# Module Sign-up Brochure 2025-26

## *Q1T4: Linguistics with Chinese/Japanese*

## Year Abroad going into Stage 3

## 1. Do your research

Read through the information on the SELLL website carefully and ask if you have any questions. If you're unsure of what modules you should be choosing, email UGOffice.elll@newcastle.ac.uk.

## 2. Sign up Online: Wednesday 30th April, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto The Student Portal. https://studentportal.ncl.ac.uk/.
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **12th May at 8:00pm**.
- Further guidance and screenshots are available here: https://www.ncl.ac.uk/students/student-portal/.

## FAQs

**How do I take an outside module?**
Modules not listed on your degree regulations will not appear in this brochure and will not be available to you in the Student Portal. Instead you will need to select 'HSS dummy module(s)'. Then you will need to fill in a module change form at the beginning of Semester 1 to change from the dummy module to your chosen outside module.

**How long will module selection take?**
A few minutes.

**What if I suffer technical problems?**
Please don't panic. You can call IT on 0191 208 5559 to log the issue. Alternatively, you can email elll@ncl.ac.uk and we will try to assist you.

**Will I get my first choice of modules?**
Not necessarily. We recommend that you login and submit your choices as soon as possible. We'd also recommend having back-up modules in mind, in case your first choices are full. This is why it's important to read the module descriptions and make your decisions before the portal opens.

**I need further advice and guidance. Who should I ask?**
If your question is in regard to a specific module, please contact the module leader listed in the module descriptions, via email. If the module leader is to be confirmed (TBC), the head of subject is listed and will also be able to answer your questions. If you don't understand your programme regulations please contact your Degree Programme Director (DPD): Daniel.Duncan@newcastle.ac.uk. If, after reading the module descriptions, you're struggling to decide which modules to take you can contact your personal tutor via email.

**I had arranged to have a semester abroad next year. What should I do?**
If you haven't done so already, please contact Niamh Kelly (Niamh.kelly@newcastle.ac.uk) to discuss your options.

**What if I change my mind or make a mistake?**
If your choices do not comply with your regulations, they will be rejected and we will contact you to choose all your modules again – if you do not respond by the given deadline, modules will be chosen for you. If you change your mind you will be given the opportunity to change your modules at a later date. Further information will be released closer to the time.

# Rules of your Programme

***You must have a total of 120 credits with either a 60/60, 50/70 or 70/50 credit split across the semesters***

Circle or highlight your choices, then add up your credits in the total column

| Rules | Code | Module Title | Total Credits | Sem 1 | Sem 2 |
|---|---|---|---|---|---|
| *Japanese/Chinese* **Compulsory** | JPN4013 | Level C (HE Advanced) Japanese 1 | 20 | 10 | 10 |
| | JPN4014 | Level C (HE Advanced) Japanese 2 | 20 | 10 | 10 |
| | JPN4062 | Level D (Further HE Advanced) Japanese 1 | 20 | 10 | 10 |
| | JPN4063 | Level D (Further HE Advanced Japanese 2 | 20 | 10 | 10 |
| | CHN4013 | Level C (HE Advanced) Chinese 1 | 20 | 10 | 10 |
| | CHN4014 | Level C (HE Advanced) Chinese 2 | 20 | 10 | 10 |
| | CHN4062 | Level D (Further HE Advanced) Chinese 1 | 20 | 10 | 10 |
| | CHN4063 | Level D (Further HE Advanced) Chinese 2 | 20 | 10 | 10 |
| *Independent Work* **Pick 1** | SEL3326 | Extended Study 1: Linguistics and English Language | 20 | 20 | |
| | SEL3327 | Extended Study 2: Linguistics and English Language | 20 | | 20 |
| | SML4099 | Dissertation | 20 | 10 | 10 |
| | SEL3413 | Language and Ageing | 20 | 20 | |
| | SEL3430 | Advanced Second Language Acquisition | 20 | | 20 |
| | SEL3431 | Laboratory Phonology | 20 | | 20 |
| | SEL3441 | Medieval and Early Modern Meaning: English Historical Semantics | 20 | | 20 |
| | SEL3448 | Current Issues in Linguistics | 20 | 20 | |
| | SEL3454 | New Words in English | 20 | 20 | |
| *Additional Options (if not already studied at Stage 2)* **Pick 0 or 1** | SEL2000 | Phonological Theory | 20 | 20 | |
| | SEL2089 | Syntactic Theory | 20 | 20 | |
| | SEL2234 | Pragmatic Theory | 20 | 20 | |
| | SEL2235 | CHiLD: Current Hypotheses in Language Development | 20 | | 20 |
| | SEL2237 | Introduction to Second Language Learning and Teaching | 20 | 20 | |
| | SEL2239 | Experimental Practicum | 20 | | 20 |
| | SEL2441 | Philosophy of Linguistics | 20 | | 20 |
| | | **TOTAL** | | | |

