



DEPARTMENT OF LINGUISTICS
MA PROGRAMMES
2010– 2011

VERSION: 30 September 2010

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<http://www.hrelp.org>

Calendar 2010-11

First Term	27 September - 17 December 2010 Reading week: 8-12 November 2010
Second Term	10 January - 25 March 2011 Reading week: 14-18 February 2011
Third Term:	26 April - 17 June 2011
Exam period:	May - June 2011
MA dissertations due:	15 September 2011

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 Lüpke),

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 Department is host to a range of academic events and seminars throughout the year. The Departmental Seminars run at regular intervals during term time, The seminar series in 2008-09 was very successful; examples of some of the talks given are:

- Eva-Marie Ström (Gothenburg University) "The sociolinguistic complexity of coastal Tanzania: the case of Ndengeleko"
- Gergana Popova (Goldsmith's) and Andrew Spencer (University of Essex) "Relatedness in periphrasis"
- Lenore Grenoble (University of Chicago) "Contact-induced change in Evenki"
- Peter Sutton (University of Adelaide/SA Museum) "Mobility, sedentism, identity, and mechanisms of language shift in Aboriginal Australia"
- Jane Freeland (University of Southampton) "A role for sociolinguistics in language documentation? The case of Northern Sumu in Nicaragua's multilingual Caribbean Coast region"
- Mari Jones (Cambridge) "Determining the Syntax of an Obsolescent Language. A Case Study from the Channel Islands"

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 lecturer 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.

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.

Teaching and Research Staff

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MA in Linguistics

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

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).

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). For details of part-time degree see page 41.

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 training in linguistics who wish to acquire a more profound knowledge of the discipline
- Those with little training in linguistics who wish to take the degree as a conversion course before proceeding to a research degree.

Objectives and outcomes

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 is normally expected to be in Linguistics but we can consider applications from the students with a degree in any subject, if they 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 2010-2011

The MA in Linguistics consists of three components: **Core**, **Options**, and **Dissertation Research**. For the detailed description of core and option courses see page 22.

Core

The core courses present concepts, theory and methodology informed by current research and issues in the core areas of phonology, morphology, syntax and semantics.

Requirements:

<i>Syntax (Masters)</i> (half unit term 1)	[15PLIH040]
and	
<i>Phonology (Masters)</i> (half unit term 1)	[15PLIH041]
and	
<i>Topics in Lexical Semantics</i> (half unit term 1)	[15PLIH003]
and	
<i>Advanced Syntax</i> (half unit term 2)	[15PLIH008]
or	
<i>Issues in Semantics</i> (half unit term 2)	[15PLIH012]

Options

The options extend the core material into other areas and allow the opportunity for further specialisation and more advanced study. The choice of option courses is subject to:

- The approval of the individual course convenor
- The approval of the MA programme convenor
- The proviso that not every optional course will be available in each year
- Compatibility with time table

Requirements:

One unit from the MA options available this year. See **Options** section below.

Dissertation Research

Requirements:

<i>Research Foundations Seminar</i>	[LIREFOUND]
<i>Dissertation in Linguistics</i>	[15PLIC999]

Research Foundations Seminar Introduces students to the philosophical and methodological issues underlying different theoretical approaches, the nature of argument and evidence in linguistics, and evaluation of research material. It also covers the practical aspects of 'doing' research (such as selection of research topic, use of research tools,

including library and Internet) and develops the ability to interpret, question and develop research results.

The supervised *Dissertation 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 relevant area of linguistics
- The ability to apply their subject knowledge and methodology to a specific research problem
- A critical understanding of the relevant literature
- The ability to formulate appropriate research hypotheses; to develop these hypotheses with reference to evidence and argumentation
- The skills required to pursue independent research in an academic context
- The ability to present their work to different audiences (both academic and general audiences) in a clear and professional form.
- The ability 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 or a final essay count for the other 60%. **Options**, are assessed by essay/coursework and/or exam, depending on the particular option chosen. The 10,000-word **dissertation** is due on 15 September 2011 for full-time students. Further details are provided in the *SOAS Taught Postgraduate Handbook*.

Departmental and intercollegiate seminars and workshops

Students are invited to attend weekly departmental seminars. The seminars present current research developments across different fields and approaches, and allow students to interact with the wider academic linguistic community.

Options

Not all courses listed below may be available every year. For courses being offered in 2010/11, please visit the relevant departmental website or contact the Faculty office.

Full Unit Courses

Translation Theory (15PLIC005)

Topics in the History and Structure of the Korean Language (15PEAC060)

Language Pedagogy (15PLIC015)

Field Methods (15PLIC019)

Half Unit Courses:

Term 1

Applied Language Documentation and Description (15PLIH024)

Second Language Learning and Bilingualism (15PLIH038)

Syntactic Structure of Japanese I (15PEAH006)

Language, Society and Communication (15PLIH004)

Discourse analysis and text linguistics (15PLIH044)

Directed Readings A – 'Grammaticalisation' Dr. Tania Kouteva (15PLIH001)

Morphology (15PLIH006)

Term 2

Advanced Phonology (15PLIH042)
Psychology of Language (15PLIH005)
Advanced Syntax (15PLIH008)
Issues in Semantics (15PLIH012)
Directed Readings in Linguistics B, option 1 – Current Issues in Language Documentation (15PLIH002)
Directed Readings in Linguistics B, option 2 – Grammatical Typology (15PLIH002)
Second Language Acquisition in Japanese (15PJKH004)
Language Support and Revitalisation (15PLIH033)
Syntactic Structure of Japanese II (15PEAH007)
Descriptive Linguistics (15PLIH043)
Language Planning and Policy (15PLIH032)
Dynamic Syntax (15PLIH031)
Historical Linguistics (15PLIH020)
Topics in the Structure of Chinese (Masters) (15PLIH009)

Additional course options may become available in Term 2. 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).

