

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

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



AMENDEMENT

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Université Mohamed BOUDIAF M'SILA	Faculté des Lettres et Des Langues	Lettres et langue anglaise

Domaine : Lettres et langues étrangères

Filière : Langue Anglaise

Spécialité : Linguistique

Année universitaire : 2024-2025

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي



تعديل

عرض تكوين ماستر

أكاديمي

المؤسسة	الكلية/المعهد	القسم
جامعة محمد بوضياف، المسيلة	كلية الآداب واللغات	الآداب واللغة الانجليزية

الميدان: لغات وآداب اجنبية

الشعبة: اللغة الانجليزية

التخصص: لسانيات

السنة الجامعية 2024-2025

SOMMAIRE

I - Fiche d'identité du Master	-----
1 - Localisation de la formation	-----
2 - Partenaires de la formation	-----
3 - Contexte et objectifs de la formation	-----
A - Conditions d'accès	-----
B - Objectifs de la formation	-----
C - Profils et compétences visées	-----
D - Potentialités régionales et nationales d'employabilité	-----
E - Passerelles vers les autres spécialités	-----
F - Indicateurs de suivi de la formation	-----
G - Capacités d'encadrement	-----
4 - Moyens humains disponibles	-----
A - Enseignants intervenant dans la spécialité	-----
B - Encadrement Externe	-----
5 - Moyens matériels spécifiques disponibles	-----
A - Laboratoires Pédagogiques et Equipements	-----
B- Terrains de stage et formations en entreprise	-----
C - Laboratoires de recherche de soutien au master	-----
D - Projets de recherche de soutien au master	-----
E - Espaces de travaux personnels et TIC	-----
II - Fiche d'organisation semestrielle des enseignement	-----
1- Semestre 1	-----
2- Semestre 2	-----
3- Semestre 3	-----
4- Semestre 4	-----
5- Récapitulatif global de la formation	-----
III - Programme détaillé par matière	-----
IV – Accords / conventions	-----

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 Langues

Département : Lettres et langue anglaises

2- Partenaires extérieurs *:

- autres établissements universitaires :

Néant

- entreprises et autres partenaires socio économiques :

Néant

- Partenaires internationaux :

Néant

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

L'ouverture d'un Master Académique Spécialisé en Anglais a pour objectif de permettre à nos étudiants spécialisés dans la didactique de l'anglais en licence d'approfondir leur connaissance linguistique et les mettre en application dans leur carrière professionnelle. Cette carrière comme l'indique le système LMD, pourra aller vers la garantie de la qualité de l'enseignement quelque soit son niveau ou sa tendance. Former des étudiants spécialisés dans la linguistique appliquée et l'enseignement de l'anglais comme langue étrangère vient pour renforcer l'aptitude linguistique, l'analyse linguistique des discours, textes et conversations, linguistique théorique et appliquée, approches et méthodes de l'enseignement de l'anglais dans un monde de technologie et une ère de mondialisation.

Le Département d'Anglais a adopté le régime LMD depuis sa mise en application en 2004/2005. Son adhésion à ce nouveau régime se traduit par l'ouverture de licences et Masters dans différentes options, mais ils restent peu spécialisés dans l'ensemble. Les expériences que nous avons eu au Département nous ont permis de penser à plus de spécialisation ou les langues étrangères doivent être enseignées d'une manière plus pratique et plus moderne en suivant ce que la nouvelle philosophie de l'éducation recommande. Concernant l'ouverture d'un deuxième master académique, nous pensons à approfondir les programmes en matière de linguistique non seulement général mais aussi spécialisée.

Le département d'Anglais essaie de faire un pas vers l'avant et diversifier ses formations et ses offres. Pour cela, nous avons pensé à une offre de formation en Master Académique Spécialisé et grâce à des activités de formation pratique, de recherche ou d'enseignement, nous voulons préparer cette offre selon les critères internationaux. Cela pourra encourager notre université à enrichir le contenu des cours dans les modules qui touchent à la linguistique et la didactique de l'anglais dans tous leurs états.

L'offre sera utile pour les étudiants qui désirent entamer une carrière dans l'enseignement car la linguistique appliquée sera un outil pour tout étudiant qui s'engage dans l'enseignement d'une langue étrangère et l'anglais, langue étrangère dans notre cas.

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

La licence d'Anglais, plus la licence option : Langues, Littératures et Civilisations.

- A- Linguistique
- B- Sciences du langage
- C- Langue et culture
- D- Traduction
- E - Didactique des langues étrangères
- D- langue et littérature anglaises

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

- 1- approfondissement des connaissances en linguistique ;
- 3- Permettre aux étudiants de développer des compétences linguistique et d'analyse linguistiques et interculturelles ;
- 4- Permettre aux étudiants la maîtrise des outils de la méthodologie de la recherche. ; recherche documentaire et scientifique, analyse de travaux de recherche, rédaction d'un travail de recherche.
- 5- Utilisation de nouvelles technologies dans l'enseignement de l'Anglais comme langue étrangère ;

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

- 1- Permettre aux étudiants d'acquérir une meilleure maîtrise de la linguistique générale et appliquée, et de la didactique de l'anglais. C'est une spécialité qui lie la linguistique et la didactique.
- 2- Préparer une génération d'enseignants spécialisés en langues étrangères ayant des compétences linguistiques, sociolinguistiques, pragmatique et des capacités d'analyse de discours et des textes.
- 3- Utilisation de nouvelles technologies dans l'enseignement de l'Anglais comme langue étrangère et préparer une génération d'enseignants qui utilise les nouvelles méthodes et technologie dans leurs cours.
- 4- Mener les étudiants à préparer un travail de recherche par l'approfondissement des enseignements de la méthodologie de la recherche et de la communication.
- 5- Préparer une génération d'enseignants capable d'adopter des méthodes d'évaluations nouvelles pour satisfaire les besoins des apprenants et des réformes (tous les niveaux fondamental, secondaire et universitaire plus tard).

D- Potentialités régionales et nationales d'employabilité des diplômés

- 1- Recherche académique spécialisée en linguistique, linguistique appliquée et didactique de l'anglais.
- 2- Enseignement dans les établissements publics notamment les grandes écoles, instituts ou Universités (en cas de doctorat), enseignement dans les établissements privés, enseignement dans des lycées et écoles fondamentales.

E – Passerelles vers d'autres spécialités

De la licence d'Anglais aux masters littérature et civilisation, didactique des langues étrangères ou linguistique.

F – Indicateurs de suivi de la formation

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

30 étudiants

4 – Moyens humains disponibles

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

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
1. Assia BAGHDADI	Langue Anglaise	Doctorat	Prof	Cours, TD, Encadrement mémoire	
2. Tayeb BOUAZID	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
3. Mourad TOUATI	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
4. Aboubaker HAMOUDI	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
5. Fadhila ABADO	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
6. Karima LAADJEL	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
7. Imane CHERIET	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
8. Imane BERRABEH	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
9. Chahrazed HEMOUMA	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
10. Med Djemoui SABER	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
11. Dalel OMRI	Langue Anglaise	Doctorat	MAA	Cours, TD, Encadrement mémoire	
12. Amel BOUAKAZ	Langue Anglaise	Doctorat	MAA	Cours, TD, Encadrement mémoire	
13. Bilal DRIBI	Langue Anglaise	Doctorat	MAA	Cours, TD, Encadrement mémoire	
14. Nassira HERIZI	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
15. Amel ZINE	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
16. Oumessaad BERKANI	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
17. Abdelmadjid TAYOUB	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
18. Noureddine REFICE	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
19. Sabah FARRAH	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	

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

Etablissement : Université Mohamed BOUDIAF de M'Sila
Année universitaire : 2016-2017

Intitulé du master : Linguistique Page 10

Le chef de département
رئيس قسم الآداب و اللغة الإنجليزية
و بن يحي طارق

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

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

Etablissement de rattachement : Université de Mostaganem

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)

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)

L'Université de M'Sila est dotée de deux laboratoires multimédia, fonctionnels depuis 2006. Dans le cadre du cursus LMD, deux autres laboratoires seront réceptionnés aux cours de l'année universitaire 2015/2016

Intitulé du laboratoire : Laboratoire numérique de langue N°01

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd , hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

Intitulé du laboratoire : Laboratoire numérique de Langue N°2

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd , hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

B- Terrains de stage et formation en entreprise : Néant

Lieu du stage	Nombre d'étudiants	Durée du stage

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

Semestre 1:

Spécialité : Linguistique

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Applied Linguistics	67h30	1h30	03h		82h30	3	6	40%	60%
Historical and Comparative Linguistics	45h00	1h30	1h30		55h00	2	4	40%	60%
Advanced Phonology and Phonetics	45h00	1h30	1h30		55h00	2	4	40%	60%
Lexicology and Lexicography	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic Reading and Writing Skills	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Teaching English as a Foreign Language	45h00	1h30	1h30		05h	2	2	40%	60%
UE transversales									
Information and Communication Technologies	22h30	-	1h30		2h30	1	1	100%	-
Total Semestre 1	375h00	09h00	16h00		375h00	17	30		

Semestre 2:

Spécialité : Linguistique

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Applied Linguistics	67h30	1h30	03h		82h30	3	6	40%	60%
Sociolinguistics	45h00	1h30	1h30		55h00	2	4	40%	60%
Discourse Analysis	45h00	1h30	1h30		55h00	2	4	40%	60%
Morphology and Syntax	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology	55h00	1h30	2h30		65h00	3	5	40%	60%
Statistical Analysis for Quantitative Research	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Teaching English as a Foreign Language	45h00	1h30	1h30		05h	2	2	40%	60%
UE transversales									
Information and Communication Technologies	22h30	-	1h30		2h30	1	1	100/%	-
Total Semestre 2	375h00	09h00	16h00		375h00	17	30		

Semestre: 3**Spécialité : Linguistique**

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Psycholinguistics	67h30	1h30	03h		82h30	3	6	40%	60%
Pragmatics	45h00	1h30	1h30		55h00	2	4	40%	60%
Corpus and Computational Linguistics	45h00	1h30	1h30		55h00	2	4	40%	60%
Language Measurement and Assessment	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Techniques to Write a Scientific Paper	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic and Scientific Communication Skills	45h00	-	3h00		55h00	2	4	100%	-
UE découverte									
Educational Psychology	45h00	3h00	-		05h	2	2	-	100/%
UE transversales									
Ethics and Deontology	22h30	1h30	-		2h30	1	1	100/%	-
Total Semestre 3	375h00	12h00	13h00		375h00	17	30		

4- Semestre 4 :

Domaine : Lettres et langues étrangères

Filière : Langue Anglaise

Spécialité : Linguistique

Mémoire sanctionné par une soutenance

l'élaboration d'un mémoire ainsi qu'à sa soutenance.