# Module Descriptions

***Further details of each module can be found in the module catalogue:***
**https://www.ncl.ac.uk/module-catalogue/**

## JPN4013 – Level C (HE Advanced) Japanese 1

### Module Leader: Ms Etsuko Suda

**Semesters 1, 20 credits total**
**Pre-requisites:** the students are expected to have completed Japanese language level B **(JPN2010)**.

This module provides students with upper intermediate/advanced language competence to cope with the linguistic demands of real life in general. Students will build upon the achievements made during the year abroad in Japan, increasing their knowledge of vocabulary and grammatical structures at intermediate and post-intermediate levels. They will be able to read a wide range of un-edited materials (e.g., literary works, newspapers, essays, magazines, etc.) dealing with a variety of topics and to understand a wide range of spoken Japanese (e.g., news, TV dramas, etc.).

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 50 | Written assessment containing kanji, vocabulary, grammar, reading and writing |
| Portfolio | Mid | 25 | Online kanji & vocabulary exercises and writing/translation exercise |
| Oral presentation | Mid | 25 | Presentation using slides |

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## JPN4014 – Level C (HE Advanced) Japanese 2

### Module Leader: Ms Etsuko Suda

**Semesters 2, 20 credits total**
**Pre-requisites:** the students are expected to have completed Japanese language level B **(JPN2010)** and level C 1 **(JPN4013)**.

This module provides students with upper intermediate/advanced language competence to cope with the linguistic demands of real life in general. Students will build upon the achievements made during the year abroad in Japan, increasing their knowledge of vocabulary and grammatical structures at intermediate and post-intermediate levels. They will be able to read a wide range of un-edited materials (e.g., literary works, newspapers, essays, magazines, etc.) dealing with a variety of topics and to understand a wide range of spoken Japanese (e.g., news, TV dramas, etc.).

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 50 | Written assessment containing kanji, vocabulary, grammar, reading and writing |
| Oral exam | Mid | 25 | Speech and Q&A |
| Portfolio | Mid | 25 | Online kanji & vocabulary exercises, and writing/translation exercise |

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# JPN4062: Level D (HE Further Advanced) Japanese 1

## Module Leader: Mrs Kumi Casey

**Semesters 1, 20 credits total**

**Pre-requisites: JPN4010** Level C (for those students who started with Level B) or streaming test for access to Level D for those students who started with level A.

This module provides students with academic competence in advanced Japanese. Students will master vocabulary, grammatical structures, writing and speaking styles at an advanced level. By the end of the module, students will be able to write in a variety of written Japanese styles; students will be able to read a wide range of real-world texts; students will have developed the ability to converse confidently in the target language.

In addition to the above objectives, this module also aims to

1) To develop an appropriate level of intercultural sensitivity in students to enable successful interpersonal communication in a range of different situations.

2) To continue to equip students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 40 | Reading and comprehension, grammar, kanji script test and Business Japanese |
| Digital exam | Mid | 20 | Translation: Canvas online test |
| Professional skill | Mid | 40 | Writing and Speaking: Sakubun 400 characters and oral presentation |
| Portfolio | Mid | Formative | Business Japanese: individual tasks and group tasks are given in class |

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# JPN4063: Level D (HE Further Advanced) Japanese 2

## Module Leader: Mrs Kumi Casey

**Semesters 2, 20 credits total**

**Pre-requisites: JPN4063**

This module provides students with academic competence in advanced Japanese. Students will master vocabulary, grammatical structures, writing and speaking styles at an advanced level. By the end of the module, students will be able to write in a variety of written Japanese styles; students will be able to read a wide range of real-world texts; students will have developed the ability to converse confidently in the target language.

