



**UNIVERSITEIT
GENT**

KU LEUVEN

Master of Advanced Studies in Linguistics

Academic year 2023-2024

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General course content

The Master of Advanced Studies in Linguistics is a one-year interuniversity program aimed at students who have already acquired a good background in linguistics or language-related fields of study. The participating Flemish institutions are Ghent University and Katholieke Universiteit Leuven.

Career perspectives

This master's program is an excellent preparation for students who want to start a research project (PhD) in the field of linguistics.

Admission requirements

Students must have a Master in Linguistics or in Linguistics and Literature, Translation studies, or equivalent, and have successfully submitted a master dissertation in the field of linguistics or translation.

Language requirements

The language of instruction of this Advanced Master program is English. Therefore, the following levels of language proficiency are required:

- required Common European Framework of Reference-level of Dutch proficiency: 0
- required Common European Framework of Reference-level of English proficiency: B2 which can be demonstrated by one of the following:

B2	<ul style="list-style-type: none">• A TOEFL-TEST, maximum two years old, with a score of 510-559 (paper-based), or 87-109 (internet-based) or higher. Test takers should mention the “institution code” 2643, so that the score can be sent to Ghent University directly.
	<ul style="list-style-type: none">• An original ‘test report form’ (TRF) from IELTS, maximum two years old, with a minimum overall band score of 6.0.
	<ul style="list-style-type: none">• A certificate awarded by the UCT confirming proficiency in English, CEF-level B2
	<ul style="list-style-type: none">• Certificate Practical English 5, Upper-Intermediate Academic English or Preparing for an English test, awarded by the UCT.
	<ul style="list-style-type: none">• Cambridge-ESOL: First certificate in English (FCE)

Course structure

Students register at the university in which the specialization of their choice is taught. They can take courses from the other participating universities since there is a close co-operation between the universities. The different areas of specialization are:

- Ghent University:
 - **Linguistics in a Comparative Perspective**
 - **Natural Language Processing**
- Katholieke Universiteit Leuven:
 - **Cognitive and Functional Linguistics**
 - **Multilingual and Foreign Language Learning and Teaching.**

In the **first term** students choose five courses (of 6 credits each):

- two **general courses**
- three **specialization courses** (with at least two from one specific area of specialization).

Students also deliver a short presentation (6 credits) on the work they have already done towards their master dissertation.

In the **second term** students mainly focus on their **master dissertation** (18 credits) which should be in their area of specialization. They are also expected to take part in **intensive courses** (12 credits).

Master dissertation

The master dissertation is a requirement for every candidate to obtain a master's degree. The master dissertation is an original piece of research work. It aims to develop and strengthen the research capacity skills of the students. The student selects a topic and is given guidance by a supervisor. The master dissertation may be written either in the format of a Master Paper (of ± 25000 words), or in the form of an article that can be submitted to a scholarly journal (which journal(s) to be decided together with the supervisor). The article should be followed by appendices containing the data collected, transcriptions, analyses, etc. so that examiners can adequately judge the scientific quality of the study.

In the **second half of March 2024** all students will deliver a short presentation (6 credits) on the work they have already done towards their master dissertation. The 'credit points' are meant as an (approximate) assessment of the time students have to put into doing the groundwork for their thesis: choosing a topic, formulating research questions, compiling data, study of the literature, etc. They are not reflected in any mark or score. The thesis is marked on the finished product. By the same token, students who want to graduate this academic year will have to give their presentation: it is obligatory, but it is not marked. It is just meant to help students.

Education and examination code

The education and examination code which is used for the interuniversity advanced master program is the code which applies at Ghent University. It can be found at

<https://www.ugent.be/student/en/class-exam-exchange-intern/class-exam/education-examination-code>

Additionally, the rules with respect to plagiarism can be found in the appendix.

General background courses

<i>Two courses from the list mentioned below (12 credits)</i>		
Methods of Corpus Linguistics	Dirk Speelman (KU Leuven)	6
Research Methods in SLA and Language Learning	Maribel Montero Perez (UGent)	6
Theory and Praxis of Discourse Analysis	Stef Slembrouck (UGent)	6
Introduction to Psycholinguistics and Advances in Psycholinguistics	Louisa Bogaerts (UGent) & Anna Jessen (UGent)	6
Elective course (in keeping with the study program's scientific profile): <i>Subscribe to 6 credit units from courses in keeping with the scientific profile selected by the student. Eligible are: courses from Master's Programs from the participating universities or from another Belgian or foreign university. Subject to approval by the program committee.</i>		6

Methods of Corpus Linguistics

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by: Dirk Speelman (dirk.speelman@kuleuven.be)

Where and when:

KU Leuven: MSI1 01.28; Thursday 14:00–16:00

Objectives and content

Cognitive and functional approaches to linguistics typically take the form of usage-based models of language: they assume that language should not be studied in isolation, but in the context of actual communicative interactions. Methodologically speaking, this implies that corpus linguistics is an important tool for work within the cognitive-functional framework. Methods and techniques for dealing with the large collections of usage data that are found in linguistic corpora are an indispensable part of the equipment of cognitive and functional linguists.

In this course, students will become acquainted with the use of corpus techniques in the context of cognitive and functional theory development. The purpose is double: on the one hand, to introduce a number of advanced techniques of corpus analysis, and on the other, to demonstrate how these techniques contribute to theory development.

The purpose of the course is achieved by concentrating on two points of theoretical focus. In each case, a specific type of theoretical problem is approached on a case study basis, and analytic techniques that are specifically suited to deal with that type of theoretical problem are introduced in the context of the case study.

The first problem to be addressed concerns the distribution of specific constructions. The way in which a specific construction, like an existential construction or a particular word order pattern, occurs in actual language use is often co-determined by various factors. It is not just the semantics, i.e. what is being expressed, that determines whether a given construction rather than another surfaces, but also the way in which the discourse is organized or the specific (stylistic or sociolinguistic) features of the text may influence the presence of a construction. The theoretical problem to be solved involves the impact of these various factors - grammatical, discursive, sociostylistic: how can one disentangle these? The relevant quantitative technique that we will introduce is logistic regression.

The second problem type involves the relationship between language varieties. When we are confronted with differences in language use of a stylistic, sociolinguistic, geographical nature, we will want to determine which language varieties to distinguish exactly: which stylistic levels, for instance, should we distinguish? And what are the relations that exist between the different dialects of a language? The techniques that we will introduce to deal with such questions involve measures of the linguistic distance between language varieties (how close are two varieties with regard to each other?), and multidimensional scaling methods (how do the varieties cluster together?)

With regard to both problem types, the relevant technical apparatus will be introduced in the form of user-friendly computer tools that ensure that the students may apply the techniques independently.

Research Methods in SLA and Language Learning

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Maribel Montero Perez (Maribel.MonteroPerez@UGent.be)

Where and when: UGent, 0.7 Didacticum. PlaRoz. Campus Boekentoren, Tuesday, 13.00-16.00

The purpose of this course is to provide an overview of methodological aspects involved in setting up studies in the fields of second language acquisition and language learning. The course consists of six modules. Each module consists of theory, analyses of published research, exercises and group discussions.

