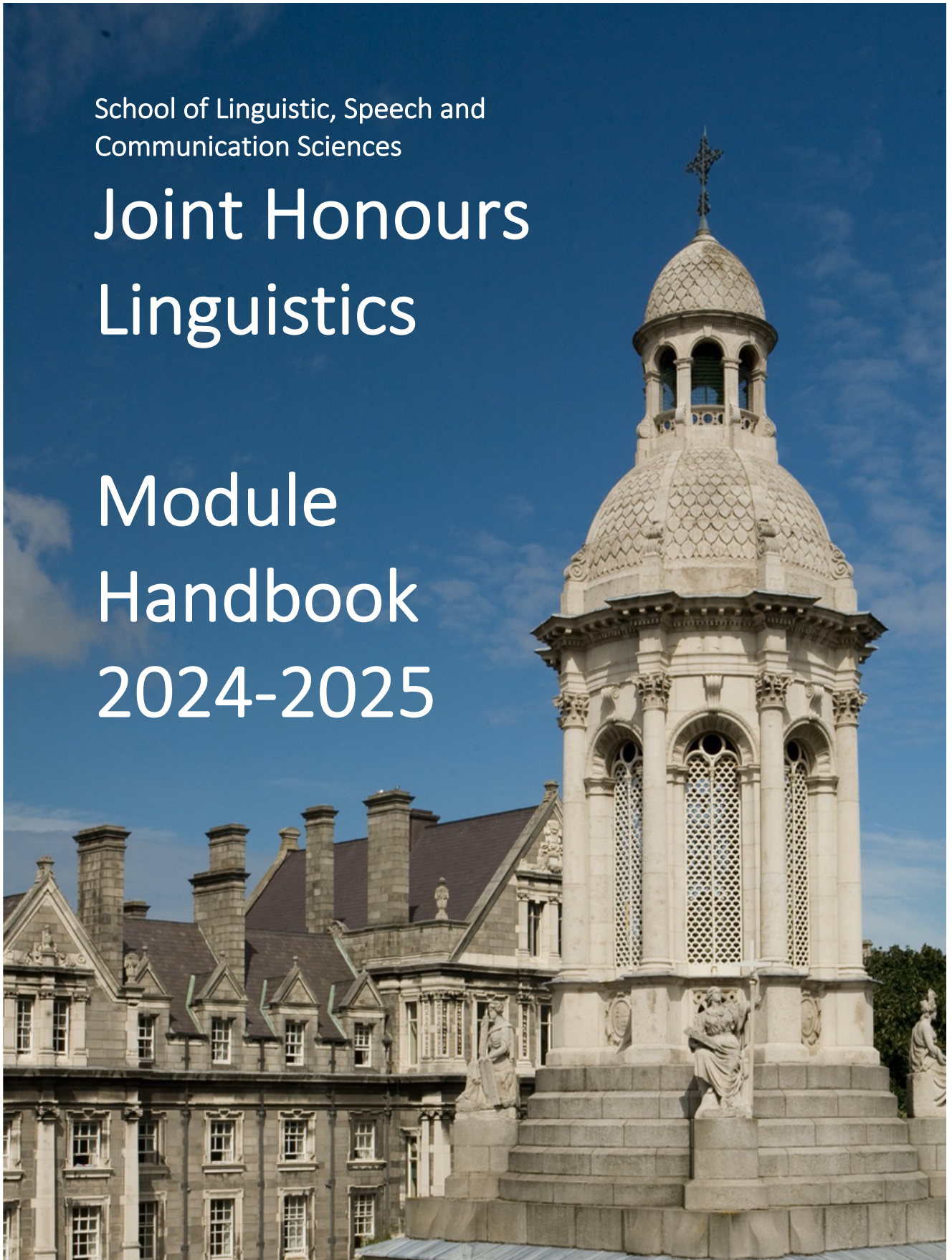**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Linguistic, Speech and
Communication Sciences

Joint Honours Linguistics

Module Handbook 2024-2025

Contents

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
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.
Module Content	- 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 and Pragmatics - Signed languages and Sign Language Linguistics
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Fromkin, V., Rodman, R., Hyams, N. 2017. *An introduction to Language* (11th edition). Boston: Cengage. O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. *Contemporary Linguistics. An Introduction* (7th edition). Boston/New York: Bedford/St. Martin's.
Assessment Details	**Assignment 1 (100%)** Take-home test: students are required to complete a take-home test based on selected weekly topics

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
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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Sportiche, Dominique, Koopman, Hilda, Stabler, Edward. 2014. *An Introduction to Syntactic Analysis and Theory.* London: Wiley Blackwell. Larson, Richard. 2010. *Grammar as science.* Cambridge, MA: The MIT Press.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (30%)** **Assignment 3 (60%)**

