

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



**L.M.D.**  
**TRAINING OFFER**

**ACADEMIC BACHELOR'S DEGREE**  
**2025 - 2026**

Establishment	Faculty / Institution	Department
<b>Mohamed Boudiaf University of M'Sila</b>	<b>Letters and Languages</b>	<b>Letters and English Language</b>

Field	Stream	Specialty/Major
<b>Letters and Foreign Languages</b>	<b>English Language</b>	<b>English Language</b>

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي



عرض تكوين  
ل. م. د

ليسانس أكاديمية

2026-2025

القسم	الكلية/ المعهد	المؤسسة
الآداب و اللغة الإنجليزية	الآداب واللغات	جامعة محمد بوضياف المسيلة

التخصص	الفرع	الميدان
لغة انجليزية	اللغة الإنجليزية	آداب ولغات أجنبية

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## **I – Bachelor's Degree Identification Sheet**

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

**Faculty: Letters and Languages**

**Department: Letters and French Language**

**Accreditation Decree References for the Bachelor's Program:**

(Attach a copy of the decree)

## **2 - External Partners**

None

- Companies and Other Socio-Economic Partners:

None

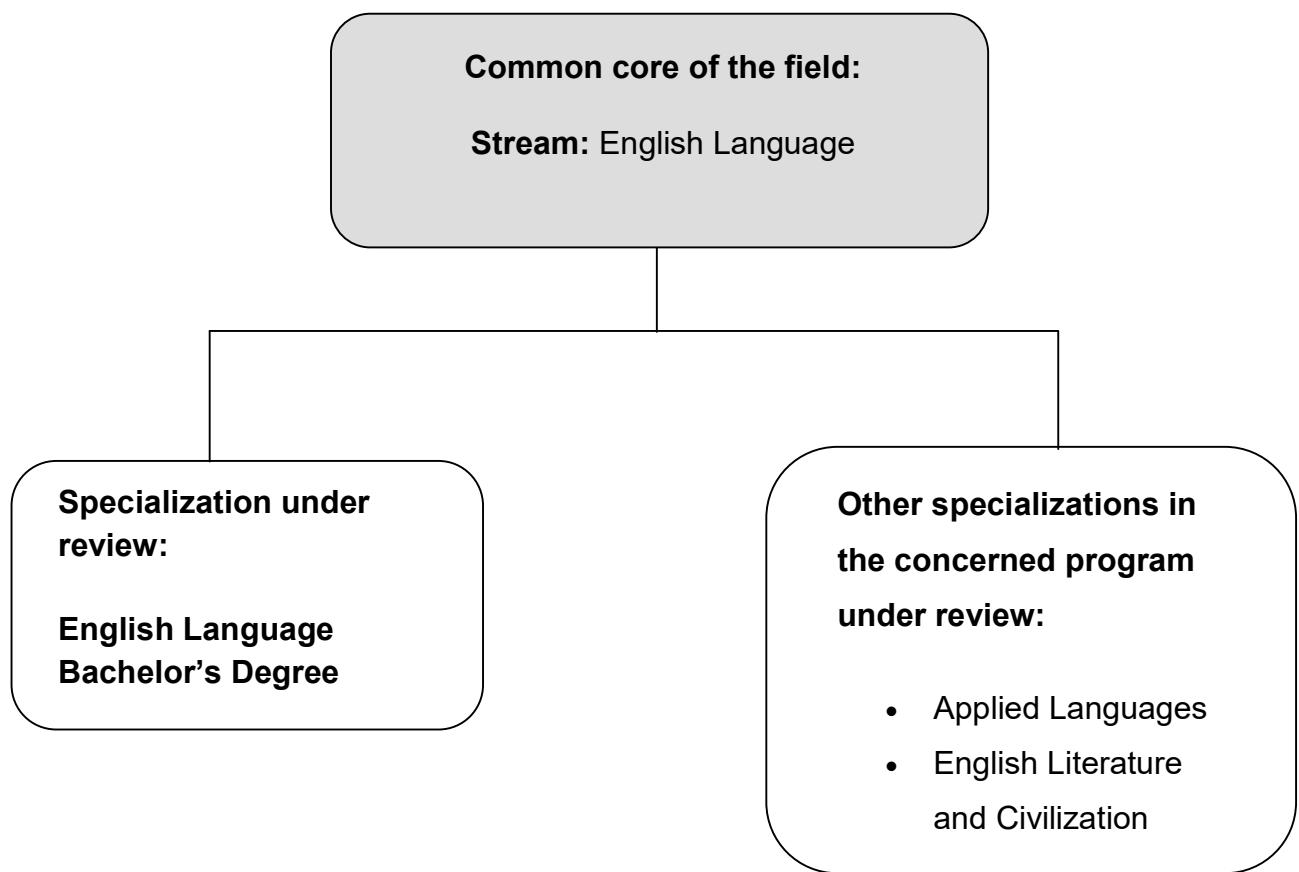
- International Partners:

None

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

### **A – General Organization of the Program: Project Positioning(*Mandatory Field*)**

If multiple bachelor's programs are proposed or already offered within the institution (whether by the same or different teaching teams), please indicate the positioning of this project in relation to the other tracks using the diagram below.



## B – Objectives of the Program

The French Language Bachelor's Degree aims at the acquisition and mastery of the taught language. Emphasis is placed on the importance of practical modules such as written and oral expression, grammar, and phonetics, which are considered fundamental for acquiring essential concepts of a foreign language within the LMD (License-Master-Doctorate) system.

Priority is given to the practical use of the language in its four skills: listening, reading, writing, and speaking.

The proposed training pathway primarily aims to develop the necessary skills for future French teachers across various educational levels: primary, middle, secondary, and even

higher education (particularly for teaching French for specific purposes in departments other than the French department).

In addition, the transversal and discovery unit courses will enable future graduates to acquire skills in translation, cognitive psychology, French for Specific Purposes (FSP), and foreign languages. The methodology unit will also foster a scientific mindset in students over the semesters, preparing them for Master's and Doctoral studies.

The courses offered within the different teaching units will prepare students to specialize in fields such as literature, linguistics, or didactics at the Master's and Doctorate levels.

## **C – Targeted Profiles and Competencies***(Mandatory Field – max. 20 lines)*

The aim is to develop communicative, linguistic, sociolinguistic, and pragmatic competencies, specifically:

- Training future student-researchers in French language and literature, with awareness of new directions in French language studies.
- Acquiring the required skills to teach French as a foreign language.
- Gaining knowledge and practical know-how in the various application domains of the French language.
- Acquiring additional skills in French for Specific Purposes, translation, Arabic, and cognitive psychology.

## **D – Regional and National Employability Opportunities***(Mandatory Field)*

The proposed program aligns well with regional and national employability prospects. At the end of the course, the student will hold a degree in French Language and Literature, qualifying them for various professional careers, especially in the field of education (primary schools, middle schools, high schools, private institutions, etc.).

Moreover, the training provided will equip students with strong oral and written communication skills in French, allowing them to pursue other careers such as

librarianship or journalism. They may also be employed by private, regional, or national industrial companies in areas such as marketing, administration, and more.

## **E – Pathways to Other Specializations***(Mandatory Field)*

Building on the foundations laid during the first and second years (six semesters), with a strong emphasis on practical subjects such as written and oral expression, grammar, and phonetics as essential elements for language acquisition, semesters 5 and 6 complete the training in language, literature, and civilization.

This pathway will also grant students access to relevant Master's specializations in Language Sciences, Didactics, or Literary Text Sciences.

## **F – Expected Performance Indicators of the Program***(Mandatory)*

(The teaching team will implement a program for the optimal and rational follow-up of students. Pedagogical coordination meetings will be organized. Each subject will be evaluated at the end of the semester through written and/or continuous assessment based on the semester's content. For each subject, students will also be required to submit a written assignment aligned with the course content.

Research initiation will be reinforced by the production of a project proposal, which will be regularly supervised by the research methodology instructor.

The academic Bachelor's degree in French spans six semesters. The first year (S1 and S2) is validated only if the student obtains the full 30 credits. These credits are allocated to teaching units (UE) in descending order of importance: Core UE (UEF), Methodological UE (UEM), Discovery UE (UED), and Transversal UE (UET).

The second year (S3 and S4) builds on the foundation of the first year, with the aim of providing consistent training aligned with the overall title of the program. The instruction focuses mainly on practicing the language across its four skills: listening, reading, writing, and speaking.

The third year (S5 and S6) aims at the advanced acquisition and mastery of the French language. The common core curriculum allows all students to master French as a

language of communication and to acquire knowledge in language, literature, and civilization.

Assessment will include both continuous evaluation and written exams, depending on the nature of each course.

## **4 – Available Human Resources:**

**A :Supervision Capacity: 250**



#### 4 – Moyens humains disponibles

A : Capacité d'encadrement : 250

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

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	TD/Cours	Emargement
1. Tayeb BOUAZID	Langue Anglaise	Doctorat	Prof	Cours, TD	<i>Signature</i>
2. Assia BAGHDADI	Langue Anglaise	Doctorat	Prof	Cours, TD	<i>Signature</i>
3. Nassima AMIROUCHE	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
4. Mohamed GOUFFI	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
5. Youcef BENNAA	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
6. Abla AHMED KADI	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
7. Mohamed SENOUESSI	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
8. Bachir SAHED	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
9. Imane CHERIET	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
10. Mourad TOUATI	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
11. Aboubaker HAMOUDI	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
12. Karima LADJEL	Langue Anglaise	Doctorat	MCA	Cours, TD	<i>Signature</i>
13. Nassira HARIZI	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
14. Imane BERRABEH	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
15. Chahrazed HEMOUMA	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
16. Mohamed Djemoui SABER	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
17. Dalel OMRI	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
18. Bilal DRIBI	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
19. Sabah FARRAH	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
20. Amel BOUAKAZ	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
21. Messaouda LAADJINI	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
22. Ilhem DJAALAB	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>
23. Sara BOUGOUFA	Langue Anglaise	Doctorat	MCB	Cours, TD	<i>Signature</i>

24. Amel ZINE	Langue Anglaise	Magister	MAA	Cours, TD	<i>Zine</i>
25. Oumessaad BERKANI	Langue Anglaise	Magister	MAA	Cours, TD	<i>Berkani</i>
26. Abdelmadjid TAYOUB	Langue Anglaise	Magister	MAA	Cours, TD	<i>Tayoub</i>
27. Noureddine REFICE	Langue Anglaise	Magister	MAA	Cours, TD	<i>Refice</i>
28. Karima LAOUIDJI	Langue Anglaise	Magister	MAA	Cours, TD	<i>Laouidji</i>
29. Amel BENIA	Langue Anglaise	Magister	MAA	Cours, TD	<i>Benia</i>
30. Khaoula REBAHI	Langue Anglaise	Magister	MAA	Cours, TD	<i>Rebahi</i>

Visa du département



Visa de la faculté ou de l'institut



**C :External teaching staff assigned to the specialization:** (à renseigner et faire viser par la faculté ou l'institut)

Full Name	Affiliation Institution	Graduation Certificate	Specialization degree (Master's, Doctorate)	Rank	Teaching Subject	Signature
None						

**Department approval****Faculty or institute approval**

## D: Overall Summary of Human Resources Mobilized for the Specialty (L3):

Grade	Internal Staff	External Staff	Total
<b>Professor</b>	02	00	<b>02</b>
<b>Associate Professor (A)</b>	10	00	<b>10</b>
<b>Associate Professor (B)</b>	11	00	<b>11</b>
<b>Assistant Professor (A)</b>	07	00	<b>07</b>
<b>Assistant Professor (B)</b>	00	00	<b>00</b>
<b>Other (*)</b>	00	00	<b>00</b>
<b>Total</b>	<b>30</b>	<b>00</b>	<b>30</b>

(\*) Technical and support staff

\* Permanent support staff (specify the different categories)

Type	Staff
<b>Administrator</b>	02
<b>Administrative Agent</b>	
<b>Senior Technician</b>	

## 5 – Specific Material Resources for the Specialization

### A – Educational Laboratories and Equipment:

Inventory of existing educational equipment for the practical work (TP) related to the intended program (1 form per laboratory)

**Laboratory Title:** Digital Language Laboratories

**No. 01-02-03 Block:** A

**Student Capacity:** 60 stations

Nº	Equipment Title	Number	Observations
01	Administrator workstation	03	<b>P4 HP</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD, capture card)
02	Teacher workstation	03	<b>P4 Rombus</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD)
03	VHS player	01	Philips
04	Cassette player	01	Double-band
05	DVD player	01	Cherokee
06	Viewing and course-tracking software	01	////
07	Student workstations	60	<b>P4 HP</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD)
08	Data show projector	03	Branded
09	Audio/video editing software	01	////
10	Student desk	40	Two-seater
11	Network switch	01	Connects student workstations with the administrator and teacher
12	Movable chair	65	///
13	Camcorder	01	///
14	Overhead projector	03	///

**Laboratory Title:** Digital Language Laboratories  
**No. 01-02-03 Block: B**

**Student Capacity:** 60 stations

<b>Nº</b>	<b>Equipment Title</b>	<b>Number</b>	<b>Observations</b>
<b>01</b>	<b>Administrator workstation</b>	<b>03</b>	<b>P4 HP</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD, capture card)
<b>02</b>	<b>Teacher workstation</b>	<b>03</b>	<b>P4 Rombus</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD)
<b>03</b>	<b>VHS player</b>	<b>01</b>	<b>Philips</b>
<b>04</b>	<b>Cassette player</b>	<b>01</b>	<b>Double-band</b>
<b>05</b>	<b>DVD player</b>	<b>01</b>	<b>Cherokee</b>
<b>06</b>	<b>Viewing and course-tracking software</b>	<b>01</b>	////
<b>07</b>	<b>Student workstations</b>	<b>60</b>	<b>P4 HP</b> (CPU 3GHz, 512MB RAM, DVD drive, 80GB HDD)
<b>08</b>	<b>Data show projector</b>	<b>03</b>	<b>Branded</b>
<b>09</b>	<b>Audio/video editing software</b>	<b>01</b>	////
<b>10</b>	<b>Student desk</b>	<b>40</b>	<b>Two-seater</b>
<b>11</b>	<b>Network switch</b>	<b>01</b>	<b>Connects student workstations with the administrator and teacher</b>
<b>12</b>	<b>Movable chair</b>	<b>65</b>	///
<b>13</b>	<b>Camcorder</b>	<b>01</b>	///
<b>14</b>	<b>Overhead projector</b>	<b>03</b>	///

## B – Internship Sites and In-Company Training

(see section on agreements/conventions)

Internship location	students number	Internship duration
None		

## **C – Documentation Available at the Institution Specific to the Proposed Program (Mandatory Field):**

A substantial documentary collection of 1,250 titles is available in relation to the proposed program. Books are also available at the following libraries:

- Library located at the Foreign Languages site, equipped with sufficient scientific and technical books to support the offered Bachelor's and Master's programs.
- Library of the Faculty of Letters and Languages and other faculties of the University of M'Sila.
- Library of the Cultural Center of the M'Sila municipality.

## **D – Personal Workspaces and ICT Available at the Department and Faculty Level:**

Personal workspaces equipped with PCs with internet connection and ICT facilities at the Faculty of Letters and Languages and the University of M'Sila will be made available to students to help them conduct their research work under appropriate conditions.

