Study Abroad Handbook for Postgraduate students
Department of Linguistics and English Language

How to Apply

Grade requirement:
You are expected to have a GPA of 3.0, a credit or grade B average or equivalent in a related degree.

English requirements:
If you are a non-native English language speaker, you will need to submit your most recent Secure English Language Test (SELT) certificate equivalent to IELTS 6.5 (with at least 6.0 in each element). This is usually a B2-C1 CEFR.

Students who have IELTS 6.0 (with at least 5.5 in each element) or Pearson PTE Academic 55 overall (with at least 51 in each element) can opt to take part in the 4 week English for Academic Purposes course instead of retaking their tests.

If you are an Erasmus+ student and you hold EU/EEA/Swiss citizenship, who has not taken a formal language test, please provide a letter from your home institution confirming that you meet our English Language Requirements (B2 - C1 based on the CEFR). Please note that we may need to adjust the requirements depending on the Brexit outcome and immigration regulations after it.

You can study at Lancaster for:
- Michaelmas term (October - December)
- Lent term (January - March)
- Michaelmas & Lent term (October – March)

You are required to take 20 - 30 ECTS credits per term.

Although we make every effort to ensure the accuracy of information about modules, there may be some unavoidable changes. At the stage of the application, you are only completing a provisional study plan and it will only be confirmed when you arrive in Lancaster. We recommend you to have a strong list of back-up options in case you need to make changes to your provisional study plan.

Please note that you can change your mind if you need to and switch modules during your first week at Lancaster.

Modules available to Erasmus+ students

LING403: Content Based Approaches to Language Education

ECTS Credits: 5
Tutor: Diane Potts (Convenor)
Term taught: Lent Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must interact fully with all the materials on the Moodle page and all the required readings
Module description
This module is designed to expand your design capacities as a language educator. Increasingly, English language learners need academic rather than everyday language, must negotiate technical language and engage with English-speaking suppliers and clients, and/or work with international stakeholders in commercial and non-profit settings. English is the medium of instruction in high school science classrooms in Hong Kong, in mainstream classrooms across Africa, and in a range of disciplines in global post-secondary institutions. As language educators, we are tasked with supporting learners in developing English for these purposes. In this module, you will explore analytical frameworks for identifying the linguistic demands of academic and professional contexts, engage with techniques for planning relevant lessons and courses, and consider the implications for classroom practice. Although our focus will be on academic contexts, the same practices and principles apply when working elsewhere. You will also have the opportunity to discuss the professional challenges of working with content educators, the issues of professional identity that arise, and the experiences of language educators who have taught in such contexts. The module combines theory, research and practice to provide a professional knowledge base for participation in this field.

Outline syllabus
- Theories of content-based instruction in language education.
- Planning for content-based instruction.
- Analyzing the linguistic demands of disciplinary and professional texts and documents.
- Working with genres and register.
- Negotiating the professional demands of content-based instruction.

Recommended Reading
Any of the following books and articles can provide an entry into the field of language and content instruction.


In addition to TESOL Quarterly, Applied Linguistics, the Modern Language Journal and the Canadian Modern Language Review, important journals in this area include English for Academic Purposes, English for Specific Purposes and the Journal of Immersion and Content-Based Language Education.

Assessments
- Module framework and commentary (schematic + 1,000 words).
- Issue paper (1,500 words).

LING404: Curriculum Design in Language Education

ECTS Credits: 5
Tutor: Oksana Afitska (Convenor)
Term taught: Michaelmas Term Only, Weeks 6 -10
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
This module provides an introduction to some of the main aspects of research, theory and practice involved in the evaluation and design of curricula for English language education. It does so by looking in turn at each of the main levels of activity involved, i.e., principles of course design, procedures of course design, approaches to course design, monitoring, assessment and evaluation of the course, and materials’ evaluation and adaptation. Relevant academic concepts for each of these areas will be studied, but the main emphasis will be attempting to understand and use the practical procedures involved.

Outline syllabus
Unit 1: Principles of course design – including environment and needs analysis
Unit 2: Procedures of course design – including goals, content, sequencing, format and presentation
Unit 3: Approaches to course design – including negotiated syllabuses
Unit 4: Assessment and evaluation of the course – including monitoring
Unit 5: Materials evaluation and adaptation – including design/development
Core text

Recommended Reading


Assessments
A 2,500 word written assignment

LING411: Second Language Acquisition

ECTS Credits: 10
Tutor: Diane Potts (Convenor)
Term taught: Michaelmas Term Only
Pre-requisites:
  o This module is only available to Postgraduate Erasmus+ students from selected partners
  o Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
  o Must interact fully with all the materials on the Moodle site and do all required readings

Module description
Aims: This module introduces you to dominant theories of second language acquisition and supports you in drawing connections between these theories and the field of language education. The relationship is not always direct, and you will be asked to think about such questions as ‘What is language?’ ‘What does it mean to learn a language?’ and ‘What are the implications for language
educators?’ You won’t have all the answers by the end of the module, but you will be in a much stronger position than when you began.

