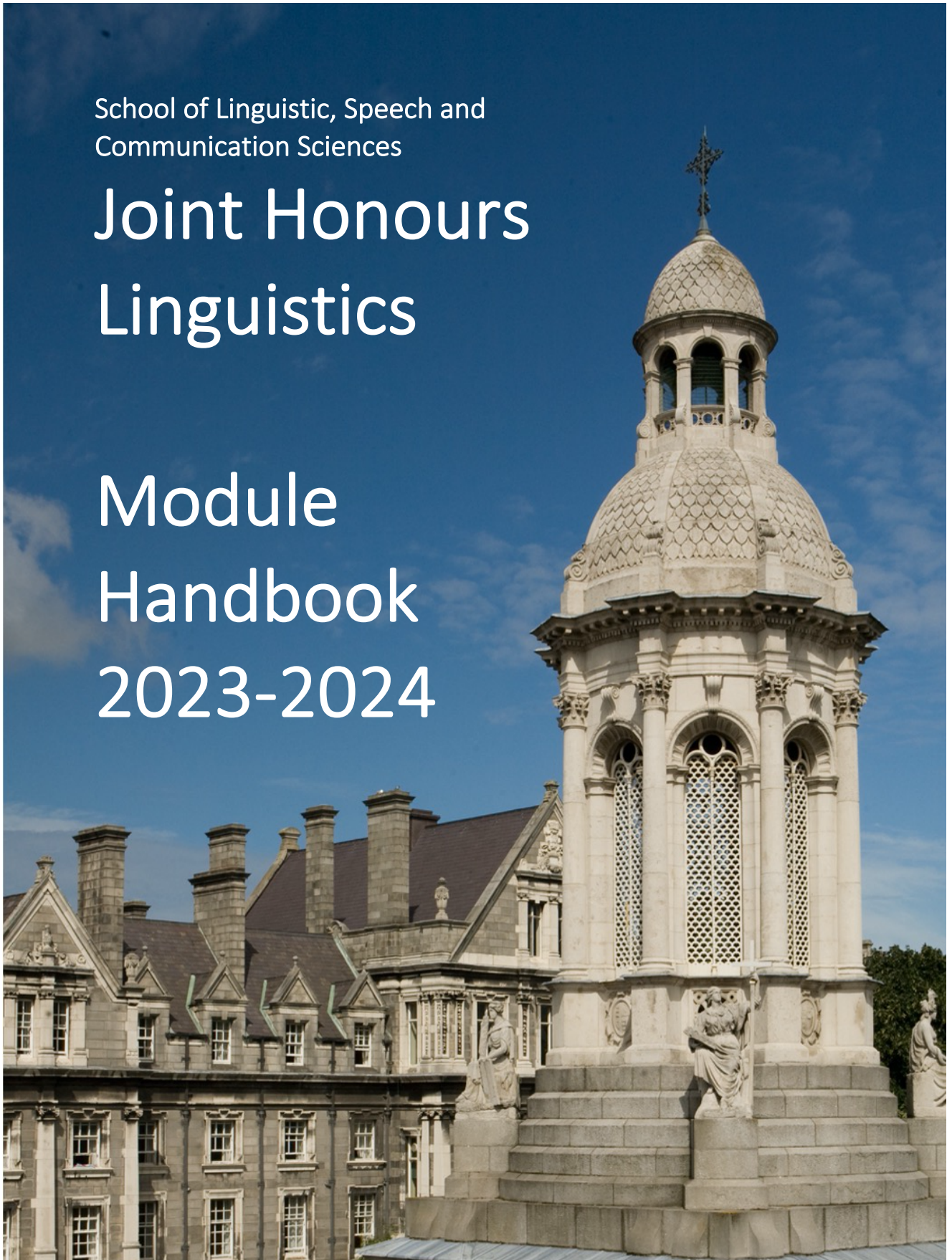Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Linguistic, Speech and Communication Sciences

# Joint Honours Linguistics

# Module Handbook 2023-2024

# Contents

# YEAR 1 - Junior Fresher

*Semester 1*

| Module Code | LIU11008 |
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| **Module Name** | **Introduction to Linguistics I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Conor Pyle |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Discuss critically a range of introductory topics in linguistics.<br>LO2. Analyse the structure of spoken and signed languages.<br>LO3. Identify major concepts in linguistics related to the language modalities.<br>LO4. Evaluate different accounts of the relationship between language and thought.<br>LO5. Apply knowledge and understanding of linguistics to engage with linguistic data. |
| **Module Learning Aims** | This module is an introduction to linguistics. It gives a general knowledge of each area of linguistics drawing from a range of spoken and signed languages. Its aim is to provide the students who have no previous knowledge of linguistics with a background in core areas of the field – phonetics, phonology, syntax, morphology, semantics, and their acquisition. The module is divided in three parts: the first part is an introduction to the field of linguistics, the second part is concerned with the structure of natural languages, and the third part is related to language modality, with particular attention to signed languages and gesture. |
| **Module Content** | - What is Linguistics?<br>- Brain and Language<br>- Phonetics: the sounds of language<br>- Phonology: the sound patterns of language<br>- Morphology: the study of words<br>- Syntax: from words to phrases<br>- Semantics<br>- Pragmatics<br>- Signed languages and Sign Language Linguistics |
| **Recommended Reading List** | Fromkin, V., Rodman, R., Hyams, N. 2017. *An introduction to Language* (11th edition). Boston: Cengage.<br>O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. *Contemporary Linguistics. An Introduction* (7th edition). Boston/New York: Bedford/St. Martin's. |
| **Assessment Details** | **Assessment (100%)**<br>Take-home test: students are required to complete a take-home test based on selected weekly topics. |

| Module Code | LIU11009 |
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| **Module Name** | **Syntax I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Valentina Colasanti |
| **Learning Outcomes** | On successful completion of this module students should be able to: <br> LO1. Recognise the formal study of the syntax of human languages from a generative perspective. <br> LO2. Identify how sentence structure is hierarchically organised, rule-governed, and systematic within and across languages. <br> LO3. Explain formally the differences among the languages of the world. |
| **Module Learning Aims** | This module has four principal aims: <br> - To come to an understanding of the structural underpinnings of how words come together to form sentences. <br> - To introduce the student to the ways in which linguists approach the observable structural aspects of language. <br> - To being able to recognise and investigate the combinatory system that forms sentences from phrases and phrases from their subparts. <br> - To learn how to analyse languages formally, i.e., analytically investigate phrase and sentence structure. |
| **Module Content** | This course is an introduction to the formal study of syntax in natural language from a cognitive perspective. By 'syntax', we mean linguistic structure at the phrase and sentence level. That is, the combination of words into phrases and phrases into sentences. Detailed investigation into sentence structure reveals that sentences are not formed merely by stringing together words. Instead, sentences have properties that imply a complex hierarchical organization that is rule-governed and systematic within and across languages. By 'formal', we mean analytically precise investigation that focuses on the form of a linguistic object – here, phrase and sentence structure. We will study syntax from a 'cognitive perspective', meaning that the overarching goal of our investigation is to explore and model the human cognitive faculty responsible for building and manipulating complex syntactic structures in the mind. |
| **Recommended Reading List** | Sportiche, Dominique, Koopman, Hilda, Stabler, Edward. 2014. *An Introduction to Syntactic Analysis and Theory.* London: Wiley Blackwell. <br> Carnie, Andrew. 2021. *Syntax. A Generative Introduction.* 4th edition. London: Wiley Blackwell. <br> Larson, Richard. 2010. *Grammar as science.* Cambridge, MA: The MIT Press. <br> [Detailed reading list available on Blackboard] |
| **Assessment Details** | **Assignment 1 (10%)** <br> **Assignment 2 (30%)** <br> **Assignment 3 (60%)** |

