

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE**

HARMONISATION

OFFRE DE FORMATION MASTER MISE A JOUR 2025

ACADEMIQUE/PROFESSIONNALISANT

Etablissement	Faculté / Institut	Département
Université Mohamed Lamine Debaghine Setif2	Faculté des Lettres et des Langues	Langue et Littérature Anglaises

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Sciences du Langage

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مواعمة عرضتكوين
تحديث 2025
ماستر أكاديمي

المؤسسة	الكلية / المعهد	القسم
جامعة محمد الأمين دباغين سطيف 2	كلية الآداب واللغات	قسم اللغة والأدب الإنجليزي

الميدان: آداب ولغات أجنبية

الشعبة: لغة إنجليزية

التخصص: علوم اللغة

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I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues

Département : Langue et Littérature Anglaises

2- Partenaires de la formation *:

- autres établissements universitaires :

- entreprises et autres partenaires socioéconomiques :

- Partenaires internationaux :

* = Présenter les conventions

3 – Contexte et objectifs de la formation

B– Conditions d'accès (*indiquer les parcours types de licence qui peuvent donner accès à la formation Master proposée*)

-Licence d'anglais, Option "Sciences du Langage" (système LMD—3 années)

-Licence d'enseignement de l'anglais (système classique—4 années)

-Licence d'anglais, Socle Commun (système LMD—3 années)

Selon capacité d'accueil : plusieurs critères décident du classement : profil de la formation, moyenne, progression, compensation, rattrapage, redoublement, et sanctions disciplinaires...

C - Objectifs de la formation(*compétences visées, connaissances acquises à l'issue de la formation- maximum 20 lignes*)

Through this Master's program in Language Sciences, students will gain a comprehensive understanding of language learning, teaching, and research, preparing you for effective English as a Foreign Language (EFL) instruction. The core curriculum delves into Language Sciences (including Second Language Acquisition (SLA), Applied Linguistics (AL), and Psycholinguistics (PL)) and Linguistics (with Pragmatics and Discourse Analysis), while Teaching English as a Foreign Language (TEFL) equips students with essential teaching competencies. Students will master research skills through Methodology of Research (MR) and Methodology of Academic Writing (MAW), with further specialization in areas like English for Specific Purposes (ESP) and Integrated Content and Language Teaching (ICLT). The program also embraces modern educational tools, incorporating Free and Open-Source Software (FOSS), Computer Programming (CP), and the transformative potential of Artificial Intelligence (AI). Beyond academics, master students will develop professional skills with Entrepreneurship (ENT), cultivate intercultural understanding through Cross-Cultural Communication (CCC), and navigate ethical considerations in Ethics and Deontology (ED). Additional modules like Media & Communication in English (MCE), 21st Century Skills (TFCS), Sociolinguistics (SL), Corpus Linguistics (CorL), Computational Linguistics (ComL), and Psychopedagogy (PP) round out a robust curriculum designed to prepare students for diverse roles in language education and research, culminating in Methodology of Dissertation Writing (MDW).

D – Profils et compétences visées*(maximum 20 lignes) :*

For Master's students in Language Sciences, developing a deep mastery of language is incredibly important. This means truly understanding language in every way: how it is understood, how it is used in real life, and how to break it down and analyze its different parts. This is not just about being fluent in a language. It is about turning strong language skills into a powerful tool. This tool helps you critically assess and smartly apply teaching methods that fit the specific needs of language learning and research environments. By deeply grasping how language works, students will be able to pick and adjust teaching approaches that best connect with learners' needs, leading to a richer and more effective learning experience.

E- Potentialités régionales et nationales d'employabilité

Secteurs d'activité : L'enseignement Secondaire et Supérieur, l'interprétariat, l'hôtellerie, le secteur économique, Les entreprises technologiques, le tourisme

F – Passerelles vers les autres spécialités

Spécialité littérature et civilisation :

- Cross Cultural Communication
- Entrepreneurship
- Free and Open-Source Software
- Ethics and Deontology
- Computer Programming
- Media and Communication in English
- 21st Century Skills
- Artificial Intelligence

G – Indicateurs de suivi du projet

Students' progress through this Master is to be continuously assessed by the training team through regular pedagogical meetings, tests, workshops and other works.

The last semester is fully dedicated to "Dissertation" writing. Meetings with supervisors will be held on a regular basis and the student will be fully monitored throughout the full process of writing. By the end of the semester, the student should have completed his/her Master Dissertation—to be defended then before a "Jury".

G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge) :**200**

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme de spécialité (Magister, doctorat)	Grade	Emargement
Mebarki Zahia	Doctorat	Pr	Mebarki
Abdellatif Nawel	Doctorat	Pr	
Ait Aissa Mouloud	Doctorat	Pr	Ait Aissa
Haddaoui Soumia	Doctorat	MCA	Haddaoui
Gharzouli Ikhlas	Doctorat	MCA	
Rouagh Fouzia	Doctorat	MCA	
Senouci Madiha	Doctorat	MCA	Senouci
Choubane Samra	Doctorat	MCA	
Boudinar Soumia	Doctorat	MCA	Boudinar
Bouherar Salim	Doctorat	MCA	
Slaim Soumia	Doctorat	MCA	Slaim
Fellahi Sarra	Doctorat	MCA	Fellahi
Keraghel Lina	Doctorat	MCA	
Hadjab Soumia	Doctorat	MCA	
Raha Imen	Doctorat	MCA	Raha
Nashoua Kelkoul	Doctorat	MCA	
Boukadi Sghir	Doctorat	MCA	Boukadi
Boukhatela Riadh	Doctorat	MCA	
Bouguern Aicha	Doctorat	MCB	Bouguern
Kichou Hanen	Doctorat	MCB	Kichou
Mekhoukh Sohila	Doctorat	MCB	Mekhoukh
Bouzraa Wafia	Doctorat	MCB	Bouzraa
Hadid Amina	Doctorat	MCB	Hadid

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Benouioua Hanene	Doctorat	MCB	
Babahoum Adel	Doctorat	MCB	
Bright Hichem	Doctorat	MCB	
Almi Yahia	Doctorat	MCB	
Khabcheche Houda	Doctorat	MCB	
Salem Sihem	Doctorat	MCB	
Hadda Salima	Doctorat	MCB	
Tebbani Hamza	Doctorat	MCB	
Haddad Salima	Doctorat	MCB	
Chebri Imen	Doctorat	MCB	
Manseur Rawiya	Doctorat	MCB	
Debache Ahlem	Doctorat	MCB	
Loucif Amina	Doctorat	MCB	
Madani Zoubida	Doctorat	MCB	
Khattala Asma	Doctorat	MCB	
Fadel Houda	Doctorat	MCB	
Keraghel Zineb	Doctorat	MCB	
Mebarkia Radhia	Magister	MAA	
Mosbah Rafik	Magister	MAA	
Aziz Asma	Magister	MAA	
Beldjoudi Asma	Magister	MAA	
Belhamel Amina	Magister	MAA	
Boulfekhar Saida	Magister	MAA	
Chorfi Yasmina	Magister	MAA	

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

B : Encadrement Externe :**Etablissement de rattachement :**

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

*** = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)**

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5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

Intitulé du laboratoire :

N°	Intitulé de l'équipement	Nombre	Observations
01	Laboratoires Pédagogiques	06	

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire	
N° Agrément du laboratoire	
Date : 17 JUIL. 2025	
Avis du chef de laboratoire :	
<i>Avis favorable</i>	Directeur du Laboratoire de Recherche Dr Laid SLAIM



Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire:

E- Espaces de travaux personnels et TIC :

Le Département de langue anglaise dispose :

- Une salle informatique pour étudiants (Faculté)
- Une salle internet pour étudiants (Faculté)
- Un catalogue numérisé (bibliothèque centrale+ bibliothèque de faculté)
- Plusieurs salles de lecture pour étudiants (bibliothèque centrale+ bibliothèque de faculté)

II - Semester-Based Course Organization Sheet (Please provide sheets for all 4 semesters)

1- Semester 1:

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits	Evaluation Mode	
	15 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
UE Fondamentales									
UEF1: Language Sciences									
Second Language Acquisition (SLA)	45h	1h.30	1h.30			2	4	40%	60%
Applied Linguistics (AL)	45h	1h.30	1h.30			2	4	40%	60%
Psycholinguistics (PL)	45h	1h.30	1h.30			2	4	40%	60%
UEF2 : Linguistics									
Pragmatics (Prag)	22h.30	1h.30				1	2		100%
Discourse Analysis (DA)	22h.30	1h.30				1	2		100%
UEF3: Competencies in English									
Teaching English as a Foreign Language (TEFL)	22h.30	1h.30				1	2		100%
UE Methodology									
Methodology of Research (MR)	60h	1h.30	2h.30			3	5	40%	60%
Free and Open-Source Software (FOSS)	45h		3h			2	4	100%	
UE Discovery									
Cross Cultural Communication (CCC)	45h	1h.30	1h.30			2	2	40%	60%
UE Transversale									
Ethics and Deontology (ED)	22h.30		1h.30			1	1	100%	
Total Semester 1	375h	12h	13h			17	30		

2- Semester 2 :

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits 14-16 sem	Evaluation Mode	
	15 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
UE Fondamentales									
UEF1: Language Sciences									
Second Language Acquisition (SLA)	45h	1h.30	1h.30			2	4	40%	60%
Applied Linguistics (AL)	45h	1h.30	1h.30			2	4	40%	60%
Psycholinguistics (PL)	45h	1h.30	1h.30			2	4	40%	60%
UEF2 : Linguistics									
Pragmatics (Prag)	22h.30	1h.30				1	2		100%
Discourse Analysis (DA)	22h.30	1h.30				1	2		100%
UEF3: Competencies in English									
Teaching English as a Foreign Language (TEFL)	22h.30	1h.30				1	2		100%
UE Methodology									
Methodology of Research (MR)	60h	1h.30	2h.30			3	5	40%	60%
Methodology of Academic Writing (MAW)	45h	1h.30	1h.30			2	4	40%	60%
UE Discovery									
Media & Communication in English (MCE)	45h	1h.30	1h.30			2	2	40%	60%
UE Transversal									
Computer Programming (CP)	22h.30		1h.30			1	1	100%	
Total Semester 1	375h	13h.30	11h.30			17	30		

3- Semester 3 :

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits 14-16 sem	Evaluation Mode	
	15 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
UE fondamentales									
UEF1: Language Sciences									
Sociolinguistics (SL)	45h	1h.30	1h.30			2	4	40%	60%
Corpus Linguistics (CorL)	45h	1h.30	1h.30			2	4	40%	60%
Psychopedagogy (PP)	45h	1h.30	1h.30			2	4	40%	60%
UEF2 : Linguistics									
Computational Linguistics (ComL)	22h.30	1h.30				1	2		100%
English for Specific Purposes (ESP)	22h.30	1h.30				1	2		100%
UEF3: Competencies in English									
Integrated Content and Language Teaching (ICLT)	22h.30	1h.30				1	2		100%
UE Methodology									
Entrepreneurship (ENT)	60h	1h.30	2h.30			3	5	40%	60%
Methodology of Dissertation Writing (MDW)	45h	1h.30	1h30			2	4	40%	60%
UE Discovery									
21 st Century Skills (TFCS)	45h	1h.30	1h.30			2	2	40%	60%
UE Transversal									
Artificial Intelligence (AI)	22h.30		1h.30			1	1	100%	
Total Semester 1	375h	13h.30	11h.30			17	30		

