



DEPARTMENT OF  
LINGUISTICS  
MA PROGRAMMES  
2011– 2012

VERSION: 7 July 2011



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<http://www.soas.ac.uk/linguistics/>  
<http://www.hrelp.org>

## Calendar 2011-12

<b>First Term</b>	26 September - 16 December 2011 Reading week: 7-11 November 2011
<b>Second Term</b>	9 January - 23 March 2012 Reading week: 13-17 February 2012
<b>Third Term:</b>	16 April - 8 June 2012
<b>Exam period:</b>	May - June 2012
<b>MA dissertations due:</b>	

## 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 interdisciplinary project on Bainouk (Dr. Friederike Lüpke).

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. Examples of some of the talks given in 2010-11 include:

- Juergen Bohnemeyer (University at Buffalo – SUNY) "A practical epistemology for semantic elicitation, in the field and elsewhere"

- Oliver Bond (SOAS) "Cognate Nominal Constructions and focus manipulation"
- Goodith White (Canterbury Christ Church University) and Chefena Hailemariam (Liverpool Hope University) "English & Development in Eritrea"
- Gary Morgan (City University) "In the hands of babes: the future of sign languages"
- Mandana Seyfeddinipur (SOAS) "Gestures in Persian discourse"
- Ljuba Veselinova (Stockholm) "Maps and Mapping in Linguistic Research"
- Peter Austin (SOAS) "How to talk to a menak: speech levels in Sasak, eastern Indonesia"
- Tope Ominiyi (Roehampton University) "The Sociolinguistics of Colonization and the Development Question"
- Jocelyne Fernandez-Vest (C.N.R.S. - Universités Paris 3 and Paris 4) "Information structuring in Finno-Ugric, from oral to written languages"
- Maik Gibson (SIL/Africa International University, Kenya) "The spread of urban vernaculars and their impact upon African language policies"

Every two years members of the department organise a conference on Language Documentation and Linguistic Theory, which aims to bring together researchers working on linguistic theory and language documentation and description, with a particular focus on innovative work on under-described or endangered languages.

The third conference in this series will run over two days on 19 and 20 November 2011. The conference will be preceded by a satellite Workshop on Language Documentation and Archiving, to be held on 18 November 2011.

## 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. 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 topics related to the documentation of endangered languages. The programme is a small one (a maximum of 20 students are given places on the MA), so students have the opportunity to work closely with members of academic staff. Staff and students in ELAP also work together with the archive staff in ELAR and have access to the state of the art speech analysis and digitisation equipment operated by ELAR.

Both ELAP and ELAR are regularly visited by fieldworkers, who carry out research at SOAS, present seminars and talks, and interact with ELAP students and staff.

The Endangered Languages Programme runs an annual Endangered Languages Week with numerous events, 'Meet an Endangered Language' sessions, an Open Day, a full-day workshop, and an Annual Lecture. In 2011 Jeff Good (University at Buffalo) spoke on "*What are we trying to preserve? Diversity, change, and ideology at the edge of Cameroonian Grassfields*".

ELAP also runs workshops, publishes papers in the series *Language Documentation and Description*, and publishes CD-ROMs. Please see the website [www.hrelp.org](http://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 2011-2012***

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:

*Syntax (Masters)* (half unit term 1)  
[15PLIH040]

**and**

*Phonology (Masters)* (half unit term 1)  
[15PLIH041]

**and**

*Topics in Lexical Semantics* (half unit term 1)  
[15PLIH003]

**and**

*Advanced Phonology (Masters)* (half unit term 2)  
[15PLIH042]

**and**

*Advanced Syntax* (half unit term 2)  
[15PLIH008]

**or**

*Issues in Semantics* (half unit term 2)  
[15PLIH012]

**or**

*Dynamic Syntax (Masters)* (half unit term 2)  
[15PLIH031]

## 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:

*Research Foundations Seminar*  
[LIREFOUND]

*Dissertation in Linguistics*  
[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 17 September 2011

for full-time students. Further details are provided in the *SOAS Taught Postgraduate Handbook*.

