

OFFRE DE FORMATION MASTER

ACADEMIQUE

2017 – 2018

Etablissement	Faculté / Institut	Département
Université Yahia Farès de Médéa	Des Lettres et des Langues	Langues Etrangères

Domaine	Filière	Spécialité
Lettres et Langues Etrangères	Langue Anglaise	Langue anglaise

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

عرض تكوين ماستر

أكاديمي

2017-2018

المؤسسة	الكلية/ المعهد	القسم
جامعة يحيى فارس- المدية	الآداب واللغات	اللغات الأجنبية

الميدان	الشعبة	التخصص
الآداب و اللغات الأجنبية	لغة إنجليزية	لغة إنجليزية

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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) : Lettres et Langues

Département : Lettres et Langues Étrangères

2- Partenaires de la formation *:

- autres établissements universitaires :

- entreprises et autres partenaires socio économiques :

- Partenaires internationaux :

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

A – Conditions d'accès (*indiquer les spécialités de licence qui peuvent donner accès au Master*)

Licence LMD Bac + 3 = 180 Crédits

Licence Classique Bac+4

Nature de formation: Formation diplômante

Domaines Langue et littérature étrangères, Anglais

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

- 1) Explore areas as far removed as TEFL/TESL, Translation Studies, Discourse Analysis, Evaluation/Assessment, ESP... Given that near-to-similar modules to the ones above are currently tackled within graduation phase, the board of lecturers have judged it worthy to extend the study thereof onto the Master program for intensive treatment.
- 2) Funnel their learning to focus on the applicability of whatever theoretical amount of knowledge they are expected to master. This outlook is entertained with the express intent of our Department to meet the requirement pertaining to the end product that the LMD system mainly targets.
- 3) Access a stage where they depart from the common belief in the self-containedness of specialties. Such modules as Didactics is commonly known as a field dealing exclusively with the implementations of teaching methods or techniques; Linguistics is either theoretical or applied; literature could hardly be connected to Discourse Studies. Applied Linguistics then aims at empowering the would-be Master degree holders to be able to :
 - a) Pull together bits of information in order to make of them a coherent set.
 - b) Conceive of the coherent set of information as a framework of knowledge.(a) and (b) above allow the students to reach awareness of the intra-disciplinary frames of knowledge.
 - c) Deal with the different branches that fall under Applied Linguistics as complementary units potentially powerful to benefit interdisciplinarity. The ability to fruitfully move from a frame of knowledge to another is a skill that our Department wishes to help the future Master holders to acquire.

With (1), (2), (3) and (4, a b c) in sight, the Department of Foreign Languages intends to set up an Applied Linguistics-based program meant to spawn graduates that enjoy a certain professional mobility likely to cover some of the interdisciplinary gaps. As a consequence, this program could incidentally make up for the shortage repeatedly observed in some fine-tuned specialties, ESP is a case in point.

C – Profils et compétences métiers visés *(en matière d'insertion professionnelle - maximum 20 lignes) :*

In view of the exit profile sought by a good number of programs throughout many Departments of English in Algeria, we, the board of lecturers of the Department of Foreign Languages, were given to notice that a narrow scope was left for extended research beyond Master studies. The choice made of Applied Linguistics as an overarching line of study is motivated by the need to supply the would-be holders of Master degrees with wider possibilities.

Students will acquire skills in teaching, translation and communication. This would enhance their employability and strengthen their profiles.

D- Potentialités régionales et nationales d'employabilité des diplômés

The strategic position of Medea being near the capital and the Metidja Industrial Region boosts its potential for employability. Students would be able to choose between a number of offers, to name a few: Teaching in public and private sector, working in foreign and international companies, working in embassies and consulates, working in translation offices, etc.

E – Passerelles vers d'autres spécialités

Students would easily shift to other specialties including translation studies, communication and languages.

F – Indicateurs de suivi de la formation

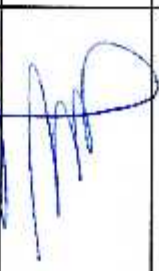
Students will be monitored all along the training. Ongoing assessment plays an important role in this particular training and students are continuously boosted to give their best. Research papers, presentations, articles and participation in the academic life would be all indicators.

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

The training should include no more than 30 students

4 – Moyens humains disponibles

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

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Embarquement
Djamel Kadik	Magister	Doctorat en sciences du langage Didactique et sémiotique	PROF	Cours/TD/ Encadrement de mémoire	
Abdelkader Rassoul	Magister	Doctorat Translation English Arabic English	MCB	Cours/TD/ Encadrement de mémoire	
Kermezli Abdelkader	Magister	Doctorant Sciences du langage et communication linguistique	MAA	Cours/TD/ Encadrement de mémoire	
Saidi Ghizlane	Magister	Doctorante Didactique et linguistique	MAA	Cours/TD/ Encadrement de mémoire	
Ayoub Buokhatem	Magister	Doctorant Arabic English Translation	MAA	Cours/TD/ Encadrement de mémoire	
Asma Melouah	Magister	Doctorante Didactique de l'enseignement littéraire et civilisation	MAA	Cours/TD/ Encadrement de mémoire	
Amira Metidji	Magister	Doctorante Civilisation américaine	MAA	Cours/TD/ Encadrement de mémoire	
Sanaa Zirrari	Magister	Doctorante Littérature et civilisation	MAA	Cours/TD/ Encadrement de mémoire	