MA Theory and Practice of Translation

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.

Not all courses listed below may be available every year. For courses being offered in 2010/11, please visit the relevant departmental website or contact the Faculty office. Some courses may be taught in other departments of the School. For the detailed description of core courses see page 23.

Courses

Core Courses

Practical Translation from and into Arabic 15PLIC001 (full unit)
 Practical Translation from Mandarin Chinese into English 15PCHH004 (half unit)
 Practical Translation from English into Mandarin Chinese 15PCHH005 (half unit)
 Practical Translation: Japanese to English, 15PJKH003 (half unit)
 Practical Translation: English to Japanese, 15PJKH002 (half unit)
 Practical Translation from and into Korean 15PJKC002 (full unit)
 Practical Translation from and into Persian 15PNMC051(full unit)
 Practical Translation from and into Swahili 15PAFC029(full unit)

Options

Full unit courses:

Translation Theory [15PLIC005]
 Translation Studies (at UCL) [17CLIT0002]
 Translation Technology [15PLIC005]
 The Qur'an: Language, Style and Translation [15PNMC142]
 Language Pedagogy [15PLIC015]
 Introduction to the Study of Language [15PLIC008]
 Modern Chinese Literature in Translation [15PCHC002]
 Modern Chinese Literature (MA) [15PCHC003]
 Modern Documentary Texts [15PEAC007]
 Classical Documentary Texts [15PEAC006]
 Traditional Chinese Literature in Translation [15PCHC004]
 Japanese Culture and Society [15 PAN C086]
 Survey of Korean Literature [15PEAC054]
 Topics in the History and Structure of the Korean Language [15PEAC060]
 Topics in Modern Korean History [15PEAC059]
 Japanese Language Learning and Teaching [15PEAC024] [pending]

Half unit courses:

Journalistic Translation (English-Chinese) [15PLIH035]
 Language, Society and Communication [152900083]
 Modern Film from Taiwan and the Chinese Diaspora [15PCHH002]
 Modern Chinese Film and Theatre (MA) [15PCHH001]
 Syntactic Structure of Japanese I [15PEAH006]
 Syntactic Structure of Japanese II [15PEAH007]
 Linguistic Structure of Chinese I [15PLIH009]
 Linguistic Structure of Chinese II [15PLIH009]
 Modern Japanese Literature (masters) [15PEAH012] [pending]
 Morphology [15PLIH006]
 Issues in Semantics [15PLIH012]
 Historical Linguistics [15PLIH020]
 Discourse analysis and text linguistics (15PLIH044)
 Directed Readings A – 'Grammaticalisation' Dr. Tania Kouteva (15PLIH001)
 Directed Readings in Linguistics B, option 1 – Current Issues in Language Documentation (15PLIH002)

Directed Readings in Linguistics B, option 2 – Grammatical Typology (15PLIH002)
Languages of Africa (Masters) [15PAFH002]
Linguistic Structure of Hausa [15PAFH003]

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 convener for more information.

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

Requirements:

1 full core course in the selected language (1 unit)
Translation Theory (1 unit)
1 full unit option course or 2 half unit option courses (1 unit)
Dissertation (1 unit)

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 Chinese, Japanese, Korean, and Tibetan. 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 the language of the chosen path in higher education or private institutions in the UK or other parts of the world, 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

Upper second or equivalent in a BA in a relevant discipline (linguistics or applied linguistics), or a BA in other disciplines including some relevant units, and some relevant professional qualification (e.g. teacher training qualifications) or exceptional and documented experience in language teaching. Native or native-like proficiency in the language of the chosen path.

Structure

Entering students who already hold an undergraduate major in linguistics/applied linguistics, or an MA in linguistics take the 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.

Not all courses listed below may be available every year. For courses being offered in 2010/11, please visit the relevant departmental website or contact the Faculty office. Some courses may be taught in other departments of the School. For a detailed description of core courses see page 22.

Core Courses

Chinese Applied Linguistics and Language Pedagogy [Chinese path] (1 unit) [New code]	
Japanese Language Teaching and Learning [Japanese path] (1 unit)	[15PEAC024]
Korean Applied Linguistics and Language Pedagogy [Korean path] (0.5 unit) [New code]	
Tibetan Linguistics and Language Pedagogy [Tibetan path] (0.5 unit) [NEWPGCH002]	
Language Pedagogy	[15PLIC015]
Second Language Acquisition and Bilingualism (0.5 unit) [Korean and Tibetan paths]	[15PLIH038]
Dissertation	[15PLIC999]

Options

Full unit courses:

Introduction to the Study of Language (1 unit) [Japanese path]	[15PLIC008]
Syntactic Structure of Japanese 1 (0.5 unit)	[15PEAH006]
Syntactic Structure of Japanese 2 (0.5 unit)	[15PEAH007]
Second Language Acquisition in Japanese (0.5 unit) [Chinese path]	[15PJKH004]
Topics in the Structure of Chinese (0.5 unit) [Korean path]	[15PLIH009]
Topics in the History and Structure of Korean Language (1 unit) [All paths]	[15PEAC060]
Directed Readings in Linguistics/The structure of language A (0.5 unit)	[15PLIH001]
Directed Readings in Linguistics/The structure of language B (0.5 unit)	[15PLIH002]

Requirements:

