

PROGRESS
Master SCIENCES OF
LANGUAGE



Organisation half-yearly lessons

Semester 1

Teaching Unit	VHS	Weekly VHS				Coeff	Credits	Assessment method	
	15 weeks	C	TD	TP	Other			Continuous	Examination
Fundamental EU									
UEF1 (O/P)									
Subject 1 Operational concepts of sociolinguistics 1	45h	1h30	1h30		55h	2	4	x	x
Subject 2 Bilingualism and plurilingualism	45h	1h30	1h30		55h	2	4	x	x
Subject 3 Standards and linguistic variation,	45h	1h30	1h30		55h	2	4	x	x
Subject 4 Sociolinguistic representations.	45h	1h30	1h30		55h	2	4	x	x
Subject 5 Interactional and variationist sociolinguistics1	22h30	1h30	-----		27h30	1	2		Examination
EU methodology									
UEM1 (O/P)									
Subject 1 Research Methodology 1	45h	1h30	1h30		55h	2	4	x	x
Subject2 ICT 1	15h	1h	-----		10h	1	1		Examination
Subject 3 Language reinforcement	45h	1h30	1h30		55h	2	4	x	x
EU discovery									
Subject 1 Textual grammar	10.30pm	1h30	-----		2h30	1	1		Examination
Subject2 Enunciation and pragmatics	10.30pm	1h30	-----		2h 30	1	1		Examination
Cross-disciplinary courses									
Subject 1 Cultures and civilisations	22h30	1h30	-----		2h30	1	1		Examination
Total Semester 1	375h	16 h	9 h		375h	17	30		

Semester 2

Teaching Unit	VHS	Weekly VHS				Coeff	Credits	Assessment method	
	15 weeks	C	TD	TP	Other			Continuous	Examination
Fundamental EU									
UEF1(O/P)									
Subject 1 Operational concepts of sociolinguistics 1	45h	1h30	1h30		55h	2	4	X	X
Subject 2 Diglossia, case study	45h	1h30	1h30		55h	2	4	X	X
Subject3 Language policy and planning	45h	1h30	1h30		55h	2	4	X	X
Subject 4 Particularisms of French in the French-speaking world	45h	1h30	1h30		55h	2	4	x	x
Subject 5 Interactional and variationist sociolinguistics 2	22h 30	1h30	-----		27h30	1	2		Examination
EU methodology									
UEM1(O/P)									
Subject 1 Research Methodology 2	45h	1h30	1h30		55h	2	4	x	x
Subject 2 ICTE 2	15h	1h	-----		10h	1	1		Examination
Subject 1 Language reinforcement	45h	1h30	1h30		55h	2	4	x	x
EU discovery									
UED1(O/P)									
Subject 1 Discourse analysis	22h 30	1h30	-----		2h 30	1	1		Examination
Subject 2 Semantics / Lexicology	22h 30	1h 30	-----		2h 30	1	1		Examination
Cross-cutting EU									
UET1(O/P)									
Mat 2 Entrepreneurial Culture	22h 30	1h 30	-----		2h30	1	1		Examination
Total Semester 2	375h	16h	9h		375	17	30		

Semester 3

Teaching Unit	VHS	Weekly VHS				Coeff	Credits	Assessment method	
	15 weeks	C	TD	TP	Other			Continuous	Examination
Fundamental EU									
UEF1(O/P)									
Subject 1 Developing and processing corpora and linguistic databases	67h 30	1h 30h	3h		82h30	3	6	X	X
Subject 2 Methodology of the discipline	45h	1h 30	1h 30		55h	2	4	X	X
Subject 3 Urban sociolinguistics	45h	1h 30h	1h 30		55h	2	4	x	x
Subject 4 Surveys in the humanities and social sciences	45 h	1h 30	1 h 30		27h30	2	4	x	x
EU methodology									
Subject 1 Research Methodology 3	45 h	1h 30	1h 30h		55h	2	4	x	x
Subject 2 ICTE 3	15 h	1h	-----		10h	1	1		Examination
Subject 3 Language reinforcement	45h	1h 30	1h 30		55h	2	4	x	x
EU discovery									
UED1(O/P)									
Subject 1 University writing practice and master's dissertation	22H 30	1h 30	-----		2h 30	1	1		Examination
Subject 2 Scientific discourse: typology and linguistic characteristics	22H 30	1H 30	-----		2h 30	1	1		Examination
Cross-disciplinary courses									
Subject 2 Ethics and professional conduct	22h 30	1h 30	-----		2h30	1	1		Examination
Total Semester 3	375h	14 h 30	10 h 30		375h	17	30		

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Semester 4

Devoted to writing the Master 2 dissertation and the defence (preparation)

Domain : Foreign Languages and Literature

Branch French Language

Speciality Language Sciences

EU	TYPE	MATERIALS	V.H.S.	V.H.H	Coef.	ECTS
EU Fundamental		Master 2 thesis	751h	-----	17	30
TOTAL			751h	----- ---	17	30

Masters in Language Sciences
Department of Literature and French Language, Constantine 1

Semester 1

Title of UE : Fundamental

Subject title: Operating concepts in sociolinguistics 1 & 2

Credits: 4

Coefficients: 2

Teaching objectives

To establish precise knowledge relating to the constitution of the discipline called "Sociolinguistics", from the sociology of language to sociolinguistics, and to explain the conditions of appearance of the principal operational notions in various contexts, from dialectology to the advent of linguistics known as "structuralism (iste)", social field linguistics as opposed to virtual system linguistics. Standard and geographical (regional) variation, etc. are the most important points that will be dealt with. The French-speaking world and the spread of French, situations of bi- and plurilingualism, diglossia, language policy and planning.

Recommended prior knowledge

Notions of general linguistics

Contents :

The diversity of languages in the world

The distribution of languages by continent, country and region

Breakdown by number of speakers

The place of languages in the societies in which they are spoken

Endangered languages

The status of "languages": The "sociolinguistic" distinction: language, dialect, patois, creole, pidgin, sabir, etc.

Types of languages (official/unofficial, national, common, etc.) and language policies adopted

Assessment method: Continuous assessment and examination

Designing and creating research paths on a specific subject

Questionnaires, surveys, writing techniques, preliminary research projects, dissertations

References

- FISHMAN J., *Sociolinguistique*, Paris: Nathan, 1971.
- GARMADI S., *La sociolinguistique*. Paris: PUF. 1981.
- GUMPERZ J., *Sociolinguistique interactionnelle, une approche interprétative*. Paris: L'Harmattan, 1989.
- HAMERS J.F., BLANC M., *bilinguisme et bilinguisme*, Liège: Pierre Mardagua.1983.
- Introduction à l'analyse du discours en sciences sociales* (coll.), Paris: Hachette, 1979
- JUILLARD C. *Sociolinguistique urbaine, la vie des langues à Ziguinchor (Sénégal)*. Paris: CNRS, 1995
- JUILLARD C., CALVET L.J., *Les politiques linguistiques. Mythes et réalités*. Beirut: FMA, 1996.
- BOYER, H. *Eléments de sociolinguistique* (1996) Paris, Dunod.
- CALVET, L-J. *Introduction à la sociolinguistique urbaine*. (1994) Paris: Payot.
- FRANCART M., *L'insécurité linguistique dans les communautés francophones périphériques*, vol I, Cahiers de l'institut de linguistique de Louvain, 1994.
- BOUKOUS A., "Le questionnaire", in CALVET L.J. and DUMONT P. *L'enquête sociolinguistique*. Paris: L'Harmattan, 1999.
- BOYER H., "Les représentations de la langue: approches sociolinguistiques", in *Langue française* n°85, Larousse, February 1990.