In addition to the above objectives, this module also aims to

1) To develop an appropriate level of intercultural sensitivity in students to enable successful interpersonal communication in a range of different situations.

2) To continue to equip students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 40 | Reading and comprehension, grammar, kanji script test and Business Japanese |
| Written exercise | Mid | 40 | Sakubun – 1800-2000 characters, oral presentation and Q&A |
| Professional skill | Mid | 20 | Community interpreting |

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# CHN4013: Level C (HE Advanced) Chinese 1

## Module Leader: Dr Fang Su

**Semesters 1, 20 credits total**
**Pre-requisites: CHN2010**

This module aims to provide students with comprehension skills of upper intermediate/advanced levels to cope with the linguistic demands of real life in general, personal and social contexts. Students will increase their knowledge of vocabulary and grammatical structures at intermediate and post-intermediate levels. By the end of the module, students will be able to converse confidently and naturally—both orally and in writing—using language suited to a variety of situations.

Content aims:
(1) To provide students with sufficient language competence to cope with the linguistic demands of real life in general, personal and social contexts.
(2) To develop an appropriate level of inter-cultural sensitivity in students.
(3) To continue to provide students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 50 | Written assessment containing vocabulary, grammar and reading comprehension |
| Portfolio | Mid | 25 | Writing assignment and regular vocab/grammar tests |
| Oral presentation | Mid | 25 | Presentation using slides |

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# CHN4014: Level C (HE Advanced) Chinese 2

## Module Leader: Dr Fang Su

**Semesters 2, 20 credits total**
**Pre-requisites: CHN4013**

This module aims to provide students with comprehension skills of upper intermediate/advanced levels to cope with the linguistic demands of real life in general, personal and social contexts. Students will increase their knowledge of vocabulary and grammatical structures at intermediate and post-intermediate levels. By the end of the module, students will be able to converse confidently and naturally—both orally and in writing—using language suited to a variety of situations.

Content aims:
(1) To provide students with sufficient language competence to cope with the linguistic demands of real life in general, personal and social contexts.
(2) To develop an appropriate level of inter-cultural sensitivity in students.
(3) To continue to provide students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 50 | Written assessment, containing grammar, reading comprehension, and a short essay section |
| Oral examination | Mid | 25 | Speech and Q&A |
| Portfolio | Mid | 25 | 1 Writing assignment and regular vocab/grammar tests |

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# CHN4062: Level D (HE Further Advanced) Chinese 1

## Module Leader: Miss Linlin Fang

**Semesters 1 & 2, 40 credits total**

**Pre-requisites: Students must either complete Level C (for those students who started at Level B) or pass the streaming test (or have HSK5 equivalent level) if they started at Level A.**

This module provides students with academic competence in advanced Chinese. Students will master vocabulary, grammatical structures, writing and speaking styles at an advanced level. By the end of the module, students will be able to write in a variety of written Chinese styles; students will be able to read a variety of authentic texts; students will have developed the ability to converse confidently in Chinese.

In addition to the above objectives, this module also aims to
1) To develop an appropriate level of intercultural sensitivity in students to enable successful interpersonal communication in a range of different situations.
2) To continue to equip students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Digital exam | Mid | 20 | Tests translation skills |
| Written exam | End | 40 | Vocabulary, reading comprehension and business Chinese |
| Portfolio | Mid | 40 | A portfolio task including writing assignments and speaking presentations |

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# CHN4063: Level D (HE Further Advanced) Chinese 2

## Module Leader: Miss Linlin Fang

**Semesters 2, 20 credits total**

**Pre-requisites: CHN4062**

This module provides students with academic competence in advanced Chinese. Students will master vocabulary, grammatical structures, writing and speaking styles at an advanced level. By the end of the module, students will be able to write in a variety of written Chinese styles; students will be able to read a variety of authentic texts; students will have developed the ability to converse confidently in Chinese.