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| **Module Code** | **LIU11010** |
| **Module Name** | **Phonetics and Phonology I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Irena Yanushevskaya |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description.<br>LO2. Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the international phonetic association.<br>LO3. Analyse, label and transcribe sounds of English and other languages using broad and narrow phonetic transcription with the symbols of the International Phonetic Alphabet (the IPA).<br>LO4. Apply the basic principles of phonemic analysis to phonetic data. |
| **Module Learning Aims** | The aims of the module are to provide students with the foundations of systematic analysis of speech sounds, and to introduce the principles of articulatory phonetic description of speech sounds and of phonological analysis. |
| **Module Content** | The speech production mechanism: initiation, phonation, articulation; organs of speech production; an articulatory classification of consonants and vowels; the International Phonetic Alphabet; coarticulation and assimilation; the procedures of phonemic analysis, phonemic and phonetic transcription. |
| **Recommended Reading List** | Ladefoged, P., & Johnson, K. (2015). A Course in Phonetics (7 ed.). Sengage Learning. [earlier editions 4-6 can also be used if the most recent one is not available]<br>Davenport, M., & Hannahs, S. J. (2020). Introducing phonetics and phonology (4 ed.). Routledge. [Detailed reading list is available on Blackboard] |
| **Assessment Details** | **Assessment 1 (50%)**<br>Marked homework exercises carried out during the term.<br>**Assessment 2 (50%)**<br>Class test in week 12 |

*Semester 2*

| Module Code | **LIU11012** |
|---|---|
| **Module Name** | **Introduction to Linguistics II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Conor Pyle |
| **Learning Outcomes** | On successful completion of this module, students will be able to:<br>LO1. Explain the basic principles of language, variation and change<br>LO2. Identify key differences between dialects, varieties and languages<br>LO3. Analyse a variety of linguistic problems<br>LO4. Identify the social and linguistic dynamics of language change over time<br>LO5. Discuss critically topics related to bi/multilingualism and language acquisition and learning<br>LO6. Evaluate theories of second language acquisition and learning<br>LO7. Explain factors that impact on the rate and route of acquisition of second languages.<br>LO8. Identify applications of speech and language technology |
| **Module Learning Aims** | This general module is an introduction to three main areas of linguistics: (1) language variation and change, (2) multilingualism, bilingualism and second language acquisition/learning, and (3) speech and language processing, from the perspectives of the human and machine. The first area explores how languages vary in different social and geographic contexts and how language can change over time. The second illustrates the difference between individual and social multilingualism and discusses patterns of language learning in monolinguals, bi/multilinguals and heritage language learners. The third focuses on speech and language processing - by human and machine. It considers how speech and language technology can be used in pedagogical contexts, and to enhance communication for those with disabilities. |
| **Module Content** | - Introduction to language variation<br> - Language and society<br> - Historical Linguistics: the study of language change<br> - Dynamics of language change<br> - Linguistic typology<br> - Multilingualism and Bilingualism<br> - Heritage and minority languages<br> - Second language acquisition<br> - Speech and language processing: implication for technology |
| **Recommended Reading List** | Fromkin, V., Rodman, R., Hyams, N. 2017. *An introduction to Language* (11th edition). Boston: Cengage. (e-book available via TCD Library).<br>O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. *Contemporary Linguistics. An Introduction* (7th edition). Boston/New York: Bedford/St. Martin's. |

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| **Assessment Details** | **Assessment (100%)**<br>Students are required to complete a take-home test with three questions, one in each of the following areas:<br>(1) language variation and change,<br>(2) multilingualism, bilingualism, and second language acquisition/learning, and<br>(3) speech and language processing: human and machine |

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| **Module Code** | **LIU11011** |
| **Module Name** | **Semantics I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Conor Pyle |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Describe the concepts and terminology used to account for the way in which meaning is conveyed.<br>LO2. Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels.<br>LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field<br>LO4. Explain how linguistic meaning interacts with other knowledge systems: general knowledge, contextual and cultural knowledge. |
| **Module Learning Aims** | The study of linguistic meaning crosses two disciplines: semantics, which is the study of the encoded meaning carried by words and sentences, and pragmatics, which is the study of how speakers use words and sentences to convey meaning in real world contexts of communication. |
| **Module Content** | The module will explore some of the basic concepts, findings, and theoretical approaches that underlie research in semantics. One important focus is on word meaning (lexical semantics), which includes topics such as categorization; construal; lexical ambiguity, relations such as synonymy and antonymy, and lexical semantic change. The module will explore the cognitive and conceptual models on which lexical semantics is based such as: event types, plurality and count/mass distinctions, and causation. At the level of sentences, topics include the speakers' choices to locate an event in space and time, using systems of tense and aspect, and to identify participants, through semantic roles. The students will be given the opportunity to engage with language data and to analyse the processes of conveying and understanding meaning. |
| **Recommended Reading List** | Saeed, John I. 2016. Semantics. Fourth edition. Oxford: Wiley-Blackwell.<br>    [required textbook]<br>Ježek, Elisabetta. 2016. The Lexicon: An Introduction. Oxford: Oxford University Press. |

| | Lyons, John. 1977. Semantics. 2 volumes. Cambridge: Cambridge University Press. |
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| **Assessment Details** | **Assessment 1 (30%)**<br>Data analysis assignment<br>**Assessment 2 (70%)**<br>Written assignment |


| Module Code | **LIU11013** |
|---|---|
| **Module Name** | **First Language Acquisition** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Breffni O'Rourke |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Debate historically influential theories of first language acquisition<br>LO2. Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics.<br>LO3. Describe central aspects of first language acquisition in relation to each of the major domains of language.<br>LO4. Describe central aspects of first language acquisition and development in relation to several developmental stages.<br>LO5. Discuss the characteristics of bilingual and multilingual first language acquisition, and the differences between them. |
| **Module Learning Aims** | This module will introduce students to central issues in language acquisition and development. The aim is to equip students with an understanding of the nature of non-pathological language acquisition and development in various domains, and an appreciation of the rates and routes of normal language acquisition. |
| **Module Content** | After a general introduction, the module deals with the principal domains of language acquisition: sounds, word meanings, sentence grammar, word grammar, and communication. It then deals with the issues of bilingual and multilingual acquisition, individual variation, acquisitional stages, and language universals. |
| **Recommended Reading List** | Rowland, Caroline (2013). *Understanding Child Language Acquisition*. Abingdon: Routledge. [required textbook]<br>                [Other references will be supplied during the module] |
| **Assessment Details** | **Assignment (100%)**<br>Students are required to complete a take-home test during the Semester 1 assessment period. |