Objectives: Participants will become familiar with contemporary theory, methodology, and empirical research in the field of second language acquisition.

Outline syllabus
This module provides a general introduction to theories and approaches in second language acquisition (SLA). Students will explore theoretical and empirical issues in the field, and language learning will be examined as both a cognitive and social achievement. Readings are a mixture of seminal works, theoretical overviews and current research papers. The module includes online as well as offline interaction with peers and tutors.

Recommended Reading
There is no textbook for this module. The readings are a mixture of peer-reviewed journal articles and chapters that have been carefully selected by the tutors.

The following books provide overviews of one or more theoretical perspectives in SLA. They are a good place to begin if you want additional information about a theory.


Assessment
Two x 2,500 word written assignments

LING407: Task-Based Language Teaching (TBLT)

ECTS Credits: 5
Tutor: Jenefer Philp (Convenor)
Term taught: Lent Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
The module provides an opportunity to study task-based language teaching (TBLT) a pedagogical approach informed by second language acquisition research, which currently attracts significant interest worldwide.

The main aims of this module are to enable participants:
- To gain familiarity with key concepts in TBLT pedagogy and research, as a basis for critically understanding and developing TBLT practices;
- To develop an awareness of and ability to critique and design TBLT activities;
- To gain familiarity with the ways in which tasks can be exploited in the language classroom;
- To develop the ability to critique research in the area;
- To understand the relationship between theory, research, and classroom practice in relation to the development of a task-based methodology;

Outline Syllabus
- Introduction to TBLT: Tasks as a basic unit for learning, teaching and assessment
- Tasks and the learner
- Tasks in the classroom
- Task design features
- Task-based assessment

Recommended Reading [not necessary to purchase]


Assessments

- Regular attendance and active participation in class (ungraded)
- Homework assignments (ungraded)
- Written assignment (2500 words), 100%

LING415: Principles of Language Teaching

ECTS Credits: 10
Tutor: Diane Potts (Convenor)
Term taught: Michaelmas Term Only
Pre-requisites:
  o This module is only available to Postgraduate Erasmus+ students from selected partners
  o Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
  o Must interact fully with all the materials on the Moodle site and do all required readings

Module description
This module aims to support you in developing your capacity to design effective language education pedagogies across a wide range of contexts.
This will enable you to:
1. understand characteristics of effective teaching, and how these characteristics support language learning;
2. select, evaluate and modify teaching resources (e.g. local textbooks from the home context) as appropriate to purpose and context;
3. identify and engage in effective practices of scaffolding, modelling and feedback to support learning
4. develop or adapt tasks that promote language development for a specific context.

The course will alternate between ideas and application, and includes practical as well as more theoretical content. It involves a combination of readings, lectures, discussion, and group work.

Outline syllabus
The following topics will be covered:
- Language Teaching Approaches – History of the field, concepts of language and learning.
- Scaffolding
- Modelling
- Fostering language awareness
- Providing feedback
- Teaching the language system: Below the clause
- Teaching the language system: Above the clause
- Designing for teaching
Recommended Reading
The readings for our course are a selection of book chapters and research articles from a number of different publications. If you would like to prepare before our course starts, you might find it helpful to read a general introductory textbook on language teaching. The following are some examples:


Assessment
- Three coursework pieces, submitted at various points in the course and worth in total 50%.
- A final assignment of 2500 words, worth 50%.

**LING416: Sociophonetics**

**ECTS Credits:** 10
**Tutor:** Sam Kirkham and Claire Nance (Co-Convenors)
**Term taught:** Lent Term Only
**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**
This course will introduce students to sociophonetics and equip them with the practical skills necessary to undertake a research project in sociophonetics. The course involves a synthesis of theoretical approaches and practical methodologies, and aims to introduce students to key issues and common analyses in the field. Students will learn how to use acoustic analysis software, such as Praat, and also learn to carry out data processing and analysis using R (a statistical programming language). There will also be the opportunity to integrate sociophonetic analysis with appropriate statistical methods and aspects of social and linguistic theory. The course will be structured around a series of topics that require students to analyse a particular area of phonetics in terms of its potential sociolinguistic significance.
Our sociophonetics course is designed for students who have already some undergraduate background in phonetics (including the International Phonetic Alphabet, articulatory descriptions, some basic acoustic phonetics). Please contact the course convenors if you wish to discuss this further.

