

Subject Code	FH6060
Subject Title	Applied Corpus Linguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims to develop student skills in undertaking corpus linguistic research and leveraging corpus tools for pedagogical applications. It introduces the key concepts, principles and methodology in corpus linguistics and engages students in designing/executing/evaluating corpora, performing corpus analysis, and conducting corpus linguistic projects.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Design, develop and evaluate corpora; b) Utilise corpus linguistics software critically to interrogate corpora; c) Synergise corpus linguistics and critical discourse analysis d) Critique corpus studies; e) Apply theories and frameworks covered in the subject to undertake corpus linguistic projects; and f) Leverage corpus tools in pedagogical applications.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Principles and practice of corpus linguistics • Corpus design, compilation and annotation • Corpus tools and online sources • Corpus analysis and corpus data presentation • Corpus linguistics and vocabulary studies • Corpus linguistics and neologisms • Corpus linguistics and lexical grammar • Corpus linguistics and academic writing – hedging • Corpus linguistics and academic writing - stance and voice • Corpus linguistics and critical discourse analysis • Corpus linguistics and translation studies • Corpus linguistics and cross-cultural/linguistic differences

Teaching/Learning Methodology	<p>Interactive engagement methods are adopted for this subject. Concepts and theories are explained and demonstrated in the lectures. In-depth understanding of the theories and frameworks are gained through interactive group/peer activities. Skills in corpus design, development and evaluation, techniques in corpus analysis, data presentation and research methods are illustrated by updated research findings and published studies. Critical thinking and problem-solving skills are developed via critique provided samples. Students are engaged in conducting corpus linguistic projects.</p>																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="531 611 1367 1182"> <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>Oral presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Corpus linguistics project (2,500 words)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Participation</td> <td>20%</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>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment 1 and Assessment 2 cover all of the intended learning outcomes. These assessments necessitate students to demonstrate their knowledge, skills, and techniques in corpus studies through both spoken and written mediums. The focus of these two assessments is on students' critical thinking and analytical skills.</p> <p>Assessment 3 is designed to facilitate students in accomplishing the intended learning outcomes. It evaluates students' completion of the required readings and their analytical abilities during group or peer discussions. This assessment component highlights the significance of viewing learning as a continuous process, rather than a final product, making it crucial in the GenAI era.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Oral presentation	40%	✓	✓	✓	✓	✓	✓	Corpus linguistics project (2,500 words)	40%	✓	✓	✓	✓	✓	✓	Participation	20%	✓	✓	✓	✓		✓	Total	100 %						
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Student Study Effort Expected	Class contact:																																																					
	<ul style="list-style-type: none"> ▪ Interactive lectures - 13 weeks x 3hrs 				39 Hrs.																																																	
	Other student study effort:																																																					

	<ul style="list-style-type: none"> ▪ Assignments plus reading 	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Asif, M., Deng, Z., Iram, A., & Nisar, M. (2021). Linguistic analysis of neologism related to coronavirus (COVID-19). <i>Social Sciences & Humanities Open</i>, 4(1), 100201.</p> <p>Baker, P., & Egbert, J. (Eds.). (2016). <i>Triangulating methodological approaches in corpus linguistic research</i>. London: Routledge.</p> <p>Biber, D. and Reppen, R. (eds.) (2011). <i>Corpus linguistics</i>. London: Sage.</p> <p>Biber, D., Connor, U., Upton, T. A., Molly, A. and Gladkov, K. (2007). Rhetorical appeals in fundraising. In D. Biber, Ulla, C. and Upton, T.A. (Eds.), <i>Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure</i> (pp. 121-151). Amsterdam: John Benjamins.</p> <p>Bondi, M. and Scott, M. (eds.) (2010). <i>Keyness in Text</i>. Amsterdam: John Benjamins.</p> <p>Crosthwaite, P., & Baisa, V. (2023). Generative AI and the end of corpus-assisted data-driven learning? Not so fast!. <i>Applied Corpus Linguistics</i>, 3(3), 100066.</p> <p>Crosthwaite, P., Ningrum, S., & Schweinberger, M. (2023). Research trends in corpus linguistics: A bibliometric analysis of two decades of Scopus-indexed corpus linguistics research in arts and humanities. <i>International Journal of Corpus Linguistics</i>, 28(3), 344-377.</p> <p>Dai, G., & Xiao, R. (2011). "SL Shining Through" in Translational Language: A Corpus-based Study of Chinese Translation of English Passives. <i>Translation Quarterly</i>, 62, 85-108.</p> <p>Friginal, E. (2018). <i>Corpus linguistics for English teachers: Tools, online resources, and classroom activities</i>. Routledge.</p> <p>Gillings, M., Mautner, G., & Baker, P. (2023). <i>Corpus-assisted discourse studies</i>. Cambridge University Press.</p> <p>Hoey, M. (2006) <i>Lexical Priming: A new theory of words and language</i>. London: Routledge.</p> <p>Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. <i>Journal of pragmatics</i>, 43(11), 2795-2809.</p> <p>Hunston, S. (2002). <i>Corpora in applied linguistics</i>. Cambridge: Cambridge University Press.</p> <p>Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. <i>Discourse studies</i>, 7(2), 173-192.</p> <p>Hyland, K., & Tse, P. (2005). Hooking the reader: A corpus study of evaluative that in abstracts. <i>English for specific purposes</i>, 24(2), 123-139.</p>	

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