Chinese Applied Linguistics and Language Pedagogy [**Chinese path**] (1 unit)
Language Pedagogy (1 unit)
1 full unit option course or 2 half unit option courses (1 unit)
Dissertation (1 unit, term 2)

or

Japanese Language Teaching and Learning [**Japanese path**] (1 unit)
Language Pedagogy (1 unit)
1 full unit option course or 2 half unit option courses (1 unit)
Dissertation (1 unit, term 2)

or

Korean Applied Linguistics and Language Pedagogy [**Korean path**] (0.5 unit)
Language Pedagogy (1 unit)
Second Language Acquisition and Bilingualism (0.5 unit)
1 full unit option course or 2 half unit option courses (1 unit)
Dissertation (1 unit, term 2)

or

Tibetan Linguistics and Language Pedagogy [**Tibetan path**] (0.5 unit)
Language Pedagogy (1 unit)
Second Language Acquisition and Bilingualism (0.5 unit)
1 full unit option course or 2 half unit option courses (1 unit)
Dissertation (1 unit, term 2)

MA in Language Documentation and Description

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. 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 giving students an opportunity to develop their knowledge and skills in an integrated fashion.

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.

The degree can be taken either full-time (one year) or part-time (two/three years). There is a possibility for transferring between the two pathways for part-time students. 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). For details of part-time degree see page 43.

Duration

One calendar year (full-time)

Two or three years part-time (day time 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.

Seventeen students started the MA in Language Documentation and Description in September 2009, the largest cohort since the programme began six years ago..

A total of seven PhD students have graduated from the PhD in Field Linguistics; four of these students had also completed the MA in Language Documentation and Description.. More information about our MA and PhD students can be found on the HRELP website at: <http://www.hrelp.org/aboutus/students/>

Structure of Programme

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

The *MA in LDD (Language Support and Revitalisation)* is open to fulltime students with or without a background in linguistics. It provides an introductory overview of the study of language, as well as courses geared at enabling students to support endangered and minority language communities in a number of ways.

From the academic year 2010-2011 the programme will have the following structure.

Core	<i>Introduction to the Study of Language</i> [full unit]	[15PLIC008]
	and	
	<i>Language Support and Revitalisation</i> [half unit]	[15PLIH033]
	and	
	<i>Applied Language Documentation and Description</i> [half unit]	[15PLIH024]
Options	1 full unit or 2 half unit courses from the list of Options .	
Dissertation	<i>Research Foundations Seminar</i>	[LIREFOUND]
	Dissertation in Linguistics [full unit]	[15PLIC999]

2. MA Language Documentation and Description [Field Linguistics]

The *MA in Language Documentation and Description (Field Linguistics)* is open to students with BA in Linguistics and equivalent and provides students with a sound knowledge of state-of-the-art methods and technology for language documentation and description with an emphasis on endangered and minority languages.

From the academic year 2010-2011 the programme will have the following structure.

Core courses:

Core	<i>Applied Language Documentation and Description</i> [half unit]	[15PLIH024]
	and	
	<i>Field Methods</i> [full unit]	[15PLIC019]
	and	
	<i>Descriptive Linguistics</i> [half unit]	[15PLIH043]
Options	1 full or 2 half courses from list in Options .	
Dissertation	<i>Research Foundations Seminar</i>	[LIREFOUND]
	Dissertation in Linguistics [full unit]	[15PLIC999]

Core course outline:

- *Applied Language Documentation and Description* introduces the students to the practical issues in language policy and planning, orthography design, lexicography and dictionary making, translation, language teaching methods, curriculum design and programme evaluation, producing multimedia and electronic publications, as well as communicating linguist's work to Inative communities.
- *Field Methods* is aimed at preparing students for a real-world field situation. The class concentrates on the collection and analysis of basic linguistic data obtained through weekly meetings with a native speaker of a language unknown to the students. It also addresses the issues of ethics in the field, communication with consultants, audio and video recording techniques, methods of data collection, archiving, annotation, data format and standards.
- *Descriptive Linguistics* will introduce students to the theoretical issues that arise in language description. It will cover the following topics: descriptive vs. explanatory theories of language; language description and linguistic typology; grammar writing and types of descriptive grammars; cognitive universality vs. linguistic relativity; language contact, variation and change; issues in phonological, morphological and syntactic description, and more.
- *Introduction to the Study of Language* provides a cross-linguistic and intercultural introduction to linguistics as the scientific study of language and addressing the core areas of linguistics (phonetics, phonology, morphology, syntax, semantics, pragmatic, sociolinguistics, language change, psycholinguistics and discourse structure.
- *Language Support and Revitalisation* investigates the processes and causes of language endangerment and what it means to 'support' and 'revitalise' a language. Students will examine case studies and examples of revitalisation projects in terms of their methods, effectiveness, and applicability elsewhere.

Components description

For the detailed description of core and option courses, please see page 24.

The choice of option courses is subject to:

- The approval of the individual course convenor
- The approval of the MA programme convenor
- The proviso that not every optional course will be available in each year
- Compatibility with time table

Research Foundations Seminar 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. It covers the conceptual and practical aspects of 'doing' research, and develops the ability to interpret, question and develop research results.

The supervised *Dissertation 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 relevant area of linguistics
- The ability to apply their subject knowledge and methodology to a specific research problem
- A critical understanding of the relevant literature

- The ability to formulate appropriate research hypotheses; to develop these hypotheses with reference to evidence and argumentation
- The skills required to pursue independent research in an academic context
- The ability to present their work to different audiences (both academic and general audiences) in a clear and professional form.
- The ability 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 or a final essay count for the other 60%. **Options**, are assessed by essay/coursework and/or exam, depending on the particular option chosen. The 10,000-word **dissertation** is due on 15 September 2011 for full-time students. Further details are provided in the *SOAS Taught Postgraduate Handbook*.