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Semester 1

Title of Curriculum Unit: Fundamental

Subject title: Bilingualism and plurilingualism

Credits: 4

Coefficients: 2

objectives

To give students a better understanding of the concept of bilingualism in all its nuances (Wienriech typology) in relation to .

Recommended prior knowledge

Basic knowledge of language science and sociolinguistics

Contents :

- Definitions of bilingualism
- Definitions of plurilingualism
- What does it mean to be bilingual?
- What is a bilingual state?
- What is a bilingual institution, bilingual education, etc.?
- Case studies from around the world, with commentary and comparison with Maghreb and African countries.
- Plurilingualism, Case study

Assessment method: *Continuous assessment and examination.*

Time-limited assessment of knowledge at the end of the course

References

BAUTIER, E. Pratiques langagières, pratiques sociales. De la sociolinguistique à la sociologie du langage (1995) Paris, L'Harmattan.
CALVET Louis-Jean et DUMONT Pierre (dir.), L'enquête sociolinguistique, (1999), Paris: L'Harmattan.
FISHMAN, J Sociolinguistique(1971) Paris, L'Harmattan. GUMPERS, J-J. Sociologie interactionnelle(1989) Paris: L'Harmattan.
GOUDAILLER J.C. Words and the linguistic divide. La revue des 2 mondes (March 1996).
Comment tu tchatches! Dictionnaire du français contemporain des cités, (1997), Maison Neuve la Rose.
MARCHELESI J.B and GARDIN B. Introduction à la sociolinguistique(1974) Paris.
LABOV, W. Sociolinguistique(1978) Paris Ed de minuit.
MARGES LINGUISTIQUES (online journal of sociolinguistics) issue 3, May 2002
.

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Semester 1

Title of UE : Fundamental

Title of subject: Norm and linguistic variation

Credits: 4

Coefficients: 2

Teaching objectives Describe

A description of the linguistic variation of French in France will provide the background to the main contemporary approaches, which will be examined in more detail, with examples, often borrowed from French in the whole of the French-speaking world, including France.

Recommended prior knowledge

Basic notions of linguistics and lexicology

Contents :

Definitions of variation in relation to linguistic change

Typology of linguistic variation (social, gender, geographical, generational, etc.)

Assessment method: Continuous assessment and examination.

Time-limited assessment at the end of the course.

References

GADET, F. La variation linguistique, 1999; la néologie en français contemporain, 2000, J F BAUTIER, E. Pratiques langagières, pratiques sociales. De la sociolinguistique à la sociologie du langage (1995) Paris, L'Harmattan.
BOYER, H. Eléments de sociolinguistique (1996) Paris, Dunod.
CALVET, L.-J. Introduction à la sociolinguistique urbaine. (1994) Paris: Payot.
CALVET L.-J. and DUMONT P. (dir.), L'enquête sociolinguistique, (1999), Paris : Sablaroylles, Le Français en Afrique, Queffelec, A, 2001
DERRADJI Yacine and ALLI, Le français en Algérie, Edition DeBoeuck, Brussels, 2002
BENZAKOUR and QUEFFELEC, Le français au Maroc, Edition DeBoeuck, Brussels, 2000

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Semester 1

Title of UE : Fundamental

**Subject title: Sociolinguistic
representations**

Credits: 4

Coefficients: 2

Teaching objectives

Students are expected to have acquired the main human science approaches to the notion of representation: sociology, language sciences, communication sciences, social psychology, philosophy, etc.

Recommended prior knowledge

Basic notions of linguistics and lexicology

Contents :

Theoretical and methodological approaches to sociolinguistic research on representations

The ethnosociocultural imaginary

Analysis of ideologies and attitudes

Case studies - advertising messages, the crisis in the suburbs, war, immigration, terrorism - illustrating socio-cultural representations and fixations in discourse, stereotypes, prejudices and clichés based on theories of social identity.

Assessment method: Continuous assessment and examination

Time-limited assessment at the end of the course.

References

From Durkeim to Moscovisci

The concept of social representations: opinion, attitude, representation and ideology. The representation of oneself, others and the world. Moscovici and the three dimensions: attitude, information and field of representation. Abric and the theory of the central core: The central system and the peripheral system, the four main functions: knowledge function, identity function, orientation function, justification function: Social Identity Socialisation

BAUTIER, E. Pratiques langagières, pratiques sociales. De la sociolinguistique à la sociologie du langage (1995) Paris, L'Harmattan. BOYER, H. Eléments de sociolinguistique (1996) Paris, Dunod.

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Semester 1

Title of Curriculum Unit: Fundamental

Subject title: Interactional and variationist sociolinguistics 1 & 2

Credits: 2

Coefficients: 1

Teaching objectives

A description of the linguistic variation of French in France will provide the background to the main contemporary approaches, which will be examined in more detail, with examples, often borrowed from French in the whole of the French-speaking world, including France.

Recommended prior knowledge

Basic notions of linguistics and lexicology

Contents :

Definitions of variation in relation to linguistic change

Typology of linguistic variation (social, gender, geographical, etc.)

Assessment method: Examination.

Time-limited assessment of knowledge at the end of the course

References

- GADET, F. La variation linguistique, 1999; la néologie en français contemporain, 2000, J F BAUTIER, E. Pratiques langagières, pratiques sociales. De la sociolinguistique à la sociologie du langage (1995) Paris, L'Harmattan.
- BOYER, H. Eléments de sociolinguistique (1996) Paris, Dunod.
- CALVET, L-J. Introduction à la sociolinguistique urbaine. (1994) Paris: Payot.
- CALVET Louis-Jean and DUMONT Pierre (dir.), L'enquête sociolinguistique, (1999), Paris: Sablaroylles, Le Français en Afrique, Queffelec, A, 2001,
- DERRADJI Yacine et alli, Le français en Algérie, Edition DeBoeuck, Brussels, 2002
- BENZAKOUR and Queffelec, Le français au Maroc, Edition DeBoeuck, Brussels, 2000
- BAYLON, C. 1996. *Sociolinguistics, society, language and discourse*. Paris: Nathan.
- CALVET, J-L & DUMONT, P. 1999. *L'enquête sociolinguistique*. Paris: l'Harmattan.
- DE SINGLY, F. 2001. *L'enquête et ses méthodes: le questionnaire*. Collection " 128 ".
- LABOV, W. 1976. *Sociolinguistics*. Paris: Minuit.
- GADET, F. 2003. *La variation sociale en français*. Paris: Ophrys.
- MARCELLESI, J-B & GARDIN, B. 1974. *Introduction to sociolinguistics: social linguistics*. Paris: Larousse.
- MOREAU, M-L. 1997. *Sociolinguistique concepts de base*. Liège: Mardaga.

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Semesters 1; 2; 3

Title of Curriculum Unit: Methodology

Subject title: Research methodology

Credits: 4

Coefficients: 2

objectives

- To consolidate pre-requisites and deepen knowledge of university work methodology.
- To teach students the standards to be observed when carrying out research work: standards concerning the form and content of the dissertation.
- Helping students to design and produce their dissertation in accordance with academic standards and following the correct sequence of steps.