Outline syllabus
The course will be taught via practical workshop sessions covering topics such as:

- Acoustic phonetics
- Vowels and regional variation
- Vowel normalisation
- Liquids and ethnicity
- Stops and bilingualism
- Intonational variation
- Speech perception
- Collecting and analysis data
- Statistical analysis
- Phonetic theory and sociolinguistic variation

Recommended Reading


Assessment
The course will be assessed via a 5,000 word assignment. This will consist of a small-scale analysis of sociophonetic data using skills gained throughout the course.

LING421: Corpus Linguistics

ECTS Credits: 10
Tutor: Paul Baker (Convenor)
Term taught: Michaelmas Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Either LING421 Corpus Linguistics or LING428 Using Corpora in Language Teaching may be taken for credit but not both
Module description
Corpus linguistics is a methodology whereby large collections of electronically transcribed texts are used in conjunction with computer tools to investigate language.

This course aims to provide a general introduction to corpus based language study. It centres around two main parts – corpus methods for exploring linguistic variation and the applications of corpus linguistics such as language teaching, forensic linguistics and discourse analysis.

Students will learn how to use corpus analysis packages such as CQpWeb, Lancsbox and Antconc. (Note that a supplementary 3-week course in Research Methods will cover corpus building, statistical analysis and corpus annotation in more detail).

Outline syllabus
The course consists of a series of lectures, supplemented by work on computers. It is assumed that students entering the course have at least a basic knowledge of computers.
Topics covered will include:
- Introduction to corpus linguistics
- Concordances
- Collocations
- Frequency lists and lexical bundles
- Keywords
- Corpus building and annotation
- Applications of corpus linguistics

Recommended Reading


Further Reading


Assessment
A 5,000 word written assignment.

LING428: Using Corpora in Language Teaching

ECTS Credits: 5
Tutor: Jennifer Hughes (Convenor)
Term taught: Michaelmas Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Either LING421 Corpus Linguistics or LING428 Using Corpora in Language Teaching may be taken for credit but not both

Module description
This module is designed to provide students with the knowledge of corpus linguistics that will enable them to bring corpora and corpus resources into their language classrooms. First, it provides the necessary theoretical understanding of the principles of corpus linguistics that underlie the correct use of corpus linguistic techniques. Next, the module will introduce students to a range of available corpus resources such as different types of corpora and tools available for analysing them. In the module, students will be given the opportunity to explore these resources and evaluate their usefulness for different teaching contexts and for different learner needs. Finally, the course will equip students with the practical skills necessary for developing effective classroom materials and activities using corpus linguistics

Upon successful completion of this module, students will be able to demonstrate:
• familiarity with recent developments in the field of language teaching and learning
• appropriate use of corpus linguistics for purposes of teaching and materials development
• sensitivity to different teaching contexts and target populations
• developing skills in analysing language of learners' second language use

Outline syllabus
1. Introduction to corpus-based approaches to language teaching and learning
2. Overview of basic corpus linguistic techniques for language analysis (e.g. concordancing, wordlists)
3. Overview of different types of corpora and their use for pedagogical purposes
4. Using CL in the classroom 1: Data-driven learning
5. Using CL in the classroom 2: Development of corpus-informed teaching materials

Recommended Reading


Tenorio, E. H., & Rodríguez-Navarro, L. Q., & Santana, J. (Eds.) (2007). *Corpora in the foreign language classroom: Selected papers from the Sixth International Conference on Teaching and Language Corpora (TaLC 6)*. Amsterdam: Rodopi.

**Assessment proportions**
- Forum / wiki (700 words) (20%).
- Written assignment (1800 words) (80%).

**LING429: Forensic Linguistics**

**ECTS Credits:** 10  
**Tutor:** Claire Hardaker (Convenor)  
**Term taught:** Lent Term Only  
**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners  
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description and outline syllabus**
This module aims to provide students with:
- an understanding of the history and highly evolving status of forensic linguistics  
- an understanding of the nature of forensic linguistics, including its applications and limits  
- an appreciation of the difference between the broader and more narrowly defined notions of forensic linguistics  
- the ability to carry out basic analyses of a variety of written and spoken texts from the point of view of language and the law  
- an understanding of some of the difficulties in writing up, presenting, and using scientific evidence in a court of law.

