

République Algérienne Démocratique et Populaire
Ministère de l'Enseignement Supérieur et de la Recherche

Scientifique

Université Mohamed Lamine Debaghine – Sétif 2
Faculté des Lettres et des Langues
Département de Langue et Littérature Anglaises

Programme Pédagogique
Socle commun
1^{ère}, 2^{ème} et 3^{ème} année Licence
Domaine des Langues Etrangères

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

برنامج البيداغوجي
للتعليم القاعدي المشترك
السنة الأولى والثانية والثالثة ليسانس
ميدان آداب ولغات أجنبية

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pour Semestre 1 et Semestre 2p.

I - Fiches d'organisation par matière
des enseignements de première année pour
Semestre 1 et Semestre 2

Intitulé de la matière	GRAMMAIRE DE LA LANGUE D'ETUDE Coefficient : 2 Crédits :4
Level:	FIRST YEAR
Main goal of the subject:	Identifying the different elements of the simple sentence (nature of the words), of discriminating them and of establishing their function.

	<p>developing students' grammatical knowledge to use the language effectively</p> <p>And General Objective By the end of the term, learners will be able to apply the English grammar target structures.</p> <p>Specific Objectives The teaching of English grammar for the undergraduates has the following objectives:</p>
<p>Objectives of the first semester:</p>	<p>For both semesters, the objective is as follows: to understand the nature and functioning of language and the different parts of speech, from simple words and sentences to complex sentences. More specifically, to understand part of speech and the use of articles.</p> <p>And Covers rules in depth, detailed explanations, take first and second year learners' grammar knowledge to a much higher level. The practice activities stretch the language skills. The tasks challenge learners to work out the grammar rules for themselves, reactivating the grammar they know. The resources provide learners (with) interactive data and exercises too. The exit test shows if learners are ready to take a higher-level exam. The module helps learners to prepare for standard exam questions asked in CAE, CPE, TOEFL and other exams.</p> <p>Key Terms: application, comprehension, English grammar, forms, functional meanings, knowledge</p> <p>First Year-First Term:</p> <ul style="list-style-type: none"> • To recognize the different parts of speech;

	<ul style="list-style-type: none"> • To recognize uncountable nouns; • To quantify uncountable nouns; • To recognize variable nouns; • To choose between a, and an; • To choose between the or no article; • To choose between a, an, and the;
References:	<p>Fogarty, M. (2009). <i>The grammar devotional</i>. New York: Henry Holt Company.</p> <p>Mulvey, D. (2002). <i>Grammar the easy way</i>. New York: Barron's.</p> <p>Murphy, RA & Smalzer, W. R. (2000). <i>Grammar in use</i>. Cambridge: Cambridge University Press.</p> <p>Thronbury, S. (2005). <i>Uncovering grammar</i>. Oxford: Macmillan Education.</p>

Intitulé de la matière	<p>GRAMMAIR E DE LA LANGUE D'ETUDE</p> <p>Coefficient : 2</p> <p>Crédits :4</p>
Level:	FIRST YEAR
Main goal of the subject:	<p>Identifying the different elements of the simple sentence (nature of the words), of discriminating them and of establishing their function.</p> <p>And</p> <p>learners will be able to apply the English grammar target structures.</p> <p>Specific Objectives</p> <p>The teaching of English grammar for the undergraduates has the following objectives:</p>
Objectives of the second semester:	<ul style="list-style-type: none"> •For both semesters, the objective is as follows: to understand the nature and functioning of language and the different parts of speech, from simple words and sentences to complex sentences. More specifically, to understand part

	<p>of speech and the use of articles.</p> <p>Objectives of the second semester: Understanding use of auxiliaries and modals, generally to be able to use this language correctly in different speech situations. And</p> <p>To choose between ordinary verbs, principal auxiliaries, semi-modals and modals</p> <ul style="list-style-type: none"> • To use do as an auxiliary and a verb; • To use have as an auxiliary and a verb; • To use be as an auxiliary and a verb; • To use can, could, or be able to; • To use may, might, or be allowed to; • To use must, mustn't, or have to; • To use needn't, don't have to, or haven't got to; • To use the perfective infinitives.
<p>References:</p>	<p>Fogarty, M. (2009). <i>The grammar devotional</i>. New York: Henry Holt Company.</p> <p>Mulvey, D. (2002). <i>Grammar the easy way</i>. New York: Barron's.</p> <p>Murphy, RA & Smalzer, W. R. (2000). <i>Grammar in use</i>. Cambridge: Cambridge University Press.</p> <p>Thronbury, S. (2005). <i>Uncovering grammar</i>. Oxford: Macmillan Education.</p>

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Intitulé de la matière	COMPREHENSION ET EXPRESSION ECRITE Coefficient : 2 Crédits :4
Level:	FIRST YEAR
Main goal of the subject:	The overall aim of this course is to develop sentence-level writing skills among first year students. The focus is mainly on recognizing sentence level constituents, and producing them accurately to form meaningful and well punctuated sentences. Understanding and producing simple and complex phrases and sentences: uses and functions.
Objectives of the first semester:	<ul style="list-style-type: none">□ students will be able to recognize the forms and functions of the basic constituents in written medium, namely, parts of speech, phrases, clauses, and sentences.□ They will be able to produce the basic constituents, parts of speech, phrases, and clauses accurately in well punctuated sentences.□ They will be able to generate varied patterns of sentences starting from the basic constituents. Understanding and producing correct use of part of speech, identify phrases, clauses and sentences. <ul style="list-style-type: none">• Sentence Grammar: Building & Expanding Simple Sentences<ul style="list-style-type: none">I. Constructing Simple Sentences (Parts of Speech, Parts of the Sentence, Sentence Patterns, Phrases and Clauses, Sentence Types)II. Expanding Simple

	<p>Sentences: (subordination and coordination)</p> <ul style="list-style-type: none"> • Sentence Style: (Sentence Conciseness, Sentence Variety, Emphasis, Parallelism) • Sentence Errors: Solving Common Sentence Problems: Avoiding fragments and run-ons, Unnecessary shifts in sentences, Misplaced and Dangling Modifiers, and Faulty Pronoun Reference. • Understanding Punctuation & Mechanics: Understanding Basic Punctuation and Capitalization Rules
References:	<p>Juzwiak, C. (2009). <i>Stepping stones: a guided approach to writing sentences and paragraphs</i>. Bedford/St. Martins.</p> <p>□ Kirszner, L. G., & Mandell, S. R. (2014). <i>Cengage Advantage Books: The Pocket Wadsworth Handbook</i>. Cengage Learning.</p> <p>□ Kolln, M. (1993). <i>Exercises for understanding English grammar</i>. Macmillan College.</p> <p>□ Warriner, J. E. (2003). <i>Holt Handbook: Grammar, Usage, Mechanics, Sentences. Third Course. Recording for the Blind & Dyslexic</i>.</p> <p>Connelly, M. (2010). <i>Get writing: sentences and paragraphs</i>. Boston: Wadsworth.</p> <p>Langan, J. (2009). <i>Exploring writing: sentence and paragraphs</i>. 2nd edn. New York: McGraw Hill.</p> <p>Radford, A. (2009). <i>An introduction to English sentence structure</i>. Cambridge: Cambridge University Press.</p> <p>Zemach, D & Islam, C. (2004). <i>Paragraph writing: from sentence to paragraph</i>. Oxford:</p>

Intitulé de la matière	COMPREHENSION ET EXPRESSION ECRITE Coefficient : 2 Crédits :4
Level:	FIRST YEAR
Main goal of the subject:	<p>The overall aim of this course is to develop sentence-level writing skills among first year students. The focus is mainly on recognising sentence level constituents, and producing them accurately to form meaningful and well punctuated sentences.</p> <p>Understanding and producing simple and complex phrases and sentences: uses and functions.</p>
Objectives of the second semester:	<ul style="list-style-type: none"> <input type="checkbox"/> The students will be able to recognise the possible logical relationships employed to connect ideas and sentences. <input type="checkbox"/> They will be able to combine sentences used the constituents dealt with in the first semester. <input type="checkbox"/> They will be able to detect and solve problems of sentence combination, punctuation. <input type="checkbox"/> They will be able to produce creatively sentences in which variety and conciseness are achieved. <p>Understand and practice the use of types of sentences and punctuation. Also, study the combination processes and the tools of coherent and cohesive writing.</p> <ul style="list-style-type: none"> • Sentence Grammar: Building & Expanding Simple Sentences

	<p>I. Constructing Simple Sentences (Parts of Speech, Parts of the Sentence, Sentence Patterns, Phrases and Clauses, Sentence Types)</p> <p>II. Expanding Simple Sentences: (subordination and coordination)</p> <ul style="list-style-type: none"> • Sentence Style: (Sentence Conciseness, Sentence Variety, Emphasis, Parallelism) • Sentence Errors: Solving Common Sentence Problems: Avoiding fragments and run-ons, Unnecessary shifts in sentences, Misplaced and Dangling Modifiers, and Faulty Pronoun Reference. • Understanding Punctuation & Mechanics: Understanding Basic Punctuation and Capitalization Rules
References:	<p>Juzwiak, C. (2009). <i>Stepping stones: a guided approach to writing sentences and paragraphs</i>. Bedford/St. Martins.</p> <p>□ Kirszner, L. G., & Mandell, S. R. (2014). <i>Cengage Advantage Books: The Pocket Wadsworth Handbook</i>. Cengage Learning.</p> <p>□ Kolln, M. (1993). <i>Exercises for understanding English grammar</i>. Macmillan College.</p> <p>□ Warriner, J. E. (2003). <i>Holt Handbook: Grammar, Usage, Mechanics, Sentences. Third Course. Recording for the Blind & Dyslexic</i>.</p> <p>Connelly, M. (2010). <i>Get writing: sentences and</i></p>

	<p><i>paragraphs</i>. Boston: Wadsworth.</p> <p>Langan, J. (2009). <i>Exploring writing: sentence and paragraphs</i>. 2nd edn. New York: McGraw Hill.</p> <p>Radford, A. (2009). <i>An introduction to English sentence structure</i>. Cambridge: Cambridge University Press.</p> <p>Zemach, D & Islam, C. (2004). <i>Paragraph writing: from sentence to paragraph</i>. Oxford: Macmillan</p>
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Intitulé de la matière	COMPREHENSION ET EXPRESSION ORALE Coefficient : 2 Crédits : 4
Level:	FIRST YEAR
Main goal of the subject:	developing students' speaking and listening skills
Objectives of the first semester:	<ol style="list-style-type: none"> 1. To enrich students' vocabulary 2. To learn everyday phrases and idiomatic expressions 3. To improve students' listening skills <p>And</p> <ol style="list-style-type: none"> 4. Daily life conversations <ol style="list-style-type: none"> 4.1. Culturally related aspects of English: <ol style="list-style-type: none"> 4.1.1. greeting 4.1.2. Introducing oneself 4.1.3. Farewells 4.1.4. Condolences 4.1.5. Congratulating 4.1.6. Enquiries and Information 4.1.7. Asking for and giving directions
References:	https://parade.com/947956/parade/riddles/ https://www.bbc.co.uk/learningenglish/english/features/6-minute-english https://www.talkenglish.com/speaking/listregular.aspx

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Intitulé de la matière	COMPREHENSION ET EXPRESSION ORALE Coefficient : 2 Crédits : 4
Level:	FIRST YEAR
Main goal of the subject:	developing students' speaking and listening skills And 1. Vocabulary building 1.1. Collocations 1.2. Idiomatic expressions 1.3. Sayings and proverbs Phrasal verbs
Objectives of the second semester:	<ul style="list-style-type: none"> • To discuss topics of students' interests • To learn the difference between American & British English • To Learn RP & Posh English • To learn English riddles
References:	https://parade.com/947956/parade/riddles/ https://www.bbc.co.uk/learningenglish/english/features/6-minute-english https://www.talkenglish.com/speaking/listregular.aspx

Subject:	INITIATION A LA LINGUISTIQUE (concept) Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	To enable the students to understand the nature of language And for students to become more precise in

	<p>their description and understanding of the English language. The purpose of this course is to help students understand better about linguistic issues in general and the English language in particular. In this course, introductory surveys of general linguistics will be covered. Through lectures and discussions, this course seeks to provide students with fundamental linguistic knowledge:</p> <ul style="list-style-type: none"> • a general perspective: what language is, how it is used, and how it is acquired, • knowledge of basic linguistic terms and concepts, and • the analysis of language in practical use. <p>Major aspects of linguistics (language elements, speech and writing forms, features, phonetics, semantics, syntax, discourse analysis, pragmatics, language acquisition, language and culture, etc.) will be explored</p>
<p>Objectives of the first semester:</p>	<p>To be able to understand what the scientific study of language entails. And Connaissances préalables recommandées None in particular. Knowledge of other languages is always helpful for sharing observations and comparing different languages, but no particular languages other than English are presupposed. Improve your English skills--listening, speaking, reading and writing.</p> <ul style="list-style-type: none"> • Preliminary information about the English language. • What is Linguistics.

	<ul style="list-style-type: none"> • The scientific study and the cycle of the scientific approach. • Generation of hypotheses. • Supporting hypotheses with data and introduction of Experiment design. • Practice Series <ul style="list-style-type: none"> ▪ Adjectives ▪ Adverbs ▪ Present simple and Past simple ▪ Pronunciation of the “S” and “ED” endings ▪ Plurality ▪ Negation ▪ Questions ▪ Reporting tenses. • Language and Linguistics <ul style="list-style-type: none"> ▪ What is language? ▪ Language mediums and the relationship and difference between them (speech and writing). ▪ The origins of human language • Characteristics of human language <ul style="list-style-type: none"> ▪ Productivity ▪ Arbitrariness ▪ Duality of patterning ▪ Displacement ▪ Cultural Transmission ▪ Displacement • Animals’ system of communication <ul style="list-style-type: none"> ▪ Primate studies ▪ Parrots ▪ Hanz the horse. ▪ Bees
References:	<ol style="list-style-type: none"> 1. An Introduction to Linguistics. Author: Loreto Todd. Longman York Press.

The Study of Language Author: George Yule. Cambridge University Press. . 2020.

2. Linguistics: An Introduction to Language and Communication. Authors: Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. The MIT Press.

Workbook

- A Linguistics Workbook. Authors: Ann K. Farmer and Richard A. Demers. The MIT Press

Reference Books and Online Resources

1. Linguistics: An Introduction. Authors: Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spenser. Cambridge University Press.
2. Longman Dictionary of Language Teaching & Applied Linguistics: Authors: Jack C. Richards, John Platt, and Heidi Platt. Longman Press.
3. An Introduction to Language and Linguistics. Authors: Ralph Fasold and Jeffrey Connor-Linton. Cambridge University Press.
4. On the Nature of Language Noam Chomsky, 2002, Cambridge, CUP.
5. Lyons, John. Language and Linguistics : an Introduction. Cambridge [Cambridgeshire] ; New York :Cambridge University Press, 1981.

