

MODULE DESCRIPTOR

MODULE TITLE	CONTRASTIVE LINGUISTICS		
MODULE CODE	LG3223 (L6)	CREDIT VALUE	20 CREDITS / 10 ECTS
SCHOOL	SCHOOL OF BUSINESS AND MANAGEMENT		

MODULE AIMS

The aims of this module are:

- To introduce students to the essential concepts and terminology which will enable an adequate linguistic description from a cross-linguistic perspective.
- To foster an understanding of the grammar of English within the context of the world's languages.
- To develop students' knowledge of grammatical variation and the strategies which are attested in the world's languages for the encoding of a variety of grammatical and semantic concepts.
- To provide the opportunity to describe and analyze a language other than English.
- To introduce students to the relevant fields of application for contrastive linguistics.

MODULE CONTENT

Contrastive Linguistics is a form of comparative linguistics which focuses on describing the similarities and differences between our own native language and a second language variety. It is not a unified field of inquiry but one which finds application across a number of sub-disciplines of linguistics. A core aim of contrastive analysis is to provide a detailed descriptive account of some linguistic phenomenon, which can serve as empirical data to test theoretical hypotheses; inform understanding of the notion of transference/interference for the purposes of second language teaching and translation; contribute to the discussion of language universals and language classification (typology); and, in the case of closely related languages, recognise mechanisms of change.

The module will begin by surveying the origins, aims and applications of the field of contrastive linguistics. The module then seeks to highlight some of the methodological difficulties posed by cross-linguistic comparison, with special reference to the problems of equivalence and of assessing comparability. While a contrastive analysis is possible at every level of language, phonological, lexical, pragmatic etc., the primary focus in this module will be at the level of grammatical description. Students will, however, be introduced to typical contrastive analysis case studies representing these other levels of language, before moving on to focus more centrally on grammatical contrast.

Students will become acquainted with some of the principal ways in which languages differ from each other in the encoding of a variety of different grammatical roles, relations and functions. The module will look at complementation and the use of case, agreement and constituent order as devices to encode grammatical functions; question formation strategies; and valency-changing constructions such as passive, antipassive & causative. Topics will also typically include: (in)definiteness, possessive relations, negation, tense and aspect, and topicalisation. Students will be exposed to data from a number of different languages and language types, and will be expected to gain a familiarity in reading non-English examples. Students will also be introduced to the standardized conventions for the glossing of non-English data.

INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:

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| 1. | Identify the different mechanisms by which languages encode the same grammatical information and explore the extent/limitation of such variation. |
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2.	Describe how English differs from other languages in terms of word order, morphological synthesis, and its grammatical categories and constructions.
3.	Conduct original empirical research, by providing an accurate descriptive account of some aspect of the grammar of their chosen target language, by building on prior research and critically assessing any accounts in the previous literature.
4.	Evaluate the significance of their empirical data from a theoretical or typological perspective.
5.	Produce writing of acceptable standard (as detailed in the English Language and Linguistics study skills handbook).

TEACHING METHODS

The module will employ both formal lectures and workshop seminars which will include discussion, question/answer sequences, and problem-solving activities, as well as theoretical engagement with, and critical application of the ideas introduced. Students will also learn through doing, through peer observation and through reflecting on these activities. Teaching and learning on this module may also comprise class and group discussions, class-based group work, and face-to-face feedback with the tutor. There is an expectation that students will engage interactively with the tutor and their peers during the sessions, and undertake additional reading and preparatory work outside of the lecture and seminar sessions.

In common with other English modules, this module is designed to foster an active, participatory, independent approach to learning, to develop critical faculties and to consolidate and develop written and oral communication skills. Students will obtain co-operative skills during classroom discussions, including the ability to engage in critical debate while showing respect for others. They will also develop problem-solving skills, the ability to manage time and work to deadlines and will be encouraged to adopt reflective practices.

We keep very clear records of attendance and are keen to encourage you to attend your session: attendance at taught sessions will enable you to develop the key skills you need to progress on to the next stage of your career. You should remember that employers expect you to keep to agreed hours in work, and we consider ourselves to be offering you a professional approach to develop good employability skills. Managing your time effectively now will be of significant benefit to you in your future.

ASSESSMENT METHODS

This module is assessed through a portfolio (100%).