The following topics will be addressed in this course:

- Module 1 - introduction to SLA Research
 - o Topics and journals
 - o The structure of a research report
 - o Writing a literature review (e.g., meta-analysis)
 - o How to formulate a research question
 - o Data collection: Ethics and participants
- Module 2 - data collection in SLA research
 - o How to collect data from L2 learners?
 - o How to elicit language data and how to measure e.g., reading, vocabulary, listening?
- Module 3 - designing a quantitative study

- Types of research designs (e.g., pretest/posttest, repeated measures)
- Analysis of study designs in published SLA research
- Interpreting results and findings (basic statistics, effect sizes)
- Module 4 - qualitative research and mixed-methods
 - Qualitative data collection techniques (e.g., interview, focus group, ethnography)
 - Analysis of qualitative data
- Module 5 - learner corpora in SLA Research
 - Text analysis with existing tools (e.g., TAASSC, TAALES)
 - Complexity, accuracy and fluency in L2 output
- Module 6 - sensitive measures in SLA research
 - Eye-tracking
 - Reaction time measurement
 - EEG

All learning materials are available via the online learning platform (powerpoint presentations, activities, reader).

Course Objectives

Students will be able to

- distinguish between different types of studies, designs and data collection measures in research on SLA.
- Formulate appropriate research questions.
- Understand challenges and ethical aspects involved in data collection in SLA research
- Select appropriate quantitative data collection techniques in function of a research question in the field of SLA.
- Select appropriate qualitative data collection techniques in function of a research question in the field of SLA.
- Design a study (quantitative, qualitative, mixed methods) on topics in SLA.
- Know the structure of a research report.
- Evaluate published research in terms of research methods and design.

References

- Blom, E. & Unsworth, S. (2010). *Experimental methods in language acquisition research*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Gass, S. & Mackey, A. (2011). *Data elicitation for second and foreign language research*. New York: Routledge.
- Godfroid, A. (2020). *Eye-tracking in second language acquisition and bilingualism. A research synthesis and methodological guide*. New York: Routledge.
- Mackey, A. & Marsden, E. (2016). *Advancing methodology and practice. The IRIS repository of instruments for research into second languages*. New York: Routledge.
- Mackey, A. & Gass, S. (2016). *Second language Research. Methodology and design*. New York: Routledge.
- McKinley, J. & Rose, H. (2019). *The Routledge Handbook of Research Methods in Applied Linguistics*. London: Routledge.
- Loewen, S., & Sato, M. (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. New York: Routledge.
- Plonsky, L. (2015). Quantitative considerations for improving replicability in CALL and applied linguistics. *CALICO Journal*, 32, 232–244.
- Purpura, J. E., Brown, J. D., & Schoonen, R. (2015). Improving the Validity of Quantitative Measures in Applied Linguistics Research. *Language Learning*, 65(S1), 37–75.

Theory and praxis of discourse analysis

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Stef Slembrouck (Stef.Slembrouck@UGent.be)

Where and when: UGent, by appointment

Objectives and Content

The course offers a view of discourse analysis provides a survey of some of the major developments in discourse analysis. The following approaches will be discussed: (i) ethnomethodology, (ii) analysis of frame, footing and participant frameworks, (iii) conversation analysis, (iv) interactional sociolinguistics and (v) linguistic anthropological work focusing on “orders of indexicality”.

The following themes will be addressed with reference to the various paradigms for analysis:

- the nature of social interaction and the place of language use in it, incl. the “social character of language use” and the “linguistic character of the social”;
- what is “context” and what is its relation to the “text”?
- the relation between “micro” and “macro” as a problem of description, interpretation and explanation;
- how the materiality of locality/situation, together with the interplay between verbal and body-actional behaviour play a role in the realization of social-interactional meaning;

Specific themes that will be highlighted include:

- differences between ‘everyday’ and ‘institutional’ discourse;
- the role of discourse analysis in addressing “real world problems”
 - how social identities are made or resisted through language and other interactional resources;
 - the nature of categorization practices and how they become consequential;
 - how entitlements to knowledge and claims to experience are negotiated within social interaction.

Study material

A textbook will be made available via Ufora, together with the audio and video samples which are used for expository purposes. The textbook will be complemented with a number of published texts, the choice of which depends on the projects of the individual students.

Teaching method

The first part of the course (7 lectures) concentrates on the analysis of spoken interaction. A number of additional sessions will be organized to develop the listed “specific themes”.

Examination method

Students will present an analysis of a data set of their own selection (in the course of December) and submit an essay (by the end of exam session). Both the recorded data and the transcription is submitted. The data has not been analyzed earlier. The findings are also discussed in the light of their theoretical implications.

Introduction to Psycholinguistics and Advances in Psycholinguistics (UGent)

Credits: 3.00 + 3.00

Language: English

Taught by Louisa Bogaerts (Louisa.Bogaerts@UGent.be) and Anna Jessen (Anna.Jessen@UGent.be)

Introduction to Psycholinguistics

Periodicity: Taught in the first semester

Where and when: UGent; Auditorium E5. Gebouw E. Campus Coupure, Wednesday, 9.30-11.30

Position of the course

What is language and how does it relate to cognition? What is the biological basis for language learning and use? How does language evolve over time? These are just some of the questions we will explore in the course 'Introduction to Psycholinguistics'. The course provides an overview of research in psycholinguistics, a prominent domain of experimental psychology, at an introductory level. It focuses on theories, research methods and empirical results in this domain.

Contents

The course covers the following topics:

- Language and cognition
- Linguistics
- Language development
- The neurobiological basis of language
- Bilingualism
- Visual word recognition
- Auditory word recognition
- Sentence parsing
- Word production
- Sentence production
- Language evolution

Study material

Slides on Ufora. Optional reference text books:

- Harley, T. A. (2014). The Psychology of Language: From data to theory (3rd. edition). Hove, UK. Psychology Press
- Kemmerer, D. (2015). Cognitive Neuroscience of Language. Hove, UK: Psychology Press.

Teaching method

Lectures with integrated exercises

Examination method

Final grade: 20% on the submitted assignment and exercises, and 80% on the exam (open questions).

Advances in Psycholinguistics

Periodicity: Taught in the second semester

Where and when: UGent, to be determined

This course contributes to a deeper knowledge about psycholinguistics, with special attention for recent developments in the domain. Additionally, the course contributes to a strengthening of several scientific skills, including critical reflection about research, spoken and written presentation, and the ability to jointly take a stand on complex matter.

