



## **Part II Enrolment Guide for 2011/12 and 2012/13 (students entering Part II in October 2011)**

### **TABLE OF CONTENTS**

1. SECOND AND FINAL YEAR ENROLMENT FOR PART II SUBJECTS IN THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE.....	2
1.1. General Guidance for Majors and Combined Majors.....	2
1.2. How To Enrol for your Part II Courses.....	4
1.3. Degree Scheme Rules.....	6
2. COURSE DESCRIPTIONS.....	15
3. CONTACT DETAILS FOR TEACHING AND ADMINISTRATIVE STAFF.....	50

### **PLEASE NOTE:**

Although every effort has been made to ensure that the course descriptions in this booklet are accurate, small changes in content may occur as course convenors prepare their teaching over the summer. Definitive course outlines will be available at the start of the academic year.

# 1. SECOND AND FINAL YEAR ENROLMENT FOR PART II SUBJECTS IN THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE

## 1.1. GENERAL GUIDANCE FOR MAJORS AND COMBINED MAJORS

### The 'Ground Rules'

Most Lancaster Part II schemes of study require students to take eight units of assessment, and they are normally expected to enrol for four of these in their second year and the remaining four in their final year. (Where half units are involved, two half units are the equivalent of a whole one.)

This eight-unit arrangement applies to all students in the Department of Linguistics and English Language, except for those students on combined degree schemes involving a foreign language (who take two extra units of assessment, one of which is the compulsory year abroad).

Modules intended for second-year students start with the number 2 (e.g. LING202). Modules intended for **and restricted to** final-year students start with the number 3 (e.g. LING305).

In your second year, you are **only** allowed to take modules that start with the number 2. In your final year, **at least** three quarters of your modules (i.e. three out of four full units) must start with the number 3.

So, your enrolments will look something like this:

#### Year 2:

LING2xx  
LING2xx  
LING2xx  
LING2xx

#### Year 3:

LING3xx  
LING3xx  
LING3xx  
LING2xx **or** LING3xx

**Linguistics, Sociolinguistics, English Language and English Language in the Media** majors must take a *minimum* of six units within the Department of Linguistics and English Language, and may take a *maximum* of eight. (Those students who choose to take only six units within LAEL would normally take three in each year.) Each degree scheme has a defined set of 'core' courses, which are compulsory, and the remaining units are then selected according to the interests of the individual student. Details of the compulsory elements of each degree scheme are given in Sections 1.3.1. to 1.3.4.

**English Language and Linguistics and English Language and Sociolinguistics** combined majors must take all eight units within the Department of Linguistics and English Language, some of which are compulsory 'core' courses and some of which

can be selected from the range of courses offered by the Department. Details are given in Sections 1.3.5. and 1.3.6.

**English Language and Literature** combined majors must take four units within the Department of Linguistics and English Language (LING courses) and four units within the Department of English and Creative Writing (ENGL courses). There are some compulsory 'core' courses, details of which are given in Section 1.3.7.

**English Language with Creative Writing** combined majors must take a total of eight units. Five or six units must be within the Department of Linguistics and English Language (LING courses) and the remaining two or three units must be taken within the Department of English and Creative Writing (CREW courses). There are some compulsory 'core' courses, details of which are given in Section 1.3.8.

Other **Combined Majors** with Linguistics, Sociolinguistics or English Language must normally take four units within the Department of Linguistics and English Language and four units in the other discipline. (The rules are slightly different for combined majors with Psychology or a foreign language.) Information about the compulsory LAEL courses is in Sections 1.3.9. to 1.3.11.; you will need to check with your other department about compulsory courses for your other subject.

Students registered on a **North American scheme** (Linguistics/North America, Sociolinguistics/North America, English Language/North America and English Language in the Media/North America,) all take a total of eight units. The second year is spent at a North American university and the courses you take there will need to be discussed and agreed with the departmental Study Abroad Co-ordinator, before you leave Lancaster. The courses taken in the USA will be equivalent to four Lancaster units. The final year is then spent in Lancaster taking four units, two of which are compulsory and two of which can be selected from the Department's courses or from other relevant departments, subject to the approval of the Director of Studies. Details of the compulsory courses are given in Sections 1.3.12. to 1.3.15.

**Students majoring in another department** may take one or two units in the Department of Linguistics and English Language as a minor. You may choose any combination of courses, subject to meeting the relevant prerequisites, except that you may NOT take LING301, LING233 or LING334.

## **PLEASE NOTE:**

Although you will mainly be choosing your second year courses (the ones for 11-12), you **MUST** also provisionally choose your final-year courses.

Why? We need to check that you have a full programme of study planned out which meets both your degree scheme requirements and your personal interests. However, you're not firmly tied at this point to your final-year module choices. Online enrolment will open again next year and give you the chance to make any changes.

**Your second-year choices are the ones you must be as sure as possible about.** We need accurate numbers for each module for timetabling purposes.

## 1.2. HOW TO ENROL FOR YOUR PART II COURSES

There are two stages to enrolment:

### **1. Online Enrolment: Tuesday 3<sup>rd</sup> May to Tuesday 10<sup>th</sup> May 2011**

You will need to enrol electronically for the courses that you intend to take next year. You can do this between 9.00am on Tuesday 3<sup>rd</sup> May and 5.00pm on Tuesday 10<sup>th</sup> May and you can change your modules as many times as you wish between these dates. Follow the instructions for electronic enrolment that have been sent to you (via e-mail) by the Student Registry. If you need any help deciding which courses to enrol for, please contact your Director of Studies or the relevant course convenor prior to or during the online enrolment period (if you're not sure who to speak to, ask the Undergraduate Co-ordinator).

After the online enrolment period ends, your course enrolments will be checked by staff in the Department of Linguistics and English Language. Many of you will not need to take any further action. However, if:

- you are a joint major with another department (except English & Creative Writing), **OR**
- if you wish to 'minor' in another department, **OR**
- if there are any problems with your registration

then you will need to **come into the Department on either Thursday 12<sup>th</sup> May (9.30am to 12.00pm or 2.00pm to 4.30pm) or Friday 13<sup>th</sup> May (9.30am to 12.00pm)**. If this applies to you, you will be notified by e-mail by Wednesday 11<sup>th</sup> May, so please make sure that you check your Lancaster e-mail address frequently.

### **2. Signing up for Seminar Groups: Monday 3<sup>rd</sup> October to Friday 7<sup>th</sup> October 2011**

Although you sign up for the following year's courses at the start of the summer term, you do not sign up for your seminars for these courses until shortly before they begin.

You need to sign up for seminars in the week before teaching begins, i.e. during Intro Week which this year will be 3<sup>rd</sup> October to 7<sup>th</sup> October. You will sign up for all your seminars electronically, via a web link that will be sent to your Lancaster e-mail address at the start of Intro Week. This means that, even if you have not yet returned to Lancaster, you should still be able to sign up for your seminars in good time.

Don't forget to check when your lectures are first, to avoid any timetabling conflicts. The Part II timetable for all undergraduate courses is made available on the Student Registry's section of the university website during the summer vacation. Alternatively you can check the Linguistics & English Language website:

<http://www.ling.lancs.ac.uk/study/undergrad/resources.htm>

It is very important that you sign up for seminars for **all** of your LAEL courses for 11/12 before teaching begins on Monday 10<sup>th</sup> October 2011. The sooner you sign up, the better chance you will have of getting the times that you prefer – once a particular seminar slot is full, no additional students will be able to register for it. If you do need to sign up late for any reason, you can do this via Becky Clark. But bear in mind that, if you're late, you're less likely to be allocated the seminar time that you prefer. Please note that, **once teaching starts, changing your seminar slot will not normally be allowed.**

## 1.3. DEGREE SCHEME RULES

### 1.3.1. LINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING305	<i>Topics in Linguistic Theory</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 1.3.2. SOCIOLINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 1.3.3. ENGLISH LANGUAGE

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING306	<i>Corpus-Based English Language Studies</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 1.3.4. ENGLISH LANGUAGE IN THE MEDIA

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING211	<i>The Language of Advertising</i> (half unit)
LING232	<i>Understanding Media</i>
LING233	<i>Researching Media</i> (half unit)

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-Based English Language Studies</i>
LING334	<i>English Language in the Media Dissertation</i>

The remaining three units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

**It is strongly recommended that you take LING204 *Discourse Analysis: Looking at Language in Use* as one of your optional units.** Taking this in your second year is the most sensible option, although you can leave it until your final year if necessary.

