

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT
SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE

Canevas de mise en conformité

OFFRE DE FORMATION L.M.D.

LICENCE ACADEMIQUE

2025 - 2026

Etablissement	Faculté / Institut	Département
Université de Saïda Dr Moulay Tahar	Des lettres, des langues et arts	De la langue anglaise

Domaine	Filière	Spécialité
---------	---------	------------

Lettres et langues étrangères	Langue anglaise	Langue anglaise
--	------------------------	------------------------

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي

نموذج مطابقة

عرض تكوين
ل. م . د

ليسانس أكاديمية

2026-2025

القسم	الكلية/ المعهد	المؤسسة
اللغة الإنجليزية	الأداب, اللغات و الفنون	جامعة سعيدة

الميدان	الفرع	التخصص
آداب ولغات أجنبية	لغة الإنجليزية	لغة الإنجليزية

SOMMAIRE

I - Fiche d'identité de la licence	p
1 - Localisation de la formation	p
2 - Partenaires extérieurs	p
3 - Contexte et objectifs de la formation	p
A - Organisation générale de la formation : position du projet	p
B - Objectifs de la formation	p
C - Profils et compétences visés	p
D - Potentialités régionales et nationales d'employabilité	p
E - Passerelles vers les autres spécialités	p
F - Indicateurs de performance attendus de la formation	p
4 - Moyens humains disponibles	p
A - Capacité d'encadrement	p
B - Equipe pédagogique interne mobilisée pour la spécialité	p
C - Equipe pédagogique externe mobilisée pour la spécialité	p
D - Synthèse globale des ressources humaines mobilisée pour la spécialité	p
5 - Moyens matériels spécifiques à la spécialité	p
A - Laboratoires Pédagogiques et Equipements	p
B - Terrains de stage et formations en entreprise	p
C - Documentation disponible au niveau de l'établissement spécifique à la formation proposée	p
D - Espaces de travaux personnels et TIC disponibles au niveau du département, de l'institut et de la faculté	p
Fiches d'organisation semestrielle des enseignements de la spécialité (S5 et S6)	p
- Semestre 5	p
- Semestre 6	p
- Récapitulatif global de la formation	p
II - Programme détaillé par matière des semestres S5 et S6	p
III Accords/conventions	p
VI – Curriculum Vitae succinct de l'équipe pédagogique mobilisée pour la spécialité	p
VI - Avis et Visas des organes administratifs et consultatifs	p
VII – Avis et Visa de la Conférence Régionale	p
VIII – Avis et Visa du Comité Pédagogique National de Domaine (CPND)	p

I – Fiche d'identité de la Licence

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues

Département : des Lettres et des Langues étrangères

Références de l'arrêté d'habilitation de la licence (joindre copie de l'arrêté)

Arrêté n° 1116/13 déc. 2022

2- Partenaires extérieurs

- Autres établissements partenaires :

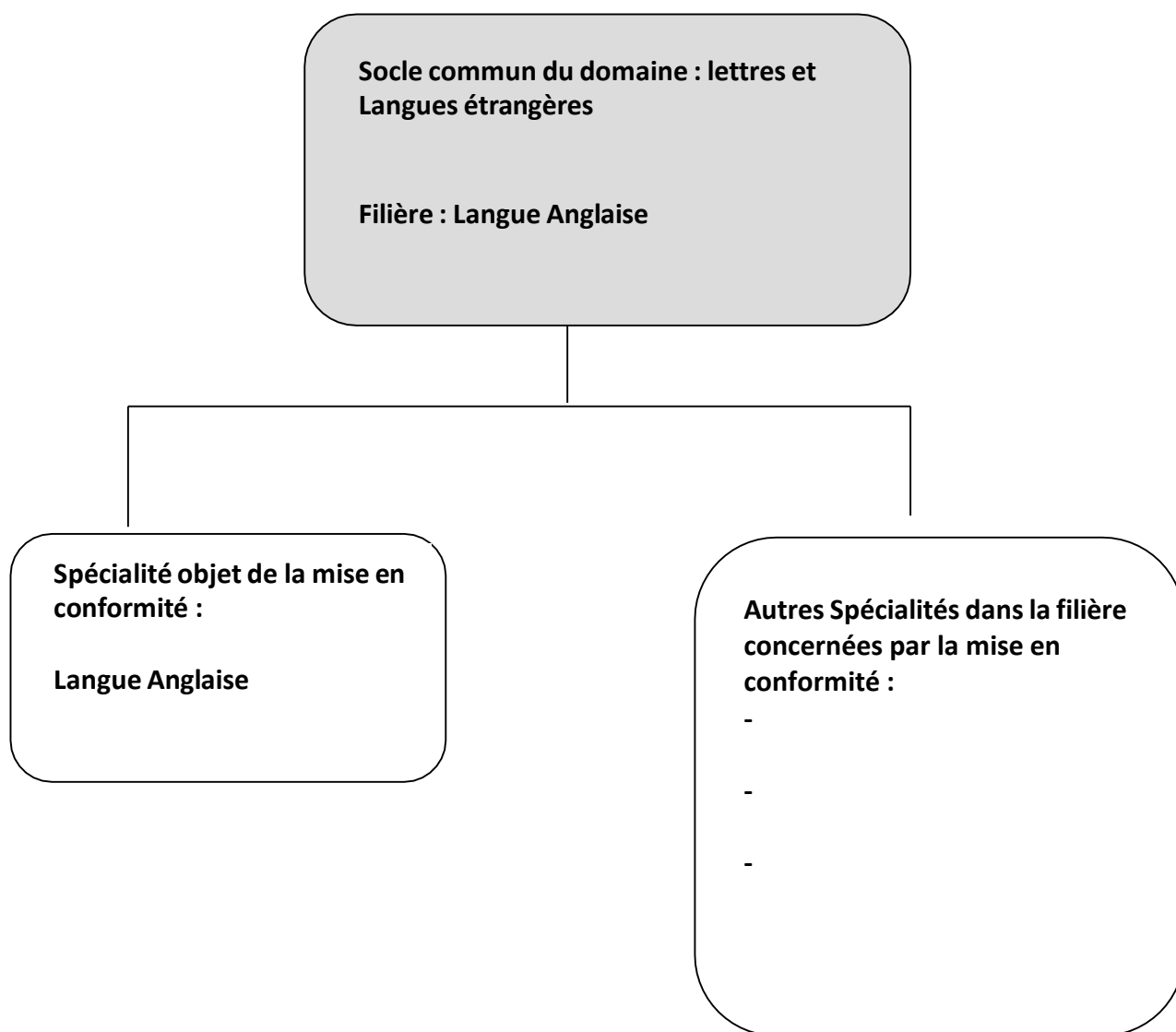
- Entreprises et autres partenaires socio-économiques :

- Partenaires internationaux :

3 – Contexte et objectifs de la formation

A – Organisation générale de la formation : position du projet (Champ obligatoire)

Si plusieurs licences sont proposées ou déjà prises en charge au niveau de l'établissement (même équipe de formation ou d'autres équipes de formation), indiquer dans le schéma suivant, la position de ce projet par rapport aux autres parcours.



B - Objectifs de la formation (Champ obligatoire)

(Compétences visées, connaissances acquises à l'issue de la formation- maximum 20 lignes)

Dans le monde actuel, dominé par les technologies de la communication, l'apprentissage de plusieurs langues étrangères s'avère nécessaire pour nos étudiants.

D'autre part, la globalisation au niveau économique exige la maîtrise de plusieurs langues étrangères de la part des apprenants, afin de pouvoir intégrer facilement le marché de l'emploi et notamment dans les entreprises étrangères.

Sur un autre plan, et vu la croissance démographique de notre pays, les besoins en enseignants vont toujours grandissant et surtout dans le domaine des langues étrangères.

À l'issue de cette formation, l'apprenant sera doté d'outils théoriques et méthodologiques, lui permettant de maîtriser la langue étrangère.

L'apprenant sera doté de savoirs lui permettant d'évoluer aisément dans la langue cible.

L'apprenant sera doté de savoir-faire lui permettant d'évoluer dans une entreprise ou une société étrangère (mobilité des étudiants).

L'étudiant algérien sera capable de poursuivre un master en langues étrangères dans un pays étranger.

C – Profils et compétences visées (Champ obligatoire) *(maximum 20 lignes) :*

À l'issue de cette formation, l'étudiant maîtrisera la langue, notamment au niveau syntaxique et lexical.

Cette compétence lui permettra de communiquer oralement et par écrit dans la vie courante et dans les situations d'enseignement professionnelles. En effet, l'étudiant pourra assumer les tâches d'enseignement de la langue cible.

Il sera également capable d'exposer un point de vue, oralement, devant un auditoire ou par écrit et de l'argumenter.

Au niveau de l'écrit, il sera également capable de lire et d'analyser un texte plus ou moins long et d'en rédiger un commentaire.

Il sera capable, dans une perspective académique de recherche, de rédiger dans la langue cible des textes personnels ayant un rapport avec un thème de recherche.

D – Potentialités régionales et nationales d'employabilité (Champ obligatoire)

L'étudiant sera capable d'exercer dans les institutions d'enseignement régionales et nationales.
Il lui est également possible d'intégrer une entreprise étrangère ou portuaire ayant besoin de langues étrangères.
Il sera aussi capable d'exercer dans une administration nationale.

E – Passerelles vers les autres spécialités (Champ obligatoire)

Les étudiants pourront accéder à des masters de traduction et d'interprétariat. Ils seront également aptes à accéder à tout autre master utilisant les langues étrangères (master livre et édition, master arts dramatiques).

F – Indicateurs de performance attendus de la formation (Champ obligatoire) (Critères de viabilité, taux de réussite, employabilité, suivi des diplômés, compétences atteintes...)

- Atteindre les objectifs de la formation fixés au départ.
- Taux de recrutement des diplômés qui sera déterminé en fonction de la demande des organismes employeurs.

C : Equipe pédagogique externe mobilisée pour la spécialité : (à renseigner et faire viser par la faculté ou l'institut)

Nom, prénom	Etablissement de rattachement	Diplôme graduation	Diplôme de spécialité (Magister, doctorat)	Grade	Matière à enseigner	Emargement

Visa du département

Visa de la faculté ou de l'institut

D : Synthèse globale des ressources humaines mobilisées pour la spécialité (L3)
:

Grade	Effectif Interne	Effectif Externe	Total
Professeurs	07	00	07
Maîtres de conférences (A)	32	00	32
Maîtres de conférences (B)	08	00	08
Maître Assistant (A)	02	00	02
Maître Assistant (B)	00	00	00
Autre (*)	/	/	/
Total	49	00	49

(*) Personnel technique et de soutien

5 – Moyens matériels spécifiques à la spécialité

A- Laboratoires Pédagogiques et Équipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

Intitulé du laboratoire : Laboratoire de langue (1)

Capacité en étudiants : 30

N°	Intitulé de l'équipement	Nombre	Observations
01	Postes étudiants	30	Sans moniteurs
02	Postes enseignant	01	
03	chaises	30	
04	Tables	30	
05	casques	30	

Intitulé du laboratoire : Laboratoire de langue (2)

Capacité en étudiants : 20

N°	Intitulé de l'équipement	Nombre	Observations
01	Postes étudiants	20	Avec moniteurs et unité centrale
02	Postes enseignant	01	2 moniteurs
03	chaises	20	
04	Tables	20	
05	casques	20	

Intitulé du laboratoire : Laboratoire de langue (3)

Capacité en étudiants : 20

N°	Intitulé de l'équipement	Nombre	Observations
01	Postes étudiants	20	Avec moniteurs et unité centrale
02	Postes enseignant	01	2 moniteurs
03	Chaises	20	
04	Tables	20	
05	Casques	20	

B- Terrains de stage et formations en entreprise (voir rubrique accords / conventions) :

Lieu du stage	Nombre d'étudiants	Durée du stage
Etablissements d'enseignement	120	15 jours

C- Documentation disponible au niveau de l'établissement spécifique à la formation proposée (Champ obligatoire) :

Le département des lettres et langues étrangères dispose d'une bibliothèque dotée d'ouvrages de référence, très récents, qui sont en rapport avec les enseignements dispensés dans le nouveau dispositif LMD.

D'autres références sont disponibles au niveau de la bibliothèque centrale que les étudiants peuvent consulter pour tirer profit des contenus en rapport avec les modules enseignés.

Des sites web pédagogiques peuvent être consultés éventuellement au niveau du centre de calcul de l'université.

D- Espaces de travaux personnels et TIC disponibles au niveau du département et de la faculté :

Les enseignants et les étudiants du département des lettres et langues étrangères peuvent accéder à la plateforme pédagogique Moodle (télé-enseignement), considérée comme un espace personnel pour l'enseignant et pour l'étudiant.

– **Fiche d'organisation semestrielle des enseignements de la spécialité
(S5 et S6)**

(y inclure les annexes des arrêtés des socles communs du domaine et de la filière)

Semestre 1

Annexe de l'arrêté n° 116 du 13 DEC. 2022

Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans les spécialités des filières du domaine « Lettres et Langues Etrangères »

Semestre 1

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 1.1.1 Crédits : 8 Coefficients : 4	Compréhension et expression écrites 1	4	2	-	3h00	-	45h00	55h00	40%	60%
	Compréhension et expression orales 1	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 1.1.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 1	4	2	-	3h00	-	45h00	55h00	40%	60%
	Linguistique et phonétique 1	4	2		3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 1.1.3 Crédits : 2 Coefficients : 1	Etude de textes littéraires de la langue d'étude 1	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 1.1 Crédits : 9 Coefficients : 5	Techniques du travail universitaire 1	4	2	-	3h00	-	45h00	55h00	40%	60%
	Lecture et étude de textes 1	4	2	-	3h00	-	45h00	55h00	100%	-
	TIC et e-Learning 1	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 1.1 Crédits : 2 Coefficients: 2	Civilisations de la langue d'étude 1	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : UET 1.1 Crédits : 1 Coefficients : 1	Langue(s) étrangère(s) 1	1	1		1h30	-	22h30	2h30	100%	-

**Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans
les spécialités des filières du domaine « Lettres et Langues Etrangères »**

Semestre 2

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 1.2.1 Crédits : 8 Coefficients : 4	Compréhension et expression écrites 2	4	2	-	3h00	-	45h00	55h00	40%	60%
	Compréhension et expression orales 2	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 1.2.2 Crédits : 8 Coefficients: 4	Grammaire de la langue d'étude 2	4	2	-	3h00	-	45h00	55h00	40%	60%
	Linguistique et phonétique 2	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 1.2.3 Crédits : 2 Coefficients : 1	Etude de textes littéraires de la langue d'étude 2	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 1.2 Crédits : 9 Coefficients : 5	Techniques du travail universitaire 2	4	2	-	3h00	-	45h00	55h00	40%	60%
	Lecture et étude de textes 2	4	2	-	3h00	-	45h00	55h00	100%	-
	TIC et e-Learning 2	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 1.2 Crédits : 2 Coefficients : 2	Civilisations de la langue d'étude 2	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : UET 1.2 Crédits : 1 Coefficients : 1	Langue(s) étrangère(s) 2				1h30	-	22h30	2h30	100%	-
Total Semestre 2		30	17	1h30	23h30	-	375h00	375h00		

Autre* = Travail complémentaire en consultation semestrielle ; CC* = Contrôle continu.

**Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans
les spécialités des filières du domaine « Lettres et Langues Etrangères »**

Semestre 3

Unités d'enseignement	Intitulé des matières	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 2.1.1 Crédits : 8 Coefficients : 4	Compréhension et expression écrites 3	4	2	-	3h00	-	45h00	55h00	40%	60%
	Compréhension et expression orales 3	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 2.1.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 3	4	2	-	3h00	-	45h00	55h00	40%	60%
	Linguistique et phonétique 3	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 2.1.3 Crédits : 2 Coefficients : 1	Littératures de la langue d'étude 3	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 2.1 Crédits : 9 Coefficients : 5	Techniques du travail universitaire 3	4	2	-	3h00	-	45h00	55h00	40%	60%
	Lecture et étude de textes 3	4	2	-	3h00	-	45h00	55h00	100%	-
	Littératures numériques 1	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 2.1 Crédits : 2 Coefficients : 2	Civilisations de la langue d'étude 3	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : UET 2.1 Crédits : 1 Coefficients : 1	Langue(s) étrangère(s) 3	1	1	-	1h30	-	22h30	2h30	100%	-
Total Semestre 3		30	17	1h30	23h30	-	375h00	375h00		

**Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans
les spécialités des filières du domaine « Lettres et Langues Etrangères »**

Semestre 4

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 2.2.1 Crédits : 8 Coefficients : 4	Compréhension et expression écrites 4	4	2	-	3h00	-	45h00	55h00	40%	60%
	Compréhension et expression orales 4	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 2.2.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 4	4	2	-	3h00	-	45h00	55h00	40%	60%
	Linguistique et phonétique 4	4	2	-	3h00	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 2.2.3 Crédits : 2 Coefficients : 1	Littératures de la langue d'étude 4	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 2.2 Crédits : 9 Coefficients : 5	Techniques du travail universitaire 4	4	2	-	3h00	-	45h00	55h00	40%	60%
	Lecture et étude de textes 4	4	2	-	3h00	-	45h00	55h00	100%	-
	Littératures numériques 2	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 2.2 Crédits : 2 Coefficients : 2	Civilisations de la langue d'étude 4	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : UET 2.2 Crédits : 1 Coefficients : 1	Langue(s) étrangère(s) 4				1h30	-	22h30	2h30	100%	-
Total Semestre 4		30	17	1h30	23h30	-	375h00	375h00		

Autre* = Travail complémentaire en consultation semestrielle ; CC* = Contrôle continu

**Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans
les spécialités des filières du domaine « Lettres et Langues Etrangères »**

Semestre 5

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 3.1.1 Crédits : 12 Coefficients: 6	Linguistique 1	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Littérature : théories et pratiques 1	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Civilisation, culture et interculturalité1	4	2	1h30	1h30	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 3.1.2 Crédits : 6 Coefficients : 3	Introduction à la didactique 1	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Langues de spécialités 1	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 3.1 Crédits : 9 Coefficients : 5	Méthodologie de la recherche universitaire 1	4	2	-	3h00	-	45h00	55h00	40%	60%
	Atelier de lecture et d'écriture 1	4	2	-	3h00	-	45h00	55h00	100%	-
	Pratiques de communication orale 1	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 3.1 Crédits : 2 Coefficients : 2	Traduction : langue(s) nationale(s) / langue d'étude 1	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : 3.1 Crédits : 1 Coefficient s: 1	Entreprenariat 1	1	1	-	1h30	-	22h30	2h30	100%	-
Total Semestre 5		30	17	7h30	17h30	-	375h00	375h00		

Autre* = Travail complémentaire en consultation semestrielle ; CC* = Contrôle continu.

**Fixant le programme des enseignements en vue de l'obtention du diplôme de Licence dans
les spécialités des filières du domaine « Lettres et Langues Etrangères »**

Semestre 6

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 3.2.1 Crédits : 12 Coefficients : 6	Linguistique 2	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Littérature : théories et pratiques 2	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Civilisation, culture et interculturalité 2	4	2	1h30	1h30	-	45h00	55h00	40%	60%
U E Fondamentale Code : UEF 3.2.2 Crédits : 6 Coefficients : 3	Introduction à la didactique 2	4	2	1h30	1h30	-	45h00	55h00	40%	60%
	Langues de spécialités 2	2	1	-	1h30	-	22h30	27h30	40%	60%
U E Méthodologique Code : UEM 3.2 Crédits : 9 Coefficients : 5	Méthodologie de la recherche universitaire 2	4	2	-	3h00	-	45h00	55h00	40%	60%
	Atelier de lecture et d'écriture 2	4	2	-	3h00	-	45h00	55h00	100%	-
	Pratiques de communication orale 2	1	1	-	1h00	-	15h00	10h00	100%	-
U E Découverte Code : UED 3.2 Crédits : 2 Coefficients: 2	Traduction : langue(s) nationale(s) / langue d'étude 2	2	2	1h30	1h30	-	45h00	5h00	40%	60%
U E Transversale Code : UET 3.2 Crédits : 1 Coefficients : 1	Entreprenariat 2	1	1	-	1h30	-	22h30	2h30	100%	-
Total Semestre 6		30	17	7h30	17h30	-	375h00	375h00		

Autre* = Travail complémentaire en consultation semestrielle ; CC* = Contrôle continu.



Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, TP... pour les 06 semestres d'enseignement, pour les différents types d'UE)

Les six semestres sont désormais constitués de dix matières réparties en :

	Nombre de matières en UEF	<i>Total Crédits</i>	Nombre de matières en UEM	Total Crédits	Nombre de matières en UED	Total Crédits	Nombre de matières en UET	Total Crédits
L1	05	18	03	09	01	02	01	01
L2	05	18	03	09	01	02	01	01
L3	05	18	03	09	01	02	01	01

Programme détaillé

filière: Langue anglaise

English syllabus contents

L1 (S1+S2)

Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and written

expression Credits: 04

Coefficient: 2

Course Objectives

- Approach comprehension and written expression in the language of study so that the student will be able to produce a coherent text.
- Allow the student to develop textual, meta-textual and linguistic knowledge through reading different types of texts and producing them subsequently.
- Install and develop reading and writing skills and strategies.
- Identify literal and inferential meanings in written texts.

Prerequisite Knowledge

- Basic knowledge of English grammar and vocabulary.
- Ability to read and understand simple texts.
- Familiarity with sentence construction and punctuation.
- Readiness to practise writing through guided and structured activities.

Final Objectives of the Course

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

- Understand and analyze different types of written texts.
- Identify the structure and meaning of sentences and paragraphs.
- Produce coherent and grammatically correct paragraphs.
- Recognize and correct common sentence problems.
- Distinguish between different sentence types according to function and form.
- Develop academic reading and writing strategies.

Course Content

Lecture 1: Introduction to Comprehension and Written Expression

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Definition and importance of written expression
- Reading comprehension strategies
- Literal and inferential meaning

Lecture 2: Parts of Speech I

- Nouns
- Pronouns
- Verbs

Lecture 3: Parts of Speech II

- Adjectives
- Adverbs
- Prepositions, conjunctions and interjections

Lecture 4: From Word to Sentence

- Word order in English
- Building meaningful sentences
- Subject and predicate

Lecture 5: Sentence Problems I

- Unparalleled structures
- Wordiness
- Choppy sentences

Lecture 6: Sentence Problems II

- Stringy sentences
- Run-ons and comma splices
- Sentence fragments

Lecture 7: Sentence Problems III

- Faulty coordination
- Faulty subordination
- Sentence revision exercises

Lecture 8: Types of Sentences According to Function

- Declarative sentences
- Interrogative sentences
- Imperative sentences
- Exclamatory sentences

Lecture 9: Types of Sentences According to Form I

- Simple sentences
- Compound sentences

Lecture 10: Types of Sentences According to Form II

- Complex sentences
- Compound-complex sentences

Lecture 11: From Sentence to Paragraph

- Topic sentence
- Supporting details
- Concluding sentence

Lecture 12: Paragraph Development

- Unity and coherence
- Cohesive devices and transitions
- Paragraph organization

Lecture 13: Reading and Writing Practice

- Reading short texts
- Identifying main ideas and supporting details
- Guided paragraph writing

Lecture 14: Review and Integrated Writing Tasks

- Review of sentence structures and paragraph writing
- Error correction activities
- Final writing practice

Teaching Methods

- Lectures and guided discussions
- Reading comprehension activities
- Grammar and writing exercises
- Individual and group work
- Paragraph writing workshops

Assessment

40% - 60% (Written exams and continuous Assessment)

Main References

- Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Harmer, J. (2007). *How to teach writing*. Pearson Longman.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). Pearson Longman.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing from paragraph to essay*. Macmillan Education.

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and written

expression

Credits: 04

Coefficient:02

Course Objectives

- Approach comprehension and written expression in the language of study so that the student will be able to produce a coherent text.
- Install and develop reading and writing skills and strategies.
- Enable students to engage in the full writing process: planning, outlining, drafting, revising, editing, and producing a final structured text.
- Develop the ability to organize ideas logically and clearly in academic writing.

Prerequisite Knowledge

- Ability to identify features and structures of texts when reading.
- Basic writing skills in sentence construction and paragraph formation.
- Capacity to transfer spoken language into written form in a structured way.
- Familiarity with basic grammar and sentence types.

Final Objectives of the Course

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

- Write well-structured paragraphs and short essays.
- Apply the writing process (planning, drafting, revising, editing).

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Organize ideas logically using appropriate paragraph structures.
- Use correct mechanics of writing (capitalization, punctuation, spelling).
- Produce different types of paragraphs (descriptive, narrative, expository).
- Construct a basic academic essay with introduction, body, and conclusion.

