

**REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE**

**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR  
ET DE LA RECHERCHE SCIENTIFIQUE**

# **Programme Pédagogique**

## **Socle commun**

### **Licence**

#### **Domaine**

## **Lettres et Langues Etrangères**

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

برنامج البيداغوجي

للتعليم القاعدي المشترك

ليساس

ميدان

آداب و لغات أجنبية

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## **I – Fiche d'organisation semestrielle des enseignements**

**Annexe : Programme des enseignements du socle commun de Licence**  
**Socle commun domaine "Lettres et Langues Etrangères"**

**Semestre 1**

Unités d'enseignements	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF1.1 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 1	6	4		4h30		67h30	45h00	50%	50%
	Compréhension et expression orale 1	4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF1.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 1	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 1	2	1		1h30		22h30	45h00	50%	50%
	Initiation à la linguistique 1 (concepts)	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 1.1 Crédits : 4 Coefficients : 2	Initiation aux textes littéraires	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 1	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.1 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 1	4	1		3h00		45h00	45h00	x	
UE Découverte Code : UED11 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 1	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET 1.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 1	2	1		1h30		22h30	45h00	50%	50%
<b>Total semestre 1</b>		<b>30</b>	<b>15</b>	<b>1h30</b>	<b>21h00</b>		<b>337h30</b>	<b>450h00</b>		

\* travail complémentaire en consultation semestrielle

**Annexe : Programme des enseignements du socle commun de Licence  
Socle commun domaine "Lettres et Langues Etrangères"**

**Semestre 2**

Unités d'enseignements	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 1.2 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 2	6	4		3h00		67h30	45h00	50%	50%
	Compréhension et expression orale 2	4	2		4h30		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 2	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 2	2	1		1h30		22h30	45h00	50%	50%
	Initiation à la linguistique 2 (concepts)	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 1	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 2	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.2 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 2	4	1		3h00		45h00	45h00	x	
UE Découverte Code : UED 1.2 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 2	2	1	1h30			22h30	45h00		x
UE Transversale Code : UET 1.2 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 2	2	1		1h30		22h30	45h00	50%	50%
<b>Total semestre 2</b>		<b>30</b>	<b>15</b>	<b>1h30</b>	<b>21h00</b>		<b>337h00</b>	<b>450h00</b>		

\* travail complémentaire en consultation semestrielle



**Annexe : Programme des enseignements du socle commun de Licence**  
**Socle commun domaine "Lettres et Langues Etrangères"**

**Semestre 3**

Unités d'enseignements	Matières Intitulé	Crédits	Coefficient <sup>t</sup>	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.1 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 3	6	4		4h30		67h30	45h00	50%	50%
	Compréhension et expression orale 3	4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 3	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 3	2	1		1h30		22h30	45h00	50%	50%
	Introduction à la linguistique 1	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 2	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 3	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.3. Crédits : 2 Coefficients : 1	Techniques du travail universitaire 3	2	1		1h30		22h30	45h00	x	
UE Découverte Code : UED 2.1 Crédits : 4 Coefficients : 1	Initiation à la traduction 1	4	1		3h00		45h00	45h00	50%	50%
UE Transversale Code : UET 2.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 3	2	1		1h30		22h30	45h00	50%	50%
<b>Total semestre 3</b>		<b>30</b>	<b>15</b>		<b>22h30</b>		<b>315h00</b>	<b>450h00</b>		

\* travail complémentaire en consultation semestrielle

## Annexe : Programme des enseignements du socle commun de Licence

### Socle commun domaine "Lettres et Langues Etrangères"

#### Semestre 4

Unités d'enseignements	Matières	Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Intitulé			Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.2 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 4	6	4		4h30		67h30	45h00	50%	50%
	Compréhension et expression orale 4	4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 2.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 4	4	2		3h00		45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 4	2	1		1h30		22h30	45h00	50%	50%
	Introduction à la linguistique 2	2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 2.2 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 2	2	1		1h30		22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 4	2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 2.2 Crédits : 2 Coefficients : 1	Techniques du travail universitaire 4	2	1		1h30		22h30	45h00	x	
UE Découverte Code : UED 2.2 Crédits : 4 Coefficients : 1	Initiation à la traduction 2	4	1		3h00		45h00	45h00	50%	50%
UE Transversale Code : UET 2.2 Crédits : 2 Coefficients : 2	Langue(s) étrangère(s) 4	1	1		1h30		22h30	45h00	50%	50%
	Technologies de l'information et de la communication 1	1	1		1h30		22h30	45h00	50%	50%
<b>Total semestre 4</b>		<b>30</b>	<b>16</b>		<b>22h30</b>		<b>360h00</b>	<b>450h00</b>		

\* travail complémentaire en consultation semestrielle



## SEMESTRE 5

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 semaines	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>									
<b>UEF1(O/P)</b>									
Linguistique	45h	1h30	1h30			3	4	50%	50%
Etude de textes littéraires	45h	1h30	1h30			3	4	50%	50%
Etude de textes de civilisation	45h	1h30	1h30			3	4	50%	50%
<b>UEF(O/P)</b>									
Compréhension & production écrite	22h30	—	1h30			2	2	100%	—
Compréhension & production orale	22h30	—	1h30			2	2	100%	—
Traduction & interprétariat	22h30	—	1h30			2	2	100%	—
<b>UEF3(O/P)</b>									
Introduction à la didactique	22h30	1h30	—			1	2	—	100%
Introduction aux langues de spécialités	22h30	—	1h30			1	2	100%	—
<b>UE méthodologie</b>									
<b>UEM1(O/P)</b>									
Techniques de recherche	22h30	—	1h30			2	4	100%	—
<b>UE Découverte</b>									
<b>UED1(O/P)</b>									
Psychologie cognitive/ Sciences de la communication	22h30	1h30	—			1	2	—	100%
<b>UE transversales</b>									
<b>UET1(O/P)</b>									
Langue(s) nationale(s)/ langues étrangères	22h30	1h30	—			1	2	—	100%
<b>Total Semestre 5</b>	<b>315h</b>	<b>9h</b>	<b>12h</b>			<b>21</b>	<b>30</b>		

## Semestre 6 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>									
<b>UEF1(O/P)</b>									
Linguistique	45h	1h30	1h30			3	4	50%	50%
Etude de textes littéraires	45h	1h30	1h30			3	4	50%	50%
Etude de textes de civilisation	45h	1h30	1h30			3	4	50%	50%
<b>UEF3(O/P)</b>								—	
Compréhension & production écrite	22h30	—	1h30			2	2	100%	—
Compréhension & production orale	22h30	—	1h30			2	2	100%	—
Traduction & interprétariat	22h30	—	1h30			2	2	100%	—
<b>UEF3(O/P)</b>								—	
Introduction à la didactique	22h30	1h30	—			1	2	—	100%
Introduction aux langues de spécialités	22h30	—	1h30			1	2	100%	—
<b>UE méthodologie</b>									
<b>UEM1(O/P)</b>								—	
Techniques de recherche	22h30	—	1h30			2	4	100%	
<b>UED1(O/P)</b>									
Psychologie cognitive/ Sciences de la communication	22h30	1h30	—			1	2	—	100%
<b>UE transversales</b>									
<b>UET1(O/P)</b>									
Langue(s) nationale(s)/ langues étrangères	22h30	1h30	—			1	2	—	100%
<b>Total Semestre 5</b>	315h	9h	12h			21	30		

### **III - Programme détaillé par matière**

**Semestre** : 1<sup>er</sup> & 2<sup>ème</sup> Semestres

**UE**: Unité Fondamentale 1

**Matière 1** : Compréhension et Expression écrite 1 & 2

#### References

Bailey, S. (2006). *Academic Writing: A Handbook for International Students* (2<sup>nd</sup> ed). British Library Cataloguing in Publication Data

Brady, S. (2003). *Proofreading, Revising, & Editing Skills Success*. Learning Express, LLC.

Bowker, N. (2007). *Student Learning Development Services Academic Writing*. USA: Brace & World, INC.

## Course Content

Lesson	Content	Objective
1.	Punctuation Rules <ul style="list-style-type: none"><li>- Commas</li><li>- Semi colons</li><li>- Colons</li><li>- Quotation Marks</li></ul>	To indicate the structure of a sentence.
2.	The Use of Capital Letters	Knowing the general rules that govern the use of the capital letters in English.

3.	The Phrases	Learning the structural units which create meaning
4.	<p>The Sentence Structure</p> <ul style="list-style-type: none"> <li>- Clauses <ul style="list-style-type: none"> <li>o Independent Clauses</li> <li>o Dependent Clauses <ul style="list-style-type: none"> <li>▪ Noun Clauses</li> <li>▪ Adjective Clauses</li> <li>▪ Adverb Clauses</li> </ul> </li> </ul> </li> <li>- Kinds of Sentences <ul style="list-style-type: none"> <li>o Simple Sentences</li> <li>o Compound Sentences</li> <li>o Complex Sentences</li> <li>o Compound-Complex Sentences</li> </ul> </li> </ul>	Learning the structural units which create meaning
5.	Sentence Patterns	Knowledge of how groups of words function to convey units of thought further enhances our ability to communicate clearly.
6.	Expanding Sentence Patterns	Expansion Through: modification, subordination, coordination and/ or substitution



7.	<p>Using Parallel Structure and Fixing Sentence Problems</p> <ul style="list-style-type: none"> <li>- Parallelism <ul style="list-style-type: none"> <li>o Parallelism with Coordinators: And, Or, But</li> <li>o Parallelism with Correlative (Paired) Conjunctions</li> </ul> </li> <li>- Sentence Problems <ul style="list-style-type: none"> <li>o Sentence Fragments</li> <li>o Choppy Sentences</li> <li>o Run – Sentences and Comma Splices</li> <li>o Stringy Sentences</li> </ul> </li> </ul>	
8.	Determining meaning through context	Use of dictionaries connotations and denotation
9.	<p>Paragraph Structure</p> <ul style="list-style-type: none"> <li>- Three Parts of a paragraph <ul style="list-style-type: none"> <li>o Topic Sentence</li> <li>o Supporting Sentences</li> <li>o Concluding Sentence</li> </ul> </li> <li>- Unity and Coherence <ul style="list-style-type: none"> <li>o Unity</li> <li>o Coherence <ul style="list-style-type: none"> <li>▪ Repetition of key nouns</li> <li>▪ Key noun substitutes</li> <li>▪ Consistent Pronouns</li> <li>▪ Transition signals</li> <li>▪ Logical order</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Understanding the Writing Process</li> <li>✓ Shaping Paragraphs</li> </ul>

10.	<p>Types of Paragraphs</p> <ul style="list-style-type: none"> <li>- Narrative paragraphs</li> <li>- Supporting sentences for Narrative paragraphs</li> <li>- ACTIVITIES .....</li> <li>- Descriptive Paragraphs <ul style="list-style-type: none"> <li>o Supporting Sentences for Descriptive paragraphs</li> </ul> </li> <li>- ACTIVITIES .....</li> </ul>	
<b>Assessment and Evaluation</b>		
<b>Continuous Assessment</b> ✓ 50%		<b>Final Assessment</b> ✓ Exam 50%

**Semestre** : 1<sup>er</sup> & 2<sup>ème</sup> Semestres

**UE**: Unité Fondamentale 1

**Matière 2** : Compréhension et Expression Orale 1 & 2

#### Research Objectives:

- ✓ Improve learner's ability for oral communication
- ✓ Use of the language for both listening and speaking skills
- ✓ Develop learner's proficiency in oral expression

#### References:

- ✓ Baruah, T.C. 1991. *The English Teacher's Handbook*. Delhi: Sterling Publishing House.
- ✓ Brown, G. and G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- ✓ Harmer, J. 1984. *The Practice of English Language Teaching*. London: Longman.
- ✓ McDonough, J. and C. Shaw. 2003. *Materials and Methods in ELT: a teacher's guide*. Malden, MA; Oxford: Blackwell.