Contents

- Language across the lifespan
- Neurocognition of language
- Bilingualism and cognition
- Reading and oculomotor control
- Understanding speech
- Sentence comprehension
- Semantics
- Word production
- Sentence production
- Sign language
- Self-monitoring of speech
- Dialogue

Main subject: Cognitive and Functional Linguistics (taught at KULeuven)

<i>Three courses from the following list:</i>			
Comparison of Cognitive and Functional Theories, and their Position in the History		Jan Nuyts	6
Text Linguistics		Hans Smessaert	6
Language Varieties and Language Variants		Benedikt Szmrecsanyi	6
Lexical Semantics and Lexicology		Thomas Van Hoey	6

Comparison of Cognitive and Functional Theories, and their Position in the History of Modern Linguistics

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Jan Nuyts (UA) (jan.nuyts@uantwerpen.be)

Where and when: to be determined, please contact the instructor

Objectives and content

Familiarizing the students with the principles of the current syntactic and semantic theories in contemporary functional and cognitive linguistics, and teaching them to think critically about the phenomenon of theory formation.

In this course, the students will firstly be given an introduction to the history of modern linguistics, which will familiarize them with the important historical influences on cognitive and functional linguistics. In the second place, the students will be acquainted with some of the most important grammatical models in contemporary functional and cognitive linguistics. The main aim will be to provide insight:

- into the structure of the models
- on the basis of a number of case studies dealing with specific phenomena of language in the context of these models, into the way in which these models function in their approach to empirical language material
- into the differences and correspondences between the models (both with regard to structure and actual approach), involving, on the one hand, a comparison between the cognitive-linguistic and functional-linguistic models, but paying, on the other hand, also attention to the differences between the models within each of these frameworks.

Course Material:

Readings (journal articles; book chapters; syllabus materials, ...)

Text Linguistics

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Hans Smessaert (hans.smessaert@kuleuven.be)

Where and when: KU Leuven: LETT 02.16; Thursday 11:00 – 13.00

Objectives and content

The aim of this course is to give the students insight into the basic concepts of text linguistics and familiarity with the central theoretical frameworks in discourse analysis. The focus is on ways in which lexical expressions and grammatical patterns are interpreted and function within texts. The central questions are how discourse and the communicative context shape lexical and grammatical text patterns and how these discourse patterns can be explained from the cognitive and functional processes involved in their creation and understanding.

The course consists of two major parts. In the first part, a concise overview is given of a number of key approaches to text linguistics. Starting point is the seminal work by de Beaugrande and Dressler “Introduction to Text Linguistics” (1981) with the seven standards of textuality, namely cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality. Other topics introduced in this first part are:

- the systemic-functional approach to discourse (Martin & Rose; Martin & White)
- the cognitive approach to discourse (Fauconnier; Langacker)
- critical discourse analysis (Fairclough; van Dijk)
- polyphony and argumentation theory (Anscombe & Ducrot)
- multimodality (Carey; Van Leeuwen)
- rhetorical structure theory (Mann & Thompson)

In a second part, the focus will be on the analysis of metadiscursive elements, with an emphasis on the Metadiscourse framework developed by Ken Hyland.

Course Material

Articles and references to the literature, and all instructions for personal reading and presentations will be made available through Toledo.

Examination method

Oral exam in January, in the form of a personal presentation to the group of students, where students will be evaluated both on the presentation of a topic of their choice and on their active participation in the discussion. These presentations involve a theoretical reflection on two extra research papers from the literature in which students must be able to demonstrate a critical understanding of the relationship with the text linguistic concepts discussed in the course of the seminars.

Language varieties and language variants

Credits: 6.00

Language: English

Periodicity: Taught in the second semester

Taught by: Benedikt Szmrecsanyi

Where and when: KU Leuven: MSI 02.15; Thursday 14:00-16:00

Objectives and content

Variation is pervasive in language and a key topic in the usage-based literature. Language varieties are defined as systems of linguistic expression whose use is governed by language-external factors (e.g. register, geography, real time). Variants, on the other hand, refer to different ways of expressing the same meaning or function. In this seminar, we will be concerned with ways to model the likelihood of usage of particular variants, with how to differentiate varieties, and with how to determine

linguistic distances between different varieties. Of particular interest will be the interaction between language variants and language varieties. For example, we know that Belgian Dutch and Netherlandic Dutch are varieties that are each characterized by a set of more or less distinctive variants (e.g. the palatal versus velar pronunciation of the first sound in “*goed*”). We will also discuss the extent to which particular variants are judged as incorrect thanks to prescriptive normativity (e.g. in English, there is strong prescriptivist pressure to avoid split infinitives of the type “*to boldly go where no one has gone before*”), and we will take a look at perceptual dialectology research, which investigates what nonlinguists believe about language varieties (for example, many Germans perceive Eastern German dialect varieties as unpleasant).

Course Material

Readings and materials will be made available on Toledo.

Examination method

Presentation: Students will present a published research study in a 30 min presentation. Final exam (3h): The exam consists of questions covering various topics discussed during the seminar. The grade for the presentation will count 30% toward the final grade, and the grade for the final exam will count 70% toward the final grade.

Lexical Semantics and Lexicology

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by: Thomas Van Hoey

Where and when: KU Leuven: LETT 05.15; Friday 11:00-13:00

Objectives and content

The aim of this course is twofold. On the one hand (regarding the knowledge to be acquired), the students will be given a thorough overview of the history of lexical description and of the specific contribution of cognitive linguistics to the field. 'Lexical description' covers both lexical semantics as a semasiological discipline, and lexicology as a broader, onomasiologically inspired discipline. On the other hand (regarding the skills to be acquired), the students are expected to learn to formulate their own linguistic descriptions, taking the theoretical state of the art into account.

This course is dedicated to the relation between the different theoretical approaches that dominated lexical research in the course of the history of modern linguistics: the historical-philosophical approach, the structuralist approach, the different neo-structuralist and neo-generativist approaches that currently exist, and cognitive semantics. Specific topics that will be dealt with in the comparison of these approaches, and that will be looked at specifically from a cognitive-semantic perspective are:

- the problem of the polysemy and the demarcation of semantic and encyclopaedic knowledge
- metaphor and figurative meaning
- the interaction of a semasiological and an onomasiological description of the lexicon

Course Material

Articles and literature, slides, transparencies, courseware

Examination method

End-of-term paper; in class presentation. Students study a lexical item of their choice (in the language of their choice) by means of the techniques presented in the course. They present the progress of their work in class, and write a research paper.

Main subject: Linguistics in a Comparative Perspective (taught at UGent)

<i>Three courses from the following list:</i>		
Language Variation and Change	Giuseppe Magistro	6
Contrastive Linguistics: Semantics and Pragmatics	Miriam Taverniers	6
Contrastive Linguistics: Syntax and Lexicon	Jóhanna Barðdal & Bernat Bardagil Mas	6
Empirical Translation Studies: concepts, theories and methods	Gert De Sutter, Jelena Vranjes & Joke Daems	6
Structures in Spoken Language	Claudia Crocco	6
Bantu Corpus Linguistics and Lexicography	Gilles-Maurice de Schryver	6
Bantu Grammar in a Comparative and Contrastive Perspective	Sebastian Dom	6

Language variation and change

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Giuseppe Magistro (giuseppe.magistro@ugent.be)

Where and when: UGent, 1.14. Blandijn. Campus Boekentoren; starts in week 2; Wednesday 10.00 -13.00 in week 2; Wednesday 10.00-11.15 from week 3 onwards

Position of the course

The course aims at providing students with a sound understanding of:

- the relation between language variation and the language system, with examples taken from different languages;
- language variation as a mirror of language change;
- theories, models and methods concerning the analysis of spatial and social variation and diachronic change.