Departmental and intercollegiate seminars and workshops

Students are invited to attend weekly departmental seminars. The seminars present current research developments across different fields and approaches, and allow students to interact with the wider academic linguistic community.

All Courses (in detail)

Please note that not all option courses listed below may be available every year. For courses being offered in 2010/11, please visit the relevant departmental website or contact the Faculty office.

Advanced Phonology (half unit, term 2)

[15PLIH042]

This course is devoted to the study of principle-based phonological theories. Emphasis is given to most recent developments in this area. Topics include: constituent structure, principles and parameters of phonological theories, theories of segmental representation. Some discussion will be devoted to morpho-phonology and especially to the notion of minimal words, stress, affixation and its visibility to phonology.

Assessment: An essay of 5,000 words.

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 1)

[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 Revitalisation*. Cambridge.

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

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

Assessment:

1. There will be three assignments that must be completed by all students. The grades for the two best assignments will be awarded, counting 40%

2. One 3,500 word essay, counting 60%

words to be submitted at 4pm on day 5, week 2, term 3 (60%).

Chinese Applied Linguistics and Language Pedagogy

[New Code]

The course will provide the language-specific pedagogy component to the Chinese pathway of the MA in Applied Linguistics and Language Pedagogy. Since both general pedagogical issues and topics in Chinese linguistics are dealt with elsewhere in the program (in the “Language Pedagogy” and “Topics in the structure of Chinese” modules respectively), this course will focus specifically on teaching and learning issues in the Chinese language classroom. Particular importance will be placed, on the one hand, on areas of the Chinese language that pose particular problems to language learners and, on the other hand, on areas where Chinese language pedagogical practices require further development in order to address the needs of learners.

Directed Readings

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.

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

‘Grammaticalisation’ (option class 1) Prof. Tania Kuteva

[15PLIH001]

Two major processes of language change are:

- a) Lexicalization (i.e. the change whereby in certain linguistic contexts speakers use a syntactic construction or word formation as a new contentful form with formal and semantic properties that are not completely derivable or predictable from the constituents of the construction or the word formation pattern, e.g. *God be with you* (blessing) > *goodbye* (farewell greeting), see Brinton and Traugott (2005: ch.4), and;
- b) Grammaticalization (i.e. the development – over time – of lexical material into more and more grammatical material, e.g. *give* (full lexical verb) → *if* (conditional protasis conjunction), see Heine and Kuteva 2002).

It is not always easy to ascribe a particular language change to either of these processes since: (i) they share some characteristics, and (ii) it may be hard to determine whether the historical result of these processes is a lexical or a grammatical morpheme.

Recent work on the process leading to grammatical morphemes – that is, grammaticalization – has revealed the potential of this process for the reconstruction of human grammar.

The aim of this lecture course is to introduce the students to:

- (a) lexicalization and grammaticalization as two major processes of historical development; and
- (b) a plausible model of the gradual evolution of language grammar on the basis of results from the study of grammaticalization.

By the end of the course, students will be familiar with the following topics (amongst others):

- Lexicalization (definitional criteria)

- Grammaticalization (principles of grammaticalization, cross-linguistically persistent grammaticalization developments)
- Different approaches to the study of the evolution of human language grammar

Additionally, at the end of the course students will be able to identify on-going lexicalization as well as grammaticalization processes in a language they speak.

Selected Readings

In class we will be working with chapter 4 of Brinton and Traugott 2005, chapters 1, 2, 3, 4, 5 and 7 of Heine & Kuteva 2007, and Kuteva 2004, Chapter 4.

Students will also be set individual readings depending on the week's topic.

Students should read Brinton and Traugott 2005, Chapter 1, Heine et al. 1991, Chapter 1, and Kuteva 2004, Chapter 4 before the first lecture.

Assessment:

One essay of 5,000 words to be submitted on Monday week 1 of term 2 (100%).

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

[15PLIH002]

Directed Readings in Linguistics B, option 1 – Current Issues in Language

Documentation

Prof. Peter Austin

This reading course will involve reading and discussing literature on some current issues in the field of language documentation: models for language documentation; corpus theorization; data and metadata representation, structuring and management; relational database and XML technologies; archiving; publication and mobilisation of documentation outcomes to make them accessible to a wide range of users. A focus throughout the course is understanding good practices in all these areas.

Preliminary Readings:

AUSTIN, PETER. 2006. Data and language documentation. *Essentials of language documentation*, ed. by Jost Gippert, Nikolaus Himmelmann and Ulrike Mosel. Berlin: Mouton de Gruyter. (downloadable from http://www.hrhelp.org/aboutus/staff/peter_austin/AustinDoc.pdf)

BIRD, STEVEN and SIMON, GARY. Seven dimensions of portability for language documentation and description. *Language*, 79.557-82.

NATHAN, DAVID and AUSTIN, PETER. 2004. Reconceiving metadata: language documentation through thick and thin. *Language Documentation and Description*, 2.179-87.

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

[15PLIH002]

Directed Readings in Linguistics B, option 2 – lexicalization vs. grammaticalization

Prof. Tania Kuteva

Two major processes of language change are:

- Lexicalization (i.e. the change whereby in certain linguistic contexts speakers use a syntactic construction or word formation as a new contentful form with formal and semantic properties that are not completely derivable or predictable from the constituents of the construction or the word formation pattern, e.g. *God be with you* (blessing) > *goodbye* (farewell greeting), see Brinton and Traugott (2005: ch.4), and;
- Grammaticalization (i.e. the development – over time – of lexical material into more and more grammatical material, e.g. *give* (full lexical verb) → *if* (conditional protasis conjunction), see Heine and Kuteva 2002.