## Course Content

Sessions	Contents	Specific Objectives
01	Listening: Subtitle speeches of foreigners	The development of critical thinking, problem solving abilities, and general learning outcomes.
02	Speaking: ELT free topics	The physical execution/delivery of speech and the dramatization of speech

<b>03</b>	Proverbs idioms and citations	To grasp and express effectively feelings and ideas.
<b>04</b>	Tongue twisters and varied use	//////////////////// /
<b>05</b>	Listening: BBC English pods	Use action research to assess effects
<b>06</b>	Speaking: oral performance	To fully vocalize, to choose to make contact with a word and to communicate that word successfully.
<b>07</b>	Poems	The physical execution/delivery of speech and the dramatization of speech
<b>08</b>	Listening: short stories	Acquainting the learner with the rationale behind work.
	Describing Narrating Argumentation	
<b>09</b>	Expressions of emotions and opinions	Enable the learner to read to understand
<b>10</b>	Listening: BBC pods	Production of Speech after listening
<b>11</b>	Conversations and Hidden words puzzles and cross words	To grasp and express effectively feelings and ideas. To succeed in college, students
<b>12</b>	Speaking: free and general topics	Situations will be complemented or reinforced through oral expression
<b>13</b>	Listening and speaking: songs	//////////////////// //

<b>14</b>	Speaking: ELT questions	To strengthen skills associated with oral expression, such as discourse conventions, delivery, persuasion, and argumentation.
<b>15</b>	Role play and oral performances	To improve oral performance abilities
<b>Assessment and Evaluation</b>		
<b>Continuous Assessment</b> <b>50%</b>		Final Assessment: 50%



**Semestre : 1<sup>er</sup> & 2<sup>ème</sup> Semestres**

**UE : Unité d'Enseignement Fondamentale 2**

**Matière 3: Grammaire de la langue d'étude 1 & 2**

### General Objectives

- 1) Enable learners to construct appropriate and correct sentences, each sentence pattern in its right position.
- 2) Enhance learners' grammar, thinking and writing skills.

### Aims

- Introduce learners to English Grammar
- Provide them with grammar knowledge
- And help them identify different parts of a sentence

### References

Eastwood. J. (2008). *Oxford Practice Grammar Intermediate*. Oxford University Press.

Available at: [https:// www. perfect-english-grammar.com/english-verb-pattern.html](https://www.perfect-english-grammar.com/english-verb-pattern.html)

<https://www.really-learn-english.com/english-grammar-tips.html>

## Course Content

### First Semester

- 1- Grammar Definition and its Importance in The Language
- 2- Parts of Speech/ Sentence Elements
- 3- Articles : a- an- the
- 4- Nouns
  - 4.1. Singular and Plural (different irregular plurals)
  - 4.2. Genders-Common- Neuter
  - 4.3. Nouns + Quantifiers
  - 4.4. Countable and Uncountable Nouns
  - 4.5 Group Nouns and Pair Nouns
- 5- Personal Pronouns
- 6- Moods

- 6.1. Indicative
- 6.2. Subjunctive
- 6.3. Imperative

7- Tenses

- 7.1. Present a) simple; b) progressive; c) perfect; d) perfect progressive
- 7.2. Past a) simple; b) progressive ; c) perfect ; d) perfect progressive
- 7.3 Future a) simple ; b) progressive ; c) perfect ; d) perfect progressive

**End of Semester I  
First Examination**

**Second Semester**

- 1. Adjectives and their position in a sentence
  - 1.1. Comparatives, superlatives and equality
- 2. Adverbs and their position in a sentence
  - 2.1. Adverbs with « ly » (of manner)
  - 2.2. Adverbs of frequency
  - 2.3. Adverbs of place and time
  - 2.4. Adverbs of degree (quite, very)
- 3. Prepositions
  - 3.1. Of place
  - 3.2. Of time
- 4. Coordinators, Connectors and Conjunctions
- 5. Possessive Case

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

Continuous Assessment

Final Assessment

- ✓ **Participation: 20% (4 pts)**
- ✓ **Home work: 20% (4 pts)**
- ✓ **Attendance: 10% (2 pts)**

✓ Exam 20/20

Semestre: 1<sup>er</sup> & 2<sup>ème</sup> Semestres

**UE** : Unité d'Enseignement Fondamentale 2

**Matière 2** : Phonétique corrective et articulatoire 1& 2

#### Aims and Objectives:

- ✓ Detailed and comprehensive initiation to the English sound system.
- ✓ Providing students with the relevant literature on the English sound system.
- ✓ Students are introduced to the articulations of the English sounds through raising their awareness towards the differences between the articulation of the English sounds and the sounds of their mother tongue.
- ✓ Students' awareness is also raised towards learning English sounds as part of a complex and dynamic process.

#### Learning Outcomes:

- ✓ Students learn vowel classification and are able to examine consonant articulation according to place, manner, and voicing.

- ✓ Students gain knowledge on the International Phonetic Alphabet (IPA) and get familiarity with both systems of phonetic transcription.

#### References

- ✓ Collins, B., & Mees, I. M. (2008) *Practical phonetics and phonology. A resource book for students* ( 2<sup>nd</sup> ed). Routledge.
- ✓ Gimson, A.C. (1978). *An introduction to the English pronunciation of English*.
- ✓ Iyabode, O. D. (2011). *Introductory phonetics and phonology of English*. Cambridge Scholars Publishing
- ✓ McMahon, A. (2002). *An introduction to English phonology*. Edinburgh University Press.
- ✓ O’Conor, J. D. (1991). *Phonetics*. London: Penguin.
- ✓ Roach, P. (2000). *English phonetics and phonology: A practical course*.

## Course Content

### First Semester

- I. An Introduction to Phonetics
  - a. Definition
  - b. Branches of phonetics
  - c. Speech organs
    - Breathing to speak
    - Air as a source for speech sounds
    - The larynx
    - Voicing
    - The pharynx
    - Palate
    - The tongue
    - The uvula
    - The lips
    - Teeth
  - d. Production of speech
    - Speech mechanisms
    - The production of speech sounds

**Activities**

**II. An Introduction to Vowels**

- a. **Definition**
- b. **Types of vowels**
  - **Monophthongs (pure vowels)**
  - **Diphthongs**
  - **Triphthongs**
- c. **The vowel diagram**
- d. **Articulation of long and short vowels**
  - **Long vowels**
  - **Short vowels**
- e. **Articulation of Diphthongs and Triphthongs**
  - **Closing diphthongs**
  - **Centring diphthongs**

**Activities**

**End of Semester I**

**First Examination**

**Second Semester**

**III. An Introduction to Consonants**

1. **Characterization and classification**
2. **Place of articulation**
3. **Manner of articulation**
  - **Plosives**
  - **Fricatives**
  - **Affricates**
  - **Nasals**
  - **Lateral**
  - **Approximants**
4. **Phonemes and their symbols**
5. **Phonetic transcription**



- Phonemic vs phonetic transcription

Activities

## End of Semester II Second Examination

### Assessment and Evaluation

Continuous Assessment

Final Assessment

- ✓ Quiz and home works, 15/15
- ✓ Attendance: 5/5

- ✓ Exam 20/20

**Semestre:** 1er & 2<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 2

**Matière 3 :** Initiation à la linguistique 1 & 2

**Aims and Objectives:**

- ✓ Helping students to know the nature, structure and history of human language.
- ✓ Developing the students' knowledge of major linguistic theories.
- ✓ Introducing the students to different structures of different languages and dialects.
- ✓ Acquaint students with different aspects of language and how they can be studied.
- ✓ Teach students some of the tools and techniques used in the analysis of language and to develop their reasoning abilities by the application of these tools
- ✓ Expose students to a field that seeks to discover what a person's linguistic capacity consists of, how it arises in children, how it functions in speaking and listening, how it relates to other cognitive capacities, how it can be investigated by various methods including those of society, experimental psychology, neuroscience and computer science;

### Learning Outcomes:

- Students can draw a background on linguistic studies. and its theories.
- Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.
- Students will be able to collect, organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.
- Students can develop knowledge on how to apply different tools and techniques used in the analysis of language.

### References

- ✓ Born, R. (2005). Leonard Bloomfield. In P. Strazny (Ed.), *Encyclopedia of linguistics* (pp. 143-145). New York: Fitzroy Dearborn.
- ✓ Fasold, R. W., & Connor-Linton, J. (2006). *An introduction to language and linguistics*. Cambridge, UK: Cambridge University Press.
- ✓ Hartmann, R. R., & Stork, F. C. (1972). *Dictionary of language and linguistics*. New York: Wiley.
- ✓ Wilkins, D. A. (1972). *Linguistics in language teaching*. Cambridge: MIT Press.

## Course Content

### First Semester

#### IV. An introduction to human language.

1. What is language?
2. Origin of language.

#### Activities

- V. Features of human language and animal communication.
- VI. Functions of human language.
  1. Vocal-auditory channel

2. **Broadcast transmission and directional reception**
3. **The rapid fading of the sound wave**
4. **Interchangeability in speech production**
5. **Total feedback in human communication**
6. **Specialization**
7. **Semanticity**
8. **Arbitrariness**
9. **Discreteness**
10. **Displacement**
11. **Productivity**
12. **Traditional transmission**
13. **Duality of patterning**

Activities

- VII. **What is linguistics?**
- VIII. **Scope of linguistics**

Activities

**End of Semester I  
First Examination**

**Second Semester**

IX. **Micro linguistics**

1. **Phonetic and phonology.**
2. **Morphology.**
3. **Syntax.**
4. **Semantic.**
5. **Pragmatic.**

Activities

**X. Macro linguistics**

1. Sociolinguistics.
2. Applied linguistics.
3. Psycholinguistics.
4. Discourse Analysis

**Activities**

**XI. Levels of linguistic analysis**

**XII. Important distinctions in linguistics**

1. Langue and Parole
2. Prescriptive and descriptive
3. Synchronic and diachronic
4. Speech and writing
5. Competence vs performance
6. Traditional grammar and modern linguistics

**Activities**

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

**Continuous Assessment (50%)**

- ✓ Quiz and (written assignments at class, 15/15)
- ✓ Attendance: 5/5

**Final Assessment (50%)**

- ✓ Exam 20/20

UE: Unité d'Enseignement Fondamentale 3

**Matière 1 : Initiation aux textes littéraires 1 & 2**

**Aims and Objectives:**

- ✓ Give students an insight into the nature of literature.
- ✓ Make students aware of differences in literary texts.
- ✓ Provide students with knowledge about different elements of literature.
- ✓ Make students know how to discuss a literary text.
- ✓ Afford students with techniques to detect theme(s) and discuss them in a piece of literature.