Les 30 crédits et coefficients 17 seront attribués au semestre 4

	VHS	Coefficient	Crédits
Mémoire	751h	17	30
Total Semestre 4	751h	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	202h30	00h	67h30	67h30	337h30
TD	405h	315h	67h30	00h	787h30
TP	-	-	-	-	-
Travail personnel	741h	360h	15h	8h	1124h
Autre (mémoire)	450h30	225h30	37h30	37h30	751h
Total	1800h	901h	173	113h	3000h
Crédits	84	27	6	3	120
% en crédits pour chaque UE	70 %	22,5%	5%	2,5%	100%

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

Intitulé du Master : Linguistique
Semestre : 01
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Applied linguistics
Crédits : 6
Coefficients : 3

Objectifs de l'enseignement :

- Develop a comprehensive understanding of the key concepts and theories in applied linguistics.
- Gain specific knowledge of major area of applied linguistics.
- Understand research in areas of applied linguistics
- Analyze the application of linguistic principles in various real-world settings.
- Explain the relationship between applied linguistics and language learning.
- Understand the impact of applied linguistics on language teaching methodologies.

Connaissances préalables recommandées:

- A basic understanding of linguistic concepts
- A basic understanding of language teaching and learning concepts

Contenu de la matière :

Chapter I: Introduction to Applied Linguistics

- Definitions and the scope of applied linguistics.
- The relationship between applied linguistics and other branches of linguistics
- The relationship between applied linguistics and language learning/teaching.
- Major topics in Applied linguistics

Chapter II: Language Learning and Acquisition

- First and second language acquisition (SLA).
- Theories of SLA, (such as the Monitor Model and the Interaction Hypothesis..)
- The factors influencing SLA.
- Language learning Vs language acquisition

Chapter III: Language learning and performance

- Language Performance:
- Factors affecting language performance (e.g., sociolinguistics, pragmatics, discourse analysis)
- Types of learner errors (e.g., grammatical, phonological, semantic).
- Causes of learner errors, drawing on insights from SLA theories (e.g., interference, transfer, overgeneralization...)
- Evaluating the role of error correction in language learning and teaching
- Error analysis
- Purpose and methods of error analysis in language learning.
- Examining how linguistic principles and insights from error analysis can inform teaching strategies and lesson planning.

Mode d'évaluation : Examen final / contrôle continu

Références :

- Brown, D. H. (2007). Principles of language learning and teaching (5th ed.). New York: Longman.
- Cook, G. (2008). Applied linguistics. Oxford: Oxford University Press.

- Davies, A. (2007). An introduction to applied linguistics: From practice to theory. (2nd ed). (Alan Davies & Keith Mitchell, Eds). Edinburgh: EUP. Davies, A. & Elder, C. (Eds). (2004). The handbook of applied linguistics. Malden, MA: Blackwell Publishing.
- Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press. Grabe, W. (2002). "Applied Linguistics: An Emerging Discipline for the Twenty-first Century." In: B. Kapla (ed). Oxford Handbook of Applied Linguistics. OUP
- Schmitt, N. & Celce-Murcia, M. (2002). "An Overview of Applied Linguistics". In: N. Schmitt. (ed). An Introduction to Applied Linguistics. London: Arnold, pp. 1-16
- Applied Linguistics: Oxford Introduction to Language Study Series -Authors: Norbert Schmitt and Michael McCarthy Issues in Applied Linguistics (2001). Mc Carthy,M. Linguistics Oxford/ Maldon. MA: Blach Well.
- Brown, D. H. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Longman. Supplementary Textbooks: Cook, G. (2008).
- Davies, A. & Elder, C. (2006). Applied Linguistics. Oxford: Oxford University Press.
- The Oxford Handbook of Applied Linguistics. Oxford: Oxford University Press
- Lightbown, P. M., & Spada, N. (2006). How Languages are Learned (3rd ed.).
- Applied Linguistics Guy Cook (2003). Oxford: Oxford University Press Electronic

E-References in Applied Linguistics in:

- Oxford university press: <https://academic.oup.com/applij>
- <https://onlinelibrary.wiley.com/journal/1545727>
- <https://journals.sagepub.com/home/ltr>

Intitulé du Master : Linguistique

Semestre : 01

Intitulé de l'UE : Fondamentale

Intitulé de la Matière : Historical and Comparative Linguistics.

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

- Gain a solid grasp of key concepts and terminology in comparative and historical linguistics
- Learn methods for classifying languages into families and subgroups based on genetic relatedness, linguistic features, and typological similarities.
- Explore the various processes and mechanisms of language change,
- Acquire the skills to conduct comparative analysis across languages
- Investigate theories of language evolution, language divergence, and language contact, and understand how these phenomena contribute to the development and diversification of languages.

Connaissances préalables recommandées :

- Basic knowledge in general linguistics and applied linguistics

Contenu de la matière :

Chapter I: Introduction to Comparative and Historical Linguistics

- Definition of key terms and concepts in comparative and historical linguistics
- Historical development of the field and major contributors
- Importance and relevance of comparative and historical linguistics in understanding language evolution and diversity

Chapter II: Comparative linguistics and comparative analysis

- Overview about Language Families and Language Classification
- Understanding the concept of language families and subfamilies
- Methods for language classification and subgrouping
- Introduction to major language families (e.g., Indo-European, Afro-Asiatic, Sino-Tibetan)
- Principles of establishing genetic relatedness among languages
- Introduction to the comparative method and its application in linguistic analysis
- Applying the comparative method to reconstruct proto-languages
- Limitations and challenges of linguistic reconstruction

Chapter III: Historical Linguistics and Language Evolution

- Introduction to diachronic linguistics and its methodologies
- Corpus-based approaches to diachronic analysis
- Application of diachronic analysis in studying language variation and change
- Hands-on exercises in conducting diachronic linguistic analysis
- Evolutionary theories of language change
- Exploration of different types of language change (phonological, morphological, syntactic, semantic)
- Factors influencing language change (e.g., contact, migration, social factors)
- Case studies illustrating instances of language change across various languages and time periods
- Language divergence and language contact
- Language typology and universals in historical linguistics
- Importance of language documentation in historical linguistic
- Challenges and methods in documenting endangered languages
- Preservation efforts and ethical considerations in language documentation

- Practical exercises in language documentation techniques

Chapter IV: Future Directions in Comparative and Historical Linguistics

- Current trends and developments in the field of comparative and historical linguistics
- Interdisciplinary approaches and connections with other fields (e.g., genetics, archaeology, anthropology)
- Ethical considerations and challenges in historical linguistic research
- Further areas of study and research in comparative and historical linguistics

Mode d'évaluation : Examen final / contrôle continu

Références :

- Connor, Ulla M. (1996), *Contrastive Rhetoric : Cross-cultural aspects of second-language writing*. Cambridge, UK: Cambridge University Press.
- Ellis, R. 1994. *The Study of Second Language Acquisition* Oxford: Oxford University Press.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan Press : Ann Arbor.
- Campbell, Lyle. (2004). *Historical Linguistics: An Introduction*. The MIT Press.
- Crowley, Terry. (1997). *An Introduction to Historical Linguistics*. Oxford University Press.
- Hock, Hans Henrich & Joseph, Brian D. (2009). *Language History, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics*. De Gruyter Mouton.
- McMahon, April & McMahon, Robert. (2013). *Historical Linguistics: An Introduction*. Edinburgh University Press.
- Ringe, Don & Taylor, Ann. (2014). *The Development of Old English - A Linguistic History of English*, Vol. 2. Oxford University Press.
- Trask, Robert Lawrence. (2013). *Historical Linguistics (3rd Edition)*. Routledge.
- Aikhenvald, Alexandra Y. & Dixon, R. M. W. (Eds.). (2006). *Grammars in Contact: A Cross-Linguistic Typology*. Oxford University Press.
- Nichols, Johanna. (1992). *Linguistic Diversity in Space and Time*. University of Chicago Press.
- Blench, Roger & Spriggs, Matthew. (Eds.). (1997). *Archaeology and Language I: Theoretical and Methodological Orientations*. Routledge.
- Croft, William. (2003). *Typology and Universals (2nd Edition)*. Cambridge University Press.
- Haspelmath, Martin, Dryer, Matthew S., Gil, David & Comrie, Bernard. (Eds.). (2005). *The World Atlas of Language Structures*. Oxford University Press.
- Anthony, David W. (2007). *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World*. Princeton University Press.
- Nichols, Johanna. (2003). *Linguistic Diversity in Space and Time*. University of Chicago Press.
- Mufwene, Salikoko S. (2008). *Language Evolution: Contact, Competition and Change*. Continuum.
- Heggarty, Paul & Renfrew, Colin. (Eds.). (2014). *The Routledge Handbook of Historical Linguistics*. Routledge.

Intitulé du Master : linguistique
Semestre : 01
Intitulé de l'UE : Unité Fondamentale
Intitulé de la matière : Advanced Phonology and Phonetics
Crédits : 4
Coefficients: 2

Objectifs de l'enseignement :

- To examine the relationship between phonology, phonetics, and other linguistic subfields.
- Demonstrate phonetic and phonological awareness of speech sounds used in different languages
- Identify and describe theories of English phonology
- To develop practical skills in conducting phonological and phonetic analyses.
- To analyze phonological and phonetic data from various languages.
- Identify and Solve phonological problems.