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**: Prof Irena Yanushevskaya
Learning Outcomes	On successful completion of this module, students should be able to: LO1. Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description. LO2. Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the International Phonetic Association. LO3. Analyse, label and transcribe sounds of English and other languages using broad (phonemic) and narrow (allophonic, impressionistic) transcription with the symbols of the International Phonetic Alphabet (the IPA). LO4. Apply the basic principles of phonemic analysis to phonetic data. LO5. Explain how aspects of speech production (phonation, articulation of vowels and consonants) are related to acoustic phenomena.
Module Learning Aims	The aims of the module are to provide students with the foundations of systematic analysis of speech sounds. The module introduces the principles of articulatory phonetic description of speech sounds and of phonological analysis as well as the fundamentals of speech acoustics.
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; fundamentals of speech acoustics.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Ladefoged, P., & Johnson, K. 2015. *A Course in Phonetics* (7 ed.). Sengage Learning. [earlier editions 4-6 can also be used if the most recent one is not available] Davenport, M., & Hannahs, S. J. 2020. *Introducing phonetics and phonology* (4 ed.). London: Routledge.
Assessment Details	**Assignment 1 (50%)** Marked homework exercises carried out during the term **Assignment 2 (50%)** Class test in week 12

Semester 2

Module Code	LIU11012
Module Name	Introduction to Linguistics II
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: 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.
Module Content	- 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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Fromkin, V., Rodman, R., Hyams, N. 2017. *An introduction to Language* (11th edition). Boston: Cengage. (e-book available via TCD Library). O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. *Contemporary Linguistics. An Introduction* (7th edition). Boston/New York: Bedford/St. Martin's.

Assessment Details	**Assignment 1 (100%)** Students are required to complete a single assignment based on selected weekly topics

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 Thomas Stephen
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.
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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Saeed, John. 2016. *Semantics*. Fourth edition. Oxford: Wiley-Blackwell. Ježek, Elisabetta. 2016. *The Lexicon: An Introduction*. Oxford: Oxford University Press. Lyons, John. 1977. *Semantics*. 2 volumes. Cambridge: Cambridge University Press.

Assessment Details	**Assignment 1 (30%)** Data analysis assignment **Assignment 2 (70%)** Written assignment

Module Code	**LIU11013**
Module Name	**First Language Acquisition**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Breffni O'Rourke
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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Rowland, Caroline (2013). *Understanding Child Language Acquisition*. Abingdon: Routledge.
Assessment Details	**Assignment 1 (100%)** Students are required to complete a single assessment based on selected weekly topics

YEAR 2 - Senior Fresher

Semester 1

Module Code	LIU22005
Module Name	**Syntax II**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/ Michaelmas Term
Pre-requisites	LIU11009 *Syntax I*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof 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 *Syntax I* and it introduces students to an intermediate-level study of the formal study of syntax in natural language from a cognitive perspective. By 'syntax', we mean linguistic structure at the phrase and sentence level. That is, the combination of words into phrases and phrases into sentences. Detailed investigation into sentence structure reveal that sentences are not formed merely by stringing together words. Instead, sentences have properties that imply a complex hierarchical organization that is rule-governed and systematic within and across languages. By 'formal', we mean analytically precise investigation that focuses on the form of a linguistic object – here, phrase and sentence structure. We will study syntax from a 'cognitive perspective', meaning that the overarching goal of our investigation is to explore and model the human cognitive faculty responsible for building and manipulating complex syntactic structures in the mind.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Sportiche, Dominique, Koopman, Hilda, Stabler, Edward. 2014. *An Introduction to Syntactic Analysis and Theory.* London: Wiley Blackwell.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (30%)** **Assignment 3 (60%)**

Module Code	**LIU22007**
Module Name	**Sociolinguistics**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/ Michaelmas Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Rowland Imperial
Learning Outcomes	On successful completion of this module students should be able to: LO1. Describe socially-significant variation in the use of language within specific language communities. LO2**.** Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change. LO3. Critically discuss language standardisation as a social process. LO4. Critically review relationships between language and other aspects of culture and cognition. LO5. Conduct library or field research on language in its social context.
Module Learning Aims	This module is an introduction to the study of language in relation to society.
Module Content	Sociolinguistics is the systematic study of language as a social phenomenon. The way that an individual speaks is determined by many factors, such as: 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 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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Janet Holmes and Nick Wilson. 2017. *An Introduction to Sociolinguistics*. 5th edition. London: Routledge. Tagliamonte, Sali. 2012. *Variationist Sociolinguistics: Change, Observation and Interpretation.* London/New York: Wiley-Blackwell. Van Herk, Gerard. 2012. *What is sociolinguistics?* London/New York: Wiley-Blackwell.
Assessment Details	**Assignment 1 (40%)** **Assignment 2 (60%)**

