**General learning outcomes of the Master’s degree programme in Linguistics**

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| **The Master’s degree level in line with the Dublin Descriptors** | **Learning outcomes for the Master’s degree programme in Linguistics**  |

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| **1. Knowledge and understanding** Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor’s phase and are able to use specialist literature that requires knowledge of the latest developments in the field. | Students who have completed the Master’s degree programme in Linguistics have demonstrated:1.1 specialist knowledge and understanding of concepts and theories in the field of linguistics.1.2 the ability to make connections between theory/analysis and empiricism in the field of linguistics.1.3 knowledge of the most recent developments in the field of linguistic theories.1.4 experience with the methods and techniques used to conduct research in the field of (applied) linguistics.1.5 the ability to independently develop new ideas for research in the field of (applied) linguistics.1.6 specialist knowledge of interactions between linguistics and other disciplines. |
| **2. Applying knowledge****and understanding:**Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining argumentsand solving problems within their field of study. | Students who have completed the Master’s degree programme in Linguistics have demonstrated:2.1 the ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of (applied) linguistics from this information.2.2 the ability to identify social issues and problems in the field of linguistics, especially in relation to politics, language teaching, healthcare or civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.2.3 the ability to conduct independent research in one of the sub-disciplines of linguistics.  |
| **3. Making judgements**Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects. | Students who have completed the Master’s degree programme in Linguistics have demonstrated:* 1. the ability to understand multiple views of a certain linguistic phenomenon and to compare these views with each other.
	2. the ability to understand the nature and function of linguistics research and of the relationship between the various sub-disciplines.
	3. the ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.
 |
| **4. Communication**Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | Students who have completed the Master’s degree programme in Linguistics have demonstrated:4.1 the ability to report orally and in writing on ideas and research in the field of (applied) linguistics.4.2 the ability to report on supervised own research in the field of (applied) linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audio-visual and IT aids. |
| **5. Learning skills**Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | Students who have completed the Master’s degree programme in Linguistics have demonstrated:5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme.5.2 the ability to acquire new knowledge of a specialization area of linguistics and independently find the relevant academic literature.5.3 the ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.5.4 the ability to start a PhD programme in the fields of linguistics in the widest possible sense. |

The general outcomes have been translated in the specific outcomes for the different Master’s tracks:

**Learning outcomes of the Master’s degree programme in Linguistics – Master’s track European Linguistics**

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| **The Master’s degree level in line with the Dublin Descriptors** | **Learning outcomes for the Master’s degree programme in Linguistics – Master’s track European Linguistics**  |

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| **1. Knowledge and understanding** Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor’s phase and are able to use specialist literature that requires knowledge of the latest developments in the field. | Students who have completed the Master’s degree programme in European Linguistics have demonstrated:1.1 specialist knowledge in the field of theoretical linguistics and the linguistics of modern European languages.1.2 theoretically substantiated knowledge of the role that linguistic data plays in linguistic arguments.1.3 advanced knowledge of linguistic theories, principles, hypotheses, methodologies and explanations.1.4 specialist knowledge of structure, variation and change in language in general, and of modern European languages in particular.1.5 specialist knowledge of the interaction between linguistics and other disciplines. |
| **2. Applying knowledge****and understanding:**Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining argumentsand solving problems within their field of study. | Students who have completed the Master’s degree programme in European Linguistics can:2.1 formulate theory-based questions and linguistic generalizations on the basis of data collected and organized independently and select appropriate research methods within a relevant framework.2.2 analyse and interpret complex linguistic data presenting a theory-based argument for or against a particular linguistic analysis.2.3 communicate about the field in one or more modern European languages using the correct register (formal, informal, specialist) to express themselves orally and in writing to specialist and non-specialist audiences. |
| **3. Making judgements**Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects. | Students who have completed the Master’s degree programme in European Linguistics have demonstrated that they can:3.1 critically select, process and analyse information from a wide range of sources.3.2 identify the nature of a problem and reflect on the right approach to finding a solution.3.3 independently process abstract ideas and develop innovative ideas. |
| **4. Communication**Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | Students who have completed the Master’s degree programme in European Linguistics have demonstrated that they can:4.1 communicate linguistic ideas to specialist and non-specialist audiences, expressing themselves orally and in writing in accordance with the correct register (formal, informal, specialist) in both their native language and at least one other language. 4.2 present research results in accordance with the criteria of the international academic community, in both oral presentations and potentially publishable articles, and contribute to the public debate about the function of language and linguistics in society. |
| **5. Learning skills**Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | Students who have completed the Master’s degree programme in European Linguistics have demonstrated that they can:5.1 study independently with an eye to further academic development upon completion of the degree programme.5.2 follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly. |

