

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**Ministry of Higher Education and Scientific Research**  
**Yahia Fares University**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**

**Proposition of Lecture Samples for Master of Linguistics Degree**

**Students**

**Year One**

**Term One**

**Domaine : Letters and Foreign Languages**

**Field: The English Language**

**Spécialty : Linguistics**

**2025-2026**

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## INTRODUCTION

### The Training Objectives

- 1) Explore areas as far removed as TEFL/TESL, Translation Studies, Discourse Analysis, Evaluation/Assessment, ESP... Given that near-to-similar modules to the ones above are currently tackled within graduation phase, the board of lecturers have judged it worthy to extend the study thereof onto the Master program for intensive treatment.
- 2) Funnel their learning to focus on the applicability of whatever theoretical amount of knowledge they are expected to master. This outlook is entertained with the express intent of our Department to meet the requirement pertaining to the end product that the LMD system mainly targets.
- 3) Access a stage where they depart from the common belief in the self-containedness of specialties. Such modules as Didactics is commonly known as a field dealing exclusively with the implementations of teaching methods or techniques; Linguistics is either theoretical or applied; literature could hardly be connected to Discourse Studies. Applied Linguistics then aims at empowering the would-be Master degree holders to be able to :
  - a) Pull together bits of information in order to make of them a coherent set.
  - b) Conceive of the coherent set of information as a framework of knowledge. (a) and (b) above allow the students to reach awareness of the intra-disciplinary frames of knowledge.
  - c) Deal with the different branches that fall under Applied Linguistics as complementary units potentially powerful to benefit interdisciplinarity. The ability to fruitfully move from a frame of knowledge to another is a skill that our Department wishes to help the future Master holders to acquire. With (1), (2), (3) and (4), a b c) in sight, the Department of Foreign Languages intends to set up an Applied Linguistics-based program meant to spawn graduates that enjoy a certain professional mobility likely to cover some of the interdisciplinary gaps. As a consequence, this program could incidentally make up for the shortage repeatedly observed in some fine-tuned specialties, ESP is a case in point.

### C – The targeted Profiles and Job-Oriented Competencies

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

#### **D- National and International potentials for employability**

**E-** The strategic position of Medea being near the capital and the Metidja Industrial Region boosts its potential for employability. Students would be able to choose between a number of offers, to name a few: Teaching in public and private sector, working in foreign and international companies, working in embassies and consulates, working in translation offices, etc. Again, Algeria being in a fully-fledged development program, covering fields ranging from Artificial Intelligence projects to Mining, Agriculture, through joint ventures in Industry, the would-be Master Degree holders will be offered a variety of positions as all these development programs involve foreign partners. The strategic location of Algeria (providing a short linkage between Africa, the Middle East and Europe) is a good asset for professional mobility between the three continents.

#### **E – Crossover possibilities to other specialties**

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

#### **F – Training Follow-up Indicators**

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

#### **G – The Teaching Staff Tutorial Capacities**

The training should include no more than 60 students

## **SEMESTRE One**

**03**

**Master of Linguistics Degree**

Year : 2025-2026

Master of Linguistics Degree

# **Fundamental Teaching Units**

<b>1. 1 Linguistics theories.....</b>	<b>5</b>
<b>1.1.2Text linguistics.....</b>	<b>5</b>
<b>1.1.3 Applied Linguistics.....</b>	<b>6</b>
<b>1.1.4 Sociolinguistics.....</b>	<b>7</b>

## **Unit One: Linguistics Theories**

### **Subject Descriptors:**

### **Teaching Objectives**

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

### **Prerequisites**

Concepts of general linguistics.

### **Subject Content**

Traditional Latin-influenced models

Formalism

Structuralism

Systemic-Functional Linguistics

Transformational generative grammar

Case grammar

Generative Linguistics

### **Evaluation Mode : Written Exam**

### **References:**

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

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## **Unit Two: Text Linguistics**

### **Teaching Objectives**

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

### **Prerequisites**

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

### **Subject Content**

The Text from a Logical Point of View

The Text in Text Linguistics

Text Linguistics and Its Domain

The Development of Text Linguistics

The Procedural Approach to Texts

The Point of View of Dressler and de Beaugrande

Text Production and Reception

The Concept of Textuality

Cohesion

Coherence

**05**

Intentionality and Acceptability

Informativity

Situationality

Intertextuality

The procedural approach to a text

**Evaluation Mode:** Formative Assessment + An End-of-Term Written Exam

**References:**

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

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### **Unit Three: Applied Linguistics**