Module Code	**LIU22006**
Module Name	**Introduction to Sign Linguistics I**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/ Michaelmas Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Isabelle Heyerick
Learning Outcomes	On successful completion of this module students should be able to: LO1. Understand the history and ongoing development of sign language linguistics as a field LO2. Understand what makes up the phonetics and phonology of signed languages LO3. Identify the 5 phonological parameters that make up a sign LO4. Identify the major NMFs that occur in ISL and how NMFs co-occur with other manual elements in ISL LO5. Describe the difference between mouthings and mouth gestures LO6. Explain the major categories of verbs in ISL LO7. Recognise the use of signing space in a signed language, with reference to verb agreement and classifier predicates LO8. Recognise how manner and aspect function in ISL LO9. Demonstrate ability to gloss ISL texts accurately in ELAN LO10. Describe the role of iconicity and phonetic features in ISL lexicon LO11. Demonstrate the way in which new signs develop LO12. Outline the historical context and understand the importance of the sociolinguistic context for ISL
Module Learning Aims	This module guides the student towards a basic understanding of the linguistic structures of signed languages, with particular reference to the indigenous sign language of Ireland, Irish Sign Language and its sociolinguistic context. This module introduces the basic descriptive parameters of sign languages. Focus is particularly on the phonetic, phonological, morphological, and morpho-syntactic breakdown of sign languages. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Across these topics attention is devoted to sociolinguistic aspects. We work with the Irish Sign Language corpus to identify authentic examples.
Module Content	Week 1. An Introduction to sign language linguistics and sociolinguistics Week 2. Phonetics & Phonology Week 3. More on Phonetics & Phonology: focus on non-manual features: mouthings Week 4. Introducing ELAN, gloss annotations, and the Signs of Ireland Corpus Week 5. Non-manual features: phonology, phonetics and morphosyntax: mouth gestures, face, body. Week 6. Morphology Week 7. Reading Week Week 8. Morphology: verb classes in ISL, number, aspect, CL predicates, manner

	Week 9. More on Verbs & Marking number, aspect, manner Week 10. In-class presentation Week 11. Practicum: ELAN Week 12. The lexicon. Revision
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] *Essential readings:* Leeson, Lorraine and John Saeed. 2012. *Irish Sign Language*. Edinburgh: Edinburgh University Press. See: https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690 Kusters, Annelies and Lucas Ceil. 2022. Emergence and evolutions: Introducing sign language sociolinguistics. *Journal of Sociolinguistics,* 26, 84-98 See: https://onlinelibrary.wiley.com/doi/full/10.1111/josl.12522 *Selected chapters from:* Schembri, Adam C. and Lucas Ceil. 2015. *Sociolinguistics and Deaf Communities*. Cambridge University Press
Assessment Details	**Assignment 1 (75%)** In-class test **Assignment 2 (25%)** In-class presentation

Module Code	**LIU22008**
Module Name	**Phonology II**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/ Michaelmas Term
Pre-requisites	LIU11010 *Phonetics and Phonology I*
Contact Hours	**Direct hours** = 32 (1 term, 2 hours of lectures per week + 1 hour of tutorials per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Antoin Rodgers
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 *Phonetics and Phonology I*. Phonology can be defined as that part of the human knowledge of language which pertains to sound systems. Within linguistic theory, the emphasis in phonology shifts from the phonetic production and perception of speech sounds to the way in which sound systems are related to other aspects of the grammar which underlies language as a feature of the human mind. Building on earlier structural orientations to phonology, the 'generative revolution' of the later 20th century demonstrated the importance of interfaces between phonology and components of the grammar such as morphology (the structure and generation of words and functional elements) and syntax.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Davenport, M., & Hannahs, S. J. 2010. *Introducing Phonetics and Phonology (3rd ed.)*. Routledge. Kenstowicz, Michael & Charles Kisseberth. 1979. *Generative Phonology: Description and Theory*. New York: Academic Press. 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. *Optimality Theory: Constraint interaction in generative grammar*. Malden, Mass., and Oxford, UK: Blackwell. McCarthy, John. 2008. *Doing Optimality Theory: Applying Theory to Data*. Blackwell.
Assessment Details	**Assignment 1 (50%)** In-class test **Assignment 2 (50%)** Two take-home data analysis problems

Semester 2

Module Code	LIU22009
Module Name	**Morphology**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/ Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof 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	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 grammar. Cross-linguistically languages employ an impressive range of methods for the creation of new words (derivation) and word forms (inflection). We will look at morphological typology, and explore how morphology interacts with other levels of linguistics analysis. Some of the questions we'll explore during this module are: What is a word? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics?
Module Content	- Why morphology? - The notion of word - Derivational morphology - Inflectional morphology - Prosodic morphology - Morphology Typology - Theoretical approaches to morphology
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Harley, Heidi. 2005. *English Words: A Linguistic Introduction*. Cambridge University Press. Booij, Geert. (2007). *The Grammar of Words: An introduction to morphology*. Oxford University Press.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (40%)** **Assignment 3 (50%)**

Module Code	**LIU22010**
Module Name	**Applied Linguistics I**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/ Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Antoin Rodgers
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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Council of Europe. 2001. *A common European framework of reference for languages: Learning, teaching, assessment*. Strasbourg: Council of Europe. Council of Europe. 2001. *A common European framework of reference for languages: Learning, teaching, assessment – Companion Volume*. Strasbourg: Council of Europe. Graves, K. 2000. *Designing language courses: A guide for teachers.* London: Heinle & Heinle. Macalister, J. & Nation, I. S. P. (eds.). 2011. *Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World.* New York: Routledge. Nation, I. S. P., & Macalister, J. 2020. *Language Curriculum Design* (2nd edition). Routledge.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (30%)** In-class presentation focussing on one aspect of the language curriculum design process. **Assignment 3 (60%)** Essay on an analytical case study applying theoretical aspects of the module to a specific curriculum design context.