It is not always easy to ascribe a particular language change to either of these processes since: (i) they share some characteristics, and (ii) it may be hard to determine whether the historical result of these processes is a lexical or a grammatical morpheme.

Recent work on the process leading to grammatical morphemes – that is, grammaticalization – has revealed the potential of this process for the reconstruction of human grammar.

The aim of this lecture course is to introduce the students to:

- (c) lexicalization and grammaticalization as two major processes of historical development; and
- (d) a plausible model of the gradual evolution of language grammar on the basis of results from the study of grammaticalization.

By the end of the course, students will be familiar with the following topics (amongst others):

- Lexicalization (definitional criteria)
- Grammaticalization (principles of grammaticalization, cross-linguistically persistent grammaticalization developments)
- Different approaches to the study of the evolution of human language grammar

Additionally, at the end of the course students will be able to identify on-going lexicalization as well as grammaticalization processes in a language they speak.

Discourse analysis and text linguistics (half unit, term 1)

Dr. Stuart McGill
[15PLIH044]

This course focuses on structural aspects of discourse, whether spoken or written – in particular information structure and textual organisation – rather than sociolinguistic aspects, or for that matter pragmatics (e.g. conversational implicature). Nevertheless the introductory lecture will situate the structural approach to discourse within the wider discipline of discourse analysis, and students will often be reminded of the importance of interaction during the course. Topics include: information structure (including topic and focus), coherence/cohesion, participant reference, deixis in narrative, and the interaction between discourse and grammar.

Selected Readings

Brown, Gillian & George Yule. 1983. *Discourse analysis*. Cambridge: Cambridge University Press.

Cameron, Deborah. 2001. *Working with spoken discourse*. London: SAGE.

Dooley, Robert A. and Stephen H. Levinsohn. 2001. *Analyzing discourse: a manual of basic concepts*. Dallas: SIL International.

Duchan, Judith F., Gail A. Bruder & Lynne E. Hewitt. 1995. *Deixis in narrative: a cognitive science perspective*. Hillsdale, NJ: Lawrence Erlbaum.

Johnstone, Barbara. 2007. *Discourse analysis*, 2nd edition. Oxford: Blackwell.

Lambrecht, Knud. 1994. *Information structure: topic, focus, and the mental representations of discourse referents*. Cambridge: CUP.

Newmeyer, Frederick J. 1998. *Language form and language function*. Cambridge, Mass: MIT Press.

Van Dijk, Teun A. 1997. *Discourse as structure and process*. (Discourse studies: a multidisciplinary introduction, vol. 1). London: SAGE.

Assessment:

One assignment of 1,000 words to be submitted the week after reading week, term 1 (15%); one 4,000 word essay to be submitted on the day of teaching, week 1, term 2 (85%).

Descriptive Linguistics (half unit, term 2)

[15PLIH043]

This course is aimed at introducing students to the practical and theoretical issues that arise in language description.

By the end of the course students will be able to:

- Understand the relationship between language description, theoretical linguistics and linguistic typology
- Be familiar with the style of grammar writing and the representational conventions used in reference grammars
- Write an insightful description of certain aspects of grammar of a language
- Analyse linguistic data from a variety of languages
- Identify the kinds of data needed to fill gaps in the analysis.

The first half of the course will introduce general issues relevant for language description and grammar writing. The second half will present concrete applications of descriptive tools and techniques, by concentrating on selected topics in phonological, morphological and syntactic description and analyzing the structure of one or several non-Indo-European languages.

Assesment:

The course is assessed through two assignments (1500 words each) and a final essay (3000 words). Two assignments account for 40% of the final grade, 20% each. The essay accounts for 60% of the final grade.

Reading list:

- Ameka, Felix K., Dench, Alan Charles, and Evans, Nicholas 2006. *Catching Language: The Standing Challenge of Grammar Writing*. Berlin: Mouton de Gruyter.
- Bickel, Balthasar. 2000. Grammar and social practice. On the role of 'Culture' in linguistic relativity. In: S. Niemeer and R. Dirven (ed.s) *Evidence for linguistic relativity*. Amsterdam: Benjamin s. 161-191.
- Evans, Nick and Stephen Levinson. 2009. The myth of language universals: Language diversity and its importance for cognitive science. *BEHAVIORAL AND BRAIN SCIENCES* 32: 429–492
- Foley, William. 1997. *Anthropological linguistics: an Introduction*. Oxford: Blackwell. Chs. 5, 10
- Haspelmath, Martin. 2007. Pre-established categories don't exist: consequences for language description and typology. *Linguistic Typology* 11.1: 119-132.
- Payne, Thomas E. 1997. *Describing morphosyntax. A guide for field linguists*. Cambridge, UK: Cambridge University Press.
- Payne, Thomas and Weber, David (eds.) 2006. *Perspectives on grammar writing*. *Studies in Language* 30, 2.

Dynamic Syntax (half unit, term 2)

[15PLIH031]

Objectives

Dynamic Syntax is a formal model of utterance description which tries to articulate and substantiate the claim that humans' knowledge of language is essentially their ability to parse spoken language in context. DS provides an explicit model of how hearers build incrementally (that is, from 'left to right') a semantic representation (an interpretation) from the information provided by the words they encounter and from contextual information. From this perspective, knowledge of language is not so much 'knowing that' ('competence') but 'knowing how' ('performance'), which leads to a number of challenges to current

thinking about syntax. At the end of the course, students will be familiar with the model of Dynamic Syntax and will be able to critically assess analyses of different linguistic phenomena formulated in it. They will be able to relate empirical evidence to linguistic argumentation, and are encouraged to think of syntax as part of a wider cognitive claim about humans' knowledge of languages.

