



PRIFYSGOL
BANGOR
UNIVERSITY

**SCHOOL OF LINGUISTICS
&
ENGLISH LANGUAGE**

MA PROSPECTUS

Overview of MA programmes

Degree	Full time study	Part-time study
M.A. in Linguistics	1 year (12 months)	2 years
MA in Bilingualism	1 year (12 months)	2 years
MA in Cognitive Linguistics	1 year (12 months)	2 years

Contact

Director of Graduate Studies: For queries on any academic aspect of postgraduate provision in the School of Linguistics and English Language: Dr Eirini Sanoudaki (e.sanoudaki@bangor.ac.uk)

Postgraduate administrator: For queries on any aspect of funding or application status: Suan Lee (s.lee@bangor.ac.uk)

Programmes: Aims

M.A. in Linguistics: This is for students with a first degree in any subject who want a qualification in linguistics. Students also write a research dissertation on a topic of their own choice. Students who have a B.A. in Linguistics may be exempt from compulsory modules which they have already covered as part of their first degree.

MA in Bilingualism: This provides graduate-level study in the field of bilingualism. It consists of a taught component and a research dissertation of 20,000 words maximum. The purpose of the course is to provide students with the necessary theoretical, analytical and methodological tools and skills to undertake advanced research in an area of bilingualism.

MA in Cognitive Linguistics: This is aimed at those who wish to undertake a taught programme of graduate-level study in order to pursue research in some aspect of Cognitive Linguistics. It involves a taught element plus a research dissertation of 20,000 words maximum.

MA PROGRAMMES

All MA Programmes are in two parts. Part One consists of the taught element, and Part Two is the Dissertation.

NOTE: Compulsory modules: students who show evidence of already having covered the material in these modules (detailed below for each MA programme) may select alternative modules in consultation with the Programme Director (Dr Eirini Sanoudaki, e.sanoudaki@bangor.ac.uk).

MA in Linguistics

Students must take 180 Credits in total from the list below:

Part One (120 credits)	
Students must take the following compulsory modules:	
<i>SEMESTER ONE</i>	<i>SEMESTER TWO</i>
QXL4414 Introduction to Grammar (10)	QXL4463 Language, Culture & Power (20)
QXL4410 Introduction to Meaning (10)	
QXL4419 Intro. to Phonetics & Phonology (10)	
QXL4432 Research Methods in Linguistics (10)	
Students must take three further 20 credit modules from the following:	
QXL4417: Language Acquisition (20)	QXL4404: Language Contact and Bilinguals (20)
QXL4457: Metaphor & Thought (20)	QXL4416: Speech & Language Disorders (20)
QXL4435: Current issues in Bilingualism (20)	QXL4407: Language processing (20)
QXL4472: Welsh Linguistics (20)	QXL4461: Language, Space & Time (20)
QXL4448: The Bilingual Mind (20)	QXL4446: Forensic Linguistics (20)
QXL4447: Grammatical Systems & Change (20)	
QCL4470: Agweddau Ar Ddwyieithrwydd (20)	
<i>NOTE: Students with ESRC funding must take 20 credits worth of Modules from the Graduate Programme Transferable Skills Courses instead of one of the above optional 20 credit Modules. Students who intend to seek ESRC +3 doctoral funding are advised to do so.</i>	
Part 2 DISSERTATION (60 credits) QXL4400: MA Dissertation in Linguistics	

MA in Cognitive Linguistics

Students must take 180 Credits in total from the lists below:

Part One (120 credits)	
Students must take the following modules:	
<i>SEMESTER ONE</i>	<i>SEMESTER TWO</i>
QXL4410: Introduction to Meaning (10)	
QXL4414: Introduction to Grammar (10)	
QXL4457: Metaphor and Thought (20)	
Students must take at least 20 credits from the following Cognitive Linguistics modules:	
QXL4447: Grammatical Systems & Change	QXL4405: Cognitive Critical Discourse Analysis
	QXL4461: Language, Space & Time
Students may then take the remaining credits from the following modules:	
QXL4417: Language Acquisition (20)	QXL4404: Language Contact and Bilinguals (20)
QXL4419: Intro. to Phonetics & Phonology (10)	QXL4416: Speech & Language Disorders (20)
QXL4435: Current issues in Bilingualism (20)	QXL4432: Linguistics Research Training (10)
QXL4472: Welsh Linguistics (20)	QXL4463: Language, Culture & Power (20)
QXL4448: The Bilingual Mind (20)	QXL4407: Language processing (20)
QCL4470: Agweddau Ar Ddwyieithrwydd (20)	QXL4446: Forensic Linguistics (20)
Part 2 DISSERTATION (60 credits) QXL4464: MA Dissertation in Cognitive Linguistics	

Compulsory modules: students who show evidence of already having covered the material in Introduction to Meaning, and Introduction to Grammar may select alternative modules in consultation with the Programme Director.

