City University of Hong Kong

Information on a Course
offered by Department of <u>English</u>
with effect from Semester __A____ in 2009 / 2010

This form is for completion by the *Course Co-ordinator/Examiner.* The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: <u>Corpus Development in ESP</u>

Course Code: <u>EN6953</u>

Course Duration: <u>1 semester</u>

No. of Credit Units: <u>3</u>

Level: <u>P6</u>

Medium of Instruction: <u>English</u>

Prerequisites: *(Course Code and Title)* <u>Nil</u>

Precursors: *(Course Code and Title)* <u>Nil</u>

Equivalent Courses: *(Course Code and Title)* <u>Nil</u>

Exclusive Courses: *(Course Code and Title)* <u>Nil</u>

Part II

1. **Course Aims:**

   This course aims to provide participants with the theories, concepts and skills needed to develop and analyse systematic electronic text collections (corpora) of English. This course thus has two objectives: one **theoretical**, and the other **practical**. It will briefly introduce participants to the **history and development** of language corpora, then move on to the **theories**, **terminology**, and **methods** in corpus-based language study and their **application** to language analysis, learning and teaching. At the same time, participants will be introduced to some basic **practical** skills needed to **create** and **use** corpora, through 'live' demonstrations

and **hands-on** computer practice sessions. Participants will learn corpus-linguistic approaches to the **collection**, **organisation** and **analysis** of authentic written and spoken texts drawn from a variety of genres and special purposes. Topics will include an introduction to the organisational architecture of language databases (encoding formats, mark-up & annotation), search tools and software for corpus research (stand-alone and Web concordancers, and tagging systems), the utility of corpora for language analysis and description (research), and the applicability of corpus data to special purposes such materials development and self-learning activities (pedagogical applications).

At the end of the course, participants will be able to apply their knowledge and practical skills to critical reflection upon theoretical and pedagogical issues, principles, and techniques related to the use of language corpora. Through the readings, classroom activities and coursework, participants will develop the ability to communicate with other scholars about corpus-linguistic issues using standard concepts and terms in the field.

Desirable pre-requisites of course participants: Basic computing abilities and strong interest in learning how to use (user-friendly) computer programs for linguistic analysis. Basic skills include: Use of the Internet and Web-based programs; Basic Windows file management (downloading files; managing compressed/zipped files; saving into/opening from different folders of the hard disk; renaming files); Use of Microsoft Word and Excel; Use of BlackBoard; Knowledge of how to make PowerPoint presentations. You will be taught if you lack some of these skills, but you should be a fast learner and willing to self-learn.

2.   Course Intended Learning Outcomes (CILOs)
(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs
1.	Identify a number of key corpus-linguistics concepts and some available language corpora (along with their basic design, organizational principles, purpose, contents, uses, type of language variety they represent, differences among them, their strengths and weaknesses, etc.);
2.	Analyze the linguistic features of various general and specialized genres of English following corpus-linguistic theories, methods and techniques;
3.	Reflect on issues and problems in the application or use of corpus-linguistic theories and methods by researchers, teachers, and ESP/EFL learners;
4.	Create self-compiled special-purpose text collections (corpora) for language learning, teaching and research, according to the design principles and corpus-theoretic methods taught;
5.	Apply corpus-linguistic theories, methods and techniques to the linguistic analysis of self-compiled & currently available corpora of authentic written and spoken texts, using suitable software, Web tools and systematic analytical techniques; and

6.	Demonstrate ability and interest in the course, through participating actively in class and group activities.

3. Teaching and Learning Activities (TLAs)
(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Hours/week (if applicable)
CILOs 1 to 6	**Reading the Course Materials and assigned Papers, and reading/using Web-based & other Computer Resources** All weeks will require assigned readings and/or exercises to be completed (and Web resources visited/used) before the class in order to facilitate participation in classroom discussions and exercises. All the readings and resources focus on one or all of the following: (i) the identification of a number of key corpus-linguistics concepts and available language corpora (along with their basic design, organizational principles, purpose, contents, uses, differences, strengths and weaknesses, etc.), (ii) some examples of the analysis of the linguistic features of various general and specialized genres of English using corpus-linguistic methods, (iii) reflections on issues and problems in the application or use of corpus-linguistic theories and methods, and (iv) guidance notes on how to properly create self-compiled corpora for language learning, teaching and research.	1-3 hours / week, over 13 wks
CILOs 1 to 6	**Interactive lectures & in-class computer lab exercises & discussions** The lectures will be a review and focusing summary of what students are expected to have already read, and will be interactive, with class activities interspersed, because corpus-based linguistics is not a subject that can be passively learned—it requires active participation and practice. Classroom time will be used to provide participants with the opportunity to interact with the instructor and each other in group discussions and in-class exercises using various software in order to: (i) identify some key corpus-linguistics concepts and extant language corpora (along with their basic design, organizational principles, purpose, contents, uses, type of language variety they represent, differences among them, their strengths and weaknesses,	1-3 hours / week, over 11 wks

etc.), (ii) analyse some linguistic features of some general and specialized genres of English using corpus-linguistic methods, (iii) gain sufficient knowledge and practical experience to reflect on issues and problems in the application or use of corpus-linguistic theories and methods, (iv) learn how to create systematic self-compiled corpora for the group project.