### 1.3.5. ENGLISH LANGUAGE AND LINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
And <b>AT LEAST ONE</b> of the following courses:	
LING305	<i>Topics in Linguistic Theory</i>
LING306	<i>Corpus-Based English Language Studies</i>

The remaining four units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. All eight units **MUST** be taken within the Department of Linguistics and English Language (LINGxxx modules), i.e. you cannot take subjects in other departments as a minor.

### 1.3.6. ENGLISH LANGUAGE AND SOCIOLINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING306	<i>Corpus-Based English Language Studies</i>
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining three units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. All eight units **MUST** be taken within the Department of Linguistics and English Language (LINGxxx modules), i.e. you cannot take subjects in other departments as a minor.

### 1.3.7. ENGLISH LANGUAGE AND LITERATURE

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING210	<i>Stylistics</i>
ENGL201	<i>Theory and Practice of Criticism</i>
Plus any other <b>ONE</b> LING2xx (second-year) course (or two LING2xx half unit courses)	
Plus <b>ONE</b> of the following courses:	
ENGL202	<i>Renaissance to Restoration: English Literature 1603-1688</i>
ENGL203	<i>Victorian Literature</i>
ENGL204	<i>American Literature to 1900</i>
ENGL207	<i>British Romanticism</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
Any <b>TWO</b> LINGxxx courses (at least ONE must be a LING3xx, i.e. final-year-only module)	
Plus <b>TWO</b> of the following courses:	
ENGL302	<i>Women Writers of Britain and America</i>
ENGL303	<i>From Decadence to Modernism 1890-1945</i>
ENGL304	<i>American Literature from 1900</i>
ENGL306	<i>Shakespeare</i>
ENGL307	<i>Literature and Film</i>

### 1.3.8. ENGLISH LANGUAGE WITH CREATIVE WRITING

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING210	<i>Stylistics</i>
CREW203	<i>Intermediate Creative Writing Workshop</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
CREW303	<i>Creative Writing Workshop</i>

You then take a further two or three full units in English Language (LINGxxx modules) which can be selected accordingly to your interests, although you must follow the 'ground rules' given in Section 1.1.

If you opt to take only two of your optional courses in English Language, you can take up to one unit in Creative Writing out of the following half unit courses:

CREW204	<i>Short Fiction</i> (second year only)	<i>These two courses must be taken together, to make up a full unit</i>
CREW205	<i>Writing Poetry</i> (second year only)	
CREW304	<i>Longer Fiction</i> (final year only)	<i>These two courses must be taken together, to make up a full unit</i>
CREW305	<i>Creative Non-Fiction</i> (final year only)	

## COMBINED DEGREE SCHEMES

### 1.3.9. COMBINED MAJOR SCHEMES WITH LINGUISTICS

Combined majors with Linguistics take eight units in total; four units in Linguistics and four units in the other subject (except for Psychology and foreign languages – see below).

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING305	<i>Topics in Linguistic Theory</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject. The exceptions are:

- Psychology and Linguistics – students take five units in Psychology and three LING units.
- French/German/Italian/Spanish and Linguistics – students take six units in the foreign language (one unit is the year abroad) and four LING units.

### 1.3.10. COMBINED MAJOR SCHEMES WITH SOCIOLINGUISTICS

Combined majors with Sociolinguistics take eight units in total; four units in Sociolinguistics and four units in the other subject.

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject.

### 1.3.11. COMBINED MAJOR SCHEMES WITH ENGLISH LANGUAGE

Combined majors with English Language take eight units in total; four units in English Language and four units in the other subject (except for Psychology and foreign languages – see below).

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-based English Language Studies</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject. The exceptions are:

- Psychology and English Language – students take five units in Psychology and three LING units.
- French/German/Italian/Spanish and English Language – students take six units in the foreign language (one unit is the year abroad) and four LING units.

## NORTH AMERICAN SCHEMES

These degree schemes all involve spending the second year abroad at a North American University.

### 1.3.12. LINGUISTICS / NORTH AMERICA

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in the USA will need to be discussed with and approved by the departmental Study Abroad Co-ordinator during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING305	<i>Topics in Linguistic Theory</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Co-ordinator or your Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 1.3.13. SOCIOLINGUISTICS / NORTH AMERICA

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in the USA will need to be discussed with and approved by the departmental Study Abroad Co-ordinator during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Co-ordinator or your Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 1.3.14. ENGLISH LANGUAGE / NORTH AMERICA

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in the USA will need to be discussed with and approved by the departmental Study Abroad Co-ordinator during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING306	<i>Corpus-based English Language Studies</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Co-ordinator or your Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 1.3.15. ENGLISH LANGUAGE IN THE MEDIA / NORTH AMERICA

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in the USA will need to be discussed with and approved by the departmental Study Abroad Co-ordinator during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-based English Language Studies</i>
LING334	<i>English Language in the Media Dissertation</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Co-ordinator or your Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

## 2. COURSE DESCRIPTIONS

In this section, we offer descriptions of all the courses that are available in the Department. If you are a major student, make sure that you satisfy the requirements for your degree scheme (see Section 1.3).

### Second-Year Courses

LING202 The Structures of Language.....	16
LING203 English Sounds and Structures.....	18
LING204 Discourse Analysis: Looking at Language in Use.....	20
LING208 Language Acquisition and Language Origins.....	22
<b>(not available in 11/12)</b>	
LING209 Language and Education.....	24
<b>(not available in 12/13)</b>	
LING210 Stylistics.....	26
LING211 The Language of Advertising (half unit).....	28
LING214 Corporate Communication (half unit).....	30
LING232 Understanding Media.....	32
LING233 Researching Media (half unit).....	33
LING238 Independent Study (full unit).....	35
LING263 Independent Study (half unit).....	35

### Final-Year Courses

LING301 Linguistic Methodology.....	36
LING305 Topics in Linguistic Theory.....	38
LING306 Corpus-Based English Language Studies.....	40
LING307 Language and Identities: Gender, Ethnicity and Class.....	43
LING313 Language Change in English and Beyond.....	45
LING334 English Language in the Media Dissertation.....	47
PSYC3xxPsycholinguistics.....	48

# LING202: THE STRUCTURES OF LANGUAGE

**Terms taught:** 1 and 2

## **Aims and objectives:**

Students should acquire or develop:

- an understanding of the central concepts of modern linguistic theory in general and their application to the description of the structures of the world's languages;
- an understanding of the extent to which the structure of language reflects the way it is used in acts of communication;
- an understanding of explanations for the patterns of sound, morphological marking and syntactic organisation found in the world's languages;
- the ability to analyse language data from languages other than English;
- the ability to argue for and against rival theories of language structure;
- independent critical thought and the ability to assimilate fast large amounts of unfamiliar materials and critically reflect on them;
- general analytical competence (e.g. pattern matching skills);
- effective research skills including the ability to use library and IT resources in the preparation of written work;
- communication skills: the ability to communicate ideas well to others and participate in group discussions as well as the ability to write clearly and argue effectively;
- general computer literacy;
- effective time management.

## **Course description:**

The course provides an introduction to the theoretical concepts required in the analysis of the structure of language, its sound systems, word-formation systems, sentence organisation, and how all these are put to use in the expression of meaning. You will learn to analyse the sound patterns of languages; their word-formation systems and their syntactic structures (i.e. the structure of phrases, clauses and sentences). You will also learn how linguists provide explanations for why languages are structured the way they are, given the functions they serve. It is expected that you will acquire a better understanding of the structure of English as a result of seeing how English differs from other languages. You will also have the opportunity of learning how to go about analysing different languages and what type of correspondences in form exist between them.

The course has a strong theoretical dimension. You will be introduced to various theoretical models. The emphasis is on functional syntax in Term 1 and generative approaches to phonology and morphology in Term 2.

