

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC**  
**RESEARCH**

**HARMONIZATION**

**MASTER DEGREE TRAINING**  
**OFFER ACADEMIC/PROFESSIONAL**

<b>Institution :</b>	<b>Faculté/Institut</b>	<b>Department</b>
<b>Université Mohamed Lamine Debaghine Sétif 2</b>	<b>Faculté des Lettres et des Langues</b>	<b>Department of English Language and Literature</b>

- **Field:** Letters and Foreign Languages
- **Stream:** English
- **Specialty:** Language Sciences

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي و البحث العلمي

مواصفة عرض تكوين

ماستر أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة محمد الأمين دباغين سطيف 2	كلية الاداب و اللغات	قسم اللغة و الادب النجليزي

الميدان: لغات أجنبية

الشعبة : لغة انجليزية

التخصص : علوم اللغة

## TABLE OF CONTENTS

I - Master's Degree Identity Sheet .....	
1 - Training Location .....	
2 - Training Partners .....	
3 - Training Context and Objectives .....	
A. Admission Requirements .....	
B. Training Objectives .....	
C. Targeted Profiles and Skills .....	
D. Regional and National Employability Potential .....	
E. Pathways to Other Specializations .....	
F. Training Monitoring Indicators .....	
G. Supervisory Capacities .....	
H. Personal Work and ICT Spaces .....	
II- Semester-Based Teaching Organization Sheet .....	
1- Semester 1 .....	
2- Semester 2 .....	
3- Semester 3 .....	
4- Semester 4 .....	
5- Overall Summary of the Training .....	
III - Detailed Course Syllabus .....	

## **I - Master's Degree Identity Form**

**(All fields must be completed)**

## **1 - Location of the Program:**

\* **Faculty (or Institute):** Faculty of Letters and Languages

\* **Department:** English Language and Literature

## **\*2 - *Program Partners* :**

\* Other university institutions:

\* Companies and other socio-economic partners:

\* International Partners:

### **3 – Context and Objectives of the Program**

#### **A – Admission Requirements (indicate the typical Bachelor's degree pathways that can lead to admission to the proposed Master's program)**

- Bachelor's degree in English, "Language Sciences" Option (LMD system—3 years)
- Bachelor's degree in English Language Teaching (classical system—4 years)
- Bachelor's degree in English, Common Core (LMD system—3 years)

Based on available capacity: several criteria determine the ranking: academic background, GPA, academic progress, compensation (of grades), retakes, repeating a year, and disciplinary sanctions...

#### **B- Objectives of the Program** (targeted skills, knowledge acquired upon completion of the program - maximum 20 lines)

Through this Master – “Language Sciences and Teaching English as a Foreign Language” – the students are expected to be able to develop the necessary skills for teaching English as a foreign language – methodology of Teaching and Psychopedagogy. They are also expected to acquire the necessary knowledge and practice in fields of research related to language use and language acquisition/learning – discourse analysis, pragmatics and language acquisition. In parallel, students’ competencies in spoken and written English are further developed and monitored.

#### **C – Intended Profiles and Skills (maximum 20 lines):**

Students are expected to develop an ability to understand, use and analyse all the aspects of language. This ability will serve as a working tool and a means to select and develop an appropriate method to their particular teaching situation.

#### **D - Regional and National Employability Potential**

**Sectors of Activity:** Secondary and Higher Education.

**Professions:** Teaching

#### **E - Pathways to Other Specializations**

**Specialization: Language, Literature, and Civilization:**

- Writing Skills and Strategies
- Presentation Skills and Strategies
- Methodology of Research

- French

## **F - Project Monitoring Indicators**

Students' progress through this Master's program is to be continuously assessed by the training team through regular pedagogical meetings, tests, workshops, and other assignments. The final semester is fully dedicated to "Mémoire" (Thesis/Dissertation) writing. Meetings with supervisors will be held on a regular basis, and the student will be fully monitored throughout the entire process of writing. By the end of the semester, the student should have completed their Master's Mémoire, which will then be defended before a "Jury" (examination panel).

## **G - Supervisory Capacity (indicate the number of students it is possible to supervise): 120**

## **H - Personal Workspaces and ICT (Information and Communication Technologies):**

The Department of English Language has:

- one computer lab for students (Department)
- one internet room for students (Department)
- a digitized catalog (central library + faculty library)
- several internet rooms for students (central library + faculty library)

## **II - Semester-Based Course Organization Sheet**

**(Please provide sheets for all 4 semesters)**



## 1- Semester 1 :

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits	Evaluation Mode	
	14-16 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
<b>UE fondamentales</b>									
<b>UEF1: Language Sciences</b>									
Methodology of Teaching English as a Foreign Language	42h	3				2	4		<b>100%</b>
Language Acquisition	42h	3				2	4		<b>100%</b>
Psychopedagogy	42h	3				2	4		<b>100%</b>
<b>UEF2 : Linguistics</b>									
Pragmatics	21h	1h.30				1	2		<b>100%</b>
ESP	21h	1h.30				1	2		<b>100%</b>
<b>UEF3: Competencies in English</b>									
Reading Skills & Strategies (RSS)	21h		1h.30			1	2	<b>100%</b>	
<b>UE méthodologie</b>									
Methodology of Academic Writing	<b>56</b>		4			3	5	<b>100%</b>	
Methodology of Research Projects	<b>42</b>		3			2	4	<b>100%</b>	
<b>UE découverte</b>									
Cross Cultural Communication	<b>21h</b>	1h30	1.30			2	2		<b>100%</b>
<b>UE transversale</b>									
Langue Etrangère	<b>21h</b>	1h.30				1	1		<b>100%</b>
<b>Total Semestre 1</b>	<b>350h</b>					<b>17</b>	<b>30</b>		