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILOs 1 to 3	**In-class Tests** Two 1½-hour tests (one in the middle of the semester and the other towards the end of the semester) will be designed to help students clarify and consolidate the concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to: (i) identify some key corpus-linguistics concepts and extant language corpora (along with their basic design, organizational principles, purpose, contents, uses, type of language variety they represent, differences among them, their strengths and weaknesses, etc.); (ii) use software tools to analyse the linguistic features of some general and specialized genres of English using corpus-linguistic methods, (iii) reflect on issues and problems in the application or use of corpus-linguistic theories and methods, Students are encouraged to do continual revision throughout the course.	35% [Test 1 (15%) + Test 2 (20%)]	Individually assessed

CILOs 4 & 5	**Project + Presentation** Participants: You can work individually, or in a group of up to 3 members. If it is groupwork, each group member should present at least one part of the project. You will be assessed as a group and individually according to how well you are able to: (i) Create self-compiled special-purpose corpora according to the design principles and corpus-theoretic methods taught; (ii) Apply corpus-linguistic theories, methods and techniques to the analysis of self-compiled & currently available corpora of authentic written and spoken texts, using suitable software, Web tools and systematic analytical techniques.	40%	(1) If it is groupwork: 30% group score + 10% individual score. (2) If it is individual work: 40% is given – group and individual work cannot be distinguished in this case.
CILO 3	**Individual Reflection (Essay)** This is a semi-formal paper (only about 1,000 words) where you present your personal reflections on the relevance of the theoretical knowledge and skills you have acquired on this course (e.g., you could talk about the strengths and limitations of various concepts, techniques, tools or readings) and, if applicable, your experience of teaching using corpora or your experience as a learner of English using corpora. You may also, if you wish, create and present corpus-based ESP pedagogical materials. The paper can be structured any way you want, but you should reflect on issues and problems in the application or use of corpus-linguistic theories and methods by researchers, teachers, and ESP/EFL learners; you can also talk about your experience of analysing various general and specialized corpora of English uisng corpus-linguistic theories, methods and techniques. Although you are not being asked to write a formal academic journal article, you should use the APA style for referencing and citations, and make reference to at least 8 of any of the following resources: journal articles, academic books, classroom	15%	Individual work; assessed individually; APA-style referencing is required

	textbooks, relevant Web resources, multimedia resources (e.g. CD-ROMS, DVDs). Extra credit will be given for references and resources that go beyond those used in this course.			
CILO 6	**Participation** Students' class attendance, punctuality for class and participation in class & group activities in preparation for each TLA are assessed. (See separate assessment rubric below.)	10%	Individual work; assessed individually	

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-….F). Grading is based on student performance in assessment tasks/activities.

<u>Assessment Rubric for Participation (total of 10%)</u>

1. **Attendance (6%):** Students should attend at least 10 out of the 13 weeks of classes. 2% of the final grade will be deduced for each absence, up to a maximum of 6%. Participants late by more than 20 mins will be marked as late for that class, and lose 1%, and those late by more than 40 mins will be marked as absent.
2. **Preparation & in-class participation (4%):** Students should prepare in advance for classes by doing assigned readings and revising any topics or skills/software taught during class. As long as students do not show that they are ignorant of the assigned readings, and the topics, skills or techniques previously taught when they are questioned by the instructor (or observed during practical sessions), they will receive up to 4% of the final grade for participation.

Part III

Keyword Syllabus:
language corpora (spoken and written); corpus design, compilation and annotation (encoding formats; headers; XML mark-up; tags); analytical tools (concordancers; taggers); word lists; frequency lists; collocations; key words; corpus-based materials design and pedagogy

Reference Textbooks:

Choose just one or two of the books below (they are all introductory, and therefore cover much of the same ground). Selected chapters may be assigned. You do not need to read everything. Additional readings will be provided in the first week of the course.

Biber, Douglas, Susan Conrad & Randi Reppen. (1998). *Corpus linguistics:*

Investigating language structure and use. Cambridge: Cambridge University Press. [P128.C68 B53 1998]

Hoffmann, Sebastian, Evert, Stefan, Smith, Nicholas, Lee David YW and Ylva Berglund Prytz. (2008). *Corpus linguistics with BNCweb—A practical guide*. Frankfurt am Main: Peter Lang.

Kennedy, Graeme D. (1998). *An introduction to corpus linguistics*. London: Longman. [P98 .K44 1998]

Meyer, Charles. (2002). *English corpus linguistics: An introduction.* Cambridge: Cambridge University Press. [PE1074.5 .M49 2002; + online access from ebrary]

Partington, Alan. (1998). *Patterns and meanings: Using corpora for English language research and teaching*. Amsterdam: John Benjamins. [PE1074.5 .P37 1998eb; on-line access from ebrary]

Online Resources:

Read all the chapters in the introductory course on corpus-based linguistics available at: http://www.ling.lancs.ac.uk/monkey/ihe/linguistics/contents.htm

Returned by:

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