Module Code	**LIU22011**
Module Name	**Phonetics and Phonology Lab**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	LIU11010 *Phonetics and Phonology*; LIU22008 *Phonology II*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week)

	Indicative hours = 100
Module Personnel	**Module Coordinator**: Dr Maria O'Reilly
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 *Phonetics and Phonology I* and the SF module *Phonology II* and introduces students to the practical skills required for the empirical analysis of spoken language.
Module Content	This module will have a strong emphasis on acoustic approaches, such as broad and narrow band spectrography but, time permitting, articulatory (electropalatography) and/or aerodynamic techniques may also be used to illuminate specific aspects of sound systems. Throughout, students are expected to reflect on the phonetic factors (based in production and perception) that constrain the sound structures of languages.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Ohala, J. J. 2005. *Phonetic explanations of sound patterns. Implications for grammars of competence*. In W. J. Hardcastle & J. M. Beck (eds.) *A figure of speech. A festschrift for John Laver*. London: Erlbaum. 23-38. Fry, D. 1979. *Acoustic features of English Consonants*, in *The Physics of Speech*, Cambridge University Press. Catford, J. 1977. *Fundamental Problems in Phonetics*. Bloomington: University of Indiana Press.
Assessment Details	**Assignment 1 (40%)** In-class test **Assignment 2 (60%)** Structured report: 1,500-word report (with tables & figures) on an analytic study

Module Code	LIU22012
Module Name	**Pragmatics I**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week)

	Indicative hours = 100
Module Personnel	**Module Coordinator**: 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 pragmatic accounts of inferential pragmatics.
Module Learning Aims	This is an introductory module on pragmatics.
Module Content	This module provides an introduction of pragmatic theories.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Birner, Betty. 2012. *Introduction to Pragmatics*. Chichester: Wiley-Blackwell. Blakemore, Diane. 1992. *Understanding Utterances: An Introduction to Pragmatics*. Oxford: Blackwell. Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell. Grice, H. P. 1989. *Studies in the Way of Words*. Cambridge, MA: Harvard University Press. Levinson, Stephen C. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MA: MIT Press. Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
Assessment Details	**Assignment 1 (20%)** **Assignment 2 (20%)** **Assignment 3 (60%)**

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**: Prof Colin Flynn
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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] 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.
Assessment Details	**Assignment 1 (50%)** **Assignment 2 (50%)**

Module Code	**LIU33005**
Module Name	**Discourse Analysis**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/Michaelmas Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Breffni O'Rourke
Learning Outcomes	On successful completion of this module students should be able to: LO1. Describe linguistic discourse as a phenomenon worthy of systematic investigation. LO2. Transcribe conversational discourse in sufficient detail for most analytic purposes. LO3. Explain the fundamentals of relevant ethnographic, pragmatic, and conversation-analytic conceptual frameworks. LO4. Analyse discourse from ethnographic, pragmatic, and conversation-analytic perspectives.
Module Learning Aims	Discourse Analysis is a broad field which encompasses various aspects of language in use. In this introduction, attention is given to the transcription of spoken discourse; speech acts, or how people 'do things with words'; the theory of politeness in discourse; and the structure of interactions such as conversations and interviews. The module aims to introduce students to a range of theoretical and analytic perspectives on discourse, and to introduce students to some of the main tools that have been used for analysing meaning and speaker choices in discourse.
Module Content	Topics may include: - What is discourse? Why and how should we study it? - Transcribing discourse (lecture and workshops) - The cultural context of discourse: Ethnography of Communication - "Doing things with words": speech act theory - Beyond cooperativeness: politeness theory - Discourse markers - Microanalysis of talk-in-interaction: Conversation Analysis
Recommended Reading List	[A more detailed reading list will be available on Blackboard]
Assessment Details	**Assignment 1 (30%)** Transcription (group work) **Assignment 2 (70%)** Transcription analysis (individual work)