Recommended prior knowledge

Contents of the methodology modules in the bachelor's degree

Content of the subject *(you must give details of the content of the classroom programme and of the personal work)*

Semester 1

1- Introduction

- What is university research?
- Notions of originality and creativity
- Form and content of the dissertation

2- Processing the dissertation

2.1. The subject

- 2.1.1. Field/theme/subject
- 2.1.2. Choice of subject
- 2.1.3. Formulation of the subject
- Applications

2.2. The supervisor

- 2.2.1. Designation/choice of promoter
- 2.2.2. The promoter's roles: administrative and scientific

2.3. Documentary research

2.4. The issues

- 2.4.1. Definition
- 2.4.2. Drafting the problem
- Questioning
- The assumptions
- The research process
- Applications

2.5. Research and writing plan

Assessment method: *Continuous assessment and examination*

Semester 2

1. Divisions of the brief

- 1.1 General introduction
- 1.2 Development
- 1.3 General conclusion

Applications

2. The editorial team

- 2.1. Writing style
- 2.2. Structuring the dissertation
 - 2.2.1. Introductions and partial conclusions
 - 2.2.2. Titles and subtitles

3. Quotations, footnotes and cross-references

- 3.1 Citation functions
- 3.2 Ways of inserting quotations in the text
- 3.3. A few rules to follow

Applications

- 3.4. Presentation and function of infrapaginal notes
- 3.5. Referral techniques and standards

Applications

4. Paratextual elements of the memoir

5. The defence: preparation, procedure, ...

Assessment method: *Continuous assessment and examination*

Semester 3

1. Plagiarism

- 1.1. Definition
- 1.2 Plagiarism situations/forms of plagiarism
- 1.4. How can plagiarism be avoided?
- 1.3. Rules and penalties

Applications

2. The preliminary draft

- 2.1. Presentation
- 2.2 Components of the preliminary project

3. Field investigation

- 3.1. The corpus
 - 3.1.1. Definition
 - 3.1.2. Constitution of the corpus
 - 3.1.3. Criteria for choosing the corpus
 - 3.1.4 Scope of the corpus
- 3.2. Investigation tools
 - 3.2.1. Presentation
 - 3.2.2. The self-administered written questionnaire survey
 - 3.2.3. Maintenance
 - 3.2.4. Observation

Assessment method: *Continuous assessment and examination.*

References (*books and handouts, websites, etc.*).

1. Michel Beaud, *L'art de la thèse*, La Découverte, Paris, 1994.
2. Nacira Zellal, *Guide de méthodologie de la recherche post-graduée*, OPU, Algiers, March 1996.
3. Mathieu Guidère, *Méthodologie de la recherche*, Ellipses, Paris, 2004.
- 4- Sophie Kevassay, *Mémoire de recherche*, Vuibert, Paris, 2003.
5. Daniel Fondanèche, *Guide pratique pour rédiger un mémoire de maîtrise, de DEA ou une thèse*, Vuibert, Paris, 1999.
6. Abdenmour Nouri, *Réussir mon mémoire et ma thèse. Guide méthodologique*, Algiers, 2008.
7. Pierre N'Da, *Méthodologie et guide pratique du mémoire de recherche et de la thèse de doctorat*, L'Harmattan, Paris, 2007.
8. Nicole Bertier, *Les techniques d'enquête*, Armand Colin, Paris, 1998.
9. Françoise de Singly, *L'enquête et ses méthodes : le questionnaire*, Nathan, Paris, 1992.
10. Alain Blanchet and Anne Gotman, *L'enquête et ses méthodes : l'entretien*, Nathan, Paris, 1992.
11. Anne-Marie Arboriot and Pierre Fournier, *L'enquête et ses méthodes : l'observation directe*, Nathan, Paris, 1999.
12. François Dépelteau, *La démarche d'une recherche en sciences humaines. De la question de départ à la communication des résultats*, Presses Universitaires de Laval, 2000.

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Semester 1

Title of Curriculum Unit: Methodology

Subject title: ICTE

Credits: 1

Coefficients: 1

objectives

Introduction to the use of ICT. Introduce students to IT methods enabling them to access documentation

Content of the subject (*you must give details of the content of the classroom programme and the individual work*)

1. **ICTE:** presentation, definition, description, uses of ICTE, prospects for use in teaching.
2. **Some computer programmes:** Word, Excel, Power Point.
3. **The Web:** the Internet, forums, usage, online libraries, blogs, electronic dictionaries and encyclopaedias.
4. **Using word processing.**

5-Webography and documentary research on the Web

- Training to master the Windows program.
- Training in Word, Excel and Power Point.
- Training in the use of the Internet.
- Access to databases available on the net.
- Preparation of Word, Excel and Power Point documents

Assessment method: Examination

Reference

Books and handouts, websites, etc.

Semester 1

Masters in Language Sciences
Department of Literature and French Language, Constantine 1

Title of Curriculum Unit: Methodology

Subject title: Language reinforcement

Credits: 4

Coefficients: 2

objectives

Remedial action required by the shortcomings observed in both written and oral expression. The aim is also to review the ways in which analytical discourse is structured and argued, to remind students of the rules of the academic genre and to train them in this type of writing. Candidates with serious linguistic deficiencies will be offered refresher courses outside the framework of the Master's programme.

Recommended prior knowledge

The content of the language modules in the bachelor's degree

Content of the subject *(you must give details of the content of the classroom programme and of the personal work)*

Reminder of the fundamental rules

Oral and written expression techniques: systematic language practice exercises

Text and discourse structures; text typologies: written and spoken codes.

Assessment method: Continuous assessment and examination

References *(Books and handouts, websites, etc.)*

Coianiz, A., Grammaire du français langue étrangère, univ. Paul Valéry Montpellier, 1997

De Salins. G-D, Grammaire pour l'enseignement / apprentissage du FLE Didier / Hatier, Paris 1996.

Grevisse. M., Le bon usage, grammaire française, Duculot, 9th edition, 1969.

Semester 1

Title of Curriculum Unit:

Subject title: Textual grammar

Credits: 1

Coefficients: 1

objectives

Introduction to textual linguistics

To enable students to master how the language works in terms of syntactic structures and the various syntactic theories.

Recommended prior knowledge

Contents of the linguistics modules in the bachelor's degree

Contents :

Critical study of the foundations of syntax.

Review of theories.

A general introduction to the study of syntax and morphology within the framework of several theories.

Definition, place and role of these disciplines according to these theories.

Basic knowledge of the constituents and structure of sentences and words.

Methodological guidelines and application exercises in several languages

I. Introduction: Grammar or textual linguistics

The aim here is to define the concept of textual grammar, to situate it historically, to explain the circumstances surrounding its emergence and to explain why certain authors, such as Jean-Michel Adam, have opted for textual linguistics rather than textual grammar.

II. The notion of coherence

1. Thematic continuity
2. Connectors or relationship markers
3. Transitions and paragraphs

III. Thematic progression

1. Progression with a constant or continuous theme
2. Progression with a linear or evolving theme
3. Progression with fragmented or derived themes

IV. Cohesion

1. Use of a pronoun: anaphora and cataphora
2. Repetition
3. Taken over by a synonym or hyperonym
4. Rule of non-contradiction
5. Appropriate management of time and space
6. Ellipses rule
7. Text typology

Assessment method: *Examination.*

References (*books and handouts, websites, etc.*).

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- Benveniste E., Problèmes de linguistique générale 1. et 2 Paris: Gallimard, 1974
- Maingueneau D., Analyse du discours, introduction aux lectures de l'archive. Paris: Hachette, 1991.
- Maingueneau D., Aborder la linguistique. Paris; Seuil, 1996.
- Adam, J.-M. (1999): *Linguistique textuelle. Des genres de discours aux textes*, Paris, Nathan
- Bronckart, J.-P. et al (1985): *Le fonctionnement des discours*, Neuchâtel, Delachaux et Niestlé 3-13
- Moirand, S. (1990): *Une Grammaire des Textes et des Dialogues*, Paris, Hachette
- Roulet, E. (1999): *La description de l'organisation du discours*, Paris, Didier
- Roulet, E. et al (1985): *L'articulation du discours en français contemporain*, Berne, Peter Lang
- Roulet, E., Filliettaz, L. and Grobet, A. (2001): *Un modèle et un instrument d'analyse de l'organisation du discours*, Berne, Peter Lang.
- Adam, J.-M. (1987): *Le texte Narratif. Précis d'Analyse Textuelle*, Paris, Nathan
- Adam, J.-M. (1992): *Les textes: types et prototypes. Récit, description, argumentation, explication, dialogue*, Paris, Nathan.
- Anscombre, J.-C., Ducrot, O. (1983): *L'argumentation dans la langue*. Bruxelles, Pierre Mardaga
- Bronckart, J.-P. (1996): *Activité langagière, textes et discours. Pour un interactionnisme socio-discursif*, Neuchâtel, Delachaux et Niestlé.
- Combettes, B. (1983): *Pour une grammaire textuelle : la progression thématique*, Paris, De Boeck-Duculot.