## TOPICS WILL INCLUDE:

### Term 1

- Functional syntax and the languages of the world
- Grammatical relations: word order
- Grammatical relations: case marking
- Grammatical relations: agreement marking
- Grammatical relations: alignment; Basic reading
- Animacy & definiteness
- Changing grammatical relations: decreasing valency
- Changing grammatical relations: increasing valency
- Beyond the simple clause: subordination and coordination

### Term 2

- The Goals of phonology
- Phonology: distinctiveness; rules, derivations and alternations
- Features and feature geometry
- Phonological processes
- The syllable
- Analysing word structure
- Productivity in word-formation
- Derivation, the lexicon and meaning
- The morphology-syntax interface

### Recommended reading:

- Aronoff, M. and K. Fudeman (2005) *What is Morphology*. Oxford: Blackwell
- Davenport, M. and S.J. Hannahs (1998) *Phonetics and Phonology*. London: Arnold
- Gussenhoven, C. & H. Jacobs (2005) *Understanding Phonology*. 2<sup>nd</sup> ed., London: Arnold
- Haspelmath, M. (2002) *Understanding Morphology*. London: Arnold
- Hayes, B. (2009) *Introductory Phonology*. Oxford: Wiley-Blackwell
- Katamba, F. & J. Stonham (2006) *Morphology*. London: Macmillan
- Ladefoged, P. (2001) *A Course in Phonetics*. New York: Harcourt Brace Jovanovich
- Odden, D. (2005) *Introducing Phonology*. Cambridge: CUP
- Payne, T. (2006) *Exploring Language Structure*. Cambridge: Cambridge University Press.
- Rocca. I. and W. Johnson (1999) *A Course in Phonology*. Oxford: Blackwell
- Tallerman, T. (1998). *Understanding Syntax*. London: Arnold.
- Whaley, L. (1998). *Introduction to Typology*. Sage.

**Restrictions:** None

**Compulsory for:** **Linguistics (single and combined)** majors must take this course in their second year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language (LING152 is highly recommended as preparation for this course)

**Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar group work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Anna Siewierska and Francis Katamba.

## LING203: ENGLISH SOUNDS AND STRUCTURES

**Terms taught:** 1 and 2

### **Aims and objectives:**

At the end of the course students will:

- be able to analyse the structure of English sentences;
- have an understanding of the sense in which grammar is not a purely abstract phenomenon but is, instead, based to a large extent on the way in which we see the world (our cognitive system) and interact with other speakers;
- be aware of the main differences between the grammar of spoken vs. written English;
- be able to think systematically and objectively about phonological variation in varieties of English;
- be able to use technical phonetic and phonological terminology to describe accents of English;
- be able to transcribe accents of English using the IPA;
- be able to recognise and describe the acoustic properties of the speech signal;
- have improved their oral presentation skills;
- have improved their team working skills;
- have improved their general analytical skills;
- have a better understanding of the nature and importance of empirical evidence in argumentation.

### **Course description:**

The first half of the course will cover important aspects of English grammar, stressing the sense in which grammar (in English and in general) is not an abstract system of arbitrary rules but is motivated by meaning and shaped by usage. We will apply this so-called functionalist perspective not only to present-day English but also to the way in which certain grammatical constructions have developed over time.

The second half of the course will deal with present day variation in spoken English. We will investigate the nature of English accents in detail and consider variation both between and within accent varieties. An important characteristic of the course is that in addition to an auditory analysis of speech sounds, we will have workshops to investigate speech acoustics (i.e. how we can analyse and measure certain features of speech on computer). Later in the term we will examine how phonetics can be applied by looking at an area in which a detailed knowledge of spoken language is crucial: forensic speech science.

## TOPICS WILL INCLUDE:

### Term 1

- The purpose of (studying) grammar
- Simple sentences
- Word classes, from lexical to minor
- Grammatical functions
- Sentence types: declaratives, interrogatives and beyond
- Types and structure of phrases
- Complex sentences: basic patterns
- The passive: form(s) and function(s)
- The grammar of spoken English

### Term 2

- Introduction: the purpose of (studying) speech
- Consonants in present-day 'English'
- Visible consonants?
- English vowels in the ear
- Visible vowels?
- When the head disagrees with the mouth
- Sounds in a sequence: when sounds influence each-other
- Phonetics Applied I: Phonetics meets sociolinguistics
- Phonetics Applied II: Forensics

## Recommended reading:

Term 1: (Börjars & Burridge is the book to buy; Givón is also prominent)  
Börjars, Kersti and Kate Burridge (2010) *Introducing English grammar*. 2<sup>nd</sup> edn.  
London: Hodder

Givón, T. (1993) *English grammar: a function-based introduction*, Vols. I and II,  
Amsterdam: John Benjamins

Term 2: There is no single core text for Term 2.

Carr, P. (1999) *English Phonetics and Phonology*. Oxford: Blackwell

Foulkes, P. & Docherty, G. (1999) *Urban Voices*. London: Arnold

Wells, J. (1982) *Accents of English 2: The British Isles*. Cambridge: CUP

**Restrictions:** None

**Compulsory for:** **English Language (single and combined)** and **English Language and the Media** majors must take this course in their second year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Willem Hollmann and Lynn Clark.

# LING204: DISCOURSE ANALYSIS: LOOKING AT LANGUAGE IN USE

**Terms taught:** 1 and 2

## **Aims and objectives:**

At the end of the course, you will:

- be familiar with classical and contemporary approaches to analysing text and discourse;
- know about, and be able to apply, a range of methods to describe and interpret texts;
- have an understanding about the links between text, interaction and social context.

## **Course description:**

The course aims to introduce students to the critical analysis of spoken and written discourse in contemporary social contexts. It provides a range of resources and techniques for analysing texts, and enables students to apply them in looking at use of language as one aspect of social processes and change in postmodern society. Methods include functional grammatical analysis of clauses and sentences, analysis of text cohesion and generic structure, conversational and pragmatic analysis of dialogue, and intertextual and interdiscursive analysis. While Term 1 will focus on spoken data and conversation analysis, Term 2 will address written texts and introduce Critical Discourse Analysis, with cognitive aspects being included throughout the course. We anticipate that if you follow this course you will:

- develop your capacity for language analysis
- learn to apply academic knowledge and analysis to real world issues and problems
- develop a critical stance towards your social environment in its language aspects
- question and challenge social and intellectual authority and knowledge, including what is taught on the course.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- Introduction
- Cross-cultural communication
- Speech events
- Encounters and frames
- Conversation analysis
- Talking in groups
- Politeness and impoliteness
- Cooperation and implicature
- Revision

## Term 2

- Genres and discourses
- Transitivity I: social actors
- Transitivity II: process types
- Modality
- Cohesion and coherence
- Intertextuality and interdiscursivity
- Institutional discourse I: health communication
- Institutional discourse II: schools and universities
- Revision

There will also be a study skills lecture each term.

### Recommended reading:

Thompson, G. (2004) *Introducing Functional Grammar*. 2<sup>nd</sup> ed. Arnold.

Fairclough, N. (2003) *Analysing Discourse: Textual Analysis for Social Research*.  
Routledge.

Johnstone, B. (2008) *Discourse Analysis*. 2<sup>nd</sup> ed. Blackwell.

Woods, N. (2006) *Describing Discourse*. Arnold.

Yule, G. (1996) *Pragmatics*. Cambridge University Press.

**Restrictions:** None

**Compulsory for:** **Sociolinguistics (single and combined)** majors must take this course in their second year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, CULT101

**Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Johnny Unger.

# LING208: LANGUAGE ACQUISITION AND LANGUAGE ORIGINS

---

\*\*\*\*\* *(not available in 11/12)* \*\*\*\*\*

---

**Terms taught:** 1 and 2

## **Aims and objectives:**

The aim of the course is to provide students with a broad understanding of current thinking regarding the relationship between language and mind, an overview of the processes of first language acquisition, and knowledge of the current state of debates regarding the origin of language in human evolution.

## **Course description:**

This course examines explanations of how we acquire our first language and how language evolved in humans. We bring psycholinguistics and theoretical linguistics together to describe and explain the processes a child goes through in learning their first language. We also look at issues such as second language acquisition in adults, animal communication systems, and experiments in teaching apes to use a human language.