Course Content

Lecture 1: Introduction to Academic Writing

- Definition of academic writing
- Importance of coherence and cohesion
- Overview of the writing process

Lecture 2: The Writing Process I

- Planning and brainstorming
- Generating ideas
- Outlining

Lecture 3: The Writing Process II

- Drafting
- Revising
- Editing

Lecture 4: Paragraph Organization I

- Topic sentence
- Supporting sentences
- Concluding sentence

Lecture 5: Paragraph Organization II

- Unity and coherence
- Logical order of ideas
- Use of transitions

Lecture 6: Mechanics of Writing I

- Capitalization rules
- Spelling accuracy
- Common errors

Lecture 7: Mechanics of Writing II

- Punctuation marks (full stop, comma, colon, semicolon)
- Apostrophe and quotation marks
- Error correction practice

Lecture 8: Descriptive Paragraph Writing

- Features of description
- Sensory details
- Organizing descriptive ideas

Lecture 9: Narrative Paragraph Writing

- Structure of narration
- Time order and sequencing
- Linking events logically

Lecture 10: Descriptive Narration

- Combining description and narration
- Writing vivid and structured texts

Lecture 11: Expository Paragraph Writing I

- Definition and explanation
- Division and classification

Lecture 12: Expository Paragraph Writing II

- Cause and effect
- Comparison and contrast

Lecture 13: Basic Essay Structure I

- Introduction (hook, thesis statement)
- Body paragraphs development

Lecture 14: Basic Essay Structure II

- Writing conclusions
- Essay coherence
- Final writing practice

Teaching Methods

- Guided writing workshops
- Reading and text analysis
- Individual and group writing tasks
- Peer review and correction activities
- Process-based writing practice

Assessment

40% CC - 60% Exam

References

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Harmer, J. (2007). *How to teach writing*. Pearson Longman.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). Pearson Longman.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing from paragraph to essay*. Macmillan Education.
- Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Routledge.

Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and oral

expression Credits: 04

Coefficient: 02

Course Objectives

- Improve students' speech skills in communicative English.
- Train students to recognize sounds in English speech and improve listening accuracy.
- Enable students to speak English in various real-life situations and understand spoken English in authentic contexts (TV, conversations, academic settings, etc.).

Prerequisite Knowledge

- Awareness of basic English sound distinctions (phonemes).
- Understanding of the importance of pronunciation in communication.
- Basic knowledge of degrees of formality and language registers.
- Elementary listening and speaking skills in English.

Final Objectives of the Course

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

- Understand spoken English in different real-life contexts.
- Identify main ideas and specific details in oral discourse.
- Recognize speakers' attitudes, intentions, and emotions.
- Use appropriate pronunciation, stress, and intonation patterns.
- Participate in simple communicative speaking activities.
- Summarize and paraphrase spoken messages effectively.

Course Content: Listening Comprehension

Lecture 1: Introduction to Listening Skills and English Sounds

- Importance of listening in communication
- Types of listening (intensive and extensive)
- Barriers to listening comprehension
- Overview of English vowel and consonant sounds
- Listening awareness activities

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 2: Sound Recognition and Minimal Pairs

- Distinguishing similar English sounds
- Minimal pairs and sound contrasts
- Pronunciation awareness for comprehension
- Listening discrimination exercises

Lecture 3: Stress, Syllables, and Intonation

- Syllable structure and word stress
- Sentence stress patterns
- Rising and falling intonation
- Meaning changes through stress and intonation

Lecture 4: Listening for Main Ideas

- Identifying general topics
- Understanding global meaning
- Recognizing key information in dialogues and monologues
- Listening for gist activities

Lecture 5: Listening for Specific Information

- Identifying important details
- Listening for numbers, dates, names, and facts
- Note-taking strategies
- Focused listening exercises

Lecture 6: Listening for Topics, Themes, and Prediction

- Recognizing topics and themes
- Differentiating main and supporting ideas
- Anticipating content from context
- Pre-listening and prediction strategies

Lecture 7: Listening for Speaker's Purpose

- Identifying communicative intentions
- Informing, persuading, requesting, advising, and suggesting
- Using contextual clues to determine purpose
- Functional listening tasks

Lecture 8: Listening for Speaker's Attitude and Opinions

- Recognizing emotions and tone
- Positive, negative, and neutral attitudes

- Identifying personal viewpoints
- Expressions of agreement and disagreement

Lecture 9: Making Inferences in Spoken Discourse

- Understanding implied meanings
- Reading between the lines
- Using contextual reasoning
- Inferential listening activities

Lecture 10: Collocations, Idioms, and Generalization

- Common collocations in spoken English
- Everyday idiomatic expressions
- Deriving meaning from context
- Identifying general versus specific ideas

Lecture 11: Summarizing and Paraphrasing Spoken Texts

- Extracting essential information
- Techniques for summarizing oral input
- Paraphrasing key ideas
- Organizing information effectively

Lecture 12: Integrated Listening Practice

- Listening for main ideas, details, attitudes, and opinions
- Prediction, inference, and interpretation
- Note-taking, summarizing, and paraphrasing
- Final integrated listening comprehension task

Teaching Methods

- Audio and video listening activities
- Role-play and communicative speaking tasks
- Pair and group discussions
- Pronunciation and repetition exercises
- Interactive comprehension tasks

Semester 1

Module: Comprehension and Oral Expression

Oral Expression Content: Foundations of Oral Communication

Lesson 1: Greetings, Introductions, and Personal Information

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Greetings and polite expressions
- Introducing oneself and others
- Giving personal information (name, age, field of study, interests)
- Formal and informal introductions
- High-frequency vocabulary for social interaction
- Pronunciation: English sounds, stress, and intonation

Lesson 2: Family, Friends, and Personal Relationships

- Talking about family members and relationships
- Describing people and personal characteristics
- Expressing likes and dislikes
- Vocabulary related to family and personal life
- Pronunciation: minimal pairs and syllables

Lesson 3: Daily Routines and Habits

- Describing daily activities and routines
- Talking about habits and schedules
- Asking and answering questions about everyday life
- High-frequency vocabulary related to daily life
- Fluency practice through guided speaking and repetition

Lesson 4: Asking for and Giving Information

- Asking for personal and factual information
- Giving clear and appropriate responses
- Politeness strategies in communication
- Making requests and responding appropriately
- Pronunciation drills focusing on question intonation

Lesson 5: Describing People, Places, and Objects

- Describing physical appearance and personality
- Describing places, objects, and environments
- Using descriptive adjectives and expressions
- Structuring descriptions logically
- Vocabulary expansion through roots and derivations

Lesson 6: Expressing Reasons, Motivations, and Future Goals

- Discussing reasons for choosing English as a field of study
- Expressing motivations and personal goals
- Talking about academic and professional aspirations
- Using cause-and-effect expressions (because, since, due to, etc.)
- Guided speaking activities and short presentations

Lesson 7: Expressing Opinions and Preferences

- Giving opinions and personal viewpoints
- Agreeing and disagreeing politely

- Supporting opinions with reasons
- Using linking expressions for coherence
- Fluency development through pair discussions and debates

Lesson 8: Social Functions in Communication

- Making requests and offers
- Apologizing and responding to apologies
- Giving advice and suggestions
- Asking for and giving information in various situations
- Role-play and simulation activities

Lesson 9: Comparing and Contrasting

- Describing similarities and differences
- Comparative and superlative forms
- Comparing people, places, routines, and experiences
- Organizing oral comparisons clearly
- Pronunciation and fluency practice through guided discussions

Lesson 10: Formal Oral Communication

- Language of formal interaction
- Participating in meetings and discussions
- Turn-taking strategies
- Expressing agreement and disagreement formally
- Job interview communication: qualifications, strengths, and experience
- Oral presentations and integrated communication tasks

Teaching Methods

- Pair and group speaking activities
- Role-play and simulations
- Dialogue practice
- Guided speaking activities
- Pronunciation drills and shadowing
- Repetition exercises
- Classroom discussions and presentations
- Listening to authentic spoken English materials

Learning Outcomes

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

- Communicate effectively in basic and formal spoken situations.
- Introduce themselves and others confidently and appropriately.
- Ask for and provide information accurately.
- Describe people, places, objects, and daily routines clearly.
- Express opinions, preferences, motivations, and future goals.
- Use appropriate language for common social functions.
- Participate in discussions, meetings, and simple interviews.

- Demonstrate improved pronunciation, fluency, and listening comprehension.

Assessment

40% - 60% (Written exams and continuous Assessment)

References

Ahmed, R. (2015). *Five Essential Listening Skills for English Learners*. British Council. This article outlines key listening skills, including identifying main ideas and inferring meaning, aligning with Units 1–7 objectives.

Alasmari, A., & Ahmed, S. S. (2013). Using debate in EFL classes. *English Language Teaching*, 6(1), 147–152.

Bhatia, V. K., & Bremner, S. (Eds.). (2014). *The Routledge handbook of language and professional communication* (pp. 3–12). London: Routledge.

Brooks, M. (2011). *Q: Skills for Success- Listening and Speaking*. Oxford University Press.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Bygate, M. (1987). *Speaking*. Oxford University Press.

Carnegie Learning (2024). *Can You Really “Teach” Language Listening Comprehension*. Explores the teachability of listening comprehension, reinforcing the course's foundational principles.

Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.

Ellis, R. (2018). *Reflections on task-based language teaching* (Vol. 125). Multilingual Matters.

Fragiadakis, H.K. (2007). *All Clear 2- Listening and speaking with collocations*. Thomson Heinle: USA.

Hanreddy, J and Whally, E. (2007). *Mosaic 1- Listening/ Speaking*. Silver Edition. McGraw- Hill: Singapore.

Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.

Hughes, R. (2002). *Teaching and researching speaking*. Pearson Education.

Hyland, K. (2022). English for Specific Purposes: What is it and where is it taking us? *ESP Today: Journal of English for Specific Purposes at Tertiary Level*, 10(2), 202–220.

Idri, N. (2012). Foreign language anxiety among Algerian EFL students: The case of first-year students of English at the University of Abderahmane Mira-Béjaia; LMD (Licence/Master/Doctorat) system group. *Universal Journal of Education and General Studies*, 1(3), 055–064.

Kadota, S. (2019). *Shadowing as a practice in second language acquisition: Connecting inputs and outputs*. Routledge.

- **Listenwise Blog** (2025). 7 Guidelines for Teaching Listening. Provides research-backed guidelines for enhancing listening instruction, relevant to the course's general aim.

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS). *Canevas de formation de la Licence de Langue Anglaise : Unité d'Enseignement Fondamentale - Compréhension et Expression Orale (S1-S4)*. Alger: MESRS.

Nation, I. S. P. (2022). *Learning vocabulary in another language*. Cambridge University Press.

- **Oxford TEFL** (2024). 8 Techniques to Teach Advanced Listening Skills in the ELT Classroom. Discusses advanced listening techniques, such as shadowing and using authentic materials, supporting Units 6–8.

Reinhardt, J., & Thorne, S. L. (2020). Digital games as language-learning environments. In *Handbook of Game-Based Learning* (p. 409).

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.

Thornbury, S. (2005). *How to teach speaking*. Pearson Longman.

- **UC San Diego Extension.** *Best Methods in Teaching Listening Skills*. Offers comprehensive methods for teaching listening, applicable across all course units.

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and oral

expression Credits: 04

Coefficient: 02 Course

Second Semester Course: Developing Effective Speaking Skills through Real-Life Communication

General Aim:

- This course aims to develop learners' speaking skills by engaging them in a range of practical, real-life topics and communicative activities. This course will enhance students' ability to express themselves fluently and confidently in various contexts, encouraging both personal and academic communication. Through a variety of tasks, students will improve their storytelling, descriptive speaking, debates, and discussions, gaining the skills needed to communicate effectively in diverse situations.

Specific Objectives:

- By the end of this course, students will be able to:
- Express personal experiences such as memorable vacations, achievements, and life-changing events using appropriate narrative structures and past tenses.
- Discuss daily routines, habits, and time management effectively through descriptive talks, role plays, and interviews.
- Articulate personal interests, hobbies, and passion projects by engaging in mini presentations, peer interviews, and interactive tasks.
- Share travel experiences and cultural traditions by discussing dream destinations, festivals, and customs through role plays and cultural exchange discussions.
- Debate and critically analyze technology and digital life, including the impact of social media, trends, and influencers, through role plays and debates.
- Discuss academic backgrounds, career aspirations, and future goals, and practice these topics through academic speaking tasks and mock interviews.
- Analyze and review books, films, TV shows, and podcasts, and share personal recommendations through character analysis and podcast-style presentations.
- Engage in current affairs discussions, share opinions on social implications, and participate in debates and roundtable discussions.
- Promote environmental awareness by discussing sustainability practices, climate change, and proposing solutions through problem-solving talks and project pitches.

Prerequisite

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents:

[Tapez ici]

[Tapez ici]

[Tapez ici]

Listening Comprehension

(S2)

General Objective

To develop students' ability to understand spoken English in everyday, academic, and social contexts through exposure to authentic listening materials such as conversations, podcasts, songs, and short stories.

Unit 1: Personal Experiences and Narratives

Topics

- Memorable Vacations
- Achievements and Challenges
- Life-Changing Events

Listening Materials

- Personal conversations
- Narrative podcasts
- Short stories

Listening Skills

- Identifying main ideas and details
- Understanding sequence of events
- Recognizing emotions and attitudes

Activities

- Personal Expression
- Storytelling
- Pair/Group Discussion

Unit 2: Daily Life and Routines

Topics

- Daily Routines and Habits
- Weekday vs. Weekend Life
- Time Management

Listening Materials

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Everyday conversations
- Interviews
- Short podcasts

Listening Skills

- Listening for specific information
- Understanding routines and schedules
- Identifying key vocabulary in context

Activities

- Descriptive Talk
- Role Play
- Interviews

Unit 3: Leisure, Hobbies, and Passions

Topics

- Hobbies and Interests
- Sharing Personal Preferences
- Passion Projects

Listening Materials

- Conversations
- Podcasts
- Personal stories

Listening Skills

- Identifying preferences and opinions
- Understanding descriptions and explanations
- Recognizing supporting details

Activities

- Mini Presentations
- Peer Interviews
- Interactive Tasks

Unit 4: Travel and Cultural Traditions

Topics

- Travel Experiences

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Dream Destinations
- Festivals and Customs

Listening Materials

- Travel podcasts
- Cultural interviews
- Short documentaries

Listening Skills

- Understanding descriptions of places and events
- Identifying cultural information
- Listening for comparisons

Activities

- Role Play
- Presentations
- Cultural Exchange Discussions

Unit 5: Technology and Digital Life

Topics

- Favorite Apps and Platforms
- Online Trends and Influencers
- Digital Habits and Impact

Listening Materials

- Podcasts
- Interviews
- Online discussions

Listening Skills

- Understanding opinions and arguments
- Identifying advantages and disadvantages
- Recognizing persuasive language

Activities

- Debates
- Role Plays
- Critical Discussions

Unit 6: Education and Career Pathways

Topics

- Academic Backgrounds
- Career Aspirations
- Interview Practice

Listening Materials

- Academic interviews
- Career talks
- Professional podcasts

Listening Skills

- Identifying goals and aspirations
- Understanding interview questions and responses
- Listening for relevant details

Activities

- Academic Speaking
- Mock Interviews
- Future Plans Talks

Unit 7: Media and Popular Culture

Topics

- Books and Films
- TV Shows and Podcasts
- Personal Recommendations

Listening Materials

- Reviews
- Entertainment podcasts
- Media interviews

Listening Skills

- Understanding evaluations and recommendations
- Identifying opinions and preferences
- Recognizing supporting arguments

Activities

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Reviews
- Character Analysis
- Podcast-Style Talk

Unit 8: Current Affairs and Social Issues

Topics

- News Discussion
- Opinion Sharing
- Social Implications

Listening Materials

- News reports
- Podcasts
- Panel discussions

Listening Skills

- Identifying facts and opinions
- Understanding arguments and viewpoints
- Recognizing cause-and-effect relationships

Activities

- Debates
- Group Discussions
- Critical Reflection Tasks

Suggested Listening Sources

- Conversations
- Podcasts
- Songs
- Short Stories
- Interviews
- News Reports
- Documentary Extracts

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

-Second Semester: Developing Effective Speaking Skills through Real-Life Communication

Ahmed, R. (2015). *Five Essential Listening Skills for English Learners*. British Council. This article outlines key listening skills, including identifying main ideas and inferring meaning, aligning with Units 1–7 objectives.

Alasmari, A., & Ahmed, S. S. (2013). Using debate in EFL classes. *English Language Teaching*, 6(1), 147–152.

Bailey, K. M. (2005). *Practical English language teaching: Speaking*. McGraw-Hill.

Bhatia, V. K., & Bremner, S. (Eds.). (2014). *The Routledge handbook of language and professional communication* (pp. 3–12). London: Routledge.

Brooks, M. (2011). *Q: Skills for Success- Listening and Speaking*. Oxford University Press.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Bygate, M. (1987). *Speaking*. Oxford University Press.

Carnegie Learning (2024). *Can You Really “Teach” Language Listening Comprehension*. Explores the teachability of listening comprehension, reinforcing the course's foundational principles.

Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.

Ellis, R. (2018). *Reflections on task-based language teaching* (Vol. 125). Multilingual Matters.

Fragiadakis, H.K. (2007). *All Clear 2- Listening and speaking with collocations*. Thomson Heinle: USA.

Hanreddy, J and Whally, E. (2007). *Mosaic 1- Listening/ Speaking. Silver Edition*. McGraw-Hill: Singapore.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

Hughes, R. (2002). *Teaching and researching speaking*. Pearson Education.

Hyland, K. (2022). English for Specific Purposes: What is it and where is it taking us? *ESP Today: Journal of English for Specific Purposes at Tertiary Level*, 10(2), 202–220.

Idri, N. (2012). Foreign language anxiety among Algerian EFL students: The case of first-year students of English at the University of Abderahmane Mira-Béjaia; LMD (Licence/Master/Doctorat) system group. *Universal Journal of Education and General Studies*, 1(3), 055–064.

Kadota, S. (2019). *Shadowing as a practice in second language acquisition: Connecting inputs and outputs*. Routledge.

Listenwise Blog (2025). 7 Guidelines for Teaching Listening. Provides research-backed guidelines for enhancing listening instruction, relevant to the course's general aim.

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS). *Canevas de formation de la Licence de Langue Anglaise : Unité d'Enseignement Fondamentale - Compréhension et Expression Orale (S1-S4)*. Alger: MESRS.

Nation, I. S. P. (2022). *Learning vocabulary in another language*. Cambridge University Press.

Nation, P. (2013). *Learning vocabulary in another language*. Cambridge University Press.

- **Oxford TEFL (2024).** *8 Techniques to Teach Advanced Listening Skills in the ELT Classroom*.

Discusses advanced listening techniques, such as shadowing and using authentic materials, supporting Units 6–8.

Reinhardt, J., & Thorne, S. L. (2020). Digital games as language-learning environments. In *Handbook of Game-Based Learning* (p. 409).

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.

Thornbury, S. (2005). *How to teach speaking*. Pearson Longman.

UC San Diego Extension. *Best Methods in Teaching Listening Skills*. Offers comprehensive methods for teaching listening, applicable across all course units.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Semester: 01

Teaching Unit:

[Tapez ici]

[Tapez ici]

[Tapez ici]

Fundamental Module:

Grammar

Credits: 04

Coefficient: 02

Course General Final Objectives of the Module

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

1. Distinguish between sentences, clauses, and phrases.
2. Identify and classify the main parts of speech.
3. Use nouns, pronouns, adjectives, and adverbs accurately in context.
4. Analyze grammatical structures in simple and complex sentences.
5. Produce grammatically correct oral and written English.
6. Improve sentence construction and academic writing accuracy.

Prerequisite Knowledge

Students should have:

- Basic knowledge of English vocabulary
- Elementary reading and writing skills
- Familiarity with simple English sentences
- Ability to recognize common English words and expressions
- Basic understanding of subject–verb relationships

Course Content

Lecture 1: Introduction to English Grammar

Content

- Definition of grammar
- Importance of grammar in communication
- Overview of sentence structure

Final Objectives

Students will be able to:

- Define grammar
- Explain the importance of grammar
- Recognize basic sentence components

Lecture 2: The Sentence – Basic Definitions

Content

- Definition of a sentence
- Characteristics of a complete sentence
- Subject and predicate

Final Objectives

Students will be able to:

- Identify complete sentences
- Distinguish subjects from predicates
- Construct simple sentences

Lecture 3: Types of Sentences

Content

- Declarative sentences
- Interrogative sentences
- Imperative sentences
- Exclamatory sentences

Final Objectives

Students will be able to:

- Differentiate sentence types
- Use punctuation correctly
- Produce different sentence forms

Lecture 4: The Clause – Basic Definitions

Content

- Definition of a clause
- Independent clauses
- Dependent clauses

Final Objectives

Students will be able to:

- Identify clauses in sentences
- Distinguish independent and dependent clauses

- Analyze sentence structure

Lecture 5: The Phrase – Basic Definitions

Content

- Definition of a phrase
- Types of phrases
- Difference between clauses and phrases

Final Objectives

Students will be able to:

- Recognize phrases in context
- Differentiate phrases from clauses
- Use phrases appropriately

Lecture 6: Introduction to Parts of Speech

Content

- Definition of parts of speech
- Overview of the eight parts of speech

Final Objectives

Students will be able to:

- Define parts of speech
- Identify major grammatical categories

Lecture 7: Nouns – Forms and Functions

Content

- Definition of nouns
- Common and proper nouns
- Concrete and abstract nouns

Final Objectives

Students will be able to:

- Identify different noun categories
- Use nouns correctly in sentences
- Distinguish noun functions

Lecture 8: Countable and Uncountable Nouns

Content

- Count nouns
- Non-count nouns
- Singular and plural forms

Final Objectives

Students will be able to:

- Differentiate countable and uncountable nouns
- Form plurals correctly
- Use quantifiers appropriately

Lecture 9: Pronouns – Types and Uses

Content

- Personal pronouns
- Possessive pronouns
- Reflexive pronouns
- Demonstrative pronouns

Final Objectives

Students will be able to:

- Identify pronoun types
- Replace nouns appropriately
- Avoid repetition in writing

Lecture 10: Agreement between Nouns and Pronouns

Content

- Pronoun reference
- Subject-pronoun agreement
- Common errors

Final Objectives

Students will be able to:

- Maintain agreement in sentences
- Correct pronoun errors

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Improve grammatical accuracy

Lecture 11: Adjectives – Basic Definitions and Functions

Content

- Definition of adjectives
- Types of adjectives
- Position of adjectives

Final Objectives

Students will be able to:

- Identify adjectives
- Describe nouns accurately
- Use adjectives in correct order

Lecture 12: Degrees of Adjectives

Content

- Positive degree
- Comparative degree
- Superlative degree

Final Objectives

Students will be able to:

- Compare people and objects
- Form comparative structures correctly
- Use superlatives appropriately

Lecture 13: Adverbs – Basic Definitions and Functions

Content

- Definition of adverbs
- Types of adverbs
- Position of adverbs in sentences

Final Objectives

Students will be able to:

- Identify adverbs

- Modify verbs, adjectives, and adverbs correctly
- Use adverbs appropriately in context

Lecture 14: Review and Integrated Grammar Practice

Content

- Revision of all grammar points
- Sentence analysis
- Grammar exercises and correction

Final Objectives

Students will be able to:

- Integrate grammar knowledge in writing
- Analyze grammatical structures accurately
- Produce coherent and correct sentences

Assessment: 40% - 60% (Written exams and continuous Assessment)

References

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson.
- Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge University Press.
- Eastwood, J. (2016). *Oxford guide to English grammar*. Oxford University Press.
- Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. Longman.
- Huddleston, R., & Pullum, G. K. (2005). *A student's introduction to English grammar*. Cambridge University Press.
- Kolln, M.J., Gray, L.S. (2013). *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Pearson
- Murphy, R. (2004). *English Grammar in Use*. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). *Developing Grammar in Context*. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). *English Grammar for the Utterly Confused*. The McGraw-Hill Companies.
- Sprachenzenrtum. Eingangskurs. Grammar Exercises.
Bayreuth
University. https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercise

[s](#) (2016)

- Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
- Vince, M. (2008). *Macmillan English Grammar in Context: Advanced with keys*. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, Elsworth, S. (2004). *New Grammar Practice for Pre-intermediate Students: with key*. Pearson Education Limited 2000. Longman.
- Yule, G. (2017). *The study of language* (6th ed.). Cambridge University Press.

Semester: 02

Teaching Unit:

Fundamental Module:

Grammar

Credits: 04

Coefficient: 02

General Final Objectives of the Module

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

1. Identify and use different types of verbs and auxiliaries correctly.
2. Distinguish between simple, continuous, and perfect tenses.
3. Use modal verbs appropriately in spoken and written English.
4. Understand and employ common phrasal verbs in context.
5. Differentiate the uses of the special verbs *get*, *do*, and *make*.
6. Produce grammatically accurate sentences using varied verb structures.