**Learning outcomes for the Master’s degree programme in Linguistics – Master’s track Neurolinguistics**

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| **The Master’s degree level in line with the Dublin Descriptors** | **Learning outcomes for the Master’s degree programme in Linguistics – Master’s track Neurolinguistics** Students who have completed the Master’s degree programme in Neurolinguistics have demonstrated: |
| **1. Knowledge and understanding** Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor’s phase and are able to use specialist literature that requires knowledge of the latest developments in the field. | 1.1 Familiarity with theories in several subfields of theoretical linguistics (syntax, semantics, phonology and phonetics) and neurolinguistics and psycholinguistics (language processing, language development, language pathology) and the ability to apply these.1.2 The ability to make connections between theory/analysis and empiricism (diagnostics and treatment) in the field of neurolinguistics. 1.3 Familiarity with the latest developments in a specialized subfield of neurolinguistics (impairments in spoken and written language).1.4 Familiarity with the methods and techniques used to conduct research in the field of neurolinguistics or psycho­linguistics. This concerns research into language behaviour, cognition, neuroimaging, and the associated statistical analysis methods.1.5 The ability to independently develop new ideas for research in the field of neurolinguistics. |
| **2. Applying knowledge and understanding**Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | 2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of neurolinguistics from this information. This requires sufficient basic knowledge of several disciplines related to the specialization area.2.2 The ability to identify social issues/problems, especially in relation to teaching/language teaching and healthcare (speech and language pathology), and to generate hypotheses and methods for research based on this. 2.3 Mastery of a number of skills (research into behaviour, neurolinguistic functions, neuroimaging), enabling them to conduct research independently (to a certain extent) in one of the subfields of neurolinguistics. |
| **3. Making judgements**Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects. | 3.1 The ability to understand and compare multiple views on a certain subfield of neurolinguistics and language/speech pathology held by different disciplines. 3.2 Understanding of the nature and function of neurolinguistics research and of the interrelationships between the various subfields (in particular neuro/psycholinguistics in relation to theoretical linguistics).3.3 The ability to evaluate the soundness of neurolinguistics research in terms of the statistics and methodology used (behaviour observations, language and speech tests, neuroimaging). |
| **4. Communication**Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | 4.1 The ability to report orally and in writing on ideas and research in the field of neurolinguistics, particularly in a multidisciplinary setting. 4.2 The ability to report on own supervised research in the field of neurolinguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids. |
| **5. Learning skills**Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | 5.1 The ability to acquire new knowledge of a specialization area of neurolinguistics and independently find the relevant academic literature.5.2 The ability to start a PhD programme in the fields of neurolinguistics and language pathology in the widest possible sense. |