The course is an introduction to language acquisition studies, psycholinguistics and theories of mind and language – looking particularly at the wide spectrum of different explanations for language acquisition.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- Introduction and Overview
- Evolution 1: Meet the Family
- Evolution 2: Evolving to Talk
- Chomsky 1: Chomsky's Innatist Explanation
- Chomsky 2: Universal Grammar in action
- Language and symbolic thought – Vygotsky and Piaget
- Tomasello 1: Symbols and grammar
- Tomasello 2: Acquiring constructions
- Co-evolution theories: Dawkins, Blackmore and Deacon
- Phonological and lexical development, 1-12 months

## Term 2

- The development of meaning and the capacity to learn
- The development of grammatical knowledge
- Language in context – socio-pragmatic development
- Research and analysis projects in language acquisition
- Kanzi and friends: animal communication, animal language
- A closer look at the critical period
- Second language acquisition

## Recommended reading:

Aitchison, J. (1996) *The Seeds of Speech* Cambridge University Press  
Elliot, A. (1981) *Child Language* Cambridge University Press  
Foster, S. (1990) *The Communicative Competence of Young Children* Longman  
Gibson, K. (1993) *Tools, Language and Cognition in Human Evolution* Cambridge University Press  
Ingram, D (1989) *First Language Acquisition* Cambridge University Press  
Jackendoff, R. (1993) *Patterns in the Mind* Harvester Wheatsheaf  
Deacon, T. (1998) *The Symbolic Species*, Penguin  
Pinker, S. (1995) *The Language Instinct*, Penguin

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Psychology

**Assessment:** Essay (20%), research project (20%) and exam (60%)

For further information contact Andrew Hardie.

## LING209: LANGUAGE AND EDUCATION

---

\*\*\*\*\* (not available in 12/13) \*\*\*\*\*

---

**Terms taught:** 1 and 2

### **Aims and objectives:**

By the end of this course, students should be able to:

- recognise and understand the educational relevance of oral and written features of language;
- analyse the language-related challenges of teaching different subject areas, and to native and second language users, in schools, higher education, and in the wider community;
- analyse oral and written data in terms of the potential learning problems and possibilities they offer;
- gather, analyse and discuss data from educational and non-educational contexts;
- develop the ability to use and discuss relevant conceptual and analytical categories, both orally and in writing;
- understand the importance of literacy in education, in terms of the learning of literacy and the role of literacy for learning;
- understand different concepts of literacy;
- be familiar with different approaches to the teaching of literacy and understand some of the challenges involved in teaching reading and writing;
- be able to critically examine current literacy policies in England and elsewhere.

### **Course description:**

This course has a dual orientation, dealing with both the role of language in learning and the learning of language. **Term 1, is specifically devoted to discussing the importance of written language. In Term 2 the course focuses on the nature and role of language in education.** The course offers students an opportunity to study instances of language in educational settings in order to see the role of both spoken and written language in educational practice and in learning. Through practical exercises and their own mini-research projects, students will also have the opportunity to see for themselves how written language is used in education as well as in everyday life. They will also develop an understanding of the relationship between language and subject area in the way language is used and taught in educational settings. The problem of ensuring adequate exposure and space for learners to develop their own understandings of and engagement with language is emphasised in relation to key topics.

This is done through lectures, seminars and assignments.

## TOPICS WILL INCLUDE:

### Term 1

- What is literacy?
- Literacy as social practice – more than skills
- Learning literacy and literacy for learning
- Teaching literacy: phonics
- Literacy policy in schools
- Literacy at home – what children are up to when they don't do their homework
- Digital literacies: reading and writing online
- Reading and writing in more than one language: multilingual literacies
- Academic literacies
- Beyond schools – literacies and lifelong learning

You will also visit a primary or secondary school in Week 6 (instead of attending a lecture), for an observation task. This will form the focus of subsequent Term 1 seminars and be relevant for the Term 1 written assignment.

### Term 2

- What is learning?
- Language and learning
- Language, learning and professional contexts
- Interaction and learning
- Studying classroom language
- Metaphor across the curriculum
- Interaction across the curriculum
- Issues in analysing classroom data
- Language for academic purposes
- Researching language in education

## Recommended reading:

Stierer, B. and Maybin, J. (1994) *Language, Literacy and Learning in Educational Practice*. Clevedon, Multilingual Matters.

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (17.5% Term 1, length 1800 words, 22.5% Term 2, length 2250 words), one seminar presentation (5% Term 1), plus exam (55%).

For further information contact Martin Bygate.

# LING210: STYLISTICS

**Terms taught:** 1 and 2

## **Aims and objectives:**

This course is concerned with the linguistic analysis of literary texts. Its aims are:

- To introduce the most central concepts and analytical frameworks in Stylistics;
- To show how stylistic analysis can be used to explain the relationship between linguistic choices on the one hand and meanings/effects in readers' minds on the other;
- To enable students to carry out detailed and systematic stylistic analyses of a variety of literary texts.

## **Course description:**

Following the prevailing tradition in stylistics, the course concentrates on the linguistic study of literary texts, including all three main genres (poetry, prose fiction and drama). Parallels are consistently drawn, however, between literary texts and a range of non-literary written genres which share similarities in terms of linguistic features (e.g. speech presentation in novels and the press) and/or intended effects (e.g. memorability in verse and advertising slogans). The course is divided into three roughly equal blocks according to the kind of text analysed. The first block is concerned with verse, and includes topics such as foregrounding effects, the projection of poetic voices and the use of figurative language. The second block is concerned with narrative, and includes topics such as the projection of point of view and the analysis of plot structure. The third block is concerned with fictional dialogue in novels, plays and films, and includes topics such as characterisation and the application of conversation analysis to fictional conversations.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- What stylistics is all about, and is there a literary variety of language?
- Deviation, parallelism and foregrounding 1
- Deviation, parallelism and foregrounding 2
- Figurative language
- The cognitive theory of metaphor
- Plot and fictional worlds 1
- Plot and fictional worlds 2
- Discourse architecture and point of view

## Term 2

- Point of view and mind style
- Speech presentation
- Thought presentation
- Characterisation in fictional dialogue
- Conversation analysis and fictional dialogue
- Speech acts and fictional dialogue
- Inferencing and fictional dialogue
- (Im)politeness and fictional dialogue

## Recommended reading:

Culpeper, J., Short, M. and Verdonk, P. (1998) *Exploring the Language of Drama: from Text to Context*, Routledge

Short, M. H. (ed.) (1996) *Exploring the Language of Poems, Plays and Prose*, Longman

Leech, G. N. and Short, M. (2007) *Style in Fiction*, 2<sup>nd</sup> edition, Longman

Simpson, P. (2004) *Stylistics: A Resource Book for Students*, Routledge

Verdonk, P. and Weber, J.-J. (1995) *Twentieth Century Fiction: From Text to Context*, Routledge

**Restrictions:** None

**Compulsory for:** **English Language and Literature** combined majors and **English Language with Creative Writing** majors must take this course in either their second year (strongly recommended) or final year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (15% Term 1, 15% Term 2), plus seminar presentations (5% Term 1, 5% Term 2), plus exam (60%)

For further information contact Mick Short.

## **LING211: THE LANGUAGE OF ADVERTISING (*Half unit course*)**

**Terms taught:** Term 1 only

### **Aims and objectives:**

By the end of the course, students should:

1. know the main terms and concepts from linguistics, rhetoric, and semiotics which are relevant for the analysis of advertisements;
2. be able to identify the above phenomena in advertisements;
3. be able to search for words, phrases, and other structures, both in linguistic corpora and in the World Wide Web;
4. be able to conceptualise their intuitions about advertisement texts;
5. be able to carry out a full critical analysis of an advertisement by applying and integrating the above skills.

### **Course description:**

We all know when an ad has caught our attention, and whether it works for us or not, but what precisely is responsible for these effects? In this course, we will learn how to take ads apart using tools taken from linguistics, rhetoric, and semiotics. We will explore how ad writers make use of the different levels of language: for instance, how they exploit sounds and spellings; how they toy with word meanings and word associations; how they manipulate, and sometimes break, the rules of standard grammar. We will also explore how ads interact with other texts and consider the relationship between words and pictures. As well as analysing ads themselves, we will also learn how to test out our intuitions about them, by investigating how the words and structures used in the ads are employed in other kinds of texts. In order to do this, we will learn to search large computer databanks of texts, including the World Wide Web.

### **TOPICS WILL INCLUDE:**

- Introduction: Advertising Language
- Vocabulary: 'Words in Ads'
- Sounds, Letters, Scripts
- Sentence Structure and Meaning
- Words and Pictures
- Interaction in Ads
- Intertextuality and Interdiscursivity
- Voices and Varieties
- Review: What have we learnt?