## 2- Semester 2 :

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits 14-16 sem	Evaluation Mode	
	14-16 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
<b>UE fondamentales</b>									
<b>UEF1: Language Sciences</b>									
Methodology of Teaching English as a Foreign Language	42h	3				2	4		<b>100%</b>
Language Acquisition	42h	3				2	4		<b>100%</b>
Psychopedagogy	42h	3				2	4		<b>100%</b>
<b>UEF2 : Linguistics</b>									
Pragmatics	21h	1h.30				1	2		<b>100%</b>
ESP	21h	1h.30				1	2		<b>100%</b>
<b>UEF3: Competencies in English</b>									
Writing Skills & Strategies (RSS)	21h		1h.30			1	2	<b>100%</b>	
<b>UE méthodologie</b>									
Methodology of Academic Writing	<b>56</b>		4			3	5	<b>100%</b>	
Methodology of Research Projects	<b>42</b>		3			2	4	<b>100%</b>	
<b>UE découverte</b>									
Teaching Culture in the EFL Classroom	<b>21h</b>	1h30	1.30h			2	2		<b>100%</b>
<b>UE transversale</b>									
Langue Etrangère	<b>21h</b>	1h.30				1	1		<b>100%</b>
<b>Total Semestre 1</b>	<b>350h</b>					17	<b>30</b>		

### 3- Semester 3 :

Teaching Unit	VHS	V.H hebdomadaire				Coeff	Crédits 14-16 sem	Evaluation Mode	
	14-16 sem	C	TD	TP	Personal Work			Continuous Evaluation	Exam
<b>UE fondamentales</b>									
<b>UEF1:</b>									
Applied Linguistics	42h	3				2	4		<b>100%</b>
Language Acquisition	42h	3				2	4		<b>100%</b>
Psychopedagogy	42h	3				2	4		<b>100%</b>
<b>UEF2 :</b>									
Pragmatics	21h	1h.30				1	2		<b>100%</b>
ESP	21h	1h.30				1	2		<b>100%</b>
<b>UEF3:</b>									
Presentation Skills & Strategies (RSS)	21h		1h.30			1	2	<b>100%</b>	
<b>UE méthodologie</b>									
Methodology of Academic Writing	<b>56</b>		4			3	5	<b>100%</b>	
Methodology of Research Projects	<b>42</b>		3			2	4	<b>100%</b>	
<b>UE découverte</b>									
Ethique et déontologie (contexte universitaire)	<b>21</b>	1.30				1	1		100%
Pratiques Communicationnelles	<b>21</b>		1.30			1	1	100%	
<b>UE transversale</b>									
Langue Etrangère	<b>21h</b>	1h.30				1	1		<b>100%</b>
<b>Total Semestre 1</b>	<b>350h</b>					17	<b>30</b>		

#### 4- Semestre 4 :

**Domaine** : Lettres et Langues Etrangères

**Filière** : Anglais

**Spécialité** : Sciences du Langage

	<b>VHS</b>	<b>Coeff</b>	<b>Crédits</b>
<b>Personal Work</b>	/	/	/
<b>Internship</b>	/	/	/
<b>Other (please specify)</b>	365	1	30
<b>Total Semester 4</b>	365	1	<b>30</b>

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

<b>VH \ UE</b>	<b>UEF</b>	<b>UEM</b>	<b>UED</b>	<b>UET</b>	<b>Total</b>
<b>Lecture</b>	504		63	63	630
<b>TD</b>	63	294	63	00	420
<b>TP</b>					
<b>Personal Work</b>					
<b>Other (please specify) Dissertation Writing</b>	365				365
<b>Total</b>	932	294	126	63	1415
<b>Credits</b>	84	27	6	3	
<b>% credits for each UE</b>	<b>60%</b>	<b>30%</b>	<b>7%</b>	<b>3%</b>	

### **III - Detailed Course Syllabus**

**(1 detailed syllabus per course)**

**Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Methodology of Teaching English as a Foreign Language**

**Credits: 4**

**Coefficient: 2**

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

Students are expected to develop an awareness of the underlying principles of the existing language teaching approaches/methods. They are also expected to develop an awareness of what makes a language skill and to evaluate a language textbook to adapt it to learners.

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

- TEFL (3e Année, Licence)

**Contents of the subject matter:**

- Distinction between Approach, Method and technique.
- Language Teaching Approaches and Methods.
  - Language-based Approaches
  - Learner-based Approaches
  - Learning-based Approaches
- Teaching the four skills
- Textbook design and evaluation

**Evaluation Mode:** Continuous Evaluation & Term Exam

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

1. Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman
2. Celce-Murcia, Marianne. ed. (1999). *Teaching English as a Second or Foreign Language*. (2<sup>nd</sup> ed.) Heinle and Heinle Publisher.
3. Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Pearson Education Limited.
4. Richards, Jack and Rodgers, Theodore (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
5. Richards, Jack. (2001). *Curriculum Development in Language Teaching*. Cambridge

## **Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Language Acquisition**

**Credits: 4**

**Coefficient: 2**

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

This course on the (neurolinguistic and psychological) processes of language acquisition aims to help students understand how a child is psychologically predisposed to acquire and develop their mother tongue first, and then how both children and adults learn a second language.

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

- Language Acquisition (3e Année, Licence)

### **Contents of the subject matter:**

Brain and Language: Lateralization or Hemispheric Specialization

- Language in higher animals (Chimpanzees)
- The bilingual brain
- Language development in children (development of communication and language acquisition)
- Learning and learning a second language
- Development of thought, knowledge, and memory.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Blakemore, C. (1985). *Mechanisms of the Mind*. Cambridge University Press.
2. Baddely, A. (1999) *The Essentials of Human Memory*. The Psychology Press.
3. Fletcher, P. and M. Garman. (1996). *Language Acquisition*. (2<sup>nd</sup> edition). Cambridge University Press.
- 4-Johnson-laird, P. N. (1988). *The Computer and the Mind*. Fontana Press.
- 5- Oakley, D. A. and H.C. Plotkin. (1979,1989).*Brain, behaviour and Evolution*. Methnen
- 6- Steinberg, D.D.,H. Nagato and Aline, D.P.(2001). *Psycholinguistics: Language, Mind and World*. Pearson Education
- 7- Stevenson, R. (1988). *Models of Development*. Open University Press.