- Central Library
- Reading Rooms
- Computing Center
- Videoconference Room

## **II – Semester Organization Sheet for the Specialty Courses (S1 – S3 – S4 – S5 – and S6)**

## Semester 1

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CA*	Exam
<b>Fundamental TU</b> <b>Code : FEU 1.1</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Written Comprehension and Expression 1	4	2		3h00		45h00	55h00	40%	60%
	Oral Comprehension and Expression 1	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 1.1</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Grammar 1	4	2		3h00		45h00	55h00	40%	60%
	Linguistics and Phonetics 1	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 1.1</b> <b>Credits : 2</b> <b>Coefficients : 1</b>	Literary Texts 1	2	1		1h30		22h30	27h30	40%	60%
<b>Methodological TU</b> <b>Code : MTU 1.1</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	University Study Skills1	4	2		3h00		45h00	55h00	40%	60%
	Reading and Text Analysis 1	4	2		3h00		45h00	55h00	100%	///
	ICT and e-Learning 1	1	1		1h00		15h00	10h00	100%	///
<b>Discovery TU</b> <b>Code : DTU 1.1</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Civilisations 1	2	2	1h30	1h30		45h00	5h00	40%	60%
<b>Transversal TU</b> <b>Code : TTU 1.1</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Foreign language (s)1	1	1		1h30		22h30	2h30	100%	///
<b>Semester 1 Total</b>		30	17	1h30	23h30		375h00	375h00		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial (TD) \* Prac= Practical (TP)

## Semester 2

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CA*	Exam
<b>Fundamental TU</b> <b>Code : FEU 1.2</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Written Comprehension and Expression 2	4	2		3h00		45h00	55h00	40%	60%
	Oral Comprehension and Expression 2	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 1.2</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Grammar 2	4	2		3h00		45h00	55h00	40%	60%
	Linguistics and Phonetics 2	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 1.2</b> <b>Credits : 2</b> <b>Coefficients : 1</b>	Literary Texts 2	2	1		1h30		22h30	27h30	40%	60%
<b>Methodological TU</b> <b>Code : MTU 1.2</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	University Study Skills 2	4	2		3h00		45h00	55h00	40%	60%
	Reading and Text Analysis 2	4	2		3h00		45h00	55h00	100%	///
	ICT and e-Learning 2	1	1		1h00		15h00	10h00	100%	///
<b>Discovery TU</b> <b>Code : DTU 1.2</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Civilisations 2	2	2	1h30	1h30		45h00	5h00	40%	60%
<b>Transversal TU</b> <b>Code : TTU 1.2</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Foreign language (s)	1	1		1h30		22h30	2h30	100%	///
<b>Semester 2 Total</b>		30	17	1h30	23h30		375h00	375h00		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial(TD) \* Prac= Practical (TP)

### Semester 3

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CC*	Exam
<b>Fundamental TU</b> <b>Code : FEU 2.1</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Written Comprehension and Expression 3	4	2		3h00		45h00	55h00	40%	60%
	Oral Comprehension and Expression 3	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 2.1</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Grammar 3	4	2		3h00		45h00	55h00	40%	60%
	Linguistics and Phonetics 3	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 2.1</b> <b>Credits : 2</b> <b>Coefficients : 1</b>	Literature1	2	1		1h30		22h30	27h30	40%	60%
<b>Methodological TU</b> <b>Code : MTU 2.1</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	University Study Skills 3	4	2		3h00		45h00	55h00	40%	60%
	Reading and Text Analysis 3	4	2		3h00		45h00	55h00	100%	///
	Digital Literacies 1	1	1		1h00		15h00	10h00	100%	///
<b>Discovery TU</b> <b>Code : DTU 2.1</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Civilisations 3	2	2	1h30	1h30		45h00	5h00	40%	60%
<b>Transversal TU</b> <b>Code : TTU 2.1</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Foreign Language (s) 3	1	1		1h30		22h30	2h30	100%	///
<b>Semester 3 Total</b>		30	17	1h30	23h30		375h00	375h00		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial (TD) \* Prac= Practical (TP)

## Semester 4

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CC*	Exam
<b>Fundamental TU</b> <b>Code : FEU 2.2</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Written Comprehension and Expression 4	4	2		3h00		45h00	55h00	40%	60%
	Oral Comprehension and Expression 4	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 2.2</b> <b>Credits : 8</b> <b>Coefficients : 4</b>	Grammar 4	4	2		3h00		45h00	55h00	40%	60%
	Linguistics and Phonetics 4	4	2		3h00		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 2.2</b> <b>Credits : 2</b> <b>Coefficients : 1</b>	Literature2	2	1		1h30		22h30	27h30	40%	60%
<b>Methodological TU</b> <b>Code : MTU 2.2</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	University Study Skills 4	4	2		3h00		45h00	55h00	40%	60%
	Reading and Text Analysis 4	4	2		3h00		45h00	55h00	100%	///
	Digital Literacies 2	1	1		1h00		15h00	10h00	100%	///
<b>Discovery TU</b> <b>Code : DTU 2.2</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Civilisations 4	2	2	1h30	1h30		45h00	5h00	40%	60%
<b>Transversal TU</b> <b>Code : TTU 2.2</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Foreign Language (s) 4	1	1		1h30		22h30	2h30	100%	///
<b>Semester 4 Total</b>		30	17	1h30	23h30		375h00	375h00		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial (TD) \* Prac=Practical (TD)

## Semester 5

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CA*	Exam
<b>Fundamental TU</b> <b>Code : FEU 3.1</b> <b>Credits : 12</b> <b>Coefficients : 6</b>	Linguistics 1	4	2	1h30	1h30		45h00	55h00	40%	60%
	Literature: Theory and Practice 1	4	2	1h30	1h30		45h00	55h00	40%	60%
	Civilisation, Culture, and Interculturality 1	4	2	1h30	1h30		45h00	55h00	40%	60%
<b>Fundamental TU</b> <b>Code : FEU 3.1</b> <b>Credits : 6</b> <b>Coefficients : 3</b>	Introduction to Didactics1	4	2	1h30	1h30		45h00	55h00	40%	60%
	English for Specific Purposes 1	2	1		1h30		22h30	27h30	40%	60%
<b>Methodological TU</b> <b>Code : MTU 3.1</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	Research Methodology 1	4	2		3h00		45h00	55h00	40%	60%
	Reading and Writing Workshops 1	4	2		3h00		45h00	55h00	100%	///
	Oral Communication Practice 1	1	1		1h00		15h00	10h00	100%	///
<b>Discovery TU</b> <b>Code : DTU 3.1</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Translation : Arabic /English 1	2	2	1h30	1h30		45h00	5h00	40%	60%
<b>Transversal TU</b> <b>Code : TTU 3.1</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Entrepreneurship 1	1	1		1h30		22h30	2h30	100%	///
<b>Semester 5 Total</b>		30	17	7h30	17h30		375h00	375h00		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial (TD) \* Prac =Practical (TP)

## Semester 6

Teaching Unit	Course Title	Credits	Coefficients	Weekly Time Allocation			WTA (15 Weeks)	Other*	Evaluation Mode	
				Lecture	Tut*	Prac*			CA*	Exam
<b>Fundamental TU</b> <b>Code : FEU 3.2</b> <b>Credits : 12</b> <b>Coefficients : 6</b>	Linguistics 2	<b>4</b>	<b>2</b>	1h30	1h30		45h00	55h00	<b>40%</b>	<b>60%</b>
	Literature: Theory and Practice 2	<b>4</b>	<b>2</b>	1h30	1h30		45h00	55h00	<b>40%</b>	<b>60%</b>
	Civilisation, Culture, and Interculturality 2	<b>4</b>	<b>2</b>	1h30	1h30		45h00	55h00	<b>40%</b>	<b>60%</b>
<b>Fundamental TU</b> <b>Code : FEU 3.2</b> <b>Credits : 6</b> <b>Coefficients : 3</b>	Introduction to Didactics 2	<b>4</b>	<b>2</b>	1h30	1h30		45h00	55h00	<b>40%</b>	<b>60%</b>
	English for Specific Purposes 2	<b>2</b>	<b>1</b>		1h30		22h30	27h30	<b>40%</b>	<b>60%</b>
<b>Methodological TU</b> <b>Code : MTU 3.2</b> <b>Credits : 9</b> <b>Coefficients : 5</b>	Research Methodology 2	<b>4</b>	<b>2</b>		3h00		45h00	55h00	<b>40%</b>	<b>60%</b>
	Reading and Writing Workshops 2	<b>4</b>	<b>2</b>		3h00		45h00	55h00	<b>100%</b>	///
	Oral Communication Practice 2	<b>1</b>	<b>1</b>		1h00		15h00	10h00	<b>100%</b>	///
<b>Discovery TU</b> <b>Code : DTU 3.2</b> <b>Credits : 2</b> <b>Coefficients : 2</b>	Translation : Arabic /English 2	<b>2</b>	<b>2</b>	1h30	1h30		45h00	5h00	<b>40%</b>	<b>60%</b>
<b>Transversal TU</b> <b>Code : TTU 3.2</b> <b>Credits : 1</b> <b>Coefficients : 1</b>	Entrepreneurship 2	<b>1</b>	<b>1</b>		1h30		22h30	2h30	<b>100%</b>	///
<b>Semester 6 Total</b>		<b>30</b>	<b>17</b>	<b>7h30</b>	<b>17h30</b>		<b>375h00</b>	<b>375h00</b>		

\* Other = Supplementary work during consultation and \*CA = Continuous Assessment \*Tut= tutorial (TD) \* Prac =Practical (TP)

## Overall Training Summary:

(Indicate the total number of hours, broken down into lectures, tutorials, practicals, etc., for the six teaching semesters, and for the different types of teaching units TU)

<b>TU</b> <b>WTA</b>	<b>FTU</b>	<b>MTU</b>	<b>DTU</b>	<b>TTU</b>	<b>Total</b>
<b>Lectures</b>	180	00	90	45	315
<b>Tutorials</b>	1305	180	90	112h30	1687h30
<b>Practicals</b>	/	/	/	/	00
<b>Personal work</b>	250	200	150	100	700
<b>Other (Specified)</b>					
<b>Total</b>	1323	180	180	157h30	1840h30
<b>Credits</b>	132	20	16	12	<b>180</b>
<b>Percentage of credits allocated to each TU</b>	<b>74 %</b>	<b>11 %</b>	<b>09 %</b>	<b>06 %</b>	<b>100%</b>

### **III - Detailed syllabus by subject for each semester**

# **L1–1<sup>st</sup> and 2<sup>nd</sup> SEMESTERS**

## Semester: S1

**Teaching Unit:** Fundamental

**Subject:** **Written Comprehension and Expression 1**

**Credits:** 04

**Coefficient:** 02

### **Teaching Objectives:**

- Understand and Classify Parts of Speech
- Master Basic Sentence Structure
- Construct Grammatically Correct Sentences
- Use a Variety of Sentence Types and Forms
- Identify and Correct Sentence-Level Errors
- Revise for Clarity, Coherence, and Style

### **Pre-requisites:**

Basic English Language Exposure, Essential Vocabulary Knowledge, Basic Sentence Awareness, Reading and Comprehension and Foundational Writing Ability

### **SubjectContent :**

#### **1. Introduction to Parts of Speech**

- o Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections.

#### **2. From Word to Sentence: Building Basic Structures**

- o English word order (SVO)
- o Subject-Verb Agreement
- o Basic Verb Tenses Overview
- o Sentence elements: subject, predicate, object, complement, modifier

#### **3. Sentence Structure and Variety**

- o Sentence types by function: declarative, interrogative, exclamatory, imperative
- o Sentence types by form: simple, compound, complex, compound-complex

#### **4. Detailed Sentence Forms**

- o Use of coordinating and subordinating conjunctions

#### **5. Common Sentence Problems and Corrections**

- o Sentence fragments
- o Run-ons and comma splices
- o Choppy and stringy sentences
- o Wordiness
- o Unparallel structures
- o Faulty coordination and subordination
- o Misplaced and dangling modifiers

#### **6. Introduction to Reading**

- o Short texts with reading comprehension activities

**Assessment Mode :** 60% Final Examination +40% continuous assessment

### **References:**

- Geneseo Writing Guide (<http://writingguide.geneseo.edu>)
- Community College of Rhode Island Grammar (<http://grammar.ccc.commnet.edu>)
- Power of Writing Association (<http://www.powa.org>)
- Purdue OWL (<http://owl.english.purdue.edu/owl>)
- Mann & Taylore-Knowles, *Writing: Student's Book*, Macmillan ELT, 2003
- Sahanaya, Lindeck & Stewart, *IELTS Preparation and Practice*, Oxford University Press, 2004

## **Semester: S1**

**Teaching Unit:** Fundamental  
**Subject:** **Oral Comprehension and Expression 1**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives :**

- Develop basic listening strategies and awareness of English sound patterns
- Build confidence in self-expression and basic interactive speaking
- Introduce students to oral functions in everyday life

### **Prerequisites:**

- Basic awareness of English sound system (consonants, vowels, stress)
- Familiarity with simple everyday vocabulary
- Understanding of basic conversational norms (greetings, politeness)

### **Subject Contents:**

- Fundamentals of Oral Communication

### **Listening Activities**

- Identifying main ideas and supporting details in simple conversations
- Recognizing intonation patterns and emotional tone
- Listening for predictions, opinions, and summarizing content
- Understanding basic collocations and idiomatic expressions

### **Speaking Activities**

- Introducing oneself and others
- Stating reasons for choosing English as a field of study
- Describing people, routines, habits, and places
- Performing everyday functions (greeting, thanking, apologizing)
- Expressing preferences and giving simple opinions

### **Language Development Activities**

- **Pronunciation workshops** (minimal pairs, stress, rhythm)
- **Situational role plays** (at the doctor's, in a café, with a new classmate)
- **Short dialogues with peer feedback**
- **Basic oral storytelling with visual prompts**

### **Evaluation Mode :60% Final Examination +40% continuous assessment**

### **Références :**

1. Goh, C. C. M., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press.
2. Lynch, T. (2009). *Teaching Second Language Listening*. Oxford University Press.
3. Nation, I. S. P., & Newton, J. (2020). *Teaching ESL/EFL Listening and Speaking* (2nd ed.). Routledge.

## **Semester:S1**

**Teaching Unit :Fundamental**

**Module :Grammar1**

**Credits : 04**

**Coefficients : 02**

### **Teaching Objectives:**

Building a strong grammar foundation by mastering parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions, to improve sentence structure and communication skills.

### **Pre-requisites:**

- Knowledge of basic sentence structure.
- An understanding of basic tenses and parts of speech.
- Familiarity with simple punctuation, capitalization, and basic reading and listening skills.

### **Subject contents:**

#### **1. Parts of Speech**

- Nouns (common, proper, countable, uncountable)
- Pronouns (subject, object, possessive, reflexive)
- Verbs (main, auxiliary, modal)
- Adjectives and adverbs (basic, comparative, and superlative forms)
- Prepositions (of place, time, direction)
- Conjunctions (coordinating and subordinating)

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

### **References:**

- Thomson, A. J., & Martinet, A. V. (1997). *A practical English grammar* (4th ed.). Oxford University Press.
- Swan, M. (2005). *Practical English usage* (3rd ed.). Oxford University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Hewings, M. (2005). *Advanced grammar in use* (2nd ed.). Cambridge University Press.
- Azar, B. S. (2009). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Press.