# YEAR 2 - Senior Fresher

*Semester 1*

| Module Code | **LIU22005** |
|---|---|
| **Module Name** | **Syntax II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | LIU11009 *Syntax I* |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**:  Prof. Craig Sailor |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Recognise the formal study of the syntax of human languages from a generative perspective at an intermediate level.<br>LO2. Identify how sentence structure is hierarchically organised, rule-governed, and systematic within and across languages at an intermediate level.<br>LO3. Explain formally the differences among the languages of the world at an intermediate level. |
| **Module Learning Aims** | This module has four principal aims:<br>- To come to an understanding of the structural underpinnings of how words come together to form sentences.<br>- To introduce the student to the ways in which linguists approach the observable structural aspects of language.<br>- To being able to recognise and investigate the combinatory system that forms sentences from phrases and phrases from their subparts.<br>- To learn how to analyse languages formally, i.e., analytically investigate phrase and sentence structure. |
| **Module Content** | This module builds on the JF module *Syntax I* and it introduces students to an intermediate-level study of the formal study of syntax in natural language from a cognitive perspective. By 'syntax', we mean linguistic structure at the phrase and sentence level. That is, the combination of words into phrases and phrases into sentences. Detailed investigation into sentence structure reveal that sentences are not formed merely by stringing together words. Instead, sentences have properties that imply a complex hierarchical organization that is rule-governed and systematic within and across languages. By 'formal', we mean analytically precise investigation that focuses on the form of a linguistic object – here, phrase and sentence structure. We will study syntax from a 'cognitive perspective', meaning that the overarching goal of our investigation is to explore and model the human cognitive faculty responsible for building and manipulating complex syntactic structures in the mind. |
| **Recommended Reading List** | Sportiche, Dominique, Koopman, Hilda, Stabler, Edward. 2014. *An Introduction to Syntactic Analysis and Theory.* London:  Wiley Blackwell.<br>[Detailed reading list available on Blackboard] |
| **Assessment Details** | **Assignment 1 (10%)**<br>**Assignment 2 (30%)**<br>**Assignment 3 (60%)** |

| Module Code | **LIU22007** |
|---|---|
| **Module Name** | **Sociolinguistics** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Valentina Colasanti |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Describe socially-significant variation in the use of language within specific language communities.<br>LO2**.** Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change.<br>LO3. Critically discuss language standardisation as a social process.<br>LO4. Critically review relationships between language and other aspects of culture and cognition.<br>LO5. Conduct library or field research on language in its social context. |
| **Module Learning Aims** | This module is an introduction to the study of language in relation to society. |
| **Module Content** | Sociolinguistics is the systematic study of language as a social phenomenon.<br>The way that an individual speaks is determined by many factors, such as:<br>a) where they are from<br>b) how old they are<br>c) who they are speaking with at a particular time<br>d) who they generally speak with<br>e) what they think about how others speak<br>This class is a hands-on exploration of how social factors influence the way that language is used. We investigate variation that occurs in language and how languages change. Some of the topics we cover include regional variation, language attitudes, multilingualism, social networks, and language contact. |
| **Recommended Reading List** | Janet Holmes and Nick Wilson. 2017. *An Introduction to Sociolinguistics*. 5<sup>th</sup> edition. London: Routledge. (required text)<br>Tagliamonte, Sali. 2012. *Variationist Sociolinguistics: Change, Observation and Interpretation.* London/New York: Wiley-Blackwell.<br>Van Herk, Gerard. 2012. *What is sociolinguistics?* London/New York: Wiley-Blackwell.<br>Wardhaugh, Ronald and Janet M. Fuller. 2015. *An Introduction to Sociolinguistics*. 7<sup>th</sup> ed. Oxford: Wiley-Blackwell.<br>[Detailed reading list available on Blackboard] |
| **Assessment Details** | **Assignment 1 (10%)**<br>**Assignment 2 (30%)**<br>**Assignment 3 (60%)** |

| Module Code | **LIU22006** |
|---|---|
| **Module Name** | **Introduction to Sign Linguistics I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Isabelle Heyerick |
| **Learning Outcomes** | On successful completion of this module students should be able to: <br> LO1. Understand the history and ongoing development of sign language linguistics as a field <br> LO2. Understand what makes up the phonetics and phonology of signed languages <br> LO3. Identify the 5 phonological parameters that make up a sign <br> LO4. Identify the major NMFs that occur in ISL and how NMFs co-occur with other manual elements in ISL <br> LO5. Describe the difference between mouthings and mouth gestures <br> LO6. Explain the major categories of verbs in ISL <br> LO7. Recognise the use of signing space in a signed language, with reference to verb agreement and classifier predicates <br> LO8. Recognise how manner and aspect function in ISL <br> LO9. Demonstrate ability to gloss ISL texts accurately in ELAN <br> LO10. Describe the role of iconicity and phonetic features in ISL lexicon <br> LO11.  Demonstrate the way in which new signs develop <br> LO12. Outline the historical context and understand the importance of the sociolinguistic context for ISL |
| **Module Learning Aims** | This module guides the student towards a basic understanding of the linguistic structures of signed languages, with particular reference to the indigenous sign language of Ireland, Irish Sign Language and its sociolinguistic context. This module introduces the basic descriptive parameters of sign languages. Focus is particularly on the phonetic, phonological, morphological, and morpho-syntactic breakdown of sign languages. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Across these topics attention is devoted to sociolinguistic aspects. We work with the Irish Sign Language corpus to identify authentic examples. |
| **Module Content** | Week 1. An Introduction to sign language linguistics and sociolinguistics <br> Week 2. Phonetics & Phonology <br> Week 3. More on  Phonetics & Phonology: focus on non-manual features: mouthings <br> Week 4. Introducing ELAN, gloss annotations, and the Signs of Ireland Corpus <br> Week 5. Non-manual features: phonology, phonetics and morphosyntax: mouth gestures, face, body. <br> Week 6. Morphology <br> Week 7. Reading Week |