Module Code	**LIU33006**
Module Name	**Research Methodology**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/Michaelmas Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Rowland Imperial
Learning Outcomes	On successful completion of this module students should be able to: LO1. Select an appropriate research design from a range of possible approaches LO2. Appraise the quality of evidence presented in research articles LO3. Identify, compare and contrast different sampling strategies LO4. Outline and critically evaluate different data collection techniques LO5. Identify and explain the stages of the research process LO6. Demonstrate the ability to select and apply appropriate statistical procedures for the analysis of data LO7. Demonstrate ability to identify and address ethical issues in research
Module Learning Aims	The module is <u>compulsory</u> for all the students willing to do a capstone project and has three principal aims: (i) to equip students with the knowledge and skills necessary to critically evaluate published research and to explore different ways of asking research questions in both theoretical and applied linguistics; (ii) to introduce the basic concepts and methodologies to execute linguistic research; (iii) to provide hands-on experience in data analysis in linguistics.
Module Content	Several topics module are presented in lectures and explored and/or discussed in class by several staff members.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Dornyei, Z. 2011. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press Gass, S. & S. Mackey (eds.). 2001. *Research Methods in Second Language Acquisition*. Oxford: Wiley-Blackwell. Goodal, Grant (ed.). 2022. *The Cambridge Handbook of Experimental Syntax.* Cambridge: Cambridge University Press. Schütze, Carson. 1996. *The Empirical Base of Linguistics: Grammaticality Judgments and Linguistic Methodology*. Chicago: Chicago University Press.
Assessment Details	**Assignment 1 (30%)** **Assignment 2 (70%)** Assessment will be based on the elaboration in two stages of a research proposal/project

Module Code	**LIU33008**
Module Name	**Semantics II**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/Michaelmas Term
Pre-requisites	LIU11011 *Semantics I*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Thomas Stephen
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 at an intermediate level. LO2. Characterise core semantic and pragmatic phenomena at an intermediate level 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 at an intermediate level. LO4. Explain how linguistic meaning interacts with other knowledge systems: general knowledge, contextual and cultural knowledge at an intermediate level.
Module Learning Aims	This module builds on the JF module *Semantics I* and it introduces students to an intermediate-level study of semantics. In particular, the module will focus on formal semantics (a.k.a. truth-conditional semantics), which studies the meaning of sentences. The main question explored in the module is how does a sentence end up associated with meaning?
Module Content	What is meaning? Meanings of sentences as truth conditions Compositional semantics Presuppositions Conversational implicatures Set theory Extensions and Intentions Presuppositional logic Nominal modifiers Verbal modifiers and events Tense and Aspect Referential expressions Quantifiers and quantifier rising Negative Polarity Items Modality Propositional attitudes
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Portner, Paul H. 2005. *What is meaning?* London: Wiley-Blackwell. Chierchia, Gennaro, McConnell-Ginet, Sally. 2000. *Meaning and Grammar*. Second edition. Cambridge, MA: MIT Press. Heim, Irene, Kratzer, Angelika. 1998. *Semantics in Generative Grammar*. London: Wiley-Blackwell.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (30%)** **Assignment 2 (60%)**

Semester 2

Module Code	LIU33009
Module Name	Applied Linguistics II
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	None
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Antoin Rodgers
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, receptive, and interactive skills 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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Bailey, K. 1998. *Learning About Language Assessment: Dilemmas, Decisions and Directions*. London: Heinle & Heinle. Green, A. 2021. *Exploring Language Assessment and Testing: Language in Action. 2nd Edition.* Routledge. McNamara, T. 2000. *Language Testing*. New York: Oxford University Press. [required textbook] Stansfield. 2008. 'Where we have been and where we should go.' *Language Testing, 25* (3), 311.

	Weir, C.J. 1990. *Communicative Language Testing*. London: Prentice Hall International.
	Weir, C.J. 2005. *Language Testing and Validation.* New York: Palgrave MacMillan.
	McNamara (2000) is a core textbook for this module. Green (2021) is also strongly recommended.
Assessment Details	**Assignment 1 (10%)**
	Assignment 2 (30%)
	In-class presentation focussing on one aspect of the language assessment process
	Assignment 2 (60%)
	Essay on analytical case study applying theoretical aspects of the module to a specific language test example

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
Learning Outcomes	On successful completion of this module, students should be able to:
	LO1. Identify recurrent correspondence patterns in a comparative word list from related languages.
	LO2. Explain some of the most important changes that account for the divergence of languages within a particular language family.
	LO3. Evaluate the merits of a phonological versus an analogical explanation for a language change.
	LO4. Utilize reconstructed vocabulary to make arguments about the material and social world of a pre-historic people.
Module Learning Aims	In this module, students will learn how languages are related to one another and how they change over time. At the conclusion of the module, students will be familiar with reconstruction and the comparison method, as well as the importance of analogy in the shaping of language histories. The module will give an introduction to descriptive and theoretical aspects of historical linguistics, covering phonetic, phonological, morphological and syntactic change with data from European and non-European languages.
Module Content	In the early 19th century, it was discovered that in some cases the words of today's languages have systematic correspondences between each other. For example, where Latin has a p- and English an f-, the corresponding Old Irish word begins with a vowel (*pater, father, athair; piscis, fish, iasc*). Using such correspondences linguists were able to reconstruct, Indo-European, the language ancestral to Latin, English and Irish. Groups of languages related by common descent are called 'language families'. Other large families include Sino-Tibetan, which gave rise to Tibetan, Chinese, Burmese and about 300 other languages, and Uralic, which

includes Finish, Hungarian, and many languages spoken by small populations in Russia.