**All MA Linguistics assignments (apart from the dissertation) are handed in via the School's Virtual Learning Environment.**

## ***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 2011/12, 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)

Historical Linguistics (15PLIH020)

Second Language Learning and Bilingualism (15PLIH038)

Syntactic Structure of Japanese I (15PEAH006)

Language, Society and Communication (15PLIH004)

Directed Readings A (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)

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***

The MA programme in Translation Theory and Practice (Asian and African Languages) combines training of practical translation skills with teaching of translation theories. It is unique in the range of Asian/African language specializations and subject areas, its scope and flexibility, and collaboration with other universities. The aim of the programme is to enhance students' methodological and practical skills in translation, preparing them for the professional market as (freelance) translators or other language professionals, while providing an intellectual perspective on the discipline of translation studies, which could be the foundation for further MPhil/PhD research. Students have access to a wealth of resources for the study and practice of translation available in the SOAS Library and nearby institutions such as the University of London Library, the UCL Library, the British Library and many others.

Drawing on the expertise of highly qualified teachers and researchers at SOAS, the programme offers a range of languages, including Arabic, Chinese, Japanese, Korean, Persian and Swahili. It considers such issues as contrastive linguistics, translation theory and translation technology. 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.

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***

Students take three full taught courses or equivalent (the half-unit course Translation Theory and a one unit course or two half-unit courses of Practical Translation are compulsory). Students may choose from a wide range of

optional courses and write a 10,000 word dissertation (either a theoretical essay OR a 6000-word translation accompanied by a 4000-word commentary).

Not all courses listed below may be available every year. For courses being offered in 2011/12, 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 26.

## ***Courses***

### **Core Courses**

#### **All students must take:**

Translation Theory (half-unit) (code tbc)

All students must take one full unit or two half-unit courses from the following.  
Arabic/English/Arabic Translation

Practical Translation: Chinese to English (half-unit) AND

Practical Translation: English to Chinese (half-unit)

Practical Translation: Japanese into English (half-unit) AND

Practical Translation: English into Japanese (half-unit)

Practical Translation from and into Korean

Practical Translation from and into Persian

Practical Translation from and into Swahili

### **Optional Courses**

#### **Full unit courses:**

Translation Technology

The Qur'an: Language, Style and Translation in English

Language Pedagogy

Introduction to the Study of Language

Modern Chinese Literature in Translation

Modern Chinese Literature (MA)

Modern Documentary Texts

Classical Documentary Texts

Traditional Chinese Literature in Translation

Culture and Society of Japan

Survey of Korean Literature

Topics in the History and Structure of the Korean Language

Topics in Modern Korean History

#### **Half-unit courses:**

Research Methods in Translation Studies (code tbc)

Translation of Journalistic Texts from and into Chinese

Language, Society and Communication (Masters)

Modern Film from Taiwan and the Chinese Diaspora

Modern Chinese Film and Theatre (MA)

Syntactic Structure of Japanese 1

Syntactic Structure of Japanese 2

Topics in the Structure of Chinese (Masters)

Modern Japanese Literature (Masters)

Morphology (Masters)

Issues in Semantics (Masters)

Historical Linguistics (Masters)

Directed Readings in Linguistics/the Structure of Language A

Directed Readings in Linguistics/the Structure of Language B

## 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 2011/12, 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)  
[15PLIH038]

[Korean and Tibetan paths]  
Dissertation  
[15PLIC999]

### ***Options***

#### **Full unit courses:**

Introduction to the Study of Language (1 unit)  
[15PLIC008]

#### **[Japanese path]**

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)  
[15PJKH004]

#### **[Chinese path]**

Topics in the Structure of Chinese (0.5 unit)  
[15PLIH009]

#### **[Korean path]**

Topics in the History and Structure of Korean Language (1 unit)  
[15PEAC060]

**[All paths]**

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, language revitalisation, and language studies.