**Learning outcomes for the Master’s degree programme in Linguistics – Master’s track Applied Linguistics-TEFL**

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| **The Master’s degree level in line with the Dublin Descriptors** | **Learning outcomes for the Master’s degree programme in Linguistics – Master’s track Applied Linguistics**  |
| **1. Knowledge and understanding** Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor’s phase and are able to use specialist literature that requires knowledge of the latest developments in the field. | 1.1 Demonstrable specialist *knowledge and understanding* of concepts and theories in the field of second-language acquisition and second-language teaching.1.2 The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.1.3 Familiarity with the most recent developments in the field of theories concerning second-language acquisition (such as the application of Dynamic Systems Theory), language teaching (such as the Common European Framework of Reference) and computer-assisted language teaching.1.4 Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.1.5 The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching. |
| **2. Applying knowledge and understanding**Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | 2.1 The ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.2.2 The ability to identify social issues and problems, especially in relation to politics, language teaching and civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.2.3 The ability to independently design a series of foreign language lessons in accordance with the latest insights from language acquisition research.2.4 The ability to conduct independent research in one of the sub-disciplines of applied linguistics. |
| **3. Making judgements**Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects. | 3.1 The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching.3.2 Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields.3.3 The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.3.4 The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used. |
| **4. Communication**Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | 4.1 The ability to report orally and in writing in English on ideas and research from applied linguistics.4.2 The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audio-visual and IT aids. |
| **5. Learning skills**Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | 5.1 The ability to specialize further in a field of applied linguistics and navigate their way independently through the academic literature.5.2 The ability to start a follow-on degree programme of a largely independent or autonomous nature in the field of language development or language teaching methods. |

**Learning outcomes of the Master’s track Multilingualism**

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| **The Master’s degree level in line with the Dublin Descriptors** | **Learning outcomes for the Master’s degree programme in Linguistics – Master’s track Multilingualism**  |
| **1. Knowledge and understanding** Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. | * 1. Familiarity with theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics.
	2. The ability to make connections between theory/analysis and empiricism in the field of linguistics.
	3. Familiarity with the latest developments in one specialized field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science.
	4. Knowledge of the research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics.
	5. The ability to independently develop new ideas for research in the field of multilingualism.
 |
| **2. Applying knowledge and understanding**Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | 2.1 The ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of linguistics from this information.2.2 The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this.2.3 The ability to conduct independent research in one of the sub-disciplines of linguistics. |
| **3. Making judgements**Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects. | 3.1. The ability to understand multiple perspectives of a certain linguistic phenomenon and to compare these perspectives with each other. 3.2. A demonstrable understanding of the nature and function of linguistics research and of the relationship between the various sub-disciplines (especially sociolinguistics / neurolinguistics / psycholinguistics in relation to theoretical linguistics).3.3.The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used. |
| **4. Communication**Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | * 1. The ability to report orally and in writing about ideas and research in the field of linguistics.
	2. The ability to report on supervised research in the field of linguistics via the usual media (professional or academic journals, symposia, conferences), using appropriate audio-visual an IT aids.
 |
| **5. Learning skills**Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | * 1. The ability to specialize further in a field of linguistics and navigate their way independently through the academic literature.
	2. Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense.
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**Matrix of realized learning outcomes / course units in the Master’s degree programme in Linguistics, Master’s track *European Linguistics***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | **1. Knowledge and understanding** | **2. Applying** ­**knowledge and understanding** | **3. Making** ­**judgements** | **4. Communi**­**cation** | **5. Learning** ­**skills** |
|  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |
| YEAR 1, semester 1 |  |   |   |   |   |   |   |  |   |   |  |   |   |   |   |
| Course unit title |  |   |   |   |   |   |   |  |   |   |  |   |   |   |   |
| Phonology/Phonetics  |  |  | x | x | x | x | x | x | x | x | x |  x | x  |  x |  x |
| Syntax/ Semantics | x | x | x |  |  | x | x | x | x | x | x | x | x | x | x |
| Language Development | x | x | x |  |  | x | x | x | x | x | x | x | x | x | x |
| Sociolinguistics  |  | x |  | x | x | x | x | x | x | x | x | x | x | x | x |
| Essential Statistics |  | x |  | x |  |  |  | x |  |  | x |  | x |  |  |
| Research methodology for Language Development | x | x | x |  | x | x |  | x |  |  | x |  | x |  |  |
| YEAR 1, semester 2 |  |  |  |  |  |  |  |  |  |  |  |   |   |   |    |
| Course unit title |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Syntax/ Semantics | x | x | x |  | x | x | x | x | x | x | x |  x |  x |  x |  x |
| MA Placement in European Linguistics |  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |
| MA Thesis in European Linguistics | x | x | x | x |  | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Matrix of realized learning outcomes / course units in the Master’s degree programme in Linguistics, Master’s track *Neurolinguistics***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1. Knowledge and understanding** | **2. Applying knowledge and understanding** | **3. Making judgements** | **4. Communication** | **5. Learning skills** |
|  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |
| **Course unit** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Aphasiology | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Dyslexia | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Developmental Language Disorders | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **YEAR 1, semester 2** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Course unit** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MA Thesis in Neurolinguistics | x | x  | x  | x  | x  | x | x  | x  | x  | x | x  | x  | x  | x | x  |
| MA Placement in Neurolinguistics | x | x  | x  | x  |   | x |  x | x  |   |  | x  |   |   | x |   |

