

**Licence Académique en
Langue ANGLAISE
Socle Commun**

Etablissement	Faculté / Institut	Département
Université de Tébessa	Faculté des Lettres et des Langues	Département des Lettres et Langue Anglaise

Domaine	Filière	Spécialité
Lettres et Langues Etrangères	Langue Anglaise	Langue Anglaise

Responsable de l'équipe du domaine de formation :

RAIS Rachid - Professeur Université de Tébessa.

II – Fiche d'organisation semestrielle des enseignements

Premier semestre

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 1

Répartition du volume horaire de l'UEF et de ses matières	Volume horaire hebdomadaire Cours : 9h TD : 7h30 Travail Personnel : 12h
Crédits et coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	UE : UEF crédits 22 Written Expression Crédits : 6 Coefficient : 4 Oral Expression Crédits : 4 Coefficient : 2 Grammar Crédits : 4 Coefficient : 2 Phonetics Crédits : 2 Coefficient : 1 Linguistics Crédits : 2 Coefficient : 1 Initiation to Literature Crédits : 2 Coefficient : 1 Culture of Language Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Written Expression</u>: The student will enhance his fundamental written expression skills. He would be familiar with the most important techniques for a correct language use. <u>Oral Expression</u>: The student would be able to better understand and speak in

	English. He would comprehend longer speeches in English and would be able to communicate with others more clearly. <u>Grammar</u>: The student will learn the fundamentals of English Grammar. The student will learn how to employ the learned rules and structures in context and ultimately focus not only on the forms of the language, but on the meanings these forms convey. <u>Phonetics</u>: The student will learn the mechanics of sound production. This would enable him to pronounce letters, words and sentences appropriately. <u>Linguistics</u>: The student will have an idea about the meaning and characteristics of language. He will be aware of the basic notions used in language analysis and studies. <u>Initiation to Literature</u>: The student will understand the basics of dealing with literary works. <u>Introduction to the Cultures of Language</u>: History of Ideas - The main historical stages: Ideas and developments, multidimensional studies of various movements of thought and their impact on society. History of Cultures - History of cultures as generating historical phases: ideas and movements corresponding to the different historical stages.
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 1

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail Personnel : 3h
Crédits et coefficients affectés à l'UEM	UE : UEM11 crédits : 4

et à ses matières (3h hebdo)	Méthodologie du Travail Universitaire Crédits : 4 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Research Methodology</u> : The learner will be familiar with the university environment and requirements. He will successfully make a shift from the previous high school learning methods to higher education learning methods. Learning to take notes, paraphrase, cite, resume (paragraph level).

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 1

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 00 Travail personnel : 3h
Crédits et coefficients affectés à l'UED et à ses matières (1h30 hebdo)	UE : UED11 crédits : 2 Human and Social Sciences Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	examen
Description des matières	<u>Human and Social Sciences</u> : Initiation to the disciplines of human and social sciences : sociology, anthropology, History, philosophy, etc., followed by an introduction to linguistic and cultural anthropology.

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 1

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 00 TD: 1h30
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Crédits et coefficients affectés à l'UET et à ses matières (1h30 hebdo)	UE : UET11 crédits : 2 French Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française.

DEUXIEME SEMESTRE

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 2

Répartition du volume horaire de l'UEF et de ses matières	Volume horaire hebdomadaire Cours : 9h TD : 7h30 Travail Personnel : 9h30
Crédits et coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	UE : UEF crédits 22 Written Expression Crédits : 6 Coefficient : 4 Oral Expression Crédits : 4 Coefficient : 2 Grammar Crédits : 4 Coefficient : 2 Phonetics Crédits : 2 Coefficient : 1 Linguistics Crédits : 2 Coefficient : 1 Literatures of the studied language Crédits : 2 Coefficient : 1 Culture of Language Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Written Expression</u>: The student will enhance his fundamental written expression skills. He would be familiar with the most important techniques for a correct language use. <u>Oral Expression</u>: The student would be

	able to better understand and speak in English. He would comprehend longer speeches in English and would be able to communicate with others more clearly. <u>Grammar</u>: The student will learn the fundamentals of English Grammar. The student will learn how to employ the learned rules and structures in context and ultimately focus not only on the forms of the language, but on the meanings these forms convey. <u>Phonetics</u>: The student will learn the mechanics of sound production. This would enable him to pronounce letters, words and sentences appropriately. <u>Linguistics</u>: The student will have an idea about the meaning and characteristics of language. He will be aware of the basic notions used in language analysis and studies. <u>Literature</u>: The student will understand the basics of dealing with literary works. <u>Culture of Language</u>: History of Ideas - The main historical stages: Ideas and developments, multidimensional studies of various movements of thought and their impact on society. History of Cultures - History of cultures as generating historical phases: ideas and movements corresponding to the different historical stages.
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 2

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail Personnel : 3h
Crédits et coefficients affectés à l'UEM et à ses matières	UE : UEM21 crédits : 4

(3h hebdo)	Méthodologie du Travail Universitaire Crédits : 4 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Research Methodology</u> : Organisation and management of the work time, controlling stress, memorization, listening and attention, communicating, oral exposition.

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 2

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 Travail personnel : 1h
Crédits et coefficients affectés à l'UED et à ses matières (1h30 hebdo)	UE : UED21 crédits : 2 Social and human sciences Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	examen
Description des matières	<u>Social and human sciences</u> : Initiation to the disciplines of social and human sciences(nature, purpose, methods, concepts ...): sociology, anthropology, history, philosophy, etc., followed by an introduction to linguistic and cultural anthropology.

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 2

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 00 TD: 1h30

Crédits et coefficients affectés à l'UET et à ses matières (1h30 hebdo)	UE : UET21 crédits : 2 French Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française.

TROISIEME SEMESTRE

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 3

Répartition du volume horaire de l'UEF et de ses matières	Volume horaire hebdomadaire Cours : 9h TD : 7h30 Travail Personnel : 12h30 UE : UEF crédits 22
Crédits et coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	Written Expression Crédits : 6 Coefficient : 4 Oral Expression Crédits : 4 Coefficient : 2 Grammar Crédits : 4 Coefficient : 2 Phonetics Crédits : 2 Coefficient : 1 Linguistics Crédits : 2 Coefficient : 1 Literatures of the studied language Crédits : 2 Coefficient : 1 Culture of language Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Written Expression</u>: 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-paragaraph essay.

	<u>Oral Expression</u>: The student will be able to understand and speak longer conversations in English. He will develop an ability to speak in different situations and contexts as fluently and naturally as possible. <u>Grammar</u>: The student would enhance his skills in handling the language structures. He would have mastery in forming a wide range of well-structured complex sentences. <u>Phonetics</u>: By understanding the process of sound production and methods, the student's pronunciation accuracy will be enhanced. This would enable him to speak a fluent and natural English. <u>Linguistics</u>: The student will have an idea about the various schools of linguistics and the theories about language. <u>Literature</u>: The student will learn to analyse, compare and evaluate various works of British literature. He will also be familiar with the philosophy of each time period studied and relate them to the writings of the authors and analyze them in the light of their own values and convictions. <u>Civilisation</u>: The student will have a better understanding of the British culture and identity. He will be able to read primary and secondary resources in order to learn about history and society and then write an essay about a particular topic in civilisation.
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 3

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail Personnel : 3h
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Crédits et coefficients affectés à l'UEM et à ses matières (3h hebdo)	UE : UEM31 crédits : 2 Techniques du Travail Universitaire Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Research Methodology</u> : Initiation to documentary research - Conception, redaction, and bibliography.

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 3

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail personnel : 3h
Crédits et coefficients affectés à l'UED et à ses matières (3h hebdo)	UE : UED31 crédits : 4 Initiation to translation Crédits : 4 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Initiation to Translation</u> : Teaching practically-oriented, on simple texts, from sentence to paragraph (theme and version).

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 3

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 00 TD: 3h Travail personnel : 3h
Crédits et coefficients affectés à l'UET et à ses matières	UE : UET31 crédits : 2

(3h hebdo)	French Crédits : 1 Coefficient : 1 T.I.C.E : Crédits : 1 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française. <u>T.I.C.E</u> : L'étudiant apprendra les concepts et les méthodes courantes des technologies de l'information et de télécommunication en application dans divers domaines et surtout dans le domaine académique. Débuter par une mise à niveau en informatique et en traitement de texte.

QUATRIEME SEMESTRE

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 4

Répartition du volume horaire de l'UEF et de ses matières	Volume horaire hebdomadaire Cours : 9h TD : 7h30 Travail Personnel : 16h30
	UE : UEF crédits 22
Crédits et coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	Written Expression Crédits : 6 Coefficient : 4 Oral Expression Crédits : 4 Coefficient : 2 Grammar Crédits : 4 Coefficient : 2 Phonetics Crédits : 2 Coefficient : 1 Linguistics Crédits : 2 Coefficient : 1 Literature Crédits : 2 Coefficient : 1 Civilisation Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Written Expression</u>: A mastery of the techniques for a 5-paragraph essay writing is recommended. <u>Oral Expression</u>: The student will be able to

	understand and speak longer conversations in English. He will develop an ability to speak in different situations and contexts as fluently and naturally as possible. <u>Grammar</u>: The learner's language skills will be enhanced through learning how to use various grammatical structures into different contexts especially every day and academic English. <u>Phonetics</u>: By understanding the process of sound production and methods, the student's pronunciation accuracy will be enhanced. This would enable him to speak a fluent and natural English. <u>Linguistics</u> : The student will have an idea about the various schools of linguistics and the theories about language. <u>Literature</u>: The student will learn to analyze, compare and evaluate various works of British literature. He will also be familiar with the philosophy of each time period studied and relate them to the writings of the authors and analyse them in the light of their own values and convictions. <u>Civilisation</u>: The student will have a better understanding of the 20th century British culture, identity and political system. He will be able to read primary and secondary resources in order to learn about history and society and then write an essay about a particular topic in civilisation.
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 4

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail Personnel : 3h
Crédits et coefficients affectés à l'UEM et à ses matières (3h hebdo)	UE : UEM41 crédits : 2 Research Methodology

	Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Research Methodology</u> : Introduction to the methodology of disciplinary research (theory and practice): literature, teaching, language, civilization. Construction of a rationale, introduction to investigative techniques.

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 4

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 TD: 1h30 Travail personnel : 3h
Crédits et coefficients affectés à l'UED et à ses matières (3h hebdo)	UE : UED41 crédits : 4 Initiation to Translation Crédits : 4 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>Initiation to Translation</u> : Introduction to translational studies: The concept of translation and its history, principles, tools and methods (equivalence, correspondence, etc.) with manipulation between L1 and L2 on short, simple texts of different types: journalistic, scientific literary, etc.

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 4

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 00 TD: 3h Travail personnel : 3h

Crédits et coefficients affectés à l'UET et à ses matières (3h hebdo)	UE : UET31 crédits : 2 French Crédits : 1 Coefficient : 1 T.I.C.E : Crédits : 1 Coefficient : 1
Mode d'évaluation (continu ou examen)	Continu et examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française. <u>T.I.C.E</u> : L'étudiant apprendra les techniques et les méthodes modernes de la conception et la mise en marche d'un site web personnel.

CINQUIEME SEMESTRE

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 5

Répartition du volume horaire de l'UEF et de ses matières		Volume horaire hebdomadaire Cours : 6h TD : 10h30 Travail Personnel : 16h30 UE : UEF crédits 22
Crédits et Coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	UEF 1 Etude de la langue (9h) <i>(crédits 12)</i>	Linguistics Crédits : 4 Coefficient : 3 Study of literary texts Crédits : 4 Coefficient : 3 Study of texts of civilisation Crédits : 4 Coefficient : 3
	UEF 2 Pratique de la langue (4h30) <i>(crédits 6)</i>	Written comprehension and production Crédits : 2 Coefficient : 2 Oral comprehension and production Crédits : 2 Coefficient : 2 Translation and interpretation Crédits : 2 Coefficient : 2
	UEF 3 Langue et usages (3h) <i>(crédits 4)</i>	Introduction to didactics Crédits : 2 Coefficient : 1 Introduction to languages of the specialty Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)		Continu et examen/ continu/ examen
Description des matières		<u>Linguistics:</u> (sociolinguistics) Language as social behaviour, speaking

	community and discursive community; ethnography of the community; linguistic standards and varieties, monolingualism, bilingualism and diglossia; linguistic interference; language policies, planning and developments. <u>Study of literary texts:</u> The student will learn to analyse, compare and evaluate various works of American and Afro-American literature. He will also be familiar with the philosophy of each time period studied and relate them to the writings of the authors and analyze them in the light of their own values and convictions. <u>Study of texts of civilisation:</u> The student will be familiar with the study of history, society, politics and culture. He will have an appreciation of the impact of the discovery of America on world order at all levels: geopolitical, economic and social based on historical and political texts. <u>Written comprehension and production:</u> The student 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 identify the different types of writing and the underlying structures of the text. <u>Oral comprehension and production:</u> The student will learn the construction of oral sentences from a defined theme, the contexts of language usage, and language productions in different speech situations. <u>Translation and interpretation:</u> The student is assumed to learn the fundamentals of translation by providing a structured syllabus and an overview of interpretation accompanied by exercises, developed for the classroom, in the main aspects of the art. <u>Introduction to didactics:</u> Goals of training and educational objectives; acquisition of a
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	second language; methodological development (behaviourism to cognitivism); applied linguistics and teaching; educational content (knowledge and skills); pedagogies (of awakening, by objectives, by competencies, of contact, differentiated), analysis and development of teaching materials. The student will learn the theories and practices involved in teaching English as a foreign language. His proficiency in language study would also be enforced. <u>Introduction to languages of the specialty:</u> _ Epistemology: register; stylistic variety; discourse analysis; needs analysis (theoretical linguistics field) _ Discursive communities; the language of business; the language of medicine, language of science, language of journalism (language practice / ESP)
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 5

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 00 TD : 1h30 Travail Personnel : 1h30
Crédits et coefficients affectés à l'UEM et à ses matières (1h30 hebdo)	UE : UEM3.1 crédits : 4 Techniques of research Crédits : 4 Coefficient : 2
Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Techniques of research</u> : initiation to research: a case study

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 5

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 Travail personnel : 1h30
Crédits et coefficients affectés à l'UED et à ses matières (1h30 hebdo)	UE : UED3.1 crédits : 2 Cognitive Psychology/ Sciences of Communication Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	examen
Description des matières	<u>cognitive science</u> : Brain and language skills; Neuro Linguistic process (production, comprehension); language disabilities

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 5

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 1h30 Travail personnel : 1h30
Crédits et coefficients affectés à l'UET et à ses matières (1h30 hebdo)	UE : UET3.1 crédits : 2 French Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française.

SIXIEME SEMESTRE

Libellé de l'UE : Unité d'Enseignements Fondamentaux

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 6

Répartition du volume horaire de l'UEF et de ses matières		Volume horaire hebdomadaire Cours : 6h TD : 10h30 Travail Personnel : 16h30
		UE : UEF crédits 22
Crédits et Coefficients affectés à l'UEF et à ses matières (16h30 hebdo)	UEF 1 Etude de la langue (9h) (crédits 12)	Linguistics Crédits : 4 Coefficient : 3 Study of literary texts Crédits : 4 Coefficient : 3 Study of texts of civilisation Crédits : 4 Coefficient : 3
	UEF 2 Pratique de la langue (4h30) (crédits 6)	Written comprehension and production Crédits : 2 Coefficient : 2 Oral comprehension and production Crédits : 2 Coefficient : 2 Translation and interpretation Crédits : 2 Coefficient : 2
	UEF 3 Langue et usages (3h) (crédits 4)	Introduction to didactics Crédits : 2 Coefficient : 1 Introduction to languages of the specialty Crédits : 2 Coefficient : 1

Mode d'évaluation (continu ou examen)	Continu et examen/ continu/ examen
Description des matières	<u>Linguistics:</u> Ethno linguistics and Psycholinguistics 1. linguistic and ethno-linguistic identity; language, ethnicity and nation; language conflicts (case studies); multilingual communities; ethnic varieties; languages and communication. 2. language production and understanding; the concept of meaning; word recognition; semantic interpretation; statistical methods; artificial intelligence; strategy of perception; levels of assimilation. <u>Study of literary texts:</u> The student will learn to analyse, compare and evaluate various works of American and Afro-American literature. He will also be familiar with the philosophy of each time period studied and relate them to the writings of the authors and analyze them in the light of their own values and convictions. Critical readings. <u>Study of texts of civilisation:</u> The student will be familiar with the study of history, society, politics and culture. He will have an appreciation of the impact of the discovery of America on world order at all levels: geopolitical, economic and social based on historical and political texts and authentic documents. <u>Written comprehension and production:</u> The student 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 identify the different types of writing and the underlying structures of the text. <u>Oral comprehension and production:</u> The student will learn the construction of oral sentences from a defined theme, the contexts of language usage, and language productions in different speech situations.

	<u>Translation and interpretation:</u> The student is assumed to learn the fundamentals of translation by providing a structured syllabus and an overview of interpretation accompanied by exercises, developed for the classroom, in the main aspects of the art. <u>Introduction to didactics:</u> Teaching of Foreign Languages – Teaching of English: Acquisition of speaking, reading, writing, grammar, learning theories (Skinner, Piaget, Vygotsky) – Epistemology of teaching: Learning situation; general teaching; didactics; curriculum; learning and educational content; educational goals; evaluation, teacher training. The student will learn the theories and practices involved in teaching English as a foreign language. His proficiency in language study would also be enforced. <u>Introduction to languages of the specialty:</u> _ Epistemology: register; stylistic variety; discourse analysis; needs analysis (theoretical linguistics field) _ Discursive communities; the language of business; the language of medicine, language of science, language of journalism (language practice / ESP)
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Libellé de l'UE : Unité d'Enseignements de Méthodologie

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 6

Répartition du volume horaire de l'UEM et de ses matières	Volume horaire hebdomadaire Cours : 00 TD : 1h30 Travail Personnel : 1h30
Crédits et coefficients affectés à l'UEM et à ses matières (1h30 hebdo)	UE : UEM3.2 crédits : 4 Techniques of research Crédits : 4 Coefficient : 2

Mode d'évaluation (continu ou examen)	Continue
Description des matières	<u>Techniques of research</u> : initiation to research: a case study

Libellé de l'UE : Unité d'Enseignements de Découverte

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 6

Répartition du volume horaire de l'UED et de ses matières	Volume horaire hebdomadaire Cours : 1h30 Travail personnel : 1h30
Crédits et coefficients affectés à l'UED et à ses matières (1h30 hebdo)	UE : UED3.2 crédits : 2 Cognitive Psychology/ Sciences of Communication Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	examen
Description des matières	<u>cognitive science</u> : Brain and language skills; Neuro Linguistic process (production, comprehension); language disabilities

Libellé de l'UE : Unité d'Enseignements Transversales

Filière : Anglais

Spécialité : Langue anglaise

Semestre : 6

Répartition du volume horaire de l'UET et de ses matières	Volume horaire hebdomadaire Cours : 1h30 Travail personnel : 1h30
Crédits et coefficients affectés à l'UET et à ses matières (1h30 hebdo)	UE : UET3.2 crédits : 2 French Crédits : 2 Coefficient : 1
Mode d'évaluation (continu ou examen)	Examen
Description des matières	<u>French</u> : L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire

IV - Programme détaillé par matière

Written Comprehension and Expression

Intitulé de la Licence : Langue Anglaise

Semestres: 1 et 2

Enseignant responsable de l'UEF : NEDJLAOUI Ines

Enseignant responsable de la matière: ABBACI Warda

Objectifs de l'enseignement

The student would enhance his fundamental written expression skills. He would be familiar with the most important techniques for a correct language use. Moreover, he would be aware of the techniques and methods involved in affective reading and acquire a wide range of new vocabulary and expressions.

- Decode written messages using the appropriate strategies at this level.
- Master the different reading strategies.
- Locate the explicit meaning (or literal) a short and plain text.
- Production of various types of short texts with reference to textual patterns, models and types of discourse genres.

Connaissances préalables recommandées

A familiarity with the basic English grammatical structures is highly recommended.

Contenu de la matière :

I. Review of the grammar of language

- _ General introduction
- _ Review of parts of speech
- _ Revision of grammar, tenses and mood.
- _ Phrase, Clause, Sentence
- _ Kinds of Sentences
- _ Articulating ideas into clear sentences
- _ Scanning and Skimming

II. Punctuation

- 1/ Capitalisation

2/ Apostrophe

3/ Quotation Marks

4/ Comma

III. Building Correct Sentences

_ Dangling Modifiers

_ Subject Verb Agreement

_ Parallel Structures

_ Wordiness

IV. The Paragraph

1/ Paragraph Building and Organisation

- What is a paragraph?
- Using an outline to write a paragraph
- Writing a Topic Sentence
- Writing the Supporting Sentences

2/ Paragraph Order

3/ Paragraph Development: _ Paragraph developed by Definition
_ Paragraph developed by Exemplification
_ Paragraph developed by Description
_ Cause/Effect Paragraph
_ Compare and Contrast Paragraph
_ Argumentative Paragraph
_ Narrative Paragraph

4 Summarising

5 Produce various types of paragraphs from models, grids, text patterns, resource texts ...

Mode d'évaluation :

Examen et Continu

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

- 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/>
- 5- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 6- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

Oral Comprehension and Expression

Intitulé de la Licence : Langue anglaise

Semestres : 1 et 2

Enseignant responsable de l'UEF : NEDJLAOUI Ines

Enseignant responsable de la matière: BENKHEDIR Nadia

Objectifs de l'enseignement

The student would be able to better understand and speak in English. He would comprehend longer speeches in English and would be able to communicate with others more clearly.

Comprehension

- Develop the students' listening abilities and the prioritization of content
- Recognize intonations to react
- Construct the meaning of a verbal message
- Adopt a selective attitude of listening to locate information
- Include a common vocabulary related to situations in everyday life.
- Understand the key elements of audio and video messages on current topics

Expression

- Interact in different situations in everyday life.
- Take part in a discussion
- Give and ask for information
- Take part spontaneously in brief exchanges.

Connaissances préalables recommandées

Understanding and expressing utterances in English is essential.

Contenu de la matière :

Types of activity

Comprehension

- Listen to audio messages
- Select and prioritize information
- Identify voice

Expression

- Speech exercises
- Present its point of view, to express his feelings
- React to situations

- Answer questions
- Summarize, synthesize, reformulate
- Ask questions to inquire, to get information
- Debate about familiar topics

Content

- 1- Rhythm, the break, prosody, intonation, the marks of enunciation
- 2- Speech acts, diction
- 3- Dialogues with sound confusion (using the context to identify homonyms and minimal pairs)
- 4- Making study plans: Asking for opinions & recommendations/ understanding detailed course requirements/ asking about and understanding a library services and procedures/ intonation in questions.
- 5- Attending a lecture: Taking effective notes from a lecture/ giving an accurate and a concise summary of the main points/ Asking detailed questions for further information.
- 6- Dialogues with idioms (to familiarize students with the most commonly used idiomatic expressions)
- 7- Answering inference questions about dialogues. (training students in the skill of inferencing, understanding information that is not directly stated in the dialogue)
- 8- Dialogues involving agreement and disagreement
 - Suggestions - Invitations - Offers/requests - Contradictions - Assumptions
- 9- Dialogues with special verbs (causative verbs) (used to)...
- 10- Listening to telephone messages (to be able to understand and follow instructions)
- 11- Making phone calls: Handling incoming calls/ leaving a message/ taking a message/ asking for clarification and checking one has understood/ checking the others have understood.
- 12- Common Conversational topics/plans and problems:
 - Health, health pbms and health services
Describing health problems/ describing symptoms/ making sure we understand the doctor's instructions/ reacting to news(showing concern and relief)
 - Shops and shopping
Finding out more about a product/ returning items to a shop/ bargaining over the price and negotiating for a better deal
 - In the post office/ In the bank
Asking for a wide range of sentences at a bank and post office/ understanding detailed explanations about different bank accounts/ asking about and understanding various ways of sending mail abroad

- Tv programmes and the news

Describing and discussing films and T.V programmes/ summarizing main news stories

Mode d'évaluation :

Continu et Examen

Références:

- 1- <http://www.englishstudydirect.com/OSAC/langacls.htm>
- 2- <http://www.talkenglish.com/>
- 3- <http://www.englishclub.com/learn-english.htm>
- 4- <http://www.englishlistening.com/>

Grammar of the Language of Study

Intitulé de la Licence : Langue Anglaise

Semestres : 1 et 2

Enseignant responsable de l'UEF : KRARZIA Nawel

Enseignant responsable de la matière: DOUAIBIA Asma

Objectifs de l'enseignement

The student would learn the fundamentals of English Grammar. The student will learn how to employ the learned rules and structures in context and ultimately focus not only on the forms of the language, but on the meanings these forms convey.

Connaissances préalables recommandées

A familiarity with basic grammatical structures is highly recommended.

Contenu de la matière :

- 1- General introduction to Grammar
- 2- Word Order and Sentence Structure (simple, compound, complex, compound-complex sentences)
- 3- Parts of Speech:
 - A/ Major parts of speech:
 - 1- Nouns
 - 2- Verbs:
 - 2-1: Verb tenses
 - 2-2: Verb structure and patterns (transitive, intransitive, linking)
 - 4- Adjectives
 - 5- Adverbs
 - B/ Minor parts of speech:
 - 1- Articles
 - 2- Pronouns
 - 3- Negation
 - 4- Prepositions
 - 5- Conjunctions
 - 6- Intensifiers
 - 7- Quantifiers
- 4- Grammar revision
 - a. Tense, Aspect, Mood and Modality
 - b. Voice (Active & Passive)
 - c. Speech (Direct & Indirect)

d. Conditionals

Mode d'évaluation :

Continu et Examen

Références :

- 1- <http://englishplus.com/grammar/>
- 2- <http://www.grammarbook.com/>
- 3- <http://www.englishpage.com/grammar/>
- 4- Betty Schramper Azar, Basic English Grammar,
- 5- Basic Grammar in Use Student's book : Reference and Practice for Students of English by Raymond Murphy; Cambridge University Press
- 6- Essential Grammar in Use With Answers : A Self-Study Reference and Practice Book for Elementary Students of English by Raymond Murphy; Cambridge University Press

Corrective and Articulatory Phonetics

Intitulé de la Licence : Langue anglaise

Semestres : 1 et 2

Enseignant responsable de l'UEF : KRARZIA Nawel

Enseignant responsable de la matière: DAIRA Saleh

Objectifs de l'enseignement

The student will learn the mechanics of sound production. This would enable him to pronounce letters, words and sentences appropriately.

Connaissances préalables recommandées

Understanding and expressing simple utterances in English is essential

Contenu de la matière :

- 1- ARTICULATION: THE PRODUCTION OF SPEECH SOUNDS
 - Subject Matter of Phonetics
 - Phonetics & Phonology
 - Phonetic Alphabet
 - Articulation vs Pronunciation / Enunciation
 - The Face Diagram & Articulators
 - Classification of Speech Sounds / Criteria for Classification
 - Description of Speech Sounds / Vowels vs. Consonants & Semi-vowels
 - Diphthongs & Triphthongs

- 2- THE SYLLABLE STRUCTURE
 - Definitions: Utterance / Word / Syllable
 - Structure of the English Syllable
 - Description of the English Syllable
 - Syllabic Consonants: nasal / lateral / flap

- 3- STRONG / WEAK SYLLABLES & WEAK FORMS
 - Definitions: strong / weak
 - Weak Forms: Function Words – Rules about Use of Strong Forms
 - The Reduced Vowels: the Schwa / close front and close back vowels

Mode d'évaluation :

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

- 1- <http://www.englishclub.com/vocabulary/english-phonetic-spelling.htm>
- 2- <http://www.englishmedialab.com/pronunciation.html>
- 3- <http://www.esltower.com/pronunciation.html>
- 4- <http://www.esl-galaxy.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 Phonetics \(Oxford Introduction to Language Study Series\)](#) (2001)

Initiation to Linguistics

Intitulé de la Licence : Langue anglaise

Semestres : 1 et 2

Enseignant responsable de l'UE : KRARZIA Nawel

Enseignant responsable de la matière: TAYAA Karima

Objectifs de l'enseignement

The student will have an idea about the meaning and characteristics of language. He will be aware of the basic notions used in language analysis and studies.

Connaissances préalables recommandées

Understanding and expressing simple utterances in English is essential.

Contenu de la matière :

1. What is language? (Characteristics, Functions, Speech vs. writing)
2. Human vs Animal communication
3. Why is linguistics a science?
4. The functions of language
5. The origin of language
6. Types of language
7. Language families
8. Language varieties
9. The scientific study of language
10. Branches of linguistics
 - Phonetics/ phonology
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics
11. Macrolinguistics and microlinguistics

Mode d'évaluation : Continu et Examen

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

- 1- <http://linguistlist.org/index.cfm>
- 2- <http://linguistlist.org/index.cfm>
- 3- <http://www.worldlanguage.com/>
- 4- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)

- 5- P. H. Matthews, Linguistics: A Very Short Introduction (Very Short Introductions) (2003)
- 6- Stuart C. Poole, An Introduction To Linguistics (1999)
- 7- Ralph Fasold and Jeffrey Connor-Linton, An Introduction to Language and Linguistics (2003)

Initiation to Literary Texts

Intitulé de la Licence : Langue anglaise

Semestres : 1, 2

Enseignant responsable de l'UE : BOUHELAIS Samira

Enseignant responsable de la matière: HARRACHE Amina

Objectifs de l'enseignement

The student will understand the basics of dealing with literary works.

Guided study and analysis of short excerpts of literary texts, linguistically and culturally accessible to the student, from different genres (story, novel, poetry, drama, biography, essay); with emphasis on the form of the language, the acquisition of the general literary terminology and the study of literary texts.

Connaissances préalables recommandées

A lower-intermediate level in reading in English is recommended.

Contenu de la matière :

- 1- Introduction and brief history of literature
- 2- The language of literature
- 3- Literary terms and devices
- 4- Common figures of Speech
- 5- differences between literary texts and non-literary texts
- 6- Literary Genres
 - The Short Story
 - The Novella
 - The Novel
 - Drama
 - Poetry
- 7- Reading and interpreting Literature: How to read, study and analyse a literary text
- 8- Writing about Literature

Mode d'évaluation :

Continu et Examen

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

- 1- Mario Klarer An Introduction to Literary Studies (2004)

- 2- James S. Brown and Scott D. Yarbrough, A Practical Introduction to Literary Study by (2004)
- 3- Frank Lentricchia and Thomas McLaughlin, Critical Terms for Literary Study by (1995)
- 4- Jonathan D. Culler, Literary Theory: A Very Short Introduction (Very Short Introductions) (2000)
- 5- J. A. Cuddon, The Penguin Dictionary of Literary Terms and Literary Theory (2000)

Culture (s)/ Civilisation (s) of Language

Intitulé de la Licence : Langue anglaise

Semestres : 1, 2

Enseignant responsable de l'UE : BOUHELAIS Samira

Enseignant responsable de la matière: BOUAZIZ Amina

Objectifs de l'enseignement

The student will have a general outlook on civilisation and culture. He will be able to write an essay about a particular topic in civilisation, especially British and American civilisations.

Connaissances préalables recommandées

Having background knowledge about the country in relation to the target language: geography, history, cultures, traditions ...

Contenu de la matière :

What is Culture?

What is Civilization?

Comparison between Culture and Civilization

1-Initiation to British Civilization:

- Geography of UK
- Political System in UK
- Military and Economic System in UK
- Demographic and Cultural Aspects of UK

2-Initiation to American Civilization:

1-1 Geography of USA

1-2 Political System in USA

1-3 Military and Economic System in USA

1-4 Demographic and Cultural Aspects of USA

Mode d'évaluation :

Research Methodology

Intitulé de la Licence : Langue anglaise

Semestres : 1, 2

Enseignant responsable de l'UE : GHOUAR Amor

Enseignant responsable de la matière: GHOUAR Amor

Objectifs de l'enseignement

The learner will be familiar with the university environment and requirements. He will successfully make a shift from the previous high school learning methods to higher education learning methods.

Connaissances préalables recommandées

Initiation to the university life and work. Mastery of the techniques of the university work for a student's empowerment.

Contenu de la matière :

- 1- General introduction (University VS High School ; Student VS Pupil)
- 2- Taking notes: leading to the reconstruction of a text
- 3- Listen and concentration: Reconstructing a text from an oral speech
- 4- Procrastination, time management and setting goals
- 5- Communicating with teachers and peers (class participation/behaviour; working in groups)
- 6- Individual study and skill development: methodical reading of an authentic document
- 7- Using the Library: searching for a document in a library or on the internet
- 8- Ways of seeing and thinking: observation, analysis and judgment
- 9- Memorization/connections/synthesis techniques
- 10- Oral presentation

Mode d'évaluation :

Continu (• Report of listening• Reading report• Take notes• Oral presentation.)

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

- 1- <http://www.howtostudy.org/>
- 2- <http://www.studyqs.net/>
- 3- <http://www.how-to-study.com/>
- 4- <http://www.business-training-schools.com/bus/the-study-skills-resource-page.html>

- 5- Stella Cottrell , The Study Skills Handbook (2002)
- 6- Elizabeth Holtom, Study Skills (Guide to Smart Learning) by (2007)
- 7- Tom Burns and Sandra Sinfield, Essential Study Skills: The Complete Guide to Success at University (2001)

Social and Human Sciences

Intitulé de la Licence : Langue anglaise

Semestres : 1, 2

Enseignant responsable de l'UE : BRAHMI Halima

Enseignant responsable de la matière: BRAHMI Halima

Objectifs de l'enseignement

The student will learn how to investigate human life and activities via a phenomenological methodology that acknowledges the validity of both sensory and psychological experience.

Connaissances préalables recommandées

Having basic knowledge of the different disciplines of social and human sciences which are related to the subjects of linguistics, didactics, Literature and Culture / civilization.

Contenu de la matière :

- 1- Human science
- 2- Introduction to social science
- 3- Study of social science: a) evolution of human beings
b) different stages of human development
- 4- The evolving social and human sciences
- 5- Social sciences and its methods: a) anthropology
b) sociology
c) geography
d) history
e) economics
f) political science
g) psychology
- 6- Social science and society
- 7- Social sciences and the problems of present day society.
- 8- Linguistic anthropology
- 9- Cultural anthropology

Mode d'évaluation :

Examen

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

- 1- www.bahaistudies.net/asma/humanscience.pdf
- 2- www.nos.org/media/documents/.../lesson-00.pdf

French

Intitulé de la Licence : Langue anglaise

Semestre : 1, 2

Enseignant responsable de l'UE : RAIS Rachid

Enseignant responsable de la matière: RAIS Rachid

Objectifs de l'enseignement

L'étudiant aura renforcé ses connaissances de la grammaire française. L'étude de textes littéraires donnera à l'étudiant un accès à la culture et l'histoire française.

Connaissances préalables recommandées

L'étudiant doit comprendre et exprimer des phrases simples en français.

Contenu de la matière :

- 1- Structure de la langue:
 - négation: pas, jamais, plus
 - question: intonation – est-ce que
 - les adjectives: genre et nombre
 - le présent des verbes “er”
 - la place de l'adjectif
 - question: n'est-ce pas
 - adjectifs possessifs
 - quel – ce/cet, cette, ces
 - le pluriel des noms
- 2- Textes
 - Baudelaire, Charles: *Hymne à la beauté*
 - De Lamartine, Alphonse : *Le lac*
 - Hugo, Victor: *Clair de lune*
 - La Fontaine : *Fables Choiesies*
 - Leroux, Gaston: *Le fantôme de l'opéra*

Mode d'évaluation :

Continu et Examen

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

- 1- <http://www.ccdmd.qc.ca/fr/>
- 2- <http://www.bbc.co.uk/languages/french/>
- 3- <http://www.alalettre.com/index.php>
- 4- <http://www.francaisfacile.com/>

- 5- <http://grammaire.reverso.net/>
- 6- <http://grammaire.reverso.net/testez-vous.shtml>
- 7- <http://www.etudes-litteraires.com/grammaire.php>

Written Comprehension and Expression

Intitulé de la Licence : Langue anglaise

Semestres : 3 et 4

Enseignant responsable de l'UE : NEDJLAOUI Ines

Enseignant responsable de la matière: NEDJLAOUI Ines

Objectifs de l'enseignement

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.

Interpretation, analysis, and synthesis of simple then complex texts.

Connaissances préalables recommandées

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

Contenu de la matière :

I. The Writing Process

- 1/ Brain Storming
 - _ Developing personal thinking in essay writing
 - _ Writing drafts
- 2/ Writing Process
- 3/ Developing a Thesis Statement
- 4/ Sample Theses with Main Points
- 5/ Essay Structure: - The Introduction of the Essay
 - Body of the Essay
 - The Conclusion of the Essay

II. The Five Paragraph Essay

First reading (information gathering), second reading (understanding and interpreting material)

III. Style and Clarity

Academic writing style

Stella Cottrell's classification: Descriptive writing, Argumentative writing, Evaluative writing

Subjective VS critical writings: Using personal experience, A critical, analytical approach

Using your reading to support your writing: Citing references in text – some useful expressions

Conventions of style in academic writing

Expressing your ideas clearly

IV. Types of Essay

- 1/ Definition Essay
- 2/ Classification Essay
- 3/ Comparison and Contrast Essay
- 4/ Cause Effect Essay
- 5/ Narrative Essay: - Personal Narrative
 - Historical Narrative
- 6/ How to write a literary analysis essay

Mode d'évaluation :

Continu et Examen

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

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

Oral Comprehension and Expression

Intitulé de la Licence : Langue anglaise

Semestre : 3 et 4

Enseignant responsable de l'UE : NEDJALOU I Ines

Enseignant responsable de la matière: BOUHELAI Samira

Objectifs de l'enseignement

The student will be able to understand and speak longer conversations in English. He will develop an ability to speak in different situations and contexts as fluently and naturally as possible.

Connaissances préalables recommandées

Understand and speaking short conversations in English is essential.

Contenu de la matière :

Interactive skills to enhance comprehension

*Communication skills (verbal and non-verbal expression)

*Paraphrasing and elaboration skills

*How to improve your vocabulary (vocabulary beyond that of the subject matter)

*Tips to speak English fluently (fluency, intelligibility, and acceptability)

*How to make a presentation/ a speech

- Oratory/ Public speaking

How to select the speech topic, creating a speech outline, apply gestures, staging and vocal variety, analyzing the audience, the scene and determine its objectives.

- Types of oratory speaking
 - Informative oratory
 - Persuasive oratory
 - Descriptive oratory
- Adapting Oratory to other occasions and formats
 - Wedding speech
 - Graduation speech

Welcome speech

Presenting or receiving an award, etc...

*Keys to better listening comprehension

- What is critical Listening?
Mindset, Listen, read, speak (shadowing), Diversity
- What makes native speakers hard to understand
- What's special about the structure of English Language
- Common English pronunciation traps

*British pronunciation Vs American pronunciation

*Phrasal verbs

*English idioms

Mode d'évaluation :

Continu et Examen

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

- 1- Sherry Preiss NorthStar Listening and Speaking, Advanced Second Edition (2003)
- 2- David Christiansen and Joan Ashkenas, The Complete Listening-Speaking Course: Student Centered, Teacher Guided (2001)
- 3- Miles Craven, Cambridge English Skills Real Listening and Speaking 1 with answers and Audio CD (2008)

Grammar of the Language of Study

Intitulé de la Licence : Langue anglaise

Semestres : 3et 4

Enseignant responsable de l'UE : DAIRA Saleh

Enseignant responsable de la matière: KRARZIA Nawel

Objectifs de l'enseignement

The student would enhance his skills in handling the language structures. He would have mastery in forming a wide range of well-structured complex sentences. Furthermore, the learner's language skills will be enhanced through learning how to use various grammatical structures into different contexts especially every day and academic English.

Connaissances préalables recommandées

An ability to form well-structured simple sentences in English is recommended. In the second semester, a familiarity with advanced sentence structures is required.

Contenu de la matière :

- 1- The Sentence Structure – A Review
- 2- Types of Phrases
 - a. Noun Phrase (Functions. Modification. Appositives)
 - b. Verb Phrase (Verb Forms. Structure of VP. Some Characteristics of VPs)
 - c. Prepositional Phrase (Types of Prepositions. Formal Characteristics. Functional Roles. Semantic Roles)
 - d. Participial Phrase (Forms. Placement. Types)
 - e. Absolute Phrase
 - f. Infinitive Phrase (Definition. Forms. Functions. Miscellany)
 - g. Gerund Phrase (Definition. Forms. Gerund Vs Participle. Gerund Vs Infinitive)
- 3- The Complex Sentence
 - 3.1 The Meaning of Clauses (Dependent & Independent Clauses. Subordination)
 - 3.2 Relative Pronouns
 - 3.3 Restrictive and Non-restrictive Clauses
 - 3.4 Noun Clauses
 - 3.5 Adjective Clauses
 - 3.6 Adverbial Clauses
- 4- The Verbal Group
 - 1.1. Introducing the VG [Definition. Types of Verbs (lexical, auxiliary, and catenative verbs). Types of VGs]
 - 1.2. Basic Structures

- 1.3. The Semantics of Phrasal Verbs
- 1.4. Types of VGs and the Notion of Phase
- 5- The Nominal Group
- 6- The Adjectival Group
- 7- The Adverbial Group

Mode d'évaluation :

Continu et Examen

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

- 1- Betty Schramper Azar, Fundamentals of English Grammar, Third Edition (Full Student Book with Answer Key) (2002)
- 2- Martin Hewings, Advanced Grammar in Use by (2005)
- 3- Sidney Greenbaum The Oxford English Grammar (1996)
- 4- K.D. Sullivan and Ann Longknife, The Art of Styling Sentences (2001)
- 5- Anne C. Lobeck, Discovering Grammar: An Introduction to English Sentence Structure (2000)

Corrective and Articulatory Phonetics

Intitulé de la Licence : Langue anglaise

Semestre : 3 et 4

Enseignant responsable de l'UE : DAIRA Saleh

Enseignant responsable de la matière: BELKHEBIR Nadia

Objectifs de l'enseignement

By understanding the process of sound production and methods, the student's pronunciation accuracy will be enhanced. This would enable him to speak a fluent and natural English.

Connaissances préalables recommandées

Knowledge about the basics of sound production is recommended. Pronouncing correctly.

Contenu de la matière :

Phonetics as a discipline: revision.

- English phonemes
- Aspects of prosody
- Stress
- intonation
- Connected speech
- Accentual structure and Varieties of English Pronunciation

Mode d'évaluation :

Continu et Examen

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

- 1- <http://www.englishclub.com/vocabulary/english-phonetic-spelling.htm>
- 2- <http://www.englishmedialab.com/pronunciation.html>
- 3- <http://www.esl-galaxy.com/pronunciation.html>
- 4- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 5- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 6- Peter Roach and H. G. Widdowson, Phonetics, 2000

Introduction to Linguistics

Intitulé de la Licence : Langue anglais

Semestres : 3, 4

Enseignant responsable de l'UE : DAIRA Saleh

Enseignant responsable de la matière: TAYAA Karima

Objectifs de l'enseignement

The students will have an idea about the current theoretical approaches to linguistics. This will give him a better understand about the ways in which language is studied and analyzed. In addition, the student will be familiar with the different fields in which the study of language is applied.

Connaissances préalables recommandées

Knowledge about the general theory of Linguistics is recommended.

Contenu de la matière :

- 1- General Introduction : Linguistic Schools and Theories through History
- 2- Basic Linguistic Theory
- 3- Behaviourism
- 4- Structuralism
- 5- Poststructuralism
- 6- Sausurian Linguistics (Case Study)
- 7- Leonard Bloomfield's ICA
- 8- Generative Linguistics
- 9- Chomskian Linguistics (Case Study)
- 10- Applied Linguistics

Mode d'évaluation :

Examen et continu

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

- 1- Geoffrey Sampson, Schools of Linguistics (1980)
- 2- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 3- Randy Allen Harris, The Linguistics Wars (1995)
- 4- <http://www.dilbilimi.net/theories.htm>
- 5- <http://languagedevelopment.tripod.com/id15.html>

- 6- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 7- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)

Literatures of the Language of Study

Intitulé de la Licence : Langue anglaise

Semestres : 3, 4

Enseignant responsable de l'UE : ABBACI Warda

Enseignant responsable de la matière: HARRACHE Amina

Objectifs de l'enseignement

The learner would enforce his knowledge about literature in general. He will be aware of the different approaches to interpreting literary works.

Connaissances préalables recommandées

An understanding of basic literary genres, forms and terms is necessary.

Contenu de la matière :

- 1- General Introduction: What is Literary Criticism ?
- 2- Reading and interpreting a variety of literary texts:
 - Short story: Araby - What We Think about When We Talk about Love - King M
 - Novella: Heart of Darkness
 - Novel: Animal Farm - The Great Gatsby - Things Fall Apart
 - Drama: The Crucible - Hamlet
 - Poetry: The Waste Land
- 3- General overview of African Literature

Mode d'évaluation :

Continu et Examen

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

- 1- <http://www.enotes.com/guides/criticism>
- 2- <http://www.textetc.com/criticism.html>
- 3- <http://www.libraryspot.com/litcrit.htm>
- 4- <http://42explore.com/litcrit.htm>
- 5- <http://sparkcharts.sparknotes.com/lit/literaryterms/section6.php>
- 6- Patricia Waugh, Literary Theory and Criticism: An Oxford Guide (2006)
- 7- Andrew Bennett and Nicholas Royle, An Introduction to Literature, Criticism and Theory (4th Edition) (2001)

Culture(s)/ Civilisation (s) of Language

Intitulé de la Licence : Langue anglaise

Semestres : 3, 4

Enseignant responsable de l'UE : ABBACI Warda

Enseignant responsable de la matière: BRAHMI Halima

Objectifs de l'enseignement

The student will have a better understanding of the British culture and identity. He will be able to read primary and secondary resources in order to learn about the British history, society and political system, and then write an essay about a particular topic in civilisation.

Connaissances préalables recommandées

Having back ground information about the United Kingdom in terms of: geography, history, cultures, traditions ...

Contenu de la matière :

I. Origins and History of Britain

- 1- The First Inhabitants of Britain / Celtic and Roman Britain
- 2- The « Barbarian » Invasions / The Celtic Kingdoms / The Spread of Christianity (410-1066)
- 3- The Early Middle Ages : Normanisation, Magna Carta & the Decline of Feudalism (1066)
- 4- The late Middle Ages: the crisis of kingships 1215-1485, the birth of the English Nation!
- 5- The Tudor Age (1485-1603): The English Reformations
- 6- The Stuart Era (1603-1714) : The Century of Revolutions and Constitutional Settlement

II. The British Empire: from Sunset to Nowadays

- 1- The Rise of the British Empire
- 2-The Napoleonic Wars
- 3-The Industrial Revolution and the Beginning of the Second British Empire
- 4-The Second British Empire and Social Reforms .
- 5-The Victorian Era and the Great War

6-Home Front: World War One (1901 - 1918)

7-Home Front: World War Two (1918 - 1945)

8-The Making of Modern Britain:

Britain's declining role since 1945

The British Political System

Britain and the EU

Thatcherism

England, Wales, Scotland and Northern Ireland

Immigration and Race relations

Mode d'évaluation :

Continu et Examen

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

- 1- John Oakland, British Civilization: An Introduction (2006)
- 2- John Oakland, British Civilization: A Student's Dictionary (2003)
- 3- <http://www.bbc.co.uk/history/>
- 4- <http://www.spartacus.schoolnet.co.uk/Britain.html>
- 5- Jeremy Black, A History of the British Isles (2003)

Techniques of the University Work

Intitulé de la Licence : Langue anglaise

Semestres : 3 , 4

Enseignant responsable de l'UE : GHOUAR Amor

Enseignant responsable de la matière : GHOUAR Amor

Objectifs de l'enseignement

The student will learn the methods and techniques involved in higher education research. He will be able to conduct a research on his own in an efficient way.

Connaissances préalables recommandées

An understanding of basic study skills of the university work is essential.

Contenu de la matière :

- 1- Introduction: Why using methods in research? Define areas for academic research
- 2- The process of Research: Methodology of research
 - Theories and methods
 - Basic research strategies
 - The literature review
 - Ethics in Research
- 3- Experiments and Experimental Thinking
 - Kinds of experiments
 - Internal and external validity
 - Threats to validity
 - Controlling for threats to validity
- 4- Introduction to a research problematic
 - Research question, problematic
 - The drafting of a problematic
- 5- The tools of investigation/ Survey Tools
 - The most widely used investigative tools (grids of observational sound recording - video - the questionnaire etc.)
 - Develop survey tools: - the questionnaire - Interviewing

Mode d'évaluation : Continu

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

- 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)

Initiation to Translation

Intitulé de la Licence : Langue anglaise

Semestres : 3 , 4

Enseignant responsable de l'UE : RAIS Rachid

Enseignant responsable de la matière : RAIS Rachid

Objectifs de l'enseignement

The student will learn how to translate sentences and short texts from English to French and Arabic and vice versa (theme and version). He will learn the methods and the process involved in efficient and accurate translation.

Connaissances préalables recommandées

A mastery of Arabic and a lower-intermediate level in French are recommended.

Contenu de la matière :

The course should be practice oriented with occasional references to theory:

- 1- Translating texts from English to Arabic/French and vice versa.
- 2- Discussing the problems arising out of the above activities
- 3- Examining texts in translation (including multiple translations of the same text) and comparing and contrasting them and suggesting improvements
- 4- Simultaneous and consecutive translation
- 5- Conference note-taking, liaison and ad-hoc interpreting
- 6- Using reference materials such as dictionaries, encyclopedias, thesauruses, glossaries, translation software, etc
- 7- Using modern technology for translation and interpreting
- 8- Doing projects on annotated translations, text preparation and summary writing

Mode d'évaluation :

Continu et Examen

Technologies of Information and Communications

Intitulé de la Licence : Langue anglaise

Semestres : 3 et 4

Enseignant responsable de l'UE :

Enseignant responsable de la matière:

Objectifs de l'enseignement

L'étudiant apprendra les concepts et les méthodes courantes des technologies de l'information et de télécommunication en application dans divers domaines et surtout dans le domaine académique.

Connaissances préalables recommandées

Un bon maniement de l'outil informatique (PC) est fortement recommandé.

Contenu de la matière :

Les applications modernes des TIC dans le monde du travail

1- Bureautique

Système manuel

système mécanique

Système électro-mécaniques

TIC systèmes intégrés

2- Usines de traitement automatisé

Système manuel

système mécanique

Système électro-mécaniques

Contrôle de processus

TIC systèmes intégrés

Importance de la conversion analogique-numérique

3- Enseignement assisté par ordinateur d'apprentissage

Utilisation des TIC pour l'apprentissage sous réserve

TIC comme outil pédagogique

TIC pour la formation

4- Bureautique

Système manuel

système mécanique

Système électro-mécaniques

TIC systèmes intégrés

- 5- Usines de traitement automatisé
 - Système manuel
 - système mécanique
 - Système électro-mécaniques
 - Contrôle de processus
 - TIC systèmes intégrés
 - Importance de la conversion analogique-numérique
- 6- Enseignement assisté par ordinateur d'apprentissage
 - Utilisation des TIC pour l'apprentissage sous réserve
 - TIC comme outil pédagogique
 - TIC pour la formation

Mode d'évaluation :

Continu et Examen

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

- 1- <http://www.apprendre-informatique.com/>
- 2- <http://info.sio2.be/>
- 3- <http://www.vulgarisation-informatique.com/>
- 4- <http://culturepc.com/>

Semestre : 5

Unité d'enseignement : UEF1

Matière : Linguistique

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement :

- To gain a better understanding of the interplay of language and sociocultural landscape in which it is used.
- To understand why language varies, changes and diffuses regionally, socially, and diachronically.
-

Connaissances préalables recommandées :

- History of linguistics, schools of linguistics.
- Sub-fields of linguistics- phonology, syntax and lexicon,
- Preliminary information about language and culture.
-

Contenu de la matière: (Socio/Ethno-linguistique)

- General introduction to sociolinguistics.
- Basic concepts, issues, and approaches.
- Regional variation: traditional approaches vs. modern approaches.
- Language Variation and change: The Locus of Variability, Regional Variation, social Variation.
- Language Change: Principles of Language Change, How Do Linguistic Changes Diffuse?
- Tree Model, Bailey Model, Gravity Model.
- Social triggers of linguistic change: age, gender, social network, class.
- What is there about ethnography of communication?
- Method: the use of ethnography, how did linguistics and anthropology come to share interest in communication? , aims, scope and focus.
- Basic concepts and issues: communicative competence, communicative repertoire, speech community, competence of the incompetence, the S.P.E.K.I.N.G grid, language and culture language, culture and thought.
- Varieties of language.

Mode d'évaluation :

Contrôle continu 50 %

Examen 50%

Références bibliographiques

- 1- Holmes, J. (2001). *An introduction to Sociolinguistics*, 2nd ed. Pearson Education Ltd: UK.
- 2- Hudson R. A. (1996). *Sociolinguistics*, 2nd ed. Cambridge, University Press.
- 3- Saville-Troike, M. (2003). *The Ethnography of Communication: An Introduction*, 3rd ed. Blackwell Publishing Ltd: Oxford.

Semestre : 5

Unité d'enseignement : UEF1

Matière : Etude de Textes Littéraires

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement:

- Introducing the students to various literary movements
- Providing students with the necessary information and techniques that allow them to distinguish between different literary styles.

Connaissances préalables recommandées:

- Students should be acquainted with the three literary genres: poetry, fiction, and drama.

Contenu de la matière: (Littérature)

- Introduction to different literary movements (romanticism, realism, modernism, postmodernism ...)
- Introduction to the main figures of these literary movements.
- Introduction to the main characteristics of each movement (the notion of the return to nature, imagination, regionalism, experimentation ...).

Mode d'évaluation :

Contrôle continu : 50%

Examen : 50%

Références bibliographiques:

- 1- Milne, Ira Mark. *Literary Movements for Students: Presenting Analysis, Context, and Criticism on Literary Movements*. 2nd ed. Gale: Cengage learning, 2009.
- 2- Thornborrow, Joanna. *Patterns in Language: an introduction to language and Literary Style*. 2nd ed. London: Routledge, 2005.
- 3- Barnet, Sylvan and William E. Burto. *An Introduction to Literature*. 16th ed. London: Longman, 2010.

Semestre : 5

Unité d'enseignement : UEF1

Matière : Etude de Textes de Civilisation

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement

- Guiding students for a deeper understanding of the past.
- Indulging students in the past history and world civilizations as mirrors of the contemporary world.
- Understanding the history of thought and the transition of ideas and values.
- Engaging students to a wide range of interdisciplinary topics like political institutions, social change, women's movements, the arts ...

Connaissances préalables recommandées

Humanities and Social sciences lectures.

Contenu de la matière : (Aspects Civilisationnels : Histoire, Art, et Interculturalité)

- World Civilizations 4000 B.C.E. to 1500 C.E
- World Civilizations 1500 C.E. to the Present
- Modern African History
- Modern Middle East History
- Modern European History
- The History of Modern China

Mode d'évaluation :

Contrôle continu : 50%

Examen : 50%

Références bibliographiques :

- Stearns, Peter N. *Western Civilization in World History*. New York: Routledge, 2003.
- Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster, 1996.
- Bullie, Richard W. *The Case for Islamo-Christian Civilization*. New York: Colombia University press, 2004.

Semestre : 5

Unité d'enseignement : UEF2

Matière : Compréhension & Production Ecrite

Crédits : 02

Coefficient : 02

Objectifs de l'enseignement

- To write essays using different methods of organization and development.
- To help students make analytic reflection and criticism in their writing, and this requires the use of original ideas and arguments to defend these ideas.

Connaissances préalables recommandées

- Correct grammar, punctuation, and spelling.
- Good vocabulary.
- The ability to write an essay, including the strategies of writing an introduction, body, and conclusion.

Contenu de la matière : (Perfectionnement de l'écrit : Compréhension, Production et Créativité)

- Types of essays including: cause/ effect, problem/ solution, argumentative, comparison/ contrast, classification, and process essays.
- Descriptive essays on people and places.

Mode d'évaluation :

Contrôle continu : 100%

Références bibliographiques:

- Taylor, G. (2009). *Student's writing Guide: How to plan and write successful essays*. Cambridge: Cambridge University press.
- 2- Ramet, A. (2007). *Creative writing: How to unlock your imagination, develop your writing skills and get published* (7th ed.). Oxford
- 3- C. Coffin et al. (2003). *Teaching Academic Writing*. Published in the Taylor and Francis e-Library, Routledge, UK.

Semestre : 5

Unité d'enseignement : UEF2

Matière : Compréhension & Production Orale

Crédits: 02

Coefficient : 02

Objectifs de l'enseignement

At the end of this semester, the student is expected to be able to reach intermediate speaking proficiency by expanding his/her active vocabulary and by learning how to use complex sentences of various types, how to link sentences together smoothly to form discourse, how to manage conversations, interviews and even debates and how to perform social functions without complication.

Connaissances préalables recommandées

The learner is assumed having reached a pre- intermediate listening and speaking proficiency namely to pronounce words understandably in connected speech, to understand and use different types of sentences in conversation, to understand and use basic vocabulary in speech and to interpret and perform simple communication functions

Contenu de la matière: (Perfectionnement de l'oral)

Communicative activities that allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of activity are role plays and discussions (debates).

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts incite them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Role plays and debates succeed when the instructor prepares students first.

Mode d'évaluation :

Contrôle continu : 100%

Références bibliographiques

- Brown, and G. Yule. (1983). *Teaching the spoken language*. New York: Cambridge University Press.
- Schmidt, R. W., & Frota, S. N. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. R. Day (Ed.), *Talking to learn* (pp. 237-326). Rowley, MA: Newbury House.
- Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. *English Teaching Forum*. 35 (3), 8. Retrieved from <http://eca.state.gov/forum/vols/vol35/no3/p8.htm>.

Semestre : 5

Unité d'enseignement fondamentale 2 : U E F 2

Matière : Traduction et interprétariat

Crédits : 02

Coefficient : 02

Objectifs de l'enseignement L'étudiant sera capable d'effectuer des manipulations correctes entre la L1 (arabe) et la langue étrangère étudiée L2 et vice versa, en passant de la traduction écrite et l'interprétation de paragraphes courts aux textes simples de différents genres et types.

Connaissances préalables recommandées : L'étudiant doit non seulement maîtriser les deux langues de travail (ici l'arabe et le français), mais aussi avoir une bonne connaissance des principes du processus traductif.

Contenu de la matière :

- consolider les connaissances acquises en S3 et S4.
- initier à l'interprétariat à travers un enseignement à vocation essentiellement pratique de manipulation entre la L1 et L2, sur des textes simples écoutés et écrits(thème et version) de types et de genres différents (journalistiques, scientifiques, littéraires, juridiques...).
- faire prendre conscience, des étapes méthodiques de l'opération traduisante et de sa distinction du processus interprétatif.
- initier l'étudiant aux principes de la traduction et de l'interprétation des textes simples de spécialité du français vers l'arabe et vice versa, en suivant des méthodes et des stratégies déterminées.

Mode d'évaluation : évaluation continue.

Références bibliographiques

- BAKER, Mona (1992). *In Other Words: Coursebook on Translation*. New York & London: Routledge.
- BALLARD M. (1992). «De Cicéron à Benjamin. Traducteurs, traductions, réflexions». Lille : Presses Universitaires du Septentrion.
- LADMIRAL Jean-René (1994). «Traduire : théorèmes pour la traduction». Paris : Gallimard, 1994.

Semestre : 5

Unité d'enseignement : UEF3

Matière : Introduction à la didactique

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- 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.

Connaissances préalables recommandées

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

Contenu de la matière : (Didactique des Langues)

- Teaching
- The good teacher
- Relationship teacher/ learner
- A systematic approach to teaching
- Objective
- Content
- Approaches and methods
- Assessment

Mode d'évaluation :

Contrôle contenu : /

Examen 100 %

Références bibliographiques :

Citer au moins 3 à 4 références classiques et importantes.

- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Longman (4th edition)
- 2- Brown, H. D. (2007). *Principles of Language Teaching and Learning*. New York: Pearson education (5th edition)
- 3- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University press (2nd edition).

Semestre: 5

Unité d'enseignement : UEF3

Matière : Introduction aux Langues de Spécialités

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- To explore the basic concepts needed in teaching ESP including language skills, needs analysis, lesson planning, and assessment.
- They will have a clear idea on how English is taught in different disciplines.

Connaissances préalables recommandées

- Students should have background knowledge in teaching English for general purposes.
- Knowledge of the different theories of language and language learning.

Contenu de la matière : (ESP)

Section 1 : What is ESP ?

- The origins of ESP
- The development of ESP (phases)
- ESP: An approach not a product.

Section 2: ESP and language skills

- ESP and speaking
- ESP and listening
- ESP and reading
- ESP and writing
- Vocabulary and ESP

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

Contrôle contenu : 100%

Références bibliographiques.

1-Paltridge, B & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. UK: Wiley & Sons, Ltd.

2- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. UK: Palgrave Macmillan

3- Hutchinson, T & Waters, A. (1987). *English for Specific Purposes: A learning Centered Approach*. Cambridge: Cambridge university press.

Semestre : 5

Unité d'enseignement : UEM

Matière : Techniques de la Recherche Universitaire

Crédits : 04

Coefficient : 02

Objectifs de l'enseignement

- To write a research proposal and to distinguish between APA and MLA styles.
- To know how to collect data required for any research work especially designing questionnaires and conducting experiments.

Connaissances préalables recommandées

- At this level, students should have a prior knowledge about the basic research skills required for a university student.

Contenu de la matière :

- Defining a research proposal
- Components of a research proposal
- Raising research questions
- Writing a literature review

Mode d'évaluation :

Contrôle contenu : 100%

Références bibliographiques

- 1- Nunan, D. (2008). *Research Methods in Language Learning*. Cambridge: Cambridge university press.
- 2-Seliger, W. (2008). *Second Language Research Methods*. Oxford: Oxford university press.
- 3-Szuchman, L, T. (2014). *Writing with Style: APA Style Made Easy* (6th ed). USA: Wadsworth, Cengage Learning.

Semestre : 5

Unité d'enseignement : UED

Matière : Sciences de la communication

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- ☐ To provide an introduction to communication sciences in the broader contexts of the role of communication in science and public perceptions of science and technology.
- ☐ To cultivate practical skills in communication sciences, through hands-on projects
- ☐ To explore the distinctive nature of communication sciences through journalism, creative writing, radio, TV, and the Internet.
- ☐ To explore communication sciences through a series of case studies of science, technology and society issues in the public domain

Connaissances préalables recommandées

To have basic knowledge about media and modern technologies.

Contenu de la matière :

- An introduction to the world of information.
- An introduction to media
- Schools and approaches
- Popular culture

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

Examen : 100%

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

1-Johnson, S. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. San Francisco, CA: Harper Edge.

2-Jones, S. 2003. *Encyclopedia of New Media: An Essential Reference to Communication and Technology*. Thousand Oaks: Sage Publications.

3- Donesbach, W. 2008. *The International Encyclopedia of Communication*. Malden, MA : Blackwell pub.

Semestre : 5

Unité d'enseignement : UET

Matière : Langue Nationale

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

استخلاص خصائص اللغة بصفة عامة و اللغة العربية بصفة خاصة و هذا ما يساعد في التواصل في الحياة العامة

Connaissances préalables recommandées

مكتسبات قبلية في اللسانيات العامة

Contenu de la matière : (Linguistique en Arabe)

- 1-نبذة تاريخية عن الدراسات اللغوية عند الهنود اليونان و العرب.
- 2-خصائص اللغات الطبيعية
- 3-علم اللغة بصفة عامة
- 4-ثنائيات دو سوسير
 - اللغة اللسان و الكلام.
 - الدال و المدلول
 - التزامنية و التعاقبية
- 5مستويات التحليل اللساني (صوتي صرفي معجمي تركيبى دلالي)
- 6مخطط التواصل لجاكوبسون
- 7-اللسانيات العربية

Mode d'évaluation :

Examen : 100%.

Références bibliographiques

- 1- أحمد مؤمن :اللسانيات نشأة وتطور .ديوان المطبوعات الجامعية.بن عكنون -الجزائر .2005.ط2 - 1
- 2- اللغة العربية معناها ومبناها.دار البيضاء -المغرب.دار الثقافة.د.ت.بط :حسان تمام -
- 3- الجزائر.2006.ط .خولة طالب الابراهيمى :مبادئ في اللسانيات .دار القصة -

Semestre : 6

Unité d'enseignement : UEF1

Matière : Linguistique

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement

- To develop an understanding of the basic subfields of psycholinguistics such as language acquisition and speech perception...etc
- To explore the basic notions, approaches, and theories in the area of psycholinguistics.

Connaissances préalables recommandées

- General linguistics, schools of linguistics-e.g. descriptivism, cognitivism.
- Sub-fields of linguistics, i.e., phonology, syntax and lexicon
- Preliminary information about language and brain.

Contenu de la matière: (Psycholinguistique)

- Clearing the grounds: An introduction to the basic concepts and issues in psycholinguistics.
- The nature of human language as cognitive and communicative system.
- The cognitive basis of language.
- The *nature* vs. *nurture* debate: behaviorism or an innate capacity for acquisition?
- Language comprehension and production.

Mode d'évaluation :

Contrôle continu 50 %

Examen 50%

Références bibliographiques

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

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

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

Semestre: 6

Unité d'enseignement: UEF1

Matière : Etude de Textes Littéraires

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement :

- To introduce the student to the field of literary theory, a central component of contemporary studies in English and world literature.
- To gain knowledge of the various premises and methods available to the student as a critical reader of literature.

Connaissances préalables recommandées:

- A solid knowledge of how to analyze a literary text.

Contenu de la matière : (Théories de la Littérature)

- What is literary theory?
- Key Concepts, Practices, and Figures of the most common theories of literature like Formalism, Structuralism, Feminism, Marxism, Psychoanalysis,
- Similarities and differences between these theories.

Mode d'évaluation :

Contrôle continu : 50%

Examen : 50%

Références bibliographiques:

1- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009.

2- Childers, Joseph, and Gary Hentzi, eds. *The Columbia Dictionary of Modern Literary and Cultural Criticism*. New York: Columbia UP, 1995.

3-Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 1997.

Semestre : 6

Unité d'enseignement : UEF1

Matière : Etude de Textes de Civilisation

Crédits : 04

Coefficient : 03

Objectifs de l'enseignement

- Guiding students for a deeper understanding of the past of the Anglo-Saxon world.
- Understanding the nature and the make up of both British and American societies.
- Enabling students to critically analyze the factors behind the rise of the USA as the world's superpower and the fall of the British Empire.

Connaissances préalables recommandées

- The student needs to have background information about British culture, British Civilization, American culture and American civilization.

Contenu de la matière : (Aspects Civilisationnels : Histoire, Art, et Interculturalité)

- The British Empire
- The Commonwealth
- Multiculturalism in Britain
- American History from the Colonial Period to the Civil War
- American History from the Civil War to the Present
- Race and Ethnicity in the USA

Mode d'évaluation :

Contrôle continu : 50%

Examen : 50%

Références bibliographiques:

- Oakland, John. *British Civilization: An Introduction*. New York: Routledge, 2003.
- Glynn, Sean and Booth, Alan. *Modern Britain: An Economic and Social History*. London: Routledge, 1996.
- Totman, Sally-Ann. *How Hollywood Projects Foreign Policy*. New York: Palgrave Macmillan, 2009.
- Johnson, Keven R. *The Huddled Masses Myth: Immigration and Civil Rights*. Philadelphia: Temple University Press, 2004.

Semestre : 6

Unité d'enseignement : UEF2

Matière : Production écrite

Crédits : 02

Coefficient : 02

Objectifs de l'enseignement

- To write essays using different methods of organization and development.
- To help students make analytic reflection and criticism in their writing, and this requires the use of original ideas and arguments to defend these ideas.

Connaissances préalables recommandées

- *Correct grammar, punctuation and spelling.*
- *Good vocabulary.*
- *The ability to write an essay, including the strategies of writing an introduction, body, and conclusion.*

Contenu de la matière : (Perfectionnement de l'écrit : Compréhension, Production et Créativité)

- Comparing/ contrasting two photographs in an analytical essay.
- Writing analytical essays on poems

Mode d'évaluation :

Contrôle continu : 100%

Références bibliographiques:

1- Taylor, G. (2009). *Student's writing guide: How to plan and write successful essays.*

Cambridge: Cambridge University press.