**Course Content Week-by-week breakdown**

**Class Title**
- 01. Introduction to language and the law  
- 02. Data and ethics  
- 03. Authorship 1: theories  
- 04. Authorship 2: methods  
- 05. Authorship 3: applications

**06. READING WEEK**
- 07. Interview versus interrogation  
- 08. Manipulation  
- 09. Deception and credibility (GL)  
- 10. Expert witness

**Recommended Reading**
There are increasing numbers of excellent books on Forensic Linguistics, and no single book is compulsory. However, if you wish to purchase one or two...
Module description
About half the world’s population are bilingual, but what does this actually mean? This module provides an introduction to the subject of bilingualism and multilingualism, viewed from the perspectives of the individual (for example, how bilinguals code-switch or mix their languages in conversation), the community (what causes a group to give up their ancestral language and change to a new one, and what is the process for this) and the state (issues of language planning, policies and education). This module is designed to provide an introduction to the most important issues, methods and theoretical developments in the study of bilingual/multilingual societies. It aims to introduce different research approaches and to enable you to take a critical view of research in this field, drawing on examples from around the world.

In teaching we will draw on students’ own experiences of bilingualism and multilingual societies (even ‘monolingual’ societies are very often multilingual in reality) as well as looking at multilingual urban landscapes and multilingualism on the internet.

Outline syllabus
The module will include the following topics:

- Bilingualism in its social context. Here, we will be looking at: (a) different models of diglossia (sharp differences in status and function between languages in a bilingual society); (b) the use of social network analysis in research on language maintenance and shift; (c) studies of multilingual literacies, multimodal bilingualism and the multilingual landscape; (d) critical and historical perspectives on bilingualism.

- Code-switching (mixing of languages) in bilingual discourse, looking at how bilinguals employ a mixture of languages as a resource for displaying different dimensions of their identity and managing conversational interactions in bilingual and multilingual contexts.

- Language planning and policy, including research on language policy, bilingual classroom discourse and on language education policy-making in different multilingual settings.

- The course is designed so as to take account of the particular interest of those who take it, so participants are encouraged to bring their own examples. Many of those who take it have recently lived in a bilingual/multilingual situation, have a family member or close friend who...
is bilingual or are bilingual themselves (in early childhood, during adolescence or as an adult). It is not necessary to be from a bilingual community or society to participate in this course.

- Organisation of the course
- The course consists of 9 two-hour lectures/seminars. The first part of each session will be more lecture-like and will be to introduce key concepts, descriptive frameworks and issues arising out of each area of research. The second part will consider concepts, frameworks and issues with reference to specific bilingual/multilingual situations or with reference to various kinds of bilingual data.
- Participants are asked to prepare a short presentation on the bilingual situation in a specific place (this can be, but doesn’t have to be, your own place of origin). These presentations take place in the second half of the term and provide a great deal of interesting information from diverse parts of the world.

**Recommended Reading**

*Main Texts for the module:*


*Other Introductory Reading:*


**Assessment**

A 5,000 word written assignment.

**LING434: Pragmatics**

**ECTS Credits:** 10  
**Tutor:** Jonathan Culpeper (Convenor)  
**Term taught:** Michaelmas Term Only  
**Pre-requisites:**  
- This module is only available to Postgraduate Erasmus+ students from selected partners  
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**

This module considers how meanings are constructed in communication. It aims (1) to cover the major areas in pragmatic theory, (2) to introduce the latest developments in those areas, and (3) to apply the theory to real data.

The course involves one three-hour block per week, during which there will be approximately a one-hour lecture and an associated one-hour seminar, with a break and spill-over time built in. There is no session in Reading week, Week 6).
Outline syllabus

Broadly speaking, the bulk of the course is organised so that it focuses in turn on various components that are central to communication. In the first two weeks, we focus on topics, such as referring expression and presuppositions, that more clearly overlap with the formal language system, falling on the border between semantics/grammar and pragmatics. The following two weeks, focus on topics that involve hearer inferencing and comprehension. Relevant frameworks include schema theory, Grice and Relevance Theory. Next we focus on speaker intention and frameworks for describing speech acts or pragmatic acts. The following week focuses on context, and considers various ways of describing it. We then focus on the interpersonal dynamics of interaction, and consider politeness and impoliteness theories. The final week concerns the application of pragmatics to cross-cultural situations.

The emphasis of the course is on the application of pragmatic theory to 'real' data, and how that application affords insights into both the data and the theory. Data will mainly be spoken interactions, taken from films and documentaries, but will include other data types too.

Weekly topic list

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Referential pragmatics</td>
</tr>
<tr>
<td>2</td>
<td>Informational pragmatics</td>
</tr>
<tr>
<td>3</td>
<td>Inferential pragmatics I: Associative knowledge-based inferencing</td>
</tr>
<tr>
<td>4</td>
<td>Inferential pragmatics II: Logical inferencing in conversation</td>
</tr>
<tr>
<td>5</td>
<td>Pragmatic acts</td>
</tr>
<tr>
<td>6</td>
<td>Reading week</td>
</tr>
<tr>
<td>7</td>
<td>Perspectives on context</td>
</tr>
<tr>
<td>8</td>
<td>Politeness</td>
</tr>
<tr>
<td>9</td>
<td>Impoliteness</td>
</tr>
<tr>
<td>10</td>
<td>Cross-cultural pragmatics</td>
</tr>
</tbody>
</table>

Recommended reading


Assessment proportions

A 5,000 word written assignment.

