

# Ministry of Higher Education and Scientific Research

General Directorate of Education and Training  
Directorate of Education in the First and Second Cycles  
Sub-Directorate of Higher Schools

## Educational Course Program for Students of Teacher Training Schools and Their Affiliates

<b>Would-be Teacher Profile:</b> Middle School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 1
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
Introduction to Linguistics 1	...	2	0	1	1hour30mn

### Targeted capabilities and/or competencies (learning objectives):

**Overall goal:** To develop foundational linguistic knowledge and the ability to analyze and apply linguistic concepts in practical teaching situations.

### By the end of the course, students will be able to:

- Define human language and explain its main functions.
- Identify and explain the distinctive properties of human language (e.g., duality, arbitrariness, displacement, productivity).
- Differentiate between linguistic competence and performance with relevant EFL classroom examples.
- Distinguish human language from animal communication systems based on key features.
- Understand what makes linguistics a scientific discipline and describe its goals and methods.
- Recognize the major branches of linguistics and explain their relevance to language study.
- Perform basic linguistic analysis at different levels: phonetics/phonology, morphology, syntax, semantics, and pragmatics.

**Expected values and behaviors:** Students are expected to approach this course with curiosity, integrity, and a willingness to grow as future educators. They are expected to:

1. **Engage critically** with linguistic concepts and reflect on their application to classroom situations.
2. **Participate actively** in discussions, projects, and peer feedback.
3. **Collaborate respectfully and constructively**, valuing different perspectives and co-creating knowledge.
4. **Use accurate linguistic terminology** to communicate ideas clearly in academic and teaching contexts.
5. **Demonstrate openness to language diversity** and avoid prescriptive views of ‘correct’ language use
6. **Apply knowledge creatively**, designing simple teaching activities informed by linguistic understanding.
7. **Demonstrate responsibility, punctuality, academic honesty**, and a reflective, growth-oriented mindset throughout the course.

**Necessary prerequisites:** This is an introductory course and does not require prior knowledge of linguistics. However, to successfully engage with the content, students should:

- Have a good command of English to engage with the course content and participate effectively in discussions.
- Be familiar with basic concepts in grammar and language structure from secondary education.
- Demonstrate readiness to think analytically and reflect on language use in teaching contexts.
- Show willingness to collaborate, participate in discussions, and engage in academic reading and writing tasks.

#### **Forms of evaluating the achievement of goals:**

To assess students’ mastery of course objectives, a combination of **formative assessments** (such as *class participation* and *discussions*, *short quizzes*, and *in-class activities*), **summative assessments** (including *written exams* and *applied projects* to evaluate cumulative understanding), will be used. These methods aim to measure not only students’ theoretical understanding but also their ability to apply linguistic principles in real classroom contexts.

