



DEPARTMENT OF LINGUISTICS
MA PROGRAMMES
2008 – 2009

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<http://www.hrelp.org>

Calendar 2008-9

First Term	22 September - 12 December 2008 Reading week: 3-7 November 2008
Second Term	5 January - 20 March 2009 Reading week: 9-13 February 2009
Third Term:	20 April - 12 June 2009
Exam period:	May - June 2009
MA dissertations due:	15 September 2009

Linguistics at SOAS

The Department was established in 1932, the first linguistics department in Britain, as a centre for research and study in Oriental and African languages. Linguistics research in the Faculty of Languages and Cultures is wide-ranging and spans the world's languages. The focus on Oriental, Middle Eastern and African languages is made possible through the vast language and regional expertise of linguists in various SOAS departments, and is informed and enriched by research in other Western and non-Western languages.

The Department continues to be one of the foremost centres for the study of theoretical, comparative, descriptive and documentary linguistics in western and non-western languages through its collaborations with other University of London institutions and other UK and international partners, its distinguished visiting scholars and research associates, and its thriving community of research students.

The Department offers Masters Degrees in theoretical, descriptive, documentary and applied linguistics, theory and practice of translation and MPhil/PhD courses in theoretical, applied and field linguistics and translation. Over 60% of students are registered for postgraduate degrees, creating a vibrant and supportive community which reflects the department's emphasis on research and training and the diversity of its research interests.

The Department houses two components of the Hans Rausing Endangered Languages Project (sponsored by Arcadia): the Endangered Languages Academic Programme and the Endangered Languages Archive. For more information on the Project see <http://www.hrelp.org>.

There are several research projects based in the Department, including an ELDP funded project to document the Jewish Iraqi dialect of Arabic (principal investigator, Prof Austin) as well as an AHRC-funded project on historical Japanese syntax (Prof. Peter Sells) and an AHRC-funded project on Bainouk (Dr. Friederike Luepke),

The Faculty of Languages and Cultures is also home to the HEFCE-funded SOAS-UCL Centre of Excellence in the Teaching and Learning of Languages of the Wider World (LWW-CETL), whose aim is to promote and support excellence in the teaching and learning of languages that do not have a large presence in UK higher education institutions, i.e.: the languages of the Middle East, Africa, Asia, the Netherlands, Scandinavia, Eastern Europe and Russia (<http://www.soas.ac.uk/cetilww/>)

The Endangered Languages Academic Programme

The Endangered Languages Academic Programme (ELAP) is housed in the Faculty of Languages and Cultures and is run by the Department of Linguistics. It consists of a professor (the Märit Rausing Chair in Field Linguistics), two lecturers in language documentation and description, a researcher in language support and revitalisation and two post-doctoral fellows, plus an administrator. ELAP offers post-graduate training through an MA in Language Documentation and Description and a PhD in Field Linguistics, and organises seminars, workshops and intensive courses on the documentation of endangered languages. The programme is a small one (a maximum of 20 students are given places on the MA), so students have the opportunity to work closely with members of academic staff. Staff and students in ELAP also work together with the archive staff in ELAR and have access to the state of the art speech analysis and digitisation equipment operated by ELAR.

Both ELAP and ELAR are regularly visited by fieldworkers, who carry out research at SOAS, present seminars and talks, and interact with ELAP students and staff. The seminar series in 2007-8 was very successful; examples of some of the talks given are:

- "Towards a useful theory of language" Richard Hudson (UCL)
- "Spatial, time-aspectual and concomitance relations in Huave" Maurizio Gnerre (University of Naples)
- "Distributive plurality in Nivkh" Ekaterina Gruzdeva (University of Helsinki)
- "London as a source of innovation and change in present-day English" Jenny Cheshire (Queen Mary, University of London)
- "The social importance of a word category: evidence from African ideophones" Tucker Childs (Portland State University)

ELAP also runs workshops, publishes papers in the series *Language Documentation and Description*, and publishes CD-ROMs. Please see the website www.hrelp.org for further information.

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MA in Linguistics

The MA in Linguistics integrates taught and research components to offer post-graduate level training in formal linguistics, either as an end in itself or as preparation for further training and research. In addition to the 'general' MA, the course offers pathway specialisations which draw upon SOAS's unique resources and areas of expertise. There are pathways in MA Linguistics for **Arabic, Chinese, Japanese, Korean and Translation Theory**. The ability to offer these pathways attracts additional audiences and draws from and enhances SOAS's distinctive strengths, while raising its teaching and research profiles.

The structure of the programme reflects and implements the qualification requirements for research training in MA programmes.

With 85 graduates between 2000-2006, the MA Linguistics has attracted applicants from a wide variety of countries, backgrounds and experiences (graduates in linguistics, languages, and other academic subjects, professionals in language teaching and other disciplines and those who have a particular interest in Oriental and African languages).

Target audiences

The programme is run on a modular basis to suit the following four categories of students:

- Those with a degree in linguistics who wish to pursue more regional and language-based study
- Those with a degree in linguistics who wish to pursue more research-oriented topics before proceeding to a research degree
- Those with little or no previous training in linguistics who wish to acquire a knowledge of the discipline
- Those with little or no previous training in linguistics who wish to take the degree as a conversion course before proceeding to a research degree.

Objectives and outcomes

The **taught courses** present concepts, theory and training informed by current research and issues in the core areas of phonology, morphology, syntax and semantics. The **options** allow the opportunity for further specialisation and more advanced study. The **research training component** introduces foundational and conceptual issues, encouraging students to question underlying assumptions, to understand both the potential and limitations of different theoretical and methodological commitments, and to become familiar with practical aspects of 'doing' research. The **supervised dissertation** research requires the ability to work independently on an original piece of research, to demonstrate familiarity with the relevant literature, and to present the resulting dissertation in a clear and organised format.

By the end of the course students should have acquired sufficient knowledge of the discipline and research methodology to pursue further research or training, at either PhD or professional level. They should also have acquired sufficient transferable skills to enable them to function in other professional environments.

Destinations

A significant proportion of students go on to research in linguistics and related disciplines at SOAS and other universities in Europe and North America. Recent destinations include: Oxford, Kings College (University of London), Leiden, UMass at Amherst, MIT, and UCLA. Many of the graduates already hold university positions in their countries and return to

them, others take on a variety of teaching, academic or research-related posts or further training.

Duration

One calendar year (full-time)

Two or three years (part-time, daytime only)

Start of Programme

September intake only

Entry requirements

Applicants are normally required to have a first degree from a UK university with an upper second class honours, or an equivalent foreign qualification. The degree may be in any subject, but applicants should have some previous interest and/or experience in linguistics or related fields (for example, languages, translation, language teaching, psychology, philosophy, computing, anthropology, etc.).

Structure of Programme 2008-9

The **MA in Linguistics** consists of three components: *Core, Options, and Dissertation Research*.

The taught part of the course consists of core lectures which introduce basic concepts, theory and methodology; and additional seminars which extend the core material into other areas. A 10,000-word dissertation written over the summer offers students the opportunity to develop original research in an area of special interest.

Taught component

Core lectures and seminars

Present fundamental concepts and research, theoretical frameworks, relevant methodology and current issues and controversies.

Optional courses

Explore materials and allow for specialisation in areas of particular interest to the student from a variety of courses available.

Departmental and intercollegiate seminars and workshops

Present current research developments across different fields and approaches, and allow students to interact with the wider academic linguistic community.

Research component

Research Foundations Seminar

Covers the conceptual and practical aspects of 'doing' research, and develops the ability to interpret, question and develop research results.

Dissertation

In the course of the research and supervision leading to the *Dissertation* the student is expected to demonstrate a critical understanding of the relevant literature; to formulate appropriate research hypotheses; to develop these hypotheses with reference to evidence and argumentation; to be able to communicate their results to both academic and general audiences; and to produce a 10,000-word dissertation to academic standards of research and presentation.

Assessment

In each **core** course, coursework counts for 40% of the total mark, and a three-hour written exam counts for the other 60%. **Options**, including pathway options, are assessed by essay/coursework and/or exam, depending on the particular option chosen. The **dissertation** is due on 15 September 2009 for full-time students. Further details are provided in the *SOAS Taught Postgraduate Handbook*.

MA in Linguistics pathways

For those who wish to pursue a more specialised area of study which draws upon SOAS's distinctive resources and areas of expertise, the **MA Linguistics [pathway]** makes several options available. The pathway specialisations available include **Chinese, Japanese, Korean, Translation Theory and Arabic**, although not every pathway is offered every year. All **MA in Linguistics [pathways]** share the same core components as the MA Linguistics, and are differentiated by the selection of optional courses (one unit or two half units selected from the courses listed) and dissertation topic. The pathway specialisations available in 2008-9 are **Chinese, Japanese, Korean, Arabic and Translation Theory**.

Course requirements

1. MA in Linguistics

Core	<i>Syntactic Structure and Semantic Interpretation</i>	[15PLIC002]
	and	
	<i>Phonology and Morphology</i>	[15PLIC007]
Options	(1 full or 2 half courses from list in Options section)	
Dissertation	<i>Research Foundations Seminar</i>	[LIREFOUND]
	<i>Dissertation in Linguistics</i>	[15PLIC999]

2. MA in Linguistics [Chinese]

Core	<i>Syntactic Structure and Semantic Interpretation</i>	[15PLIC002]
	and	
	<i>Phonology and Morphology</i>	[15PLIC007]
Options	(1 full or 2 half courses from list below)	
	<i>Topics in the Structure of Chinese (MA)</i>	[15PLIH009]
	<i>Directed Readings in Linguistics A</i>	[15PLIH001]
	<i>Directed Readings in Linguistics B</i>	[15PLIH002]
	(on a topic in Chinese Linguistics)	
Dissertation	<i>Research Foundations Seminar</i>	[LIREFOUND]
	<i>Dissertation in Linguistics (Chinese)</i>	[15PLIC995]

MA in Linguistics [Japanese]

Core	<i>Syntactic Structure and Semantic Interpretation</i>	[15PLIC002]
	and	
	<i>Phonology and Morphology</i>	[15PLIC007]
Options	(1 full or 2 half courses from list below)	
	<i>Syntactic Structure of Japanese I</i>	[15PEAH006]

	<i>Syntactic Structure of Japanese II</i>	[15PEAH007]
	<i>Second Language Acquisition in Japanese</i>	[[new course code]
	<i>Directed Readings in Linguistics A</i>	[15PLIH001]
	<i>Directed Readings in Linguistics B</i> (on a topic in Japanese Linguistics)	[15PLIH002]
Dissertation	<i>Research Foundations Seminar</i> <i>Dissertation in Linguistics (Japanese)</i>	[LIREFOUND] [15PLIC996]
4. MA in Linguistics [Korean]		
Core	<i>Syntactic Structure and</i>	[15PLIC002]
	<i>Semantic Interpretation</i>	
	and	
	<i>Phonology and Morphology</i>	[15PLIC007]
Options	(1 full or 2 half courses from list below)	
	<i>Topics in the History and Structure</i>	[15PEAC060]
	<i>of the Korean language</i>	
	<i>Directed Readings in Linguistics A</i>	[15PLIH001]
	<i>Directed Readings in Linguistics B</i> (on a topic in Korean Linguistics)	[15PLIH002]
Dissertation	<i>Research Foundations Seminar</i> <i>Dissertation in Linguistics (Korean)</i>	[LIREFOUND] [15PLIC990]
5. MA in Linguistics [Arabic]		
Core	<i>Syntactic Structure and</i>	[15PLIC002]
	<i>Semantic Interpretation</i>	
	and	
	<i>Phonology and Morphology</i>	[15PLIC007]
Options	<i>Directed Readings in Linguistics A and</i>	[15PLIH001]
	<i>Directed Readings in Linguistics B</i> (on a topic in Arabic Linguistics)	[15PLIH002]
Dissertation	<i>Research Foundations Seminar</i> <i>Dissertation in Linguistics (Arabic)</i>	[LIREFOUND] [15PLIC992]
6. MA in Linguistics [Translation Theory]		
Core	<i>Syntactic Structure and</i>	[15PLIC002]
	<i>Semantic Interpretation</i>	
	and [15PLIC007]	
Options	<i>Translation Theory</i>	[15PLIC005]
Dissertation	<i>Research Foundations Seminar</i> <i>Dissertation in Linguistics</i> (<i>Translation Theory</i>)	[LIREFOUND] [15PLIC994]

Core courses and Options

Core Courses

Syntactic Structure and Semantic Interpretation	[15PLIC002]
Phonology and Morphology	[15PLIC007]
Research Foundations Seminar	[LIREFOUND]

Options

Full unit courses:

Translation Theory	[15PLIC005]
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Half unit courses:

Comparative Morpho-phonology Of Altaic Languages	[15PLIH007]
Morphology	[15PLIH006]
Dynamic Syntax	[15PLIH031]
The Structure of Bantu Languages	[NEWAFR3]
Issues in Semantics	[15PLIH012]
Topics in Lexical Semantics	[15PLIH003]
Language, Society and Communication	[15PLIH004]
Language Planning and Policy	[15PLIH032]
Language Support and Revitalisation	[15PLIH033]
Linguistic Structure of Chinese I-II	[15PLIH009]
Syntactic Structure of Japanese I	[15PEAH006]
Second Language Acquisition in Japanese	[new course]
Topics in History and Structure of the Korean Language	[15PEAC060]
Linguistic Typology	[15PLIH015]
Historical Linguistics	[15PLIH020]
Field Methods	[15PLIH023]
Directed Readings in Linguistics A (Term 1)	[15PLIH001]
Directed Readings in Linguistics B (Term 2)	[15PLIH002]
Issues in Language Documentation and Description	[15PLIH022]
Applied Language Documentation and Description	[15PLIH024]
Technology and Language Documentation	[15PLIH025]
Psychology of Language	[15PLIH005]
Language Pedagogy	[15PLIC015]
Phonetics	[new course]

Additional course options may become available in Term 2. Please see page 27 for option course details.

