

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي  
اللجنة البيداغوجية الوطنية ميدان الآداب واللغات الاجنبية

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

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National Pedagogical Committee of the Letters and Foreign Languages Domain (CPND-LLE)

Minute of the meeting of the National Pedagogical Committee of the Letters and Foreign  
Languages Domain

Date:25 May 2021

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**Appendix: Bachelor's Degree  
Curriculum: Domain FL**

### Semestre 1

Teaching units	Modules/courses	Crédits	Coefficients	Weekly Time Commitment			WTH (15 Weeks)	Others*	Evaluation mode	
				Lecture	TS	TP			CE*	Exam
Fundamental TUs Code :FTU 1.1 Crédits : 8 Coefficient : 4	Writing 1 <sup>1</sup>	4	2		3h00		45h00	55h00	50%	50%
	Listening & Speaking 1 <sup>2</sup>	4	2		3h00		45h00	55h00	50%	50%
FondamentaleTUs Code :FTU 1.1 Crédits : 8 Coefficient : 4	Grammar 1	4	2		3h00		45h00	55h00	50%	50%
	Linguistics & phonetics 1 <sup>3</sup>	4	2		3h00		45h00	55h00	50%	50%
Fondamentale TUs Code :FTU 1.1 Crédits : 2 Coefficient : 1	Literary Texts 1	2	1		1h30		22h30	27h30	50%	50%
Methodological TUs Code : MTU1.1 Crédits : 9 Coefficient : 5	Study Skills 1	4	2		3h00		45h00	55h00	50%	50%
	Reading 1	4	2		3h00		45h00	55h00	100%	
	ICT& E-Learning	1	1		1h00		15h00	10h00	100%	
Discovery TUs Code : DTU 1.1 Crédits : 2 Coefficient : 2	Civilisation 1	2	2	1h30	1h30		45h00	5h00	50%	50%
Transversal TUs Code :TTU 1.1 Crédits : 1 Coefficient : 1	Foreign Language(s) 1	1	1		1h30		22h30	2h30	100%	
<b>Total Semestre 1</b>		<b>30</b>	<b>17</b>	<b>1h30</b>	<b>23h30</b>		<b>375h00</b>	<b>375h00</b>		

### Semestre 2

Teaching units				Weekly Time Commitment	WTH	Others*	Evaluation mode
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1 In the subjects “writing”, “speaking and listening” and during all semesters, the portfolio is required. It is evaluated by the subject teacher in the TD grade.

2 In the subjects “writing”, “speaking and listening” and during all semesters, the portfolio is required. It is evaluated by the subject teacher in the TD grade.

3 To be applied as semester subjects (for each 1 semester) or annual subjects with a common mark (result of the average of the two evaluations) or in a similar form. The choice is left to the heads of each department.

\* Other\* = Additional work in biannual consultation; \* CC = Continuous control.

	Modules/Courses			Lecture	TD	TP	(15 Weeks)		CC*	Exam
Fundamental TUs Code :FTU 1.1 Crédits : 8 Coefficient : 4	Writing <sup>2</sup> <sup>1</sup>	4	2		3h00		45h00	55h00	50%	50%
	Listening & Speaking <sup>2</sup> <sup>2</sup>	4	2		3h00		45h00	55h00	50%	50%
FondamentaleTUs Code :FTU 1.1 Crédits : 8 Coefficient : 4	Grammar <sup>2</sup>	4	2		3h00		45h00	55h00	50%	50%
	Linguistics & phonetics <sup>2</sup> <sup>3</sup>	4	2		3h00		45h00	55h00	50%	50%
Fondamentale TUs Code :FTU 1.1 Crédits : 2 Coefficient : 1	Literary texts 2	2	1		1h30		22h30	27h30	50%	50%
Methodological TUs Code : MTU1.1 Credits : 9 Coefficient : 5	Study Skills <sup>2</sup>	4	2		3h00		45h00	55h00	50%	50%
	Reading <sup>2</sup>	4	2		3h00		45h00	55h00	100%	
	ICT & E-Learning	1	1	1h00	15h00	10h00	100%			
Discovery TUs Code : DTU 1.1 Crédits : 2 Coefficient : 2	Civilisation 2	2	2	1h30	1h30	45h00	5h00	50%	50%	
Transversal TUs Code :TTU 1.1 Credits : 1 Coefficient : 1	Foreign Language(s) 2	1	1		1h30	22h30	2h30	100%		
<b>Total Semester2</b>		<b>30</b>	<b>17</b>	<b>1h30</b>	<b>23h30</b>		<b>375h00</b>	<b>375h00</b>		

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**Semestre 3**

Teaching units	Modules/Courses	Credits	Coefficients	Weekly Time Commitment			WTH (15 Weeks)	Others*	Evaluation mode	
				lecture	TD	TP			CC*	Exam
Fondamental TU Code : FTU 2.1 Credits : 8 Coefficient : 4	Writing 3 <sup>1</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
	Speaking and listening <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
Fondamental TU Code : FTU 2.1 Credits : 8 Coefficient : 4	Grammar 3	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
	Linguistics 3 <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
Fondamental TU Code : FTU 2.1 Credits : 2 Coefficient : 1	Literary text 1	2	1		<b>1h30</b>		<b>22h30</b>	<b>27h30</b>	<b>50%</b>	<b>50%</b>
Methodological TU Code : MTU 2.1 Credits : 9 Coefficient : 5	Methodology <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	
	Reading 3	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>100%</b>	
	Translation 1	1	1		<b>1h00</b>		<b>15h00</b>	<b>10h00</b>	<b>100%</b>	
Discovery TU Code : DTU 2.1 Credits : 2 Coefficient : 2	Civilisation of the language 3	2	2	<b>1h30</b>	<b>1h30</b>		<b>45h00</b>	<b>5h00</b>	<b>50%</b>	<b>50%</b>
Transversal TU Code : TTU 2.1 Credits : 1 Coefficient : 1	Foreign language	1	1		<b>1h30</b>		<b>22h30</b>	<b>2h30</b>	<b>100%</b>	
<b>Total Semester 3</b>		<b>30</b>	<b>17</b>	<b>1h30</b>	<b>23h30</b>		<b>375h00</b>	<b>375h00</b>		

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**Semester 4**

Teaching units	Modules/Courses	Credits	Coefficients	Weekly Time Commitment			WTH (15 Weeks)	Others*	Evaluation mode	
				lecture	TD	TP			CC*	Exam
Fondamental TU Code : FTU 2.1 Credits : 8 Coefficient : 4	Writing 3 <sup>1</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
	Speaking and listening <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
Fondamental TU Code : FTU 2.1 Credits : 8 Coefficient : 4	Grammar 3	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
	Linguistics 3 <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
Fondamental TU Code : FTU 2.1 Credits : 2 Coefficient : 1	Literary text 1	2	1		<b>1h30</b>		<b>22h30</b>	<b>27h30</b>	<b>50%</b>	<b>50%</b>
Methodological TU Code : MTU 2.1 Credits : 9 Coefficient : 5	Methodology <sup>3</sup>	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>50%</b>	<b>50%</b>
	Reading 3	4	2		<b>3h00</b>		<b>45h00</b>	<b>55h00</b>	<b>100%</b>	
	Translation 1	1	1		<b>1h00</b>		<b>15h00</b>	<b>10h00</b>	<b>100%</b>	
Discovery TU Code : DTU 2.1 Credits : 2 Coefficient : 2	Civilisation of the language 3	2	2	<b>1h30</b>	<b>1h30</b>		<b>45h00</b>	<b>5h00</b>	<b>50%</b>	<b>50%</b>
Transversal TU Code : TTU 2.1 Credits : 1 Coefficient : 1	Foreign language	1	1		<b>1h30</b>		<b>22h30</b>	<b>2h30</b>	<b>100%</b>	
<b>Total Semester 4</b>		<b>30</b>	<b>17</b>	<b>1h30</b>	<b>23h30</b>		<b>375h00</b>	<b>375h00</b>		

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**Semester 5**

Teaching units	Modules/Courses	Credits	Coefficients	Weekly Time Commitment			WTH (15 Weeks)	Others*	Evaluation mode	
				lecture	TD	TP			CC*	Exam
Fondamental TU Code : FTU 3.1 Credits : 12 Coefficient : 6	Linguistics 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	Litertature 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	Civilisation 1	4	2	1h30	1h30		45h00	55h00	50%	50%
Fondamental TU Code : FTU 3.1 Credits : 6 Coefficient : 3	Didactics 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	ESP 1	2	1		1h30		22h30	27h30	50%	50%
Methodology TU Code : MTU 3.1 Credits : 9 Coefficient : 5	Methodology1	4	2		3h00		45h00	55h00	50%	50%
	Writing 1	4	2		3h00		45h00	55h00	100%	
	Speaking and listening 1	1	1		1h00		15h00	10h00	100%	
Discovery TU Code : DTU 3.1 Credits : 2 Coefficient : 2	Translation 1	2	2	1h30	1h30		45h00	5h00	50%	50%
Transversal TU Code : UET 3.1 Credits : 1 Coefficient : 1	Entrepreneurship 1	1	1		1h30		22h30	2h30	100%	
<b>Total Semestre 5</b>		<b>30</b>	<b>17</b>	<b>7h30</b>	<b>17h30</b>		<b>375h00</b>	<b>375 h00</b>		

**Semester 6**

Teaching units	Modules /Courses	Credits	Coefficients	Weekly Time Commitment			WTH (15 Weeks)	Others*	Evaluation mode	
				lecture	TD	TP			CE*	Exam
Fondamental TU Code : FTU 3.1 Credits : 12 Coefficient : 6	Linguistics 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	Litertature 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	Civilisation 1	4	2	1h30	1h30		45h00	55h00	50%	50%
Fondamental TU Code : FTU 3.1 Credits : 6 Coefficient : 3	Didactics 1	4	2	1h30	1h30		45h00	55h00	50%	50%
	ESP 1	2	1		1h30		22h30	27h30	50%	50%
Methodology TU Code : MTU 3.1 Credits : 9 Coefficient : 5	Methodology 1	4	2		3h00		45h00	55h00	50%	50%
	Writing 1	4	2		3h00		45h00	55h00	100%	
	Speaking and listening 1	1	1		1h00		15h00	10h00	100%	
Discovery TU Code : DTU 3.1 Credits : 2 Coefficient : 2	Translation 1	2	2	1h30	1h30		45h00	5h00	50%	50%
Transversal TU Code : UET 3.1 Credits : 1 Coefficient : 1	Entrepreneurship	1	1		1h30		22h30	2h30	100%	
<b>Total Semestre 6</b>		<b>30</b>	<b>17</b>	<b>7h30</b>	<b>17h30</b>		<b>375h00</b>	<b>375h00</b>		

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**"Detailed curriculum by subject for each semester"**

— S1-S2-S3-S4-S5-S6 —

# **L1- SEMESTRES 1 & 2**



# **English syllabus contents**

## L1 (S1+S2)

**Semester: 01**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Allow the student to develop his textual, meta-textual and linguistic knowledge by reading all types of texts to produce them subsequently.
- Install / develop reading and writing skills (and strategies).
- Know how to identify the literal and inferential meaning.

### **Prerequisite**

-To learn all the skills necessary for written expression, a highly structured, explicit, systematic teaching approach is needed with many opportunities for students to practise and apply learned skills.

### **Subject Contents**

- Parts of speech (introduction)
- From word to sentence
- Sentence problems
  - Unparalleled Structures
  - Wordiness
  - Choppy Sentences
  - Stringy Sentences
  - Run-ons (Fused Sentences) and Comma Splices
  - Sentence Fragments
  - Faulty Coordination/Subordination
- From sentence to paragraph
- Types of Sentences
- According to Function (Declarative, Interrogative, Exclamatory and Imperative)

- According to Form (Simple, Complex, Compound, and Compound-Complex)

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

<http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>

- 1- <http://grammar.ccc.commnet.edu/grammar/>
- 2- <http://www.powa.org/>
- 3- <http://owl.english.purdue.edu/owl/>
- 4- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 5- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

**Semester: 02**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Install / develop reading and writing skills (and strategies).  
Students will be able to start the process of writing based on planning and outlining, drafting, revising and editing and writing a final copy in a clearly structured, logical sequence.

### **Prerequisite**

- Students must be taught to identify features and structures of texts when reading and work towards transferring their spoken language into written work.

### **Subject Contents**

- Paragraph organization

- topic,
- supportive
- concluding sentences
- Mechanics of writing
  - Capitalization
  - punctuation,...etc)
- Types of paragraphs
  - Descriptive
  - Narrative
  - Descriptive narration
  - Expositive (examples developed by: division, definition, cause, effect , comparison and contrast
- Basic essay structure
  - introduction
  - body -development
  - conclusion

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- 1- <http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>
- 2- <http://grammar.ccc.commnet.edu/grammar/>
- 3- <http://www.powa.org/>
- 4- <http://owl.english.purdue.edu/owl/>
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- 7- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

## **Semester: 01**

### **Teaching Unit: Fundamental**

#### **Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

#### **Course Objectives**

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

#### **Prerequisite**

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

#### **Subject Contents**

##### **Listening Comprehension**

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations
- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

##### **Oral Expression**

- Introducing yourself and others
- Discussing reasons for choosing English as an option
- Expressing ideas and opinions clearly
- Using proper forms of language to perform social functions in various contexts
- Formal discussions (Meetings, job interview, etc.)
- Describing and comparing people, places, things and habits

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

## **Semester: 02**

### **Teaching Unit: Fundamental**

### **Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

### **Prerequisite**

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

### **Subject Contents**

#### **Listening Comprehension**

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations
- Listening for appropriate uses of collocations and idiomatic expressions

- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

### **Oral Expression**

- Talking about food, meals, restaurants, invitations and eating habits
- Telling someone else's life story
- Talking about studies and occupations
- Giving advice and instructions
- Taking part in a conversation
- Role playing

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

### **Semester: 01**

### **Teaching Unit: Fundamental**

### **Module: Grammar**

### **Credits: 04**

### **Coefficient: 02**

### **Course Objective**

- Improve students' knowledge of language structure

### **Subject Contents**

- The sentence, the clause, the phrase: basic definitions
- Types of speech: basic definitions
- Nouns and pronouns
- Adjectives and adverbs
- Quantifiers and prepositions

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln,M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M.,Hopkins.D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University.[https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker,E.,Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

### **Semester: 02**

### **Teaching Unit: Fundamental**

### **Module: Grammar**

**Credits: 04**

**Coefficient: 02**

### **Course Objective**

- Improve students' knowledge of language structure

### **Subject Contents**

- Verbs and auxiliaries
- Tenses: simple, continuous and perfect
- Modals
- Phrasal verbs
- Special verbs : get, do, make

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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- Kolln,M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M.,Hopkins.D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University.[https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker,E.,Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

### **Semester: 01**

#### **Teaching Unit: Fundamental**

#### **Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

#### **Course Objective**

- To introduce the students to the basic foundations of the discipline

#### **Subject Contents**

##### **Linguistics**

###### 1)linguistics definition

- a) a historical overview (as an introduction) the appearance of modern linguistics
- b) linguistics as a science
- c) what does linguistics cover? (macro and micro functions)

###### 2) language definition

- a) linguists' contribution
- I- sapir
  - II- ferdinand de saussure diachotomies
    - -langue and parole
    - -signified and signifier
  - - syntagmatic and paradigmatic relations
  - -diachronic and synchronic linguistics

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

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

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

## **Phonetics**

- Phonetics and phonology: basic definitions and differences
- Organs of speech
- English consonants (classification of consonants according to their place and manner of articulation)
- Allophones
- English vowels (short vowels, long vowels)
- English Diphthongs and triphthongs

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

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

## **Semester: 02**

### **Teaching Unit: Fundamental**

### **Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

**Subject Contents**

**Linguistics**

2language definition

III- chomsky: competence and performance

IV- bloomfield

- b) language as a means of communication (communication model)
- c) introduction to semiotics/semiology

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

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

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

**Phonetics**

- Diacritics : aspiration, devoicing, velarization, glottalization etc.
- The English syllable (structure of the English syllable)
- Consonant clusters
- Syllabic consonants
- ( The concept of Suprasegmental) Stress (primary and secondary) and pitch

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

8- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)

9- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)

10- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)

11- <http://www.englishmedialab.com/pronunciation.html>

12- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>

13- J. C. Catford, *A Practical Introduction to Phonetics* (Oxford Textbooks in Linguistics) (2002)

14- Peter Roach and H. G. Widdowson, *Phonetics*, 2000

## **Semester: 01**

### **Teaching Unit: Fundamental**

### **Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

### **Course Objectives**

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

### **Prerequisite**

- General knowledge of literature, its genres and its discourse

### **Subject Contents**

- 1- What is literature ?
- 2- Literary Genres : Poetry, Prose narrative (fiction and non-fiction) and Drama
- 3- Poetic types
- 4- Prosody, rhyme and rhythm
- 5- Figures of Speech
- 6- Method of Poem Analysis
- 7- Romantic Poetry : A study of selected poems belonging to the English romantic movement

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 02**

**Teaching Unit: Fundamental**

**Module:** Study of Literary Texts

**Credits: 2**

**Coefficient: 1**

**Course Objectives**

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

**Prerequisite**

- General knowledge of literature, its genres and its discourse

**Subject Contents**

- 1- Old English Literature: Beowulf
- 2- Middle English Literature
- 3- Geoffrey Chaucer's The Canterbury Tales
- 4- Elizabethan Literature
- 5- William Shakespeare's Selected Works
- 6- The Rise of the English Novel (Aspects and major figures)
- 7- Daniel Defoe's the Life and Adventures of Robinson Crusoe

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Beard, Adrian. *Texts and Contexts : Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.
- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.
- Greenblatt, Stephen, Katharine E. Maus, and George M. Logan. *The Norton Anthology of English Literature: Volume B.* , 2018. Print

## **Semester: 01**

### **Teaching Unit: Methodology**

#### **Module: Study skills**

**Credits: 4**

**Coefficient: 2**

#### **Course Objectives**

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

#### **Prerequisite**

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

#### **Subject Contents**

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

#### **Assessment**

50% - 50% (Written exams and continuous Assessment)

#### **Sources and references**

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

## **Semester: 02**

### **Teaching Unit: Methodology**

#### **Module: Study skills**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

### **Prerequisite**

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

### **Subject Contents**

1. Examination techniques (planning examination strategies, including managing exam stress, as well as tackling the common mistakes)
2. Learning to revise
3. Reading and Analysis
4. Explaining a text
5. Note Taking (making comprehensive and effective notes, using abbreviations, diagrams, and good visual layout, etc.)
6. Memorization and concentration techniques (using mind maps, mnemonics, visual aids and good notes)
- 

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 01**

**Teaching Unit: Methodology**

**Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

## **Course Objectives**

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

## **Prerequisite**

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

## **Subject Contents**

### **Reading skills and strategies**

- Scanning
- Previewing and predicting
- Making inferences
- Understanding paragraphs (the topic and main ideas)
- Skimming
- Distinguishing between literal and implied meaning
- Analyse vocabulary ( word parts and collocations)
- Coherence and cohesion

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

## **Assessment**

**100%** continuous Assessment

## **Sources and references**

Teachers can use different sources to improve students' texts comprehension

**Semester: 02**

**Teaching Unit: Methodology**

**Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

## **Course Objectives**

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

## **Prerequisite**

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

## **Subject Contents**

### **Reading to identify paragraph organization**

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

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

## **Assessment**

100% continuous Assessment

## **Sources and references**

Teachers can use different sources to improve students' texts comprehension

## **Semestre I**

### **Méthodology TU**

### **Module: ICT and E-LearningI**

**Crédits : 01**

**Coefficients : 01**

**The class session must be theoretical only, and even if the courses are provided via a data projector (essential), the evaluation must be done on a computer. Prior knowledge (Prerequisites):**

### **Course Objectives :**

By the end of this first year of study, the student must be able to:

Develop skills in information and communication technologies (ICT) in a university context.

## Course Content

### Information and Communication Technology (ICT) Module

- Introduction to word processing software (Word, PowerPoint, and Word to PDF conversions).
- Introduction to Google products and applications. (Docs, Sheets, Slides).
- Creating email addresses; email correspondence techniques.

### **EVALUATION MODE : CONTINUOUS EVALUATION (100%)**

## Semestre 2

### **Méthodology TU**

### **Module : TIC et E-learning 2**

### **Weekly Hours teaching : 01h00**

### **Crédits : 01**

### **Coefficient : 01**

### **Prerequisites:**

- Basic knowledge of computer use
- Basic knowledge of the English language

### **Learning Objectives:**

- At the end of this first year of study, the student must be able to:
  - Develop skills in information and communication technologies (ICT) in a university context.

## Course Content

This module is designed to introduce students to the use of e-learning platforms and tools. The module covers the following topics:

- Moodle: This is a popular learning management system (LMS) that is used by many universities. Students will learn how to log in to Moodle, download and upload documents, and participate in quizzes and forums.
- MOOCs: These are massive open online courses that are available to anyone. Students will learn how to find and register for MOOCs, and how to use the tools and resources that are provided by MOOCs.
- Video conferencing: This is a technology that allows people to communicate and collaborate online. Students will learn how to use video conferencing platforms, such as Zoom and Google Meet.

Evaluation mode: continuous assessment (100%)

**Semester: 01**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

**Course Objectives**

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

**Prerequisite**

- General knowledge of different civilizations and cultures

**Subject Contents**

.The United Kingdom (overview)

.The Earliest Settlers of Britain

. Iberians/Celts/Romans

.The Nordic Invasions

.The Anglo-Saxons and The Vikings

.The Norman Conquest

.The Middle Ages

.Tudors

.Stuarts

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC – 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30–36.
- Brock, Michael "William IV (1765–1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74–77

## Semester: 02

### Teaching Unit: Discovery

#### Module: Civilisations of the Target Language

#### Credits: 02

#### Coefficient: 02

### Course Objectives

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

### Prerequisite

- General knowledge of different civilizations and cultures

### Subject Contents

- .The United States (overview)
- .The Discovery of America
- .Settlements in The New World
- .Slavery in the New World

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- ↑ Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- ↑ Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- ↑ \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- ↑ Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59–61. ISBN 978-0-03-074512-6.
- ↑ Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3

## L2 (S3+S4)

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

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

### **Prerequisite**

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

### **Subject Contents**

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

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

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

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

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

## Course Objectives

- He will be able to develop his ideas in a well-structured meaningful 5-paragraph essay.

-Moreover, he will be familiar with a wide range of essay types.

-He will learn how to handle different techniques and methods to write about different topics and answering exam papers: (Interpretation, analysis, and synthesis of simple then complex texts).

## Prerequisite

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

## Subject Contents

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

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

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

### **Prerequisite**

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

## **Subject Contents**

### **Listening Comprehension**

- Listening to a business interview
- Listening to news and weather forecast
- Listening to film reviews
- Listening to motivation talks
- Listening to lectures and presentations
- Listening to short stories
- Listening to the witness

### **Oral Expression**

- Arguing for or against
- Persuading someone to do something
- Talking about Media issues
- Taking part in a debate
- Storytelling

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

## **Course Objectives**

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

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

## **Prerequisite**

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

## **Subject Contents**

### **Listening Comprehension**

- Listening to a business interview
- Listening to news and weather forecast
- Listening to film reviews
- Listening to motivation talks
- Listening to lectures and presentations
- Listening to short stories
- Listening to the witness

### **Oral Expression**

- Telling an anecdote
- Pictured-Cued Storytelling
- Interviewing
- News reporting
- Speeches and formal presentations

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Grammar**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- Improve students' knowledge of language structure

**Subject Contents**

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

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

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

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

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Grammar**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- Improve students' knowledge of language structure

**Subject Contents**

- Conjunctions
- Clauses
- Simple, Compound, Complex and compound complex sentences
- Parallelism, sentence fragments, run-ons
- Punctuation
- Collocation

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

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

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

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

**Subject Contents**

**Linguistics**

**Levels of Analysis**

- Phonetics and phonology
- Morphology
- Syntax
- Semantics
- Pragmatics
- Discourse Analysis

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

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

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

**Phonetics**

- Word stress: mono-syllabic words, 2-3 syllables, etc.
- Function vs content words
- Weak forms/ strong forms
- Phonemic vs. phonetic transcriptions

- Aspects of connected speech: assimilation, elision, linking and juncture

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

### **Subject Contents**

#### **Linguistics**

#### **Schools of Linguistics**

- The Structuralist school; (Saussure) + introduce the notion of Behaviourism
- The Mentalist school, (Chomsky)
- The Functionalist school, (Halliday)

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

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts).*

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

### **Phonetics**

- Word Stress: compounds and complex words ( words+affixes)
- The sentence stress
- Rhythm
- Intonation and tone
- American vs English pronunciation

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

1-P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback reference) (2007)

2-Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)

3-Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)

4-<http://www.englishmedialab.com/pronunciation.html>

5-<http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>

6-J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)

7-Peter Roach and H. G. Widdowson, Phonetics, 2000

### **Semester: 03**

### **Teaching Unit: Fundamental**

### **Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

### **Course Objectives**

-To read and study different texts, authors and literature

-To write a simple literary commentary on the studied texts

### **Prerequisite**

-Knowledge and strategies acquired from S1 to S2

- Mastery of English

### **Subject Contents**

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

### **Semester: 04**

### **Teaching Unit: Fundamental**

### **Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

### **Course Objectives**

-To read and study different texts, authors and literature

-To write a simple literary commentary on the studied texts

### **Prerequisite**

-Knowledge and strategies acquired from S1 to S2

- Mastery of English

### Subject Contents

- 1- Introduction to American Literature
- 2- Literature of Revolution: Thomas Paine's Common Sense
- 3- American Romanticism
- 4- Introduction to the Short Story: Washington Irving's Rip Van Winkle
- 5- Gothic Short Story : Edgar Allan Poe's The Fall of the House of Usher
- 6- American Realism:
- 7- Local Colour: The Adventures of Huckleberry Finn
- 8- Genteel Tradition : Daisy Miller

### Assessment

50% - 50% (Written exams and continuous Assessment)

### Sources and references

- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Walder, Denis. *Literature in the Modern World*. Oxford: Oxford UP, 1990.
- Watts, Ian. *The Rise of the Novel*, Harmondsworth: Penguin, 1970.
- TRENT, WILLIAM P. E. T. E. R. F. I. E. L. D. *History of American Literature*. Place of publication not identified: FORGOTTEN Books, 2016. Print.

**Semester: 03**

**Teaching Unit: Methodology**

**Module: Study skills**

**Credits: 4**

**Coefficient: 2**

### Course Objectives

- Enable the students to  demonstrate good mastery of the skills required for studying at University
- Help the students develop strategies for autonomous learning
- Broaden their knowledge of the research process and research paper writing.

**Prerequisite**

- Students should have a good mastery of the four skills.

### **Subject Contents**

1. Learning styles and strategies
  2. Reflective learning
  3. Critical thinking (classroom discussions, homework completion & exam question reading)
  4. Report writing
- Remark: Content can be developed by the pedagogical committee according to students' needs
  -

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 04**

### **Teaching Unit: Methodology**

#### **Module: Study skills**

**Credits: 4**

**Coefficient: 2**

#### **Course Objectives**

- Enable the students to  demonstrate good mastery of the skills required for studying at University
- elp the students develop strategies for autonomous learning
- Broaden their knowledge of the research process and research paper writing.

#### **Prerequisite**

- Students should have a good mastery of the four skills.

### **Subject Contents**

1. Synthesis and paraphrasing techniques
2. Referencing (quotation cards) & bibliography

3. Theme selection & narrowing down through classroom discussion
4. Oral presentation

Remark: Content can be developed by the pedagogical committee according to students' needs

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

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

**Semester: 03**

### **Teaching Unit: Methodology**

### **Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

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

### **Prerequisite**

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

### **Subject Contents**

#### **The form of the text**

- Column in journalistic texts
- Poetic texts (stanza, ...)
- Multimodal texts( images, etc...)
- Orality (the phonological aspects, accent “American & British”)
- Dialogues and theatrical pieces (turn-taking, interruption techniques...)
- Administrative texts (motivation letter, CV, letter of application, ...)

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

## **Assessment**

**100%** continuous Assessment

## **Sources and references**

Teachers can use different sources to improve students' texts comprehension

**Semester: 04**

## **Teaching Unit: Methodology**

### **Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

## **Course Objectives**

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

## **Prerequisite**

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

## **Subject Contents**

### **Critical reading**

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

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

## **Assessment**

**100%** continuous Assessment

## **Sources and references**

Teachers can use different sources to improve students' texts comprehension

**Semester: 03**

**Teaching Unit: Methodology**

**Module: Digital Literacy**

**Credits: 1**

**Coefficient: 1**

## **Course Objectives**

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

## **Prerequisite**

Skilled in using technological devices

## **Subject Contents**

ICT proficiency

Information, data and media illiteracies

Digital learning and development

## **Assessment**

100% continuous Assessment

## **Sources and references**

According to students need different internet sources can be used

**Semester: 04**

**Teaching Unit: Methodology**

**Module: Digital Literacy**

**Credits: 1**

**Coefficient: 1**

**Course Objectives**

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

**Prerequisite**

Skilled in using technological devices

**Subject Contents**

Digital communication, collaboration and participation

Digital creation, problem solving and innovation

Digital identity and well being

**Assessment**

100% continuous Assessment

**Sources and references**

According to students need different internet sources can be used

**Semester: 03**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives**

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

### **Prerequisite**

- General knowledge of different civilizations and cultures

### **Subject Contents**

- .The Age of Reason
- .The Industrial Revolution
- .The Victorian Age
- . Chartism
- . Victorianism
- . British Imperialism in India

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30–36.
- Brock, Michael "William IV (1765–1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74–77

**Semester: 04**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

**Course Objectives**

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

**Prerequisite**

- General knowledge of different civilizations and cultures

**Subject Contents**

- .The American Revolution
- .causes and effects
- .Westward Expansion
- .The American Civil War
- .The Reconstruction Era
- .The U.S Government

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- [↑](#) Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- [↑](#) Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- [↑](#) \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stamp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.

- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59–61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN

## **L3 (S5+S6)**

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Linguistics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

**Subject Contents**

Introduction to Sociolinguistics

- 1.1: What is Sociolinguistics?
- 1.2: Brief history of sociolinguistics
- 1.3: Micro sociolinguistics and macro sociolinguistics
- 1.4: Basic concepts in sociolinguistics

Language Use In Society

- 2.1: Speech Communities
- 2.2: Language varieties
- 2.3: Code Mixing, Code Switching and borrowing

Language Variation In Society

- 3.1: Pidgins and Pidginisation
- 3.2: Creoles and Creolization
- 3.3: Lingua franca

Language Forms In Society

- 4.1: Language and Class
- 4.2: Monolingualism and Bilingualism

#### 4.3: Language Contact and Multilingualism

#### 4.4: Diglossia and Polyglottism

### Language planning and policy

#### 5.1: Some definitions

#### 5.2: Types of language planning

#### 5.3: The process of language planning

#### 5.4: Decision making and language policy

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

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

### **Semester: 06**

### **Teaching Unit: Fundamental**

### **Module: Linguistics**

### **Credits: 04**

### **Coefficient: 02**

### **Course Objective**

- To develop students theoretical knowledge about the discipline

### **Subject Contents**

1. Introduction to psycholinguistics (origin, definitions, concepts and issues)
2. The nature of human language as cognitive and communicative system
3. Language, culture and thought
4. Theories of first language acquisition

- 4.1 The nature vs. nurture debate: behaviorism or an innate capacity for acquisition?
- 4.2 The Social Theory of Language Acquisition
- 4.3 The cognitive basis of language.
5. Language comprehension and production.
6. Language loss

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

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts ).

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

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

1-Field, John (2003) *Psycholinguistics*, London and New York: Routledge

2-Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.

3-Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2<sup>nd</sup>ed.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman.

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Literature: Theory and Practice**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

### **Prerequisite**

-Knowledge and strategies acquired from S1 to S4

- Mastery of English

### **Subject Contents**

- Modernism:
- The Dead By James Joyce
- Joseph Conrad's Heart of Darkness
- Slave Narratives: Narrative of the Life of Frederick Douglass An American Slave

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: Literature: Theory and Practice**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

### **Prerequisite**

- Knowledge and strategies acquired from S1 to S4
- Mastery of English

## Subject Contents

- 20th century African American literature
- Richard Wright "The Ethics of Living Jim Crow" —
- Integrationists: James Baldwin "Autobiographical Notes"
- 20th century poetry
- W. B. Yeats "The Second Coming"
- T. S. Eliot The Waste Land

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Civilisation, Culture and Interculturality I**

**Credits: 4**

**Coefficient: 2**

## Course Objectives

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

## Prerequisite

- knowledge of former periods acquired from S1 to S4

## Subject Contents

The Edwardian Era

Britain during WWI

The Inter-war period

Britain during WWII

post War Era

Tutorial activities: Study of selected texts

### Assessment

50% - 50% (Written exams and continuous Assessment)

### Sources and references

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC – 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Roger Knight, *Britain Against Napoleon: The Organization of Victory, 1793-1815* (2014)
- Roy Adkins, *Nelson's Trafalgar: The Battle That Changed the World* (2006)
- David A. Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (2007)
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30–36.
- Brock, Michael "William IV (1765–1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74–77
- William W. Kaufmann, *British policy and the independence of Latin America, 1804–1828*(1967)
- Will Kaufman and Heidi Slettedahl Macpherson (eds). *Britain and the Americas: culture, politics, and history* (2004), pp. 465–68

- **Semester: 06**

**Teaching Unit: Fundamental**

**Module: Civilisation, Culture and Interculturality I**

**Credits: 4**

**Coefficient: 2**

**Course Objectives**

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

**Prerequisite**

- knowledge of former periods acquired from S1 to S4

**Subject Contents**

The Progressive Era

.The U.S during WWI

.The Inter-war period

.1920s (the roaring 20s)

. 1930s (the Great Depression)

.The U.S during WWII

. Post War Era

.1960s

. The Civil Rights Movement

Tutorial activities: Study of selected texts

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- ↑ Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- ↑ Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- ↑ \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stamp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- ↑ Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59–61. ISBN 978-0-03-074512-6.
- ↑ Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3.

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Didactics**

**Credits: 04**

**Coefficient: 02**

**Course Objectives**

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.
- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

**Prerequisite**

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

**Subject Contents**

An Introduction to Didactics: the learner and teacher

A Systematic Approach to Teaching

Approaches, Methods and Techniques

Curriculum and Syllabus

Aims/ Goal and Objectives

Content Organisation and Selection

Material and Media

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

Harmer, J. (2007). *The Practice of English Language Teaching* (4<sup>th</sup> edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5<sup>th</sup> edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*, Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). *How to teach grammar*. Harlow: Longman

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: Didactics**

**Credits: 04**

**Coefficient: 02**

## Course Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.
- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

## Prerequisite

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

## Subject Contents

### Lesson plan

Teaching/ learning the receptive skills (Listening and Reading)  
Teaching/ learning the productive skills (Speaking and Writing)  
Teaching grammar and vocabulary

### Assessment and evaluation

pre/ initial –in-service training

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching* (4<sup>th</sup> edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5<sup>th</sup> edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*, Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). *How to teach grammar*. Harlow: Longman

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: English for specific purposes**

**Credits: 02**

**Coefficient: 01**

### **Course Objectives**

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

### **Prerequisite**

- Basic knowledge of language, linguistics and didactics.

### **Subject Contents**

The origins of ESP

Development of ESP

Difference between ESP and EGP

Types of ESP

ESP definitions

Needs analysis in ESP

Types of needs

Needs analysis procedure

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St. Johns, M. J. (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J. C. (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: English for specific purposes**

**Credits: 02**

**Coefficient: 01**

**Course Objectives**

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

**Prerequisite**

- Basic knowledge of language, linguistics and didactics.

**Subject Contents**

Approaches to course design in ESP

Syllabus design

Material production

**NB.** Practice takes on presenting projects related to NIA in several Academic and professional contexts, course design according defined needs.

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St Johns, M.J (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J.C (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

**Semester: 05**

## Teaching Unit: Methodology

**Module: University Research Methodology**

**Credits: 4**

**Coefficient: 2**

## Course Objectives

- Initiation to the different methods and techniques of university work with a view to empowering students.
- Provide the student with the methodological tools necessary to conduct research.
- Develop students' critical thinking.
- Working in a team as well as individually

## Prerequisite

- To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.
- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.
- Predisposition to work in collaboration with teammates.

## Subject Contents

Define the research project and its content.

- Research objectives
- The stages of university and scientific research
- Selecting a topic  
(Section criteria)
- Identifying a problem
  - Asking researchable questions
  - Formulating testable hypotheses
  - Selecting target participants
- Documentary research and state of the art

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- 1- <http://www.experiment-resources.com/research-methodology.html>
- 2- Jim D. Lester and [James D.Lester, \*Writing Research Papers \(Perfect\) \(13th Edition\)\*](#) (2001)
- 3- James D. Lester and Jim D. Lester, [Writing Research Papers](#), (2005)
- 4- Phyllis Goldenberg, [Writing A Research Paper: A Step-by-Step Approach \(Sadlier-Oxford Student Guides\)](#) (2000)
- 5- *-Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.*
- 6- *-Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University,USA*

**Semester: 06**

**Teaching Unit: Methodology**

**Module: University Research Methodology**

**Credits: 4**

**Coefficient: 2**

**Course Objectives**

-Initiation to the different methods and techniques of university work with a view to empowering students.

- Provide the student with the methodological tools necessary to conduct research.

- Develop students' critical thinking

-Working in a team as well as individually

### **Prerequisite**

-To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.

- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.

-Predisposition to work in collaboration with teammates.

### **Subject Contents**

- Data collection procedures.

- Selecting appropriate tools for meaningful data.

- -questionnaire-
- -Observation-
- Interview-
- Written, oral and digital corpora

-Data analysis

- Types of analysis (content, qualitative, quantitative ...)
- Drawing conclusion

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

1. <http://www.experiment-resources.com/research-methodology.html>
2. Jim D. Lester and James D.Lester, Writing Research Papers (Perfect) (13th Edition) (2001)
3. James D. Lester and Jim D. Lester, Writing Research Papers, (2005)
4. Phyllis Goldenberg, Writing A Research Paper: A Step-by-Step Approach (Sadlier-Oxford Student Guides) (2000)
5. -Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.
6. -Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University.USA

**Semester: 05**

**Teaching Unit: Methodology**

**Module: Reading and Writing Workshop**

**Credits: 04**

**Coefficient: 02**

**Course Objectives**

Able to read and analyse different supports in relations with linguistic, cultural and literary

**Prerequisite**

Students should be able to develop different types of essays.

**Subject Contents**

- -Develop creative writing
- - Portfolios- E-Portfolios
- - Department paper (executed in pairs and groups)
- - Picture and caricatures talks
- - Letter writing- Emails- CVs Reports (meetings, visits, books and films)

**Assessment**

100% continuous Assessment

**Sources and references**

According to students need different sources can be used by to develop creative writing

**Semester: 06**

**Teaching Unit: Methodology**

**Module: Reading and Writing Workshop**

**Credits: 04**

**Coefficient: 02**

**Course Objectives**

Able to read and analyse different supports in relations with linguistic, cultural and literary

**Prerequisite**

Students should be able to develop different types of essays.

**Subject Contents**

-

- — Information/news about University, Faculty and department (reporting, describing and narrating about daily life at the university like reporting about: study day, conference and students' party etc..
- -Analyzing TV reports, songs or movies

### **Assessment**

100% continuous Assessment

### **Sources and references**

According to students need different sources can be used by to develop creative writing

**Semester: 05**

### **Teaching Unit: Methodology**

**Module: Oral communication practices**

**Credits: 01**

**Coefficient: 01**

### **Course Objectives**

By completing this course, students will be able to:

- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

### **Prerequisite**

Students should have a good mastery of the four language skills

### **Subject Contents**

- Public speaking
- Argumentation (reasoning, analysis, evidence and refutation)
- Oral documentary
- Online presentations
- Oral communication for technical fields
- Oral communication for medical fields

## **Assessment**

100% continuous Assessment

## **Sources and references**

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

## **Semester: 06**

### **Teaching Unit: Methodology**

#### **Module: Oral communication practices**

**Credits: 01**

**Coefficient: 01**

### **Course Objectives**

By completing this course, students will be able to:

- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

### **Prerequisite**

Students should have a good mastery of the four language skills

### **Subject Contents**

- Oral communication for legal fields
- Oral communication for tourism and hospitality industry
- Trip report
- Carrying out a survey on news reading habits
- Producing a radio or TV news programme

## **Assessment**

100% continuous Assessment

### **Sources and references**

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

**Semester: 05**

**Teaching Unit: Discovery**

**Module: Translation / National Language2**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives**

To allow the student to understand the translation process and know the techniques used in transferring the meaning of the national language to the study language and vice versa, in order to perform translations that respect the meaning and genius of the language, as well as to produce correct and understandable translations. This passage will be done at the sentence level and then at the textual level.

Recommended prior knowledge

- Knowledge of the linguistic systems of the national language and the study language.
- Mastery of the national language(s) and the study language.\*\*

### **Contents :**

- The concept of translation ·
- An overview of translation theories
- The translator and their skills ·
- Direct and indirect translation techniques ·
- The notion of equivalence ·
- The stages of the translation process ·
- Textual typology in relation to translation (Functional theory) ·

- Translating simple and complex sentences (national language(s) and study language)
  - Translate proverbs (national language(s) and study language)

**Evaluation Evaluation:** 50%50% continuous Evaluation+ exam

**bibliographiques (Books, Handouts, internet websites, etc) :**

Baker, Mona, *In other words : a coursebook on translation*, Routledge , London, 1992

Basil Hatim and Jeremy Munday. *Translation an advanced resource book*. Routledge. London. 2004.

*Delisle, Jean, La traduction raisonnée*, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Monday and Basil Hatim, *Introduction to translation studies*, published by Routledge ,London,2001 ,

House, J. *Translation quality assessment : a model revisited*. Gunter Nav Verlag. Germany.1997.

Jakobson, R. *On a linguistic aspects of translation*, 114, in *The Translation Studies Reader* Edited by Lawrence Venuti, Routledge ,London,2000

*Lederer ,M. correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard. Paris.2002.*

**Semester: 06**

**Teaching Unit: Discovery**

**Module: Translation / National Language2**

**Credits: 02**

**Coefficient: 02**

**Course Objectives**

To allow the student to understand the translation process and know the techniques used in transferring the meaning of the national language to the study language and vice versa, in order to perform translations that respect the meaning and genius of the language, as well as to produce correct and understandable translations. This passage will be done at the sentence level and then at the textual level.

**Connaissances préalables recommandées**

- Connaissance des systèmes linguistiques de la langue nationale et la langue d'étude.  
Knowledge of the linguistic systems of the national language and the study language.

**Contents :**

- Translate texts on culture(s) and national civilization(s) into the study language.
- Translate literary texts in the national language(s) into the study language.
- Translate journalistic texts in the national language(s) and into the study language.
- Translate economic texts in the national language(s) and into the study language.
- Translate political texts in the national language(s) and into the study language.
- Translate legal texts in the national language(s) and into the study language.
- Translate scientific texts in the national language(s) and into the study language.

**Evaluation Mode :** 50%50%Continuous Evaluation+ exam

**bibliography**(Books and handouts, websites, etc.) :

Basil Hatim and Jeremy Munday. *Translation an advanced resource book*. Routledge. London. 2004.

*Delisle, Jean, La traduction raisonnée*, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Monday and Basil Hatim, *Introduction to translation studies*, published by Routeledge ,London,2001 ,  
House.J. *Translation quality assessment : a model revisited*. Gunter Nav Verlag, Germany.1997.

Jakobson,R, *On a linguistic aspects of translation*,114, in *The Translation Studies Reader* Edited by Lawrence Venuti,  
Routeledge ,London,2000

*Lederer ,M. correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard.Paris.2002.*

*Collection traducto. 2 éditions . De Boeck. Belgique. 2010.*

Reiss, Katharina .*La critique des traductions, ses possibilités et ses limites, trad de l'Allemand par C. Bocquet. Artois presses université ; collection Traductologie, France ,2003*

Reiss ,Katharina.,*Problématiques de la traduction*. Pré, Ladmiral Jean René. Trad Bocquet, A,Caterine .Editions 1990 .

Soignet, Michel . *Le français juridique*. Hachette livre. Paris. 2003

**Semestre :5**

**Teaching Units: Transversal**

- **Course : Entrepreneurship**

**Credits : 1**

**Coefficient : 1**

**Objectives**

-To encourage students to be aware of social, economic, political, and environmental issues throughout their studies and in their professional practices and perspectives.

To know the concepts, vocabulary, and tools of entrepreneurship and project management.

To implement the project management process.

To discover the company in its social, technical-economic, and organizational aspects.

To develop professional and relational skills.

Recommended prior knowledge

- Language, methodological, and transversal skills related to the development of work methods, research initiation, and information processing, allowing for the gradual completion of a project.
- General knowledge of the professional context.

Here is a more detailed translation:

Language, methodological, and transversal skills

This means that students should have strong communication, problem-solving, and critical thinking skills. They should also be able to work independently and as part of a team.

Related to the development of work methods, research initiation, and information processing

This means that students should be familiar with the basic steps of the research process, such as identifying a research question, collecting data, and analyzing the data. They should also be able to use information technology tools to collect and analyze data.

Allowing for the gradual completion of a project

This means that students should be able to plan, organize, and execute a project from start to finish. They should also be able to manage their time and resources effectively.

General knowledge of the professional context

### **Course Content:**

- Fundamental concepts of the company
- Description of the types of projects, phases, and planning and control tools.
- Feasibility, planning, implementation, and ex-post evaluation of projects
- Functions of a company (Financial, Human Resources, Marketing)
- Economic actors in the formation and transformation of a company
- Criteria for classifying a company (legal form, sources of capital)
- Type of organization of a company
- Internal/external environment of a company

**Evaluation Mode :** 100% CE

### **bibliography**

- BOILANDELLE, H.M, *Dictionnaire de gestion : vocabulaire, concepts et outils*, Ed Economica, Paris 1998
- FAYOLLE, A, *Entrepreneuriat : Apprendre à entreprendre*, Edition Dunod, Paris,2004
- FAYOLLE, A, *Introduction à l'entrepreneuriat*, Edition Dunod, Paris, 2005
- BENACHENHOU, A, *Les entrepreneurs algériens*, Alpha Design, Alger, 2007
- BOUYAKOUB, A, *Entrepreneur et PME, approche algéro-française*, Paris, Ed Harmattan, 2004
- CARPON, H, *Entrepreneuriat et création d'entreprise, facteurs déterminent de l'esprit d'entreprise*, Ed. Boeck, Paris, 2009
- CHABAUD, D *et al (2010)*, « Vers de nouvelles formes d'accompagnement ? » In, Revue de l'Entrepreneuriat, N°2 Vol. 9, p1-5.
- Groupe Conseil Continuum, *Guide pratique de la gestion de la diversité culturelle en emploi, Québec*, 2005
- KHELADI, M, *Le développement local*. Ed, OPU. Alger, 2012
- TEMMAR, H. A , *La transition de l'économie émergente : Références théoriques, stratégies et politiques*. Ed, OPU, Alger. 2010
- [www.entrepreneuriat.com](http://www.entrepreneuriat.com)

**Semestre: 6**

**Teaching Units : Transversale**

**Module :: Entrepreneurship**

**Credits : 1**

**Coefficient : 1**

**Objectives**

Encourage students to be aware of social, economic, political, and environmental issues throughout their studies and in their professional practices and perspectives.

This goal aims to raise students' awareness of the complex challenges facing society today. By understanding these challenges, students will be better equipped to make informed decisions and take action to create a more sustainable and just world.

Implement the project management process.

Develop professional and interpersonal skills.

In conclusion, these goals are designed to prepare students for success in their professional lives and to make a positive impact on the world. By encouraging students to be aware of social, economic, political, and environmental issues, equipping them with the skills they need to start their own businesses or be successful in project management roles, giving them practical experience in applying the principles of project management, providing them with a comprehensive understanding of the modern business, and helping them develop professional and interpersonal skills, this program aims to produce graduates who are well-rounded, knowledgeable, and prepared to make a difference.

### **Recommended prior knowledge**

- Have linguistic, methodological, and transversal skills, related to the development of work methods, research initiation, and information processing, allowing to progressively carry out a project

- Linguistic skills: Students should be able to communicate effectively in both oral and written form. This is important for working with others and presenting project results.
- Methodological skills: Students should be able to develop and follow a plan. This is important for managing the project effectively.
- Transversal skills: Students should be able to think critically, solve problems, and work well with others. These skills are important for any professional setting.

Specifically, students should be able to:

- Develop a work plan that outlines the goals, tasks, and deadlines for the project.
- Conduct research to gather information about the project topic.
- Analyze information and identify relevant data.
- Communicate project progress to stakeholders.

### **Contents :**

The content of the 6th semester is to be oriented towards the fields related to languages, the management of literary heritage, cultural heritage and local development specific to the region

and which has a socio-economic impact and which contributes to future employment opportunities or to the opening of private projects. Initially, the focus will be on e-commerce in the following areas:

- Entrepreneurship and the definition of literary heritage through private projects

This area of entrepreneurship focuses on the identification, preservation, and promotion of literary heritage through the creation of private businesses. This could include businesses that:

- \* Digitize and make available literary works that are currently inaccessible
- \* Translate literary works into other languages
- \* Create educational materials about literary heritage
- \* Organize literary events and festivals

- Entrepreneurship and the creation of foreign language teaching institutions

This area of entrepreneurship focuses on the creation of businesses that provide instruction in foreign languages. This could include businesses that:

- \* Offer online or in-person classes
- \* Develop language learning software or apps
- \* Provide language immersion programs

**Evaluation Mode:** 100% Ce

### **bibliography**

- BOILANDELLE, H.M, *Dictionnaire de gestion : vocabulaire, concepts et outils*, Ed Economica, Paris 1998
- FAYOLLE, A, *Entrepreneuriat : Apprendre à entreprendre*, Edition Dunod, Paris,2004
- FAYOLLE, A, *Introduction à l'entrepreneuriat*, Edition Dunod, Paris, 2005
- BENACHENHOU, A, *Les entrepreneurs algériens*, Alpha Design, Alger, 2007
- BOUYAKOUB, A, *Entrepreneur et PME, approche algéro-française*, Paris, Ed Harmattan, 2004
- CARPON, H, *Entrepreneuriat et création d'entreprise, facteurs déterminent de l'esprit d'entreprise*, Ed, Boeck, Paris, 2009
- CHABAUD, D et al (2010), « Vers de nouvelles formes d'accompagnement ? » In, *Revue de l'Entrepreneuriat*, N°2 Vol. 9, p1-5.
- Groupe Conseil Continuum, *Guide pratique de la gestion de la diversité culturelle en emploi*, Québec, 2005
- KHELADI, M, *Le développement local*. Ed, OPU, Alger, 2012
- TEMMAR, H. A , *La transition de l'économie émergente : Références théoriques, stratégies et politiques*. Ed, OPU, Alger. 2010
- [www.entrepreneurial.com](http://www.entrepreneurial.com)