This module will introduce students to the major language families of the world, the ways in which the relatedness of languages are demonstrated and the methods for reconstructing ancestral languages. In addition students will learn about those processes that shape languages through time, including the borrowing of vocabulary (e.g. the successive borrowing of 'chief' and 'chef' from the same French word into English under different social conditions of contact with speakers of French) and changes in grammar, such as the loss of 'thou' in English or the replacement of 'holpen' with 'helped'.

Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Campbell, L. 2013. *Historical Linguistics: An Introduction*. Edinburgh: Edinburgh University Press. 3rd edition. Dimmendaal, G. 2011. Historical Linguistics and the Comparative Study of African Languages. Amsterdam: John Benjamins. Fortson, B. 2009. Indo-European Language and Culture: An Introduction. 2nd Edition. Malden: Wylie.
Assessment Details	**Assignment 1 (20%)** **Assignment 2 (80%)**

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

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

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

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

	Selected chapters from: Schembri, A. C. and Lucas Ceil. 2015. *Sociolinguistics and Deaf Communities*. Cambridge University Press.
Assessment Details	**Assignment 1 (50%)** Annotation of a short video in ELAN **Assignment 2 (50%)** Create a Wiki

YEAR 4 - Senior Sophister

Semester 1

Module Code	**LIU44004**
Module Name	**Multilingualism**
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
Learning Outcomes	On successful completion of this module students should be able to: LO1. Understand general concepts and issues about individual and societal multilingualism. LO2**.** Summarise the principle findings that have emerged in multilingualism and language education, and multilingual language acquisition and development. LO3. Show the relevance of multilingualism research for the field of language learning. LO4. Critically evaluate existing theories of multilingualism in relation to our everyday life.
Module Learning Aims	This module is an exploration of individual and societal multilingualism.
Module Content	The goal of this module is to introduce students to issues and concepts in individual and societal multilingualism and to examine situations where several languages are present in an individual's language repertoire or speech community. The module takes as its point of departure multilingual individuals and the process of becoming multilingual throughout life. It will examine global, critical and interdisciplinary perspectives on the topic of multilingualism, addressing decolonisation and multilingualism in the Global South amongst other topics.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Cummins, J. (2021) *Rethinking the Education of Multilingual Learners.* Bristol: Multilingual Matters. McKinney, C., Makoe, P., & Zavala, V. (Eds.). (2024). *The Routledge handbook of multilingualism*. Routledge. Phipps, A. (2019). *Decolonising multilingualism: Struggles to decreate* (Vol. 1). Multilingual Matters.
Assessment Details	**Weekly topic essay 1 (25%)** **Weekly topic essay 2 (25%)** **Weekly topic essay 3 (25%)** **Weekly topic essay 4 (25%)** 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.

Module Code	**LIU44008**
Module Name	**Pragmatics II**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 1/Michaelmas Term
Pre-requisites	LIU22012 *Pragmatics I*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Thomas Stephen
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 at an intermediate level. LO2**.** Characterise core pragmatic and semantic phenomena at an intermediate level 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 at an intermediate level.
Module Learning Aims	This is an intermediate module on formal pragmatics.
Module Content	This module builds on the SF module *Pragmatics I* and provides an intermediate exploration formal pragmatics (e.g., dynamic pragmatics, discourse representation theory, etc.).
Recommended Reading List	[A more detailed reading list will be available on Blackboard]
Assessment Details	**Assignment 1 (40%)** **Assignment 2 (60%)**

Module Code	**LIU44006**
Module Name	**Language Policy and Planning**
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 Colin Flynn

Learning Outcomes	On successful completion of this module students should be able to: LO1. Demonstrate an understanding of key concepts in the field of language policy and planning. LO2. Critically evaluate different definitions of and approaches to language policy and planning. LO3. Identify the main policy and legislative measures that are currently being implemented as part of the effort to maintain and revitalize a specific language variety or group of language varieties. LO4. Discuss the significance of different language planning measures with reference to themes explored with the module.
Module Learning Aims	This module examines the theory and implementation of language policy and language planning in different international contexts and jurisdictions. The module will explore various definitions of language policy and how language policy is implemented through intervention (language planning). Students will develop an understanding of the complex historical and contemporary factors involved language planning decisions at local, national and international levels, with a particular focus on language vitality in a multilingual world.
Module Content	This module critically evaluates language policy and language planning in globalized and multilingual settings. Students will gain an advanced understanding of key definitions of policy and planning tools, and will explore competing approaches to language policy and planning from the perspective of language vitality. Through a series of case studies, the following themes will be explored: • legal status of languages and language rights, and the relationship between culture, attitudes and ideologies • globalisation, nationalism, ethnicity and identity • power, political economy, international communication including lingua franca; an obstacle • multilingualism as a resource or an obstacle, language revitalisation and endangerment.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Deumert, A. 2001. *Language planning: Models*. In R. Mesthrie (Ed.), *Concise Encyclopaedia of Sociolinguistics* (pp. 644-647). Amsterdam: Elsevier. Fishman, J. A. (Ed.) 2001. *Can Threatened Languages be Saved?* Clevedon, UK: Multilingual Matters. Hult, F. M., Johnson, D. C. (Eds.) 2015. *Research Methods in Language Policy and Planning: A Practical Guide*. Malden, MA: Wiley-Blackwell. Johnson, D. C. 2013. *Language Policy*. Basingstoke: Palgrave Macmillan. Lo Bianco, J. 2004. *Language Planning as Applied Linguistics*. In A. Davies & C. Elder (Eds.) *Handbook of Applied Linguistics* (pp. 738-762). Malden, MA: Blackwell Publishing Ltd. Ó Flatharta, P. 2015. Language schemes – a useful policy tool for language planning? *Current Issues in Language Planning, 16*(4), 378-391. doi:10.1080/14664208.2014.979648 Ó Laoire, M. 2005. The language planning situation in Ireland. *Current Issues in Language Planning, 6*(3), 251-314. Ó Laoire, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. *Language, Culture and Curriculum, 25*(1), 17-25.

