	Department of Linguistics
	Study programme: MA in Linguistics
Description of the study programme	Linguistics analyses both individual languages and the properties of language as an ability characteristic only of humans. By identifying commonalities amongst different languages, but also by gaining insight into the diversity exhibited by the languages of the world, linguistics contributes to our understanding of how the mind works and of the driving forces behind cultural and wider social processes. Since language production, comprehension, and acquisition are shaped by many factors, linguistics relies on insights provided by other fields (sociology, psychology, anthropology, philosophy, biology, and neuroscience, computer science, etc.) and contributes to their development. Linguistics Departmentat the University of Zadar was founded in 2008. Two study programs are offered at the Department include a Single Major MA program in Linguistics (4 semesters, 120 ECTS credits) and a Double Major MA program in Linguistics (4 semesters, 60 ECTS credits). The MA programs conducted at our Department offer prospective students an opportunity to study in depth the structure of different languages as well as the role of language in society. The students learn about the specific properties of language at all levels of linguistic structure, such as the sounds of language (phonetics and phonology), morphemes and words (morphology), phrases and sentences (syntax), meaning (semantics). In addition, numerous elective courses allow the students to gain an insight into the relation between language and mind (cognitive linguistics), language acquisition and multilingualism (psycholinguistics), language variability and change in a societal and geographic context (sociolinguistics, linguistic geography), the role of language in processes of learning and teaching (educational linguistics), language in use, or how meaning
Loarning	is shaped by context (pragmatics).
Learning outcomes of the study programme	<ul> <li>Upon completion of the linguistics program students are prepared for work in academic and scientific institutions of a linguistic or philological orientation, or generally in the field of humanities. The training they have received prepares them for tasks that require knowledge of current theoretical issues and research methodologies in the fields of linguistics, psycholinguistics and cognitive science. Depending on the chosen field of specialization, students have acquired knowledge and skills relevant for various occupations in the area of translation, foreign language teaching, publishing, journalism, public relations, etc. They will also be able to enroll in PhD programs in linguistics, information science, computer science, cognitive science and the like, in Croatia and abroad.</li> <li>Learning outcomes at the program level: <ul> <li>in the fields of phonology, morphology, syntax and semantics students will be able to:</li> <li>name and define the key concepts in these fields</li> <li>employ those concepts in linguistic analyses conducted at the relevant levels (the phonological, morphological, syntactic and semantic level)</li> <li>conduct research into topics of special individual interest</li> <li>discuss the theoretical positions, modes of analysis and proposed hypotheses in the above fields</li> </ul> </li> </ul>

