

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

**ALIGNMENT (HARMONIZATION) OF ACADEMIC
MASTER'S PROGRAM OFFER**

Institution	Faculty / Institute	Department
Mohamed Khider University- Biskra	Letters and Languages	Letters and Foreign Languages

Field: Letters and Foreign Languages

Division: English

Specialty: sciences of Language

Academic year: 2016-2017

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مواصلة
عرض تكوين ماستر
أكاديمي

القسم	الكلية/ المعهد	المؤسسة
الآداب و اللغات الأجنبية	الآداب و اللغات	جامعة محمد خيضر- بسكرة

الميدان : الآداب و اللغات الأجنبية

الشعبة : اللغة الانجليزية

التخصص : علوم اللغة

السنة الجامعية: 2016-2017

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I – Master's Program Profile (fact sheet)

(All required fields must be filled out)

1 – program venue :

Faculty (or institute): Letters and Languages

Department: Letters and foreign Languages

2- Program partnerships *:

- Other university institutions:

- Businesses and other socio-economic partners:

- International partners:

* = Include the agreements in the program's appendix

3 – Context and objectives of the program

A – ADMISSION REQUIREMENTS *(Indicate the bachelor's degree (Licence) specializations that can lead to the Master's program)*

- English Language Bachelor's Degree (Licence) of LMD type
- Good Grade (more than 12/20 as a general average)
- Without re-sit examination (Rattrapage)
- Admission Test
- 150 students (max.) / Cohort (including 10% from the classical system))

B – Program objectives *(target competences, Pedagogical knowledge acquired at the end of the program - maximum 20 lines).*

- **Exposure to the civilization and culture of a foreign Language;**
- **Initiate students to classroom practices ;**
- **Conduct and report research in language-teaching-related disciplines ;**
- **Work efficiently in groups ;**
- **Define and solve language teaching-related challenges ;**
- **Manage language large classes ;**

- **Construct reliable and valid and score language tests ;**
- **Evaluate pedagogical materials (textbooks, audio-visual aids, etc.)**
- **Use efficiently ICTs ;**
- **Be a global citizen**

C – Target profiles and skills/competences *(In the field of professional integration - maximum 20 lines) :*

- Teaching in primary, middle and high schools
- Teaching as supply teachers in the Universities
- Administration clerks (civil servants)
- Military Administration clerks
- Translators (teaching-related material)
- Editors
- Journalism and media
- Human resources agents and teachers
- Social workers

D- Regional and National Employment Opportunities

With a good command of the language and skills in teaching English, students will have a wide range of jobs locally and internationally.

E – Pathways to Other Specializations

- Translation
- Teaching (Middle School+ High School)
- Teaching (Tertiary)
- Research and Development
- Human Resources
- Journalism & media
- Social work

F – Program Monitoring Indicators

G – Supervision capabilities (Specify the number of students that can be accommodated)







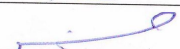







2 students (max.) / teacher

4 – Available human resources

A : Teachers from the institution specializing in the field :

4 – Moyens humains disponibles

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

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
CHELLI SALIHA		DOCTORAT Linguistique Appliquée	MCA	TD+C+Enc	
BASHAR AHMED		DOCTORAT Linguistique Appliquée	MCB	TD+C+Enc	
HOADJLI AHMED CHAOUKI		DOCTORAT Linguistique Appliquée	MCB	TD+C+Enc	
MEDDOUR MOSTAFA		DOCTORAT Linguistique Appliquée	MCB	TD+C+Enc	
SAIHI HANENE		DOCTORAT Linguistique Appliquée	MCB	TD+C+Enc	
BETKA REZIG NADIA		DOCTORAT Linguistique Appliquée	MCB	TD+C+Enc	
HASSINA NACHOUA		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	
TOURKI BARKAT		MAGISTER Linguistique	MAA	TD+C+Enc	
Bechar Maamar			MAA	TD+C+Enc	
SEGUENI LAMRI		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	
AMRI BOUTHEINA		MAGISTER Littérature et Civilisation	MAB	TD+C+Enc	
TEMEGOULT SLIMANE		MAGISTER Linguistique	MAA	TD+C+Enc	
EL-HAMEL LAMJED		MAGISTER Littérature	MAB	TD+C+Enc	
RABEHI SALIMA		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	