**Learning Outcomes:**

- ✓ Students can differentiate between different literary genres,
- ✓ Students will be able to detect characterization, narration, and plot development in prose literature,
- ✓ Students will be able to discuss figurative language in different literary texts especially in poetry,

**References**

- ✓ Lazar, G. (1993). *Literature and Language Teaching*. Cambridge. Cambridge University Press.
- ✓ Thornley, G., & Gwyneth, R. (1984). *An Outline of English Literature*. England. Longman Group.
- ✓ High, B. (1986). *An Outline of American Literature*. New York. Longman Group.
- ✓ Doody, M. (1996). *The True Story of the Novel*. Rutgers.
- ✓ Kersher, R. B. (1997) *The Twentieth-Century Novel*. Bedford Bks.
- ✓ Hughes, T., & Patin, C. (1998). *L'analyse Textuelle en Anglais: Narrative Theory, Textual Practice*. Armand Colin, Dunod Paris.

## **Course Content**

### **First Semester**

1-Initiation to Literature ( comparing definitions)

2- Theories of Literature (Imitative, Expressive, and Affective)

**3-Initiation to Prose, Poetry and Drama:**

**Activities:** Comparison of short extracts from the three genres.

**4- Elements of Literature:**

**Activities:** anecdote

**5- Practice of Elements of Literature:**

**Activities:** the short story « *The Model Millionaire* » by Oscar Wild.

**6- Narration (different perspectives)**

**7- Narration (practice):**

**Activities:** a short story written by George Orwell “*Shooting an Elephant*” (the difference between 1<sup>st</sup> (participant) and 3<sup>rd</sup> (non-participant) points of view).

**8- Characterisation: Name/title- Physical Appearance- Speech- Action.**

**Activities:** comparing the short stories

**9- Initiation to the Novel (characteristics)**

**10. Reading a Short Novel**

**Activities:** Elements of literature-narration- characterisation- themes in *The Old Man and the Sea* by Ernest Hemingway.

**End of Semester I  
First Examination  
Second Semester**

**1. Initiation to poetry**

- Some definitions of Poetry
- Its Characteristics
- Types of poetry ( Lyric, Narrative, Dramatic Poetry)

**2. Elements of Poetry**

- Imagery, Sound, Rhythm, Diction

**3. Sound Patterns**

- Rhyme, Alliteration, Assonance, Onomatopoeia, Repetition

**4. Figurative Language**

- Metaphor, Simile, Personification, Hyperbole, Apostrophe, Allusion, Irony

**Activities:** Sound patterns and figures of speech in *To My Dear and Loving*

*Husband* by Anne Bradstreet

**5. Initiation to Drama**

- Some Definitions of Drama
- Origins and a brief history of Drama

**6. Elements of Drama**

- Literary elements, Technical elements, Performance elements

**7. Types of Drama**

- Tragedy, Comedy, Tragicomedy, Melodrama

Activities: Literary elements study in *Macbeth* by William Shakespeare

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

**Continuous Assessment (50%)**

- ✓ Participation: 20% (4 pts)
- ✓ Home work: 20% (4 pts)
- ✓ Attendance: 10% (2 pts)

**Final Assessment (50%)**

- ✓ Exam 20/20

**Semestre:** 1er & 2<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 3

**Matière 2 :** Culture(s)/ Civilisation(s) de la Langue 1 & 2

**Aims and Objectives:**

- Help the students to understand other cultures and peoples.
- Respect the beliefs and lifestyles of the others.
- Work in cooperative groups to complete some projects.

**Contribute to class discussions and be attentive during lecture times.**

**Learning Outcomes:**

-Enrich the vocabulary of students in the field of civilizations and culture

- To help students learn and get an idea about the other nations.

-To help students to understand the others.

-to help the students to learn from the mistakes of the others

#### References

- ✓ Mcdowall, D. (1989) *An Illustrated History of Britain*. Pearson Education Limited.
- ✓ O'Callaghan, B (1990). *An Illustrated History of the USA*. Pearson Education Limited.
- ✓ Pouvelle, J. Niemeyer, M. and Park, A. *Repère de Civilisation Grande- Bretagne Etats-Unis*. ellipses.
  
- ✓Mc Master, Bach John. *A Brief History of the United States*. USA, Casino Classics, 2009

## Course Content

### First Semester

- XIII. Introduction
- XIV. The Celts
- XV. Roman Britain
- XVI. The Anglo-Saxons
- XVII. The Norman Invasion
- XVIII. The Reign of William I
- XIX. William's Successors
- XX. Henry II
- XXI. Magna Carta

### End of Semester I



## First Examination

## Second Semester

- I. Introduction
- II. Native Americans
- III. Early Discoveries and Explorations
- IV. Early Colonization
- V. Colonial Life in America
- VI. The French and Indian War
- VII. The Roots of Revolution
- VIII. The Declaration of Independence
- IX. The Revolutionary War

Activities

## End of Semester II Second Examination

## Assessment and Evaluation

### Continuous Assessment

- ✓ Quiz and(written assignments at class, 15/15)
- ✓ Attendance: 5/5

### Final Assessment

- ✓ Exam 20/20

**Semestre:** 1er & 2<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Méthodologie

**Matière :** Techniques du travail universitaire 1& 2

This course is an introduction to research methodology that provides learners with basic concepts related to academic research.

## Learning Objectives

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

- differentiate academic research from the mere data gathering
- select an appropriate research topic
- undertake academic research bearing in mind the literature gap
- develop an aptitude as to the formulation of the research problem, the research questions, and the hypotheses

## References

*An introduction to research and research methods.* Available at: <https://www.unrwa.org/sites/default/files/introduction-to-research-and-research-methods.pdf>

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies.* New York, NY: SAGE.

Best, J. W., & Kahn, J. V. (1986). *Research in education* (5<sup>th</sup> ed). New Delhi: Prentice-Hall of India Pvt, Ltd. Available at: <https://ww2.odu.edu/~jritz/attachments/reined.pdf>

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2<sup>nd</sup> ed). New Age International Ltd, Publishers.

Milliman, N. research methods the basics. Available at: [https://edisciplinas.usp.br/pluginfile.php/2317618/mod\\_resource/content/1/BLOCO%20\\_Research%20Methods%20The%20Basics.pdf](https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf)

Research & consultation guidelines. Available at: <http://www.kirklees.gov.uk/community/yoursay/questionnaires.pdf>

Vagner, K. W. (2007). *Introduction to research methods.* Available at: <http://psychology.about.com/od/researchmethods/ss/expdesintro.htm>. Available at: <https://pareonline.net/getvn.asp?v=14&n=13>

## Course Content

### First Semester

The research methodology course for first-year students comprises five themes stated below:

1. Academic Research

- **What is academic research?**
- **Characteristics of academic Research**
- **Types of academic research: basic/applied; non-experimental (historical, descriptive, correlational), experimental**
- **Need behind research**
- **Significance of research/motivation**

## **2. Research Process (steps)**

- **Identification of the research problem/hypothesis**
- **Designing the research framework**
- **Review of the literature**
- **Data collection**
- **Data analysis**
- **Conclusion**

## **3. Topic Selection**

- **How to choose a research topic**
- **Narrow/broad topics**

**End of Semester I**

**First Examination**

**Second Semester**

## **4. The Research Problem**

- **What is a research problem?**
- **Types of research problems**
- **The literature gap**
- **The research variables**
- **Formulation of the research problem (thesis statement)**

- **The research question**
- **Examples of Good and bad research questions**

### **5.The Research Hypothesis**

- **What is the research hypothesis?**
- **Types of hypotheses**
- **Examples of Good and bad hypotheses**

## **End of Semester II Second Examination**

### **Assessment and Evaluation**

#### **Continuous Assessment (50%)**

- ✓ **Two in-class assignments graded each upon 7 pts, and a grade for discipline (6 pts)**
- ✓ **Assignments should take into consideration the practical aspect, not the theoretical side**
- ✓ **Instruction and evaluation ought to target a vivid-like context**

#### **Final Assessment (50%)**

**Semestre:** 1er & 2<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Découverte

**Matière :** Sciences Sociales et Humaines 1 & 2

#### **Overall Objectives:**

- **To help students understand and interpret the social, cultural and economic**

environment.

- To determine what should be ethics in scientific research.
- To promote lifelong learning education for students.

Specific Objectives (measurable objectives)

- Introducing the general foundations of Social and Human sciences.
- Examining the difference between humanities and social sciences.
- Classifying both Social and Human sciences according to their main concerns.
- Shedding light on the role of Educational psychology in teaching and learning processes.
- Defining Modern education and the 21<sup>st</sup>-century skills of teaching and learning.
- Identifying media and mentioning its impact in the learning environment.
- Listing and explaining the ethical issues that must be considered when designing and conducting research.

## **Course Content First Semester**

1. **An Introduction to Social and Human sciences**
2. **Natural Sciences and Human sciences**
3. **Difference between Humanities and Social Sciences.**
4. **Branches of Social and Human sciences.**
5. **Anthropology**

- 6. **Philosophy**
- 7. **Psychology/Educational Psychology**
- 8. **Linguistics**
- 9. **Education**
- 10. **Media**
- 11. **Literature**
- 12. **Ethics**
- 13. **Economic and Politics**

**End of the Semester  
Examination**

**Second Semester**

- 14. **Theoretical foundations of Social and Human sciences**
- 15. **Goals of Social and Human sciences.**

**Assessment and Evaluation**

<p><b>Continuous assessment</b>  <b>Homework's (50%):</b> exploring the technical terms and devices through Eugene O'Neill's <i>ALL GOD'S CHILLIN' GOT WINGS</i></p>	<p><b>Final assessment</b>  50%</p>
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**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 1

**Matière 1 :** Compréhension et Expression écrite 2 & 4

**Aims and Objectives:**

- Consolidating learners' linguistic competence.
- Reviewing the mechanics of writing.
- Raising learners' awareness of the conventions of writing.
- Developing learners' strategic competence.
- Introducing and practicing the different text development.

**Learning Outcomes:**

- Students will be able to write an introductory, a developmental, and a concluding paragraphs
- Students will be able to apply the mechanics of writing.
- Students will be able to recognize and then write different types of essays..
- Students can correct their writing mistakes thanks to their knowledge of the conventions of writing.

**References**

- Bailey, S. (2006). *Academic writing: A handbook for international students* (2nd ed). London and New York: Routledge, Taylor and Francis Group.
- Folse, K. S. (2014). *Great writing 4* (4th ed). Cengage Learning.
- Ochima, A., & Hogue, A. (2006). *Academic writing* (4th ed). Pearson Education, Inc.
- Kane, T. S. (2000). *The Oxford: Essential guide to writing*. Oxford University Press.

- Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essay* (2nded). Boston, MA (USA: Thomson Wardsworth).
- Zemach, D., & Rumisek, L. (2005). *Academic writing: From paragraph to essay*.MACMILLAN.