Connaissances préalables recommandées :

- Basic knowledge of IPA, description of sounds and transcription.

Contenu de la matière :

CHAPTER I: Introduction to Advanced Phonology and Phonetics

- Review of basic phonological and phonetic concepts
- Historical phonology: sound change and reconstruction
- Phonological problems

CHAPTER II: Theories of phonology and phonological analysis

- Generative Phonology
- Optimality Theory (OT)
- Feature Geometry and Representations
- Autosegmental theory
- Distinctive feature theory
- Feature geometry and underspecification

CHAPTER III : Prosody and Suprasegmental Features

- Intonation, stress, and rhythm
- Syllable structure and phonotactics
- Syllable structure and syllable-based processes.
- Prosodic phonology and its interface with syntax and semantics

CHAPTER IV : Phonetic Realization of Sounds

- Articulatory phonetics: speech production mechanisms
- Acoustic phonetics: properties of speech waves and spectrographic analysis
- Perception and psycholinguistic aspects of phonetic processing

CHAPTER V : Phonetic Variation

- Regional and social variation in phonetic realization
- Language contact and phonetic borrowing
- Sociophonetic approaches to studying speech communities

CHAPTER VI : Pedagogical and research implications

- Integration of Phonological Research into Language Teaching
- Innovations in Phonological Instruction and Assessment
- Research areas in phonology and phonetics

Mode d'évaluation : Examen final / contrôle continu

Références:

- Hayes, B. (2009). Introductory Phonology. Wiley-Blackwell
- Ladefoged, P., & Johnson, K. (2011). A Course in Phonetics. Cengage Learning
- Goldsmith, J. (Ed.). (2011). The Handbook of Phonological Theory. Wiley-Blackwell.
- Gussenhoven, C., & Jacobs, H. (2017). Understanding Phonology. Routledge.
- Zsiga, E. (2013). The sounds of language: an introduction to phonetics and phonology. West Sussex: Wiley-Blackwell
- Ladefoged, P. N., & Disner, S. F. (2012). Vowels and consonants (3rd ed.). Chichester, England: Wiley-Blackwell.

Related Web Resources

- Interactive IPA Keyboard: <http://ipa.typeit.org/full/>
- International Phonetic Association: <http://www.internationalphoneticassociation.org>
- IPA charts with audio: <http://www.yorku.ca/earmstro/ipa/>

Related Journals

- Journal of Phonetics
- Journal of the International Phonetic Association

Intitulé du Master : Linguistique
Semestre : 01
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Lexicology and Lexicography
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement:

- ✓ Define the field and the aims of lexicology and lexicography as well as define its main terms and concepts
- ✓ Demonstrate the acquaintance with and evaluate contemporary theoretical approaches
- ✓ Describe different types of dictionaries and types of descriptions in dictionaries.
- ✓ Conduct their own lexicographic analysis and suggest the lexicographic design of a selected lexical unit.
- ✓ Analyze the formation and meaning of words
- ✓ Analyze the vocabulary of a given language

Connaissances préalables recommandées:

- Prerequisites and a basic knowledge of grammar, writing and linguistics.
- Proficiency in English language skills

Contenu de la matière :

Chapter I: lexicology and lexicography: a brief theoretical overview

- Lexicology and lexicography definitions and relationship
- The definition of related terms (words and word formation, lexicon, ...etc)
- Lexicology and Vocabulary: General Overview
- Methods and approaches to vocabulary teaching and learning
- Language sign: types, conventionality, universality. Basic concepts: word, lexeme, vocabulary of a language.
- Semantics and semantic analysis
- Historical semantics: changes in the meaning of words.
- Semantic and stylistic neologisms. Categories of figurative language: metaphor, metonymy, hyperbole etc.
- Reference and denotation. Meaning: denotative and associative meanings. Semantic nucleus, semantic field, lexical field.
- semantic relations between words

Chapter II: Lexical Meaning and Usage

- Polysemy, homonymy, and synonymy
- Semantic change and lexical evolution
- Word meaning and prototype theory. Semantic relations between lexical items.
- Idiomaticity. Collocation. Phraseological units and idioms.
- Lexical cohesion: reiteration and collocation. Lexical chains and chain interaction.
- Presenting lexical items, lexicon, lexical semantics and vocabulary: Traditional Notions and traditional lexical relationships
- The word concept and the domain of the lexicon
- Mental representations of vocabulary
- Teaching vocabulary
- The notion of fixed expressions, formulae, idioms and metonymy.
- Figurative language.

Chapter III: Lexicography

- Lexicographic analysis
- lexicographic design
- Lexicographic tools and resources
- words in dictionaries
- Dictionaries types and formats: monolingual, bilingual, specialized dictionaries, electronic dictionaries,
- parts of the lexicographic entry, the microstructure and macrostructure of the dictionary
- terms and terminology Dictionary
- phrasemes.
- Principles of dictionary compilation and organization

Chapter IV: Dictionary Design and Editing

- Entry selection and definition writing
- Usage examples and illustrative quotations
- Cross-referencing and indexing

Chapter V: Specialized Lexicography

- Terminology and terminography
- Lexicography for specific domains: legal, medical, technical
- Challenges and considerations in specialized dictionary compilation

Chapter VI : Pedagogical and research implications

- Research methodologies in lexicology and lexicography (corpus linguistics, contrastive analysis, computational methods).
- Role of lexicology in vocabulary acquisition and development.
- Designing effective vocabulary exercises and activities based on lexicological principles.
- Principles and methods of teaching lexical units and collocations.

Mode d'évaluation : Examen final / contrôle continu

Références :

- Howard Jackson.(2022) . The Bloomsbury Handbook of lexicography.
- Howard Jackson.(1988). Words and their Meaning. Routledge.
- Wolfgang Klein (2015). Lexicology and Lexicography

Intitulé du Master : Linguistique
Semestre : 01
Intitulé de l'UE : Unité Méthodologique
Intitulé de la Matière : Research Methodology
Crédits : 5
Coefficients : 3

Objectifs de l'enseignement

- To introduce students to the fundamentals of research design and methodology.
- To explore various qualitative, quantitative, and mixed methods approaches.
- To develop skills in formulating research questions and hypotheses.
- To learn techniques for data collection, analysis, and interpretation.
- To understand ethical considerations in research and scholarly integrity.
- To critically evaluate research literature and methodologies.

Connaissances préalables recommandées :

- Basic understanding of research process
- Familiarity with scientific research concepts

Contenu de la matière

CHAPTER I: Introduction to Research Methodology

- The scientific Method
- Research Philosophy and research paradigms (positivism, post positivism, interpretivism, pragmatism)
- Research Approaches and Methods

CHAPTER II: The Research Process

- An overview of the steps of the research process
- The Research Design
- Steps to conduct a research in Master Level

Chapter III : Research Ethics

- A historical overview
- Importance and objectives of research ethics
- Principles of research ethics: confidentiality, informed consent, integrity
- Plagiarism (types, solutions...etc)

CHAPTER IV: The Research Methods

- Definitions
- Components of a research method
- Criteria off the selection of a research method
- Writing the research methodology Chapter
- The Descriptive Method
- The Correlational Method
- The Experimental Method
- The Quasi-Experimental Method
- The Causal Comparative Method
- The Survey Method
- The Case Study
- The Historical Method
- The Ethnographic Method
- The Mixed methods Research

Références

- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.
- Bryman, A. (2015). *Social Research Methods*. Oxford University Press.
- Marshall, C., & Rossman, G. B. (2016). *Designing Qualitative Research*. Sage Publications.

Intitulé du Master : Linguistique
Semestre : 01
Intitulé de l'UE : Unité Méthodologique
Intitulé de la matière : Academic Reading and Writing Skills
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement:

- Develop advanced reading comprehension skills for understanding complex academic texts.
- Enhance critical thinking skills through analysis, evaluation, and synthesis of ideas presented in academic literature.
- Improve writing proficiency in various academic genres, including essays, research papers, and critiques.
- Enhance the ability to integrate and cite sources effectively in academic writing.
- Develop strategies for structuring arguments and organizing ideas coherently in written work.
- Strengthen skills in editing and revising academic writing for clarity, coherence, and correctness.
- Foster an understanding of academic integrity and ethical use of sources in scholarly writing.

Connaissances préalables recommandées

- Research Methodology principles and concepts
- Mastery of written expression skills

Contenu de la matière :

CHAPTER I : Advanced Academic Reading

- Overview of Academic reading (types , Methods)
- Resources types
- Collection and organization of sources
- Evaluating sources
- Practicing annotation and note-taking techniques
- Synthesizing ideas from multiple sources
- Conducting research: library resources, databases, and search strategies
- Evaluating and synthesizing scholarly literature

CHAPTER II: Academic Writing

- Principles of academic writing
- Academic texts (genres)
- Academic writing style and language
- Formality and tone in academic writing
- Clarity and precision in language use
- Academic writing conventions and citation styles
- Strategies for editing and proofreading

CHAPTER III: Evidence integration in academic writing

- Supporting claims with evidence and reasoning
- Principles of citation and referencing styles (APA, MLA, Chicago)
- Incorporating quotations, paraphrases, and summaries
- Avoiding plagiarism: strategies for ethical source integration

CHAPTER IV : Research Paper Writing

- Overview about research paper writing
- Structuring research reports and scholarly papers
- Formulating a research proposal: Questions, hypothesis, objectives, methods, literature review, list of references.....
- Drafting and revising research papers

CHAPTER V: Academic Integrity and Ethics

- Understanding plagiarism and academic misconduct
- Citing sources accurately and ethically
- Ethical considerations in research and writing

Mode d'évaluation : contrôle continu

Références

- Alley, Michael. (1996). The craft of scientific writing, 3rd edition. New York: Springer-Verlag.
- Barrass, Robert. (2002). Scientists must write, 2nd edition. New York: Routledge.
- Day, R. A. (1998). How to write and publish a scientific paper (5th ed.). Phoenix, AZ: Oryx Press.
- "They Say, I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein
- "Writing Analytically" by David Rosenwasser and Jill Stephen
- "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Intitulé du Master : linguistique

Semestre : 01

Intitulé de l'UE : Découverte

Intitulé de la matière : Teaching English as a Foreign Language (TEFL)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement :

At the end of this course students will be able to:

- Understand the principles of language teaching and learning, including theories of language acquisition and pedagogical approaches.
- Understanding of effective lesson planning, materials development, and instructional strategies for teaching English language skills (listening, speaking, reading, writing).
- Use practical classroom management techniques and strategies for creating inclusive and supportive learning environments.
- Use a variety of assessment techniques and tools for evaluating English language proficiency and monitoring student progress.