The programme has two pathways: *Language Support and Revitalisation*, or *Field 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 57.

## *Duration*

One calendar year (full-time)

Two or three years part-time (day time only)

## *Entry requirements*

This MA degree programme is available to students with or without first degree studies in general descriptive and theoretical linguistics. The Field Linguistics pathway is only open to students who have a BA degree or equivalent in Linguistics. The *Language Support and Revitalisation* pathway is open to applicants with an interest in minority and endangered languages but with or without a background in linguistics.. Past students who have taken the course had backgrounds in: linguistics, language teaching, translation, anthropology, political science, 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*.

## *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.

Eleven students started the MA in Language Documentation and Description in September 2011.

A total of eight PhD students have graduated from the PhD in Field Linguistics; five 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 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 2011-2012 the programme will have the following structure:

#### **Core**

*Introduction to the Study of Language* [full unit]  
[15PLIC008]

**and**

*Language Support and Revitalisation* [half unit]  
[15PLIH033]

**and**

*Applied Language Documentation and Description* [half unit]  
[15PLIH024]

#### **Options**

1 full unit or 2 half unit courses from the list of **Options**.

#### **Dissertation**

*Research Foundations Seminar*  
[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 2011-2012 the programme will have the following structure:

### **Core**

*Applied Language Documentation and Description* [half unit]  
[15PLIH024]

**and**

*Field Methods* [full unit]  
[15PLIC019]

**and**

*Descriptive Linguistics* [half unit]  
[15PLIH043]

### **Options**

1 full or 2 half courses from list in **Options (page 26)**.

### **Dissertation**

*Research Foundations Seminar*  
[LIREFOUND]

*Dissertation in Linguistics* [full unit]  
[15PLIC999]

## **Core course outline:**

For the detailed description of core and option courses, please see page 26.

- *Applied Language Documentation and Description* introduces the students to 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 linguists' work to local communities and the wider world.
- *Field Methods* is aimed at preparing students for real-world field situations. 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 formats and standards.
- *Descriptive Linguistics* introduces 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

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) 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 20-40% of the total mark, and a three-hour written exam or a final essay count for the remainder. **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 2012 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 2011/12, 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.  
Austin, P.K. and Sallabank, J (eds.) (2011) *Cambridge Handbook of Endangered Languages*. Cambridge.  
Furbee, N.L. And Grenoble, L.A. 2010. *Language Documentation: Practice and Values*. Benjamins.

Gippert, J., Himmelmann, N. and Mosel, U. (eds). 2006. *Essentials of Language Documentation*. De Gruyter.

**Assessment:**

1. There will be two in-term assignments that must be completed by all students, each counting for 20% of the final grade.
2. One 3,500 word essay, counting 60% of the final grade, to be submitted in 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)***

[15PLIH001]

**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

Option 2: Grammatical Typology

## ***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. Tsoulous, 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.

## **Arabic/English/Arabic Translation (full unit)**

[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. 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.

## ***Historical Linguistics (half unit, term 1)***

[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%)

## ***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.

***Translation of Journalistic Texts from and into Chinese (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:***

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

**Assessment**

Written Exam	40%
Assignments (3)	60%

***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 (worth 20% of final grade), and to write a 4000-word essay on a major issue, situation, or region of the world (80%).

**Selected readings**

Ricento, T. (ed.) 2005. *An Introduction to Language Policy*. Blackwell.

Spolsky, B. 2004. *Language Policy*. Cambridge.

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

## ***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.

**Selected Readings**

Coupland, N. and Jaworski, A. (eds). 2009. *The New Sociolinguistics Reader*. Palgrave Macmillan (core text).

Holmes, J. 2008. *An Introduction to Sociolinguistics* (3<sup>rd</sup> edn). Longman.

Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. Edinburgh.