4- Semestre 4 :

Domaine : Lettres et Langues Etrangères

Filière : Anglais

Spécialité : Sciences du Langage

	VHS	Coeff	Crédits
Personal Work	/	/	/
Internship	/	/	/
Other (please specify)	365	1	30
Total Semester4	365	1	30

5 - Global summary of the training: (indicate the overall VH (volume horaire - hours) separated into lectures and tutorials for the 04 semesters of teaching, for the different types of TUs (Teaching Units))

UE VH	UEF	UEM	UED	UET	Total
Lecture	405	112.5	67.5	00	585
TD	202.5	202.5	67.5	67.5	540
TP					
Personal Work					
Other (please specify) Dissertation Writing	365				365
Total	972.5	315	135	67.5	1490
Credits	54	27	6	3	
% credits for each UE	60%	30%	7%	3%	

III - Detailed Course Syllabus

(1 Detailed syllabus per course)

Master's Program Title:Language Sciences

Semester: 1

Course Title:Second Language Acquisition (SLA)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course provides an in-depth exploration of the theoretical and practical aspects of Second Language Acquisition (SLA). The course covers a range of topics, including language learning theories, cognitive processes, sociocultural factors, and individual differences that influence SLA. Students will examine key concepts, research findings, and methodologies that contribute to understanding how second languages are acquired. Throughout the course, emphasis is placed on the application of these theories to real-world language teaching and learning contexts.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines)

This course is intended for Master 1 students in English with a solid foundation in general linguistics, a good command of English, and prior exposure to basic concepts of first language acquisition. Familiarity with academic research methods and language teaching principles is beneficial.

Contents of the subject matter:

Unit 1: Introduction to Second Language Acquisition

- Overview of SLA as a field of study.
- Historical development and key figures.
- Overview of research methods in SLA.

Unit 2: Theories of Second Language Acquisition

- Behaviorist Theory (Skinner, 1957).
- Nativist Theory (Chomsky, 1965).
- Interactionist Theory (Vygotsky, 1978).
- Connectionist Models of SLA.

Unit 3: The Role of Input in SLA

- The Input Hypothesis (Krashen, 1982).
- The importance of comprehensible input.
- Types of input and their effect on SLA.

Unit 4: Universal Grammar and Second Language Acquisition

- The role of UG in SLA.
- Differences between first and second language acquisition.
- The Critical Period Hypothesis.

Unit 5: Interlanguage and Fossilization

- Interlanguage theory and stages of language learning.
- Factors that influence fossilization.
- Strategies to overcome fossilization.

Unit 6: The Cognitive Processes in SLA

- Working memory, attention, and learning strategies.
- The role of explicit and implicit learning.
- Cognitive models of language processing.

Unit 7: Age and SLA

- The Critical Period Hypothesis revisited.
- Age-related differences in language learning abilities.
- The role of age in second language pronunciation and grammar.

Unit 8: The Role of Motivation in SLA

- Integrative vs. instrumental motivation (Gardner, 1985).
- Motivation and language learning strategies.
- The role of self-regulation and goal setting.

Unit 9: Individual Differences in SLA

- Learner variables: aptitude, intelligence, and personality.
- The impact of learning styles on SLA.
- Cognitive and affective factors influencing language learning.

Unit 10: The Role of Transfer in SLA

- Language transfer: positive vs. negative transfer.
- Transfer and error analysis.
- Strategies to deal with transfer in language learning.

Unit 11: Sociocultural Theory and SLA

- Vygotsky's Sociocultural Theory and its implications for SLA.
- The Zone of Proximal Development.
- The role of social interaction in language learning.

Unit 12: Language Teaching and SLA

- Communicative Language Teaching (CLT) and its theoretical foundation.
- Task-based learning and its relationship with SLA theories.
- Teaching techniques that promote SLA.

Unit 13: SLA and the Brain

- Neurological aspects of SLA.
- The role of the brain in language learning.
- Brain-based teaching techniques.

Unit 14: Current Trends and Challenges in SLA

- The impact of technology and digital tools on SLA.
- Second language acquisition in a multilingual world.
- Future research directions in SLA.

Evaluation Mode: Exam

Références (*Livres et photocopiés, sites internet, etc.*).

- Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd ed.). Oxford University Press.
- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
- Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). Routledge.
- Cook, V. (2008). *Second Language Learning and Language Teaching* (4th ed.). Routledge.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. Hodder Education.
- Swain, M. (2000). "The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue." *Sociocultural Theory and Second Language Learning*, 97-114.

Master's Program Title:Language Sciences

Semester:1

Course Title:Applied Linguistics (AL)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

Learners will be able to analyse how language constructs ethnicity, gender, and class identities. They will also decode stereotypes in media and everyday conversations. Learners can also investigate the nuances of making the language hierarchies in society and education through multiple case studies.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines)

Learners can lean back on the previous knowledge of linguistics in the three past years of training to conclude the language issues in use. This would divert in different routes toward the linguistic problems they might face in real world but somewhat limited to the themes proposed below with wider flexibility on the subject matters.

Contents of the subject matter:

Theme one: language use

- 1- Language and identity (ethnicity, gender, class, genre)
- 2- Language and stereotypes (bias, media representations, linguistic profiling, prejudices)
- 3- Language and meaning (semantics, pragmatics, euphemisms, loaded language)
- 4- Language in the digital age (language in the net, social networking, chats, texts)

Theme two: language making

- 5- Language policy and planning (official languages, education policies)
- 6- Linguistic imperialism (global dominance of English, marginalisation of minority languages)
- 7- Decolonising applied linguistics (indigenous revitalisation, anti-hegemonic practices)
- 8- Language and education (standard language ideology, critical pedagogy)

Theme three: language power

- 9- Language and politics (propaganda, nationalism, framing discourse)
- 10- Language and gender (sexist language, non-binary linguistics, feminist critiques)
- 11- Language and migration (diaspora voices, translanguaging)
- 12- Linguicism: (accent bias, “legitimate” vs. “illegitimate” language)

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc*).

- Bucholtz, M., & Hall, K. (2005). Identity and interaction: a sociocultural linguistic approach. *Discourse Studies*, 7(4-5), 585-614.
- Crystal, D. (2001). *Language and the internet*. Cambridge: Cambridge University Press.
- Garcia, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Cham: Palgrave Macmillan.
- Lippi-Green (2012). *English with an accent: Language, ideology, and discrimination in the United States*. London: Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Spolsky, B. (2003). *Language policy*. Cambridge: Cambridge University Press.
- Tollefson, J. W. (1991). *Planning language, planning inequalities: Language policy in the community*. New York: Longman.

Master's Program Title: Language Sciences

Semester: 1

Course Title: Psycholinguistics (PL)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

In essence, this course objective aims to cultivate competent and reflective psycholinguists who possess a sophisticated, holistic understanding of the intricate interplay between language and cognitive processes. It moves beyond simply imparting theoretical knowledge by emphasizing the crucial link between advanced psycholinguistic theories and their rigorous empirical application. By focusing on complex linguistic structures, nuanced cognitive mechanisms, and cutting-edge experimental methodologies, the course seeks to equip students with a versatile and robust toolkit that they can adapt and apply effectively in diverse research contexts, for sophisticated data analysis, and across various language-related phenomena.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- Cognitive Psychology (3rd year, Licence)

Contents of the subject matter:

1. Introduction to Psycholinguistics
2. Research Methods in Psycholinguistics
3. Language Acquisition I: First Language Acquisition
4. Language Acquisition II: Lexical and Syntactic Development
5. Speech Perception
6. Word Recognition and Lexical Access
7. Sentence Comprehension I: Syntactic Processing
8. Sentence Comprehension II: Semantic and Discourse Processing
9. Language Production
10. Bilingualism and Multilingualism
11. Language and Thought
12. Atypical Language Development and Language Disorders

1. **Evaluation Mode:** Exam

Références (*Livres et photocopiés, sites internet, etc*).

- Harley, T. A. (2014). *The Psychology of Language: From Data to Theory* (4th ed.). Psychology Press.
- Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*. Wiley-Blackwell.
- Rueschemeyer, S.-A., & Gaskell, M. G. (Eds.). (2018). *The Oxford Handbook of Psycholinguistics*. Oxford University Press.
- Traxler, M. J., & Gernsbacher, M. A. (Eds.). (2006). *Handbook of Psycholinguistics* (2nd ed.). Elsevier.
- Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. MIT Press.
- Kroll, J. F., & Ma, F. (2020). The Bilingual Lexicon. In S.-A. Rueschemeyer & M. G. Gaskell (Eds.), *The Oxford Handbook of Psycholinguistics* (2nd ed.). Oxford University Press.
- Friederici, A. D. (2011). The Brain Basis of Language Processing: From Structure to Function. *Physiological Reviews*, 91(4), 1357-1392.
- Rayner, K. (1998). Eye Movements in Reading and Information Processing: 20 Years of Research. *Psychological Bulletin*, 124(3), 372-422.
- Gernsbacher, M. A. (1990). *Language Comprehension as Structure Building*. Lawrence Erlbaum Associates.
- Godfroid, A., & Hopp, H. (Eds.). (2025). *The Routledge Handbook of Second Language Acquisition and Psycholinguistics*. Routledge.

Master's Program Title:Language Sciences

Semester: 1

Course Title: Pragmatics (Prag)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

The expectation that students develop an ability in all aspects of communicative language use directly aligns with pragmatics, the study of how context influences meaning and language use in real-world communication. This involves going beyond literal meanings to understand implied meanings (implicatures), adapting language appropriately to diverse situational, social, linguistic, cultural, and background contexts (pragmatic competence), understanding and producing various speech acts effectively, navigating politeness and social conventions, engaging in coherent discourse, and being sensitive to cross-cultural pragmatic differences. Ultimately, this expectation emphasizes the development of students' pragmatic competence to use language effectively and appropriately in any communicative situation.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- Linguistics (3 rd, Licence)

Contents of the subject matter:

1. Beyond the Dictionary: Unlocking Implied Meaning in Communication.
2. Context is Key: Mastering Appropriateness in Language Use.
3. Language as Action: Understanding and Performing Speech Acts Effectively.
4. The Art of Politeness: Navigating Social Conventions in Language.
5. Building Bridges in Discourse: Achieving Coherence and Cohesion.
6. Across Cultures: Developing Pragmatic Awareness in a Global World.
7. Language and Society: Understanding Sociolinguistic Competence.
8. Decoding the Unsaid: Interpreting Non-Literal Language in Context.
9. The Dance of Dialogue: Mastering Conversational Interaction Skills.
10. Speaking Naturally: Developing Pragmatic Fluency in Real-Time Communication.
11. Avoiding Pragmatic Pitfalls: Understanding and Addressing Communication Breakdowns.
12. From Theory to Practice: Applying Pragmatics in Language Learning and Teaching.