Useful Websites

- <http://www.cambridge.org/fasold>
 - <http://linguistlist.org/~ask-ling/>
- <http://www.sil.org/linguistics/glossary>

Intitulé de la matière	INITIATION A LA LINGUISTIQUE (concept) Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	To be able to identify linguistics ' subfields.
Objectives of the second semester:	<ul style="list-style-type: none"> • Phonology <ul style="list-style-type: none"> ▪ What is phonetics and what does it study? ▪ Organs of speech, Consonants and vowels, articulation and the IPA. • Sounds of English <ul style="list-style-type: none"> ▪ What is phonology and what does it study? ▪ Phonemes of English, English consonants and vowels, consonant clusters, and stress. • Morphology <ul style="list-style-type: none"> ▪ What is Morphology and what does it study? ▪ Free and bound morphemes, Derivational and Inflectional morphology. • Lexicology <ul style="list-style-type: none"> ▪ What is lexicology and what does it study? ▪ Word meaning, word formation, word classes ▪ Syntax <ul style="list-style-type: none"> ▪ What is syntax and what does it study? ▪ English Phrase, clause and sentence structures, tests for

	<p style="text-align: center;">structure, word order.</p> <ul style="list-style-type: none"> ▪ Fighting ambiguity
References:	<p>Primary Textbooks</p> <ol style="list-style-type: none"> 3. An Introduction to Linguistics. Author: Loreto Todd. Longman York Press. 4. The Study of Language Author: George Yule. Cambridge University Press. 5. Linguistics: An Introduction to Language and Communication. Authors: Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. The MIT Press. <p>Workbook</p> <ul style="list-style-type: none"> • A Linguistics Workbook. Authors: Ann K. Farmer and Richard A. Demers. The MIT Press <p>Reference Books and Online Resources</p> <ol style="list-style-type: none"> 6. Linguistics: An Introduction. Authors: Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spenser. Cambridge University Press. 7. Longman Dictionary of Language Teaching & Applied Linguistics: Authors: Jack C. Richards, John Platt, and Heidi Platt. Longman Press. 8. An Introduction to Language and Linguistics. Authors: Ralph Fasold and Jeffrey Connor-Linton. Cambridge University Press. <p>Useful Websites</p> <ul style="list-style-type: none"> • http://www.cambridge.org/fasold • http://linguistlist.org/~ask-ling/ <p>http://www.sil.org/linguistics/glossary</p>

Intitulé de la matière	<p>PHONETIQUE CORRECTIVE et ARTICULATOIRE</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	<p>The phonetics course is addressed to first-year students majoring in English. It initiates them to the phonetic conceptual nomenclature which is strikingly incremental in terms of the description and labeling of speech sounds at the word and syllable thresholds. It also purports to prompt them to draw a distinction between distinct sounds inventories, stitching together consonant and vowel phonemes, highlighting the key sounds regularities and irregularities in order to foreground the underlying spelling- pronunciation interfaces. Upon completion of the course, students will be able to afford the phonemic and phonetic transcription of words. They will be acquainted with the aspects being peculiar to the underpinnings of phonetics and phonology as well. Ultimately, they will improve and hone their pronunciation skills, and thereby enrich their phonetics knowledge in all its guises and facets.</p> <p>Course Description</p> <p>The phonetics course is addressed to 1st year and second year students. The 1st year syllabus is concerned with the segmental aspects of the English phonology. The course takes one hour and a half per week. Students are required to have at least an English-to-English (preferably a hard copy) dictionary that provides the phonemic transcription. They should also download the phonemic chart on their smart phones or PCs for personal practice. There is no lab session, therefore, the teacher should act as a good model to help students practise the sounds, and students on their turn, need to practise further at home on their own. The accent taught to students is the RP (Received Pronunciation), which is non-rhotic. As for the assessment policy, there is a quiz done in class and a written common exam, and both are equally important (50% each). The coefficient of the course is 1. All the lessons are linked together; missing one class may cause difficulty of understanding the subsequent lessons.</p>
Objectives of the first semester:	<p>First Semester</p> <p>Objectives of the first semester: Upon completion of the <i>first semester</i>, students will be able to approach and manipulate the following axes:</p> <ol style="list-style-type: none"> 1. Phonetics and Phonology <ol style="list-style-type: none"> 1. Overview 2. Definitions

	<ul style="list-style-type: none"> 3. Interface of Phonetics and Phonology 2. Speech Mechanism and Production <ul style="list-style-type: none"> 1. Speech Sounds and Sounds Systems 2. Speech Organs, Articulators and Vocal Tract 3. Speech Production 3. Vowels and Consonants Inventories <ul style="list-style-type: none"> 1. Vowel Sounds <ul style="list-style-type: none"> 1. Short Vowels 2. Long Vowels 3. Diphthongs 2. Consonant Sounds <ul style="list-style-type: none"> 1. Obstruents <ul style="list-style-type: none"> 1. Plosives 2. Fricatives 3. Affricates 2. Sonorants <ul style="list-style-type: none"> 1. Nasals 2. Approximants <p>In addition to</p> <ul style="list-style-type: none"> 0. Introduction: What is phonetics and why study phonetics (the 3 branches of phonetics, focus on articulatory phonetics, orthographic inconsistency, introducing IPA and the phonemic symbols of English consonants and vowels) 1. Speech production: Vocal tract anatomy, speech organs (passive and active articulators) and their adjectives, the speech mechanism (mental and physical description) involving four processes: airstream, phonation, oro-nasal, articulatory 2. Description and Classification of Consonants (place of articulation) 3. Position of the velum (nasal/oral sounds) 4. Voicing/state of glottis (voiced/voiceless, sibilants and pronunciation of final -s and pronunciation of verb final -ed) 5. Description and Classification of Vowels: <ul style="list-style-type: none"> 5.1. Pure vowels/monophthongs Quadrilateral diagram: Jaw opening (close/open), mouth shape (rounded/unrounded), tongue position (front/back and high/low), quality: (lax/tense) 5.2. Diphthongs (closing & centering diphthongs, glides of diphthongs)
Reference S:	<p>P., & Mees, I. M. (2021). <i>British English phonetic transcription</i>. Routledge.</p> <p>B., Mees, I. M., & Carley, P. (2019). <i>Practical English phonetics and phonology: A resource book for</i></p>

students. Routledge.
 P. (2009). *English phonetics and phonology: A practical course*. Cambridge University Press.
 a, P., & Burleigh, P. (2005). *A manual of English phonetics and phonology: Twelve lessons with an integrated course in phonetic transcription*. Narr Francke Attempo.
 i. C. (2016). *Sounds fascinating: Further observations on English phonetics and phonology*. Cambridge University Press.

- Peter Ladefoged & Keith Johnson. (2001). *A Course in Phonetics*. Cengage Learning
- Peter Roach. (1991). *English Phonetics and Phonology*. Cambridge University Press.
<http://www.cambridge.org/elt/peterroach/resources.htm> (extra resources)
- Gerald Kelly. (2000). *How to Teach Pronunciation*. Pearson Education Limited
- Paul Skandera & Peter Burleigh. (2005). *A Manual of English Phonetics*. Gunter Narr Verlag Tübingen
- Mimi Ponsonby. (1982). *How Now, Brown Cow? A course in the pronunciation of English*. Pergamon Press
- Richard Ogden. (2009). *An Introduction to English Phonetics*. Edinburgh University Press
- Mehmet S., Yavaş. (2011). *Applied English Phonology*. Wiley-Blackwell.
- Charles W. Kreidler. (1989). *The Pronunciation of English: A Course Book*. Blackwell Publishing Ltd
- English to English pronouncing dictionary with RP phonemic transcription such as Cambridge, Longman or Oxford dictionaries.
- Pronunciation Skills. (2006). Macmillan Publishers Ltd.
www.onestopenglish.com You can access onestopenglish for free (special offer)
- Interactive IPA chart: www.ipachart.com
- Phonemic Chart: download it on PC and Mobile Applications from www.onestopenglish.com 'Sounds', or from British Council 'Sounds Right'
- Audio and video materials about the English sounds' descriptions and production: <http://www.rose-medical.com/consonant-sounds.html>
- Google the Vocal tract quiz/game for practising the articulators

	<ul style="list-style-type: none"> • Silent letters: mws.ust.hk/sir/silent_words.php • Online phonetic keyboard and converter: ipa.typeit.org/full/ , www.phonetizer.com
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Intitulé de la matière	PHONETIQUE CORRECTIVE et ARTICULATOIRE Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	<p>The phonetics course is addressed to first-year students majoring in English. It initiates them to the phonetic conceptual nomenclature which is strikingly incremental in terms of the description and labeling of speech sounds at the word and syllable thresholds. It also purports to prompt them to draw a distinction between distinct sounds inventories, stitching together consonant and vowel phonemes, highlighting the key sounds regularities and irregularities in order to foreground the underlying spelling- pronunciation interfaces. Upon completion of the course, students will be able to afford the phonemic and phonetic transcription of words. They will be acquainted with the aspects being peculiar to the underpinnings of phonetics and phonology as well. Ultimately, they will improve and hone their pronunciation skills, and thereby enrich their phonetics knowledge in all its guises and facets.</p> <p>Course Description</p> <p>The phonetics course is addressed to 1st year and second year students. The 1st year syllabus is concerned with the segmental aspects of the English phonology. The course takes one hour and a half per week. Students are required to have at least an English-to-English (preferably a hard copy) dictionary that provides the phonemic transcription. They should also download the phonemic chart on their smart phones or PCs for personal practice. There is no lab session, therefore, the teacher should act as a good model to help students practise the sounds, and students on their turn, need to practise further at home on their own. The accent taught to students is the RP (Received Pronunciation), which is non-rhotic. As for the assessment policy, there is a quiz done in class and a written common</p>

	<p>exam, and both are equally important (50% each). The coefficient of the course is 1. All the lessons are linked together; missing one class may cause difficulty of understanding the subsequent lessons.</p>
<p>Objectives of the second semester:</p>	<p>Second Semester</p> <p>Objectives of the second semester: Upon completion of the <i>second semester</i>, students will be able to approach and manipulate the following axes:</p> <ol style="list-style-type: none"> 1. Syllable Nature <ol style="list-style-type: none"> 1. Overview 2. Syllable Constituents <ol style="list-style-type: none"> 1. Nucleus of the Syllable 2. Onset of the Syllable 3. Coda of the Syllable 2. Syllable Patterns <ol style="list-style-type: none"> 1. Open Syllables 2. Closed Syllables 3. Minimal Syllables 3. Syllable Typology <ol style="list-style-type: none"> 1. Strong Syllables 2. Weak Syllables 3. Syllabic Consonants 4. Syllable Division <ol style="list-style-type: none"> 1. Phonotactics and Sounds Distribution 2. Phonotactics and Syllabification Principles <p>In addition to</p> <ol style="list-style-type: none"> 6. Consonants (introducing the manners of articulation, level of stricture: Obstruents and sonorants, and difference between consonants and vowels) 7. Plosives (definition, aspiration, devoicing, glottalization, phonotactics) 8. Fricatives and affricates (definition, slit/groove, devoicing, phonotactics) 9. Nasals (definitions, devoicing, pronunciation of final -ng, nasalization, phonotactics) 10. Approximants (liquids/glides, lateral, devoicing, velarization, rhoticity, phonotactics) 11. Force of articulation <ol style="list-style-type: none"> 11. 1. lenis/fortis consonants 11. 2. Pre-fortis clipping (shortening of vowels before fortis consonants)

	<p>12. Phonetics vs phonology</p> <p>12. 1. Allophone vs phoneme</p> <p>12. 2. The phoneme and minimal pairs</p> <p>12. 3. Narrow phonetic transcription Vs broad phonemic transcription</p>
References:	<p>P., & Mees, I. M. (2021). <i>British English phonetic transcription</i>. Routledge.</p> <p>, B., Mees, I. M., & Carley, P. (2019). <i>Practical English phonetics and phonology: A resource book for students</i>. Routledge.</p> <p>P. (2009). <i>English phonetics and phonology: A practical course</i>. Cambridge University Press.</p> <p>Skandera, P., & Burleigh, P. (2005). <i>A manual of English phonetics and phonology: Twelve lessons with an integrated course in phonetic transcription</i>.</p> <p>van der Lely, S. (2006). <i>Phonetics and phonology: An introduction</i>. Cambridge University Press.</p> <p>Wells, J. C. (2016). <i>Sounds fascinating: Further observations on English phonetics and phonology</i>. Cambridge University Press.</p> <ul style="list-style-type: none"> • Peter Ladefoged & Keith Johnson. (2001). <i>A Course in Phonetics</i>. Cengage Learning • Peter Roach. (1991). <i>English Phonetics and Phonology</i>. Cambridge University Press. http://www.cambridge.org/elt/peterroach/resources.htm (extra resources) • Gerald Kelly. (2000). <i>How to Teach Pronunciation</i>. Pearson Education Limited • Paul Skandera & Peter Burleigh. (2005). <i>A Manual of English Phonetics</i>. Gunter Narr Verlag Tübingen • Mimi Ponsonby. (1982). <i>How Now, Brown Cow? A course in the pronunciation of English</i>. Pergamon Press • Richard Ogden. (2009). <i>An Introduction to English Phonetics</i>. Edinburgh University Press • Mehmet S., Yavaş. (2011). <i>Applied English Phonology</i>. Wiley-Blackwell. • Charles W. Kreidler. (1989). <i>The Pronunciation of English: A Course Book</i>. Blackwell Publishing Ltd • English to English pronouncing dictionary with RP phonemic transcription such as Cambridge, Longman or Oxford dictionaries. • Pronunciation Skills. (2006). Macmillan Publishers Ltd. www.onestopenglish.com You can access onestopenglish

	<p>for free (special offer)</p> <ul style="list-style-type: none"> • Interactive IPA chart: www.ipachart.com • Phonemic Chart: download it on PC and Mobile Applications from www.onestopenglish.com ‘Sounds’, or from British Council ‘Sounds Right’ • Audio and video materials about the English sounds’ descriptions and production: http://www.rose-medical.com/consonant-sounds.html • Google the Vocal tract quiz/game for practising the articulators • Silent letters: mws.ust.hk/sir/silent_words.php • Online phonetic keyboard and converter: ipa.typeit.org/full/ , www.phonetizer.com
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Intitulé de la matière	<p>CULTURE ET CIVILISATION DE LA LANGUE Coefficient : 1 Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	<u>Ancient Greece</u>
Objectives of the first semester:	<p>The Neolithic period The Bronze Age The Minoan Age The Mycenaean Age The Dark Age The Archaic Age The Classical Age Alexander’s Empire The Hellenistic Age Politics in Ancient Greece Philosophy in Ancient Greece</p>
References:	