## Semester: S1

**Teaching Unit:** Fundamental  
**Module:** **Linguistics and Phonetics 1**  
**Credits:** 04  
**Coefficient:** 02

## Teaching Objectives:

- Introduce students to foundational concepts of linguistics and phonetics.
- Familiarize them with the English vowel system and the organs of speech.

## Prerequisites:

- A basic command of English (A2–B1 level).
- Familiarity with the English alphabet and general concepts of language and sound.

## Subject Contents:

### 1. Introduction to Linguistics

- What is linguistics? Definitions and scope, Linguistics as a science.
- Historical overview: from traditional grammar to modern linguistics.
- Macro vs. micro linguistics (fields and functions).
- Sapir's view on language.
- Definition and characteristics of human language: *Arbitrariness, Productivity, Duality, Discreteness, Cultural Transmission*.
- Levels of linguistic analysis: *Phonology, Morphology, Syntax, Semantics*.
- Functions of language: *Referential, Phatic, Poetic, Metalingual, Emotive, Conative* (based on Jakobson).

### 2. Introduction to Phonetics

- Importance of phonetics and phonology.
- Branches of phonetics: articulatory, acoustic, auditory.
- Organs of speech and speech mechanisms.
- Sound vs. graphical representation (phoneme vs. grapheme).

## English Vowels

- Description and classification of vowels.
- Short vs. long vowels.
- Front / Central / Back vowels.
- Diphthongs and triphthongs.
- Minimal pairs and free variation.

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

## References:

- Roach, P. (2009). *English Phonetics and Phonology* (4th ed.). Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An Introduction to Language* (11th ed.). Cengage Learning.
- Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge University Press.
- Saussure, F. de. (1959). *Course in General Linguistics*. McGraw-Hill.

## **Semester: S1**

**Teaching Unit:** Fundamental

**Subject:** **Literary Texts 1**

**Credits:** 02

**Coefficients:** 01

### **Teaching Objectives:**

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

- Define literature and the concept of a literary text.
- Identify the main literary genres and their distinguishing features.
- Define prose fiction and distinguish it from non-fiction prose.
- Identify and analyze key narrative elements in selected prose texts (e.g., plot, character, setting, point of view, theme).
- Recognize and explain the function of major figures of speech used in literary texts.

### **Prerequisites:**

- Ability to comprehend short literary prose texts in English
- Ability to write short, coherent paragraphs
- Basic awareness of narrative elements (e.g., beginning, middle, end)
- Familiarity with some short stories from previous educational experiences

### **Subject Contents:**

- What is literature? What is a text?
- Overview of literary genres: prose, poetry, drama
- Introduction to prose fiction: short stories and novels
- Main narrative elements: plot, character, setting, theme, narrator
- Introduction to non-fiction prose
- Common figures of speech (e.g., metaphor, simile, personification, irony)

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

### **References:**

- Larer, Mario. *An Introduction to Literary Studies*. 2nd ed., London & New York: Routledge, 2004.
- Beard, Adrian. *Texts and Contexts: Introducing Literature and Language Study*. Routledge, 2001.
- Lodge, David. *The Art of Fiction*. Penguin Books, 1992.
- Parrinder, Patrick. *Nation and Novel: The English Novel from its Origins to the Present Day*. Oxford University Press, 2006.

## **Semester: S1**

**Teaching Unit:** Methodological  
**Subject:** **University Study Skills 1**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives:**

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

- Identify and apply at least five key study skills essential for successful university learning
- Develop a personalized study plan and schedule
- Practice memorization strategies to enhance information retention.
- Use structured note-taking methods to summarize academic texts and lectures
- Apply appropriate techniques for effective revision and exam preparation.

### **Prerequisites:**

Students should have basic proficiency in English and be familiar with fundamental academic vocabulary.

### **Subject Contents :**

#### **1. Introduction to University Study**

- Overview of university life and expectations
- Introduction to the LMD system

#### **2. Developing Effective Study Habits**

- Characteristics of successful students
- Goal-Setting and Motivation
- Effective listening skills
- Collaborative Learning
- Time management and effective academic planning
- Memory and Focus Techniques

#### **3. Effective Note-Taking**

- Methods of note taking
- Note-taking during lectures and during reading techniques

#### **4: Exam Preparation Strategies**

- Understanding different types of exam questions
- Managing exam stress and building confidence
- Creating summaries, outlines, and visual aids
- Active vs. passive revision

**Evaluation Mode : 60% Examen final + 40% contrôle continu**

### **References:**

- Briggs, C.I., & 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.
- DeVito, J.A. (2009). The Essential Elements of Public Speaking (3rd ed.). Pearson.

## **Semester: S1**

**Teaching Unit:** Methodological  
**Subject:** **Reading and Text Analysis 1**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives**

- To develop students' reading comprehension skills at the academic level.
- To introduce and apply effective reading strategies
- To analyze and interpret a variety of written texts

### **Prerequisites:**

- Students should have at least a **lower-intermediate level of English**
- Basic familiarity with paragraph structure and sentence-level comprehension.

### **Subject Contents:**

#### **1. Introduction to Reading as a Skill**

- Importance of reading in academic and personal development
- Types of texts and reading purposes (informative, persuasive, literary, etc.)
- Overview of intensive vs. extensive reading

#### **2. Reading Strategies**

- Skimming
- Scanning
- Summarizing
- Close Reading
- Identifying main ideas and supporting details
- Distinguishing between fact and opinion

#### **3. Text Comprehension and Interpretation**

- Making inferences and drawing conclusions
- Understanding literal vs. implied meaning
- Analyzing paragraph and text structure
- Recognizing cohesion (connectors, referencing, etc.)
- Identifying author's tone, purpose, and audience

### **Evaluation Mode: 100% Continuous Assessment**

### **References:**

- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge University Press.
- Wallace, C. (1992). *Reading*. Oxford University Press.
- Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language* (3rd ed.). Macmillan Education.
- McCarthy, M., & O'Dell, F. (2017). *Academic Vocabulary in Use*. Cambridge University Press.

## **Semester: S1**

**Teaching Unit:** Methodological  
**Subject:** **ICT and E-learning 1**  
**Credits:** 01  
**Coefficients:** 01

### **Teaching Objectives:**

By the end of this semester, students should be able to:

- Demonstrate basic proficiency in information and communication technologies for academic purposes.
- Understand the role of ICTs in higher education.
- Manage basic digital tasks using productivity tools.

### **Pre-requisites:**

- Basic familiarity with using a computer (turning it on/off, using a mouse, keyboard).
- Willingness to engage with digital tools and learn foundational ICT concepts.
- No advanced digital knowledge required.

### **Subject contents:**

#### **1. Foundations of ICT in Higher Education**

- Definition and importance of ICT in academic contexts.
- Ethical use of technology (e.g., plagiarism, digital footprint, privacy basics).

#### **2. Basic Software Literacy**

- Microsoft Office Suite: Word, PowerPoint, Excel – creation, formatting, exporting to PDF.
- Google Workspace: Docs, Slides, Sheets – real-time collaboration, cloud storage, commenting features.

#### **3. Basic Digital Communication**

- Creating and managing email accounts (Gmail/Outlook).
- Email etiquette and formal correspondence in academia.
- Introduction to file sharing (Google Drive, WeTransfer).

**Evaluation Mode : 100%Continuous assessment**

### **References:**

- Bates, T. (2015). *Teaching in a Digital Age*. [Open textbook – available online].
- Shelly, G. B., & Vermaat, M. E. (2011). *Discovering Computers: Fundamentals*. Cengage Learning.

## **Semester: S1**

**Teaching Unit:** Discovery  
**Subject:** **Civilizations 1**  
**Credits:** 02  
**Coefficients:** 02

### **Teaching Objectives**

To improve students' knowledge of the English language through British life and history.

### **Prerequisite**

- General knowledge of different civilizations and cultures.

### **Subject Contents**

#### **1. Early Britain**

- The United Kingdom (overview)
- The Earliest Settlers of Britain: Iberians/ Picts/ Celts/Romans
- The Nordic Invasions: The Anglo-Saxons and the Vikings
- The Celtic Kingdoms: Scotland, Ireland, Wales. (780 A.D- 1100 A.D)

#### **2. The Beginning of the Middle Ages**

- The Norman Conquest and Feudalism (1070 A.D-1100 A.D)
- Magna Carta and the Decline of Feudalism (1100 A.D-1215 A.D)
- The Powers of the King of England (Parliament, dealing with the Celts) (1216 A.D -1275 A.D)
  - Towns, Society, and Culture during in the Middle Ages. (1200 A.D- 1300A.D)

**Evaluation Mode: 60% Final Examination + 40% 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)
- Oakland John. British Civilization: An Introduction (Routledge, 2002)
- F. E. Halliday. England A Concise History. (Thames & Hudson, 1995)

## **Semester: S1**

**Teaching Unit:** Transversal  
**Subject:** Foreign language 1  
**Credits:** 01  
**Coefficients:** 01

### **Teaching Objectives :**

- Reinforce foundational French grammar.
- Develop basic vocabulary and sentence structure.
- Practice oral and written expression in simple everyday situations.

### **Pre-requisites:**

- Basic proficiency in French (A2/B1)
- Ability to read and understand simple academic texts in French.

### **Subject Contents:**

- Basic sentence structure: Subject-Verb-Object
- Verb tenses: Present tense of regular and common irregular verbs
- Nouns, articles, and adjectives: Gender and number agreement
- Pronouns: Subject and reflexive
- Introducing oneself and others
- Basic daily communication (asking for directions, shopping, etc.)
- Listening and speaking: Short conversations, role-plays

**Evaluation Mode:** 100% continuous assessment

### **References:**

- Riegel, M., Pellat, J.-C., & Rioul, R. (2021). *Grammaire méthodique du français*. PUF.
- Capelle, G., & Gidon, R. (2020). *Objectif Express 1 & 2* (Hachette FLE).
- Le Goff, J. (2007). *La civilisation française*. Hachette.
- Grégoire, M., & Thiévenaz, O. (2020). *Grammaire progressive du français* (CLE International).
- TV5Monde, *Langue française* – <https://langue-francaise.tv5monde.com>

## Semester:S2

**Teaching Unit:** Fundamental  
**Module:** **Written Comprehension and Expression 2**  
**Credits:** 04  
**Coefficient:** 02

### Teaching Objectives:

- Understand and Apply Paragraph Structure
- Produce a Variety of Paragraph Types
- Develop Coherence Through Cohesive Devices
- Apply the Writing Process
- Master Mechanics of Writing
- Complete Foundational Writing Tasks

### Prerequisites

Basic English Language Proficiency, Foundational Grammar Knowledge, Sentence-Level Writing Skills and Basic Study Skills

### Subject Contents:

#### 1. Paragraph Structure and Principles

- Structure: topic sentence, supporting details, concluding sentence
- Principles: unity, coherence, development

#### 2. Paragraph Types and Purposes

- Descriptive
- Narrative
- Expository
- Argumentative

#### 3. Coherence and Cohesive Devices

- Transition words and phrases
- Pronoun reference and repetition
- Parallelism

#### 4. Writing Process and Practice

- Prewriting (brainstorming, outlining)
- Drafting
- Revising and editing
- Proofreading

#### 5. Mechanics

- Spelling, capitalization, punctuation

#### 6. Common Writing Tasks for Beginners

- Writing descriptive paragraphs
- Writing personal narratives
- Writing basic opinion paragraphs

**Evaluation Mode: 60% Final Examination + 40% continuous assessment**

### References

- [POWA – Power of Writing Activities](#)
- [OWL – Purdue Online Writing Lab](#)
- Malcolm Mann, Steve Taylore-Knowles. *Writing: Student's Book*, Macmillan ELT, 2003.
- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart. *IELTS Preparation and Practice: Reading and Writing – Academic Module*, Oxford University Press, 2004.

## **Semester:S2**

**Teaching Unit:** Fundamental  
**Subject:** **Oral Comprehension and Expression 2**  
**Credits:** 04  
**Coefficient:** 02

### **Teaching Objectives:**

- Enhance fluency in daily conversations
- Practice structured speech in personal, academic, and social contexts
- Reinforce listening for gist and specific details

### **Prerequisites:**

- Ability to engage in simple exchanges and ask/respond to personal questions
- Awareness of levels of formality in speech
- Comfort with basic descriptive and narrative functions

### **Subject Contents:**

#### **2. Everyday Communication in Context**

##### **Listening Activities**

- Interpreting the speaker's intention, tone, and attitude
- Listening for informal conversation topics (e.g., food, hobbies)
- Recognizing expressions in giving advice and instructions

##### **Speaking Activities**

- Talking about food preferences, invitations, and restaurant experiences
- Telling another person's life story
- Talking about one's studies, future career, and dreams
- Giving advice and instructions using modals and imperatives
- Participating in short dialogues and informal conversations
- Acting out scenarios (e.g., lost luggage, planning a party)

##### **Language Development Activities**

- Personalized vocabulary journals with oral practice
- Pair improvisation games to boost spontaneity
- Cultural comparison discussions (e.g., food traditions, holidays)
- Student-created dialogues or mini-scenes

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

##### **References :**

- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
- Thornbury, S. (2017). *How to Teach Speaking* (2nd ed.). Pearson Education.
- Walker, R. (2021). *Teaching the Pronunciation of English as a Lingua Franca*. Oxford University Press.

## **Semester:S2**

**Teaching Unit : Fundamental**

**Subject: Grammar 2**

**Credits : 04**

**Coefficients : 02**

### **Teaching Objectives:**

Students will learn to form basic sentences, including affirmative, negative, and interrogative types. They will master the use of **articles**, **determiners**, and **quantifiers** and improve their punctuation and capitalization skills to enhance sentence clarity and communication.

### **Pre-requisites:**

- Knowledge of basic sentence structure.
- An understanding of basic tenses and parts of speech.
- Familiarity with simple punctuation, capitalization, and basic reading and listening skills.

### **Subject contents:**

#### **1. Basic Sentence Structure**

- Sentence Components
- Sentence Types
- Word Order

#### **2. Articles and Determiners**

- Definite and indefinite articles
- Demonstrative Determiners
- Possessive Determiners
- Quantifiers

#### **3. Basic Punctuation**

- Periods, commas, question marks, exclamation points
- Capitalization rules

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

### **References:**

- Thomson, A. J., & Martinet, A. V. (1997). *A practical English grammar* (4th ed.). Oxford University Press.
- Swan, M. (2005). *Practical English usage* (3rd ed.). Oxford University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Hewings, M. (2005). *Advanced grammar in use* (2nd ed.). Cambridge University Press.
- Azar, B. S. (2009). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Press.

## Semester: S2

**Teaching Unit:** Fundamental

**Module:** **Linguistics and Phonetics 2**

**Credits:** 04

**Coefficient:** 02

### Teaching Objectives:

- Introduce major linguistic theories and thinkers.
- Deepen understanding of consonant articulation and connected speech.

### Prerequisites:

- Understanding of basic linguistic terminology and language levels.
- Ability to differentiate vowel sounds and recognize speech organs.
- Introductory knowledge of phonetics and language functions (acquired in Semester 1).