**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 Language Documentation and Description. It will help students to gain an understanding of the processes and causes of language endangerment, and issues involved in attempting to reverse it.

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.

### **Selected Readings**

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

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

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

**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)

## ***Morphology (half unit, term 1)***

[15PLIH006]

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

## ***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.
- Guenthner, F. and M. Guenthner-Reutter (1978) *Meaning and Translation: philosophical and linguistic approaches*. London: Duckworth.
- Gutt, E.-A. (2000) *Translation and Relevance: cognition and context*. Manchester, Boston: St. Jerome.
- Hatim, B. (1997) *Communication across Cultures: translation theory and contrastive text linguistics*. Exeter: University of Exeter Press.
- Hatim, B. and I. Mason (1990) *Discourse and the Translator*. London: Longman.
- Hermans, T. (2006) *Translating Others. Vol. 1 and 2*. Manchester: St. Jerome.
- Hernandez Sacristan, C. (1994) *Aspects of Linguistic Contrast and Translation: the natural perspective*. Frankfurt am Main: P. Lang.
- Hourse, J. (1997) *Translation Quality Assessment: a model revisited*. Tubingen: 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: 1<sup>st</sup> 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: 1<sup>st</sup> 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](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-wha. 1995. Modern Korean Literature: An Anthology 1908-65. London: Kegan Paul International.
- Fulton, Bruce and Ju-Chan, trans. 1989. Words of Farewell: Stories by Korean Women Writers. Seattle: The Seal Press.
- Kim, Ceng Wu. 1990. "Penyemun-ey nathanan kwuke-uy mosup". Kwuke saynghwal 21: 38-55. Kim, Chong-un and Bruce Fulton, trans. A Ready-Made Life: Early Maters of Modern Korean Fiction.
- Kim-Renaud, Young-Key. 1986. Studies in Korean Linguistics. Seoul: Hanshin.
- Lee, Iksop and Robert Ramsay. 2000. The Korean Language. Albany: State University of New York Press.
- Lee, Sang Sep. 1990. "Penyek ilpanlon". Kwuke saynghwal 21:2-13.
- Song, Yo-In. 1984. Topics in Translation Studies. Seoul: Hanshin.

## ***Practical Translation From And Into Persian***

[15PNMC051]

Convenor/s: Narguess Farzad, Nima Mina

### **Objectives**

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

### **Scope and syllabus:**

Teaching is divided into lectures (one hour weekly) and seminars (two hours weekly) across 22 weeks. The lectures inform the students of general linguistic issues related to Persian and cover translation strategies and aspects of advanced grammar. In the seminar sessions, students focus on particular problems based on their own reading and attempts at translation of 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 Kat,zian, Sadeq Hedayat: The Life and Legend of an Iranian Writer, London 1991
- Farzaneh Milani, Veils and Words: The Emerging Voices of Iranian Women Writers, London & New York 1992
- More Examples of Persian Fiction in English Translation: Behrangji, 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-Hosseini 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.

## ***Translation Technology*** (full unit, term1 and term2)

[15PLIC018]

### **Objectives**

At the end of the course, a student should 'be able to demonstrate . . . familiarity with the major translation software available to them and be able to use the software to assist them in practical translation skills in terminology management and construction of small translation corpora or terminology bank to assist their translation practice the ability to make use of internet resources for their translation research skills in critiquing theories and principles on translation technology

### **Scope and syllabus**

This course is to train students to apply their theoretical and conceptual background to a very practical approach to translation, ranging from using computer (-aided) translation (MT/ CAT) tools in the tasks of terminology management, translation of documentation, and software localisation, to participating in and coordinating multilingual translation projects, and locating and exploiting translation resources available on the internet.

The course will teach students to make effective use of specialised tools to enhance their translation productivity, share data and manage projects. It will allow students to develop not only practical expertise but also a critical faculty for evaluating their relative merits. The students will have access to applications widely used in the language industries for terminology management, translation of documentation, software localisation and project management. The course will focus on a critical appraisal of the usefulness and usability of the tools and students' ability to work effectively in a multilingual translation team.