Further options are available under the Directed Readings heading.

Apart from the Directed Readings courses offered as lectures, it is also possible to set up a Directed Readings involving independent research on a specialised topic under one-to-one supervision (see course description for further details).

Core components description

Syntactic Structure and Semantic Interpretation (term 1)

[15PLIC002]

The course addresses questions on the nature of grammatical representations, the relationship between morphemes, words, grammatical structures and their corresponding semantic counterparts, and the relationship between syntactic structure and interpretation.

Syntactic processes across different languages are investigated, introducing the fundamental concepts of syntactic theory within the generative paradigm, and different aspects of semantic interpretation are considered: semantic primitives, lexical semantics, sense and reference, formal semantics, quantification, and the existence of semantic universals.

Objectives: By the end of the course, the student should be familiar with a number of typologically important grammatical structures and their permutations, have a clear grasp of the main theoretical concepts in current syntactic and semantic theories and should be in a position to start applying theoretical principles to the analysis of original data.

Phonology and Morphology (full unit)

[15PLIC007]

The course is intended to introduce students to the general principles and properties which characterise (1) possible sound systems in human languages and (2) the structures and processes which build words and determine their realisation. Topics covered include: the scope of phonology and morphology; theoretical foundations; the nature of phonological and morphological representations – units, constituents and structure; inflectional and derivational morphology; the phonology-lexical interface; morphology and the lexicon.

Objectives: By the end of the course students should: (1) have gained an appreciation of the range of different phonological and morphological phenomena across a number of languages, (2) have a general understanding of the main issues in current phonological and morphological theories, and (3) be able to apply their knowledge to the analysis of original data.

Research Foundations Seminar

[LIREFOUND]

Introduces students to the philosophical and methodological issues underlying different theoretical approaches, the nature of argument and evidence in linguistics, selection of research topic, evaluation of research material and use of research tools, including library and Internet. (Provides training for dissertation research.)

Dissertation in Linguistics

The research and writing of the MA dissertation is a crucial component of Research-based Masters training. At the end of the course students should have:

- A solid foundational knowledge of the techniques, argumentation and theoretical issues in the core areas of formal linguistics (phonology, morphology, syntax and semantics)
- The ability to apply their subject knowledge and methodology to a specific research problem
- The skills required to pursue independent research in an academic context
- The ability to present their work to different audiences in a clear and professional form.

Unit Numbers:

<i>Dissertation in Linguistics</i>	[15PLIC999]
<i>Dissertation in Linguistics (Japanese)</i>	[15PLIC996]
<i>Dissertation in Linguistics (Chinese)</i>	[15PLIC995]
<i>Dissertation in Linguistics (Translation Theory)</i>	[15PLIC994]
<i>Dissertation in Linguistics (Arabic)</i>	[15PLIC992]
<i>Dissertation in Linguistics (Korean)</i>	[15PLIC990]

MA Theory and Practice of Translation

MA course description

This is a unique programme, in a position to compete with currently available MA programmes elsewhere in Britain and reach markets hitherto untapped (in law, politics, business, human rights, refugee programmes, etc). It suits those planning to move on to MPhil/PhD research as well as those wishing to acquire the skills necessary for a career as professional translators. Its strong points are its range of languages and subject areas, its scope and flexibility, and collaboration with University College London (UCL).

Currently the programme includes Arabic, Chinese, Japanese, Korean, Persian and Swahili. It considers such issues as translation theory and technology, electronic publishing and contrastive linguistics. Training is provided in translating both into and from English. Students are also able to select options to suit their own preferences and intended career paths.

The School of Library, Archive and Information Studies (SLAIS) at UCL offers courses in translation theory and history, and a number of modules on electronic communication and publishing. SOAS students are admitted to the UCL courses on the proviso that places are available in any given year. All students will be registered at SOAS.

The programme is language-driven, and the required MA dissertation will be grounded in one of the Asian and African languages listed above. Students are allowed to choose up to but not more than the equivalent of two full courses from UCL. Students from programmes at UCL and Imperial College are similarly allowed to take SOAS courses. Applicants need to be fluent in the specified African/Asian language to the level of that imparted by a first degree in that language.

Applicants without a relevant degree will need to provide evidence of their proficiency in it at a level acceptable to the School. Where possible, international applicants will be required to supply the result of a Proficiency Test taken in their home country. Students claiming proficiency who (after registration) prove not to be sufficiently fluent will be required to take in-session language courses, possibly at their own expense. All applicants must satisfy the School's requirements with regard to competence in the English language.

Duration

One calendar year (full-time)

Two or three years part-time (daytime only)

Start of Programme

September intake only

Entry Requirement

Minimum upper second class or above honours degree (or equivalent); fluency in the specified African or Asian language, at least to the level of that imparted by a first degree in that language.

Structure

The MA consists of three taught courses (one full course or two half unit courses from the list of core courses and courses amounting to the equivalent of two full courses from the list of optional courses) and a 10,000- word dissertation on an approved topic.

Core courses and Options

Not all courses listed below may be available every year. For courses being offered in 2008/09, please visit the relevant departmental website or contact the Faculty office. Some courses may be taught in other departments of the School.

Core Courses

Practical Translation from and into Arabic	[15PLIC001]
Practical Translation from Mandarin Chinese into English	[15PCHH004]
Practical Translation from English into Mandarin Chinese	[15PCHH005]
Practical Translation: Japanese to English Term 1 &	[15PJKH003]
Practical Translation: English to Japanese Term 2	[15PJKH002]
Practical Translation from and into Korean	[15PJKC002]
Practical Translation from and into Swahili	[15PAFC029]
Practical Translation from and into Persian	[15PNMC051]

Options

Full unit courses:

Introduction to the Study of Language	[15PLIC008]
Translation Studies (at UCL)	[17CLIT0002]
Translation Theory	[15PLIC005]

Half unit courses:

Journalistic Translation	[15PLIH035]
Syntactic Structure of Japanese I	[15PEAH006]
Linguistic Structure of Chinese I-II	[15PLIH009]
Languages of Africa Masters	[15PAFH002]
Linguistic Structure of Hausa	[15PAFH003]
Morphology	[15PLIH006]
Issues in Semantics	[15PLIH012]
Historical Linguistics	[15PLIH020]
Directed Readings in Linguistics A (Term 1)	[15PLIH001]
Directed Readings in Linguistics B (Term 2)	[15PLIH002]
Internet Technologies**	
Principles of Computing and Information Technology**	
Modern Book Trade**	
Electronic Publishing**	
Legal and Social Aspects**	
Systems Management**	
XML**	
Digital Resources in Humanities**	
Introduction to Programming and Scripting**	

One-third courses at SLAIS/UCL (Any combination of three of these modules equals one full course. Each module involves a total of 30 hours of teaching contact time over a single term.) Please speak to course convenor for more information.

Core components description

Practical Translation: Japanese into English

[15PJKH003]

Dr. John Breen

Objectives:

The objective of this course is to help students acquire advanced translation skills in translation from Japanese to English. Students will be helped to develop intellectual perspectives on the activity of translation and expand topic-based vocabulary. By the end of the course, the students will be able to translate a variety of text-types including literary, academic, media, business and technical texts.

Scope and syllabus of the course:

The course aims to familiarise students with the process and techniques of translating from Japanese into English, developing their skills to a high level of proficiency, and provide them with much practical experience of translation. The course consists of 3 hours per week of translation from Japanese into English and commentary in Term 1.

Texts from various sources, including newspapers, magazines, the internet, government documents, and academic journals/books, and in various styles and genres (literary, academic, media, business and technical texts) will be assigned for class practice and homework.

The course will raise students' awareness of issues relating to literal and free styles of translation, to targeted readership, to degree of formality, and to cultural implications. Classroom time will be divided between translation and discussion of translation choices made by students. Built into the course is a systematic comparative analysis of linguistics and methodological aspects of translation between English and Japanese.

This course supersedes the existing full-unit course: 15JKC001 Practical Translation from and into Japanese, which covers both English-Japanese and Japanese-English translation. Dividing the existing course into two half-unit courses allows more flexibility in students' choice and its content.

Reading:

Baer, B. J. and G. S. Koby (2003) *Beyond the Ivory Tower: rethinking translation pedagogy*. Amsterdam: John Benjamins.

Baker, M. (1992) *In Other Words: a coursebook on translation*. London: Routledge.

Baker, M. (1998) *Routledge Encyclopedia of Translation Studies*. London: Routledge.

Baker, M. (2006) *Translation and Conflict: a narrative account*. London: Routledge.

Bassnett-McGuire, S. (2002) *Translation Studies*. London: Routledge.

Biguenet, J. and R. Schulte (1989) *The Craft of Translation*. Chicago, London: University of Chicago Press.

Dingwaney, A. and C. Maier (1995) *Between Languages and Cultures: translation and cross-cultural texts*. Pittsburgh: University of Pittsburgh Press.

Gentzler, E. (2001) *Contemporary Translation Theory*. London, New York: Routledge.

Guenther, F. and M. Guenther-Reutter (1978) *Meaning and Translation: philosophical and linguistic approaches*. London: Duckworth.

Gutt, E.-A. (2000) *Translation and Relevance: cognition and context*. Manchester, Boston: St.

Jerome.

Hatim, B. (1997) *Communication across Cultures: translation theory and contrastive text linguistics*.

Exeter: University of Exeter Press.

Hatim, B. and I. Mason (1990) *Discourse and the Translator*. London: Longman.

- Hermans, T. (2006) *Translating Others. Vol. 1 and 2*. Manchester: St. Jerome.
- Hernandez Sacristan, C. (1994) *Aspects of Linguistic Contrast and Translation: the natural perspective*. Frankfurt am Main: P. Lang.
- Hourse, J. (1997) *Translation Quality Assessment: a model revisited*. Tübingen: Gunter Narr.
- Hung, E. and Wakabayashi, J. (2005) *Asian Translation Traditions*. St. Jerome.
- Lindsay, J. (2006) *Between Tongues: translation and/of/in performance in Asia*. Singapore: Singapore University Press.
- Loffredo, E. and M. Perteghella (2006) *Translation and Creativity: perspectives on creative writing and translation studies*. London: Continuum.
- Munday, J. (2001) *Introducing Translation Studies: theories and applications*. London: Routledge.
- Nair, S. K. (1996) *Aspects of Translation*. New Delhi: Creative Books.
- Newmark, P. (1982) *Approaches to Translation*. Oxford: Pergamon.
- Nida, E. A. (2001) *Contexts in Translating*. Amsterdam, Philadelphia: John Benjamins.
- Nida, E. A. and C.R. Taber (1968) *The Theory and Practice of Translation*.
- Robinson, D. (1997), *Western Translation Theory: From Herodotus to Nietzsche*. (St. Jerome, 1997)
- Rubel, P. G. and A. Rosman (2003) *Translating Cultures: Perspectives on Translation and Anthropology*. Oxford: Berg.
- Savory, T. (1957) *The Art of Translation*. London: Cape.
- Schulte, R. and J. Biguenet (1992) *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. University of Chicago Press.
- Steiner, G. (1998) *After Babel: Aspects of language and translation*. Oxford: Oxford University Press.
- 青山南『英語になった日本小説』集英社 1996
- 川本皓嗣, 井上健編『翻訳の方法』東京大学出版会 1997
- 飛田茂雄『翻訳の技法: 英文翻訳を志すあなたに』研究社出版 1997
- 北條文緒『翻訳の異文化: 原作との「ずれ」が語るもの』みすず書房 2004
- 中村保男『想像する翻訳: ことばの限界に挑む』研究社出版 2001
- 平子義雄『翻訳の原理: 異文化をどう訳すか』大修館書店 1999

Assessment:

Final exam	50%,
Practical in-class or take-home tests	30%
Essay	20%

Practical Translation: English into Japanese

[15PJKH002]

Dr Naomi Cross

Objectives

The objective of this course is to help students acquire advanced translation skills in translation from Japanese to English. Students will be helped to develop intellectual perspectives on the activity of translation and expand topic-based vocabulary. By the end of the course, the students will be able to translate a variety of text-types including literary, academic, media, business and technical texts.