In addition to the above objectives, this module also aims to
1) To develop an appropriate level of intercultural sensitivity in students to enable successful interpersonal communication in a range of different situations.
2) To continue to equip students with the necessary skills to become better language learners.

| Component | When Set | % | Comment |
|---|---|---|---|
| Digital exam | Mid | 20 | Tests translation skills |
| Written exam | End | 40 | Vocabulary, Reading comprehension and Business Chinese |
| Portfolio | Mid | 40 | A portfolio task including writing assignments and speaking tasks |

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# SEL3326/7: Extended Study: Linguistics and English Language

## Module Leader: Dr Gabriel Martinez Vera

**Semester 1 or 2, 20 credits**

**No pre-requisites**

This module aims to allow students to develop in depth a topic which may draw on but also extend material studied in one (or more) of their English Language and Linguistics modules. To foster independent thinking and develop research skills in critical thinking, writing and presentation. These aims will be achieved by students doing independent research in an English language/linguistics topic, and writing up their results in an extended essay (5000 words). In this, they will be helped by a supervisor, i.e. a member of staff with relevant expertise in the general topic area that the student is working in.

| Component | When Set | % | Comment |
|---|---|---|---|
| Essay | End | 100 | 5000 words |

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## SML4099 – Dissertation/T&I Project

### Module Leader: Dr Damien Hall

**Semesters 1 & 2, 20 credits total**
**No pre-requisites**

This module aims to allow students to undertake independent research into a specialised area with individual supervision. Students may choose an appropriate topic with guidance from the module leader or supervisor. The area studied should normally fit in with the areas of expertise amongst SML staff, including European, Latin American and Chinese and Japanese film, literature, history and linguistics. Exceptionally in some years, if the topic dictates it, members of academic staff outside SML can supervise dissertations. The chosen topic should be within a broad area which the student has studied previously. There will be four workshops led by the module leader within which students will learn and develop research skills and present their own research. Each student will receive at least four hours of individual supervision (up to a maximum of six where necessary). This module is particularly appropriate for students considering postgraduate study.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exercise | Mid (sem 1) | Formative | Dissertation proposal: 250-500 words, to be accepted by supervisor by the end of Induction week |
| Written exercise | Mid (sem 1) | 20 | Dissertation Plan (800 words) |
| Dissertation | End (sem 2) | 80 | 6000-word dissertation |

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## SEL3413: Language and Ageing

### Module Leader: Dr Heike Pichler

**Semester 1, 20 credits**
**Pre-requisites: SEL1032 - Students who did not take SEL2091 Stage 2 are strongly advised to consult the module leader before registering for this module.**

**Incoming exchange students need a good foundation variationist sociolinguistics (esp. in terms of fieldwork methods & data analysis).**

This advanced module in sociolinguistics takes a multi-disciplinary approach to examining patterns of language variation and change in later life. It teaches students the key methodological challenges and theoretical imperatives for studying the language use of older adults, and explores with them how insights from gerontology, geriatrics and cognitive psychology can enrich our understanding of the mechanisms underpinning language variation and change in older adults. Students will learn to apply the following to the analysis and interpretation of vernacular speech data from older adults: advanced methodological tools from variationist sociolinguistics; ongoing discoveries about language and ageing from across the language sciences; and multi-disciplinary insights into the complexity of age

and ageing from the health and social sciences. Students will also participate in reciprocal intergenerational learning activities with older community members, which will enhance their intergenerational communication skills and support their development as socially responsive and responsible citizens in age-friendly communities. These activities will also ensure that students' findings from their project work reach a wider audience of non-linguists.

| Component | When Set | % | Comment |
|---|---|---|---|
| Research paper | Mid | 75 | 2750-word essay reporting results of data analysis exercise |
| Report | End | 25 | 500-word report (prepared as a group or, where appropriate, individually) |
| Written exercise | Mid | Formative | 500-word research paper outline or abstract |

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## SEL3430: Advanced Second Language Acquisition

### Module Leader: Dr Sujeewa Hettiarachchi

**Semester 2, 20 credits**

**Pre-requisites: SEL1027 & SEL2237**

This module will advance students' understanding of different aspects and theories of Second Language Acquisition (SLA). It will explore how different acquisition contexts (e.g. classroom learning vs. community acquisition), different external factors (e.g. cognitive, psychological, social), and different literacy levels affect second language development. It will also examine how universals and first-language transfer affect second language acquisition across different linguistic domains (morpho-syntax, phonology, lexicon). Students will acquire advanced knowledge of SLA theories and develop advanced skills in analysing second language data.

| Component | When Set | % | Comment |
|---|---|---|---|
| Essay | Mid | 30 | 1500 words |
| Essay | End | 70 | 2500 words |
| Report | Mid | Formative | 500-word report on an aspect of SLA |

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## SEL3431: Laboratory Phonology

### Module Leader: Dr Rory Turnbull

**Semester 2, 20 credits**

**Pre-requisites: SEL1027 & SEL2000**

This module aims to develop students' research skills by bringing together phonological theory and experimental techniques. The module will cover skills related to reading literature in Laboratory Phonology, becoming familiar with experimental techniques in the field, and designing experiments.