BOULEGROUNE ADEL		MAGISTER Stylistique Comparé	MAB	TD+C+Enc	<i>Boul</i>
SMATTI SAID		MAGISTER Littérature Américaine	MAB	TD+C+Enc	<i>Sy</i>
MOUSSAOUI NADJET		MAGISTER Linguistique	MAA	TD+C+Enc	<i>Thou</i>
BEKHOUCHE RYM		MAGISTER Didactique	MAB	TD+C+Enc	
LAALA YOUCEF		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	<i>la</i>
BENCHAREF SAKINA		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	<i>SA</i>
MEBARKI AMINA <i>Zohra</i>		MAGISTER Linguistique Appliquée	MAA	TD+C+Enc	<i>MA</i>
ZERIGUI NAIMA		MAGISTER Littérature	MAB	TD+C+Enc	<i>Zer</i>
AOUNANI WALID		MAGISTER Linguistique	MAB	TD+C+Enc	<i>Wal</i>
CHENINI ABDELHAK		MAGISTER Didactique	MAB	TD+C+Enc	<i>Ch</i>
SALHI AHLEM		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	<i>Sal</i>
CHERJET ASMA		MAGISTER Littérature et Civilisation	MAB	TD+C+Enc	<i>Ch</i>
BENEDIR SAMIRA		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	<i>Ben</i>
KARBOUA SALIM		MAGISTER Langue et Civilisation	MAA	TD+C+Enc	<i>Kar</i>
Mhiri RAMDHANE		Comparative Stylistics	MAA	TD+C+Enc	<i>Mh</i>

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

B : external supervision :

Affiliated institution:

Last name, First name	Graduation diploma + Specialization	Post graduation diploma + Specialization	Rank	Type of intervention *	signature

Affiliated institution :

Last name, First name	Graduation diploma + Specialization	Post graduation diploma + Specialization	Rank	Type of intervention *	signature

Affiliated institution :

Last name, First name	Graduation diploma + Specialization	Post graduation diploma + Specialization	Rank	Type of intervention *	signature

*** = Lecture, Tutorial –TD-, TP, Internship supervision, Thesis supervision, other (specify)**

5 – Specific material resources availability

A- Pedagogical laboratories and equipments: *List of existing educational equipment for the practical work-TP- in the intended training program (1 sheet per laboratory)*

Laboratory name:

N°	Name of the Equipment	Number	Remarks

B- Internship sites and corporate training

Internship location	Number of students	Duration of internship

C- : Research laboratories supporting the Master's program

Head of the laboratory
Laboratory Approval Number
Date :
Laboratory Head's opinion:

Head of the laboratory
Laboratory Approval Number
Date :
Laboratory Head's opinion :

D- Research projects supporting the Master's program:

Title of the research project	Project code	Project Start Date	Project End Date

E- Personal Workspaces and ICT:

- **standard laboratory 3**
- **multimedia laboratory 1**
- **computing room 2**
- **Faculty Library**
- **Central Library**

II – Semester-wise organization sheet of courses/teachings

(Please include the sheets of 4 semesters)

1- Semester 1 :

Teaching unit	VHS	Weekly Time Commitment				Coeff	Credits	Evaluation mode	
	14-16 sem	L	TS	TP	Others			Formative-continuous-	Summative – Examination-
Fundamental TUs									
FTU 1(O/P)									
Subject 1 : Language Mastery (LM)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Applied Linguistics (AL)	45h00	1h30	1h30			2	4	50	50
FTU 2(O/P)									
Subject 1 : Socio-linguistics (SL)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Prgamatics (P)	45h00	1h30	1h30			2	4	50	50
Subject 3 : Discourse Analysis (DA)	22h30		1h30			1	2	100	
Methodology TU									
MTU 1(O/P)									
Subject 1 : Research Methods in Language Learning (RMLL)	60h00	1h30	2h30			3	5	50	50
Subject 2 : Academic Writing	45h00	1h30	1h30			2	4	50	50
ExploratoryTU									
ETU1(O/P)									
Subject 1 : Psycho linguistics (PSL)	22h30	1h30				1	1		100
Cross-Cutting TU									
CCTU1(O/P)									
Subject 1 : Foreign Language	22h30	1h30				1	1		100
Subject 2 : Ethics and Deontology	22h30	1h30				1	1		100
Total Semester 1	375h	13h30	11h30			17	30		

2- Semester 2 :