Connaissances préalables recommandées:

The student should have acquired the principle concepts and background knowledge of didactics and applied linguistics.

Contenu de la matière :

CHAPTER I: Theoretical background

- Definition of TEFL
- English as a Foreign Language
- A historical overview of TEFL
- TEFL Vs TESL
- The importance of TEFL as an educational experience
- Teaching Vs Learning
- Didactics Vs TEFL
- Pedagogy Vs Andragogy
- Researching English language teaching
- Teachers and learners roles
- Approaches to language – approaches to teaching
- Learner-centered teaching

CHAPTER II: English language teaching Methods and approaches

- The difference between an approach, method and technique
- Language Theories within the context of TEFL (structuralism, behaviorismetc)
- Learning theories within the context of TEFL (behaviourism, social constructivism...etc)
- Approaches of English language learning in EFL classrooms
 - Standard based approach
 - Competency based approach
 - Communicative Language Teaching approach
 - Content based approach
 - Content and Language Integrated Approach (CLIL)
 - Humanistic Approach

- Eclectic approach
- Methods of English language Teaching
 - Grammar Translation Method
 - The Direct method
 - Audio lingual method
 - The Silent method
 - Suggestopedia
 - Total Physical Response
 - Communicative language teaching
 - Suggestopedia
 - New methods (game-basedetc)

CHAPTER III: Lesson Planning

- Principles of lesson planning
- Components of a lesson Plan
- The importance of lesson planning process
- Teaching objectives and goals
- Bloom Taxonomy

CHAPTER IV: Teaching Materials/Material development

- Teaching materials (importance, classifications...etc)
- Correlate to teaching material
- learning styles and context
- Designing Teaching Materials
- Designing Teaching activities
- Practice with sample lesson plans

Chapter V: Teaching Language Skills

- Teaching Language Skills
- Teaching Receptive skills
- Teaching productive skills
- Integrating language skills in lesson planning and classroom activities

Mode d'évaluation : Examen final / contrôle continu

Références

- Chapelle, C. A. (2017). "The Handbook of Technology and Second Language Teaching and Learning." Wiley.
- Harmer, J. (1992). The Practice of English Language Teaching. London: Longman
- Hubbard, P. (2016). "Computer-Assisted Language Learning: Critical Concepts in Linguistics." Routledge.
- Hudson, T (2007) Teaching Second Language Reading: A guide to teaching reading skills for teachers of English as a foreign language. Oxford
- Kroll, Barbara: Teaching Writing in the ESL Context: Research Insights for the Classroom. Cambridge, 1990
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. (1999); Second English Teaching and Learning. Boston, Heinle&Heinle Publisher.
- Stockwell, G. (2013). "Technology and the Curriculum: A Practical Guide for Primary and Secondary Teachers." Routledge.
- Warschauer, M., & Kern, R. (Eds.). (2017). "Network-Based Language Teaching: Concepts and Practice." Cambridge University Press.

Intitulé du Master : Linguistique

Semestre : 01

Intitulé de l'UE : Transversale

Intitulé de la matière : Information and Communication Technologies

Crédits : 01

Coefficients: 01

Objectifs de l'enseignement:

By completion of this module contents students will be able to :

- Understand fundamental concepts of ICTs.
- Develop digital literacy and skills.
- Explore communication technologies.
- Master information management.
- Learn web and multimedia technologies.
- Apply practical exercises and project work.
- Encourage lifelong learning and professional development.

Connaissances préalables recommandées ICT, language skills

Contenu de la matière :

CHPATER I: Introduction to ICTs

- Definition and scope of Information and Communication Technologies.
- Historical development and evolution of ICTs.
- Importance and impact of ICTs in modern society.

CHAPTER IV: E-learning

- E-learning modes and practices
- E-learning platforms : Moodle (use and navigation)
- Blended learning (methods, tools, use)

CHAPTER II : Digital Literacy and Skills

- Definitions
- Basic computer literacy: hardware, software, operating systems, and peripherals.
- Internet fundamentals: browsing, searching, email, and online safety.
- Introduction to productivity software: word processing, spreadsheets, and presentations.

CHAPTER III: Communication Technologies

- Overview of communication technologies: email, instant messaging.....video conferencing.
- Social media platforms and their applications for personal and professional communication.
- Principles of effective digital communication and etiquette.

Mode d'évaluation : Evaluation Continu

Références

- "Information Technology for Management: Advancing Sustainable, Profitable Business Growth" by Efraim Turban, Linda Volonino, and Gregory R. Wood.
- "Digital Literacy For Dummies" by Faithe Wempen.
- "Computer Basics Absolute Beginner's Guide, Windows 10 Edition" by Michael Miller.
- "Information Technology & People" (Journal)
- "Journal of Computer-Mediated Communication"

Intitulé du Master : Linguistique
Semestre : 02
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Applied Linguistics
Crédits : 6
Coefficients : 3

Objectifs de l'enseignement :

- Develop a comprehensive understanding of the key concepts and theories in applied linguistics.
- Gain specific knowledge of major area of applied linguistics.
- Understand research in areas of applied linguistics
- Analyze the application of linguistic principles in various real-world settings.
- Explain the relationship between applied linguistics and language learning.
- Analyze the impact of applied linguistics on language teaching methodologies.

Connaissances préalables recommandées:

- A basic understanding of linguistic concepts such as phonetics, phonology, morphology, syntax, and semantics.
- A basic understanding of language teaching and meaning concepts

Contenu de la matière :

Chapter IV: Language pedagogy and teaching methodologies

- Key theories influencing language research and pedagogical practices
- linguistic theories and teaching methodologies (e.g., communicative competence, input/output theory)
- Language teaching approaches and methods
- language testing and assessment

Chapter V: Language for Specific Purposes

- Language in professional and academic contexts
- Language needs analysis
- Genre analysis
- Application of genre analysis in language teaching

Chapter VII: further areas in applied linguistics

- Language and culture
- Language and Identity
- Language and gender
- Language and society
- Language and technology
- Translation and interpreting
- Language Policy and Planning
- Forensic Linguistics

Mode d'évaluation : Examen final / contrôle continu

Références :

- Brown, D. H. (2007). Principles of language learning and teaching (5th ed.). New York: Longman.
- Cook, G. (2008). Applied linguistics. Oxford: Oxford University Press.
- Davies, A. (2007). An introduction to applied linguistics: From practice to theory. (2nd ed). (Alan Davies & Keith Mitchell, Eds). Edinburgh: EUP. Davies, A. & Elder, C. (Eds). (2004). The handbook of applied linguistics. Malden, MA: Blackwell Publishing.
- Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press. Grabe, W. (2002). "Applied Linguistics: An Emerging Discipline for the Twenty-first Century." In: B. Kapla (ed). Oxford Handbook of Applied Linguistics. OUP
- Schmitt, N. & Celce-Murcia, M. (2002). "An Overview of Applied Linguistics". In: N. Schmitt. (ed). An Introduction to Applied Linguistics. London: Arnold, pp. 1-16
- Applied Linguistics: Oxford Introduction to Language Study Series -Authors: Norbert Schmitt and Michael McCarthy Issues in Applied Linguistics (2001). Mc Carthy,M. Linguistics Oxford/ Maldon. MA: Blach Well.
- Brown, D. H. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Longman. Supplementary Textbooks: Cook, G. (2008).
- Davies, A. & Elder, C. (2006). Applied Linguistics. Oxford: Oxford University Press.
- The Oxford Handbook of Applied Linguistics. Oxford: Oxford University Press
- Lightbown, P. M., &Spada, N. (2006). How Languages are Learned (3rd ed.).
- Applied Linguistics Guy Cook (2003). Oxford: Oxford University Press Electronic

E-References in Applied Linguistics in:

- Oxford university press: <https://academic.oup.com/applij>
- <https://onlinelibrary.wiley.com/journal/1545727>
- <https://journals.sagepub.com/home/ltr>

Intitulé du Master : Linguistique
Semestre : S2
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

- Outline the major relationships between language and society.
- Define the main sociolinguistic concepts used to analyze these relationships.
- Identify the main features of studies of sociolinguistic variation
- Develop in-depth understanding of key areas in Sociolinguistics.
- Take issues critically and conduct practical thinking and analysis.

Connaissances préalables recommandées:

Knowledge of basic concepts of linguistics, and analytical thinking.

Contenu de la Matière:

CHAPTER I: Introduction to Sociolinguistics

- Definition and scope of sociolinguistics
- Historical development of the field
- Theoretical frameworks in sociolinguistics (theories guiding the field)

CHAPTER II: Language and Society

- Language Variation and Social Identity
- Language and Power Dynamics
- Cultural Dimensions of Language Use
- Language and Cultural Identity
- Language attitudes and stereotypes
- Language and ethnicity, race, gender, and sexuality

CHAPTER III: Language Variation and Change

- Types of language variation (e.g., regional, social, stylistic)
- Pidgin, Creole, and Lingua Franca
- Factors influencing language variation (e.g., social class, age, gender)
- Introduction to Dialectology: Study of regional and social dialects,
- Processes of language change (e.g., phonological, morphological, syntactic)
- Sociolinguistic factors influencing language change
- Language variation and linguistic innovation
- Methods of studying language variation (e.g., variationist sociolinguistics, ethnography of communication)

CHAPTER IV : Language Contact and Multilingualism

- Multilingualism & Language Choice
- Types of multilingualism (e.g., individual, societal, institutional)
- Language contact phenomena (e.g., borrowing, code-switching, pidgins, creoles, Lingua Franca
- Diglossia and language maintenance

- Diaglossia & Bilingualism

Chapter V: Pedagogical and Research Implications

- Applying Sociolinguistic Findings in Educational Settings
- Sociolinguistic Approaches to Language Teaching
- Research Methods and insights in Sociolinguistics

Mode d'évaluation : Contrôle continu + examen.