Scope and syllabus of the course

The course aims to familiarise students with the process and techniques of translating from Japanese into English, developing their skills to a high level of proficiency, and provide

them with much practical experience of translation. The course consists of a 3 hour per week of translation from Japanese into English and commentary in Term 1.

Texts from various sources, newspapers, magazines, internet, government documents, academic journals/books and in various styles and genres (literary, academic, media, business and technical texts) will be assigned for class practice and homework.

The course will raise students' awareness of issues relating to literal and free styles of translation, to targeted readership, to degree of formality, and to cultural implications. Classroom time will be divided between translation and discussion of translation choices made by students. Built into the course is a systematic comparative analysis of linguistic and methodological aspects of translation between English and Japanese.

This course supersedes the existing full-unit course: 15JKC001 Practical Translation from and into Japanese, which covers both English-Japanese and Japanese-English translations. Dividing the existing course into two half-unit courses allows more flexibility in students' choice and its content.

Reading:

- Baer, B. J. and G. S. Koby (2003) *Beyond the Ivory Tower: rethinking translation pedagogy*. Amsterdam: John Benjamins.
- Baker, M. (1992) *In Other Words: a coursebook on translation*. London: Routledge.
- Baker, M. (1998) *Routledge Encyclopedia of Translation Studies*. London: Routledge.
- Baker, M. (2006) *Translation and Conflict: a narrative account*. London: Routledge.
- Bassnett-McGuire, S. (2002) *Translation Studies*. London: Routledge.
- Biguenet, J. and R. Schulte (1989) *The Craft of Translation*. Chicago, London: University of Chicago Press.
- Dingwaney, A. and C. Maier (1995) *Between Languages and Cultures: translation and cross-cultural texts*. Pittsburgh: University of Pittsburgh Press.
- Gentzler, E. (2001) *Contemporary Translation Theory*. London, New York: Routledge.
- Guenther, F. and M. Guenther-Reutter (1978) *Meaning and Translation: philosophical and linguistic approaches*. London: Duckworth.
- Gutt, E.-A. (2000) *Translation and Relevance: cognition and context*. Manchester, Boston: St. Jerome.
- Hatim, B. (1997) *Communication across Cultures: translation theory and contrastive text linguistics*. Exeter: University of Exeter Press.
- Hatim, B. and I. Mason (1990) *Discourse and the Translator*. London: Longman.
- Hermans, T. (2006) *Translating Others. Vol. 1 and 2*. Manchester: St. Jerome.
- Hernandez Sacristan, C. (1994) *Aspects of Linguistic Contrast and Translation: the natural perspective*. Frankfurt am Main: P. Lang.
- House, J. (1997) *Translation Quality Assessment: a model revisited*. Tübingen: Gunter Narr.
- Hung, E. and Wakabayashi, J. (2005) *Asian Translation Traditions*. St. Jerome.
- Lindsay, J. (2006) *Between Tongues: translation and/of/in performance in Asia*. Singapore: Singapore University Press.
- Loffredo, E. and M. Perteghella (2006) *Translation and Creativity: perspectives on creative writing and translation studies*. London: Continuum.
- Munday, J. (2001) *Introducing Translation Studies: theories and applications*. London: Routledge.
- Nair, S. K. (1996) *Aspects of Translation*. New Delhi: Creative Books.
- Newmark, P. (1982) *Approaches to Translation*. Oxford: Pergamon.
- Nida, E. A. (2001) *Contexts in Translating*. Amsterdam, Philadelphia: John Benjamins.
- Nida, E. A. and C.R. Taber (1968) *The Theory and Practice of Translation*.
- Robinson, D. (1997), *Western Translation Theory: From Herodotus to Nietzsche*. (St. Jerome, 1997)

- Rubel, P. G. and A. Rosman (2003) *Translating Cultures: Perspectives on Translation and Anthropology*. Oxford: Berg.
- Savory, T. (1957) *The Art of Translation*. London: Cape.
- Schulte, R. and J. Biguenet (1992) *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. University of Chicago Press.
- Steiner, G. (1998) *After Babel: Aspects of language and translation*. Oxford: Oxford University Press.
- 青山南『英語になった日本小説』集英社 1996
- 川本皓嗣, 井上健編『翻訳の方法』東京大学出版会 1997
- 飛田茂雄『翻訳の技法: 英文翻訳を志すあなたに』研究社出版 1997
- 北條文緒『翻訳の異文化: 原作との「ずれ」が語るもの』みすず書房 2004
- 中村保男『想像する翻訳: ことばの限界に挑む』研究社出版 2001
- 平子義雄『翻訳の原理: 異文化をどう訳すか』大修館書店 1999

English / Arabic Translation

[15PLIC001]

Prof. M.A.S. Abdel Haleem

Objectives

The course aims at familiarising students with the process and techniques of translating between these two languages, developing their skills to a high level of proficiency and providing them with much practical experience of translation. The texts covered will be religious, national and institutional; these latter could cover national and international organisations, as well as political, economic and cultural institutions. The texts focus, where possible, on specific areas of interest to students. The method of teaching will include introductory lectures on the process and technique of translation, close examination of the nature and features of varieties of texts, intensive practical translation, class discussion and exercises in translation criticism. It will be taught by 45 hours of class work and will be examined by one written paper (70%) and two pieces of coursework (30%).

Assessment:

Written paper 70%

Course work 30%

Introductory reading:

Mona Baker, *In Other Words* (London: Routledge, 1992)

James Dickins, Sandor Hervey and Ian Higgins, *Thinking Arabic Translation* (London: Routledge, 2002)

Ian F. Finley, *Translating* (London, 1971 and 1974)

B. Hatim, *English–Arabic–English Translation: A Practical Text-Linguistic Guide* (London, 1997)

B. Hatim and I. Mason, *Discourse and the Translator* (New York, 1990)

B. Hatim, A. Shunnaq and R. Buckley, *The Legal Translator at Work: Arabic–English Legal Translation. A Practical Guide* (Irbid: Dar al-Hilal, 1995)

P. Newmark, *Approaches to Translation* (Oxford, 1982)

E.A. Nida and C.R. Taber, *The Theory and Practice of Translation* (Leiden, 1968)

International Federation of Translators, *Babel* (1955) sundry articles

Practical Translation English into Chinese

[15PCHH005]

Dr. Lianyi Song

Objectives

The objective of the course is to equip students with skills in translation from English into Chinese (Mandarin). Students will develop intellectual perspectives on the activity of

translation and expand topic-based vocabulary. By the end of the course, students will be able to demonstrate ability in handling texts, in including literary, fictional, journalistic and biographical prose, with confidence.

The course is designed for students who already have an advanced knowledge of Chinese language, and who are able to read both simplified and full-form characters. The typology of texts varies from scientific, to technical, administrative, political, literary, cinematographic, advertisements, etc.

Assessment:

Two-hour written exam: May/June (60%)

Extended translation: 1st week of Term 3 (20%)

Translate a text of 2.000 words in source text (Chinese) into English with commentary

Continuous assessment: Weekly assignments (20%)

Reading list:

《翻译与对比研究：2002年汉英对比研究国际研讨会论文集》，潘文国主编

上海：上海外语教学出版社，2005

Translation and contrastive studies : proceedings of 2002 international symposium on contrastive and translation studies between Chinese and English /

Periodicals not for loan

《英汉翻译理论与实践》，郭富强 著，北京：机械工业出版社 2004

[c.722.y.18 /960260](#)

《汉英分类翻译词典》，刘世同 主编，大连：大连理工大学出版社，2003

An active Chinese-English classified dictionary for translation and interpretation

Liu Shitong, Zhou Guanzu, Li Shenglu].

[c.722.h.5 /907747](#)

《英汉翻译对话录》，叶子南 著，北京：北京大学出版社 2003

[c.722.y.14 /926119](#) [c.722.y.14 /909659](#)

《英汉语言对比与翻译》，王武兴 主编 李宝荣，李可胜，邹莉，北京：北京大学出版社 2003

Contrastive studies of Chinese and English and translation

[c.722.y.13 /926118](#)

《新编英汉翻译教程》，孙致礼 著，上海：上海外语教育出版社，2003

A new coursebook on English-Chinese translation / Sun Zhili.

[c.722.x.4 /909465](#)

《英汉互译理论与实践》，陈达 著，2003

Translation between English and Chinese, 2003

[c.722.y.9 /907738](#)

《英汉翻译简明教程》，庄绎传 著，外语教学出版社，2002

[c.722.y.8 /907732](#)

《实用英汉翻译教程》，申雨平、戴宁 著，外语教学出版社，2002

A textbook of English-Chinese translation

[c.722.y.6 /907730](#)

《英汉语比较与翻译》，杨自俭 著，上海：上海外语教育出版社，2002

English-Chinese comparative study and translation

[c.722.y.5 /907746](#)

《汉英英汉美文翻译与鉴赏》，刘士聪 著，南京：译林出版社，2002

[c.722.h.6 /907741](#)

《实用翻译教程》，冯庆华 著，上海：上海外语教育出版社，2002
 A practical coursebook on translation
[c.722.s.2 /907745](http://c.722.s.2/907745)

《英汉翻译津指》，陈生宝 著，北京：中国对外翻译出版公司，2000
 Translation theory and practice series
[c.722.y.19 /725728](http://c.722.y.19/725728)

Practical Translation Chinese into English

[15PCHH005]

Dr. Cosima Bruno

Objectives:

The objective of the course is to equip students with skills in translation from Chinese into English. Students will develop intellectual perspectives on the activity of translation and expand topic-based vocabulary. By the end of the course, students will be able to demonstrate ability in handling texts, in including literary, fictional, journalistic and biographical prose with confidence.

The course is designed for students who already have an advanced knowledge of Chinese language, and who are able to read both simplified and full-form characters. The typology of texts varies from scientific, to technical, administrative, political, literary, cinematographic, advertisements, etc.

Assessment:

Two-hour written exam: May/June 60%

Extended translation: 1st week of Term 3 20%

Translate a text of 2.000 words in source text (Chinese) into English with commentary

Continuous assessment: Weekly assignments 20%

Reading list:

No specific textbooks for the course.

The students will be encouraged to visit the following websites where bilingual texts (Chinese and English) are available: <http://www.ftchinese.com/sc/index.jsp> and http://www.freexinwen.com/chinese/eng/news_bilingual/index.html.

The students will be given bibliographical references for books and essays on translation from Chinese into English to read and discuss on a weekly basis. These include:
 Balcom, John. "Translating Modern Chinese Literature". In *The Translator as Writer*, edited by Susan Bassnett and Peter Bush, 119-134. London : Continuum, 2006.

Bruno, Cosima. "English/Chinese – Chinese/Chinese. On Reading Poetry through Translation", in *Translating Others*, edited by Theo Hermans, 219-235. Manchester: St Jerome Publishing, 2006, vol.1.

Cintas, Jorge Diaz and Remael, Aline. *Audiovisual Translation: Subtitling*. Manchester: St Jerome Publishing, 2007.

He, Chuansheng and Xiao, Yunnan. "Brand Name Translation in China. An Overbiw of Practice and Theory". *Babel* 49:2: 131-148.

Liu, Zequan. "Register analysis for translation evaluation: a theory in point". *Fan yi xue bao* no.8 (Dec 2003): 51-74.

Pfister, Lauren. "Translation and its problems". In *Encyclopedia of Chinese philosophy*, edited by Cua Antonio S., 734-739. New York & London: Routledge, 2003.

Ruthrof, Horst and Song, Xianlin. "Intercultural semiosis: corporeal semantics and translation (Chinese-English)". *Fan yi xue bao* no.7 (Jul 2002): 17-43

Tofts, Martine. "Translation industry". In *Encyclopedia of contemporary Chinese culture*, edited by Edward L., Davis, 613-614. London; New York: Routledge, 2005.

Wong, Dongfeng and Shen Dan, "Factors Influencing the Process of Translating". *Meta*, XLIV, 1, 1999: 78-100.