MA in Bilingualism

Students must take 180 Credits from the list below.

Part One (120 credits)	
Students must take the following compulsory modules:	
<i>Semester One</i>	<i>Semester Two</i>
QXL4414: Introduction to Grammar (10)	PLP4020: Bilingual Research & Methods (20)
QXL4410: Introduction to Meaning (10)	
QXL4419: Introduction to Phonetics & Phonology (10)	
Students must take at least one of the following Bilingualism modules:	
QXL4435: Current issues in Bilingualism (20)	QXL4404: Language Contact & Bilingualism (20)
QXL4448: The Bilingual Mind (20)	
Students must take at least 20 credits from the following Research Training modules:	
XME4001: Research Methods in Education (30)	PHP4006: Advanced Statistics (15)
PRP4004: Quant. & Qual. Analysis (15)	
ZXX4507: Statistics for PG Research (S1)(10)	ZXX4510: Statistics for PG Research(S2) (10)
Students must then make up the remaining number of credits required from the following modules:	
PLP4010: Brain & Language (15) XMC4201: Iaith Plant (20) QCL4470: Agweddau Ar Ddwyieithrwydd (20) XME4201: Child Language (20) QXL4463: Language, Culture & Power (20) QXL4416: Speech & Language Disorders (20) QXL4407: Language processing (20) QXL4461: Language, Space and Time (20) QXL4417: Language Acquisition (20) QXL4446: Forensic Linguistics (20) QXL4432: Linguistics Research Training (10) QXL4416: Speech & Language Disorders QXL4457: Metaphor & Thought (20) QXL4472: Welsh Linguistics (20) ZXX4502: I.T & Data Handling (10) ZXX4507: SPSS for Postgraduate Research (10) ZXX4509: App of IT data Handling (S2) (10) ZXX4510: SPSS Postgrad Research S2 (10)	
<i>NOTE: Students with ESRC funding must take 20 credits worth of Modules from the Graduate Programme Transferable Skills Courses instead of one of the above optional 20 credit Modules. Students who intend to seek ESRC +3 doctoral funding are advised to do so.</i>	
Part 2 DISSERTATION (60 credits) QXL4467: MA Dissertation in Bilingualism	

Compulsory modules: students who show evidence of already having covered the material in Introduction to Meaning, and Introduction to Grammar, and Introduction to Phonetics & Phonology may select alternative modules in consultation with the Programme Director.

MA: Part-time and Full-time Study

Part-time study for the above MA degrees normally involves module completion at half the rate of full-time study (typically 60-80 credits from taught modules per academic year rather than 120, while dissertation preparation and writing extends over the whole of the final year). The selection and sequencing of Modules is carried out in consultation with the Programme Director. There is flexibility in that students may switch by semester from full-time to part-time or vice versa subject to the approval of the Programme Director.

Residence in Bangor During the M.A. Year

Full-time residence in Bangor for one year is normally a prerequisite for the award of an MA.

MODULE DESCRIPTIONS

Note 1: The School reserves the right to alter modules, and withdraw modules from time to time.

*Note 2: Lectures marked * may have a shared lecture with BA students. MA students have separate tutorials from undergraduates.*

QXL 4404 LANGUAGE CONTACT AND BILINGUALS*

This module presents various empirical and theoretical issues in language contact, focusing on phenomena such as bilingual acquisition, individual and societal bilingualism, diglossia, and contact-induced language change. A variety of cognitive, social, and political issues relating to language contact will be discussed, as will the potential outcomes of contact situations, such as lexical borrowing, code-mixing, transfer effects, structural change, and language shift. These issues will be explored in relation to specific language situations and a number of case-studies will be used as examples. The module will have a particularly strong focus on regional and minority languages.

QXL4405 COGNITIVE CRITICAL DISCOURSE ANALYSIS (CDA)

Research into Critical Discourse Analysis (“CDA”) can benefit significantly from integrating insights made by socio-cognitive approaches to language use and comprehension, such as those offered by Cognitive linguistics. These areas include Metaphor analysis; Mental Spaces; Conceptual Frame based reasoning; and Force dynamics. These approaches will complement a full consideration of early research by established CDA theorists (eg, Foucault, Fairclough, Wodak, etc.) who have focused their attentions on (eg) news broadcasts, political interviews, Internet discussions, to identify discriminatory discourse practices. However, in this module we will also focus attention on how discriminatory discourse practices have adverse social and legal outcomes.