Références:

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

Intitulé du Master: Linguistique
Semestre : 02
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Discourse Analysis
Crédits : 04
Coefficients : 02

Objectifs de l'enseignement:

- To introduce students to key theories and concepts in discourse analysis.
- To develop students' critical thinking and analytical skills in analyzing spoken and written discourse.
- To explore the role of discourse in constructing social identities, power dynamics, and cultural representations.
- To provide students with practical experience in applying discourse analysis methodologies to different genres and contexts.
- To foster an appreciation for the interdisciplinary nature of discourse analysis and its relevance to various fields including linguistics, communication studies, sociology, and cultural studies.

Connaissances préalables recommandées:

- A basic understanding of Linguistics contents and concepts
- Analytical & Critical Thinking,
- A good command of English structure.

Contenu de la Matière :

CHAPTER I: An Introduction to Discourse Analysis

- Definitions and scope of discourse analysis
- Historical development of discourse analysis
- Approaches to discourse analysis: structural, functional, sociocultural

CHAPTER II : Text and Context

- Discourse and Text
- The Context of the Situation
- Contextual factors influencing discourse production and interpretation
- Standards of Textuality: coherence, cohesion, informativity, intertextuality. Relationship between discourse and context
- Analysis of discourse markers and coherence devices

CHAPTER III : Conversation Analysis

- Principles of conversation analysis
- Turn-taking and adjacency pairs
- Repair and preference organization

CHAPTER IV: Critical Discourse Analysis (CDA)

- Principles of critical discourse analysis
- Power, ideology, and discourse
- Analysis of discursive strategies in media discourse, political discourse, and Advertising

CHAPTER V : Discourse Analysis and Genre Analysis

- Definition and characteristics of genres
- Genre conventions and expectations
- Characteristics of genre analysis research
- Schools and approaches to genre analysis
- ESP genre analysis
- Contrastive and comparative genre studies
- Analysis of genre-specific discourse features in written and spoken texts

CHAPTER VI : Applications of Discourse Analysis

- Discourse analysis in professional and academic contexts
- Practical exercises: conducting discourse analysis on authentic texts
- Ethical considerations in discourse analysis research

Chapter VII: Pedagogical and Research Implications

- Discourse Analysis in the language classroom
- Research insights in discourse analysis

Mode d'évaluation : Contrôle continu + examen.

Références :

- Brown, G. and Yule, G. (1983) Discourse Analysis, Cambridge, Cambridge University Press.
- Coulthard, M. (1985) An Introduction to Discourse Analysis, London, Longman (Second edition).
- Chouliaraki, L. and Fairclough, N. (1999) Discourse in Late Modernity: rethinking critical discourse analysis, Edinburgh, Edinburgh
- Hoey, M. (1983) On the Surface of Discourse, London, Allen and Unwin.
- Fairclough, N. (1989) Language and Power, London, Longman.
- Fairclough, N. (1992) Discourse and Social Change, Cambridge, Polity.
- Fairclough, N. (1995) Critical Discourse Analysis: the critical study of language, London, Longman.
- Halliday, M. A. K. (1999) Doing Conversation Analysis: a practical guide, London, Sage.
- Heritage, J. (1997) 'Conversation analysis and institutional talk: analysing data', in D. Silverman (ed) Qualitative Research, London, Sage.
- Hutchby, I and Woofit, R. (1998) Conversation Analysis: Principles, practices and applications, Cambridge, Polity.
- Jaworski, A. and Coupland, N. (1999) The Discourse Reader, London, Routledge.
- Levinson, S. (1983) Pragmatics, Cambridge, Cambridge University Press.
- Psathas, G. (1995) Conversation Analysis: the study of talk-in-interaction, Thousand Oaks, Sage
- Schiffrin, D. (1994) Approaches to Discourse, Oxford, Blackwell
- Wodak, R. and Meyer, M. (eds) (2002) Methods of Critical Discourse Analysis, London, Sage.

Intitulé du Master : Linguistique
Semestre : 02
Intitulé de l'UE : Fondamentale
Intitulé de la Matière : Morphology and Syntax
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

- To develop a comprehensive understanding of morphological processes and structures.
- To explore syntactic theories and their applications in analyzing sentence structures.
- To analyze and compare morphological and syntactic patterns across different languages.
- To apply theoretical knowledge to practical exercises and linguistic data.
- To enhance critical thinking and analytical skills in morphological and syntactic analysis.

Connaissances préalables recommandées :

- Basic understanding of linguistics concepts such as phonetics, phonology, and basic syntax.
- Familiarity with morphological processes such as affixation, compounding, and derivation.
- Knowledge of syntactic structures including phrases, clauses, and sentence types.

Contenu de la Matière :

CHAPTER I: Introduction to Morphology

- Definition and Scope of Morphology
- Morphemes: Types and Functions
- Morphological Processes: Derivation, Inflection, Compounding

CHAPTER II: Morphological Analysis

- Morphological Typology
- Morphological Trees and Structures
- Case Studies: Analyzing Morphological Patterns in Various Languages

CHAPTER III : Introduction to Syntax

- Syntax: Definition and Importance
- Syntactic Categories: Nouns, Verbs, Adjectives, etc.
- Phrase Structure: Constituents and Hierarchical Structure
- Syntactic Relations: Subject, Object, Adjunct
- Transformational Grammar
- Syntactic Parsing and Tree Diagramming
- Syntax-Semantics Interface

CHAPTER IV: Syntactic Analysis

- Phrase Structure Rules
- X-bar Theory
- Sentence Structure: Subject-Verb Agreement, Complement Structures

CHAPTER V: Morphosyntax

- Integration of morphological and syntactic analysis.

- Definition and Scope of Morphosyntax
- Morphosyntactic Phenomena
- Morphosyntactic Analysis
- Morphosyntactic analysis in various languages.
- Morphosyntactic alignment (Types....)
- Morphosyntactic Agreement (Person, Number, Gender...)
- Cross-Linguistic Variation in Morphosyntactic Alignment
- Morphosyntax and Information Structure
- Research Trends in Morphosyntax

Chapter VI: Pedgagical Implications

- Grammar teaching methods and approaches
- Morphology practice and teaching
- Research insights in morphology and syntax

Evaluation: Examen/ Evaluation Continue

Références:

- "Morphosyntax: Issues on Its Interface" edited by Wolfgang U. Dressler, Marianne Kilani-Schoch, and Mohammad Amouzadeh
- "Morphosyntax of the Noun Phrase in Hieroglyphic Luwian" by Annette Günzel
- "The Oxford Handbook of Morphosyntax" edited by Bernd Heine and Heiko Narrog
- "Understanding Morphology" by Martin Haspelmath and Andrea Sims
- "Syntax: A Generative Introduction" by Andrew Carnie
- "Analyzing Syntax: A Lexical-Functional Approach" by Paul R. Kroeger

Intitulé du Master : Linguistique
Semestre : 02
Intitulé de l'UE : Unité Méthodologique
Intitulé de la Matière : Research Methodology
Crédits : 5
Coefficients : 3

Objectifs de l'enseignement

- To introduce students to the fundamentals of research design and methodology.
- To explore various qualitative, quantitative, and mixed methods approaches.
- To develop skills in formulating research questions and hypotheses.
- To learn techniques for data collection, analysis, and interpretation.
- To understand ethical considerations in research and scholarly integrity.
- To critically evaluate research literature and methodologies.

Connaissances préalables recommandées :

- Basic understanding of research process
- Familiarity with scientific research concepts

Contenu de la matière

CHAPTER V: Data Collection and Analysis

- Types of Data
- Secondary data collection and analysis
- Data Collection tools and instruments
- Document/content Analysis
- Data management and coding procedure
- Techniques for data analysis (quantitative and qualitative analysis)

CHAPTER VII: Data Collection and Analysis

- The Questionnaire (definition, types, design, administration, advantages / disadvantages...etc)
- The Interviews (definition, types, design, administration, advantages/ disadvantages...etc)
- The Observation(definition, types, design, administration advantages/ disadvantages....etc)
- Other tools...

CHAPATER VIII: Validity and Reliability

- Pilot study and tools validation
- Types of validity and reliability
- Methods of validity and realibility

Mode d'évaluation : Examen final / contrôle continu

Références

- Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
- Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson.
- Bryman, A. (2015). Social Research Methods. Oxford University Press.
- Marshall, C., & Rossman, G. B. (2016). Designing Qualitative Research. Sage Publications.

Intitulé du Master : Linguistique
Semestre : 02
Intitulé de l'UE: Methodologie
Intitulé de la Matière : Statistical Analysis
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement

- To introduce students to fundamental statistical concepts and terminology.
- To develop skills in summarizing and visualizing data using descriptive statistics.
- To learn techniques for making inferences and drawing conclusions from data.
- To apply statistical methods to solve practical problems and analyze real-world data.
- To develop critical thinking and analytical skills through statistical reasoning.