A total of 11 weeks teaching with 3 hours classroom contact per week

Assessment:

One essay of 5,000 words to be submitted on day 1, Term 3 (100%).

Selected Readings

Cann, Kaplan, & Kempson. 2005. Data at the syntax-pragmatics interface: English resumptive pronouns. *Lingua* 115.

Cann R, R Kempson, L Marten (2005) *The dynamics of language*. Oxford: Elsevier.

Cann, R., R. Kempson, L. Marten, M. Otsuka & D. Swinburne, 2004, On the left and on the right, in D. Adger, C. de Cat & G. Tsoulos, eds., *Peripheries*, Dordrecht: Kluwer, 19-47.

Carston R (2002) *Thoughts and utterances*. Oxford: Blackwell.

Kempson, R. Cann, R. Kiaer, J., 2006. Topic, focus and the structural dynamics of language. In Molnar, V. and Winkler, S, (eds.), *The Architecture of Focus*, Walter de Gruyter, Berlin, 59-82

Kempson R, W Meyer-Viol, D Gabbay (2001) *Dynamic syntax*. Oxford: Blackwell.

Kempson R, W Meyer-Viol, M Otsuka (2003) Growth of logical form: the dynamics of syntax. In J Peregrin (ed.) *The Dynamic Turn*. Oxford: Elsevier, 121-147.

Marten L (2002) *At the syntax-pragmatics interface*. Oxford: OUP.

Marten L (2005) *The dynamics of agreement and conjunction*. *Lingua* 115, 527-547.

Marten, Lutz, 2007, Focus strategies and the incremental development of semantic representations: evidence from Bantu. In Enoch Aboh, Katharina Hartmann and Malte Zimmermann, eds., *Focus Strategies: Evidence from African Languages*, Berlin/New York: Mouton de Gruyter.

Marten, Lutz and Ruth Kempson, 2006, *Dynamic Syntax*. In Keith Brown, ed., *The Encyclopedia of Languages and Linguistics*, 2nd ed., Oxford: Elsevier, Vol. 4, 33-37.

Marten, Lutz, Ruth Kempson and Miriam Bouzouita, 2008, Concepts of structural underspecification in Bantu and Romance. In Cécile de Cat and Katherine Demuth, eds., *The Romance-Bantu Connection*, Amsterdam: Benjamins, 3-39.

Purver, M., Cann, R., & Kempson, R. 2006. Grammars as Parsers: Meeting dialogue challenges. *Research on Language and Computation* 4. 289-326

Shaer, B. and Frei, W. *Dislocated Elements in Discourse* Routledge. London: New York.

Sperber D, D Wilson (1995) *Relevance: communication and cognition*. 2nd ed. Oxford: Blackwell.

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

Field Methods (full unit)

[15PLIC019]

This course is aimed at preparing students for a real-world field situation. Throughout the course, the students interact with a speaker of a language they don't know as if they were linguists in the "field", that is, in the environment where a language that they want to document is spoken. The course is based on the assumption that, as is often the case in language documentation contexts, there is no or only scarce linguistic material on the language available and a linguistic analysis has to be based on the data collected during the course. This means that the students investigate the structure of the language exclusively through interaction with the speaker. It is the aim of this course to cover some aspects of central areas of language, e.g. phonology, lexicon, and grammar. Beyond the investigation of specific linguistic phenomena, the course aims at equipping students with the methodological knowledge necessary to elicit different kinds of data for different purposes. In our MA programme, students also prepare a dissertation project in term 3. It often uses data from the Field Methods course. Some students in the programme base their MA dissertations on the data they collected during the Field Methods course and in individual sessions with the speaker in Term 3.

By the end of the Field Methods course students will be able to

- Record, transcribe and annotate speech data of a language they were previously not familiar with.
- Gather language data through word lists and paradigm elicitation, work with texts and (possibly) nonverbal stimuli.
- Evaluate the usefulness of the different elicitation methods for different linguistic domains.
- Analyse the data collected using different elicitation methods.
- Identify the kinds of data needed to fill gaps in the analysis.

Selected readings

- Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.
 Newman, Paul & Martha Ratliff (eds.) 2001. *Linguistic fieldwork*. Cambridge, UK; New York, NY: Cambridge University Press.
 Payne, Thomas E. 1997. *Describing morphosyntax. A guide for field linguists*. Cambridge, UK: Cambridge University Press.
 Vaux, Bert & Justin Cooper. 1999. *Introduction to linguistic field methods*. München: LINCOM EUROPA.

Assessment:

The course is assessed through four assignments (1500 words each) and a final essay (4000 words). Four assignments account for 60% of the final grade, 15% each. The essay accounts for 40% of the final grade.

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 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.

Japanese Language Teaching and Learning [Japanese path]

[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.

Journalistic Translation (half unit, term1)

[15PLIH035]

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:

- Hicks, Wynford, Adams, Sally and Harriett Gilbert (2001). *Writing for journalists*. London: Taylor & Francis e-Library.
- 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.
- Hannerz, Ulf (2004). *Foreign news: Exploring the world of foreign correspondents*. Chicago: University of Chicago Press.

Assessment

Written Exam	40%
Assignments (3)	60%

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:

Undergraduates: One 2,500 word essay (60%), three assignments (40%)
 MAs: One 3,500 word essay (60%), three assignments (40%)

Korean Applied Linguistics and Language Pedagogy

[Korean path]

[New code]

The course will provide the language-specific pedagogy component to the Korean pathway of the MA in Applied Linguistics and Language Pedagogy. Since both general pedagogical issues and topics in Korean linguistics are dealt with elsewhere in the program (in the "Language Pedagogy" and "Topics in the History and Structure of the Korean Language" modules respectively), this course will focus specifically on teaching and learning issues in the Korean language classroom. Particular importance will be placed, on the one hand, on areas of the Korean language that pose particular problems to language learners and, on the other hand, on areas where Korean language pedagogical practices require further development in order to address the needs of learners.