Hiba Zaidi	Magister	Linguistics (phonologie)	MAB	Cours/TD/ Encadrement de mémoire	
Makhlouf Amrou	Magister	Linguistics	MAB	Cours/TD/ Encadrement de mémoire	
Mohamed Babchikh	Magister	Doctorant Arabic French Translation	MAA	Cours/TD/ Encadrement de mémoire	
Farouk Khelil Chorfi	Magister	Arabic English Translation	MAB	Cours/TD/ Encadrement de mémoire	
Abdelkader Bensadgua	Magister	Doctorant Arabic English Translation	MAB	Cours/TD/ Encadrement de mémoire	

* = 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

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
	Laboratoire de langue	02	
	Salle Internet	01	
	Data show	03	

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage
Etablissements d'enseignement	/	Stage facultatif à durée variable
Etablissements privée de langues	/	Stage facultatif à durée variable

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

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

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

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

E- Espaces de travaux personnels et TIC :

Le département des lettres et langues étrangères dispose d'une bibliothèque dotée d'ouvrages de références très récents en rapport avec les enseignements dispensés dans le nouveau dispositif LMD. Nous sommes sur le point d'acquérir de nouveaux ouvrages de spécialité qui seront très utiles pour nos étudiants en Master, puisqu'ils couvrent la majorité des enseignements dispensés

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

1- Semestre 1 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P)									
Linguistics theories	48	3			77	2	5		100%
Text linguistics	48	1.5	1.5		52	2	4	50%	50%
Sociolinguistics	48		3		52	2	4	100%	
Applied Linguistics	72	3	1.5		53	3	5	50%	50%
UE méthodologie						9	18		
Academic writing	48		3		52	3	4	100%	
Research methodology	72	1.5	3		28	2	5	100%	
UE découverte						5	9		
Philosophy of education	24	1.5				1	1		100%
Cognitive psychology	24	1.5				1	1		100%
UE transversales						2	2		
Ethics and Deontology	24		1.5			1	1	100%	
Total Semestre 1	408	10.5	15		314	18	30		

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P)									
Discourse analysis	48	1.5	1.5		77	2	5	50%	50%
Text linguistics	48	1.5	1.5		52	2	4	50%	50%
Psycholinguistics	48		3		52	2	4	100%	
Applied Linguistics	72	3	1.5		53	3	5	50%	50%
UE méthodologie									
UEM1(O/P)									
Writing styles	48		3		52	3	4	100%	

Research methodology	72	1.5	3		28	2	5	100%	
UE découverte									
UED1(O/P)									
Philosophy of education	24	1.5				1	1		100%
Cognitive psychology	24	1.5				1	1		100%
UE transversales									
UET1(O/P)									
Translation	24		1.5			1	1	100%	
Total Semestre 2	408	10.5	15		314	18	30		

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P)									
Pragmatics	48		3		77	2	5	100%	
Semiotics	48	1.5	1.5		52	2	4	50%	50%
Contrastive linguistics	48		3		52	2	4	100%	
Theories of learning and teaching	72	1.5	3		53	3	5	50%	50%
UE méthodologie									
UEM1(O/P)									
Communication and presentation techniques	48		3		52	3	4	100%	
Research methodology	72	1.5	3		28	2	5	100%	
UE découverte									
UED1(O/P)									
Entrepreneurship	24	1.5				1	1		100%
Content and language integrated learning (LLIL)	24	1.5				1	1		100%
UE transversales									
UET1(O/P)									

Translation	24		1.5			1	1	100%	
Total Semestre 3	408	10.5	15		314	18	30		

4- Semestre 4 :

Domaine : Lettres Et Langues étrangères

Filière : Langue anglaise

Spécialité : Linguistique

Rédaction du Mémoire de Master

Soutenance : Juin/Juillet et Rattrapage en septembre

	VHS	Coeff	Crédits
Mémoire	751	17	30
Total Semestre 4	751	17	30

5- Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

VH \ UE	UEF	UEM	UED	UET	Total
Cours	264	288	144	72	768
TD	384	288			672
TP					
Travail personnel	702	240			942
Autre (Mémoire)		750			750
Total	1350	1566	144	72	3132
Crédits	54	27	6	3	120
% en crédits pour chaque UE	45%	22.5%	5%	2.5%	

III - Programme détaillé par matière (1 fiche détaillée par matière)

Intitulé du Master : Linguistics

Semestre : 1

Intitulé de l'UE : fondamentale

Intitulé de la matière : Linguistics Theories

Crédits : 5

Coefficients : 2

Objectifs de l'enseignement

Linguistics theories is to introduce students to the different schools of linguistics and its historical development. Students will have an overview of the discipline and its major figures, preparing them to go specific with the other subjects taught.

Connaissances préalables recommandées

Concepts of general linguistics.

Contenu de la matière

Traditional Latin-influenced models

Formalism

Structuralism

Systemic-Functional Linguistics

Transformational generative grammar

Case grammar

Generative Linguistics

Mode d'évaluation : examen

Références

Loreto Todd (1987), *An Introduction to Linguistics*, Longman York Press,

Intitulé du Master : Linguistics

Semestre : 1

Intitulé de l'UE : fondamentale

Intitulé de la matière : Text Linguistics

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

The purpose of teaching text linguistics is to explain to students how the domain of linguistic research expanded to include the text on an ongoing basis, and how in the twentieth century text linguistics became a separate discipline.