Connaissances préalables recommandées

Introductory concepts to second language research: data, variables, sample and population, instruments of data collection, data analysis tools, quantitative, mathematical terms

Contenu de la matière :

CHAPTER I: Introduction to statistics

- Definitions and scope of statistics
- Role of statistics in research and decision-making
- Types of data and levels of measurement

CHAPTER I : Principles of quantitative research

- 1- Methods/ procedures of collecting, analyzing, and interpreting data
- 2- Data presentation
- 3- Samples and Sampling Techniques

CHAPTER III : Descriptive Statistics

- Measures of central tendency: mean, median, mode
- Measures of variability: range, variance, standard deviation
- Measures of Shape
- Graphical representation of data: histograms, box plots, scatter plots

CHAPTER VI: Inferential Statistics

- Hypothesis testing: null and alternative hypotheses, significance level, p-value
- t-tests for comparing means of two groups
- Analysis of variance (ANOVA) for comparing means of multiple groups
- Correlation Analysis
- Regression Analysis

Mode d'évaluation : Contrôle continu

Références

- Moore, D. S., Notz, W. I., & Fligner, M. A. (2015). The Basic Practice of Statistics. W. H. Freeman.
- Triola, M. F., & Triola, M. (2019). Elementary Statistics. Pearson.
- McClave, J. T., Sincich, T., & Mendenhall, W. (2015). Statistics. Pearson.
- Field, A. (2013). Discovering Statistics Using IBM SPSS Statistics. Sage Publications.
- Baayen, R. H. (2008). Analyzing linguistic data: A practical introduction to statistics using R. Cambridge, UK. Cambridge University Press.
- Weinberg, S. L. (2008). Statistics Using SPSS: An Integrative Approach. Cambridge, UK. Cambridge University Press.
- Research Methods in Education. Sixth Edition. By Louis Cohen, Lawrence Manion and Keith Morrison. Pp. 638. London and New York: Routledge. 2007.

Intitulé du Master : Linguistique

Semestre : 02

Intitulé de l'UE : Découverte

Intitulé de la matière : Teaching English as a Foreign Language (TEFL)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement :

At the end of this course students will be able to:

- Understand the principles of language teaching and learning, including theories of language acquisition and pedagogical approaches.
- Understanding of effective lesson planning, materials development, and instructional strategies for teaching English language skills (listening, speaking, reading, writing).
- Use practical classroom management techniques and strategies for creating inclusive and supportive learning environments.
- Use a variety of assessment techniques and tools for evaluating English language proficiency and monitoring student progress.

Connaissances préalables recommandées:

The student should have acquired the principle concepts and background knowledge of didactics and applied linguistics.

Contenu de la matière :

CHAPTER VI: Teaching culture in the EFL Classroom

- A quick overview about language and culture
- Approaches and methods to teaching culture
- Techniques and strategies of teaching culture

CHAPTER VII: Evaluation, assessment, and Feedback

- Types of Assessments (diagnostic, formative, summative
- Summative Vs Formative
- Definition and types of tests
- Criterion referenced Vs norm referenced test
- Criteria considered when formulating a test
- Errors , mistakes and Feedback
- Strategies to Correct Errors

CHAPTER VIII: Classroom Management

- Classroom dynamics and Teachers roles
- Learner motivation and individual learning needs

CHAPTER IX : Technologie in TEFL

- Overview of the role of technology in modern language teaching.
- Importance of integrating technology into TEFL for enhanced learning outcomes.
- Digital tools and resources available for TEFL (e.g., language learning apps, online platforms,etc).
- Pedagogical approaches for integrating technology into TEFL (blended learning,

flipped classroom models....etc).

- Select and adaption technology tools and resources to meet the diverse needs of learners.

Mode d'évaluation : Examen final / contrôle continu

Références

- Chapelle, C. A. (2017). "The Handbook of Technology and Second Language Teaching and Learning." Wiley.
- Harmer ,J. (1992). The Practice of English Language Teaching. London: Longman
- Hubbard, P. (2016). "Computer-Assisted Language Learning: Critical Concepts in Linguistics." Routledge.
- Hudson, T (2007) Teaching Second Language Reading: A guide to teaching reading skills for teachers of English as a foreign language. Oxford
- Kroll, Barbara: Teaching Writing in the ESL Context: Research Insights for the Classroom. Cambridge, 1990
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. (1999); Second English Teaching and Learning. Boston, Heinle&Heinle Publisher.
- Stockwell, G. (2013). "Technology and the Curriculum: A Practical Guide for Primary and Secondary Teachers." Routledge.
- Warschauer, M., & Kern, R. (Eds.). (2017). "Network-Based Language Teaching: Concepts and Practice." Cambridge University Press.

Intitulé du Master : Linguistique

Semestre : 02

Intitulé de l'UE : Transversale

Intitulé de la matière : Information and Communication Technologies

Crédits : 01

Coefficients: 01

Objectifs de l'enseignement:

By completion of this module contents students will be able to :

- Understand fundamental concepts of ICTs.
- Develop digital literacy and skills.
- Explore communication technologies.
- Master information management.
- Learn web and multimedia technologies.
- Apply practical exercises and project work.
- Encourage lifelong learning and professional development.

Connaissances préalables recommandées : ICT, language skills

Contenu de la matière:

CHAPTER I : Information Management

- Information retrieval and management: search engines, databases, and content management systems.
- Digital file management: downloading , uploading, organizing, storing, and sharing files effectively.
- Data privacy and security best practices for safeguarding sensitive information.

CHAPTER II: Multimedia Technologies

- Multimedia creation tools: image editing, audio editing, and video editing software.
- Principles of multimedia design and production.
- Use of PPT and making PPT presentations
- Copyright and fair use considerations in multimedia content creation.

CHAPTER III: Emerging Technologies

- Overview of emerging ICT trends: artificial intelligence, Internet of Things (IoT),...
- Applications of emerging technologies across different sectors.
- Future directions and opportunities in the field of ICTs.

Mode d'évaluation : Evaluation Continu

Références

- "Information Technology for Management: Advancing Sustainable, Profitable Business Growth" by Efraim Turban, Linda Volonino, and Gregory R. Wood.
- "Digital Literacy For Dummies" by Faithe Wempen.
- "Computer Basics Absolute Beginner's Guide, Windows 10 Edition" by Michael Miller.
- "Information Technology & People" (Journal)
- "Journal of Computer-Mediated Communication"

Intitulé du Master : linguistique
Semestre : 03
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Psycholinguistics
Crédits : 6
Coefficients : 3

Objectifs de l'enseignement

- To understand the fundamental principles and theories of psycholinguistics.
- To explore the cognitive processes involved in language perception and production.
- To examine the development of language skills across the lifespan.
- To analyze the relationship between language and cognition.
- To apply psycholinguistic theories and methods to real-world language phenomena.

Connaissances préalables recommandées

- Completion of an introductory linguistics course or equivalent
- Familiarity with basic psychological concepts (e.g., memory, attention, perception...)
- Analytical and critical thinking skills

Contenu de la matière :

ChapterI: Introduction to Psycholinguistics

- Definition and scope of psycholinguistics
- Historical overview and major theories
- Interdisciplinary nature of psycholinguistic research
- Neurolinguistics: Brain Basis of Language

ChapterII: Language and Thought

- Sapir-Whorf hypothesis and linguistic relativity
- Conceptual metaphor theory and embodied cognition
- Influence of language on perception, memory, and reasoning

ChapterIII: Language Acquisition

- Theories of language acquisition
- The role of cognitive processes in language acquisition.
- Critical periods and individual differences.

Chapter IV: Language Processing:

- Models of language comprehension and production.
- The role of attention, memory, Semantic memory and lexical retrieval mechanism and other cognitive processes.
- Speech perception in noise and adverse conditions
- Sentence processing and syntactic ambiguity resolution
- Pragmatic and discourse processing in context

Chapter V: Bilingualism and multilingualism

- Bilingual Cognition

- Multilingual cognition
- Cognitive advantages and disadvantages of bilingualism
- Code-switching and language control mechanisms
- Bilingual language representation and processing

Chapter VI: Language Pathology and Speech Disorders

- Introduction to Language Pathology and Language Disorders
- Exploring Language Disorders: Causes, Assessment, and Intervention Developmental language disorders (e.g., specific language impairment)
- Psycholinguistic approaches to studying dyslexia and other reading disorders
- Language Pathology in Context: Cultural, Social, and Environmental Factors
- Language Disorders in Children: Early Identification and Intervention
- Language Disorders in Adolescents and Adults
- Aging and Language: Cognitive Decline and Communication Challenges

Chapter VII : Pedagogical and Research Implications

- Using Psycholinguistics research in language learning and teaching
- Research insights in psycholinguistics

Mode d'évaluation : Examen final + contrôle continu

Références

- Gaskell, M.G. (ed.) (2007) The Oxford Handbook of Psycholinguistics, Oxford: Oxford University Press.
- Hall, C.J. (2005) An Introduction to Language and Linguistics. Breaking the Language Spell, London: Continuum.
- Altmann, Gerry. 2001. The language machine: Psycholinguistics in review. British Journal of Psychology
- "Psycholinguistics: Introduction and Applications" by Thomas Scovel
- "Psycholinguistics: A Resource Book for Students" by John Field
- "The Psychology of Language: From Data to Theory" by Trevor A. Harley
- "Psycholinguistics: Exploring Language and Mind" by David W. Carroll
- "Neurolinguistics" by Colin M. Brown
- "Language Disorders: A Functional Approach to Assessment and Intervention" by Robert E. Owens Jr.

Intitulé du Master : Linguistics
Semestre : 03
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Pragmatics
Crédits : 04
Coefficients : 02

Objectifs de l'enseignement:

By the completion of this course, the students are expected to:

- Gain a comprehensive understanding of the key concepts and theories in semantics, pragmatics, and the interface between them.
- Analyze the relationship between language and meaning at various levels: word, sentence, utterance.
- Critically evaluate different theoretical approaches to meaning in language.
- Apply semantic and pragmatic knowledge to analyze real-world communication and language use.
- Develop advanced research and analytical skills in the field of linguistics.
- uncover the different speech acts to be found in the discourse along with their contexts and interpretations

Connaissances préalables recommandées:

- Basic knowledge of applied linguistics, Discourse Analysis and Sociolinguistics

Contenu de la Matière

Chapter 1: Introduction to Semantics:

- Defining semantics and its place within linguistics
- Theories of meaning: referential, conceptual, truth-conditional
- Word meaning: denotation, connotation, polysemy, homonymy, synonymy
- Semantic relations: hyponymy, hypernymy, meronymy, antonym
- Lexical Semantics
- Componential analysis of word meaning
- Semantic fields and lexical gaps
- Semantic change and historical semantics
- Sentence Semantics
- Compositionality and the meaning of sentence
- Semantic ambiguity and paraphrase
- Presupposition and entailment

Chapter II: Interface Between Semantics and Pragmatics

- Distinguishing semantics from pragmatics
- Exploring the interconnectedness of semantics and pragmatics
- Interface phenomena: ambiguity resolution, metaphorical interpretation, implicatures arising from lexical meaning
- Semantic ambiguity and its role in pragmatic interpretation
- The influence of context on semantic interpretation
- The application of semantics and pragmatics in various fields

Chapter III: Pragmatics

- Introduction to pragmatics field (scope and principles...etc)
- The role of context in language use

- Speech Accommodation Theory
- Face Threatening/Saving Acts
- Speech Acts Theory
- Speech acts and their components
- Grice's cooperative principle and conversational maxims
- Conversational implicature and types of implicature
- Figurative language: metaphor, metonymy, irony
- Politeness theory and principles
- Deixis and indexicality
- Presupposition and context dependence
- Language and social interaction

Part IV: Integration and Application

- Examples of research in the areas of semantics and pragmatics
- Analyzing communication breakdowns and misunderstandings
- Applying semantic and pragmatic knowledge in different contexts (e.g., legal language, advertising, literature)
- Exploring advanced research topics in semantics, pragmatics, and their interface

Mode d'évaluation : Contrôle continu + examen.