**LING435: Sociolinguistics**

ECTS Credits: 10

Tutors: Mark Sebba (Convenor), Adrian Leemann

Term taught: Lent Term Only

Pre-requisites:

- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description

This module introduces you to fundamental concepts and approaches involved in the study of the links between language and society. We will look at a number of important approaches to
sociolinguistic research, and cover the topics most central to the discipline and its development. These include language variation and change, which usually refers to social, geographical and stylistic differences within a single language and how they change through time; language contact, including pidginisation, creolisation and the emergence of ‘hybrid’ languages; and societal multilingualism, including language shift, language death and language revival.

Outline syllabus
The module will cover a selection of the following topics: Language, dialect and standard; variation within one speech community – variation (e.g. geographical) between speech communities - the work of the variationist sociolinguists; language variation, change and social networks; sociolinguistics of speech communities - diglossia, code switching and language shift; language contact, pidginisation and creolisation; language death and revitalisation; language globalisation and localisation; sociolinguistics of orthography.

Recommended Reading


Assessment
A 5,000 word written assignment.

LING438: Experimental Approaches to Language and Cognition

ECTS Credits: 10
Tutor: Panos Athanasopoulos (Convenor), Silke Brandt, Aina Casaponsa, Patrick Rebuschat
Term taught: Lent Term Only
Pre-requisites:
  o This module is only available to Postgraduate Erasmus+ students from selected partners
  o Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
The central aim of the module is to introduce students to modern experimental methods of measuring the ubiquitous relationship between language and cognition, which is a basic theoretical tenet of Cognitive Linguistics. In particular, it will begin by presenting language acquisition as a general learning process, and looking at interactions between linguistic and social-cognitive development in children. It will then explore the growing body of experimental research that investigates how an individual’s linguistic and cultural background informs their view of the world, and impacts on their thinking processes in adulthood (also known as the linguistic relativity hypothesis). The module then explores the cognitive characteristics of the bilingual individual, focusing on lexical processing and representation, as well as the way in which bilingualism affects cognitive processes such as perception, cognitive control, and moral judgments. The final sessions focus on the cognitive mechanisms by which languages are learned and processed, examining the role of implicit learning and statistical learning in the acquisition process.
Outline syllabus
This syllabus is illustrative. Some topics may vary each year depending on staff availability. Topics addressed will reflect the research interests of available staff and typically include:

- Introduction and Basic Principles
- Language and Cognition in L1 development:
  - Theory of Mind (False belief understanding tasks)
  - The role of frequency in the acquisition of syntax (syntactic priming)
- Language and Cognition in adulthood
  - Lexical and grammatical influences on cognition (categorisation, similarity judgment tasks)
  - Neural correlates of linguistic relativity (visual search, oddball paradigm)
- The Bilingual Mind: Words and Concepts
  - Lexical processing and representation (lexical decision tasks, stroop task)
  - Cognitive consequences of bilingualism (cognitive control, moral judgments)
- Cognitive mechanisms of learning:
  - Statistical learning (implicit and explicit knowledge measures)
  - Memory and attention (priming paradigms in a L2 learning context/dual task methodology)

Recommended Reading


Assessment: A 5,000 word written assignment.

**LING439: Cognitive Linguistics**

ECTS Credits: 10

**Tutor:** Christopher Hart (Convenor), Panos Athanasopoulos, Willem Hollmann, Veronika Koller, and Daniel Van Olmen

**Term taught:** Michaelmas Term Only

**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
Module description
The module will cover the field of Cognitive Linguistics. In particular, it will introduce the foundational principles of Cognitive Linguistics locating it in opposition to the more dominant model of Generative Linguistics. Hereafter, a central concern of the module will be the relationship between language and more general cognitive processes in the creation of meaning, as well as the relationship between language, body and mind. Students will therefore be introduced to a number of fundamental cognitive processes understood to support language, including categorisation, metaphor and Gestalt principles of organisation. The module will show how such processes underpin the semantics of various domains of cultural as well as physical experience.

Outline syllabus
The first five weeks of the course will introduce fundamental concepts and principles of Cognitive Linguistics, including:

- Introduction and Basic Principles
- Categories and Frames
- Image Schemas and Embodiment
- Metaphor and Metonymy
- Mental Spaces and Conceptual Blending

The remaining weeks will introduce more advanced concepts and applications, reflecting the expertise at Lancaster. These will typically be selected from topics including:

- Polysemy and Prepositions
- Space and Time
- Collostructions
- Grammaticalisation/Subjectification
- Cognitive Stylistics

Recommended Reading


Assessment proportions
A 5,000 word written assignment.