Connaissances préalables recommandées

Concepts of general linguistics. Knowledge about the different theories and development of linguistics.

Contenu de la matière

The Text from a Logical Point of View
The Text in Text Linguistics
Text Linguistics and Its Domain
The Development of Text Linguistics
The Procedural Approach to Texts
The Point of View of Dressler and de Beaugrande
Text Production and Reception
The Concept of Textuality
Cohesion
Coherence
Intentionality and Acceptability
Informativity
Situationality
Intertextuality
The procedural approach to a text

Mode d'évaluation : Contrôle continu + examen

Références

Mauro Giuffrè(2017), *Text Linguistics and Classical Studies*: Dressler and de Beaugrande's Procedural Approach. Springer

Intitulé du Master : Linguistics

Semestre : 1

Intitulé de l'UE : fondamentale

Intitulé de la matière : Applied Linguistics

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement

The purpose of implementing Applied Linguistics as a fundamental unit into English LMD (master) syllabus lies in that it shows the relevance of those studies which are broadly called linguistic to a number of practical tasks connected with language teaching.

Connaissances préalables recommandées

Concepts of general linguistics. Knowledge about the different theories and development of linguistics.

Contenu de la matière

I- Introduction to Applied Linguistics

Language and language learning

1. Views of language
2. Functions of language
3. The variability of language
4. Language as a symbolic system

II- Linguistics and Language Teaching

5. Linguistics and Language teaching
6. Psycholinguistics and Language teaching
7. Applied linguistics and language teaching
8. The description of languages:
9. A Primary Application of Linguistic Theory

Mode d'évaluation : Contrôle continu + examen

Références

Kees de Bot (2015) A history of applied linguistics : from 1980 to the present. Routledge
Alan Davies and Catherine Elder (2004) *The handbook of applied linguistics*, Blackwell Publishing.

Echeverria Castillo, Roberto Eduardo (2009) "The Role of Pragmatics in Second Language Teaching". MA TESOL Collection. Paper.

Intitulé du Master : linguistics
Semestre : 01
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Sociolinguistics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

By the end of the course, students are expected to (1) outline the major relationships between language and society. (2) Define the main sociolinguistic concepts used to analyze these relationships. (3) Identify the main features of studies of sociolinguistic variation. (4) Develop in-depth understanding of key areas in Sociolinguistics. (5) And to take issues critically and conduct practical thinking and analysis.

Connaissances préalables recommandées :

Linguistics, a good command of English Writing , and Analytical Thinking.

Contenu de la Matière : the course will cover the following chapters :

1. Introducing Sociolinguistics : Key Issues
2. Dialectology
3. Diaglossia & Bilingualism
4. Language Variation & Change: Pidgin, Creole, and Lingua Franca
5. Multilingualism & Language Choice
6. Language Planning & Policy.
7. Examination of Case Studies.

Mode d'évaluation : Contrôle continu

Références :

Holmes, J. (2013). *An Introduction to Sociolinguistics*. USA: Routledge.
Trousdale, G. (2010). *An Introduction to English Sociolinguistics*. UK: Edinburgh University Press
Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. Singapore: Wiley-Blackwell

Intitulé du Master : Linguistics
Semestre : 01
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Academic Writing
Crédits : 4
Coefficients : 3

Objectifs de l'enseignement

the student will be able to:

- Demonstrate an understanding of different features of academic writing
- Write well-developed, organized, unified, and coherent paragraphs and essays
- Demonstrate an awareness of voice, audience and purpose

Connaissances préalables recommandées:

Proficiency in English language, reading and writing.

Contenu de la Matière : the course will cover the following:

1. What is Academic Writing?
 - Academic writing as part of research
 - Writing for personal purposes vs. writing for academic purposes
 - Types of Academic Writing: Essay, research report, research paper, research proposal, literature review, thesis and dissertation, book review, etc.
 - Importance of Academic Writing
2. Features of Academic Writing (to make students acquire basic knowledge of grammatical and lexical features of academic writing)
 - Academic Style
 - Avoiding redundancy, repetition and wordiness
 - Sentence length and word choice
 - Objective, Subjective, Emotive Language
 - Contracted forms
 - Use of academic register (verbs, nouns, prepositions, etc.)
 - Tone and Formality
 - Authority and Voice of the Writer
3. Academic writing and critical thinking

Mode d'évaluation : Contrôle continu

Références :

Geyte E. V., (2013). Writing: Learning to Write Better Academic Essays. Collins EAP
Hinkel, I. 2004. Teaching Academic ESL writing: Practical Techniques in Vocabulary and Grammar. LEA London
Bailey, S. (2015). Academic Writing: A Handbook for International Students. Routledge
Gillett, A., Hammond, A. and Martala, M. (2009). Successful Academic Writing. Pearson Editions

Intitulé du Master : Linguistics
Semestre : 1,
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Research Methodology
Crédits : 5
Coefficients : 2

Objectifs de l'enseignement

- To develop understanding of the basic framework of the research process.
- To develop an understanding of various research designs and techniques.
- To identify various sources of information for literature review and data collection.
- To help students propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.

Connaissances préalables recommandées :

Proficiency in English language, basic research and study techniques.