Teaching Unit	VHS	Weekly Time Commitment				Coeff	Credits	Evaluation Mode	
	14-16 sem	C	TD	TP	Others			Formative-Continuous-	Summative-Exam-
Fundamental TUs									
FTU 1(O/P)									
Subject 1 : Language Mastery (LM)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Applied Linguistics (AL)	45h00	1h30	1h30			2	4	50	50
FTU 2(O/P)									
Subject 1 : Theories of Learning (TL)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Pragmatics	45h00	1h30	1h30			2	4	50	50
Subject 3 : Discourse Analysis (DA)	22h30		1h30			1	2	100	
Methodology TU									
MTU1(O/P)									
Subject 1 : Research Methods in Language Learning (RMLL)	60h00	1h30	2h30			3	5	50	50
Subject 2 : Academic Writing	45h00	1h30	1h30			2	4	50	50
Exploratory TU									
ETU1(O/P)									
Subject 1 : Statistical Mathematics	22h30	1h30				1	1		100
Cross-cutting TU									
CCTU1(O/P)									
Subject 1 : Foreign Language	22h30	1h30				1	1		100
Subject 2 : communicative practices	22h30	1h30				1	1		100
Total Semester 2	375h	13h30	11h30			17	30		

3- Semester 3 :

Teaching unit	VHS	Weekly time commitment				Coeff	Credits	Evaluation Mode	
	14-16 sem	C	TD	TP	Others			Formative – Continuous-	Summative – Exam-
Fundamental TUs									
FTU1(O/P)									
Subject 1 : English for Specific Purposes (ESP)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Applied Linguistics (AL)	45h00	1h30	1h30			2	4	50	50
FTU 2(O/P)									
Subject 1 : Pragmatics (P)	45h00	1h30	1h30			2	4	50	50
Subject 2 : Syllabus Design (SD)	45h00	1h30	1h30			2	4	50	50
Subject 3 : Discourse Analysis (DA)	22h30		1h30			1	2	100	
Methodology TU									
MTU1(O/P)									
Subject 1 : Research Methods in Language Learning & Teaching (RMLLT)	60h00	1h30	2h30			3	5	50	50
Subject 2 : Academic Writing (AW)	45h00	1h30	1h30			2	4	50	50
Exploratory TU									
ETU1(O/P)									
Subject 1 : Statistical Mathematics	22h30	1h30				1	1		100
Cross-Cutting TU									
CCTU1(O/P)									
Subject 1 : Foreign Language	22h30	1h30				1	1		100
Subject 2 : Language Computing	22h30	1h30				1	1		100
Total Semester 3	375h	13h30	11h30			17	30		

4- Semester 4:

Domain: Letters and foreign languages

Field : English

Specialty : Language Sciences

Research project assessed through a dissertation and a defense

	VHS	Coeff	Credits
dissertation	750	17	30
Total Semester 4	750	17	30

5- Comprehensive summary of the program: (1. the total weekly time commitment (WTC) is divided into lectures, tutorials, for the four semesters of teaching, for the different types of Teaching Units (TUs).

TC \ TU	FTU	MTU	ETU	CCTU	Total
Lecture	270	135	/	67h30	472h30
Tutorial –TD-	337h30	180	67h30	67h30	652h30
TP	/	/	/	/	/
Personal assignment	741	360	15	8	1125
Others (dissertation)	750				750
Total	1799h30	900	200	100h30	3000
Credits	84	27	3	6	120
Credit percentage(%) per TU	70%	22.50%	2.5%	5%	100%

III – Detailed program per subject (1 detailed sheet per subject)

Master's Program name: Language Sciences

Semester: 1.2 and 3

Teaching unit' name: Methodology unit

Name of the subject: Academic Writing

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

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

- Make clear distinction between academic writing and other forms of writing
- Find and explore a proper topic for their dissertations
- Write appropriately different types of dissertation content
- Distinguish formal language from plain language.
- Paraphrase and summarize a source
- Incorporate and interpret critically visuals and charts.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

- Students should know basics of writing.

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I.Semester 7 :

- Library skills
- Writing a research proposal : statement, hypotheses, questions ...

II.Semester: 2

- Start working on methods and review of the literature.