QXL4407 LANGUAGE PROCESSING*

This module explores the various facets of language processing, i.e. the ways humans produce and comprehend language. The investigation of language processing will cover various language domains, such as production and perception of speech, processing at the level of morphology, word, syntax and discourse. Where appropriate, reference to similarities and differences in processing patterns by monolingual and bilingual typical and atypical populations will be made.

QXL4410 INTRODUCTION TO MEANING

This module introduces students to some of the most important phenomena in semantics and pragmatics. The module takes a cognitive semantics perspective addressing phenomena such as polysemy, the encyclopaedic nature of word meaning, and range of lexical, discourse and conceptual phenomena that give rise to meaning construction, figurative language and abstract thought, including metaphor and metonymy. The module also provides a survey of some of the most important approaches in cognitive semantics to these phenomena including Image Schema theory, Frame Semantics, the Principled Polysemy model, Conceptual Metaphor Theory, Mental Spaces Theory and Conceptual Blending Theory

QXL4414 INTRODUCTION TO GRAMMAR

Taking primarily a cognitive linguistic perspective, this module introduces students to some of the key issues relating to syntax. Topics include an overview of lexical classes and grammatical categories, the role of language use in the emergence of grammar, a survey of cross-linguistic variation in linguistic structure, syntactic issues in language change and language acquisition, and the nature of grammatical constructions. The module also introduces students to some of the key cognitive theories of grammar, including Cognitive Grammar and Construction Grammar. The module situates these approaches with a comparison with Generative Grammar.

QXL4416 SPEECH AND LANGUAGE DISORDERS*

This module introduces students to developmental and acquired speech and language disorders in children and adults. By examining developmental disorders in children, such as children with Specific Language Impairment or children with Autistic Spectrum disorders, various language domains are explored, such as phonological, grammatical, semantic and pragmatic disorders. By examining acquired disorders in adults, such as adults with Aphasia, we look at neurolinguistics, i.e. the study of the breakdown of cognitive (memory/attention) and linguistic abilities due to brain damage and introduce brain-imaging techniques.

QXL4417 LANGUAGE ACQUISITION*

This module provides an overview of how languages are learned. The main objective is to introduce students to central questions in language acquisition research (e.g., How do we learn the meaning of words? What are the advantages of bringing up a child bilingually? Are children better language learners than adults?). The focus will be on both first language (L1) and second language (L2) acquisition. We will cover topics such as speech perception, word learning, syntactic development, language production, child-adult differences, and normal vs. atypical development. We will also examine a variety of theoretical positions, including nativist and empiricist accounts of language acquisition, and a range of empirical approaches used to test these positions.

QXL4419 INTRODUCTION TO PHONETICS & PHONOLOGY

This module addresses the core areas of phonetics and phonology from both a practical and a theoretical standpoint. Part of every lecture will be devoted to practical exercises. The knowledge and skills acquired here will be essential for many other modules and/or projects.

QXL4432: RESEARCH TRAINING IN LINGUISTICS

This module is intended to:

- To help students prepare for the Dissertation
- To familiarise students with a range of research approaches in linguistics and social science
- To equip students to critically read research articles and reports

In the course of the module students will:

- look at different approaches to research, and a range of research methods and data collection techniques

- discuss appropriate methods for answering particular research questions
- be introduced to some basic concepts in statistics
- be introduced to a range of important concerns in conducting research (e.g. ethics and data collection)
- receive initial guidance on how to organise and write up a dissertation.

QXL4435 ISSUES IN BILINGUALISM*

The aim of this module is to survey current research and approaches to the study of bilingualism. It provides an overview of major empirical issues and findings concerning bilingualism and bilingual or multilingual language use and their implications for acquisition research and linguistic theory. Topics will change from year to year and may include bilingual social interaction, bilingual first language acquisition, second language acquisition, multilingualism, issues of identity, and the bilingual brain.

QXL4446 FORENSIC LINGUISTICS*

There are two definitions of Forensic Linguistics: (i) the techniques used by linguists to reveal evidence of manipulated trial outcomes, and (ii) the language used by legal professionals and laypersons in court. The first area is more specifically 'Forensic Linguistics' while the other is more appropriately named 'Language and the Law'. In this module we shall deal with both areas. Students will be asked to (a) devise questions and observations about each week's readings and presentations to the class; (b) perform a small scale forensic linguistics analysis; and (c) choose a target article to both present to the class and later comprehensively critique based on their developing appreciation of Forensic Linguistics findings and analytic strategies.