Contenu de la Matière : the course will cover the following topics:

1. Introduction to research methodology course
2. Philosophies and research theory: Scientific approach to research, empiricism, deductive and inductive methods.
3. Research approaches; Qualitative, quantitative and mixed methods.
3. Problem identification and hypotheses: Defining the research problem, Formulation of the research hypotheses, research question(s).
4. Research design: Experimental research design, exploratory research design, interpretive research, descriptive research design, field research, and survey research.
5. Finding quality literature: reading and writing the literature review.
6. Methods of data collection: Data collection methods, qualitative and quantitative methods of data collection.
7. Measurement and sampling: Types of measurement, questionnaire designing, reliability and validity, sampling (the nature of sampling, sample size).
8. Processing and analysis of data.
9. Research proposal generation, referencing styles, and oral presentation (thesis defense).

Mode d'évaluation : Contrôle continu.

Références:

- Kothari C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International Ltd.
- Creswell, J. (2014). *Research Design: Qualitative, Quatitative and Mixed Methods Approaches*. Sage Publications, Inc.
3. Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama Press.

Intitulé du Master : Linguistics
Semestre : 01 & 02
Intitulé de l'UE : Découverte
Intitulé de la Matière : Philosophy of Education
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement

Philosophy of Education aims to provide students with an opportunity to explore different philosophical ideas of major thinkers and movements influencing the development of education throughout history. Not limited only to Western tradition of education, this course covers various non-Western philosophical traditions, reflecting on important aspects of different schools of thought influencing education. More specifically, this course is intended to help students:

- Demonstrate an understanding of different key concepts underlying educational theory and practice.
- Examine philosophy of education in relation to aims of education, teaching approaches and methodologies
- Explore a wide range of philosophical issues and theories in a variety of historical and contemporary readings in philosophy of education.
- Reflect on their own beliefs and experiences in relation to the philosophy of education.
- Develop their analytical and critical thinking skills in the context of reading and writing about the philosophy of education.

Connaissances préalables recommandées : Analytical and critical thinking skills, and proficiency in English language.

Contenu de la Matière : the course will cover the following topics:

1. Introduction to philosophy of education: Definition and key concepts
2. Overview of Western philosophical tradition of education
3. Western philosophical schools of thought and education
4. History and philosophical assumptions of Non-Western educational traditions
5. Aims of education and conceptions of knowledge: Western vs Islamic Perspectives
7. Issues and trends in philosophy of education

Mode d'évaluation : examen.

Références :

Akinpelu, J.(1981). *An Introduction to Philosophy of Education*. London: Macmillan.
Knight, G.R. (1998). *Issues and Alternatives in Educational Philosophy*. Michigan: Andrews University Press.
Palmer, J. (ed.) (2001). *Fifty Major Thinkers on Education: From Confucius to Dewey*. London and New York : Routledge
Palmer J. (ed.) (2003). *Fifty Modern Thinkers on Education: From Piaget to the Present*. London and New York : Routledge.
PARK, J. (1968). *Selected Readings in the Philosophy of Education*, 3rd edition. New York: Macmillan.

Intitulé du Master : Linguistics

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : Cognitive Psychology

Crédits: 1

Coefficients : 1

Objectifs de l'enseignement:

Students will be able to understand the functioning of the brain from perception and attention to problem solving and language learning and processing.

Connaissances préalables recommandées:

a good mastery of language and a vivid desire to learn about the science of the brain and cognition.

Contenu de la matière

1. Introduction to cognitive psychology
2. Perception
3. Attention
4. Short-term memory
5. Long-term memory
6. Decision Making
7. Thinking and problem-solving
8. Language
9. Cognition and emotion

Mode d'évaluation examen

Références

Anderson, J. R. (1980). *Cognitive Psychology and Its Implications*. San Francisco: W. H. Freeman.

Banich, M. T. and Compton, R. J. (2010). *Cognitive Neuroscience*, International Edition (3rd edn). Pacific Grove, CA: Wadsworth.

Groome, D et al (2014). *An Introduction to Cognitive Psychology: Processes and disorders*. London: Psychology Press.

Intitulé du Master : Linguistics

Semestre : 1

Intitulé de l'UE : Transversale

Intitulé de la matière : Ethics and Deontology

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

Students will be introduced to this concept and led to critically apply it to everyday life situations, including their own academic behavior.

Connaissances préalables:

None

Contenu de la matière:

Deontology holds that it's not the outcome of actions that matter for their moral valence, but rather the will of the agent performing such actions. This course introduces to main ethical concepts and their manifestation in everyday life.

Mode d'évaluation:

100% Contrôle Continu

Références:

Tännsjö, T. (2008). *Understanding ethics: An introduction to moral theory*. Edinburgh: Edinburgh University Press.

Intitulé du Master : Linguistics
Semestre : 2
Intitulé de l'UE : fondamentale
Intitulé de la matière : Applied Linguistics
Crédits : 5
Coefficients : 3

Objectifs de l'enseignement

The purpose of implementing Applied Linguistics as a fundamental unit into English LMD (master) syllabus lies in that it shows the relevance of those studies which are broadly called linguistic to a number of practical tasks connected with language teaching.

Connaissances préalables recommandées

Concepts of general linguistics. Knowledge about the different theories and development of linguistics.