Prerequisite Knowledge

Students should have:

- Basic knowledge of English sentence structure
- Familiarity with subjects, nouns, and pronouns
- Elementary understanding of verbs in simple sentences
- Basic reading and writing abilities in English
- Knowledge of parts of speech

Course Content

Lecture 1: Introduction to Verbs

Content

- Definition of verbs

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Main verbs and helping verbs
- Functions of verbs in sentences

Final Objectives

Students will be able to:

- Define verbs
- Identify verbs in sentences
- Distinguish between main and helping verbs

Prerequisite Knowledge

- Basic sentence structure

Lecture 2: Auxiliary Verbs

Content

- Primary auxiliaries: *be, have, do*
- Functions of auxiliaries
- Auxiliary verbs in questions and negation

Final Objectives

Students will be able to:

- Identify auxiliary verbs
- Form questions and negative sentences
- Use auxiliaries correctly in context

Prerequisite Knowledge

- Understanding of basic verbs

Lecture 3: The Simple Tenses

Content

- Simple present
- Simple past
- Simple future

Final Objectives

Students will be able to:

- Form simple tenses correctly
- Express habits, facts, and completed actions
- Use time expressions appropriately

Prerequisite Knowledge

- Knowledge of verbs and auxiliaries

Lecture 4: Present and Past Continuous Tenses

Content

- Structure of continuous tenses
- Present continuous
- Past continuous

Final Objectives

Students will be able to:

- Describe ongoing actions
- Differentiate simple and continuous forms
- Use continuous tenses accurately

Prerequisite Knowledge

- Knowledge of simple tenses

Lecture 5: Future Continuous and Tense Review

Content

- Future continuous tense
- Review of continuous forms
- Comparison of tense uses

Final Objectives

Students will be able to:

- Express future ongoing actions
- Compare different continuous tenses
- Improve tense selection in context

Prerequisite Knowledge

- Understanding of continuous tenses

Lecture 6: Present Perfect Tense

Content

- Structure and uses
- Present perfect vs simple past
- Time markers: *since*, *for*, *already*, *yet*

Final Objectives

Students will be able to:

- Form the present perfect correctly
- Distinguish present perfect from simple past
- Use common time expressions accurately

Prerequisite Knowledge

- Knowledge of past participles

Lecture 7: Past Perfect and Future Perfect

Content

- Past perfect tense
- Future perfect tense
- Sequence of events

Final Objectives

Students will be able to:

- Describe completed actions in relation to other actions
- Use perfect tenses appropriately
- Recognize time relationships in discourse

Prerequisite Knowledge

- Understanding of perfect structures

Lecture 8: Overview and Practice of English Tenses

Content

- Review of simple, continuous, and perfect tenses
- Tense comparison activities
- Error correction exercises

Final Objectives

Students will be able to:

- Differentiate all major tense forms
- Select appropriate tenses in communication
- Correct tense-related errors

Prerequisite Knowledge

- Completion of previous tense lectures

Lecture 9: Introduction to Modal Verbs

Content

- Definition of modals
- *Can, could, may, might*

Final Objectives

Students will be able to:

- Identify modal verbs
- Express ability and possibility
- Use modals in formal and informal contexts

Prerequisite Knowledge

- Knowledge of auxiliary verbs

Lecture 10: Obligation, Advice, and Necessity

Content

- *Must, have to, should, ought to*
- Expressing obligation and advice

Final Objectives

Students will be able to:

- Express obligation and necessity
- Give advice appropriately
- Distinguish strong and weak obligation

Prerequisite Knowledge

- Understanding of modal structures

Lecture 11: Introduction to Phrasal Verbs

Content

- Definition of phrasal verbs
- Verb + particle combinations
- Literal and idiomatic meanings

Final Objectives

Students will be able to:

- Identify phrasal verbs

- Understand common phrasal meanings
- Use phrasal verbs in context

Prerequisite Knowledge

- Basic understanding of verbs

Lecture 12: Common Phrasal Verbs in Communication

Content

- Everyday phrasal verbs
- Separable and inseparable phrasal verbs
- Practice activities

Final Objectives

Students will be able to:

- Use common phrasal verbs accurately
- Distinguish separable and inseparable forms
- Improve fluency in spoken English

Prerequisite Knowledge

- Introduction to phrasal verbs

Lecture 13: Special Verbs – *Get*, *Do*, and *Make*

Content

- Meanings and uses of *get*
- Differences between *do* and *make*
- Common expressions

Final Objectives

Students will be able to:

- Use *get*, *do*, and *make* correctly
- Distinguish between similar expressions
- Avoid common learner errors

Prerequisite Knowledge

- Knowledge of basic verbs and collocations

Lecture 14: Integrated Practice and Review

Content

- Comprehensive grammar revision
- Tense and modal practice
- Sentence production and correction

Final Objectives

Students will be able to:

- Integrate verb structures effectively
- Produce grammatically accurate writing
- Analyze and correct grammatical errors

Prerequisite Knowledge

- Completion of all previous lectures

NB. *Subject Contents can be adapted according to students language needs*

Assessment

40% - 60% (Written exams and continuous Assessment)

References

- Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English*. Cambridge University Press.
- Eastwood, J. (2016). *Oxford guide to English grammar*. Oxford University Press.
- Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. Longman.
- Huddleston, R., & Pullum, G. K. (2005). *A student's introduction to English grammar*. Cambridge University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.

Semester: 01

Teaching Unit:

Fundamental Module:

Linguistics and Phonetics

Credits: 04

Coefficient: 02

Course General Final Objectives **Linguistics**

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

1. Define linguistics and explain its development as a scientific discipline.
2. Distinguish between macro-linguistics and micro-linguistics.
3. Define language from different linguistic perspectives.
4. Explain major linguistic theories introduced by key linguists.
5. Understand and apply Ferdinand de Saussure's major dichotomies.
6. Analyze language scientifically using basic linguistic concepts and terminology.

Prerequisite Knowledge

Students should have:

- Basic proficiency in English
- Elementary reading and writing skills
- Familiarity with communication processes
- Basic knowledge of grammar and sentence structure
- Ability to understand academic texts and terminology

Subject

Contents

Linguistics

Unit 1: Defining Linguistics

a) A Historical Overview (as an Introduction) — The Appearance of Modern Linguistics

- Origins of language studies in Ancient India, Greece, and Rome
- Traditional grammar and its prescriptive nature
- The 19th-century philological tradition
- The emergence of comparative and historical linguistics

[Tapez ici]

[Tapez ici]

[Tapez ici]

- The birth of modern linguistics with Ferdinand de Saussure's *Cours de Linguistique Générale* (1916)
- Structuralism and its legacy
- The advent of transformational-generative grammar with Noam Chomsky (1957)

b) Linguistics as a Science

- Definition of linguistics as the scientific study of language
- Characteristics of scientific inquiry in linguistics
- The use of observation, hypothesis, testing, and analysis
- Descriptive vs. Prescriptive approaches
- Objectivity in the study of language phenomena

What Does Linguistics Cover? (Macro and Micro Functions)

- **Macro-linguistics:**
 - Sociolinguistics
 - Psycholinguistics
 - Anthropological linguistics
 - Computational linguistics
 - Applied linguistics
 - Historical linguistics
- **Micro-linguistics:**
 - Phonetics
 - Phonology
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics

Unit 2: Defining Language

a) Linguists' Contribution

I- Edward Sapir

- Language as a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols
- The relationship between language, culture, and thought
- Sapir-Whorf Hypothesis (weak and strong versions)

II- Ferdinand de Saussure's Dichotomies

- **Langue and Parole**
 - *Langue*: the structured system of signs shared by a community
 - *Parole*: individual speech acts

- **Signifier and Signified**
 - *Signifier*: the sound pattern (or written symbol)
 - *Signified*: the concept or meaning
- **Syntagmatic and Paradigmatic Relations**
 - *Syntagmatic*: relationships among elements in a sequence
 - *Paradigmatic*: relationships among substitutable elements in a system
- **Diachronic and Synchronic Linguistics**
 - *Diachronic*: historical development and evolution of language
 - *Synchronic*: the study of language at a particular point in time.

Phonetics

General Final Objectives of the Module

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

1. Define phonetics and phonology and distinguish between them.
2. Identify and describe the organs of speech.
3. Classify English consonants according to place and manner of articulation.
4. Recognize and explain the concept of allophones.
5. Distinguish between short and long English vowels.
6. Identify and produce English diphthongs and triphthongs accurately.
7. Apply phonetic symbols in the analysis and pronunciation of English sounds.

Prerequisite Knowledge

Students should have:

- Basic knowledge of English pronunciation
- Familiarity with English alphabet and spelling
- Elementary understanding of spoken English
- Basic listening and speaking skills
- Introduction to linguistics and language study

Course Content

Lecture 1: Introduction to Phonetics

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Definition of phonetics
- Importance of phonetics
- Branches of phonetics

Final Objectives

Students will be able to:

- Define phonetics
- Explain the importance of phonetics in language learning
- Identify branches of phonetics

Prerequisite Knowledge

- Basic understanding of language and communication

Lecture 2: Introduction to Phonology

Content

- Definition of phonology
- Phonemes and sound systems
- Functions of phonology

Final Objectives

Students will be able to:

- Define phonology
- Identify phonemes
- Explain the role of phonology in language analysis

Prerequisite Knowledge

- Introduction to phonetics

Lecture 3: Phonetics and Phonology – Differences and Relations

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Differences between phonetics and phonology
- Relationship between the two disciplines
- Practical examples

Final Objectives

Students will be able to:

- Distinguish phonetics from phonology
- Compare sound production and sound function
- Analyze basic phonological examples

Prerequisite Knowledge

- Knowledge of phonetics and phonology definitions

Lecture 4: Organs of Speech

Content

- Speech production process
- Active and passive articulators
- Functions of speech organs

Final Objectives

Students will be able to:

- Identify the organs of speech
- Explain how speech sounds are produced
- Describe articulatory processes

Prerequisite Knowledge

- Basic knowledge of speech sounds

Lecture 5: Classification of English Consonants

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Consonant definition
- Voiced and voiceless consonants
- IPA consonant chart

Final Objectives

Students will be able to:

- Identify English consonants
- Distinguish voiced and voiceless sounds
- Use IPA symbols for consonants

Prerequisite Knowledge

- Understanding of speech organs

Lecture 6: Place of Articulation

Content

- Bilabial
- Labiodental
- Dental
- Alveolar
- Palatal
- Velar
- Glottal consonants

Final Objectives

Students will be able to:

- Classify consonants according to place of articulation
- Produce English consonants correctly
- Analyze articulation points

Prerequisite Knowledge

- Introduction to consonants

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 7: Manner of Articulation

Content

- Plosives
- Fricatives
- Affricates
- Nasals
- Laterals
- Approximants

Final Objectives

Students will be able to:

- Classify consonants according to manner of articulation
- Describe airflow in sound production
- Differentiate consonant categories

Prerequisite Knowledge

- Place of articulation

Lecture 8: Consonant Practice and Phonetic Transcription

Content

- IPA transcription
- Pronunciation exercises
- Minimal pairs

Final Objectives

Students will be able to:

- Transcribe consonants using IPA
- Improve pronunciation accuracy
- Recognize phonetic contrasts

Prerequisite Knowledge

- English consonant classification

Lecture 9: Allophones

Content

- Definition of allophones
- Phonemes vs allophones
- Complementary distribution

Final Objectives

Students will be able to:

- Define allophones
- Distinguish phonemes from allophones
- Analyze pronunciation variations

Prerequisite Knowledge

- Knowledge of phonemes

Lecture 10: English Vowels – Basic Definitions

Content

- Definition of vowels
- Vowel chart
- Monophthongs

Final Objectives

Students will be able to:

- Define vowels
- Identify English vowel sounds
- Use vowel symbols correctly

Prerequisite Knowledge

- Introduction to phonetic transcription

Lecture 11: Short and Long Vowels

Content

- Short vowels
- Long vowels
- Vowel length distinctions

Final Objectives

Students will be able to:

- Distinguish short and long vowels
- Pronounce vowel contrasts accurately
- Apply IPA symbols to vowels

Prerequisite Knowledge

- Knowledge of English vowels

Lecture 12: English Diphthongs

Content

- Definition of diphthongs
- Closing and centering diphthongs
- Pronunciation practice

Final Objectives

Students will be able to:

- Identify English diphthongs
- Produce diphthongs correctly
- Distinguish diphthongs from monophthongs

Prerequisite Knowledge

- English vowel system

Lecture 13: English Triphthongs

Content

- Definition of triphthongs
- Common English triphthongs
- Connected speech practice

Final Objectives

Students will be able to:

- Identify English triphthongs
- Pronounce triphthongs accurately
- Analyze vowel glides in speech

Prerequisite Knowledge

- Understanding of diphthongs

Lecture 14: Review and Integrated Phonetic Analysis

Content

- Revision of phonetic concepts
- Transcription exercises
- Pronunciation and listening practice

Final Objectives

Students will be able to:

- Integrate phonetic and phonological knowledge
- Analyze English sounds accurately
- Improve spoken English pronunciation

Prerequisite Knowledge

- Completion of all previous lectures
- **Assessment**
- **40% - 60%** (Written exams and continuous Assessment)

References

- Ashby, P. (2011). *Understanding phonetics*. Hodder Education.
- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- Carr, P. (2019). *English phonetics and phonology: An introduction* (3rd ed.). Wiley Blackwell.
- Davenport, M., & Hannahs, S. J. (2020). *Introducing phonetics and phonology* (4th ed.). Routledge.
- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- <http://www.englishmedialab.com/pronunciation.html>
- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002) 7-
- Ladefoged, P., & Johnson, K. (2015). *A course in phonetics* (7th ed.). Cengage Learning.
- Odden, D. (2013). *Introducing phonology*. Cambridge University Press.
- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- Roach, P. (2022). *English phonetics and phonology* (5th ed.). Cambridge University Press.
- Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.

Semester: 02

Teaching Unit:

Fundamental Module:

Linguistics and Phonetics

Credits: 04

Coefficient: 02

Course Title: Language, Communication, and Meaning: Core Concepts in Linguistics

Course Description:

This course introduces students to essential linguistic theories and concepts surrounding the nature and function of language. It covers language definitions of the major linguists such as Noam Chomsky and Leonard Bloomfield, examines language as a tool for communication, and provides an introduction to the fields of semiotics and semiology.

Course Objective

Define language through key linguistic theories, comparing Chomsky's and Bloomfield's views, and distinguish between competence and performance. Understand language as a communication system, analyze communication models, and grasp core semiotic concepts. Apply knowledge of signs and sign systems to basic linguistic and cultural analyses.

Subject Contents

Unit 1: Language Definition

I- Noam Chomsky: Competence and Performance

- **Competence:** the ideal speaker-listener's implicit knowledge of their language system
- **Performance:** actual language use in real-life situations
- Distinction between linguistic competence (mental grammar) and linguistic performance (utterances influenced by memory, attention, and social factors)
- Chomsky's critique of behaviorist approaches and emphasis on the mentalist view of language

Key References:

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An Introduction to Language*. Cengage.

II- Leonard Bloomfield

- Language as a system of arbitrary vocal symbols used for human communication
- Focus on observable data and behaviorist methodology
- Contributions to structural linguistics and descriptive linguistics
- Contrast with Chomsky's mentalist view

Key References:

- Bloomfield, L. (1933). *Language*. Henry Holt and Company.
- Lyons, J. (1981). *Language and Linguistics: An Introduction*. Cambridge University Press.

Unit 2: Language as a Means of Communication (Communication Model)

- Overview of communication as the transmission of information between a sender and a receiver
- Basic components of a communication model:
 - Sender (source)
 - Message
 - Medium (channel)
 - Receiver
 - Feedback
 - Context and noise factors
- Jakobson's model of communication and its functions (referential, emotive, conative, phatic, metalingual, poetic)

Key References:

- Jakobson, R. (1960). "Closing Statement: Linguistics and Poetics" in *Style in Language*, MIT Press.
- Yule, G. (2020). *The Study of Language* (8th ed.). Cambridge University Press.

Unit 3: Introduction to Semiotics/Semiology

- Definition of semiotics: the study of signs and sign processes (semiosis)
- Ferdinand de Saussure: *semiology* as a science that studies the life of signs within society
- Charles Sanders Peirce: *semiotics* as a broader philosophy of signs
- Basic elements of a sign:
 - *Signifier* (form)
 - *Signified* (concept)

- Types of signs: icon, index, symbol (Peirce's typology)
- Applications of semiotics in language, media, and cultural studies

Key References:

- Saussure, F. de (1916/1983). *Course in General Linguistics*. Duckworth.
- Chandler, D. (2007). *Semiotics: The Basics*. Routledge.
- Peirce, C. S. (1955). *Philosophical Writings of Peirce*. Dover.

N.B. Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (not a dictation-based course, or Hangouts).

- Use a video-based course to support your lectures and motivate your learners.

Phonetics

Course General Final Objectives of the Module

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

1. Identify and explain common phonetic diacritics in English.
2. Analyze the structure of the English syllable.
3. Recognize and classify consonant clusters.
4. Explain and identify syllabic consonants.
5. Understand suprasegmental features such as stress and pitch.
6. Distinguish between primary and secondary stress.
7. Improve pronunciation and phonological analysis skills.

Prerequisite Knowledge

Students should have:

- Basic knowledge of phonetics and phonology
- Familiarity with IPA symbols
- Understanding of English consonants and vowels
- Basic listening and pronunciation skills
- Introduction to articulatory phonetics

Course Content

Lecture 1: Introduction to Diacritics

[Tapez ici]

[Tapez ici]

[Tapez ici]

Content

- Definition of diacritics
- IPA diacritic symbols
- Functions of diacritics in phonetic transcription

Final Objectives

Students will be able to:

- Define diacritics
- Recognize common IPA diacritics
- Use diacritics in transcription

Prerequisite Knowledge

- Basic phonetic transcription

Lecture 2: Aspiration and Devoicing

Content

- Aspiration in English consonants
- Devoicing processes
- Examples in connected speech

Final Objectives

Students will be able to:

- Identify aspirated sounds
- Recognize devoiced consonants
- Analyze phonetic variations

Prerequisite Knowledge

- Knowledge of English consonants

Lecture 3: Velarization and Glottalization

Content

- Velarized sounds
- Glottal stops and glottalization
- Pronunciation patterns in English

Final Objectives

[Tapez ici]

[Tapez ici]

[Tapez ici]

Students will be able to:

- Explain velarization and glottalization
- Identify these processes in speech
- Apply diacritics correctly

Prerequisite Knowledge

- Understanding of articulation

Lecture 4: The English Syllable

Content

- Definition of the syllable
- Components of the syllable
- Onset, nucleus, and coda

Final Objectives

Students will be able to:

- Define the syllable
- Analyze syllable structure
- Divide words into syllables accurately

Prerequisite Knowledge

- Basic understanding of vowels and consonants

Lecture 5: Structure of the English Syllable

Content

- Open and closed syllables
- Strong and weak syllables
- Syllable patterns in English

Final Objectives

Students will be able to:

- Distinguish syllable types
- Analyze English syllable structures
- Explain syllable organization

Prerequisite Knowledge

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Introduction to syllables

Lecture 6: Consonant Clusters

Content

- Initial and final clusters
- Two-consonant and three-consonant clusters
- Pronunciation difficulties

Final Objectives

Students will be able to:

- Identify consonant clusters
- Classify cluster types
- Pronounce clusters accurately

Prerequisite Knowledge

- Knowledge of consonants and syllables

Lecture 7: Phonological Constraints on Clusters

Content

- Cluster restrictions in English
- Sonority principle
- Common learner errors

Final Objectives

Students will be able to:

- Explain cluster formation rules
- Analyze phonological constraints
- Correct pronunciation errors

Prerequisite Knowledge

- Understanding of consonant clusters

Lecture 8: Syllabic Consonants

Content

- Definition of syllabic consonants

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Syllabic /l/, /m/, and /n/
- Pronunciation practice

Final Objectives

Students will be able to:

- Identify syllabic consonants
- Explain their phonological role
- Pronounce syllabic consonants correctly

Prerequisite Knowledge

- Knowledge of syllable structure

Lecture 9: Introduction to Suprasegmental Features

Content

- Definition of suprasegmentals
- Stress, rhythm, and intonation
- Role in communication

Final Objectives

Students will be able to:

- Define suprasegmental features
- Explain their communicative importance
- Identify stress patterns in speech

Prerequisite Knowledge

- Basic phonological concepts

Lecture 10: Word Stress – Primary and Secondary Stress

Content

- Primary stress
- Secondary stress
- Stress placement rules

Final Objectives

Students will be able to:

- Distinguish primary and secondary stress
- Mark stress in transcription
- Pronounce stressed syllables correctly

Prerequisite Knowledge

- Introduction to suprasegmentals

Lecture 11: Sentence Stress and Rhythm

Content

- Content and function words
- Stress timing in English
- Rhythm patterns

Final Objectives

Students will be able to:

- Identify sentence stress
- Analyze English rhythm
- Improve spoken fluency

Prerequisite Knowledge

- Word stress patterns

Lecture 12: Pitch and Intonation

Content

- Definition of pitch
- Rising and falling intonation
- Intonation in communication

Final Objectives

Students will be able to:

- Explain pitch variation
- Identify intonation patterns
- Use intonation appropriately in speech

Prerequisite Knowledge

- Stress and rhythm concepts

Lecture 13: Review and Integrated Phonological Analysis

Content

- Revision of phonological concepts
- Pronunciation exercises
- Phonetic transcription and analysis

Final Objectives

Students will be able to:

- Integrate phonological knowledge
- Analyze English speech effectively
- Improve pronunciation and listening skills

Prerequisite Knowledge

- Completion of previous lectures

Assessment: 40% - 60% (Written exams and continuous Assessment)

References

- Ashby, P. (2011). *Understanding phonetics*. Hodder Education.
- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- Carr, P. (2019). *English phonetics and phonology: An introduction* (3rd ed.). Wiley Blackwell.
- Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed.). Routledge.
- Davenport, M., & Hannahs, S. J. (2020). *Introducing phonetics and phonology* (4th ed.). Routledge.
- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003) <http://www.englishmedialab.com/pronunciation.html>
- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- Ladefoged, P., & Johnson, K. (2015). *A course in phonetics* (7th ed.). Cengage Learning.
- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- Roach, P. (2022). *English phonetics and phonology* (5th ed.). Cambridge University Press.
- Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.

Semester: 01

Teaching Unit:

Fundamental Module:

Study of Literary Texts

Credits: 2

Coefficient: 1

Course Title: **Study of Literary Texts** /What is Literature? Forms and Functions

Objectives

- Introduce students to the fundamental concepts and definitions of literature.
- Familiarize students with the major genres: fiction, poetry, and drama.
- Develop basic literary analysis skills and introduce core literary terminology.
- Enhance students' ability to read, interpret, and discuss literary texts in English.

Learning Outcomes

- Define literature and identify its main functions and features.
- Recognize and describe the characteristics of different literary genres.
- Analyze simple literary texts using appropriate terminology.
- Demonstrate basic skills in critical thinking and written expression about literature.

Prerequisite

General knowledge of literature, its genres, and its discourse

Subject Contents

Week	Lesson Title	Content
1	Introduction to Literature	Definitions, purposes, and value of literature
2	Literature vs. non-literature	Literary language, aesthetic function, imaginative vs. referential
3	Genres of Literature	Overview of prose, poetry, and drama
4	Elements of Fiction	Plot, character, setting, point of view
5	Elements of Poetry	Rhythm, rhyme, imagery, metaphor
6	Elements of Drama	Dialogue, stage directions, acts, scenes
7	Narrative Techniques	Narration types, tone, and mood

[Tapez ici]

[Tapez ici]

[Tapez ici]

8	Figurative Language	Metaphor, simile, personification, symbolism
9	Introduction to Literary Analysis	How to read critically and write analytically
10	The Role of the Reader	Reader-response theory basics
11	Literature and Society	How literature reflects and critiques social issues

Assessment

40% - 60% (Written exams and continuous Assessment)

References

- Beard, Adrian. *Texts and Contexts: Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.
- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.

- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.

Semester: 02

Teaching Unit:

Fundamental

Module: Study of

Literary Texts

Credits: 2

Coefficient: 1

Course

General Final Objectives of the Module

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

1. Identify the major periods of English literature from Old English to the rise of the novel.
2. Explain the historical and cultural contexts of major literary movements.
3. Analyze important literary texts and authors critically.
4. Recognize the characteristics of Old English, Middle English, and Elizabethan literature.
5. Examine the contribution of Geoffrey Chaucer and William Shakespeare to English literature.
6. Understand the emergence and development of the English novel.
7. Interpret themes, characters, and literary techniques in selected literary works.