LING440: Critical Discourse Analysis

ECTS Credits: 10
Tutor: Christopher Hart (Convenor)
Term taught: Lent Term Only

Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
Critical Discourse Analysis is concerned with the way power, ideology, identity and inequality are encoded in and enacted through texts. This course introduces students to the most recent advances in Critical Discourse Analysis with a focus on Cognitive Linguistic and multimodal approaches. The aim of the course is to enable students to identify and analyse the features of texts and conceptualisation that are involved in the discursive construction of social realities and the discursive legitimation of social action. We consider a range of discourses, including discourses of migration, war, civil disorder and corporate practice, articulated in and across a variety of communicative modes and genres.

Outline syllabus
Topics addressed will include:
- Event-structure
- Metaphor
- Stance and evaluation
- Worlds and spaces
- Point of view
- Experimental methods

Recommended Reading


**Assessment**

A 5,000 word written assignment.

Individual presentation (formative only)

**LING442: Introduction to Discourse Studies**

**ECTS Credits:** 10

**Tutor:** Veronika Koller (Convenor) and Alison Sealey

**Term taught:** Michaelmas Term Only

**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**

The term “discourse” is understood in various ways in the social sciences and humanities. In this module we approach discourse in two principal ways. On the one hand, we regard discourse as structured use of language consisting of more than one sentence. The analysis of discourse in this sense involves investigation of the ways in which words, phrases and sentences hang together and make sense in contexts of use. At this level linguistic theories and methods of linguistic description are of special relevance. On the other hand, discourse is often thought of as language use as social practice that is based on, and influences, cognition. Thus, for example, we speak of media discourse, legal discourse, and the like. Here we ask questions about the linguistic characteristics of these different discourses. In addition we relate the texts that instantiate these discourse to the context of their production, distribution and reception, as well as to their wider social context.

The module aims to familiarise students with the range of theories in Discourse Studies. It also aims to provide practical analytical skills and methodologies for analyzing spoken, written and multimodal texts of different genres. Acquiring sufficient technical knowledge of linguistic description is regarded as an important practical goal. Hands-on practical work with texts will therefore be an important element of the course.

**Recommended Reading**


Assessment
A 5,000 word written assignment.

LING443: Intercultural Communication

ECTS Credits: 10
Tutor: Dimitrinka Atanasova (Convenor)
Term taught: Michaelmas Term Only
Pre-requisites:
  o This module is only available to Postgraduate Erasmus+ students from selected partners
  o Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
This module provides an overview of: the main approaches to culture that have informed research in intercultural communication (‘big’, ‘small’, ‘high-context’, ‘low-context’, discursively constructed); the core traditions of research in the field of intercultural communication (‘intercultural’, ‘cross-cultural’ and ‘inter-discourse’); the main methodological approaches used to investigate culture and interculturality; the different definitions of intercultural competence; and the methods that can be used for developing intercultural competence. The main focus is on developing a critical understanding of core concepts, methodological approaches and traditions of research in the field of intercultural communication.

Outline syllabus
  • Approaches to culture
  • Identity and culture
  • Stereotyping
  • The language-culture nexus
  • ‘Intercultural’, ‘cross-cultural’ and ‘inter-discourse’ communication
  • Verbal and non-verbal communication: metaphor, silence, turn-taking
  • Intercultural competence
**Recommended Reading**


**Assessment**
A 1,500-word article review (30%) and a 3,500-word essay (70%).

**LING450: Stylistics**

**ECTS Credits:** 10
**Tutor:** John Heywood (Convenor)
**Term taught:** Lent Term Only
**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**
This course is concerned with the linguistic analysis of literary texts. Its main aim is to enable students to use linguistic analysis in order to explain how literary texts achieve their effects (e.g. how they convey new views of reality, how they project text worlds and characters, how they convey different points of view). The course introduces the most central concepts in stylistics, including the most recent advances in the field (especially in cognitive stylistics). The focus is mostly on prose fiction, but poetry and drama will also be considered.

**Outline syllabus**
- Creativity in language
- Metaphor: conventionality and creativity
- Point of view
- Mind Style
- Speech and thought presentation
- Text worlds 1: possible worlds
- Text worlds 2: schemata and blends
- Characterisation 1: background knowledge and characterisation
- Characterisation 2: textual clues and characterisation
Recommended Reading


Assessment proportions
A 5,000 word written assignment.