This course examines the relationship between phonological theory and experiments. The specific topics covered will vary from year to year. The topics covered may include one or more of the following: intonation and prosody, phonation, speech perception, typological patterns in phonology, computational linguistics, statistical techniques, among others. A detailed schedule will be provided at the start of the module.

| Component | When Set | % | Comment |
|---|---|---|---|
| Research paper | End | 75 | 2500-3000 words |
| Lab report | Mid | 25 | 1000 words |

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# SEL3441: Medieval and Early Modern Meaning: English Historical Semantics

## Module Leader: Dr Adam Mearns

**Semester 2, 20 credits**

**Pre-requisites: SEL1028**

This module gives you the chance to explore a fundamental aspect in the history of the English language: the meanings of words and the ways in which they have changed across the centuries, from Old English (c.500-1100 AD), through Middle English (c.1100-1500), and into Early Modern English (c.1500-1750). We will examine both the evolving meanings of individual words and the crucial issue of how groups of related words work together in lexical and semantic fields, with changes in individual terms often having much wider implications for the way in which certain areas of life and human experience were conceived, discussed, and represented in the literature of earlier periods. To add depth to our investigation of these issues, we will also consider the sociohistorical contexts and their impact, e.g. in terms of the way in which key events established channels for loanwords from other languages to enter, and change, the vocabulary of English. As well as helping you to develop a detailed understanding of the English lexicon in its historical context, this module provides an opportunity for you to enrich your understanding and skills in the wider study of language and linguistics in two key areas. First, it will introduce you to current frameworks that inform not only the study of English historical semantics, but of lexical semantics in general and linguistic features more broadly, encouraging you to make a critical evaluation of their strengths and weaknesses as you apply them to the study of medieval and early modern English words. Second, with the module's focus on empirical data, you will be further enhancing your general analytical skills and your familiarity in working with cutting-edge digital resources, in the form of the online dictionaries, thesauruses, databases, and corpora of historical English texts that will be at the heart of your research.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exercise | Mid | 20 | 750-word 'lexical sketch' |
| Essay | End | 80 | 3000-word essay |

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# SEL3448: Current Issues in Linguistics

## Module Leader: Dr Gabriel Martinez Vera

**Semester 1, 20 credits**

**Pre-requisites: SEL2230 or SEL2237**

This module examines current debates and cutting-edge scholarly research in linguistics, focusing primarily on key research from the last 5-10 years. Each year this module covers a specialist topic spanning the subject area's world-class research expertise in linguistic theory, language evolution, acquisition and development, and language variation and change. Primary literature in the chosen topic will be discussed at length, building critical thinking skills by concentrating on current state-of-the-art research in the field. Students will take an active role in leading the discussion, gaining key skills in presentation of complex research and an in-depth understanding of knowledge creation within the field. The core topic for academic year 2025-26 is Multilingualism.

| Component | When Set | % | Comment |
|---|---|---|---|
| Portfolio | Mid | 60 | A portfolio including oral presentation about current primary research and written reflections regarding engagement with primary research, 1500-2000 words |
| Written exercise | End | 40 | Mock academic peer review exercise, 1000 words |

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# SEL3454: New Words in English

## Module Leader: Dr William van der Wurff

**Semester 1, 20 credits**

**Pre-requisites: SEL1027**

The themes to be covered in the lectures (further discussed/applied in the small group classes) will include: data and methods of data collection, the structure of different types of new words, the issue of morphological productivity, issues in measuring lexical frequency, new lexis in recent English, and theoretical issues involved in the study of these topics. Special attention will be paid to practical issues arising in doing actual research on new words.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written examination | Mid | 35 | 50-minute examination testing knowledge and understanding of methods and concepts of new-word analysis |
| Essay | End | 65 | Final essay, testing ability to collect and analyse data for the purpose of answering a research question |