Intitulé de la matière	CULTURE ET CIVILISATION DE LA LANGUE Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	<u>Ancient Rome</u>
Objectives of the second semester:	Founding Rome Rome, the kingdom Rome, the republic Wars with Carthage The Roman Civil War Rome, the empire Politics in Ancient Rome Religion in Ancient Rome Education in Ancient Rome
References:	

Intitulé de la matière	INITIATION AUX TEXTES LITTÉRAIRES Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the first semester:	1. Introduction to English literature 2. Literary Techniques 3. Literary Genres

	<p>3-1 Poetry</p> <ul style="list-style-type: none"> a. Definition and key terms b. Poetic Forms c. Poetic Elements d. Analysis of a selected poem (Wordsworth/ Shakespeare)
References:	

Intitulé de la matière	<p>LITTERATURE DE LA LANGUE D'ETUDE</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the second semester:	<p>3-2 Prose</p> <ul style="list-style-type: none"> a. Definition and key terms b. Types of Prose c. The main elements of Fiction d. Analysis of a short story/ novel (Charles Dickens/ Edgar Allan Poe) <p>3-3 Drama</p> <ul style="list-style-type: none"> a. Definition and key terms b. Types c. Elements d. Analysis of a selected play (Arthur Miller/George Bernard Shaw)

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Intitulé de la matière	TECHNIQUE DU TRAVAIL UNIVERSITAIRE Coefficient : 2 Crédits :4
Level:	FIRST YEAR
Main goal of the subject:	Teach students how to learn.
Objectives of the first semester:	Learners will be able to become successful: active, strategic and motivated. Learners will discover their learning styles and personality type Learners will be able to use personal management strategies: memory and concentration And A. Managing Yourself for Study <i>I. Introduction to the Course and Syllabus</i> – The Language of Higher Education – Seven Approaches to Learning – The C.E.R.A.M. Strategy for Learning – The Learning Styles – Goal Setting&Time Management – Types of Intelligence B. Academic Skills <i>II. The Listening Skill</i> – Active and effective listening – Strategies for listening skill improvement <i>III. The Speaking Skill</i>

	<ul style="list-style-type: none"> – Speaking skill’s situations – Strategies for speaking skill improvement – Spelling, Grammar and Punctuation <i>IV. The Reading Skill</i> – Information Searching – SQ3R – Improving Reading Comprehension – Improving Reading Speed C. Task Management Skills <i>V. The Writing Skill</i> – Task Management Skills – Paragraph Writing – Essay Writing – Project Writing – Report Writing – Strategies for writing skill improvement <i>VI. Note Taking</i> – General Tips – Note-taking Methods – Taking notes from written material – Taking notes in lectures and seminars – Abbreviations and symbols <i>VII. Memory</i> – Memory and Concentration – Types of memory – How to improve your memory <i>VIII. Revision and Exams</i> – Revision Strategies – Exam Strategy – Managing Exam Stress
References:	<p>References</p> <p>Gardner, J. N., & Barefoot, B. O. (2010). <i>Step by step to college and career success</i>. Macmillan.</p> <p>Hopper, C. H. (2015). <i>Practicing college learning strategies</i>. Cengage Learning.</p> <p>Pauk, W., & Owens, R. J. (2013). <i>How to</i></p>

study in college. Cengage Learning.
Sinfield, S., & Burns, T. (2004). *Teaching, Learning and Study Skills. Teaching, Learning and Study Skills*.
Van Blerkom, D. L. (2007). *Taking charge of your learning: A guide to college success*. Cengage Learning.

➤ □ Bain, K. (2012). *What the best college students do*. Cambridge, MA:

Harvard

➤ □ Cottrell, S. (2003). *The study skills handbook*. Basingstoke: Palgrave

Macmillan

➤ □ Dawson, C. (2011). *The complete study skills guide: A practical guide for all students who want to know how to learn*. Oxford, UK: How To Books.

➤ □ Forsyth, P., & Connelly, J. (2010). *The study skills guide: Essential strategies for smart students*. London, UK: Kogan Page.

➤ □ Rolls, N., & Wignell, P. (2009). *Communicating at university: Skills for*

success (3rd ed.). Darwin, NT: Charles Darwin University Press

➤ □ Walmsley, B. (2010). *Improve your study skills*. London, UK: Teach Yourself

Intitulé de la matière	<p style="text-align: center;">TECHNIQUE DU TRAVAIL UNIVERSITAIRE</p> <p>Coefficient : 2 Crédits :4</p>
Level:	FIRST YEAR
Main goal of the subject:	<p>Student will be able to organise their time and stick to a schedule</p> <p>Students will acquire strategies to learn the four skills</p> <p>Students will acquire note taking strategies</p> <p>Students will acquire strategies for basic research</p> <p>Students will acquire strategies for test preparation and taking</p>
Objectives of the second semester:	<p>and</p> <p>D. People Skills</p> <p>IX. Group Work</p> <ul style="list-style-type: none"> – Collaborative Study – Effective Group Discussion <p>E. Research Skills</p> <p>X. Research Skills</p> <ul style="list-style-type: none"> – Finding Information in the Library – Working with the Internet – Plagiarism – Referencing <p>XI. Information Technology</p> <ul style="list-style-type: none"> – Choosing the Right Technology – Web-based Learning
References:	<p>References</p> <p>Gardner, J. N., & Barefoot, B. O. (2010). <i>Step by step to college and career success</i>. Macmillan.</p> <p>Hopper, C. H. (2015). <i>Practicing college learning strategies</i>. Cengage Learning.</p> <p>Pauk, W., & Owens, R. J. (2013). <i>How to study in college</i>. Cengage Learning.</p> <p>Sinfield, S., & Burns, T. (2004). <i>Teaching, Learning and Study Skills. Teaching, Learning and Study Skills</i>.</p> <p>Van Blerkom, D. L. (2007). <i>Taking charge of your learning: A guide to college success</i>. Cengage Learning.</p>

	<p>➤ □ Bain, K. (2012). <i>What the best college students do</i>. Cambridge, MA: Harvard</p> <p>➤ □ Cottrell, S. (2003). <i>The study skills handbook</i>. Basingstoke: Palgrave Macmillan</p> <p>➤ □ Dawson, C. (2011). <i>The complete study skills guide: A practical guide for all students who want to know how to learn</i>. Oxford, UK: How To Books.</p> <p>➤ □ Forsyth, P., & Connelly, J. (2010). <i>The study skills guide: Essential strategies for smart students</i>. London, UK: Kogan Page.</p> <p>➤ □ Rolls, N., & Wignell, P. (2009). <i>Communicating at university: Skills for success</i> (3rd ed.). Darwin, NT: Charles Darwin University Press</p> <p>➤ □ Walmsley, B. (2010). <i>Improve your study skills</i>. London, UK: Teach Yourself</p>
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Intitulé de la matière	<p style="text-align: center;">SCIENCES SOCIALES AND HUMAINES</p> <p>Coefficient : 1 Crédits : 2</p>
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Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the first semester:	<ol style="list-style-type: none"> 1. Introduction to social sciences 2. History of social sciences 3. An Introduction into Human Sciences 4. Human Origins 5. Ancient Civilizations 6. History of Humanities 7. Anthropology 8. Race and Ethnicity 9. Psychology <p>Sociology</p>
References:	

Intitulé de la matière	<p>SCIENCES SOCIALES AND HUMAINES</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	allowing students of English to develop knowledge of a variety of subjects of SSH including Psychology ,sociology,anthropology and education
Objectives of the second semester:	students of English are exposed to subjects such as psychology

	<p>and learning theories, sociology and socialization levels, anthropology; fields and subfields. Students learn the significance of SSH for their current study and real life situations.</p> <p>10. And</p> <p>11. History</p> <p>12. Archeology</p> <p>13. Geography</p> <p>14. Demography</p> <p>15. Philosophy</p> <p>16. Education</p> <p>17. Arts</p> <p>18. Law & political sciences</p> <p>19. Journalism and Media</p> <p>20. Economics</p>
References:	<ol style="list-style-type: none"> 1. Encyclopedia Britannica 2. psychology for Language Teachers: a social Constructivist Approach by William and Burden 3. "Approaches to learning" by Anne Jordan, Orison Carlisle and Annita Stack 4. "Anthropology" 5. "An introduction to Sociology"

Intitulé de la matière	ETUDE DE TEXTES Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	allowing students of English to develop knowledge of a variety of subjects of SSH including Psychology ,sociology,anthropology and education
Objectives of the first semester:	students gain knowledge of subjects including education and the philosophical thoughts of education, philosophy and the effect of language on human thought, etc.. <u>and</u> 1-Definition of a Text 2-Oral and Written Texts 3-Elements of a Text 3-1-Coherence 3-2-Cohesion 3-2-1-Grammatical Cohesion 3-2-2-Lexical Cohesion 3-3-Metadiscourse Markers 3-3-1-Textual Metadiscourse Markers 3-3-2-Interpersonal Metadiscourse Markers
References:	1. Encyclopedia Britannica 2. psychology for Language Teachers: a social Constructivist Approach by William and Burden 3. "Approaches to learning" by Anne

	<p>Jordan, Orison Carlisle and Annita Stack</p> <p>4. "Anthropology";</p> <p>5. "An introduction to Sociology";</p>
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Intitulé de la matière	<p style="text-align: center;">ETUDE DE TEXTES</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the second semester:	<p>4-Types of Texts</p> <p>4-1-Literary and Factual Texts</p> <p>4-2-Narrative Text</p> <p style="padding-left: 40px;">4-2-1-Purpose</p> <p style="padding-left: 40px;">4-2-2-Generic</p> <p>Structure</p> <p style="padding-left: 40px;">4-2-3-Language</p> <p>Features</p> <p>4-3-Descriptive Text</p> <p style="padding-left: 40px;">4-3-1-Purpose</p> <p style="padding-left: 40px;">4-3-2-Generic</p> <p>Structure</p> <p style="padding-left: 40px;">4-3-3-Language</p> <p>Features</p> <p>4-4-Procedural Text</p> <p style="padding-left: 40px;">4-4-1-Purpose</p> <p style="padding-left: 40px;">4-4-2-Generic</p> <p>Structure</p> <p style="padding-left: 40px;">4-4-3-Language</p> <p>Features</p> <p>4-5-Argumentative Text</p> <p style="padding-left: 40px;">4-5-1-Purpose</p> <p style="padding-left: 40px;">4-5-2-Generic Structure</p> <p style="padding-left: 40px;">4-5-3-Language</p>

	<p>Features</p> <p>4-6-Explanatory Text</p> <p>4-6-1-Purpose</p> <p>4-6-2-Generic Structure</p> <p>4-6-3-Language</p> <p>Features</p> <p>5-Organization of a Text</p>
References:	

Intitulé de la matière	<p>LANGUE ETRANGERE</p> <p>.</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the first semester:	<p>S1 :Das deutsche Alphabet</p> <ul style="list-style-type: none"> • Sich vorstellen • Wie stellt man sich auf <p>Deutsch vor :</p> <ul style="list-style-type: none"> • Name, Vorname, Alter, Land, Familienstand, Sprachen... • Präsens / Personalpronomen • Fragewörter • Zahlen/Wochentage / Monaten
References:	

Intitulé de la matière	LANGUE ETRANGERE Coefficient : 1 Crédits : 2
Level:	FIRST YEAR
Main goal of the subject:	
Objectives of the second semester:	S2 :über Familie und Beschreibung der Herkunft, Ausbildung und Umgebung <ul style="list-style-type: none"> • Bestimmte und unbestimmte Artikel • Pluralbildung • Possessivpronomen • Nominativ und Akkusativ • Präpositionen + Akkusativ
References:	

II - Fiches d'organisation par matière des
enseignements de deuxième année pour Semestre
3 et Semestre 4

Intitulé de la matière	GRAMMAIRE de la LANGUE D'ETUDE . Coefficient : 2 Crédits : 4
Level:	SECOND YEAR
Main goal of the subject:	allowing students of English to obtain necessary knowledge of different grammar rules necessary for them to enhance an accurate use of English language.
Objectives of the first semester:	<p>developping students knowledge of different tenses ;present tenses,past tenses and future tenses including their forms and uses in different contexts</p> <p>To compare and use simple present Vs present continuous;</p> <ul style="list-style-type: none"> • To compare and use simple past Vs past continuous; • To compare and use present perfect Vs simple past; • To compare and use present perfect Vs present perfect continuous; • To compare and use past perfect Vs past perfect continuous; <p>First Year-Second Term:</p> <ul style="list-style-type: none"> • To compare and use simple future Vs present continuous; • To compare and use future perfect Vs future perfect continuous; • To compare and use conditionals; • To compare and use active Vs passive voice. <p>Pre-requisites/Pre-conditions A good knowledge of nouns, verbs (verbs with regular and irregular conjugations), and the way they vary according to number, person, tense, etc. are essential pre-conditions to study this module.</p>
References:	1. "My Grammar Lab Intermediate" by Mark Foley and Diane Hall

	<p>2. "My Grammar Lab Advanced " by Mark Foley and Diane Hall</p> <p>3. " Basic. English Grammar For English Language Learners" by Howard Sargent</p> <p>4. " BBC English Learning . Grammar . website</p> <p>5. "English Grammar in Use" by Raymond Murphy</p>
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Intitulé de la matière	<p>GRAMMAIRE de la LANGUE D'ETUDE .</p> <p>Coefficient : 2</p> <p>Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>allowing students of English to obtain necessary knowledge of different grammar rules necessary for them to enhance an accurate use of English language.</p>
Objectives of the second semester:	<p>developing students knowledge and ability to use the conditionals, reported speech and modals</p> <ul style="list-style-type: none"> • To compare and use simple future Vs present continuous; • To compare and use future perfect Vs future perfect continuous; • To compare and use conditionals; • To compare and use active Vs passive voice. <p>Pre-requisites/Pre-conditions A good knowledge of nouns, verbs (verbs with regular and irregular conjugations), and the way they vary according to number, person, tense, etc. are essential pre-conditions to study this module.</p>
References:	<p>1. "My Grammar Lab Intermediate" by Mark Foley and Diane Hall</p> <p>2. "My Grammar Lab Advanced " by Mark Foley and Diane Hall</p>

	<p>3. " Basic. English Grammar For English Language Learners" by Howard Sargent</p> <p>4. " BBC English Learning . Grammar . website</p> <p>5. "English Grammar in Use" by Raymond Murphy</p>
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Intitulé de la matière	<p>COMPREHENSION et EXPRESSION ECRITE</p> <p>Coefficient : 2 Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>SYLLABUS (2nd YEAR)</p> <p>Understanding the Writing Process and Students will be able to write a paragraph in different genres</p>
Objectives of the first semester:	<ul style="list-style-type: none"> • Students will be able to write within a model: planning-writing-reviewing ✓Students will be able to practise rhetorical patterns: paragraph's basic elements & various developmental schemes and • Pre-writing: (Brainstorming, listing, free writing, clustering, questioning...) • Generating Ideas and Developing an outline • The paragraph structure : (Topic sentence, Supporting details, Concluding sentence) • Reviewing: Coherence and unity • Paragraph Editing: (Sentence