# **Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Psychopedagogy**

**Credits: 4**

**Coefficient: 2**

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

The essential objective of this course is to enable students to understand and use pedagogical materials, psychopedagogical strategies, and appropriate methods for the effective teaching of a given subject.

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

- Psychopédagogie (3e Année, Licence)

## **Contents of the subject matter :**

- Intentional teaching and the effective lesson.
- Learning strategies and motivation.
- Intelligence, abilities, and aptitudes, their testing and evaluation.
- Sociology of education.
- New technologies in education.
- Philosophy and psychology of education.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Child, Denis. (2004). Psychology and the Teacher. (7<sup>th</sup> edition) The Continuum, The Tower Building, London.
2. Slavin, Robert, E. (2003) Educational Psychology: Theory and Practice. (7<sup>th</sup> edition). Pearson Education Inc., Allen and Bacon.
3. Williams, M. and Burden, R. (1998). Psychology for Language Teachers. Cambridge University Press
4. Woolfolk, Anita. (2004). Educational Psychology. (9<sup>th</sup> edition) Pearson education.



## **Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Pragmatics**

**Credits: 4**

**Coefficient: 2**

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

The students are expected to be able to develop an ability in all the aspects which relate to the communicative use of a language.

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

- Linguistics (3e Année, Licence)

### **Contents of the subject matter:**

- Syntax, semantics and pragmatics
- Pragmatics and discourse
- The cooperative principle
- Speech Acts
- Communicative Competence

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Leech, G.N. (1983). *Principles of Pragmatics*. London: Longman
2. Lyons, J. (1983). *Language, Meaning and context*. Fontana
3. Lyons, J. (1984). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press
4. Mey, J. (1994). *Pragmatics*. Oxford: Blackwell.
5. Yule, G. (1996) *Pragmatics*. Oxford University Press.

**Master's Program Title: Language Sciences**  
**Semester: 1**  
**Course Title: ESP (English for Specific Purposes)**  
**Credits: 4**  
**Coefficient: 2**

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

Models of analysis of academic and scientific discourse: register, discourse, and genre.

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

Sociolinguistics (contextual communication) and pragmatics (choice of formality levels and strategic alternatives in communication)

**Contents of the subject matter:**

- Register analysis
- Speech act theory and conversation analysis
- Text linguistics and discourse analysis
- Origins and developments of ESP and EST
- Language description in target situations
- Functional notional analysis
- EST discourse functions
- Genre analysis parameters
- 

**Evaluation Mode :** Term Exam

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

1. Bhatia, V.K 2002 'A generic view of academic discourse' in Flowerdew, J (ed) 2002 *Academic Discourse*. Longman Pearson Education
2. Cohen, A (et al) 1979 'Reading English for specialized purposes: discourse analysis and the use of student informants' in *TESOL Quarterly* Volume 13/4: 551-564
3. Cooper, M 1980 'Written text: its structure, organisation and interpretation' in *Mimeo LSU ESP Collection Aston-Birmingham*
4. Dudley-Evans, T. 1994 'Genre analysis: an approach to text analysis for ESP' in Coulthard, M (ed) 1994 *Advances in Written Text Analysis* Routledge
5. Horsella, M and G, Sindermann 1992 'Aspects of scientific discourse: conditional argumentation' in *English for Specific Purposes* Volume 11: 129-139

**Master's Program Title: Language Sciences**  
**Semester: 1**  
**Course Title: Reading Skills & Strategies (RSS)**  
**Credits: 2**  
**Coefficient: 1**

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

This class is designed to reinforce and extend the reading skills of students. The main objective is to develop among them the ability to read different texts quickly and efficiently, notably historical and literary texts, with a particular focus on scheming and scanning.

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

Techniques de l'Expression Oral, Techniques de l'Expression Ecrite, Méthodologie de la Langue Etrangère.

**Contents of the subject matter:**

- The five-step reading system
- Reading comprehension skills: Activating prior knowledge; Previewing and predicting; Scanning and skimming; Asking questions
- Speed Reading
- Critical Thinking
- Reading historical and literary writings (Drills)

**Evaluation Mode :** Class participation, micro-interrogations, term exam

**Références:**

Allen, Janet. *Reading History: A Practical Guide to Improving Literacy*. Oxford University Press, 2005.  
Bowell, Tracy and Gary Kemp. *Critical Thinking: A Concise Guide*. Routledge, 2002.  
Cottrell, Stella. *Critical Thinking Skills*. Palgrave Macmillan, 2005.  
Duffy, Gerald G. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, 2<sup>nd</sup> ed. Guilford Press, 2009.  
Gunzenhauser, Bonnie, ed. *Reading in History: New Methodologies from the Anglo-American Tradition*. Pickering & Chatto, 2010  
Hughes, William. *Critical Thinking: Introduction to the Basic Skills*, 3<sup>rd</sup> ed. Broadview Press, 2000.  
Jeffries, Linda and Beatrice S. Mikulecky. *More Reading Power, Reading Faster, Thinking Skills, Comprehension Skills*. Addison-Wesley, 1996.  
Konstant, Tina. *Speed Reading*. McGraw Hill, 2003.  
Krashen, Stephen D. *The Power of Reading: Insights from the Research*, 2<sup>nd</sup> ed. Heinemann, 2004.  
Mikulecky, Beatrice S. *Advanced Reading Power 4*. Pearson ESL, 2007.  
Montgomery, Martin and Alan Durant. *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 3<sup>rd</sup>. Rutledge, 2007.  
Nation, I. S. P. *Teaching ESL/EFL: Reading and Writing*. Routledge, 2008.  
Wiesolek Kuta, Katherine. *Reading and Writing to Learn: Strategies across the Curriculum*. Teacher Ideas Press, 2008

**Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Methodology of Academic Writing (MAW)**

**Credits: 5**

**Coefficient: 3**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter:**

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 1**  
**Module Title: Methodology**  
**Course Title: Methodology of Research Projects (MORP)**  
**Credits: 4**  
**Coefficient: 2**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter**

- Defining the problem (What is research? What is the purpose of research?)
- Research methodologies and research methods
- Hypothesis, research questions—assumptions, and the nature of evidence
- Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 1**  
**Course Title: Cross Cultural Communication (CCC)**  
**Credits: 2**  
**Coefficient: 2**

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

By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking.