List of courses	•	lie outside the scient	research r of empiric profession the role of cietal proc ctivities, a f linguistic based app s of their f ific study ge and cor journalisr	nethods al researc nal level t f language cesses pply for a cs and reli- proach to uture pro of languag mmunicat n, public r	h he studen e and com ind partici ated field problem s fessional ge, in case ion (trans	its will be able to: imunication in pate in research s solving and task interest insofar as these e these areas are lation, foreign language
offered in a	-	ch methods in linguist		-	and Plan	ning , Linguistic
foreign language	Geogra	aphy (in consultative fo	orm)			
in winter term						
2016/17						
List of courses		ional Linguistics (full cl	-	•	ble)	
offered in a	Syntax	, Semantics (in consult	ative form	ר)		
foreign language in summer term						
2016/17						
De	scripti	on of the courses	offered	l in a fo	reign la	nguage
		on of the courses		<u>l in a fo</u>	reign la	nguage
De Name of the	Resear	rch methods in linguist	ics			
Name of the course	<b>Resear</b> (can be	<b>ch methods in linguist</b> offered in English and	<b>ics</b> I German,	in consul	tative for	m)
Name of the course Number of ECTS	Resear	r <b>ch methods in linguist</b> e offered in English and Manner of	ics			m) Semester = winter
Name of the course	<b>Resear</b> (can be	<b>ch methods in linguist</b> e offered in English and Manner of implementation of	<b>ics</b> I German,	in consul	tative for	m)
Name of the course Number of ECTS	<b>Resear</b> (can be	<b>rch methods in linguist</b> e offered in English and Manner of implementation of the study	<b>ics</b> I German,	in consul	tative for	m) Semester = winter
Name of the course Number of ECTS credits	Resear (can be 4	r <b>ch methods in linguist</b> e offered in English and Manner of implementation of the study programme	<b>ics</b> I German, L = 15	in consul E	tative for S = 15	m) Semester = winter term
Name of the course Number of ECTS credits Description of	Resear (can be 4 The co	<b>ch methods in linguist</b> e offered in English and Manner of implementation of the study programme urse offers an overview	<b>ics</b> German, L = 15 v of empir	in consul E rical resea	S = 15	m) Semester = winter term ods in linguistics.
Name of the course Number of ECTS credits Description of the course	Resear (can be 4 The co Drawin differe studies experin researc choose researc their re	rch methods in linguist e offered in English and Manner of implementation of the study programme urse offers an overview og on examples of cond nt empirical approaches, experiments and inter mental research metho ch designs.Students are e and adequately use th ch, so that they can con esearch.	tics d German, L = 15 w of empire rete resea erviews. W ods, as we e enabled ne methoo me to vali	in consul E rical resea arch prob s observat /e are loo Il as at qu to differe d which is d conclus	s = 15 S	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of
Name of the course Number of ECTS credits Description of the course Learning	Resear (can be 4 The co Drawin differe studies experin researc choose researc their re	rch methods in linguist e offered in English and Manner of implementation of the study programme urse offers an overview of on examples of cond nt empirical approache s, experiments and inter mental research metho ch designs.Students are e and adequately use the ch, so that they can con esearch. uccessfully passing the	L = 15 L = 15 L = 15 v of empire rete resea erviews. W ods, as we e enabled ne method me to vali	in consul E rical resea arch prob s observat /e are loo Il as at qu to differe d which is d conclus tudents w	S = 15 S	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of
Name of the course Number of ECTS credits Description of the course Learning outcomes of the	Resear (can be 4 The co Drawin differe studies experin researc choose researc their re	ch methods in linguist offered in English and Manner of implementation of the study programme urse offers an overview of on examples of cond nt empirical approaches, experiments and inter s, experiments and inter ch designs.Students are ch designs.Students are ch, so that they can con esearch. uccessfully passing the differentiate betwee	tics d German, L = 15 v of empire rete resea es, such as erviews. W ods, as we e enabled ne method me to vali course, s n a scienti	in consul E rical resea arch prob s observat /e are loo Il as at qu to differe d which is d conclus tudents w fic and a	s = 15 S = 15S	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of
Name of the course Number of ECTS credits Description of the course Learning	Resear (can be 4 The co Drawin differe studies experin researd choose researd their re After s	rch methods in linguist e offered in English and Manner of implementation of the study programme urse offers an overview of on examples of cond nt empirical approaches s, experiments and inter mental research metho ch designs.Students are e and adequately use the ch, so that they can con- esearch. uccessfully passing the differentiate between name the substantial	ics d German, L = 15 w of empire rete resea erviews. W ods, as we e enabled ne metholo me to vali course, s n a scienti elements	in consul E rical resea arch prob s observat /e are loo Il as at qu to differe d which is d conclus tudents w fic and a n s of a good	Itative for S = 15 S =	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of e to: tific theory
Name of the course Number of ECTS credits Description of the course Learning outcomes of the	Resear (can be 4 The co Drawin differe studies experin researc choose researc their re	rch methods in linguist e offered in English and Manner of implementation of the study programme urse offers an overview of on examples of cond nt empirical approache s, experiments and inter mental research metho ch designs.Students are e and adequately use the ch, so that they can con esearch. uccessfully passing the differentiate betweet name the substantial identitify potential et	tics d German, L = 15 v of empire rete resea erviews. W ods, as we e enabled ne method me to vali course, s n a scienti elements chical prot	in consul E rical resea arch prob s observat /e are loo II as at qu to differe d which is d conclus tudents w fic and a s of a good plems in s	Itative for S = 15 S =	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of e to: tific theory
Name of the course Number of ECTS credits Description of the course	Resear (can be 4 The co Drawin differe studies experin researd choose researd their re After s	rch methods in linguist e offered in English and Manner of implementation of the study programme urse offers an overview of on examples of cond nt empirical approaches s, experiments and inter mental research metho ch designs.Students are e and adequately use the ch, so that they can con- esearch. uccessfully passing the differentiate between name the substantial	tics d German, L = 15 v of empire rete resea es, such as erviews. W ods, as we e enabled ne method me to vali course, s n a scienti elements thical prot	in consul E rical resea arch prob s observat /e are loo Il as at qu to differe d which is d conclus tudents w fic and a s of a good plems in se	s = 15 S	m) Semester = winter term ods in linguistics. dents are introduced to studies, questionnaire perimental and non- quantitative and mixed tween the latter and to ate for their own respect to the results of e to: tific theory esearch and explain