III. semester: 3

- Introduction to academic writing.
- Formulation and wording of a dissertation title and heading.
- Academic writing content: Claims, evidence and transitions.
- Formal style vs. plain English.
- Summarizing and paraphrasing a source.
- Revising, editing and proofreading.
- Choosing, labeling and Critical interpreting of visuals (charts, tables and graphs).
- Writing essay examination.

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Hacker, D. (203). Rules for writers : 6th edition. New York. Bedford/St. Martin's.

Kienzler,L. (202). Business and administrative communication. USA. The McGraw-Hill Companies.

Smith, B. (2003). Proofreading, revising & editing skills success. New York. Learning expresStudent

Learning Centre (2011). Editing and proofreading. Australia. The Flinders University of South Australia.

<http://www.flinders.edu.au/SLC>

Master's Program name: Language Sciences

Semester: 1.2

Teaching unit' name: Methodology unit

Name of the subject: Research Methods in Language Learning

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

After undertaking this course, students will be acquainted with the peculiarities of research, which eventually enables them to carry out an in-depth research in the aforementioned disciplines.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

Semester one:

- understand some basic concepts of research methodology: types of variables/ research questions/hypotheses/ Literature review/ Variables/tools
- formulate research questions and hypotheses
-

Semester two:

- know the difference between types of research and the data gathering tools which can be used in each one
- know the types of Sampling
- write a research proposal
- ethics in the conduct of research

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Bass, M. (1999). Doing Qualitative Research in Educational Setting. Philadelphia: Open University Press.

Cohen, L., Manion, L. & Morrison, K. (201). *Research Methods in Education* (sixth edn). London: Routledge Palmer.

Crawley, M. J. (201). *Statistics: An Introduction Using R*. Chichester: John Wiley and Sons Limited

Dawson, C. (203). *Research Methods*.UK: Books Limited.

Dornyëi, Z. (2003). *Questionnaires in Second Language Research: Construction, Administration and Processing*. London, New Jersey: Lawrence Erlbaum Associates Publishers

Dornyei, Z. (201) . *Research Method in Applied Linguistics: Qualitative, Quantitative and Mixed Methodologies*. Oxford: Oxford University Press.

Howit,D & Cramer,D (2000) . *First steps in research and statistics*. London: Routledge

Master's Program name: Language Sciences

Semester: 3

Teaching unit' name: Methodology unit

Name of the subject: Research Methods in Language Learning

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

- Initiation to research : know the difference between: qualitative and quantitative research and the methods that can be used under each one:

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

Semester three:

1. Qualitative approach
 - 1.1 Data Collection: ethnographies/ interviews/ Observations/ Diaries/Journals/ Think-aloud technique
2. Quantitative approach
 - Research design
 - 2.1 Correlational (associational) research
 - 2.2 experimental /quasi-experimental research
 - 2.3 Data Collection: Tests/ Questionnaires
3. Quantitative Data Analysis
 - 3.1 Descriptive Statistics
 - 3.2 Inferential Statistics
4. Qualitative Data Analysis
5. Coding Data
6. Common Coding Systems
7. General recommendations about the different parts of a dissertation:
Write an abstract/A general introduction/ Conclusion

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Mackey, A & Gass, S.A. (2005) *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates.

Miller, M. (1984). *Experimental Design and Statistics*. London & New York: Routledge.

Meloy, J.M. (2002). *Writing the Qualitative Dissertation: understanding by doing*. London: Lawrence Erlbaum Associates.

Ranjit, K (2011). *Research Methodology: Step by step for beginners*. London: Sage Publications

Sudman, S. & Bradburn, N. M. (1983). *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass Publishers.

Walker, R & Abdelman, C. (2005). *A Guide to Classroom Observation*. Taylor & Francis e-library. Routledge

Master's Program name: Language Sciences

Semester: 1

Teaching unit' name: Fundamental Unit

Name of the subject: Language Mastery

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Upon completion of the course, students should be able to:

- Communicate their spoken and written ideas using advanced lexis and grammar on a variety of topics
- Read without lengthy hesitations and pauses long texts, often with specialized vocabulary and abstract linguistic formulations and comprehend their syntactic and lexical structures
- Make suitable interpretations of visuals (tables, charts and graphs) and write data commentary using appropriate corresponding vocabulary and grammar
- Write and speak persuasively at ease using discourse strategies, including arguments and counter arguments
- Communicate personal and academic discourses using phrasal verbs and collocations
- Read and write basic business correspondence (letters, emails, reports, etc)
- Distinguish and use confusing pairs properly in speaking and writing
- Write and give an oral presentation on a book review related to their discipline
- Write a discipline-related critique

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Students should have acquired the basic concepts and notions of language skills.