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

Culture of Language, Islamic Civilization, and Intercultural Contacts & Relations.

**Contents of the subject matter:**

- ✓ English as object and medium of (mis)understanding
- ✓ Conflict and assimilation among different cultures
- ✓ Functions of stereotypes and prejudices in the process of cross-cultural communication
- ✓ 'East' vs. 'West'
- ✓ Clash of cultures or within cultures?

**Evaluation Mode :** Readings and class discussions, term exam

**Références:**

- Anheier, Helmut K. and Yudhishtir Raj Isar. *Cultures and Globalization: Conflicts and Tensions*. Sage Publications, 2007.
- Barnard, Alan. *Encyclopedia of Social and Cultural Anthropology*. Routledge, 2002.
- Beckett, Katharine Scarfe. *Anglo-Saxon Perceptions of the Islamic World*. Cambridge University Press, 2003.
- Fagan, Brian. M. *Clash of Cultures*, 2<sup>nd</sup> edition. AltaMira Press, 1998.
- Grill, Robert D. *Orientalism & Occidentalism: Is Mistranslating Culture Inevitable?* Paraverse, 2004.
- Guidère, Mathieu. *The Clash of Perceptions*. Center for Advanced Defense Studies, 2006.
- Huntington, Samuel P. "The Clash of Civilizations." *Foreign Affairs*, 1993, pp. 22-49.
- Issawi, Charles. *Cross-Cultural Encounters and Conflicts*. Oxford University Press, 1998.
- MACFIE, A.L. *Orientalism*. Longman, 2002
- Makariev, Plamen, ed. *Islamic and Christian Cultures: Conflict or Dialogue*. CRVP, 2001.
- Ofelia, Garcia, ed. *English across Cultures, Cultures Across English: A Reader in Cross Cultural Communication*. Gruyter, 1989.
- Richard D. Lewis, *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing, 2006.
- Said, Edward. *Orientalism*. Penguin, 1977.

## **Master's Program Title: Language Sciences**

**Semester: 1**

**Course Title: Foreign Language**

**Credits: 1**

**Coefficient: 1**

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

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to use a different language (in this case French) for data collection and research work.

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

In addition to the general knowledge acquired during undergraduate studies (American & English civilizations), it would be preferable to have language skills equivalent to the DELF/Level B1 at least.

### **Contents of the subject matter:**

This course deals with the traditional sub-disciplines of French, notably grammar and spelling, which undeniably play a primary role in language learning. The course is both a language method and a course on French civilization. <sup>1</sup> Various documents and excerpts are included to foster and stimulate discussion, thereby consolidating learning.

**Evaluation Mode :** Term Exam

### **Références:**

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



**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: Methodology of Teaching English as a Foreign Language**  
**Credits: 4**  
**Coefficient: 2**

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

Students are expected to develop an awareness of the underlying principles of the existing language teaching approaches/methods. They are also expected to develop an awareness of what makes a language skill and to evaluate a language textbook to adapt it to learners.

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

- TEFL (3e Année, Licence)

**Contents of the subject matter:**

- Distinction between Approach, Method and technique.
- Language Teaching Approaches and Methods.
  - Language-based Approaches
  - Learner-based Approaches
  - Learning-based Approaches
- Teaching the four skills
- Textbook design and evaluation

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman
2. Celce-Murcia, Marianne. ed. (1999). *Teaching English as a Second or Foreign Language*. (2<sup>nd</sup> ed.) Heinle and Heinle Publisher.
3. Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Pearson Education Limited.
4. Richards, Jack and Rodgers, Theodore (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
5. Richards, Jack. (2001). *Curriculum Development in Language Teaching*. Cambridge



## **Master's Program Title: Language Sciences**

**Semester: 2**

**Course Title: Language Acquisition**

**Credits: 4**

**Coefficient: 2**

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

This course on the (neurolinguistic and psychological) processes of language acquisition aims to help students understand how a child is psychologically predisposed to acquire and develop their mother tongue first, and then how both children and adults learn a second language.

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

- Language Acquisition (3e Année, Licence)

### **Contents of the subject matter:**

Brain and Language: Lateralization or Hemispheric Specialization

- Language in higher animals (Chimpanzees)
- The bilingual brain
- Language development in children (development of communication and language acquisition)
- Learning and learning a second language
- Development of thought, knowledge, and memory.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Blakemore, C. (1985). *Mechanisms of the Mind*. Cambridge University Press.
2. Baddely, A. (1999) *The Essentials of Human Memory*. The Psychology Press.
3. Fletcher, P. and M. Garman. (1996). *Language Acquisition*. (2<sup>nd</sup> edition). Cambridge University Press.
- 4-Johnson-laird, P. N. (1988). *The Computer and the Mind*. Fontana Press.
- 5- Oakley, D. A. and H.C. Plotkin. (1979,1989).*Brain, behaviour and Evolution*. Methnen
- 6- Steinberg, D.D.,H. Nagato and Aline, D.P.(2001). *Psycholinguistics: Language, Mind and World*. Pearson Education
- 7- Stevenson, R. (1988). *Models of Development*. Open University Press.