LING460: Language Test Construction and Evaluation

ECTS Credits: 10
Tutor: John Pill (Convenor)
Term taught: Lent Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline
- Must have a background in Language testing

Module descriptions
The aim of the course is to:
- familiarise students with the ways in which tests are constructed and validated
- enable students to construct and validate their own tests
- enable students critically to evaluate test items

Outline syllabus
Topics to be covered during the course include:
- basic concepts in language testing
- the test design process
- establishing test reliability
- test validation procedures
- analysing test performance qualitatively and quantitatively
- the testing of reading, writing, listening and speaking

The course will involve 19 contact hours, in seminars and workshops. Students will be expected to do preparatory reading, and there will also be a number of practical tasks, sometimes involving group work, which students will be required to complete before particular sessions.
Recommended Reading

Core reading:


Other recommended reading:


Assessment
A 5,000 word written assignment.

**LING490: English grammar: A Cognitive Approach**

**ECTS Credits:** 10

**Tutor:** Vittorio Tantucci (Convenor)

**Term:** Lent Term Only

**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**
(1) The module aims to give students a solid knowledge of the main structures of the grammar of English (both standard and non-standard), as well as some of the difficulties associated with many grammatical concepts.
(2) It also aims to introduce students to various theoretical approaches and research tools that may shed light on grammatical notions and their associated difficulties.

Every lecture will be followed by a seminar immediately afterwards. The seminars relate to the lectures, so that every week we cover one single topic (though the emphasis will be different in the seminar, the lecture usually sketching the general background to some issue, the seminar focusing on a particular approach to that issue).

**Syllabus outline**
This course provides students with a solid foundation in the grammar of English, prominently including the ways in which it interfaces with semantics-pragmatics — as discussed, especially, in cognitive linguistics. Yet the module is not restricted to this theoretical framework. Instead, we will compare and contrast its research questions, analyses and methods to those of the more traditional,
generative (Chomskian) alternative. A basic tenet of the cognitive (and more broadly speaking: functional) approach is that English grammar (and indeed the grammar of any language) is a tool for effective communication. This leads to an analysis of grammatical structures in terms of, and as to some extent motivated by, their meanings. We will see that this perspective is very different from the traditional (Chomskian) approach, where grammar is studied more or less in isolation from meaning, i.e. as pure structure. Towards the end of the module some recent applications of the theory of cognitive linguistics are discussed.

**Week-by-week outline**

- **Week 1:** A brief overview of approaches to (English) grammar: history and nature of the formalism vs. functionalism divide (Harris 1993, Seuren 1998)
- **Week 2:** Sentence structure: deep trees, flat trees, or no trees? (Berk 1999:Ch.1, Bybee 2002, Croft 2001:Ch.5, Huddleston and Pullum 2005:Ch.4, Langacker 2000:Ch.5, 2009:Ch.1)
- **Week 3:** Phrases, with special reference to the verb phrase (Berk 1999:Ch.3, Ch.2, Givón 2001:Ch.11, Langacker 2008:Chs.10-11)
- **Week 4:** Word classes: from distributional analysis to semantics and propositional acts (Croft 1991: Ch.3, 2001: Ch.2, Hollmann 2012, 2013b; Langacker 1991: Ch.3, 2008:Ch.4, Taylor 2003:Ch.9)
- **Week 5:** Grammatical functions: structural or semantic, universal or otherwise? (Croft 1991:Ch.4, 2001:Chs. 4, 6, Langacker 1987:Ch.7-8, 2000:Ch.1, Taylor 2003:Ch.21)
- **Week 6:** READING WEEK
- **Week 8:** The passive: forms and functions (Dixon 2005:Ch.11, Hollmann 2006, Langacker 1991a:Ch.4, 2008)
- **Week 9:** From theory to application 1: a cognitive approach to sociolinguistics (Hollmann 2013a, Hollmann & Siewierska 2007, 2011)

**Assessment proportions**

A 5,000 word written assignment.

**References**


**LING444: Bilingualism and Cognition**

**ECTS Credits:** 10

**Term taught:** Michaelmas Term Only

**Pre-requisites:**
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

**Module description**

This module aims to develop:
- Students' knowledge of psycholinguistic aspects of bilingualism/multilingualism across the lifespan and of current models of language processing in bilinguals
- Students' awareness of controversies around models of language processing in bilinguals
- Students' understanding of how bilinguals' two languages are represented and organized in the mind and the underlying neural substrates
- Students' knowledge of the effects of being a multilingual on cognitive process such as cognitive control, perception, decision making
- To familiarise students with experimental research methods of measuring bilingual behaviour and its neural correlates
- Students' ability to critically evaluate methodological and theoretical aspects of experimental studies in bilingualism research, paying particular attention to the key factors involved (e.g., demographic characteristics of the bilinguals, characteristics of the type of languages)