<ul> <li>list and use different experimental and non-experimental research methods</li> <li>discuss the advantages and disadvantages of experimental and non-experimental research</li> <li>choose the adaquate method of statistical analysis for a given data set</li> </ul>
<ul> <li>critically evaluate the methodology used in a study</li> </ul>

Name of the	Syntax						
course	(can be offered in English and German, in consultative form)						
Number of ECTS	7 Manner of L = 30 E = 30 S Semester :						
credits	implementation of summer						
	the study term						
	programme						
Description of	The aim of the course is to introduce students to the study of syntax as a						
the course	linguistic field which focuses on the sentence as its basic linguistic unit. Students						
	will be enabled to perform different types of syntactic analysis and will be						
	introduced to research in this area of study. The basic syntactic concepts and						
	phenomena which will be dealt with are, amongst others, the following ones:						
	grammatical relations, dependency relations, constituent structure, information						
	structure, the relationship between syntax and lexicon. The following syntactic						
	theories will be studied: generative grammar, Jackendoff's "Simpler Syntax",						
	functional grammar, construction grammar, cognitive grammar. The relationship						
	between syntax and other levels of linguistic analysis, such as morphology,						
	semantics and pragmatics, will also be discussed.						
Learning	Students will be able to:						
outcomes of the	• present the constituent structure of a sentence						
course	<ul> <li>present the relational structure of a sentence</li> </ul>						
	• determine the thematic roles of the elements of a sentence						
	• differentiate between different types of constructions						
	• conduct a syntactic analysis according to the principles of						
	different syntactic theories						
	• explain the basic principles of Jackendoff's "Simpler Syntax"						
	and the cognitive approach to syntax						

Name of the course	-	Morphology (offered in Englishin consultative form)					
Number of ECTS credits	6	Manner of implementation of the study programme	L = 30	E = 15	S	Semester: winter term	
Description of the course	approa compo are al critica approa world morph	ourse is ment as an in aches to morphology. I bunds, differences betw ready known to stude I analysis and studied aches. Basic theoretica languages. Special at hological models as we domains of linguistic	Morpholo ween infle ents from from the al models ctention we ell as on	gical tern ectional a their pro point of will be will be gi the corre	ns (word, nd deriva evious stu view of applied to iven to c lation be	morpheme, agra tional morpholo udies will be su different morph o examples of c oexistence of c tween morphole	eement, gy) that bject of ological lifferent lifferent ogy and

	basic theoretical approaches to morphology, such as lexicalist morphology, natural morphology, non-linear morphology and morphological typology. This course also gives an introduction to practical application of methods and morphological analysis.
Learning	By the end of the course the student will be able to:
outcomes of the	<ul> <li>explain the basic morphological terms</li> </ul>
course	<ul> <li>define and analyze word formation strategies in different world</li> </ul>
	languages
	<ul> <li>understand and explain relation between morphology and phonology, syntax and semantics</li> </ul>
	<ul> <li>explain the most important theoretical approaches to morphology</li> </ul>
	<ul> <li>approach critically to different theoretical models, apply them in</li> </ul>
	different contexts and analyze the morphology of different languages