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre : 1

- 1- Advanced lexis in context
- 2- Discourse markers and connectors
- 3- Phrasal verbs
- 4- Collocations and idioms
- 5- Confusing pairs
- 6- Polite expressions and structures
- 7- Reading visuals and writing data commentary

8- **Evaluation mode** : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*). Alexander, L. G. (1994). *Right word, wrong word: words and structures confused and misused by learners of English*. UK. Longman.

- Bailey, S. (2006). *Academic writing: a handbook for international students (2nd Ed)*. UK. Routledge.
- Hewinngs, M. (2002). *Advanced grammar in use: a self study reference and practice book for advanced learners of English*. Cambridge. Cambridge University Press.
- Leading Express. (2006). *501 reading comprehension questions*. USA. LLC.

Master's Program name: Language Sciences

Semester: 2

Teaching unit' name: Fundamental Unit

Name of the subject: Language Mastery

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Upon completion of the course, students should be able to:

- Communicate their spoken and written ideas using advanced lexis and grammar on a variety of topics
- Read without lengthy hesitations and pauses long texts, often with specialized vocabulary and abstract linguistic formulations and comprehend their syntactic and lexical structures
- Make suitable interpretations of visuals (tables, charts and graphs) and write data commentary using appropriate corresponding vocabulary and grammar
- Write and speak persuasively at ease using discourse strategies, including arguments and counter arguments
- Communicate personal and academic discourses using phrasal verbs and collocations
- Read and write basic business correspondence (letters, emails, reports, etc)
- Distinguish and use confusing pairs properly in speaking and writing
- Write and give an oral presentation on a book review related to their discipline
- Write a discipline-related critique

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Students should have acquired the basic concepts and notions of language skills.

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

II. Semestre: 2

- 1-Reading longer passages in linguistics
- 2-Persuasive public speaking
- 3-News stories
- 4-Business correspondence
- 5-Writing and presenting a book review
- 6-Writing critiques

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Leading Express. (2006). *501 reading comprehension questions*. USA. LLC

Swales, J. M. & Feak, C. B. (1994). *Academic writing for graduate students: essential tasks and skills. A course for nonnative speakers of English*. Michigan. Michigan University Press

Vince, M. & Sunderland, P. (2003). *Advanced language practice: English grammar and vocabulary*. Italy. MacMillan Publications

Master's Program name: Language Sciences

Semester: 1+2

Teaching unit' name: Fundamental Unit

Name of the subject: Applied Linguistics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

- *Students should have basic knowledge about the different theories on the nature and Language acquisition.*

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre : 1 : General introduction

- 1- Historical Background
 - 2- The scope of Applied Linguistics
 - 3- The task of Applied Linguistics
- Major trends in Applied Linguistics
- 1- Traditional Grammar
 - 2- Structuralism and Behaviourism
 - 3- Functionalism
 - 4- Transformational Grammar
 - 5- Communicative competence

II. Semestre : 2 : Inter-language Studies

- 1- Identity vs Interference Hypotheses
- 2- The Creative Construction Processes
- 3- The Monitor Model
- 4- The Acculturation Model
- 5- The Discourse Model

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

- Davies A (201), introduction to applied linguistics Edinburg university press
- Corder S, introducing applied linguistics
- Sarosdy (2006), applied linguistics.

Master's Program name: Language Sciences

Semester: 3

Teaching unit' name: Fundamental Unit

Name of the subject: Applied Linguistics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre : 3 : Procedures in Applied Linguistics

1- Contrastive Analysis

2- Error Analysis

3- Related Aspects

Applied Linguistics and Foreign Language Teaching

1- Syllabus Design and Needs Analysis

2- Types of Syllabus

- The Grammatical Syllabus
- The Situational Syllabus
- The Notional/Functional Syllabus
- The Communicative Syllabus
- Approaches to language Skills

3- Evaluation and Assessment

- Definitions
- Principles
- Purposes
- Types
- Perspectives

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

- **References** (*books, handouts, internet sites, etc*) Davies A (201), introduction to applied linguistics Edinburg university press
- Corder S, introducing applied linguistics
- Sarosdy (2006), applied linguistics.