## **Master's Program Title: Language Sciences**

**Semester: 2**

**Course Title: Psychopedagogy**

**Credits: 4**

**Coefficient: 2**

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

The essential objective of this course is to enable students to understand and use pedagogical materials, psychopedagogical strategies, and appropriate methods for the effective teaching of a given subject.

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

- Psychopédagogie (3e Année, Licence)

### **Contents of the subject matter :**

- Intentional teaching and the effective lesson.
- Learning strategies and motivation.
- Intelligence, abilities, and aptitudes, their testing and evaluation.
- Sociology of education.
- New technologies in education.
- Philosophy and psychology of education.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Child, Denis. (2004). Psychology and the Teacher. (7<sup>th</sup> edition) The Continuum, The Tower Building, London.
2. Slavin, Robert, E. (2003) Educational Psychology: Theory and Practice. (7<sup>th</sup> edition). Pearson Education Inc., Allen and Bacon.
3. Williams, M. and Burden, R. (1998). Psychology for Language Teachers. Cambridge University Press
4. Woolfolk, Anita. (2004). Educational Psychology. (9<sup>th</sup> edition) Pearson education.

## **Master's Program Title: Language Sciences**

**Semester: 2**

**Course Title: Pragmatics**

**Credits: 4**

**Coefficient: 2**

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

The students are expected to be able to develop an ability in all the aspects which relate to the communicative use of a language.

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

- Linguistics (3e Année, Licence)

### **Contents of the subject matter:**

- Syntax, semantics and pragmatics
- Pragmatics and discourse
- The cooperative principle
- Speech Acts
- Communicative Competence

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Leech, G.N. (1983). *Principles of Pragmatics*. London: Longman
2. Lyons, J. (1983). *Language, Meaning and context*. Fontana
3. Lyons, J. (1984). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press
4. Mey, J. (1994). *Pragmatics*. Oxford: Blackwell.
5. Yule, G. (1996) *Pragmatics*. Oxford University Press.

**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: ESP (English for Specific Purposes)**  
**Credits: 4**  
**Coefficient: 2**

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

Models of analysis of academic and scientific discourse: register, discourse, and genre.

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

Sociolinguistics (contextual communication) and pragmatics (choice of formality levels and strategic alternatives in communication)

**Contents of the subject matter:**

- Register analysis
- Speech act theory and conversation analysis
- Text linguistics and discourse analysis
- Origins and developments of ESP and EST
- Language description in target situations
- Functional notional analysis
- EST discourse functions
- Genre analysis parameters

-

**Evaluation Mode :** Term Exam

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

6. Bhatia, V.K 2002 'A generic view of academic discourse' in Flowerdew, J (ed) 2002 *Academic Discourse*. Longman Pearson Education
7. Cohen, A (et al) 1979 'Reading English for specialized purposes: discourse analysis and the use of student informants' in *TESOL Quarterly* Volume 13/4: 551-564
8. Cooper, M 1980 'Written text: its structure, organisation and interpretation' in *Mimeo LSU ESP Collection Aston-Birmingham*
9. Dudley-Evans, T. 1994 'Genre analysis: an approach to text analysis for ESP' in Coulthard, M (ed) 1994 *Advances in Written Text Analysis* Routledge
10. Horsella, M and G, Sindermann 1992 'Aspects of scientific discourse: conditional argumentation' in *English for Specific Purposes* Volume 11: 129-139

**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: Reading Skills & Strategies (RSS)**  
**Credits: 2**  
**Coefficient: 1**

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

This class is designed to reinforce and extend the reading skills of students. The main objective is to develop among them the ability to read different texts quickly and efficiently, notably historical and literary texts, with a particular focus on scheming and scanning.

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

Techniques de l'Expression Oral, Techniques de l'Expression Ecrite, Méthodologie de la Langue Etrangère.

**Contents of the subject matter:**

- The five-step reading system
- Reading comprehension skills: Activating prior knowledge; Previewing and predicting; Scanning and skimming; Asking questions
- Speed Reading
- Critical Thinking
- Reading historical and literary writings (Drills)

**Evaluation Mode :** Class participation, micro-interrogations, term exam

**Références:**

Comfort, Jeremy and Derek Utley. *Effective Presentations*. Oxford: OUP, 1996.  
Ellis, Mark & Nina O' Driscoll. *Giving Presentations*. Harlow: Longman, 1992.  
Emden, Joan Van. *Presentation Skills for Students*. Palgrave Macmillan, 2004.  
Gilbert, Judy B. *Clear Speech*. Cambridge: CUP, 1984.  
Graham, Carolyn. *Small Talk Jazz Chants*. Oxford: OUP, 1986.  
Howe, Brian. *Visitron, the Language of Presentations*. Harlow: Longman, 1985.  
Levin, Peter & Graham Topping. *Student-Friendly Guides: Perfect Presentations*. Open University Press, 2006.  
Lynch, Tony. *Study Listening*. London: CUP, 1986.  
Mcrae, Brad & David Brooks. *The Seven Strategies of Master Presenters*. Career Press, 2004.  
Nation, I. S. P. and J. Newton. *Teaching ESL/EFL: Listening and Speaking*. Routledge, 2009.  
Powell, Mark. *Presenting in English*. Hove: LTP, 1996.  
Storz, Carl. *English Pronunciation Notebook for Telecommunications Students*. Evry: INT, 1993.  
Sweeney, Simon. *English for Business Communication*. Cambridge: CUP, 1997.  
Wallwork, Adrian. *English for Presentations at International Conferences*. Springer Science+Business Media, LLC, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: Methodology of Academic Writing (MAW)**  
**Credits: 5**  
**Coefficient: 3**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter:**

- Defining the problem (What is research? What is the purpose of research?)
- Research methodologies and research methods
- Hypothesis, research questions—assumptions, and the nature of evidence
- Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: Methodology of Research Projects (MORP)**  
**Credits: 4**  
**Coefficient: 2**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter**

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 2**  
**Course Title: Teaching Culture in the EFL Classroom**  
**Credits: 2**  
**Coefficient: 2**

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

Students are expected to develop an awareness of the interrelationship language/culture and to develop ways to integrate the cultural component in the English language teaching class.