Name of the	Semant	tics					
course	(can be	(can be offered in English in consultative form)					
Number of ECTS	7	Manner of	L = 30	, E = 30	S	Semester:	
credits		implementation of				summer	
		the study				term	
		programme					
Description of	The obj	ective of the course is	s to intro	luce stud	ents to th	e issues in sema	antics as
the course	a lingui	stic, but also a philos	ophical a	nd psych	ological c	liscipline, which	studies
	linguist	ic meaning, to enable	them to p	perform v	arious for	ms of semantic	analysis
	and do	independent research	. The gre	atest amo	ount of at	tention will be a	warded
	to the	two most influential	contemp	oorary ap	proaches	in semantics,	to their
		ting and evaluation:	-		-	-	
	-	tual semantics. Struc		mantics a	ind classi	ical and conter	mporary
		tics will also be addres	ssed.				
Learning	The stu	dents will be able to:					
outcomes of the	•	explain the difference	es amongs	st the lead	ling theor	ies of reference	
course	<ul> <li>explain the main features of the structuralist approach to meaning</li> </ul>						
	•	<ul> <li>explain the nature of domains/frames and the prototype model of</li> </ul>					
		categorization					
	•	differentiate amongst types of construal					
	•	explain the mechanism of conceptual metaphor					
	•	analyse ambiguities by way of mental spaces					
	•	explain the main tene	ets of con	ceptual se	mantics		
	•	analyze pragmatic ph	enomena	(speech a	acts, impli	cature, pragmat	ic
		enrichment)					

Name of the	Corpus	Corpus linguistics					
course	(can b	e offered in English)					
Number of ECTS credits	4	Manner of implementation of the study programme	L = 15	E	S = 15	Semester	
Description of the course	of corp	m of the course is to in ous linguistics. The cour a in different branches	rse will de	al with th	e role of l		S

	application in linguistic analysis at different levels, e.g. in lexicology, grammar, pragmatics, morphology, semantics and other linguistic disciplines such as glottodidactics, sociolinguistics, forensic linguistics, pragmatics and discourse analysis. By means of practical work, students will get acquainted with creating common tools for searching, building and analyzing corpora. Annotation tools and technologies will also be presented ( <i>Part-of-speech</i> , semantic tagging). Students will become able to build corpora using corpus linguistic tools (keywords, concordances, collocations) and to carry out their own data analysis relying primarily on corpus linguistic software.
Learning outcomes of the	By the end of the course, studens will acquire basic skills in the field of corpus linguistics and will be able to:
course	recognize various approaches in building different types of corpora
	<ul> <li>describe and use corpus linguistic tools at different levels of language description</li> </ul>
	<ul> <li>explain statistical basis of corpus linguistic tools</li> </ul>
	independently encode and annotate machine-readable linguistic corpora
	<ul> <li>conduct an independent, corpus-based research</li> </ul>

Name of the	Linguistic geography						
course	(can be offered in English)						
Number of ECTS	5 Manner of L = 30 E S = 15 Semester						
credits	implementation of						
	the study						
	programme						
Description of	The key objective of the course is to familiarize students with basic concepts of						
the course	linguistic geography and fundamental procedures of dialectological fieldwork and						
	cartographic presentation of the results of dialectological research. After having						
	completed the course, students will be able to use relevant literature,						
	independently conduct a small-scale fieldwork, prepare cartographic						
	presentation and provide areal interpretation of dialectological data, as well as to						
	discuss research hypothesis and results from a chosen theoretical perspective.						
Learning	After having completed the course, studens will be able to:						
outcomes of the	<ul> <li>Define core terms in linguistic geography and appraise milestones in its</li> </ul>						
course	historical development,						
	• Discuss a broad range of geolinguistic studies and compare different						
	methodological approaches with regard to their advantages and						
	disadvantages,						
	Acquire basic skills necessary for conducting an independent small-scale						
	fieldwork,						
	<ul> <li>Present dialectological data in cartographic form,</li> </ul>						
	<ul> <li>Provide areal interpretation of linguistic phenomena under study,</li> </ul>						
	<ul> <li>Demonstrate how a specific dialectometrical software works.</li> </ul>						

Name of the course	-	Language typology (can be offered in English)					
Number of ECTS credits	5	Manner of implementation of the study programme	L = 30	E	S = 15	Semester	