### Subject Contents:

#### Part I: Key Theories in Linguistics

- Saussure's contributions:  
*Signifier/Signified, Langue/Parole, Synchronic/Diachronic, Paradigmatic/Syntagmatic.*
- Saussure's chess analogy.
- Bloomfield and structuralism.
- Chomsky: Competence vs. Performance.
- Linguistics vs. Sociolinguistics.
- Language as communication: the communication model.
- Introduction to Semiotics and Semiology.

#### Part II: English Consonants

- Description and classification:  
*Place of articulation, Manner of articulation, Voicing, Fortis vs. Lenis.*
- Allophones and phonemic variation.

#### Part III: Connected Speech

- The English syllable and syllabic consonants.
- Consonant clusters.
- Suprasegmentals: word stress, pitch, rhythm, and sentence-level intonation.

**Evaluation Mode:** 60% Final Examination +40% continuous assessment

### References:

- Culler, J. (1986). *Ferdinand de Saussure*. Cornell University Press.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Catford, J. C. (2002). *A Practical Introduction to Phonetics*. Oxford University Press.
- Borer, H. (2017). *The Handbook of Morphology*. Wiley-Blackwell.

## **Semester: S2**

**Teaching Unit:** Fundamental

**Subject:** **Literary Texts 2**

**Credits:** 02

**Coefficients:** 01

### **Teaching Objectives:**

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

- Define poetry and identify its major types and formal characteristics.
- Analyze poetic devices such as imagery, diction, tone, voice, and figurative language.
- Understand and apply concepts such as rhyme, meter, and rhythm in poetry analysis.
- Define drama as a literary genre and identify its major elements and characteristics.
- Develop comparative insights across literary genres (prose, poetry, drama).

### **Pre-requisites:**

- Ability to analyze basic literary elements in prose
- Familiarity with figures of speech and basic literary vocabulary
- Ability to read and interpret short poems and dramatic scenes in English
- Foundational understanding of genre distinctions

### **Module Contents :**

- Poetry as a literary genre
- Poetic voice, tone, diction, and imagery
- Sound patterns: rhythm, rhyme, and meter
- Introduction to drama: definition, structure, and key elements (dialogue, stage directions, acts, characters)

**Assessment Mode:** 40% Continuous Assessment+60% Final Examination

### **References and Suggested Resources :**

- Adams, Stephen. *Poetic Designs: An Introduction to Meter, Verse Forms and Figures of Speech*. Broadview Press, 1997.
- Beard, Adrian. *Texts and Contexts: Introducing Literature and Language Study*. Routledge, 2001.
- Klarer, Mario. *An Introduction to Literary Studies*. 2nd ed., Routledge, 2004.
- Lodge, David. *The Art of Fiction*. Penguin Books, 1992.
- Parrinder, Patrick. *Nation and Novel: The English Novel from its Origins to the Present Day*. Oxford University Press, 2006

## **Semester: 2**

**Teaching Unit:** Methodological  
**Subject:** **University Study Skills2**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives:**

- Locate, access, and organize academic resources using libraries and online tools.
- Identify types of academic sources and prepare properly formatted reference lists using a recognized citation style (e.g., APA or MLA)..
- Apply effective reading strategies to understand and analyze academic texts.
- Summarize and review academic readings using appropriate structure and language.
- Paraphrase and synthesize information from multiple sources while avoiding plagiarism.

### **Prerequisites:**

Basic proficiency in the four language skills, familiarity with academic reading and simple writing tasks. Basic ICT skills (e.g., using online resources, word processors).

### **Subject Contents**

#### **1. Using libraries and Learning Resources**

- Using the library
- Types of resources
- Using dictionaries and online resources
- Organizing resources and reference lists

#### **2. Academic Reading and Text Analysis**

- Understanding academic text structure
- Reading for gist, detail, and inference
- Skimming and scanning strategies
- Making reading summaries and book reviews

#### **3. Text Explanation and Paraphrasing**

- Paraphrasing techniques
- Summarizing techniques
- Synthesizing multiple sources
- Avoiding plagiarism

**Evaluation Mode:** **60%** Final Examination + **40%** continuous assessment

### **References :**

- Briggs, C.I., & 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.
- DeVito, J.A. (2009). The Essential Elements of Public Speaking (3rd ed.). Pearson.
- Cottrell, S. (2013). The Study Skills Handbook (4th ed.). Palgrave Macmillan.
- Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge

## Semester 2

**Teaching Unit:** Methodological  
**Subject:** **Reading and Text Analysis 2**  
**Credits:** 04  
**Coefficients:** 02

### Teaching Objectives

- To develop students' ability to analyze the structure and organization of paragraphs and texts.
- To explore various paragraph types and their rhetorical functions.
- To introduce cohesion and coherence in discourse.

### Pre-requisites

- Completion of Reading and Text Analysis I (Semester 1).
- Lower-intermediate proficiency in English

### Subject Contents

#### 1. Understanding Paragraph Structure

- Topic sentence, supporting details, concluding sentence
- Unity and coherence in paragraph writing

#### 2. Types of Paragraphs

- **Descriptive:** explanation, components, techniques
- **Narrative:** sequence, event, and action
- **Expository:** definition, classification, cause-effect, comparison-contrast, and division
- **Descriptive narration:** hybrid forms in literary and journalistic writing

#### 3. Text Organization and Cohesion

- Transition signals (addition, contrast, example, conclusion)
- Reference and substitution
- Logical connectors and conjunctions
- Paragraph unity and coherence in longer texts

**Valuation Mode:** 100% Continuous Assessment

### References

- Boardman, C. A., & Frydenberg, J. (2008). *Writing to Communicate 2: Paragraphs and Essays*. Pearson Education.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic Writing: From Paragraph to Essay*. Macmillan.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). Pearson Longman.
- Hall, D. (1990). *Vocabulary and the Language of Writing*. Collins ELT.

## **Semestre : S2**

**Teaching Unit:** Methodological  
**Subject:** **ICT and E-Learning 2**  
**Credits:** 01  
**Coefficients:** 01

### **Teaching Objectives:**

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

- Navigate and use learning management systems and online learning platforms.
- Participate in and manage online learning environments.
- Engage with digital tools for remote learning and assessment.

### **Prerequisites:**

- Completion of ICT and E-Learning 1 or equivalent knowledge.
- Basic proficiency in word processing, email usage, and file management.
- Readiness to explore and interact with online learning platforms.

### **Subject contents :**

#### **1.Learning Management Systems (LMS)**

- Introduction to MOODLE: user login, course navigation, uploading/downloading materials.
- Engaging with quizzes, assignments, and discussion forums.

#### **2.Open Access Platforms**

- Introduction to MOOCs (e.g., Coursera, edX, FUN).
- Overview of Google Classroom: joining classes, submitting assignments, teacher interaction.

#### **3.Virtual Collaboration Tools**

- Video conferencing platforms: Zoom, Google Meet – setup, etiquette, screen sharing.
- Digital scheduling and group work using shared calendars and Google Docs.

**Evaluation Mode:** 100% continuous assessment

### **References:**

- Martin, F., & Parker, M. A. (2014). *Use of synchronous virtual classrooms: Why, who, and how?* MERLOT Journal of Online Learning and Teaching, 10(2).
- Moodle Documentation. <https://docs.moodle.org>
- Google for Education Help Center. <https://support.google.com/edu>
- Zoom Support. <https://support.zoom.us>

## **Semester: 02**

**Teaching Unit:** Discovery

**Module:** **Civilizations 2**

**Credits:** 02

**Coefficient:** 02

### **Teaching Objectives**

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

**Prerequisite :**

General knowledge of different civilizations and cultures

### **Subject Contents**

#### **1. An Introduction to the American Civilization**

- The United States of America (Overview: Geography, Climate, Political System)
- Pre-Columbian America
- The Age of European Discovery
- The Discovery of America

#### **2. The Colonial Era: Exploration and Settlement in the New World**

- The Roots of English Colonization in the New World (Roanoke lost colony and the Jamestown settlement)
- From Puritan New England to the Thirteen Colonies
- Life in the Thirteen Colonies
- The French Indian War: The Seven Years War

#### **3. The Roots of the American Revolution**

- Enlightenment: Taxation and the Road to Independence
- The Outbreak of the American Revolution
- The End of the war: Achieving Independence

**Evaluation Mode: 60% Final Examination + 40% continuous assessment**

### **References:**

- **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.
- **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. 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.
- **Davis, Kenneth C. (2002)**. *Don't Know Much About American History*. HarperCollinsBrynn O'Callaghan. An Illustrated History of the USA((Longman, 2004)
- **David Mauk John Okland**.*American Civilization: An Introduction*. (Routledge, 2002)
- **Alonzo L. Hamby**. *Outline of U.S. History*. (U.S. Department of State 2005)

## Semester 2

**Teaching Unit:** Transversal  
**Subject:** **Foreign language 2**  
**Credits:** 01  
**Coefficients:** 01

### Teaching Objectives

- Strengthen grammar and vocabulary.
- Introduce academic reading and writing techniques.
- Understand and produce short academic texts.

### Prerequisites:

- Ability to read and write simple French sentences.
- Familiarity with present tense and basic vocabulary related to daily life.

### Subject Contents:

- Verb tenses: Passé composé vs. imparfait
- Sentence connectors: cause, consequence, contrast
- Writing a paragraph: structure and coherence
- Reading academic texts: identifying main ideas
- Understanding instructions and assignments in French
- Introduction to formal/informal register
- Vocabulary: education, university life, society

### Evaluation Mode : 100% Continuous Assessment

### References:

- **Grégoire, M.** (2016). *Grammaire progressive du français – Niveau intermédiaire* (avec 400 exercices). CLE International.
- **Capelle, G., & Gidon, R.** (2022). *Alter Ego+ 2 – Méthode de français*. Hachette FLE.
- **Miquel, C.** (2015). *Vocabulaire progressif du français – Niveau intermédiaire*. CLE International.

# **L2–3rd and 4th Semesters**

## Semester:S3

**Teaching Unit:** Fundamental  
**Subject:** Written Comprehension and Expression 3  
**Credits:** 04  
**Coefficient:** 02

### Teaching Objectives:

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

- Understand the structure and purpose of academic essays.
- Write well-organized essays with effective introductions, body paragraphs, and conclusions.
- Apply the stages of the writing process: prewriting, drafting, revising, and editing.
- Produce clear and coherent expository essays (definition, classification, cause-effect, compare-contrast).
- Use academic tone, vocabulary, and formal style consistently.

### Prerequisites :

Basic paragraph writing skills, Familiarity with simple sentence construction and punctuation and Awareness of basic academic vocabulary and grammar rules

### Module Contents :

#### 1. Essay Structure and Purpose

- Key features of academic essays
- Differences between paragraphs and essays

#### 2. Essay Components and Cohesion

- Introduction: hook, background, thesis
- Body paragraphs: topic sentences, support, examples
- Conclusion: summary, significance, closing
- Transitions and logical connectors

#### 3. The Writing Process

- Brainstorming and outlining
- Drafting and revising
- Editing and proofreading

#### 4. Expository Essay Types

- Definition essays
- Classification essays
- Cause and effect essays
- Compare and contrast essays

#### 5. Academic Style and Language

- Formality and objectivity
- Avoiding contractions, slang, and vague language
- Using precise vocabulary and cohesive devices

**Evaluation Mode:** 60% Final Examination + 40% continuous assessment

### References:

- **Molly McClain & Jacqueline Roth, Schaum's Quick Guide to Writing Great Essays (1998)**
- Robert B. Donald et al., *Writing Clear Essays* (3rd Ed.) (1995)
- Bryan Greetham, *How to Write Better Essays* (2002)
- Joy Wingersky et al., *Writing Paragraphs and Essays* (2005)
- Nigel Warburton, *The Basics of Essay Writing* (2004)
- <http://essayinfo.com/>
- <http://owl.purdue.edu>

## Semester: S3

**Teaching Unit:** Fundamental  
**Subject:** **Oral Comprehension and Expression 3**  
**Credits:** 04  
**Coefficient:** 02

### Teaching Objectives:

- Move beyond simple communication toward critical and persuasive speaking
- Develop listening and speaking strategies for structured oral discourse

### Prerequisites:

- Control over basic interactive speaking (e.g., descriptions, instructions, preferences)
- Ability to follow short conversations and extract key points

### Subject contents :

#### 3. Developing Argumentation and Critical Speaking

### Listening Activities

- Understanding content in academic contexts (lectures, talks, interviews)
- Interpreting speaker bias and rhetorical strategies in media
- Listening to stories, reviews, and opinion pieces

### Speaking Activities

- Expressing agreement/disagreement politely and persuasively
- Defending opinions with reasons and evidence
- Arguing for or against a motion (mini-debates)
- Storytelling with narrative structure
- Discussing current issues in media and society

### Language Development Activities

- Critical listening tasks using TED Talks, news clips
- Mini panel debates and opinion corners
- Media literacy workshops (e.g., spotting persuasive language)
- Structured storytelling with plot-mapping activities

### Evaluation Mode: 60% Final Examination + 40% continuous assessment

### References :

- O'Hair, D., Rubenstein, H., & Stewart, R. (2021). *A Pocket Guide to Public Speaking* (6th ed.). Macmillan Learning.
- Wilson, J. (2020). *Talk It Out: The Educator's Guide to Successful Difficult Conversations*. ASCD.
- Brown, G., & Yule, G. (2020). *Discourse Analysis* (2nd ed.). Cambridge University Press.

## Semester :S3

**Teaching Unit :**Fundamental

**Subject :**Grammar 3

**Credits :**04

**Coefficients :** 02

### Teaching Objectives:

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

- understand and correct usage of English tenses and modal verbs.
- master present, past, perfect, and future tenses to express actions accurately in different time frames.
- use modal verbs to convey ability, permission, obligation, advice, and suggestions effectively, improving both written and spoken communication skills.

### Prerequisites:

- Knowledge of basic sentence structure.
- An understanding of basic tenses and parts of speech.
- Familiarity with simple punctuation, capitalization, and basic reading and listening skills.

### Course Contents :

#### 1. Tenses

- Present tenses
- Past and perfect tenses
- The future

#### 2. Modal Verbs

- Ability: can, could
- Permission: can, could, may, might
- Obligation: must, have to, should
- Advice and suggestion: should, ought to, had better

**Evaluation Mode:** 60% Final Examination + 40% continuous assessment

### References:

- Thomson, A. J., & Martinet, A. V. (1997). *A practical English grammar* (4th ed.). Oxford University Press.
- Swan, M. (2005). *Practical English usage* (3rd ed.). Oxford University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Hewings, M. (2005). *Advanced grammar in use* (2nd ed.). Cambridge University Press.
- Azar, B. S. (2009). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Pres

## Semester: S3

**Teaching Unit:** Fundamental  
**Subject:** **Linguistics and Phonetics 3**  
**Credits:** 04  
**Coefficient:** 02

### Teaching Objectives:

- Broaden students' theoretical knowledge of linguistic subfields.
- Explore intermediate phonetic/phonological features and connected speech.

### Prerequisites:

- Solid grasp of theoretical linguistic concepts (e.g., Saussure, Chomsky).
- Competency in distinguishing consonant types and syllabic structure.
- Ability to transcribe basic phonetic forms and identify word stress.