Available in JSTOR

Zhu, Chunshen. "Integration of form and content for communication through translation: with reference to pronouns in Chinese discourse". In *Among the best: Stephen C. Soong Chinese translation studies awards 1999-2004 (volume 2)*, edited by Eva Hung, 154-176. Hong Kong: Research Centre for Translation, The Chinese University of Hong Kong, 2005.
刘士聪,2002.《汉英英汉美文翻译与鉴赏》.南京:译林出版社,

Practical Translation From and Into Korean

[15PJKC002]

Dr. G. Koh

Objectives

Modern Korean prose texts (newspapers, magazines, academic articles) and various types of literary works will be read and translated in class. Each class will consist of a lecture and a seminar session. Each week students will be assigned a set of translation texts, which they will be required to read prior to each class. The lectures will provide students with background information on the texts, and the selected texts will be analysed and translated. In the seminars, students will participate in discussions based on their readings. During the seminars/tutorial, various aspects of translation problems including linguistic and cultural issues will be discussed depending on student interest. Linguistic papers on translation theory will also be integrated into the course material.

Assessment:

One three-hour written examination (70%) taken in May/June and one essay of 2,500 - 3,000 words (30%) to be submitted on day 1, week 1, term 3.

Reading:

An, Ceng Hyo. 1996. *Penyek-uy theykhnik*. Seoul: Hyenamssa. Baker, Mona. 1992. *Other Words*. London & New York: Routledge. Cang, Cin Han. 1990. "Penyek-kwa wulimal". *Kwuke saynghwal* 21:27-37. Chae Mansik. *Peace Under Heaven: A Modern Korean Novel*. Translated by Chun Kyung-ja. Armonk, NY: M.E. Sharpe, 1993. Chang, Suk-Jin. 1996. *Korean*. Amsterdam & Philadelphia: John Benjamins. Cho, Choon-Hak. 1982. *A Study of Korean Pragmatics: Deixis and Politeness*. Seoul: Hanshin. Chung, Chong-wa. 1995. *Modern Korean Literature: An Anthology 1908-65*. London: Kegan Paul International. Fulton, Bruce and Ju-Chan, trans. 1989. *Words of Farewell: Stories by Korean Women Writers*. Seattle: The Seal Press. Kim, Ceng Wu. 1990. "Penyemun-ey nathanan kwuke-uy mosup". *Kwuke saynghwal* 21:38-55. Kim, Chong-un and Bruce Fulton, trans. *A Ready-Made Life: Early Maters of Modern Korean Fiction*. Kim-Renaud, Young-Key. 1986. *Studies in Korean Linguistics*. Seoul: Hanshin. Lee, Iksop and Robert Ramsay. 2000. *The Korean Language*. Albany: State University of New York Press. Lee, Sang Sep. 1990. "Penyek ilpanlon". *Kwuke saynghwal* 21:2-13. Song, Yo-In. 1984. *Topics in Translation Studies*. Seoul: Hanshin.

Practical Translation From And Into Persian

[15PNMC051]

Convenor/s: [Narguess Farzad](#) , [Nima Mina](#)

Objectives

The course aims to enhance and structure students' practical skills in translation from, and into, Persian, as well as provide them with an intellectual perspective on the activity of translation. The emphasis is mainly on advanced translation skills from Persian into English. However, guidelines and practice for translating from English into Persian are also a major part of the syllabus. Students study a variety of texts including literary, fictional, journalistic and biographical prose.

Scope and syllabus:

Teaching is divided into lectures (one hour weekly) and seminars (two hours weekly) across 22 weeks. The lectures inform the students of general linguistic issues related to Persian and cover translation strategies and aspects of advanced grammar. In the seminar sessions, students focus on particular problems based on their own reading and attempts at translation of preset texts. More general topics relevant to their work are discussed.

Assessment:

One three-hour written examination in May-June (60% of the final mark), and two pieces of coursework of 3500-4000 words each (each 20%), to be submitted on the first day after Reading Week of Term 2, and the first day of Week 2 of Term 3.

Required reading**Translation studies**

- Baker, Mona 1992, *In Other Words: a coursebook on translation*, London, Routledge
- Eco, Umberto, 2003, *Mouse or Rat? Translation as Negotiation*, Weidenfeld & Nicolson
- Ghanoonparvar, M.R. 2001, *Translating the Garden*, University of Texas Press
- Hatim, B. & Mason, I. 1997, *The Translator as Communicator*, New York: Routledge
- Lefevere, André. 1992. *Translating Literature: Practice and Theory in a Comparative Literature Context*. New York: Modern Language Association of America.
- Lefevere, André. 1992a. *Translation, Rewriting and the Manipulation of Literary Fame*. London and New York: Routledge.
- Motarjem: *Iranian Journal of Translation*
- Riazi, A.M. & Assar, F. (2001) 'A Text Analysis of Persian Newspaper Editorials', *Journal of Social Sciences and Humanities of Shiraz University*, Vols. 31&32
- Toury, Gideon (ed.) 1987, *Translation Across Cultures*, New Delhi: Bahri
- Venuti, Lawrence 1992, (ed.) *Rethinking Translation*, London and New York: Routledge
- Venuti, Lawrence, 1995, *The Translator's Invisibility*, London and New York: Routledge
- Venuti, Lawrence, 2000, (ed.) *The Translation Studies Reader*, London and New York: Routledge
- Yarmohammadi, L. 1995 (ed.), 'The Discoursal and Textual Structure of Khayam's Poetry in FiitzGerald's English Versification' in *Fifteen articles in contrastive linguistics and the structure of Persian: Grammar, text and Discourse*, Tehran:Rahnama Publications

Specialised dictionaries

- Aliqoli Amini, *Farhang-e Avam*, [Esfahan?, no date.]
 - *Dastan-ha-ye Amsal*, 2nd edition, Esfahan 1333.
- Hooshang Amuzegar, *A Dictionary of Common Persian and English Verbs (with Persian synonyms & examples)*, Payam Publishers, 1988
- A & M Aryanpur, *The Unabridged English - Persian Dictionary 5 Vols.*
- Turner (Colin), *A thematic dictionary of modern Persian* 2003
- Jamalzade, *Farhang-e Loghat-e Ammiyane*, Tehran 1341
- Mahshid Moshiri, *Dictionnaire des Mots Européens en Persan*, Alborz Publications, Tehran 1993
- Riza Anzabi-Nezhad and Mansur Tharwat, *Farhang-e Mo'asir*, Tehran 1366.

Readers

- Michael Hillmann, *Persian Fiction Reader*, Dunwoody Press, Maryland 1995
- Michael Craig Hillmann with Ramin Sarraf. *Persian Newspaper Reader*
- Hasan Kamshad, *Modern Persian Prose Reader*, Cambridge 1968
- Windfuhr & Bostanbakhsh, *Modern Persian - Intermediate Level*, University of Michigan

Literary histories, background reading and selected translations

- Abbas Aryanpur, *Persian folk-songs / rendered into English verse by Abbas Aryanpur (Kashani) and Manoochehr Aryanpur (Kashani) ; Persian text collected by Parviz Niloofari, 1971*
- Iraj Bashiri, *The Fiction of Sadeq Hedayat*, Lexington 1984. Behbahani, *A cup of sin : selected poems / Simin Behbahani ; edited and translated from the Persian by Farzaneh Milani and Kaveh Safa ; with introductory essays by the poet and an afterword by Kaveh Safa*, Syracuse University Press, 1999
- Chelkowski, *Staging a revolution : the art of persuasion in the Islamic Republic of Iran / Peter Chelkowski, Hamid Dabashi. Davis D. 1984, Farid-ud-Din Attar, The Conference of the Birds, London, Penguin*
- Meisami, Julie Scott (1995) *The Haft Paykar: A Medieval Persian Romance*, Oxford OUP The World's Classics Menashri David Education and the making of modern Iran, Cornell UP 1992
 - *Post-revolutionary politics in Iran : religion, society and power. London 2001*
- Ghomi H, *The fragrance of the rose : the transmission of religion, culture, and tradition through the translation of Persian poetry, 1993*
- Tarraqi, (Goli) *A mansion in the sky and other short stories / Goli Taraghi ; introduction and translation by Faridoun Farrokh, 2003*
- H. Kamshad, *Modern Persian Prose Literature*, Cambridge 1966.
- M.R. Ghanunparvar, *Prophets of Doom...* , New York and London 1984.
- Jan Rypka, *History of Iranian Literature*, Dordrecht 1968.
- Rypka's chapter on the 19th century (pp. 320-351) and Vera Kubickova's contribution 'Persian Literature of the 20th Century' (pp. 355-418).
- M.R Ghanunparvar, In *A Persian Mirror: Images of the West and Westerners in Iranian Fiction*.
- Homa Kat,zian, *Sadeq Hedayat: The Life and Legend of an Iranian Writer*, London 1991
- Farzaneh Milani, *Veils and Words: The Emerging Voices of Iranian Women Writers*, London & New York 1992
- *More Examples of Persian Fiction in English Translation: Behrangi, Samad The little Black fish and Other Modern Persian Short Stories*, Washington 1976
- Chuback, Sadeq. *Sadeq Chuback, An Anthology*, New York 1982
- Daneshvar Simin. *Daneshvar's playhouse; A Collection of Stories*, Washington 1989
 - *Sutra. Washington 1994*
- Moayyad Heshmat (ed.) *Stories From Iran, A Chicago Anthology 1921-1991*, Washington 1991
- *Stories by Iranian Women since the Revolution*, Austin, TX, 1991
- *A Walnut Sapling on Masih's grave and Other Stories by Iranian Women*, Portsmouth, NH: 1993
- Shahrokh Meskoob. *Iranian nationality and the Persian language / , foreword and interview with the author by Ali Banuazizi ; translated by Michael C. Hillmann ; edited by John R. Perry Imprint Washington, DC : Mage, 1992*
- Minoo S. Southgate. *Modern Persian short stories. Washington, D.C. Three Continents Press, 1980*

- Gholam-Hossein Saedi Fear and trembling translated, and with an introduction and a bibliography, by Minoos Southgate Washington, D.C : Three Continents Press, c1984

Practical Translation From and Into Swahili

[15PAFC029]

Objectives

This course is designed to train students in advanced level translation, mainly from Swahili into English. Skills of translation from English into Swahili will also be taught and practice. By the end of the course, students should be able to translate a variety of text-types including modern prose and literary works written in Swahili. This course will help students to acquire an understanding of a variety of approaches, methods and theories in relation to translation, with an overall aim to bridge the cultural distance that exists between such non-kindred languages.

Assessment

One three-hour written examination (60%) taken in May/June and two essays in English of 3,500 - 4,000 words each (40%) to be submitted on day 1, week 1, term 2 and day 1, week 1, term 3.

Reading

A reading list for this course will be given to students at the beginning of the course.

MA in Applied Linguistics and Language Pedagogy

Course description

The MA provides advanced training in the field of Language Pedagogy with a current specialisation in Japanese or Korean. The programme provides an appreciation of the concepts, modes of analysis and theoretical approaches in the area of Language Pedagogy, including second language learning theories and teaching methodologies. Students will also be familiarised with the general areas of linguistic inquiry (phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse structure) and how they are relevant to the study of second language acquisition.

As a practical component, students will also become familiar with the intent and design of instructional material and teaching/testing techniques, and will evaluate second language learners' performance through the analysis of empirical data and adequate descriptive terminology; they will also be able to design appropriate lesson plans, and will have carried out a certain amount of practice in the language of their chosen pathway.

Graduates will be qualified and well prepared for such professions as teaching Japanese or Korean in higher education in UK, Japan, Korea, other European and Asian countries North America, and other parts of the world, teaching Japanese at private institutions or at company, administrative or consultative staff at educational organizations, and editing staff at publishers related to language teaching.

Duration

One calendar year (full-time)
Two or three years part-time (daytime only)

Start of Programme

September intake only

Entry Requirement

Minimum upper second class or above honours degree (or equivalent).

Structure

Entering students who already hold an undergraduate major in linguistics/applied linguistics, or an MA in linguistics take the four core courses listed below and two options, and write a 10,000-word dissertation on an approved topic. Students with no background in linguistics must take the core courses plus Introduction to the Study of Language and one option plus a 10,000-word dissertation.

Course details

Not all courses listed below may be available every year. For courses being offered in 2008/09, please visit the relevant departmental website or contact the Faculty office. Some courses may be taught in other departments of the School.

Core Courses

Japanese Language Teaching and Learning [Japanese pathway]	[15PEAC024]
Topics in the History and Structure of Korean Language [Korean pathway]	[15PEAC060]
Language Pedagogy	[15PLIC015]

Dissertation [15PLIC999]

Options

Full unit courses:

Introduction to the Study of Language [15PLIC008]
Any linguistics course approved by the convenor

Half unit courses

Syntactic Structure of Japanese 1 [15PEAH006]
[Japanese pathway]
Second Language Acquisition in Japanese New course code
[Japanese pathway]
Directed Readings in Linguistics/The structure of language A [15PLIH001]
(term 1)
Directed Readings in Linguistics/The structure of language B [15PLIH002]
(term 2)

Core components description

Japanese Language Teaching and Learning [Japanese pathway]

[15PEAC024]

The course is designed to train students already working or planning to work with language to improve their awareness of linguistic problems with specific reference to teaching and learning of the Japanese language. The course consists of lectures and seminars; the lecture part introduces the students to theoretical issues in the fields of Japanese Applied Linguistics and more specifically Second Language Acquisition. The practical seminar sessions deal with specific aspects of classroom management, localized learning problems and relative teaching techniques. By the end of this course, the students are expected to be able to orient themselves in the relevant literature and undertake independent research on a topic of their choice.