Prerequisite Knowledge

Students should have:

- Basic knowledge of English language and grammar
- Elementary literary reading skills
- Familiarity with narrative and poetic forms
- Ability to analyze simple literary texts
- Introduction to literary terminology

Course Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 1: Introduction to Old English Literature

Content

- Historical background of Old English literature
- Characteristics of Anglo-Saxon culture
- Oral tradition and heroic poetry

Final Objectives

Students will be able to:

- Identify the characteristics of Old English literature
- Explain the influence of Anglo-Saxon culture
- Recognize features of heroic poetry

Prerequisite Knowledge

- Basic literary concepts

Lecture 2: Beowulf

Content

- Plot and structure of *Beowulf*
- Themes of heroism and loyalty
- Pagan and Christian elements

Final Objectives

Students will be able to:

- Analyze the main themes of *Beowulf*
- Discuss the heroic ideal in Anglo-Saxon society
- Interpret symbolic elements in the poem

Prerequisite Knowledge

- Introduction to Old English literature

Lecture 3: Introduction to Middle English Literature

Content

- Norman Conquest and its impact
- Features of Middle English literature
- Religious and secular writings

Final Objectives

Students will be able to:

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Explain the transition from Old to Middle English literature
- Identify characteristics of Middle English texts
- Discuss literary developments of the medieval period

Prerequisite Knowledge

- Knowledge of Old English literature

Lecture 4: Geoffrey Chaucer and The Canterbury Tales

Content

- Chaucer's life and literary contribution
- Frame narrative technique
- Social satire and characterization

Final Objectives

Students will be able to:

- Explain Chaucer's contribution to English literature
- Analyze the structure of *The Canterbury Tales*
- Interpret medieval society through literary representation

Prerequisite Knowledge

- Introduction to Middle English literature

Lecture 5: Themes and Characters in The Canterbury Tales

Content

- Major pilgrims and social classes
- Humor and irony
- Moral and religious themes

Final Objectives

Students will be able to:

- Analyze Chaucer's characterization
- Identify literary techniques in the tales
- Discuss themes of morality and society

Prerequisite Knowledge

- Knowledge of Chaucer's literary style

Lecture 6: Elizabethan Literature

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Historical background of the Elizabethan Age
- Renaissance humanism
- Poetry and drama in the Elizabethan period

Final Objectives

Students will be able to:

- Describe the characteristics of Elizabethan literature
- Explain the influence of the Renaissance
- Identify major literary genres of the period

Prerequisite Knowledge

- Basic knowledge of literary history

Lecture 7: William Shakespeare and His Selected Works

Content

- Shakespeare's life and career
- Tragedies, comedies, and sonnets
- Shakespearean language and style

Final Objectives

Students will be able to:

- Explain Shakespeare's literary significance
- Identify characteristics of Shakespearean drama
- Analyze themes in selected works

Prerequisite Knowledge

- Introduction to Elizabethan literature

Lecture 8: The Rise of the English Novel

Content

- Origins of the English novel
- Features of early novels
- Social and historical influences

Final Objectives

Students will be able to:

- Explain the emergence of the English novel
- Identify characteristics of early prose fiction
- Discuss the role of realism in fiction

Prerequisite Knowledge

- Understanding of literary genres

Lecture 9: Major Figures of the English Novel

Content

- Early novelists and their contributions
- Narrative techniques
- Development of realism

Final Objectives

Students will be able to:

- Identify major early English novelists
- Analyze narrative techniques
- Explain the importance of realism in fiction

Prerequisite Knowledge

- Introduction to the English novel

Lecture 10: Daniel Defoe and Robinson Crusoe

Content

- Plot and structure of *Robinson Crusoe*
- Individualism and survival
- Colonial and economic themes

Final Objectives

Students will be able to:

- Analyze the themes of *Robinson Crusoe*
- Discuss Defoe's contribution to the novel form
- Interpret the novel in its historical context

Prerequisite Knowledge

- Knowledge of the rise of the English novel

Assessment

40% - 60% (Written exams and continuous Assessment)

References

- Alexander, M. (2017). *A history of English literature* (3rd ed.). Palgrave Macmillan.
- Baugh, A. C., & Cable, T. (2013). *A literary history of England* (5th ed.). Routledge.
- Beard, Adrian. *Texts and Contexts: Introducing literature and language studies*, London & New York: Routledge, 2001.
- Chaucer, G. (2005). *The Canterbury Tales* (D. Wright, Trans.). Oxford University Press.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Defoe, D. (2008). *Robinson Crusoe*. Oxford University Press. (Original work published 1719)
- Greenblatt, S. (Ed.). (2018). *The Norton anthology of English literature* (10th ed., Vol. 1). W. W. Norton & Company.
- Greenblatt, Stephen, Katharine E. Maus, and George M. Logan. *The Norton Anthology of English Literature: Volume B.*, 2018. Print
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.
- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.
- Shakespeare, W. (2016). *The complete works of William Shakespeare*. Wordsworth Editions.
- Treharne, E. (2010). *Old and Middle English c. 890–c. 1450: An anthology* (3rd ed.). Wiley Blackwell.
-

Semester: 01

Teaching Unit:

Methodology Module:

Study skills

Credits: 4

Coefficient: 2 Course

Objectives

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Improve their reading, writing, and research methodology skills.

Prerequisite Knowledge

- Students should be aware of basic techniques of English use.

Subject Contents

1. Introduction and pre-course assessment (What are the “study skills”? Why are they important for university students? What is the LMD system? Identifying the strengths and weaknesses of students, and how they can study more effectively and efficiently)
2. Studying Habits and Setting
3. Organization and Time-Management
4. Setting goals and priorities
5. Using the dictionary
6. Using the library (searching for a document in a library or on the internet)
7. Study group

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Diverse Society. Cengage Learning: USA.
- Devito. J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

Semester : 02

Teaching Unit:

Methodology Module:

Study skills

Credits: 4

Coefficient: 2

Course General Final Objectives of the Module

[Tapez ici]

[Tapez ici]

[Tapez ici]

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

1. Develop effective examination and revision strategies.
2. Improve reading comprehension and analytical skills.
3. Explain and interpret academic texts critically.
4. Apply efficient note-taking methods.
5. Use memorization and concentration techniques effectively.
6. Enhance independent learning and academic performance.
7. Manage exam stress and avoid common academic mistakes.

Prerequisite Knowledge

Students should have:

- Basic reading and writing skills in English
- Elementary organizational and study habits
- Familiarity with classroom learning practices
- Ability to understand simple academic texts
- Motivation for autonomous learning

Course Content

Lecture 1: Introduction to Study Skills

Content

- Definition of study skills
- Importance of effective learning strategies
- Learning styles and academic success

Final Objectives

Students will be able to:

- Define study skills
- Identify personal learning habits
- Recognize the importance of effective learning strategies

Prerequisite Knowledge

- Basic academic experience

Lecture 2: Examination Techniques

Content

- Planning examination strategies
- Time management during exams
- Understanding exam instructions

Final Objectives

[Tapez ici]

[Tapez ici]

[Tapez ici]

Students will be able to:

- Plan examination strategies effectively
- Manage time during examinations
- Approach different exam questions appropriately

Prerequisite Knowledge

- Basic classroom assessment experience

Lecture 3: Managing Exam Stress and Avoiding Common Mistakes

Content

- Causes of exam stress
- Stress-management techniques
- Common mistakes in examinations

Final Objectives

Students will be able to:

- Recognize causes of exam anxiety
- Apply stress-management strategies
- Avoid frequent examination mistakes

Prerequisite Knowledge

- Awareness of examination situations

Lecture 4: Learning to Revise

Content

- Revision planning
- Short-term and long-term revision
- Revision schedules and strategies

Final Objectives

Students will be able to:

- Organize revision effectively
- Develop revision schedules
- Apply suitable revision methods

Prerequisite Knowledge

- Basic note-taking and reading skills

Lecture 5: Reading Skills and Academic Analysis

[Tapez ici]

[Tapez ici]

[Tapez ici]

Content

- Skimming and scanning
- Critical reading
- Identifying main ideas and supporting details

Final Objectives

Students will be able to:

- Improve reading efficiency
- Analyze academic texts critically
- Extract relevant information from texts

Prerequisite Knowledge

- Basic reading comprehension

Lecture 6: Explaining and Interpreting a Text

Content

- Text explanation techniques
- Summarizing and paraphrasing
- Interpreting ideas and arguments

Final Objectives

Students will be able to:

- Explain texts coherently
- Summarize information accurately
- Interpret textual meaning critically

Prerequisite Knowledge

- Reading and comprehension skills

Lecture 7: Introduction to Note-Taking

Content

- Importance of note-taking
- Linear and non-linear notes
- Effective organization of notes

Final Objectives

Students will be able to:

- Recognize the importance of note-taking

- Organize notes clearly
- Select key information efficiently

Prerequisite Knowledge

- Basic listening and writing skills

Lecture 8: Effective Note-Taking Techniques

Content

- Abbreviations and symbols
- Diagrams and charts
- Visual layout and organization

Final Objectives

Students will be able to:

- Use abbreviations effectively
- Create visual notes and diagrams
- Produce comprehensive and organized notes

Prerequisite Knowledge

- Introduction to note-taking

Lecture 9: Memorization Techniques

Content

- Memory and learning
- Mnemonics
- Mind maps and visual aids

Final Objectives

Students will be able to:

- Apply memorization strategies
- Use mnemonics and mind maps
- Improve information retention

Prerequisite Knowledge

- Basic revision techniques

Lecture 10: Concentration Techniques and Course Review

Content

- Improving concentration
- Avoiding distractions
- Review of study skills strategies

Final Objectives

Students will be able to:

- Improve concentration during study
- Apply effective learning habits
- Integrate study skills for academic success

Prerequisite Knowledge

- Completion of previous lectures

Assessment

40% - 60% (Written exams and continuous Assessment)

References

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Harvard University Press.
- Cottrell, S. (2019). *The study skills handbook* (5th ed.). Red Globe Press.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.
- Fleming, N. D., & Baume, D. (2006). Learning styles again: VARKing up the right tree! *Educational Developments*, 7(4), 4–7.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Diverse Society. Cengage Learning: USA.
- Race, P. (2019). *The lecturer's toolkit: A practical guide to learning, teaching and assessment* (5th ed.). Routledge.
- Stella Cottrell, S. (2013). *Skills for success: Personal development and employability* (3rd ed.). Palgrave Macmillan.
- Thomas, G. (2018). *How to do your research project* (3rd ed.). Sage.
- Wallace, M. J. (2004). *Study skills in English* (2nd ed.). Cambridge University Press.

Semester: 01

Teaching Unit:

Methodology Module:

Reading and Text Analysis

Credits: 4

Coefficient: 2

General Final Objectives of the Module

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

1. Apply effective reading strategies for academic and general texts.
2. Use scanning and skimming techniques efficiently.
3. Preview and predict textual content accurately.
4. Make logical inferences while reading.
5. Identify topics, main ideas, and supporting details in paragraphs.
6. Distinguish between literal and implied meanings.

Prerequisite Knowledge

Students should have:

- Basic reading comprehension skills
- Elementary English vocabulary knowledge
- Familiarity with sentence structure
- Ability to understand short English texts
- Basic dictionary and note-taking skills

Course Content

Lecture 1: Introduction to Reading Skills and Strategies

Content

- Definition of reading skills
- Importance of strategic reading
- Types of reading strategies

Lecture 2: Scanning

Content

- Definition of scanning
- Identifying specific information quickly
- Practical scanning exercises

Lecture 3: Previewing and Predicting

Content

- Previewing titles, headings, and visuals

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Predicting content and ideas
- Activating prior knowledge

Lecture 4: Skimming

Content

- Definition of skimming
- Identifying general ideas
- Reading for gist

Lecture 5: Making Inferences

Content

- Definition of inference
- Context clues
- Reading beyond explicit information

Lecture 6: Understanding Paragraphs

Content

- Structure of a paragraph
- Topic sentence
- Supporting details

Lecture 7: Identifying Main Ideas

Content

- Main ideas and key information
- Summarizing paragraphs
- Reading comprehension exercises

Lecture 8: Literal and Implied Meaning

Content

- Literal meaning
- Implied meaning
- Author's intention and tone

Lecture 9: Vocabulary Analysis – Word Parts

Content

- Prefixes
- Suffixes
- Roots and stems

Lecture 10: Vocabulary Analysis – Collocations

Content

- Definition of collocations
- Common word combinations
- Contextual vocabulary use

Lecture 11: Coherence in Texts

Content

- Definition of coherence
- Logical organization of ideas
- Unity in writing

Lecture 12: Cohesion in Texts

Content

- Cohesive devices
- Reference, substitution, and conjunctions
- Lexical cohesion

Lecture 13: Integrated Reading Practice

Content

- Application of reading strategies
- Reading comprehension activities
- Academic text analysis

Lecture 14: Review and Evaluation

- Revision of reading strategies
- Practice exercises
- Evaluation and feedback
- Completion of all previous lectures

Assessment

100% continuous Assessment

References

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading* (3rd ed.). Routledge.

- Hedge, T. (2003). *Teaching and learning in the language classroom*. Oxford University Press.
- Mikulecky, B. S., & Jeffries, L. (2011). *More reading power* (3rd ed.). Pearson Education.
- Nuttall, C. (2005). *Teaching reading skills in a foreign language* (3rd ed.). Macmillan Education.
- Wallace, C. (2003). *Critical reading in language education*. Palgrave Macmillan.
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Springer.

N.B Content can be developed by the pedagogical committee according to students' needs

Semester: 02

Teaching Unit:

Methodology Module:

Reading and Text Analysis

Credits: 4

Coefficient: 2

Course

Objectives

- Develop students' reading/comprehension skills.
- Read and interpret different speeches.

Prerequisite Knowledge

- Students should be at least at a lower-intermediate level in English.

Subject Contents

Reading to identify paragraph organization

- The paragraph (types of paragraphs, components, ...)
- Descriptive
- Narrative
- Descriptive narration
- Expository (examples developed by: division, definition, cause, effect,
- Comparison and contrast

➤ Coherence and Cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Boardman, C. A., & Frydenberg, J. (2008). *Writing to communicate: Paragraphs and essays* (3rd ed.). Pearson Longman.
- Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge University Press.
 - Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2010). *Great writing 2: Great paragraphs* (3rd ed.). National Geographic Learning.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
- Kane, T. S. (2000). *The Oxford essential guide to writing*. Oxford University Press.
- Langan, J. (2013). *College writing skills with readings* (9th ed.). McGraw-Hill Education.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge University Press.
- Meyers, A. (2005). *Gateways to academic writing: Effective sentences, paragraphs, and essays*. Pearson Longman.
- Nordquist, R. (2019). *The everything guide to writing paragraphs*. Adams Media.
- Oshima, A., & Hogue, A. (2017). *Longman academic writing series 4: Essays* (5th ed.). Pearson Education.
- Richards, J. C., & Schmidt, R. (2013). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.
- Savage, A., & Mayer, P. (2005). *Effective academic writing 2: The short essay*. Oxford University Press.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing from paragraph to essay*. Macmillan Education.

Semestre 1

UE Méthodologie

Intitulé de la matière : ICT and E-

Learning 1 Crédits : 01

Coefficients: 01

La séance de cours ne peut être théorique, et même si les cours sont disposés

[Tapez ici]

[Tapez ici]

[Tapez ici]

via un data-show (indispensable) l'évaluation doit se faire sur ordinateur

Connaissances préalables (Prérequis) :

Educational Objectives

The course aims to familiarize students with the essential information technologies for their university studies and enable them to understand the concept of e-learning, its practices, and tools. By the end of the semester, students will be able to effectively use basic computer tools, communicate digitally in an academic context, and utilize online learning resources.

Recommended Prerequisites

- Basic knowledge of computer components
- Elementary familiarity with using the internet
- An open attitude towards learning new technologies

Course Content

Week 1: Introduction to the Course and Computer Fundamentals

Content :

- Importance of ICT in the university context
- Overview of computer hardware and software

Week 2: Computer System Fundamentals

Content:

- Types of computers and their specific uses
- Units of measurement for information in computing
- Study of internal computer components (CPU, hard drive, RAM, ROM)
- Input and output peripherals

Week 3: Introduction to Word Processing (Microsoft Word)

Content :

- Starting Word and exploring the interface
- Displaying paragraph and character marks
- Line and paragraph breaks

Activities :

- Creating a simple first document
- Practical typing exercises

Week 4: Text Manipulation in Word

Content :

- Techniques for selecting text
- Copy-paste and cut-paste functions
- Deleting text and undoing actions
- Finding and replacing text

Activities :

- Practical text manipulation exercises
- Creating a document with various sections

Week 5: Formatting in Word

Content :

- Modifying font (type, size, color)
- Applying formats (bold, italic, underline)

- Highlighting techniques
- Styles and themes

Activities :

- Creating a formatted academic document
- Exercise transforming raw text

Week 6: Page Layout in Word

Content :

- Aligning text (left, right, centered, justified)
- Managing spacing and line spacing
- Configuring indents and margins
- Headers and footers

Activities :

- Formatting a formal document
- Practical exercise: creating an academic document template

Week 7: Tables in Word and PDF Conversion

Content :

- Inserting and configuring tables
- Modifying structure (rows, columns, cells)
- Formatting tables (borders, colors)
- Techniques for converting Word to PDF

Activities :

- Creating a document integrating tables
- Exercise converting documents to PDF
- **Assessment:** First continuous assessment (practical)

Week 8: Microsoft PowerPoint

Content :

- PowerPoint interface and basic principles
- Creating and organizing slides
- Inserting elements (text, images, shapes)
- Applying themes and transitions
- Techniques for effective presentations

Activities :

- Creating a simple academic presentation
- Exercise integrating media into a presentation

Week 9: Professional Electronic Communication

Content :

- Creating a professional email address
- Structure and components of a professional email
- Rules of netiquette (online etiquette)
- Managing attachments

Activities :

- Creating an academic email account
- Writing professional emails in different contexts

Week 10: Google Applications and Services

Content :

- Introduction to the Google ecosystem
- Google Drive: storage and organization

- Google Docs: creating and collaborating on documents
- Google Sheets: introduction to spreadsheets
- Google Forms: creating forms and questionnaires

Activities :

- Creating and sharing a collaborative document
- Designing a simple form
- **Assessment:** Second continuous assessment (practical)

Week 11: Introduction to E-learning

Content :

- Definition and evolution of online learning
- Typology of online courses (synchronous, asynchronous, hybrid)
- Learning management systems (LMS) and online platforms
- MOOCs and other formats of online learning

Activities :

- Exploring an online learning platform
- Directed discussion on personal experiences with e-learning

Week 12: Technological Tools for Online Learning

Content :

- Video conferencing tools (Zoom, Teams, Meet)
- Collaborative learning applications
- Open educational resources (OER)
- Digital note-taking tools

Activities :

- Participating in an online class session
- Practical test of collaboration tools

Week 13: Advantages of E-learning

Content :

- Spatial and temporal flexibility of learning
- Personalization of learning pace
- Accessibility of educational resources
- Diversity of multimedia supports
- Development of autonomy

Activities :

- Analyzing specific advantages in different learning contexts
- Creating a mind map of e-learning benefits

Week 14: Limitations and Challenges of E-learning

Content :

- Social isolation and lack of social interactions
- Motivation and self-discipline challenges
- Technical difficulties and digital divide
- Strategies to overcome these obstacles

Activities :

- Structured debate on pros and cons
- Developing a personal guide to maximize e-learning effectiveness
- **Assessment:** Third continuous assessment (theoretical/practical)

Week 15: Review and Final Assessment

Content:

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Synthesis of key concepts covered
- Review of acquired technical skills
- Preparation for the final assessment
- Perspectives for further development

Activities :

- Q&A session
- Recap exercises
- **Assessment:** Final integrative project incorporating ICT and e-learning skills

Assessment: Continuous assessment (100%)

References

Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). AU Press.

Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. Tony Bates Associates Ltd.
<https://opentextbc.ca/teachinginadigitalage/>

Siemens, G. (2005). *Connectivism: A learning theory for the digital age*. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.
http://www.itdl.org/Journal/Jan_05/article01.htm

Mode d'évaluation : contrôle continu

(100%)

Semestre 2

UE Méthodologie

Intitulé de la matière : TIC et E-learning 2 Volume horaire

hebdomadaire : 01h00 Crédits : 01

Coefficient: 01

Course Content

Lecture 1: Introduction to ICT and E-learning

Content

- Definition of ICT and E-learning.
- Evolution of digital education.
- Advantages and limitations of online learning.
- Digital tools in university education.

Lecture 2: Introduction to MOODLE Platform

Content

- General presentation of MOODLE.
- Creating and managing user accounts.
- Navigating course pages.
- Accessing educational materials.

Lecture 3: Uploading and Downloading Documents on MOODLE

Content

- Downloading course materials.
- Uploading assignments and documents.
- Managing file formats.
- Best practices in digital academic work.

Lecture 4: Using Quizzes and Forums on MOODLE

Content

- Online quizzes and assessments.
- Participation in academic forums.
- Rules of online academic communication.
- Importance of interaction in E-learning.

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 5: Introduction to MOOC Platforms

Content

- Definition of MOOCs.
- Introduction to Coursera, edX, and FutureLearn.
- Benefits of open online courses.
- Self-directed learning strategies.

Lecture 6: Google Classroom and Collaborative Learning

Course Objectives

- Discover the features of Google Classroom.
- Organize online learning activities.
- Facilitate collaborative learning.

Content

- Creating and managing virtual classrooms.
- Sharing assignments and resources.
- Teacher-student communication.
- Online collaboration techniques.

Lecture 7: Introduction to Zoom

Content

- Creating a Zoom account.
- Scheduling and joining meetings.
- Screen sharing and chat features.
- Managing online interactions.

Lecture 8: Google Meet in Higher Education

Content

- Accessing and using Google Meet.
- Managing virtual meetings.
- Online collaboration and communication.
- Netiquette and online behavior.

Lecture 9: Digital Safety and E-learning Ethics

Content

- Protection of personal data.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Basic cybersecurity practices.
- Plagiarism and academic integrity.
- Digital copyright and citation rules.

Lecture 10: Practical E-learning Project

Content

- Creating a mini online educational activity.
- Integrating the studied platforms and tools.
- Presentation of projects.
- Evaluation and feedback.

Mode d'évaluation : contrôle continu (100%)

References

- Anderson, T. (2008). *The theory and practice of online learning* (2nd ed.). AU Press.
- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Garrison, D. R. (2017). *E-learning in the 21st century: A community of inquiry framework for research and practice* (3rd ed.). Routledge.
- Horton, W. (2012). *E-learning by design* (2nd ed.). Pfeiffer.
- Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth.
- Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- UNESCO. (2021). *ICT in education*. UNESCO Publishing.
- Watson, J. (2008). *Blended learning: The convergence of online and face-to-face education*. North American Council for Online Learning.
- White, C. (2008). Language learning strategies in independent online learning environments. *System*, 36(3), 417–435.

Semester: 01

Teaching Unit: Discovery

Module: Civilisations of the Target

Language Credits: 02

Coefficient:

02 Course

Objectives

Improve students' knowledge of the English language through British life and history

Prerequisite

- General knowledge of different civilizations and cultures

Subject Contents

Lecture 1: The United Kingdom — An Overview

- Geography and regional identities: England, Scotland, Wales, and Northern Ireland
- Introduction to British historical periods
- The idea of 'Britishness' and its complexities

Key Reading:

- Morgan, Kenneth O. *The Oxford History of Britain*. (Introduction chapter)
- Cannadine, David. *The Undivided Past: History Beyond Our Differences*

Lecture 2: Earlier Settlers – The Celts

1. Origins and migrations of the Celtic peoples
2. Social and tribal organization (clans, chieftains, druids)
3. Celtic religion, mythology, and art
4. Daily life, warfare, and economy
5. Interaction with continental Europe and early trade
6. Legacy of Celtic culture in Britain

Lecture 3: Roman Britain (43–410 AD)

1. Julius Caesar's expeditions and Claudius's invasion (43 AD)
2. Roman military conquest and administration
3. Urbanization: Londinium, Bath, and Hadrian's Wall

[Tapez ici]

[Tapez ici]

[Tapez ici]

4. Roman economy and infrastructure (roads, villas, trade)
5. Romanization and cultural fusion
6. Christianity in Roman Britain
7. Decline and withdrawal of Roman power

Lecture 4: Anglo-Saxon Britain (c. 410–1066)

1. Anglo-Saxon migrations and settlement patterns
2. Political organization and formation of kingdoms (Mercia, Wessex, Northumbria)
3. Paganism and conversion to Christianity
4. Daily life and legal systems (the Witan, blood feud, laws)
5. Literature and culture: *Beowulf* and the Anglo-Saxon Chronicle
6. Viking invasions and Danelaw
7. Alfred the Great and national unity

Lecture 5: The Norman Invasion (1066)

1. Succession crisis after Edward the Confessor
2. Claims of Harold Godwinson, William of Normandy, and Harald Hardrada
3. The Battle of Stamford Bridge and the Battle of Hastings
4. Norman military strategy and feudal system
5. Immediate consequences: land redistribution, castle-building, and suppression.

Lecture 6: The Reign of William I (1066–1087)

1. Consolidation of power and suppression of revolts
2. Feudalism and the redistribution of land
3. The Domesday Book and administrative reforms
4. Norman church reforms and architecture
5. Relations with Normandy and the papacy

Lecture 7: William's Successors (1087–1154)

1. William II (Rufus) and tensions with the Church
2. Henry I: consolidation, justice, and administration
3. The crisis of succession and civil war (The Anarchy, 1135–1154)
4. The role of Matilda and Stephen in the power struggle

Lecture 8: Henry II (1154–1189)

1. Restoration of royal authority after The Anarchy
2. Legal and administrative reforms: Common Law, Assize, and jury system
3. Relationship with Thomas Becket and the Church conflict
4. Expansion of the Angevin Empire
5. Family conflicts and succession issues

Lecture 9: John Lackland and Magna Carta (1199–1216)

1. John's accession and loss of Normandy
2. Conflict with the barons and fiscal oppression
3. The Church dispute and papal excommunication
4. The rebellion leading to Magna Carta (1215)
5. Significance and legacy of Magna Carta

Lecture 10: The Hundred Years' War, Plague, and Rebellion (1337–1453)

1. Causes of the Hundred Years' War: dynastic and economic rivalries
2. Major battles and phases (Crécy, Poitiers, Agincourt)
3. Role of Joan of Arc and the decline of English power in France
4. The Black Death (1348–1349) and its demographic effects
5. Peasants' Revolt (1381) and social change
6. Cultural and political consequences

Assessment

40% - 60% (Written exams and continuous Assessment)

references

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC – 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.

- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40

- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30–36.
- Brock, Michael "William IV (1765–1837)", *Oxford Dictionary of National Biography*, (2004)
doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74–77

Semester: 02

Teaching Unit: Discovery

Module: Civilisations of the Target

Language Credits: 02

Coefficient:

02

Course

General Final Objectives of the History of the United States

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

1. Identify the major geographical, historical, and cultural features of the United States.
2. Explain the historical circumstances surrounding the discovery of America.
3. Analyze the establishment and development of settlements in the New World.
4. Understand the origins and impact of slavery in the New World.
5. Develop critical thinking skills through the study of early American history and civilization.

Prerequisite Knowledge

Students should have:

1. Basic knowledge of world history.
2. Elementary English reading and comprehension skills.

[Tapez ici]

[Tapez ici]

[Tapez ici]

3. Familiarity with historical terminology and concepts.
4. Ability to analyze simple historical texts and documents.
5. Basic understanding of geography and civilizations.

Course Content

Lecture 1: Introduction to the United States

Content

- Geographic location
- States and regions
- Population and diversity

Lecture 2: Historical Overview of the United States

Content

- Major historical periods
- Indigenous peoples before colonization
- Early American identity

Lecture 3: The Discovery of America

Content

- European exploration
- Christopher Columbus and the voyages
- Motivations for exploration

Lecture 4: European Expansion in the New World

Content

- Spanish, French, and English exploration
- Competition for territory
- Early colonial ambitions

Lecture 5: Settlements in the New World

Content

- Definition of settlement
- Early colonies
- Reasons for settlement

Lecture 6: The English Colonies in North America

Content

- Jamestown

- Plymouth Colony
- The Thirteen Colonies

Lecture 7: Colonial Society and Economy

Content

- Agriculture and trade
- Religion in colonial life
- Social organization

Lecture 8: Slavery in the New World

Content

- Origins of slavery
- The transatlantic slave trade
- Enslavement in the colonies

Lecture 9: The Impact of Slavery on American Society

Content

- Social and economic consequences
- Resistance and abolition beginnings
- Human impact of slavery

Lecture 10: Review and Historical Analysis

Content

- Review of major historical themes
- Comparative analysis
- Discussion and interpretation of historical events

Assessment

40% - 60% (Written exams and continuous Assessment)

References

* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.).
 Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59–61. [ISBN 978-0- 03-074512-6](#).
 Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. [ISBN 978-0-06- 084056-3](#)
 Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. [ISBN 978-0-7922-](#)

[6944-1](#).

Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. [ISBN 978-0-19-285160-4](#).

- A People's History of the United States. (2015). Harper Perennial.
- American Colonies: The Settling of North America. (2002). Penguin Books.
- Give Me Liberty!: An American History. (2020). W. W. Norton & Company.
 - Hämäläinen, Pekka (December 2003). ["The Rise and Fall of Plains Indians Horse Cultures"](#). The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- Out of Many: A History of the American People. (2019). Pearson. p. [18](#). [ISBN 978-0-15-565664-2](#).
- The American Pageant. (2018). Cengage Learning.
- The Interesting Narrative of the Life of Olaudah Equiano. (2003). Dover Publications.
- The Oxford History of the United States. (2007). Oxford University Press.
- The Story of American Freedom. (1999). W. W. Norton & Company.

Semester: 01

Teaching Unit: Transversale

Module:

Credits: 01

Coefficient: 01

Course Title: Ethics and Deontology: Theories, Traditions, and Contemporary Challenges

General Course Description:

This two-semester course provides a systematic exploration of moral philosophy, with a primary focus on deontological ethics. The first semester introduces students to the history and major traditions of ethical theory, while the second semester concentrates on deontological frameworks and their application to contemporary moral dilemmas.

Course Objectives:

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

- Demonstrate an understanding of the historical evolution of ethical thought.
- Distinguish between major normative ethical theories: deontology, consequentialism, virtue ethics, and others.
- Analyze the principles of deontological ethics and their philosophical foundations.
- Apply deontological reasoning to contemporary moral problems in fields such as bioethics, environmental ethics, professional ethics, and human rights.
- Critically evaluate ethical arguments using logical analysis and philosophical reasoning.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Articulate informed ethical positions both orally and in writing.

Course Structure:

Semester 1: *Foundations of Ethics*

Weeks 1-2: Introduction to Ethics

- Definition of ethics and moral philosophy
- Distinction between normative, meta-, and applied ethics
- Moral reasoning and argumentation

Weeks 3-4: Ancient and Classical Ethical Theories

- Socratic ethics
- Plato's theory of the Good
- Aristotle's *Nicomachean Ethics* and virtue ethics

Weeks 5-6: Medieval and Early Modern Ethics

- Augustine and Aquinas: Natural Law Theory
- Hobbes and social contract theories

Weeks 7-9: Enlightenment Ethics

- Hume's moral sentiment theory
- Kantian ethics: Duty, good will, categorical imperative

Weeks 10-11: Utilitarianism and Consequentialism

- Bentham's hedonistic utilitarianism
- Mill's qualitative utilitarianism

Weeks 12-13: Virtue Ethics and Ethics of Care

- Modern virtue ethics revival (Anscombe, MacIntyre)
- Feminist ethics and the ethics of care (Gilligan, Noddings)

Weeks 14-15: Metaethics and Moral Realism

- Moral relativism vs. moral realism
- Emotivism, prescriptivism (Ayer, Stevenson, Hare)

Assessment:

40% CC 60% Exam

Semester: 02

Teaching Unit: Transeversale

Module:

Credits: 01

Coefficient: 01

Semester 2: *Deontological Ethics and Contemporary Applications*

Weeks 1-2: The Foundations of Deontology

- Kant's *Groundwork of the Metaphysics of Morals*
- Categorical vs. hypothetical imperatives
- Kant's formulations of the categorical imperative

Weeks 3-4: Contemporary Deontological Theories

- Ross's Prima Facie Duties
- Nagel, Scanlon, and contractualist ethics

Weeks 5-6: Deontological Perspectives on Human Rights

- Human dignity and moral autonomy

[Tapez ici]

[Tapez ici]

[Tapez ici]

- The Universal Declaration of Human Rights through a deontological lens

Weeks 7-8: Deontology in Bioethics

- Abortion, euthanasia, genetic engineering
- Patient autonomy and informed consent

Weeks 9-10: Deontology and Environmental Ethics

- Duties to future generations
- Intrinsic value in nature

Weeks 11-12: Professional and Legal Ethics

- Codes of ethics in medicine, law, education
- Whistleblowing, confidentiality, and professional responsibility

Weeks 13-14: War, Justice, and Global Ethics

- Just War Theory (deontological aspects)
- Global distributive justice and human rights obligations

Weeks 15: Review and Case Study Workshop

Assessment:

40% CC 60% Exam

Core References:

Primary Texts:

- Kant, I. *Groundwork of the Metaphysics of Morals* (1785)
- Mill, J.S. *Utilitarianism* (1863)
- Aristotle, *Nicomachean Ethics*
- Ross, W.D. *The Right and the Good* (1930)

Secondary Sources:

- Rachels, J. & Rachels, S. *The Elements of Moral Philosophy* (9th ed.)
- Shafer-Landau, R. *The Fundamentals of Ethics* (5th ed.)
- Nagel, T. *Mortal Questions* (1979)
- O'Neill, O. *Acting on Principle* (2nd ed.)
- Singer, P. (ed.) *Applied Ethics* (Oxford, 1986)

Supplementary Readings:

- Foot, P. *Virtues and Vices*
- MacIntyre, A. *After Virtue*
- Gilligan, C. *In a Different Voice*
- Noddings, N. *Caring: A Relational Approach to Ethics and Moral Education*

L2 (S3+S4)

Semester: 03

Teaching Unit: Fundamental

Module: Comprehension and written

expression Credits: 04

Coefficient:

02 Course

Objectives

- Approach comprehension and written expression in the language of study. The student will be able to produce a coherent text.
- The learner will have mastery over the basic and essential essay writing techniques.
- He will be able to develop his ideas in a well-structured, meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answer exam papers: (Interpretation, analysis, and synthesis of simple and then complex texts).

Prerequisite

An ability to develop simple paragraphs is required, **and** a mastery of the techniques for a 5-paragraph essay is also required.

Subject Contents

- A review of essay structure
 - o a. The Introductory Paragraph
 - o b. The body
 - o c. The Concluding Paragraph
 - o d. Transitions between Paragraphs
- Types of essays
 - o narrative,
 - o descriptive,
 - o narrative descriptive,
 - o expository (definition, classification, cause and effect, compare and contrast)

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

[Molly McClain](#) and Jacqueline Roth, [Schaum's Quick Guide to Writing Great Essays](#) (1998)

- 1- Robert B. Donald, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner, [Writing Clear Essays \(3rd Edition\)](#) (1995)
- 2- [Bryan Greetham](#), [How to Write Better Essays](#) (2002)
- 3- [Joy Wingersky](#), Jan Boerner, and Diana Holguin-Balogh, [Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills](#) (2005)
- 4- [Nigel Warburton](#), [The Basics of Essay Writing, Pocket Edition](#) (2004)
- 5- <http://essayinfo.com/>
- 6- http://uk.bestessays.com/essay_service.html
- 7- <http://www.bestessaytips.com/>

Semester: 04

Teaching Unit: Fundamental

Module: Comprehension and written

expression Credits: 04

Coefficient:

02 Course

Objectives

- He will be able to develop his ideas in a well-structured, meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answer exam papers: (Interpretation, analysis, and synthesis of simple and then complex texts).

Prerequisite

[Tapez ici]

[Tapez ici]

[Tapez ici]

An ability to develop simple paragraphs is required, and a mastery of the techniques for a 5-paragraph essay writing is recommended.

Subject Contents

- Argumentative essay
- Defending an opinion and convincing people
- Answering essay and exam questions with:
 - o analyse, discuss, justify, evaluate, to what extent, define“, „explain“ or „clarify“, summarize

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- 1- [Molly McClain](#) and Jacqueline Roth, [Schaum's Quick Guide to Writing Great Essays](#) (1998)
- 2- Robert B. Donald, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner, Writing Clear Essays (3rd Edition) (1995)
- 3- Bryan Greetham, How to Write Better Essays (2002)
- 4- Joy Wingersky, Jan Boerner, and Diana Holguin-Balogh, Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills (2005)
- 5- Nigel Warburton, The Basics of Essay Writing, Pocket Edition (2004)
- 6- <http://essayinfo.com/>
- 7- http://uk.bestessays.com/essay_service.html
- 8- <http://www.bestessaytips.com/>

Semester: 03

Teaching Unit: Fundamental

Module: Comprehension and oral

expression Credits: 04

Coefficient:

02 Course

Objectives

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

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Understand instances of connected speech

- Recognize different varieties, accents, and registers
- Produce correct and relevant instances of discourse with ease and confidence

Prerequisite

Students should master what they have learned in the previous semesters to be able to increase their knowledge.

Subject Contents:

Listening

Comprehension

Listening Comprehension

Lesson 1: Listening to Short Personal Narratives

- Listening to short stories and personal experiences
- Identifying the main idea and supporting details
- Recognizing basic discourse markers (first, then, finally)
- Vocabulary related to everyday life and personal experiences

Lesson 2: Listening to Witness Accounts and Personal Testimonies

- Listening to witness statements and personal accounts
- Identifying sequence, cause, and effect
- Understanding coherence in spoken discourse
- Vocabulary related to events and experiences

Lesson 3: Listening to Radio Programmes

- Listening to educational and informational radio programmes
- Identifying key information and specific details
- Recognizing topic transitions and discourse markers
- Vocabulary related to media and communication

Lesson 4: Listening to News Reports and Weather Forecasts

- Listening to news bulletins and weather reports
- Understanding factual information and predictions
- Distinguishing between main and secondary information
- Vocabulary related to current events and weather

Lesson 5: Listening to Interviews

- Listening to general interviews
- Identifying opinions, facts, and personal viewpoints
- Recognizing question-answer patterns

- Vocabulary related to social and professional topics

Lesson 6: Listening to Business Interviews

- Listening to workplace and business-related interviews
- Understanding professional communication
- Identifying formal language and workplace terminology
- Vocabulary related to business and careers

Lesson 7: Listening to Film Reviews and Cultural Commentaries

- Listening to film reviews and media commentaries
- Identifying evaluation, opinion, and argumentation
- Recognizing persuasive and descriptive language
- Vocabulary related to arts, media, and criticism

Lesson 8: Listening to Motivational Talks

- Listening to speeches and motivational presentations
- Understanding persuasive techniques and speaker intention
- Identifying argumentative expressions and supporting examples
- Vocabulary related to personal development and achievement

Lesson 9: Listening to Academic Lectures and Presentations

- Listening to structured academic talks and presentations
- Recognizing lecture organization and discourse markers
- Understanding academic vocabulary and key concepts
- Identifying arguments, explanations, and conclusions

Lesson 10: Listening to Documentaries

- Listening to documentaries on social, cultural, scientific, or global issues
- Synthesizing information from extended spoken discourse
- Evaluating arguments and supporting evidence
- Integrating academic vocabulary, coherence, and critical listening skills

Oral Expression

General Objective

To develop students' ability to understand spoken English in academic, professional, and social contexts, and to identify speakers' intentions, opinions, arguments, and main ideas.

Lesson 1: Understanding Introductions and Personal Information

- Greetings and polite expressions
- Formal and informal introductions
- Identifying personal information

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Listening for specific details

Lesson 2: Understanding Reasons and Motivations

- Listening to speakers discussing personal choices and goals
- Identifying reasons, causes, and motivations
- Recognizing expressions of purpose and intention

Lesson 3: Understanding Narratives and Personal Experiences

- Listening to short stories and anecdotes
- Identifying sequence and chronology
- Recognizing key events and supporting details

Lesson 4: Understanding Interviews

- Listening to questions and responses
- Identifying factual information and opinions
- Understanding interview structure

Lesson 5: Understanding Discussions on Media and Society

- Listening to media-related discussions
- Identifying main ideas and supporting points
- Recognizing different perspectives

Lesson 6: Understanding Opinions and Viewpoints

- Identifying agreement and disagreement
- Distinguishing facts from opinions
- Recognizing attitudes and viewpoints

Lesson 7: Understanding Persuasive Speech

- Listening to persuasive talks and speeches
- Identifying persuasive techniques
- Recognizing the speaker's purpose and intended audience

Lesson 8: Understanding Arguments and Counterarguments

- Listening to argumentative discourse
- Identifying claims, evidence, and examples
- Recognizing counterarguments and responses

Lesson 9: Understanding Debates

- Listening to structured debates

- Identifying positions and rebuttals
- Evaluating the strength of arguments

Lesson 10: Understanding Academic Presentations

- Listening to academic presentations and lectures
- Identifying organization and key points
- Taking notes and summarizing information

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Fragiadakis, H.K. (2007). All Clear 3- Listening and Speaking with collocations. 2nd Edition. Thomson Heinle: USA.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.
- Hanreddy. J and Whally, E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann

- **Semester: 04**

Teaching Unit: Fundamental

**Module: Comprehension and oral
expression Credits: 04
Coefficient:2**

**Course
Objectives**

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

- Understand instances of connected speech
- Recognize different varieties, accents, and registers
- Produce correct and relevant instances of discourse with ease and confidence

Prerequisite

Students should master what they have learned in the previous semesters to be able to increase their knowledge.

**Subject Contents:
Listening
Comprehension**

Lesson 1: Introduction to Listening in Professional Contexts

- Listening to workplace conversations
- Professional greetings and formal exchanges
- Identifying speakers, context, and purpose
- Understanding key information

Lesson 2: Listening to Business Interviews

- Understanding interview structure
- Identifying personal and professional information
- Recognizing main ideas and supporting details
- Listening for specific information

Lesson 3: Listening to Meetings and Discussions

- Following meeting agendas and discussions
- Identifying opinions and decisions
- Understanding turn-taking and interaction patterns
- Listening for key points

Lesson 4: Listening to Job Interviews

- Understanding common interview questions and responses
- Identifying qualifications, skills, and experiences
- Recognizing interviewer intentions

- Listening for details and implied meanings

Lesson 5: Listening to Negotiations and Persuasive Communication

- Understanding persuasive language
- Identifying arguments and supporting evidence
- Recognizing agreement, disagreement, and compromise
- Listening for speaker purpose

Lesson 6: Listening to Public Speeches and Motivational Talks

- Identifying the speaker's purpose and message
- Recognizing organizational patterns
- Understanding tone and attitude
- Listening for main ideas

Lesson 7: Listening to Presentations and Academic Lectures

- Following extended spoken discourse
- Note-taking strategies
- Identifying main ideas and supporting examples
- Understanding explanations and descriptions

Lesson 8: Listening to Conferences and Seminars

- Understanding formal academic discussions
- Identifying arguments and evidence
- Following question-and-answer sessions
- Listening for clarification and elaboration

Lesson 9: Listening to News Reports, Weather Forecasts, and Film Reviews

- Understanding factual and descriptive information
- Identifying opinions and evaluations
- Distinguishing facts from commentary
- Listening for specific details

Lesson 10: Listening to Narratives and Witness Accounts

- Listening to short stories and testimonies
- Sequencing events and actions
- Making inferences from context
- Summarizing spoken narratives and reports

Oral Expression (S4):

Professional Communication and Public Speaking

General Objective

[Tapez ici]

[Tapez ici]

[Tapez ici]

To develop students' ability to understand spoken English in professional, academic, and public-speaking contexts through exposure to presentations, speeches, interviews, meetings, discussions, storytelling, podcasts, and news reports.

Lesson 1: Understanding Formal Presentations

- Structure of presentations
- Identifying main ideas and supporting details
- Recognizing signposting language
- Listening for specific information

Lesson 2: Understanding Public Speeches

- Types of speeches
- Speaker's purpose and audience awareness
- Persuasive and informative techniques
- Tone and emphasis

Lesson 3: Understanding Conferences and Academic Talks

- Following extended spoken discourse
- Identifying key arguments and conclusions
- Note-taking strategies
- Recognizing transitions and topic shifts

Lesson 4: Understanding Professional Interviews

- Interview formats
- Identifying questions and responses
- Listening for qualifications, experiences, and opinions
- Interpreting speaker intentions

Lesson 5: Understanding Meetings in Professional Contexts

- Meeting procedures and etiquette
- Identifying decisions and action points
- Listening for agreement and disagreement
- Following collaborative discussions

Lesson 6: Understanding Negotiations

- Language of negotiation
- Identifying positions, proposals, and compromises
- Recognizing persuasive strategies
- Understanding outcomes and agreements

Lesson 7: Understanding News Reports

- Structure of news reports
- Identifying facts and key information
- Distinguishing facts from opinions
- Understanding current affairs discussions

Lesson 8: Understanding Storytelling and Anecdotes

- Listening to personal stories and anecdotes
- Identifying sequence and chronology
- Understanding narrative techniques
- Recognizing emotions and attitudes

Lesson 9: Understanding Picture-Cued Narratives

- Listening to stories based on visual prompts
- Predicting content from images
- Identifying events, characters, and settings
- Sequencing information

Lesson 10: Understanding Discussions and Critical Reactions

- Listening to reactions and commentaries
- Identifying viewpoints and arguments
- Recognizing agreement, disagreement, and evaluation
- Understanding critical responses

Lesson 11: Understanding Podcasts and Recorded Discussions

- Following extended audio content
- Identifying themes and key messages
- Understanding different speaking styles
- Extracting relevant information

Lesson 12: Understanding Group Presentations and Oral Portfolios

- Listening to collaborative presentations
- Identifying roles of speakers
- Synthesizing information from multiple speakers
- Evaluating clarity and effectiveness of communication

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Fragiadakis, H.K. (2007). All Clear 3- Listening and Speaking with collocations. 2nd Edition. Thomson Heinle: USA.

- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.
- Hanreddy. J and Whally, E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.

Semester: 03

Teaching Unit:

Fundamental Module:

Grammar

Crédits: 04

Coefficient : 02

Course Objective

- Improve students' knowledge of language structure

Subject Contents

- Phrases: the noun, verb, adjectival, and adverbial phrases
- Conditional and if clauses
- Questions
- Reported speech
- Passive and active forms

NB. Subject Contents can be adapted according to students' language needs

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln, M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

Semester: 04

Teaching Unit:

Fundamental Module:

Grammar

Credits: 04

Coefficient: 02

Course Objectives

- Improve students' knowledge of English language structure.
- Develop students' grammatical accuracy in written and spoken English.
- Enable students to identify and use different sentence structures effectively.
- Enhance students' ability to produce coherent and well-structured texts.
- Strengthen students' understanding of punctuation and collocation in academic contexts.

Lecture 1: Introduction to English Sentence Structure

[Tapez ici]

[Tapez ici]

[Tapez ici]

Content

- Definition of grammar.
- Basic sentence elements.
- Word order in English sentences.
- Common grammatical errors.

Lecture 2: Coordinating Conjunctions

Content

- Definition of conjunctions.
- FANBOYS (for, and, nor, but, or, yet, so).
- Joining words, phrases, and clauses.
- Practice activities.

Lecture 3: Subordinating and Correlative Conjunctions

Content

- Subordinating conjunctions.
- Correlative conjunctions.
- Cause, contrast, condition, and purpose.
- Sentence-building exercises.

Lecture 4: Understanding Clauses

Content

- Definition of clauses.
- Independent clauses.
- Dependent clauses.
- Types of dependent clauses.

Lecture 5: Simple and Compound Sentences

Content

- Structure of simple sentences.
- Structure of compound sentences.
- Coordination techniques.
- Error correction exercises.

Lecture 6: Complex and Compound-Complex Sentences

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Complex sentence structure.
- Compound-complex sentence structure.
- Combining ideas effectively.
- Writing practice.

Lecture 7: Parallelism in English

Content

- Definition of parallelism.
- Parallel words, phrases, and clauses.
- Parallelism in lists and comparisons.
- Common errors.

Lecture 8: Sentence Fragments and Run-on Sentences

Content

- Definition of sentence fragments.
- Definition of run-on sentences.
- Methods of correction.
- Editing activities.

Lecture 9: Punctuation Rules

Objectives

- Use punctuation marks correctly.
- Improve clarity and readability in writing.

Content

- Periods, commas, semicolons, and colons.
- Apostrophes and quotation marks.
- Punctuation in compound and complex sentences.
- Common punctuation mistakes.

Lecture 10: Introduction to Collocation

Content

- Definition of collocation.
- Types of collocations.
- Verb–noun, adjective–noun, and adverb–adjective collocations.
- Collocations in academic English.

Assessment

[Tapez ici]

[Tapez ici]

[Tapez ici]

References

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson.
- Biber, D., Conrad, S., & Leech, G. (2002). *Longman student grammar of spoken and written English*. Pearson Education.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English*. Cambridge University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Heinle & Heinle.
- Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Press.
- Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. Longman.
- Kolln, M.J., Gray, L.S. (2013). *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Pearson
- Murphy, R. (2004). *English Grammar in Use*. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). *Developing Grammar in Context*. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). *English Grammar for the Utterly Confused*. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercise (2016)
- Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
- Thomson, A. J., & Martinet, A. V. (1986). *A practical English grammar* (4th ed.). Oxford University Press.
- Vince, M. (2008). *Macmillan English Grammar in Context: Advanced with keys*. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). *New Grammar Practice for Pre-intermediate Students: with key*. Pearson Education Limited 2000. Longman.
- Yule, G. (2017). *The study of language* (7th ed.). Cambridge University Press.

NB. Subject Contents can be adapted according to students' language needs

Semester: 03

Teaching Unit:

Fundamental Module:

Linguistics and Phonetics

Credits: 04

Coefficient: 02

Course Objective

- To develop students' theoretical knowledge about the discipline of linguistics and phonetics.

Course Content

Lecture 1: Introduction to Linguistics

Content

- Definition of linguistics
- Branches of linguistics
- Levels of linguistic analysis
- Language as a system
- Descriptive vs prescriptive approaches

Lecture 2: Phonetics and Phonology

Content

- Definition of phonetics and phonology
- Articulatory, acoustic, and auditory phonetics
- Phonemes and allophones
- English sound system
- Phonetic transcription (IPA basics)

Lecture 3: Morphology

Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Definition of morphology
- Morphemes: free and bound morphemes
- Roots, prefixes, suffixes
- Inflection vs derivation
- Word formation processes

Lecture 4: Syntax

Content

- Definition of syntax
- Sentence structure in English
- Phrase structure rules
- Constituents and word order
- Basic syntactic trees

Lecture 5: Semantics

Content

- Definition of semantics
- Meaning in language
- Lexical meaning vs sentential meaning
- Synonymy, antonymy, polysemy
- Semantic relations

Lecture 6: Pragmatics

Content

- Definition of pragmatics
- Context and meaning
- Speech acts theory
- Implicature (Gricean maxims)
- Deixis (person, time, place)

Lecture 7: Discourse Analysis

Content

- Definition of discourse analysis
- Cohesion and coherence
- Text vs discourse
- Discourse markers
- Types of discourse (spoken and written)

Lecture 8: Levels of Linguistic Analysis (Integrated View)

Content

- Interaction between linguistic levels

- From sound to discourse
- Hierarchical structure of language
- Linguistic competence vs performance
- Applications in language learning

Lecture 9: Introduction to Phonetic Transcription

Content

- International Phonetic Alphabet (IPA)
- Vowel and consonant symbols
- Broad vs narrow transcription
- Stress and intonation marking
- Practice transcription exercises

Lecture 10: Language Analysis in Practice

Content

- Applying linguistic levels to texts
- Sentence analysis (syntax + semantics)
- Phonological awareness in speech
- Pragmatic interpretation of meaning
- Short text analysis tasks

N.B. Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (Not a dictation-based course, or handouts).