### Subject Contents:

#### 1. Linguistic Levels of Analysis

- Phonetics and Phonology (overview and distinction).
- Morphology: morphemes, affixation, word formation.
- Syntax: word order, phrase structure rules.
- Semantics: meaning, sense vs. reference.
- Pragmatics: context and language use.
- Discourse Analysis: cohesion, coherence, discourse markers.

#### 2. Intermediate Phonetics & Phonology

- Word stress (monosyllabic, two-/three-syllable words).
- Content vs. function words.
- Weak vs. strong forms.
- Phonemic vs. phonetic transcription.
- Connected speech: assimilation, elision, linking, juncture.

**Evaluation Mode:** 60% Final Examination + 40% continuous assessment

### References:

- Rowe, B. M., & Levine, D. P. (2022). *A Concise Introduction to Linguistics* (5th ed.). Routledge.
- Matthews, P. H. (2007). *The Concise Oxford Dictionary of Linguistics*. Oxford University Press.
- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Yule, G. (1996). *Pragmatics*. Oxford University Press

## Semester: S3

**Teaching Unit:** Fundamental

**Subject:** Literature 1

**Credits:** 02

**Coefficients:** 01

## Teaching Objectives

By the end of Semester 3, students will be able to:

- Familiarize themselves with the key characteristics and historical contexts of **pre-20th century literature** from **Medieval Literature to the Age of Revolution**.
- Identify the **major literary movements** and their defining styles, themes, and social-historical background.
- Conduct **close readings** and critical analysis of representative literary texts.
- Discuss major literary figures like **Chaucer** and **Shakespeare**, and interpret texts in light of **Puritanism** and **Revolutionary thought**.

## Prerequisites :

- Basic knowledge of literary genres and figures of speech (from L1).
- Ability to perform close readings and simple literary analysis.
- Familiarity with historical contexts covered in L1 (e.g., Medieval, Renaissance, Enlightenment periods).

## Module Contents :

1. **Medieval Literature** – *The Canterbury Tales* (Geoffrey Chaucer)
2. **Renaissance Literature** – *Selected works by Shakespeare*
3. **Puritanism in American Literature** – Sermons, diaries, early colonial writings
4. **Literature of Exploration** – Early American travel narratives
5. **Literature of Revolution and Independence** – Political and philosophical writings of the 18th century

**Assessment: 40% Continuous assessment + 60% Final examination**

## References and suggested resources:

- **Carter, R., & McRae, J.** (2001). *The Routledge History of Literature in English: Britain and Ireland*. Psychology Press.
- **Gray, R.** (2011). *A History of American Literature*. Wiley-Blackwell.
- **Runge, L., Ritchie, L., et al.** (2012). *Teaching with the Norton Anthology of English Literature: A Guide for Instructors* (9th ed.). W.W. Norton.
- **Levine, R. S., et al.** (2017). *The Norton Anthology of American Literature: 1865 to the Present*. W.W. Norton. (Earlier volumes recommended for pre-1865 content.)

## **Semester: S3**

**Teaching Unit:**Methodological  
**Subject:** **University Study Skills 3**  
**Credits:**04  
**Coefficient:** 02

### **Teaching Objectives:**

- Support students in developing effective autonomous learning strategies.
- Enhance students' critical thinking, reflective learning, and academic communication skills.
- Introduce the foundational stages of academic research

### **Prerequisites:**

Students should have basic proficiency in English and basic study skills

### **Subject Contents:**

#### **1. Introduction to Learning Styles and Strategies**

- Understanding Learning Styles and strategies
- Identifying Personal Learning styles and preferences
- Adapting Study Strategies to Learning Styles

#### **2. Developing Reflective Learning Practices**

- Introduction to Reflective Learning
- Reflective learning Techniques
- Self-assessment and improving performance

#### **3. Critical Thinking and Academic Discussion**

- Fundamentals of Critical Thinking
- Developing Argumentation Skills
- Engaging in Academic Dialogue (debating and arguing)

#### **4. Introduction to Research Methodology**

- Conceptualization of scientific research
- Research Method Vs research methodology
- Importance of scientific research
- Objectives of scientific research
- Characteristics of scientific research
- Types of Research

**Evaluation Mode: 60% Final Examination + 40% continuous assessment**

### **References:**

- **Fleming, N. D., & Baume, D. (2006).***Learning Styles Again: VARKing up the Right Tree!* Educational Developments, 7(4), 4–7.
- **Moon, J. A. (2004).***A Handbook of Reflective and Experiential Learning: Theory and Practice.* Routledge.
- **Paul, R., & Elder, L. (2014).***The Miniature Guide to Critical Thinking: Concepts and Tools.* Foundation for Critical Thinking.
- **Kothari, C. R. (2004).***Research Methodology: Methods and Techniques* (2nd ed.). New Age International Publishers.

## **Semester: S3**

**Teaching Unit:** Methodology  
**Subject:** **Reading and Text Analysis 3**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives:**

- To broaden students' exposure to diverse text types and genres.
- To analyze structural, stylistic, and visual elements of multimodal and literary texts.
- To develop awareness of spoken and written discourse features.

### **Prerequisites:**

- Intermediate English proficiency. Solid understanding of paragraph types and text cohesion.

### **Subject Contents:**

#### **1. Journalistic and Informational Texts**

- Column writing: author voice, opinion vs. fact
- News articles: inverted pyramid structure, headline analysis

#### **2. Literary and Creative Texts**

- Poetic texts: stanza, rhyme, rhythm, figurative language
- Theatrical texts: turn-taking, interruption, stage directions
- Dialogue structure and stylistic devices

#### **3. Multimodal and Spoken Texts**

- Reading visual elements (charts, images, headlines)
- Sound-symbol relationship: American vs. British accent
- Orality in writing (slang, contractions, speech markers)

#### **4. Functional Texts**

- CV, letter of motivation, letter of application
- Structure, tone, and formality in administrative writing

**Evaluation Mode:** 100% Continuous Assessment

### **References**

- McCarthy, M., & Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching*. Longman.
- Cook, G. (1994). *Discourse and Literature: The Interplay of Form and Meaning*. Oxford University Press.
- Crystal, D. (2004). *The Stories of English*. Penguin Books.
- Thornbury, S. (2005). *Beyond the Sentence: Introducing Discourse Analysis*. Macmillan Education.

## Semestre:3

**Teaching Unit:** Methodological

**Subject:** **Digital Literacy 1**

**Credits :** 01

**Coefficients :** 01

## Teaching Objectives:

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

- Critically access, evaluate, and use digital content.
- Strengthen their understanding of digital media, data, and online resources.
- Develop autonomy in digital learning environments.

## Prerequisites:

- Familiarity with web browsing and online communication tools (email, messaging).
- Basic understanding of document creation and digital file sharing.
- Ability to navigate and search for resources online.

## Contenu de la matière :

### 1. Digital Fluency

- Information and data literacy: search strategies, source credibility, referencing digital content.
- Understanding algorithms, cookies, and data tracking.

### 2. Media and Digital Ethics

- Media literacy: identifying misinformation, verifying sources.
- Netiquette, online safety, and digital footprints.

### 3. Digital Learning Strategies

- Note-taking with digital tools (OneNote, Evernote).
- Using learning apps (Quizlet, Kahoot, Miro boards).
- Time and task management with Trello, Notion....

**Evaluation Mode :** 100% Continuos assessment

## Réferences:

- Belshaw, D. (2014). *The Essential Elements of Digital Literacies*. [Open book – available at dougbelshaw.com]
- Common Sense Education – Digital Citizenship Curriculum. <https://www.commonsense.org/education/digital-citizenship>
- European Commission. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens*.

## **Semester: 03**

**Teaching Unit: Discovery**

**Subject: Civilizations 3**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives:**

- To improve students' knowledge of the English language through British life and history.

### **Prerequisites:**

- General knowledge of different civilizations and cultures

### **Subject Contents:**

#### **1. The Middle Ages**

- Tudors
- Stuarts

#### **2. The 18<sup>th</sup> Century**

- The Age of Reason: The Loss of the American Colonies (the Emergence of Liberal Concepts and John Wilkes) 1770-1776
- The Industrial Revolution (1760-1820)
- The French Revolution and the Napoleonic Wars (1789-1815)
- Victorianism: The Victorian Age

#### **3. The 19<sup>th</sup> Century**

- Chartism
- British Imperialism in India

**Evaluation Mode: 60% Final examination +40% continuous assessment**

### **References:**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC – 1603 AD* (2000)
- 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: S3**

**Teaching Unit:** Transversal  
**Module:** **Foreign Language 3**  
**Credits:** 01  
**Coefficient:** 01

### **Teaching Objectives:**

- Develop intermediate communication skills in speaking and writing.
- Build vocabulary related to culture, society, and current events.
- Analyze and summarize texts.

### **Prerequisites:**

- **A2+/B1 level** in French (pre-intermediate to intermediate – CEFR).
- Ability to understand and produce simple spoken and written texts.
- Familiarity with past and present tenses, and basic paragraph writing.

### **Subject Contents:**

1. Future tense and conditional mood
2. Expressing opinions and justifications
3. Writing summaries and short essays
4. Listening to news segments, documentaries (basic)
5. Vocabulary: media, politics, French institutions
6. Oral presentations: structure, clarity, pronunciation
7. Introduction to Francophone culture and civilization

**Evaluation Mode :** 100% continuos assessment

### **References :**

- **Girardet, J., & Cridlig, J.** (2019). *Campus 2 – Méthode de français intermédiaire*. CLE International.
- **Miquel, C.** (2020). *Vocabulaire progressif du français – Niveau intermédiaire*. CLE International.
- **Capelle, G., & Gidon, R.** (2022). *Alter Ego+ 3*. Hachette FLE.

## Semester :S4

**Teaching Unit:** Fundamental

**Module:** **Written Comprehension and Expression 4**

**Credits:** 04

**Coefficient:** 02

### Teaching Objectives

- Write coherent and engaging **narrative** and **descriptive** essays.
- Construct **well-organized argumentative essays** using logical reasoning and rhetorical strategies.
- Interpret academic **essay and exam prompts** accurately and plan structured responses.

### Prerequisites:

Basic essay structure (introduction, body, conclusion), Competence in the writing process: planning, drafting, revising, and editing and Control of academic language features, including tone, clarity, and cohesion.

### Subject Contents

#### 1. Narrative and Descriptive Writing

- Narrative Essay: Personal experience, structure, and voice
- Descriptive Essay: Sensory language, vivid imagery
- Blended Narrative-Descriptive Essay

#### 2. Argumentation and Persuasion

- Argumentative Essay Structure: Claim, evidence, counter-argument, conclusion
- Rhetorical Appeals: Ethos, Pathos, Logos
- Language of Persuasion: Modality, hedging, connectors
- Addressing counterclaims and avoiding logical fallacies

#### 3. Responding to Academic Prompts

- Understanding key academic task words: *Analyze, Discuss, Justify*, etc.
- Planning answers: From interpretation to outline
- Managing time and organizing under exam conditions

#### 4. Revision and Real-World Writing

- Peer review and self-assessment strategies
- Annotated samples and error analysis
- Building a writing portfolio

### Evaluation Mode : 60% Final Written Exam+ 40% Continuous Assessment

### References:

- McClain, M., & Roth, J. (1998). *Schaum's Quick Guide to Writing Great Essays*
- Donald, R. B. et al. (1995). *Writing Clear Essays* (3rd Ed.)
- Greetham, B. (2002). *How to Write Better Essays*
- Wingersky, J. et al. (2005). *Writing Paragraphs and Essays*
- Warburton, N. (2004). *The Basics of Essay Writing* (Pocket Ed.)

## **Semester: S4**

**Teaching Unit:** Fundamental  
**Subject:** **Oral Comprehension and Expression 4**  
**Credits:** 04  
**Coefficient:** 02

### **Teaching Objectives :**

- Practice formal oral genres (presentations, interviews, reports)
- Develop speech organization, delivery, and audience awareness

### **Prerequisites :**

- Understanding of basic presentation structure (opening, body, conclusion)
- Intermediate listening comprehension of formal and informal speech
- Willingness to engage in role plays and formal interaction tasks

### **Subject Contents :**

#### **1. Formal Presentation and Professional Expression**

- Listening to formal interviews, news reports, speeches, and presentations
- Identifying key points, examples, and conclusion strategies

#### **2. Speaking Activities**

- Telling anecdotes with clear structure and emotion
- Storytelling based on picture sequences
- Conducting structured interviews (peers, guests)
- News reporting and delivering announcements
- Formal presentations on topics of personal or academic interest

#### **3. Language Development Activities**

- **Student-led news broadcasts** (radio/TV simulation)
- **Interview simulations** (job interviews, guest speaker interviews)
- **Impromptu speaking rounds**
- **Peer-evaluated formal presentations with checklists**

**Evaluation Mode : 60% Final Written Exam + 40% Continuous Assessment**

### **References :**

- King, P. (2023). *The Art of Public Speaking* (13th ed.). McGraw-Hill.
- Beebe, S. A., & Beebe, S. J. (2021). *Public Speaking Handbook* (6th ed.). Pearson.
- Lucas, S. E. (2020). *The Art of Public Speaking* (12th ed.). McGraw-Hill.

## Semester:S4

**Teaching Unit : Fundamental**

**Subject: Grammar 4**

**Credits : 04**

**Coefficients : 02**

### Teaching Objectives:

- Developing students' proficiency in advanced grammar structures
- Enhance their ability to express ideas clearly, report speech accurately, and use complex sentence structures effectively in both spoken and written communication.

### Pre-requisites

- Knowledge of basic sentence structure.
- An understanding of basic tenses and parts of speech.

### Contenu de la matière :

#### 1. Passive and Active Voice

- Formation and use of the passive in present, past, and future.

#### 2. Conditionals

- Zero conditional (facts, general truths)
- First conditional (real future possibility)
- Second conditional (unreal present/future situation)
- Third conditional (unreal past situation)

#### 3. Reported Speech

- Reporting statements, questions, and requests.
- Changes in tense, pronouns, and adverbs of time.
- Reported commands and suggestions.

#### 4. Relative Clauses

- Relative pronouns (who, which, that, whose, whom)
- Defining and non-defining relative clauses

#### 5. Subjunctive Mood

- Use of the subjunctive in hypothetical and formal expressions.
- Expressions of wishes, suggestions, and demands (e.g., It's essential that...)

**Evaluation Mode : 60% Final Examination+ 40% Continuous assessment**

### References:

- Thomson, A. J., & Martinet, A. V. (1997). *A practical English grammar* (4th ed.). Oxford University Press.
- Swan, M. (2005). *Practical English usage* (3rd ed.). Oxford University Press.
- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Hewings, M. (2005). *Advanced grammar in use* (2nd ed.). Cambridge University Press.
- Azar, B. S. (2009). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Eastwood, J. (2002). *Oxford guide to English grammar*. Oxford University Press.

## **Semester: S4**

**Teaching Unit:** Fundamental  
**Module:** **Linguistics and Phonetics 4**  
**Credits:** 04  
**Coefficient:** 02

### **Teaching Objectives:**

- Explore schools of linguistic thought.
- Master suprasegmental phonology and intonation patterns.

### **Prerequisites:**

- Familiarity with linguistic levels: morphology, syntax, semantics, pragmatics.
- Experience analyzing connected speech features (linking, assimilation, etc.).
- Ability to read academic texts and apply basic linguistic analysis.

### **Subject Contents:**

#### **1. Major Schools of Linguistics**

- Structuralism (Saussure, Bloomfield).
- Behaviourism in linguistics.
- Mentalist approach (Chomsky's Transformational-Generative Grammar).
- Functionalism (Halliday's Systemic Functional Linguistics).
- Sociolinguistics: variation, identity, community.
- Psycholinguistics and Neurolinguistics (introductory aspects).

#### **2. Advanced Phonetics & Phonology**

- Word stress in compounds and complex forms.
- Sentence stress and rhythm.
- Intonation: rising, falling, fall-rise.
- Tones and pitch movement.
- British vs. American pronunciation differences.

**Evaluation Mode:** **60% Final Examination +40% continuous assessment**

### **References:**

- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd ed.). Arnold.
- Cook, G. (2003). *Applied Linguistics*. Oxford University Press.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Cengage Learning.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford University Press.

## **Semester: S4**

**Teaching Unit:** Fundamental  
**Subject:** Literature 2  
**Credits:** 02  
**Coefficient:** 01

### **Teaching Objectives**

By the end of Semester 4, students will be able to:

- Understand the evolution of literary thought from **Romanticism** to **Realism** and **Regionalism**.
- Compare and contrast **literary movements** in terms of themes, tone, and philosophy.
- Analyze the interplay between **individual expression**, **nature**, **emotion**, and **social reality** in literary texts.
- Develop written and oral arguments related to the cultural and intellectual impact of 19th-century literary developments.

### **Prerequisites :**

- Successful completion of Semester 3.
- Understanding of basic literary theory and close-reading strategies.
- Knowledge of early literary movements and historical influences up to the 18th century.

### **Subject Contents :**

1. **Romanticism** – Nature, emotion, the individual; major poets and prose writers
2. **Gothic Literature** – Horror, the sublime, supernatural themes
3. **Transcendentalism** – Emerson, Thoreau, and the American spirit of idealism
4. **Realism** – Representation of everyday life and character
5. **Regionalism and Local Color** – Focus on dialect, setting, and regional identity

**Evaluation Mode:** 60% Final examination +40% Continuous assessment

### **References:**

- Milne, I. M. (2008). *Literary Movements for Students*. Gale Cengage.
- Gray, R. (2011). *A History of American Literature*. Wiley-Blackwell.
- Levine, R. S., et al. (2017). *The Norton Anthology of American Literature: 1865 to the Present*. W.W. Norton.
- Runge, L., Ritchie, L., et al. (2012). *Teaching with the Norton Anthology of English Literature: A Guide for Instructors* (9th ed.). W.W. Norton.

## Semester: S4

**Teaching Unit:** Methodological  
**Subject :** University Study Skills 4  
**Credits :** 04  
**Coefficients :** 0 2

### Teaching Objectives:

- **Define** key research methodology concepts including research
- **Identify** and classify different types of research and methodological approaches.
- **Explain** basic procedures in sampling, data collection, and data analysis.
- **Recognize** the steps of the research process and their logical order.

### Prerequisites:

- Adequate language proficiency in reading and writing academic English.
- Basic familiarity with academic inquiry and information literacy.

### Contenu de la matière :

#### 1. Research Approaches and Methods

- Qualitative Research Approach (definition, purpose, characteristics, the methods under this approach, Case Study: , Ethnography, Narrative Research...)
- Quantitative Research Approach (definition, purpose, characteristics, the Common Methods: Surveys: Collect data to describe characteristics of a population, Correlational Studies, Experimental Research, Quasi-experimental Design)
- Mixed Methods Approach (definition, purpose, characteristics, and common types)
- Choosing the Right Approach and Method
- Ethical and Practical Considerations: **Feasibility, participant access, confidentiality,**

#### 2. Steps of the Research Process

- Identifying the research problem
- Formulating research questions and objectives
- Literature review (basic introduction)
- Research design overview
- Data collection and Analysis

#### 3. Sampling in Research

- Population vs. sample
- Sampling techniques (probability vs. non-probability)
- Sampling size and representativeness

#### 4. Research Tools and Data Collection Methods

- Common data collection tools: questionnaire, interview, observation
- Primary vs. secondary data
- Introduction to digital data sources and ethical considerations

**Evaluation Mode:** 60% Final examination +40% Continuous assessment

### References

- Cottrell, S. (2014). *The Study Skills Handbook*. Palgrave Macmillan.
- Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE.
- Jackson, S.L. (2010). *Research Methods: A Modular Approach*. Wadsworth.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Lester, J.D. & Lester, J.D. Jr. (2005). *Writing Research Papers*. Pearson Education.

## **Semester: S4**

**Teaching Unit:** Methodology  
**Subject:** **Reading and Text Analysis 4**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives:**

- To develop critical reading and analytical thinking skills.
- To identify and evaluate arguments and rhetorical devices in texts.
- To prepare students for academic debates and argumentative writing.

### **Prerequisites:**

- Upper-intermediate English proficiency. Experience with various text types and discourse structures.

### **Subject Contents:**

#### **1. Introduction to Critical Reading**

- Difference between reading and critical reading
- Recognizing bias, tone, and perspective

#### **2. Argument Structure**

- Identifying main claims and supporting arguments
- Types of arguments: factual, evaluative, interpretive
- Evaluating evidence: credibility and relevance

#### **3. Rhetorical Strategies**

- Logos, Ethos, Pathos
- Common rhetorical devices (analogy, repetition...etc)
- Fallacies in argumentation (straw man, slippery slope, ad hominem, etc.)

#### **4. Reasoning and Logic**

- Inductive vs. deductive reasoning
- Analyzing argument structure in academic texts
- Writing responses to arguments (agree/disagree with evidence)

**Evaluation Mode :**60% Final Examination+ 40% Continuous assessment

### **References**

- Barnet, S., & Bedau, H. (2013). *Critical Thinking, Reading, and Writing: A Brief Guide to Argument*. Bedford/St. Martin's
- Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. Palgrave Macmillan.
- Lunsford, A., Ruszkiewicz, J., & Walters, K. (2018). *Everything's an Argument*. Bedford/St. Martin's.
- Behrens, L., & Rosen, L. J. (2015). *Writing and Reading Across the Curriculum* (13th ed.). Pearson.

## **Semester: S4**

**Teaching Unit:** Methodological

**Subject:** **Digital Literacy 2**

**Credits :01**

**Coefficients: 01**

### **Teaching Objectives:**

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

- Participate in online communities .
- Demonstrate creativity and problem-solving using digital tools.
- Manage their digital identity and wellbeing.

### **Prerequisites:**

- Completion of Digital Literacy 1 or equivalent understanding of digital media and internet use.
- Competency in participating in digital platforms and online discussions.
- Comfort using digital tools for content creation and collaboration.

### **Subject contents :**

#### **1. Digital Communication and Participation**

- Social media for academic/professional use: LinkedIn, ResearchGate.
- Collaborative writing and peer feedback using tools like Overleaf and Hypothesis.

#### **2. Creativity and Innovation**

- Creating visual content: Canva, Piktochart, Prezi.
- Podcasting, video editing basics with Clipchamp, Audacity.

#### **3. Digital Identity and Wellbeing**

- Online presence and personal branding.
- Digital detoxing, managing screen time, mental health resources online.

**Evaluation Mode : 60% Final Examination+ 40% Continuous assessment**

### **References:**

- Buckingham, D. (2015). *The Media Education Manifesto*. Polity Press.
- Hobbs, R. (2010). *Digital and Media Literacy: A Plan of Action*. Aspen Institute.
- Mozilla Foundation. *Web Literacy Framework*. <https://learning.mozilla.org>

## **Semester: S4**

**Teaching Unit: Discovery**

**Module: Civilizations 4**

**Credits: 02**

**Coefficient: 02**

### **Teaching Objectives:**

- To Improve students' knowledge of the English language through American life and history

### **Prerequisites:**

- General knowledge of different civilizations and cultures

### **Subject Contents**

#### **1. Building a New Nation**

- The Formation of a National Government
- Drafting a Constitution and the Bill of Rights (1791)

#### **2. Years of Growth: Westward Expansion, and Regional Differences**

- Planting the West: Louisiana Purchase and the "Lewis and Clark Expedition"
- The second War of Independence 1812
- James Monroe Presidency: The Era of Good Feeling
- Jacksonian Era: Social Reforms, Abolition Movements and Trail of Tears

#### **3. Sectionalism: The North VS the South and the Seeds of Deep Discord**

- Sectional Conflicts: Extension of Slavery, Texas Annexation and California Gold Rush

#### **4. The American Civil War**

#### **5. The Era Reconstruction**

#### **6. The Gilded Age: Growth and Transformation (1870–1900)**

**Evaluation Mode: 60% Final examination +40% continuous assessment**

### **References:**

- Bryn O'Callaghan. *An Illustrated History of the USA*((Longman, 2004)
- David Mauk John Oakland. *American Civilization: An Introduction*. (Routledge, 2002)
- Alonzo L. Hamby. *Outline of U.S. History*. (U.S. Department of State 2005)

## **Semester: S4**

**Teaching Unit:** Transversal

**Module:** Foreign Language 4

**Credits:** 01

**Coefficient:** 01

### **Teaching Objectives:**

- Prepare students for real-world academic and professional situations in French.
- Develop skills for formal writing and public speaking.
- Enhance reading comprehension of complex texts.

### **Prerequisites:**

- Ability to write coherent paragraphs and understand moderately complex texts.
- Familiarity with common verb tenses (present, past), connectors, and formal/informal registers.
- Basic experience writing short academic or personal texts (e.g., summaries, descriptions).

### **Subject Contents:**

- Subjunctive mood (introductory use)
- Writing cover letters, CVs, and formal emails
- Reading comprehension: articles, essays, reports
- Debate and structured discussion in French
- Vocabulary: professional and administrative language
- Introduction to academic research vocabulary in French
- Francophone world: key regions and cultural contributions

### **Evaluation Mode : 100% Continuous Assessment**

### **References :**

- **Le Goff, M.** (2016). *Écrire pour le monde professionnel – Rédiger courriers, CV, lettres, e-mails*. Éditions Ellipses.
- **Grégoire, M., & Thiévenaz, O.** (2018). *Grammaire progressive du français – Niveau avancé* (avec 500 exercices). CLE International.
- **Collectif.** (2021). *Objectif Diplomatie 2 – Le français des relations européennes et internationales*. Hachette FLE.

# **L3- 5th and 6th Semesters**

## **Semester: S5**

**Teaching Unit:** Fundamental

**Subject:** **Linguistics 1**

**Credits:** 04

**Coefficient:** 02

### **Teaching Objectives**

- To introduce students to the relationship between language and society,
- To cover key concepts, language variation, and social factors influencing language use and policy.

### **Prerequisites**

- Solid foundation in general linguistics (language levels, functions, and structures).
- Ability to analyze linguistic examples and write structured academic responses.
- Familiarity with concepts from previous semesters (e.g., phonology, morphology, discourse).

### **Subject Contents:**

#### **1. Foundations of Sociolinguistics**

- Definition and scope of sociolinguistics
- Historical background
- Micro vs. macro sociolinguistics
- Key concepts (speech acts, context, competence vs. performance)

#### **2. Language Use in Society**

- Speech Communities: definitions, norms, and shared linguistic behavior
- Language Varieties: regional dialects, sociolects, idiolects, registers
- Code Mixing, Code Switching & Borrowing: patterns, functions, and social meanings

#### **4. Language Variation**

- Pidgins and Pidginisation
- Creoles and Creolisation
- Lingua Franca: global and regional examples
- Diglossia and Polyglossia

#### **5. Language and Social Factors**

- Language and Class: prestige forms, covert/overt prestige
- Monolingualism, Bilingualism & Multilingualism
- Language Contact: outcomes and implications

#### **6. Language Policy and Planning**

- Definitions and goals of language planning
- Types of planning: corpus, status, acquisition
- Process of language planning
- Language policy and decision-making (case studies)

**Evaluation Mode :60% Final Exam +40% Continuous Assessment**

### **References:**

- Wardhaugh, R. (2015). *An Introduction to Sociolinguistics*. Wiley-Blackwell.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford University Press.
- Holmes, J. (2013). *An Introduction to Sociolinguistics* (4th ed.). Routledge.

## Semester:S5

**Teaching Unit:** Fundamental  
**Subject:** Literature: Theory and Practice 1  
**Credits:** 04  
**Coefficient:** 02

### Teaching Objectives:

By the end of this semester, students should be able to:

- Recognize major authors and literary characteristics of **Naturalist** and early **Modernist** literature in Britain and America.
- Understand and explain **Social Darwinism** and its influence on early 20th-century thought and fiction.
- Analyze the **themes, narrative techniques, and philosophical concerns** of **Modernist fiction**.
- Contextualize literary movements in relation to **historical, social, and scientific developments** of the late 19th and early 20th centuries.

### Prerequisites

- Familiarity with major pre-20th century literary movements (e.g., Romanticism, Realism, Transcendentalism).
- Awareness of socio-historical events that shaped earlier literary trends.
- Ability to conduct close readings and apply basic literary terminology and concepts.

### Subject Content

1. **Naturalism** – Literary determinism, influence of science on literature
2. **Social Darwinism** – Impact on thought, society, and fiction
3. **Modernist Fiction** – Experimental narrative forms, psychological depth, alienation

**Evaluation Mode : 60% Final Exam +40% Continuous Assessment**

### References:

- Carter, R., & McRae, J. (2001). *The Routledge History of Literature in English: Britain and Ireland*. Psychology Press.
- Gray, R. (2011). *A History of American Literature*. Wiley-Blackwell.
- Milne, I. M. (2008). *Literary Movements for Students*. Gale Cengage.
- Runge, L., Ritchie, L., Archimedes, S., Schwyzer, P., & Straker, S. M. (Eds.). (2012). *Teaching with the Norton Anthology of English Literature: A Guide for Instructors* (9th ed.). W.W. Norton.

## **Semester:S5**

**Teaching Unit:** Fundamental

**Subject:** Civilization, Culture and Interculturality 1

**Credits:** 04

**Coefficient:** 02

### **Teaching Objectives**

- To develop students' knowledge of the twentieth century era
- To analyze civilization texts

### **Prerequisites:**

- knowledge of former periods acquired from S1 to S4

### **Subject Contents**

- The Edwardian Era Britain during WWI
- The Inter-war period
- Britain during WWII
- Post War Era: The New World Order.
- The Welfare State.
- The Monarchy in Popular Culture.
- Tutorial activities: Study of selected texts

**Evaluation Mode:**40% Continuous assessment +60% Final examination

### **References:**

- McDowall David. *An Illustrated History of Britain* (Longman, 1989)
- Oakland John. *British Civilization: An Introduction* (Routledge, 2002)
- F. E. Halliday. *England A Concise History*. (Thames & Hudson, 1995)

## **Semester: S5**

**Teaching Unit:** Fundamental  
**Module:** **Introduction to Didactics1**  
**Credits:** 04  
**Coefficients:** 02

### **Teaching Objectives:**

By the end of this semester, students should be able to:

- Understand the foundational concepts in language didactics and ELT.
- Identify and describe major historical and contemporary methods of language teaching.
- Recognize the principles of (CLT), (CBA), and (TBLT).
- Address intercultural competence and inclusivity in language teaching.