## **Course Content**

### **Third Semester**

**Reminder**  
**From paragraph to essay**  
**Activities**

**XXII. Essay organization**

- 1.The introductory paragraph
- 2.The developmental paragraph
- 3.The concluding paragraph

**XXIII. Different Types of essays**

1. **Process essay** (writing activities)
2. **Descriptive essay**(writing activities)
3. **Narrative essay** (writing activities)
4. **Expository essay** (writing activities)

### **End of Semester III**

### **First Examination**

### **Fourth Semester**

- I. **Argumentative essay** (writing activities)
- II. **Cause/effect essay** (writing activities)



III Summarizing(Book Report)

**End of Semester IV  
Second Examination**

**Assessment and Evaluation**

Continuous Assessment

✓ 50%

Final Assessment

✓ Exam 50%

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 1

**Matière 2 :** Compréhension et Expression Orale 3 and 4

**Aims and Objectives:**

- To help students develop their oral skills, by expressing ideas and opinions clearly.
- To improve pronunciation, English sounds, rhythm and intonation.
- To develop vocabulary and idiomatic English through readings and performances.
- To build students' self-confidence through communication (conversations, role plays, monologues etc) .
- To develop speaking skills through reading ( narrating, acting, performing, summarizing stories, presenting projects, interviewing and debating etc)
- To increase students' cultural awareness and positive attitudes towards English language and its culture.
- To develop students' critical thinking through analyzing stories or poems or games, and interpreting.

**Learning Outcomes:**

- Students will be able to speak with confidence.
- Students can use appropriate language in different tasks.
- Students will have the chance to develop values such as cooperation when working in groups, tolerance and acceptance of different opinions and discussions.
- Students will develop self-confidence.

**References**

- ✓ Anderson, A., and T. Lynch. (1988) *Listening*. Oxford: Oxford University Press.
- ✓ Nunan, D. (2004) *Task- Based Language Teaching*, Cambridge: Cambridge

University Press.

- ✓ Ur, P. (2012) *Vocabulary Activities*, Cambridge: Cambridge University Press.
- ✓ Wilson, J. J. (2008) *How to Teach Listening*, Harlow, Essex: Pearson Longman.

## Course Content

### First Semester

#### A/ From Reading to Speaking

##### 1- Introduction to the class

- 1.1 Introducing someone or yourself to your classmates
- 1.2 Small talk (initiating a conversation on various topics)
- 1.3 Conversation strategies: Inviting/ indicating
- 1.4 Culture in context

##### 2- Narrating a story through reading

- 2-1 Reading stories aloud
- 2-2 Story telling (mute videos)
- 2-3 Describing events / retelling the story with personal words
- 2-4 Culture in context

##### 3- A variety of topics and tasks

- 3-1 Games (memes, crosswords, spelling, charades)
- 3-2 Monologues (reading literary works and performing)
- 3-3 Free topics
- 3-4 Idioms and proverbs (English Culture)

##### 4- Cultural and social issues

- 4-1 Motivational speech ( success, endeavor)
- 4-2 Advice/ suggestions
- 4-3 Solving problems through acting ( role plays from real-life situations)
- 4-4 Culture in context ( Telling stories)

### End of Semester I

## First Examination

## Second Semester

### B/ From Listening to Speaking

#### 5- Understanding media

5-1 Listening to songs and understanding the language and the meaning

5-2 Working on intonation and stress

5-3 A project: Advertising (working in groups)

#### 6- Listening and performing

6-1 Retelling stories

6-2 Conducting job interviews

6-3 Games

6-4 Free topics

## End of Semester II

## Second Examination

## Assessment and Evaluation

### Continuous Assessment

- ✓ Participation in class in different tasks: 12/12
- ✓ Projects: 8/8

### Final Assessment

- ✓ Exam 20/20

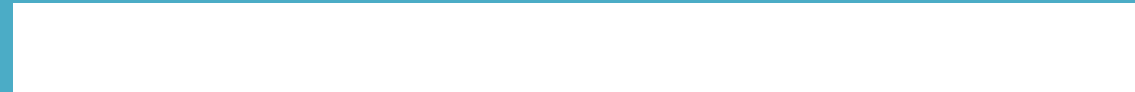
**Semestre** : 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE**: Unité d'Enseignement Fondamentale 2

**Matière 1** : Grammaire de la langue d'étude 3 & 4

**Aims and Objectives:**

- ✓ To introduce the learners to grammatical features of English language in a way that builds upon what has been tackled in 1st year syllabus and ensures continuity.
- ✓ To make meaningful connections between the grammar being introduced and how it works in the writing being taught.



**Learning Outcomes:**

- ✓ Students gain familiarity with grammatical features and their employment within meaningful contexts.
- ✓ Students gain a background knowledge that helps them function across other major skills (reading, writing, listening, speaking).

**References**

- ✓ Eastwood. J. (2005). Oxford advanced Learner's Grammar Finder. Oxford Press, UK.
- ✓ Hall.D. & Folley. M. (2003). Longman Advanced Learner's Grammar. Longman, Uk.

**Course Content**

**First Semester**

1. Main Tenses general revision:

- Present simple
- present continuous
- present perfect
- past simple
- past perfect
- future simple

2. Types of phrases

3. Functions of phrases

4. Types of clauses

5. Types of sentences

6. Phrasal verb and prepositional verb

7. Passive vs Active

**End of Semester I**

**First Examination**

**Second Semester**

8. Reported speech

- 9. Conditional
- 10. Modals
- 11. Modifying adverbs
- 12. Possessives
- 13. Comparison
- 14. Question types
- 15. Prepositions
- 16. Linkers and connectors

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

**TD Test: 30%**

**Attendance & participation: 20%**

**Examination: 100%**

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 2

**Matière 2 :** Phonétique corrective et articulatoire 3 & 4

### Aims and Objectives:

- ✓ Transcribe English speech phonemically and phonetically.
- ✓ Pronounce words and phrases with correct stress pattern.
- ✓ Understand the different aspects of connected speech.
- ✓ Understand the English rhythm and intonation systems.

### Learning Outcomes:

By learning suprasegmentals, students can gain familiarity with native speakers, improve their listening competence and develop their English pronunciation. Therefore, the objectives of teaching English pronunciation during their second year can be summarized as follows:

- A detailed background on English syllables, stress placement, aspects of connected speech and intonation.
- Students learn how to transcribe not only words, but connected speech, so that they can develop their listening skills.
- Providing more practice on the aspects of connected speech, so that they gain familiarity with the different English dialects.

### References

- ✓ Roach, P. (2000). *English phonetics and phonology: A practical course*.
- ✓ O'Connor, J. D. (1991). *Phonetics*. London: Penguin.
- ✓ Gimson, A.C. (1978). *An introduction to the English pronunciation of English*.
- ✓ McMahon, A. (2002). *An introduction to English phonology*. Edinburgh University Press.
- ✓ Collins, B., & Mees, I. M. (2008) *Practical phonetics and phonology. A resource book for students* ( 2<sup>nd</sup> ed) . Routledge.

## Course Content

### First Semester

XXIV. Revision: A glimpse on English speech sounds



- XXV. Syllables in English**
- 3. Structure of English syllables**
    - e. Onset
    - f. Nucleus
    - g. Coda
  - 4. Syllable division**
  - 5. Strong and weak syllables**
  - 6. Syllabic consonants**

Activities

- XXVI. Word Stress**
- 1. The nature of stress**
  - 2. Levels of stress**
  - 3. Placement of stress within simple words**
  - 4. Placement of stress within complex words**
  - 5. Placement of stress within compound words**
  - 6. Strong and weak forms**

Activities

**End of Semester I**

**First Examination**

**Second Semester**

- XXVII. Aspects of Connected Speech**
- 1. Assimilation**
  - 2. Elision**
  - 3. Linking**
  - 4. Juncture**
  - 5. Reduction (Weak forms)**

Activities

**XXVIII. Intonation**

1. What is intonation?
2. Function in intonation
  - a. The attitudinal function
  - b. The accentual function
  - c. The grammatical function
  - d. The discourse function

Activities

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

Continuous Assessment

- ✓ Quiz and home works, 15/15
- ✓ Attendance: 5/5

Final Assessment

- ✓ Exam 20/20

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 2

**Matière 3 :** Initiation à la linguistique 3& 4

**Aims and Objectives:**

- ✓ Developing the students' knowledge on the major linguistic theories.
- ✓ Acquaint students with the different aspects of language and how they can be studied.
- ✓ Teach students some of the tools and techniques used in the analysis of language and to develop their reasoning abilities by the application of these tools
- ✓ Tracing the progress of linguistics over decades.

**Learning Outcomes:**

- Students can draw a background about linguistic studies. and its theories.
- Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.
- Students will be able to collect, organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.
- Students can develop knowledge on how to apply different tools and techniques used in the analysis of language.

**References**

- ✓ Born, R. (2005). Leonard Bloomfield. In P. Strazny (Ed.), *Encyclopedia of linguistics* (pp. 143-145). New York : Fitzroy Dearborn.
- ✓ Fasold, R. W., & Connor-Linton, J. (2006). *An introduction to language and linguistics*. Cambridge, UK: Cambridge University Press.
- ✓ Hartmann, R. R., & Stork, F. C. (1972). *Dictionary of language and linguistics*. New York: Wiley.
- ✓ Thomas, O. P. (1965). *Transformational grammar and the teacher of English*. New York: Fitzroy Dearborn.
- ✓ Wilkins, D. A. (1972). *Linguistics in language teaching*. Cambridge: MIT Press.

## **Course Content**

### **First Semester**

- XXIX. Structural Linguistics**
- 7. European Structuralism**
    - Ferdinand de Saussure's View of Language
    - Saussure's Dichotomies
    - Structural Schools in Europe
  - 8. American Structuralism**
    - Features of American Structuralism
    - Leonard Bloomfield
    - Immediate Constituent Analysis
    - Criticism of ICA

#### **Activities**

- XXX. Post-Bloomfieldianism**
1. Tagmemics
  2. Systemic Grammar
  3. Stratificational Grammar

4. **Distributionalism**

Activities

**End of Semester I**

**First Examination**

**Second Semester**

**XXXI. Transformational Generative Grammar**

1. **Origins**
2. **Criticism of Structural Linguistics**
3. **Concepts and Principles of TGG**
4. **Methodology of TGG**
  - **Classical Theory**
  - **Standard Theory**
5. **Criticism of TGG**

Activities

**XXXII. Introduction to Sociolinguistics**

**XXXIII. Redefining Competence**

**XXXIV. The Speech Act Theory**

**XXXV. Introduction to Psycholinguistics**

Activities

**End of Semester II**

## Second Examination

### Assessment and Evaluation

#### Continuous Assessment

- ✓ Quiz and (written assignments at class, 15/15)
- ✓ Attendance: 5/5

#### Final Assessment

- ✓ Exam 20/20

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 3

**Matière 1:** Littérature(s) de la langue d'étude 3 & 4

#### Aims and Objectives:

- ✓ Gaining an understanding of the role of literature in its historical, social and cultural contexts.
- ✓ Developing students' ability to critically examine and restate their understanding of

literary texts employing individual linguistic skills

**Learning Outcomes:**

- ✓ Students can apply various literary concepts and critical approaches.
- ✓ Students can develop their reading, analytical, research, and writing skills.
- ✓ Students can understand the uses of literature in education and the life of a nation.
- ✓ Students can gain confidence in the ability to read, analyze, discuss, and write about literature

**References ( but not limited to )**

- ✓ Baym, Nina, and Robert S. Levine, eds. *The Norton Anthology of American Literature. Shorter Eighth Edition, 2-Volume Set.* New York: W.W. Norton, 2013.
- ✓ Holt, Rhinehart and Winston, *Elements of Literature, Fifth Course,* 2009.