Evaluation Mode: Exam

Références :(Livres et photocopiés, sites internet, etc).

- Leech, G. N. (1983). *Principles of pragmatics*. Longman.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
- Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Cutting, J. (2002). *Pragmatics and discourse: A resource book for students*. Routledge.
- Bardovi-Harlig, K. (1999). *Pragmatics and language teaching: A survey of pedagogical approaches. Studies in Second Language Acquisition*, 21(3), 315-356.
- Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell Publishing.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). *Communicative competence: A pedagogically motivated model with content specifications. Issues in Applied Linguistics*, ¹ 6(2), 5-35

Master's Program Title:Language Sciences

Semester:1

Course Title:Discourse Analysis (DA)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course aims to provide students with the tools to analyze language beyond the sentence level in both spoken and written forms. Students will explore how meaning is constructed through context, structure, and social interaction, and will be equipped to critically examine texts in academic, media, and everyday communication settings.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Introduction to Linguistics, Syntax, Pragmatics

Contents of the subject matter:

Foundations of Discourse

- Definition and scope of discourse
- Text, context, and meaning
- Spoken vs. written discourse
- Cohesion and coherence

Analytical Tools and Structures

- Discourse markers and referencing
- Conversation analysis (turn-taking, adjacency pairs)
- Genre and register
- Narrative structure

AdvancedApplications

- Political and media discourse
- Institutional and academic discourse
- Multimodal and digital discourse
- Critical Discourse Analysis (CDA) and ideology

Evaluation Mode :Exam

Références (Livres et photocopiés, sites internet, etc).

1. Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge University Press.
2. Fairclough, N. (2012). *Critical Discourse Analysis. International Advances in Engineering and Technology*, 7, 452–487.
3. Van Dijk, T. A. (1993). *Principles of Critical Discourse Analysis. Discourse & Society*, 4(2), 249–283.
4. Cook, G. (1989). *Discourse*. Oxford University Press.
5. McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge University Press.
6. Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
7. Jaworski, A. & Coupland, N. (Eds.). (1999). *The Discourse Reader*. Routledge.
8. Cutting, J. (2002). *Pragmatics and Discourse: A Resource Book for Students*. Routledge.
9. Fairclough, N. & Wodak, R. (1997). *Critical Discourse Analysis*. In van Dijk, T. A. (Ed.), *Discourse as Social Interaction* (Vol. 2). Sage.
10. Yule, G. (1996). *The Study of Language* (2nd ed.). Cambridge University Press

Master's Program Title: Language Sciences

Semester: 1

Course Title: Teaching English as a Foreign Language (TEFL)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

Students are expected to develop an awareness of the fundamental principles underlying various language teaching approaches and methods, understanding the theoretical bases, learning theories, and the roles of teachers and learners within each. Furthermore, they need to cultivate an understanding of what constitutes a language skill – encompassing the key components, cognitive processes, and the interactive and receptive nature of listening, speaking, reading, and writing. Finally, students must learn to critically evaluate language textbooks based on various criteria and develop the ability to adapt these materials effectively to meet the specific needs and contexts of their learners, fostering teacher autonomy and more effective instruction.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- TEFL (3rd year, Licence)

Contents of the subject matter:

1. Theoretical Foundations of Language Teaching
2. Historical Evolution of Language Teaching Methods
3. Principles of Communicative Language Teaching (CLT)
4. Understanding Listening as a Receptive Skill
5. Developing Speaking Fluency and Accuracy
6. The Reading Process and Text Comprehension
7. Fostering Effective Writing Skills
8. The Interrelationship of Language Skills
9. Criteria for Evaluating Language Teaching Materials
10. Identifying Learners' Needs and Learning Styles
11. Strategies for Adapting Textbook Activities
12. Integrating Authentic Materials and Technology

Evaluation Mode: Exam

Références (*Livres et photocopiés, sites internet, etc.*).

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

2. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
3. Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
4. Hyland, K. (2003). *Second language writing*. Cambridge University Press.
5. Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle Publishers.
6. Tomlinson, B. (Ed.). (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
7. McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.
8. Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
9. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
10. Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Master's Program Title:Language Sciences
Semester:1
Module Title:Methodology
Course Title:Methodology of Research (MR)
Credits:5
Coefficient:3

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This foundational course equips Master 1 students with the essential knowledge and practical skills to design, conduct, and critically evaluate research across diverse academic disciplines. It delves into the philosophical underpinnings of research, explores a range of qualitative and quantitative methodologies, and emphasizes the importance of ethical considerations and effective communication of research findings. Through a blend of theoretical exploration, practical exercises, and critical analysis of existing research, students will develop the competencies necessary to undertake their own master's thesis research and to become informed consumers of scholarly work.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Methodology of University Work

Subject matter content:

1. Contents of the subject matter
2. Introduction to Research: Purpose and Process
3. Research Philosophies: Different Ways of Knowing
4. Developing Research Questions
5. Formulating Hypotheses and Objectives
6. Finding Relevant Research: Literature Search Strategies
7. Analyzing Existing Research: Critical Evaluation and Synthesis
8. Developing a Theoretical Framework
9. Introduction to Qualitative Research
10. Case Study Research
11. Ethnographic Research and Observation
12. Grounded Theory
13. Phenomenological Studies

Références:

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin Company.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. SAGE Publication

Master's Program Title: Language Sciences

Semester:1

Module Title:Methodology

Course Title:Free and Open-Source Software (FOSS)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

Understanding free software allows students to discover a solid alternative to proprietary software, providing them with the necessary skills to integrate effectively into the modern technological ecosystem, by giving them knowledge of specific practical open-source tools.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Basic knowledge of computer use.

Contents of the subject matter

Chapter I: General Introduction (10%)

- Definitions and history of free and open-source software.
- Differences between free software, open source, and proprietary software.
- Philosophy and ethical issues of free software.
- Types of licenses (GPL, LGPL, MIT, Apache, BSD, Creative Commons).

Chapter II: Adapting to MX Linux (45%)

- General presentation of MX Linux: origins, characteristics, and advantages.
- Comparison with other Linux distributions (Ubuntu, Debian, Fedora).
- Discovering the Xfce desktop environment customized by MX Linux.
- Package managers: MX Package Installer, Synaptic, APT.
- Installation, removal, and updating of software.
- MX Tools: presentation and use (MX Snapshot, MX Tweak, MX Boot Options).
- System customization: themes, panels, keyboard shortcuts.
- Introduction to the Linux terminal and basic commands (navigation, file and folder management, editing).

Chapter III: Adapting to Libre Office (45%)

- General presentation of LibreOffice (history, characteristics, advantages).
- Quick overview of integrated applications (Writer, Calc, Impress, Draw, Base).
- Word processing with LibreOffice Writer.
- Spreadsheets with LibreOffice Calc.
- Presentations with LibreOffice Impress.
- Introduction to LibreOffice Base.
- Vector drawing with LibreOffice Draw

Références:

Shotts, W. E. (2019). *The Linux Command Line: A Complete Introduction*. No Starch Press.

Documentation officielle du projet Debian (www.debian.org).

Documentation officielle LibreOffice (documentation.libreoffice.org).

Fogel, K. (2017). *Producing Open-Source Software: How to Run a Successful Free Software Project*. O'Reilly Media.

Jean-François Sehan (2020). *LibreOffice - Guide pratique*. Eyrolles.

Laurent, S. (2009). *Comprendre l'Open Source : logiciels libres, licences libres, logiciels gratuits*. Eyrolles.

MX Linux Official User Manual (accessible gratuitement en ligne).

Stallman, R. M. (2002). *Free Software, Free Society: Selected Essays of Richard M. Stallman*. GNU Press.

Weber, S. (2004). *The Success of Open Source*. Harvard University Press.

Master's Program Title:Language Sciences

Semester:1

Course Title:Cross Cultural Communication (CCC)

Credits:2

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course critically examines Western and Arab perceptions of each other, recognizing that historical, political, and socio-cultural factors often lead to misconceptions and distortions. By deconstructing narratives, emphasizing contextualization, fostering comparative analysis, and interrogating stereotypes, the course equips students with the intellectual tools to understand the origins and impacts of these perceptions. Ultimately, it aims to intellectually stimulate students, improve their critical thinking skills, and cultivate a more nuanced and empathetic understanding of intercultural dynamics in a globalized world.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Basic Knowledge of Culture, Civilization (3rd year, Licence)

Contents of the subject matter:

1. English as a Bridge and Barrier
2. Navigating Cultural Conflict
3. The Pressure to Assimilate
4. Stereotypes as Cognitive Shortcuts
5. The Persistence of Prejudice
6. Deconstructing the 'East' vs. 'West' Binary
7. Beyond Clash: Exploring Cultural Hybridity
8. Internal Conflicts: Diversity Within Cultures
9. Media and the Shaping of Perceptions
10. The Impact of History and Politics
11. Language and Cultural Nuance
12. Building Bridges: Strategies for Intercultural Understanding

Evaluation Mode: Exam, Continuous Evaluation

Références :

Said, E. W. (1978). *Orientalisme*. Pantheon Books.

Halliday, F. (1996). *Islam and the Myth of Confrontation: Religion and Politics in the Middle East*. I.B. Tauris.

Shaheen, J. G. (2001). *Reel Bad Arabs: How Hollywood Vilifies a People*. Annals of the American Academy of Political and Social Science, 588(1), 171-193.

- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster.
- Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3), 783-790.
- Lewis, B. (1990). The Roots of Muslim Rage. *The Atlantic Monthly*.
- Nye, J. S. (2004). *Soft Power: The Means to Success in World Politics*. PublicAffairs.
- Todorova, M. (1997). *Imagining the Balkans*. Oxford University Press.
- Van Dijk, T. A. (1998). *Ideology: A Multidisciplinary Approach*. SAGE Publications.
- Lippmann, W. (1922). *Public Opinion*. Harcourt, Brace and Company.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Anchor Books.
- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Master's Program Title:Language Sciences

Semester:1

Course Title:Ethics & Deontology (ED)

Credits:1

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course offers a comprehensive exploration of corruption, defining its core concepts and diverse types. We will analyze the causes of corruption from theoretical and general perspectives, understanding its profound social, economic, and political consequences. A key focus will be on the anti-corruption efforts of international organizations and Algeria's specific legal framework. The course further examines multi-faceted strategies to combat corruption, encompassing religious, educational, and legal dimensions. Finally, we will draw insights from successful anti-corruption models implemented by various nations globally. By the course's end, students will possess a strong understanding of corruption's complexities and effective counter-measures.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

General Awareness of Global Issues

Contents of the subject matter:

1. Understanding the Concept of Corruption: Definition and Religious Perspectives
2. The Spectrum of Corruption: Exploring Financial, Administrative, Moral, and Political Dimensions
3. Manifestations of Administrative and Financial Corruption: Identifying Concrete Examples
4. Theorizing the Roots of Corruption: Civilizational, Political, Structural, and Value-Based Causes
5. Unpacking the Causes of Corruption: Economic, Biological, Social, and Systemic Factors
6. The Detrimental Effects of Corruption: Social, Economic Development, and Political Stability
7. Global Efforts Against Corruption: The Roles of Transparency International and the UN
8. International Financial Institutions in Anti-Corruption: The World Bank and IMF
9. Algeria's National Strategies and Legal Framework for Combating Corruption
10. Multi-faceted Approaches to Combatting Corruption: Religious, Educational, and Political aspects
11. Economic, Legislative, and Administrative Strategies in the Fight Against Corruption
12. Learning from Global Anti-Corruption Models: Case Studies in India, Singapore, and Beyond

Références:

- Bourdereau, Frédéric and Jean-Claude Fozza. *Précis de français: Langue et littérature*. Nathan, 2000.
- Delatour, Y. and Jennepin, D. *Nouvelle grammaire du français: Cours de civilisation française de la Sorbonne*. Hachette: Français langue Etrangère, 2004
- Grevisse, Maurice et André Goosse. *Le bon usage: Grammaire française*, 14eme ed. Editions de Boeck Université, 2008.
- Hongre, Bruno. *L'intelligence de l'explication de texte: 30 modèles de commentaires pour aller au cœur du texte*. Ellipses, 2005.
- Mauger, G. *Cours de langue et de civilisation françaises III*. Hachette, 1985.
- Whittaker, Andrew. *Speak the culture: France: Be Fluent in French Life and Culture*. Thorogood publishing co, UK, 2010.

Master's Program Title:Language Sciences

Semester:2

Course Title:Second Language Acquisition (SLA)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course provides an in-depth exploration of the theoretical and practical aspects of Second Language Acquisition (SLA). The course covers a range of topics, including language learning theories, cognitive processes, sociocultural factors, and individual differences that influence SLA. Students will examine key concepts, research findings, and methodologies that contribute to understanding how second languages are acquired. Throughout the course, emphasis is placed on the application of these theories to real-world language teaching and learning contexts.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

This course is intended for Master 1 students in English with a solid foundation in general linguistics, a good command of English, and prior exposure to basic concepts of first language acquisition. Familiarity with academic research methods and language teaching principles is beneficial.

Contents of the subject matter:

Unit 1: The Role of Grammar in SLA

- The importance of grammar in second language learning.
- Grammar instruction: explicit vs. implicit teaching.
- The role of grammar in communicative competence.

Unit 2: Second Language Phonology

- The development of pronunciation skills.
- Factors influencing pronunciation in SLA.
- Teaching pronunciation in SLA contexts.

Unit 3: The Acquisition of Vocabulary in SLA

- Lexical development in second language learners.
- Strategies for vocabulary acquisition.
- The role of frequency and context in vocabulary learning.

Unit 4: SLA in Immersion Contexts

- The effects of immersion on language acquisition.

- Challenges and benefits of immersion learning environments.
- Second language development in bilinguals and multilinguals.

Unit 5: The Role of Interaction in SLA

- Interaction Hypothesis (Long, 1983).
- The role of negotiation of meaning.
- Peer interaction and collaborative learning.

Unit 6: SLA in Formal Education

- SLA in the classroom: challenges and opportunities.
- The role of teacher feedback in SLA.
- Classroom-based research on SLA.

Unit 7: SLA in Multilingual Contexts

- The process of acquiring multiple languages.
- Effects of multilingualism on cognitive development.
- Sociolinguistic factors in multilingual environments.

Unit 8: The Bilingual Brain

- Cognitive advantages of bilingualism.
- How bilinguals process and store languages.
- Language switching and code-switching in bilinguals.

Unit 9: Learner Strategies in SLA

- Types of learning strategies (cognitive, metacognitive, and social).
- The role of learning strategies in SLA success.
- Teaching learners how to use strategies effectively.

Unit 10: SLA and Second Language Writing

- Writing development in SLA.
- The challenges of writing in a second language.
- Strategies for improving second language writing skills.

Unit 11: SLA and the Role of Culture

- The relationship between language and culture.
- Cultural competence in language acquisition.
- Teaching cultural awareness through SLA.

Unit 12: Language Testing and SLA

- Assessment in SLA: types of tests.
- Language proficiency scales and benchmarks.
- Challenges in testing second language learners.

Unit 13: SLA and Technology

- The role of technology in facilitating SLA.
- Online platforms and digital tools for language learners.
- The impact of language learning apps on SLA.

Unit 14: SLA Research Methods

- Research designs and methods in SLA studies.
- Qualitative vs. quantitative approaches.

- Ethical issues in SLA research.

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc.*).

- Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd ed.). Oxford University Press.
- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
- Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). Routledge.
- Cook, V. (2008). *Second Language Learning and Language Teaching* (4th ed.). Routledge.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. Hodder Education.
- Swain, M. (2000). "The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue." *Sociocultural Theory and Second Language Learning*, 97-114.

Master's Program Title: Language Sciences

Semester: 2

Course Title: Applied Linguistics (AL)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

Learners will be able to analyse how language constructs ethnicity, gender, and class identities. They will also decode stereotypes in media and everyday conversations. Learners can also investigate the nuances of making the language hierarchies in society and education through multiple case studies.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Learners can lean back on the previous knowledge of linguistics in the three past years of training to conclude the language issues in use. This would divert in different routes toward the linguistic problems they might face in real world but somewhat limited to the themes proposed below with wider flexibility on the subject matters.

Contents of the subject matter:

Brain and Language: Lateralization or Hemispheric Specialization

Theme one: language use

- 1- Language and identity: case study of Berber community in North Africa
- 2- Language and stereotypes: case study of Chaoui/Kabyle/Jijel/Tlemcen accents in Algeria.
- 3- Black and Mexicans in the states of America.
- 4- Language and meaning: case study of the word Hashek in Algerian daily conversation for example.
- 5- Language in the digital age: case of using text language in Algeria.

Theme two: language making

- 6- Language policy and planning: Algerian case of language policy
- 7- Linguistic imperialism: case of French language in Algeria/case of English language in the middle east.
- 8- Decolonising applied linguistics: case of English Algerian education Language and education: case of language in education in Pakistan, Italy, Slovenia, Algeria.

Theme three: language power

- 9- Language and politics: case of Algeria.
- 10- Language and gender: case of South Africa.
- 11- Language and migration: case of the USA
- 12- Linguicism: case of Australia

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc*).

- Cantone, J. A., Martinez, L. N., Willis-Esqueda, C., & Miller, T. (2019). Sounding guilty: How accent bias affects juror judgments of culpability. *Journal of Ethnicity in Criminal Justice*, 17(3), 228–253
<https://doi.org/10.1080/15377938.2019.1623963>
- Dendenne, B. (2023). "Shut up! Don't say that! You've got to say ḤASHĀKEM!" The pragmatics of Ḥashāk and its variants in colloquial Algerian Arabic. *Lodz Papers in Pragmatics*, 19(1), 145-174. <https://doi.org/10.1515/lpp-2023-0008>
- Melgani, H. (2025). Mixing vs. separation: family language planning strategies across Berber-speaking families in Algeria. *Journal of Multilingual and Multicultural Development*, 1–18. <https://doi.org/10.1080/01434632.2025.2480179>
- Mostari, H. A. (2009). What do mobiles speak in Algeria? Evidence from SMS language. *Current Issues in Language Planning*, 10(4), 377–386.
<https://doi.org/10.1080/14664200903554990>
- Rouabah, S. (2023). Language shift: gender differences in Chaouia use in Algeria. *International Journal of the Sociology of Language*, 2023(281), 23-49.
<https://doi.org/10.1515/ijsl-2022-0006>
- Soulaimani, D. (2015). Writing and rewriting Amazigh/Berber identity: Orthographies and language ideologies. *Writing Systems Research*, 8(1), 1–16.
<https://doi.org/10.1080/17586801.2015.102317>

Master's Program Title: Language Sciences

Semester: 2

Course Title: Psycholinguistics (PL)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

In essence, this course objective aims to cultivate competent and reflective psycholinguists who possess a sophisticated, holistic understanding of the intricate interplay between language and cognitive processes. It moves beyond simply imparting theoretical knowledge by emphasizing the crucial link between advanced psycholinguistic theories and their rigorous empirical application. By focusing on complex linguistic structures, nuanced cognitive mechanisms, and cutting-edge experimental methodologies, the course seeks to equip students with a versatile and robust toolkit that they can adapt and apply effectively in diverse research contexts, for sophisticated data analysis, and across various language-related phenomena.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- Cognitive Psychology (3rd year, Licence)

Contents of the subject matter :

1. Psycholinguistics of Reading: Word Recognition & Eye Movements
2. Writing Processes: From Thought to Text
3. Language in Atypical Development: ASD, Dyslexia, and More
4. Aging and Language: Lifespan Changes in Processing
5. Affective Psycholinguistics: Language, Emotion, and Prosody
6. Experimental Design in Psycholinguistics: Principles and Pitfalls
7. Neuroimaging Language: ERPs, fMRI, and MEG Applications
8. Computational Psycholinguistics: Modeling Language Processes
9. Corpus Linguistics in Psycholinguistics: Data-Driven Insights
10. Advanced Statistical Methods for Psycholinguistics
11. Cross-Linguistic Psycholinguistics: Universals vs. Variation
12. Ethical Considerations in Psycholinguistic Research

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc*).

- Harley, T. A. (2014). *The Psychology of Language: From Data to Theory* (4th ed.). Psychology Press.
- Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*. Wiley-Blackwell.
- Rueschemeyer, S.-A., & Gaskell, M. G. (Eds.). (2018). *The Oxford Handbook of Psycholinguistics*. Oxford University Press.
- Traxler, M. J., & Gernsbacher, M. A. (Eds.). (2006). *Handbook of Psycholinguistics* (2nd ed.). Elsevier.
- Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. MIT Press.
- Kroll, J. F., & Ma, F. (2020). The Bilingual Lexicon. In S.-A. Rueschemeyer & M. G. Gaskell (Eds.), *The Oxford Handbook of Psycholinguistics* (2nd ed.). Oxford University Press.
- Friederici, A. D. (2011). The Brain Basis of Language Processing: From Structure to Function. *Physiological Reviews*, 91(4), 1357-1392.
- Rayner, K. (1998). Eye Movements in Reading and Information Processing: 20 Years of Research. *Psychological Bulletin*, 124(3), 372-422.
- Gernsbacher, M. A. (1990). *Language Comprehension as Structure Building*. Lawrence Erlbaum Associates.
- Godfroid, A., & Hopp, H. (Eds.). (2025). *The Routledge Handbook of Second Language Acquisition and Psycholinguistics*. Routledge.