Description of	The aim of the course is to make students familiar with basic methods and results						
the course	of typological approach to studying language. In this course typology will be						
	treated as classification of languages according to their structure, as the study of						
	systematic patterns found in languages, and as a linguistic theory. Based on						
	examples of different world languages, basic methods of linguistic typological						
	analysis will be presented. Students will become acquainted with basic						
	theoretical concepts and phenomena related to typology: language type,						
	language universals – absolute and implicational, typological markedness,						
	grammatical hierarchies, language economy, iconicity, semantic maps, etc. The						
	final objective of the course is to render students capable of performing analysis						
	of structurally different languages.						
Looming							
Learning	By the end of the course the student will be able to:						
outcomes of the	determine the type of different world languages						
course	<ul> <li>define and list absolute and implicational language universals</li> </ul>						
	<ul> <li>determine word order, i.e. constituent order on example of different</li> </ul>						
	world languages						
	<ul> <li>analyze case marking in different world languages</li> </ul>						
	<ul> <li>explain the meaning of typological markedness, economy, iconicity</li> </ul>						
	<ul> <li>describe grammatical hierarchies by using examples of different world</li> </ul>						
	languages						
	<ul> <li>present language universals and grammar of a certain language in the</li> </ul>						
	form of semantic maps						
	<ul> <li>independently and critically analyze grammar of a previously unknown</li> </ul>						
	language						
	<ul> <li>apply typological methods in researching structures of different world</li> </ul>						
	languages, i.e. to compare them						

Name of the	Sociolinguistics							
course	(can be offered in English)							
Number of ECTS	6	Manner of	L = 30	E	S = 30	Semester		
credits		implementation of						
		the study						
		programme						
Description of	The ma	ain objective of the cou	irse is to r	make stud	lents fami	iliar with a range of		
the course	theore	tical and methodologic	al approa	iches appl	lied in bro	adly conceived		
	socioli	nguistic research throu	gh lecture	es and ser	ninar wor	k. The course will deal		
	with b	asic sociolinguistic cond	cepts and	topics su	ch as the	relation between		
	linguis	tics, sociolinguistics and	d sociolog	gy of langι	uage, lang	uage and society,		
	langua	ge and culture, issues r	elated to	defining	a speech o	community, the		
				-		rical sociolinguistics as		
		other sociolinguistical	•		•			
				•	-	y theories and discourse		
	-	is. In the seminar part o				•		
						different theoretical and		
		dological frameworks.		-				
		-		-	-	city, regional affiliation,		
		cio-economic status as						
	from the variationist perspective, but more recently developed approaches based							
		rnative social theories						
Learning	By the	end of the course, the	students	will be ab	le to do t	he following:		

outcomes of the	Explain relation between linguistics, sociolinguistics and sociology of
course	language and discuss the development of sociolinguistics
	Critically evaluate different approaches to defining basic sociolinguistic concepts
	<ul> <li>Appraise the role of variationist sociolinguistics in accounting for language change</li> </ul>
	<ul> <li>Explain and critically evaluate the relationship between the speaker's age, sex, socio-economic status, ethnicity and language</li> </ul>
	Differentiate language planning and standardization
	<ul> <li>Describe the process of language standardization, provide examples and problems related to it</li> </ul>
	<ul> <li>Discuss the relationship between pidgins and creols and provide examples for such varieties</li> </ul>
	<ul> <li>Apply suitable methodological skills and theoretical knowledge in an independently conducted sociolinguistic research</li> </ul>

Name of the	Pragmatics						
course	(can be	e offered in English)					
Number of ECTS	5	Manner of	L = 30	E	S = 15	Semester	
credits		implementation of					
		the study					
		programme					
Description of						cal and practical aspect	ts
the course		matics. Beside core pr	•	•	•	• •	
		ature, presupposition, a	•			• •	
		of pragmatics such as h	•	•	•	<b>U</b>	
		I pragmatics as well as					
	• •	atic aspects of the evol					~
	-	•				matics to disciplines of	t
1		nguistics, psycholinguis					
Learning outcomes of the	-	end of the course, stud		acquire va	arious skili	is in the field of	
course	pragm	atics and will be able to			alı. + hana :		h
course	•					n independent research	n
	•	Identify speech acts a function in interactio		sational	Implicatu	res and discuss their	
	•	Analyze pragmatic ma		d thoir fu	action in c	onversation	
		Discuss core issues in					
	· ·	branches of linguistic			y leidle lo		
	•	-		r expecta	tions aho	ut meaning created in	
		•	•	•		ins and second languag	7e
		instruction					,
	•		osody and	gesture	contribute	e to overall meaning in	
		interaction			001101000		
	•	<ul> <li>Interpret the role of key concepts in the field of pragmatics in historical perspective</li> </ul>					
	<ul> <li>Appraise the concept of 'power' and examine the possibilities offered by new trends in critical pragmatics</li> </ul>						