	<p>effectiveness, Fragments and Run-on sentences, Faulty parallelism, Conciseness Emphasis, Subject verb agreement, Punctuation and Spelling</p> <p>Writing: Introduction to essay writing</p>
References:	<p>on, L., & Brandon, K. (2016). <i>Paragraphs and essays: With integrated readings</i>. Cengage Learning</p> <p>K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2020). <i>Great writing 2: Great paragraphs</i>. Cengage Learning.</p> <p>Oshima, A., & Hogue, A. (2000). <i>Writing academic english</i>. Longman.</p> <p>Oshima, A., & Hogue, A. (2007). <i>Introduction to academic writing</i>. Pearson/Longman.</p>

Intitulé de la matière	<p>COMPREHENSION et EXPRESSION ECRITE</p> <p>Coefficient : 2</p> <p>Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<ul style="list-style-type: none"> • Pre-writing: (Brainstorming, listing, free writing, clustering, questioning...) • Generating Ideas and Developing an outline

	<ul style="list-style-type: none"> • The paragraph structure : (Topic sentence, Supporting details, Concluding sentence) • Reviewing: Coherence and unity • Paragraph Editing: (Sentence effectiveness, Fragments and Run-on sentences, Faulty parallelism, Conciseness Emphasis, Subject verb agreement, Punctuation and Spelling) • Composition Writing: Introduction to essay writing
Objectives of the second semester:	<p>Continuation of S1 and</p> <p>Students will be able to imitate parallel texts</p> <p>✓Students will be able to write about pre-selected themes</p> <p>✓Students will be able to organise their writing according to certain social conventions</p>
References:	<p>Brandon, K. (2016). <i>Paragraphs and essays: With integrated readings</i>. Cengage Learning</p> <p>K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2020). <i>Great writing 2: Great paragraphs</i>. Cengage Learning.</p> <p>Oshima, A., & Hogue, A. (2000). <i>Writing academic english</i>. Longman.</p> <p>Oshima, A., & Hogue, A. (2007). <i>Introduction to academic writing</i>. Pearson/Longman.</p>

Intitulé de la matière	<p>COMPREHENSION et EXPRESSION ORALE Coefficient : 2 Crédits : 4</p>
Level:	<p>SECOND YEAR</p>
Main goal of the subject:	<p>The development of the communicative competence of the learners (the speaking skill), the involvement of them in a variety of up-to-date topics, which requires dealing with various situations effectively by them, vocabulary enrichment: they are supposed to have acquired an amount of expressions and words that would enable them to interact socially across different situations, and, finally, an introduction to the cultural dimension underlying the English language: vocabulary uses under socio-cultural constraints.</p> <p>1. Listening Comprehension</p>
Objectives of the first semester:	<p>An initiation to accessible topics and their relevant vocabulary, such as: Tourism, Hobbies and Entertainment, and Crimes. The Speaking as well as speaking skills have been appealed to. And</p> <p>1.1. Listening to a variety of</p>

	<p>world Englishes</p> <p>1.2. Answering comprehension questions</p> <p>1.3. Skimming technique</p> <p>1.4. Scanning technique</p>
References:	<p><input type="checkbox"/> New Headway Talking Points. (2006)</p> <p><input type="checkbox"/> You Tube</p> <p><input type="checkbox"/> New Headway Intermediate (2012)</p>

Intitulé de la matière	<p>COMPREHENSION et EXPRESSION ORALE</p> <p>Coefficient : 2</p> <p>Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>The development of the communicative competence of the learners (the speaking skill), the involvement of them in a variety of up-to-date topics, which requires dealing with various situations effectively by them, vocabulary enrichment: they are supposed to have acquired an amount of expressions and words that would enable them to interact socially across different situations, and, finally, an introduction to the cultural dimension underlying the English language: vocabulary</p>

	<p>uses under socio-cultural constraints.</p> <p>1. Speaking production</p>
Objectives of the second semester:	<p>The coverage of more sophisticated issues which entail longer, relatively complex listening and speaking tasks; these call for group work, pair-work activities, and role plays. And</p> <p>1.1. Summarize a particular topic listened to.</p> <p>1.2. Talking about the general idea</p> <p>1.3. Talking about specific details</p>
References:	<p><input type="checkbox"/> New Headway Talking Points. (2006)</p> <p><input type="checkbox"/> You Tube</p> <p><input type="checkbox"/> New Headway Intermediate (2012)</p>

Intitulé de la matière	<p>INTRODUCTION A LA LINGUISTIQUE</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	<p>SECOND YEAR</p>
Main goal of the subject:	

Objectives of the first semester:

Chapter One : The Origins of Language (The Seeds of Speech)

Section One : Introduction

- The Ma-Ma Theory
- The Ta-Ta Theory
- The Bow-Wow Theory
- The Pooh-Pooh Theory
- The Ding-Dong Theory (The Pathognomic Theory)
- The Sing-Song Theory
- The Hey-You Theory

Section Two : Language

Change : Progress or Decay ?

- From words to Grammar
- The Pieces of the Puzzle
 - Internal Evidence
 - External Evidence
- How Pidging arise
- Creoles
- How did language evolve ?
 - The Amoeba Question
 - The rabbit-out-of-a-hat problem
- Who first spoke ?
 - The Noah Ark View
 - The View of Lord Monboddo
 - O'Donnelly's View
 - Religious Dogmatism
- What is language ?
 - Functions and Characteristics of Human Language
- Language and the World
 - language Types and Families
 - Language Varieties (Dialects, Idiolects, Jargon, etc)

References:

- Aitchinson, J. (1996). *The Seeds of Speech : Language Origin and Evolution*. CUP.
- Aitchinson, J. (2000). *Language Change : Progress or Decay ?* CUP.
- Lyons, J. (1968). *Introduction to Theoretical Linguistics*. CUP.
- Bally, Ch ; Sechehaye, A and Riedlinger, A (eds.). (1972). *Course in General Linguistics : Ferdinand de Saussure*. Open Court Publishing Company, Paris.
- Roulet, E. (1972). *Linguistic Theory, Linguistic Description and Language Teaching*. Longman Group Limited.
- Boas, F. (1911). *Handbook of American Indian Languages (Part 2)*. Bureau of American Ethnology, Bulletin 40.
- Mathesius, V. (1928). *On Linguistic Characterology with Illustrations from Modern English*. In *Actes du Premier Congrès International de Linguistes à la Haye*. (Reprinted in Josef Vachek (ed.), *A Prague School Reader in Linguistics*. Bloomington : Indiana University Press, 1964).
- Trubetskoy, N.S. (1968). *Introduction to the Principles of Phonological Descriptions*. The Hague : Martinus Nijhoff.
- Martinet, A. (1960). *Eléments de Linguistique Générale*. Paris : Armand Colin.
- Labov, W. (1963). *The Social Motivation of a Sound Change*. *Word*, 19 (3), (pp. 273-309).
- Salkie, R. (1990). *The Chomsky*

	<p>Update Linguistics and Politics. London : Unwin Hyman Ltd. Sapir, E. (1929). The Status of Linguistics as a Science. Labguage, 5(4), (pp. 207-214). Hall, R.A. (1987). Leonard Bloomfield : Essays on his life and work. John Benjamins Publishing Company.</p>
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Intitulé de la matière	<p>INTRODUCTION A LA LINGUISTIQUE Coefficient : 1 Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	
Objectives of the second semester:	<p>Chapter 2 : The History of Linguistics <u>Section One : Introduction</u></p> <ul style="list-style-type: none"> - Definition of Linguistics (Scope and Branches) - Linguistic Terminology - Objective Approach to Language - History of Linguistics <p><u>Section Two : Traditional Grammar (TG)</u></p> <ul style="list-style-type: none"> - Philosophical Origins of TG - Nature and Convention - Analogists and Anomalists - Alexandrian Period - Greek Grammar - The Roman Period - Medieval Period

	<ul style="list-style-type: none"> - The Renaissance and After - Wider Influence of the Greco-Roman Tradition - Indian Tradition <p><u>Section Three : Comparative Philology</u></p> <ul style="list-style-type: none"> - Language Families - ‘Scientific’ Linguistics - Evolutionary Point of View - A Wider Range of Languages - Romanticism - Discovery of Sanskrit - Role of Analogy - Comparative Philology and General Linguistics - Analogy and Structure <p><u>Section Four : Modern Linguistics (Structuralism)</u></p> <p><u>4.1 European Structuralism</u></p> <ul style="list-style-type: none"> - Ferdinand de Saussure - Priority of the Spoken Language - Linguistics as a Descriptive Science - The Linguist’s Interest in All Languages - Priority of Synchronic Description - The Structural Approach - de Saussure’s Dichotomies <p><u>4.2 The Beginning of American Structuralism</u></p> <ul style="list-style-type: none"> - Franz Boas and Descriptive Linguistics - Edward Sapir - Leonard Bloomfield <p><u>Section Five : Linguistic Schools</u></p> <ul style="list-style-type: none"> - Prague School (Functional Linguistics) - London School <p><u>Section Six : Noam Chomsky’s Revolution</u></p>
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References:	<p>Aitchinson, J. (1996). <i>The Seeds of Speech : Language Origin and Evolution</i>. CUP.</p> <p>Aitchinson, J. (2000). <i>Language Change : Progress or Decay ?</i> CUP.</p> <p>Lyons, J. (1968). <i>Introduction to Theoretical Linguistics</i>. CUP.</p> <p>Bally, Ch ; Sechehaye, A and Riedlinger, A (eds.). (1972). <i>Course in General Linguistics : Ferdinand de Saussure</i>. Open Court Publishing Company, Paris.</p> <p>Roulet, E. (1972). <i>Linguistic Theory, Linguistic Description and Language Teaching</i>. Longman Group Limited.</p> <p>Boas, F. (1911). <i>Handbook of American Indian Languages (Part 2)</i>. Bureau of American Ethnology, Bulletin 40.</p> <p>Mathesius, V. (1928). <i>On Linguistic Characterology with Illustrations from Modern English</i>. In <i>Actes du Premier Congrès International de Linguistes à la Haye</i>. (Reprinted in Josef Vachek (ed.), <i>A Prague School Reader in Linguistics</i>. Bloomington : Indiana Unuversity Press, 1964).</p> <p>Trubetskoy, N.S. (1968). <i>Introduction to the Principles of Phonological Descriptions</i>. The Hague : Martinus Nijhoff.</p> <p>Martinet, A. (1960). <i>Eléments de Linguistique Générale</i>. Paris : Armand Colin.</p> <p>Labov, W. (1963). <i>The Social Motivation of a Sound Change</i>. <i>Word</i>, 19 (3), (pp. 273-309).</p> <p>Salkie, R. (1990). <i>The Chomsky Update Linguistics and Politics</i>. London : Unwin Hyman Ltd.</p>

	<p>Sapir, E. (1929). The Status of Linguistics as a Science. <i>Language</i>, 5(4), (pp. 207-214).</p> <p>Hall, R.A. (1987). <i>Leonard Bloomfield : Essays on his life and work</i>. John Benjamins Publishing Company.</p>
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Intitulé de la matière	<p>PHONETIQUE CORRECTIVE et ARTICULATOIRE</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	<ol style="list-style-type: none"> 1) Analyze and study the English sounds from phonetics and phonology perspectives 2) Understand clearly the nature of the English syllables its structure and components 3) Understand and identify the “English stress” and hence pronounce the English words correctly 4) Knowing and recognizing the different aspects of connected speech as “assimilation, elision, juncture and linking”, and their importance in communication.
Objectives of the first semester:	Understanding and identifying the English Syllable

- 1) Identify the different components of the English syllables: onset, nucleus, coda
 - 2) Identify clearly the different types of syllables: open vs closed, minimal vs maximal syllables.
 - 3) Understanding and identifying the possible sounds combinations in English language i.e. the “phonotactics”.
 - 4) Determine and divide the words into syllables, i.e. “syllabification”
- Objectives of the Second Semester:
Specific objectives:
- 1) Understanding and indicating the place of stress within words and sentences.
 - 2) Analysing and recognizing aspects of connected speech in the English language.

Chapter 1: The Syllable

1. Syllable Structure
2. Syllable Structure Constraints
 - 2.1 The Syllable Nucleus
 - 2.2 The Syllable Onset
 - 2.3 The Syllable Coda
3. Weak Syllable vs. Strong Syllable
4. Quality of the Syllable Nucleus
 - 4.1 The Central Vowels
 - 4.2 The Weak Vowels
 - 4.3 The Syllabic Consonants
5. Sonority and Syllable
6. Syllabification and Syllable
 - 6.1 Syllabification Principles
 - 6.1.1 Maximal Open Syllabicity
 - 6.1.2 Maximal Onset and Minimal Coda
 - 6.2 Syllabification Rules

References:	<p>1) Carr, P. (2013).English Phonetics and Phonology: An Introduction.Willey-Blackwell</p> <p>2) J. D. O’Connor. (1980). Better English Pronunciation. Cambride University Press.</p> <p>3) Ladaforged, P and K. Johnson (2001). A Course in Phonetics. Wardsworth.</p> <p>4) Peter. Roach. (2009).English Phonetics and Phonology, 4 th edition. Cambridge University press.</p>
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Intitulé de la matière	<p>PHONETIQUE CORRECTIVE et ARTICULATOIRE</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>1) Analyze and study the English sounds from phonetics and phonology perspectives</p> <p>2) Understand clearly the nature of the English syllables its structure and components</p> <p>3) Understand and identify the “English stress” and hence pronounce the English words correctly</p> <p>4) Knowing and recognizing the different aspects of connected speech as “assimilation, elision, juncture and linking”, and their importance in communication.</p>
Objectives of the second semester:	1) Identify and distinguish between weak and strong syllables very

clearly.

2) Understand the nature of the English stress including its types and levels.

3) Indicate precisely the place of stress within words and sentences.

4) Understand and recognize the different aspects of connected speech including; Weak and strong forms, assimilation, juncture, elision and linking.