Master's Program Title:Language Sciences

Semester: 2

Course Title: Pragmatics (Prag)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

The expectation that students develop an ability in all aspects of communicative language use directly aligns with pragmatics, the study of how context influences meaning and language use in real-world communication. This involves going beyond literal meanings to understand implied meanings (implicatures), adapting language appropriately to diverse situational, social, linguistic, cultural, and background contexts (pragmatic competence), understanding and producing various speech acts effectively, navigating politeness and social conventions, engaging in coherent discourse, and being sensitive to cross-cultural pragmatic differences. Ultimately, this expectation emphasizes the development of students' pragmatic competence to use language effectively and appropriately in any communicative situation.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- Linguistics (3rd year, Licence)

Contents of the subject matter:

1. Beyond the Dictionary: Unlocking Implied Meaning in Communication.
2. Context is Key: Mastering Appropriateness in Language Use.
3. Language as Action: Understanding and Performing Speech Acts Effectively.
4. The Art of Politeness: Navigating Social Conventions in Language.
5. Building Bridges in Discourse: Achieving Coherence and Cohesion.
6. Across Cultures: Developing Pragmatic Awareness in a Global World.
7. Language and Society: Understanding Sociolinguistic Competence.
8. Decoding the Unsaid: Interpreting Non-Literal Language in Context.
9. The Dance of Dialogue: Mastering Conversational Interaction Skills.
10. Speaking Naturally: Developing Pragmatic Fluency in Real-Time Communication.
11. Avoiding Pragmatic Pitfalls: Understanding and Addressing Communication Breakdowns.
12. From Theory to Practice: Applying Pragmatics in Language Learning and Teaching.

Références (*Livres et photocopies, sites internet, etc*).

1. Leech, G. N. (1983). *Principles of pragmatics*. Longman.
2. Yule, G. (1996). *Pragmatics*. Oxford University Press.
3. Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
4. Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
5. Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
6. Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
7. Cutting, J. (2002). *Pragmatics and discourse: A resource book for students*. Routledge.
8. Bardovi-Harlig, K. (1999). *Pragmatics and language teaching: A survey of pedagogical approaches*. *Studies in Second Language Acquisition*, 21(3), 315-356.
9. Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell Publishing.
10. Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). *Communicative competence: A pedagogically motivated model with content specifications*. *Issues in Applied Linguistics*, 16(2), 5-35

Master's Program Title:Language Sciences

Semester:2

Course Title:Discourse Analysis (DA)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course builds on the foundational concepts of discourse analysis by introducing students to critical and interdisciplinary perspectives. It examines how discourse shapes and reflects power, ideology, and identity across various institutional and media contexts. Through the study of authentic texts and case studies, students will explore discourse as a social practice and develop analytical skills to evaluate language use in political, educational, digital, and intercultural settings. Emphasis is placed on applying critical discourse analysis (CDA) frameworks and engaging with contemporary multimodal and multilingual discourses.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Pragmatics M1, Discourse Analysis M1

Contents of the subject matter:

- ❖ *Critical Approaches to Discourse*
 - Introduction to Critical Discourse Analysis (CDA)
 - Power, ideology, and discourse
 - Representation in discourse (race, gender, class, etc.)
- ❖ *Discourse in Social and Institutional Contexts*
 - Media discourse: framing, bias, and agenda-setting
 - Educational discourse: classroom interaction and curriculum texts
 - Public and digital discourse
- ❖ *Applied and Multimodal Discourse Analysis*
 - Discourse analysis of visual and multimodal texts (e.g., ads, memes, posters)
 - Multilingual discourse and code-switching
 - Discourse in intercultural communication

Evaluation Mode : Exam

Références (Livres et photocopiés, sites internet, etc).

1. Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language*. Longman.
2. Van Dijk, T. A. (1993). *Principles of Critical Discourse Analysis*. *Discourse & Society*, 4(2), 249–283.
3. Fairclough, N. & Wodak, R. (1997). *Critical Discourse Analysis*. In T. A. van Dijk (Ed.), *Discourse as Social Interaction* (Vol. 2). Sage, pp. 258–284.
4. Wodak, R., & Meyer, M. (Eds.). (2015). *Methods of Critical Discourse Studies* (3rd ed.). Sage.
5. Van Dijk, T. A. (2001). *Critical Discourse Analysis*. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 352–371). Blackwell.
6. Luke, A. (1997). *Theory and Practice in Critical Discourse Analysis*. In L. Saha (Ed.), *International Encyclopedia of the Sociology of Education*. Elsevier.
7. Blake, B. (2008). *All About Language*. Oxford University Press.
8. Jaworski, A. & Coupland, N. (Eds.). (1999). *The Discourse Reader*. Routledge.
9. Holmes, J., & Wilson, N. (2017). *An Introduction to Sociolinguistics* (5th ed.). Routledge.
10. Foucault, M. (1994). *What Is Enlightenment?* In P. Rabinow (Ed.), *Essential Works*, Vol. 1: *Ethics*. Penguin.

Master's Program Title:Language Sciences

Semester:2

Course Title:Teaching English as a Foreign Language(TEFL)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course aims to cultivate in students a fundamental understanding of the theoretical underpinnings that inform various language teaching approaches and methodologies. Furthermore, it will foster an awareness of the constituent elements of different language skills (such as reading, writing, listening, and speaking), enabling students to critically analyze and evaluate language learning materials, particularly textbooks, with the goal of adapting them effectively to meet the specific needs and learning styles of diverse student populations.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- TEFL (3rd year, Licence)

Contents of the subject matter:

1. Theoretical Foundations of Language Teaching
2. Historical Evolution of Language Teaching Methods
3. Principles of Communicative Language Teaching (CLT)
4. Understanding Listening as a Receptive Skill
5. Developing Speaking Fluency and Accuracy
6. The Reading Process and Text Comprehension
7. Fostering Effective Writing Skills
8. The Interrelationship of Language Skills
9. Criteria for Evaluating Language Teaching Materials
10. Identifying Learners' Needs and Learning Styles
11. Strategies for Adapting Textbook Activities
12. Integrating Authentic Materials and Technology

Evaluation Mode : Exam

Références (*Livres et polycopiés, sites internet, etc*).

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Tomlinson, B. (Ed.). (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle Publishers.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge University Press.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.
- Field, J. (2003). *Listening in the language classroom*. Cambridge University Press.

Master's Program Title: Language Sciences

Semester:2

Course Title:Methodology of Research (MR)

Credits:5

Coefficient:3

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This foundational course equips Master 1 students with the essential knowledge and practical skills to design, conduct, and critically evaluate research across diverse academic disciplines. It delves into the philosophical underpinnings of research, explores a range of qualitative and quantitative methodologies, and emphasizes the importance of ethical considerations and effective communication of research findings. Through a blend of theoretical exploration, practical exercises, and critical analysis of existing research, students will develop the competencies necessary to undertake their own master's thesis research and to become informed consumers of scholarly work.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Research Methodology (3rd year)

Contents of the subject matter

1. Narrative Analysis
2. Qualitative Data Collection: Interviews and Focus Groups
3. Introduction to Qualitative Data Analysis
4. Introduction to Quantitative Research Principles
5. Experimental and Quasi-Experimental Designs
6. Correlational and Survey Research
7. Sampling Techniques
8. Understanding Reliability and Validity
9. Quantitative Data Collection Methods
10. Introduction to Basic Statistical Analysis
11. Ethical Considerations in Research
12. Writing Research Proposals and Reports

Evaluation Mode : Exam, Continuous Evaluation

Références:

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin Company.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. SAGE Publication

Master's Program Title: Language Sciences

Semester: 2

Course Title: Methodology of Academic Writing (MAW)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course is specifically designed for Master 1 (M1) students to develop advanced skills in academic writing, with a strong emphasis on the methodological considerations crucial for planning, conducting, and writing their Master's dissertations. The course will introduce students to diverse research paradigms, methodologies (both qualitative and quantitative), and appropriate data collection and analysis techniques relevant to their interdisciplinary fields of study. Students will learn to critically evaluate existing research, formulate clear and focused research questions, develop robust research proposals, adhere to academic conventions of citation and referencing, and effectively communicate their research findings in a well-structured, coherent, and scholarly manner. The ultimate aim is to empower students with the methodological understanding and writing proficiency necessary to successfully complete their Master's dissertations and contribute meaningfully to their academic disciplines.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Written Expression Skills (3rd year, Licence)

Contents of the subject matter:

1. Introducing Your Research: Writing a Clear and Focused Introduction.
2. Reviewing What Others Have Found: Constructing Your Literature Review.
3. How You Did Your Research: Explaining Your Methodology.
4. What You Found: Presenting Your Research Results.
5. Understanding What Your Findings Mean: Analysing and Interpreting Data.
6. Putting It All Together: Discussing Your Results and Their Significance.
7. Wrapping Up Your Study: Writing a Strong Conclusion.
8. Giving Credit to Sources: Using Citations and References Correctly.
9. Writing Clearly and Precisely: Academic Style in Your Dissertation.
10. Organizing Your Dissertation: Structuring Chapters and Ensuring Flow.
11. Getting Ready to Submit: Revising and Editing Your Work.
12. Planning Your Research: Developing Your Initial Dissertation Ideas.

Références:

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). University of Chicago Press.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Murray, R. (2015). *Writing a good thesis: A step-by-step guide* (3rd ed.). Routledge.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). University of Chicago Press
- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Henry Holt and Company.
- Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
- Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.

Master's Program Title:Language Sciences

Semester:2

Course Title:Media and Communication in English (MCE)

Credits:2

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This dynamic course, "Media and Communication in English," is specifically designed for English as a Foreign Language (EFL) students aiming to explore the intricate relationship between the English language and diverse media platforms, including journalism, advertising, social media, and film. Through theoretical exploration and practical analysis, students will develop a critical understanding of how English shapes meaning, influences audiences, and reflects cultural values within these contexts. Topics range from analyzing news discourse and persuasive advertising techniques to examining digital communication and the role of English in global media, ultimately enhancing students' media literacy and English language skills relevant to various communication fields.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Pragmatics (M1)

Contents of the subject matter:

1. English in Journalistic Discourse
2. The Language of English Advertising
3. English in Digital Communication
4. Analyzing English Film Dialogue
5. Narrative Structures in English Media
6. Global English and Media
7. Visual Rhetoric in English Media
8. English in Audio Media
9. Digital English Storytelling
10. Critical Analysis of English Media
11. Persuasion in English Communication
12. Trends in English Media Language

Evaluation Mode : Exam

Références:

1. Fairclough, N. (1995). *Media Discourse*. Edward Arnold.
2. van Dijk, T. A. (1988). *News as Discourse*. Lawrence Erlbaum Associates.
3. Williamson, J. (1978). *Decoding Advertisements*. Marion Boyars.
4. Crystal, D. (2001). *Language and the Internet*. Cambridge University Press.
5. Branston, G., & Stafford, M. (2010). *The Media Student's Book* (5th ed.). Routledge.
6. Chandler, D. (2017). *Semiotics: The Basics* (4th ed.). Routledge.
7. Lull, J. (2000). *Media Communication, Culture*. Columbia University Press.
8. Corner, J. (1999). *Critical Ideas in Television Studies*. Oxford University Press.
9. Baym, N. K. (2010). *Personal Connections in the Digital Age*. Polity Press.
10. Kress, G., & van Leeuwen, T. (2006). *Reading Images* (2nd ed.). Routledge.