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

Ingénierie Educative, Littérature in EFL

**Contents of the subject matter:**

- Definition of culture
- Culture, language and communication
- The place of culture in foreign language teaching
- Teaching culture

**Evaluation Mode :** Class Participation and Exam

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

Byram, Michael (1989). *Cultural Studies in Foreign Language Education*. Multilingual Matters Ltd.

Byram, Michael and Peter Grundy, eds. (2003). *Context and Culture in Language Teaching and Learning*. Multilingual Matters Ltd.

Chambers, Ellie & Marshall Gregory (2006). *Teaching & Learning English Literature*. SAGE Publications.

Damen, L. (1987). *Culture Learning: The Fifth Dimension in the Language Classroom*. Addison-Wesley Publishing Company.

Heusinkveld, P., ed. (1997). *Pathways to Culture*. Intercultural Press.

Kramsch, Claire (1993). *Context and Culture in Language Teaching*. Oxford University Press.

Nieto, Sonia (2010). *Language, Culture, and Teaching, Critical Perspectives*, 2<sup>nd</sup> ed. Taylor & Francis.

Stearns, Peter N. (1993). *Meaning over Memory: Recasting the Teaching of Culture and History*. The University of North Carolina Press.



## **Master's Program Title: Language Sciences**

**Semester: 2**

**Course Title: Foreign Language**

**Credits: 1**

**Coefficient: 1**

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

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to use a different language (in this case French) for data collection and research work.

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

In addition to the general knowledge acquired during undergraduate studies (American & English civilizations), it would be preferable to have language skills equivalent to the DELF/Level B1 at least.

### **Contents of the subject matter:**

This course deals with the traditional sub-disciplines of French, notably grammar and spelling, which undeniably play a primary role in language learning. The course is both a language method and a course on French civilization.<sup>1</sup> Various documents and excerpts are included to foster and stimulate discussion, thereby consolidating learning.

**Evaluation Mode :** Term Exam

### **Références:**

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

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Applied Linguistics**

**Credits: 4**

**Coefficient: 2**

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

Students are expected to explore the major issues in Applied Linguistics, namely contrastive analysis, error analysis and discourse analysis with a particular emphasis on the pedagogical level.

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

- Linguistics (Master S1 et S2)

### **Contents of the subject matter:**

- Contrastive Analysis: the comparison and contrast of the languages involved in language learning situations, the psychological basis of CA and the pedagogical value of CA.
- The analysis of error in language learning, types of error, theoretical and practical uses of EA.
- The analysis of discourse in spoken and written language, the structure of discourse, speech act and speech function.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Corder, S.P. (1973). *Introducing Applied Linguistics*. Penguin.
2. Corder, S.P. (1982). *Error Analysis and Interlanguage*. Oxford University Press.
3. Hatch, E. (1992). *Discourse and Language Education*. Cambridge: Cambridge university Press.
4. James, Carl (1985). *Contrastive Analysis*. Longman.
5. McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge University Press.

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Language Acquisition**

**Credits: 4**

**Coefficient: 2**

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

This course on the (neurolinguistic and psychological) processes of language acquisition aims to help students understand how a child is psychologically predisposed to acquire and develop their mother tongue first, and then how both children and adults learn a second language.

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

- Language Acquisition (3e Année, Licence)

### **Contents of the subject matter:**

- Brain and Language: Lateralization or Hemispheric Specialization
- Language in higher animals (Chimpanzees)
- The bilingual brain
- Language development in children (development of communication and language acquisition)
- Learning and learning a second language
- Development of thought, knowledge, and memory.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Blakemore, C. (1985). *Mechanisms of the Mind*. Cambridge University Press.
2. Baddely, A. (1999) *The Essentials of Human Memory*. The Psychology Press.
3. Fletcher, P. and M. Garman. (1996). *Language Acquisition*. (2<sup>nd</sup> edition). Cambridge University Press.
- 4-Johnson-laird, P. N. (1988). *The Computer and the Mind*. Fontana Press.
- 5- Oakley, D. A. and H.C. Plotkin. (1979,1989).*Brain, behaviour and Evolution*. Methnen
- 6- Steinberg, D.D.,H. Nagato and Aline, D.P.(2001). *Psycholinguistics: Language, Mind and World*. Pearson Education
- 7- Stevenson, R. (1988). *Models of Development*. Open University Press.

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Psychopedagogy**

**Credits: 4**

**Coefficient: 2**

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

The essential objective of this course is to enable students to understand and use pedagogical materials, psychopedagogical strategies, and appropriate methods for the effective teaching of a given subject.

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

- Psychopédagogie (3e Année, Licence)

### **Contents of the subject matter :**

- Intentional teaching and the effective lesson.
- Learning strategies and motivation.
- Intelligence, abilities, and aptitudes, their testing and evaluation.
- Sociology of education.
- New technologies in education.
- Philosophy and psychology of education.

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Child, Denis. (2004). Psychology and the Teacher. (7<sup>th</sup> edition) The Continuum, The Tower Building, London.
2. Slavin, Robert, E. (2003) Educational Psychology: Theory and Practice. (7<sup>th</sup> edition). Pearson Education Inc., Allen and Bacon.
3. Williams, M. and Burden, R. (1998). Psychology for Language Teachers. Cambridge University Press
4. Woolfolk, Anita. (2004). Educational Psychology. (9<sup>th</sup> edition) Pearson education.