Topics in the History and Structure of Korean Language [Korean pathway]

[15PEAC060]

The objective of this course is to provide students taking Masters programme in Korean Studies with a clear understanding of the history and structure of Korean language. Students who take the course will be expected to develop advanced analytical skills in the understanding of Korean linguistics and the historical development of the Korean language. Students who complete the course will be able to demonstrate a clear understanding of the grammatical structure of the Korean language.

Language Pedagogy

[15PLIC015]

Students will be familiarized with a number of Second Language Learning Theories and models of Second Language Acquisition; with research methods in the field of Language Learning, and with a number of other topical issues within the field of Language Education. They will be able to apply this knowledge to the study and to the teaching practice of their language of interest.

MA in Language Documentation and Description

MA course description

This MA programme in Language Documentation and Description is intended for students who wish to specialise in the documentation and description of languages, with a focus on minority and endangered languages. Entering students take a pathway in *Language Support and Revitalisation* if they do not have a BA or equivalent in Linguistics, or *Field Linguistics* if they have a background in Linguistics.

This specialist MA is characterised by an integrated core of subject offerings that are oriented around the theory and practice of language documentation and description, plus a series of options in linguistics, applied linguistics, and language studies. Core subjects will involve project-based research and the field methods course focuses on a selected language (that will vary from year to year) giving students an opportunity to develop their knowledge and skills in an integrated fashion.

Duration

One calendar year (full-time)

Two or three years part-time (daytime only)

Entry requirements

This MA degree programme is designed for students who wish to learn about documenting and describing languages, with an emphasis on endangered languages. It is available to students with first degree studies in general descriptive and theoretical linguistics. The course is also open to applicants with no background in linguistics but with an interest in minority and endangered languages, who wish to acquire specialised skills in language documentation and description. Past students who have taken the course had backgrounds in: linguistics, language teaching, ESL, translation, anthropology, information technology and development studies. To be eligible for this course, applicants must have gained their first degree at 2:1 level (or overseas equivalent). Students with no previous study of linguistics must take the pathway in *Language Support and Revitalisation*. Part-time students have the possibility of transferring to the pathway in *Field Linguistics* after their first year.

Start of Programme

September intake only

Careers

Students taking this degree will mainly be aiming at further research and at becoming experts in the documentation and description of minority and endangered languages. A range of potential employment is available to students who complete the degree: in academia, international bodies (UNESCO, NGOs), broadcasting, language teaching, and work with community language organisations.

Fifteen students finished the MA in Language Documentation and Description in 2007 and here is what they are doing now:

- Four students are continuing their studies and have enrolled in the Field Linguistics PhD
- One student is carrying out research in Burkina Faso
- One student is a translator

Two of our PhD students who started in 2003-7 completed their PhD's in 2008. Four students are returning from fieldwork – they have done fieldwork and collected sizeable amounts of data, which they will be working on this year. More information about our MA and PhD students can be found on the HRELP website at:

<http://www.hrelp.org/aboutus/students/>

Objectives and course structure

On completion of this degree, students will have gained knowledge and skills in a select number of topics and issues related to the documentation and the description of minority and endangered languages. The programme requires successful completion of the following:

1. MA Language Documentation and Description [Language Support and Revitalisation]

Core *Introduction to the Study of Language* [15PLIC008, full unit]
and
Issues [15PLIH022, half unit]
and
Applied [15PLIH024, half unit]

Options (1 full or 2 half courses from list in **Options** section)

Dissertation *Research Foundations Seminar*
 Dissertation in Linguistics [full unit]

2. MA Language Documentation and Description [Field Linguistics]

Core *Technology* [15PLIH025, half unit]
and
Issues [15PLIH022, half unit]
and
Field Methods [15PLIH023, half unit]
and
Applied [15PLIH024, half unit]

Options (1 full or 2 half courses from list in **Options** section)

Dissertation *Research Foundations Seminar*
 Dissertation in Linguistics [full unit]

Five one-term core courses, one one-term option and a dissertation (10,000 words). For students with prior studies in linguistics, the four core courses are taken with two options, plus dissertation. Students also attend a non-assessed fortnightly Research Foundations Seminar and are invited to attend weekly departmental seminars.

The dissertation is equivalent to the value of two one-term courses. The dissertation must relate to the taught courses and must be supervised by a member of SOAS staff. The choice of a dissertation subject and the appointment of a dissertation supervisor are subject to the approval of the MA programme convenor.

The choice of taught courses is subject to:

1. The approval of the individual course convenor
2. The approval of the MA programme convenor

3. The proviso that not every optional course will be available in each year
4. Compatibility with timetabling

The dissertation is normally due on 15th September 2009. Students will receive guidance from tutors at the beginning of the second term when deciding on their dissertation topics. In 2006-7, dissertation titles included: "The role of collaborative web technology in language documentation", "State and Change Verbs and Yoruba-English code mixing", "Language Policy in Central America: An overview of Nicaragua and Costa Rica", "Literacy practices in the endangered Austronesian language of Taiwan: Problems and Prospects" and "Issues and findings while investigating Numees'spatial deixis".

The degree can be taken either full-time (one year) or part-time (two/three years). Part-time students submit their dissertation in the last year of enrolment. Part-time students should note that courses are taught during the daytime (between 9am and 5pm)

Core components description

Introduction to the Study of Language (full unit)

[15PLIC008]

This course provides an introduction to linguistics, the scientific study of language. The course proceeds from the functions of language to their formal expression and has emphasis on its cross-linguistic and intercultural aspects, drawing on examples from a large number of languages. This broad scope makes the course suitable not only for students of linguistics and language documentation and description but also for students of translation theory and Japanese applied linguistics.

Selected readings

Crowley, Terry, John Lynch, & Jeff Siegel. 1999 *The design of language: an introduction to descriptive linguistics*. Auckland: Longman.

Gussenhoven Carlos and Haike Jacobs. 1998 *Understanding Phonology*. London: Arnold.

Haspelmath, Martin. 2002 *Understanding Morphology*. London: Arnold.

Ladefoged, Peter. 2001 *A course in phonetics*. Boston, Mass.: Heinle & Heinle.

Saeed, John. 2003 *Semantics*, Oxford: Blackwell

Tallerman, Maggie. 1998 *Understanding Syntax*. London: Arnold.

Assessment: The two best assignments from a maximum of four submitted, counting 40%. A practical examination, consisting of a transcription and morphological and syntactic analysis, counting 60%.

Issues in language documentation and description (term 1)

[15PLIH022]

As many as half of the world's languages are endangered and not being learned by children. Many of these languages are in danger of disappearing without being recorded. As well as introducing the concepts of documentation and description of languages, the relationship between the two, and their relevance for linguistics and other disciplines, the course discusses fundamental issues that anybody engaged in documenting and describing languages, notably endangered languages, is likely to face. These include project design, research ethics and intellectual property, researcher and community rights and responsibilities, world language ecology, endangered and minority languages, dialectal and sociolectal variation, multilingualism and language contact, and fundamentals of ethnographic methodology. The course draws examples from a wide range of endangered language situations around the world, and discusses actual instances of research in progress. Students will be able to draw on their own language experiences as appropriate.

A reader is available for this course.

Selected readings

Crystal, David 2000 *Language Death* Cambridge University Press
 Dalby, Andrew 2002 *Language in Danger: How language loss threatens our future* Penguin
 Fishman, Joshua 1991 *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters
 Grenoble, Lenore A and Lindsay Whaley (eds) 1998 *Endangered Languages: Language Loss and Community Response*. Cambridge University Press
 Himmelmann, Nikolaus 1998 Language documentation and description. *Linguistics*
 Nettle, Daniel and Suzanne Romaine 2000 *Vanishing Voices*. Oxford University Press
Assessments: Two assignments, counting 40%. An essay (3,500 words), counting 60%

Technology and language documentation (half unit, term 1)

[15PLIH025]

Linguists studying an endangered language need to be familiar with ways in which information and communications technology can assist and support their recording, analysis and publication of language materials. Topics covered in this course include basics of data analysis and design, selection of software (for recording and analysis), introduction to databases, data and metadata formats and standards (including character encoding standards like Unicode and file formats such as XML), fundamentals of digital sound recording and editing techniques, archiving issues and corpus annotation issues. Students will learn how to use a range of computer hardware and software to support their recording, analysis and publication.

A reader is available for this course

Selected readings

A selection of computer software and World Wide Web resources will be used in this course.

Assessment: Two assignments (40%); a software project or essay of 3,500 words (60%).

Field-methods (half unit, term 2)

[15PLIH023]

Documenting a language typically involves fieldwork with native speakers in their community. This course introduces students to some aspects of fieldwork in weekly meetings and consultations with a speaker of a language unknown to them. Field methods covered include recording techniques, annotation (metadata) for recordings, phonetic transcription, phonological, morphemic, syntactic and semantic analysis, with the aim of arriving at a preliminary analysis of some aspects of the language.

Selected readings

Ladefoged, Peter. 2003 *Phonetic data analysis: an introduction to fieldwork and instrumental phonetics*. Oxford : Blackwell

Newman, Paul & Martha Ratliff. 2001 *Linguistic Fieldwork*. CUP

Payne, Thomas. 1997 *Describing morphosyntax*. CUP

Shopen, Timothy (ed.) 1985 *Language typology and syntactic description*. (3 Vols.) Cambridge: Cambridge University Press.

Vaux, Bert and Justin Cooper. 1999 *Introduction to Linguistic Field Methods*. Lincom Europa

Assessment: The best two of four assignments (60%); a final project to be submitted at 4pm on day 5, week 2, term 3 (40%).

Applied language documentation and description (half unit, term 2)

[15PLIH024]

Linguists studying a language, especially an endangered language, are often called upon to assist the local community in a wide range of aspects in applied language matters such as developing an orthography for an unwritten language, making a dictionary, developing and evaluating a language program, helping to articulate language policy, and producing multimedia and electronic publications. This course introduces students to these practical issues, and critically examines issues and problems work in this area raises. Examples will be drawn from successes and failures in applications of linguistic techniques to practical language problems, including CD-ROMs and web-based publication.

A reader is available for this course.

Selected readings

A selection of CD-ROMS and World Wide Web resources will be used in this course.

Grenoble, Lenore and Lindsay Whaley 2006 *Saving Languages: an Introduction to Language Revitalization*. Cambridge.

Hinton, Leanne and Ken Hale (eds.) 2001 *The Green Book of Language Revitalization in Practice*. Academic Press.

Tsunoda, Tasaku 2005 *Language Endangerment and Language Revitalization*. Mouton de Gruyter.

Assessment: Two assignments (40%); one essay of 3,500 words to be submitted at 4pm on day 5, week 2, term 3 (60%).

For a list of available option courses, please see page 36

All Option Courses (in detail)

Not all courses listed below may be available every year. For courses being offered in 2008/09, please visit the relevant departmental website or contact the Faculty office. Some courses may be taught in other departments of the School.

Introduction to the Study of Language (full unit)

[15PLIC008]

This course provides an introduction to linguistics, the scientific study of language. The course proceeds from the functions of language to their formal expression and has emphasis on its cross-linguistic and intercultural aspects, drawing on examples from a large number of languages. This broad scope makes the course suitable not only for students of linguistics and language documentation and description but also for students of translation theory and Japanese applied linguistics.

Selected readings

Crowley, Terry, John Lynch, & Jeff Siegel. 1999 *The design of language: an introduction to descriptive linguistics*. Auckland: Longman.

Gussenhoven Carlos and Haike Jacobs. 1998 *Understanding Phonology*. London: Arnold.

Haspelmath, Martin. 2002 *Understanding Morphology*. London: Arnold.

Ladefoged, Peter. 2001 *A course in phonetics*. Boston, Mass.: Heinle & Heinle.

Saeed, John. 2003 *Semantics*, Oxford: Blackwell

Tallerman, Maggie. 1998 *Understanding Syntax*. London: Arnold.

Assessment: The two best assignments from a maximum of four submitted, counting 40%. A practical examination, consisting of a transcription and morphological and syntactic analysis, counting 60%.

Second Language Acquisition in Japanese (half unit)

[new course code – please contact convenor]

This course provides students with comprehensive knowledge and methodology of second language acquisition in Japanese. It examines closely major topics in second language acquisition including those discussed within the framework of generative grammar. Other methodological/pedagogical issues and hypotheses concerning the second language research are also highlighted in the course of discussion.