Master's Program Title:Language Sciences

Semester:2

Course Title:Computer Programming (CP)

Credits:1

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course focuses on equipping students in the social sciences and humanities with the practical skills to utilize computer tools for information management, specifically for acquiring, processing, producing, and disseminating data, including analyzing survey data with technology and interpreting statistical findings on text corpora, with the overarching objectives of mastering statistical analysis methods relevant to their fields and gaining proficiency in software such as R, SPSS, Python, advanced Excel, and JMP, as well as developing the ability to construct and analyze text datasets sourced from the web.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Basic Computer Knowledge

Contents of the subject matter:

Chapter 1: Computer Literacy and Textual Data Processing (1 week)

- Software and hardware
- Principles of programming
- Internet usage
- Database management
- Principles of textual corpus extraction and analysis

Chapter 2: Mastering Statistical Analysis Methods in Social Sciences (1 week)

- Variables
- Mean
- Standard deviation and variance
- Analysis of variance
- Common probability distributions
- Chi-squared test
- Correlation coefficient
- Simple linear regression
- Multiple linear regression
- Introduction to factor analysis

Chapter 3: Software and Tools for Text Processing (5 weeks)

- Mandatory practical learning:
 - R
 - SPSS application to surveys
 - Python: text analysis (Python Libraries: NLTK, spaCy, gensim, pandas, etc.)
 - Python Programming:
 - Loops and conditions
 - Files
 - Basic library
 - Script writing for:
 - Processing text files (search, sort)
 - Managing simple reports (PDF, Excel)
 - Excel:
 - Advanced functions
 - Macros
 - Application to surveys
 - Basic analyses
 - Excel programming of linear regression
 - Cross-tabulations and Charts:
 - Cross-tabulations
 - Histograms
 - Bar charts
 - Spider charts
 - Etc.
- Optional learning (Mandatory for License Acquisition):
 - Using JMP

Chapter 4: Text Extraction and Textual Data Analysis (3 weeks)

- Building a corpus of texts:
 - Types of textual corpora: speeches, articles, tweets, etc.
 - Applications: information extraction, clustering
 - Scraping approach, API
- Content creators and their role in the production and dissemination of information
- Questionnaires, open-ended questions, and interviews

Chapter 5: Text Normalization and Vectorization (2 weeks)

- Text Standardization:
 - Text Standardization:
 - Removing punctuation, numbers, special characters
 - Converting to lowercase, removing extra whitespace
 - Tokenization: breaking down text into words or sentences
 - Applications
- Text Normalization:

- Removing stop words ("the", "and", "at")
- Stemming (Lemmatization): reducing words to their root or canonical form (using an algorithm)
- Spelling error detection and handling (optional)
- Application
- Text Vectorization:
 - Bag of Words: Matrix representation of text
 - TF-IDF: Term Frequency-Inverse Document Frequency to extract the importance of words in a corpus
 - Word Embeddings: Introduction to vector representations of words (Word2Vec, GloVe algorithms)
 - Applications

Evaluation Mode : Continuous Evaluation

Références:

Pour le chapitre 1 :

o Ouvrages : Introduction à l'informatique, Principes de la programmation, Gestion de bases de données,)

o Duteil-Mougel Carine (2005) : Les mécanismes persuasifs des textes politiques, Corpus N°4. Lien : <http://corpus.revues.org/357>

o J. Guilhaumou (2002) : Le corpus en analyse de discours, perspectives historiques.. Corpus N°1. Lien : <http://corpus.revues.org/8> -

Pour le chapitre 2 :

o Ouvrages classiques sur les variables quantitatives et qualitatives. –

Pour le chapitre 3 :

o E.Schultz et M.Bussonnier (2020) : Python pour les SHS. Introduction à la programmation de données. Presses Universitaires de Rennes.

o C.Paroissin, (2021) : Pratique de la data science avec R : arranger, visualiser, analyser et présenter des données. Paris : Ellipses, DL 2021. –

Chapitre 5 :

o Baddari Kamel et Herzallah Abdelkarim (2015) : La recherche de l'information, livre – OPU - Algérie. –

Chapitre 6 :

o S.Balech et C.Benavent : NLP texte minig V4.0, (Paris Dauphine – 12/2019) : lien : https://www.researchgate.net/publication/337744581_NLP_text_mining_V40_-_une_introduction_-_cours_programme_doctora

_une_introduction_-_cours_programme_doctora

Master's Program Title:Language Sciences

Semester:3

Course Title:Sociolinguistics (SL)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

Students will acquire the pragmatic directions of language use in society. language is an innocent tool but made very biased with social factors such as gender, history, politics, and religion.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Learners can benefit from applied linguistics module from first year master and even their theoretical linguistics from their undergraduate courses. This would divert in different routes toward the linguistic problems they might face in society with wider flexibility on the subject matters.

Contents of the subject matter:

1. What is Sociolinguistics? Overview and core concepts
2. Variation: social factors and social dimensions and Variations of Algerian languages
3. Language variation : Multilingual speech communities
4. Domains and Diglossia
5. Code-switching and language maintenance
6. Shift and death
7. Social dialectology: gender and age-grading
8. Social dialectology: regional dialects and ethnicity
9. Accommodation theory and audience design
10. Sociolinguistics of Islam
11. Language attitudes/stereotype: attitudes to accents and languages

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc*).

1. Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics*. Routledge.
2. Belghouar, S. (2024). *A few milestones on the sociolinguistic situation in Algeria*. Our knowledge Publishing.
3. Chachou, I. (2013). *La situation sociolinguistique de l'Algérie: Pratiques plurilingues et variétés à l'œuvre*. L'Harmattan.

4. Meyerhoff, M. & Nagy, N. (2008). *Social lives in language – Sociolinguistics and multilingual speech communities*. Sage.
5. Ferguson, C. A. (1959). Diglossia. *WORD*, 15(2): 325-340.
6. Wang, H., & Hatoss, A. (2024). Language policy and planning for heritage language maintenance: a scoping review. *Current Issues in Language Planning*, 25(5), 612–632.
7. Benmayouf, C. (2009). *Arabisation politique, LE LINGUISTE*. KouKou.
8. Rouabah, S. (2023). Language shift: gender differences in Chaouia use in Algeria. *International Journal of the Sociology of Language*, 2023(281), 23-49.
9. Mesthrie, R. (Ed.). (2011). Social and regional dialectology. In *The Cambridge Handbook of Sociolinguistics* (pp. 157–258). part, Cambridge University Press.
10. Giles, H., Coupland, N., & Coupland, J. (1991). Accommodation theory: Communication, context, and consequence. In H. Giles, J. Coupland, & N. Coupland (Eds.), *Contexts of Accommodation: Developments in Applied Sociolinguistics* (pp. 1–68). chapter, Cambridge: Cambridge University Press.
11. Bhatt, I., Barnawi, O., & Ahmed, R. (2025). Exploring a sociolinguistics of Islam. *Applied Linguistics*. <https://doi.org/10.1093/applin/amaf043>.
12. Beroíza-Valenzuela, F. & Salas-Guzmán, N. (2025). Gender stereotypes and language processing: Cognitive and social insights from a decade of research (2012–2023). *European Journal of Education*, 60(2). <https://doi.org/10.1111/ejed.70063>

Master's Program Title:Language Sciences

Semester:3

Course Title:Corpus Linguistics (CorL)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This advanced-level course introduces Master 2 students to the theory, methodology, and applications of corpus linguistics in the field of English language research. Students will gain hands-on experience in compiling, querying, and analyzing linguistic corpora using specialized tools. The course covers both the theoretical foundations of corpus linguistics and its applications in areas such as language teaching, lexicography, discourse analysis, and second language acquisition research. Emphasis is placed on critical evaluation of corpus-based studies and on developing practical skills for independent research using corpora.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Students must have prior training in general linguistics and research methodology. A good command of English, familiarity with basic concepts in syntax and semantics, and competence in academic reading and writing are required. Prior knowledge of programming is not mandatory but may be helpful.

Contents of the subject matter:

Unit 1 : Introduction to Corpus Linguistics

The course begins by defining corpus linguistics and situating it within the broader field of linguistics. Students explore its historical development, foundational principles, and relevance to empirical research.

Unit 2 : Corpus Design and Compilation

Students learn how to compile a corpus, considering issues of representativeness, size, balance, and sampling. Discussion includes the types of corpora (general, specialized, learner, historical, etc.) and basic metadata annotation.

Unit 3 : Annotation and Markup

This unit introduces the role of annotation in corpus design, focusing on part-of-speech tagging, lemmatization, and syntactic annotation. Students are introduced to standards such as XML and tools that support markup.

Unit 4 : Tools for Corpus Analysis

Students are trained in the use of corpus analysis tools such as AntConc, Sketch Engine, and LancsBox. The unit emphasizes how to import corpora, perform basic searches, and navigate different interface features.

Unit 5 : Concordancing and KWIC Analysis

The focus here is on the core technique of concordancing. Students learn how to interpret Key Word in Context (KWIC) lines, identify patterns, and begin to formulate linguistic hypotheses from raw data.

Unit 6 : Collocations and N-grams

This unit covers statistical measures used to identify collocations and recurring word clusters. Students learn how to interpret MI (Mutual Information) scores, t-scores, and generate n-grams from corpora.

Unit 7 : Frequency, Dispersion, and Keywords

Building on prior statistical skills, students analyze word frequency and dispersion across texts and examine how keyword analysis reveals salient linguistic features in texts compared to reference corpora.

Unit 8 : Corpus Linguistics and Language Teaching

Students examine how corpora inform language pedagogy through data-driven learning (DDL), materials design, syllabus construction, and classroom applications. The use of learner corpora is introduced.

Unit 9 :Grammar and Corpus Approaches

This unit explores how corpus linguistics challenges and supports grammatical theories, introducing the concept of corpus-based grammar and describing patterns of usage across registers.

Unit 10 :Discourse and Register Analysis

Students use corpus tools to investigate discourse-level features, such as stance, evaluation, and semantic prosody. Register and genre analysis are also addressed using corpus methods.

Unit 11 :Learner Corpora and Error Analysis

Focus is placed on corpora composed of learner language (e.g., ICLE, LINDSEI). Students learn how to analyze common learner errors and interlanguage patterns using empirical data.