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Pragmatics**

**Credits: 4**

**Coefficient: 2**

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

The students are expected to be able to develop an ability in all the aspects which relate to the communicative use of a language.

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

- Linguistics (3e Année, Licence)

### **Contents of the subject matter:**

- Syntax, semantics and pragmatics
- Pragmatics and discourse
- The cooperative principle
- Speech Acts
- Communicative Competence

**Evaluation Mode :** Continuous Evaluation & Term Exam

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

1. Leech, G.N. (1983). *Principles of Pragmatics*. London: Longman
2. Lyons, J. (1983). *Language, Meaning and context*. Fontana
3. Lyons, J. (1984). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press
4. Mey, J. (1994). *Pragmatics*. Oxford: Blackwell.
5. Yule, G. (1996) *Pragmatics*. Oxford University Press.

**Master's Program Title: Language Sciences**  
**Semester: 3**  
**Course Title: ESP (English for Specific Purposes)**  
**Credits: 4**  
**Coefficient: 2**

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

Models of analysis of academic and scientific discourse: register, discourse, and genre.

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

Sociolinguistics (contextual communication) and pragmatics (choice of formality levels and strategic alternatives in communication)

**Contents of the subject matter:**

- Register analysis
- Speech act theory and conversation analysis
- Text linguistics and discourse analysis
- Origins and developments of ESP and EST
- Language description in target situations
- Functional notional analysis
- EST discourse functions
- Genre analysis parameters
- 

**Evaluation Mode :** Term Exam

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

11. Bhatia, V.K 2002 'A generic view of academic discourse' in Flowerdew, J (ed) 2002 *Academic Discourse*. Longman Pearson Education
12. Cohen, A (et al) 1979 'Reading English for specialized purposes: discourse analysis and the use of student informants' in *TESOL Quarterly* Volume 13/4: 551-564
13. Cooper, M 1980 'Written text: its structure, organisation and interpretation' in *Mimeo LSU ESP Collection Aston-Birmingham*
14. Dudley-Evans, T. 1994 'Genre analysis: an approach to text analysis for ESP' in Coulthard, M (ed) 1994 *Advances in Written Text Analysis* Routledge
15. Horsella, M and G, Sindermann 1992 'Aspects of scientific discourse: conditional argumentation' in *English for Specific Purposes* Volume 11: 129-139

**Master's Program Title: Language Sciences**  
**Semester: 3**  
**Course Title: Presentation Skills & Strategies (PSS)**  
**Credits: 2**  
**Coefficient: 1**

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

By prescribing easy to practise tools and strategies, this course is meant to enhance students' skills of oral expression, help them structure material for the best impact, cope with nerves and get messages across effectively to audiences of varied sizes.

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

Techniques of Oral Expression

**Contents of the subject matter:**

- What already works about you as a presenter?
- Exploring how presentation works
- Developing a unique individual style
- Understanding what happens in front of an audience
- Practising a whole range of techniques
- Hints and tips for effective presentation
- Stretching capacity of presentation
- Presenting with style, flair and presence
- Using support materials
- Maintaining confidence and handling nerves
- Coping better with hard situation

**Evaluation Mode :** Class participation, micro-interrogations, term exam

**Références:**

Comfort, Jeremy and Derek Utley. *Effective Presentations*. Oxford: OUP, 1996.  
Ellis, Mark & Nina O' Driscoll. *Giving Presentations*. Harlow: Longman, 1992.  
Emden, Joan Van. *Presentation Skills for Students*. Palgrave Macmillan, 2004.  
Gilbert, Judy B. *Clear Speech*. Cambridge: CUP, 1984.  
Graham, Carolyn. *Small Talk Jazz Chants*. Oxford: OUP, 1986.  
Howe, Brian. *Visitron, the Language of Presentations*. Harlow: Longman, 1985.  
Lynch, Tony. *Study Listening*. London: CUP, 1986.  
Mcrae, Brad & David Brooks. *The Seven Strategies of Master Presenters*. Career Press, 2004.  
Nation, I. S. P. and J. Newton. *Teaching ESL/EFL: Listening and Speaking*. Routledge, 2009.  
Powell, Mark. *Presenting in English*. Hove: LTP, 1996.  
Storz, Carl. *English Pronunciation Notebook for Telecommunications Students*. Evry: INT, 1993.  
Sweeney, Simon. *English for Business Communication*. Cambridge: CUP, 1997.  
Wallwork, Adrian. *English for Presentations at International Conferences*. Springer Science+Business Media, LLC, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 3**  
**Course Title: Methodology of Academic Writing (MAW)**  
**Credits: 5**  
**Coefficient: 3**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter:**

- Defining the problem (What is research? What is the purpose of research?)
- Research methodologies and research methods
- Hypothesis, research questions—assumptions, and the nature of evidence
- Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.



**Master's Program Title: Language Sciences**  
**Semester: 3**  
**Course Title: Methodology of Research Projects (MORP)**  
**Credits: 4**  
**Coefficient: 2**

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

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

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

Methodology of University Work

**Contents of the subject matter**

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

**Evaluation Mode :** Class participation, term exam

**Références:**

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5<sup>th</sup> ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

**Master's Program Title: Language Sciences**  
**Semester: 3**  
**Course Title: Ethics and Professional Conduct (University Context)**  
**Credits: 1**  
**Coefficient: 1**

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

To inform and raise student awareness about the risk of corruption and encourage them to contribute to the fight against corruption.

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

**Contents of the subject matter:**

*1 Concept of Corruption:*

- Definition of corruption.
- Religion and corruption.

*2 Types of Corruption:*

- Financial corruption.
- Administrative corruption.
- Moral corruption.
- Political corruption... etc.