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# SEL2000: Phonological Theory

## Module Leader: Dr Rory Turnbull & Dr Niamh Kelly

**Semester 1, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1027**

A course in intermediate phonology, this module builds on the foundations laid in SEL1027, introducing theoretical models of phonology. The aim is for students to investigate a number of phonological models, including both derivational and optimality theoretic, in order for them to come to an understanding of how evidence and argumentation are used in phonological theory building.

| Component | When Set | % | Comment |
|---|---|---|---|
| Problem solving exercise | Mid | 20 | This will consist of a data analysis problem set |
| Essay | End | 80 | 2000-word essay |

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# SEL2089: Syntactic Theory

## Module Leader: Dr Geoffrey Poole

**Semester 1, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1028**

Following on from SEL1028, this module provides a more comprehensive and deeper understanding of the syntax of natural language with modern English as the main object of study. Topics to be addressed may include phrase structure (X'-Theory), argument structure (theta-roles), Case, agreement, noun phrase structure, binding, various kinds of movement, architecture of grammar and syntactic variation. Not necessarily all of these are covered every year.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | End | 100 | 24 hr take-home exam (3000 words) |
| Written exercise | Mid | Formative | Portfolio of semi-weekly problem sets (pre and post seminar) |

# SEL2091: Sociolinguistics

## Module Leader: Dr Daniel Duncan

**Semester 1, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**No pre-requisites**

This module builds on the knowledge of language variation & change and data analysis skills obtained in SEL1032 in order to develop a fuller understanding of sociolinguistics. It introduces this domain of linguistics from two perspectives:

- Microsociolinguistics, the study of language variation and change at the level of individuals, groups, and communities. With particular emphasis on the framework of variationist sociolinguistics, the module explores how linguistic variation is influenced by societal factors like social class and ethnicity.
- Macrosociolinguistics, the study of language at the societal level. With particular emphasis on the sociology of language, the module explores how society shapes broader linguistic outcomes like language maintenance or shift, language endangerment, and the development of pidgins and creoles.

This module refines data analysis skills by further developing quantitative reasoning skills. It adds basic inferential statistics to the analytical toolkit and explores how these are used to refine and test linguistic hypotheses.

| Component | When Set | % | Comment |
|---|---|---|---|
| Reflective Log | Mid | 20 | Sociolinguistic interview and reflection, 500 words in total. |
| Portfolio | End | 80 | Quantitative and qualitative research write-up, 3000 words in total. |
| Problem Solving Exercises | Mid | Formative | N/A |

# SEL2212: Early English: Texts, Patterns and Varieties

## Module Leader: Professor Karen Corrigan

**Semester 2, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites:** Students must have completed **SEL1032** or have the permission of the module leader to enrol on this module. For incoming exchange students: basic introductory course(s) in linguistics.

Module aims:

- To develop students' competence in reading texts from a variety of periods in the history of English;
- To develop students' ability to analyse linguistic features of texts;
- To build on the knowledge and skills relating to language change gained in SEL1032 (Language Variation and Change);
- To enhance students' knowledge of the processes by which the English language has evolved into its present-day state;
- To develop competence in using dictionaries, historical corpora and other electronic resources.

| Component | When Set | % | Comment |
|---|---|---|---|
| Essay | Mid | 40 | 1500 words |
| Written Exercise | End | 60 | Section 1: Text Analysis. Section 2: Essay (c.2500 words total) |

# SEL2234: Pragmatic Theory

## Module Leader: Dr Gabriel Martinez Vera

**Semester 1, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1027 & SEL1028**

This module concentrates on the study of meaning at the level of pragmatics, i.e., on how we create meaning from the linguistic expressions that we utter in context (e.g., in exchanges). It introduces foundational notions in pragmatics and provides tools to analyse phenomena in the field. It further discusses pragmatics and its relation to other domains of grammar and introduces different research methods to collect and annotate data.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exercise | Mid | 25 | 1000-word written exercise |
| Essay | End | 75 | 2500-word essay |

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# SEL2235: CHiLD Current Hypotheses in Language Development

## Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

**Semester 2, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1027 & SEL1028**

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation - sounds and words and phrases and whole utterances and meanings - but within a given level, even simple forms can be derived from multiple interacting pieces of knowledge. Yet as speakers of any given language, we are often blissfully unaware of how much we need to know in order to be able to communicate with language.

One of the most striking things about language is that all typically-developing children learn their native language flawlessly, especially when compared to adults trying to accomplish the same task. This is true despite adults' superior cognitive skills. Children of the world seem somehow suited for language acquisition in a way that adult humans - and other animals - are not.

In this module, we survey the broad topic of language acquisition, focusing not only on children's developmental trajectory, but also on what knowledge of language is, how language acquisition relates to cognition in general, and acquisition of language by speakers with sensory or cognitive deficits.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written exam | Mid | 60 | In-person exam to objectively test student understanding of foundational notions and empirical discoveries in Child Language Acquisition |
| Written exercise | End | 40 | Abstracts written exercise: Students will write two conference-level abstracts distilling two linguistic studies reporting on child language acquisition. 1000 words or equivalent |
| Written exercise | End | 75 | 3000-word research project |

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# SEL2237: Introduction to Second Language Learning and Teaching

## Module Leader: Dr Sujeewa Hettiarachchi

**Semester 1, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1027**

This module introduces students to the fundamental theories and practices involved in learning and teaching second languages. It explores the relationship between key concepts in second language acquisition (SLA) and the dominant approaches and methods in English language teaching (ELT), situating them within their theoretical and historical contexts. By engaging with both learning and teaching perspectives, this module equips students with the knowledge and skills to critically evaluate SLA theories and teaching methodologies, preparing them for advanced academic and professional roles in language education.

| Component | When Set | % | Comment |
|---|---|---|---|
| Problem solving exercise | Mid | 50 | 2000-word problem-solving exercise |
| Essay | End | 50 | 2000-word essay |

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## SEL2239: Experimental Practicum

### Module Leader: Dr Rebecca Woods and Dr Emma Nguyen

**Semester 2, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

The job of a linguist is to scientifically study language in order to capture and explain patterns of linguistic structures and language usage. In order to do this, a linguist makes use of certain tools in their toolbox. The aim of the Practicum module is to provide students with practical research experience and skills while working under the supervision of an established researcher. Additionally, students would be introduced to the methodologies and approaches to data analysis used in formal linguistic investigations of language acquisition.

Students will gain hands-on research experience by being able to contribute to at least one of the following elements of the research process:

- Information gathering, including systematic literature searches and evidence synthesis

- Aspects of data collection, including building studies to be run in the Linguistics Lab and/or Science Adventures and/or on data collection platforms

- Data manipulation, including data screening and cleaning, data entry/ transcription/coding, and data analysis

Whereas a course on language acquisition and development (e.g. SEL2235 and SEL3438) may focus on the process of development and what it means to become a speaker of a language, this course focuses specifically on how we experimentally investigate acquisition and the competence of language learners through carefully designed linguistic experiments and the practical application of this knowledge.

| Component | When Set | % | Comment |
|---|---|---|---|
| Oral presentation | Mid | 30 | Present in person a 10-minute small group presentation for a proposed CLA experiment with 5 minutes for questions |
| Reflective log | End | 70 | A structured research diary completed throughout the semester |

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## SEL2441: Philosophy of Linguistics

### Module Leader: Dr Geoff Poole

**Semester 2, 20 credits**

*Students may take up to one stage 2 module, students may not take the same module twice.*

**Pre-requisites: SEL1028**

The first part of the module (prior to the Easter break) considers two fundamental and interrelated philosophical questions about language: (1) What is it, really? and (2) How do we (or should we) study it? It examines a number of different approaches, particularly as they were developed during the course of the 20th century: language as a physical object, language as behavior, language as a property of communities, and language as a property of mind.

The post-Easter weeks will apply the pre-Easter foundational/philosophical discussion to various past and present controversies in language and linguistics (e.g., linguistic determinism (aka the Sapir-Whorf Hypothesis), whether generative AI systems actually do (or even could) 'have language' (or 'be intelligent'), and linguistic issues connected to class, gender, and disability).

| Component | When Set | % | Comment |
|---|---|---|---|
| Essay | Mid | 75 | 2500-word essay |
| Written exercise | End | 25 | 1000-word blog entry |
| Essay | Mid | Formative | 500-word formative essay |