Class time is two hours per week. During the two-hour session, the first half session is devoted to student's presentation and discussion. The latter session consists of lectures and problem-solving exercises. Students are required to read the relevant part of the textbook(s) or other reading materials beforehand and encouraged to discuss various linguistic phenomena and methodologies actively in class.

This course supersedes the existing full-unit course: 15PJK004 Second Language Acquisition in Japanese Syntax, which consists of an introduction to Japanese syntax (Term 1) and second language acquisition (Term 2). The former topic in Term 1 overlaps considerably the material covered by 15PEAH006: Syntactic Structure of Japanese I (half-unit course offered in Term 1), and therefore, the course is changed to a half-unit course in Term 2 for which 15PEAH006: Syntactic Structure of Japanese I (or equivalent) is a prerequisite in Term 1. In addition, although the existing full-unit course is compulsory in the MA in Japanese Applied Linguistics, the half-unit course proposed here is optional due to a new compulsory course: Language Pedagogy, which will be offered from 2008-09, and another optional course: 15PLIC008 Introduction to the Study of Language. The course proposed here also allows more flexibility in its content.

Assessment: One essay, counting 30% and one exam, counting 70%.

Language Pedagogy (full unit)

[15PLIC015]

Students will be familiarized with a number of Second Language Learning Theories and models of Second Language Acquisition; with research methods in the field of Language Learning, and with a number of other topical issues within the field of Language Education. They will be able to apply this knowledge to the study and to the teaching practice of their language of interest.

Topics in the History and Structure of Korean (full unit)

[15PEAC060]

The objective of this course is to provide students taking Masters programme in Korean Studies with a clear understanding of the history and structure of Korean language. Students who take the course will be expected to develop advanced analytical skills in the understanding of Korean linguistics and the historical development of the Korean language. Students who complete the course will be able to demonstrate a clear understanding of the grammatical structure of the Korean language.

Assessment: One three-hour written examination taken in May/June (70%) and two written coursework of 3,000 words due in term 2 and 3 (15% each).

The Structure of Bantu Languages (full unit)

[NEWAFR3]

The course offers a comprehensive introduction to the structure of the Bantu languages. Bantu languages, spoken by an estimated 240 million speakers in 27 African countries, are one of the most important language groups in Africa in terms of geographical and demographic spread. In this course we are looking in more detail at the most salient structural properties of Bantu languages, such as the noun class system, the structure of verbs, and topics in the phonology and the syntax of Bantu. In addition, the course addresses topics related to the historical and social contexts in which Bantu languages are spoken, e.g. multilingualism, language contact, and historical linguistics.

Course outline and reading list: http://mercury.soas.ac.uk/users/lm5/bantu_languages.htm

For more information please contact: Lutz Marten lm5@soas.ac.uk

Translation Studies(full unit)

[at UCL 17CLIT0002]

Prof. Theo Hermans, UCL

The course is taught on an interdepartmental basis under the aegis of the Centre for Intercultural Studies in the Faculty of Arts and Humanities. It aims to provide insight into the nature of translation, into historical and conceptual aspects of translation, and into contemporary linguistic, philosophical and literary approaches to translation. The course consists of a number of case studies highlighting different facets of translation across the globe, discussions of key concepts and methodologies in contemporary translation studies, and readings of historical documents illustrating Western discourses about translation, from St Jerome to Jacques Derrida.

Assessment:

Essay (50%)

Take-home examination paper (50%).

Translation Theory (full unit)

[15PLIC005]

Dr. Defeng LI

This course offers a comprehensive survey of major translation theories, such as the linguistic, communicative, cultural-literary and the deconstructive translation theories. The focus will be on the history, approaches and main theses of each theory. The purpose of the course is to provide students with a theoretical and methodological base for evaluating and studying translation.

Topics to be covered:

1. History of translation studies
2. Main issues of translation studies
3. Translation theory before the 20th century
4. Linguistic theories of translation
5. Functional theories of translation
6. Cultural-literary translation theories
7. Deconstructive translation theories
8. Writing research papers on translation studies

Assessment:

Two 3000- word term papers 80% (40% X 2)

Group work 20%

Readings:

Gentzler, Edwin (2001). Contemporary translation theories. Buffalo : Multilingual Matters.

Hatim, Basil & Ian Mason. (1997). The translator as communicator. London ; New York : Routledge.

Hatim, Basil and Jeremy Munday (2004). Translation : An advanced resource book. London : Routledge.

Munday, Jeremy (2001). Introducing translation studies: Theories and applications. London/New York: Routledge.

Snell-Hornby, Mary (2006). The turns of translation studies: New paradigms or shifting viewpoints? Philadelphia, PA : John Benjamins.

Venuti, Lawrence (2002). The translation studies reader. Cambridge ; New York : Cambridge University Press.

Phonetics (half unit, term 1)

[new course, please contact Justin Watkins jw2@soas.ac.uk]

Language, Society and Communication (half unit, term 1)

[15PLIH004]

This course examines the complex interaction of language and sociological forces. Topics addressed include language and how it is used in communication, the relation of language to thought, the relation of language and culture, and the degree to which a society's culture may manifest itself in its language and influence the world view of its speakers. The course also includes an introduction to how languages change as a result of pressures in society, language choice dictated by anthropological grouping, language and national identity, language and gender, Pidgin and Creole languages, language planning and the maintenance of dying languages.

Assessment: 5,000 word essay.

Issues in language documentation and description (half unit, term 1)

[15PLIH022]

As many as half of the world's languages are endangered and not being learned by children. Many of these languages are in danger of disappearing without being recorded. As well as introducing the concepts of documentation and description of languages, the relationship between the two, and their relevance for linguistics and other disciplines, the course discusses fundamental issues that anybody engaged in documenting and describing languages, notably endangered languages, is likely to face. These include project design, research ethics and intellectual property, researcher and community rights and responsibilities, world language ecology, endangered and minority languages, dialectal and sociolectal variation, multilingualism and language contact, and fundamentals of ethnographic methodology. The course draws examples from a wide range of endangered language situations around the world, and discusses actual instances of research in progress. Students will be able to draw on their own language experiences as appropriate.

A reader is available for this course.

Selected readings

Crystal, David 2000 *Language Death* Cambridge University Press

Dalby, Andrew 2002 *Language in Danger: How language loss threatens our future* Penguin

Fishman, Joshua 1991 *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters

Grenoble, Lenore A and Lindsay Whaley (eds) 1998 *Endangered Languages: Language Loss and Community Response*. Cambridge University Press

Himmelman, Nikolaus 1998 Language documentation and description. *Linguistics*

Nettle, Daniel and Suzanne Romaine 2000 *Vanishing Voices*. Oxford University Press

Assessments: Two assignments, counting 40%. An essay (3,500 words), counting 60%

Technology and Language Documentation (half unit, term 1)

[15PLIH025]

Linguists studying an endangered language need to be familiar with ways in which information and communications technology can assist and support their recording, analysis and publication of language materials. Topics covered in this course include basics of data analysis and design, selection of software (for recording and analysis), introduction to databases, data and metadata formats and standards (including character encoding standards like Unicode and file formats such as XML), fundamentals of digital sound recording and editing techniques, archiving issues and corpus annotation issues. Students will learn how to use a range of computer hardware and software to support their recording, analysis and publication.

A reader is available for this course

Selected readings

A selection of computer software and World Wide Web resources will be used in this course.

Assessment: Two assignments (40%); a software project or essay of 3,500 words (60%).

Language Planning and Policy (half unit, term 1)

[15PLIH032]

This course examines the theory and implementation of language planning and language policy in various polities and jurisdictions. Throughout the course, consideration is given to the application of knowledge gained to real world situations. We will examine various notions of what language policy consists of, how it operates, its historical roots, and ways it can be studied empirically.

By the end of the course, students should have a broad understanding of the main issues in language policy and planning, and an understanding of the complex factors that go into language planning decisions at local, national and international levels.

Students will be guided towards in-depth reading on the topics and given the opportunity to develop their skills of analysis and synthesis of theoretical and methodological issues. Students will also be equipped with the core analytical skills necessary to engage in research on language planning and policy, including data collection, analysis and presentation.

Assessment: Students are expected to give a presentation on aspects of language policy in a jurisdiction of their choice, and to write a 4000-word essay on a major issue, situation, or region of the world.

Journalistic Translation (half unit, term1)

[15PLIH035]

This course is to train students in the translation of journalistic texts between English and Chinese. Students will be able to handle with confidence English-Chinese translation of international news stories, features, advertisements and so on upon completion of the course.

This course will teach students methods and strategies in translating journalistic texts between English and Chinese. Following discussions of topics on structures, leads, linguistic and stylistic features of news stories, translation of news on government, politics, economy, education and sports will be featured. Emphasis will be placed upon the development of students' autonomous learning and problem-solving abilities in tackling translation of journalistic writings.

Topics to be covered include:

- News titles and their translation
- News lead: writing and translation
- The inverted pyramid and the structure of news
- News translation: government and politics
- News translation: economy and finance
- News translation: sports
- News translation: science and technology
- News translation: disasters and aides
- Translation of editorials
- Translation of features stories

Selected Reading:

- a) Hicks, Wynford, Adams, Sally and Harriett Gilbert (2001). *Writing for journalists*. London: Taylor & Francis e-Library.
- b) C.A. Tuggle, Carr, Forrest and Suzanne Huffman (2004). *Broadcast news handbook: Writing, reporting and producing in a converging media world*. Boston, Mass.; London: McGraw-Hill.
- c) Hannerz, Ulf (2004). *Foreign news: Exploring the world of foreign correspondents*. Chicago: University of Chicago Press.

Assessment

Written Exam	40%
Assignments (3)	60%

Morphology (half unit, term 1)

[15PLIH006]

Provides an introduction to the major concepts in the study of morphology and discusses its place within linguistic theory.

Topics in Lexical Semantics (half unit, term 1)

[15PLIH003]

Overview of approaches to lexical semantics: componential analysis, meaning postulates, prototype theory. Other topics discussed include: polysemy, metaphor and the dictionary/encyclopaedia distinction.

Assessment: One two-hour written examination taken in May/June (70%); continuous assessment (30%).

Syntactic Structure of Japanese I (half unit, term 1)

Enrol in [15PEAH006]

This course introduces students to the studies of Japanese syntax from the generative grammar point of view. The topics in this course are: configurationality, reflexives, passives, causatives, and etc., comparing with those in English and other languages. Class time is **three hours** per week: two-hour lecture and one-hour seminar. During the first one-hour session in the lecture, students will present a summary of the relevant part of the text/article and discuss the problems raised in class. The other one-hour session will consist of lectures and group work on problem-solving exercises. During the one-hour seminar session, students are expected to discuss additional reading material for in-depth discussion. Full student participation is expected in these discussions. Students are also required to read texts or to prepare for presentations in advance.

Assessment: One two-hour written examination taken in May/June (70%) and one essay (30%).

Linguistic Structure of Chinese I-II (half units, term 1 & term 2)

[15PLIH009]

The course will investigate a number of selected grammatical constructions in Mandarin Chinese from the perspective of current linguistic theory. The course is designed to extend the linguistic student's ability by applying theoretical linguistic concepts to details of Chinese structure and to broaden the perspective of students of Chinese by introducing them to linguistic concepts.

Assessment: essay of 5,000 words

Comparative Morpho-phonology Of Altaic Languages (half unit, term 2)

[15PLIH007]

For course information, please contact Monik Charette mc@soas.ac.uk

Advanced Syntax (half unit, term 2)

[15PLIH008]

This subject is an overview of the Lexical Functional Grammar (LFG) model of syntax. We will explore basic LFG concepts such as c-structure and f-structure and advanced current

topics including non-configurationality and optimality theory LFG. On completion of the course students will be able to read current literature on a range of morpho-syntactic topics.

Selected readings

Kroeger, Paul 2004 *Analyzing Syntax: A Lexical-functional Approach*. CUP

Falk, Yehuda 2001 *Lexical Functional Grammar: An Introduction to Parallel Constraint-Based Syntax*. CSLI Publishers.

Applied language documentation and description (half unit, term 2)

[15PLIH024]

Linguists studying a language, especially an endangered language, are often called upon to assist the local community in a wide range of aspects in applied language matters such as developing an orthography for an unwritten language, making a dictionary, developing and evaluating a language program, helping to articulate language policy, and producing multimedia and electronic publications. This course introduces students to these practical issues, and critically examines issues and problems work in this area raises. Examples will be drawn from successes and failures in applications of linguistic techniques to practical language problems, including CD-ROMs and web-based publication.

A reader is available for this course.

Selected readings

A selection of CD-ROMS and World Wide Web resources will be used in this course.

Grenoble, Lenore and Lindsay Whaley 2006 *Saving Languages: an Introduction to Language Revitalization*. Cambridge.

Hinton, Leanne and Ken Hale (eds.) 2001 *The Green Book of Language Revitalization in Practice*. Academic Press.