Unit 12 :Building and Querying a Mini Corpus

Students engage in a practical workshop where they design, compile, annotate, and explore a small corpus related to their area of interest, applying techniques learned throughout the course.

Unit 13 :Interpreting Results and Writing Reports

Guidance is provided on interpreting and reporting corpus-based findings, including how to present tables, graphs, and concordance data in academic research papers and presentations.

Références (*Livres et polycopiés, sites internet, etc*).

1. McEnery, T., & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press.
2. Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press.
3. Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge University Press.
4. O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press.
5. Baker, P. (2006). *Using Corpora in Discourse Analysis*. Continuum.
6. Anthony, L. (2022). *AntConc Tutorials and Documentation*. www.laurenceanthony.net
7. Granger, S., Gilquin, G., & Meunier, F. (2015). *The Cambridge Handbook of Learner Corpus Research*. Cambridge University Press.

Master's Program Title: Language Sciences

Semester: 3

Course Title: Psychopedagogy (PP)

Credits: 4

Coefficient: 2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

In essence, this course objective aims to develop competent and reflective practitioners who possess a holistic understanding of the teaching and learning process. It moves beyond simply imparting theoretical knowledge by emphasizing the crucial link between understanding and practical application. By focusing on pedagogical materials, psychopedagogical strategies, and appropriate methods, the course seeks to equip students with a versatile toolkit that they can adapt and apply effectively in diverse teaching contexts and for various subjects.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- Cognitive Psychology (3e Année, Licence)

Contents of the subject matter :

1. Applying Learning Theories in the Classroom: Practical Strategies for Engagement
2. Understanding and Addressing Diverse Learning Needs: Differentiation in Practice
3. Boosting Motivation and Self-Efficacy in Learners: Evidence-Based Techniques
4. Effective Classroom Management: Applying Psychological Principles for Positive Learning environments
5. Assessment for Learning: Using Psychological Insights to Enhance Feedback and Progress
6. Developing Students' Metacognitive Skills: Practical Activities for Self-Regulated Learning
7. Understanding and Managing Challenging Behaviors: A Psychological Approach
8. Fostering Creativity and Critical Thinking: Practical Applications of Cognitive Psychology
9. The Psychology of Memory and Study Strategies: Empowering Effective Learning
10. Building Positive Teacher-Student Relationships: Applying Social Psychology in Education
11. Understanding the Impact of Stress and Well-being on Learning: Practical Interventions
12. Using Educational Psychology to Design Effective Instruction and Curriculum

Evaluation Mode : Exam

Références *(Livres et photocopiés, sites internet, etc).*

1. Woolfolk Hoy, A. E., & Hoy, W. K. (2013). Educational psychology (12th ed.). Pearson.
1. Ormrod, J. E., & Jones, B. D. (2018). Human learning (8th ed.). Pearson.
2. Eggen, P., & Kauchak, D. (2016). Educational psychology: Windows on classrooms (10th ed.). Pearson.
3. Bandura, A. (1977). Social learning theory. Prentice Hall.
4. Piaget, J. (1977). The development of thought: Equilibration of cognitive structures. Viking Press.
5. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
6. Skinner, B. F. (1974). About behaviorism. Alfred A. Knopf.
7. Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
8. Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.
9. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD.

Master's Program Title:Language Sciences
Semester:3
Course Title:Computational Linguistics (CompL)
Credits:2
Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course introduces Master 2 students to the interdisciplinary field of Computational Linguistics, which lies at the intersection of linguistics and computer science. It explores how natural language can be modeled, analyzed, and processed computationally using algorithms and statistical techniques. Students will study core topics such as part-of-speech tagging, syntactic parsing, language modeling, word embeddings, and sentiment analysis, with practical applications in natural language processing (NLP). The course emphasizes both theoretical foundations and hands-on experimentation with real language data using Python and NLP libraries.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

This course is designed for Master 2 students in English who have completed prior coursework in general linguistics, syntax, and semantics. A strong command of English and familiarity with formal linguistic analysis are required. While no advanced programming is expected, basic knowledge of Python will be advantageous.

Contents of the subject matter:

Unit 1 – Introduction to Computational Linguistics

Overview of the field, its history, goals, and connection to both theoretical linguistics and computer science. Key applications: speech recognition, translation, sentiment analysis, and dialogue systems.

Unit 2 – Text Encoding and Linguistic Data

How language is represented digitally: Unicode, text normalization, tokenization, sentence segmentation. Overview of linguistic datasets (e.g., Penn Treebank, Universal Dependencies).

Unit 3 – Python for Language Processing

Basic Python for NLP: reading text files, string manipulation, data structures (lists, dictionaries), and functions. Introduction to Jupyter notebooks and the NLTK library.

Unit 4 – Morphology and POS Tagging

Automatic part-of-speech tagging using rule-based and statistical models. Introduction to

morphological analysis, stemming, lemmatization, and tagsets (e.g., Penn Treebank, Universal POS tags).

Unit 5 – Syntax and Parsing

Syntactic structures and their computational representations. Constituency parsing and dependency parsing. Tools: spaCy, Stanford NLP. Applications to grammar checking and information extraction.

Unit 6 – Language Modeling and N-grams

Statistical language models and the role of probability in predicting linguistic sequences. N-gram models, smoothing techniques, and applications in text prediction and speech recognition.

Unit 7 – Semantics and Word Meaning

Computational approaches to meaning: lexical semantics, synonymy, ambiguity. Distributional semantics and vector space models. Introduction to WordNet and semantic similarity.

Unit 8 – Word Embeddings and Neural Models

Introduction to word2vec, GloVe, and fastText. Understanding the intuition behind embeddings and their applications in classification and semantic clustering.

Unit 9 – Sentiment Analysis and Text Classification

Supervised learning approaches to text classification. Feature extraction (TF-IDF, Bag-of-Words), training classifiers (Naive Bayes, SVM), and evaluating model performance.

Unit 10 – Named Entity Recognition (NER) and Information Extraction

Concepts and tools for identifying named entities (people, locations, organizations). Use of spaCy, HuggingFace transformers, and sequence labeling models (e.g., CRFs, BiLSTMs).

Unit 11 – Dialogue Systems and Language Generation

Introduction to chatbots and dialogue systems. Rule-based vs. data-driven approaches. Text generation using language models like GPT. Ethics of conversational AI.

Unit 12 – Machine Translation

History of machine translation: rule-based, statistical (SMT), and neural machine translation (NMT). Use of tools like Google Translate API and MarianNMT.

Unit 13 – Research Trends and Ethical Considerations

Recent advances in large language models (e.g., BERT, GPT). Ethical concerns in NLP: bias, fairness, transparency, and data privacy.

Evaluation Mode : Exam

Références (*Livres et photocopiés, sites internet, etc*).

1. Jurafsky, D., & Martin, J. H. (2023). Speech and Language Processing (3rd ed. draft). [Online version](#)
2. Bird, S., Klein, E., & Loper, E. (2009). Natural Language Processing with Python. O'Reilly Media.
3. Eisenstein, J. (2019). Introduction to Natural Language Processing. MIT Press.

4. Manning, C. D., & Schütze, H. (1999). Foundations of Statistical Natural Language Processing. MIT Press.
5. Yoav Goldberg (2017). Neural Network Methods in NLP. Morgan & Claypool.

Master's Program Title:Language Sciences
Semester:3
Course Title:English for Specific Purposes (ESP)
Credits:2
Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course aims to introduce students to the principles and practices of English for Specific Purposes. It equips them with the skills to analyze learners' needs, design ESP syllabi, and adapt teaching materials for professional and academic contexts such as business, science, medicine, and technology.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Discourse Analysis (Master1)ESP L3, TEFL L3, TEFL M1

Contents of the subject matter:

Foundations of ESP

- Definition and scope of ESP
- Historical development and types: EAP vs. EOP
- Needs analysis and learner profiling

Course and Materials Design

- ESP course design and syllabus types and models
- Materials selection and adaptation
- Technology and digital tools in ESP

ESP in Practice

- Teaching the four skills in ESP
- ESP and intercultural communication
- Assessment and evaluation in ESP

Evaluation Mode : Exam

Références (Livres et photocopiés, sites internet, etc).

1. Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
2. Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge University Press.
3. Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
4. Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.
5. Paltridge, B., & Starfield, S. (Eds.). (2013). *The Handbook of English for Specific Purposes*. Wiley-Blackwell.
6. A comprehensive overview of research and current trends in ESP.
7. Flowerdew, J. & Peacock, M. (Eds.). (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press.
8. Johns, A. M. & Price-Machado, D. (2001). *English for Specific Purposes: Tailoring Courses to Student Needs – and to the Outside World*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.). Heinle & Heinle.
9. Belcher, D. D. (2006). *English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study, and Everyday Life*. *TESOL Quarterly*, 40(1), 133–156.
10. Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge.
11. Hyland, K., & Hamp-Lyons, L. (2002). *EAP: Issues and Directions*. *Journal of English for Academic Purposes*, 1(1), 1–12.

Master's Program Title:Language Sciences

Semester:3

Course Title:Integrated Content and Language Teaching (ICLT)

Credits:2

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course explores the theories and pedagogies behind Integrated Content and Language Teaching (ICLT), focusing on how English language instruction can be enriched through meaningful content. It prepares Master students to plan, deliver, and assess instruction that combines language skills development with content-based learning (e.g., academic, professional, or thematic topics), drawing on approaches like CLIL, ESP, EMI, and project-based learning.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

- TEFL (Master S1 et S2)
-

Contents of the subject matter:

1. What is ICLT?
2. Language in Content Teaching
3. ICLT Approaches
4. Planning Integrated Lessons
5. Thematic and Project-Based Learning
6. Scaffolding Content & Language
7. Materials Development
8. ESP & EMI in EFL
9. Assessing in ICLT
10. Inclusive ICLT Practices
11. Microteaching
12. Course Wrap-Up

Evaluation Mode : Exam

Références:

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. CUP.
- Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into Practice*. OUP.
- Richards, J. C., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). CUP.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes*. CUP.
- Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. CUP.