Contenu de la matière

III- Introduction to Applied Linguistics

Language and language learning

- 10.Views of language
- 11.Functions of language
- 12.The variability of language
- 13.Language as a symbolic system

IV- Linguistics and Language Teaching

- 14.Linguistics and Language teaching
- 15.Psycholinguistics and Language teaching
- 16.Applied linguistics and language teaching
- 17.The description of languages:
- 18.A Primary Application of Linguistic Theory

Mode d'évaluation : Contrôle continu + examen

Références

Kees de Bot (2015) A history of applied linguistics : from 1980 to the present. Routledge
Alan Davies and Catherine Elder (2004) *The handbook of applied linguistics*, Blackwell Publishing.
Echeverria Castillo, Roberto Eduardo (2009) "The Role of Pragmatics in Second Language Teaching". MA TESOL Collection. Paper.

Intitulé du Master : Linguistics
Semestre : 2
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Discourse Analysis
Crédits :5
Coefficients : 2

Objectifs de l'enseignement

Students will:

1. Gain a theoretical grounding in the field of discourse studies/analysis which will enable them to analyze written and spoken text for various teaching and research related purposes;
2. Demonstrate an awareness of text features which are necessary for building cohesion and coherence;
3. Explore features of unplanned conversational discourse;
4. Identify characteristic features of longer texts, genres, registers and the rhetorical devices used in planned discourse
5. Critically reflect on the applicability of discourse analysis in language teaching contexts.

Connaissances préalables recommandées :

Linguistics, Analytical & Critical Thinking, and a good command of English structure.

Contenu de la Matière : the course will cover the following chapters:

1. Introduction

- 1.1 Discourse and Discourse Analysis

2. Information Structure

- 2.1 Given and New Information
- 2.2 Topic and Comment
- 2.3 Contrast

3. Cohesion

- 3.1 Reference
- 3.2 Substitution
- 3.3 Ellipsis
- 2.4 Conjunction
- 2.5 Lexical Cohesion

4. Coherence

5. Discourse Markers

6. Conversational Analysis

- 6.1 Adjacency Pairs
- 6.2 Preference Structure
- 6.3 Pre-sequences

7. Critical Discourse Analysis

Mode d'évaluation : Contrôle continu + examen.

Références :

Brown, G., & Yule, G. (1983). *Discourse Analysis*. UK: Cambridge University Press.
McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. UK: Cambridge University Press.
Widdowson, H. G. (2007). *Discourse Analysis*. Oxford: Oxford University Press.

Intitulé du Master : Linguistics
Semestre : 2
Intitulé de l'UE : fondamentale
Intitulé de la matière : Text Linguistics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement

The purpose of teaching text linguistics is to explain to students how the domain of linguistic research expanded to include the text on an ongoing basis, and how in the twentieth century text linguistics became a separate discipline.

Connaissances préalables recommandées

Concepts of general linguistics. Knowledge about the different theories and development of linguistics.

Contenu de la matière

The Text from a Logical Point of View
The Text in Text Linguistics
Text Linguistics and Its Domain
The Development of Text Linguistics
The Procedural Approach to Texts
The Point of View of Dressler and de Beaugrande
Text Production and Reception
The Concept of Textuality
Cohesion
Coherence
Intentionality and Acceptability
Informativity
Situationality
Intertextuality
The procedural approach to a text

Mode d'évaluation : Contrôle continu + examen

Références

Mauro Giuffrè(2017), *Text Linguistics and Classical Studies*: Dressler and de Beaugrande's Procedural Approach. Springer

Intitulé du Master : linguistics
Semestre : 02
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Psycholinguistics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

course students will be able to:

1. Identify the basic areas of the brain involved in language and describe the functions carried out by these areas.
2. List the major issues in the areas of speech perception, word recognition, sentence processing, and language acquisition.
3. Describe and demonstrate theoretical models of: speech perception, word recognition and lexical organization, sentence processing, language acquisition and reading.
4. Develop a proposal for researching a specific question, based on knowledge of general issues and psycholinguistic methodology.

Connaissances préalables recommandées : Linguistics, a good command of English Writing , and Analytical Thinking.

Contenu de la Matière : the course will cover the following chapters :

1. **General Issues**
 - 1.1 Introduction: Themes of Psycholinguistics
 - 1.2 Linguistic Principles
 - 1.3 Psychological Mechanisms
2. **Language Comprehension**
 - 2.2 Perception of Language
 - 2.3 The Internal Lexicon
 - 2.4 Sentence Comprehension and Memory
 - 2.5 Discourse Comprehension and Memory
3. **Language Production and Conversational Interaction**
 - 3.1 Production of Speech
 - 3.2 Conversational Interaction
4. **Language Acquisition**
 - 4.1 Early Language Acquisition
 - 4.2 Later Language Acquisition
 - 4.3 Processes of Language Acquisition
5. **Language in Perspective**
 - 5.1 Biological Foundations of Language
 - 5.2 Language, Culture, and Cognition

Mode d'évaluation : Contrôle continu

Références :

D. W. Carroll. 2008. *Psychology of Language*. Wadsworth Publishing Company: USA

Intitulé du Master : Linguistics
Semestre : 02
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Writing Styles
Crédits : 4
Coefficients : 3

Objectifs de l'enseignement

Students will be able to:

Know the main writing style guides
Be able to distinguish between the different features of each style
Chose a style for their own academic writings

Connaissances préalables recommandées: Proficiency in English language, reading and writing.

