Module Sign-up Brochure 2026-27
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: Tuesday 28th 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 **11th 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 5999 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) William van der Wurff (w.a.m.van-der-wurff@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 Geoff Poole (geoffrey.poole@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
Example	SEL1234	Example Module Title	20	20	
Japanese/ Chinese **Pick 2***	JPN4013	Level C (HE Advanced) Japanese 1	20	20	
	JPN4014	Level C (HE Advanced) Japanese 2	20		20
	JPN4062	Level D (Further HE Advanced) Japanese 1	20	20	
	JPN4063	Level D (Further HE Advanced Japanese 2	20		20
	CHN4013	Level C (HE Advanced) Chinese 1	20	20	
	CHN4014	Level C (HE Advanced) Chinese 2	20		20
	CHN4062	Level D (Further HE Advanced) Chinese 1	20	20	
	CHN4063	Level D (Further HE Advanced) Chinese 2	20		20
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/T&I project	20	10	10
Stage 3 Language and Linguistics modules **Pick 2, 3 or 4**	SEL3056	Language in the City	20		20
	SEL3413	Language and Ageing	20	20	
	SEL3430	Advanced Second Language Acquisition	20		20
	SEL3438	From Input to Output: The Blackbox of Child Language Acquisition	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	
	SEL3460	Multilingualism	20	20	
Stage 3 Language and Linguistics modules **Pick 0 or 1**	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: Texts, Patterns and Varieties	20		20
	SEL2219	Monsters, Miracles & Misery	20	20	
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2235	CHiLD: Current Hypotheses in Language Development	20	20	
	SEL2236	Prosody and Intonation	20		20
	SEL2441	Philosophy of Linguistics	20		20
TOTAL					

*When choosing your language modules, you must choose 1 + 2 (e.g. JPN4013+JPN4014)

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

Semester 1, 20 credits
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	60	Written assessment containing kanji, vocabulary, grammar, reading and writing
Oral presentation	Mid	40	Canvas video upload and live Q&A in class
Written exercise	Mid	Formative	Regular written exercises

JPN4014: Level C (HE Advanced) Japanese 2

Module Leader: Ms Etsuko Suda

Semester 2, 20 credits
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	60	Written assessment containing kanji, vocabulary, grammar, reading and writing
Oral exam	Mid	40	Presentation and Q&A in class
Written exercise	Mid	Formative	Regular written exercises

JPN4062: Level D (HE Further Advanced) Japanese 1

Module Leader: Mrs Kumi Casey

Semester 1, 20 credits

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

JPN4063: Level D (HE Further Advanced) Japanese 2

Module Leader: Mrs Kumi Casey

Semester 2, 20 credits
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

CHN4013: Level C (HE Advanced) Chinese 1

Module Leader: Dr Fang Su

Semester 1, 20 credits
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	60	Written assessment containing vocabulary, grammar and reading comprehension
Oral presentation	Mid	40	Canvas video upload and live Q&A in class
Written exercise	Mid	Formative	Regular written exercises

CHN4014: Level C (HE Advanced) Chinese 2

Module Leader: Dr Fang Su

Semesters 2, 20 credits
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	60	Written assessment containing kanji, vocabulary, grammar, reading and writing
Oral exam	Mid	40	Presentation and Q&A in class
Written exercise	Mid	Formative	Regular written exercises

CHN4062: Level D (HE Further Advanced) Chinese 1

Module Leader: Miss Linlin Fang

Semester 1, 20 credits
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 and writing tasks
Portfolio	Mid	40	A portfolio task including written and spoken tasks

CHN4063: Level D (HE Further Advanced) Chinese 2

Module Leader: Miss Linlin Fang

Semesters 2, 20 credits
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 Chinese-English translation skills
Written exam	End	40	Vocabulary, reading and writing tasks
Portfolio	Mid	40	A portfolio task including written and spoken tasks

SEL3326/7: Extended Study: Linguistics and English Language

Module Leader: Professor Michelle Sheehan

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

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, translation or interpretation studies 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.

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

SEL3056: Language in the City

Module Leader: Dr Dan Duncan

Semester 2, 20 credits
Pre-requisites: SEL2091

The module aims to:

- Examine the role of demographics, development, and public policy in driving language variation and change in metropolitan areas

- Introduce advanced terms, concepts and premises underlying sociolinguistic research, with particular respect to the variationist paradigm

- Give a broad understanding of sociolinguistic fieldwork techniques

- Apply the terminological distinctions, principles, methods and concepts used within these sub-disciplines to actual and novel case studies that explore the inter-relationships between language and society.

- Further explore specific topics at the community and national level.

Component	When Set	%	Comment
Reflective log	Mid	33	Reflective photojournal, 1000 words
Essay	End	65	2500 words
Professional skill assessment	Mid	2	Submission of DECTE access form

SEL3413: Language and Ageing

Module Leader: TBC

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)

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-word Literature Review
Portfolio	End	70	2500 -word L2 Research Portfolio
Report	Mid	Formative	500-word report on an aspect of SLA

SEL3438: From Input to Output: The Blackbox of Child Language Acquisition
Module Leader: Dr Emma Nguyen
Semester 2, 20 credits
Pre-requisites: SEL2235

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation – of sounds and words and phrases and whole utterances - 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 through language.

Nonetheless, this is precisely the knowledge children must acquire. And their task is not simple. The patterns of knowledge can be difficult to discern from the available input and, to top it off, the data children learn from is often ambiguous and full of exceptions anyway. Yet despite all this, all typically-developing children learn their native language nearly effortlessly, generalizing from noisy input in very specific ways. The degree of proficiency attained by very young children in their native language is almost never achieved by adults who are far more cognitively developed. How is this possible?

In this class, we delve into the process of language acquisition, exploring the way in which infants and very young children unconsciously uncover the rich systematic knowledge of their native language and their capacity to deploy that knowledge. To put this knowledge into perspective, we pay additional attention to the target state of adults as it is understood from language processing. We focus on both experimental methods and computational studies that quantitatively investigate the manner and path of human language acquisition.

Component	When Set	%	Comment
Written exam	Mid	40	In-person exam to objectively test student understanding of foundational notions of learning strategies and empirical discoveries in language acquisition and processing.
Research proposal	End	60	Experimental Research Proposal: 2500 words (or equivalent) written exercise expanding upon a chosen topic in language acquisition and processing and detailing a proposed experiment.

SEL3441: Medieval and Early Modern Meaning: English Historical Semantics
Module Leader: Dr Adam Mearns
Semester 1, 20 credits
Pre-requisites: SEL1028

Students whose degree programme did not involve the pre-requisite module SEL1028 at Stage 1 will be able to take SEL3441 if they completed at least two of the other introductory Language/Linguistics modules at Stage 1: i.e. SEL1027 plus either SEL1008 or SEL1032.

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 |

SEL3448: Current Issues in Linguistics

Module Leader: Professor Michelle Sheehan

Semester 2, 20 credits
Pre-requisites: SEL1028

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.

This module will cover current research and developments in an advanced topic in linguistics (for 26-27, The Language of Perception)

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	Research plan, 1000 words

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

SEL3460: Multilingualism

Module Leader: Dr Niamh Kelly

Semester 1, 20 credits

No pre-requisites

This module examines current debates and cutting-edge scholarly research in Multilingualism, focusing primarily on key research from the last 10 years. This topic covers the acquisition and use of two or more languages throughout the lifespan of an individual. It considers how two or more languages are represented in one mind, how languages interact in use, and also considers issues around the role of languages in shaping identity and society.

Primary literature 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.

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

SEL2091: Sociolinguistics

Module Leader: TBC

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: SEL1032

Lecture material provides a chronological survey of English, examining the major features of Old English, Middle English, and Early and Late Modern English. It also explores special topics related to the socio-historical and linguistic context in the areas of standard languages, variation and language contact, with examples potentially drawn from Scots, Irish and American varieties, as well as English varieties. Small group classes focus on the detailed examination of the language in action, with an emphasis on the reading and analysis of texts which range across the centuries and across genres, including literary texts and personal letters.

Component	When Set	%	Comment
Essay	Mid	40	1500-word essay
Digital exam	End	60	Closed book examination

SEL2219: Monsters, Misery & Miracles

Module Leader: Dr Aditi Nafde

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 introduces you to the poetry of the early middle ages in the original Old English, thereby giving you the opportunity to study the very beginnings of literature in the English language.

Old English poetry covers a wide range of genres, including wisdom literature, religious verse, heroic and elegiac poetry, and innuendo-laden riddles. From this range of material, we will explore literature that negotiates between the Germanic, heroic, Christian, and quotidian cultures that pervaded the age and were especially relevant to the North of England. As such, this module is uniquely placed to address topics of race, gender, and othering, which have a deep and sometimes troubling association with an English past.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	Close reading commentary

SEL2229: Experimental Methods in Linguistics

Module Leader: Dr Emma Nguyen

Semester 2, 20 credits

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

Pre-requisites: SEL1027 & SEL1032

Linguists face the dual challenge of trying to understand language as a set of behaviours and as a system of knowledge, and as such, linguists often base their descriptions and analyses on some combination of naturalistic observation and introspection. Various experimental methods are being employed to more rigorously test the accuracy of linguistic data and/or gather novel sorts of data.

The purpose of this class is to introduce students to influential experimental methodologies and approaches to data analysis used in formal linguistic investigations. We will engage hands on with some of these techniques, and

students will learn about core aspects of experimental design, details of experimental techniques that have been used with language, and the types of conclusions that can be drawn from them. Students will gain experience constructing their own experiments, as well as analysing and interpreting experimental data.

Component	When Set	%	Comment
Practical/lab report	Mid	30	Data wrangling and analysis
Portfolio	End	70	A portfolio of written work. 2000 words or equivalent expanding upon a chosen linguistic topic and detailing a proposed novel experiment including stimuli design and discussion of anticipated data analysis.

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: 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

SEL2235: CHiLD: Current Hypotheses in Language Development

Module Leader: Dr Emma Nguyen

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

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, and how language acquisition relates to cognition in general.

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

SEL2236: It's not what you say, it's how you say it: Prosody and Intonation

Module Leader: Dr Niamh Kelly

Semester 2, 20 credits

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

Pre-requisites: SEL1027

This module provides an overview of the functions of prosody and intonation in English and other spoken languages. Students will develop an understanding of both the abstract theory and practical methods used in investigating this multifaceted aspect of spoken language.

Component	When Set	%	Comment
Written exercise	Mid	30	1200-word research project
Written exam	End	70	In-person paper examination to test knowledge of the foundational concepts of the module, including (among others) the phonetic, syntactic and semantic aspects of prosody.

SEL2241: 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