Language Pedagogy (full unit)

[15PLIC015]

Students will be familiarized with a number of topical issues within the field of second language teaching, second language learning theories, and research methods in the field of language learning. They will be able to apply this knowledge to the study and to the teaching practice of their language of interest.

Language Planning and Policy (half unit, term 2)

[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.

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.

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 Revitalisation*. 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)

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**

Morphology (half unit, term 1)

[15PLIH006] Dr Oliver Bond

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

Phonology (Masters) (half unit, term 1)

[15PLIH041]

This course is intended to familiarise students with a wide range of phonological processes observed in a vast variety of languages and with different phonological theories. Emphasis is given to the internal representation of segments, syllabic structure and autosegmental processes.

At the end of the course, a student should be able to demonstrate

- The ability to observe, describe and analyse a range of different phonological processes.
- Familiarity with different types of phonological processes.
- An understanding of what trigger a process, the changes involved and the different contexts of application.
- The ability to identify the kinds of data needed to fill gaps in an analysis.
- Evaluate the differences between ways of representing the internal representation of segments (features, elements).
- Familiarity with syllabic structure (generative, government phonology).

Assessment: Two assignments counting 40% and an essay (3,000 words), counting 60%

Practical Translation: Japanese into English

[15PJKH003]

TBC

Practical Translation: English into Japanese

[15PJKH002]

Dr Mika Kizu

Objectives:

The objective of this course is to help students acquire advanced translation skills in translation from English/Japanese to Japanese/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 English/Japanese into Japanese/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 English/Japanese into Japanese/English and commentary.

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.

These courses supersede the existing full-unit course: 15JKC001 Practical Translation from and into Japanese, which covers both English-Japanese and Japanese-English translation.

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.

Horse, 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 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](#)
- 《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](#)

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 Overview 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
- Torfs, 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: Hyenamsa.
- Baker, Mona. 1992. *In Other Words*. London & New York: Routledge.
- Cang, Cin Han. 1990. "Penyek-kwa wulimal". *Kwuke saynghwal* 21:27-37.
- Chae Mansik. 1993. *Peace Under Heaven: A Modern Korean Novel*. Translated by Chun Kyung-ja. Armonk, NY: M.E. Sharpe.
- 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 Masters 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 present 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 Safeh, 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 Katzian, 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: Behrang, 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 Minoo 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.

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.

Second Language Acquisition in Japanese (half unit, term 2)

[15PJKH004]

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.

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

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

[15PEAH006]

Dr Mika Kizu

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%).

Syntactic Structure of Japanese II (half unit, term 2)

[15PEAH007]

Dr Mika Kizu

This course introduces students to the studies of Japanese syntax from the generative grammar and functional point of view. The topics in this course are: *wa* and *ga*, verbs of giving and receiving, demonstratives, 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.

Syntax (Masters) (half unit, term 1)

[15PLIH040]

This course is intended to provide an introduction to the grammatical theory of Lexical Functional Grammar (LFG). LFG takes a highly surface-oriented approach to syntactic analysis and differs from other syntactic frameworks in placing a key role to relational notions such as "subject", "object" and "adjunct". This course introduces key ideas of LFG and develops analyses of a range of phenomena within the theory, for example, the major valence-changing operations, relative clauses, serial verbs and clause-chaining. The focus will be on analysing syntactic constructions in English and many other languages. The course will provide a foundation for any student who wishes to write an MA thesis in syntax.

Assessment: Two assignments of 1,500 words (40%); a final essay of 3,000 words (60%).

Tibetan Linguistics and Language Pedagogy [Tibetan path]

[NEWPGCH002]

The course will provide the language specific component to a Tibetan pathway in the M.A. in Applied Linguistics and Language Pedagogy. The goals include a basic familiarity with literature on Tibetan linguistics as is relevant for language teaching, and guided practice teaching Tibetan with a view to implementing insights from this course and the other courses of the language pedagogy programme. Stress will be placed on those structural elements (such as tone, ergativity, and epistemic moods), which cause problems for second language learners. The focus of the course will be Modern Standard Tibetan, but some attention will be given to other dialects and the literary register.

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).

Topics in Lexical Semantics (half unit, term 1)

[15PLIH003] Dr Maria Flouraki

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%).

Topics in the Structure of Chinese (half unit, term 2)

[15PLIH009] Dr Wynn Chao

This half-unit course runs for the second term and examines selected topics in the study of Mandarin Chinese and possibly other Chinese languages from the perspective of current linguistic theory. The topics covered vary from year to year, and are to some extent determined by the interests of the participants, but may include: Morphology, Syntax, Semantics, Language Acquisition and Psycholinguistics

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.

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?

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?

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. Please contact Dr. Irina Nikolaeva at in3@soas.ac.uk to discuss the details.

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

Part-time over two years

Year 1	Term 1	Phonology (Masters) Syntax (Masters)
	Term 2	Option 1 or Core course
Year 2	Term 1	Topics in Lexical Semantics Option 1 or Option 2
	Term 2	Option 2 or Core course

Two option courses must be taken over the whole period of enrolment.
The Research Foundations Seminar should be taken in Year 2.

Part-time over three years

Year 1	Term 1	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	Term 2	Core course
Year 2	Term 1	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	Term 2	Option 1
Year 3	Term 1	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	Term 2	Option 2

Two option courses must be taken over the whole period of enrolment.
The Research Foundations Seminar should be taken in Year 3.