Références :

- Austin, J.L. (1962). *How to Do Things with Words*. UK: Oxford University Press.
- Carston, R. (2002). *Thoughts and Utterances: the Pragmatics of Explicit Communication*. UK: Blackwell
- Robinson, D. (2003). *Performative Linguistics: Speaking and Translating as Doing Things with Words*. UK: Routledge.
- A core textbook on semantics and pragmatics (e.g., "Semantics" by George Lakoff or "The Pragmatics of Language" by Stephen Levinson)
- "Pragmatics" by George Yule: 1996
- "Pragmatics: An Introduction" by Jacob L. Mey: 1993
- "Introducing Pragmatics in Use" by Savas L. Tsohatzidis: 2007

Intitulé du Master : Linguistique
Semestre : 03
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Corpus and Computational linguistics
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

- To familiarize students with the principles and methodologies of corpus linguistics.
- To provide hands-on experience in building and analyzing linguistic corpora.
- To develop critical thinking skills through the evaluation and interpretation of corpus data and computational models.
- To familiarize students with fundamental computational techniques used in NLP.
- To demonstrate the practical applications of corpus and computational linguistics in linguistic analysis and language technology.

Connaissances préalables recommandées :

- Basic knowledge of linguistics and related fields and terms.

Contenu de la matière :

CHAPTER I: Introduction to Corpus Linguistics

- Definition and scope of corpus linguistics
- Definition and types of linguistic corpora (e.g., written, spoken, specialized)
- Basic concepts in corpus linguistics (e.g., concordance, frequency, collocation)

CHAPTER II : Building and Annotating Corpora

- Corpus design and compilation of linguistic data
- Methods for collecting and compiling linguistic data (e.g., web scraping, text mining)
- Tools and resources for corpus creation and management
- Annotation schemes and tools for linguistic analysis
- Ethical considerations in corpus creation
- Practical work on various corpora using various corpus query tools

CHAPTER III : Corpus Analysis Techniques

- Basic techniques for corpus analysis (e.g., frequency lists, concordance lines)
- Identifying patterns and linguistic features in corpus data
- Frequency analysis and collocation
- Concordancing and keyword analysis
- Statistical methods in corpus linguistics

CHAPTER IV : Introduction to Computational Linguistics

- Overview of the intersection of language and computing
- Importance of corpus and computational linguistics in language study and technology
- Overview of computational linguistics and its applications
- Computational tools and resources for linguistic analysis

CHAPTER V: Natural Language Processing (NLP) Tasks

- Definition and Basic principles
- Overview of common NLP tasks (e.g., tokenization, part-of-speech tagging)

CHAPTER VI: Machine Learning and Machine translation for NLP

- Introduction to machine learning
- Supervised, unsupervised, and semi-supervised learning approaches
- Overview of machine translation systems and approaches
- Statistical machine translation (SMT) and neural machine translation (NMT)

CHAPTER VII: Applications of Corpus and Computational Linguistics

- Language technology applications in linguistic research, language teaching, and industry
- Case studies demonstrating the use of corpora and computational methods in various domains

Mode d'évaluation : Examen final / contrôle continu

Références:

- Manning, C. D., & Schütze, H. (1999). Foundations of Statistical Natural Language Processing. MIT Press.
- Jurafsky, D., & Martin, J. H. (2019). Speech and Language Processing (3rd ed.). Pearson.
- McEnery, T., & Wilson, A. (2001). Corpus Linguistics: An Introduction. Edinburgh University Press.
- O'Keefe, A., McCarthy, M., & Carter, R. (2007). From Corpus to Classroom: Language Use and Language Teaching. Cambridge University Press.
- Sinclair, J. (2004). Trust the Text: Language, Corpus and Discourse. Routledge.

Journals:

- International Journal of Corpus Linguistics
- Journal of Corpus Linguistics
- Computational Linguistics
- Natural Language Engineering
- Language Resources and Evaluation

Online Resources:

- Natural Language Toolkit (NLTK): <http://www.nltk.org/>
- Corpus Linguistics Resources: <http://corpus-resources.org/>
- Linguistic Data Consortium (LDC): <https://www ldc.upenn.edu/>
- The Association for Computational Linguistics (ACL): <https://www.aclweb.org/>
- Linguistic Data Consortium (LDC): <https://www ldc.upenn.edu/>

Intitulé du Master : Linguistique

Semestre : 03

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Language Measurement and Assessment

Crédits : 04

Coefficients : 02

Objectifs de l'enseignement :

- To understand the theoretical foundations of language measurement and assessment.
- To explore different approaches to measuring language proficiency and assessing language skills.
- To learn how to design and administer language assessment instruments.
- To examine the applications of language assessment in linguistic research.
- To develop critical thinking skills in evaluating language assessment tools and methodologies.

Connaissances préalables recommandées :

- Basic knowledge of testing, assessment concepts
- Knowledge of field of linguistics , applied linguistics

Contenu de la matière :

CHPATERI: Introduction to Language Measurement and Assessment

- Definition and scope of language measurement and assessment
- Theoretical frameworks in language assessment
- The need for language measurement in linguistics research
- Role of language assessment in linguistic studies
- Quantitative and qualitative analysis of language assessment data
- Language Assessment Literacy

CHAPTERII: Methods of Language Assessment

- Traditional and alternative assessment methods
- Performance-based assessment vs. proficiency tests
- Task-based assessment and dynamic assessment

CHAPTER III: Measurement Theories in Language Assessment

- Traditional measurement theories (e.g., classical test theory, generalizability theory)
- Modern measurement theories (e.g., item response theory, cognitive diagnostic assessment)
- Comparative analysis of traditional and modern measurement approaches

CHAPTER IV: Validity and Reliability in Language Assessment

- Definitions and overview
- Types of Validity
- Types of Reliability
- Statistical techniques for assessing validity and reliability

CHAPTER V: Designing Language Assessment Instruments

- Types of language tests
- Test construction principles
- Item writing and test development
- Standard-setting and scoring criteria
- Diagnostic, formative, and summative assessment

CHAPTER VI : Assessing Language Skills

- Assessing vocabulary proficiency
- Assessing speaking fluency and pronunciation:
- Assessing Listening skills
- Assessing reading comprehension
- Assessing grammar and syntax
- Assessing language attitudes and aptitudes

Mode d'évaluation : Examen final / contrôle continu

Références :

- Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment in Practice*. Oxford University Press.
- Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Routledge.
- Brown, J. D., & Hudson, T. (2002). *Criterion-referenced language testing*. Cambridge University Press.
- McNamara, T. (2000). *Language Testing: The Social Dimension*. Blackwell.
- Weir, C. J. (2005). *Language Testing and Validation: An Evidence-based Approach*. Palgrave Macmillan

Intitulé du Master : Linguistique

Semestre : 03

Intitulé de l'UE : Methodologie

Intitulé de la Matière : Techniques to Write a Scientific Paper

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement :

- Improve academic writing proficiency, including clarity, coherence, and precision of language.
- Strengthen skills in structuring research papers, crafting persuasive arguments, and integrating evidence.
- Foster an understanding of ethical considerations in research and scholarly writing.
- Prepare students for the dissemination of their research findings through their master dissertations writing or presentations.

Connaissances préalables recommandées :

- Good language proficiency
- Academic writing and reading skills (gained from second semester module)
- Research methodology principles and concepts

Contenu de la matière :

CHAPTER I: Introduction to Advanced Research Paper Writing

- Overview of pre-requisites of academic writing and research process
- Overview about research paper writing
- Types and components (abstract, introduction..... conclusion)

CHAPTER II: Creating the Research Paper Outline

- Overview about outlining and its importance
- Types of outlining methods
- Making the outline of the research paper

CHAPTER III: Writing the Introduction and Theoretical Framework

- Choosing a research topic
- Formulating theoretical frameworks/ conceptual frameworks
- Writing the problem statement and research questions
- Writing research objectives and research significance

CHAPTER III: Literature Review Synthesis and Writing

- Understanding the purpose and structure of literature reviews
- Strategies for conducting comprehensive literature searches
- Synthesizing and analyzing related literature

CHAPTER IV: Research Design and Methodology

- Selection of appropriate research methodologies
- Developing research hypotheses or research aims
- Writing the methodology section

CHAPTER V : Data Analysis and Findings Discussion

- Presenting data effectively through tables, figures, and visualizations
- Techniques for analyzing qualitative and quantitative data
- Interpreting research findings and discussing the findings

CHAPTER VI: Finalizing the Research Paper

- Writing effective research titles (characteristics, types, techniques...etc)
- Writing abstracts
- Writing conclusions
- Crafting the list of references

CHAPTER VI: Structuring the Research Paper

- Organizational strategies for research papers (IMRAD format)
- Developing coherence and logical flow
- Incorporating transitions and signposts for clarity
- Writing Style and Language in Academic Research
- Integrating Evidence and Building Arguments
- Citing Sources and Avoiding Plagiarism
- Revision and Editing

Mode d'évaluation : Examen final / contrôle continu

Références :

- Swales, J. M., & Feak, C. B. (2012). "Academic writing for graduate students: Essential tasks and skills." University of Michigan Press.
- Matsuda, P. K., & Tardy, C. M. (Eds.). (2007). "Voice in academic writing: Rhetorical approaches to writing research papers." University of Michigan Press.
- Murray, R., & Moore, S. (2006). "The handbook of academic writing: A fresh approach." McGraw-Hill Education.
- "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
- "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Intitulé du Master : Linguistique
Semestre : 03
Intitulé de l'UE : Methodologie
Intitulé de la Matière : Academic and Scientific Communication Skills
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

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

- Foster an understanding of ethical principles and conventions in academic and scientific communication.
- develop the skills necessary to communicate effectively in academic settings;
- Develop proficiency in reading and critically analyzing academic and scientific texts.
- Enhance writing skills for academic and scientific purposes, including structuring essays and research papers.
- Improve oral communication skills for presenting research findings and participating in academic discussions.