Contenu de la Matière : the course will cover the following:

- 1.The Basics of Citation
2. Chicago (or Turabian) writing style
3. MLA writing style
4. APA writing style
5. Harvard writing style
6. Other styles

Mode d'évaluation : Contrôle continu

Références :

Charles Lipson (2006) Cite Right A Quick Guide to Citation Styles— MLA, APA, Chicago, the Sciences, Professions, and More. The University of Chigaco Press.Chicago

Intitulé du Master : Linguistics
Semestre: 2,
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Research Methodology
Crédits: 5
Coefficients: 2

Objectifs de l'enseignement

- To develop understanding of the basic framework of the research process.
- To develop an understanding of various research designs and techniques.
- To identify various sources of information for literature review and data collection.
- To help students propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.

Connaissances préalables recommandées : Proficiency in English language, basic research and study techniques.

Contenu de la Matière : the course will cover the following topics:

1. Introduction to research methodology course
2. Philosophies and research theory: Scientific approach to research, empiricism, deductive and inductive methods.
3. Research approaches; Qualitative, quantitative and mixed methods.
3. Problem identification and hypotheses: Defining the research problem, Formulation of the research hypotheses, research question(s).
4. Research design: Experimental research design, exploratory research design, interpretive research, descriptive research design, field research, and survey research.
5. Finding quality literature: reading and writing the literature review.
6. Methods of data collection: Data collection methods, qualitative and quantitative methods of data collection.
7. Measurement and sampling: Types of measurement, questionnaire designing, reliability and validity, sampling (the nature of sampling, sample size).
8. Processing and analysis of data.
9. Research proposal generation, referencing styles, and oral presentation (thesis defense).

Mode d'évaluation : Contrôle continu.

Références:

- Kothari C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International Ltd.
- Creswell, J. (2014). *Research Design: Qualitative, Quatitative and Mixed Methods Approaches*. Sage Publications, Inc.
3. Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama Press.

Intitulé du Master : Linguistics
Semestre : 02
Intitulé de l'UE : Découverte
Intitulé de la Matière : Philosophy of Education
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement

Philosophy of Education aims to provide students with an opportunity to explore different philosophical ideas of major thinkers and movements influencing the development of education throughout history. Not limited only to Western tradition of education, this course covers various non-Western philosophical traditions, reflecting on important aspects of different schools of thought influencing education. More specifically, this course is intended to help students:

- Demonstrate an understanding of different key concepts underlying educational theory and practice.
- Examine philosophy of education in relation to aims of education, teaching approaches and methodologies
- Explore a wide range of philosophical issues and theories in a variety of historical and contemporary readings in philosophy of education.
- Reflect on their own beliefs and experiences in relation to the philosophy of education.
- Develop their analytical and critical thinking skills in the context of reading and writing about the philosophy of education.

Connaissances préalables recommandées : Analytical and critical thinking skills, and proficiency in English language.

Contenu de la Matière : the course will cover the following topics:

1. Introduction to philosophy of education: Definition and key concepts
2. Overview of Western philosophical tradition of education
3. Western philosophical schools of thought and education
4. History and philosophical assumptions of Non-Western educational traditions
5. Aims of education and conceptions of knowledge: Western vs Islamic Perspectives
7. Issues and trends in philosophy of education

Mode d'évaluation examen.

Références :

Akinpelu, J.(1981). *An Introduction to Philosophy of Education*. London: Macmillan.
Knight, G.R. (1998). *Issues and Alternatives in Educational Philosophy*. Michigan: Andrews University Press.
Palmer, J. (ed.) (2001). *Fifty Major Thinkers on Education: From Confucius to Dewey*. London and New York : Routledge
Palmer J. (ed.) (2003). *Fifty Modern Thinkers on Education: From Piaget to the Present*. London and New York : Routledge.
PARK, J. (1968). *Selected Readings in the Philosophy of Education*, 3rd edition. New York: Macmillan.

Intitulé du Master : Linguistics

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière : Cognitive Psychology

Crédits: 1

Coefficients : 1

Objectifs de l'enseignement: Students will be able to understand the functioning of the brain from perception and attention to problem solving and language learning and processing.

Connaissances préalables recommandées: a good mastery of language and a vivid desire to learn about the science of the brain and cognition.

Contenu de la matière

1. Introduction to cognitive psychology
2. Perception
3. Attention
4. Short-term memory
5. Long-term memory
6. Decision Making
7. Thinking and problem-solving
8. Language
9. Cognition and emotion

Mode d'évaluation : Contrôle continu + examen

Références

Anderson, J. R. (1980). *Cognitive Psychology and Its Implications*. San Francisco: W. H. Freeman.

Banich, M. T. and Compton, R. J. (2010). *Cognitive Neuroscience*, International Edition (3rd edn). Pacific Grove, CA: Wadsworth.

Groome, D et al (2014). *An Introduction to Cognitive Psychology: Processes and disorders*. London: Psychology Press.

Intitulé du Master : Linguistics
Semestre : 2
Intitulé de l'UE :
Intitulé de la Matière : Translation
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement

Learning advanced translation techniques
Be able to translate from English to Arabic and from Arabic to English easily

Connaissances préalables recommandées

Mastery of English and Arabic
Background knowledge about translation techniques

Contenu de la matière :

Lessons in translation

- Activities to translate texts from and to English
- Activities on specialised texts mainly linguistic texts
- Individual researches about terminology

Mode d'évaluation : Continu

Références

- Snell-Hornby, Mary (2006) The Turns of Translation Studies, Amsterdam and Philadelphia: John Benjamins, Chapter 1.
- Baker, M. (1992). In other words – A coursebook on translation. London: Routledge.
- Baker, M. (ed.) (1998). The Routledge Encyclopaedia of Translation Studies. London: Routledge.
- Bassnett, S. (2002). Translation Studies. London: Routledge.
- Hatim, Basil & Ian Mason. (1997). The translator as communicator. London ; New York : Routledge.
- Newmark, P. (1986). Approaches to translation. Pergamon Press.
- Différents dictionnaires et lexiques bilingues, généraux et spécialisés.