Tsunoda, Tasaku 2005 *Language Endangerment and Language Revitalization*. Mouton de Gruyter.

Assessment: Two assignments (40%); one essay of 3,500 words to be submitted at 4pm on day 5, week 2, term 3 (60%).

Field-methods (half unit, term 2)

[15PLIH023]

Documenting a language typically involves fieldwork with native speakers in their community. This course introduces students to some aspects of fieldwork in weekly meetings and consultations with a speaker of a language unknown to them. Field methods covered include recording techniques, annotation (metadata) for recordings, phonetic transcription, phonological, morphemic, syntactic and semantic analysis, with the aim of arriving at a preliminary analysis of some aspects of the language.

Selected readings

Ladefoged, Peter. 2003 *Phonetic data analysis: an introduction to fieldwork and instrumental phonetics*. Oxford : Blackwell

Newman, Paul & Martha Ratliff. 2001 *Linguistic Fieldwork*. CUP

Payne, Thomas. 1997 *Describing morphosyntax*. CUP

Shopen, Timothy (ed.) 1985 *Language typology and syntactic description*. (3 Vols.) Cambridge: Cambridge University Press.

Vaux, Bert and Justin Cooper. 1999 *Introduction to Linguistic Field Methods*. Lincom Europa

Assessment: The best two of four assignments (60%); a final project to be submitted at 4pm on day 5, week 2, term 3 (40%).

Language Support and Revitalisation (half unit, term 2)

[15PLIH033]

This course will investigate what it means to 'support' and 'revitalise' a language, using examples from around the world. Students will examine case studies and examples of revitalisation projects in terms of their methods, appropriacy, effectiveness, and applicability elsewhere.

By the end of the course, students should have a broad understanding of the main issues in language support and revitalisation, and an understanding of factors that affect the success or otherwise of projects.

Students will be guided towards in-depth reading on the topics and given the opportunity to develop their the skills of analysis and synthesis of theoretical and methodological issues. Students will also be equipped with the core analytical skills necessary to engage in research on language support and revitalisation, including baseline surveys, programme evaluation and presentation.

This course complements other courses on Issues in Language Documentation, Language, Society and Communication and Language Planning and Policy. It will help students to gain an understanding of the processes and causes of language endangerment, and issues involved in attempting to reverse it. It will be especially useful for students in the Support and Revitalisation strand of the MA in Language Documentation and Description.

The course considers language support not only through documentation, but as an active process involving the whole community, both speakers and non-speakers. Emphasis is put on developing ways to support language communities' own revitalisation efforts, e.g. through resource development. The main focus will be on bottom-up approaches rather than top-down official language policy, although areas of overlap will be considered.

The course will also examine the role of the researcher and external 'expert' in language revitalisation, e.g. in developing awareness of issues and procedures, links with other communities, or through advocacy.

The course will cover areas such as:

- Why support endangered languages?
- Assessing language vitality
- Issues in language revitalisation
- Language rights, education
- Models for revitalisation and case studies
- Literacy and orthography (with case studies)
- Creating a language revitalisation programme: assessing needs, goals, attitudes
- The role of the researcher and external 'expert' (and case studies)
- Maintenance, revitalisation, revival: 'dead' or 'sleeping' languages
- Related factors: language ideologies, religion, identity, social networks, etc.

Reading list

Grenoble, Lenore A., and Whaley, Lindsay J. 2006. *Saving Languages: An Introduction to Language Revitalization*. Cambridge: Cambridge University Press.

Assessment: Essay (3500 words), to be submitted Fri Week 1, term 3 (80% of total mark) and 1 presentation of 15 mins + 10 mins questions (20% of total mark)

Psychology of Language (half unit, term 2)

[15PLIH005]

This course examines the psychological and cognitive mechanisms which underlie the acquisition and function of human language. It addresses questions such as: Is there such a thing as a *Language Instinct*? Why is learning a new language easier for children than for adults? What processes are involved in the production and comprehension of language? How are the various aspects of language knowledge and use modelled in the brain? What is the relationship between language, thought and concept formation?

Students will be introduced to the theories, methodology and controversies relating to some of the central topics in psycholinguistics: concepts and lexical semantics, language and other specialised cognitive systems (mathematical ability, vision, face recognition, etc.), sentence production and processing, language disorders, language acquisition and second language learning.

Assessment: 5,000 word essay.

Issues in Semantics (half unit, term 2)

[15PLIH012]

One or more topics of current interest will be discussed in depth. Examples of such topics are quantifier ambiguity, theories of reference, problems concerning pronouns, problems of anaphora, the relation between semantics and pragmatics, verbs of propositional attitudes.

Assessment: 5,000 word essay.

Dynamic Syntax (half unit, term 2)

[15PLIH031]

This course provides an introduction to Dynamic Syntax (DS), a fairly new theoretical model of syntactic analysis. The basic idea behind DS is that syntax is closely related to parsing, that is to humans' ability to map spoken strings of sounds onto semantic representations of meaning. Due to this 'performance' oriented view, the left-to-right order of words and the context in which sentences and words are used play a bigger role in DS than in many other contemporary syntactic frameworks.

After introducing the basic assumptions of DS, the main part of the course is devoted to making these assumptions more precise and to introducing the formal architecture of DS. We will look at a range of examples from different languages which show how the model works, and what sort of evidence and analyses support the general enterprise.

Assessment: one essay of 5,000 words

For more information, please see: <http://semantics.dcs.kcl.ac.uk/ldsn/>

Historical Linguistics (half unit, term 2)

[15PLIH020]

All languages are constantly in a process of change and over time related languages can diverge and become different from one another. Linguists have developed techniques for studying language change and for comparing languages in order to group them into families and reconstruct their parent forms. The aim of this course is to familiarise students with the techniques of language comparison and reconstruction, based on materials from the study of Indo-European languages, but also illustrating the methods with data from a range of other language families. At the conclusion of the course students will be familiar with reconstruction and comparison methods for any set of language data.

Selected Readings:

Aitchison, Jean. 1991 *Language Change: Progress or decay?* 2nd edition, Cambridge University Press.

Campbell, Lyle. 1998 *Historical Linguistics: An introduction*. Edinburgh University Press.

Crystal, David. 2002 *The English Language* Penguin

Trask, Larry. 1996 *Historical Linguistics*, Arnold

Assessment: Two essays of 3,500 words each to be submitted on the first day of the term after this course is taught (100%).

Linguistic Typology (half unit, term 2)

[15PLIH015]

This course is an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections. It introduces aspects of structural diversity among the languages of the world, and examines the common features and trends which limit this diversity and the nature of linguistic universals. At the conclusion of the course, students will be familiar with the main trends in typology over the last century in terms of the typology of phonological systems, semantic roles, grammatical relations and morphological structures.

Selected readings

Comrie, Bernard. 1989. *Language Universals and Linguistic Typology*. 2nd edition. Oxford: Blackwell.

Croft, William. 2003. *Typology and Universals*. 2nd edition. Cambridge: Cambridge University Press.

Song, Jae Jung. 2001. *Linguistic Typology: Morphology and Syntax*. London: Longman.

Whaley, Lindsey. 1997. *An Introduction to Typology: The Unity and Diversity of Language*. London: Sage Publications.

Assessment: The two best assignments out of three, counting 40% and an essay (3,500 words), counting 60%

Directed Readings in Linguistics/The Structure of Language A (half unit, term 1)

[15PLIH001]

Directed Readings in Linguistics/The Structure of Language B (half unit, term 2)

[15PLIH002]

These courses are one-term seminars on a specialised topic or language for which SOAS has staff with the required expertise, where the student works essentially independently. The format consists of one-to-one tutorials between student and instructor, where a reading list and project outline is agreed and progress is discussed. For independent research, there are normally three meetings over the term. For other topics, the reading list may be supplemented by attendance at lectures in relevant courses/seminars. Directed Readings can also include study of the linguistic structure of: Altaic, Amharic, Arabic, Australian Aboriginal, Austronesian, Bantu, Burmese, Dravidian, Mande and South-East Asian Languages. Students who are interested in pursuing a Directed Readings course should contact the member of staff concerned in advance of the beginning of term.

In the case of courses which are not taught every year, the topic of the course may in some cases be studied under the Directed Readings heading. The following courses are available in 2007-08 in this way:

Directed Readings A (half unit, Term 1)

[15PLIH001]

Course to be confirmed

Directed Readings B (half unit, Term 2)

[15PLIH002]

Course to be confirmed

The core courses for the MA in Language Documentation and Description can be taken as options within the MA in Linguistics. For details of these courses see the descriptions further below.

Frequently asked questions

How do I apply?

You need to fill out a SOAS postgraduate application form. You can download the form from:

<http://www.soas.ac.uk/admissions/pg/howtoapply/how-to-apply.html>

or we can send you one by post. The deadline for applications is normally 30th June. We recommend that you apply as early as possible, as applications are considered as they are received, and places on the course are limited.

Are there any scholarships/funding opportunities for the MA and PhD course?

MA: See <http://www.soas.ac.uk/soasnet/adminservices/registry/scholarships/> for details of scholarships/bursaries offered by SOAS and general scholarships information.

UK students can apply to the AHRC for funding. A full award covers both the cost of tuition fees and a maintenance grant. Your application for a place on the MA course needs to be received by SOAS in March in order for it to be processed. See the AHRB website for details of the deadline etc at: <http://www.ahrb.ac.uk/>

Overseas students should contact the Ministry of Education or Education Department in their own country for information about funding. The British Council also has useful information for overseas students; see <http://www.britishcouncil.org/education/funding/index.htm>.

PhD: As well as the above funding opportunities, there is a PhD scholarship offered by the Endangered Languages Academic Programme. This scholarship covers the cost of tuition fees (at the UK/EU level) and a maintenance grant. Application forms can be downloaded from the HRELP website at: <http://www.hrelp.org/courses/phd/bursaries.html>

Students may also apply for postgraduate studentships (IGS) from the Endangered Languages Documentation Programme to do a PhD in Field Linguistics. See <http://www.hrelp.org> for more details.

How many hours study is involved?

MA: You will spend approximately 3 hours in lectures/seminars per week for each course. You will be expected to spend at least this much time again reading and preparing for each course. Taking the MA course full-time, you would therefore need to allow at least 18 hours per week. To this should be added time for researching and writing assessable exercises and essays, as well as attending departmental seminars and the RFS.

Can I take the MA course part-time?

Yes, you can take the MA over one, two, or three years.

The MA in Linguistics can be taken by part-time students as follows:

Part-time over 2 years

Year 1: Core courses

Phonology and Morphology

Syntactic Structure and Semantic Interpretation

Year 2: Options and dissertation

The Research Foundations Seminar can be taken either Year 1 or 2.

Part-time over 3 years

Year 1: Core course(s)

Phonology and Morphology and/or

Syntactic Structure and Semantic Interpretation

Year 2: Core course and/or options

Either Phonology and Morphology or

Syntactic Structure and Semantic Interpretation

Year 3: Options (if applicable) and dissertation

The Research Foundations Seminar can be taken in year 1, 2 or 3.

The MA in Language Documentation and Description can be taken by part-time students as follows:

Pathway MA LDD (Language Support and Revitalisation)

Open to students with or without a BA in Linguistics or equivalent

For students without a BA in Linguistics

Part-time over two years

Year 1	Term 1	Introduction to the Study of Language Issues in LDD
	Term 2	Introduction to the Study of Language
Year 2	Term 1	Option 1
	Term 2	Applied LDD
		Option 2*

Two option courses* can be taken over the whole period of enrolment.

Part-time over three years

Year 1	Term 1	Introduction to the Study of Language
	Term 2	Introduction to the Study of Language
Year 2	Term 1	Issues in LDD

	Term 2	Option 1
Year 3	Term 1	Option 2*
	Term 2	Applied LDD

*Option 2 to be chosen from Multimedia in LDD, Language Society and Communication, Linguistics and Anthropology, Writing Systems and Orthography Development.

Two option courses* can be taken over the whole period of enrolment, in either term of either year.

*Option 2 to be chosen from Multimedia in LDD, Language Society and Communication, Linguistics and Anthropology, Writing Systems and Orthography Development, etc.

Pathway: MA LDD (Field Linguistics):

Full time students must have a BA in Linguistics or equivalent.

Part-time over two years

Year 1	Term 1	Issues in LDD
	Term 2	Applied LDD
Year 2	Term 1	Technology of LDD
	Term 2	Field Methods

Two option courses can be taken over the whole period of enrolment, in either term of either year

Part-time over three years

Year 1	Term 1	Issues in LDD
	Term 2	Applied LDD
Year 2	Term 1	Technology of LDD
	Term 2	Option 1
Year 3	Term 1	Option 2
	Term 2	Field Methods

*Option 2 to be chosen from Multimedia in LDD, Language Society and Communication, Linguistics and Anthropology, Writing Systems and Orthography Development, etc.