Contents

This course deals with language variation and change with particular focus on syntactic variation and change. It consists of two larger components: a theoretical part which is mainly organized around discussing seminal literature on language variation and change, and an empirical research project studying a chosen syntactic change with the help of a parsed corpus (for selected languages; possible choices a.o.: English, French, Portuguese, Icelandic, Old and Middle Low German, Chinese). There are two practical sessions at the beginning of the course in which working with these corpora is practiced.

Teaching method

Guided self-study, seminar, seminar: coached exercises

Independent work/guided independent study: preparation of weekly readings, discussion in class

Guided exercises: working with parsed historical corpora

Learning material:

A selected bibliography (made available via Ufora)

Contrastive Linguistics: Semantics and pragmatics

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Miriam Taverniers (Miriam.Taverniers@UGent.be)

Where and when: UGent: 1.12. Blandijn. Campus Boekentoren, Tuesday, 8.30-11.30

Position of the course

The aim of this course is to make students acquainted with recent developments in the theory, methodology and applications of contrastive linguistics, especially in the domains of semantics and pragmatics.

Contents

Several topics in contrastive semantics and pragmatics are studied. The starting point is Germanic and/or Romance languages, but the further applications by students are open to all languages.

Teaching method

Seminar, lecture, blended learning (online collaborative spaces), microteaching, self-reliant study activities

Learning material:

Lecture slides; handouts; reader comprising articles and chapters from books.

Contrastive Linguistics: Syntax and lexicon

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Jóhanna Barðdal (Johanna.Barddal@UGent.be) & Bernat Bardagil Mas (Bernat.bardagil@ugent.be)

Where and when: 1.12. Technicum 2, Campus Ufo, Monday, 15.00-17.00

Position of the course

The course provides a specialization in the comparative study of the relationship between lexicon and syntax.

Contents

The purpose of this course is to familiarize students with different theoretical approaches to the relationship between lexicon and syntax in comparative linguistics. The first part deals with the notion of "construction" and highlights the interaction of syntax and lexicon. The construction approach is illustrated by means of specific verb classes, and differences in predicate- and argument structure depending on meaning. In the second part, these theoretical approaches are further illustrated by means of different hypotheses on the dative case and the corresponding morpho-syntactic structures in non-case languages. Several types of dative structures are analyzed, such as the double object structure in English and Dutch, the possessive dative in Romance,

and subject datives in Icelandic and other Indo-European languages. Each student will be asked to "represent" a language he/she knows and to analyze the morphology and the syntax of the dative in this language. The students will carry out a small comparative research, presented both orally and in a written paper.

Teaching method

- Guided self-study, seminar: coached exercises.
- The seminars consist of discussions of scientific articles.
- The guided tutorial consists of the reading of scientific articles, which are commented on and discussed in class.
- Students write a paper on a chosen topic that is closely related to the theme of the course.
- The classes consist of attending seminars and conferences that are thematically related to the course.
- Students write a paper on a chosen topic that is closely related to the topic of the course

Learning material

Scientific papers, available on Ufora

Powerpoint presentations, handouts

Empirical Translation Studies: Concepts, Theories and Methods

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Gert De Sutter (Gert.DeSutter@UGent.be), Jelena Vranjes (Jelena.Vranjes@UGent.be), Joke Daems (Joke.Daems@UGent.be)

Where and when: to be determined; please contact the instructors

Position of the course

This course offers a thorough and critical introduction to (empirical) translation studies since the mid-1990's. It focuses on the major (conceptual) insights, theoretical frameworks and methodological approaches.

Contents

This course provides an up-to-date overview of the major conceptual, theoretical and methodological advances in empirical translation studies. Empirical translation studies is the field of study that focuses on quantitative observational studies (corpus or experimental studies) of lexical, morphosyntactic and discursive linguistic choices in written, spoken and audiovisual translation. Its objective is to deepen the understanding of the socio-cognitive mechanisms that underlie translational behavior. Empirical translation studies is interdisciplinary in nature; it has strong links to neighboring fields, such as variational linguistics, sociolinguistics, contrastive linguistics, psycholinguistics and second language acquisition.

The content of the course comprises four main parts:

1. Important concepts in translation studies, with a.o. equivalence and norms.
2. Important theoretical models: risk management, gravitational pull, relevance theory.
3. Important methodologies: corpora, eye-tracking and keystroke logging.
4. Interdisciplinary insights: a.o. priming and cognate facilitation effect (psycholinguistics), entrenchment and salience (cognitive linguistics) and prestige (sociolinguistics).

Teaching method

Guided self-study, seminar

Learning material:

Reader containing articles and book chapters.

Supplementary materials, such as powerpoint presentations, via Ufora.

Structures in Spoken Language

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Claudia Crocco (Claudia.Crocco@UGent.be),

Where and when: UGent, I 1.1. PlaRoz., Campus Boekentoren, Friday, 10.00-13.00

Position of the course

This specialized course deepens student's understanding of the relationship between prosody and syntax in spoken language. The course focuses on:

- a) Prosodic structure (prosodic phonology)
- b) intonational phonology
- c) prosodic and syntactic structures in spoken language and discourse

Contents

The course aims to familiarize students with the prosodic phonology and its relationship with syntax and discourse. The focus lies on the study of prosodic, syntactic and information structures in natural speech. This course covers the following topics:

-
- the intonational phonology
- the Autosegmental-Metrical theory
- Syntactic structures in spoken language
-
- Information structure phenomena (topic and focus) in natural speech

Teaching method

Lecture, self-reliant study activities, seminar: coached exercises

Learning material:

Ppt of the lectures (Ufora)

Relevant bibliography on prosody, syntax and their relationship in spoken language (Ufora)

Bantu Corpus Linguistics and Lexicography

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Gilles-Maurice De Schryver (gillesmaurice.deschryver@UGent.be)

Where and when: UGent, 1.16. Blandijn. Campus Boekentoren; Friday, 10.00 – 13.00

Position of the course

This is an advanced course in which corpus linguistics for the Bantu languages as well as data-driven lexicography is introduced. Students acquire an in-depth knowledge of the methodologies, the tools, as well as the strengths and limitations of the analytical apparatus, and are invited to put the acquired knowledge into practice.

Contents

Corpus linguistics is a booming field, well covered in both basic textbooks (e.g. Biber et al. 1998, Kennedy 1998, McEnery & Wilson 2001) as well as in more advanced studies (e.g. McEnery et al. 2006, Renouf & Kehoe 2009, McEnery & Hardie 2012), which has largely been used to investigate the world's major languages (e.g. Sinclair 1991, Meyer 2002, O'Keeffe & McCarthy 2010). However, even in collections which aim at sampling the world's languages, the result deals largely with European languages (e.g. Wilson et al. 2006). The same can, *mutatis mutandis*, be said about data-driven lexicography. In this advanced course this status quo is challenged by focusing on corpus linguistics and lexicography for the Bantu language family. Given the state of the discipline, results from the wider field of African language technology (De Pauw et al. 2006-16) are also brought in. Each class consists of two parts. In the first a topic from the list below is considered, and in the second the newly acquired knowledge is immediately put into practice on the computer.