Semester 1

Title of Curriculum Unit: Discovery

Subject title: Pragmatics and enunciation

Credits: 1

Coefficients: 1

Teaching objectives

The student should be able to understand linguistic discourse and assimilate the nuances of the operational concepts of contemporary linguistics with intelligence.

Recommended prior knowledge

Basic notions of linguistics

Contents :

theory
Examination of theories and schools
The operative concepts of linguistics
Language, speech, discourse, utterance, linguistic system, linguistic sign, grammar, code.
Structuralism in linguistics
Schools and theories.

I. Introduction

II. THEORIES OF ENUNCIATIVE LINGUISTICS Theories of enunciative linguistics
Emile Benveniste: the formal apparatus enunciation

A- Statement and enunciation

1. The mode of enunciation: discourse and narrative
2. Grammatical clues to enunciation
3. Modalisers
4. Display cues
5. Terms and conditions

III- Kerbrat-Orecchioni: The "affective" and "evaluative" subjectivemes

1. Subjective adjectives
2. Subjective verbs
3. Subjective adverbs
4. Nouns and the problem of the axiological category

problematics

I. Introduction: evolution from enunciative linguistics to linguistic pragmatics

II. The theory of speech acts according to philosophers of language

1. J.L AUSTIN
2. SEARLE: and the conditions for successful speech acts and the new typology of speech acts

3. GRICE: The principle of cooperation and conversational maxims

Assessment method: Examination.

References

(Laval University website)

J. Austin, *Quand dire, c'est faire*, French translation, Seuil, Paris, 1970 (original ed. 1962)

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- É. Benveniste, *Problèmes de linguistique générale*, 2 vols, Gallimard, Paris, 1966 and 1974 [collection of articles published between 1939 and 1972].
- A. Culioli, *Pour une linguistique de l'énonciation*, 3 vols, Ophrys, Gap-Paris 1990-1999 [collection of articles published between 1976 and 1989].
- O. Ducrot, *Le Dire et le dit*, Minuit, Paris, 1984
- G. Fauconnier, *Espaces mentaux: aspects de la construction du sens dans les langues naturelles*, *ibid*, 1984
- C. Fuchs ed., *La Linguistique cognitive*, Ophrys-Maison des Sciences de l'Homme, Paris, 2004
- J-B. Grize, *Logique et langage*, Ophrys, 1990
- D. Maingueneau, *Dictionnaire d'analyse du discours*, Seuil, Paris, 2002
- R. Martin, *Pour une logique du sens*, P.U.F., Paris, 1983 (reissued 1992)
- A. Reboul & J. Moeschler, *Pragmatique du discours: de l'interprétation de l'énoncé à l'interprétation du discours*, Armand Colin, Paris, 1998
- J. Searle, *The Acts of Language*, French translation, Hermann, Paris, 1972 (original ed. 1969)
- D. Sperber & Wilson, *Relevance: Communication and Cognition*, French translation, Minuit, Paris, 1989 (original edition 1989)

Semester 1

Title of Curriculum Unit: Transversales

Subject title: Cultures and civilisations

Credits:

Coefficients: 1

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Teaching objectives

To give each student the foundations of a general culture that can be used for academic exercises, competitive examinations, in their professional and social lives and to contribute to their own discovery of their artistic and intellectual tastes.

Recommended prior knowledge

The knowledge acquired during the bachelor's degree course.

Contents :

Contemporary history :
Major currents of thought
The branches of science
Contemporary Arts
The Great Wars and the wars of independence of the 20th century
Major international conventions and institutions:
The Geneva Convention
The United Nations
The Culture of Sport :
Sportsmanship
The first modern sports structures
The Olympic Movement

Assessment method: *Examination.*

References (*books and handouts, websites, etc.*).

Books and handouts, websites, etc.

Semester 2

Title of UE : Fundamental

Subject title: Operating concepts in sociolinguistics 2

Credits: 4

Coefficients: 2

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Department of Literature and French Language, Constantine 1

Teaching objectives

To install knowledge relating to the constitution of the discipline called "Sociolinguistics" and to explain the main sociolinguistic notions that are operative in various contexts. The French-speaking world and the spread of French, bi- and plurilingual situations, diglossia, language policy and planning, the norm, variation, etc. are the most important points that will be covered.

Recommended prior knowledge

Notions of general linguistics

Contents :

The diversity of languages in the world :

The distribution of languages by continent, country and region

Distribution according to the number of speakers The place of languages in the societies in which they are spoken Languages on the verge of extinction

The status of "languages": The "sociolinguistic" distinction: language, dialect, patois, Creole, pidgin, sabir, etc. The types of language (official/unofficial, national, local, etc.) and the language policies adopted.

Assessment method: Continuous assessment and examination

Designing and creating research paths on a specific subject

Questionnaires, surveys, writing techniques, preliminary research projects, dissertations

References

- FISHMAN J., *Sociolinguistique*, Paris: Nathan, 1971.
- GARMADI S., *La sociolinguistique*. Paris: PUF. 1981.
- GUMPERZ J., *Sociolinguistique interactionnelle, une approche interprétative*. Paris: L'Harmattan, 1989.
- HAMERS J.F., BLANC M., *bilinguisme et bilinguisme*, Liège: Pierre Mardagua.1983.
- Introduction à l'analyse du discours en sciences sociales* (coll.), Paris: Hachette, 1979
- JUILLARD C. *Sociolinguistique urbaine, la vie des langues à Ziguinchor (Sénégal)*. Paris: CNRS, 1995
- JUILLARD C., CALVET L.J., *Les politiques linguistiques. Mythes et réalités*. Beirut: FMA, 1996.
- BOYER, H. *Éléments de sociolinguistique* (1996) Paris, Dunod.
- CALVET, L-J. *Introduction à la sociolinguistique urbaine*. (1994) Paris: Payot.
- FRANCART M., *L'insécurité linguistique dans les communautés francophones périphériques*, vol 1, Cahiers de l'institut de linguistique de Louvain, 1994.
- BOUKOUS A., "Le questionnaire", in CALVET L.J. and DUMONT P. *L'enquête sociolinguistique*. Paris: L'Harmattan, 1999.

-BOYER H., "Les représentations de la langue: approches sociolinguistiques", in *Langue française* n°85, Larousse, Feb. 1990.

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Semester 2

Title of UE : Fundamental

Title of Topic: Diglossia, case studies

Credits: 4

Coefficients: 2

Teaching objectives

Enable students to gain a better understanding of the uses and areas of application of the languages present in a multilingual context

Recommended prior knowledge

Brief description of the knowledge required to follow this course.

Contents :

of diglossia

Types of diglossia, Marçais, Fergusson and Fichman

The distribution of uses, the Catalan school, the Occitan school

Diglossia in Arab countries,..., case studies: Spain and Catalonia, the Basque

Country,...

Assessment method: *Continuous assessment and examination.*

Time-limited knowledge test at the end of the course, field surveys

References

- BENZAKKOUR and Queffelec, *Le français au Maroc*, Edition DeBoeuck, Brussels, 2000.
- J.J. Gumperz, *Sociologie interactionnelle*, 1996, -BOURDIEU P., *Ce que parler veut dire*. Paris: Fayard, 1982.
- BOUKOUS A., "Le questionnaire", in CALVET L.J. and DUMONT P. *L' enquête sociolinguistique*. Paris: L'Harmattan, 1999.
- BOYER H., "Les représentations de la langue: approches sociolinguistiques", in *Langue française* n°85, Larousse, Feb. 1990.
- BOYER H., *Langues en conflit, Etudes sociolinguistiques*, Paris: L'Harmattan, 1991
- BOYER H., *Eléments de sociolinguistique: Langue, communication et société*, Dunod (2nd edition) 1996.
- BOYER H. (ed.), *Sociolinguistique, territoire et objets*, Paris: Delachaux et Niestlé, 1996.
- BOYER H., *Plurilinguisme: " contact " ou " conflit " de langues ?* Paris: L'Harmattan (coll. Sociolinguistique), 1997.
- CALVET L.J., *Linguistique et colonialisme: petit traité de glottophagie*. Paris: Payot, 1974.
- CALVET L.J., *Langue, corps et société*. Paris: Payot, 1979.
- CALVET L.J., *La guerre des langues et les politiques linguistiques*. Paris: Payot, 1994.
- CALVET L.J., *Les voies de la ville, introduction à la sociolinguistique urbaine*. Paris: Payot, 1994.
- CALVET L.J., *Sociolinguistique du Maghreb*, bulletin du laboratoire de sociolinguistique, Paris: René-Descartes, 1996.
- DERRADJI Yacine et alli, *Le français en Algérie*, Edition DeBoeuck, Brussels, 2002

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Semester 2

Title of UE : Fundamental

Subject title: Language policy and planning

Credits: 4

Coefficients: 2

Teaching objectives

To provide information on the country's linguistic and cultural policy, and to explain the role of certain institutions, French-speaking associations and training bodies responsible for problems relating to the dissemination of French abroad.

Examine the place of French in a number of countries (taking into account historical and economic factors, language policy and the sociolinguistic situation).

Recommended prior knowledge

Basic knowledge of linguistics and cultural sociology

Contents :

The various theories of language policy, language planning and language management

Case studies

Field surveys to analyse language policies in certain countries

Assessment method: Continuous assessment and examination

Time-limited assessment at the end of the course.

References

-BENZAKOUR and Queffelec, *Le français au Maroc*, Edition DeBoeuck, Brussels, 2000
(Review) *Le français dans le monde* : <http://www.fdlm.org/>

(Language policy) *Language planning in the world*: <http://www.tlfq.ulaval.ca/axl/index.shtml>

Francophonie: <http://www.tlfq.ulaval.ca/axl/francophonie/francophonieacc.htm>

-BOUKOUS A., "Le questionnaire", in CALVET L.J. and DUMONT P. *L' enquête sociolinguistique*. Paris: L'Harmattan, 1999.

-BOYER H., "Les représentations de la langue: approches sociolinguistiques", in *Langue française* n°85, Larousse, Feb. 1990.

-BOYER H., *Langues en conflit, Etudes sociolinguistiques*, Paris: L'Harmattan, 1991

-BOYER H. (ed.), *Sociolinguistique, territoire et objets*, Paris: Delachaux et Niestlé, 1996.

-CALVET L.J., *Linguistique et colonialisme: petit traité de glottophagie*, Paris: Payot, 1974.

-CALVET L.J., *Langue, corps et société*. Paris: Payot, 1979.

-CALVET L.J., *La guerre des langues et les politiques linguistiques*, Paris: Payot, 1994.

-CALVET L.J., *Les voies de la ville, introduction à la sociolinguistique urbaine*. Paris: Payot, 1994.

-CALVET L.J., *Sociolinguistique du Maghreb*, bulletin du laboratoire de sociolinguistique, Paris: René-Descartes, 1996.

-DERRADJI Yacine et alli, *Le français en Algérie*, Edition DeBoeuck, Brussels, 2002

Semester 2

Title of UE : Fundamental

Subject title: Specific features of French in the French-speaking world

Credits: 4

Coefficients: 2

Teaching objectives

Identify and analyse typologies of particularities of the French language in the French-speaking world.

Recommended prior knowledge

Basic knowledge of standards and linguistic variations

Contents :

Endogenous norm or particularism

Typology of the linguistic characteristics of French outside France,
studies

Building up a body of distinctive features

Assessment method: *Continuous assessment and examination*

Building up a corpus, testing knowledge at the end of the course

References

- BENZAKOUR and Queffelec, Le français au Maroc, Edition DeBoeuck, Brussels, 2000
- CALVET L.J., MOREAU M.L., Une ou des normes: Insécurité linguistique et normes endogènes en Afrique francophone. Paris:Didier-Edition, 1998
- CALVET L.J., DUMONT P., L'enquête sociolinguistique. Paris: L'Harmattan, 1999.
- CHAUDENSON R., La francophonie : représentations, réalités, perspectives, Paris, Didier-Edition, 1992.
- DERRADJI Y., La langue française en Algérie: Etude sociolinguistique et particularités lexicales, PhD thesis, Constantine: Univ.Mentouri.
- Books and handouts, websites,*
- Analysis of the methods and criticisms of the magisters and DEA defended on the question*
- DERRADJI Y. et alli, Le français en Algérie, Edition DeBoeuck, Brussels, 2002
- Trésor de la langue française, BDLP Algeria, www.bdlp.org...etc.*

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Semester 2

Title of UE : Fundamental

Subject title: Interactional and variationist sociolinguistics 2

Credits: 2

Coefficients: 1

Teaching objectives

Master the variationist and interactional methodology developed by John J. Gumperz 1989 (Engager la conversation : introduction à la sociolinguistique interactionnelle) and the analysis methods adopted by scientists.

Once the main social factors triggering variation have been identified, analyse to understand differential behaviour between specific social categories (male/female, educated/uneducated, urban/rural, etc.), observe social class stratification, the hierarchy of valorisation of certain language forms, class stratification can highlight a possible change underway in a linguistic community.

Recommended prior knowledge

Basic notions of linguistics and lexicology

Contents :

Definitions of variation in relation to linguistic change
Typology of linguistic variation (social, gender, geographical, etc.)

Assessment method: Examination

Time-limited assessment at the end of the course.