## Recommended reading:

Main textbook:

Myers, G. (1994) *Words in ads*. Arnold

Also recommended:

Cook, G. (2001) *The discourse of advertising*. 2<sup>nd</sup> ed. Routledge

Gieszinger, S. (2001) *The history of advertising language: the advertisements in The Times from 1788-1996*. Peter Lang.

Goddard, A. (1998) *The language of advertising: written texts*. Routledge.

Hermeren, L. (1999) *English for sale: a study of the language of advertising*. Lund U.P.

Leech, G. (1966) *English in advertising: a linguistic study of advertising in Great Britain*. Longman.

A more detailed reading list will be made available at the start of the course.

- Restrictions:** None (but this is a half-unit course so must be taken in conjunction with another half-unit course; LING214 *Corporate Communication* is a good option).
- Compulsory for:** **English Language in the Media** majors must take this course in their second year
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Marketing, CULT101, Sociology, French, German, Italian, Spanish
- Assessment:** Poster presentation (25%) project essay (45%), exam on key concepts from the lectures/readings (30%)

For further information contact Andrew Wilson.

## **LING214: CORPORATE COMMUNICATION (*Half unit course*)**

**Terms taught:** Term 2 only

### **Aims and objectives:**

This module will enable you to:

- gain knowledge and understanding of the communication aspects involved in dealing with an organisation's internal and external stakeholders;
- be familiar with the main areas of research in corporate communication;
- relate the study of organisations and management to other subjects in the social sciences;
- adapt and transfer critical methods of language study to corporate and not-for-profit working environments.

### **Course description:**

This course introduces you to the study of language use in companies and non-profit organisations, focusing on key areas such as intercultural, gendered and leadership communication. This will be complemented by input on methods and genre, with a view to enabling you to apply the knowledge in your own assessed work.

On successful completion of this module, you will:

- be aware of how different social and cultural contexts affect the nature of language and meaning;
- be able to apply knowledge of corporate communication, including genres and audiences, to the analysis and critical examination of natural data;
- be able to apply your knowledge of corporate communication to produce your own spoken and written texts in that area;
- be able to evaluate the merits of linguistic and management theories for the study of corporate communication.

### **TOPICS WILL INCLUDE:**

- Introduction: what is corporate communication?
- Internal and external corporate communication: genres and audiences
- Methods of analysing corporate communication
- Intercultural corporate communication
- Gender and language in the workplace
- The impact of information technology on corporate communication
- Leadership and communication: Conflict, change and crisis communication
- Management, leadership and communication

### Recommended reading:

- Alamargot, D. P. Terrier and J.-M. Cellier (2007): *Written Documents in the Workplace*. Oxford: Elsevier.
- Bargiela-Chiappini, F. and C. Nickerson (eds) (1999): *Writing Business: Genres, Media and Discourses*. New York: Longman.
- Bargiela-Chiappini, F., C. Nickerson and B. Planken (2006): *Business Discourse*. Basingstoke: Palgrave.
- Cameron, D. (2000): *Good to Talk? Living and Working in a Communication Culture*. London: Sage.
- Drew, P. and J. Heritage (1992) (eds): *Talk at Work*. Cambridge: CUP.
- Holmes, J. (2006): *Gendered Talk at Work*. Oxford: Blackwell.
- Jablin, F.M. and L. Putnam (2001): *The New Handbook of Organizational Communication*. Thousand Oaks, CA: Sage.
- Koester., A. (2004): *The Language of Work*. London: Routledge.
- Koester, A. (2006): *Investigating Workplace Discourse*. London: Routledge.
- Mullany, L. (2007): *Gendered Discourse in the Professional Workplace*. Basingstoke: Palgrave.
- Yuling, P., Scollon, S.W. and R. Scollon (2002): *Professional Communication in International Settings*. Malden, MA: Blackwell.

- Restrictions:** None (but this is a half-unit course so must be taken in conjunction with another half-unit course; LING211 *The Language of Advertising* is a good option).
- Compulsory for:** None
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Marketing, CULT101, OWT100/101, Sociology, French, German, Italian, Spanish
- Assessment:** Essay (30%), group presentation (20%), reflection on presentation (20%), short exam on key concepts from the lectures/readings (20%)

For further information contact Veronika Koller (away on maternity leave until October 2011).

## LING232: Understanding Media

**Terms taught:** 1 and 2

### **Aims and objectives:**

- to explore how language interacts with media, across a diversity of communications technologies, now and in the past;
- to introduce and apply a range of approaches to the analysis of practices and discourses, investigating how patterns in the language of media discourse contribute to recognisable media genres and styles;
- to relate analyses of media texts to real world issues.

### **Course description:**

The course provides approaches to analysing media discourses and practices, through introductory readings and detailed case studies. We will critically examine a variety of methods to investigate 'old' and 'new' media, engaging with a diversity of modes and technologies. There will be an emphasis on language and the internet including social networking sites, Wikipedia, virtual worlds, microblogging and Flickr. Activities in lectures, seminars, and assessments will centre on analysing media texts and practices around them. Seminar tasks (for individuals and for groups) are prepared before the seminars and posted online.

### **Essential reading:**

Durant, A. & Lambrou, M. (2009) *Language and media: A resource book for students*. Routledge.

**Restrictions:** None

**Compulsory for:** **English Language in the Media** majors must take this course in their second year

**Prerequisites:** Part I English Language

**Assessment:** Portfolio based on seminar tasks Term 1 (10%) plus portfolio based on seminar tasks Term 2 (5%) plus mark for submitting weekly portfolio tasks by the deadlines (5%) plus essay (25%) plus exam (55%).

For further information contact Julia Gillen.

## **LING233: RESEARCHING MEDIA (*Half unit course*)**

**Terms taught:** Term 2 only

### **Aims and objectives:**

- To explore different approaches to researching media texts and audiences;
- To compare the uses of different approaches as applied to one research theme;
- To practice one approach in a pilot project;
- To develop a detailed proposal for the LING334 dissertation.

### **Course description:**

In this course, we try out various social science approaches to the study of media that have proved useful in past dissertation projects on language and the media. The format of this course is a workshop; there will be a brief presentation at the beginning of each session, but most of the time will be given to analysis and discussion of a group exercise.

The course is assessed by means of a written proposal for your LING334 dissertation, with an abstract, a preliminary literature review, a description of the data, and a timetable. There also intermediate stages which are not assessed separately, but they are firm deadlines and five points will be deducted from the overall mark for any deadline that is not met:

- Week 14: statement of the topic and a discussion of relevant publications
- Week 17: short report of a pilot project
- Weeks 19 and 20: five-minute oral presentation of the pilot project.

### **TOPICS WILL INCLUDE:**

- What counts as research?
- A checklist for analysing written texts
- A checklist for analysing spoken texts
- Interviews and focus groups
- Analysing visuals
- Different genres and media
- Content analysis
- Argument and structure

**Recommended reading:**

David Deacon, Michael Pickering, Peter Golding, and Graham Murdock (1999), *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis* (London: Arnold).

Ina Bertrand and Peter Houghtes (2005), *Media Research Methods: Audiences, Institutions, Texts* (London: Palgrave).

**Restrictions:** Only available to English Language in the Media majors

**Compulsory for:** **English Language in the Media** majors must take this course in their second year

**Prerequisites:** Part I English Language

**Assessment:** LING334 dissertation proposal (100%).

For further information contact David Barton.

## **LING238 (*Full unit course*) and LING263 (*Half unit course*):**

### **INDEPENDENT STUDY**

The purpose of these courses is to allow students to pursue interests which are not represented in, or central to, established courses, subject to the availability of qualified staff. Students will engage in a programme of supervised reading and produce an extended piece of coursework (the length will depend on which course is being taken).

Anyone interested in taking either of these courses should discuss the matter with a member of staff before enrolling. See either Vicki Haslam (the Undergraduate Co-ordinator) or Willem Hollmann (the Independent Study Unit convenor).

A course of independent study can be pursued as a full (LING238) or half (LING263) unit.

**Please note that in order to enrol for an independent study unit you must normally have:**

**(i) decided on a topic, and**

**(ii) obtained the agreement of a member of staff to supervise you.**

**If in doubt, seek the advice of the Independent Study Unit convenor.**

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Dissertation (100%)

For further information contact Willem Hollmann.

## **LING301: LINGUISTIC METHODOLOGY**

### **(Including LING200 RESEARCHING LANGUAGE)**

**Terms taught:** Terms 1 and 2 of your second year (mainly Term 2, known as LING200) and Terms 1 and 2 of your final year (LING301). You will also receive individual supervision for your dissertation and this will mainly take place in your third year.

#### **Aims and objectives:**

By the end of the course, you should have a good knowledge of a variety of research methodologies used in different areas of linguistics, sociolinguistics and English language studies. Whilst you are developing your dissertation, you should:

- develop an awareness of what the academic research process is like, and what is necessary to take a research topic from the ideas stage to completion;
- understand how to find relevant information, and how to synthesise it into your own coherent argument;
- develop your understanding of the nature of empirical evidence;
- enhance your ability to think independently and critically, and increase your general analytical competence.

#### **Course description:**

This course is designed to introduce students to research methodology for studying language. As the course proceeds, you will become aware that there are many ways to approach the study of language, each with its own advantages and disadvantages. The end goal of the course is to enable you to undertake a linguistic research project of your own. The research project, which is carried out mostly in your third year, takes the form of a dissertation on a topic of your choice. For your dissertation, you will construct your own research questions and answer them by analysing relevant data you have collected using a suitable methodology. The course is a good opportunity for you to investigate a topic that interests you, and examine the central issues in more depth than you have previously been able to do.

#### **Please note:**

**LING200 *Researching Language* is the way we describe the preparatory work that you do in your second year. LING200 is not assessed (i.e. there is no coursework or exam) and does not count towards your four second-year units.**

**You do not need to sign up for LING200 – it will be automatically added to your list of modules later on.**

**Recommended reading:**

Sebba, Mark (2000) *Focussing on Language: a student's guide to research planning, data collection, analysis and writing up*. Lancaster: Definite Article Publications. (Available from Waterstones on campus.)

**Restrictions:** Major students only (except English Language in the Media majors, who cannot take this module but must take LING334 instead).

**Compulsory for:** **Most major students** must take LING200 in their second year and LING301 in their final year (check Section 1.3 to see if this applies to you)

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Dissertation (100%)

For further information contact Gila Schauer.

## LING305: TOPICS IN LINGUISTIC THEORY

**Terms taught:** 1 and 2

### **Aims and objectives:**

You should acquire or develop, beyond the level achieved in the second year on LING202 *The Structures of Language*:

- an understanding of the central concepts of modern linguistic theory in general and in particular a sound understanding of some current approaches to phonological and grammatical theories;
- independent critical thought;
- the ability to assimilate fast large amounts of unfamiliar materials and critically reflect on them, and general analytical competence;
- an understanding of the nature of empirical evidence;
- communication skills: ability to communicate ideas well to others, make oral presentations using prepared materials, participate in group discussions, write clearly and argue effectively;
- effective research skills, including the ability to use library and IT resources in the preparation of written work, and general computer literacy.

### **Course description:**

The course seeks to provide a closer look at selected aspects of language structure and how they are analysed within various theoretical frameworks. It aims to develop a critical awareness of theoretical constructs and the extent to which they influence not only analyses but also the choice of data to be analysed. Students will also be taught to evaluate the appropriateness of specific analyses for individual languages or facets of language.

By the end of the course, you should have a good knowledge of a variety of theoretical models and analytical approaches to phonology, morphology and syntax, in particular:

- metrical and autosegmental phonology;
- optimality theory;
- approaches to morphology in generative grammar;
- the basic principles, notions and structures of Cognitive Linguistics, particularly of Cognitive Grammar.

In addition, you should develop:

- the competence to analyse phonological and morphological data from a range of genetically and structurally diverse languages;
- the competence to analyse linguistic (corpus) data in terms of these theoretical constructs;
- an appreciation of the sense in which Cognitive Linguistics is grounded in cognitive psychology, and how this is different from formalist frameworks such as Generative Grammar and its derivatives;
- effective time management.

## TOPICS WILL INCLUDE:

### Term 1

- Nonlinear phonological representations: autosegmental phonology
- Nonlinear phonological representations : metrical phonology
- The morphology-phonology interface
- Prosodic morphology
- Introducing Optimality Theory
- Optimality Theory and morphology
- The interaction between morphology-syntax: Inflection
- Morphology-syntax demarcation: is derivation the syntax of words?
- The nature and status of the word: is morphology necessary?
- Review

### Term 2

- What is — and what isn't — Cognitive Linguistics?
- From cognitive psychology to linguistics 1: Categorisation
- More than words: Lexical categories in Cognitive Linguistics
- From cognitive psychology to linguistics 2: Frames and attention
- From cognitive psychology to linguistics 3: Other construal operations
- Putting two and two together: How concepts are combined
- A new twist on an old story: Idioms
- One thing leads to another: From idioms to construction grammar
- From cognitive psychology to linguistics 4: Frequency, resemblance and the usage-based model

## Recommended reading:

Booij, G. (2007) *The Grammar of Words*. Oxford: OUP  
Croft, William and D. Alan Cruse. 2004 *Cognitive linguistics*. Cambridge CUP.  
Gussenhoven C. and H. Jacobs 1998 *Understanding Phonology*. London Arnold.  
Haspelmath, M. 2002 *Understanding Morphology*. London Arnold.  
Katamba, F. and J. Stonham 2006 *Morphology* (2<sup>nd</sup> ed.). London Macmillan.  
Kenstowicz, M. 1994 *Phonology in Generative Grammar*. Oxford Blackwell.  
McCarthy, J. (2004) *Optimality Theory in Phonology: A Reader*. Oxford: Blackwell  
Rocca, I. and Johnson, W 1999 *A Course in Phonology*. Oxford Blackwell.  
Spencer, A. 1991 *Morphological Theory*. Oxford Blackwell.  
Taylor, John R. 2002 *Cognitive grammar*. Oxford OUP.

**Restrictions:** Final-year students only  
**Compulsory for:** **Linguistics (single and combined)** majors must take this course in their final year  
**English Language and Linguistics** combined majors must take **EITHER** this course **OR** LING306 in their final year  
**Prerequisites:** LING202  
**Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar group work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Francis Katamba and Willem Hollmann.

## LING306: CORPUS-BASED ENGLISH LANGUAGE STUDIES

**Terms taught:** 1 and 2

### **Aims and objectives:**

In this module, you will gain an in-depth understanding of corpus linguistics, as applied to a range of contemporary issues in English Language Studies; this is outlined in detail below. In addition, you will learn to:

- use current state-of-the-art tools for corpus annotation and corpus based analysis;
- use corpus data to track changes in English temporally, geographically and socially;
- apply, and understand the limitations of, a range of models of textual variation;
- understand the social contexts of textual variation;
- design, implement and report on large-scale research tasks;
- develop analyses incorporating large sets of diverse, abstract data.

### **Course description:**

This course focuses on the contemporary field of English Language Studies. In particular, we will be looking at how the methodology of *Corpus Linguistics* (a research specialism at Lancaster University for many years) has been used to shed light on a number of topics that you may already be familiar with, including text-type, genre, and register variation; attitudes towards language use; and World Englishes. The module will explore how corpus-based research is done, and survey the broad range of areas in EL Studies that corpus linguistics can be applied to. You will also get hands-on experience of investigating the English language with corpora.

The content of the course will vary over the year. At the start of the module, there will be lectures that introduce aspects of corpus linguistics. Later, we will move on to look at the idea of a "text-type", looking at how research has been done in this field, and what has been learned about the ways that English is used in different genres and for different purposes as a result. The third part of the course addresses issues of how social change over the last few decades may be related to change (or lack of change!) in the linguistic features of English: for example, how has the increasing informality of Western society affected English grammar? What social attitudes have been involved in attempts to regulate English and force our usage to change (or to *not* change)? Finally, the fourth part of the course will look at how English has changed as it has become a world language – the establishment of new national varieties, and the effect of globalisation and the rise of English as a Second Language in many countries.

While the issues we look at are very varied, we will use the methods of corpus linguistics as a way in to all these topics: every lecture will be followed by a hands-on seminar where you will investigate the issues yourself, using state-of-the-art research tools and a plethora of different sets of textual data.

