

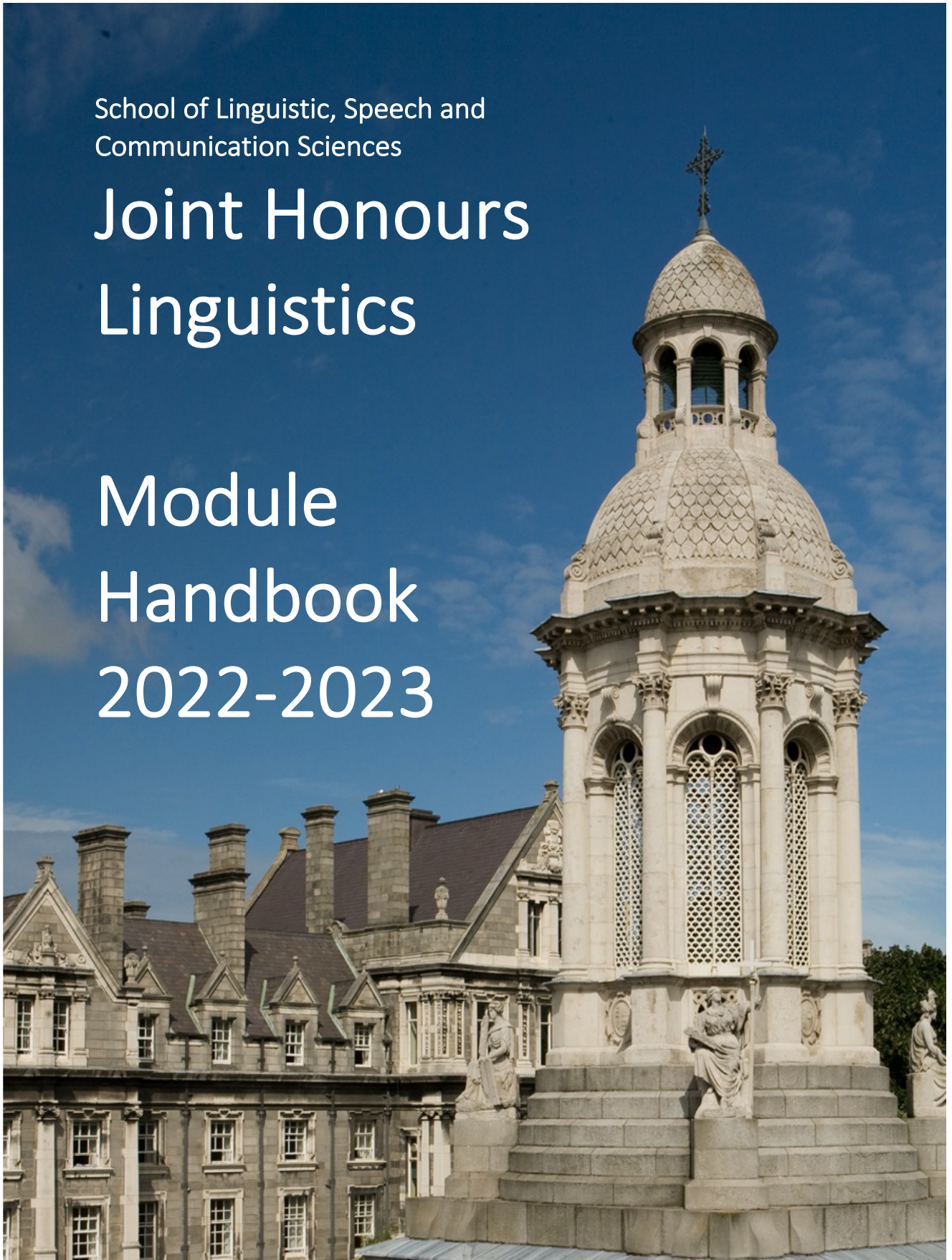


Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Linguistic, Speech and
Communication Sciences