The development of technology has made it imperative for translators to be familiar with current translation software. This component of translation technology in addition to the existing two programme components of translation theory and translation practice will enable students to improve both their translation efficiency and translation quality, and hence considerably increase their competitiveness in today's job market.

Topics to be covered include:

Introduction to MT and CAT

Translation Memory (TM) & TM database management

SDL WinAlign & Trados TM

SDL SDLX 2007

Terminology extraction and management

SDL Trados Multiterm , Multiterm Extract & Multiterm Convert

SDL Trados 2007

SDL Trados Workbench

SDL TagEditor

Translation projects management: SDL Synergy

Déjà Vu (I)

Déjà Vu (II)

Critical evaluation of CAT tools

Web resources for translation

Environments and script settings in web translation

Web localisation

Software localisation

Adobe software in translation

Translation technology and freelance translators

Critical review of translation technology and its trend

**Method of assessment**

One essay of 3,000 words to be submitted on the day of teaching, week 1, term 2 (35%); one essay of 2,500 words to be submitted on the day of teaching, week 7, term 2 (25%); one essay of 4,000 words to be submitted on the day of teaching, week 1, term 3 (40%).

**Suggested reading**

Arnold, D.J., Balkan, L., Meijer, S., Humphreys, R.L. and Sadler, L., *Machine Translation: An Introductory Guide*, London: Blackwells-NCC, 1994.  
 Bowker, L., *Computer-aided translation technology : a practical*. Ottawa : University of Ottawa Press, 2002.  
 Chan, S.W., *A topical bibliography of computer(-aided) translation*. Hong Kong: Chinese University Press, 2008.  
 Hutchins, W. J., *Machine translation: Past, Present, Future*, New York: Halsted Press, 1986.  
 Nirengurg, S, Somers, H and Wilks Y. *Readings in machine translation*. Cambridge, Mass.: MIT Press, 2003.

## ***Research Methods in Translation Studies (half unit, term 2)***

[tbc]

**Objectives**

This is an optional course of the MA in the Theory and Practice of Translation. It offers students an additional half unit course on the theoretical aspect of the programme. This course will train and prepare students for further advanced research in translation studies upon completing their MAs, which is one of the aims of the MA Translation programme.

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

- 1) familiarity with major schools of thoughts in translation studies
- 2) familiarity with the major research methods in translation studies
- 3) effective application of the methods in examining translation issues

**Assessment:** 5,000 word essay.

## ***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 (half unit)***

[tbc]

Dr. Defeng LI

This is a core course of the MA in the Theory and Practice of Translation. It covers the theoretical aspect of the programme by teaching the major concepts, issues and theories of translation.

The course will also assist students making the connection between translation theories and practice to ensure effective use of the theories learned in the course.

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

- familiarity with key concepts, issues and theories of translation
- effective application of translation principles and methods
- knowledge of translation profession

#### **Assessment:**

Two 2,500- word term papers      100% (50% X 2)

#### **Readings:**

1. Baker, M. (1992). *In other words – A coursebook on translation*. London: Routledge.
2. Baker, M. (ed.) (1998). *The Routledge Encyclopaedia of Translation Studies*. London: Routledge.
3. Bassnett, S. (2002). *Translation Studies*. London: Routledge.
4. Hatim, Basil & Ian Mason. (1997). *The translator as communicator*. London ; New York : Routledge.
5. Newmark, P. (1986). *Approaches to translation*. Pergamon Press.
6. Newmark, P. (1998). *More paragraphs on translation*. Clevedon: Multilingual Matters.
7. Newmark, P. (2005). *A textbook of translation*. London: Longman.

8. Nida, E. A. (1969). Science of translation. *Language*, 45(3), 483-498.
9. Nida, E.A. (1993). *Language, culture, and translating*. Shanghai: Shanghai Foreign Language Education Press.
10. Nida, E. A. (2003). *The theory and practice of translation*. Brill: Brill Academic Publishers.
11. Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome.
12. Snell-Hornby, M., F. Pöchhacker & K. Kaindl (eds) (1994). *Translation Studies: An Integrated Approach*. Amsterdam: Benjamins.

## 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 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).

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

3. Number all pages and staple the pages together.

4. Back up your work regularly and keep a copy of the essay in case it gets lost.

5. 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.

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

7. 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.

8. 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.

9. 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.

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

11. Supply full 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) ...".

12. Do not use footnotes for giving references to the literature. Do not use latinized 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).

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

14. 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.

15. 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.

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

17. At the end of your paper, starting on a new page, 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.** Put the references in alphabetical order of author's surname.

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. Submit essay in on time, via the Bloomsbury Learning Environment ([www.ble.ac.uk](http://www.ble.ac.uk)). **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.** Manage your time, especially if you have more than one assignment due at the same time. (This is not an acceptable excuse for late submission.)

Further advice on essay-writing and other issues related to academic work can be obtained from the Academic Development Directorate in RG01.

## 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 refer to, quote or evaluate 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 citing 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, although you should provide supporting evidence for any claims you make. 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.

If you refer to material collected through interviews or correspondence, or refer to lectures, give the source and the date.

### ***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:**

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. Julia Sallabank at js72@soas.ac.uk to discuss the details. All students do a dissertation at the end of their programme of study.

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

Part-time over two years

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

<b>Year 1</b>	<b>Term 1</b>	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	<b>Term 2</b>	Core course
<b>Year 2</b>	<b>Term 1</b>	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	<b>Term 2</b>	Option 1
<b>Year 3</b>	<b>Term 1</b>	Phonology (Masters) or Syntax (Masters) or Topics in Lexical Semantics
	<b>Term 2</b>	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
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*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 2011-2012 are available on the SOAS website at <http://www.soas.ac.uk/soasnet/adminservices/registry/fees/>

MODE OF STUDY	UK/EU	OVERSEAS
Full-time	£4,965	£13,230
Part-time (2 years)	£2,480	£6,615
Part-time (3 years+)	£1,655	£4,410

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?***

Many students find it enriching to attend ("audit") classes 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.

Students may also audit classes in other departments (subject to approval from both convenors). In recent years Linguistics students have audited

courses in e.g. Anthropology, Development Studies, Music. You may not audit language acquisition classes.

### ***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

The marking criteria may be viewed online at

[www.soas.ac.uk/languagecultures/staffinfo/pgmark/](http://www.soas.ac.uk/languagecultures/staffinfo/pgmark/)

## **Careers**

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

### **MA in Linguistics**

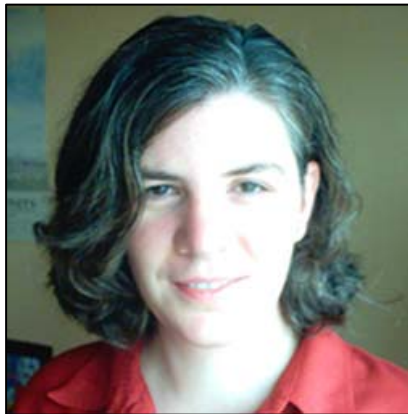
Freelance  
 Host UK  
 Rainbow Language in Business  
 General Administration  
 Researchers  
 Translators

### **MA in Language Documentation and Description**

The media, e.g. BBC  
 Government  
 Language Assistants and Tutors, TEFL e.g. Northumbria School of English  
 Randstad HR Solutions  
 Unspecified Language School  
 Editorial work  
 Office administration  
 Research assistant, e.g. University of Wales research into the acquisition of Welsh by adults or the Max Planck Institute, Jakarta, Indonesia

**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.

Ross has also recently published his first book, 'Intern Nation' (VersoBooks)

<http://www.versobooks.com/books/797-intern-nation>