Master's Program name: Language Sciences

Semester: 1

Teaching unit' name: Fundamental Unit

Name of the subject: Socio-linguistics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Impart a general foundation and background in sociolinguistics.

- Introduce fundamental concepts in sociolinguistics.
- Identify major related areas to sociolinguistics.
- Provide a platform to perform original research in sociolinguistics.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Students should have acquired the basic concepts, notions, and components of general Linguistics.

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

1- Semestre: 1

- Introduction to Sociolinguistics.
- Basic Concepts in Sociolinguistics.
- Sociolinguistics Vs. Dialectology.
- Language Variation and Social Variables.
- Language Variation and Social Variables

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*). Wardhaugh, R. (2002). An Introduction to Sociolinguistics. Blackwell .

- Trudgill,R.(2000).Sociolinguistics: An introduction .Penguin .
- Trudgill,R.(2000).Sociolinguistics: An introduction .Penguin .
- Fasold,R.(1984).The Sociolinguistics of Society .Blackwell.
- Fasold,R.(1990).The Sociolinguistics of Language .Blackwell.

Master's Program name: Language Sciences

Semester: 1.2

Teaching unit' name: Fundamental Unit

Name of the subject: Discourse Analysis

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre : 1: *Historical Background*

- 1- Origins of text Linguistics
- 2- Discourse Analysis as an Interdisciplinary Field.
- 3- Approaches to the Phenomenon of discourse.
- 4- Perspectives and Scope of Discourse Analysis.
Definitions and Functions of Discourse Studies:
 - 1- General Definitions.
 - 2- Types of Discourse analysis.
 - 3- The Use of Discourse analysis.
 - 4- Cultural Context and discourse Analysis.

II. Semestre : 2: *Speech Act Theory and Discourse Analysis*

- 1- *Speech Events.*
- 2- *Communicative Events.*
- 3- *Devices in Speech.*
Functions of Discourse analysis:
 - 1- *The Linguistic Function*
 - 2- *The Psychological Function*
 - 3- *The Socio-Cultural Function*

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program name: Language Sciences

Semester: 3

Teaching unit' name: Fundamental Unit

Name of the subject: Discourse Analysis

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre : 3

1- Context

- Introduction and Definition
- Structure of Context
- Components of Context
- Features of Context
- Context and Foreign language Teaching

2- Turn-Taking

- Introduction and Definition
- Characteristics of Turn-Taking
- Turn-Allocation Techniques

4- Discourse Analysis and Foreign Language Teaching

- Introduction and Definition
- Discourse and Communication
- Models of Communication
- Application of Discourse analysis in Foreign Language teaching
- Teaching Grammar
- Teaching Vocabulary
- Teaching Conversation Development

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program name: Language Sciences

Semester: 3

Teaching unit' name: Fundamental Unit

Name of the subject: Pragmatics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

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

- Analyse discourse in its socio cultural context.
- Be aware of the interactional and contextual factors of the target language.
- Study the processes which occur in communication.
- Use the language focusing on its functions rather than on forms.
- Be aware of context and authentic language use.
- Recognize the interdisciplinary nature of pragmatics.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semester 1: Introduction:

1. Origins and historical background of pragmatics.
2. Definition of pragmatics.
3. Aspects of everyday language.
4. Pragmatics and related notions.
5. Areas of pragmatics.

II. Semester 2:

1. The speech act theory.
2. Conversational implicature.
3. Politeness theory.
4. Leech's maxims
5. Deixis
6. Presuppositions
7. Relevance theory

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

- Grundy,P. (202). Doing Pragmatics. Oxford University Press
Huang,Y. (201). Pragmatics. Oxford : Oxford University Press.
Kasper,R and Rose, K.R. (2001). Pragmatics in Language Teaching. Cambridge University Press.
Levinson,S.C. (1983). Pragmatics. Cambridge : Cambridge University Press.
Mey, J. (1993). Pragmatics : An Introduction. Oxford : Basic Blackwell.
Yule,G. (202). Pragmatics. Oxford : Oxford University Press.