2- Ramet, A. (2007). *Creative writing: How to unlock your imagination, develop your writing skills and get published* (7th ed.). Oxford

3-C. Coffin et al.(2003). *Teaching Academic Writing*. Published in the Taylor and Francis e- Library, Routledge, UK

Semestre : 6

Unité d'enseignement : UEF2

Matière : Compréhension & Production Orale

Crédits : 02

Coefficient: 02

Objectifs de l'enseignement

At the end of semester 6, the student is expected to be able to reach advanced speaking proficiency by broadening the range of vocabulary, learning to interact appropriately in everyday encounters, learning to narrate events in past and future time, learning to take part in predictable scripts, learning to convey emotional nuances through intonation, and learning to use all structures commonly used in oral speech

Connaissances préalables recommandées

The student is assumed having developed an intermediate listening and speaking proficiency.

Contenu de la matière: (Perfectionnement de l'oral)

To reach the above-cited objectives, the teacher is invited to elaborate the appropriate activities. For these specific goals, one can use storytelling and plays performance as activities.

-Storytelling has long held an important role in history. People have passed down stories from generation to generation. Storytelling has many key values in developing oral communication for both the individual telling the story and the people listening to the story being told. Among the values that storytelling instills in its participants is that it broadens learners' literary and imaginative skills. They improve their ability to listen, speak, imagine, compose phrases and increase students' vocabulary.

-The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions. Performing plays is also useful in developing oral communication. It brings together and integrates listening, speaking, and reading skills like no other single activity. It gives students a heightened awareness of the power of literature to evoke emotions from an audience. It engages learners in critical thinking and discussion.

Mode d'évaluation :

Contrôle contenu : 100 %

Références bibliographiques

- Omaggio-Hadley, A. (1993). Teaching language in context (2nd ed.). Boston, MA: Heinle&Heinle.
- Holden, Susan (1981): Drama in Language Teaching. Essex: Longman
- Johnstone, Keith (1999), Impro for Storytellers. Routledge Taylor and Francis Group, NewYork

- Kao, shin-Mei and Cecily O'Neill. (1998) Words Into Worlds, Learning a Second Language through Process Drama. Ablex Publishing corp. Stamford, USA.
- Maley, Alan and Alan Duff. Drama techniques in Language Learning. Cambridge University Press, Cambridge. 1982.

Semestre : 6

Unité d'enseignement fondamentale 02 : U E F 02

Matière : Traduction et interprétariat

Crédits : 02

Coefficient : 02

Objectifs de l'enseignement L'étudiant sera capable d'effectuer des manipulations correctes entre la L1 (arabe) et la langue étrangère étudiée L2 et vice versa, en passant de la traduction écrite et l'interprétation de textes simples aux textes complexes de différents genres et types.

Connaissances préalables recommandées : L'étudiant doit non seulement maîtriser les deux langues de travail (ici l'arabe et le français), mais aussi avoir une bonne connaissance des principes du processus traductif et interprétatif.

Contenu de la matière :

- consolider des connaissances acquises en S3 et S4.
- initier à l'interprétariat à travers un enseignement à vocation essentiellement pratique de manipulation entre la L1 et L2, sur des textes plus complexes écoutés et écrits(thème et version) de types et de genres différents (journalistiques, scientifiques, littéraires, juridiques...) - faire prendre conscience , des étapes méthodiques de l'opération traduisante et de sa distinction du processus interprétatif.
- initier l'étudiant aux principes de la traduction et de l'interprétation des textes simples de spécialité du français vers l'arabe et vice versa, en suivant des méthodes et des stratégies déterminées.

Mode d'évaluation : évaluation continue.

Références bibliographiques

- BAKER, Mona (1992). *In Other Words: Coursebook on Translation*. New York & London: Routledge.
- BALLARD M. (1992). «De Cicéron à Benjamin. Traducteurs, traductions, réflexions». Lille : Presses Universitaires du Septentrion.
- LADMIRAL Jean-René (1994). «Traduire : théorèmes pour la traduction». Paris : Gallimard, 1994.

Semestre : 6

Unité d'enseignement : UFE 3

Matière : Introduction á la didactique

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- 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.

Connaissances préalables recommandées

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

Contenu de la matière : (Didactique des Langues)

- Media
- Lesson planning
- Teaching/ learning the four skills
 - Listening
 - Speaking
 - Reading
 - Writing
- Teaching grammar and vocabulary

Mode d'évaluation :

Examen 100 %

Références bibliographiques:

1-Harmer, J. (2007). *The Practice of English Language Teaching*. England: Longman (4th edition)

2-Brown, H. D. (2007). *Principles of Language Teaching and Learning*. New York: Pearson education (5th edition)

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

Semestre : 6

Unité d'enseignement : UEF3

Matière : Introduction aux Langues de Spécialités

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- To explore the basic concepts needed in teaching ESP including language skills, needs analysis, lesson planning, and assessment.
- They will have a clear idea on how English is taught in different disciplines.

Connaissances préalables recommandées

Students should have background knowledge in general English as well as in different contexts in which English is needed.

Contenu de la matière : (ESP)

Section 1: ESP and pedagogy

- *Needs analysis*
- *Lesson planning*
- *Assessment*

Section 2: Areas of ESP

- *English for Academic Purposes*
- *English for Science and Technology*
- *Business English*
- *English for Medical Purposes*
- *English for legal purposes*

Mode d'évaluation :

Contrôle continu : 100 %

Références bibliographiques:

- 1- Paltridge, B & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. UK: Wiley & Sons, Ltd.
- 2- Basturkmen, H. (2010). Developing *Courses in English for Specific Purposes*. UK: Palgrave Macmillan
- 3- *Hutchinson, T & Waters, A. (1987). English for Specific Purposes: A learning Centered Approach*. Cambridge: Cambridge university press.

Semestre : 6

Unité d'enseignement : UEM

Matière : Techniques de la Recherche Universitaire

Crédits : 04

Coefficient : 02

Objectifs de l'enseignement

- To write a research proposal and to distinguish between APA and MLA styles.
- To know how to collect data required for any research work especially designing questionnaires and conducting experiments.

Connaissances préalables recommandées

- At this level, students should have a prior knowledge about the basic research skills required for a university student.

Contenu de la matière :

- Designing questionnaires and conducting survey.
- Experimental research
- Case studies
- APA and MLA styles

Mode d'évaluation :

Contrôle contenu : 100%

Références bibliographiques :

- 1- Nunan, D. (2008). *Research Methods in Language Learning*. Cambridge: Cambridge university press.
- 2-Seliger, W. (2008). *Second Language Research Methods*. Oxford: Oxford university press.
- 3-Szuchman, L, T. (2014). *Writing with Style: APA Style Made Easy* (6th ed). USA: Wadsworth, Cengage Learning.

Semestre : 6

Unité d'enseignement : UED

Matière : Sciences de la communication

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

- ☐ To provide an introduction to communication sciences in the broader contexts of the role of communication in science and public perceptions of science and technology.
- ☐ To cultivate practical skills in communication sciences, through hands-on projects
- ☐ To explore the distinctive nature of communication sciences through journalism, creative writing, radio, TV, and the Internet.
- ☐ To explore communication sciences through a series of case studies of science, technology and society issues in the public domain

Connaissances préalables recommandées To have basic knowledge about media and modern technologies.

Contenu de la matière :

- Contexts of communication
- Features of verbal and non verbal communication
- Facilitations and barriers to communication
- Technology and its impact on communication.

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

Examen : 100%

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

Citer au moins 3 à 4 références classiques et importantes.

1-Johnson, S. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. San Francisco, CA: Harper Edge.

2-Jones, S. 2003. *Encyclopedia of New Media: An Essential Reference to Communication and Technology*. Thousand Oaks: Sage Publications.

3- Donesbach, W. 2008. *The International Encyclopedia of Communication*. Malden, MA : Blackwell pub.

Semestre : 6

Unité d'enseignement : UET

Matière : Langue Nationale

Crédits : 02

Coefficient : 01

Objectifs de l'enseignement

الانفتاح على ثقافات مختلفة
الوقوف على مميزات الإنتاج الأدبي للحضارات الإنسانية و بالتالي المقارنة بينه
معرفة العلاقة بين الحضارتين الإسلامية و الغربية الحديثة

Connaissances préalables recommandées

مكتسبات قبلية في الادب المقارن الاداب الاجنبية و العالمية الادب الشعبي و الانثروبولوجيا و كذا الاتجاهات النقدية عند الغرب

Contenu de la matière : (Littérature et Civilisation en Arabe)

- 1-نشأة الادب المقارن و تطوره في اوربا.
- 2-مظاهر المقارنة قديما عند العرب
- 3-دور العرب في تطور الادب المقارن
- 4-الاتجاهات النقدية في الادب المقارن
- ميادين الادب المقارن
- الاساطير الادبية
- الصورولوجيا
- 5- الحضارة الرومانية /الآداب
- 6- مظاهر حضارات الشرق و الفارسية و الهندية و الصينية
- 7-الحضارة الإسلامية الآداب و الفلسفة- الفنون و العلوم
- 8-الحضارة الغربية الحديثة /الترجمة- النهضة الأدبية

Mode d'évaluation :

Examen : 100%.

Références bibliographiques

- أحمد شوقي رضوات : مدخل إلى الدرس الأدبي المقارن. دار العلوم العربية للطباعة و النشر. 1990. ط - 1
- مقاربات تطبيقية في الأدب المقارن. إتحاد الكتاب العرب. 2000 - 2 :ماجدة حمود
- 3-ألبرت شفيترز، فلسفة الحضارة. ترجمة: عبد الرحمان بدوي. دار الأندلس .سنة 1983.
- 4 شارل سنيوبوس، تاريخ حضارات العالم. ترجمة: محمد علي كرد.