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| | Week 8. Morphology: verb classes in ISL, number, aspect, CL predicates, manner<br>Week 9. More on Verbs & Marking number, aspect, manner<br>Week 10. In-class presentation<br>Week 11. Practicum: ELAN<br>Week 12. The lexicon. Revision |
| **Recommended Reading List** | Essential readings:<br>Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press.<br>   See: https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690<br>Kusters, Annelies and Lucas Ceil. 2022. Emergence and evolutions: Introducing sign language sociolinguistics. *Journal of Sociolinguistics,* 26, 84-98<br>   See: https://onlinelibrary.wiley.com/doi/full/10.1111/josl.12522<br><br>Selected chapters from:<br>Schembri, A. C. and Lucas Ceil. 2015. Sociolinguistics and Deaf Communities. Cambridge University Press<br><br>[Reading list available on Blackboard] |
| **Assessment Details** | **Assessment 1 (75%)**<br>In-class test<br>**Assessment 2 (25%)**<br>In-class presentation |

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| Module Code | **LIU22008** |
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| **Module Name** | **Phonology II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | LIU11010 *Phonetics and Phonology I* |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Maria O' Reilly |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Demonstrate the ability to analyse phonological data according to established methods in linguistic theory.<br>LO2**.** Engage in the critical analysis of competing models for understanding phonology as a part of the universal grammatical system which underlies human language.<br>LO3. Develop new questions and hypotheses with regard to phonological data gained from first-hand observation.<br>LO4. Communicate the results of phonological analysis in an accurate, explicit, and theoretically-justified manner. |
| **Module Learning Aims** | This module is an introduction to phonological theory. We'll look at the relationship between constraints and processes, with a focus on theory comparison. One question will be related to what kinds of constraints, |

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| | processes, or interactions thereof do we want to posit, and what kinds of phenomena does each theory predict. |
| **Module Content** | This module builds on the JF module *Phonetics and Phonology I.* Phonology can be defined as that part of the human knowledge of language which pertains to sound systems. Within linguistic theory, the emphasis in phonology shifts from the phonetic production and perception of speech sounds to the way in which sound systems are related to other aspects of the grammar which underlies language as a feature of the human mind. Building on earlier structural orientations to phonology, the 'generative revolution' of the later 20th century demonstrated the importance of interfaces between phonology and components of the grammar such as morphology (the structure and generation of words and functional elements) and syntax. |
| **Recommended Reading List** | Davenport, M., & Hannahs, S. J. (2010). *Introducing Phonetics and Phonology (3rd ed.)*. Routledge. [coursebook]<br>Kenstowicz, Michael & Charles Kisseberth. 1979. *Generative Phonology: Description and Theory*. New York: Academic Press. [textbook]<br>Borowsky, Toni. 1986. Topics in the Lexical Phonology of English. University of Massachusetts, Amherst.<br>Mohanan, K. P. 1982. Lexical Phonology. MIT.<br>Prince, Alan & Paul Smolensky. 2004. Optimality Theory: Constraint interaction in generative grammar. Malden, Mass., and Oxford, UK: Blackwell.<br>[Detailed reading list available on Blackboard] |
| **Assessment Details** | **Assignment 1 (50%)**<br>In-class test<br>**Assignment 2 (50%)**<br>Two take-home data analysis problems |

*Semester 2*

| Module Code | **LIU22009** |
|---|---|
| **Module Name** | **Morphology** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/ Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Craig Sailor |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Demonstrate a knowledge the processes and building blocks which determine the structure of words in a language.<br>LO2**.** Analyse the inflectional and derivational paradigms in a language.<br>LO3. Demonstrate an understanding of the relationship between morphology and other levels of linguistic analysis.<br>LO3. To show an understanding of major theoretical issues surrounding how the components of the human language faculty fit together. |

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| **Module Learning Aims** | Words are among the most fundamental and tangible parts of language. Morphology is the study of the internal structure of words. In this module, we will look at the basic building blocks of words and the ways in which words systematically change shape in order to signify and accommodate relationships with other elements of communication. Cross-linguistically languages employ an impressive range of methods for the creation of new words (derivation) and word forms (inflection). We will look at various morphology typologies. We will also explore how morphology interacts with other levels of linguistics analysis. Some of the questions we'll explore during this module are: What is a word? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics? |
| **Module Content** | - Why morphology?<br>- The notion of word<br>- Derivational morphology<br>- Inflectional morphology<br>- Prosodic morphology<br>- Morphology Typology<br>- Theoretical approaches to morphology |
| **Recommended Reading List** | Harley, Heidi. 2005. *English Words: A Linguistic Introduction*. Cambridge University Press.<br>Booij, Geert. (2007). The Grammar of Words: An introduction to morphology. Oxford University Press.<br><div align="center">[Detailed reading list available on Blackboard]</div> |
| **Assessment Details** | **Assignment 1 (10%)**<br>**Assignment 2 (30%)**<br>**Assignment 3 (60%)** |

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| **Module Code** | **LIU22010** |
| **Module Name** | **Applied Linguistics I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/ Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: TBA |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language teaching.<br>LO2. Identify the identifying features of communicative approaches to formal language learning and teaching.<br>LO3. Explain and evaluate the processes involved in the language curriculum design cycle, including language needs, goals and outcomes.<br>LO4. Critically analyse the implementation of language curriculum design in a specific societal context. |
| **Module Learning Aims** | This module introduces students to fundamental principles of applied linguistics. In particular, the module focuses on language teaching, particularly |

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| | learner-centred approaches to language curriculum. Through the lens of research conducted in the field of applied linguistics, it explores the cycle of curriculum design, including the analysis of learner needs, the specification of learning outcomes, teaching materials and classroom activities. |
| **Module Content** | The module's content focuses on fundamental principles in language teaching from a communicative perspective. Using theories and findings generated within the field of Applied Linguistics, the module develops a deep understanding of how classroom language teaching is organised, ordered and implemented according to curricular aims and goals. Through a series of lectures and hands-on tutorials, students will explore the steps involved in curriculum design cycle, including language needs analysis, the specification of language learning outcomes, the design and selection of teaching materials and classroom activities. The module has a particular focus on action-oriented language learning, including the concept of plurilingualism and learner-centred approaches to language teaching. It draws on case studies selected from real-life examples of language teaching in international contexts, at various proficiency levels and for various learner groups at different stages of their language learning journeys. |
| **Recommended Reading List** | Badger, R., & MacDonald, M.N. 2011. Making it Real: Authenticity, Process and Pedagogy. *Applied Linguistics 31*(4), 578-582.<br>Council of Europe (2001). *A common European framework of reference for languages: Learning, teaching, assessment*. Strasbourg: Council of Europe.<br>Graves, K. 2000. *Designing language courses: A guide for teachers.* London: Heinle & Heinle.<br>Macalister, J. & Nation, I. S. P. (eds.). 2011. *Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World.* New York: Routledge. |
| **Assessment Details** | **Assignment 1 (50%)**<br>In-class presentation focussing on one aspect of the language curriculum design process.<br>**Assignment 2 (50%)**<br>Essay on an analytical case study applying theoretical aspects of the module to a specific curriculum design context. |