- Use a video-based course to support your lectures and motivate your learners.

Phonetics

- Word stress : mono-syllabic words, 2-3 syllables, etc.
- Function vs content words
- Weak forms/ strong forms
- Phonemic vs. phonetic transcriptions
- Aspects of connected speech: assimilation, elision, linking and juncture

Assessment

[Tapez ici]

[Tapez ici]

[Tapez ici]

40% - 60% (Written exams and continuous Assessment)

Sources and references

- 1- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 2- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Blackwell Publishing.
- 3- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). Cengage Learning.
- 4- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). Routledge.
- 5- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 6- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- 7- <http://www.englishmedialab.com/pronunciation.html>
- 8- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 9- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 10- Ladefoged, P., & Johnson, K. (2014). *A course in phonetics* (7th ed.). Cengage Learning.
- 11- Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
- 12- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 13- Peter Roach and H. G. Widdowson, Phonetics,
- 14- Radford, A. (2009). *Analyzing English sentences: A minimalist approach*. Cambridge University Press.
- 15- Saeed, J. I. (2016). *Semantics* (4th ed.). Wiley-Blackwell.
- 16- Yule, G. (2017). *The study of language* (6th ed.). Cambridge University Press.

Semester: 04

Teaching Unit:

Fundamental Module:

Linguistics and Phonetics

Credits: 04

Coefficient: 02

Linguistics

Course Title: Major Schools of Linguistic Thought

Course Description:

This course offers a historical and theoretical overview of major schools of thought in modern linguistics. It examines how different theoretical frameworks approach the study of language, from the Structuralist tradition to Behaviorism, Mentalism, and Functionalism.

Final Course Objectives

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

1. Explain the key principles of major linguistic schools, including Structuralism, Behaviorism, Mentalism, and Functionalism.
2. Describe the historical context in which each school emerged and its contributions to linguistic theory.
3. Apply the basic analytical approaches associated with each school to language data.

Course Contents

Lecture 1: The Structuralist School (Ferdinand de Saussure)

- Historical context: the emergence of linguistics as a science
- **Key concepts:** langue vs. parole, synchronic vs. diachronic study, the linguistic sign (signifier/signified), language as a system of differences
- Legacy of Structuralism in European and American linguistics
- Introduction to Behaviourism: language acquisition as habit formation (B.F. Skinner)

Key Reading:

- Saussure, Ferdinand de. *Course in General Linguistics* Lyons, John. *Introduction to Theoretical Linguistics* (Ch. 2-3)
- Skinner, B.F. *Verbal Behavior* (Introduction)

Lecture 2: The Mentalist School (Noam Chomsky)

- Reaction against Structuralism and Behaviourism
- **Key concepts:** competence vs. performance, generative grammar, deep structure and surface structure, transformational rules
- Language acquisition as an innate capacity (Universal Grammar)
- Critique of Skinner's Behaviourism and the shift to cognitive linguistics

Key Reading:

- Chomsky, Noam. *Syntactic Structures*
- Chomsky, Noam. *Aspects of the Theory of Syntax*
- Radford, Andrew. *Linguistics: An Introduction* (Ch. 7-8)

Lecture 3: The Functionalist School (M.A.K. Halliday)

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Reaction against formalist (generative) approaches
- **Key concepts:** language as a social semiotic, functions of language (ideational, interpersonal, textual), systemic functional grammar
- Focus on meaning in context, language use, and discourse analysis
- Applications in sociolinguistics, education, and discourse studies

Key Reading:

- Halliday, M.A.K. *An Introduction to Functional Grammar*
- Eggins, Suzanne. *An Introduction to Systemic Functional Linguistics*

Halliday, M.A.K. *Language as Social Semiotic* **N.B**-Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (not a dictation-based course, or Hangouts).
- Use a video-based course to support your lectures and motivate your learners.

N.B. Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (not a dictation-based course, or handouts).

- Use a video-based course to support your lectures and motivate your learners.

Phonetics

General Final Objectives of the Module

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

1. Identify and apply word stress patterns in compounds and complex words.
2. Recognize and use sentence stress appropriately in spoken English.
3. Understand the role of rhythm in English pronunciation.
4. Distinguish different intonation patterns and tones in communication.
5. Compare major features of American and British English pronunciation.
6. Improve oral fluency, intelligibility, and pronunciation accuracy.

Prerequisite Knowledge

Students should have:

1. Basic knowledge of phonetics and phonology.
2. Familiarity with English consonants and vowels.
3. Basic understanding of syllables and stress.
4. Elementary listening and speaking skills in English.
5. Introduction to IPA transcription and pronunciation practice.

Course Content

Lecture 1: Introduction to Suprasegmental Features

Content

- Definition of suprasegmentals
- Stress, rhythm, and intonation
- Importance in spoken communication

Lecture 2: Word Stress in English

Content

- Definition of word stress

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Stressed and unstressed syllables
- Stress placement rules

Lecture 3: Stress in Compound Words

Content

- Compound nouns
- Compound adjectives
- Compound verbs

Lecture 4: Stress in Complex Words (Words + Affixes)

Content

- Prefixes and suffixes
- Stress-changing affixes
- Neutral affixes

Lecture 5: Sentence Stress

Content

- Content words and function words
- Strong and weak forms
- Emphasis in sentences

Lecture 6: Rhythm in English

Content

- Stress-timed rhythm
- Rhythm groups
- Connected speech

Lecture 7: Introduction to Intonation

Content

- Definition of intonation
- Pitch movement
- Communicative functions of intonation

Lecture 8: Tone and Intonation Patterns

Content

- Falling tone
- Rising tone
- Fall-rise and rise-fall tones

Lecture 9: American vs British English Pronunciation

Content

- Differences in vowels and consonants
- Stress and intonation differences
- Common pronunciation variations

Lecture 10: Review and Pronunciation Practice

Content

- Revision of suprasegmental features
- Pronunciation drills
- Listening and speaking activities

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- 1-P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback reference) (2007)
- 2-Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 3-Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition) 4-
<http://www.englishmedialab.com/pronunciation.html>
- 5-<http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 6-J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002) 7-Peter Roach and H. G. Widdowson, Phonetics, 2000

Semester: 03

Teaching Unit:

Fundamental Module:

Study of Literary Texts

Credits: 2

Coefficient: 1

Course

Objectives

- To read and study different texts, authors, and literature
- To write a simple literary commentary on the studied texts

Prerequisite

- Knowledge and strategies acquired from S1 to S2
- Mastery of English

Subject Contents

- 1- Romanticism in Great Britain
- 2- Study of Romantic Poetry (The Rime of The Ancient Mariner by T.S Coleridge, Chimney Sweeper by W. Blake)
- 3- The Gothic Novel: Frankenstein or Modern Prometheus by Mary Shelley
- 4- The Literature of the Victorian Age
- 5- Jane Austen's Pride and Prejudice
- 6- Charles Dickens' Hard Times

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Walder, Denis. *Literature in the Modern World*. Oxford: Oxford UP, 1990.
- Watts, Ian. *The Rise of the Novel*, Harmondsworth: Penguin, 1970.

Semester: 04

Teaching Unit:

Fundamental Module:

Study of Literary Texts

Credits: 2

Coefficient: 1

Course Objectives

- To read and study different literary texts, authors, and literary movements in American literature.
- To develop students' abilities to analyze literary themes, characters, and stylistic devices.
- To introduce students to literary genres such as the short story and the novel.
- To write simple literary commentaries on studied texts.

Prerequisite Knowledge

- Knowledge and strategies acquired from S1 to S2.
- Mastery of English language skills.
- Basic understanding of literary terminology and text analysis.

Course Content

Lecture 1: Introduction to Literature and Literary Analysis

Contents

- Definition of literature
- Genres of literature
- Elements of literary analysis
- Introduction to American literature

Lecture 2: Historical Background of American Literature

Contents

- Colonial America

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Puritan influence
- Early American writing traditions

Lecture 3: Literature of Revolution

Contents

- The American Revolution and literature
- Political writing as literature
- Introduction to Thomas Paine

Lecture 4: Thomas Paine's *Common Sense*

Contents

- Analysis of selected extracts
- Persuasive language and rhetoric
- Themes of freedom and independence

Lecture 5: American Romanticism

Contents

- Definition and characteristics
- Imagination, emotion, and nature
- Major Romantic writers

Lecture 6: Washington Irving and the American Short Story

Contents

- Introduction to Washington Irving
- Origins of the short story genre
- Narrative structure and characterization

Lecture 7: *Rip Van Winkle* by Washington Irving

Contents

- Plot and themes
- Symbolism and setting
- The American identity

Lecture 8: Gothic Literature in America

Contents

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Definition of Gothic fiction
- Elements of horror and mystery
- Psychological aspects of Gothic writing

Lecture 9: Edgar Allan Poe and Gothic Fiction

Contents

- Poe's literary style
- Themes of madness and death
- Narrative techniques

Lecture 10: *The Fall of the House of Usher*

Contents

- Analysis of characters and setting
- Symbolism and suspense
- Psychological interpretation

Lecture 11: American Realism

Contents

- Definition and characteristics
- Realism versus Romanticism
- Everyday life in literature

Lecture 12: Mark Twain and Local Colour Writing

Contents

- Local Colour movement
- Regional dialects and settings
- Introduction to Mark Twain

Lecture 13: *The Adventures of Huckleberry Finn*

Contents

- Themes of freedom and racism
- Narrative voice
- Social criticism

Lecture 14: Henry James and the Genteel Tradition – *Daisy Miller*

Contents

- The Genteel Tradition
- American versus European culture
- Character analysis of Daisy Miller

Teaching Methods

- Lectures and guided discussions
- Textual analysis
- Student presentations
- Group work and literary commentary writing

Assessment

40% - 60% (Written exams and continuous Assessment)

References

Baym, N. (2013). *The Norton anthology of American literature* (8th ed.). W. W. Norton.

Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996

Gray, R. (2011). *A history of American literature*. Wiley-Blackwell.

Irving, W. (1998). *Rip Van Winkle and other stories*. Dover Publications.

James, H. (2006). *Daisy Miller*. Penguin Classics.

Lauter, P. (Ed.). (2016). *The Heath anthology of American literature*. Cengage Learning.

Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.

Paine, T. (2003). *Common sense*. Penguin Classics.

Poe, E. A. (2003). *The fall of the house of Usher and other writings*. Penguin Classics.

TRENT, WILLIAM P. E. T. E. R. F. I. E. L. D. *History of American Literature*.

Place of publication not identified: FORGOTTEN Books, 2016. Print.

Twain, M. (2007). *The adventures of Huckleberry Finn*. Oxford University

Walder, Denis. *Literature in the Modern World*. Oxford : Oxford UP, 1990.

Watts, Ian. *The Rise of the Novel*, Harmondsworth: Penguin, 1970.

Semester: 03

Teaching Unit:

Methodology Module:

Study skills

Credits: 4

Coefficient: 2

Course Objectives

- Enable students to demonstrate good mastery of the skills required for studying at university.
- Help students develop strategies for autonomous learning.
- Broaden students' knowledge of the research process and research paper writing.
- Develop students' critical thinking and reflective learning abilities.
- Improve students' academic writing and report-writing skills.

Prerequisite Knowledge

- Good mastery of the four language skills: listening, speaking, reading, and writing.
- Basic knowledge of academic English.
- Ability to work independently and collaboratively.

Course Content

Lecture 1: Introduction to Study Skills

Contents

- Definition of study skills
- Importance of effective learning strategies
- Academic success at university

Lecture 2: Learning Styles

Contents

- Visual, auditory, and kinesthetic learning
- Identifying personal learning styles
- Adapting learning methods

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 3: Learning Strategies

Contents

- Cognitive and metacognitive strategies
- Time management
- Goal setting and planning

Lecture 4: Autonomous Learning

Contents

- Independent learning
- Motivation and self-discipline
- Using online and library resources

Lecture 5: Reflective Learning

Contents

- Definition of reflective learning
- Reflection journals
- Self-assessment techniques

Lecture 6: Critical Thinking

Contents

- Definition and characteristics
- Asking analytical questions
- Evaluating arguments and evidence

Lecture 7: Critical Thinking in Classroom Discussions

Contents

- Participation in discussions
- Expressing and defending opinions
- Respectful disagreement

Lecture 8: Homework Completion and Academic Responsibility

Contents

- Planning homework tasks

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Avoiding procrastination
- Academic honesty

Lecture 9: Exam Question Reading and Answering Techniques

Contents

- Understanding instructions
- Identifying keywords
- Structuring answers

Lecture 10: Introduction to Report Writing

Contents

- Definition and purpose of reports
- Types of academic reports
- Features of formal writing

Lecture 11: Structure of a Research Report

Contents

- Title, introduction, body, conclusion
- References and bibliography
- Formatting guidelines

Lecture 12: Academic Writing Skills

Contents

- Paragraph writing
- Cohesion and coherence
- Academic vocabulary

Lecture 13: Avoiding Plagiarism and Using Sources

Contents

- Definition of plagiarism
- Paraphrasing and summarizing
- Citation basics

Lecture 14: Research Process and Final Review

Contents

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Steps of the research process
- Choosing a topic
- Collecting and organizing information
- Course review

Teaching Methods

- Interactive lectures
- Group discussions
- Workshops and practical activities
- Individual and collaborative projects
- Reflective learning activities

40% - 60% (Written exams and continuous Assessment)

References

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Cottrell, S. (2019). *The study skills handbook* (5th ed.). Red Globe Press.
- Elder, L., & Paul, R. (2020). *Critical thinking: Tools for taking charge of your learning and your life* (2nd ed.). Pearson.
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic.
- Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research projects*. McGraw-Hill Education.
- Race, P. (2019). *The lecturer's toolkit: A practical guide to assessment, learning and teaching* (5th ed.). Routledge.
- Wallace, M. J. (2006). *Study skills in English*. Cambridge University Press.

Semester: 04

Teaching Unit:

Methodology Module:

Study skills

Credits: 4

Coefficient: 2

Course Objectives

- Enable students to demonstrate good mastery of the skills required for studying at university.
- Help students develop strategies for autonomous learning.
- Broaden students' knowledge of the research process and research paper writing.
- Develop students' abilities in synthesis, paraphrasing, referencing, and oral presentation.
- Train students to select and narrow research themes effectively.

Prerequisite Knowledge

- Good mastery of the four language skills: listening, speaking, reading, and writing.
- Basic knowledge of academic writing and study skills.
- Familiarity with paragraph writing and reading comprehension.

Course Content

Lecture 1: Introduction to Academic Study Skills

Contents

- Review of study skills
- Academic learning strategies
- Importance of research skills

Lecture 2: Introduction to Synthesis Writing

Contents

- Definition of synthesis
- Difference between summary and synthesis
- Combining information from different sources

Lecture 3: Techniques of Effective Synthesis

Contents

- Identifying key ideas
- Organizing information logically
- Writing coherent synthesis paragraphs

Lecture 4: Introduction to Paraphrasing

Contents

- Definition and purpose of paraphrasing
- Avoiding plagiarism
- Using synonyms and sentence restructuring

Lecture 5: Advanced Paraphrasing Techniques

Contents

- Changing sentence structure
- Maintaining original meaning
- Combining paraphrasing with citation

Lecture 6: Academic Referencing

Contents

- Importance of referencing
- Citation styles
- In-text citations and references

Lecture 7: Quotation Cards and Note-Taking

Contents

- Definition of quotation cards
- Recording bibliographical information
- Organizing research notes

Lecture 8: Writing a Bibliography

Contents

- Structure of bibliographic references
- APA referencing basics
- Organizing a bibliography

Lecture 9: Theme Selection in Academic Research

Contents

- Choosing a research topic
- Identifying research interests
- Feasibility of research topics

Lecture 10: Narrowing Down a Research Topic

Contents

- From general to specific topics
- Defining research scope
- Research questions

Lecture 11: Classroom Discussion and Research Development

Contents

- Brainstorming techniques
- Group discussion strategies
- Peer feedback

Lecture 12: Introduction to Oral Presentation

Contents

- Characteristics of effective presentations
- Structuring a presentation
- Audience awareness

Lecture 13: Presentation Skills and Delivery

Contents

- Voice, pronunciation, and body language
- Use of visual aids
- Managing anxiety

Lecture 14: Student Oral Presentations and Course Review

Contents

- Student presentations
- Feedback and evaluation
- Review of course content

Teaching Methods

- Interactive lectures
- Workshops and practical exercises
- Group discussions
- Peer-review activities
- Oral presentation practice

40% - 60% (Written exams and continuous Assessment)

References

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Cottrell, S. (2019). *The study skills handbook* (5th ed.). Red Globe Press.
- Graff, G., & Birkenstein, C. (2021). *They say/I say: The moves that matter in academic writing* (5th ed.). W. W. Norton.
- Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research projects*. McGraw-Hill Education.
- Pears, R., & Shields, G. (2022). *Cite them right: The essential referencing guide* (12th ed.). Red Globe Press.
- Wallace, M. J. (2006). *Study skills in English*. Cambridge University Press.
- Wingate, U. (2012). *Academic literacy and student diversity*. Multilingual Matters.

Semester: 03

Teaching Unit:

Methodology Module:

Reading and Text Analysis

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' reading and comprehension skills.
- Enable students to read and interpret different types of texts and speeches.
- Familiarize students with textual forms and discourse analysis.
- Improve students' awareness of linguistic, phonological, and multimodal features in texts.

Prerequisite Knowledge

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Students should be at least at an intermediate level in English.
- Basic reading comprehension skills.
- Familiarity with basic grammatical and lexical structures.

Course Content

Lecture 1: Introduction to Reading and Text Analysis

Contents

- Definition of text analysis
- Types of texts
- Reading strategies

Lecture 2: Reading Comprehension Techniques

Contents

- Skimming and scanning
- Identifying main ideas
- Inferring meaning from context

Lecture 3: Journalistic Texts

Contents

- Characteristics of journalistic writing
- Newspaper and magazine articles
- Objectivity and subjectivity

Lecture 4: Columns in Journalistic Texts

Contents

- Structure of opinion columns
- Persuasive techniques
- Tone and style

Lecture 5: Introduction to Poetic Texts

Contents

- Characteristics of poetry
- Figurative language
- Rhythm and rhyme

Lecture 6: Poetic Forms and Stanza Analysis

[Tapez ici]

[Tapez ici]

[Tapez ici]

Contents

- Types of stanzas
- Poetic structure
- Interpretation of poetic meaning

Lecture 7: Multimodal Texts

Contents

- Definition of multimodality
- Relationship between text and image
- Visual communication

Lecture 8: Analysis of Images and Visual Texts

Contents

- Symbolism in images
- Advertisements and media texts
- Visual interpretation techniques

Lecture 9: Orality and Spoken Language

Contents

- Features of spoken discourse
- Pronunciation and intonation
- Spoken versus written language

Lecture 10: Phonological Aspects and Accents

Contents

- American and British accents
- Stress and rhythm
- Phonological variation

Lecture 11: Dialogues and Conversational Analysis

Contents

- Structure of dialogues
- Turn-taking strategies
- Interruption techniques

Lecture 12: Theatrical Pieces and Dramatic Texts

[Tapez ici]

[Tapez ici]

[Tapez ici]

Contents

- Features of drama
- Character interaction
- Reading and interpreting theatrical extracts

Lecture 13: Administrative Texts

Contents

- Motivation letters
- Curriculum Vitae (CV)
- Letters of application

Lecture 14: Analysis and Production of Administrative Texts

Contents

- Formal language and structure
- Text organization
- Practice in writing professional documents

Teaching Methods

- Interactive lectures
- Guided reading activities
- Textual analysis workshops
- Group discussions
- Oral reading and pronunciation practice

Assessment

100% continuous Assessment

References

- Carter, R., & Long, M. (1991). *Teaching literature*. Longman.
- Cook, G. (1989). *Discourse*. Oxford University Press.
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge University Press.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Kress, G., & Van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). Routledge.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge University Press.
- Short, M. (1996). *Exploring the language of poems, plays and prose*. Longman.
- Thornbury, S. (2005). *Beyond the sentence: Introducing discourse analysis*. Macmillan.

[Tapez ici]

[Tapez ici]

[Tapez ici]

Semester: 04

Teaching Unit:

Methodology Module:

Reading and Text Analysis

Credits: 4

Coefficient: 2

Course

Objectives

- Develop students' reading/comprehension skills.
- Read and interpret different speeches.

Prerequisite

- Students should be at least at an upper-intermediate level in English.

Subject

Contents

Critical

reading

- Recognizing Claims and Reasons
- Recognizing types of claims
- Recognizing ethos, pathos, and logos
- Recognizing fallacies
- Recognizing reasoning patterns (induction and deduction)
- Analysing arguments rhetorically
- Analysing visual arguments.

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

Teachers can use different sources to improve students ' text comprehension

[Tapez ici]

[Tapez ici]

[Tapez ici]

Semester: 03

Teaching Unit: Methodology

Module: Digital

Literacy Credits: 1

Coefficient: 1

Course final

Objectives

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

- Define digital literacy and explain its importance in academic and professional contexts
- Navigate various digital platforms and tools for reading and information retrieval
- Evaluate digital content critically and assess its reliability
- Apply basic digital literacy skills in academic situations
- Demonstrate responsible digital citizenship behaviors

Prerequisite Knowledge

Skilled in using technological devices

Subject Contents

Course Details

- Credits: 01
- Coefficient: 01

Prerequisites: Basic knowledge of computer components and functions; basic internet skills

- Assessment: Continuous assessment (100%)

Weekly Schedule

Week 1: Introduction to Digital Literacy

- Course overview and expectations
- Pre-assessment of digital skills
- Discussion: What is literacy in the 21st century?
- Activity: Digital literacy self-assessment survey
- Assignment: Create a digital introduction of yourself

Week 2: Defining Digital Literacy Concepts

- Historical development of literacy to digital literacy
- Core components of digital literacy
- Activity: Mapping your digital footprint
- Lab practice: Setting up academic digital tools (university platforms, learning management systems)

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Reading: "What is Digital Literacy?" (selected readings from course references)[1](#)

Week 3: Digital Literacy Domains and Competencies

- Technical, cognitive, social-emotional, and attitudinal domains of digital literacy
- Activity: Domain competency assessment
- Discussion: Which domains are your strengths/weaknesses?
- Assignment: Reflective journal on personal digital literacy journey[2](#)

Week 4: Digital Tools for Academic Success

- Overview of productivity tools and academic platforms
- Activity: Creating and organizing digital files and folders
- Lab practice: Using cloud storage and collaborative documents
- Assignment: Collaborative document creation in small groups

Week 5: Information Literacy Basics

- Defining information literacy as a component of digital literacy
- Strategies for finding reliable information online
- Activity: Evaluating website credibility
- Lab practice: Using academic databases and search engines
- Assignment: Information scavenger hunt[5](#)

Week 6: Digital Reading Strategies

- Differences between print and digital reading
- Effective strategies for digital reading comprehension
- Activity: Annotating digital texts
- Lab practice: Using e-readers and PDF annotation tools
- Assignment: Digital reading reflection with annotations[13](#)

Week 7: E-Books and Digital Publications

- Overview of e-book formats (ePub, PDF, etc.)
- Features and functionality of digital publications
- Activity: Comparing print and digital reading experiences
- Lab practice: Using e-book platforms and readers
- Assessment: Midterm practical assessment[1](#)

Week 8: Digital Content Evaluation

- Critical analysis of digital content
- Recognizing bias, misinformation, and disinformation
- Activity: Fact-checking exercise
- Discussion: How to determine trustworthy digital sources
- Assignment: Digital content evaluation report[10](#)

Week 9: Digital Identity and Privacy

- Understanding digital identity construction
- Privacy concerns in digital environments
- Activity: Privacy audit of personal digital accounts
- Lab practice: Adjusting privacy settings across platforms
- Assignment: Creating a personal digital identity statement[2](#)

Week 10: Digital Communication Basics

- Effective communication in digital environments
- Email etiquette and professional digital communication
- Activity: Digital communication scenarios
- Lab practice: Crafting professional emails and messages
- Assignment: Professional digital communication portfolio[11](#)

Week 11: Visual Literacy in Digital Contexts

- Understanding and interpreting visual information
- Critical analysis of digital images and graphics

- Activity: Analyzing digital infographics and visualizations
- Lab practice: Basic image creation and editing
- Assignment: Creating an informational graphic[13](#)

Week 12: Introduction to Digital Citizenship

- Principles of responsible digital citizenship
- Rights and responsibilities in digital spaces
- Activity: Digital citizenship scenarios
- Discussion: Ethical dilemmas in digital environments
- Assignment: Digital citizenship reflection[13](#)

Week 13: Digital Health and Wellbeing

- Understanding digital wellbeing concepts
- Strategies for maintaining balance in digital life
- Activity: Digital wellness assessment
- Discussion: Technostress and its management
- Assignment: Creating a personal digital wellness plan[29](#)

Week 14: Digital Literacy Integration Project

- Project planning and development
- Applying digital literacy skills to academic contexts
- Activity: Collaborative project work
- Lab practice: Using digital tools for project creation
- Assignment: Progress report on final project[35](#)

Week 15: Course Synthesis and Final Project

- Review of key digital literacy concepts
- Presentation of integration projects
- Activity: Peer review of projects
- Discussion: Future digital literacy development
- Final Assessment: Digital literacy integration project[513](#)

Assessment

100% continuous Assessment

Sources and references

- Belshaw, D. (2014). *The essential elements of digital literacies*. [Doug Belshaw Official Website](#)
- Buckingham, D. (2015). *Defining digital literacy: What do young people need to know about digital media?* [Nordicom](#)
- Gilster, P. (1997). *Digital literacy*. [Wiley](#)
- Hobbs, R. (2017). *Create to learn: Introduction to digital literacy* (2nd ed.). [Wiley](#)
- Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. [MIT Press](#)

- Livingstone, S. (2008). *Internet literacy: Young people's negotiation of new online opportunities*. In T. McPherson (Ed.), *Digital youth, innovation, and the unexpected* (pp. 101–122). [MIT Press](#)
- Rheingold, H. (2012). *Net smart: How to thrive online*. [MIT Press](#)
- UNESCO. (2018). *A global framework of reference on digital literacy skills for indicator 4.4.2*. [UNESCO](#)

According to students, different internet sources can be used

Semester: 04

Teaching Unit: Methodology

Module: Digital

Literacy Credits: 1

Coefficient: 1

Course

Objectives

Develop the skills students need to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices.