Connaissances préalables recommandées

- Basic knowledge of research methodology and scientific research
- Academic reading and writing skills

Contenu de la matière :

CHAPTER I: Introduction to Academic and Scientific Communication

- Effective communication in academia and science
- Introduction to key terms and concepts in academic and scientific discourse
- Channels of ACSC
- Ethical considerations

CHAPATER II: Written Communication skills

- Introduction to academic and scientific writing
- Structure of research papers: Introduction, methods, results, discussion (IMRAD)
- Citation and Referencing Styles

Chapter III: Disseminating Research and Publishing

- Academic publishing and scientific writing
- Importance of peer feedback and collaboration in academic and scientific writing
- Conducting peer reviews: providing constructive feedback and suggestions
- Collaborative writing exercises and group discussions

CHAPTER IV: Oral Communication skills: Making an oral presentation

- Techniques for preparing and delivering effective oral presentations
- Structuring presentations: introduction, methodology, results, discussion
- Making Effective PPT presentations
- Engaging with the audience and handling questions effectively

CHAPTER IV: Effective Communication in Digital and Virtual Environments

- Understanding Digital Communication Tools
- Utilizing technology for academic and scientific
- Email Etiquette and Professionalism
- Virtual Meetings and Video Conferencing
- Online Collaboration and Team Communication
- Academic Writing in Digital Environments
- Ethical Considerations in Digital Communication

Mode d'évaluation: Evaluation Continu

Références:

- Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
- Alley, M., Neeley, K. A., & Schreiber, J. (2019). "Slide:ology: The Art and Science of Creating Great Presentations." O'Reilly Media.
- Atkinson, C. (2017). "Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations that Inform, Motivate, and Inspire." Microsoft Press.
- Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
- Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009
- Cooren, François et al. Language and Communication at Work: Discourse, Narrativity, and Organizing. Oxford University Press, 2014. Print.
- Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
- Hughes, Shirley. Professional Presentations: A Practical Guide to the Preparation and Performance of Successful Business Presentations. Sydney: McGraw-Hill, 1990
- Murray, N. (2012). "Writing up qualitative research." SAGE Publications.
- Murray, R., & Moore, S. (2019). "The handbook of academic writing: A fresh approach." Open University Press.

Intitulé du Master : Linguistique
Semestre : 03
Intitulé de l'UE : Découverte
Intitulé de la matière : Educational Psychology
Crédits : 2
Coefficients : 2

Objectifs de l'enseignement:

At the end of the course, students are expected to

- Understand the field of Educational Psychology and the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles.
- Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
- Apply learning theories and models to classroom situations.
- Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.

Connaissances préalables recommandées

- Applied linguistics
- Cognitive psychology (in third year)

Contenu de la matière :

Chapter I: Introduction to Educational Psychology

- Introduction to Educational Psychology: Definitions, Scope, and Importance
- Historical Perspectives and Foundational Principles
- Research Methods in Educational Psychology
- Applying Educational Psychology in Practice: Implications for Teaching and Learning

Chapter II: Learning Theories and the Learning Process

- Definitions of learning
- Behaviorism: Pavlov, Skinner, and Classical/Operant Conditioning
- Cognitive Theories: Piaget's Constructivism and Information Processing Theory
- Social Cognitive Theory: Bandura's Observational Learning
- Constructivist and Sociocultural Perspectives on Learning
- language learning theories
- applications of various theories in the classroom

Chapter III: Theories of Development

- Understanding development
- Processes of development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory
- Erikson's Psychosocial Development Theory
- Bronfenbrenner's Ecological Systems Theory
- Applications of developmental psychology theories

Chapter IV: Learners' Diversity

- Understanding Individual Differences: Gender, Intelligence, Learning Styles, and Multiple Intelligences
- Cultural diversity and individual identity
- Inclusive Education: Addressing Special Educational Needs

Chapter V: Motivation

- Definitions
- Theories of Motivation: Maslow's Hierarchy, Self-Determination Theory, and Achievement Goal Theory
- Intrinsic and Extrinsic Motivation: Implications for Learning
- Motivating Factors in Educational Settings: Autonomy, Competence, and Relatedness
- Motivational Strategies for Enhancing Learning Engagement

Chapter VI: Participants of the Teaching/Learning Process

- Components of the learning situation (teacher, learner, subject matter, Materials...)
- Teachers' Roles and Responsibilities: Instructional Strategies and Classroom Management
- Learners types and roles
- Engagement and Active Learning Techniques
- Parental Involvement and Community Resources in Education
- Educational Leaders and their Impact on School Climate and Culture

Chapter VII: Classroom Management and the Learning Environment

- Definitions
- Classroom Climate/space: Rules, Routines, and Expectations
- Managing Student Behavior: Individualized Plans and Classroom Interventions
- Discipline Strategies and Conflict Resolution Techniques

Chapter VIII: The Nature of Classroom Communication

- Definitions and characteristics of classroom communication
- Verbal, Nonverbal and unintended communication in the classroom
- Listening Skills and Feedback Mechanisms
- Teachers and learners talk
- Communication Challenges: Addressing Language Barriers and Cultural Differences

Chapter IX: Assessment of Learning

- Principles of Assessment: Validity, Reliability, and Fairness
- Objectives of assessment
- Roles of assessment
- Formative vs. Summative Assessment: Strategies and Tools
- Alternative Assessment Methods: Performance Tasks, Portfolios, and Rubrics
- Feedback provision principles and techniques

Mode d'évaluation: Examen

Références

- Ausubel, D. P. (1968). Educational psychology. A cognitive view. New York: Holt, Rinehart and Winston, Inc.
- BerkL. E. (2003). Development through the lifespan (3rd ed.). Boston: Pearson.
- Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.
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- Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman
- Cook, J. L., & Coolz, G. (2005). Child development: Principles and perspectives.
- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.
- Erikson, E. H. (1980). Identity and the life cycle (2nd ed.). New Yorlz: Norton.
- Faerch, C., & Kasper, G. (1983a). Strategies in Interlanguage Communication. London: Longman.
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- Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Coopera-tive, competitive, and individualistic learning (5th ed.). Boston, MA: Allyn & Bacon (First edition published 1975).
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Intitulé du Master : Linguistique
Semestre : 03
Intitulé de l'UE : Transversale
Intitulé de la Matière : Ethics and Deontology
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement

Sera abordée, dans cette matière, la charte d'éthique et de déontologie qui réaffirme des principes généraux issus de normes universelles ainsi que de valeurs propres à notre société, et qui doivent être le moteur de la démarche d'apprentissage, de la méthodologie dans la recherche et de mise en œuvre de l'éthique et de la déontologie universitaires.

Connaissances préalables recommandées

L'étudiant doit avoir des connaissances en linguistique et en didactique. La maîtrise des concepts clés de ces deux disciplines en rapport avec la méthodologie, l'éthique universitaire et la rédaction scientifique est également requise.

Contenu de la matière

L'enseignement en présentiel de cette matière doit représenter un outil de mobilisation et de référence rappelant les grands principes qui guident la vie universitaire et inspirent les codes de conduite et les règlements qui en découleront, à savoir :

- L'intégrité et l'honnêteté ;
- La liberté académique ;
- La responsabilité et la compétence ;
- L'exigence de vérité scientifique, d'objectivité et d'esprit critique ;
- Les droits et les obligations des acteurs de l'enseignement supérieur et la de recherche scientifique.

Le travail personnel permettra aux étudiants :

- de mettre en pratique les connaissances acquises de cet enseignement lors de travaux de rédaction de synthèses et de comptes rendus, se basant sur des articles relatifs à leur sujet de mémoire;

Mode d'évaluation : Contrôle continu

Références

- E. Vergès, « Ethique et déontologie de la recherche scientifique, un système normatif communautaire », in « *Qu'en est-il du droit de la recherche ?* », Dir. J. Larrieu, éd. LGDJ, 2009.
- M. Dauchet, « Ethique et déontologie du scientifique », *RIC et ED SPI*, LIFL, 2013.
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- J-N. Darde, H. Maurel-Indart et M. Touzeil-Divina, *Le plagiat de la recherche scientifique*, éd. LGDJ, 2011.
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- J. Birman, *Généalogie du plagiat*, éd. LGDJ, 2011
- P-J. Benghozi, *Publications et plagiat à l'ère d'internet : réponses collectives à de nouvelles pratiques*, éd. LGDJ, 2009.
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AMENDEMENT DES MASTERS
Offres de formation de master par domaine



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Faculté : des Lettres et des Langues

Domaine : Lettres et Langues Etrangères

Filières	Spécialités
Langue française	Didactique des Langues étrangères
	Littérature Générale et Comparée
	Sciences du langage
Langue anglaise	Littérature et Civilisation
	Linguistique

نائب مدير الجامعة مكلف بالتكوين العالي
في الطورين الأول والثاني والتكوين المتواصل
والشهادات والتكوين العالي في التدرج
أ.د. بيهار عبد المطلب



VII - Avis et Visas des organes administratifs et consultatifs

Intitulé du Master : Linguistique

Chef de département	+ Responsable du domaine
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