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| **Module Code** | **LIU22011** |
| **Module Name** | **Phonetics and Phonology Lab** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/ Hilary Term |
| **Pre-requisites** | LIU11010 *Phonetics and Phonology*; LIU22008 *Phonology II* |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Maria O' Reilly |

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| **Learning Outcomes** | On successful completion of this module students should be able to: <br> LO1. Provide an account of the acoustic theory of speech production. <br> LO2**.** Describe the principal acoustic dimensions whereby speech sounds are contrasted in languages. <br> LO3. Use laboratory techniques to investigate an aspect of the sound system of language(s), demonstrating skills in data segmentation, annotation, measurement, and interpretation. <br> LO4. Critically discuss some of the phonetic factors (linked to speech production or perception) that constrain the sound systems of languages. <br> LO5. Develop skills in the design, execution, and reporting of small-scale analytic studies, following the norms for the scientific reporting of experimental work. |
| **Module Learning Aims** | This laboratory-based module builds on the JF module *Phonetics and Phonology I* and the SF module *Phonology II* and introduces students to the practical skills required for the empirical analysis of spoken language. |
| **Module Content** | This module will have a strong emphasis on acoustic approaches, such as broad and narrow band spectrography but, time permitting, articulatory (electropalatography) and/or aerodynamic techniques may also be used to illuminate specific aspects of sound systems. Throughout, students are expected to reflect on the phonetic factors (based in production and perception) that constrain the sound structures of languages. |
| **Recommended Reading List** | Ohala, J. J. (2005). Phonetic explanations of sound patterns. Implications for grammars of competence. In W. J. Hardcastle & J. M. Beck (eds.) *A figure of speech. A festschrift for John Laver*. London: Erlbaum. 23-38. <br> Fry, D. (1979). Acoustic features of English Consonants, in *The Physics of Speech*, Cambridge University Press. <br> Catford, J. (1977). *Fundamental Problems in Phonetics*. Bloomington: University of Indiana Press. |
| **Assessment Details** | **Assignment 1 (50%)** <br> In-class test <br> **Assignment 2 (50%)** <br> Structured report: 1,500-word report (with tables & figures) on an analytic study |

| Module Code | **LIU22012** |
|---|---|
| **Module Name** | **Pragmatics I** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2/ Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Conor Pyle |

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| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication.<br>LO2. Characterise core pragmatic and semantic phenomena and critically reflect upon the relationships between these two levels.<br>LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field.<br>LO4. Explain the Relevance Theory account of inferential pragmatics. |
| **Module Learning Aims** | This is an introductory module on pragmatics. It focuses on inferential theories of pragmatics with a particular focus to Relevance Theory. |
| **Module Content** | This module provides an introduction inferential theories of pragmatics and to Relevance Theory in particular. The module will explore some of the basic concepts, findings, and theoretical approaches that underlie research in pragmatics. Beginning with an introduction to the work of H.P. Grice and the theory of conversational maxims, the module will include the topics of the principle of relevance, conceptual and procedural meaning, the under-specification of meaning, processes of contextual enrichment, lexical pragmatics, coherence relations in discourse, and pragmatic accounts of metaphor and irony. |
| **Recommended Reading List** | Birner, Betty. 2012. *Introduction to Pragmatics*. Chichester: Wiley-Blackwell.<br>Blakemore, Diane. 1992. *Understanding Utterances: An Introduction to Pragmatics*. Oxford: Blackwell.<br>Clark, Billy. 2013. *Relevance Theory*. Cambridge: Cambridge University Press.<br>Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell.<br>Grice, H. P. 1989. *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.<br>Levinson, Stephen C. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MA: MIT Press.<br>Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.<br>Wilson, Deirdre, and Dan Sperber, 2012. *Meaning and Relevance*. Cambridge: Cambridge University Press. |
| **Assessment Details** | **Assignment 1 (10%)**<br>Data analysis<br>**Assignment 2 (10%)**<br>Short literature review<br>**Assignment 3 (10%)**<br>Data analysis<br>**Assignment 4 (70%)**<br>Essay |

# YEAR 3 - Junior Sophister

*Semester 1*

| Module Code | LIU33007 |
|---|---|
| Module Name | Second Language Acquisition |
| ECTS Weighting | 5 ECTS |
| Semester/Term Taught | Semester 1/ Michaelmas Term |
| Pre-requisites | None |
| Contact Hours | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| Module Personnel | **Module Coordinator**: TBA |
| Learning Outcomes | On successful completion of this module students should be able to:<br>LO1. Relate the nature-nurture debate to language acquisition research.<br>LO2. Identify the central issues on which language acquisition research has focused.<br>LO3. Summarise the principal findings which have emerged from language acquisition research.<br>LO4. Show the relevance of the findings of language acquisition research - in particular second language acquisition research – to second language teaching.<br>LO5. Bring the findings of language acquisition research on the student's own experience as an observer of language acquisition and on his/her own experience as a language learner. |
| Module Learning Aims | The course seeks to provide students with a first introduction to language acquisition research – with particular reference to second language acquisition (SLA) research. It will identify the central issues on which such research has focused, will review some of the principal findings which have emerged and will explore the implications of such findings for language teaching. A further aim of the course will be to encourage students to reflect on your own experience as a language learner and to try and make sense of that experience. |
| Module Content | This module introduces students to key issues and findings in language acquisition research. The principal focus will be on second language acquisition, but first language acquisition will also be covered. Topics to be addressed will include: child language acquisition, the nature-nurture debate, errors and learning strategies, the learner's 'internal syllabus', individual learner differences, theories of second language acquisition, communication strategies and second language teaching. |
| Recommended Reading List | Cook, V. and Singleton, D. (2014) Key Topics in Second Language Acquisition. Bristol: Multilingual Matters.<br>Ellis, R. and Shintani, N. (2014) Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.<br>[Detailed reading list available on Blackboard] |
| Assessment Details | **Assignment 1 (25%)**<br>**Assignment 2 (25%)**<br>**Assignment 3 (25%)**<br>**Assignment 4 (25%)** |

| Module Code | **LIU33005** |
|---|---|
| **Module Name** | **Discourse Analysis** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Breffni O'Rourke |
| **Learning Outcomes** | On successful completion of this module students should be able to:<br>LO1. Describe linguistic discourse as a phenomenon worthy of systematic investigation.<br>LO2. Transcribe conversational discourse in sufficient detail for most analytic purposes.<br>LO3. Explain the fundamentals of relevant ethnographic, pragmatic, and conversation-analytic conceptual frameworks.<br>LO4. Analyse discourse from ethnographic, pragmatic, and conversation-analytic perspectives. |
| **Module Learning Aims** | Discourse Analysis is a broad field which encompasses various aspects of language in use: pragmatics; conversation analysis; social interaction and questions of identity, power and control; critical analysis of discourse in society; and the study of narrative. In this introduction, attention is given to the transcription of spoken discourse; speech acts, or how people 'do things with words'; the theory of politeness in discourse; and the structure of interactions such as conversations and interviews. The module aims to introduce students to a range of theoretical and analytic perspectives on discourse, and to introduce students to some of the main tools that have been used for analysing meaning and speaker choices in discourse. |
| **Module Content** | - What is discourse? Why and how should we study it?<br>- Transcribing discourse (lecture and workshops)<br>- The cultural context of discourse: Ethnography of Communication<br>- "Doing things with words": speech act theory<br>- Meanings beyond our words: the cooperative principle and conversational implicature<br>- Beyond cooperativeness: politeness theory<br>- Discourse markers<br>- Microanalysis of talk-in-interaction: Conversation Analysis |
| **Recommended Reading List** | Detailed reading list available on Blackboard |
| **Assessment Details** | **Assignment 1 (10%)**<br>Data analysis of conversational language data.<br>**Assignment 2 (40%)**<br>Transcription (pair work).<br>**Assignment 3 (60%)**<br>Transcription analysis (individual work). |

| Module Code | **LIU33006** |
|---|---|
| **Module Name** | **Research Methodology** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: TBA |
| **Learning Outcomes** | On successful completion of this module students should be able to: <br> LO1. Select an appropriate research design from a range of possible approaches <br> LO2. Appraise the quality of evidence presented in research articles <br> LO3. Identify, compare and contrast different sampling strategies <br> LO4. Outline and critically evaluate different data collection techniques <br> LO5. Identify and explain the stages of the research process <br> LO6. Demonstrate the ability to select and apply appropriate statistical procedures for the analysis of data <br> LO7. Demonstrate ability to identify and address ethical issues in research |
| **Module Learning Aims** | The module is <u>compulsory</u> for all the students willing to do a capstone project and has three principal aims: (i) to equip students with the knowledge and skills necessary to critically evaluate published research and to explore different ways of translating research questions in quantitative or qualitative studies; (ii) to introduce the basic concepts, experimental designs and statistical procedures needed to execute research; (iii) to provide hands-on experience in using the statistical package SPSS to carry out data analysis in linguistics. Training in SPSS will include data entry, presentation of results and the use of the package to conduct statistical tests to check for relationships among groups. |
| **Module Content** | Several topics module are presented in lectures and explored and/or discussed in class. |
| **Recommended Reading List** | School research ethics documents <br><br> Dornyei, Z. (2011) 'Research Methods in Applied Linguistics'. Oxford: Oxford University Press <br><br> Gass, S. & S. Mackey (eds.) Research Methods in Second Language Acquisition. Oxford: Wiley-Blackwell. <br><br> Goodal, Grant (ed.). (2022) *The Cambridge Handbook of Experimental Syntax.* Cambridge: Cambridge University Press. <br><br> Schütze, Carson (1996) The Empirical Base of Linguistics: Grammaticality Judgments and Linguistic Methodology. Chicago: Chicago University Press. |
| **Assessment Details** | **Assignment 1 (30%)** <br> Research project abstract <br> **Assignment 2 (70%)** <br> In class presentation on a research project developed during the term |

| Module Code | **LIU33008** |
|---|---|
| **Module Name** | **Semantics II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 1/ Michaelmas Term |
| **Pre-requisites** | LIU11011 *Semantics I* |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Craig Sailor |
| **Learning Outcomes** | On successful completion of this module, students should be able to: <br> LO1. Describe the concepts and terminology used to account for the way in which meaning is conveyed at an intermediate level. <br> LO2. Characterise core semantic and pragmatic phenomena at an intermediate level and critically reflect upon the relationships between these two levels. <br> LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field at an intermediate level. <br> LO4. Explain how linguistic meaning interacts with other knowledge systems: general knowledge, contextual and cultural knowledge at an intermediate level. |
| **Module Learning Aims** | This module builds on the JF module *Semantics I* and it introduces students to an intermediate-level study of semantics. In particular, the module will focus on formal semantics (a.k.a. truth-conditional semantics), which studies the meaning of sentences. The main question explored in the module is how does a sentence end up associated with meaning? |
| **Module Content** | What is meaning? <br> Meanings of sentences as truth conditions <br> Compositional semantics <br> Presuppositions <br> Conversational implicatures <br> Set theory <br> Extensions and Intentions <br> Presuppositional logic <br> Nominal modifiers <br> Verbal modifiers and events <br> Tense and Aspect <br> Referential expressions <br> Quantifiers and quantifier rising <br> Negative Polarity Items <br> Modality <br> Propositional attitudes <br> Focus and Topic |
| **Recommended Reading List** | Portner, Paul H. (2005), *What is meaning?* London: Wiley-Blackwell. [textbook] <br> Chierchia, Gennaro, McConnell-Ginet, Sally. (2000), *Meaning and Grammar*. Second edition. Cambridge, MA: MIT Press. <br> Heim, Irene, Kratzer, Angelika. (1998), *Semantics in Generative Grammar*. London: Wiley-Blackwell. |

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| | Larson, Richard K, Segal, Gabriel M.A. (1995), *Knowledge of meaning.* Cambridge, MA: MIT Press. [Detailed reading list available on Blackboard] |
| **Assessment Details** | **Assignment 1 (10%)** <br> **Assignment 2 (30%)** <br> **Assignment 2 (60%)** |

*Semester 2*

| Module Code | LIU33009 |
|---|---|
| **Module Name** | **Applied Linguistics II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2 / Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Bronagh Ćatibušić |
| **Learning Outcomes** | On successful completion of this module, students should be able to: <br> LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language assessment. <br> LO2. Identify the principles of and steps involved in capturing and measuring communicative language proficiency. <br> LO3. Explain and evaluate the decisions and methods used in language assessment and testing. <br> LO4. Critically analyse the design and implementation of language tests in a specific societal context. |
| **Module Learning Aims** | This module introduces students to fundamental principles in Applied Linguistics, with particular focus on language assessment. Through the lens of research conducted in the field of Applied Linguistics, it explores how communicative language proficiency can be captured and measured with confidence. It examines the design cycle of language tasks and tests, the key decisions involved in language assessment, and the impact (both positive and negative) of language testing on learners, teachers and educational systems. |
| **Module Content** | The module's content focuses on fundamental principles in language assessment. Using theories and findings generated within the field of Applied Linguistics, it explores how communicative language proficiency – the productive skills of speaking/writing and the reception skills of listening/reading – may be captured and measured with confidence, both in contexts of informal assessment (e.g. within the language classroom) and formal assessment (e.g. national examination systems). Through a series of lectures and hands-on tutorials, students will explore and discussion the key steps and decisions involved in language assessment and testing, and learn about validity and reliability of assessment. The module has a particular focus on the social impact of language assessment, and addresses the impact (both positive and negative) of language testing on learners, teachers and educational systems in different international contexts. |

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| **Recommended Reading List** | Bailey, K. (1998) *Learning About Language Assessment: Dilemmas, Decisions and Directions*. London: Heinle & Heinle.<br>McNamara, T. (2000) *Language Testing*. New York: Oxford University Press.<br>Stansfield (2008) 'Where we have been and where we should go.' *Language Testing, 25* (3), 311.<br>Weir, C.J. (1990) *Communicative Language Testing*. London: Prentice Hall International.<br>Weir, C.J. (2005) *Language Testing and Validation.* New York: Palgrave MacMillan. |
| **Assessment Details** | **Assignment 1 (50%)**<br>In-class presentation focussing on one aspect of the language assessment process.<br>**Assignment 2 (50%)**<br>Essay on analytical case study applying theoretical aspects of the module to a specific language test example. |

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| **Module Code** | **LIU33010** |
| **Module Name** | **Historical Linguistics** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2 / Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Nathan Hill |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Identify recurrent correspondence patterns in a comparative word list from related languages.<br>LO2. Explain some of the most important changes that account for the divergence of languages within a particular language family.<br>LO3. Evaluate the merits of a phonological versus an analogical explanation for a language change.<br>LO4. Utilize reconstructed vocabulary to make arguments about the material and social world of a pre-historic people. |
| **Module Learning Aims** | In this module, students will learn how languages are related to one another and how they change over time. At the conclusion of the module, students will be familiar with reconstruction and the comparison method, as well as the importance of analogy in the shaping of language histories. The module will give an introduction to descriptive and theoretical aspects of historical linguistics, covering phonetic, phonological, morphological and syntactic change with data from European and non-European languages. |
| **Module Content** | In the early 19th century, it was discovered that in some cases the words of today's languages have systematic correspondences between each other. For example, where Latin has a p- and English an f-, the corresponding Old Irish word begins with a vowel (pater, father, athair; piscis, fish, iasc). Using such correspondences linguists were able to reconstruct, Indo-European, the language ancestral to Latin, English and Irish. Groups of languages related by common descent are called |

| | 'language families'. Other large families include Sino-Tibetan, which gave rise to Tibetan, Chinese, Burmese and about 300 other languages, and Uralic, which includes Finish, Hungarian, and many languages spoken by small populations in Russia. |
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| | This module will introduce students to the major language families of the world, the ways in which the relatedness of languages are demonstrated and the methods for reconstructing ancestral languages. In addition students will learn about those processes that shape languages through time, including the borrowing of vocabulary (e.g. the successive borrowing of 'chief' and 'chef' from the same French word into English under different social conditions of contact with speakers of French) and changes in grammar, such as the loss of 'thou' in English or the replacement of 'holpen' with 'helped'. |
| **Recommended Reading List** | Campbell, L. (2013). *Historical Linguistics: An Introduction*. Edinburgh: Edinburgh University Press. 3rd edition.<br>Dimmendaal, G. (2011). Historical Linguistics and the Comparative Study of African Languages. Amsterdam: John Benjamins.<br>Fortson, B. (2009). Indo-European Language and Culture: An Introduction. 2nd Edition. Malden: Wylie. |
| **Assessment Details** | **Assignment 1  (20%)**<br>In-class presentation focussing on one topic related to historical linguistics.<br>**Assignment 2 (80%)**<br>A maximum 2,000 words essay on a topic related to historical linguistics. |

| Module Code | **LIU33011** |
|---|---|
| **Module Name** | **Phonetics II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2 / Hilary Term |
| **Pre-requisites** | LIU11010 *Phonetics and Phonology I* |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Dr. Irena Yanushevskaya |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Demonstrate an understanding of the features of the voice (production, acoustic and perceptual) that are exploited in language prosody.<br>LO2. Discuss some of the main functions of prosody in spoken communication.<br>LO3. Describe different models that are used for intonation analysis, indicating their underlying assumptions about the nature of prosody, and detailing some of their advantages and limitations.<br>LO4. Demonstrate mastery of empirical skills needed for analytic studies of aspects of prosody, using laboratory-based techniques.<br>LO5. Present the results of analytic studies, following the conventions for scientific reporting in the field. |
| **Module Learning Aims** | This module is an exploration of prosody in spoken languages. |

| Module Content | This laboratory-based module builds on the JF module *Phonetics and Phonology I* and looks at the prosodic level of spoken communication. It examines the dimensions of the voice that are dynamically modulated in prosody and considers the kinds of linguistic and paralinguistic information that prosody conveys. The characteristics of the voice are looked at, from the perspectives of production (what is controlled by the speaker), the acoustic (measurable) features and the auditory correlates (pitch, loudness, voice quality) that listeners hear as prosody. Intonation analysis, the most widely researched aspect of linguistic prosody, is introduced. Approaches to intonation analysis are considered, along with their theoretical assumptions and analytic methodologies. Students carry out and present a short analytic task aimed to provide experience in the laboratory analysis of prosodic patterns of spoken language. Although the emphasis is on the acoustic realisation of prosodic patterns, temporal aspects, such as speech timing and rhythm are also discussed. |
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| Recommended Reading List | Cruttenden, A. (1986) *Intonation.* Cambridge: Cambridge University Press.<br>Gussenhoven, C. (2004) *The Phonology of Tone and Intonation* . Cambridge: Cambridge University Press.<br>Ladd, D. R. (2008). *Intonational Phonology* (2 ed.). Cambridge: Cambridge University Press.<br><div align="center">[Detailed reading list is available on Blackboard]</div> |
| Assessment Details | **Assignment 1 (30%)**<br>In-class test<br>**Assignment 2 (30%)**<br>Group presentation<br>**Assignment 3 (40%)**<br>Structured report |

| Module Code | **LIU33012** |
|---|---|
| **Module Name** | **Introduction to Sign Linguistics II** |
| **ECTS Weighting** | 5 ECTS |
| **Semester/Term Taught** | Semester 2 / Hilary Term |
| **Pre-requisites** | None |
| **Contact Hours** | **Direct hours** = 22 (1 term, 2 hours per week)<br>**Indicative hours** = 100 |
| **Module Personnel** | **Module Coordinator**: Prof. Isabelle Heyerick |
| **Learning Outcomes** | On successful completion of this module, students should be able to:<br>LO1. Search and annotate texts accurately in ELAN<br>LO2. Demonstrate a basic understanding of Mental Space Theory<br>LO3. Identify and demonstrate how time can be marked in ISL<br>LO4. Understand the importance of depiction for ISL<br>LO5. Explain the basic syntactic make up of ISL phrases<br>LO6. Describe features that are evident in narrative structure in ISL with regards to role    shift, constructed dialogue, constructed action |

