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| Subject Code | ENGL5004 |
| Subject Title | Corpus linguistics for Professional Communication |
| Credit Value | 3 |
| Level | 5 |
| Pre-requisite / Co-requisite/ Exclusion | None |
| Objectives | <ol style="list-style-type: none"> 1. To provide an introduction to basic concepts and issues in corpus linguistics. 2. To use corpora (large collections of electronic text) for a number of types of linguistic studies. 3. To use corpus software programs and tools to discover patterns of language structure, use and meaning in different corpora. 4. To study how corpus linguistics has challenged conventional theories of language. 5. To study different applications of corpus linguistics in, e.g. dictionaries and grammars, register variation, language education and research, translation, critical language study, etc. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a) apply corpus linguistic techniques to different types of corpora as databases to study a wide range of linguistic features; b) develop data-driven learning (DDL) strategies to establish a direct link between theories about language and the facts revealed by natural language, both individually and collaboratively c) report, in the form of an oral presentation and a written report, on a corpus-based or corpus-driven language study that students have conducted <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d) develop analytical reasoning, critical thinking, and problem solving skills: <ul style="list-style-type: none"> • analytical reasoning: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence • critical thinking: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argument • problem solving: to understand the problem, explore plausible answers, and select the most appropriate decision/solution for the problem e) employ a range of strategies for effective communication and learning autonomously and collaboratively; and f) develop intellectual curiosity to work both independently and as part of a team |

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| Subject Synopsis | <ol style="list-style-type: none"> 1. Introduction to corpus linguistics 2. Definition and use of a corpus 3. Types of corpora 4. Corpus software programs and tools, e.g. WordSmith Tools , Wmatrix, AntConC, ConcGram, Sketch Engine, , etc. 5. Corpus search methods and analysis of corpus text: by word, phrase, collocate, concgram, keyness, and concordance 6. The mechanics of corpus creation: Corpus design, construction and annotation 7. Corpus-based and corpus-driven approaches to linguistic description and analysis 8. A lexical approach to the description of English: Sinclair’s (2004) five categories of co-selection (collocation, colligation, semantic preference, semantic prosody, and the core) 9. Applications of corpora, e.g. <ul style="list-style-type: none"> ▪ the tracking of variation and change in the English language ▪ the production of dictionaries and other reference materials ▪ the study of all aspects of linguistics, including morphology, lexis, grammar, lexico-grammar, semantics, literal and metaphorical meanings, discourse structure, pragmatics, and discourse intonation ▪ the study of linguistic variation across modes (speaking and writing), registers (academic, business, social, scientific, legal, etc.) and genres (university textbooks, financial reports, conversation, laboratory reports, contracts, etc.) ▪ the study of multilingual and parallel texts |
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| Teaching/Learning Methodology | <p>The teaching and learning approach is task-based, student-centred, interactive, and reflective. Every lecture will be followed by a seminar in the computer laboratory where students complete a worksheet.</p> |
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| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="427 1361 1460 2016"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Literature review written paper/ oral presentation</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar worksheets</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual corpus-based or corpus-driven project report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>All the assessed tasks allow the students to demonstrate how well they understand the subject knowledge, how effective they apply the knowledge and corpus processing and analytical skills to a range of linguistic studies</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | f | 1. Literature review written paper/ oral presentation | 20% | ✓ | | ✓ | ✓ | ✓ | ✓ | 2. Seminar worksheets | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Individual corpus-based or corpus-driven project report | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 % | | | | | | |
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| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Literature review written paper/ oral presentation | 20% | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar worksheets | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Individual corpus-based or corpus-driven project report | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | (morphological, lexical, lexico-grammatical/ phraseological, syntactic, semantic, discursual, pragmatic, register variational), and how effective they report on, both orally and in writing, the results of the corpus-based or corpus-driven project. | |
| Student Study Effort Required | Class contact: | |
| | ▪ Lectures | 39 Hrs. |
| | ▪ Seminars | 0 Hrs. |
| | Other student study effort: | |
| | ▪ Private study | 96 Hrs. |
| | Total student study effort | 135 Hrs. |
| Reading List and References | <p>Required textbook</p> <p>Cheng, W. (2012). <i>Exploring corpus linguistics: Language in action</i>. London: Routledge.</p> <p>Recommended readings</p> <p>Biber, D., & Reppen, R. (Eds.). (2012). <i>Corpus linguistics</i> (vols. 1-4). London, UK: Sage.</p> <p>McEnery, T., & Hardie, A. (2011). <i>Corpus linguistics: Method, theory and practice</i>. Cambridge: Cambridge University Press.</p> <p>O’Keeffe, A., McCarthy, M. & Carter, R. (2007). <i>From corpus to classroom. Language use and language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Sinclair, J. McH. (1991). <i>Corpus, concordance, collocation</i>. Oxford: OUP.</p> <p>Sinclair, J. McH. (2004). <i>Trust the text</i>. London and New York: Routledge.</p> <p>Tognini-Bonelli, E. (2001). <i>Corpus linguistics at work</i>. Amsterdam; Philadelphia: John Benjamins.</p> | |

Revised as of August 2017