Transfer between Pathways

Part-time students with a background in Linguistics can transfer from the Language Support and Revitalisation pathway to the Field Linguistics pathway after year 1

Part-time students without a background in Linguistics can transfer from the Language Support and Revitalisation pathway to the Field Linguistics pathway after year 1 if they have an A grade in Introduction to the Study of Language.

For students who transfer after year one from the pathway Language Support and Revitalisation (no Linguistics background) to the pathway MA LDD (Field Linguistics) - part time 2 year:

YEAR 1	
Term 1	Introduction to the Study of Language
	Issues in LDD
Term 2	Introduction to the Study of Language

YEAR 2	
Term 1	Technology of LDD
Term 2	Field Methods
	Applied LDD

Please note that we are not able to offer evening classes for part-time students. The School timetable is normally released in August. Since classrooms are managed for the entire school, there is no flexibility to allow for specific timetabling preferences of individual students. The timetable for this year can be viewed at: <http://www.soas.ac.uk/ltu/schooltimetable/> (this information is subject to change).

How much does it cost? Can I pay my fees in instalments?

The MA/PhD course fees for 2008-2009 are available on the SOAS website at <http://www.soas.ac.uk/soasnet/adminservices/registry/fees/>

MODE OF STUDY	UK/EU	OVERSEAS
Full-time	£4090	£11460
Part-time (2 years)	£2045	£5730
Part-time (3 years+)	£1530	£4295

Note that UK government regulations normally prevent non-European nationals from pursuing part-time courses.

It is currently not possible to pay in instalments. Course fees for each year of study must be paid in full at the start of the academic year.

Can I attend an interesting class if I have not registered officially for it?

You may often be permitted to attend ("audit") a class that you have not selected as one of your options, but have a strong interest in. You will need the permission of the course teacher concerned, and in some cases you will only be permitted to attend lectures and not tutorials. Unless you are actually registered for a course, you will not receive credits towards your degree.

Can I learn a language as part of the MA course?

It is not possible for MA students to take a Language module as part of the MA course. However, the Language Centre at SOAS run evening courses, and intensive classes in the Easter/summer vacations. It must be noted that these courses will need to be self-funded and do not count towards the MA. More information about these courses can be found at: <http://www.soas.ac.uk/languagecentre/home.html>

What is the marking Scheme for the MA?

Classification schemes for students starting programmes in and after September 2006 are as follows: Masters Programmes consist of four elements (or equivalent including half elements): Three taught courses (or equivalent in half courses) and a 10,000-word dissertation.

The marking scheme for elements and half elements is as follows:

0% - 49%	Fail
50% - 59%	Pass
60% - 69%	Merit
70% - 100%	Distinction

How to write a great essay

There are four key factors in producing a good essay in a relatively painless way:

- start early
- get advice
- read widely
- follow the advice in these notes

Some of these comments below relate specifically to the courses in the MA programmes offered by the Linguistics Department. Others will hold good for most university subjects. **For your essay you will be expected to follow these guidelines, and may be penalised for not following them.**

1. Use the cover page that is available at the Faculty Student Support office. On it fill in the essay title, your name and student number, the time and day of your tutorial, and sign the plagiarism statement. Students should make sure they keep the submission receipt returned to them by the Student Support office in order to prove that they submitted the work by the due date.

2. Keep a copy of the essay in case it gets lost.

3. Use a word-processor and a legible font, no smaller than 12 point. All essays should be double-spaced, and only one side of the paper should be used. There are several computing facilities available to students (such as the library, and computer room L62 in the Main Building).

4. Leave a generous margin, not less than 2.5cm, for comments by the marker.

5. Number all pages and staple the pages together.

6. Use an academic style. Your paper is intended to be a genuine piece of research, and should follow academic style (the style of journal articles). Many find that an academic style is more formal and impersonal than they are used to. It is **not** appropriate to:

- address meta-comments on the essay to the lecturer, eg. 'You know what I mean', 'Is this right?'
- make judgments or predictions about the opinions, feelings or personal lives of the authors you are writing about eg. 'He must have felt very proud for his ideas to be borne out...'
- include apologies or excuses for the shortness, sloppiness, lateness etc. of the essay.
- add decorative titles, borders, pictures etc.

7. Write clearly and to the point. Stick to your topic.

8. When you put your essay together, make sure that it has a clear structure. An introduction summarising the main issues or arguments is useful. It should be immediately clear from the title and opening paragraphs what the essay is about. A conclusion summing up your argument at the end is very useful. Not uncommonly a student will offer a conclusion which does not sum up the paper and does not follow from the material presented in it, but is just an additional point. This is a bad practice to follow.

Mostly an essay in linguistics involves an argument for a particular conclusion. Always keep this argument in mind as you put your essay together, and fit your material into the

flow of the argument. Don't put in irrelevant material. If you use examples, always make very clear their significance to the point you are making. If there are two sides to the argument, clearly present the pros and cons.

9. Pay careful attention to paragraph breaks. They should reflect significant changes in focus as you develop your argument. Every new major section should certainly begin with a new paragraph. If you have, say, four or five major points in your argument, consider giving each point its own paragraph. The point of having paragraphs at all is to help the reader follow the structure of your argument.

10. Keep your material in balance. Don't devote pages to an obscure point, and only five lines to a major point. When writing the essay you need to have a clear idea of what is important, central material, and what is background, less essential. The space you devote to each section should reflect these priorities.

11. Be careful about spelling. Check any words you are uncertain of. **Spelling is important.**

12. Give references for all your data, source material and facts which go beyond common knowledge or your own special competence. In the text of your essay specify a reference by giving the author's name with the year in parentheses. Give the page number if the reference is to a very specific part of a published source. Eg. "As Labov (1972:66) has claimed ..." or "This controversial claim (Labov 1972:66) ...".

13. Don't use footnotes for giving references to the literature. Do not use latinate expressions like *ibid* and *op cit*. Use footnotes sparingly, for material that does not fit directly into the flow of your argument. Put footnotes at the bottom of the page (don't use end notes: they are hard on the reader).

14. For quotations be sure to give the source and page number, eg. (Chomsky 1963:34). Indicate any gaps in the quotation with three periods: "..."

15. Examples involving language expressions cited within the text should be in italics. Give meanings in quotes. eg.:

Three syllable words like *wonderful* often have two stresses.
geheim 'secret' is a German word.

16. Examples which are set off from the text should be numbered sequentially throughout the essay. Language expressions in examples which are set off from the text do not need to be in italics, eg.:

- (1) Everyone charged with a crime deserves a fair trial.
- (2) The building of the temple took twenty years.
- (3) Leaving town will be good for both of us.

17. Ungrammatical or unacceptable examples should be asterisked, eg.: *wonderfulness. Marginal or questionable examples may be question marked, eg.: ?wonderfulness.

18. At the end of your paper, starting on a separate sheet of paper, give a list of literature references, in the format shown below. Use underlining (or italics) for titles of books or journals. Always put the author's surname first, then first name or initials, then the year of publication. For journal articles give the journal number, year and page numbers. For books give the publisher and location of the publisher. **Only list works you refer to in the body of the essay.**

Here are some examples of how to format references (using the format recommended by the Australian Journal of Linguistics):

- Labov, William (1972) *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.
- Lavandera, Beatrice (1978) 'Where does the sociolinguistic variable stop?' *Language in Society* 7: 171-82.
- Martin, James (1957) 'Marriage, the family and class.' In A.P. Elkin (ed.) *Marriage and the family in Australia*. Sydney: Angus and Robertson.

19. Hand your essay in on time. **Late essays will be penalised.**

20. Don't write less than the required minimum or more than the required maximum. Examples, quotes and appendices of data do not form part of this count. While a maximum word limit may seem restrictive for an interesting topic, it is a good exercise to learn to be selective and concise in your presentation.

21. **START EARLY.**

Plagiarism

General Principles

In all written work you must show the sources for your material. The principle is that whenever submitted material is not your own original work this must be acknowledged. To present material without acknowledgment is in effect to claim that it represents your own work and ideas.

Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number). A list of references at the end of the paper lists all the works referred to. *Presenting material from other sources without full acknowledgment (plagiarism) is penalised heavily.* This holds for both copying and paraphrasing of others' work. This includes material found on the internet, which should be sourced by citing the website details.

We expect that when a student turns in work for assessment that it is the independent work of that student, it is written by that student, and they have written it in their own words. Our policy for copied assignments is to give both parties a zero grade for the piece of work: if A copies B's assignment, normally both A and B will get zero.

The same essay may not be submitted for assessment in two different courses.

Avoiding Plagiarism

The word *plagiarism* comes from a Latin word for "kidnapper". Plagiarism means you are kidnapping or stealing someone else's ideas or words and presenting them as if they were your own. If you copy an article from an encyclopedia and make some minor changes to pass it off as your own writing, you are plagiarising deliberately. If you carelessly forget to include quotation marks or a reference to show whose words or ideas you are using, you are plagiarising accidentally. Whether deliberate or accidental, plagiarism is a serious offence in scholarship.

It is not plagiarism, however, to use other writers' material when you acknowledge whose material it is. That procedure is a part of honest research writing. Avoid plagiarism by acknowledging sources when necessary and by using them accurately and fairly.

Knowing What to Acknowledge

When you write a research essay, you use information from three kinds of sources: (1) your independent thoughts and experiences; (2) common knowledge, the basic information people share; and (3) other people's independent thoughts and experiences. Of the three, you must acknowledge only the third, the work of others.

Your Independent Material

You need not acknowledge your own independent material - your thoughts, compilations of facts, or experimental results, expressed in your own words or format. However, someone else's ideas and facts are not yours: even when they are expressed entirely in your words and format, they require acknowledgment.

Common Knowledge

Common knowledge consists of the standard information of a field of study as well as folk literature and commonsense observations. Standard information includes, for instance, the major facts of history. The dates of Charlemagne's rule as emperor of Rome (800-814) and the fact that his reign was accompanied by a revival of learning - both facts available in many reference books - do **not** need to be acknowledged, even if you have to look up the information.

Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A commonsense observation, such as the idea that weather affects people's spirits does not require acknowledgment. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgment.

You may use common knowledge as your own, even if you have to look it up in a reference book. You may not know, for example, the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If you look them up in a dictionary or reference book, you do not need to acknowledge the source.

Someone Else's Independent Material

Facts or ideas from signed or copyrighted sources require acknowledgment. The source may be a book, letter, magazine, newspaper, film, speech, interview, television program, web site, or microfilmed document, but you must acknowledge not only the ideas or facts themselves but also the language and format in which they are presented. If you use a table or diagram created by another writer, acknowledge it just as you would their ideas.

Quoting, Summarising, and Paraphrasing

When writing a research essay, you can present the ideas of others either through direct quotation or summary or paraphrase, depending on your purpose.

For direct quotation, copy the material from the source carefully. Use quotation marks for even a single word if the original author used it in a special or central way. Do **not** change any wording, spelling, capitalisation or punctuation. Use an ellipsis mark (three spaced full stops) to indicate the exact point at which you have deliberately left out part of a direct quotation. Use brackets to surround any word, comment, or punctuation mark you add within the quotation. Place the word *sic* (meaning 'in this manner') in square brackets immediately after any mistake in spelling, grammar, or common knowledge that your reader might otherwise believe to be a misquote. If the quoted material is eight lines or less, place it in quotation marks within your running text. If it is longer than eight lines set it off from the text without quotation marks. Quotations of the latter sort should have an extra line space before and after the quote and all lines should be single spaced and indented from the left.

When you summarise or paraphrase, you state in your own words and sentence structures the meaning of someone else's writing. Since the words and the sentence structures are yours, you do not use quotation marks, though, of course, you must acknowledge the author of the idea. If you use the original sentence pattern and substitute synonyms for key words or use the original words and change the sentence pattern, you are not paraphrasing but plagiarising, even if the source is acknowledged because both methods use someone else's expression without quotation marks. In paraphrasing it is crucial not only to use your own form of expression but also to represent the author's meaning without distorting it.

Checklist

To be certain to acknowledge sources fairly and avoid plagiarising, review this checklist before beginning to write your essay and again after you have completed your first draft.

1. What type of source are you using: your own independent material, common knowledge, or someone else's independent material?
2. If you are quoting someone else's material, is the quotation exact? Have you used quotation marks for quotations run into the text? Have you set off block quotes with an extra space before and after the quote, single spacing within the quote, and left

indenting of all lines of the block quote? Are omissions shown with ellipses and additions with square brackets?

3. If you are paraphrasing someone else's material, have you rewritten it in your own words and sentence structures? Does your paraphrase employ quotation marks when you resort to the author's exact language? Have you represented the author's meaning without distortion?
4. Have you acknowledged each use of someone else's material?
5. Do all references contain complete and accurate information on the sources you have cited?