*3 Manifestations of Administrative and Financial Corruption:*

- Nepotism
- Favoritism
- Mediation
- Extortion and fraud.
- Embezzlement of public funds and illegal expenditures.
- Delays in the completion of transactions (project implementation... etc.).
- Administrative, functional, or organizational deviations of the employee and the supervisor.
- Violations committed by the official while performing their duties during the year.
- Lack of respect for working hours, taking time to read newspapers, receiving visitors, abstaining from performing work, and lack of responsibility.

*4 Reasons for Administrative and Financial Corruption: 4.1 Causes of Corruption from the Perspective of Theorists:* Theorists and researchers in management science and organizational behavior have highlighted the presence of three categories identifying these reasons, which are:

- According to the first category:
  - Civilizational causes.
  - For political reasons.
- According to the second category:
  - Structural reasons.
  - Causes related to value judgments.

- Economic reasons.
- According to the third category:
  - Biological and physiological reasons.
  - Social causes.
  - Complex reasons.

*4.2 General Causes of Corruption:* Weak institutions, conflicts of interest, rapid pursuit of profit and gains, low awareness of the role of educational institutions and the media, and non-enforcement of the law... etc.

*5 Effects of Administrative and Financial Corruption:*

- The impact of administrative and financial corruption on social aspects.
- The impact of financial and administrative corruption on economic development.
- The impact of administrative and financial corruption on the political system and stability.

*6 The Fight Against Corruption by Local and International Bodies and Organizations:*

- Transparency International Organization.
- United Nations Convention against Corruption.
- World Bank program to assist developing countries in the fight against administrative corruption.
- International Monetary Fund.
- Algeria's efforts against corruption (Anti-Corruption Law 06-01, the role of the judicial police in the fight against corruption, etc.).

*7 Treatment Methods and Means to Combat the Phenomenon of Corruption:* (The religious aspect, the educational aspect, the political aspect, the economic aspect, the legislative aspect, the legal aspect, the administrative aspect, the human aspect...).

*8 Models of the Experience of Certain Countries in the Fight against Corruption:*

- The Indian experience, the Singaporean experience, the United States experience, the Hong Kong experience, the Malaysian experience, and the Turkish experience.

**Evaluation Mode :** Term Exam

## Références

- <http://www.transparency-libya.com/index.php>
- <http://www.shafafeyah.org/>
- <http://www.undp-pogar.org>
- <http://www.developmentgateway.com>.
- <http://www.transparency.org>
- <http://web.worldbank.org>
- <http://humandevelopment.bu.edu>

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Communicational Practices**

**Credits: 1**

**Coefficient: 1**

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

This course aims to develop students' practical communication skills by providing them with an in-depth understanding of various communication strategies and tools. Students will learn to effectively adapt their communication style to diverse contexts, including professional, social, and intercultural environments. Through practical exercises and real-life simulations, they will enhance their ability to convey messages clearly, listen actively, and engage in meaningful interactions. Ultimately, this course seeks to empower students to become confident and competent communicators, capable of navigating the complexities of contemporary communication.

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

Oral Expression, pragmatics

### **Contents of the subject matter:**

#### **Foundations of Communication**

- Definition and models of communication.
- Key elements of communication: sender, receiver, message, channel, context.
- Verbal and non-verbal communication.
- Barriers to effective communication.

#### **Interpersonal Communication Strategies**

- Active listening and empathy.
- Assertive communication.
- Conflict management and negotiation.
- Team communication and collaboration.

#### **Communication in Specific Contexts**

- Professional communication: presentations, meetings, interviews.
- Social communication: daily interactions, interpersonal relationships.
- Intercultural communication: awareness of cultural differences, adaptation of communication style.

**Evaluation Mode :** Term Exam

#### **Références:**

Anheier, Helmut K. and Yudhishthir Raj Isar. *Cultures and Globalization: Conflicts and Tensions*. Sage Publications, 2007.

Barnard, Alan. *Encyclopedia of Social and Cultural Anthropology*. Routledge, 2002.

Beckett, Katharine Scarfe. *Anglo-Saxon Perceptions of the Islamic World*. Cambridge University Press, 2003.

Fagan, Brian. M. *Clash of Cultures*, 2<sup>nd</sup> edition. AltaMira Press, 1998.

- Grill, Robert D. *Orientalism & Occidentalism: Is Mistranslating Culture Inevitable*: Paraverse, 2004.
- Guidère, Mathieu. *The Clash of Perceptions*. Center for Advanced Defense Studies, 2006.
- Huntington, Samuel P. "The Clash of Civilizations." *Foreign Affairs*, 1993, pp. 22-49.
- Issawi, Charles. *Cross-Cultural Encounters and Conflicts*. Oxford University Press, 1998.
- MACFIE, A.L. *Orientalism*. Longman, 2002
- Makariev, Plamen, ed. *Islamic and Christian Cultures: Conflict or Dialogue*. CRVP, 2001.
- Ofelia, Garcia, ed. *English across Cultures, Cultures Across English: A Reader in Cross Cultural Communication*. Gruyter, 1989.
- Richard D. Lewis, *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing, 2006.
- Said, Edward. *Orientalism*. Penguin, 1977.
- \_\_\_\_\_. "The Myth of the 'Clash of Civilization,'" video Lect. Media Education Foundation, 1998.

## **Master's Program Title: Language Sciences**

**Semester: 3**

**Course Title: Foreign Language**

**Credits: 1**

**Coefficient: 1**

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

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to use a different language (in this case French) for data collection and research work.

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

In addition to the general knowledge acquired during undergraduate studies (American & English civilizations), it would be preferable to have language skills equivalent to the DELF/Level B1 at least.

### **Contents of the subject matter:**

This course deals with the traditional sub-disciplines of French, notably grammar and spelling, which undeniably play a primary role in language learning. The course is both a language method and a course on French civilization.<sup>1</sup> Various documents and excerpts are included to foster and stimulate discussion, thereby consolidating learning.

**Evaluation Mode :** Term Exam

### **Références:**

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