References

BAUTIER, E. Pratiques langagières, pratiques sociales. De la sociolinguistique à la sociologie du langage (1995) Paris, L'Harmattan. BOYER, H. Eléments de sociolinguistique (1996) Paris, Dunod.
CALVET, L-J. Introduction à la sociolinguistique urbaine. (1994) Paris: Payot.
CALVET Louis-Jean and DUMONT Pierre (dir.), L'enquête sociolinguistique, (1999), Paris: Sablaroylles, Le Français en Afrique, Queffelec, A, 2001,
Benzakour and Queffelec, Le français au Maroc, Edition DeBoeuck, Brussels, 2000
BAYLON, C. 1996. *Sociolinguistics, society, language and discourse*. Paris: Nathan.
CALVET, J-L & DUMONT, P. 1999. *L'enquête sociolinguistique*. Paris: l'Harmattan.
DERRADJI Yacine et alli, Le français en Algérie, Edition DeBoeuck, Brussels, 2002
DE SINGLY, F. 2001. *L'enquête et ses méthodes: le questionnaire*. Collection " 128 ".
GADET, F. 2003. *La variation sociale en français*. Paris: Ophrys.
GADET F, La variation linguistique, 1999; la néologie en français contemporain, 2000, J F
GUMPERZ J.J., Sociolinguistique variationniste et interactionnelle, Plon, 1999
KERBRAT-ORECCHIONI C., L'énonciation, de la subjectivité dans le langage, Armand Colin, 1970
KERBRAT-ORECCHIONI C., Les Interactions Verbales, A. Colin, Tome I, 1990,
KERBRAT-ORECCHIONI C., La conversation, Seuil, 1996, "Mémo" series, no. 25.
LABOV, W. 1976. *Sociolinguistics*. Paris: Minuit.
MARCELLESI, J-B & GARDIN, B. 1974. *Introduction to sociolinguistics: social linguistics*. Paris: Larousse.
MOREAU, M-L. 1997. *Sociolinguistique concepts de base*. Liège: Mardaga.
Engaging in conversation: an introduction to interactional sociolinguistics
John J. Gumperz 1989

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Semester 2

Title of Curriculum Unit: Methodology

Subject title: ICTE

Credits: 1

Coefficients: 1

objectives

Introduction to the use of ICT. Introduce students to IT methods enabling them to access documentation

Content of the subject (*you must give details of the content of the classroom programme and the individual work*)

1. **ICTE:** presentation, definition, description, uses of ICTE, prospects for use in teaching.
2. **Some computer programmes:** Word, Excel, Power Point.
3. **The Web:** the Internet, forums, usage, online libraries, blogs, electronic dictionaries and encyclopaedias.
4. **Using word processing.**

5-Webography and documentary research on the Web

- Training to master the Windows program.
- Training in Word, Excel and Power Point.
- Training in the use of the Internet.
- Access to databases available on the net.
- Preparation of Word, Excel and Power Point documents

Assessment method: Examination

Reference

Books and handouts, websites, etc.

Semester 2

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Title of Curriculum Unit: Discovery

Subject title: Discourse analysis

Credits: 1

Coefficients: 1

Teaching objectives : *Discourse and discourse typology. The aim of the Enunciation and Interaction part of this course is to provide students with linguistic tools for describing the subjective use of language (identifying signs of subjective expression in language productions) on the one hand, and the interactional use of language on the other (understanding, describing and analysing conversations, in their verbal and non-verbal dimensions). The pragmatic part enables students to discover some of the principles governing the use of language. This course addresses some of the answers to two important questions: 1) what do we do when we speak? We will look at the diversity of linguistic acts and the variety of effects produced by speech. 2) How do we understand each other - we know that in the ordinary use of language, we understand each other without everything being said explicitly. We will therefore explore this question of the implicit.*

Recommended prior knowledge

Basic notions of linguistics

Contents :

Definitions of discourse, as opposed to the notion of the statement and the sentence;
the typology of discourse, the parameters of discourse analysis discourse analysis
vs. grammatical analysis, ...

Enunciation and interaction, enunciation and subjectivity in linguistics, verbal
interactions

Speech acts, cooperation in discourse, argumentation

Assessment method: Examination

References

Bernard Pottier, *Théories et analyses en linguistique*, Hachette supérieur,
BENVENISTE E. *Problèmes de linguistique générale I*, Paris, Gallimard, 1966, p. 225-257 and
Problèmes de linguistique générale II, Paris, Gallimard, 1974, p. 67-88, KERBRAT-
ORECCHIONI C., *L'énonciation, de la subjectivité dans le langage*, Armand Colin, 1970.
KERBRAT-ORECCHIONI C., *Les Interactions Verbales*, A. Colin, Tome I, 1990,
KERBRAT-ORECCHIONI C., *La conversation*, Seuil, 1996, "Mémo" series, no. 25.
ROULET, E. et al, *L'articulation du discours en français contemporain*, Peter Lang, 1985.
P Charaudeau, *Language and Discourse, an element of semiolinguistics, theory and practice*
P Charaudeau, *L'analyse lexicale sémantique*, 1, 2, 3 , *Les Cahiers de Lexicologie*,
P Charaudeau, *Sens et signification*, *Les cahiers de Lexicologie*,

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Semester 2

Title of Curriculum Unit: Discovery

Subject title: Semantics / Lexicology

Credits: 1

Coefficients: 1

objectives

Describe what skills the student is expected to have acquired on successful completion of the subject.

At the end of the course, students will be able to demonstrate rigorous handling of the basic concepts of semantics and lexicology and the ability to define them; they will be able to understand and analyse the structure (micro and macro) of a language dictionary.

Recommended prior knowledge

Basic notions of general linguistics

Contents :

A critical study of the foundations of semantics and lexicology.

Examination of theories.

Lexicology (word formation, neology, Quebec lexicon)

Lexicography (theory and practice)

Metalexicography

History of dictionaries.

Structural semantics (Greimas, Potier, Charaudeau, etc.)

Assessment method: Examination

Reference

Books and handouts, websites, etc.

Bernard Pottier, *Théories et analyses en linguistique*, Hachette supérieur,

BENVENISTE E. *Problèmes de linguistique générale I*, Paris, Gallimard, 1966, pp. 225-257 and

Picoche Jacqueline, *Lexicologie*, Hachette Supérieur,

CHISS (J.-L.), FILLIOLET (J.) and MAINGUENEAU (D.), 1993: *Linguistique française. Notions fondamentales, phonétique, lexique. Initiation à la problématique structurale 1*, Paris, Hachette supérieur (Langue, linguistique, communication).

GAUDIN (Fr.) and GUESPIN (L.), 2000: *Initiation à la lexicologie française. De la néologie aux dictionnaires*, Brussels, Duculot (Champs linguistiques - manuels).

LEHMANN (A.) and MARTIN-BERTHET (Fr.), 2005: *Introduction à la lexicologie. Sémantique et morphologie*, 2nd edition, Paris, Armand Colin (Lettres Sup).

NIKLAS-SALMINEN (A.), 1997: *La lexicologie*, Paris, Armand Colin et Masson (Cursus: lettres - linguistique).

POLGUÈRE (A.), 2003: *Lexicologie et sémantique lexicale. Notions fondamentales*, Montréal, Les presses de l'Université de Montréal (Paramètres).

Combettes, B. (1992): *L'organisation du texte*, Metz, Centre d'Analyse Syntaxique de l'Université de Metz.

Ducrot, O. (1979): "Les lois de discours" in *Langue Française*, 42, p. 21-33

Ducrot, O. (1984): *Le dire et le dit*, Paris, Minuit

Semester 2

Title of Curriculum Unit: Transversales

Subject title: Entrepreneurial culture

Credits : 01

Coefficients : 01

objectives

The aim will be to make students aware of the main concepts underlying entrepreneurial behaviour, motivation and action. It also aims to develop an understanding of the concepts of entrepreneurship, entrepreneurship and entrepreneurial culture and their implications for society.

Content of the subject *(you must give details of the content of the classroom programme and of the personal work*

Raising awareness of entrepreneurship and entrepreneurial culture

Culture, corporate culture and entrepreneurial culture

Promoting entrepreneurial culture and values

- *Reasons-foundations-means-entrepreneurial values*

Knowledge of entrepreneurship and its forms

The need for entrepreneurship in a changing world

- *The myths of entrepreneurship*
- *The metaphors of entrepreneurship. The paradoxes of entrepreneurship*

Forms of entrepreneurship: typology and examples

- *Individual vs. collective*
- *Forms of entrepreneurship: some examples*

Knowledge and awareness of yourself and your potential

- *Motivations for entrepreneurship*
- *Internal versus external motivation*
- *Push" versus "pull" motivations*
- *The qualities and shortcomings of the entrepreneur*
- *The qualities*
- *Defects*

Constructive approach to entrepreneurial qualities

Assessment method: Examination.