**Outline syllabus**

Workshops are underpinned by the idea that bi/multilingualism has become the norm in modern societies and that understanding how humans process two (or more) languages in one mind, or how bilingualism can affect other aspects of cognition (e.g., executive functions, perception, decision-making) has become of central relevance in psycholinguistic research. The central aim of this module is to familiarise students with modern experimental methods in the study of the bilingual mind, and present current theories and debates regarding the relationship between language and cognition in bilinguals. Starting with our current understanding of bilingualism and the mind, paying particular
attention to the methodological issues that are particularly relevant in bilingualism research, students will then come in contact with the growing body of behavioural and neurophysiological experimental research that inform us how additional languages are acquired, processed and used at the mental and neural levels. Hereafter, a central concern of the module will be the cognitive consequences of holding two (or more) languages in one mind, covering topics such as perception, cognitive control, emotions, and decision-making.

The module will be offered over ten weeks (of which nine weeks of workshops and one reading week). An indicative outline of topics includes (9 workshops):

- What is bilingualism/multilingualism? What is the mind?
- Scientific rigour in bilingualism experimental research.
- Bilingual language acquisition.
- Multilingual language processing: Comprehension.
- Multilingual language processing: Production.
- Cognitive consequences of multicompetence (bilingual conceptual representations and their implications in other aspects of cognition).
- Cognitive control in bilinguals (bilingual advantage, executive functioning, cognitive reserve).
- Language emotionality in bilinguals.
- Decision-making and moral judgements in bilinguals.

**Recommended Reading**


Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. Brain and Language, 36, 3-15


LING445: Intercultural Encounters: Applying Theories of Intercultural Communication

ECTS Credits: 10
Term taught: Lent Term Only
Pre-requisites:
- This module is only available to Postgraduate Erasmus+ students from selected partners
- Must have completed a degree and enrolled in a postgraduate programme in English Language/Linguistics or in a related discipline

Module description
This module aims to develop:
- students understanding of the role of culture in interactions in specific domains such as business, education, health, tourism
- students ability to evaluate the use of language-based methods and theories for studying intercultural communication in specific domains
- students ability to analyse language that subtly communicates ideas about culturally and linguistically defined groups using appropriate linguistic techniques

Outline syllabus
Lectures are underpinned by the idea that culture and interculturality are integral to various domains of interaction in our everyday and professional lives. These include, but are not limited to, studying, travelling, going to the doctor, attending a business meeting, dialling an emergency phone line. Students will learn how linguistic techniques of analysis can be applied to study interactions in such domains and will develop their intercultural competence through research-based group work in small intercultural teams. Starting from the assumption that the media is one of the key sources of intercultural learning and vicarious intercultural contact, students will work in small intercultural teams to examine how the media constructs different social groups and how this may impact on communication between different communities.

The module will be offered over ten weeks (of which nine weeks of lectures and seminars and one reading week). An indicative outline of topics, not necessarily in this order, includes:
- intercultural communication in the classroom
- intercultural communication and migration
- intercultural communication and tourism
- intercultural communication and business
- intercultural communication and health
- intercultural communication in crisis situations
- intercultural communication and the media

Recommended Reading
Multiple texts are included in the image, discussing various academic publications in the fields of language and communication. The texts are not visually distinct, indicating they might be part of a single document or a collection of references.

A section of the text is highlighted, discussing a course titled "LING417: Research Methods in Applied Linguistics and TESOL." The course is set to have 10 ECTS credits and is taught during Lent Term Only. Pre-requisites include eligibility for Postgraduate Erasmus+ students from selected partners, completion of a degree, and enrollment in a postgraduate programme in English Language/Linguistics or a related discipline.

The module description outlines the goals of the course, which aim to enhance students' knowledge of research methods and techniques, provide the necessary skills for conducting qualitative, quantitative, and mixed-methods research, and prepare students to conduct research independently in the fields of applied linguistics and TESOL.

The outline syllabus details the course structure, indicating a format that includes 9 x two academic hours long, combined lecture and seminar sessions (excluding reading week). It covers core research paradigms used in applied linguistics and TESOL research, various methods of data collection and analysis, and research ethics.

More specifically, the following topics may be covered during the course:

- The nature/essence of research and issues in research design
- Qualitative, quantitative and mixed-methods research paradigms
- Experimental designs
- Think aloud and verbal protocol analysis
- Design and administration of questionnaires
- Designing and conducting interviews and focus groups
- Observation methods, including participant observation, observation protocols and field notes
- Coding and analysis of qualitative data
- Statistical analysis using t-tests and correlations

Recommended Reading


Selected journal articles exemplifying core types of empirical research in the field of applied linguistics and TESOL will also be given.