Intitulé du Master : Linguistics
Semestre : 3
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Pragmatics
Crédits : 5
Coefficients : 2

Objectifs de l'enseignement :

Students will know the pragmatic dimension of language
They will be able to spot the subtle meaning of discourse
They will have a new insight on language use

Connaissances préalables recommandées:

Linguistics and a good command of English language

Contenu de la matière :

Deixis and distance
Reference and inference
Presupposition and entailment
Cooperation and implicature
Speech acts and events
Politeness and interaction

Mode d'évaluation:

Contrôle continu

Références

Gunter senft(2014), Understanding pragmatics, Routledge
George Yule (1996), Pragmatics, Oxford University Press.

Intitulé du Master : Linguistics
Semestre : 3
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Semiotics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

Understanding the meaning of nonverbal communication

Connaissances préalables recommandées:

Linguistics and a good command of English language

Contenu de la matière :

History of Semiotics

Figures leading and shaping semiotics: Peirce, Morris, Saussure, Hjelmslev and Jakobson

Meaning, Sense, and Reference

Semantics and Semiotics

Typology of Signs: Sign, Signal, Index

Symbol

Icon and Iconicity

Metaphor

Text Semiotics

Nonverbal Communication

Aesthetics and Visual Communication

Mode d'évaluation:

Examen + Contrôle continu

Références

Paul Cobley (2001), THE ROUTLEDGE COMPANION TO SEMIOTICS AND LINGUISTICS, Routledge

Winfried North (1990), Handbook of Semiotics, Indiana University Press

Intitulé du Master : Linguistics
Semestre : 3
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Contrastive Linguistics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

Knowing contrastive studies and be able to make use of it in research or in teaching

Connaissances préalables recommandées:

Linguistics and a good command of English language

Contenu de la matière :

What is contrastive linguistics

A classification of contrastive studies

Linguistic models and contrastive studies

Contrastive Generative Grammar

Error analysis, interlanguage, and Contrastive Generative Grammar

Quantitative contrastive studies

Cognitive linguistics and contrastive studies

"Theoretical" and "applied" contrastive studies

Mode d'évaluation:

Contrôle continu

Références

Krzeszowski, Tomasz (1991), *Contrasting languages the scope of contrastive linguistics*, Berlin New York Mouton de Gruyter,

Intitulé du Master : Linguistics

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la Matière : Teaching and Learning Theories

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement :

Connaissances préalables recommandées:

A good command of English

Contenu de la matière :

- 1 Behaviourism and the beginnings of theory
- 2 Cognitive, constructivist learning
- 3 Multiple intelligences
- 4 Learning styles
- 5 Difficulties with learning
- 6 8 Brain-based learning and other new understanding
- 7 Relating theory to practice: what can we learn from research?

Mode d'évaluation:

Examen+ Contrôle continu

Références

Albert, M. (2005). Managing change: Creating a learning organization focused on quality. *Problems and Perspectives in Management*

Goldsmith, M., Morgan, H., & Ogg, A. J. (Eds.). (2004). *Leading learning organization: Harnessing the power of knowledge*. San Francisco, CA: Jossey-Bass

Millard, B. (2004). *Discovering a life calling: A purpose-guided approach to navigating college transitions*. Marion, IN: Indiana Wesleyan University.

Intitulé du Master : linguistics

Semestre : 03

Intitulé de l'UE : Méthodologique

Intitulé de la matière : Communication and Presentation skills

Crédits :4

Coefficients : 3

Objectifs de l'enseignement:

Upon successful completion, students will be able to present in writing or oral format a research or any type of presentation

Connaissances préalables recommandées:

All previous attended methodology and writing courses.

Contenu de la matière:

- Types of arguments
- use of a Word processing program
- the front matter
- winning the introduction
- reasoning and arguing
- Techniques of focusing on what matters
- Knowing how to wrap up a speech or a written paper
- Defeating Stage-Phobia

Mode d'évaluation:

Contrôle continu

Références:

Adair, John. (2003) Effective Communication. London: Pan Macmillan Ltd.,
Ajmani, J. C. (2012) Good English: Getting it Right. New Delhi: Rupa Publications,
Collins, Patrick. (2009) Speak with Power and Confidence. New York: Sterling, 2009.

Intitulé du Master : Linguistics
Semestre : 3
Intitulé de l'UE : Méthodologique
Intitulé de la Matière : Research Methodology
Crédits : 5
Coefficients : 2

Objectifs de l'enseignement

- To develop understanding of the basic framework of the research process.
- To develop an understanding of various research designs and techniques.
- To identify various sources of information for literature review and data collection.
- To help students propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.

Connaissances préalables recommandées : Proficiency in English language, basic research and study techniques.