And

Chapter 2: The Stress

1. Stress Nature

2. Stress Patterns

2.1 Word Stress

2.1.1 Stress Levels

2.1.2 Stress Placement

2.1.2.1 Stress in Simple Words

2.1.2.1.1 Stress in One-syllable Words

2.1.2.1.2 Stress in Two-syllable Words

2.1.2.1.3 Stress in Three-syllable Words

2.1.2.1.4 Stress in Homographs

2.1.2.2 Stress in Complex Words

2.1.2.2.1 Stress in Words with Suffixes

2.1.2.2.2 Stress in Compound Words

2.2 Sentence Stress

3. Stress Shift

Chapter 3: The Aspects of Connected Speech

1. Rhythm

2. Assimilation

	<p>3. Elision 4. Linking</p>
References:	<p>1) Carr, P. (2013).English Phonetics and Phonology: An Introduction.Willey-Blackwell 2) J. D. O’Connor. (1980). Better English Pronunciation. Cambride University Press. 3) Ladaforged, P and K. Johnson (2001). A Course in Phonetics. Wardsworth. 4) Peter. Roach. (2009).English Phonetics and Phonology, 4 th edition. Cambridge University press.</p>

Intitulé de la matière	<p>CULTURE(S) CIVILISATION (S) DE LA LANGUE Coefficient : 1 Crédits : 2</p>
Level:	<p>SECOND YEAR</p>
Main goal of the subject:	<p>By the end of this course, students will be able to explain the different steps and stages of thecreation of the United Kingdom and the United States of America.</p> <p>British Civilisation: The First Inhabitants of Britain</p>
Objectives of the first semester:	<p><input type="checkbox"/> Students will develop a ear understanding of Celtic Britain. <input type="checkbox"/> Students will explain the npact of the Roman rule on Britain</p>

	<p>and its legacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will summarize the events that led to Anglo-Saxon rule in England. <ol style="list-style-type: none"> 1. Celts: origins, way of life and legacy. 2. Romans 3. Anglo-Saxons: origins, purpose behind coming to England, organization of society and the establishment of kingdoms. 4. Vikings. 5. Normans.
References:	<p>Ahearn, Robert G. American Heritage History of Early America 1492-1776. New Word City: American Heritage, 2016.</p> <p>Locks, Catherine, Sarah Mergel, Pamela Roseman and Tamara Spike. History in the Making. Georgia: University of North Georgia, 2013.</p> <p>Remini, Robert. A Short History of the United States. New York: Harper Collins e-books, 2008. US Department of State. An Outline of US History. US Department of State: Bureau of International Programs, 2011.</p> <p>Zinn, Howard. A People's History of the United States 1492-Present. 1999.</p>

	<p>History of Britain and Ireland : The Definitive Visual Guide. London: Dorling Kindersley,2011.</p> <p>Hume, David. The History of England. London: Global Grey,2018.</p> <p>Lengyel-Marosi, Renata. Culture and History of Great Britain. J. Selye University: Kamarom, 2021.</p>
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Intitulé de la matière	<p>CULTURE(S) CIVILISATION (S) DE LA LANGUE</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	American Civilisation: From Discovery to the Birth of the Nation
Objectives of the second semester:	<ul style="list-style-type: none"> <input type="checkbox"/> Students will understand the different motives and circumstances under which the new continent "America" was discovered. <input type="checkbox"/> Students will distinguish between the reasons of the European countries' settlement in America in different places of the new continent. <input type="checkbox"/> Students will clarify the English intentions to colonize the new world and its first steps of the creation of the New England colonies. <ol style="list-style-type: none"> 1. And 2. Discovering America: Columbus's journey and circumstances of discovery.

	<ol style="list-style-type: none"> 3. The USA as it stands today. 4. The original inhabitants. 5. European settlements in America. 6. The establishment of the 13 English colonies. 7. Life in the colonies. 8. Growth of discontent and the road to the revolution.
References:	<p>Ahearn, Robert G. American Heritage History of Early America 1492-1776. New Word City: American Heritage,2016.</p> <p>Locks, Catherine, Sarah Mergel, Pamela Roseman and Tamara Spike. History in the Making. Georgia: University of North Georgia, 2013.</p> <p>Remini, Robert. A Short History of the United States. New York: Harper Collins e-books, 2008. US Department of State. An Outline of US History. US Department of State: Bureau of International Programs, 2011.</p> <p>Zinn, Howard. A People's History of the United States 1492-Present. 1999.</p> <p>History of Britain and Ireland : The Definitive Visual Guide. London: Dorling Kindersley,2011.</p> <p>Hume, David. The History of England. London: Global Grey,2018.</p> <p>Lengyel-Marosi, Renata. Culture and History of Great Britain. J. Selye University: Kamarom, 2021.</p>

Intitulé de la matière	LITERATURE DE LA LANGUE d'ETUDE Coefficient : 1 Crédits : 2
Level:	SECOND YEAR
Main goal of the subject:	At the end of the course, the learner would be able to classify and analyze literary works pertaining to the different literary movements and genres using appropriate characteristics and techniques.
Objectives of the first semester:	At the end of the lecture, learners estimate the development of English literature from its emergence to the 18th century according to socio-political aspects of life. At the end of the lecture, learners identify the characteristics of literary Romanticism, differentiate between British and American Romanticism, and use literary devices to analyse a poem and a short story. At the end of the lecture, learners identify the characteristics of American colonial and revolutionary literature and use literary and rhetorical devices to analyse a pamphlet. At the end of the lecture, learners identify the characteristics of Victorian literature, and use literary devices to analyse a novel. And -An Overview of English Literature

	<ul style="list-style-type: none"> -Introduction to Literary Movements -Romanticism <ul style="list-style-type: none"> -Overview, characteristics -British and American Romanticism -Transcendentalism and Gothic literature -Samuel Taylor Coleridge’s “The Rime of the Ancient Mariner”, poem analysis -Victorian Literature <ul style="list-style-type: none"> - Definition, characteristics, genres -Charlotte Bronte’s Jane Eyre -Colonial Literature <ul style="list-style-type: none"> -Background, genres, characteristics -Thomas Paine’s Common Sense
References:	<p>Harmon, William. 2006. A Handbook to Literature. Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Allan Lloyd-Smith. 2004, American Gothic Fiction: An Introduction, New York: The Continuum International Publishing.</p> <p>Beers, Henry A. 1901. History of English Romanticism in the Eighteenth Century. Rahway, N. J: The Marshon Company Press.</p> <p>Rosenthal, Leon. 2008. Romanticism. New York: Parkstone Press International.</p> <p>Kuiper, Kathleen. 2012. Prose: Literary Terms and Concepts. New York, NY: Britannica Educational Publishing in</p>

	<p>association with Rosen Educational Services. Myerson, Joel . 2000. Transcendentalism: A Reader. New York: Oxford University Press.</p>
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Intitulé de la matière	<p>LITERATURE DE LA LANGUE d'ETUDE Coefficient : 1 Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>At the end of the course, the learner would be able to classify and analyze literary works pertaining to the different literary movements and genres using appropriate characteristics and techniques.</p>
Objectives of the second semester:	<p>At the end of the lecture, learners identify the characteristics of literary Realism and use literary devices to analyse a short story. At the end of the lecture, learners identify the characteristics of literary Naturalism, and use literary devices to analyse a novella. At the end of the lecture, learners compare works written by different authors and in different periods. And -Realism</p>

	<ul style="list-style-type: none"> -Overview, development, Characteristics -William Dean Howells' "Editha" -Naturalism <ul style="list-style-type: none"> -Background, Characteristics - Stephen Crane's "Maggie: A Girl of the Streets"
References:	<p>Harmon, William. 2006. A Handbook to Literature. Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Allan Lloyd-Smith. 2004, American Gothic Fiction: An Introduction, New York: The Continuum International Publishing.</p> <p>Beers, Henry A. 1901. History of English Romanticism in the Eighteenth Century. Rahway, N. J: The Marshon Company Press.</p> <p>Rosenthal, Leon. 2008. Romanticism. New York: Parkstone Press International.</p> <p>Kuiper, Kathleen. 2012. Prose: Literary Terms and Concepts. New York, NY: Britannica Educational Publishing in association with Rosen Educational Services.</p> <p>Myerson, Joel . 2000. Transcendentalism: A Reader. New York: Oxford University Press.</p>

Intitulé de la matière	<p style="text-align: center;">TECHNIQUES DUTRAVAIL</p> <p style="text-align: center;">UNIVERSITAIRE</p> <p>Coefficient : 2 Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>Introducing students to the methodology of research in social sciences and demonstrating the application of research in their academic carrer by using the scientific method to help them conduct an independent research project by the end of the whole course.</p>
Objectives of the first semester:	<p>Lecture 1: Introduction to the Module: University Working Techniques Lecture 2: Facts versus Opinions Lecture 3: Critical Thinking Process Lecture 4: Critical Thinking Skills: Bloom’s Taxonomy Lecture 5: Creative Thinking and Creativity Lecture 6: Critical Thinking in the Language Classroom Lecture 7: Academic Writing</p> <p>And Introducing the basic concepts and principles involved in carrying out academic research. Understanding the preparatory stages of conducting reseach.</p>

References:	<p>Kathleen W. Brown, Paul C. Cozby, Daniel W. Kee. (1999). Research methods in human development ,California State University, San Marcos</p> <p>Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle. (2006) Methods in educationalresearch : from theory to practice</p> <p>Catherine dawson. (2007) A practical guide to research methods</p> <p>James goodwin. (2010).Research in psychology ;methods and design, western carolina university</p>
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Intitulé de la matière	<p>TECHNIQUES DU TRAVAIL</p> <p>UNIVERSITAIRE</p> <p>Coefficient : 2</p> <p>Crédits : 4</p>
Level:	SECOND YEAR
Main goal of the subject:	<p>Introducing students to the methodology of research in social sciences and demonstrating the application of research in their academic carrer by using the scientific method to help them conduct an independent research project by the end of the whole course.</p>
Objectives of the second semester:	<p>Understanding the general definition of research design ; Students should know the primarycharacteristics of quantitative research and qualitative research/ applied research and</p>

	<p>basicresearch. And Lecture 8: Ways of Knowing Lecture 9: Scientific Research Lecture 10: The Scientific Method Lecture 11: The Structure of the Dissertation Lecture 12: Dissertation's Title Writing Lecture 13: Dissertation's Abstract Writing Lecture 14: Dissertation's Introduction Writing</p>
References:	<p>Kathleen W. Brown, Paul C. Cozby, Daniel W. Kee. (1999). Research methods in human development ,California State University, San Marcos Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle. (2006) Methods in educationalresearch : from theory to practice Catherine dawson. (2007) A practical guide to research methods James goodwin. (2010).Research in psychology ;methods and design, western carolina university</p>

Intitulé de la matière	<p style="text-align: center;">ETUDE DE TEXTES</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	<p style="text-align: center;">SECOND YEAR</p>

<p>Main goal of the subject:</p>	<p>The main goal of the module is to explore the types, patterns, symbols, and icons in texts. Text Study helps students understand and have a detailed idea about how people communicate their ideologies and thoughts and experiences through texts and how texts are correctly shaped, studied and understood.</p> <p><i>By the end of the first semester, students will be able to:</i></p> <ul style="list-style-type: none"> -Build an understanding of the formal aspects of a text. - Identify the structure of the different types of texts in prose, the press and poetry. - Examine how Oral and iconic sequences in texts play a function in constructing meaning. - Develop personal criticism of a text and support it with contextual or textual evidence.
<p>Objectives of the first semester:</p>	<p>Lecture 1: An Introduction to Textual Analysis Lecture 2: Preparing the Textual Analysis Lecture 3: Reading Process Lecture 4: Marking and Structuring Texts Lecture 5: Analysis of Text Structure and Content Lecture 6: An Introduction to Text Types and Organizational Patterns Lecture 7: Compare and Contrast Organizational Pattern Lecture 8: Cause and Effect Organizational Pattern Lecture 9: Problem and Solution Organizational Pattern Lecture 10: Description Organizational Pattern Lecture 11: Chronological Organizational Pattern Lecture 12: Text Functions</p>
<p>References:</p>	<ol style="list-style-type: none"> 1. Caulfield, J. (2022, May 07). <i>Textual Analysis / Guide, 3 Approaches & Examples</i>. Scribbr. 2. De Beaugrande R.A., Dressler W.U. (1981), <i>An Introduction to Text Linguistics</i>, London & New York, Longman: 1-13. Available at: http://www.beaugrande.bizland.com/introduction to text linguistics.htm). 3. Fareed Hammed Hamza and Hasan Hadi Mahdi. <i>Cohesion and Coherence in English and Arabic: A Cross-Theoretic Study</i>. British Journal of English Linguistics Vol. 5, No. 3, May, 2017. Published by European Centre for research Training and Development UK (www.eajournals.org) 4. Halliday M.A.K., Hasan R. (1976), <i>Cohesion in English</i>, London & New York, Longman: 1-30. (M.A.K. Halliday, R. Hasan, <i>Cohesion in English</i>, London, Longman, 1976. 5. Irwin, J. W. (ed) <i>Understanding and Teaching Cohesion Comprehension</i>. London: International Reading Association Inc, 1986

	<p>6. Van Dijk T.A. (1977), Text and Context. Explorations in the Semantics and Pragmatics of Discourse, London & New York, Longman: 1-15; 93-129</p> <p>E- References / Sources:</p> <p>https://www.enotes.com/homework-help/what-imperialism-textuality-262364</p> <p>https://www.grin.com/document/925560</p> <p>https://studylib.net/doc/9829591/the-seven-standards-of-textuality</p>
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Intitulé de la matière	ETUDE DE TEXTES
	Coefficient : 1 Crédits : 2
Level:	SECOND YEAR
Main goal of the subject:	<p>The main goal of the module is to explore the types, patterns, symbols, and icons in texts. Text Study helps students understand and have a detailed idea about how people communicate their ideologies and thoughts and experiences through texts and how texts are correctly shaped, studied and understood.</p> <p>By the end of the second semester, students will be able to:</p> <ul style="list-style-type: none"> • learn how to distinguish between the types of texts, i.e. Expository, Argumentative, Narrative, and Descriptive texts. • Make the distinction between textual Coherence and Textual Cohesion when performing a textual analysis. • Apply previously acquired information in short presentations.
Objectives of the second semester:	<p>Section 1: Text Types: Types of Writings</p> <p>Lecture 1: Expository Writing</p> <p>Lecture 2: Narrative Writing</p> <p>Lecture 3: Argumentative Writing</p> <p>Lecture 4: Descriptive Writing</p> <p>Section 2: Textual Coherence and Cohesion</p>

