

# University of Pretoria Yearbook 2025

## MA specialising in Applied Linguistics (01250300)

**Department** School of Languages, Literatures and Cultures

**Minimum duration of study** 1 year

**Total credits** 180

**NQF level** 09

### Programme information

On completion of the qualification the student should be able to:

- demonstrate a sound understanding of the theoretical bases of applied linguistics.
- utilise such theory to justify the design of a multiplicity of possible language interventions.
- demonstrate an ability to do research in applied linguistics that can be used at advanced levels of enquiry.
- apply the design principles encountered in the compulsory modules (specifically in the mini-dissertation) to design and justify a language solution or language solutions of their own design within multiple and varied contexts.

### Admission requirements

- A relevant honours degree with specialisation in a language, linguistics or a language-related discipline
- A cumulative weighted average of at least 65% for the honours degree

### Examinations and pass requirements

Students will be required to successfully complete the mini-dissertation, each core module and each elective with a minimum of 50%.

### Pass with distinction

Students who obtain an average of 75% across all modules and the mini-dissertation will pass with distinction.

## Curriculum: Final year

Students must complete 4 core modules (20 x 4 = 80 credits) + 2 elective modules (2 x 20 = 40 credits) and the mini-dissertation (60 credits) = 180 credits.

Please contact the department to confirm the availability of elective modules.

### Core modules

#### Mini-dissertation 850 (ALS 850)

<b>Module credits</b>	60.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	Complete 4 compulsory and 2 electives (120 credits)
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Year

#### Theory of applied linguistics 851 (ALS 851)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

This module will consider the history of applied linguistics, from the perspective of different styles of work within the discipline from its inception to the present day. It will focus on the phases of applied linguistic design, and how the design process affects the three main artefacts: language assessment, language curriculum and course design, and language policy development. It will explore how a responsible framework for designing applied linguistic interventions enhances both their quality and their theoretical justification.

#### Language curriculum and course design 852 (ALS 852)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy

**Period of presentation** Semester 1 or Semester 2

### Module content

This module deals with the effect that both traditional and innovative approaches to language teaching have had on curriculum and course design. The eclectic and post-modern mix that language curricula and courses sometimes exhibit will be examined critically. Students will be required to demonstrate competence in designing their own short course on the basis of their knowledge of different styles of teaching, and in justifying these theoretically.

## Language testing and assessment 853 (ALS 853)

**Module credits** 20.00

**NQF Level** 09

**Prerequisites** None.

**Contact time** 1 lecture per week

**Language of tuition** Module is presented in English

**Department** Unit for Academic Literacy

**Period of presentation** Semester 1 or Semester 2

### Module content

This module focuses on the fundamental concepts underlying the assessment of language ability, such as reliability, validity, appropriateness, interpretability, and fairness. It deals with understanding how a blueprint or definition of language ability can be conceptualised, and how productive task types can be designed to operationalise the components of a blueprint. Students will be required to illustrate how they would employ a framework of test design principles in order to validate a test of their own making.

## Language policy and planning 854 (ALS 854)

**Module credits** 20.00

**NQF Level** 09

**Prerequisites** None.

**Contact time** 1 lecture per week

**Language of tuition** Module is presented in English

**Department** Unit for Academic Literacy

**Period of presentation** Semester 1 or Semester 2

### Module content

This module will investigate the processes of making arrangements to facilitate language use within institutions such as the state, the university or business. It will deal with the critical questions of accountability, accessibility and appropriateness, and focus on the development of language policies in a range of social relationships, with particular reference to their implementation in a multilingual environment.

## Elective modules

### Language technology 855 (ALS 855)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

The use of technical tools to manage language data and the beneficial effects of this on pedagogical presentation will be dealt with in this module. The methodological tools that enable mixed or multi-media language instruction will be examined, as well as the use of computer programs that enable us to measure and analyse language ability both online and on paper. The use of more efficient, computer-adaptive language teaching and assessment will be applied to concrete problems from the students' own professional contexts.

### Second language acquisition 857 (ALS 857)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	School of Languages, Literatures and Cultures
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

The various theories of how second languages are acquired are the focus of this module. Specifically, students will be expected to have a sound understanding of how innatist, constructivist, interactionist and other theories have been employed to justify the design of language teaching and testing. They will be expected to demonstrate how they will justify their own designed interventions with reference to theory.