Joint Honours Linguistics

Module Handbook 2022-2023



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YEAR 1 - Junior Fresher

Semester 1

Module Code	LIU11008
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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Conor Pyle Lecturers: Dr. Irena Yanushevskaya, Prof. Nathan Hill, Prof. Breffni O'Rourke, Prof. Elaine Ui Dhonnchadha, Prof. Valentina Colasanti, Mr. Patrick Matthews, Dr. Isabelle Heyerick, Mr. Bruno Spadi
Learning Outcomes	On successful completion of this module, students should be able to: LO1. Discuss critically a range of introductory topics in linguistics. LO2. Analyse the structure of spoken and signed languages. LO3. Identify major concepts in linguistics related to the language modalities. LO4. Evaluate different accounts of the relationship between language and thought. 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	<ul style="list-style-type: none"> - What is Linguistics? - Brain and Language - Phonetics: the sounds of language - Phonology: the sound patterns of language - Morphology: the study of words - Syntax: from words to phrases - Semantics - Pragmatics - Signed languages and Sign Language Linguistics
Recommended Reading List	Fromkin, V., Rodman, R., Hyams, N. 2017. <i>An introduction to Language</i> (11 th edition). Boston: Cengage. O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. <i>Contemporary Linguistics. An Introduction</i> (7 th edition). Boston/New York: Bedford/St. Martin's.

Assessment Details	Take-home test (100%) Students are required to complete a take-home test based on selected weekly topics. All tests must be submitted electronically on Blackboard. <i>Date:</i> TBA
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Module Code	LIU11009
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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Valentina Colasanti Lecturer(s): Prof. Valentina Colasanti, Mr. Bruno Spadi
Learning Outcomes	On successful completion of this module students should be able to: LO1. Recognise the formal study of the syntax of human languages from a generative perspective. LO2. Identify how sentence structure is hierarchically organised, rule-governed, and systematic within and across languages. LO3. Explain formally the differences among the languages of the world.
Module Learning Aims	This module has four principal aims: - To come to an understanding of the structural underpinnings of how words come together to form sentences. - To introduce the student to the ways in which linguists approach the observable structural aspects of language. - To being able to recognise and investigate the combinatory system that forms sentences from phrases and phrases from their subparts. - 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	<p>Sportiche, Dominique, Koopman, Hilda, Stabler, Edward. 2014. <i>An Introduction to Syntactic Analysis and Theory</i>. London: Wiley Blackwell.</p> <p>Carnie, Andrew. 2021. <i>Syntax. A Generative Introduction</i>. 4th edition. London: Wiley Blackwell.</p> <p>Larson, Richard. 2010. <i>Grammar as science</i>. Cambridge, MA: The MIT Press. [Detailed reading list available on Blackboard]</p>
Assessment Details	<p>Mid-term take-home test (50%) <i>Date:</i> TBA</p> <p>Final take-home test (50%) <i>Date:</i> TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Irena Yanushevskaya Lecturer(s): Dr. Irena Yanushevskaya
Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description.</p> <p>LO2. Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the international phonetic association.</p> <p>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).</p> <p>LO4. Apply the basic principles of phonemic analysis to phonetic data.</p>
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). <i>A Course in Phonetics</i> (7 ed.). Sengage Learning. [earlier editions 4-6 are fine if the most recent one is not available]