Name of the	Language policy and planning						
course	-	eoffered in English in 20	-				
Number of ECTS	5	Manner of	L = 30	E	S = 15	Semester	
credits	0	implementation of		-	• ==		
		the study					
		programme					
Description of	The m	ain objective of this cou	urse is to	provide ai	n overviev	w of a variety of	
the course		•				licy and planning. More	
	• •		•	•		r diachronic milestones	
	-	l as contemporary theo			-		
		ld. They will hear abou					
		nt parts of the world a			-		
		Ierstanding of the com				Ũ	
		licity of factors that co	• •				
	policie	s.Throughout the cours	se, the ap	plication of	of knowle	dge gained during	
	lecture	es in re-thinking concre	te practic	es in the f	ield will b	e of prime interest.	
Learning	By the	end of the course the	student w	ill be able	e to:		
outcomes of the	•	Critically evaluate dif	ferent the	oretical p	ositions a	ind discourses and in	
course		the field of language	policy and	d planning	5		
	•	Discuss different app	roaches to	o and mod	dels of lan	iguage planning	
	•	Illustrate and apply a	dequate r	nethodolo	ogical too	ls in analyzing LPP	
		issues					
	•	Analyze a range of co	ncrete lar	nguage po	licy issue	s in different parts of	
		the globe (regarding	minorities	s, multiling	gual comr	nunities, etc.) and in	
		different facets of a c	ommunit	y's social	life (educa	ation, legal matters,	
		administration, etc.)					
	•	Evaluate the relevance	e of diffe	rent facto	rs accoun	iting for language	
		maintenance and lea	ding to la	nguage sh	ift		
	•	Interpret basic aspect	ts of langu	lage supp	ort and re	evitalization in concrete	
		situations					
	•	Critically analyze a sp	ecific lang	guage poli	cy proble	m from different	
		viewpoints (political,	legal, eco	nomic) ar	nd offer po	ossible approaches	
		towards its solution					

Name of the		Educational Linguistics					
course	(can be	(can be offered in English)					
Number of ECTS credits	4	Manner of implementation of the study programme	L = 15	E	S = 15	Semester	
Description of	As a su	bfield of applied lingui	stics, edu	cational li	nguistics i	is concerned with the	
the course	is akin solving contex psycho an ove of theo multitu	to critical applied lingu concrete problems th ts by relying on the fin olinguistics, neurolingui rview of basic issues in pretical perspectives ar ude of its possible appl	istic stud at stem fr dings in tl istics, antl this trans nd methoo ications. S	ies. It is fo om latent neoretical nropology sdisciplina dological a special em	cused pri language linguistic and socio ry field, a approache phasis is	blogy. The course offers n insight into a variety es as well as on the	

	language policies that determine the place of language in education and different
	possibilities of language management in the context of formal education.
Learning	After having completed the course, the students will be able to:
outcomes of the	<ul> <li>Discuss the development of educational linguistics and define its position</li> </ul>
course	in relation to applied linguistics and other branches of lingusitics
	<ul> <li>Critically evaluate various discourses and language ideologies that</li> </ul>
	partake in defining language policies in formal education
	<ul> <li>Present different ways in which language variation, multi-</li> </ul>
	/plurilingualism, language identity and conceptualization of mother-
	tongue, minority, immigrant language as well as of a language in general
	are reflected in educational process
	<ul> <li>Assess advantages and disadvantages of contemporary approaches to</li> </ul>
	treating multilingualism in educational contexts
	• Prepare and carry out an independent research in the field of educational
	linguistics and be able to appraise certain aspects of educational
	language policy and language management on meso- and micro-levels
	<ul> <li>Employ adequate knowledge and methodological tools to deal with</li> </ul>
	multilingual and intercultural classrooms
	-
	/multi-dialectalism/-lingualism
	• Know the most important and also current methods of teaching (foreign)
	languages in general
	<ul> <li>choose the most appropriate method of language teaching for a</li> </ul>
	particular group of students