### Corpus linguistics 858 (ALS 858)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	School of Languages, Literatures and Cultures

**Period of presentation** Semester 1 or Semester 2

### Module content

By the end of the module, students should be able to do the following: use corpus terminology accurately to talk about linguistic research; evaluate corpus methods and processes for particular purposes; review existing corpus construction projects and critique them; summarise and critique research using data from corpora; devise the construction of corpora to answer specific linguistic questions; build corpora using a variety of methods; use corpus methods to analyse linguistic data; use a variety of appropriate software for corpus construction and linguistic analysis; and comment on own projects critically.

## Advanced terminology 859 (ALS 859)

**Module credits** 20.00

**NQF Level** 09

**Prerequisites** None.

**Contact time** 1 lecture per week

**Language of tuition** Module is presented in English

**Department** African Languages

**Period of presentation** Semester 1 or Semester 2

### Module content

Structure and function of terminological databases, terminology management and terminology management systems, utilization of corpora for terminological purposes.

## Sociology of language 860 (ALS 860)

**Module credits** 20.00

**NQF Level** 09

**Prerequisites** None.

**Language of tuition** Module is presented in English

**Department** School of Languages, Literatures and Cultures

**Period of presentation** Semester 1 or Semester 2

### Module content

Like second language acquisition studies, this subfield has enabled us to understand language policy, curriculum and test design better, in this instance as activities affected by social context. For this module, an understanding of South Africa's multilingual context is essential, as well as a familiarity with the latest studies that show how cultural, economic, social and other factors influence performance in language.

## Writing centre theory and practice 861 (ALS 861)

**Module credits** 20.00

**NQF Level** 09

**Prerequisites** None.

<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

The purpose of this module is to introduce students to the main principles and theories that underpin writing centre practices. It will require students to engage with and understand the writing challenges of university students, the support rendered through one-on-one consultations, strategies used during such interactions well as what consultant training should cover.

### Writing fiction and fact 862 (ALS 862)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Unit for Academic Literacy
<b>Period of presentation</b>	Semester 1

#### Module content

Students will read significant texts from the main genres (drama, prose fiction, prose non-fiction, poetry). They will consider how trends and events at different times and in different places are reflected in the themes explored and techniques used by writers. They will follow the rules and conventions of good writing and create informative and imaginative texts, for example: autofiction and autobiography; write what you don't know: explore and research; critique the world: politically astute and subtle satirical writings; comedy; travel writing; and nature writing.

### Introduction to sociocultural linguistics 863 (ALS 863)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	School of Languages, Literatures and Cultures
<b>Period of presentation</b>	Semester 1 or Semester 2

## Module content

The purpose of this module is to introduce students to the key theories, concepts, and methodologies affiliated to sociocultural linguistics. Sociocultural linguistics is concerned with intersections between identities, cultures, epistemologies, and diverse applications of languages among humans. Central to this branch of linguistics is the notion of “Discourse” (Gee, 2015). Discourses, with a capital “D”, are ways of being, interacting, and utilising tools and technologies that are specific to cultural communities.

## Reimagining the teaching of academic literacies in a changing global space 864 (ALS 864)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	None.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	School of Languages, Literatures and Cultures
<b>Period of presentation</b>	Semester 1 or Semester 2

## Module content

This module seeks to examine how academic literacies can be reconceptualised to respond to the essential competencies required in a global context. It will draw on key theories for a reimagined academic literacies curriculum and bring them to bear on the idea of a 21st century graduate and global workplace. In addition, it will explore new pedagogical approaches for the teaching and assessment of academic and professional literacies in the global context.

## Lexicography 851 (LEX 851)

<b>Module credits</b>	20.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	LEX 751
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	African Languages
<b>Period of presentation</b>	Semester 1 or Semester 2

## Module content

This will cover an introduction to basic lexicographical concepts; the typology of the dictionary; the structure of the lexicon; the prescriptiveness vs descriptiveness of dictionaries; needs assessment; problematic aspects of lemmatisation; corpus building; cross-referencing as a lexicographic device; and an introduction to specialised lexicography.

### **General Academic Regulations and Student Rules**

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations. The G Regulations are updated annually and may be amended after the publication of this information.

### **Regulations, degree requirements and information**

The faculty regulations, information on and requirements for the degrees published here are subject to change and may be amended after the publication of this information.

### **University of Pretoria Programme Qualification Mix (PQM) verification project**

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQSF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.