Prerequisite Knowledge

Students are expected to have:

- Basic digital literacy and computer skills.
- Familiarity with internet navigation and online communication tools.
- Intermediate proficiency in English.
- Fundamental academic reading, writing, and communication skills.

Subject Contents

1. Introduction to Digital Communication and Participation
2. Digital Communication Tools and Platforms
3. Online Collaboration and Teamwork
4. Digital Citizenship and Civic Participation
5. Social Media Communication and Community Engagement
6. Digital Content Creation and Multimedia Production
7. Creativity and Innovation in Digital Environments
8. Problem Solving Through Digital Technologies
9. Critical Thinking and Decision-Making in the Digital Age
10. Artificial Intelligence and Digital Innovation
11. Digital Identity and Online Self-Representation
12. Privacy, Security, and Digital Footprints
13. Digital Well-Being and Mental Health
14. Ethical Challenges in Digital Society

Assessment

100% continuous Assessment

Sources and references

- Belshaw, D. (2014). *The essential elements of digital literacies*. [Doug Belshaw Official Website](#)
- boyd, d. (2014). *It's complicated: The social lives of networked teens*. [Yale University Press](#)
- Buckingham, D. (2015). *Defining digital literacy: What do young people need to know about digital media?* [Nordicom](#)
- Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. [MIT Press](#)
- Rheingold, H. (2012). *Net smart: How to thrive online*. [MIT Press](#)
- Ribble, M. (2015). *Digital citizenship in schools* (3rd ed.). [International Society for Technology in Education \(ISTE\)](#)

- UNESCO. (2018). *A global framework of reference on digital literacy skills for indicator 4.4.2*. [UNESCO](#)
- Van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. [Oxford University Press](#)

Semester: 03

Teaching Unit: Discovery

Module: Civilisations of the Target

Language Credits: 02

Coefficient:

02 Course

Objectives

Improve students' knowledge of the English language through British life and history

Prerequisite

- General knowledge of different civilizations and cultures

Subject Contents

Course Title: Britain in Transition: From the Age of Reason to Victorian Imperialism

Course Description:

This course explores the major cultural, social, political, and literary developments in Britain from the 18th to the 19th centuries. It examines the impact of Enlightenment ideals, the profound changes wrought by the Industrial Revolution, and the complex dynamics of the Victorian era, including movements like Chartism and Victorian moral culture.

Final Course Objectives

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

1. Identify key intellectual, social, and political trends in Britain from the 18th to the 19th centuries.
2. Analyze the social and economic consequences of the Industrial Revolution and its reflection in literature and thought..
3. Examine British imperial ideology, particularly in the context of colonial India, and its representation in contemporary discourse.

Prerequisite Knowledge

- General knowledge of different civilizations and cultures

Subject Contents

Lecture 1: The Age of Reason

- Definition and core principles: rationalism, empiricism, humanism
- Key figures: John Locke, Isaac Newton, David Hume
- Impact on literature, science, and political theory
- The rise of public debate and periodical culture

Core Reading:

- Porter, R. (2001). *Enlightenment: Britain and the creation of the modern world*. Penguin.

Lecture 2: The Industrial Revolution

- Economic and technological transformation (1760–1840)
- Urbanization, factory system, class formation
- Effects on labor, family life, and the environment
- Cultural reflections in literature: Blake, Dickens

Core Reading:

- Griffin, E. (2013). *Liberty's dawn: A people's history of the Industrial Revolution*. Yale University Press.

Lecture 3: The Victorian Age

- Historical framework: 1837–1901
- Dominant ideologies: moral respectability, duty, progress
- Social issues: poverty, gender roles, religious doubt
- Key figures: Charles Dickens, Alfred Lord Tennyson, Thomas Carlyle

Core Reading:

- Mitchell, S. (2011). *Daily life in Victorian England*. Greenwood.

Lecture 4: Chartism

- Origins and demands of the Chartist movement (1838–1857)
- The People's Charter and calls for universal male suffrage
- Leadership, mass protests, and state response
- Chartism's legacy in British democracy

Core Reading:

- Chase, M. (2007). *Chartism: A new history*. Manchester University Press.

Lecture 5: Victorianism

- Defining “Victorian values”: prudery, propriety, patriotism
- The cult of domesticity and ideal womanhood

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Rise of middle-class identity
- Contradictions: industrial squalor, imperial conquest, and moral crisis

Core Reading:

- Houghton, W. E. (1985). *The Victorian frame of mind, 1830–1870*. Yale University Press.

Lecture 6: British Imperialism in India

- The East India Company and colonial administration
- The 1857 Indian Rebellion and transition to Crown rule
- Ideological justification: 'civilizing mission,' racial hierarchies
- Literary reflections: Kipling, Forster, postcolonial critique

Core Reading:

- Metcalf, T. R. (2007). *Imperial connections: India in the Indian Ocean arena, 1860–1920*. University of California Press.

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

Chase, M. (2007). *Chartism: A new history*. Manchester University Press.

E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free

Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).

Griffin, E. (2013). *Liberty's dawn: A people's history of the Industrial Revolution*. Yale University Press.

Houghton, W. E. (1985). *The Victorian frame of mind, 1830–1870*. Yale University Press.

Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74–77

Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30–36..

Mitchell, S. (2011). *Daily life in Victorian England*. Greenwood.

- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).

Porter, R. (2001). *Enlightenment: Britain and the creation of the modern world*. Penguin.

Assessment

40% - 60% (Written exams and continuous Assessment)

[Tapez ici]

[Tapez ici]

[Tapez ici]

Semester: 04

Teaching Unit: Discovery

Module: Civilisations of the Target

Language Credits: 02

Coefficient:

02

Final Course Objectives:

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

1. Explain the causes, major events, and outcomes of the American Revolution.
2. Analyze the social, political, and economic effects of the Revolution on American society.
3. Identify the causes, significant events, and results of the American Civil War.
4. Describe the structure, functions, and founding principles of the U.S. government, and how they evolved during this period.

Prerequisite Knowledge

General knowledge of different civilizations and cultures

Title: Key Events in American History: From Revolution to Reconstruction

Course Description:

This course explores pivotal events and themes in American history from the late 18th to the 19th century, including the American Revolution, westward expansion, the Civil War, and the Reconstruction era..

Subject Contents

Lecture 1: The American Revolution

- Historical background: colonial America and British rule
- Key events: Boston Tea Party, Declaration of Independence, major battles
- Role of key figures: George Washington, Thomas Jefferson, Benjamin Franklin
- Impact on American identity and international politics

Lecture 2: Causes and Effects of the American Revolution

- Economic causes: taxation without representation, mercantilism
- Political and ideological causes: Enlightenment thought, desire for self-governance

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Social effects: shift in colonial society, Native American displacement
- International effects: inspiration for other revolutions (e.g. France, Haiti)

Lecture 3: Westward Expansion

- The concept of Manifest Destiny
- Territorial acquisitions: Louisiana Purchase, Texas, Oregon Territory, Mexican Cession
- Impact on Native American communities and environment
- Growth of infrastructure: railroads, telegraph
- Social and political consequences

Lecture 4: The American Civil War

- Causes: slavery, states' rights, sectionalism, economic tensions
- Major battles: Gettysburg, Antietam, Fort Sumter
- Key figures: Abraham Lincoln, Ulysses S. Grant, Robert E. Lee
- Outcomes: abolition of slavery, preservation of the Union.

Lecture 5: The Reconstruction Era

- Post-war challenges: rebuilding the South, integrating freed slaves
- Reconstruction Amendments: 13th, 14th, and 15th
- Radical vs. moderate Republicans
- Resistance and the rise of groups like the Ku Klux Klan
- Long-term effects on race relations and federal-state power balance

Lecture 6: The U.S Government — Structure and Founding Principles

- The U.S. Constitution: historical background and core principles
- Separation of powers: executive, legislative, judicial
- Federalism and states' rights
- Bill of Rights and individual freedoms
- Evolution of U.S. governance from the Revolution to Reconstruction

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.).

Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59–61. [ISBN 978-0- 03-074512-6](#).

Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. *ISBN*

Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. [ISBN 978-0-7922-6944-1](#).

Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of](#)

[Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. [ISBN 978-0-19-285160-4](#).

Jordan, W. D., Greenblatt, M., & Bowes, S. (1991). *The Americans: A history*. McDougal Littell & Company. Härmäläinen, Pekka (December 2003). ["The Rise and Fall of Plains Indians Horse Cultures"](#). The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
p. [18](#). [ISBN 978-0-15-565664-2](#).

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

L3 (S5+S6)

Semester: 05

Teaching Unit:

Fundamental Module:

Linguistics

Credits: 04

Coefficient: 02

Course Objective

- To develop students' theoretical knowledge about the discipline

Subject Contents

Introduction to Sociolinguistics

- 1.1: What is Sociolinguistics?
- 1.2: Brief history of sociolinguistics
- 1.3: Micro sociolinguistics and macro sociolinguistics
- 1.4: Basic concepts in

sociolinguistics: Language

Use in Society

- 2.1: Speech Communities: Language Varieties

2.2: Code Mixing, Code

Switching, and Borrowing Language

Variation in Society

3.1: Pidgins and Pidginisation

3.2: Creoles and Creolization

3.3: Lingua

Franca Language

Forms in Society

4.1: Language and Class

4.2: Monolingualism and Bilingualism

4.3: Language Contact and Multilingualism

4.4: Diglossia and

Polyglottism Language

planning and policy

5.1: Some definitions

5.2: Types of language planning

5.3: The process of language

planning 5.4: Decision making and

language policy

N.B. Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (not a dictation-based course, or handouts).

- Use a video-based course to support your lectures and motivate your learners.

Assessment

[Tapez ici]

[Tapez ici]

[Tapez ici]

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication* (7th ed.). [MIT Press](#)
- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). [Wiley-Blackwell](#)
- Finegan, E. (2021). *Language: Its structure and use* (8th ed.). [Cengage Learning](#)
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). [Cengage Learning](#)
- George Yule. (2020). *The study of language* (7th ed.). [Cambridge University Press](#)
- Saussure, F. de. (2011). *Course in general linguistics* (W. Baskin, Trans.). [Columbia University Press](#) (Original work published 1916)
- Trask, R. L. (1999). *Language: The basics* (2nd ed.). [Routledge](#)
- Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). [Wiley](#)
- Widdowson, H. G. (1996). *Linguistics*. [Oxford University Press](#)
- Yule, G. (2020). *The study of language* (7th ed.). [Cambridge University Press](#)

Semester: 06

Teaching Unit:

Fundamental Module:

Linguistics

Credits: 04

Coefficient: 02

Course Objective

- To develop students theoretical knowledge about the discipline

Subject Contents

1. Introduction to psycholinguistics (origin, definitions, concepts and issues)
2. The nature of human language as cognitive and communicative system

[Tapez ici]

[Tapez ici]

[Tapez ici]

3. Language, culture, and thought
4. Theories of first language acquisition
 - 4.1 The nature vs. nurture debate: behaviorism or an innate capacity for acquisition?
 - 4.2 The Social Theory of Language Acquisition
 - 4.3 The cognitive basis of language.
5. Language comprehension and production.
6. Language loss

N.B. Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled. (not a dictation-based course, or handouts).

- Use a video-based course to support your lectures and motivate your learners.

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- 1-Field, John (2003). *Psycholinguistics*, London and New York: Routledge
- 2-Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.
- 3-Steinberg, Danny, Hiroshi Nagata, and David Aline (2001, 2nd ed.)
Psycholinguistics: Language, Mind and World, Harlow: Longman.

Semester: 05

Teaching Unit: Fundamental

Module: Literature: Theory and

Practice Credits: 4

Coefficient: 2

Course

Objectives

Course Title: Modernism, Empire, and Freedom Narratives in Literature

Course Description:

This course examines the evolution of narrative form and thematic concerns in modernist and African American slave narratives. Students will explore how literature responds to questions of identity, freedom, colonialism, and modern human experience.

Final Course Objectives:

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

[Tapez ici]

[Tapez ici]

[Tapez ici]

1. Define Modernism and identify its major literary characteristics and cultural contexts.
2. Analyze James Joyce's *The Dead* as a modernist text, discussing its themes, style, and social critique.
3. Examine Joseph Conrad's *Heart of Darkness* through modernist, colonial, and postcolonial lenses.
4. Trace the origins and narrative conventions of African American slave narratives.

Prerequisite Knowledge

-Knowledge and strategies acquired from S1 to S4

- Mastery of English

Subject Contents

Lecture 1: Introduction to Modernism

- Defining Modernism: historical, cultural, and artistic contexts
- Key features: fragmentation, stream of consciousness, irony, alienation, anti-realism
- Major influences: industrialization, World War I, Freudian psychology, Nietzschean philosophy
- Key figures: James Joyce, T.S. Eliot, Virginia Woolf, Ezra Pound, Joseph Conrad

Key References:

- Levenson, M. (2011). *Modernism*. Yale University Press.
- Bradbury, M., & McFarlane, J. (Eds.). (1991). *Modernism: A Guide to European Literature 1890–1930*. Penguin.

Lecture 2: *The Dead* by James Joyce

- Joyce's life and modernist innovation
- *The Dead* as a short story and a reflection of Irish nationalism, paralysis, and identity
- Narrative technique: epiphany, interior monologue
- Themes: memory, love, mortality, social conventions

Key References:

- Joyce, J. (2008). *Dubliners*. Oxford University Press.
- Attridge, D. (2004). *The Cambridge Companion to James Joyce*. Cambridge University Press.

Lecture 3: *Heart of Darkness* by Joseph Conrad

- Conrad's biography and colonial background
- Modernist narrative structure: frame narrative, unreliable narrator
- Themes: imperialism, moral ambiguity, civilization vs. savagery

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Critical perspectives: postcolonial readings (Chinua Achebe's critique), psychoanalytic interpretations

Key References:

- Conrad, J. (2007). *Heart of Darkness*. Oxford University Press.
- Achebe, C. (1977). "An Image of Africa: Racism in Conrad's *Heart of Darkness*." *The Massachusetts Review*, 18(4), 782–794.
- Watt, I. (1980). *Conrad in the Nineteenth Century*. University of California Press.

Lecture 4: Introduction to Slave Narratives

- Historical context: slavery in 18th–19th century America
- The function of slave narratives as testimony, abolitionist propaganda, and autobiography
- Conventions: literacy as freedom, violence of slavery, religious faith, and escape narratives
- Key figures: Frederick Douglass, Harriet Jacobs, Olaudah Equiano

Key References:

- Andrews, W. L. (1986). *To Tell a Free Story: The First Century of Afro-American Autobiography, 1760–1865*. University of Illinois Press.
- Gates, H. L. Jr. (Ed.). (1987). *The Classic Slave Narratives*. Signet Classics.

Lecture 5: Narrative of the Life of Frederick Douglass, An American Slave

- Douglass's biography and importance as abolitionist leader and writer
- Literary techniques: direct address, moral argument, emotional appeals
- Themes: freedom and literacy, dehumanization under slavery, resistance
- Impact on American literature and political discourse

Key References:

- Douglass, F. (1997). *Narrative of the Life of Frederick Douglass, An American Slave*. Oxford University Press.
- Blight, D. W. (2018). *Frederick Douglass: Prophet of Freedom*. Simon & Schuster.

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

Semester: 06

Teaching Unit: Fundamental

Module: Literature: Theory and

Practice Credits: 4

Coefficient: 2 Course Title: *Twentieth-Century Voices: African American Narratives and Modernist Poetry*

Course Description:

This course examines pivotal literary works of the twentieth century, focusing on African American narratives and modernist poetry. Students will explore how literature addresses identity, race, historical trauma, cultural disintegration, and modernist aesthetics in times of social upheaval.

Final Course Objectives:

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

1. Explain the historical and cultural contexts that shaped 20th-century African American and modernist literature.
2. Discuss the major characteristics of modernist poetry and its thematic engagement with cultural disillusionment.
3. Interpret Yeats's "The Second Coming" within the context of post-war Europe and modernist aesthetics.

Prerequisite

- Knowledge and strategies acquired from S1 to S4
- Mastery of English

Subject Contents

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 1: 20th Century African American Literature — Historical and Literary Overview

- The Harlem Renaissance, Civil Rights Movement, and Black Arts Movement
- Major themes: racial identity, segregation, protest, cultural affirmation
- Key figures: Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Toni Morrison

Key References:

- Gates, H. L. Jr., & McKay, N. Y. (Eds.). (2004). *The Norton Anthology of African American Literature*. W.W. Norton.
- Rampersad, A. (1997). *The Oxford Companion to African American Literature*. Oxford University Press.

Lecture 2: Richard Wright’s “The Ethics of Living Jim Crow”

- Wright’s biography and impact on African American literature
- The essay as autobiographical social critique
- Themes: racial oppression, survival tactics under segregation, everyday racism
- Narrative techniques: episodic structure, personal testimony, irony

Key References:

- Wright, R. (1991). *Black Boy*. Harper Perennial (contains “The Ethics of Living Jim Crow”)

Fabre, M. (1993). *Richard Wright: Books and Writers*. University Press of Mississippi. **Lecture 3: Integrationists — James Baldwin’s “Autobiographical Notes”**

- Baldwin’s life, exile, and role in mid-20th century American letters
- Baldwin’s position as an integrationist intellectual vs. separatist perspectives
- Themes: identity, alienation, racial consciousness, the writer’s moral duty
- Style: reflective essay, confessional tone, social commentary

Key References:

- Baldwin, J. (1984). *Notes of a Native Son*. Beacon Press.
- Field, D. (2001). *James Baldwin*. University of Minnesota Press.

Lecture 4: 20th Century Poetry — Introduction to Modernist Poetry

- Characteristics of modernist poetry: fragmentation, symbolism, allusion, irony
- Historical context: WWI, industrialization, social disillusionment
- Key poets: W. B. Yeats, T. S. Eliot, Ezra Pound, H.D.

Key References:

- Childs, P. (2000). *Modernism*. Routledge.
- Perloff, M. (2002). *21st-Century Modernism: The “New” Poetics*. Blackwell.

Lecture 5: W. B. Yeats’s “The Second Coming”

- Yeats’s biography and political context in post-WWI Ireland
- Symbolism and apocalyptic imagery
- Themes: historical cycles, societal collapse, modernist disillusionment
- Poetic technique: biblical allusions, prophetic tone, ambiguous symbolism

Key References:

- Yeats, W. B. (1996). *The Collected Poems of W. B. Yeats*. Scribner.
- Jeffares, A. N. (1984). *W. B. Yeats: A New Biography*. Hutchinson.

Lecture 6: T. S. Eliot's *The Waste Land*

- Eliot's biography and literary significance
- The poem as a modernist masterpiece: fragmentation, collage technique, multiple voices
- Themes: post-war despair, spiritual desolation, quest for renewal
- Allusions: myth, religion, classical literature, and popular culture

Key References:

- Eliot, T. S. (2001). *The Waste Land and Other Poems*. Modern Library.
- Southam, B. C. (1996). *A Student's Guide to the Selected Poems of T. S. Eliot*. Faber & Faber.

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie, and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

Semester: 05

Teaching Unit: Fundamental

Module: Civilisation, Culture and

Interculturality 1 Credits: 4

Coefficient: 2

Course Title: Britain in the 20th Century: History, Society, and Literature

Course Description:

[Tapez ici]

[Tapez ici]

[Tapez ici]

This course examines key historical and cultural developments in Britain from the Edwardian Era to the post-World War II period. Students will explore how major national and global events shaped British society and its literary expressions, with selected texts offering insight into personal and collective experiences during times of rapid change.

Final Course Objectives:

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

1. Describe key historical events and social changes in Britain from 1901 to the 1960s.
2. Analyze selected literary texts in relation to their historical and cultural contexts.
3. Discuss the evolution of British literary expression in response to national and global crises.

Prerequisite

Knowledge

- knowledge of former periods acquired from S1 to S4

Subject Contents

Lecture 1: The Edwardian Era (1901–1914)

- Overview of British society under Edward VII
- Social structure, class, gender roles, and empire
- Cultural trends: early modernist impulses, aestheticism
- Literary context: H.G. Wells, E.M. Forster, early Virginia Woolf

Lecture 2: Britain during World War I (1914–1918)

- Causes and outbreak of WWI
- The war at home: rationing, women's roles, propaganda
- Trench warfare and soldier's experiences
- Literature of the war: war poets (Wilfred Owen, Siegfried Sassoon, Rupert Brooke)

Lecture 3: The Inter-War Period (1919–1939)

- Post-war trauma, social unrest, economic depression
- The General Strike of 1926 and the rise of fascism
- Cultural shifts: jazz age, modernism, Bloomsbury Group
- Key literary figures: Virginia Woolf, Aldous Huxley, George Orwell

Lecture 4: Britain during World War II (1939–1945)

- Causes of WWII and Britain's involvement
- The Blitz and civilian life

- Wartime leadership (Churchill) and propaganda
- Literary responses: poetry, diaries, and novels (Keith Douglas, Elizabeth Bowen)

Lecture 5: The Post-War Era (1945–1960s)

- Economic reconstruction, the welfare state, and decolonization
- The end of the Empire and the rise of the Commonwealth
- Social and cultural changes: immigration, youth culture
- Key writers: George Orwell, Kingsley Amis, Doris Lessing

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Morgan, K. O. (2001). *Twentieth-Century Britain: A Very Short Introduction*. Oxford University Press.
- Fussell, P. (2000). *The Great War and Modern Memory*. Oxford University Press.
- Hynes, S. (1991). *A War Imagined: The First World War and English Culture*. Pimlico.

- William W. Kaufmann, British policy and the independence of Latin America, 1804–1828(1967)
- Will Kaufman and Heidi Slettedahl Macpherson (eds). Britain and the Americas: culture, politics, and history (2004), pp. 465–68

Semester: 06

Teaching Unit: Fundamental

Module: Civilisation, Culture and

Interculturality1 Credits: 4

Coefficient: 2

Course

Objectives

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

Prerequisite

- knowledge of former periods acquired from S1 to S4

Subject Contents

- . The Progressive Era
- . The U.S during WWI
- . The Inter-war period
- . 1920s (the roaring 20s)
- . 1930s (the Great Depression)
- . The U.S during WWII
- . Post-War Era
- .1960s

. The Civil Rights Movement

Tutorial activities: Study of selected texts

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Härmäläinen, Pekka (December 2003). ["The Rise and Fall of Plains Indians Horse Cultures"](#). The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- ↑ Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. [13](#). ISBN 978-0-7922-6944-1.
- ↑ Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- ↑* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. [18](#). ISBN 978-0-15-565664-2.
- ↑ Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. [59](#)–61. ISBN 978-0-03-074512-6.
- ↑ Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3.

Semester: 05

Teaching Unit:

Fundamental Module:

Didactics

Credits: 04

Coefficient:

02 Course

Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and secondary school.

- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

Prerequisite

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

Subject Contents

An Introduction to Didactics: The
Learner and Teacher: A Systematic
Approach to Teaching
Approaches, Methods, and
Techniques Curriculum and
Syllabus
Aims/ Goal and Objectives
Content Organisation and
Selection Material and Media

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching (4th edition)*. England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5th edition).

New York: Pearson Education, Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd edition). Cambridge: Cambridge University Press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), Boost! Speaking, Longman, Hong Kong

[Tapez ici]

[Tapez ici]

[Tapez ici]

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

Thornbury, Scott (1999). How to teach grammar. Harlow: Longman

Semester: 06

Teaching Unit:

Fundamental Module:

Didactics

Credits: 04

Coefficient:

02 Course

Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and secondary school.
- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar, and vocabulary.