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	

<p><b>1. Targeted Capabilities/Competencies:</b></p> <ul style="list-style-type: none"> <li>— Understanding the definition, functions, and unique properties of human language.</li> <li>— Distinguishing between linguistic competence and performance.</li> <li>— Applying theoretical concepts to EFL teaching contexts.</li> </ul> <p><b>Foundational Linguistics</b></p> <p><u>Resource:</u> Yule, G. (2020). <i>The Study of Language</i> (Ch. 1–2).</p> <p>— <b>Competence vs. Performance</b></p> <p><u>Resource:</u> Fromkin, V., Rodman, R., &amp; Hyams, N. (2018). <i>An Introduction to Language</i></p> <p>— <b>Language as a Human Faculty</b></p> <p><u>Resource:</u> Akmajian, A. et al. (2010). <i>Linguistics: An Introduction to Language and Communication</i></p> <p>2. Hockett's design features of language (e.g., duality, displacement, productivity)</p> <ul style="list-style-type: none"> <li>— Examples of animal communication systems (e.g., bee dances, primate calls)</li> <li>— <b>Core concepts:</b> arbitrariness, cultural transmission, creativity</li> </ul> <p><b>Language Properties Framework</b></p> <p><u>Resource:</u> Yule, G. (2020). <i>The Study of</i></p>	<p><b>1. The Nature of Human Language and Introduction to Linguistics</b></p> <ul style="list-style-type: none"> <li>— Definition of Language</li> <li>— Functions of Human Language</li> <li>— Distinctive Properties of Human Language (e.g., duality, arbitrariness, displacement, productivity)</li> <li>— Competence vs. Performance- <i>What the speaker knows (competence) vs. what they actually produce (performance)</i></li> </ul> <p><b>Suggested Tasks:</b></p> <ul style="list-style-type: none"> <li>— <b>Group Brainstorming:</b> “Why study language?” Discuss the importance of understanding language for EFL teachers.</li> <li>— <b>Class Discussion:</b> Identify and explain the distinctive properties of human language (e.g., duality, arbitrariness).</li> <li>— <b>Short Reflection Task:</b> Write 5/6 lines on the difference between <i>competence</i> and <i>performance</i> with examples from classroom situations.</li> </ul> <p><b>2- Human Language vs. Animal Communication</b></p> <p>Key differences</p> <p><b>Suggested Tasks:</b></p> <ul style="list-style-type: none"> <li>— <b>Brainstorming Activity:</b> List and classify different types of communication (human vs. animal).</li> </ul>	<p>13 WEEKS 1h30mn per week</p>
---	---	-------------------------------------

*Language* (Ch. 2).

— **Scientific Studies of Animal Communication**

**Resource:** Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language*

**3**-Develop learners' ability to understand and apply scientific methods in linguistic analysis, and to identify and describe the main branches of linguistics and their relevance to language study.

**Resource:**

*The Study of Language* by George Yule

*Introduction to Language* by Fromkin et al.

— **Group Discussion:** Compare features of human language (e.g., productivity, displacement) with examples from animal communication systems.

— **Short Research Task:** In pairs, find one example of an animal communication system and present its limits compared to human language.

### 3. Linguistics as a Scientific Discipline

— What makes linguistics scientific?

— Goals and methods of linguistic analysis

#### Branches of Linguistics

Overview

**Suggested Tasks:**

— Classroom activity: identify examples of linguistic inquiry in EFL classrooms.

— Reflective prompts and group discussion on branches of linguistics

**4-** Explain the nature of linguistic inquiry and its importance in understanding language structure and language learning processes.

**Resources:** *The Study of Language* by George Yule; *-Contemporary Linguistics* by O'Grady et al.  
*-An Introduction to Language* by Fromkin et al.  
*-Linguistics and Language Teaching* by Corder

#### **4-Levels of Linguistic Analysis**

- Phonetics & Phonology: speech sounds, IPA, phonemes
- Morphology: morphemes, word formation
- Syntax: sentence structure, basic grammar rules
- Semantics: meaning relations, word meaning
- Pragmatics: Language use in context
- Suggested Tasks: - Transcribe words and identify phonemes
- Break down words into morphemes
- Diagram simple sentences
- Identify synonyms/antonyms in vocabulary activities

## **Exam of S1**

## List of References:

1. Aitchison, J. (2003). *A glossary of language and mind*. Oxford University Press.
2. Bussmann, H. (1996). *Routledge dictionary of language and linguistics*. Routledge.
3. Crystal, D. (1997). *Linguistics* (2nd ed.). Penguin Books.
4. Finch, G. (2005). *Key concepts in language and linguistics* (2nd ed.). Palgrave Macmillan.
5. Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). Cengage Learning
6. Lyons, J. (1981). *Language and linguistics: An introduction*. Cambridge University Press.
7. Matthews, P. H. (Ed.). (2001). *The concise Oxford dictionary of linguistics*. Oxford University Press.
8. O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (Eds.). (2017). *Contemporary linguistics: An introduction* (7th ed.). Bedford/St. Martin's.
9. Trask, R. L. (1997). *A student dictionary of language and linguistics*. Arnold Publishers.
10. Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.