References:	<p>2. Caulfield, J. (2022, May 07). <i>Textual Analysis / Guide, 3 Approaches & Examples</i>. Scribbr.</p> <p>3. De Beaugrande R.A., Dressler W.U. (1981), <i>An Introduction to Text Linguistics</i>, London & New York, Longman: 1-13. Available at: http://www.beaugrande.bizland.com/introduction_to_text_linguistics.htm).</p> <p>4. Fareed Hamed Hamza and Hasan Hadi Mahdi. <i>Cohesion and Coherence in English and Arabic: A Cross-Theoretic Study</i>. <i>British Journal of English Linguistics</i> Vol. 5, No. 3, May, 2017. Published by European Centre for research Training and Development UK (www.eajournals.org)</p> <p>5. Halliday M.A.K., Hasan R. (1976), <i>Cohesion in English</i>, London & New York, Longman: 1-30. (M.A.K. Halliday, R. Hasan, <i>Cohesion in English</i>, London, Longman, 1976.</p> <p>6. Irwin, J. W. (ed) <i>Understanding and Teaching Cohesion Comprehension</i>. London: International Reading Association Inc, 1986</p> <p>7. Van Dijk T.A. (1977), <i>Text and Context. Explorations in the Semantics and Pragmatics of Discourse</i>, London & New York, Longman: 1-15; 93-129</p> <p>E- References / Sources:</p> <p>https://www.enotes.com/homework-help/what-imperialism-textuality-262364</p> <p>https://www.grin.com/document/925560</p> <p>https://studylib.net/doc/9829591/the-seven-standards-of-textuality</p>
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Intitulé de la matière	INITIATION A LA TRADUCTION Coefficient : 1 Crédits : 2
Level:	SECOND YEAR
Main goal of the subject:	Learn about translation and discover the theoretical aspect and some

	practical notions of this discipline.
Objectives of the first semester:	<ul style="list-style-type: none"> - Acquire knowledge and expand vocabulary related to the field of translation; - be able to search for parallel information and documents in the source and target languages; - improve the quality of expression in the target language; - Practice translating simple texts in the form of theme and version; - understand the stages of the translation process and the purpose of the translation operation, - choose the appropriate type of translation. <p>And</p> <ul style="list-style-type: none"> ~ Initiation à la traduction (Termes et concepts) ~ Traducteur et interprète selon quelques dictionnaires français et anglais ~ Traduction et interprétation ~ Traducteur et services linguistiques ~ Traduction et théoriciens de traduction ~ Qualités de traducteur et interprète ~ Processus de traduction
References:	DELISLE, Jean, 1993, La Traduction raisonnée, Ottawa, Les

	<p>Presses de l'Université d'Ottawa (coll. « Pédagogie de la traduction »).</p> <p>GEORGES Mounin, 1963, Les problèmes théoriques de la traduction, Paris, éd. Gallimard.(rééd 1976, Coll. « Tel »)</p> <p>GRELLET, Françoise, 1991, Apprendre à traduire. Typologie d'exercices de traduction, Nancy, Presses Universitaires de Nancy.</p> <p>LADMIRAL, Jean-René, 1979, Traduire : théorèmes pour la traduction, Paris, Payot.</p> <p>VINAY, Jean-Paul et DARBELNET, Jean, 1966 [1958], Stylistique comparée du français et de l'anglais, Paris, Didier.</p> <p>VRECK, Françoise, 1992, ABC de la version anglaise, Paris, Longman France (coll. « Longman Université »).</p>
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Intitulé de la matière	INITIATION A LA TRADUCTION Coefficient : 1 Crédits : 2
Level:	SECOND YEAR
Main goal of the subject:	Learn about translation and discover the theoretical aspect and some practical notions of this discipline.
Objectives of the second semester:	- know the different levels of language (language registers); - to enrich the specialised

	<p>vocabulary related to translation; - to learn the techniques of translation by following a well thought-out method while respecting conventions and norms in order to achieve an intelligible translation; - understand the essential differences between the two languages; - master verb conjugations and tense concordance.</p> <p>And</p> <ul style="list-style-type: none"> ~ Types de traduction et interprétation ~ Erreurs de traduction ~ Les faux-amis ~ Unité de traduction ~ Procèdes de traduction selon Vinay et Darbelnet ~ Traduction des temps (Arabe /Anglais /Français) ~ Traduction des expressions idiomatiques
References:	<p>DELISLE, Jean, 1993, La Traduction raisonnée, Ottawa, Les Presses de l'Université d'Ottawa (coll. « Pédagogie de la traduction »).</p> <p>GEORGES Mounin, 1963, Les problèmes théoriques de la traduction, Paris, éd. Gallimard.(rééd 1976, Coll. « Tel »)</p> <p>GRELLET, Françoise,</p>

	<p>1991, Apprendre à traduire. Typologie d'exercices de traduction, Nancy, Presses Universitaires de Nancy.</p> <p>LADMIRAL, Jean-René, 1979, Traduire : théorèmes pour la traduction, Paris, Payot.</p> <p>VINAY, Jean-Paul et DARBELNET, Jean, 1966 [1958], Stylistique comparée du français et de l'anglais, Paris, Didier.</p> <p>VRECK, Françoise, 1992, ABC de la version anglaise, Paris, Longman France (coll. « Longman Université »).</p>
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Intitulé de la matière	<p>LANGUE(s) ETRANGERE(s)</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	SECOND YEAR
Main goal of the subject:	
Objectives of the first semester:	<p>S3 : Hobbies und alltägliche Situationen</p> <ul style="list-style-type: none"> • Modalverben ins Präsens • Aktiv und Passiv
References:	

Intitulé de la matière	<p>LANGUE(s) ETRANGERE(s)</p> <p>Coefficient : 1</p>
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	Crédits : 2
Level:	SECOND YEAR
Main goal of the subject:	
Objectives of the second semester:	<p>S4 : Tagesablauf</p> <ul style="list-style-type: none"> • Perfekt der regelmäßigen und unregelmäßigen Verben (mit Sein und haben) • Trennbare Verben
References:	

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III - Fiches d'organisation par matière des enseignements de troisième année pour Semestre 5 et Semestre 6

Intitulé de la matière	COMPREHENSION et PRODUCTION ECRITE Coefficient : 1 Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	The academic essay
Objectives of the first semester:	<ul style="list-style-type: none"> • Outlining an essay • Structuring the academic essay (the introductory paragraph, the body, and the concluding paragraph) • The common types of essay (the descriptive essay, the comparison essay, the cause-effect essay, the narrative essay, the expository essay, the argumentative essay)
References:	

Intitulé de la matière	COMPREHENSION et PRODUCTION ECRITE Coefficient : 1 Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	Continuation of The academic essay
Objectives of the second	<ul style="list-style-type: none"> • Continuation of Outlining an

semester:	<p>essay</p> <ul style="list-style-type: none"> • Structuring the academic essay (the introductory paragraph, the body, and the concluding paragraph) • The common types of essay (the descriptive essay, the comparison essay, the cause-effect essay, the narrative essay, the expository essay, the argumentative essay)
References:	

Intitulé de la matière	<p>COMPREHENSION et PRODUCTION ORALE</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	THIRD YEAR
Main goal of the subject:	Role playing and to apply the target structures in natural settings.
Objectives of the first semester:	<p>-Distinguish target vocabulary (formal vs. informal language, collocations, etc.) related to the selected topics.</p> <p>- Use idioms related to the selected topics.</p> <p>-Practice the listening skill via selected auditory topics.</p> <p>-Practice the speaking skill performing on stage topic-based scripts.</p> <p>And</p> <ol style="list-style-type: none"> 1. A Round table <ol style="list-style-type: none"> 1.1. A topic to discuss (increasing more difficult level) 1.2. Task assimilation: students are given a task to perform in the

	classroom
References:	A., Williams. (n.d.). Vocabulary for IELTS. London: Collins K., Kovacs. (2011). Speaking for IELTS. London: Collins F., Aish & J., Tomlinson. (2011). Listening for IELTS. London: Collins

Intitulé de la matière	COMPREHENSION et PRODUCTION ORALE Coefficient : 1 Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	Role playing and to apply the target structures in natural settings.
Objectives of the second semester:	-Practice the listening sub skills via selected auditory topics. -Practice the speaking skill by discussing as well as presenting issues in several topics. and 6.1. Role-play (by using high- level vocabulary) 6.2. Whole class discussion of thoughts, wants and ideas 6.3. Developing intercultural competence
References:	A., Williams. (n.d.). Vocabulary for IELTS. London: Collins K., Kovacs. (2011). Speaking for IELTS. London: Collins F., Aish & J., Tomlinson. (2011). Listening for IELTS. London: Collins

Intitulé de la matière	ETUDE DE TEXTES DE CIVILISATION Coefficient : 2 Crédits : 4
Level:	THIRD YEAR
Main goal of the subject:	American Civilisation
Objectives of the first semester:	1- The American Revolution 2-The Articles of Confederation 3- The Federalist Era 4-The Anti-Federalist Era 5-The Jacksonian Era
References:	

Intitulé de la matière	ETUDE DE TEXTES DE CIVILISATION Coefficient : 2 Crédits : 4
Level:	THIRD YEAR
Main goal of the subject:	British Civilisation:
Objectives of the second semester:	1-The Norman Invasion 2-The Anarchy Period 3- The House of Plantagenet 4-The Tudors 5- The Stuarts
References:	

Intitulé de la matière	ETUDE de TEXTES LITTERAIRES Coefficient : 2 Crédits : 4
Level:	THIRD YEAR
Main goal of the subject:	Students should understand the implications of the social, political, economic, and even religious transformations that shaped the modern era and the effect of these changes on the literature produced. They should also acquire a thorough understanding of literary modernism and master the most prominent aspects of this movement.
Objectives of the first semester:	The learner should interact with various literary genres and be able to analyze both the formal and thematic modernist aspects in the texts of American modernist writers such as Faulkner, Fitzgerald, Miller, Stevens, and Pound. <ul style="list-style-type: none"> -General Introduction to modernism 1900 to 1940: -Poetry initiated all the modernist aspects that extended to other genres. -Characteristics of ‘Lost Generation’ Authors -Announcement of E. Pound -Study of The Snowman by Wallace Stevens -Study of In a Station of the Metro by E. Pound -Short Story: -Arbitrary start, continuity unexplained, ends without resolution. -Non linear plots. flash backs. -Omission of explanations, interpretations, connections, summaries, -Distancing affects continuity, perspective security as in traditional literature. -Place of the reader with direct involvement -The reader needs to interpret rather than get

ready made answers.
 effect of surprise, shock, unsettling mood.

- Narrators and types
- Study of A Rose for Emily by William Faulkner
- Novel
- Characteristics: Techniques & Devices
- Stream-of-consciousness
- Multiple narrators or voices Switching narrators, use of many voices
- Non-sequential narration
- Use of fragmentation and juxtaposition
- Use of symbols and allusions
- Imagery that captures the essence of a thing or experience
- Open or ambiguous endings (more “realistic” because that’s what life is like.)
- Use of metaphor and substitution.
- What is epiphany?
- What is the Jazz Age and the Post World -War I Generation
- Focus on psychological reality.
- Experience of reading : participation of the reader, challenging and difficult reading.
- Types of heroes.
- Tragic hero emphasized
- Study of The Great Gatsby y Fitzgerald
- Plays: General presentation of plays.
- An overview of American Drama and its development with influence from Ibsen, Shaw and Maeterlink.
- The post-War scene dominated by Tennessee Williams and Arthur Miller.
- Eugene O’Neill introduced a modern content into American drama
- 1920’s and 1930’s—the greatest period in the history of American theatre.
- by the nineteenth century, the puritan prejudice against theatre had completely disappeared
- experiment and initiative
- Eugene O’Neill, (the first American playwright of international stature).

	<ul style="list-style-type: none"> -Characteristics: Themes -Modern life alienates the individual. -A faith in the power of the art to save humanity from the deadening features of everyday life. -Language is not “fixed”: It’s complex and nuanced. -Individual attempts by Tennessee Williams, Arthur Miller, and Eugene O’Neill -Study of <i>The Crucible</i> by Arthur Miller
References:	<p>Bloom, Harold. <i>Bloom’s Guides: The Waste Land</i>. Infobase Publishing, 2007.</p> <p>Bloom, Harold. <i>Bloom’s Modern Critical Views: Arthur Miller</i>. Infobase Publishing, 2007.</p> <p>Bradshaw, David and Kevin J. H. Dettmar, eds. <i>A Companion to Modernist Literature and Culture</i>. Blackwell Publishing, 2006.</p> <p>Ruland, Richard and Malcolm Bradbury. <i>From Puritanism to Postmodernism: A History of American Literature</i>. Penguin Group, 1991.</p> <p>Pound, Ezra. <i>ABC of Reading</i>. New Directions Publishing Corporation, 2010.</p> <p>-<i>The Norton Anthology of English Literature</i>, Stephen Greenblatt <i>Harvard University</i>, 1962</p> <p>Scot Fitzgerald, <i>The Great Gatsby</i>, any edition Arthur Miller, <i>The Crucible</i>, any edition Wallace Stephen, <i>The Snowman</i>, any edition Ezra Pound, <i>In the Station of the Metro</i> William Faulkner, <i>A Rose for Emily</i>, any edition</p>

Intitulé de la matière	ETUDE DE TEXTES LITTÉRAIRES
	Coefficient : 2
	Crédits : 4
Level:	THIRD YEAR

<p>Main goal of the subject:</p>	<p>Students should understand the implications of the social, political, economic, and even religious transformations that shaped the modern era and the effect of these changes on the literature produced. They should also acquire a thorough understanding of literary modernism and master the most prominent aspects of this movement.</p>
<p>Objectives of the second semester:</p>	<p>The learner should interact with various literary genres and be able to analyze both the formal and thematic modernist aspects in the texts of British modernist writers such as Conrad, Joyce, Beckett, and Eliot.</p> <ul style="list-style-type: none"> -Generalities about modern British Literature and Poetry <ul style="list-style-type: none"> T.S. Eliot's waste Land (experience of loss) and symbolism in title -Modern British Short Story and novellas <ul style="list-style-type: none"> Heart of Darkness Novella by Conrad -Modern British Novel <ul style="list-style-type: none"> James Joyce's A Portrait of the Artist as a Young Man (1916) -Modern British Play <ul style="list-style-type: none"> Samuel Beckett's Waiting for Godot (1953) -Comparison of all the works studied in terms of characteristics of modernism
<p>References:</p>	<p>Bloom, Harold. Bloom's Guides: The Waste Land. Infobase Publishing, 2007. Bloom, Harold. Bloom's Modern Critical Views: Arthur Miller. Infobase Publishing, 2007. Bradshaw, David and Kevin J. H. Dettmar, eds. A Companion to Modernist Literature and Culture. Blackwell Publishing, 2006. Ruland, Richard and Malcolm Bradbury. From Puritanism to Postmodernism: A History</p>

	<p>of American Literature. Penguin Group, 1991. Pound, Ezra. ABC of Reading. New Directions Publishing Corporation, 2010. -The Norton Anthology of English Literature, Stephen Greenblatt <i>Harvard University</i>, 1962</p> <p>Joseph Conrad, Heart of Darkness, any edition TS Eliot, The Waste Land, any edition Samuel Becket, Waiting For Godot, any edition James Joyce, The Portrait of the Artist as a Young Man, any edition</p>
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Intitulé de la matière	TECHNIQUES DE RECHERCHE
	Coefficient : 2 Crédits : 4
Level:	THIRD YEAR
Main goal of the subject:	<p>This course will provide an opportunity for students to establish or advance their understanding of research approaches, classifications and dichotomies, scope of research and feasibility, operational definitions, research questions, hypothesis formulation, variables, validity and reliability, research types and designs (quantitative and qualitative). The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and write a research proposal by the end of the course.</p>