## **Course Content**

### **First Semester**

1. **An introduction to literature: what is literature, what is English literature, why literature in an English classroom**
2. **An introduction to Old English Literature and Middle English Literature**
  - ✓ **Beowulf**
  - ✓ **The Canterbury Tales by Geoffrey Chaucer**
3. **An Introduction to Elizabethan Drama**
  - ✓ **King Lear by William Shakespeare**
4. **Robinson Crusoe by Daniel Defoe**
5. **George Orwell —Shooting an Elephant**

### **End of Semester I**

### **First Examination**

### **Second Semester**

1. **Introduction: John Winthrop's "A City Upon a Hill," and William Bradford, Of Plymouth Plantation.**
2. **Washington Irving, "Rip Van Winkle".**
3. **Herman Melville, "Benito Cereno".**
4. **Emily Dickinson, "Tell all the Truth but tell it slant"**
5. **Ernest Hemingway, "The Snows of Kilimanjaro"**

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

**Continuous Assessment**

- ✓ **Quiz and(written assignments at class, 10/10)**
- ✓ **Students' participation and reading Quizzes: 10/10**

**Final Assessment**

- ✓ **Exam 20/20**



**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Fondamentale 3

**Matière 2 :** Culture(s)/Civilisation(s) de la Langue 3&4

**Aims and Objectives:**

- Providing students with knowledge about the history, culture and way of life of both The United States and Britain.
- Enhancing student's intercultural awareness.
- Raising student's motivation through class discussion and activities.

**Learning Outcomes:**

- Discovering other civilizations and cultures.
- Understanding 'the Other'.
- Helping students to distinguish between their culture and the foreign one.
- Enriching students vocabulary in the field of civilization.

**References**

- ✓ Campbell, N. and Kean, A. (2012). *American Cultural Studies : An Introduction to American Culture*. New York : Routledge.
- ✓ Mcdowall, D. (1989). *An Illustrated History of Britain*. Pearson Education Limited.
- ✓ O'Callaghan, B (1990). *An Illustrated History of the USA*. Pearson Education Limited.

*Course Content*

*First Semester*

- I. The Hundred Years War
- II. The Wars of the Roses
- III. Richard III
- IV. The Tudors (1485-1603)
  - a. Henry VII (1485-1509)
  - b. Henry VIII (1509-1547)
  - c. Crisis in Tudor Dynasty (1547-1558)
  - d. Elizabeth I (1558-1603)
- V. The Stuarts (1603-1714)

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE :** Unité d'Enseignement Méthodologique

**Matière :** Techniques du travail universitaire 3 & 4

This course provides ample information as to research methodology, particularly the importance of the literature review, and the procedures for its writing, as well as the rules for good paraphrasing and information search

### Learning Objectives

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

- identify the momentum of a literature review
- conduct a search of information through print and web sources
- structure their literature review in accordance with the research problem and hypotheses
- develop the skill of paraphrasing
- evaluate scholars' views

### References

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Paraphrase: Write it in your own words. Available at: <https://owl.english.purdue.edu/owl/resource/619/1/>

Randolph, Justus. J. (2009). A Guide to writing the dissertation literature review. *Practical assessment, research and evaluation*, Vol. 14, (13). Available at: <https://pareonline.net/getvn.asp?v=14&n=13>

## Course Content

### First Semester

The research methodology course for second year students comprises four themes stated below:

#### 1.Literature Review

- What is a literature review?
- The functions of a literature review
- Structure of a literature review

#### 2.Procedures of the Literature Review

- Type of sources for the literature review
- Locating relevant information
- Summarising authors' views
- Evaluation of the information
- Quoting
- In-text citation
- Inappropriate literature reviews

#### 3.Conceptual Framework

- What is a conceptual framework
- How to write a conceptual framework

## **End of Semester I**

## **Second Semester**

### **4.Paraphrasing**

- What is paraphrasing
- Rules for acceptable paraphrasing
- Inacceptable paraphrasing
- Difference between paraphrasing and summarizing

### **5. Ethics in research**

- Basic ethical principles
- Regulation of research
- Counteracting plagiarism

### **6.Reference Style**

- MLA reference style
- APA reference style
- Chicago reference style

## **End of Semester II**

## **Assessment and Evaluation**

### **Continuous Assessment**

- ✓ **Two in-class assignments graded each upon 7 pts, and a grade for discipline (6 pts)**
- ✓ **Assignments should take into consideration the practical aspect, not the theoretical side**
- ✓ **Instruction and evaluation ought to target a vivid-like context**

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Enseignement Découverte

**Matière:** Initiation à la traduction 1 & 2 (thème et version)

**Objectifs de l'enseignement** (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

#### **Connaissances préalables recommandées**

Etre capable d'effectuer des manipulations correctes entre la L1 (Arabe) et la langue étrangère étudiée et vice-versa (thème et version) de la phrase simple au paragraphe court.

**Contenu de la matière :**

Cette **matière, qui est un enseignement de découverte**, dispensé dans la langue étrangère étudiée, **n'est pas un cours de traduction à proprement parler** mais un cours de langue étrangère au service de l'amélioration des compétences en L2, où est abordé dans le concret le passage d'une langue à une autre, ici l'arabe.

Il s'agit d'une **initiation** à la traduction : donc d'un enseignement à vocation essentiellement pratique de manipulation entre la L1 et la L2, sur des textes simples, de la phrase au paragraphe (thème et version) qui permettront, entre autres, de faire prendre conscience, sans théorisation, des similarités et des différences entre les deux systèmes linguistiques en présence, de la spécificité de chacun, de la dimension culturelle entrant en jeu, etc.

Donc initier l'étudiant aux principes de la traduction du français vers l'arabe et vice versa sans avoir recours au mot à mot, l'entraîner à comprendre un texte pour en dégager le sens avant de le traduire, lui apprendre à consulter les dictionnaires et à traduire différents types de phrases.

**Mode d'évaluation** : Continu et examen.

**Références** (*Livres et photocopiés, sites internet, etc*) :

**Semestre:** 3<sup>ème</sup> & 4<sup>ème</sup> Semestres

**UE:** Unité d'Etude Transversale

**Matière:** Langue(s) étrangère(s) 3 & 4

**Objectifs de l'enseignement** (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

**Connaissances préalables recommandées**

Avoir une maîtrise convenable d'une langue étrangère en expression et compréhension

**Contenu de la matière :**

Anglais comme matière transversale obligatoire pour toutes les autres filières du domaine. Pour la filière « Langue anglaise », la langue étrangère enseignée sera le français.

Suite du S2. Se référer aux niveaux du CECR en fonction du contexte de la classe.

**Mode d'évaluation:** Continu et examen.

**Références** (*Livres et photocopiés, sites internet, etc*) :



**III - Programme détaillé par matière des semestres S5 et S6**  
(1 fiche détaillée par matière)

(tous les champs sont à renseigner obligatoirement)

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

<b>VH \ UE</b>	<b>UEF</b>	<b>UEM</b>	<b>UED</b>	<b>UET</b>	<b>Total</b>
<b>Cours</b>	178	/	90	43	311
<b>TD</b>	1297	180	90	90	1657
<b>TP</b>	/	/	/	/	/
<b>Travail personnel</b>	565	140	40	/	745
<b>Autre (préciser)</b>	1260	180	167	167	1787
<b>Total</b>	3300	500	300	300	4500
<b>Crédits</b>	132	20	12	12	<b>180</b>
<b>% en crédits pour chaque UE</b>	73.33%	11.11%	6.67%	6.67%	

**Semestre: 5<sup>ème</sup> & 6<sup>ème</sup> semestres**

**Unité d'enseignement : unité fondamentale étude de la langue Matière**

**Module: Study of civilization texts 5 & 6**

**Crédits : 4**

**Coefficient : 3**

**Aims and Objectives:**

- ✓ Introducing historical events that mark the history of the United States and the United Kingdom through authentic and real texts.
- ✓ Giving students the opportunity to analyse a document with a critical eye using certain strategies by making clear the nature of the document
- ✓ Providing students with some elements of the context to enhance their ability to select documents that fit their research projects while elaborating their future master theses.

**Learning Outcomes:**

- Underling the main ideas displayed in the document
- Paying attention to how the meaning is conveyed (author , organization, nature ,date, historical context, theme, agenda (author's goal),structure ,rhetoric, and tone of the document.
- Highlighting the key facts / elements thanks to what is known about the historical context
- Evaluating the document

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- Demaine, Jack (202) Globalisation and citizenship education, *International Studies in Sociology of Education*, 12:2, 117-128
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- Gordon, Peter, Lawton, *Denis Dictionary of British Education*, Routledge, 2004
- 

## **Course Content**

### **First Semester**

- XXXVI. **The Rise of the British Empire**  
1-Imperialism: Conceptual framework  
2-Origins of imperialism  
3-Imperial rivalry ( Portuguese, Spanish , French)

Activities ;Document analysis(TD)

- XXXVII. **British colonization to India: Imperial activity**

1. **The period of preparation**
2. **India prior to British arrival**
  - 1-System of government
  - 2-Indian society
  - 3-Indian Economy

**Activities: Document analysis(TD)**

**XXXVIII. Methods used by the British to colonise India (document)**

- 1- **Indirect Rule: East India Company**
- 2- **British Indian Wars**
  - a- **Anglo-mysore Wars**
  - b- **Anglo-maratha Wars**
  - c- **Anglo-Sikh Wars**
- 3- **Conquest**
- 4- **System of Alliances and annexations**

**Activities: Document analysis(TD)**

- V- **Struggle for Indian Independence**
  - 1- **Pacific Movement under the Leadership of Ghandi**
  - 2- **Hindu-Muslim Riots and Partition**

**Activities: Document analysis(TD)**

**End of Semester I  
First Examination  
Second Semester**

### **I- British Impacts on India**

1. **Political Impact: Partition of Indian Sub-continent**
2. **British Impact on society and Culture**
3. **British Impact on Indian Economy**
  - a. **Commercialisation of agriculture**
  - b. **Rise of New Money –lending Class**
  - c. **Transport and Communication**

**Activities: Document analysis(TD)**

**II- Education System in the UK**

**III- Globalisation and Cosmopolitan Citizenship**

**V- Presentation of projects**

## **End of Semester II Second Examination**

### **Assessment and Evaluation**

Continuous Assessment	Final Assessment
✓ Quiz and(written assignments at class, 15/15)	✓ Exam 20/20
✓ Attendance: 5/5	