- Class 1 – Bantu CORPORA: What, how and use? (de Schryver & Prinsloo 2000a, de Schryver 2002)
- Class 2 – SOFTWARE for Bantu corpus linguistics and data-driven lexicography (Scott 1996-2016, Joffe 2002-16, de Schryver & De Pauw 2007)
- Class 3 – Bantu corpus APPLICATIONS: Fundamental research, teaching and language learning (Prinsloo & de Schryver 2001)
- Class 4 – Bantu SPELLCHECKERS: non-word error detection (Prinsloo & de Schryver 2003)
- Class 5 – Bantu corpus TERMINOGRAPHY (Taljad & de Schryver 2002)
- Class 6 – Bantu corpus-based TRANSLATION studies (Gauton et al. 2003)
- Class 7 – Bantu corpus LEXICOGRAPHY 1: Basic aspects (de Schryver & Prinsloo 2000b, 2000c)
- Class 8 – Bantu corpus LEXICOGRAPHY 2: Advanced aspects (de Schryver & Joffe 2004, de Schryver et al. 2006)
- Class 9 – Bantu corpus LINGUISTICS 1: Synchronic aspects (de Schryver & Nabirye 2010)
- Class 10 – Bantu corpus LINGUISTICS 2: Diachronic aspects (de Schryver & Gauton 2002)
- Class 11 - Bantu corpus LINGUISTICS 3: Strengths (Kawalya et al. 2014)
- Class 12 – Bantu corpus LINGUISTICS 4: Limitations (Bostoen & de Schryver 2015)

Through state-of-the-art literature students are able to familiarize themselves with the early stages, development, and current use of data-driven methods in Bantu linguistics and lexicography. The differences with other approaches to data collection, data analysis and data synthesis (including questionnaires, stimuli, grammaticality judgement tests, introspection and intuition) are also given due attention. Knowledge of Bantu languages or other African languages is an advantage, but not a prerequisite to follow this course. Each week students are asked to read one or more journal articles or book chapters as preparation for the lesson. The contents of these articles and chapters are discussed during class and put in a broader perspective.

Teaching method

Project, seminar: practical PC room class

Learning material:

Scholarly articles and book chapters are provided on the Ufora course site.

Bantu Grammar in a Comparative Perspective

Credits: 6.00

Language: English

Periodicity: Taught in the second semester

Taught by Sebastian Dom (sebastian.dom@ugent.be)

Where and when: UGent, Auditorium G, Technicum - Gebouw 2, Campus Ufo; Tuesday, 14.30 – 17.30

Position of the course

This is an advanced course in comparative linguistics and language typology that aims at offering students in-depth knowledge of certain grammatical aspects of Bantu languages in comparison and contrast with one another and with other languages of Africa and the wider world

Contents

This course focuses on various domains of grammar which are of utmost importance for the scientific study of Bantu languages, such as the expression of tense, aspect, mood and modality, grammatical relations (including subjecthood and objecthood), the syntax and semantics of verbal derivation, the interface between information structure, syntax and prosody, and other grammatical ingredients. Through state-of-the-art literature both inside and outside the field of Bantu languages students will be able to familiarize themselves with the latest developments in the field. Through the contrastive study of African languages belonging to either distinct families of the Niger-Congo phylum or to other phyla, students will learn to consider grammatical features of Bantu languages in a broader typological perspective. Their insights into Bantu grammar will also lead to a better understanding of non-Bantu languages. Knowledge of Bantu languages or other African languages is an asset, but not a prerequisite to follow this course. Each week students will be asked to read one or more journal articles or book chapters as preparation for the lesson. The contents of these chapters will be discussed during class and put in a broader perspective. Each student will be required to present in class one research article/chapter of his/her choice from a list provided in advance.

Teaching method

Guided self-study, lecture, microteaching

Learning material:

Scholarly articles will be provided on the Ufora course site.

Main subject: Multilingual Learning and Teaching (taught at KU Leuven + UGent)

<i>Three courses from the following list:</i>		
Language Acquisition: Theoretical Perspectives	Kris Van Den Branden	6
Language Assessment	Elke Peters & Eva Puimège	6
Language Policy and Practice	Bart Deygers	6

Language Acquisition: Theoretical Perspectives

Credits: 6.00

Language: English (and Dutch)

Periodicity: Taught in the first semester

Taught by Kris Van Den Branden (kris.vandenbranden@kuleuven.be)

Where and when: KU Leuven: LETT 04.16; Thursday 11:00 – 14:00

Goals of the course

The students understand the different ways of how language is acquired. They also know how the different ways of acquiring a language can be implemented in education. They understand the benefits and drawbacks of the different ways of acquisition and know which way of acquisition is best suited for which skill and for which moment in the acquisition process.

Contents

Language is seen by most people from a structure perspective. Seen from this perspective language is a system external to its users. It resides, so to speak, on the bookshelf, and, if you want to master it, you have to learn that external system. That learning experience will always be an explicit, conscious exercise, in the sense that the knowledge on language needs to be taken from the bookshelf, packed into language, sent to the learner. The learner has to unpack the piece of knowledge, integrate it into his already existing language proficiency, and once the element is integrated, the learner has to start practicing it.

Language can also be seen from an agency perspective (for the difference between language as structure and agency, Carter & Sealey 2000, Sealey & Carter 2001, Jaspaert 2015). When language is viewed in this way, language acquisition is not merely an explicit, conscious process. Most of the learning takes place in an implicit, unconscious way. Language learning becomes related to what is called alignment in conversations (see e.g. Pickering & Garrod 2004).

This perspective was taken by Chomsky (1965), who started his book on syntax with a chapter dealing with language acquisition. In that first chapter, he observed that children acquired language in spite of the poverty of stimulus to which they were exposed. That made Chomsky decide that children were born with a brain compartment tailored for the acquisition of a language, and a Language Acquisition Device (LAD). That purely psychological stance on language acquisition lasted for about 40 years. Even Krashen (see e.g. Krashen 1982) elaborated on the Chomskyan approach, although he did stress input much more than Chomsky did.

At the turn of the century a more social perspective came about. Tomassello (1992) was among the first to point out that language acquisition had in fact a social basis. He also did not relate language acquisition to a specific LAD, but to the general cognitive abilities a person was born with. In line with his work, and benefitting from the fact that we found a way to look into the brains of people, a theory was developed of language as a complex adaptive system (Lee et al. 2009; Beckner et al. 2009), in which the acquisition of language was no longer a purely psychological mechanisms, but belonged to the social environment. The interactional instinct and group affiliation entered the picture of language acquisition. Interesting in this respect is also the work of Dreyfus (e.g. Dreyfus et al. 2004) who translated the work of Merleau Ponty (1962) into skill acquisition.