	Ricento, T. (Ed.) 2006. *An Introduction to Language Policy: Theory and Method.* Oxford: Blackwell. Spolsky, B. 2004. *Language Policy*. Cambridge: Cambridge University Press. Williams, C. H. 2023. *Language policy and the new speaker challenge: Hiding in plain sight*. Cambridge: Cambridge University Press. Wright, S. 2016. *Language Policy and Language Planning: From Nationalism to Globalisation* (2nd ed.). Basingstoke: Palgrave Macmillan.
Assessment Details	**Assignment 1 (50%)** **Assignment 2 (50%)**

Module Code	**LIU44007**
Module Name	**Language Learning and Technology**
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 Neasa Ní Chiaráin
Learning Outcomes	On successful completion of this module students should be able to: LO1. Engage in the study of the role of technology in language acquisition/learning. LO2**.** Demonstrate how a language learning artefact can target a specific dimension of linguistic competence. LO3. Demonstrate an understanding of how language learning platforms can be developed that exploit digital technology. LO4. Develop an educational application/artefact that addresses a specific language learning goal, and/or evaluate the theoretical underpinning of specific technology-based approaches to language learning.
Module Learning Aims	This module aims to: • with a broad understanding of language learning • to familiarise students with some pedagogical considerations and second language acquisition theory as a necessary underpinning to the use of technology in language learning • familiarise students with a range of speech and language technologies that can be deployed in educational applications • provide students with practical skills in the design/development of digital educational content • provide students with frameworks with which digital language learning content may be evaluated • give students experience in creating their own prototype digital materials

Module Content	This module introduces students to current digital resources and technology-based approaches to language learning. A brief overview of essential considerations is presented and discussion includes the fundamental place of second language acquisition and pedagogical theory in the design of digital language learning content. In the course of the module, students are shown how they might develop their own language learning materials, focusing on one specific linguistic goal. They are also required to engage with the evaluation of existing language learning platforms, in a way that considers the theoretical underpinning as well as the practical dimensions. In these tasks group work is emphasised.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Stockwell, Glenn. 2012. *Computer-assisted language learning: diversity in research and practice.* Cambridge: Cambridge University Press. Murray, Liam. 2016). *The Routledge handbook of language learning and technology*, Abingdon: Routledge.
Assessment Details	**Assignment 1 (10%)** **Assignment 2 (40%)** **Assignment 3 (50%)**

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
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:

	• 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	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Lecture notes written by Carl Vogel. Jurafsky, D. and J. Martin. 2000. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition*. Prentice Hall. ISBN: 0-130950696. Gazdar, Gerald and Chris Mellis. 1989. *Natural Language Processing in Prolog*. Addison Wesley. Nugues, P. M. 2006. *An Introduction to Language Processing with Perl and Prolog*. Springer. Pereira, Fernando and Stuart Shieber. 1987. *Prolog and Natural-Language Analysis*. Stanford: CSLI Publications.
Assessment Details	**Assignment 1 (10%)** Incremental exercises, including computational grammar development **Assignment 2 (90%)** Essay

Module Code	**LIU44005**
Module Name	**Phonology III**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	LIU22008 *Phonology II*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Craig Sailor

Learning Outcomes	On successful completion of this module students should be able to: LO1. Identify and structure a research question in the context of relevant literature. LO2. Analyse data within a current model of phonological theory. LO3. Present data as evidence in support of a theoretical argument in phonology. LO4. Critically evaluate different phonological theories. LO5. Manage and write an independent research project.
Module Learning Aims	This module is a proseminar and aims to support and foster advanced research in phonology through the exploration of a specific topic arising from current research in phonological theory.
Module Content	This module builds on the JF module *Phonetics and Phonology I* and the SS module *Phonology II* and introduces the students to advanced topics in phonological theory. The topic of the module changes from year to year, and is chosen on the basis of current theoretical debates in the field. As a discussion-based proseminar-style module, each week we will discuss one or more readings from the primary literature. These roundtable discussions will be led by the instructor for the first few weeks, after which they will be led by the students. For the primary assessment, students will write an original research paper on a topic of their choosing in phonological theory (pending instructor approval).
Recommended Reading List	[A more detailed reading list will be available on Blackboard] The recommended reading list changes depending on the topic of the year.
Assessment Details	**Assignment 1 (30%)** Attendance and participation in the discussions (both as audience member and as discussion leader) **Assignment 2 (70%)** Students write an original research paper on a topic in phonological theory