**Semestre :5<sup>ème</sup> & 6<sup>ème</sup> Semestres**

**Unité d'enseignement : UEF2**

**Module : Written Comprehension and Production 5& 6**

**Crédits : 2**

**Coefficient : 2**

**This course provides in-depth information as to the methods of research**

## **Learning Objectives**

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

- **adopt a research approach in accordance with the research specialty**
- **identify the different sampling methods**
- **be acquainted with the different research tools and develop a skill as to their use**

## **References**

**An Introduction to research and research methods. Available at: <https://www.unrwa.org/sites/default/files/introduction-to-research-and-research-methods.pdf>**

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**Best, J. W., & Kahn, J. V. (1986). *Research in education* (5<sup>th</sup> ed). New Delhi: Prentice-Hall of India Pvt, Ltd. Available at: <https://ww2.odu.edu/~jritz/attachments/reined.pdf>**

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**Malliman, N. Research methods the basics. Available at: [https://edisciplinas.usp.br/pluginfile.php/2317618/mod\\_resource/content/1/BLOCO%20\\_Research%20Methods%20The%20Basics.pdf](https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf)**

**Research & consultation guidelines. Available at: <http://www.kirklees.gov.uk/community/yoursay/questionnaires.pdf>**

**Vagner, K. W. (2007). *Introduction to research methods*. Available at: <http://psychology.about.com/od/researchmethods/ss/expdesintro.htm>.**

## **Course Content**

### **First Semester**

**The research methodology course for the third year encompasses the following themes:**

**1. Research Approaches**

- **Quantitative approach**
- **Qualitative approach**
- **Mixed method**

**2. Sampling and Population**

- **Samples and sampling**
- **Samples and populations**
- **Types of sampling (random/nonrandom sampling, convenience sampling, purposive sampling)**
- **Sample design**
- **Sample errors**

**3. Data Validity and Reliability**

- **What is validity**
- **Types of validity**
- **What is reliability**
- **Types of reliability**
- **T-Test**

**End of Semester I**



## **Second Semester**

### **4. Research Tools**

- **Questionnaire**
- **Interview**
- **Observation**
- **Focus groups**
- **Test**

### **5. Data Collection/ Interpretation/ Analysis**

- **How to interpret data**
- **How to infer**
- **How to evaluate**

## **End of Semester II**

### **Assessment and Evaluation**

#### **Continuous Assessment**

- ✓ **Two in-class assignments graded each upon 7 pts, and a grade for discipline (6 pts)**
- ✓ **Assignments should take into consideration the practical aspect, not the theoretical side**
- ✓ **Instruction and evaluation ought to target a vivid-like context**

**Semestres : 5<sup>ème</sup> & 6<sup>ème</sup> Semestres**

**Unité d'enseignement :UEF2**

**Matière : Oral Comprehension and Production 5& 6**

**Crédits: 02**

**Coefficient: 02**

**Aims and Objectives:**

- Reinforce students' understanding and practice of English social conversational rules.
- Reinforce students' mastery of the target language pragmatic skills in speaking.
- Reinforce students' mastery of the conversational skills of using convincing arguments in public debates and discussions.
- Help students use the target language idioms in specific conversational

contexts.

- Reinforce students' mastery of the basic narrative skills while telling stories.
- Improve students' listening abilities through the use of authentic language material.
- Help students develop their oral presentation skills.

Learning Outcomes:

- Students will be aware of the importance of conversation rules while using the target language orally.
- Students will have the chance to develop values such as cooperation when working in groups, tolerance and acceptance of different opinions and discussions.
  
- Students will gain an optimum understanding of the pragmatics of oral English language.
- Students can develop their fluency skills.
- Students will master the use of oral English language (mainly correct tense forms, demonstrative articles, plural forms ...etc) when speaking.
- Students can learn how to appropriately employ idioms in oral communication.
- Students can obtain some practical guidelines as to how to do effective oral presentations.
- Students can develop an autonomous tendency in learning through extensive listening activities.
- Students will learn the correct pronunciation of words from authentic speaking sources.
- Students will be prepared for formal oral presentations in both contexts of Master dissertation oral defence and future first teaching experiences.

References:

Garber, P. (2008). *50 Communications Activities, Icebreakers, and Exercises*. Amherst: Massachusetts

Hunter, J. (2011). Small Talk': Developing Fluency, Accuracy, and Complexity in Speaking. *ELT Journal*. Oxford University Press. Retrieved from:

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Lamb, C., & Lamb, M. (1995). *Tales from Shakespeare*. London: Penguin

Richards, C. J. (2006). "Developing Classroom Speaking Activities; from Theory to Practice". Retrieved from:

[www.professorjackrichards.com/.../developing-classroom-speakingactivities.pdf](http://www.professorjackrichards.com/.../developing-classroom-speakingactivities.pdf)

Richards, J & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Pearson Education Limited

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Omaar, R. (Presenter), & Bancroft, G. (Director). (2013). The Ottomans: Europe's Muslim Emperors. In Smith, M. (Executive Producer), *BBC Documentary (Religion & Ethics Production)*. England, UK: BBC World News

## Course Content

### First Semester

### **Session 1: Students' introductions**

#### **Objectives:**

- **Get students to know each other.**
- **Set a relaxing classroom atmosphere.**
- **Understand some of the students' needs, expectations and orientations in learning English in general; and the oral skills in particular.**

**Participants: whole class (individual work).**

**Materials: White-board**

**Duration: 90 minutes)**

**Classroom Setting: Semicircle**

### **Session 2: Fantasy Career vs Nightmare Career** **(Adapted from Garber (2008))**

#### **Objectives:**

- **Help break the ice and foster a more relaxing classroom atmosphere.**
- **Get students to share and exchange information with one another.**

**Participants: All students.**

**Materials: None required**

**Duration: 180 minutes**

**Classroom Setting: Semi circle.**

### **Session 3: Should we Pay for Education? Intelligence Squared Debate**

**(Instructions adapted from Intelligence Squared Debate BBC World TV Programme)**

#### **Objectives:**

- **Practise the conversational skills of using convincing arguments in public conversations.**
- **Get students to practise active listening skills.**

**Participants: Six students.**

**Materials: White-board**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

#### **Session 4: Conversation Questions: Advertisement**

##### **Objectives:**

- **Introduce students to a business conversational context.**
- **Get students to practise some technical vocabulary and expressions.**

**Participants: Whole class.**

**Materials: White-board.**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

#### **Session 5: Language and Cultural Miscues (Role Playing)**

##### **Objectives:**

- **Reinforce students' awareness of the role of culture in communication.**
- **Get students acquainted with some relevant cultural features of the target language and other world languages.**
- **Foster students' motivation through funny role-playing activities revolving around cultural miscues and conversational misunderstandings.**

**Participants: Three to four students per group.**

**Materials: Depending on each group role play.**

**Duration: 180 minutes**

**Classroom Setting: Small group formation**

#### **Session 6: Imagine and Complete the Story (Diamond and Pearl)**

##### **Objectives:**

- **Raise students' attention and translate their imagination into speech production.**
- **Enliven the conversation course and drive students' engagement to the learning task by allowing the class to listen to different ending versions of the same story.**

**Participants: Whole class (individual work)**

**Materials: None required.**

**Duration: 180 minutes**

**Classroom Setting: Semi circle.**

**Session 7: Intelligence Squared Debate – Expatriate Doctors in Algerian Hospitals**

**Objectives:**

- Reinforce students' skills of structured public conversation.
- Reinforce students' mastery of some conversational skills of using convincing arguments in public conversations.
- Reinforce students' active listening skills.

**Participants: Six students.**

**Materials: White-board.**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

**Session 08: Idioms (Role Playing)**

**Objectives:**

- Raise students' awareness of the importance of idioms in language use.
- Acquaint students with some common English idioms.
- Get students to practise the use of idioms in specific contexts through role-playing activities.

**Participants: Three to four students per group.**

**Materials: Depending on each group role-playing.**

**Duration: 180 minutes**

**Classroom Setting: Small group formation.**

**Session 09: Video Projection Debate – The Ottomans Part 2 -BBC documentary**

**Objectives:**

- Reinforce students' listening abilities through exposure to authentic language material.

- Engage students in an interactive activity where they can discuss some interesting material about the Ottoman Civilization.

**Participants:** Whole class (individual work)

**Materials:** White-board, data-show device, personal computer and speakers.

**Duration:** 90 minutes

**Classroom Setting:** Semi circle.

## **End of Semester I Assessment and Evaluation**

**100% Continuous Assessment**

- ✓ Quiz and classroom assignments: 15/15
- ✓ Attendance: 5/5

## **Second Semester**

### **Session 10: Imagine and Complete the Story (Macbeth)**

**Objectives:**

- Help students improve their narrative skills while telling stories.
- Get students to practise the appropriate narrative tenses in relation to the story events order.
- Help students notice some relevant features of efficient narrative speech mainly appropriate tone and body language.

**Participants:** Whole class (individual work)

**Materials:** None required.

**Duration:** 180 minutes

**Classroom Setting:** Semi circle.

### **Session 11: Cyber criminality (class debate)**

**Objectives:**

- Get students involved in an open class debate.



- **Help students to express their stances on the issue of cyber criminality.**
- **Introduce students to some technical expressions and vocabulary related to the topic.**

**Participants: Whole class.**

**Materials: White-board.**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

**Session 12: Conversation Questions (adoption)**

**Objectives:**

- **Improve students' conversational skills with regard to providing content-appropriate answers to specific questions.**
- **Raise students' awareness of the importance of accuracy in speech production.**

**Participants: Whole class (individual work)**

**Materials: White-board.**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

**Session 13: Communication Issues (The longest line and the missing *the*)**

**Objectives:**

- **Drive students' attention to the importance of specific information details in communication.**
- **Get students to notice the role of context in communication through a tricky visual exercise.**

**Participants: Whole class (individual work)**

**Materials: White-board.**

**Duration: 90 minutes**

**Classroom Setting: Semi circle.**

**Session 14: Communication Shutdowns Role Playing**

**Objectives:**

- Get students to understand the meaning of communication shutdown.
- Introduce students to a set of statements that can instantly end a conversation or prevent further discussion.
- Get students to practise communication shutdown statements in relation to specific contexts.

**Participants:** Three to four students per group.

**Materials:** Depending on each group role play.

**Duration:** 180 minutes

**Classroom Setting:** Semi circle.

**Session 15: Video Projection Debate – Mustapha Kemal Atatürk- BBC documentary**

**Objectives:**

- Expose students to authentic language material So as to improve their listening abilities.
- Engage students in an interactive activity where they can discuss some interesting material about a famous Turkish personality.

**Participants:** whole class

**Materials:** White-board, data-show device, personal computer and speakers.

**Duration:** 90 minutes

**Classroom Setting:** Semi circle.

**Session 16: Oral presentations**

**Objectives:**

- Help students develop their oral presentation performance.
- Raise students' awareness of some efficient presentation skills.
- Get students to understand the importance of body language, movement and eye contact when addressing an audience.
- Help students overcome shyness and stage anxiety by frequently

assigning them to overt oral contributions.