	<p>Davenport, M., & Hannahs, S. J. (2020). <i>Introducing phonetics and phonology</i> (4 ed.). Routledge.</p> <p>[Detailed reading list available on Blackboard]</p>
<p>Assessment Details</p>	<p>Homework (50%) Homework, consisting of exercises, is carried out on a regular basis. A selection of these exercises are marked and contribute 50% towards the overall mark for the module. <i>Date:</i> TBA</p> <p>Written Project (50%) A short written project contributes to the 50% overall mark of the module. <i>Date:</i> TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Conor Pyle Lecturer(s): Prof. Valentina Colasanti, Prof. Nathan Hill, Prof. Lorna Carson, Prof. Bronagh Catibusic, Prof. Neasa Ní Chiarain , Prof. Breffni O'Rourke, Prof. Isabelle Heyerick, Dr. Maria O'Reilly, Dr. Conor Pyle
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Explain the basic principles of language, variation and change LO2. Identify key differences between dialects, varieties and languages LO3. Analyse a variety of linguistic problems LO4. Identify the social and linguistic dynamics of language change over time LO5. Discuss critically topics related to bi/multilingualism and language acquisition and learning LO6. Evaluate theories of second language acquisition and learning LO7. Explain factors that impact on the rate and route of acquisition of second languages. 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	<ul style="list-style-type: none"> - Introduction to language variation - Language and society - Historical Linguistics: the study of language change - Dynamics of language change - Linguistic typology - Multilingualism and Bilingualism - Heritage and minority languages - Second language acquisition - Speech and language processing: implication for technology
Recommended Reading List	Fromkin, V., Rodman, R., Hyams, N. 2017. <i>An introduction to Language</i> (11 th edition). Boston: Cengage. (e-book available via TCD Library).

	O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. <i>Contemporary Linguistics. An Introduction</i> (7 th edition). Boston/New York: Bedford/St. Martin's.
Assessment Details	Take-home test (100%) Students are required to complete a take-home test with three questions, one in each of the following areas: (1) language variation and change, (2) multilingualism, bilingualism, and second language acquisition/learning, and (3) speech and language processing: human and machine Date: TBA

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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Conor Pyle Lecturer(s): Dr. Conor Pyle
Learning Outcomes	On successful completion of this module, students should be able to: LO1. Describe the concepts and terminology used to account for the way in which meaning is conveyed. LO2. Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels.. LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field 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. This course will focus on semantics.
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. <i>Semantics</i> . Fourth edition. Oxford: Wiley-Blackwell. [required textbook] Ježek, Elisabetta. 2016. <i>The Lexicon: An Introduction</i> . Oxford: Oxford University Press. Lyons, John. 1977. <i>Semantics</i> . 2 volumes. Cambridge: Cambridge University Press.
Assessment Details	Data analysis assignment (30%) <i>Date:</i> TBA Written assignment (70%) <i>Date:</i> TBA

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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Breffni O'Rourke, Prof. Irene Walsh Lecturer(s): Prof. Breffni O'Rourke, Prof. Irene Walsh
Learning Outcomes	On successful completion of this module, students should be able to: LO1. Debate historically influential theories of first language acquisition LO2. Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics. LO3. Describe central aspects of first language acquisition in relation to each of the major domains of language. LO4. Describe central aspects of first language acquisition and development in relation to several developmental stages. 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). <i>Understanding Child Language Acquisition</i> . Abingdon: Routledge. [required textbook]

	[Other references will be supplied during the module]
Assessment Details	Take-home test (100%) Students are required to complete a take-home test during the Semester 1 assessment period. <i>Date:</i> TBA

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 <i>Syntax I</i>
Contact Hours	Direct hours = 22 (1 term, 2 hours per week) Indicative hours = 100
Module Personnel	Module Coordinator: Prof Valentina Colasanti Lecturer(s): Dr Craig Sailor
Learning Outcomes	On successful completion of this module students should be able to: LO1. Recognise the formal study of the syntax of human languages from a generative perspective at an intermediate level. LO2. Identify how sentence structure is hierarchically organised, rule-governed, and systematic within and across languages at an intermediate level. LO3. Explain formally the differences among the languages of the world at an intermediate level.
Module Learning Aims	This module has four principal aims: - To come to an understanding of the structural underpinnings of how words come together to form sentences. - To introduce the student to the ways in which linguists approach the observable structural aspects of language. - To being able to recognise and investigate the combinatory system that forms sentences from phrases and phrases from their subparts. - To learn how to analyse languages formally, i.e., analytically investigate phrase and sentence structure.
Module Content	This module builds on the JF module <i>Syntax I</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. <i>An Introduction to Syntactic Analysis and Theory</i> . London: Wiley Blackwell.