### **Prerequisites:**

- Understanding of general concepts of language acquisition and learner differences.
- Foundational knowledge of major linguistic theories.

### **Subject Contents:**

1. **Introduction to Language Didactics**
  - Definitions and key concepts: pedagogy, didactics, methodology
  - The distinction between general didactics and subject-specific didactics
2. **Historical Overview of Language Teaching Methods**
  - Grammar-Translation Method
  - Direct Method
  - Audio-Lingual Method
  - Communicative Language Teaching (CLT)
  - Task-Based Language Teaching (TBLT)
3. **Current Approaches to Language Teaching**
  - Competency-Based Approach (CBA)
  - Eclectic and post-method approaches
  - Learner-centered instruction
4. **Technology Integration in Language Teaching**
  - Educational technology tools and platforms
  - CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning)
  - AI in language learning: opportunities and concerns
5. **Intercultural Competence in Language Education**
  - Teaching culture through language
  - Avoiding stereotypes and promoting critical cultural awareness
  - Global Englishes and English as a Lingua Franca (ELF)

**Assessment:** 40% continuous assessment + **60%** Final Examination

### **References :**

- **Richards, J. C., & Rodgers, T. S. (2014).**  
*Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- **Harmer, J. (2015).**  
*The Practice of English Language Teaching* (5th ed.). Pearson Education.
- **Scrivener, J. (2011).***Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education.

## **Semestre:S5**

**Teaching Unit:** Fundamental  
**Subject:** English for Specific Purposes 1  
**Credits:** 02  
**Coefficient:** 01

### **Teaching Objectives :**

By the end of this semester, students should be able to:

- Understand the historical evolution and theoretical foundations of English for Specific Purposes.
- Distinguish between General English (GE) and ESP in terms of goals, learners, and contexts.
- Identify the types and branches of ESP,
- Conduct basic Needs Identification and Needs Analysis using appropriate tools and methods.

### **Prerequisites :**

- Foundational knowledge of linguistics and applied linguistics.
- Prior exposure to second language acquisition and general didactics.
- Familiarity with learner-centered approaches in language teaching.

### **Course Contents :**

1. **Introduction to ESP**
  - Definition and key concepts
  - The emergence and evolution of ESP
  - Major phases in ESP development (1960s to present)
2. **ESP vs. General English**
  - Distinguishing characteristics
  - Goals, learners, materials, and assessment differences
3. **Types and Classifications of ESP**
  - EAP vs. EOP
  - Subcategories: EST, EBE, EMP, Legal English, etc.
4. **Needs Analysis in ESP**
  - Definition, importance, and applications
  - Types of needs (target needs, learning needs)
  - Methods and tools: questionnaires, interviews, observations
  - Steps in conducting a Needs Analysis
  - Interpreting and using needs analysis results in syllabus design

**Evaluation Mode : 60% Final Examination + 40% Continuous Assessment**

### **References :**

1. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
2. Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Lawrence Erlbaum Associates.
3. Dudley-Evans, T., & St John, M. J. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge University Press

## **Semestre:S5**

**Teaching Unit :Methodological  
Subject : Research Methodology 1  
Credits :04  
Coefficients :02**

### **Teaching Objectives:**

- **Identify** a feasible research topic aligned with academic standards
- **Formulate** clear research questions, objectives, and hypotheses
- **Demonstrate** the ability to conduct focused literature reviews using reliable academic sources.
- **Develop** a structured and coherent research proposal following academic writing conventions by the end of the semester.

### **Prerequisites:**

- Basic academic writing
- Familiarity with previous methodology concepts covered in S3 and S4

### **Subject Contents :**

#### **Chapter 1: Introduction to University Research**

- Nature and purpose of academic research
- Distinction between university work and scientific research
- Overview of the research process and proposal structure

#### **Chapter 2: Choosing and Defining a Research Topic**

- Techniques for selecting and narrowing a topic
- Setting research objectives
- Identifying and justifying a research problem
- Writing the research problem

#### **Chapter 3: Formulating Research Questions and Hypotheses**

- Criteria for researchable questions
- Difference between questions and hypotheses
- Writing research hypotheses

#### **Chapter 4: Conducting a Literature Review**

- Purpose and structure of a literature review
- Searching for and evaluating bibliographic sources
- Organizing and synthesizing existing research

#### **Chapter 5: Drafting the Research Proposal**

- Components of a strong research proposal
- Writing a rationale and background
- Aligning objectives, problem, and methodology

**Evaluation Mode : 60% Final Examination + 40% Continuous Assessment**

### **References**

- Lester, J.D., & Lester, J.D. Jr. (2001). *Writing Research Papers* (13th ed.)
- Goldenberg, P. (2000). *Writing a Research Paper: A Step-by-Step Approach*
- Singh, Y.K. (2006). *Fundamentals of Research Methodology and Statistics*, New Delhi
- Jackson, S.L. (2010). *Research Methodology: A Modular Approach*, Jacksonville University
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.

## **Semester: S5**

**Teaching Unit:** Methodological  
**Module:** **Reading and Writing Workshops 1**  
**Credits:** 04  
**Coefficient:** 02

### **Teaching Objectives**

- Develop students' ability to read, interpret, and respond to various types of written and visual media.
- Encourage creative and formal writing for academic and cultural purposes.
- Build skills in collaborative writing and portfolio development.
- Expand vocabulary and writing strategies through diverse genres and formats.

### **Prerequisites**

- Students must be able to write structured essays (narrative, descriptive, argumentative).
- They should demonstrate intermediate-level reading comprehension and vocabulary.
- Familiarity with literary and non-literary texts.

### **Subject Contents**

#### **1. Creative and Narrative Writing**

- Introduction to creative writing principles
- Writing short stories or creative nonfiction
- Visual prompts: Using pictures and caricatures as storytelling tools
- Writing from different perspectives (e.g., first-person, third-person)

#### **2. Professional and Functional Writing**

- Writing formal and informal letters
- Writing emails for academic and professional purposes
- Creating CVs and motivational letters (adapted for different contexts)

#### **3. Collaborative and Reflective Writing**

- Developing a portfolio (paper-based and e-portfolio)
- Writing reflective journal entries
- Department paper (group research or writing project on academic/cultural topic)
- Oral presentations based on group research or portfolio

**Evaluation Mode:** 100% Continuous Assessment:

### **References**

- Starkey, D. (2004). *Creative Writing: Four Genres in Brief*. Bedford/St. Martin's.
- Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
- Gardner, P. S. (2013). *New Directions: Reading, Writing, and Critical Thinking*. Cambridge University Press.

## **Semester: 5**

**Teaching Unit: Fundamental**  
**Module: Oral Communication Practice 1**  
**Credits :01**  
**Coefficients :01**

### **Teaching Objectives:**

- Equip students for professional communication in academic and technical contexts
- Reinforce argumentation, presentation, and audience adaptation

### **Prerequisites :**

- Ability to formulate coherent arguments and support them with evidence
- Experience with giving short oral presentations
- Readiness to adapt speech to different audiences and settings

### **Contenu de la matière :**

#### **5. Academic and Domain-Specific Communication I**

### **Speaking Activities**

- Public speaking (structure, clarity, confidence)
- Argumentation: reasoning, evidence, refutation
- Creating and narrating oral documentaries
- Conducting and delivering online presentations
- Oral communication in technical and medical contexts (case presentations, field reports)

### **Language Development Activities**

- Voice projection and body language training
- Case-study discussions (medicine, engineering, technology)
- Peer critiques using structured feedback forms
- Student podcast series or video explainers

### **Evaluation Mode :Evaluation Mode:100% Continuous Assessment:**

### **References :**

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
- Flowerdew, J., & Miller, L. (2019). *Second Language Listening: Theory and Practice* (2nd ed.). Cambridge University Press.
- Gillett, A., Hammond, A., & Martala, M. (2020). *Successful Academic Writing* (2nd ed.). Routledge.

## **Semestre:S5**

**Teaching Unit:** Discovery  
**Subject:** **Translation : Arabic /English 1**  
**Credits:** 02  
**Coefficient:** 02

### **Teaching Objectives**

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

- Understand the translation process from both theoretical and practical perspectives.
- Identify and apply basic translation techniques in transferring meaning between the national language(s) and the language of study.
- Translate sentences and short texts accurately while respecting meaning, linguistic structure, and cultural context.

### **Prerequisites**

- Solid knowledge of the grammar and syntax of both the national language(s) and the language of study (e.g., French–English or Arabic–English).
- Language proficiency in both source and target languages (upper-intermediate or above).

### **Subject Contents:**

#### **I. Introduction to Translation Studies**

- Definitions and scope of translation
- Historical and theoretical perspectives: an overview
- The role and competencies of the translator (linguistic, cultural, ethical)

#### **II. Translation Theories and Principles**

- Functionalism and equivalence-based approaches
- Direct and oblique translation techniques (Vinay & Darbelnet)
- The concept of translation equivalence (formal vs. dynamic)

#### **III. The Translation Process**

- Steps of the translation operation: decoding, transfer, re-encoding
- Text analysis before translation (intent, audience, register)
- Translating at sentence level: simple and complex structures
- Problems of literalism, ambiguity, and interference

#### **IV. Practical Application: Sentence-Level Translation**

- Translation of idiomatic expressions, collocations, and proverbs
- Contrastive analysis: linguistic challenges across languages
- Strategies for resolving lexical and syntactic mismatches

**Evaluation Mode:** 60% Final examination + 40% Continuous Assessment

### **References :**

- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge.
- Hatim, B., & Munday, J. (2004). *Translation: An Advanced Resource Book*. Routledge.
- Delisle, J. (2013). *La traduction raisonnée* (3e éd.). Presses Universitaires d'Ottawa.

## **Semester :S5**

**Teaching Unit:** Transversal  
**Subject:** **Entrepreneurship 1**  
**Credits :**01  
**Coefficients :**01

### **Teaching Objectives:**

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

- To introduce core entrepreneurship and business concepts.
- To develop an understanding of the entrepreneurial process and project management.
- To explore business operations and factors influencing success.
- To foster skills in project planning, feasibility analysis, and business environment awareness.

### **Prerequisites:**

- Linguistic, methodological, and transversal skills for research and information processing.
- General knowledge of the professional context.

### **Subject Contents :**

#### **1. Fundamentals of Business:**

- Basic business concepts, types of entities, legal/regulatory considerations, and ethics.
- Business functions (marketing, finance, HR, operations).
- The business environment (internal/external factors, ESTEP analysis, competition).

#### **2. Fundamentals of Entrepreneurship:**

- Defining entrepreneurship, the role of the entrepreneur, and the entrepreneurial mindset.
- The entrepreneurial ecosystem, including stakeholders, innovation, and social entrepreneurship.
- Identifying opportunities, problem-solving, and motivations for starting a business.

#### **3. Fundamentals of Startups:**

- Defining startups, their characteristics and the lean startup methodology.
- Startup Vs Small Business
- Startup funding and financial planning.
- Startup challenges and success factors (adaptability, team building).
- Startups organizational ministerial decrees 1275/2022 and 008/2025

#### **4. Project Management Essentials:**

- Project definition, planning, and the project life cycle.
- Project planning tools (WBS, Gantt charts) and resource allocation.
- Project implementation, control (monitoring, risk management), and evaluation.

**Evaluation Mode :**100% contrôle continu

### **References:**

- BOILANDELLE, H.M, Dictionary of Management: Vocabulary, Concepts and Tools, Economica Editions, Paris 1998
- FAYOLLE, A, Introduction to Entrepreneurship, Dunod Editions, Paris, 2005
- BENACHENHOU, A, The Algerian Entrepreneurs , Alpha Design, Algiers, 2007

## Semester :S6

**Teaching Unit:** Fundamental

**Subject:** **Linguistics2**

**Credits:** 04

**Coefficient:** 02

### Teaching Objectives

To explore the cognitive and psychological mechanisms underlying language acquisition, comprehension, and production.

### Prerequisites

- Knowledge of basic linguistics and cognitive science concepts.
- Ability to critically read academic texts and engage in theoretical discussion.
- Familiarity with topics such as morphology, syntax, and semantics.

### Subject Contents :

#### 1. Introduction to Psycholinguistics

- Definitions, scope, and origin of the field
- Key issues and research methods in psycholinguistics
- Interdisciplinary links: linguistics, psychology, neuroscience

#### 2. Language as a Cognitive and Communicative System

- The brain and language
- Speech perception and mental lexicon
- Memory and language processing

#### 3. Language, Culture, and Thought

- Sapir-Whorf hypothesis
- Universalism vs. relativism
- Language and conceptual categorization

#### 4. First Language Acquisition

- Behaviorist theory (Skinner)
- Innatist theory (Chomsky)
- Social interactionist theory (Vygotsky, Bruner)
- Cognitive theory (Piaget)
- Developmental stages in child language

#### 5. Language Processing

- Sentence comprehension and ambiguity resolution
- Word recognition and parsing
- Language production: models and stages

#### 6. Language Loss and Disorders

- Aphasia (Broca's, Wernicke's)
- Language attrition
- Neurological and developmental disorders affecting language

**Evaluation Mode:** 60% Final Examination+ 40% Continuous Assessment

### References

- Field, J. (2003). *Psycholinguistics*. Routledge.
- Steinberg, D. D., Nagata, H., & Aline, D. (2001). *Psycholinguistics: Language, Mind and World* (2nd ed.). Longman.
- Harley, T. (2001). *The Psychology of Language: From Data to Theory*. Psychology Press.

## Semester: S6

**Teaching Unit:** Fundamental  
**Subject :** **Literature: Theory and Practice 2**  
**Credits:**04  
**Coefficient:** 02

### Teaching Objectives

By the end of this semester, students should be able to:

- Analyze 20th-century modernist poetry, focusing on style, symbolism, and fragmentation.
- Identify major figures and themes in African American literature of the first half of the 20th century.
- Understand the cultural and literary significance of the Harlem Renaissance.
- Compare literary expressions of race, identity, and modernity in both poetry and prose.

### Prerequisites :

- Completion of Semester 5.
- Familiarity with literary modernism and its main concepts.
- Knowledge of the historical context of early 20th-century America, especially issues of race and cultural expression.

### Module Contents

#### 1. 20th Century Modernist Poetry –

Techniques, themes, major poets (e.g., Eliot, Pound, Stevens)

#### 2. 20th Century African American Literature

Early works addressing race, identity, and cultural affirmation

#### 3. Harlem Renaissance

Key figures, themes, and achievements in African American artistic expression

**Evaluation Mode:** 60% Final Examination+ 40% Continuous Assessment

### References:

- Gray, R. (2011). *A History of American Literature*. Wiley-Blackwell.
- Levine, R. S., Elliott, M. A., Gustafson, S. M., Hungerford, A., & Loeffelholz, M. (2017). *The Norton Anthology of American Literature: 1865 to the Present*. W.W. Norton.
- Milne, I. M. (2008). *Literary Movements for Students*. Gale Cengage.
- Runge, L., Ritchie, L., Archimedes, S., Schwyzer, P., & Straker, S. M. (Eds.). (2012). *Teaching with the Norton Anthology of English Literature: A Guide for Instructors* (9th ed.). W.W. Norton.