**Participants:** Whole class (individual work)

**Materials:** White-board, posters, data-show equipment, personal computer and speakers.

**Duration:** 180 minutes

**Classroom Setting:** Semi circle.

## **End of Semester II**

### **Assessment and Evaluation**

100% Continuous Assessment

- ✓ Quiz and classroom assignments:  
15/15
- ✓ Attendance: 5/5

Semestre : 5<sup>ème</sup> & 6<sup>ème</sup> Semestres

Unité d'enseignement :UEF3

Matière : DIDACTICS 5 & 6

Crédits :2

Coefficient :1

#### **Aims and Objectives:**

- ❖ To introduce the notion “Didactics” to learners, and to tell them its domain and role in relation to Lge teaching and learning.
- ❖ To cope with the historical teaching methods, their tenets and how to be an

**Eclectic teacher.**

- ❖ **To determine the notions' concepts as Communication, Interaction, the Communicative Competence and the Communication strategies.**
- ❖ **To give the opportunity to EFL learners to tackle lessons, to plan skills and the sub-skills and how to teach them from observable perspectives.**
- ❖ **To invite the students to make a distinction between “ a Curriculum and a Syllabus”,**

**Learning Outcomes:**

- ✓ **Introducing the field “Didactics”, its meaning, its area of study.**
- ✓ **Introducing the notions “Approach, Method, Techniques” and their philosophies.**
- ✓ **Dealing with the different Teaching Methods in EFL Classrooms.**
- ✓ **Defining the concepts “Communication- Communicative Competence- Interaction”.**
- ✓ **Familiarizing the learners with the different EFL teacher's role and how to assess the enrolled learners.**
- ✓ **Coping with the learning theories and contributions to facilitate learning.**
- ✓ **Socializing the EFL learners with both processes “Teaching/Learning” and showing them with practical, observable situations how to manage classrooms.**

**References:**

- 1- **Aleidine Kramer Moeller, “ Foreign Language Teaching and Learning”, *University of Nebraska–Lincoln*, [amoeller2@unl.edu](mailto:amoeller2@unl.edu), 2015**
- 2- **D H Schunk, “Learning Theories, An Educational Perspectives”, Sixth edition, 2008**
- 3- **H D.Douglass, “Principles in Language Teaching and Language Learning”,**

San Francisco State University, 2006.

4- Gabriel Diaz Maggioli,” Introduction to Didactics” Consejo de Formación en Educación, Buenos Aires, 2001.

5- Jack C. Richard & Theodore .S. Rogers, “Approaches and Methods in Language Teaching”, Cambridge Language Teaching Library, 2001.

## Course Content First Semester

Semesters (05):	
Contents	Remarks
1- 1-An Introduction to Didactics: definitions and theories	Key-concepts
2- 2-Didactics and Pedagogy	Comparative study
3- 3-Definitions of pedagogical terms: a-Approach	Introducing the scholars' definitions and explanations
4- b-Method	
5- c-Technique	
6- Theories and illustrations	

7- 8- 9-	<p>4-Methods and Techniques in Language Teaching:</p> <p>a-The Grammar Translation Method</p> <p>b-The Direct Method</p> <p>c-The Audio-Lingual Method</p> <p>d-The Silent Way</p> <p>e-Desuggestopedia</p> <p>f-The Community Language Learning</p> <p>g-The Total Physical Response</p> <p>h-The Communicative Language Teaching</p> <p>i-The Competency-Based Approach</p> <p>j-Eclecticism</p>	<p>Presentation of each Method in isolation + Its principles + Advantages + Drawbacks</p>
	<p>4-The Learning Theories and Models:</p> <p>a-Behaviorism</p> <p>b-Cognitivism</p> <p>c-Constructivism</p>	<p>Introductory study: Definition of each school + Principles + Characteristics + Shortcomings</p>

## End of the Semester

Second Semester

Semesters (06):	
Contents	Remarks
I-Curriculum- Syllabus- Textbook	A Comparative Study
II- V- Communication : a- The Communicative Competence b-The Communication Strategies	A Systematic Study + Definitions:

III- Assessment in Teaching: a-A Diagnostic Assessment b-A Formative Assessment c-A Summative Assessment	The teacher's strategies while conducting Assessments
IV-Assessment vs. Evaluation: a- Definitions b- Similarities and Differences	A Comparative study
V- Interactive Language teaching: Defining interaction Interactive principles Roles of the interactive teacher	Illustrative course + Recommendations
<b>Assessment and Evaluation</b>	
<b>Exam</b> <b>100%</b>	

Semestre: 5ème & 6ème Semestres

Unité d'enseignement :UEF3

Matière: introduction to ESP (English for Specific Purposes)

Crédits: 2

Coefficient: 1

## Objectives and Learning Outcomes

- To introduce the under-graduate student to basic notions related to the teaching of foreign languages for specific purposes (LSP) notably for study-related or work-related/professional purposes, in a time-sufficient manner and with a high surrender-value.
- To pave the way to more detailed content about specific language teaching throughout the Master's Didactic programme.
- The LSP module contents expects to develop in the 3L students background knowledge of the domain-specific areas for which foreign languages are taught
- To draws students' attention to first beginnings of LSP, mainly the emergence of first specific language teaching programmes as dictated by historical circumstances as well as advances in linguistics.
- To broaden students' understanding of instrumental role LSPs play in business/professional domains mainly.
- Students will tackle and put into practice in the next lecture is the use of information and communication technologies (ICTs) to further the LSP learners' opportunities to be exposed to and learn about their specialist texts, acquiring therefore a certain learning autonomy.
- To raise additional issues like intercultural understanding in the LSP class in a way to have students both apply intercultural communication strategies and understand their importance in international work or study-related encounters.
- To develop in 3L students awareness of the different existing English varieties other than EFL, such as English as a lingua franca and English as an International Language.
- The module will also address the LSP learners' attributes as well as the qualifications of LSP teachers and how they differ from general language learners/teachers.
- Students will develop basic knowledge of specific text types (genres) before dealing with needs analysis in LSP and reflecting upon their own learning needs.
- Lectures are alternated with tasks that offer students opportunities to either put into practice, find out more about, or deepen their understanding of the aforementioned LSP-related matters.

### **References**

BYRAM, M. (1997), Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters



- DUDLEY-EVANS, T., and St JOHN, M.-J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.
- FANTINI, A. E. (2009), *Assessing Intercultural Competence: Issues and Tools*. In Deardorff, D. K. (ed.), *The SAGE Handbook of Intercultural Competence*. Thousand Oaks (CA): Sage, 456- 476
- FERGUSON, G. (1997). *Teacher education and LSP: The role of specialized knowledge*. In R. Howard, & J. Brown (Eds.), *Teacher education for LSP*. Clevedon, UK: Multilingual Matters. pp. 80–89. Accessed online from : [https://books.google.dz/books?hl=fr&lr=&id=md9IaP4zUnoC&oi=fnd&pg=PA80&dq=gibson+ferguson+teacher+education+and+LSP+specialised+knowledge&ots=5g7rS5Z1bY&sig=soeLdxeK0Fk5Xornv6KHDnRXv9s&redir\\_esc=y#v=onepage&q=gibson%20ferguson%20teacher%20education%20and%20LSP%20specialised%20knowledge&f=false](https://books.google.dz/books?hl=fr&lr=&id=md9IaP4zUnoC&oi=fnd&pg=PA80&dq=gibson+ferguson+teacher+education+and+LSP+specialised+knowledge&ots=5g7rS5Z1bY&sig=soeLdxeK0Fk5Xornv6KHDnRXv9s&redir_esc=y#v=onepage&q=gibson%20ferguson%20teacher%20education%20and%20LSP%20specialised%20knowledge&f=false)
- HUTCHINSON, T., and WATERS, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge, UK: Cambridge University Press.
- LESIAK-BIELAWSKA, E. D. (2015). *Technology in ESP Pedagogy*. In *English for Specific Purposes World* (www.esp-world.info), 48 (16)
- MAURANEN, A. (2007). “ELF: Speakers not learners”. Paper delivered in Taiwan, 28.08.
- UPTON, T. A. (2012). “LSP at 50: Looking back, looking forward”. In *Ibérica* (23), 9-28).

### 3L ILS Course Contents

#### SEMESTER ONE

- |  |          |
|--|----------|
| <b>Unit 1. The First Beginnings of LSP</b>   | <b>1</b> |
| <b>Unit 2. LSP vs English for Specific Purposes (ESP)</b>                                    | <b>2</b> |
| <b>Unit 3. The Teaching of LSP as an Instrumental Tool in Professional/Business Contexts</b> | <b>3</b> |
| ➤ <b>Tasks</b>   |          |
| <b>Unit 4. Intercultural Communication and LSP</b>   | <b>5</b> |

➤ **Tasks**

**Unit 5. LSP and English as a Lingua Franca communication 9**

➤ **Tasks**

**Unit 6. Information and Communication Technology (ICT) in LSP 12**

➤ **Tasks**

### END OF SEMESTER ONE

### SEMESTER TWO

**Unit 7. LSP Learner-Teacher Relationship 14**

**Unit 8. LSP teacher's Specialised Knowledge 16**

➤ **Tasks**

**Unit 9. Introduction to Genre Analysis 18**

➤ **Tasks**

**Unit 10. Introduction to Needs Analysis 22**

➤ **Tasks**

### ASSESSMENT METHODS

#### **CONTINUOUS ASSESSMENT: 100%**

Written and oral in-class/homework assignments **5/5**

Written Test **15/15**

**Semestre : 5<sup>ème</sup> & 6<sup>ème</sup> Semestres**

**Unité d'enseignement : Etude de la langue**

**Matière : Linguistics 5& 6**

**Crédits : 4**

**Coefficient : 3**

**Aims and Objectives:**

- ✓ The course focuses on the relationship between language and society. It looks at why language users speak differently in different contexts, and how language is used at both micro and macro levels to convey social meanings and construct social identities.

**Learning Outcomes:**

- ✓ Students will develop awareness about language variation and its distinct types.
- ✓ Students will be able to analyze the ways in which social, psychological and sociopolitical factors affect language use.
- ✓ Students will have the opportunity to develop an interest in language variation and research in sociolinguistics.

**References**

Holmes, J. (2013). *An Introduction to Sociolinguistics* (4<sup>th</sup> ed). London: Routledge.  
Wardaugh, R. (2006). *An Introduction to Sociolinguistics* (5<sup>th</sup> ed). Oxford: Blackwell.  
Trudgill, P. (1983). *Sociolinguistics: An Introduction to Language and Society* (2<sup>nd</sup> ed). Harmondsworth: Pinguin.

## **Course Content**

### **First Semester**

**1. What do sociolinguists study?**

- What is sociolinguistics?
- Why do we say the same thing in different ways?
- What are the different ways we say things?
- Social factors, dimensions and explanations

**2. Language choice in multilingual communities**

- Code and variety
- Diglossia

- Code-switching or code-mixing

**End of Semester I  
First Examination  
Second Semester**

**3. Linguistic varieties and multilingual nations**

- Vernacular languages
- Standard languages
- Pidgins and creoles

**4. National languages and languages planning**

- National and official languages
- Planning for a national official language
- The linguist role in language planning

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

Continuous Assessment (50%)

- ✓ Presentation: (10pts)
- ✓ Home work: (2pts)
- ✓ Participation: (2pts)
- ✓ Attendance: (2pts)

Final Assessment (50%)

- ✓ Exam 20/20

Semestre : 5<sup>ème</sup> & 6<sup>ème</sup>

Unité d'enseignement : unité fondamentale étude de la langue

Matière : Study of literary texts 5& 6

Crédits : 4

### **Coefficient : 3**

#### **Aims and Objectives:**

- ✓ Helping students to understand different literary movements.
- ✓ Providing the students with background knowledge on the philosophical theories of the time.
- ✓ Introducing the students to different literary genres of the periods.
- ✓ Developing the students' proficiency in literary analysis.
- ✓ Making students capable to write academic paper in literature.

#### **Learning Outcomes:**

- Students will be able to discuss different cultural context to provided literary texts.
- Students can develop knowledge on how to trace each movement characteristics in a piece of literature
- Students will be able to compare literary texts
- Students gain a background on the techniques to writer an assignment in the MLA style for literature papers.

#### **References:**

- Aboulela, Leila. *The Translator*. Black Cat, 1999.
- Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen. *Post-Colonial Studies : The Key Concepts*. Routledge second Edition, 2007.
- Ellison, Ralph. *Invisible man*. Penguin UK, 2016.
- Gates, Henry Louis, and Nellie Y. McKay. "The Norton Anthology of African American Literature." (1997).
- Hemingway, Ernest. *The Sun Also Rises*. Chelsea House Publishers, 1987.
- Miller, Arthur. *Death of a Salesman: Revised Edition*. Penguin, 1996.
- Mohja, Kahf. "The Girl in the Tangerine Scarf." *PublicAffairs Edition: New York* (2007).
- Morrison, Toni. "Beloved. 1987." *New York: Plume 252* (1988).
- Woolf, Virginia. "Mrs. Dalloway." *Collected Novels of Virginia Woolf*. Palgrave

Macmillan, London, 1992. 33-176.

## **Course Content**

### **First Semester (British Literature)**

- XXXIX. An introduction to Post-colonialism
9. The cultural context
  10. Thematic concerns.
- XL. Existentialism
1. Philosophical issues
  2. The new poetry
  3. The Theatre of the Absurd
- XLI. An Introduction to Feminism
1. The woman question.
  2. Femininity vs. Masculinity
- XLII. The literature of the hyphenated
1. Identity Issues
  2. Islam and Britishness
- Activities
3. A selection of short stories from James Joyce *Dubliners*
  4. William Butler Yeats' *The Second Coming*
  5. The psychological novel by Virginia Woolf *Mrs Dalloway*
  6. Harold Pinter play *The Room*
  7. Laila Abulela *The Translator*

### **End of Semester I**

### **First Examination**

### **Second Semester (American literature 20<sup>th</sup> and 21<sup>st</sup> century)**

- I. An Introduction to American literature (20<sup>th</sup> and 21<sup>st</sup> century)
  1. The Black Movement
  2. Modernism

3. Post-modernism
- II. Concepts and philosophies
  1. The American Dream
  2. The Lost Generation
  3. The Harlem Renaissance
  4. Black Feminism
  5. Hybridity and Diaspora

**Activities:**

1. *The Sun Also Rises* by Ernest Hemingway.
2. *Invisible Man* by Ralph Ellison.
3. Arthur Miller *The Death of the Salesman*
4. Toni Morrison *Beloved*
5. Mohja Kahf *The Girl in the Tangerine Scarf*

**End of Semester II  
Second Examination**

**Assessment and Evaluation**

**Continuous Assessment**

- ✓ Homework 10% (4 pts)
- ✓ Participation 10% (4 pts)
- ✓ Attendance: 5% (2 pts)
- ✓ Td Exam 25% (10/10 pts)
- All in all 50% (20/20)**

**Final Assessment**

- ✓ Exam 50% (20/20 pts)

Semestre : 5<sup>ème</sup> & 6<sup>ème</sup>

Unité d'enseignement : Methodologie

Matière : Research Techniques 5& 6

Crédits : 4

Coefficient : 2

This course provides in-depth information as to the methods of research

## Learning Objectives

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

- adopt a research approach in accordance with the research specialty
- identify the different sampling methods
- be acquainted with the different research tools and develop a skill as to their use

## References

An Introduction to research and research methods. Available at: <https://www.unrwa.org/sites/default/files/introduction-to-research-and-research-methods.pdf>

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. New York, NY: SAGE.

Best, J. W., & Kahn, J. V. (1986). *Research in education* (5<sup>th</sup> ed). New Delhi: Prentice-Hall of India Pvt, Ltd. Available at: <https://ww2.odu.edu/~jritz/attachments/reined.pdf>

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2<sup>nd</sup> ed). New Age International Ltd, Publishers.

Malliman, N. Research methods the basics. Available at: [https://edisciplinas.usp.br/pluginfile.php/2317618/mod\\_resource/content/1/BLOCO%202\\_Research%20Methods%20The%20Basics.pdf](https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%202_Research%20Methods%20The%20Basics.pdf)

Research & consultation guidelines. Available at: <http://www.kirklees.gov.uk/community/yoursay/questionnaires.pdf>

Vagner, K. W. (2007). *Introduction to research methods*. Available at: <http://psychology.about.com/od/researchmethods/ss/expdesintro.htm>.

## Course Content

### First Semester

The research methodology course for the third year encompasses the following themes:



**4. Research Approaches**

- Quantitative approach
- Qualitative approach
- Mixed method

**5. Sampling and Population**

- Samples and sampling
- Samples and populations
- Types of sampling (random/nonrandom sampling, convenience sampling, purposive sampling)
- Sample design
- Sample errors

**6. Data Validity and Reliability**

- What is validity
- Types of validity
- What is reliability
- Types of reliability
- T-Test

**End of Semester I**

**Second Semester**

**4. Research Tools**

- **Questionnaire**
- **Interview**
- **Observation**
- **Focus groups**
- **Test**

#### **5.Data Collection/ Interpretation/ Analysis**

- **How to interpret data**
- **How to infer**
- **How to evaluate**

#### **End of Semester II**

#### **Assessment and Evaluation**

##### **Continuous Assessment**

- ✓ **Two in-class assignments graded each upon 7 pts, and a grade for discipline (6 pts)**
- ✓ **Assignments should take into consideration the practical aspect, not the theoretical side**
- ✓ **Instruction and evaluation ought to target a vivid-like context**

**Semestre : 5<sup>ème</sup> & 6<sup>ème</sup>**

**Unité d'enseignement :UED**

**Matière : Cognitive Psychology/ Communication Sciences**

**Crédits : 2**

**Coefficient : 1**

**Aims and Objectives:**

- ✓ To explore the basic notions and concepts required to better understand human cognition.
- ✓ To understand the development and functioning of individuals in terms of some cognitive processes and how they affect human behavior and day-to-day activities.
- ✓ To develop an understanding of how human cognition affect and shape human's everyday routines, decisions, interactions, ... etc.

**Learning Outcomes:**

- ✓ Students gain familiarity with basic notions and concepts associated with human cognition.
- ✓ Students can develop knowledge on how different cognitive processes affect vital aspects such as learning, speaking, decision making, ... etc.
- ✓ Students gain a background knowledge that helps them better understand language

#### References

- ✓ Green, J. (2005). *Memory, thinking and language: topics in cognitive psychology*. Methuen
- ✓ Strube, G., & Wender, K. F. (Eds.). (1993). *The cognitive psychology of knowledge (Vol. 101)*. Elsevier.
- ✓ Groome, D. (1999). *An introduction to cognitive psychology: Processes and disorders*. Psychology Press.
- ✓ Levitin, D. J. (2002). *Foundations of cognitive psychology: core readings*. MIT press.
- ✓ Baker, K., Esgate, A., Groome, D., Heathcote, D., Kemp, R., Maguire, M., & Reed, C. (2004). *An introduction to applied cognitive psychology*. Psychology Press.
- ✓ Quinlan, P., Quinlan, P. T., & Dyson, B. (2008). *Cognitive psychology*. Pearson Education.
- ✓ Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology*. Nelson Education.
- ✓ Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research and everyday experience*. Nelson Education.

## Course Content

### First Semester

1. Introduction to Cognitive Psychology
2. Perception
3. Attention
4. Memory
5. Language
6. Speech production

### End of Semester I

## **First Examination**

## **Second Semester**

7. Learning
8. Acquisition
9. Knowledge types and representations
10. Problem Solving
11. Reasoning
12. Decision making

## **End of Semester II Second Examination**

## **Assessment and Evaluation**

**Examination: 100%**

**Semestre :5<sup>ème</sup> & 6<sup>ème</sup>**

**Unité d'enseignement : UEF2**

**Matière : Translation & Interpreting**

**Crédits :2**

**Coefficient :2**

**Objectifs de l'enseignement** (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

*A l'issue de cette matière, les étudiants initiés aux techniques de l'interprétation simultanée et consécutive seront capables :*

- *D'assurer à un niveau acceptable l'interprétation simultanée ou consécutive dans le milieu social et /ou professionnel ;*
- *De réfléchir sur leurs compétences linguistiques (dans les deux langues) dans une optique comparative*

**Connaissances préalables recommandées** (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

*Justifier d'un bon niveau de l'expression orale en arabe et en anglais.*

Contenu de la matière :

**Introduction aux théories de l'interprétation** (*cours magistral*) : notions générales sur les différents modèles de l'interprétation, capacités cognitives et communicatives chez l'interprète, fonctionnement de la mémoire.

**Techniques et exercices d'interprétation (TD) :**

- **Exercices de prise de notes et d'expression orale**
- **Traduction à vue (sight translation)**
- **Rappel oral**
- **Interprétation consécutive**
- **Technique de L'écho**
- **Interprétation simultanée**

• *Unités de notation*

**Mode d'évaluation :** (type d'évaluation et pondération)

Contrôle continu : au moins 4 prestations d'interprétation consécutive d'un discours de 2 minutes par paire de langues.

Examen écrit : portant sur les théories de l'interprétation (durée : 2 heures)

**Références bibliographiques** (*Livres et photocopiés, sites internet, etc*) :

*Citer au moins 3 à 4 références classiques et importantes.*

1. Danica SELESKOVICH & Marianne LEDERER, Pédagogie raisonnée de l'interprétation, OPOCE & Didier Erudition, Paris, 1989
2. Danica SELESKOVICH & Marianne LEDERER, Interpréter pour traduire, Collection TRADUCTOLOGIE, 4<sup>e</sup> éd., Didier Erudition, Paris, 2001
3. DELISLE, Jean (ed.) (1981). L'enseignement de l'interprétation et de la traduction. Ottawa, Presses de l'Université d'Ottawa.
4. GENTILE, A., U. OZOLINS, & M. VASILAKAKOS, (1996). Liaison Interpreting: a Handbook. Carlton South, Melbourne University Press.
5. Namy, C., Reflections on the Training of Simultaneous Interpreter : A metalinguistic approach, in Gerver, D & Sinaiko, H.W (eds), Language interpretation and Communication, Plenum Press, New York, 1978