Prerequisite

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

Subject Contents

Lesson
plan

Teaching/	learning	the	receptive	skills	(Listening	and	Reading)
Teaching/	learning	the	productive	skills	(Speaking	and	Writing)
Teaching		grammar		and			
		vocabulary, assessment, and evaluation					

[Tapez ici]

[Tapez ici]

[Tapez ici]

pre/ initial –in-service training

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching*(4th edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning*(5th edition).

New York: Pearson Education, Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*(2nd edition).Cambridge: Cambridge University Press

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), Boost! Speaking, Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

Thornbury, Scott (1999). How to teach grammar. Harlow: Longman

Semester: 05

Teaching Unit: Fundamental

Module: English for Specific

Purposes Credits: 02

Coefficient:

01 Course

Objectives

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

Prerequisite

- Basic knowledge of language, linguistics, and didactics.

Subject Contents

The origins of

ESP

Development

of ESP

Difference between ESP

and EGP Types of ESP

ESP definitions

Needs analysis

in ESP

Types of needs

Needs analysis procedure

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St. Johns, M.J (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes*. Cambridge: CUP
- Richards, J.C (2001) *Approaches and Methods in Language Teaching*, 2nd Edition Cambridge: Cambridge University Press.

Semester: 06

Teaching Unit: Fundamental

Module: English for Specific

Purposes Credits: 02

Coefficient:

01 Course

Objectives

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

Prerequisite

- Basic knowledge of language, linguistics, and didactics.

Subject Contents

Approaches to course design in

ESP Syllabus design

Material production

***NB.** Practice takes on presenting projects related to NIA in several Academic and professional contexts, and course design according to defined needs.*

Assessment

40% - 60% (Written exams and continuous Assessment)

Sources and references

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T., and St. Johns, M.J (1998) *Developments in ESP: A*

[Tapez ici]

[Tapez ici]

[Tapez ici]

Multi-Disciplinary Approach. Cambridge: Cambridge University Press.

- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J.C (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

Semester: 05

Teaching Unit: Methodology

Module: University Research

Methodology/ Dr. Hadji

Credits: 4

Coefficient: 2

Course Description

This course introduces students to the principles and techniques of university research. It develops methodological, analytical, and academic writing skills necessary for conducting scientific research. Students will learn how to define research projects, identify research problems, formulate research questions and hypotheses, and use appropriate academic research methods.

Final Objectives

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

1. Understand the stages and principles of university and scientific research.
2. Select and develop relevant academic research topics and problems.
3. Formulate researchable questions and testable hypotheses.
4. Apply methodological tools for academic research and scientific writing.
5. Develop critical thinking and collaborative research skills.

Prerequisite Knowledge

Students should have:

- Basic academic writing and note-taking skills.
- Familiarity with bibliographical research and documentation techniques.
- Knowledge of methodological skills acquired in previous TTU modules.
- Readiness to work individually and collaboratively.

Course Content

[Tapez ici]

[Tapez ici]

[Tapez ici]

Lecture 1: Introduction to University Research

- Definition of scientific research
- Characteristics of academic inquiry

Lecture 2: Research Objectives and Purposes

- Academic and scientific goals
- Importance of research in higher education

Lecture 3: The Research Process

- Main stages of university research
- Planning and organization

Lecture 4: Selecting a Research Topic

- Topic selection criteria
- Relevance and feasibility

Lecture 5: Defining the Research Project

- Components of a research project
- Structuring academic work

Lecture 6: Identifying a Research Problem

- Sources of research problems
- Problem statement development

Lecture 7: Asking Researchable Questions

- Characteristics of effective research questions
- Scope and clarity

Lecture 8: Formulating Testable Hypotheses

- Definition of hypotheses
- Types of hypotheses
- Variables and relationships

Lecture 9: Bibliographical Research

- Academic sources and references
- Research databases and libraries

Lecture 10: Note-Taking and Information Management

- Effective note-taking techniques
- Organizing research information

Lecture 11: Academic Reading and Critical Thinking

- Evaluating academic sources
- Critical analysis skills

Lecture 12: Academic Writing Techniques

- Structure of academic papers
- Coherence and citation practices

Lecture 13: Teamwork and Collaborative Research

- Group research projects
- Roles and responsibilities

Lecture 14: Research Project Presentation

- Presenting research ideas
- Peer discussion and feedback

Teaching Methods

- Lectures and guided discussions
- Practical workshops
- Group projects
- Academic reading activities
- Research exercises and presentations

Assessment Methods

- Continuous assessment
- Individual and group assignments
- Oral presentations
- Research exercises
- Final examination/project

- Selecting target participants

-Documentary research and state of the art

Assessment

40% - 60% (Written exams and continuous Assessment)

References

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Punch, K. F. (2016). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). Sage Publications.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.). University of Michigan Press.
- Walliman, N. (2021). *Research methods: The basics* (3rd ed.). Routledge.

Semester: 06

Teaching Unit: Methodology/ Dr. Hadji

Module: University Research

Methodology

Credits: 4

Coefficient: 2

Course Description

This course develops students' practical research skills with a focus on data collection, data analysis, and interpretation in academic research. Students will learn how to select appropriate research instruments, collect meaningful data, analyze findings using qualitative and quantitative methods, and draw valid conclusions in scientific studies.

Final Objectives

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

1. Apply appropriate data collection procedures in academic research.
2. Select suitable research tools for gathering reliable and meaningful data.
3. Analyze research data using qualitative and quantitative methods.
4. Interpret findings and draw coherent research conclusions.
5. Develop critical thinking and collaborative research skills.

Prerequisite Knowledge

Students should have:

- Basic knowledge of research methodology.
- Skills in academic writing and note-taking.
- Familiarity with bibliographical research techniques.
- Knowledge of research problem formulation and hypothesis development.
- Readiness to work individually and collaboratively.

Course Content

Lecture 1: Introduction to Data Collection

- Importance of data collection
- Research planning and procedures

Lecture 2: Research Instruments and Tools

- Characteristics of effective research tools
- Reliability and validity

Lecture 3: Questionnaire Design

- Types of questionnaires
- Writing effective questions
- Administration techniques

Lecture 4: Observation Methods

- Structured and unstructured observation
- Classroom observation techniques

Lecture 5: Interview Techniques

- Types of interviews
- Preparing interview guides
- Conducting interviews

Lecture 6: Written Corpora in Research

- Definition and uses
- Collecting written data

Lecture 7: Oral and Digital Corpora

- Spoken data collection
- Digital research materials and online data

Lecture 8: Ethical Issues in Data Collection

- Consent and confidentiality
- Ethical treatment of participants

Lecture 9: Introduction to Data Analysis

- Organizing and preparing data
- Coding and categorization

Lecture 10: Qualitative Data Analysis

- Content analysis
- Thematic analysis
- Interpretation of qualitative findings

Lecture 11: Quantitative Data Analysis

- Basic statistical analysis
- Descriptive and inferential approaches

Lecture 12: Mixed Data Analysis Approaches

- Combining qualitative and quantitative data
- Triangulation methods

Lecture 13: Drawing Conclusions

- Interpreting findings
- Linking results to research questions and hypotheses

Lecture 14: Research Report Presentation

- Presenting research findings
- Academic discussion and evaluation

Teaching Methods

- Lectures and workshops
- Practical research activities
- Group discussions
- Classroom presentations
- Analysis of research examples

Assessment Methods

- Continuous assessment
- Practical research assignments
- Oral presentations
- Data analysis exercises
- Final examination/project

40% - 60% (Written exams and continuous Assessment)

References

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Mackey, A., & Gass, S. M. (2022). *Second language research: Methodology and design* (3rd ed.). Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.
- Punch, K. F. (2016). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). Sage Publications.
- Walliman, N. (2021). *Research methods: The basics* (3rd ed.). Routledge.

Semester: 05

Teaching Unit: Methodology

Module: Reading and Writing Workshop

Credits: 04

Coefficient:

02 Course

Objectives

Students should be able to
to read and analyse different supports in relation to linguistic, cultural, and literary

Prerequisite

Students are expected to have:

- Intermediate proficiency in English.
- Basic grammar and sentence construction skills.
- Elementary reading comprehension abilities.
- Introductory knowledge of paragraph writing.

Subject Contents

- -Develop creative writing
- - Portfolios- E-Portfolios
- - Department paper (executed in pairs and groups)
- - Picture and caricatures talks
- - Letter writing- Emails- CVs Reports (meetings, visits, books, and films)

Assessment

100% continuous Assessment

Sources and references

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.).

[Routledge](#)

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. [Pearson](#)
- Harmer, J. (2007). *How to teach writing*. [Pearson Education](#)
- Hedge, T. (2005). *Writing*. [Oxford University Press](#)
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power* (3rd ed.). [Pearson Education](#)

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Oshima, A., & Hogue, A. (2014). *Longman academic writing series 4: Essays* (5th ed.). [Pearson Education](#)
- Savage, A., & Mayer, P. (2005). *Effective academic writing*. [Oxford University Press](#)
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: From paragraph to essay*. [Macmillan Education](#)

Semester: 06

Teaching Unit: Methodology

Module: Reading and Writing

Workshop Credits: 04

Coefficient: 02

Course Objectives

Able to read and analyse different supports in relation to linguistic, cultural, and literary

Prerequisite

Students should be able to develop different types of essays.

Subject Contents

- Information/news about the University, Faculty, and department (reporting, describing, and narrating about daily life at the university, like reporting about: study day, conference, and students' party, etc..
- Analyzing TV reports, songs, or movies

Assessment

100% continuous Assessment

Sources and references

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.).

[Routledge](#)

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. [Pearson](#)
- Harmer, J. (2007). *How to teach writing*. [Pearson Education](#)
- Hedge, T. (2005). *Writing*. [Oxford University Press](#)
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power* (3rd ed.). [Pearson Education](#)
- Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4: Essays* (5th ed.).

[Pearson Education](#)

- Savage, A., & Mayer, P. (2005). *Effective academic writing*. [Oxford University Press](#)
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: From paragraph to essay*.

[Macmillan Education](#)

Semester: 05

Teaching Unit: Methodology

Module: Oral communication

[Tapez ici]

[Tapez ici]

[Tapez ici]

practices Credits: 01

Coefficient:

01

Final Objectives

By the end of this module, students should be able to:

1. Communicate effectively in academic and social contexts.
2. Develop clear pronunciation and speaking fluency.
3. Apply verbal and non-verbal communication strategies appropriately.
4. Improve listening comprehension and interaction skills.
5. Deliver organized oral presentations confidently.
6. Participate actively in discussions, debates, and teamwork activities.
7. Use persuasive and argumentative speaking techniques effectively.
8. Adapt communication styles to different audiences and contexts.
9. Develop confidence and professionalism in oral communication.

Prerequisite

Students are expected to have:

- Intermediate level of English proficiency.
- Basic vocabulary and grammar knowledge.
- Elementary listening and speaking abilities.
- Familiarity with classroom interaction and communication activities.

Subject Contents

- Public speaking
- Argumentation (reasoning, analysis, evidence, and refutation)
- Oral documentary
- Online presentations
- Oral communication for technical fields
- Oral communication for medical fields

Assessment

[Tapez ici]

[Tapez ici]

[Tapez ici]

100% continuous Assessment

Sources and references

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. [Pearson](#)
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). [Cambridge University Press](#)
- Comfort, J. (1995). *Effective presentations*. [Oxford University Press](#)
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). [Pearson Education](#)
- Lucas, S. E. (2019). *The art of public speaking* (13th ed.). [McGraw-Hill Education](#)
- Nunan, D. (2003). *Practical English language teaching*. [McGraw-Hill Education](#)
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. [Cambridge University Press](#)
- Thornbury, S. (2005). *How to teach speaking*. [Pearson Education](#)

Semester: 06

Teaching Unit: Methodology

Module: Oral communication

practices Credits: 01

Coefficient: 01

By completing this course, students will be able to:

- Develop critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

Prerequisite

Students should have a good mastery of the four language skills

Subject Contents

- Oral communication for legal fields
- Oral communication for the tourism and hospitality industry
- Trip report
- Surveying news-reading habits
- Producing a radio or TV news programme

Assessment

100% continuous Assessment

Sources and references

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. [Pearson](#)
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). [Cambridge University Press](#)
- Comfort, J. (1995). *Effective presentations*. [Oxford University Press](#)
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). [Pearson Education](#)
- Lucas, S. E. (2019). *The art of public speaking* (13th ed.). [McGraw-Hill Education](#)
- Nunan, D. (2003). *Practical English language teaching*. [McGraw-Hill Education](#)
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. [Cambridge University Press](#)
- Thornbury, S. (2005). *How to teach speaking*. [Pearson Education](#)

Semester: 05

Teaching Unit: Discovery

Matière : Traduction : langue(s) nationale(s) / langue d'étude

Credits: 02

Coefficient: 2

1. Objectifs de l'enseignement

— Permettre à l'étudiant de comprendre le processus traductif et de connaître les techniques utilisées lors du transfert du sens de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis au niveau textuel.

2. Connaissances préalables recommandées

— Connaissances des systèmes linguistiques de la langue nationale et de la langue d'étude.
— Maîtrise de langue(s) nationale(s) et langue d'étude.

3. Contenu de la matière

- 3.1. Bref aperçu historique sur la traduction
- 3.2. Traduction et interprétation : ressemblances et différences
- 3.3. Les types de l'interprétation
- 3.4. La traduction : nature, objet, enjeux
- 3.5. Le traducteur et ses compétences
- 3.6. Aperçu sur les théories de la traduction
- 3.7. La théorie du sens
- 3.8. Les procédés de la traduction selon Vinay et Darbelnet (techniques de traduction).
- 3.9. La notion de l'équivalence
- 3.10. Typologie textuelle en relation avec la traduction (Théorie fonctionnelle)
- 3.11. Traduire les cultures (culture nationale/culture(s) étrangère(s)) : difficultés et possibilités
- 3.12. Interculturalité et traduction des expressions idiomatiques

4. Mode d'évaluation

— **Contrôle continu 40%** E 2020/2021 —

— **Examen 60%**

— **Mode d'évaluation : 40% 60% Contrôle Contrôle continu + examen**

— **Références bibliographiques** (*livres et photocopiés, sites internet, etc.*) :

— Baker, Mona, *In other words: a coursebook on translation*, Routledge, London, 1992

— Basil Hatim and Jeremy Munday. *Translation: An Advanced Resource Book*. Routledge. London. 2004.

— *Delisle, Jean, La traduction raisonnée*, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses universitaires d'Ottawa, 3e éd., 2013.

— Jeremy, Monday, and Basil Hatim, *Introduction to translation studies*, published by Routledge, London, 2001, House. J. *Translation quality assessment: a model revisited*. Gunter Nav Verlag. Germany. 1997.

— Jakobson, R, *On a linguistic aspect of translation*, 114, in *The Translation Studies Reader*, edited by Lawrence Venuti, Routledge, London, 2000

Coefficient:

02 Course

Semester: 06

Teaching Unit: Discovery

Module: Translation / National

Language 2 Credits: 02

Coefficient:

02 Course

Objectives

Permettre à l'étudiant de comprendre le processus traductif et de connaître les techniques utilisées lors du transfert du sens de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis au niveau textuel.

Connaissances préalables recommandées

- Connaissance des systèmes linguistiques de la langue nationale et de la langue d'étude.
- maîtrise de langue(s) nationale(s) et langue d'étude.

Contenu de la matière :

- Traduire des textes portant sur la culture (s) et civilisation(s) nationale (s) vers la langue d'étude.
- Traduire des textes littéraires de langue(s) nationale(s) vers la langue d'étude
- Traduire des textes journalistiques en langue(s) nationale(s) et en langue d'étude.
- Traduire des textes économiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes journalistiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes politiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes juridiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes scientifiques (langue(s) nationale(s) et en langue d'étude.

Mode d'évaluation: 40% 60% Contrôle continu + examen

— Révision programme CPND LLE 2020/2021 —
Références bibliographiques (*livres et photocopies, sites internet, etc.*) :

Basil Hatim and Jeremy Munday. Translation: An Advanced Resource Book. Routledge. London. 2004.

Delisle, Jean, La traduction raisonnée, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses universitaires d'Ottawa, 3e éd., 2013.

Jeremy, Monday and Basil Hatim, Introduction to translation studies, published by Routledge, London, 2001, House.J. Translation quality assessment: a model revisited. Gunter Nav Verlag. Germany. 1997.

Jakobson, R, on a linguistic aspect of translation, 114, in The Translation Studies Reader, edited by Lawrence Venuti, Routledge, London, 2000

Lederer, M. Correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard. Paris. 2002. Collection traducto. 2 éditions. De Boeck. Belgique. 2010.

Reiss, Katharina. *La critique des traductions, ses possibilités et ses limites*, trad. de l'Allemand par C. Bocquet. Artois Presses université ; collection Traductologie, France, 2003

Reiss, Katharina. Problématiques de la traduction. Pré, L'Amiral Jean-René. Trad Bocquet, A, Catherine. Editions 1990.

Soignet, Michel. Le français juridique. Hachette livre. Paris. 2003

Semestre: 5

Unité d'enseignement :

Transversale Matière :

Entrepreneuriat

Crédits : 1

Coefficient: 1

Objectifs de l'enseignement

Objectifs de l'enseignement

- Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnementaux aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et de la gestion de projets.
- Mettre en œuvre la démarche de gestion de projets.

Programme du cours

Prérequis

- Notions de base en communication et en travail de groupe.
- Capacité à analyser des situations simples et à résoudre des problèmes.
- Connaissances générales sur l'environnement économique et social.

Objectifs finaux du cours

À la fin de ce cours, l'étudiant sera capable de :

- Comprendre les principes fondamentaux de l'entrepreneuriat.
- Identifier les étapes de création et de gestion d'un projet entrepreneurial.
- Développer un esprit d'initiative et d'innovation.
- Réaliser une étude simple de faisabilité d'un projet.
- Élaborer un mini business plan.
- Travailler en équipe dans le cadre d'un projet collectif.
- Analyser les enjeux économiques, sociaux et environnementaux liés à l'entreprise.

Contenu

Semaine 1 : Introduction à l'entrepreneuriat

- Définition de l'entrepreneuriat
- L'entrepreneur : profil et qualités
- Types d'entreprises et d'entrepreneurs

Semaine 2 : Culture entrepreneuriale

- Esprit d'initiative et créativité
- Innovation et prise de risque
- Leadership et motivation

Semaine 3 : L'idée de projet

- Identification des opportunités
- Sources d'idées de projets
- Techniques de créativité

Semaine 4 : Étude de marché

- Définition et objectifs
- Analyse des besoins des clients
- Concurrence et environnement du marché

Semaine 5 : Élaboration du projet entrepreneurial

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Objectifs du projet
- Ressources nécessaires
- Planification des activités

Semaine 6 : Gestion de projet

- Concepts fondamentaux
- Étapes de gestion d'un projet
- Outils de planification

Semaine 7 : Le business model

- Définition
- Les composantes du business model
- Proposition de valeur

Semaine 8 : Le business plan

- Structure du business plan
- Prévisions financières simples
- Présentation du projet

Semaine 9 : Financement de l'entreprise

- Sources de financement
- Crédit bancaire et investisseurs
- Aides publiques et dispositifs d'accompagnement

Semaine 10 : Marketing entrepreneurial

- Notions de marketing
- Produit, prix, distribution et communication
- Marketing digital

Semaine 11 : Gestion des ressources humaines

- Travail d'équipe
- Répartition des tâches
- Communication professionnelle

Semaine 12 : Entrepreneuriat et développement durable

- Responsabilité sociale de l'entreprise
- Enjeux environnementaux
- Éthique entrepreneuriale

Semaine 13 : Cadre juridique de l'entreprise

- Formes juridiques des entreprises
- Démarches administratives
- Droits et obligations de l'entrepreneur

- Présentation orale des mini-projets
- Évaluation et discussion
- Bilan du cours

Modalités d'évaluation

100%

Références bibliographiques

- Barringer, B. R., & Ireland, R. D. (2019). *Entrepreneurship: Successfully launching new ventures* (6th ed.). Pearson.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation*. Wiley.
- Schmitt, C. (2018). *Entrepreneuriat et innovation*. Dunod.
- Verstraete, T., & Fayolle, A. (2005). *Paradigmes et entrepreneuriat*. Revue de l'Entrepreneuriat, 4(1), 33–52.

Semestre: 6

Unité d'enseignement : Transversales

Matière :

Entrepreneuriat

Crédits : 1

Coefficient: 1

Objectifs de l'enseignement

- Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnementaux aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.
- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et de la gestion de projets.
- Mettre en œuvre la démarche de gestion de projets.
- Découvrir l'entreprise dans ses aspects sociaux, technico-économiques et organisationnels.
- Développer des compétences professionnelles et relationnelles.

Connaissances préalables recommandées

- Avoir des compétences linguistiques, méthodologiques et transversales liées au développement de méthodes de travail, d'initiation à la recherche et de traitement de l'information.
- Être capable de réaliser progressivement un projet personnel ou collectif.
- Avoir des connaissances générales du contexte professionnel et socio-économique.

Objectifs finaux du cours

À la fin de ce module, l'étudiant sera capable de :

- Comprendre les principes fondamentaux de l'entrepreneuriat appliqués aux langues, au patrimoine et au développement local.
- Concevoir un projet entrepreneurial dans les domaines culturels, éducatifs ou numériques.
- Identifier les opportunités économiques liées au patrimoine culturel et littéraire régional.
- Utiliser les outils de gestion de projet et de communication numérique.
- Développer des compétences professionnelles, relationnelles et organisationnelles.
- Élaborer un mini projet ou un business plan simplifié adapté au contexte local.

Contenu du programme

Semaine 1 : Introduction à l'entrepreneuriat spécialisé

- Définition de l'entrepreneuriat
- Types de projets entrepreneuriaux
- Entrepreneuriat culturel et éducatif

Semaine 2 : Entrepreneuriat et développement local

- Développement territorial
- Valorisation des ressources locales
- Impact socio-économique des projets

Semaine 3 : Patrimoine littéraire et entrepreneuriat

- Définition du patrimoine littéraire
- Conservation et valorisation culturelle
- Projets privés liés au patrimoine littéraire

Semaine 4 : Entrepreneuriat culturel

- Gestion des activités culturelles
- Création de projets culturels innovants
- Promotion du patrimoine régional

Semaine 5 : Création d'institutions d'enseignement des langues

- Centres de langues et écoles privées

[Tapez ici]

[Tapez ici]

[Tapez ici]

- Besoins du marché linguistique
- Organisation pédagogique et administrative

Semaine 6 : Entrepreneuriat numérique et e-commerce

- Introduction au commerce électronique
- Outils numériques et plateformes en ligne
- Vente de services éducatifs et culturels en ligne

Semaine 7 : Marketing digital

- Communication numérique
- Réseaux sociaux et visibilité des projets
- Branding et identité numérique

Semaine 8 : Gestion de projet entrepreneurial

- Étapes de conception d'un projet
- Planification et organisation
- Gestion des ressources

Semaine 9 : Recherche scientifique et entrepreneuriat

- Innovation et recherche scientifique
- Valorisation des résultats de recherche
- Projets de plateformes scientifiques

Semaine 10 : Plateformes numériques et patrimoine culturel

- Archivage numérique
- Diffusion des contenus culturels
- Gestion des données culturelles et scientifiques

Semaine 11 : Gestion financière simplifiée

- Budget et financement
- Sources de financement des projets
- Notions de rentabilité

Semaine 12 : Cadre juridique et administratif

— Révision programme CPND LEE 2020/2021 —

- Démarches administratives
- Création d'entreprise
- Droits et obligations de l'entrepreneur

Semaine 13 : Compétences professionnelles et relationnelles

- Travail en équipe
- Leadership et communication professionnelle
- Gestion des conflits et négociation

Semaine 14 : Présentation des projets entrepreneuriaux

- Présentation orale des projets
- Discussion et évaluation
- Perspectives professionnelles et auto-emploi

Modalités d'évaluation

100% CC

Références bibliographiques

- Barringer, B. R., & Ireland, R. D. (2019). *Entrepreneurship: Successfully launching new ventures* (6th ed.). Pearson.
- Fayolle, A. (2017). *Entrepreneuriat : Apprendre à entreprendre*. Dunod.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation*. Wiley.
- Schmitt, C. (2018). *Entrepreneuriat et innovation*. Dunod.
- UNESCO. (2015). *Culture et développement durable*. UNESCO Publishing.
- Verstraete, T., & Fayolle, A. (2005). *Paradigmes et entrepreneuriat*. Revue de l'Entrepreneuriat, 4(1), 33–52

V- Accords ou conventions

— Révision programme CPND LLE 2020/2021 —

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

[Tapez ici]

[Tapez ici]

[Tapez ici]

LETRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires, soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

Administratifs et Consultatifs

— Révision programme CPND LLE 2020/2021 —

Intitulé de la licence : **Langue anglaise**

Administratifs et Consultatifs

Intitulé du Licence : Langue Anglaise

Responsable du CSF + Responsable de l'équipe de domaine	
Date et visa	Date et visa
 د. بن عدلة جمال مسؤول فريق ميدان تكوين الأدب و اللغات الأجنبية	
Doyen de la faculté (ou Directeur d'institut)	
Date et visa :	 07 وزارة التعليم العالي والبحث العلمي جامعة الجزائر كلية الآداب و اللغات و الفنون عميد
Chef d'établissement universitaire	
Date et visa	