The **MA in Language Documentation and Description** may be taken **part-time** over two or three years, and there is a possibility for transferring between the two pathways for part-time students.

Pathway: MA LDD (Field Linguistics):

Field Linguistics taken over 2 years:

Year 1	Term 1	Applied Language Documentation and Description
	Term 2	Descriptive Linguistics Option 1
Year 2	Term 1	Field Methods Option 2
	Term 2	Field Methods

Field Linguistics taken over 3 years:

Year 1	Term 1	Applied Language Documentation and Description
	Term 2	Option 1
Year 2	Term 1	Option 2
	Term 2	Descriptive Linguistics
Year 3	Term 1	Field Methods
	Term 2	Field Methods

Language Support and Revitalisation taken over 2 years:

Year 1	Term 1	Introduction to the Study of Language
		Applied Language Documentation and Description
	Term 2	Introduction to the Study of Language
Year 2	Term 1	Option 1
		Option 2
	Term 2	Language Support and Revitalisation

Language Support and Revitalisation taken over 3 years:

Year 1	Term 1	Introduction to the Study of Language
	Term 2	Introduction to the Study of Language
Year 2	Term 1	Applied Language Documentation and Description
	Term 2	Language Support and Revitalisation
Year 3	Term 1	Option 1
	Term 2	Option 2

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/itu/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 2010-2011 are available on the SOAS website at <http://www.soas.ac.uk/soasnet/adminservices/registry/fees/>

MODE OF STUDY	UK/EU	OVERSEAS
Full-time	£4,500	£12,000
Part-time (2 years)	£2,250	£6,000
Part-time (3 years+)	£1,530	£4,305

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

Careers

Below are some examples of the careers previous MA students have moved into after completing their Masters.

MA in Linguistics

Freelance
Host UK
Rainbow Language in Business
General Office Assistants/Clerks Nec
Researchers Nec
Translators

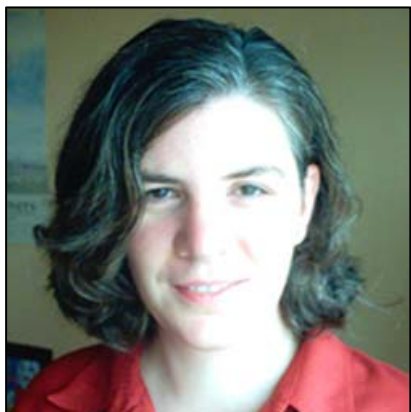
MA in Language Documentation and Description

BBC
Government
Northumbria School of English
Randstad HR Solutions
Unspecified Language School
Directors, Producers
Editors
General Office Assistants/Clerks Nec
Language Assistants and Tutors, TEFL

MA Translation Studies

Cross Media Ltd.
Fong Yuan Commercial High School
Haringey Chinese School
School Guide
Square Enix Ltd.
Language Assistants and Tutors, TEFL
Teaching Professionals Nec
Translator

Juliette Rutherford MA Language Documentation and Description



After my first degree in Chinese and Spanish, which I did at Leeds University from 1992-6, I worked mainly in technical support roles for the software and localisation industries then 1 year in an international environmental organisation, as a librarian/archivist. When my contract was coming to an end and I came across information about the MA by accident, something clicked immediately.

The course seemed ideal because it combined my interest in Linguistics, Information Management and indigenous cultures. I had just read Mark Abley's book 'Spoken Here' and it made me want to act in some way. I also have many personal connections to this topic – my great-grandfather was one of the last speakers of Norn, a language of Shetland; my parents had spent time on the island of

Bougainville in the 1970s, with the Aita people; I work for an organisation which specialises in biodiversity research, which is linked in many ways to linguistic and cultural diversity.

I applied to do the course part-time and my previous employer (UNEP-WCMC) invited me to continue my work on a freelance basis, which sustained me throughout the two years. After I finished the course, they invited me to return on full-time permanent basis and I accepted.

Although I am still in the same job, I have growing responsibility and the corresponding salary increase, which I think was partly the result of doing the Masters. It has improved my self-confidence in salary negotiations – it's a gentle reminder to people that I have skills which would be valued elsewhere if they are not willing to compensate me appropriately! Although I'm not working in Language Documentation, I am doing a personal project with my Mum to transcribe some recordings from Bougainville, I maintain links with the topic by continuing to read and attend conferences, and I have great plans for the future... I'll let you know if it works out! My advice in general is follow your passions and enthusiasms and the rest will come from that. The trick is to discover them and find the space to pursue them.

Ross Perlin MA Language Documentation and Description

As an undergraduate at Stanford University, I dabbled in linguistics whenever I had the chance, but my degree was in Classics and East Asian Studies -- followed up with an M.Phil. in Classics at Cambridge, comparing aspects of ancient Greek and Chinese philosophy. Though I had little linguistics training, I had been thinking about issues of linguistic and cultural endangerment for many years. I knew that SOAS had the only MA program anywhere in the world that trained a laser-like focus directly on these issues, while also providing a solid grounding in linguistics. The fact that the academic program was only a part of the package clinched the deal—I wanted to be at one of the few places in the world actively supporting a tremendous range of research on endangered languages

More than three years later, I'm pursuing a Ph.D. in Linguistics under the auspices of the Himalayan Languages Project at the University

of Leiden -- living in China's Yunnan Province, working on a documentation and description of Dulong, a little-known Tibeto-Burman language, with the assistance of the Endangered Languages Documentation Programme (ELDP) at SOAS. Every day I am applying what I learned in the MA program. My advice for new MAs: make an endangered or undescribed language the focus of your thesis.