**Matrix of realized learning outcomes / course units in the Master’s degree programme in Linguistics, Master’s track *Applied Linguistics***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **1. Knowledge and understanding** | **2. Applying knowledge and understanding** | **3. Making judgements** | **4. Communication** | **5. Learning skills** |
|  |  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 2.4 |  | 3.1 | 3.2 | 3.3 | 3.4 |  | 4.1 | 4.2 | 5.1 | 5.2 |  |  |  |
| **YEAR 1, semester 1** |   |   |   |   |  |   |   |   |   |  |   |   |  |  |  |   |   |   |   |   |   |   |
| **Course unit title** |   |   |   |   |  |   |   |   |   |  |   |   |  |  |  |   |   |   |   |   |   |   |
| Theory of Second Language Development | x | x | x |  | x | x |  |  | x |  | x | x |  | x |  | x | x |  |  |  |  |  |
| Essential statistics |  | xx |  | x |  |  | x |  | x |  |  | x |  | xx |  |  | xx |  |  |  |  |  |
| Research methodology for Language Development |  | x | x | x |  | x |  |  | x |  |  |  |  | x |  |  | x |  |  |  |  |  |
| Teaching Methodology & Second Language Development | x | x | x |  | x | x | x | x |  |  | x |  | x |  |  |  | x |  |  |  |  |  |
| **YEAR 1, semester 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course unit title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MA Thesis in Applied Linguistics | x | x | x |  | x | x |  |  | x |  |  |  | x |  |  | x | x | x | x |  |  |  |
| MA Placement in Applied Linguistics/TEFL |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x | x | x |  |  |  |
| CALL | x | x | x |  | x | x |  |  |  |  |  |  | x |  |  | x | x |  |  |  |  |  |

**Matrix of realized learning outcomes / course units in the Master’s degree programme in Linguistics, Master’s track *Multilingualism***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1. Knowledge and understanding** |  | **2. Applying knowledge and understanding** |  | **3. Making judgements** | **4. Communication** | **5. Learning skills** |
|  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1  | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |
| **YEAR 1, semester 1** |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |
| **Course unit title** |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |
| Language planning and Policy |  x |  x  |  x |   |  | x |  x |   |  x |   |   | x  |   |   |   |
| Minority Languages: The Case of Frisian | x | x |  | x | x | x | x |  |  |  |  | x | x |  |  |
| Essential statistics | x | x |  | x | x |  |  | xx |  | x | xx | x | x |  |  |
| Sociolinguistics: The Multilingual Community | x | x | x | x | x |  |  |  | x |  |  | x |  | x |  |
| Psycholinguistics: The Multilingual Mind | x | x | x | x | x |  |  |  | x |  |  | x | x | x |  |
| The Multilingual School | x | x | x |  |  | x | x |  |  |  |  | x | x | x |  |
| **YEAR 1, semester 2** |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |
| **Course unit title** |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |
| MA Thesis in Multilingualism | x | x | x | x | x | x | x | x |  | x | x | x | x | x | x |
| Language and Cultural History | x | x |  |  | x |  |  |  |  |  |  | x |  |  |  |
| MA Placement in Multilingualism |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x |
| Testing and Assessment |  | x | x |  | x |  |  |  |  |  |  | x |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |