

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	WORLD GRAMMARS: CONTRASTIVE LINGUISTICS		
<b>MODULE CODE</b>	LG3224 (L6)	<b>CREDIT VALUE</b>	20 UK CREDITS / <u>10 ECTS</u>
<b>SCHOOL</b>	SCHOOL OF BUSINESS AND MANAGEMENT		

### MODULE AIMS

The aims of this module are to:

- To introduce students to the essential concepts and terminology within the related fields of Language Typology and Contrastive Linguistics in order to 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.

### MODULE CONTENT

**Indicative syllabus content:**

Topics may include but are not limited to: complementation and the use of case, agreement and constituent order as devices to encode grammatical functions. We will also consider question formation strategies; valency-changing constructions, such as passive, antipassive & causative; the relation of discourse prominence to word order; honorification and register variation; tense and aspect; possession and (in)definiteness, among other topics. 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 morpheme-to-morpheme glossing of non-English data.

World Grammars draws on the related fields of language typology and contrastive linguistics, allowing opportunities to focus on 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 the module is to provide a detailed descriptive account of some linguistic phenomenon, which can, in turn, serve as empirical data to test theoretical hypotheses. Students can use the data to (a) inform understanding of the notion of transference/interference for the purposes of second language teaching and translation, (b) contribute to the discussion of language universals and language classification (typology), or (c) compare closely related languages to decipher mechanisms of change.

The module will begin by surveying the origins, aims and applications of the related fields of language typology and contrastive linguistics, and assessing the relationship between these fields and more mainstream fields within modern 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.

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## INTENDED LEARNING OUTCOMES

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

1. Identify the different mechanisms by which languages encode the same grammatical information and align this information to an existing typological classification.
  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 a chosen target language, and/or by synthesising and critically engaging with prior research of a particular typological variant.
  4. Evaluate the significance of the original research from a theoretical or typological perspective.
  5. Produce writing of acceptable standard with accurate punctuation.
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## TEACHING METHODS

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The module will employ interactive lectures as well as workshop seminars. Some material is delivered via a flipped classroom approach. This means the students work through prepared lectures via blackboard in their own time and then bring a summary of their reading to class to incorporate into workshop activities. The interactive lectures aim to stimulate debate and encourage engagement with theoretical issues. During workshop seminars, students will lead discussion on preparatory readings, apply typological categories to new data sets, practice morpheme-to-morpheme glossing and be presented with problem-solving activities. The activities are designed to foster an active, participatory, independent approach to learning, to develop critical faculties and to consolidate and develop written and oral communication skills, which are much sought after by employers.

Students will also learn through doing, through peer observation and through reflecting on the success of success in the case of analysis tasks and problem solving activities. There is an expectation that students will engage interactively with the tutor and peers during the sessions, and undertake additional reading and preparatory work outside of the lecture and seminar sessions.

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## ASSESSMENT METHODS

This module is assessed through one Typology Case Study and one Project.