In the course, the history of language acquisition can be outlined. After it has been established that language learning is a combination of explicit and implicit learning, we can go into topics such as what aspects of language are best learned either implicitly or explicitly, what is the relationship between proficiency already established and learning, how about critical age, how can we implement implicit learning into the school curriculum, how about adults needing a second language in order to function in society, how can digital devices contribute to implicit and explicit language learning, ...

Exam

Type : Continuous assessment without exam during the examination period

Description of evaluation : Paper/Project

Learning material : Course material

Language Assessment

Credits: 6.00

Language: English (and Dutch)

Periodicity: Taught in the second semester

Taught by Elke Peters (elke.peters@kuleuven.be) & Eva Puimège (eva.puimege@kuleuven.be)

Where and when: KULeuven: Lett 04.15; Thursday 9:00 – 11:00

Goals of the course

Students will gain insight into

- theoretical foundations of language assessment
- the design of accurate, fair, reliable and useful language tests
- how to analyze tests using insights from different language assessment theories
- how to use language tests responsibly and justify the use of language tests in different contexts and at different educational levels
- how to engage with test stakeholders
- testing specific language skills
- the design and statistical analysis of language tests in SLA research

This course introduces students to key concepts, principles and criteria in the design of (second/foreign) language tests. Students will be familiarized with language assessment theories and will learn how to apply such theories to existing tests. This course will also deal with the potential impact of language tests. In particular, the use (and impact) of tests in multilingual societies and in education will be addressed. Students will learn how to engage with test stakeholders at different levels.

Additionally, students will gain a thorough understanding of testing practices for specific language skills. Finally, this course will also focus on the measurement of language and the use of test instruments in SLA research.

Possible modules

- 1) Test design
- 2) Use of language assessment theories to analyse existing tests
- 3) Impact of language tests – engaging with test stakeholders
- 4) Testing specific language skills
- 5) Language tests/language measurement in SLA research

Exam

Type : Continuous assessment without exam during the examination period

Description of evaluation : Paper/Project, Presentation

Language Policy and Practice

Credits: 6.00

Language: English (and Dutch)

Periodicity: Taught in the first semester

Taught by Bart Deygers (bart.deygers@ugent.be) and Kris Van Den Branden

Where and when: to be determined; please contact the instructors

In this specialization course ‘language policies and practices in multilingual contexts’ will be explored and discussed. The aim of this specialization course is to gain a better insight into the dynamic and complex mechanisms of ‘language policies and practices’. How are language policies developed and established? What are the major goals of language policies? Who ‘makes’ language policies? How and by whom are language policies implemented and executed in practice? Is a ‘non-official’ language policy also a language policy? What are the effects of ‘overt’ and ‘covert’ language policies? How do policies and practice interact? These and related questions will be discussed.

A language policy is always socially constructed, predominantly ideologically inspired and consequently normative. Language policies are determined by power relations between groups and/or individuals. Language policies are made (consciously and unconsciously) and put into practice by people. This also implies that they can be contested and reconstructed from below, at grassroots level.

In the context of ‘multilingual teaching and learning’ at least two dimensions can be distinguished. On the one hand there is a dimension from the macro level (supra/sub/national), over the meso level (institutions/schools) to the micro level (school/child care center/health care centers). A second dimension is formal/explicit/overt – informal/implicit/covert. These dimensions can be seen as separate from each other, but are often close entwined. The modules of this specialized course will be discussed taking the dynamic interaction of these two dimensions as the starting point.

In the first module the concept ‘language policy’ will be addressed from a theoretical and historical perspective.

Next the following modules will be examined in depth:

- Language policy in multilingual countries

- Diachronically evolving sociolinguistic theories of planned macro/one-size-fits-all models to more small-scale, grassroots and context related models
 - Official language policies (including historical perspectives)
 - Impact of international covenants and resolutions on national language policies
 - Language policies in media, jurisdiction, education
 - Overt and covert language policies
- Language policy and integration/citizenship
 - Language policies and language tests for integration/citizenship in Europe
 - Language policies for integration/citizenship in Belgium and Flanders
 - Social interpreting and translation policies and practices in contexts of integration
 - Impact of these language policies
 - Examples of contesting and reconstructing monolingual policies from below
 - Language policies and practices in institutions
 - Multilingual policies and practices in the health/care/youth/... sector
 - Language policies in extracurricular/preschool and child care
 - Language policies and practices in schools
 - Overt and covert school policies and practices regarding teaching and learning the ‘language of school’
 - Dealing with multilingualism at school (bi/multilingual learning, CLIL, functional multilingual learning, translanguaging, ...)
 - Impact of monolingual policies at school
 - Language policies and practices in the classroom
 - Overt and covert classroom policies and practices regarding teaching and learning the ‘language of school’
 - Dealing with multilingualism at school (language awareness, bi/multilingual learning, CLIL, functional multilingual learning, translanguaging, ...)
 - Impact of monolingual versus multilingual practices in the classroom

The concrete content of this course will build upon the existing expertise and experiences in contexts of multilingualism of the students. The course will also be tailored to the research projects of the students who participate in this course.

Main subject: Natural Language Processing (taught at UGent and KULeuven)

<i>Three courses from the following list:</i>		
<i>Introduction to Processing Language with Python</i>	Arda Tezcan & Loic De Langhe	6
<i>Advanced Language Processing with Python</i>	Arda Tezcan & Pranaydeep Singh	6
<i>Natural Language Processing</i>	Veronique Hoste & Cynthia Van Hee	6
<i>Linguistics and Artificial Intelligence</i>	Tim Van de Cruys	6
<i>Language Engineering Applications</i>	Tim Van de Cruys	6

Introduction to Processing Language with Python

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Arda Tezcan (Arda.Tezcan@UGent.be), Loic De Langhe (Loic.DeLanghe@UGent.be)

Where and when: UGent, A3.13. Gebouw A. Campus Mercator; Tuesday, 16.00-19.00; Thursday, 10.00-13.00

Position of the course

This course offers an introduction to programming with Python. It does not require prior knowledge about programming. The focus of the course is on automatic text processing. Programming skills have a number of benefits: - An understanding of the functioning and possibilities of computer programs is becoming ever more important in a society where technology is omnipresent - Programming trains analytical thinking and problem-solving skills - Repetitive or data-intensive tasks can be automated with simple programs

Contents

The course deals with the following topics:

- basic concepts of programming: variables, operators, assignment, data types
- control structures: conditions, loops, recursion
- using and writing functions
- working with files and directories
- webcrawling
- automatic generation of Word and Excel files
- using external libraries
- calling scripts in a command line environment
- documentation and error handling

Teaching method

Self-reliant study activities, seminar: practical PC room classes

Learning material:

Handouts and materials for download on Ufora.