	Carnie, Andrew. 2021. <i>Syntax. A Generative Introduction</i> . 4th edition. London: Wiley Blackwell. [Detailed reading list available on Blackboard]
Assessment Details	Mid-term take-home test (50%) <i>Date:</i> TBA Final take-home test (50%) <i>Date:</i> TBA

Module Code	LIU22010
Module Name	Applied 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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Lorna Carson Lecturer(s): Ms. Daniela Modrescu
Learning Outcomes	On successful completion of this module students should be able to: LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language teaching. LO2. Identify the identifying features of communicative approaches to formal language learning and teaching. LO3. Explain and evaluate the processes involved in the language curriculum design cycle, including language needs, goals and outcomes. 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 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	<p>Badger, R., & MacDonald, M.N. 2011. Making it Real: Authenticity, Process and Pedagogy. <i>Applied Linguistics</i> 31(4), 578-582.</p> <p>Council of Europe (2001). <i>A common European framework of reference for languages: Learning, teaching, assessment</i>. Strasbourg: Council of Europe.</p> <p>Graves, K. 2000. <i>Designing language courses: A guide for teachers</i>. London: Heinle & Heinle.</p> <p>Macalister, J. & Nation, I. S. P. (eds.). 2011. <i>Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World</i>. New York: Routledge.</p>
Assessment Details	<p>Presentation (50%) In-class presentation focussing on one aspect of the language curriculum design process. Date: TBA</p> <p>Essay (50%) Analytical case study applying theoretical aspects of the module to a specific curriculum design context. Date: TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Valentina Colasanti Lecturer(s): Ms. Nicole Marinaro
Learning Outcomes	<p>On successful completion of this module students should be able to:</p> <p>LO1. Describe socially-significant variation in the use of language within specific language communities.</p> <p>LO2. Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change.</p> <p>LO3. Critically discuss language standardisation as a social process.</p> <p>LO4. Critically review relationships between language and other aspects of culture and cognition.</p> <p>LO5. Conduct library or field research on language in its social context.</p>
Module Learning Aims	This module is an introduction to the study of language in relation to society.
Module Content	<p>Sociolinguistics is the systematic study of language as a social phenomenon. The way that an individual speaks is determined by many factors, such as:</p> <p>a) where they are from b) how old they are c) who they are speaking with at a particular time d) who they generally speak with e) what they think about how others speak</p>

	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. <i>An Introduction to Sociolinguistics</i> . 5 th edition. London: Routledge. (required text) Tagliamonte, Sali. 2012. <i>Variationist Sociolinguistics: Change, Observation and Interpretation</i> . London/New York: Wiley-Blackwell. Van Herk, Gerard. 2012. <i>What is sociolinguistics?</i> London/New York: Wiley-Blackwell. Wardhaugh, Ronald and Janet M. Fuller. 2015. <i>An Introduction to Sociolinguistics</i> . 7 th ed. Oxford: Wiley-Blackwell. [Detailed reading list available on Blackboard]
Assessment Details	Argumentative essay (100%) Students will be assessed on the basis of one 2,500 word argumentative essay. Details on the essay guidelines will be provided by Teaching week 5. Date: TBA

Module Code	LIU22008
Module Name	Phonology II
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/ Michaelmas Term
Pre-requisites	LIU11010 <i>Phonetics and Phonology I</i>
Contact Hours	Direct hours = 22 (1 term, 2 hours per week) Indicative hours = 100
Module Personnel	Module Coordinator: TBA Lecturer(s): TBA
Learning Outcomes	On successful completion of this module students should be able to: LO1. Demonstrate the ability to analyse phonological data according to established methods in linguistic theory. LO2. Engage in the critical analysis of competing models for understanding phonology as a part of the universal grammatical system which underlies human language. LO3. Develop new questions and hypotheses with regard to phonological data gained from first-hand observation. 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, 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 <i>Phonetics and Phonology I</i> . Phonology can be defined as that part of the human knowledge of language which pertains to

	<p>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.</p>
<p>Recommended Reading List</p>	<p>Kenstowicz, Michael & Charles Kisseberth. 1979. <i>Generative Phonology: Description and Theory</i>. New York: Academic Press. [textbook] Borowsky, Toni. 1986. Topics in the Lexical Phonology of English. University of Massachusetts, Amherst. Mohanan, K. P. 1982. Lexical Phonology. MIT. Prince, Alan & Paul Smolensky. 2004. <i>Optimality Theory: Constraint interaction in generative grammar</i>. Malden, Mass., and Oxford, UK: Blackwell. [Detailed reading list available on Blackboard]</p>
<p>Assessment Details</p>	<p>Three take-home exercises (50%) Students will be given sets of data to analyse; the exercises will focus on progressively more complex problems in phonology. Date: TBA</p> <p>Data analysis problem (50%) Students will develop a problem of their own from data which they supply (from either first-hand observation or independent sources) and present a theoretical solution to the problem which includes observations on the relation between this problem and in issue in phonological theory. Date: TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof Valentina Colasanti Lecturer(s): Dr Craig Sailor
Learning Outcomes	On successful completion of this module students should be able to: LO1. Demonstrate a knowledge the processes and building blocks which determine the structure of words in a language. LO2. Analyse the inflectional and derivational paradigms in a language. LO3. Demonstrate an understanding of the relationship between morphology and other levels of linguistic analysis. LO3. To show an understanding of major theoretical issues surrounding how the components of the human language faculty fit together.
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	<ul style="list-style-type: none"> - Why morphology? - The notion of word - Derivational morphology - Inflectional morphology - Prosodic morphology - Morphology Typology - Theoretical approaches to morphology
Recommended Reading List	Harley, Heidi. 2005. <i>English Words: A Linguistic Introduction</i> . Cambridge University Press. Booij, Geert. (2007). <i>The Grammar of Words: An introduction to morphology</i> . Oxford University Press. Lieber, Rochelle. (2010). <i>Introducing Morphology</i> . Cambridge University Press. [Detailed reading list available on Blackboard]
Assessment Details	Exercise (30%) Date: TBA Case study (70%) Date: TBA

Module Code	LIU22006
Module Name	Introduction to Sign 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) Indicative hours = 100
Module Personnel	Module Coordinator: TBA Lecturer(s): TBA
Learning Outcomes	On successful completion of this module students should be able to: LO1. Describe the phonetic features of ISL. LO2. Describe the 5 phonological parameters that make up a sign. LO3. Describe the way in which new signs are created (borrowing, the productive lexicon, compounding, etc.). LO4. Describe the use of signing space in a signed language, with particular reference to verb agreement and role-shifting. LO5. Describe the major categories of verbs in ISL. LO6. Describe how NMFs co-occur with other manual elements in ISL LO7. Recognise how temporal reference is marked in ISL. LO8. . Demonstrate ability to gloss ISL texts accurately. LO9. Outline the historical context for ISL development.
Module Learning Aims	This module guides the student towards a basic understanding of the linguistic structures of sign languages, with particular reference to the indigenous sign language of Ireland, Irish Sign Language. 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. We work with the Irish Sign Language corpus to identify authentic examples.
Module Content	- An Introduction to Sign Linguistics - Phonetics - Phonology - Morphology - Lexicology - Non-Manual Features - Verbs
Recommended Reading List	Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press. Liddell, S.K. 2003: Grammar, Gesture and Meaning in American Sign Language. Cambridge: Cambridge University Press. Pfau, R. Woll, B. and Steinbach, M. (eds.) 2012. <i>Handbook of Linguistics and Communication Science: Sign Language</i> . Berlin: de Gruyter. Perniss, P., Pfau, R. and Steinbach, M., 2007: Sign Languages: A Cross-Linguistic Perspective, Berlin: Mouton de Gruyter. Sutton-Spence, Rachel and Bencie Woll 1999: The Linguistics of British Sign

	Language- An Introduction. Cambridge University Press. Vermeebergen, M., Leeson, L. and Crasborn, O. (eds.) 2007: Simultaneity in Signed Languages: Form and Function. Amsterdam: John Benjamins.
Assessment Details	<p>In-class presentation (25%) Student will present on a linguistics topic, drawing examples from a sign language/ range of sign language data sets. Date: TBA</p> <p>Open-book exam (75%) Students will complete a 2 hour exam covering topics from across the semester. Date: TBA</p>

Module Code	LIU22011
Module Name	Phonetics and Phonology Lab
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/ Hilary Term
Pre-requisites	LIU11010 <i>Phonetics and Phonology</i> ; LIU22008 <i>Phonology II</i>
Contact Hours	Direct hours = 22 (1 term, 2 hours per week) Indicative hours = 100
Module Personnel	Module Coordinator: TBA Lecturer(s): TBA
Learning Outcomes	On successful completion of this module students should be able to: LO1. Provide an account of the acoustic theory of speech production. LO2. Describe the principal acoustic dimensions whereby speech sounds are contrasted in languages. LO3. Use laboratory techniques to investigate an aspect of the sound system of language(s), demonstrating skills in data segmentation, annotation, measurement, and interpretation. LO4. Critically discuss some of the phonetic factors (linked to speech production or perception) that constrain the sound systems of languages. 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 <i>Phonetics and Phonology I</i> and the SF module <i>Phonology II</i> 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.) <i>A figure of speech. A festschrift for John Laver</i> . London: Erlbaum. 23-38. Fry, D. (1979). Acoustic features of English Consonants, in <i>The Physics of Speech</i> , Cambridge University Press.

	Catford, J. (1977). <i>Fundamental Problems in Phonetics</i> . Bloomington: University of Indiana Press.
Assessment Details	<p>In class test (40%) It examines grasp of basic concepts, theory, skills Date: TBA</p> <p>Group presentation (20%) Group presentation of a small analytic study. Date: TBA</p> <p>Structured report (40%) 1000-word report (with tables & figures) on an analytic study. Date: TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Conor Pyle Lecturer(s): Dr. Conor Pyle
Learning Outcomes	On successful completion of this module students should be able to: LO1. Demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication. LO2. Characterise core pragmatic and semantic phenomena and critically reflect upon the relationships between these two levels. LO3. Analyse real data, discuss their findings, and form generalisations relevant to the important questions in the field. 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. <i>Introduction to Pragmatics</i> . Chichester: Wiley-Blackwell. Blakemore, Diane. 1992. <i>Understanding Utterances: An Introduction to Pragmatics</i> . Oxford: Blackwell. Clark, Billy. 2013. <i>Relevance Theory</i> . Cambridge: Cambridge University Press.

	<p>Carston, Robyn. 2002. <i>Thoughts and Utterances: The Pragmatics of Explicit Communication</i>. Oxford: Blackwell.</p> <p>Grice, H. P. 1989. <i>Studies in the Way of Words</i>. Cambridge, MA: Harvard University Press.</p> <p>Levinson, Stephen C. 2000. <i>Presumptive Meanings: The Theory of Generalized Conversational Implicature</i>. Cambridge, MA: MIT Press.</p> <p>Levinson, Stephen C. 1983. <i>Pragmatics</i>. Cambridge: Cambridge University Press.</p> <p>Wilson, Deirdre, and Dan Sperber, 2012. <i>Meaning and Relevance</i>. Cambridge: Cambridge University Press.</p>
<p>Assessment Details</p>	<p>Data analysis assignment 1 (10%) Pragmatic analysis of conversational language data, 1000 words Date: TBA</p> <p>Short literature review (10%) Review of linguistic research article, 1000 words Date: TBA</p> <p>Data analysis assignment 2 (10%) Pragmatic analysis of written language text, 1000 words Date: TBA</p> <p>Essay (70%) Essay on pragmatic topic, 2000 words Date: TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Dr. Conor Pyle Lecturer(s): Dr. Conor Pyle
Learning Outcomes	On successful completion of this module students should be able to: LO1. Relate the nature-nurture debate to language acquisition research. LO2. Identify the central issues on which language acquisition research has focused. LO3. Summarise the principal findings which have emerged from language acquisition research. LO4. Show the relevance of the findings of language acquisition research - in particular second language acquisition research – to second language teaching. 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. Ellis, R. and Shintani, N. (2014) Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge. Mitchell, R., Myles, F. Marsden, E. (2013) Second Language Learning Theories. Third Edition. Abingdon: Routledge. [Detailed reading list available on Blackboard]
Assessment Details	Weekly topic essay 1 (25%) Weekly topic essay 2 (25%) Weekly topic essay 3 (25%)

	<p>Weekly topic essay 4 (25%)</p>
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Students will need to write four 500-word essay in response to four weekly topics of their choice, describing their own personal experience with the topic or their own opinions on the topic, including references to the assigned readings as well as the classroom lecture.

Date: TBA

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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Lorna Carson Lecturer(s): Ms. Daniela Modrescu
Learning Outcomes	On successful completion of this module, students should be able to: LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language assessment. LO2. Identify the principles of and steps involved in capturing and measuring communicative language proficiency. LO3. Explain and evaluate the decisions and methods used in language assessment and testing. 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.
Recommended Reading List	Bailey, K. (1998) <i>Learning About Language Assessment: Dilemmas, Decisions and Directions</i> . London: Heinle & Heinle. McNamara, T. (2000) <i>Language Testing</i> . New York: Oxford University Press. Stansfield (2008) 'Where we have been and where we should go.' <i>Language Testing</i> , 25 (3), 311. Weir, C.J. (1990) <i>Communicative Language Testing</i> . London: Prentice Hall International.

	Weir, C.J. (2005) <i>Language Testing and Validation</i> . New York: Palgrave MacMillan.
Assessment Details	<p>Presentation (50%) In-class presentation focussing on one aspect of the language assessment process. Date: TBA</p> <p>Essay (50%) Analytical case study applying theoretical aspects of the module to a specific language test example. Date: TBA</p>

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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Nathan Hill Lecturer(s): Prof. Nathan Hill
Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Identify recurrent correspondence patterns in a comparative word list from related languages.</p> <p>LO2. Explain some of the most important changes that account for the divergence of languages within a particular language family.</p> <p>LO3. Evaluate the merits of a phonological versus an analogical explanation for a language change .</p> <p>LO4. Utilize reconstructed vocabulary to make arguments about the material and social world of a pre-historic people.</p>
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	<p>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 Finnish, Hungarian, and many languages spoken by small populations in Russia.</p> <p>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'.</p>
Recommended Reading List	<p>Campbell, L. (2013). <i>Historical Linguistics: An Introduction</i>. Edinburgh: Edinburgh University Press. 3rd edition.</p> <p>Dimmendaal, G. (2011). <i>Historical Linguistics and the Comparative Study of African Languages</i>. Amsterdam: John Benjamins.</p> <p>Fortson, B. (2009). <i>Indo-European Language and Culture: An Introduction</i>. 2nd Edition. Malden: Wylie.</p>
Assessment Details	<p>Presentation (20%) In-class presentation focussing on one topic related to historical linguistics. Date: TBA</p> <p>Essay (80%) A maximum 2,000 words essay on a topic related to historical linguistics. Date: TBA</p>

Module Code	LIU33011
Module Name	Phonetics II
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2 / Hilary Term
Pre-requisites	LIU11010 <i>Phonetics and Phonology I</i>
Contact Hours	Direct hours = 22 (1 term, 2 hours per week) Indicative hours = 100
Module Personnel	Module Coordinator: TBA Lecturer(s): TBA
Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Demonstrate an understanding of the features of the voice (production, acoustic and perceptual) that are exploited in language prosody.</p> <p>LO2. Discuss some of the main functions of prosody in spoken communication.</p>

	<p>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.</p> <p>LO4. Demonstrate mastery of empirical skills needed for analytic studies of aspects of prosody, using laboratory-based techniques.</p> <p>LO5. Present the results of analytic studies, following the conventions for scientific reporting in the field.</p>
Module Learning Aims	This module is an exploration of prosody in spoken languages.
Module Content	This laboratory-based module builds on the JF module <i>Phonetics and Phonology I</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. As a first step, 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 (pitch, loudness, voice quality) correlates that listeners hear as prosody. Intonation analysis, the most widely researched aspect of linguistic prosody, is introduced. Some radically different approaches to intonation analysis are considered, along with their theoretical assumptions and analytic methodologies. Using one currently widely-used model, students carry out and present a short analytic task, aimed to provide experience in the auditory discrimination and laboratory analysis of prosodic patterns of spoken language. Although the emphasis is on the acoustic realisation of prosodic patterns, there is also some coverage of temporal aspects, such as of timing and rhythm.
Recommended Reading List	<p>Cruttenden, A., (1986) <i>Intonation</i>. Cambridge: Cambridge University Press</p> <p>Gussenhoven, C., (2004) <i>The Phonology of Tone and Intonation</i> (Research Surveys in Linguistics), Cambridge University Press</p> <p>Gobl, C. and Ní Chasaide, A. (2010). Voice source variation and its communicative functions. <i>The Handbook of Phonetic Sciences (Second Edition)</i>, eds. William J. Hardcastle, John Laver and Fiona E. Gibbon, Oxford, Blackwell, 378-423.</p> <p>Dorn, A., O'Reilly, M. and Ní Chasaide, A. (2012). A preliminary analysis of speech rhythm in three varieties of Irish (Gaelic). <i>Proceedings of the 6th International Conference on Speech Prosody</i>, Shanghai, China, pp. 510-513.</p>
Assessment Details	<p>In-class test (30%) In-class test examines: (i) understanding of the forms and functions of prosody, and (ii) ability to annotate and measure prosodic events Date: TBA</p> <p>Group presentation (30%) Group presentations of an analysis of an aspect of prosody. Date: TBA</p> <p>Structured report (40%) Structured report on the analytic study (1000-word report, incl. tables & figures). Date: TBA</p>

YEAR 4 - Senior Sophister

Semester 2

Module Code	LIU44002
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) Indicative hours = 100
Module Personnel	Module Coordinator: Prof. Carl Vogel Lecturer(s): Prof. Carl Vogel
Learning Outcomes	On successful completion of this module students should be able to: LO1. Construct informed arguments in defence of constituent structure analyses of natural language sentences. LO2. Determine the formal syntactic expressivity requirements of infinite abstract languages. LO3. Prove the formal syntactic expressivity requirements of natural languages. 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. LO5. Design, implement and evaluate computational grammars for natural language in response to test-suites representative of linguistic phenomena of interest in the literature. 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: <ul style="list-style-type: none"> • 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. • demonstrate competence in analytic tools, encompassing formal, experimental, and computational approaches. • discuss advanced topics in linguistics, incorporating cognitive and formal perspectives on language. • communicate effectively to specialists the results of their research on topics in linguistics through written papers and other means where appropriate. • 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	<p>Jurafsky, D. and J. Martin (2000) <i>Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition</i>. Prentice Hall. ISBN: 0-130950696.</p> <p>Gazdar, Gerald and Chris Mellish (1989) <i>Natural Language Processing in Prolog</i>. Addison Wesley.</p> <p>Nugues, P. M. (2006). <i>An Introduction to Language Processing with Perl and Prolog</i>. Springer.</p> <p>Pereira, Fernando and Stuart Shieber (1987) <i>Prolog and Natural-Language Analysis</i>. Stanford: CSLI Publications. ISBN: 0-937-07318-0.</p>
Assessment Details	<p>Grammar development (10%) <i>Date: TBA</i></p> <p>Essay (90%) <i>Date: TBA</i></p>