References

Books and handouts, websites, etc.

Semester 3

Title of UE : Fundamental

Subject title: Developing and processing corpora and linguistic databases

Credits: 6

Coefficients: 3

Teaching objectives

Set up and build a set of texts in an electronic database...learn computer tools for digitising linguistic data, master linguistic data processing software

Recommended prior knowledge

Basic computer skills and practices

Contents :

- Hyperbase software and
- Structured set of texts assembled specifically for linguistic analysis and digitisation
- Set of texts representative of language in general
- Written corpus ;
- Spoken language corpus
- Annotated vs. non-annotated corpus (raw data) ;
- Static vs dynamic corpus (very large corpus)

Assessment method: Continuous assessment and examination.

Building up a corpus, testing knowledge at the end of the course

References

Balthasar, L. & Bert, M. (2005): "La plateforme Corpus de Langues Parlées en Interaction (CLAPI) : Historique, état des lieux, perspectives", *Lidil* 31, 13-33.

Baude, O. (ed.) (2006): *Corpus oraux. Guide des bonnes pratiques*. Paris: CNRS éditions.

Bruxelles, S. & Traverso, V. (2002): "Les corpus de langue parlée en interaction au GRIC"; in: Pusch, K. & Raible, W. (eds): *Romanistische Korpuslinguistik*. Tübingen: Narr Verlag, 59-70.

Bruxelles, S., Mondada, L., Simon, A.-C., Traverso, V. (2009): "Grands corpus de français parlé : bilan historique et perspectives de recherches", *Cahiers de Linguistique de Louvain* 33/2, 1-14.

Gadet, F., Ludwig, R., Pfänder, S. (2008): "Francophonie et typologie des situations", *Cahiers de Linguistique*, vol. 34/2, 143-162.

Mondada, L. (2005) : " L'analyse de corpus en linguistique interactionnelle : de l'étude de cas singuliers à l'étude de collections ", in. A. Condamine (ed.), *Sémantique et corpus*, Paris: Hermès, 76-108.

Semester 3

Title of UE : Fundamental

Subject title: Methodology of the discipline

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Credits: 4

Coefficients: 2

Teaching objectives

To be completed

Recommended prior knowledge

A basic understanding of sociolinguistics and the concepts used in the discipline (norms, variations, representations, language contact, politics, language planning, etc.).

Contents :

Survey methods in sociolinguistics, typology, definitions, survey techniques, questionnaire design, experimentation, data analysis, case studies, applications, quantitative and qualitative analysis, etc.

Assessment method: *Continuous assessment and examination*

Building up a corpus, testing knowledge at the end of the course

References

- CALVET L.J., MOREAU M.L., Une ou des normes: Insécurité linguistique et normes endogènes en Afrique francophone. Paris:Didier-Edition, 1998
- CALVET L.J., DUMONT P., L'enquête sociolinguistique. Paris :L'Harmattan, 1999.
- CHAUDENSON R., La francophonie : représentations, réalités, perspectives, Paris, Didier-Edition, 1992.
- DERRADJI Y., La langue française en Algérie : Etude sociolinguistique et particularités lexicales, PhD thesis, Constantine: Univ.Mentouri.
- Derradji Yacine et alli, Le français en Algérie, Edition DeBoeuck, Brussels, 2002
- Benzakour and Queffelec, Le français au Maroc, Edition DeBoeuck, Brussels, 2000
- Website Trésor de la langue française, BDLP Algeria, www.bdlp.org...etc.
- Books and handouts, websites,
- Analysis of the methods and criticisms of the magisters and DEA defended on the question

Semester 3

Title of UE : Fundamental

Subject title: Urban sociolinguistics

Credits: 4

Coefficients: 2

Teaching objectives

Be able to identify urban languages in language usage and analyse their linguistic characteristics

Recommended prior knowledge

Operational concepts of

Contents :

Urban identity(ies) and spatialization
Urban vernacular
Territory(ies) in town
Linguistic imagination
Putting urban space into words
Spatio-linguistic segregation,
Languages and sustainable development
Discrimination of spaces and languages
Areas of tension and conflict
Diasporisation of languages and glocalisation
Social and linguistic exclusion and insecurity

Assessment method*Continuous assessment and*

Building up a corpus, testing knowledge at the end of the course

References

- BULOT T. (Dir.) et BAUVOIS C., 2002, *Lieux de ville : langue(s) urbaine(s), identité et territoire. Perspectives en sociolinguistique urbaine*, Marges Linguistiques 3, Marges Linguistiques, Saint-Chamas, , 173 pages.
- BAGGIONI D., 1994, "Les langues dans l'espace urbain à l'Île Maurice" in *La ville Arts de Faire, Manières de Dire*, Praxiling Collection Langue et Praxis, Montpellier, 137-162.
- BOURDIEU P., 1979, *La distinction (Critique sociale du jugement)*, Editions de Minuit, Paris, 672 pages.
- BULOT T., 2001, "L'essence sociolinguistique des territoires urbains: un aménagement linguistique de la ville?", in *Sociolinguistique urbaine (Variations linguistiques: images urbaines et sociales)*, Cahiers de Sociolinguistique 6, Presses Universitaires de Rennes 2, Rennes, 5-11.
- BULOT T., 2003, "Matrice discursive et confinement des langues : pour un modèle de l'urbanité", in *Cahiers de Sociolinguistique* 8, Presses Universitaires de Rennes, Rennes, 99-110.
- BULOT T., 2004, "La double articulation de la spatialité urbaine : " espaces urbanisés " et " lieux de ville " en sociolinguistique", in *Lieux de ville et identité (perspectives en sociolinguistique urbaine)*, L'Harmattan, Paris, 113-146.
- BULOT T., 2006b, "Discrimination et processus discursifs de fragmentation des espaces urbains. Signalétique et bilinguisme", in *Mots, traces et marques (Dimensions spatiale et linguistique de la mémoire urbaine)*, L'Harmattan, Paris, 97-122.

BULOT T., 2007, "Grammaire et parlers (de) jeunes - Quand la langue n'évolue plus Mais continue de changer", in Cahiers Pédagogiques, CRAP, Paris, page 50 (full version - 8500 characters on http://www.cahiers-pedagogiques.com/article.php3?id_article=3076)

CALVET L.J., 1994, Les voix de la ville, Payot, Paris, 309 pages.

CALVET L.-J., 2005, "Les voix de la ville revisitées. Sociolinguistique urbaine ou linguistique de la ville?", in Revue de l'Université de Moncton, 36/ n° 1, Université de Moncton, New Brunswick, 9-30.

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Semester 3

Title of UE : Fundamental

Subject title: Surveys in the humanities and social sciences

Credits: 4

Coefficients: 2

Teaching objectives

To be completed

Contents :

- Survey methods in sociolinguistics
- Typology
- Definitions
- Survey techniques
- Drawing up questionnaires
- Experiment
- Data processing
- Case studies
- Applications, etc.

Assessment method: *Continuous assessment and examination*

Building up a corpus, testing knowledge at the end of the course

References

Reference

Books and handouts, websites, etc.

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Semesters 1, 2 and 3

Title of Curriculum Unit: Methodology

Subject title: Research methodology

Credits: 4

Coefficients: 2

Teaching objectives

Students will need to be able to carry out research methodically, knowing what a problem is, clearly formulating hypotheses, building a research method specific to their subject, carrying out surveys, carrying out analyses, interpreting results, etc. Students must be able to acquire documentation techniques (databases, bibliographic directories, specialist journals). Learn to produce critical summaries relevant to the research question. Learn to process sources rigorously and appropriately. Learn how to present documentation sources.