Name of the	Second language acquisition							
course	(can be d	offered in English and	l German,	in consul	tative for	m)		
Number of ECTS	4 I	Manner of	L = 15	E	S = 15	Semester		
credits	i	implementation of						
	1	the study						
	1	programme						
Description of	The cour	rse introduces studen	ts to early	y and curr	ent theor	ies of second la	nguage	
the course	acquisiti	on (SLA) and foreign	language	learning.	We will cr	itically discuss t	he	
	followin	g approaches: behavi	orism, co	ntrastive l	nypothesi	s, interlanguage		
	hypothe	sis, innatism, cognitiv	e approa	ches (inclu	uding con	nectionism),		
	function	al/pragmatic perspec	tives on f	oreign lar	iguage lea	arning, interactio	onist,	
		tural and sociolinguis	•					
		oncepts and current is						
		n. The aim of the cour				-		
		and approaches as a	• •		-			
		ning the process of se		-				
		s will acquire specializ	ed knowl	edge of se	elected th	eories while wri	ting	
	their ser	ninar paper.						
Learning	At the e	nd of the course stud	ent will b	e able to:				
outcomes of the	• (	define the field of <i>Sec</i>	ond and	Third lang	uage acqu	uisition research	(SLA)	
course	• (	define all the key con	cepts of t	he resear	ch field ta	ught in the cour	se	
	• identify main topics and current research questions in the field of second							
		language acquisition	research					
	• 6	explain and critically e	evaluate S	LA theori	es			
	• (	critically evaluate the	possibilit	ies of imp	lementin	g the knowledge	gained	

from SLA research in the area of second and third language teaching and
learning

Name of the	Linguistic Anthropology						
course	(can be	e offered in English)					
Number of ECTS credits	4	Manner of implementation of the study programme	L = 15	E	S = 15	Semester	
Description of the course	The course offers an insight into the complex nature of language as a specific human capacity and the diversity of neural, social and cultural processes that are activated in verbal and non-verbal communication. The main goal of the course is to engage students in critical thinking about the role of language in human life, and the ways in which language use reflects and shapesour social and cultural lives. This goal will be achieved by the exploration of a variety of topics, including the evolution of language, neurological basis of language and speech, social interaction, language acquisition and socialization, language power and ideology, language contact and change, language and political economy, and language and media. In exploring these topics, various theoretical and methodological frameworks will be drawn upon. Students will have the opportunity to conduct linguistic anthropology research and analysis of their own.						
Learning outcomes of the course	At the • •	end of the course stud explain the complex r sociocultural aspects develop critical thinki and social relations discuss different theo acquire understandin language acquisition critically discuss the r interpretation of lang	nature of that defir ing about pries of hu g of the s and socia role of pov	language ne it the role c iman lang ynergistic lization wer and la	of languag uage orig role play	e in shaping soc ins and change ed by various fa deologies in the	ial life

Name of the	Psycholinguistics						
course	(offered in English and German, in consultative form)						
Number of ECTS credits	4     Manner of implementation of the study programme     L = 15     E     S = 15     Semester						
Description of the course	This course deals with basic issues in the field of psycholinguistics: the origin of language, biological and cognitive principles of language, the recognition, understanding and production of language, important aspects of acquiring a first and a second language, as well as the methodology of researching all of these. We will also disuss theoretical questions in the field of psycholinguistics and empirical methods of research. Students will be supervised while designing and conducting their own psycholinguistic study which they will present individually at the end of the term. In addition, a particular focus will be on the following aspects: how children acquire language, adult and child second language acquisition, multilingualism – crosslinguistic influence, learning strategies, the relationship between language, cognition and culture.						