Master's Program name: Language Sciences

Semester:1.2 and 3

Teaching unit' name: Fundamental Unit

Name of the subject: Pragmatics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

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

- Analyze discourse in its socio cultural context.
- Be aware of the interactional and contextual factors of the target language.
- Study the processes which occur in communication.
- Use the language focusing on its functions rather than on forms.
- Be aware of context and authentic language use.
- Recognize the interdisciplinary nature of pragmatics.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semester 3:

1- Communicative competence

- a-** Historical roots of the communicative competence model.
- b-** The different communicative models

2- Pragmatic competence

- a- Aspects of pragmatic competence

3- Interlanguage pragmatics

- a- Pragmatic transfer
- b- Pragmatic Failure
- c- Pragmatic competence and grammatical competence

4- Intercultural pragmatics

5- Pragmatic competence and foreign language teaching

- a- Teaching pragmatics in foreign language context.
- b- What do our learners need to be pragmatically competent?
- c- Reconsidering pragmatic abilities as a teaching goal.

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Grundy,P. (202). Doing Pragmatics. Oxford University Press

Huang,Y. (201). Pragmatics. Oxford : Oxford University Press.

Kasper,R and Rose, K.R. (2001). Pragmatics in Language Teaching. Cambridge University Press.

Levinson,S.C. (1983). Pragmatics. Cambridge : Cambridge University Press.

Mey, J. (1993). Pragmatics : An Introduction. Oxford : Basic Blackwell.

Yule,G. (202). Pragmatics. Oxford : Oxford University Press

Master's Program name: Language Sciences

Semester: 8

Teaching unit' name: Fundamental unit

Name of the subject: Learning Theories

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

- . Introduce Fundamental Concepts in Learning Theories
- . Impart a general foundation and background in Learning Theories
- . Identify major learning theories in Education and Educational Psychology
- . Provide a platform to perform original research in Learning Theories

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

Structure

- . Behaviourist Learning Theories
- . Cognitive Learning Theories
- . Constructivist Learning Theories
- . Educational Neuroscience
- . Multimedia Learning

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

- . Keith, R.(2006). Cambridge Handbook of the Learning Sciences.Newyork: Cambridge University Press .
- . Soltis, J.(2002). Perspectives on Learning . Newyork: Teachers College Press.
- . Leonard, D.(2002). Learning Theoris , A to Z. Wetsport , Conn : Oryx Press .
- . Ormrod, J.(2012). Human Learning . Boston : Pearson.

Master's Program name: Language Sciences

Semester: 9

Teaching unit' name: Fundamental unit

Name of the subject: ESP

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

This course aims at :

- Enabling students to have an overview of English for Specific Purposes (ESP).
- providing students with the fundamental characteristics of science and technology

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

1. General overview of English for Specific Purposes

- 1.1. Definition(s) of ESP
- 1.2. Emergence of ESP
- 1.3. Characteristics of ESP
- 1.4. Branches of ESP
- 1.5. General English (EGP) vs ESP
- 1.6. Language issues in ESP
- 1.7. The responsibility of the ESP teacher
- 1.8. The responsibility of the ESP student

2. Needs analysis

- 2.1. Definition (s)
- 2.2. Types of needs
- 2.3. Processes in needs analysis
- 2.4. Information and sources
- 2.5. Instruments and procedures

3. Fundamental characteristics of science and technology

- 3.1. Introduction to English for Science and Technology (EST)
- 3.2. What is science?
- 3.3. Main features of science
- 3.4. Nature of technology
- 3.5. Fundamental characteristics of scientists
- 3.6. Characteristics of scientific language

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program name: Language Sciences

Semester: 9

Teaching unit' name: Fundamental unit

Name of the subject: Syllabus Design

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

- We believe that a course should enable students to use their strong backgrounds to solve problems.
- A truly valuable course should focus beyond the final exam to add to students' future lives, abilities and skill sets and prepare students to think for themselves in the discipline after the course is over.

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I- Syllabus Design

-Definitions

1- The syllabus

2- Syllabus design

3- Syllabus design criteria

II- Planning Syllabus Design

1-Needs Analysis

2- Analysis of Educational Aims

3-Setting Syllabus Objectives

III-Content Selection and Organization

1-The course rationale

2-Describing the entry and exit levels

3-Choosing course content

4-Determining the scope and sequence

IV-SyllabusTypes

1-SelectingasyllabusFramework

2- Syllabus Types

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

- Curriculum Development in Language Teaching (Jack. C. Richards) Cambridge University Press 2001.

- Curriculum Development for Effective Instruction (Floyd.G. Robinson, John. A. Ross and Floyd White) DISE Press (The Ontario Institute for Studies in Education, 1985).