Master's Program Title: Language Sciences

Semester:3

Course Title:Entrepreneurship (ENT)

Credits:5

Coefficient:3

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This advanced-level EFL course for M2 students integrates key entrepreneurship concepts with advanced English language development, equipping students with the specialized vocabulary, communication strategies, and rhetorical structures essential for navigating the entrepreneurial landscape. Through case studies, collaborative projects, and presentations, students will develop their critical thinking, problem-solving, and cross-cultural communication skills while building confidence in using English as a tool for entrepreneurial action, ultimately enabling them to explore and articulate their own business ventures within a globalized world.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Methodology of Research (M1)

Contents of the subject matter

1. The Entrepreneurial Spark: Identifying Opportunities and Needs
2. Talking Markets: Researching Your Audience in English
3. Crafting Your Vision: Articulating Your Business Model in English
4. Selling Your Solution: Persuasive Language for Value Propositions
5. Money Matters: Understanding Startup Finance Terminology
6. Legally Speaking: Navigating Basic Business Law in English
7. Pitch Perfect: Delivering Compelling Business Presentations
8. Crossing Cultures: Communicating Globally as an Entrepreneur
9. Working Together: Collaborative Language for Entrepreneurial Teams
10. Marketing in English: Reaching a Global Audience
11. The Ethical Edge: Discussing Responsible Business Practices
12. Beyond the Launch: Sustaining and Growing Your Venture - English Communication Strategies

Evaluation Mode : Exam, Continuous Evaluation

Références:

- Toma, D. S., & Rasul, T. H. (2023). Exploring EFL Students' Perspectives on the Implementation of Content-Based Instruction for Improving English Language Skills in Entrepreneurship Education Module. *Zanco Journal of Humanity Sciences*.
- Smith, P., & Chimucheka, T. (2014). The impact of entrepreneurship education on students' entrepreneurial intentions. *Journal of Social Sciences*, 39(2), 169-179.
- FasterCapital. (n.d.). *The Importance Of Language Skills In Entrepreneurship*.
- Berkeley Exec Ed. (n.d.). *Cross-Cultural Communication*.
- Shopify. (2025, March 24). *Business Plan: Types, Tips, and How To Write One in 9 Steps*.
- British Council. (2023, March 14). *How to Ace Your Business Presentation in English*.
- Kuratko, D. F. (2018). *Innovative Pathways for University Entrepreneurship in the 21st Century*.
- Welsh, D. H. B., & Carraher, S. M. (2015). *Case Studies in Global Entrepreneurship*. Kendall Hunt Pub Co.
- Preply. (n.d.). *Business English vocabulary: Key phrases & terminology*.
- Rennes School of Business. (2024, October 16). *Why intercultural competence is the key to global career success*.

Master's Program Title:Language Sciences

Semester: 3

Course Title: Methodology of Dissertation Writing (MDW)

Credits:4

Coefficient:2

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This Master's course offers a practical and comprehensive approach to dissertation writing methodology, equipping students with the advanced academic writing skills necessary to produce original, high-quality research. It bridges the gap between theoretical research principles and their rigorous practical application in scholarly communication, covering everything from problem conceptualization and methodological selection to ethical considerations, advanced literature reviews, data handling, and the effective, formal presentation of findings. Through hands-on exercises and expert guidance, students will develop the essential competencies needed to independently plan, execute, and articulate a substantial and defensible academic dissertation with clarity, precision, and adherence to disciplinary conventions.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Maethodology of Academic Writing (Master1)

Contents of the subject matter:

1. Understanding the Master's Dissertation: Purpose and Expectations
2. Formulating a Research Problem and Questions
3. Navigating Research Paradigms and Methodological Choices
4. The Art of the Literature Review: Synthesis and Critique
5. Designing Your Research: Strategies for Data Collection
6. Ethical Considerations in Research and Academic Writing
7. Data Analysis Techniques: Quantitative and Qualitative
8. Crafting the Introduction and Literature Review Chapters
9. Writing the Methodology Chapter: Precision and Transparency
10. Presenting Findings: Results and Discussion Sections
11. The Conclusion, Abstract, and Academic Integrity
12. The Dissertation Defense: Preparation and Presentation

Evaluation Mode : Exam

Références:

- Creswell, J. W., & Creswell, J. D. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2024). *The Craft of Research* (5th ed.). University of Chicago Press.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association. (Note: This is still the current edition.)
- Oliver, P. (2012). *The Literature Review: An Overview for Graduate Students* (2nd ed.). SAGE Publications. (Note: While some resources mention newer iterations, this remains the most widely cited core text under this specific title. Consider supplementing with newer journal articles or specific guides on systematic reviews if relevant to your field.)
- Punch, K. F. (2006). *Developing Effective Research Proposals* (2nd ed.). SAGE Publications. (Note: This edition remains widely used and highly relevant for its core content on proposal development. Newer books on research proposals may exist, but this one is a classic.)
- Silverman, D. (2020). *Qualitative Research: A Very Short Introduction* (2nd ed.). Oxford University Press.
- Leedy, P. D., & Ormrod, J. E. (2021). *Practical Research: Planning and Design* (12th ed.). Pearson.
- Walliman, N. (2017). *Your Research Project: A Step-by-Step Guide* (3rd ed.). SAGE Publications.

Master's Program Title:Language Sciences

Semester:3

Course Title:21st Century Skills (CS)

Credits:1

Coefficient:1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

The objective of this course is to equip students with key 21st-century skills, including critical thinking, communication, creativity, collaboration, and digital literacy. Students will learn to apply these skills in real-world scenarios, enhancing their problem-solving, leadership, and adaptability. By the end of the course, they will be prepared to thrive in dynamic, technology-driven environments and contribute effectively in diverse professional settings.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

Basic understanding of communication, teamwork, and problem-solving is recommended. Familiarity with digital tools and technologies will be beneficial for engaging with the course content.

Contents of the subject matter:

1. Introduction to 21st Century Skills
2. Critical Thinking and Problem Solving
3. Creativity and Innovation
4. Communication Skills for the 21st Century
5. Collaboration and Teamwork
6. Social and Emotional Learning (SEL)
7. Leadership and Initiative
8. Entrepreneurial Thinking and Mindset
9. Personal and Professional Development
10. Digital Citizenship and Ethics
11. Managing Change and Adaptability
12. Personal Branding and Networking for Career Success
13. The Future of Work: Skills for the Next Generation

Evaluation Mode: Exam

Références

Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. Organization for Economic Cooperation and Development (OECD).

Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. Jossey-Bass.

P21 Partnership for 21st Century Learning (2015). Framework for 21st century learning. P21.

Zhao, Y. (2012). World class learners: Educating creative and entrepreneurial students. Corwin Press.

Wagner, T. (2014). The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it. Basic Books.

Master's Program Title: Language Sciences

Semester: 3

Course Title: Artificial Intelligence (AI)

Credits: 1

Coefficient: 1

Course Objectives (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

This course aims to equip students with the skills to identify opportunities and understand the various applications of artificial intelligence within the social sciences and humanities, emphasizing the ethical implications and best practices of AI utilization. Upon completion, students will be able to perform clustering of social behaviors in surveys and predictive modeling, understand and analyze sentiments on social networks, extract text from political discourse, and analyze sociological networks, ultimately mastering AI algorithms for textual analysis of surveys and developing proficiency in Python for addressing problems and processing text corpora using AI approaches.

Recommended prior knowledge (brief description of the knowledge required to take this course – Maximum 2 lines).

FOSS (M1) and Computer Programming (M1)

Contents of the subject matter:

Chapter 1: Introduction

- Introduction to Artificial Intelligence (AI) (1 week, supplement with 1 practical session if insufficient)
 - Historical overview of artificial intelligence
 - Narrow (or weak) AI
 - General (or strong) AI
 - Supervised and unsupervised learning
 - AI approaches in problem-solving
 - Perspectives

Chapter 2: Language Review and Enhancement (2 weeks)

- Fundamentals
- Pandas, NumPy, etc. libraries
- Introduction to object-oriented programming
- Reading and processing text files (search, sort)
- Managing simple reports (PDF, Excel)

Chapter 3: Types of AI and Approaches (6 weeks)

- Symbolic AI (expert systems)

- Machine Learning (ML), with examples such as: Email classification as "spam" or "not-spam," recommendations, image identification (e.g., faces), etc.
- Deep Learning
 - Deep Learning
 - Text generation with Transformers (or other)
- Reinforcement Learning (RL)

Mini-project (3 weeks – supervised personal work – to be distributed at the end of Chapter 2):

Process 1 topic of your choice from the following:

Topic 1. Sentiment Analysis on Social Networks Objective: Analyze text corpora from social networks (Twitter, Facebook, etc.) to determine user sentiment about a specific topic (e.g., a political campaign, a health crisis, or a social event). Tools: Python, TextBlob, VADER, Tweepy (for Twitter), pandas, matplotlib, GeoPandas.

Topic 2. Clustering of Social Behaviors in Surveys Objective: Use clustering techniques to group individuals with similar social behaviors based on survey data. This can be useful for segmenting a population into distinct interest groups. Tools: Python, pandas, sklearn, matplotlib, seaborn, scikit-learn.

Topic 3. Text Analysis for Information Extraction in Political Speeches Objective: Use AI to extract main themes and named entities (names of people, places, dates) from political speeches. This can be used to understand politicians' concerns and analyze their rhetoric. Tools: Python, spaCy, Transformers (BERT), gensim (LDA), matplotlib, WordCloud.

Topic 4. Predictive Modeling of Social Behaviors from Consumption Data Objective: Build a predictive model to estimate consumers' social behaviors (e.g., the probability of purchasing products or participating in social events) based on various variables. Tools: Python, sklearn, pandas, matplotlib, seaborn.

Topic 5. Social Network Analysis (Network Sociology) Objective: Use Social Network Analysis (SNA) techniques to study the relationships between individuals in a social network, using structured data. Tools: Python, NetworkX, Gephi, matplotlib, pandas.

Evaluation Mode : Continuous Evaluation 100%

Références:

- R.Inglehart (1997) : Modernization and Postmodernization : Cultural , economic, and political chnage in 43 societies – Princeton University Press. –
- Western Values are Diverging from the rest of the world's. – The Economiste – 2023. –
- Western Michigan University : World Values Survey. Lien : <https://wmich.edu/economics/world-values-survey> -
- Ganascia, J.Gabriel (2024) : l'IA expliquée aux humains. Paris France- Edition le Seuil. –
- Anglais, Lise, Dilhac, Antione, Dratwa, Jim et al. (2023) : L'éthique au cœur de l'IA. Quebec Obvia. -
- J.Robert (2024) : Natural Language Processing (NLP) : définition et principes
- Datasciences. Lien : https://datascientest.com/introduction-au-nlp-natural-language_processing -
- Qu'est-ce que le traitement du langage naturel. Lien : <https://aws.amazon.com/fr/what-is/nlp/> - H.Belhadeh, I.Djemal : Méthode TALN – Cours de l'unievrstité de Msila - Algérie –
- B. Prieur : Traitement automatique du langage naturel avec Python. Le NLP avec SpaCy et NLTK
- Baddari Kamel et Herzallah Abdelkarim (2015) : La recherche de l'information, livre – OPU -Algérie

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
 - Participant à des séminaires organisés à cet effet,
 - En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
 - Participer à des séminaires organisés à cet effet,
 - Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonnateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

Doyen de la faculté (ou Directeur d'institut) + Responsable de l'équipe de domaine

Date et visa

17/07/2025
عميد كلية الآداب واللغات
الدكتور: صلاح الدين زبال



Date et visa

de 17/07/2025
مسؤول فريق التكوين
الآداب واللغات
الدكتور: بوحسين ارتقي



Chef d'établissement universitaire

Date et visa



Conférence Régionale

Date et visa