Students should have a laptop and bring it with them to the class

Advanced Language Processing with Python

Credits: 6.00

Language: English

Periodicity: Taught in the second semester

Taught by Arda Tezcan (Arda.Tezcan@UGent.be), Pranaydeep Singh (Pranaydeep.Singh@UGent.be)

Where and when: to be determined, please contact the instructor

Position of the course

Advanced Language Processing with Python builds on previously acquired programming competencies in Python and focuses on the applications of the Natural Language Processing (NLP) techniques, which are taught in the course "Natural Language Processing". In this course, the students will learn to integrate NLP libraries (such as the Natural Language Toolkit (NLTK), NumPy and Scikit-Learn) into Python code and tackle NLP problems using supervised machine learning techniques, such as linear and logistic regression.

Contents

The course deals with the following topics:

- searching and manipulating text using regular expressions
- integrating NLP libraries into Python
- text pre-processing: tokenization, part-of-speech tagging, named entity recognition
- text normalization: stemming, lemmatization
- dependencies and dependency parsing
- feature engineering for NLP tasks
- introduction to supervised machine-learning
- evaluating machine learning models

Natural Language Processing

Credits: 6.00

Language: English

Periodicity: Taught in the second semester

Taught by Veronique Hoste (Veronique.Hoste@UGent.be), Cynthia Van Hee (Cynthia.VanHee@UGent.be)

Where and when: Ghent University, Campus Mercator, Abdisstraat 1, 9000 Gent. Specific location and time will be communicated through Ufora.

Position of the course

In this course, we cover the fundamentals of natural language processing and how human language can be modeled from a computational perspective, with the ultimate goal of human-like artificial language understanding. We start our discussion at the

morphological and word level, building up via the syntactic level, to end with the complexity of semantic and discourse modeling. Different applications (sentiment analysis, emotion detection, information extraction, dialog systems and chatbots) are discussed as well as some predominant methodologies (machine learning, deep learning)

Contents

Topics:

- regular expressions, text normalization, edit distance
- lexical level: n-gram language models; vector semantics
- syntactic level: part-of-speech tagging and syntactic parsing
- semantic level: semantic role labeling, coreference resolution
- applications: information extraction, sentiment analysis and emotion detection, dialog systems and chatbots
- machine learning: traditional approaches versus neural networks.

Teaching method

Self-reliant study activities, lecture: plenary exercises.

Combined oral lectures and practical classes.

Learning material:

Slides and other material will be made available through Ufora.

Linguistics and Artificial Intelligence

Credits: 6.00

Language: English

Periodicity: Taught in the first semester

Taught by Tim Van de Cruys (tim.vandecruys@kuleuven.be)

Where and when: Course taught at the KUL (Leuven); Lectures: Thursday 10.30-12.00, DV3 01.13; Exercises: six sessions of two hours each; the schedule is not yet available

Objectives of the course

The aim of the course is to familiarize the students with the basic concepts of natural language syntax and semantics. Both the knowledge-based and the data-oriented paradigms will be covered. Special attention will be given to the interaction of linguistic knowledge with other kinds of knowledge and experience (perception, reasoning). In the accompanying exercise sessions, the students will get hands-on experience with grammar writing for automatic natural language processing and with the exploitation of annotated data for syntactic and semantic research.

Contents

- Objectives of research in syntax and semantics
- Context free phrase structure grammar
- Unification-based grammar formalisms
- Theories of meaning
- The structure of the lexicon
- The psychological reality of grammar models

- A case study in the interaction of syntax and semantics: Predicative constructions
- A case study in the interaction of semantics, cognition and perception: Color terms

Exam

Oral with written preparation. Open book for the students who have made the take-home exercises during the semester. Otherwise, closed book.

For 6 out of 20 points, the students are evaluated on a paper that they submit as their report on the project.

Language Engineering Applications

Credits: 6.00

Language: English

Periodicity: Taught in the second semester

Taught by Tim Van de Cruys (tim.vandecruys@kuleuven.be) & Bram Vanroy (bram.vanroy@kuleuven.be)

Where and when: Course taught at the KUL (Leuven): Monday 16.30-18.30, MSI 02.23

Position of the course

Provide the students with a broad and in-depth knowledge of current developments in the application of language and speech technology.

- the students know how language and speech technology is currently used in a range of applications, including machine translation, question-answering, aids for the hearing impaired, aids for the cognitively disabled, etc. (the topics are partly different from year to year)
- the students are able to assess which of the available language and speech tools and resources are the most useful to build an application,
- the students have an understanding of examples in which language engineering applications have been turned into marketable products.

Contents

The lectures cover such topics as question-answering systems, machine translation, voice control, natural language understanding and aids for the hearing impaired. Three of the lectures are given by guest speakers. A detailed survey of the topics and the speakers is provided on the website of the MAI program.

Learning material:

Slides and articles

More info

<http://www.ccl.kuleuven.be/Courses/LEA>

Intensive courses

Intensive courses:		12
<i>Two courses from the following list:</i>		
- Intensive course I (Theoretical-descriptive paper)		6
- Intensive course II (Personal data-based research)		6
- Intensive course III (Project Proposal)		6

Credits: 12.00

Language: English

Periodicity: Taught in the second semester

Contact: UGent : Ulrike Vogl (Ulrike.Vogl@UGent.be)
KUL : Dirk Speelman (dirk.speelman@kuleuven.be)

The general aim of the intensive course is to bring students in contact with recent developments in their field of specialization and prepare them for applying for research funding. It counts for 12 credit points, i.e. two times the amount of an ordinary substantial course. The students choose two from the following modules.

Intensive Course I

Credits: each 6.00

Language: English

Periodicity: Taught in the second semester

Theoretical-descriptive paper (min. 15 pages):

Possibilities:

- attending of intensive courses, e.g. LOT winter school or summer school (<http://www.lotschool.nl/index.php?p=10>)
- attending of presentations (conferences, workshops, or masterclasses such as those organized at UGent)
- internship in a research group which your thesis relates to (participating in development of data-collection, methodological and theoretical reflection, attending all talks put on by group, etc.)

As the 'model' of this research initiation is the 'intensive course', 2 intensive courses (+/- 20 hours) can be taken as a norm. Conference attendance, attending talks, discussions in research group, etc. should also add up to at least 20 contact hours.

- For each of these talks/seminars, make sure you get a handout if there is one. Make notes, participate in the discussion, etc.

The paper itself consists of

a) Synthesis of insights acquired during intensive course/internship

On the basis of the handouts and your personal notes, it should be possible to synthesize and integrate everything you have learned about your theoretical/methodological topic of interest during the intensive course/internship.

b) Further study of recent developments in the literature

This synthesis should then form the basis for further personal study and exploration of the most recent developments in the area of research you are interested in. For instance, if you find the approach of a specific scholar, or of a network of scholars, highly relevant to your research, then you will have to follow up on this, and read more of their recent work.

The paper will thus be based partly on the talks or lectures you have attended and partly on further reading, and it should also reflect your own thinking about the topic.

Intensive Course II

Credits: each 6.00

Language: English

Periodicity: Taught in the second semester

Personal data-based research (min. 15 pages)

You will also have to carry out a piece of personal research inspired by your intensive course experience. This piece of research has to involve data analysis of some sort (e.g. corpus or dictionary data). You are very welcome to work on your own language, or the language that is the focus of your personal research. However, the topic of this research paper should not be the same as that of your thesis. (This data-based paper should not be a chapter of your thesis, so to speak.)