QXL4447 GRAMMATICAL SYSTEMS & CHANGE*

Grammaticalization refers to the change whereby lexical terms and constructions serve grammatical functions in certain linguistic contexts and, once grammaticalized, continue to develop new grammatical functions. The module emphasizes the mechanisms for the creation of grammar and the universal paths of development that grammatical morphemes follow. The implications of grammaticalization for language typology, language change, synchronic and diachronic analysis of both form and meaning are explored. In addition, the implications of the theories of construction grammar developed by Goldberg (1995, 2006) and Croft (2001) will also be examined.

QXL4448 THE BILINGUAL MIND*

This module provides an introduction to bilingual cognition in children and adults. We will focus on two topics in particular. First, we will discuss how exposure to two languages affects our linguistic and cognitive development (e.g., Does dual-language exposure facilitate or delay development? What are the advantages of bringing up a child bilingually?). Then, we will concentrate on bilingualism in adults. Here, we will address questions such as the following: How are the two languages represented in the mind/brain? (For example, are words of the two languages stored in the same lexicon, or do we possess one lexicon for each language?) Is there a relationship between bilingualism and intelligence? Does bilingualism affect the way we perceive the world? Can you become a native-speaker of a second language after puberty? To address these questions, we will consider evidence from research in linguistics, psychology and cognitive neuroscience.

QXL4457 METAPHOR AND THOUGHT*

This module represents an introduction to the main theoretical paradigms in cognitive linguistics that investigate figurative language, particularly metaphor. These include conceptual metaphor theory, approaches to conceptual metonymy, Mental Spaces Theory, Conceptual Blending Theory and the Theory of Lexical Concepts and Cognitive Models. This course introduces students to the main motivations, architectures and methodologies associated with these theories, as well as considering applications and descriptive and theoretical problems and challenges for these approaches. The course also considers recent experimental approaches to metaphor.

QXL4461 LANGUAGE, SPACE AND TIME

This module constitutes an introduction to the nature of and relationship between time and space. It also introduces the manner in which language is employed in cognitive linguistics to investigate how these domains of experience are conceptualised. The module focuses on the way in which space and time have been investigated as distinct domains of experience, as well as the way in which they appear to interface. The module introduces students to cross-linguistic and experimental approaches that have been deployed within cognitive linguistics in investigating time and space, as well as specific theories of linguistic and conceptual organisation and structure, which attempt to provide accounts of the nature of spatial and temporal conceptualisation.

QXL4463 LANGUAGE, CULTURE & POWER*

Language, Culture and Power is a survey module reviewing facts and processes involved in ethno-linguistic diversity, in language and development, in multilingualism, and in sociolinguistics. It is concerned with contemporary issues pertaining to language and society. It relates the daily practice of language to individual lives, socio-economic dynamics, political agendas, planning policies, and more.

QXL4472 WELSH LINGUISTICS*

This is an English-medium module in which students are given the opportunity to study important linguistic aspects of the Welsh language. Welsh will be discussed in structural, sociolinguistic and historical terms, and students will consider issues such as: What are the notable grammatical features of Welsh, and how do these differ from other languages, such as English? What are the origins of Welsh, and how has it changed (in terms of structure and use) over the centuries? How many people speak Welsh, and why? How is contemporary Welsh used in its various domains and registers, and how does it vary across different groups of speakers? What is the role of Welsh in media, new media, technology, education etc.? What are the attitudes of speakers and non-speakers of Welsh to the language and its use in culture? How is Welsh used outside of Wales? What is the future of Welsh?

QCL4470 AGWEDDAU AR DDWYIETHITHRWYDD [Aspects of Bilingualism]

NB. This module is taught through the medium of Welsh

This module will explore theoretical aspects of Bilingualism and Multilingualism against the background of a range of bi- and multi-lingual situations including (but not limited to) the domestic Welsh context. The approach will be primarily linguistic (e.g. sociolinguistic, grammatical), but aspects such as ethnography, education, policy planning and psycholinguistic approaches to bilingualism will also be considered. Topics to be covered include: language contact, types of language change, code-switching, bilingual corpora and their uses, sociolinguistic aspects of bilingualism and bilingual situations, bilingual acquisition, bilingual education and psycholinguistic accounts of bilingualism. Students will also receive instruction in theoretical approaches to bilingualism and methodological issues concerning data collection and analysis.

Ph.D PROGRAMMES

It is possible to join the Ph.D. programmes after completing a Masters in Linguistics at Bangor. Students accepted on the Ph.D. programmes have probationary status for the first year, after which their status will be confirmed subject to satisfactory completion of the year.

School Address: School of Linguistics & English Language, Bangor University, Bangor, Gwynedd, LL57 2DG, U.K.

Department Website

<http://www.bangor.ac.uk/linguistics>