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| | LO7. Explain a deep and analytical understanding of the socio-cultural and sociolinguistic context that signed languages operate within, reference to ISL. LO8. Identify the range of literature that exists in signed languages linguistics, with reference to ISL. LO9. Relate the historical and sociolinguistics context for ISL past, current, and future development. |
| **Module Learning Aims** | This module builds on content from *An Introduction to Sign Linguistics I* (although the former module is not a pre-requisite for JH Linguistics students), and introduces students to the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic-comment constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other subjects addressed include iconicity and gesture and their relationship to signed languages. This module further expands on specific sociolinguistic aspects of Irish Sign Language. These include linguistic variation associated with gender, generation, sexual orientation, regional usage, language acquisition/exposure/ deprivation. The students are introduced to concepts such as multilingualism, multimodality, translanguaging and are invited to broaden their understanding of who are sign language "users". We work with the Irish Sign Language corpus to identify authentic examples. |
| **Module Content** | Week 1. Outline for term. Introducing Mental Space Theory and its application in Sign Language Linguistics. Week 2. Simultaneity in Sign Languages; Practical session – using ELAN Week 3. Marking time Week 4. Depiction in ISL Week 5. End of Module information and ELAN practice Week 6. Syntax, constituents, and prepositions Week 7. Reading Week. Week 8. Marking time: practical application Week 9. Discourse Structure Considerations Week 10. Language Variation Week 11. Language, Gesture and Metaphor Week 12. Broadening our scope: who is the signer (considering language practices, multilingualism, multimodality and translanguaging) Revision |
| **Recommended Reading List** | Essential readings: Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press. See: https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690 Annelies Kusters, Massimiliano Spotti, Ruth Swanwick & Elina Tapio (2017) Beyond languages, beyond modalities: transforming the study of semiotic repertoires, International Journal of Multilingualism, 14:3, 219-232. See: https://www.tandfonline.com/doi/full/10.1080/14790718.2017.1321651 Maartje De Meulder, Annelies Kusters, Erin Moriarty & Joseph J. Murray (2019) Describe, don't prescribe. The practice and politics of translanguaging in the context of deaf signers, Journal of Multilingual and Multicultural Development, 40:10, 892-906. See: https://www.tandfonline.com/doi/full/10.1080/01434632.2019.1592181?src=recsys |

| | Selected chapters from:<br> Schembri, A. C. and Lucas Ceil. 2015. Sociolinguistics and Deaf Communities. Cambridge University Press<br><br>[Reading list available on Blackboard] |
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| **Assessment Details** | **Assignment 1 (50%)**<br>Annotation of a short video in ELAN<br>**Assignment 2 (50%)**<br>Create a Wiki |

# YEAR 4 - Senior Sophister

*Semester 1*

| Module Code | LIU44011 |
|---|---|
| Module Name | **Linguistics Capstone Project** |
| ECTS Weighting | 20 ECTS |
| Semester/Term Taught | Semester 1/Semester 2 / Michaelmas Term /Hilary Term |
| Pre-requisites | |
| Contact Hours | **Direct hours** = 22 hours <br> **Indicative hours** = 100 |
| Module Personnel | **Module Coordinator:** Prof. Breffni O'Rourke |
| Learning Outcomes | On successful completion of this module students should be able to: <br> LO1. Apply principles of research design and implement a research project. <br> LO2**.** Demonstrate critical thinking about problems in language and communication. <br> LO3. Demonstrate skills of analysis and the ability to communicate research findings to a range of potential audiences. <br> LO4. Demonstrate an in-depth knowledge of a particular topic in linguistics. <br> LO5. Manage and write an independent research project. |
| Module Learning Aims | The course will be based on a mixture of lectures, small-group work, and individual supervision. Students will be expected to read and to use the insights gained from reading, lectures, and discussion to develop and carry out their own original research plans. |
| Module Content | This module builds on the JS module *Research Methodology* and introduces the students to how to do research in linguistics. The content aims to introduce the student to a practical application of critical analysis of previous research in order to develop a research question, implement a research plan (using methodology appropriate to the research question), consider research ethics in the conduct and reporting of research. The session will also focus on collection and analysis of data and supporting materials for research and presentation of results, their critical analysis and the implication for further research. This module will guide the student during the development of their project leading to its submission, in accordance with TJH regulations. |
| Recommended Reading List | Podesva, Robert J. and Devyani Sharma. 2014. *Research Methods in Linguistics*. Cambridge: Cambridge University Press. <br> Wray, Alison and Aileen Bloomer. 2006. *Projects in Linguistics: A Practical Guide to Researching Language*. 2nd ed. London: Hodder Education. <br> [Detailed reading list available on Blackboard] |
| Assessment Details | **Assignment (100%)** <br> Students will submit a research project during Hilary term (maximum 10,000 words of discursive text). |

| Module Code | LIU44002 |
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| Module Name | Computational Linguistics |
| ECTS Weighting | 5 ECTS |
| Semester/Term Taught | Semester 2 / Hilary Term |
| Pre-requisites | None |
| Contact Hours | **Direct hours** = 22 (1 term, 2 hours per week) <br> **Indicative hours** = 100 |
| Module Personnel | **Module Coordinator**: Prof. Carl Vogel |
| Learning Outcomes | On successful completion of this module students should be able to: <br> LO1. Construct informed arguments in defence of constituent structure analyses of natural language sentences. <br> LO2. Determine the formal syntactic expressivity requirements of infinite abstract languages. <br> LO3. Prove the formal syntactic expressivity requirements of natural languages. <br> LO4. Outline the relevance of the computational complexity implications of levels of formal syntactic expressivity in relation to facts of human cognition and engineering artefacts in computational linguistics. <br> LO5. Design, implement and evaluate computational grammars for natural language in response to test-suites representative of linguistic phenomena of interest in the literature. <br> LO6. Critically evaluate computational theories of grammar in relation to considerations relevant to cognitive science and natural language processing. |
| Module Learning Aims | This module aims to: <br> • engage with the study of linguistics as a field of academic inquiry that includes computational modelling and methods from cognitive science within its range of methodological approaches. <br> • demonstrate competence in analytic tools, encompassing formal, experimental, and computational approaches. <br> • discuss advanced topics in linguistics, incorporating cognitive and formal perspectives on language. <br> • communicate effectively to specialists the results of their research on topics in linguistics through written papers and other means where appropriate. <br> • mobilize the knowledge, strategies and skills needed for further intellectual development and independent, life-long learning as well as for undertaking further, autonomous study. |
| Module Content | The module addresses the computational modelling of natural language, attending to constraints imposed by empirical fact in cognitive science and theoretical results from computer science. |
| Recommended Reading List | Jurafsky, D. and J. Martin (2000) Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition. Prentice Hall. ISBN: 0-130950696. <br> Gazdar, Gerald and Chris Mellish (1989) Natural Language Processing in Prolog. Addison Wesley. <br> Nugues, P. M. (2006). An Introduction to Language Processing with Perl and Prolog. Springer. |

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| | Pereira, Fernando and Stuart Shieber (1987) Prolog and Natural-Language Analysis. Stanford: CSLI Publications. ISBN: 0-937-07318-0. |
| **Assessment Details** | **Assignment 1 (10%)**<br>Grammar development<br>**Assignment 2 (90%)**<br>Essay |