Objectives of the first semester:	<p>Introduction to Applied Linguistics Research</p> <p>1.1. Research Approaches</p> <p>1.1.1. Quantitative / Qualitative / Mixed Method Approaches</p> <p>1.1.2. Basic / Fundamental</p> <p>1.1.3. Inductive / Deductive</p> <p>1.2. Sources of Research Questions</p> <p>1.3. Scope of Research</p> <p>1.4. Feasibility of Research</p> <p>1.5. Stating Research questions and Hypotheses</p> <p>1.6. Collecting Research Evidence</p> <p>1.7. Replication</p>
References:	<p>Cohen, L., & Manion, L., & Morrison, K., (2000). Research Methods in Education. Routledge Falmer.</p> <p>Creswell, J. W. (2009). Research Design Qualitative, Quantitative and Mixed Methods Approaches. Library of Congress Cataloging-in-Publication Data USA.</p> <p>Hatch, E. & Lazaraton, A. (1991). The Research Manual Design and Statistics for Applied Linguistics. Newbury House Publishers. University of California, Los Angeles.</p> <p>Lodico, G. M., & Spaulding, T. D., (2006). Methods in Educational Research From Theory to Practice. Jossey-Bass, United States of America.</p> <p>Mackay, A., & Gass, S. M., (2005). Second Language Research Methodology and Design. Lawrence Erlbaum Associates Publishers, London, New Jersey.</p> <p>Singh, M. K., (2006). Fundamental of Research Methodology and Statistics. New Age, International (P) Ltd., Publishers.</p>

Intitulé de la matière	<p style="text-align: center;">TECHNIQUES DE RECHERCHE</p> <p>Coefficient : 2 Crédits : 4</p>
Level:	<p style="text-align: center;">THIRD YEAR</p>
Main goal of the subject:	<p>This course will provide an opportunity for students to establish or advance their understanding of research approaches, classifications and dichotomies, scope of research and feasibility, operational definitions, research questions, hypothesis formulation, variables, validity and reliability, research types and designs (quantitative and qualitative). The course introduces the language of research, ethical principles and</p>

	<p>challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and write a research proposal by the end of the course .</p>
Objectives of the second semester:	<ol style="list-style-type: none"> 1. Describe sampling and instrumentation techniques used in collecting data 2. Explain the measurement concepts of validity, reliability. 3. Understanding research types and designs (exploratory, experimental, correlational, descriptive) 4. Produce a research proposal in the field of education and language learning. <p>Research Variables , And Scales of Measurement</p> <ol style="list-style-type: none"> 2. Research Variables <ol style="list-style-type: none"> 2.1. Variable vs Level 2.2. Functions of Variables / Variable Types <ol style="list-style-type: none"> 2.1.1. Independent and dependent Variables 2.1.2. Moderator Variables 2.1.3. Intervening Variables 2.1.4. Control Variables 2.3. Operationalisation 2.4. Measuring Variables : Scales of measurement Validity and Reliability <ol style="list-style-type: none"> 3.5. Validity <ol style="list-style-type: none"> 3.5.1. Content Validity 3.5.2. Face Validity 3.5.3. Construct Validity 3.5.4. Criterion Related Validity 3.5.5. Predictive Validity 3.5.6. Internal Validity 3.5.7. External Validity 3.6. Reliability <ol style="list-style-type: none"> 3.6.1. Rater Reliability 3.6.2. Instrument Reliability
References:	<p>Cohen, L., & Manion, L., & Morrison, K., (2000). Research Methods in Education. Routledge Falmer.</p> <p>Creswell, J. W. (2009). Research Design Qualitative , Quantitative and Mixed Methods Approaches .Library of Congress Cataloging-in-Publication Data USA.</p> <p>Hatch, E & Lazaraton ,A. (1991). The Research Manual Design and Statistics for Applied Linguistics . Newbury House Publishers . University of California , Los Angeles.</p>

	<p>Lodico,G,M.,&Spaulding,T,D.,(2006).Methods in Educational Research From Theory to Practice . Jossey-Bass, United States of America.</p> <p>Mackay,A,&Gass,S,M.,(2005).Second Language Research Methodology and Design. Lawrence Erlbaum Associates Publishers , London , New Jerzey.</p> <p>Singh,M,K.,(2006). Fundamental of Research Methodology and Statistics. New Age, International (P) Ltd., Publishers .</p>
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Intitulé de la matière	<p>PSYCHOLOGIE COGNITIVE/SCIENCES DE LA COMMUNICATION</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	THIRD YEAR
Main goal of the subject:	<p>Main goal of the module: It aims to provide students with the necessary knowledge in the domain of educational psychology to succeed as future English language teachers.</p> <p>Objectives of the first semester: Students will be able to :</p> <ul style="list-style-type: none"> - define educational psychology, its scope and related concepts - distinguish between teachers’ role and personality - differenciate different teachers’ powers in the classroom - understand the relationship between the concepts of learning, motivation and discipline - describe learning and teaching behaviours in the classroom
Objectives of the first semester:	Introduction to Cognitive Psychology

	<ul style="list-style-type: none"> ✓ Behaviorism and Cognitive Psychology ✓ Emergence of cognitive psychology ✓ Principles of cognitive psychology ✓ Cognitive psychology and artificial intelligence ✓ The role of the brain <p>The basic parts of the brain</p> <ul style="list-style-type: none"> ✓ The Brain and the mind ✓ What is the brain? ✓ Structure of the brain ✓ Functions of the different parts of the brain ✓ The five senses ✓ The neurons ✓ The functions of neurons
References:	<p>Schunk, D. H. (2012) Learning Theories: An Educational Perspective. Sixth edition. Boston. MA: Pearson.</p> <p>Zimmerman, B.J. & Schunk, D.H. (Eds.) (2003). Educational psychology: A Century of Contributions. Mahwah, NJ, US: Erlbaum</p> <p>Shaffer, David R. (2009). Social and Personality Development (6th ed. ed.). Australia: Wadsworth.</p> <p>Cloninger, Susan C. (2012) Theories of Personality : Understanding Persons (6th ed. ed.). Boston: Pearson Education.</p> <p>Shaffer, David R. (2009). Social and Personality Development (6th ed. ed.). Australia: Wadsworth</p>

Intitulé de la matière	<p style="text-align: center;">PSYCHOLOGIE COGNITIVE/SCIENCES DE LA COMMUNICATION</p> <p>Coefficient : 1</p>
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	Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	<p>Objectives of the second semester: Students will be able to :</p> <ul style="list-style-type: none"> - define the behavioural learning theory and its related components - define the cognitivist learning theory and its related components - define the Constructivist learning theory and its related components - discuss the impact of learning theories on students development.
Objectives of the second semester:	<p>Perception</p> <ul style="list-style-type: none"> ✓ What is perception? ✓ Approaches to Perception: How Do We Make Sense of What We See? ✓ The difference between sensation and perception ✓ Sensory adaptation ✓ Motivation and perception ✓ Signal detection theory ✓ The Perceptual ‘ Group’ ✓ Categorical perception <p>Memory</p> <ul style="list-style-type: none"> ✓ What is memory? ✓ Location in the brain ✓ Memory’s three basic tasks ✓ Encoding

	<ul style="list-style-type: none"> ✓ Storage ✓ Retrieving ✓ Stages of memory ✓ Sensory memory ✓ Short term memory ✓ Chunking and rehearsal ✓ Long term memory
References:	<p>Schunk, D. H. (2012) Learning Theories: An Educational Perspective. Sixth edition. Boston. MA: Pearson.</p> <p>Zimmerman, B.J. & Schunk, D.H. (Eds.) (2003). Educational psychology: A Century of Contributions. Mahwah, NJ, US: Erlbaum</p> <p>Shaffer, David R. (2009). Social and Personality Development (6th ed. ed.). Australia: Wadsworth.</p> <p>Cloninger, Susan C. (2012) Theories of Personality : Understanding Persons (6th ed. ed.). Boston: Pearson Education.</p> <p>Shaffer, David R. (2009). Social and Personality Development (6th ed. ed.). Australia: Wadsworth</p>

Intitulé de la matière	LINGUISTIQUE
	Coefficient : 2 Crédits : 4
Level:	THIRD YEAR LMD
Main goal of the subject:	<p>Students are required to acquire knowledge of the basic sub-disciplines of linguistics. This course is a matter of continuity to the early theories, views and researches done about language and meaning. Broadly we deal with Semantics which is a bridge through which other disciplines can be tackled; moving to Pragmatics which deals</p>

	<p>with the study of invisible meaning in order to have some insights into how more gets communicated than it is said. Ending by presenting some principles and difficulties in communicating with native speakers to reach the true meaning especially that every individual has his/her own approach of interpretation. This leads us to go further to another branch of linguistics that studies the inter-relationship between language and society known as Sociolinguistics.</p>
<p>Objectives of the first semester:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a strong understanding of concepts, issues and research methods in the main areas of linguistics and language study <input type="checkbox"/> Show an understanding of principal directions in thinking and applications of the field; <input type="checkbox"/> Relate knowledge of theory and practice in areas of language teaching; <input type="checkbox"/> Develop an ability to apply their knowledge to professional and practical tasks in foreign language teaching.
<p>References:</p>	<ul style="list-style-type: none"> * Lyons, J. (1981). Language and Linguistics. C.U.P * Yule, G. (1996). The Study of Language. C.U.P * Leech, G. Semantics. C.U.P * Palmer. F . Semantics. C.U.P * Jindal. D.V and Syal. Pushpinder.(2002). An Introduction to Linguistics: Language Grammar and Semantics. New Delhi * Alan Cruse (2004). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press * Allen, J.P.B and Van Burn, Paul (1971).

	<p>Chomsky: Selected Readings. London: O.P.U</p> <p>* Searle, J. R(1972). Chomsky's Revolution in Linguistics. C.U.P</p> <p>* Cook, Vivian J. Chomsky's Universal Grammar and Second Language Learning</p> <p>* Trudgill. P. Sociolinguistics. Penguin Books</p>
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<p>✓ Intitulé de la matière</p> <p>✓</p>	<p>LINGUISTIQUE</p> <p>Coefficient : 2</p> <p>Crédits : 4</p>
<p>Level:</p>	<p>THIRD YEAR</p>
<p>Main goal of the subject:</p>	<p>Students are required to acquire knowledge of the basic sub-disciplines of linguistics. This course is a matter of continuity to the early theories, views and researches done about language and meaning. Broadly we deal with Semantics which is a bridge through which other disciplines can be tackled; moving to Pragmatics which deals with the study of invisible meaning in order to have some insights into how more gets communicated than it is said. Ending by presenting some principles and difficulties in communicating with native speakers to reach the true meaning especially that every individual has his/her own approach of interpretation. This leads us to go further to another branch of linguistics that studies the inter-relationship between language and society known as Sociolinguistics.</p>
<p>Objectives of the second semester:</p>	<p>1. Draw a clear link between language related issues in the field of linguistics and other disciplines</p> <p>2. Synthesize the fundamental concepts of</p>

	<p>linguistics: philosophy & different branches involved</p> <p>3. Summarise and contrast the important principles of the major theories (Semantic Relativity, Universal Grammar, Speech Act Theory) through presentations.</p> <p>4. Demonstrate that theories do not compete but complete each other. No one theory is said to be the best since every one satisfies the needs of its users (Semantics, Pragmatics, Sociolinguistics...)</p> <p>5. Demonstrate ability to use linguistic terminology appropriately: Semantic Field Theory, Universal Grammar (UG)/ Relativity, Context, Dexis, Reference, Inference, Anaphora, Pre-supposition, Competence/ Performance, Differential Competence/ Cultural Competence, Grice's theory (Cooperative Principle), Speech Event/ Speech Act, Usage/Use, Anthropology, Sociology</p>
References:	<p>* Lyons, J. (1981). Language and Linguistics. C.U.P</p> <p>* Yule, G. (1996). The Study of Language. C.U.P</p> <p>* Leech, G. Semantics. C.U.P</p> <p>* Palmer.F . Semantics. C.U.P</p> <p>* Jindal. D.V and Syal. Pushpinder.(2002).An Introduction to Linguistics: Language Grammar and Semantics. New Delhi</p> <p>* Alan Cruse (2004). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press</p> <p>* Allen, J.P.B and Van Burn, Paul (1971).</p>

	<p>Chomsky: Selected Readings. London: O.P.U</p> <p>* Searle, J. R(1972). Chomsky's Revolution in Linguistics. C.U.P</p> <p>* Cook, Vivian J. Chomsky's Universal Grammar and Second Language Learning</p> <p>* Trudgill. P. Sociolinguistics. Penguin Books</p>
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Intitulé de la matière	<p>INTRODUCTION A LA DIDACTIQUE</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	THIRD YEAR LMD
Main goal of the subject:	<ol style="list-style-type: none"> 1. Introduction to Didactics 2. Learning Styles 3. Learning Approaches 4. Classroom Management <p>Learning Strategies and Main goal of the module: the students by the end of the module will be able to distinguish between the teacher's roles, know the teaching strategies, methods; methodologies and design a lesson plan</p> <ol style="list-style-type: none"> 5.
Objectives of the first semester:	<ol style="list-style-type: none"> 1. To be able to analyse the principles which describe the interaction of the different elements in the teaching and learning process in a foreign language classroom? 2. To be prepared for teaching, and to know the aspects that will be taught in the language classroom i.e. language systems and language skills.

References:	<p>Harmer, J. (1994) How to Teach English. Madrid: Longman</p> <p>Harmer, J. (2008) The Practice of English Language Teaching 4 th Ed. London: Longman.</p> <p>Larsen-Freeman, D. (2000) Principles and Techniques in Language Teaching. Oxford: OUP.</p> <p>Marion, W & Burden, R.L. (1997) Psychology for Language Teachers. Cambridge: CUP.</p> <p>Robertson, C. & Acklam, R. (2000) Action Plan for Teachers. British Broadcasting Corporation.</p> <p>Scrivener, J. (1994) Learning Teaching. Oxford: OUP.</p> <p>Spratt, M., Pulverness, A. and Williams, M. (2005) The TKT Course. Cambridge: CUP.</p>
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✓ Intitulé de la matière ✓	INTRODUCTION A LA DIDACTIQUE Coefficient : 1 Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	Main goal of the module: the students by the end of the module will be able to distinguish between the teacher's roles, know the teaching strategies, methods; methodologies and design a lesson plan and Main goal of the module: the students by the end of the module will be able to distinguish between the teacher's roles, know the teaching strategies, methods; methodologies and

	<p>design a lesson plan</p> <ol style="list-style-type: none"> 1. Continuation of: Introduction to Didactics 2. Learning Styles 3. Learning Approaches 4. Classroom Management 5. Learning Strategies
<p>Objectives of the second semester:</p>	<ol style="list-style-type: none"> 1. To be able to manage an L2 classroom, to settle objectives, to design lessons and exams and to assess the four skills. 2. To be familiar with the teaching methods and approaches in L2. 3. To plan a lesson of a particular group of learners of his choice
<p>References:</p>	<p>Harmer, J. (1994) How to Teach English. Madrid: Longman</p> <p>Harmer, J. (2008) The Practice of English Language Teaching 4 th Ed. London: Longman.</p> <p>Larsen-Freeman, D. (2000) Principles and Techniques in Language Teaching. Oxford: OUP.</p> <p>Marion, W & Burden, R.L. (1997) Psychology for Language Teachers. Cambridge: CUP.</p> <p>Robertson, C. & Acklam, R. (2000) Action Plan for Teachers. British Broadcasting Corporation.</p> <p>Scrivener, J. (1994) Learning Teaching. Oxford: OUP.</p> <p>Spratt, M., Pulverness, A. and Williams, M.</p>

	(2005) The TKT Course. Cambridge: CUP.
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Intitulé de la matière	<p style="text-align: center;">INTRODUCTION AUX LANGUES DE SPECIALITE</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	THIRD YEAR
Main goal of the subject:	<p>The main goal of this course is to introduce, through theory and practice, the basic concepts that define English for Specific Purposes (ESP) as a branch of language teaching starting from the context of its emergence to the characteristics that distinguish it from the rest of other English Language Teaching (ELT) branches, and the principles guiding teaching materials and course design.</p> <p>Historical overview, Elements of ESP, Theoretical development of ESP, ESP TEACHING/LEARNING Processes</p>
Objectives of the first semester:	<p>Students will be able to understand the background of ESP emergence and evolution.</p> <ul style="list-style-type: none"> <input type="checkbox"/> They will be able to distinguish between ESP and EGP in terms of characteristics, teachers' roles and course focus.

	<ul style="list-style-type: none"> □ They will be able to develop understanding of the different contexts of ESP and how this entails in a variety of EOP and EAP branches. □ They will be able to understand how ESP research evolution impacted on the design of ESP courses and teaching materials, and on the classroom teaching practices.
References:	<p>.</p> <p>Marion, W & Burden, R.L. (1997) Psychology for Language Teachers. Cambridge: CUP.</p> <p>Robertson, C. & Acklam, R. (2000) Action Plan for Teachers. British Broadcasting Corporation.</p> <p>Scrivener, J. (1994) Learning Teaching. Oxford: OUP.</p> <p>Spratt, M., Pulverness, A. and Williams, M. (2005) The TKT Course. Cambridge: CUP.</p> <ul style="list-style-type: none"> □ Basturkmen, H. (2021). English for specific purposes. Research Questions in Language Education and Applied Linguistics: A Reference Guide, 55-58. □ Basturkmen, H. (2014). Ideas and options in English for specific purposes. Routledge. □ Belcher, D. (2009). What ESP is and can be: An introduction. English for

	<p>specific purposes in theory and practice, 1-20.</p> <p>□ Belcher, D. D. (2004). 8. Trends in teaching English for specific purposes. Annual review of applied linguistics, 24, 165-186.</p> <p>□ Crystal, D. (2003). English as a global language. Cambridge university press.</p> <p>□ Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge university press.</p> <p>□ Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.</p> <p>□ Hyland, K., & Shaw, P. (Eds.). (2016). The Routledge handbook of English for academic purposes (Vol. 20160129). London: Routledge.</p> <p>□ Paltridge, B., & Starfield, S. (Eds.). (2013). The handbook of English for specific purposes (Vol. 592). Boston: Wiley-blackwell.</p>
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Intitulé de la matière	<p>INTRODUCTION AUX LANGUES DE SPECIALITE</p> <p>Coefficient : 1 Crédits : 2</p>
Level:	THIRD YEAR
Main goal of the subject:	The main goal of this course is to

	<p>introduce, through theory and practice, the basic concepts that define English for Specific Purposes (ESP) as a branch of language teaching starting from the context of its emergence to the characteristics that distinguish it from the rest of other English Language Teaching (ELT) branches, and the principles guiding teaching materials and course design.</p> <p>Continuation of : Historical overview, Elements of ESP, Theoretical development of ESP, ESP TEACHING/LEARNING Processes</p>
<p>Objectives of the second semester:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to research and provide illustrative examples of ESP branches, from EAP and EOP contexts, and how ESP teaching is implemented. <input type="checkbox"/> They will be able to recognise and explain how the ESP characteristics are demonstrated in ESP teaching materials and course books. <input type="checkbox"/> They will be able to understand and demonstrate with illustrative examples how ESP research informs ESP teaching practices. <p>Continuation of: Origins of ESP, Detailed definitions, Branches of ESP, ESP Characteristics, The Differences between ESP and EGP, Types of ESP :EAP/EOP, Register Analysis/Discourse Analysis, Target situation Analysis/ sills and strategies analysis, Learning Situation Approach, Classroom environment, ESP Teacher and Learner, Objectives in Teaching ESP, Approaches in teaching ESP</p>

References:

- Basturkmen, H. (2021). English for specific purposes. *Research Questions in Language Education and Applied Linguistics: A Reference Guide*, 55-58.
- Basturkmen, H. (2014). *Ideas and options in English for specific purposes*. Routledge.
- Belcher, D. (2009). What ESP is and can be: An introduction. *English for specific purposes in theory and practice*, 1-20.
- Belcher, D. D. (2004). 8. Trends in teaching English for specific purposes. *Annual review of applied linguistics*, 24, 165-186.
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Hyland, K., & Shaw, P. (Eds.). (2016). *The Routledge handbook of English for academic purposes* (Vol. 20160129). London: Routledge.
- Paltridge, B., & Starfield, S. (Eds.). (2013). *The handbook of English for specific purposes* (Vol. 592). Boston: Wiley-blackwell.

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Intitulé de la matière	TRADUCTION ET INTERPRETARIAT Coefficient : 1 Crédits : 1
Level:	THIRD YEAR
Main goal of the subject:	The student will be equipped with a solid theoretical basis for translating and critiquing a translation and acquiring theoretical, practical and thematic knowledge of translation.
Objectives of the first semester:	<ul style="list-style-type: none"> - Learn about the different areas of specialisation in translation; - Distinguish between translation and interpreting; - Acquisition of theoretical knowledge about different types of translation such as administrative and legal, medical, economic ...; - Translation of pragmatic texts (theme and version); - Identifying the concepts of translation according to translation theorists; - Introduction to strategies applicable to the translation of idiomatic expressions. <p><u>And</u></p> <ul style="list-style-type: none"> ~ Initiation à l'acte traduisant ~ Comment traduire un texte et quelles sont les étapes à suivre ~ Traduction des CVs et demande d'emploie

	<ul style="list-style-type: none"> - Traduction des textes à caractère général - Traduction des textes à caractère économique - Traduction des textes à caractère politique
References:	<p>BALLARD Michel, 2007, De Cicéron à Benjamin. Traducteurs, traductions, réflexions, Lille, Presses Universitaires du Septentrion.</p> <p>BAKER Mona, (dir.), 2001, Routledge Encyclopedia of Translation Studies, Londres, New York, Routledge.</p> <p>NOWICKI Joanna, OUSTINOFF Michaël, 2007, Traduction et mondialisation, Hermès, 49, Paris, CNRS Éditions.</p> <p>JAKOBSON Roman, 1963, «Aspects linguistiques de la traduction», in Essais de linguistique générale, (trad. Nicolas Ruwet), Paris, Éditions de Minuit, pp.71-86 [«On Linguistic Aspects of Translation», in R.A. Brower, (dir.), 1959, On Translation, Cambridge, Harvard University Press, pp.232-39].</p>

Intitulé de la matière	TRADUCTION ET INTERPRETARIAT Coefficient : 1 Crédits : 1
Level:	THIRD YEAR

Main goal of the subject:	The student will be equipped with a solid theoretical basis for translating and critiquing a translation and acquiring theoretical, practical and thematic knowledge of translation.
Objectives of the second semester:	<p>- know the different types of translators, i.e. freelance translator and in-house translator;</p> <p>- reflection on translation software, i.e. computer-assisted translation and machine translation, and to this end the student will be able to choose between the different types of translation software;</p> <p>- collect as much information as possible about the popularised texts and the student will be able to know their terminology, functions and their addressees;</p> <p>- get an overview of the different translation trends (Source-oriented translation Vs Target-oriented translation). And</p> <ul style="list-style-type: none"> ~ Traduction des textes de vulgarisation ~ Traduction des textes à caractère littéraire (exemple de texte à morale) ~ Traducteur indépendant (Freelance Translator) ~ Application des techniques de traduction ~ Traduire les nuances, polysémie, contexte et cotexte, figures de style, expressions idiomatiques...) ~ Traduction des documents officiels

	~ Traduction des textes à caractère scientifique et médical
References:	<p>BALLARD Michel, 2007, De Cicéron à Benjamin. Traducteurs, traductions, réflexions, Lille, Presses Universitaires du Septentrion.</p> <p>BAKER Mona, (dir.), 2001, Routledge Encyclopedia of Translation Studies, Londres, New York, Routledge.</p> <p>NOWICKI Joanna, OUSTINOFF Michaël, 2007, Traduction et mondialisation, Hermès, 49, Paris, CNRS Éditions.</p> <p>JAKOBSON Roman, 1963, «Aspects linguistiques de la traduction», in Essais de linguistique générale, (trad. Nicolas Ruwet), Paris, Éditions de Minuit, pp.71-86 [«On Linguistic Aspects of Translation», in R.A. Brower, (dir.), 1959, On Translation, Cambridge, Harvard University Press, pp.232-39].</p>

Intitulé de la matière	<p>TECHNIQUES D'INFORMATION ET DE COMMUNICATION</p> <p>Coefficient : 1</p> <p>Crédits : 2</p>
Level:	THIRD YEAR
Main goal of the subject:	<p>To help the learners become competent and confident users of ICT who can make efficient, effective and creative content at university and their daily lives activities.</p> <p>To provide students with the</p>

	<p>fundamental skills necessary to use the Internet, and its various components.</p>
<p>Objectives of the first semester:</p>	<p>1. Define computers and describe the computing cycle functions. 2. Identify the main types of computers. 3. Identify the different parts of a computer system. 4. Describe computer software types, operating systems, etc. 5. Demonstrate knowledge of computer networking.</p>
<p>References:</p>	<p>Kernighan, B. W. (2017). <i>Understanding the Digital World: What You Need to Know about Computers, the Internet, Privacy, and Security</i>. Princeton University Press.</p> <p>Kumar, A. (2014). <i>E-World: Computers Basics and Applications</i>. Pearson Education.</p> <p>Tanenbaum, A. S. (2002). <i>Computer Networks</i>. Prentice Hall.</p> <p>Gleick, J. (2011). <i>The Information: A History, A Theory, A Flood</i>. Knopf Doubleday Publishing Group.</p>

Intitulé de la matière	TECHNIQUES D'INFORMATION ET DE COMMUNICATION Coefficient : 1 Crédits : 2
Level:	THIRD YEAR
Main goal of the subject:	<p>To help the learners become competent and confident users of ICT who can make efficient, effective and creative content at university and their daily lives activities.</p> <p>To provide students with the fundamental skills necessary to use the Internet, and its various components.</p>
Objectives of the second semester:	<ol style="list-style-type: none"> 1. Understand the Internet. 2. Connect to the Internet. 3. Working with WWW. 4. Assess and view Web Pages. 5. Use the Web and maintain learners' privacy. 6. Understanding and using emails.
References:	<p>Kernighan, B. W. (2017). <i>Understanding the Digital World: What You Need to Know about Computers, the Internet, Privacy, and Security</i>. Princeton University Press.</p> <p>Kumar, A. (2014). <i>E-World: Computers Basics and Applications</i>. Pearson Education. Tanenbaum, A. S. (2002). <i>Computer Networks</i>. Prentice Hall.</p> <p>Gleick, J. (2011). <i>The Information: A History, A Theory, A Flood</i>. Knopf Doubleday Publishing</p>

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Subject:	LANGUES NATIONALES/LANGUE ETRANGERES Coefficient : 1 Crédits : 1
Level:	THIRD YEAR
Main goal of the subject:	<ul style="list-style-type: none"> • Développer les compétences de la langue française; • Apprendre à utiliser la langue française dans différentes situations au quotidien; • Maîtriser les fondamentaux de la langue à l'écrit et à l'oral; <p>Favoriser l'interaction par le travail en paire et en groupe</p>
Objectives of the first semester:	<ul style="list-style-type: none"> • Maîtriser les différents types de discours; • Connaître les différentes fonctions du langage; • Apprendre le mode des verbes.
References:	<ul style="list-style-type: none"> • BAILLY, D. (1985) Méthodologie d'enseignement de langue seconde. Connaissance des processus d'apprentissage et science du langage : Lend. • GILLET, P. (1992) Construire la formation, outils pour les enseignements et les Formations .CEPEC, Paris ;E.S.F • JOBERT, G. (1996).Technologies et approches nouvelles en formation .Col :Education permanente. N°127.Paris • MARTINEZ, P (1998) La didactique des langues étrangères ; Que sais-je ? Le Point des Connaissance actuelles.(2° éd) Paris. PUF. • RUTHMAN, D. (1997). l'Internet, mode d'emploi pour l'enseignement. Initiation perfectionnement. Rennes. CRDP de Bretagne

Intitulé de la matière	LANGUES NATIONALES/LANGUE
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	ETRANGERES Coefficient : 1 Crédits : 1
Level:	THIRD YEAR
Main goal of the subject:	<ul style="list-style-type: none"> • Développer les compétences de la langue française; • Apprendre à utiliser la langue française dans différentes situations au quotidien; • Maîtriser les fondamentaux de la langue à l'écrit et à l'oral; Favoriser l'interaction par le travail en paire et en groupe
Objectives of the second semester:	<ul style="list-style-type: none"> • Développer la compréhension des différents genres de textes; • Approfondir les connaissances linguistiques, grammaticales et orthographiques; • Communiquer à travers des situations d'apprentissage réelles; • S'exprimer par écrit de façon cohérente et améliorer les compétences rédactionnelles.
References:	<ul style="list-style-type: none"> • BAILLY, D. (1985) Méthodologie d'enseignement de langue seconde. Connaissance des processus d'apprentissage et science du langage : Lend. • GILLET, P. (1992) Construire la formation, outils pour les enseignements et les Formations .CEPEC, Paris ;E.S.F • JOBERT, G. (1996). Technologies et approches nouvelles en formation .Col :Education permanente. N°127.Paris • MARTINEZ, P (1998) La didactique des langues étrangères ; Que sais-je ? Le Point des Connaissance actuelles.(2° éd) Paris. PUF. • RUTHMAN, D. (1997). l'Internet, mode d'emploi pour l'enseignement. Initiation perfectionnement. Rennes. CRDP de Bretagne