Make sure you get supervision from one of the Advanced MA-teachers to delineate and develop the topics of the two intensive course papers.

Intensive Course III

Credits: each 6.00

Language: English

Periodicity: Taught in the second semester; only at UGent

Project proposal

The student does an internship in the research team of the supervisor and writes a project proposal, which will be submitted to the FWO, BOF, or to another (foreign) research foundation. This proposal will outline the student's future PhD research (state of the art, objectives of the research, methodology, work plan, bibliographical references). The topic of this research may be, but must not be, related to the topic studied in the master paper.

Master paper

The master dissertation is a requirement for every candidate to obtain a master's degree. The master dissertation is an original piece of research work. It aims to develop and strengthen the research capacity skills of the students. The student selects a topic and is given guidance by a supervisor. The master dissertation may be written either in the format of a Master Paper (of ± 25000 words), or in the form of an article that can be submitted to a scholarly journal (which journal(s) to be decided together with the supervisor). The article should be followed by appendices containing the data collected, transcriptions, analyses, etc. so that examiners can adequately judge the scientific quality of the study.

In the second half of March 2024 all students will deliver a short presentation (6 credits) on the work they have already done towards their master dissertation. The 'credit points' are meant as an (approximate) assessment of the time students have to put into doing the groundwork for their thesis: choosing a topic, formulating research questions, compiling data, study of the literature, etc. They are not reflected in any mark or score. The thesis is marked on the finished product. By the same token, students who want to graduate this academic year will have to give their presentation: it is obligatory, but it is not marked. It is just meant to help students.

Appendix: Definition of plagiarism

In its meeting of 1 September 2011 the Department of Quality Education and Internationalization has decided to lay down for the academic year 2011-2012 (and following) the definition of plagiarism. The Faculty Council has approved this definition in the meeting of 12 September 2011.

Article 79: Fraud or irregularities

§2 Committing plagiarism is a form of fraud. The Board of Examiners per study program shall lay down a full-proof definition for the concept of “plagiarism” for said study program. This information is to be communicated to the students taking the study program in question. The evaluator in charge is free to test the originality of the papers and assignments submitted – which in all cases need to be submitted in electronic format – by running anti-plagiarism software. If a lecturer in charge has reason to suspect a student has committed plagiarism which is likely to affect the evaluation, he is to notify the chairman of the Board of Examiners per study program thereof without delay.

The Board of Examiners of each study program of the Faculty of Arts & Humanities have agreed to lay down a common definition of plagiarism for the entire faculty.

Plagiarism will be defined as follows:

“Copying, whether or not in translation, someone’s words or paraphrasing a line of thought without acknowledging the source, shall be interpreted as plagiarism. Every piece of text (sentences or phrases) that is being taken over from no matter what publication in no matter what language, even from websites or from a manuscript, has to be accompanied by a source citation and has to be signaled as quotation in the case of verbatim copy. A general source citation, for instance at the beginning of a chapter, does not mean that plagiarism can be condoned elsewhere in the text, and neither does the bibliography or any list of used sources.”

Examples

Example 1

Original text:

“When political parties defend collective interests one can rest assured that fundamental societal problems will be put on the political agenda. By defending collective interests they have a natural electorate (those supporting those interests), completed/supplemented by those voters who have been persuaded.”

The source of this text is: P. Saey, “De Opkomst van Extreem-Rechts als Geografisch probleem”, in D. Praet (red), *“Us and Them”. Essays over filosofie, politiek, religie en cultuur van de Klassieke Oudheid tot Islam in Europa. Ter ere van Herman De Ley*, Gent, Academia Press, 2008, p. 359-360.

If you wish to use the idea expressed above in your own paper, it may seem appropriate to you to copy the full text. In that case you need to signal that it is in fact a quotation: you need to surround the text with quotation marks and mention the source. If you do not do so, you are committing plagiarism.

No plagiarism

“When political parties defend collective interests one can rest assured that fundamental societal problems will be put on the political agenda. By defending collective interests, they have a natural electorate (those supporting those interests), completed/supplemented by those voters who have been persuaded.” (P. Saey, 2008, p. 359-360)

Plagiarism

When political parties defend collective interests one can rest assured that fundamental societal problems will be put on the political agenda. By defending collective interests, they have a natural electorate (those supporting those interests), completed/supplemented by those voters who have been persuaded. (P. Saey, 2008, p. 359-360)

Plagiarism

When political parties defend collective interests one can rest assured that fundamental societal problems will be put on the political agenda. By defending collective interests, they have a natural electorate (those supporting those interests), supplemented with those voters who have been persuaded.

If you wish to reuse an idea in your own papers, even when it is paraphrased in your own words, you still need to acknowledge the source. If you do not do so, you are committing plagiarism.

No plagiarism

Fundamental societal problems will only be put on the political agenda when political parties defend collective interests, as they then have a natural electorate, i.e. the ones who support these interests. (P. Saey, 2008, p. 359-360)

Plagiarism

Fundamental societal problems will only be put on the political agenda when political parties defend collective interests, as they then have a natural electorate, i.e. the ones who support these interests.

Example 2

Original Text

"Dutch colonial rule proclaimed that different groups required different legislation; this resulted in the legal invention of second class citizenship. When at the turn of the century, Dutch women advocated citizenship for women, they could identify partially with the indigenous population of the colonies. This however, did not result in real solidarity between Dutch and Indonesian feminists."

The source of this text is: B. Waaldijk, "Subjects and Citizens: Gender and Racial Discrimination in Dutch Colonialism at the End of the 19th Century", in G. Hálfdanarson (ed.), *Racial Discrimination and Ethnicity in European History*, Pisa, Edizioni Plus – Università di Pisa, 2003, p. 111.

A word by word translation in Dutch from any other language equally qualifies as plagiarism. In the case of translations, the original source text must be acknowledged.

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Volgens Waaldijk vond het Nederlandse koloniale regime dat een verschillende wetgeving vereist is voor verschillende groepen, waardoor een zogenaamd tweede klasse burgerschap ontstond. Toen, bij de eeuwwisseling, de Nederlandse vrouwen pleitten voor burgerschap voor vrouwen, konden ze zich gedeeltelijk met de inheemse bevolking identificeren. Dit resulteerde nochtans niet in echte solidariteit tussen Nederlandse en Indonesische feministes. (B. Waaldijk, 2003, p. 111)

Plagiarism

Het Nederlandse koloniale regime bepaalde dat verschillende wetgeving vereist is voor verschillende groepen; dit resulteerde in de wettelijke uitvinding van tweede klassen burgerschap. Toen, bij de eeuwwisseling, de Nederlandse vrouwen pleitten voor burgerschap voor vrouwen, konden zij zich gedeeltelijk met de inheemse bevolking van de kolonies identificeren. Dit resulteerde nochtans niet in echte solidariteit tussen Nederlandse en Indonesische feministes.

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