In summary, the course will look at:

- The basic theory and practice of the corpus linguistics method for research
- Lexical, semantic and grammatical variation across text-types, and social / functional explanations for this variation
- The effect of English's status as a world language on its speakers and the way in which it is spoken
- The major processes of current linguistic change in English (genre shift over time, colloquialisation, Americanisation, etc).

## **TOPICS WILL INCLUDE:**

### **Term 1**

#### **BLOCK ONE – CORPUS LINGUISTICS METHODOLOGY**

- Intro to corpus analysis techniques
- An overview of English corpora: issues in corpus construction
- Corpus annotation – what is it good for?
- The linguistics of the lexicon – collocation and semantic prosody

#### **BLOCK TWO – TEXT-TYPES AND VARIATION IN ENGLISH**

- Text-type variation: the Biber approach
- Text-types in focus (1): the language of comics
- Text-types in focus (2): the language of fictional style
- Beyond parts-of-speech: parsing and the grammar of speech and writing
- Corpus methods in the study of regional variation

### **Term 2**

#### **BLOCK THREE – CHANGE AND STASIS IN CONTEMPORARY ENGLISH**

- Informalisation: the changing shape of English speech
- Recent change in written English
- Language regulation
- Swearing and “bad language”
- Studying new discourses: the role of corpus evidence

#### **BLOCK FOUR – WORLD ENGLISHES**

- Globalisation and American/Australian English
- Globalisation and L2 Englishes
- English language teaching and the use of corpus methods

### Recommended reading:

- Aijmer, K. and Altenburg, B (1991) English Corpus Linguistics. London: Longman.
- Baker, P. (2006) Using Corpora in Discourse Analysis. London: Continuum.
- Biber, D. (1988). Variation across speech and writing. Cambridge: Cambridge University Press.
- Biber, D. Conrad, S. & Reppen, R. (1998) Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.
- Biber, D, Johansson, S. Leech, G. Conrad, S & Finegan, E. (1999). Longman Grammar of Spoken and Written English. London: Longman.
- Hoffmann, S, et al. (2008) Corpus Linguistics with BNCweb. Peter Lang.
- Hunston, S (2002) Corpora in applied linguistics. Cambridge: Cambridge University Press.
- Kachru, B., Kachru, Y. & Nelson, C. (eds.) (2006). The Handbook of World Englishes. Oxford: Blackwell.
- Kennedy, G. (1998) An Introduction to Corpus Linguistics. London: Longman.
- McEnery, T. & Wilson, A. (1996) Corpus Linguistics. Edinburgh University Press.
- McEnery, T & Hardie, A. (2011) Corpus Linguistics: Method, Theory and Practice. Cambridge: Cambridge University Press.
- Meyer, C. (2002) English Corpus Linguistics. Cambridge University Press.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985). A Comprehensive Grammar of the English Language. London: Longman.
- Sampson, G and McCarthy, D (eds.) (2004) Corpus linguistics: readings in a widening discipline. London and New York: Continuum International.
- Tottie, G. (2002). An Introduction to American English. Malden, Mass.: Blackwell.

- Restrictions:** Final-year students only
- Compulsory for:** **English Language (single and combined), English Language and Sociolinguistics** and **English Language in the Media** majors must take this course in their final year (except English Language & Literature and English Language with Creative Writing majors, for whom this course is optional)  
**English Language and Linguistics** combined majors must take **EITHER** this course **OR** LING305 in their final year
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language
- Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Andrew Hardie.

# LING307: LANGUAGE AND IDENTITIES: GENDER, ETHNICITY AND CLASS

**Terms taught:** 1 and 2

## **Aims and objectives:**

Upon completing the course, you should have an understanding of current theory in the area of language in social life, in particular in respect of gender, ethnicity and class, and be able to apply this to a variety of real-life situations which you may encounter outside the university.

## **Course description:**

This course is about language as a social phenomenon, and how important aspects of a speaker's social identity (in particular, gender, ethnic background, social class) relate to their linguistic behaviour. The course will focus on the three main areas of language in society: gender, ethnicity and class, and will discuss important research in each of these. Both theoretical and applied aspects of topics will be covered. The theme of 'identity' will run throughout the course.

This course aims to broaden and deepen your capacity for language analysis applied to real social issues and problems and to encourage you to evaluate research critically and undertake your own data collection and analysis.

## **TOPICS WILL INCLUDE:**

- The Politics of Linguistic Identities
- Language Ideologies and Language Myths
- Language, Evaluation and Identity
- Studying Variation in Language
- Language and Social Networks
- Understanding regional dialect variation
- New dialect formation
- Bilingual Identities:
  1. The Ecology of Languages
  2. Diglossia, Networks and Language Shift
  3. Code-switching and the Management of Identities
- Language and Ethnicity: Urban Contact Vernaculars and 'Crossing'
- Theorising Language and Gender
- Gender Representation in the Media
- Language and Masculinities
- Language and Sexual Identities

**Recommended reading:**

Mesthrie, R., Swann, J., Deumert, A and Leap, W. (2000) *Introducing Sociolinguistics*. Edinburgh University Press.

Coupland, Nikolas and Adam Jaworski (1997) *Sociolinguistics: A Reader and Coursebook*. London: MacMillan Press.

Litosseliti, Lia (2006) *Gender and Language: Theory and Practice*. London: Arnold.

**Restrictions:** Final-year students only

**Compulsory for:** **Sociolinguistics** and **English Language and Sociolinguistics** combined majors must take this course in their final year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Paul Kerswill.

# LING313: LANGUAGE CHANGE IN ENGLISH AND BEYOND

**Terms taught:** 1 and 2

## **Aims and objectives:**

Students will:

- become familiar with some of the key concepts (both more and less well-established) in the study of language change;
- acquire knowledge of some of the major events in the history of English;
- acquire an understanding of the importance of the past for understanding the present, and as a result, a deeper insight into the shape and structure of English today;
- learn to appreciate of the sense in which one's understanding of a given language may be informed by a comparative linguistic perspective;
- become aware of broader issues related to language change; (psychological, social and political dimensions)
- learn to plan and conduct a small research project on an instance of linguistic change, including collection and systematic analysis of data.

## **Course description:**

This module will introduce you to the study of language change. It aims to show how language change can be investigated and explained. The focus is on the history of English (including ongoing change), although — when relevant — examples from other languages will also be used. As such, it follows on from what you may have done on the history of the language in your English Language A-Level as well as some of the topics briefly discussed in LING 130 and 203, but it goes beyond all that in shedding light on developments in English from the point of view of what we know about language change in general.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- What is language change?
- Lexical and semantic change
- The regularity of sound change
- Pioneers in sociohistorical linguistics - Labov, Trudgill, Milroy & Milroy
- The irregularity of morphological change
- Linguistic reconstruction: traditional ideas and new trends
- Evolutionary models of language change
- Grammaticalisation
- The rise of English modal verbs: a case study in grammaticalisation
- Innovation in grammaticalisation: where do new variants come from?

### **Term 2**

- The metaphorical basis of grammar
- Word order and word order change

- Grammatical relations
- Changes in grammatical relations
- Changes in the passive
- The lessons of dialect geography for change and variation
- Adding to the time depth: sociohistorical linguistics
- External motivations for change: language contact
- New-dialect formation
- Language 'death'

### Recommended reading:

There is no set textbook for this module but certainly for the first part of the course the best buy would be Jeremy Smith's (1996) *An Historical Study of English* (London: Routledge).

- Aitchison, Jean. 1991. *Language Change: Progress or Decay?* 2<sup>nd</sup> edn. Cambridge: CUP.
- Campbell, Lyle. 2004. *Historical Linguistics. An Introduction*. Edinburgh: EUP.
- Croft, William. 2000. *Explaining Language Change. An Evolutionary Approach*. Harlow: Longman.
- Denison, David. 1993. *English Historical Syntax*. Harlow: Longman.
- Harris, Alice C. & Lyle Campbell. 1995. *Historical Syntax in Cross-linguistic Perspective*. Cambridge: CUP.
- Hopper, Paul J. & Elizabeth Closs Traugott. 1993. *Grammaticalization*. Cambridge: CUP.
- Keller, Rudi. 1989. Invisible-hand theory and language evolution. *Lingua* 77:113-127.
- Labov, William. 1994. *Principles of Linguistic Change*. 2 vols. Oxford: Blackwell.
- McMahon, A. 1994. *Understanding language change*. Cambridge: CUP.
- Nevalainen, T. and Raumolin-Brunberg, H. 2003. *Historical Sociolinguistics*. Cambridge: CUP.
- Smith, Jeremy. 1996. *An Historical Study of English*. London: Routledge.
- Trask, R.L. 2000. *The Dictionary of Historical and Comparative Linguistics*. Edinburgh: EUP.
- Traugott, Elizabeth Closs & Richard B. Dasher. 2002. *Regularity in Semantic Change*. Cambridge: CUP.