## Semester:S6

**Teaching Unit:** Fundamental

**Module:** Civilization, Culture and Interculturality 2

**Credits:** 04

**Coefficient:** 02

### Teaching Objectives

- To develop students' knowledge of the twentieth century era
- To analyze civilization texts

### Prerequisites:

- knowledge of former periods acquired from S1 to S4

### Subject Contents

- Progressive Era: Discontent and Reform (1890s to the 1920s)
- Twentieth Century: America and World War I
- The Inter-war period
- The Roaring Twenties 1920s Prosperity
- The Crash and Great Depression
- Roosevelt's New Deal
- America during World War II
- Post War Era .1960s
- The Cold War: A Balance of Terror, Korean Conflict, and Vietnam
- The Civil Rights Movement
- Tutorial activities: Study of selected texts

**Evaluation Mode :**60% Final examination +40% Continuous assessment

### References:

- **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.
- **Johnston, Robert D. (2002)**. *The Making of America: The History of the United States from 1492 to the Present*. National Geographic. p. 13.
- **Jones, Gwyn (1986)**. *The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America*. Oxford University Press.
- **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:S6

**Teaching Unit:** Fundamental  
**Module:** **Introduction to Didactics1**  
**Credits:** 04  
**Coefficients:** 02

### Teaching Objectives:

By the end of this semester students should be able to:

- Distinguish between teaching different language skills (listening, speaking, reading, writing) and systems (grammar and vocabulary).
- Plan a basic language lesson using appropriate aims and techniques.
- Teach grammar and vocabulary using inductive and deductive techniques.
- Design and adapt assessment tools to evaluate language learning outcomes.

### Prerequisites:

- Have completed Semester 5 of the Didactics module.

### Subject Contents:

1. **Lesson Planning and Objectives**
  - Bloom's Taxonomy and SMART objectives
  - Stages of a lesson (PPP, ESA, etc.)
  - Planning for differentiation
2. **Language Skills in the Classroom**
  - Teaching listening, speaking, reading, and writing
  - Integrated vs. isolated skills instruction
  - Skills sequencing in lesson planning
3. **Teaching Grammar and Vocabulary**
  - Inductive and deductive approaches
  - Lexical approaches and chunks
  - Contextualized teaching of grammar
4. **Classroom Interaction and Management**
  - Teacher roles and classroom discourse
  - Group work, pair work, and whole class instruction
  - Managing large and mixed-ability classes
5. **Assessment in the Language Classroom**
  - Conceptual overview
  - Formative vs. summative assessment
  - Alternative assessment (portfolios, self-assessment, peer-assessment)
  - Rubrics and feedback strategies

**Evaluation Mode : 60% Final examination + 40% Continuous assessment**

### References:

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education.
- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment: Principles and Classroom Practices* (2nd ed.). Pearson Education.

## Semester: S6

**Teaching Unit:** Fundamental  
**Module:** English for Specific Purposes 2  
**Credits:** 02  
**Coefficient:** 01

### Teaching Objectives

By the end of this semester, students should be able to:

- Understand and compare various ESP course design approaches.
- Develop ESP syllabi tailored to specific learner profiles and domains.
- Select, adapt, or design authentic and semi-authentic ESP materials.
- Evaluate and reflect on the effectiveness of ESP course components.
- Align course and materials design with needs analysis results.

### Prerequisites

- Completion of ESP 1 and practical understanding of Needs Analysis.
- Knowledge of syllabus types and curriculum design principles.
- Ability to work with authentic texts and analyze learner needs critically.

### Subject Contents :

1. **Approaches to Course Design in ESP**
  - Language-centered approach
  - Skills-centered approach
  - Learning-centered approach
  - Task-based learning in ESP
2. **ESP Syllabus Design**
  - Types of syllabi (e.g., functional-notional, skills-based, task-based)
  - Factors affecting syllabus choice
  - Integrating needs analysis results into course planning
  - Sequencing and scaffolding ESP content
3. **Material Selection, Adaptation, and Creation**
  - Criteria for selecting authentic materials
  - Adapting materials to suit specific professional/academic contexts
  - Creating learner-centered tasks and activities
  - Using technology and multimedia tools in ESP
4. **Evaluation in ESP**
  - Designing assessment tools aligned with learning objectives
  - Formative and summative evaluation in ESP contexts
  - Learner feedback and reflective practice

**Evaluatio Mode:** 60% Final Examination + 40% Continuous Assessment

### References:

- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle.
- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.

## Semester: S6

**Teaching Unit :Methodological  
Subject : Research Methodology 2  
Credits :04  
Coefficients :02**

### Teaching Objectives:

1. **Select** and justify appropriate data collection tools for a research project within the first month of the course.
2. **Collect** relevant data through structured instruments (questionnaires, interviews, observations, corpora).
3. **Analyze** and interpret collected data using appropriate qualitative or quantitative methods.
4. **Present** research findings in a clear and academically structured format, drawing conclusions aligned with initial objectives.

### Prerequisites:

- Basic familiarity with academic style and referencing.

### Subject Contents :

#### 1. Data Collection Methods

- Overview of research instruments
- Designing questionnaires
- Conducting interviews and observations
- Drafting tools description (in the proposal)

#### 2. Data Analysis Procedures

- Introduction to data coding and categorization
- Types of data analysis: qualitative, quantitative, and content analysis
- Drafting data analysis techniques (in the proposal)

#### 3. Drawing Conclusions and Reporting Results

- Linking findings to research objectives and hypotheses
- Pedagogical implications and limitations
- Suggestions for further research

#### 4. Finalizing and Presenting Research Work/proposal

- Structuring the final report/proposal
- Editing and proofreading

**Evaluatio Mode: 60% Final Examination + 40% Continuous Assessment**

### References:

- Lester, J.D., & Lester, J.D. Jr. (2001). *Writing Research Papers* (13th ed.)
- Goldenberg, P. (2000). *Writing a Research Paper: A Step-by-Step Approach*
- Singh, Y.K. (2006). *Fundamentals of Research Methodology and Statistics*, New Delhi
- Jackson, S.L. (2010). *Research Methodology: A Modular Approach*, Jacksonville University
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.

## **Semester: 6**

**Teaching Unit:** Methodological  
**Subject:** **Reading and Writing Workshops 2**  
**Credits:** 04  
**Coefficient:** 02

### **Teaching Objectives**

- Strengthen students' ability to analyze, summarize, and report on various media formats.
- Engage critically with audiovisual and journalistic materials.
- Practice functional and descriptive writing related to academic life and cultural content.
- Encourage autonomy in developing individual voice and viewpoint in writing.

### **Prerequisites**

- Successful completion of Reading and Writing Workshop I.
- Ability to write summaries, reports, and reflective pieces.
- Intermediate oral and written expression in English.

### **Subject Contents**

#### **1. Writing Academic texts**

- Structure of academic texts: abstract, introduction, methodology, results, discussion (IMRAD format)
- Writing argumentation, evidence, and data interpretation
- Academic tone, formal register, and disciplinary conventions

#### **2. Media and Cultural Analysis**

- Listening and responding to TV reports, news segments
- Song analysis: themes, symbolism, language
- Movie and short film reviews: structure, analysis, critical language
- Comparative cultural writing: local vs. global perspectives

#### **3. Writing with Purpose**

- Descriptive and narrative writing: people, places, and experiences
- Writing informative reports and commentaries
- Developing writing tone: formal, semi-formal, informal

**Evaluation Mode:** 100% Continuous Assessment:

### **References**

- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (3rd ed.). Pearson Education.
- Hedge, T. (2005). *Writing*. Oxford University Press.
- McCarthy, M., & O'Dell, F. (2017). *Academic Vocabulary in Use*. Cambridge University Press.

## **Semester: 6**

**Teaching Unit :**Methodological  
**Subject:** **Oral communication Practice 2**  
**Credits :**01  
**Coefficients :**01

### **Teaching Objectives:**

- Extend oral communication to professional domains (legal, tourism, media)
- Engage students in real-world, research-based oral projects

### **Prerequisites:**

- Advanced command of spoken English for academic and professional purposes
- Ability to organize and deliver complex presentations or reports
- Critical listening and analysis of listening content

### **Subject Contents :**

#### **6.Academic and Domain-Specific Communication**

##### **Speaking Activities**

- Professional speaking for legal and tourism sectors
- Delivering trip reports (field experience presentations)
- Survey-based oral reports (e.g., "How do students consume news?")
- Producing and performing news programs
- Hosting and moderating discussions or interviews

##### **Language Development Activities**

- **Simulation:** Tourism Expo, Legal Aid Consultation, Newsroom Production
- **Poster presentations with Q&A**
- **Digital oral portfolios** (video logs, fieldwork reports)
- **Cross-cultural communication tasks and guest speaker sessions**

##### **Evaluation Mode:**100% Continuous Assessment:

##### **References :**

- Hyland, K. (2018). *English for Academic Purposes: An Advanced Resource Book* (2nd ed.). Routledge.
- Candlin, C. N., & Gotti, M. (2014). *Intercultural Aspects of Specialized Communication*. Peter Lang.
- Miller, J., & Hafner, C. A. (2022). *English in the Disciplines: A Multidimensional Model for ESP Course Design*. Routledge.

## **Semester: 06**

**Teaching Unit: Discovery**  
**Subject : Translation : Arabic /English 2**  
**Credits: 02**  
**Coefficient: 02**

### **Teaching Objectives**

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

- Translate a range of specialized text types between the national language(s) and the language of study.
- Apply appropriate strategies to address cultural references, style, tone, and domain-specific vocabulary.
- Differentiate between translation approaches required for various genres (literary, journalistic, legal, scientific).
- Evaluate translation quality based on accuracy, fluency, coherence, and cultural equivalence.

### **Prerequisites**

- Successful completion of Translation Semester 5.
- Practical ability to translate sentences and short texts.
- Familiarity with translation theories and key techniques.
- Basic research skills for terminology and context exploration.

### **Subject Contents :**

#### **1. Genre-Specific Translation**

- **Cultural and Civilizational Texts**
- **Literary Texts**
- **Journalistic Texts**
- **Economic and Legal Texts.**
- **Political and Administrative Texts**
- **Scientific and Technical Texts**

#### **2. Translation Strategies by Domain**

#### **3. Quality and Ethics in Translation**

#### **4. Quality and Ethics in Translation**

**Evaluation Mode:** 60% Final Examination + 40% Continuous Assessment

### **References :**

- Reiss, K. (2003). *La critique des traductions: ses possibilités et ses limites*. Artois Presses Université.
- Collection Traducto (2010). *Éditions De Boeck*. Belgique.
- Soignet, M. (2003). *Le français juridique*. Hachette Livre. Paris.

## Semester :S6

**Teaching Unit:** Transversal  
**Subject:** **Entrepreneurship 2**  
**Credits :**01  
**Coefficients :**01

### Teaching Objectives:

- To apply entrepreneurship principles in specific contexts.
- To explore entrepreneurship within the local and regional context.
- To develop knowledge in areas like e-commerce, cultural heritage, and knowledge dissemination.
- To encourage startup project ideas relevant to the student's field.

### Prerequisites:

- Same as Semester 1: Linguistic, methodological, and transversal skills for research and information processing.

### Subject Contents :

#### 1.Startup Development and Entrepreneurship in Regional Contexts

- The impact of startups and entrepreneurs on regional and economic development.
- Identifying innovation gaps and opportunities within local organizations and institutions.
- Collaboration with local stakeholders (incubators, local governments, business mentors).
- Entrepreneurship as a driver of innovation within established institutions.

#### 2.Digital Startups and E-commerce

- Designing and launching digital startups and online platforms.
- Building e-commerce startups: strategy, infrastructure, customer journey.
- Agile thinking and lean startup principles in digital business.
- Ethical and regulatory considerations in online entrepreneurship (including data ethics, digital consumer rights).

#### 3.Domain-Specific Startup Ideas and Entrepreneurial Projects

- **Cultural Entrepreneurship:** Startups based on cultural heritage, arts, crafts, and tourism.
- **Language and EdTech Entrepreneurship:** Startup models in language education, content creation, and educational technology.
- **Knowledge-Based Startups:** Platforms for research dissemination, e-learning, publishing, and IP-based ventures.
- **Entrepreneurship Labs:** Mini-projects simulating innovation from within existing educational or business structures.

### Evaluation Mode: 100% continuous Assessment

### References :

- Ministerial Decrees 1275/022 and 008/2025
- BOILANDELLE, H.M., *Dictionary of Management: Vocabulary, Concepts and Tools*, Economica Editions, Paris 1998
- FAYOLLE, A., *Entrepreneurship: Learning to Undertake*, Dunod Editions, Paris, 2004
- BENACHENHOU, A., *The Algerian Entrepreneurs*, Alpha Design, Algiers, 2007
- RIES, E., *The Lean Startup*, Crown Publishing, 2011
- GOVINDARAJAN, V., *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators*, HBR Press

## **IV – Agreements / Conventions**

## INTENTION LETTER TEMPLATE

***(In case of a bachelor's degree jointly sponsored by another university institution)***

***(Official paperhead of the concerned university institution)***

**Subject:** Approval of the joint sponsorship of the degree entitled:

.....

By this letter, the company ..... declares its joint sponsorship of the above-mentioned degree for the entire duration of the degree's accreditation period.

Accordingly, we confirm our commitment to this project and our role will consist of:"

- Providing its input in the development and updating of teaching programs,
- Participating in seminars organized for this purpose,
- Taking part in defense juries,
- Facilitate, as much as possible, the hosting of interns either within the framework of final thesis projects or supervised projects.

The necessary resources for carrying out the tasks compulsory upon us to achieve these objectives will be provided both materially and in terms of personnel.

Mr. (or Mrs.) \* ..... is designated as the external coordinator of this project.

**Signature** of the legally authorized person:

**Position:**

**Date:**

**OFFICIAL STAMP or COMPANY SEAL**

## VII - Avis et Visas des organes administratifs et consultatifs

Intitulé de la Licence : Langue Anglaise

Chef de département	+	Responsable du domaine
<p>Date et visa</p> <p><i>28/06/2021</i></p> <p><b>حمودي أبو تاجن</b></p> <p>رئيس قسم الآداب واللغة <i>الإنجليزية</i></p> <p>جامعة محمد بوضياف بالمسيلة</p>	<p>Date et visa</p> <p><i>9-07-2021</i></p> <p><b>نور الدين العكش</b></p> <p>آداب ولغات أجنبية</p> <p>جامعة الآداب والعلوم الإنسانية فزرعة</p>	
<p>Doyen de la faculté</p>		
<p>Date et visa</p> <p><i>12-07-2021</i></p> <p><b>جامعة محمد بوضياف العاليا</b></p> <p>وزير التعليم العالي والبحث العلمي</p> <p>جامعة محمد بوضياف العاليا</p> <p>الأستاذ: بوعلام</p>		
<p>Chef d'établissement universitaire</p>		
<p>Date et visa</p> <p><i>01-08-2021</i></p> <p><b>مدير جامعة المسيلة</b></p> <p>الأستاذ: بوعلام</p> <p><b>جامعة محمد بوضياف العاليا</b></p>		

**VII – Opinion and Validation of the Regional Conference  
(Only in the final version submitted to the Ministry of Higher  
Education and Scientific Research)**

**VIII – Opinion and Validation of the National Pedagogical  
Committee of the Field  
(Only in the final version submitted to the MHESR)**