Learning	After completing the course, students will be able to:				
outcomes of the	<ul> <li>define the field of psycholinguistics</li> </ul>				
course	<ul> <li>list the main psycholinguistics topics and resarch areas</li> </ul>				
	<ul> <li>define the basic concepts and key terms discussed in the frame of</li> </ul>				
	the course				
	<ul> <li>describe the biological and cognitive principles of language</li> </ul>				
	<ul> <li>defend a view on the origin of language</li> </ul>				
	<ul> <li>design and conduct a research project in the field of psycholinguistics</li> </ul>				
	<ul> <li>critically evaluate the results obtained in the project</li> </ul>				
	<ul> <li>explain the processes of first and of second language acquisition</li> </ul>				
	from a psycholinguistic perspective				
	<ul> <li>explain the process of understanding language from the level of</li> </ul>				
	word recognition to the level of understanding discourse				
	<ul> <li>explain the process of language production from planning to</li> </ul>				
	collaborating in a dialogue				
	<ul> <li>critically discuss the relationship between language, thinking and</li> </ul>				
	culture				

Name of the	Lexicology and lexicography							
course		e offered in English and	l German.	in consul	tative for	m)		
Number of ECTS	5	Manner of	L = 30	E	S = 15	Semester		
credits		implementation of						
		the study						
		programme						
Description of	The ai	ms of the course are to	acquire t	he basic c	oncepts c	of contemporary	,	
the course	lexicology and lexicography, to become acquainted with its basic terminology as well as with the semantic and psycholinguistic foundations that are relevant for understanding problems this field. The following topics will be covered: lexicology and lexicography, the definition of words, word formation, semantic analysis, analysis of the lexicon, semantic relations between words (hyperonomy, hyponomy, synonymy, antonymy, homonymy, polysemy, and others), the structure of the mental lexicon, the micro- and macro structure of dictionaries, different types of dictionaries. Moreover, students will be required to conduct their own lexicographic analysis and suggest the lexicographic design of a						ant for antic conomy, aries,	
Learning outcomes of the course	After h	having completed the co define the field and t define its main terms analyze the formatio analyze the vocabula describe different typ dictionaries describe the meaning lexicon describe the structur describe and analyze the mental lexicon explain and justify th	he aims o s and cond n and me ry of a giv pes of dict g of words e of the n the way i	f lexicolog cepts aning of v ren langua cionaries a s from the nental lex n which v	gy and lex vords age and types e perspect icon and i vords are	icography as we of descriptions tive of the ment ts organization acquired and st	in al ored in	

Name of the	Language and identity	
course	(can be offered in English and German, in consultative form)	
Number of ECTS	4 Manner of $L = 15$ E $S = 15$ Semester	
credits	implementation of	
cicuits	the study	
	programme	
Description of	The primary goal of the course is to define the relationship between language	<u>م</u>
the course	and identity from a linguistic perspective and to analyze various language-rela	
	aspects of identity. Psychological and sociological identity theories are discuss	
	and their implications for linguistic research and for the theory of language ar	-
	evaluated. A special focus is put on the function of language as a medium for	
	construction of identity. Selected empirical and theoretical studies dealing wi	
	the relationship between language and identity are discussed. Students are	
	expected to participate actively in discussions and to conduct their own analysis	sis
	of one of the following aspects of linguistic identity: national, ethnic, cultural,	
	gender, social, multilingual, and other aspects. The analyses are based on	
	different linguistic methods: on sociolinguistic approaches, on conversational	
	analyses etc.	
Learning	after completing the course students will be able to:	
outcomes of the	• define the basic concepts and terms dealt with in the frame of the co	urse
course	<ul> <li>describe psychological and sociological identity theories</li> </ul>	
	• explain the implications of identity theories for linguistic research and	d for
	the theory of language	
	<ul> <li>define the relationship between language and identity from a linguist</li> </ul>	ic
	perspective	
	• critically discuss the function of language in the process of identity	
	construction	
	<ul> <li>present the results of selected empirical and theoretical studies dealing</li> </ul>	ng
	with the relationship between language and identity	C
	<ul> <li>conduct their own analysis of one of the following aspects of linguistic</li> </ul>	с
	identity: national, ethnic, cultural, gender, social, multilingual, and ot aspects.	ther
	<ul> <li>select and apply the adequate linguistic method for the analysis of linguistic identity</li> </ul>	
	<ul> <li>critically evaluate the results obtained in the analysis</li> </ul>	
	<ul> <li>critically evaluate the results obtained in the analysis</li> </ul>	