- The Curriculum : theory and practice, fifth edition A.V. Kelly SAGE

Publication limited, 2004.- Perspectives: Key concepts for understanding curriculum volume 1, Colin j. Marsh (Falmer press 1997)

Master's Program name: Language Sciences

Semester: 1

Teaching unit' name: Exploratory Unit

Name of the subject: Psycho-linguistics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

- Impart a general foundation and background in psycholinguistics.
- Introduce fundamental concepts in psycholinguistics.
- Introduce fundamental concepts in psycholinguistics.
- Provide a platform to perform original research in psycholinguistics

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Students should have basic knowledge about General linguistics and Psychology

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

I. Semestre: 1:

- Introduction to Psycholinguistics.
- Basic Concepts in Psycholinguistics.
- Language Acquisition.
- Language Comprehension.
- Language Comprehension

Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

Written examinations and assignments

References (*books, handouts, internet sites, etc*).

- Gareth, M.G. (201). The Oxford Handbook of Psycholinguistics. New York: Oxford University Press.
- Fletcher & B. McWhinney. (1996). The Handbook of Child Language. Blackwell.
- Warren.(2012).introducing Psycholinguistics.Cambridge:UK Cambridge University Press.
- Filed, J. (2004). Psycholinguistics: The key concepts. Routledge.
- Ema,F&H.S.Cairs.(2010).Review of Fundamentals of Psycholinguistics

Master's Program Name: Language Sciences

Semester: 8 and 9

Teaching Unit Name: Exploratory

Name of the subject: Statistical Mathematics

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

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Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program Name: Language Sciences

Semester: 1

Teaching Unit Name: Cross-cutting Unit

Name of the subject: Ethics and Deontology

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

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Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program Name: Language Sciences

Semester: 2

Teaching Unit Name: Cross-cutting Unit

Name of the subject: Communicative Practices

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

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Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program Name: Language Sciences

Semester: 1,2 and 3

Teaching Unit Name: Cross-cutting Unit

Name of the subject: Foreign Language

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

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Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

Master's Program Name: Language Sciences

Semester: 1,2 and 3

Teaching Unit Name: Cross-cutting Unit

Name of the subject: Language computing

Teaching objectives (*Describe the competencies the student is expected to have acquired upon successful completion of this subject – maximum 3 lines*).

Recommended prerequisites: *Brief description of the knowledge required to follow this course – Maximum 2 lines*).

Course content (*mandatory specification of the detailed content for in-person sessions and individual work*)

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Evaluation mode : *Continuous assessment, exam, etc. (The appreciation is left to the judgment of the training team)*

- Written examinations and assignments

References (*books, handouts, internet sites, etc*).

V- Agreements or conventions

YES

NO

(If yes, submit the agreements and/or conventions in the paper documentation for the program)

LETTER OF INTENT

(In the case of a master's program co-sponsored by another university)

(Official letterhead of the respective university)

Subject: Approval of the co-sponsorship of the master's program entitled:

Through this letter, [Name of the University or University Center] declares its co-sponsorship of the aforementioned master's program throughout the accreditation period of this master.

To this end, [Name of the University or University Center] will support this project by:

- Providing its perspective in the development and updating of the curriculum,
- Participating in seminars organized for this purpose,
- Participating in thesis defense panels,
- Working towards the sharing of human and material resources.

SIGNATURE of the legally authorized person:

POSITION:

Date:

LETTER OF INTENT

(In the case of a master's program in collaboration with a company in the user sector)

(Official letterhead of the company)

SUBJECT: Approval of the launch project for a master's training program entitled:

Offered to:

Through this letter, the company expresses its intention to support this training as a potential user of the product.

To this end, we confirm our commitment to this project, and our role will include:

- Providing our perspective in the development and updating of the curriculum,
- Participating in seminars organized for this purpose,
- Participating in thesis defense panels,
- Facilitating, to the best of our ability, the placement of interns either in the context of final dissertations or in the context of supervised projects.

The necessary means for carrying out the tasks assigned to us for the achievement of these objectives will be implemented in terms of both material and human resources.

Mr. (or Mrs.) [Name] is designated as the external coordinator for this project.

SIGNATURE of the legally authorized person:

POSITION:

Date:

OFFICIAL STAMP or SEAL OF THE COMPANY