Recommended prior knowledge

Basic knowledge of scientific research methodology

Contents :

Distinction between methodology and methods.

Methodology: reflection on the foundations of scientific research; issues, objectives, hypotheses; ethics and protocol; types of research (qualitative and quantitative).

Research methods: survey techniques; building up corpora; organising and processing data. Use of ICT to build up corpora and linguistic databases.

Assessment method: Research methodology (continuous assessment and examination)

Designing and creating research paths on a specific subject

Questionnaires, surveys, writing techniques, preliminary research projects, dissertations

References

BOUKOUS A., "Le questionnaire", in CALVET L.J. and DUMONT P.

L'enquête sociolinguistique. Paris: L'Harmattan, 1999. 1 Michel Beaud, L'art de la thèse, La Découverte, Paris, 1994.

2. Nacira Zellal, Guide de méthodologie de la recherche post-graduée, OPU, Algiers, March 1996.

3. Mathieu Guidère, Méthodologie de la recherche, Ellipses, Paris, 2004.

4- Sophie Kevassay, Mémoire de recherche, Vuibert, Paris, 2003.

5. Daniel Fondanèche, Guide pratique pour rédiger un mémoire de maîtrise, de DEA ou une thèse, Vuibert, Paris, 1999.

6. Abdennour Nouri, Réussir mon mémoire et ma thèse. Guide méthodologique, Algiers, 2008.

7. Pierre N'Da, Méthodologie et guide pratique du mémoire de recherche et de la thèse de doctorat, L'Harmattan, Paris, 2007.

8. Nicole Bertier, Les techniques d'enquête, Armand Colin, Paris, 1998.

9. Françoise de Singly, L'enquête et ses méthodes : le questionnaire, Nathan, Paris, 1992.

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10. Alain Blanchet and Anne Gotman, L'enquête et ses méthodes : l'entretien, Nathan, Paris, 1992.
11. Anne-Marie Arboriot and Pierre Fournier, L'enquête et ses méthodes : l'observation directe, Nathan, Paris, 1999.
12. François Dépelteau, La démarche d'une recherche en sciences humaines. De la question de départ à la communication des résultats, Presses Universitaires de Laval, 2000.

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Title of Curriculum Unit:

Subject title:

Credits:

Coefficients: 1

Teaching objectives

The aim will be to introduce students to the perfect use of computers and the Internet and to systematise the principle of research using search engines.

Recommended prior knowledge

Basic computer skills and good use of database software relevant to the proposed research.

Content of the subject *(you must give details of the content of the classroom programme and of the personal work*

- Computer language
- search engines
- Electronic mail
- Browsing the Internet
- The spreadsheet
- Word processing
- Digital images
- Desktop publishing
- Maintenance and safety
- Multimedia presentation
- Development of an IT platform

Assessment method: Examination

Systematic and continuous assessment of all types of work. Table-top tests.

References

Books and handouts, websites, etc.

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Semesters 1, 2 and 3

Title of Curriculum Unit: Methodology

Subject title: Language reinforcement

Credits: 4

Coefficients: 2

Teaching objectives

Improving oral and written French and writing in French

Recommended prior knowledge

Standardised use of the French language (spelling, grammar, syntax, conjugation and use of tenses, techniques of written and oral expression, etc.).

Contents :

Functioning of the language, oral and written practice

Grammar, conjugation, spelling, concordance of tenses, punctuation, simple and complex sentences, complex lexical units

Assessment method: *Continuous assessment and examination*

Knowledge assessment, Writing a research project

References

Joëlle Gardes- Tamine, Phonology, morphology and lexicology, Armand Collin

Joëlle Gardes- Tamine, La syntaxe, Armand Collin

Michel Voirol, Guide de la rédaction Les éditions du CFPJ Paris

Roulet E, L'articulation du discours en français contemporain, Berne, Frankfurt am Main, Peter Lang, 1985

Combe - McBride, N Le Goffic P: Les constructions fondamentales du français, 1975

Coanitz A, Grammaire du français langue étrangère, U Pau valéry, Montpellier 3, CFP

Bachman and Lindenfeld, Langage et communication sociales, Paris, Hattier

Books and handouts specialising in written and oral expression techniques, websites, etc.

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Semester 3

Title of Curriculum Unit: Discovery

Subject title: University writing practices and master's theses

Credits: 1

Coefficients: 1

Teaching objectives

This course covers the main "living" techniques of academic and scientific writing. More generally, it introduces students to the methods of writing the types of expression used in academic and research circles. The aim is to prepare students to use surveys and the results of their fieldwork and research to produce an academic publication (articles, summary, preliminary research project, thesis, dissertation, etc.) for an audience of professionals specialising in the field or semi-public science.

Contents :

Translating survey results into written language Sociolinguistic survey methods, typology, definitions, survey techniques, questionnaire design, experimentation, data analysis, case studies, applications, etc.

Assessment method: Examination

Building up a corpus, testing knowledge at the end of the course

References

Le discours scientifique et sa typologie ; Harmattan,

Academic written and oral expression techniques

Writing a thesis: standards and models

Writing an article for a specialist magazine;

Analysis of methods and criticisms of supported magisters

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Semester: 3

Title of Curriculum Unit: Discovery

Subject title: Scientific discourse, typologies and linguistic characteristics

Credits: 1

Coefficients: 1

Teaching objectives

A more general introduction to the methods of writing in the genres of expression used in academic and research circles. The aim is to prepare students to use surveys and the results of their fieldwork and research to produce academic publications (articles, summaries, preliminary research projects, theses, dissertations, etc.) for an audience of professionals specialising in the field or semi-popular science.

Recommended prior knowledge

Basic knowledge of scientific discourse and technical and scientific French

Contents :

- Technical and scientific communication
- Linguistic particularities
- The syntax of scientific writing
- The time of science
- Scientific terminology
- VGOS
- From popular science to Nobel scientific discourse
- The typology of scientific discourse

Assessment method: Examination

Building up a corpus, testing knowledge at the end of the course

References

Le discours scientifique et sa typologie ; Harmattan
Academic written and oral expression techniques
Writing a thesis: standards and models
Writing an article for a specialist magazine;
Analysis of methods and criticisms of supported magisters
<http://www.uqac.ca/jmt-sociologue/>
Website: <http://classiques.uqac.ca/>
Paul-Émile-Boulet, Université du Québec à Chicoutimi
Website: <http://bibliotheque.uqac.ca>
Fieldwork in the social sciences.
The monographic approach and qualitative methods
Fieldwork in the social sciences... (1991)
Fieldwork in the social sciences: the monographic approach and the methods used to-
Qualitative methods: annotated bibliography.
ISBN 2-89035-185-8
1. Social sciences - Methodology - Bibliography. 2. Social sciences - Re-

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Semester 3

Title of Curriculum Unit: Transversales

Subject title: Ethics and professional conduct

Credits: 1

Coefficients: 1

Teaching objectives

The aim will be to help raise students' awareness of the concepts of ethics, morality and deontology. Explain the link and role of these concepts in sustainable development and social responsibility.

Contents :

Philosophical definitions of the concepts of ethics, morality and deontology

Compliance with ethical principles :

- the duties, obligations and responsibilities incumbent upon a person in the performance of his or her duties;

- A policy promoting civility and prohibiting all forms of psychological harassment in the workplace and at school;

- policy of integrity in research and scholarship.

Respect for fundamental ethical principles :

- respect for people's dignity ;
- integrity in relationships ;
- responsibility ;
- freedom.

Debate the difficulties and benefits of an ethical approach.

Assessment method: *Examination.*