Module Code	**LIU44009**
Module Name	**Syntax III**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	LIU22005 *Syntax II*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Prof Valentina Colasanti

Learning Outcomes	On successful completion of this module students should be able to: LO1. Identify and structure a research question in the context of relevant literature. LO2. Analyse data within a current model of syntactic theory. LO3. Present data as evidence in support of a theoretical argument in syntax. LO4. Critically evaluate different syntactic theories. LO5. Manage and write an independent research project.
Module Learning Aims	This module is a proseminar and aims to support and foster advanced research in syntax through the exploration of a specific topic or the syntax of a specific language family arising from current research in syntactic theory.
Module Content	This module builds on the JF module *Syntax I* and the SF module *Syntax II* and introduces the students to advanced topics in syntactic theory. The topic of the module changes from year to year, and is chosen on the basis of current debates in the field. As a discussion-based proseminar-style module, each week we will discuss one or more readings from the primary literature. These class discussions will be led by the instructor for the first few weeks, after which they will be led by the students.
Recommended Reading List	[A more detailed reading list will be available on Blackboard] The recommended reading list changes depending on the topic of the year.
Assessment Details	**Assignment 1 (30%)** Attendance and participation in the discussions (both as audience member and as discussion leader) **Assignment 2 (70%)** Students write an original research paper on a topic in syntactic theory (pending instructor approval)

Module Code	**LIU44010**
Module Name	**Semantics III**
ECTS Weighting	5 ECTS
Semester/Term Taught	Semester 2/Hilary Term
Pre-requisites	LIU33008 *Semantics II*
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Coordinator**: Dr Thomas Stephen
Learning Outcomes	On successful completion of this module students should be able to: LO1. Identify and structure a research question in the context of relevant literature. LO2. Analyse data within a current model of semantic theory. LO3. Present data as evidence in support of a theoretical argument in semantics. LO4. Critically evaluate different semantic theories. LO5. Manage and write an independent research project.

Module Learning Aims	This module is a proseminar and aims to support and foster advanced research in semantics through the exploration of a specific topic arising from current research in semantic theory.
Module Content	This module builds on the JF module *Semantics I* and the JS module *Semantics II* and introduces the students to advanced topics in semantic theory through the exposure to primary literature. This discussion-based proseminar-style module comprises few discussion sessions by the instructor to set the stage before moving to student-led discussion of readings. Students will be responsible for presenting and discussing papers. The topic of the seminar changes from year to year but it is chosen on the basis of current theoretical debates in semantic theory.
Recommended Reading List	[A more detailed reading list will be available on Blackboard] The recommended reading list changes depending on the topic of the year.
Assessment Details	**Assignment 1 (30%)** Attendance and participation in the discussions (both as audience member and as discussion leader) **Assignment 2 (70%)** Students write an original research paper on a topic in semantic theory (pending instructor approval)

Module Code	**LIU44011**
Module Name	**Linguistics Capstone Project**
ECTS Weighting	20 ECTS
Semester/Term Taught	Semester 1/Michaelmas Term and Semester 2/Hilary Term
Pre-requisites	*LIU33006 Research Methodology* (or equivalent)
Contact Hours	**Direct hours** = 0 **Indicative hours** = 100
Module Personnel	**Module Coordinator:** Prof Valentina Colasanti
Learning Outcomes	On successful completion of this module students should be able to: LO1. Apply principles of research design and implement a research project. LO2**.** Demonstrate critical thinking about problems concerning language. LO3. Demonstrate skills of analysis and the ability to communicate research findings to a range of potential audiences. LO4. Demonstrate an in-depth knowledge of a particular topic in linguistics. LO5. Manage and write an independent research project.
Module Learning Aims	All students doing a Linguistics Capstone Project are expected to produce a significant piece of original academic work focusing mostly (but not only) in one or more subareas of Linguistics. According to the definition of what constitutes a high-quality capstone project was approved by University Council on 10 April 2019:

	"The capstone project –through defined differently by different subjects – is the common element across all degree exit routes and it weighted 20 ECTS. It requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the graduate attributes."
Module Content	Each student doing a capstone in Linguistics will have a supervisor, which will be chosen at the beginning of September in consultation with the TJH Linguistics Course Director.
Recommended Reading List	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Podesva, Robert J. and Devyani Sharma. 2014. *Research Methods in Linguistics*. Cambridge: Cambridge University Press. Wray, Alison and Aileen Bloomer. 2006. *Projects in Linguistics: A Practical Guide to Researching Language*. 2nd ed. London: Hodder Education.
Assessment Details	**Assignment 1 (100%)** Students will submit an individual research project during Hilary term (maximum 10,000 words), which is worth 80% of the mark. 20% of the mark is awarded on the basis of an in-class presentation of the project during Hilary term.