<b>Restrictions:</b>	Final-year students only
<b>Compulsory for:</b>	None
<b>Prerequisites:</b>	At least one of the following: LING202, LING203
<b>Assessment:</b>	Two assignments (10% Term 1, 30% Term 2) plus exam (60%)

For further information contact Willem Hollmann.

## LING334: ENGLISH LANGUAGE IN THE MEDIA DISSERTATION

**Terms taught:** 1 and 2

### **Aims and objectives:**

- to learn in more depth about one specific area of media texts;
- to apply and develop research skills introduced in LING233 and other courses;
- to develop skills in planning and time-scheduling for a large independent project;
- to develop skills in writing, revision, argument, organization, and presentation.

### **Course description:**

This is an independent research project planned and conducted by you, supervised by a member of the teaching staff, and leading typically to a written report of 10,000 words. General areas of projects that we can supervise are announced in Term 2 of the second year, and detailed proposals are developed in LING233. Past topics have included texts from public relations, sports reporting, advertisements, celebrity interviews, web sites, news reporting, films, and the music press.

### **TYPICAL PLAN OF WORK:**

Term 2 of your second year:	<i>Selection of topic</i>
Term 3 of your second year:	<i>First meeting with supervisor, background reading</i>
Summer vacation:	<i>Gathering of data</i>
Term 1 of your final year:	<i>Writing analyses and literature review</i>
Term 2 of your final year:	<i>Writing introduction and conclusion, revising analyses and literature review</i>

Your dissertation is submitted towards the end of Term 2 of your final year.

<b>Restrictions:</b>	<i>Only available to English Language in the Media majors</i>
<b>Compulsory for:</b>	<b>English Language in the Media</b> majors must take this course in their final year
<b>Prerequisites:</b>	LING233
<b>Assessment:</b>	Dissertation (100%)

For further information contact David Barton.

## **PSYC3XX: PSYCHOLINGUISTICS (*Half unit course*)**

*Note: this module is administered by the Psychology department, but intended for Linguistics and English Language students as well. As a new module, its precise module number had not been determined when we went to press.*

**Terms taught:** Term 1 only

### **Aims and objectives:**

- To provide students with knowledge and understanding of research in the field of psycholinguistics, including topics selected from language acquisition, cognitive psychology of language, literacy, language modelling, and acquired and developmental disorders of language.
- To introduce students to approaches to psycholinguistics from a variety of methodologies including computer modelling, case studies, psycholinguistic experimentation and naturalistic observation.
- To develop students' ability to reflect critically upon the nature of theories in psycholinguistics and in particular how experimental and observational data can inform these.

By the end of the course, students should be able to:

- Discuss theories and data within psycholinguistics, both from a psychological and a linguistic viewpoint.
- Understand the types of techniques used in psycholinguistic studies and the methodological and ethical issues that pertain.
- Discuss theory and data through written and oral media.
- Critically evaluate conflicting theories and present data and methodology.

### **Course description:**

Psycholinguistics is the study of the psychology of language, which is one of the abilities that makes humans unique. It can cover topics in social psychology, developmental psychology, cognitive psychology and neuropsychology. The exact topics we cover vary each year depending on who is teaching on the course, but we aim to balance these areas and include topics on how children learn language and to read, how language is used in social interaction, how adults process sounds, words and sentences, and what happens when children fail to learn language normally or when adults suffer from brain damage.

### **TOPICS WILL INCLUDE:**

- phonological and lexical development
- literacy development (including cross-linguistic studies)
- studies of children with Specific Language Impairment, Down Syndrome and autism
- grammatical processing, social psychology of language
- artificial language learning
- computer and connectionist models
- the brain-language relationship (including acquired disorders of language).

## Recommended reading:

The course bibliography will include the following

Harley, TA (2001) *The psychology of language: from data to theory*. Psychology Press.

Robinson, W. & Giles, H. (2001) (Ed.). *The New Handbook of Language and Social Psychology*. Chichester: Wiley.

Bradac, J.J. & Giles, H. (2005). *Language and social psychology: Conceptual niceties, complexities, curiosities, monstrosities and how it works*. In K.L. Fitch and R.E. Sanders (Eds), *Handbook of Language and Social Interaction*. New Jersey: LEA.

Arciuli, J., Monaghan, P., & Seva, N. (2010). Learning to assign lexical stress during reading aloud: Corpus, behavioural, and computational investigations. *Journal of Memory and Language*, 63, 180-196.

Fernald, A., & Morikawa, H. (1993). Common themes and cultural variations in Japanese and American mothers' speech to infants. *Child Development*, 64(3), 637-656.

Tardif, Twila, Shatz, Marilyn, and Naigles, Letitia. (1997) Caregiver speech and children's use of nouns versus verbs: A comparison of English, Italian, and Mandarin. *Journal-of-Child-Language* 24 (3):535-565.

Gopnik, Alison and Choi, Soonja. (1995) Names, relational words, and cognitive development in English and Korean speakers: Nouns are not always learned before verbs. In: *Beyond names for things: Young children's acquisition of verbs.*, edited by Michael Tomasello and William Edward Merriman, Hillsdale, NJ, US: Lawrence Erlbaum Associates, p. 63-80.

**Restrictions:** Third-years only. Note also, this is a half-unit course so must be taken in conjunction with another half-unit course.

**Compulsory for:** None.

**Prerequisites:** *Either* successful completion of Year 2 Psychology; *or* LING 202; *or* LING 203.

**Assessment:** Poster presentation (10%); objective essay (30%), exam (60%)

For further information contact Katie Alcock (in the Psychology Department).

### 3. STAFF CONTACT DETAILS

Below are contact details for the members of staff involved in co-ordinating and convening Part II undergraduate courses in the Department of Linguistics and English Language (located on C Floor of County South).

#### ADMINISTRATIVE STAFF

Name	Room	Telephone Number	E-mail Address
Becky Clark	C49	(01524) (5)93040	r.clark2@lancaster.ac.uk

#### TEACHING STAFF

Name	Room	Telephone Number	E-mail Address
Prof David Barton	C22a – FASS building	(01524) (5)10823	d.barton@lancaster.ac.uk
Prof Martin Bygate	C72	(01524) (5)94641	m.bygate@lancaster.ac.uk
Dr Lynn Clark	C02	(01524) (5)94033	l.clark6@lancaster.ac.uk
Dr Jonathan Culpeper	C43	(01524) (5)92443	j.culpeper@lancaster.ac.uk
Dr Andrew Hardie	C47	(01524) (5)93024	a.hardie@lancaster.ac.uk
Dr Willem Hollmann	C81	(01524) (5)94644	w.hollmann@lancaster.ac.uk
Prof Francis Katamba	C45	(01524) (5)93031	f.katamba@lancaster.ac.uk
Prof Paul Kerswill	C44	(01524) (5)94577	p.kerswill@lancaster.ac.uk
Dr Elena Semino	C52	(01524) (5)94176	e.semino@lancaster.ac.uk
Prof Mick Short	C85	(01524) (5)93035	m.short@lancaster.ac.uk
Prof Anna Siewierska	C48	(01524) (5)94473	a.siewierska@lancaster.ac.uk
Dr Johnny Unger	C87	(01524) (5)92591	j.unger@lancaster.ac.uk
Dr Andrew Wilson	C82	(01524) (5)93021	eiaaw@exchange.lancs.ac.uk

Please note that some members of staff are missing from this list as they are on sabbatical in Summer Term 2011. For a full list of staff and contact details, please visit the department website: [www.ling.lancs.ac.uk](http://www.ling.lancs.ac.uk).