#### **Teaching Objectives**

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

#### **Prerequisites**

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

#### **Subject Content**

##### **Introduction to Applied Linguistics**

##### **Language and language learning**

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

##### **II- Linguistics and Language Teaching**

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

**Evaluation Mode:** Formative Assessment + An End-of-Term Written Exam

**References:**

Kees de Bot (2015) A history of applied linguistics : from 1980 to the present. Routledge

Alan Davies and Catherine Elder (2004) The handbook of applied linguistics, Blackwell Publishing.

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

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## **Unit Four: Sociolinguistics**

### **Teaching Objectives**

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

### **Prerequisites**

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

**Subject Content:** the course will cover the following chapters :

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

### **Evaluation Mode**

Formative Assessment

### **References:**

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

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## **Methodology Teaching Unit**

<b>1.2.1 Academic Writing.....</b>	<b>9</b>
<b>1.2.2 Research Methodology.....</b>	<b>10</b>

## Unit One: Academic Writing

### Teaching Objectives:

The student will be able to:

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

### Prerequisites:

Proficiency in English language, reading and writing.

### Subject Content:

the course will cover the following:

#### 1. What is Academic Writing?

- Academic writing as part of research
- Writing for personal purposes vs. writing for academic purposes
- Types of Academic Writing: Essay, research report, research paper, research proposal, literature review, thesis and dissertation, book review, etc.
- Importance of Academic Writing

#### 2. Features of Academic Writing (to make students acquire basic knowledge of grammatical and lexical features of academic writing)

- Academic Style
  - Avoiding redundancy, repetition and wordiness
  - Sentence length and word choice
  - Objective, Subjective, Emotive Language
  - Contracted forms
  - Use of academic register (verbs, nouns, prepositions,etc.)
- Tone and Formality
- Authority and Voice of the Writer

#### 3. Academic writing and critical thinking

### Evaluation Mode:

Formative Evaluation

### References:

Geyte E. V., (2013). Writing: Learning to Write Better Academic Essays. Collins EAP

Hinkel, I. 2004. Teaching Academic ESL writing: Practical Techniques in Vocabulary and Grammar. LEA

London Bailey, S. (2015). \*  
Academic Writing: A Handbook for International Students. Routledge

Gillett, A., Hammond, A. and Martala, M. (2009). Successful Academic Writing. Pearson Editions.

## **Unit Two: Research Methodology**

### **Teaching Objectives:**

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

### **Prerequisites:**

Proficiency in English language, basic research and study techniques.

### **Subject Content:**

The course will cover the following topics:

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

### **Evaluation Mode:**

Formative Evaluation

### **References:**

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

## **Discovery Teaching Units**

<b>Philosophy of Education.....</b>	<b>12</b>
<b>Cognitive Psychology.....</b>	<b>13</b>

## **Unit One: Philosophy of Education**

### **Teaching Objectives:**

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

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

### **Prerequisites:**

Analytical and critical thinking skills, and proficiency in English language.

### **Subject Content:**

The course will cover the following topics:

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

### **Evaluation Mode:**

Written Exam

### **References:**

Akinpelu, J.(1981). An Introduction to Philosophy of Education. London: Macmillan.

Knight, G.R. (1998). Issues and Alternatives in Educational Philosophy. Michigan: Andrews University Press.

Palmer, J. (ed.) (2001). Fifty Major Thinkers on Education: From Confucius to Dewey. London and New York : Routledge

Palmer J. (ed.) (2003). Fifty Modern Thinkers on Education: From Piaget to the Present. London and New York : Routledge.

PARK, J. (1968). Selected Readings in the Philosophy of Education, 3rd edition. New York: Macmillan.

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## **Unit Two: Cognitive Psychology**

### **Teaching Objectives:**

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

### **Prerequisites:**

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

### **Subject Content:**

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

### **Evaluation Mode:**

Written Exam

### **References:**

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

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

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

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## **Transversal Teaching Unit**

**Ethics and Deontology.....**

## Unit One: Ethics and Deontology

### Teaching Objectives:

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

### Prerequisites:

None

### Subject Content:

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

### Evaluation Mode:

Formative Evaluation

### References:

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