Contenu de la Matière : the course will cover the following topics:

1. Introduction to research methodology course
2. Philosophies and research theory: Scientific approach to research, empiricism, deductive and inductive methods.
3. Research approaches; Qualitative, quantitative and mixed methods.
3. Problem identification and hypotheses: Defining the research problem, Formulation of the research hypotheses, research question(s).
4. Research design: Experimental research design, exploratory research design, interpretive research, descriptive research design, field research, and survey research.
5. Finding quality literature: reading and writing the literature review.
6. Methods of data collection: Data collection methods, qualitative and quantitative methods of data collection.
7. Measurement and sampling: Types of measurement, questionnaire designing, reliability and validity, sampling (the nature of sampling, sample size).
8. Processing and analysis of data.
9. Research proposal generation, referencing styles, and oral presentation (thesis defense).

Mode d'évaluation : Contrôle continu.

Références:

- Kothari C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International Ltd.
- Creswell, J. (2014). *Research Design: Qualitative, Quatitative and Mixed Methods Approaches*. Sage Publications, Inc.
3. Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama Press.

Intitulé du Master : Linguistics
Semestre : 3
Intitulé de l'UE : Découverte
Intitulé de la Matière : Entrepreneurship
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement:

This course is intended to help students:

- Identify advantages and disadvantages of self-employment.
- Identify characteristics of successful entrepreneurs.
- Assess their personal potential to become an entrepreneur
- Identify the probability of an innovative idea to become a successful business.
- Learn the knowledge and skills to turn a potentially successful, innovative idea into a successful business.

Connaissances préalables:

Any economics or management prior knowledge would help.

Contenu de la matière:

This course presents knowledge and skills for knowing whether an original idea can be used to create a profitable business and if yes, how to make it succeed.

- Self-employment
- Characteristics of entrepreneurs
- Personal potential for Entrepreneurship
- Careerpaths for Entrepreneurs
- Profit and loss
- Supply and demand
- Profit motive and competition
- Designing a competitive business model and building a solid strategic plan
- Sources of financing: debt and equity
- Choosing the right location and layout
- Success and failure
- Business Ethics

Mode d'évaluation:

Contrôle continu.

Références:

Szycher, M. (2015). *The guide to entrepreneurship: How to create wealth for your company and stakeholders*. Boca Raton, FL : CRC Press, Taylor & Francis Group, an informa business.

Intitulé du Master : Linguistics

Semestre : 03

Intitulé de l'UE : Découverte

Intitulé de la Matière : Content and Language Integrated Learning (CLIL)

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement

The aim of this course is to enable students understand and put into practice the theoretical and methodological principles of CLIL as an innovative approach in the field of language teaching. The emphasis of this course is placed on English language teaching and the interdisciplinary nature of CLIL. Students will learn how to integrate CLIL 5Cs: content, communication, competences, cognition and culture with language learning and teaching.

Connaissances préalables recommandées :

Linguistics and a good command of English language and communication skills, and a basic understanding of key concepts and theories and approaches of foreign language teaching.

Contenu de la Matière : the course will cover the following:

1. Introduction to CLIL
2. Review of CLIL: Teaching and Research
3. CLIL methodology and classroom application
3. CLIL 5Cs
4. CLIL Approach and learner autonomy
5. Evaluation and assessment

Mode d'évaluation : Contrôle continu

Références :

Coyle, D., Marsh, D. & P. Hood. (2010) *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Marsh, D. Frigols, M. Mehisto, P. & Wolff, D. (2010) *The European Framework for CLIL Teacher Education*, Graz: European Centre for Modern Languages, Council of Europe.

Mehisto, P., Marsh, D., Frigols, M. (2008) *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan: Oxford

Intitulé du Master : Linguistics
Semestre : 2
Intitulé de l'UE :
Intitulé de la Matière : Translation
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement

Learning advanced translation techniques
Be able to translate from English to Arabic and from Arabic to English easily

Connaissances préalables recommandées

Mastery of English and Arabic
Background knowledge about translation techniques

Contenu de la matière :

Lessons in translation

- Activities to translate texts from and to English
- Activities on specialised texts mainly linguistic texts
- Individual researches about terminology

Mode d'évaluation : Continu

Références

- Snell-Hornby, Mary (2006) *The Turns of Translation Studies* , Amsterdam and Philadelphia: John Benjamins, Chapter 1 .
- Baker, M. (1992). *In other words – A coursebook on translation*. London: Routledge.
- Baker, M. (ed.) (1998). *The Routledge Encyclopaedia of Translation Studies*. London: Routledge.
- Bassnett, S. (2002). *Translation Studies*. London: Routledge.
- Hatim, Basil & Ian Mason. (1997). *The translator as communicator*. London ; New York : Routledge.
- Newmark, P. (1986). *Approaches to translation*. Pergamon Press.
- Différents dictionnaires et lexiques bilingues, généraux et spécialisés.

Semestre 4 :

	VHS	Coeff	Crédits
Memoire	750	17	30
Total Semestre 4	750	17	30

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 :

Avis et Visas des organes Administratifs et Consultatifs

Doyen de la faculté (ou Directeur d'institut) + Responsable de l'équipe de domaine	
Date et visa 	Date et visa 
Chef d'établissement universitaire	
Date et visa 	
Conférence Régionale	
Date et visa	

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

Chef du laboratoire	
N° Agrément du laboratoire ^m 3 25 mars 2010	
Date : 21/05/2017	
Avis du chef de laboratoire :	
المدير المخبر أ.د. جمال كديك	

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

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet