

ALGERIAN DEMOCRATIC AND POPULAR REPUBLIC

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Training Offer

L.M.D.

ACADEMIC MASTER'S DEGREE

Institution	Faculty / Institute	Department
University of August 20, 1955, Skikda	Faculty of Letters and Foreign Languages	Letters and Foreign Languages

Field	Program	Specialization	Academic Year
Letters and Foreign Languages	German Language	Foreign Language Didactics	2024-2025

➤ TEAM RESPONSIBLE:

Dr. Ahmed Sista Salim

Academic Year

2024-2025

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I – MASTER'S IDENTITY SHEET

1 - Training Location:

Faculty (or Institute): Letters and Foreign Languages

Department: Letters and Foreign Languages

Section: German

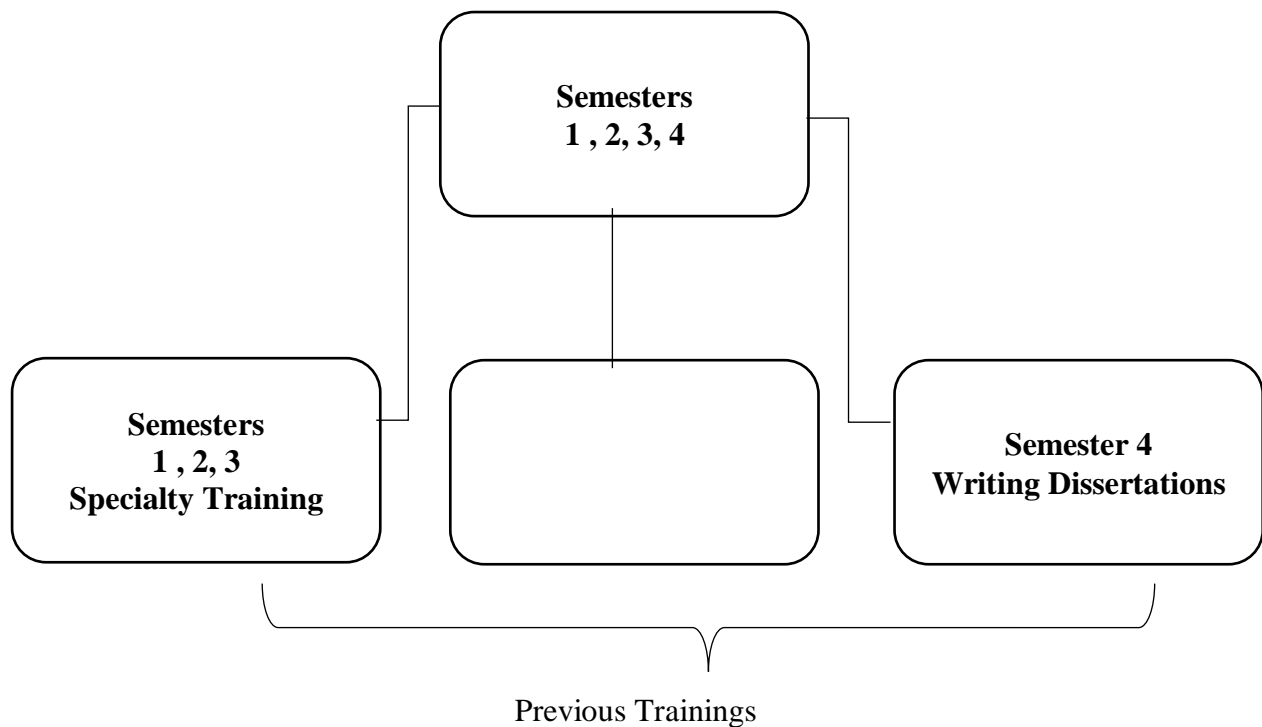
2 – COORDINATORS:

- **Head of the Training Domain Team** (Professor or Maître de Conférences Class A):
Name: **Ahmed Sista Salim**
Grade: **MCA**
Attach a brief CV (maximum 3 pages)
- **Head of the Training Program Team:** (Maître de Conférences Class A or B or Maître Assistant Class A):
Name: **Bouchama Nourredine**
Grade: **MCB**
Email: **bfathy@yahoo.de**
Attach a brief CV (maximum 3 pages)
- **Head of the Specialization Team** (At least Maître Assistant Class A):
Name: **Hamreras Aimen**
Grade: **MCB**
Email: **a.hamreras@univ-skikda.dz**
Attach a brief CV (maximum 3 pages)
 - - **External Partners:**
Other Partner Institutions:
 - University of Bouzareah Algiers-
 - University of Mohamed ben Ahmed Oran 2
 - **Companies and Other Socio-Economic Partners:**
 - Ministry of National Education
 - **International Partners:**
 - University of Bielefeld
 - University of Marburg

4 – CONTEXT AND OBJECTIVES OF THE TRAINING

A – General Organization of the Training: Position of the Project

If several Masters are offered or already managed at the institution (either by the same or different training teams), indicate in the following diagram the position of this project in relation to the other tracks.



B – Access Conditions (indicate the typical Bachelor's degrees that provide access to the proposed Master's training):

Bachelor's degree in German (Bac +3; B2 level)

C - Training Objectives (targeted competencies, knowledge acquired at the end of the training - maximum 20 lines):

The main objective of this program is, on one hand, to train future researchers who will pursue doctoral studies and, on the other hand, to prepare them to work as secondary school teachers. Training future PhD students is particularly important for the department, considering the insufficient number of teachers. In other words, the department will train its future teaching staff. Our Master's program is part of a recent issue in didactics: the teaching/learning of a foreign language and its culture, offering a wide and rich potential for research topics and areas. This Master's program, which complements the Bachelor's track, will allow students to deepen their knowledge in didactics. The first semester, organized as a core curriculum and introducing some theoretical knowledge, will provide students with an initial understanding of potential issues to address. At the end of the program, the Master's graduate will have a scientific and critical mindset toward the ongoing questions in the field of foreign language teaching/learning. Field surveys will allow students to explore new research avenues. Through methodological teaching, students will be capable of conducting academic research. At the end of this program, the Master's candidate must write a thesis that will be subject to a public defense.

D – Target Profiles and Competencies (maximum 20 lines):

The Master's program in Foreign Language Didactics opens new perspectives and horizons, allowing learners to access sociocultural values through the language. Knowing a language is not enough; it is also necessary to integrate the cultural dimension of the target language, as speaking about its culture transforms the notion of "learning" into "understanding." The knowledge of these cultural facts will enable Master's graduates to view the "other" with a different perspective, overcoming prejudices and negative representations. They will be able to develop a scientific and objective vision on foreign language and culture teaching/learning. The expected competencies include:

- Mastery of teaching methodologies and their theoretical foundations.
- Analysis and initiation into the production of teaching materials (paper and multimedia support)
- Knowledge of the language market.
- Elements for analyzing educational situations and cultures.
- Autonomous access to information related to resource disciplines (language sciences, sociology, cultural anthropology, language acquisition theories, education sciences, and general pedagogy).

E – REGIONAL AND NATIONAL EMPLOYABILITY POTENTIAL

Graduates of the Master's program can pursue PhD studies at any Algerian university. The teachings provided during the first and second semesters will equip them with the necessary theoretical and procedural methodological tools for their research work. Graduates of this Master's program will have the possibility to enter various professional sectors:

- Teaching at secondary schools
- Teaching at intensive language centers
- Freelance translation
- Translation in German companies in Algeria

6 – AVAILABLE MATERIAL RESOURCES**A - Pedagogical Laboratories and Equipment:**

Sheet of existing pedagogical equipment for the practical sessions of the proposed training (one sheet per laboratory).

Laboratory Title: Language Laboratory

Student Capacity: 40

No.	Equipment Title	Quantity	Observations
	Laboratory and media library	02	
	Multimedia Room	02	
	Teacher's Monitor	02	
	Student Monitors	40	
	Headset (earphones, microphone)	40	
	Personal Computers	40	
	CDs (oral teaching)	15	
	Chairs	40	
	Speakers	04	
	Whiteboard	02	
	Teacher's Desk	02	
	Student Desks	40	

B - Internship Grounds and Company Training:

Internship Location	Number of Students	Duration of Internship
None	//	//

C - Research Laboratory(ies) Supporting the Proposed Training:

Laboratory Head
No.
Date :
Laboratory Head validation :

Laboratory Head
No.
Date :
Laboratory Head validation :

D - Research Project(s) Supporting the Proposed Training:

Research Project Title	Project Code	Project Start Date	Project End Date

E - Available Documentation (related to the proposed training offer):

The Language Library of the Faculty of Letters and Foreign Languages at the University of August 20, 1955, Skikda is equipped with specialized documentation with 200 existing titles, and the central library has 900 titles.

F - Personal Workspaces and ICT:

The Language Library of the Faculty of Letters and Foreign Languages and the central library of the University of August 20, 1955, Skikda are equipped with:

- Reading Rooms
- Internet Room
- Computer Room
- Dictionary Consultation Room
- Periodicals Consultation Room

II – SEMESTER-BASED TEACHING ORGANIZATION SHEET

(Please present the sheets for the 4 semesters)

1 - Semester 1: Foreign Language Didactics

Teaching Unit	VHS	Weekly Hours	Coeff	Credits	Evaluation Mode
Fundamental Units					
UEF1 (O/P)					
Subject 1: General Didactics	67h30	01h30	3	6	40% Continuous, 60% Exam
Subject 2: Didactics of German	67h30	01h30	3	6	40% Continuous, 60% Exam
UEF2 (O/P)					
Subject 1: Specialized Language	45h	01h30	2	2	40% Continuous, 60% Exam
Subject 2: Psychopedagogy	22h30			2	40% Continuous, 60% Exam
Methodology Unit					
UEM1 (O/P)					

Teaching Unit	VHS	Weekly Hours	Coeff	Credits	Evaluation Mode
Subject 1: Research Methodology	45h	03h	2	4	40% Continuous, 60% Exam
Subject 2: Writing Techniques	45h	03h	2	4	40% Continuous, 60% Exam
UEM2 (O/P)					
Subject 1: Documentary Research	15h	01h	1	1	40% Continuous, 60% Exam
Discovery Unit					
UED1 (O/P)					
Subject 1: Literary Text Analysis	22h30	01h30	1	1	100% Exam
Transversal Units					
UET1 (O/P)					
Subject 1: English	22h30	01h30	1	1	100% Exam
Subject 2: Multimedia Supports and ICT	22h30	01h30	1	1	100% Exam
Total Semester 1			17	30	

2 - Semester 2 (Similar structure as Semester 1)

3 - Semester 3 (Similar structure as Semester 1)

4 - Semester 4

Field: Letters and Foreign Languages

Program: German Language

Specialization: Foreign Language Didactics

Internship in a company, culminating in a thesis and public defense.

Activity	Hours	Coeff	Credits
Personal Work	750	17	30
Internship in Company			
Seminars			
Other (Thesis)	750		30
Total Semester 4	750h	17	30

5 - Global Summary of the Training:

UE	VHS	UEF	UEM	UED	UET	Total
Courses	337h30	30h	135h	00	540h	
Tutorials (TD)	270h	330h	67h30	607h30		
Practical sessions (TP)	00	00	00			
Personal Work	741h	360h	15h	8h	932h30	
Other (Thesis Writing)	751h				751h	
Total	2099h30	720h	150h	75h	3000h	

UE	VHS	UEF	UEM	UED	UET	Total
Credits	84	27	6	3	120	

III – Teaching Unit Organization Sheets

(One sheet per unit)

IV - Detailed Program by Subject

(One detailed sheet per subject)

References (Books and Handouts, Websites, etc.)

- Apeltauer, Ernst (2011): *Learner Autonomy, Teacher Autonomy, and German as a Foreign Language*. In: "Globalized German Studies: Language, Literature, Culture. Conference Contributions. XI. Turkish International German Studies Congress May 20-22, 2009. Verlag Ege Univer. Matbaaei. Izmir.
- BAHR, ANDRES; BAUSCH, KARL-RECHARD ET. AL. (2006): *Research Object: Tertiary Language Teaching. Results of an Empirical Project*. Manuscripts for Language Teaching Research 37. Bochum; Brockmeyer.

Intitulé du Master : didactique des langues étrangères

Intitulé de l'UE : unité fondamentale (6 crédits)

Intitulé de la matière : Didactique de l'écrit

Semestre : 3

Coefficient : 3

Enseignant responsable de la matière: Dr. Hamreras Aimen

Objectifs de l'enseignement :

L'étudiant sera capable de réfléchir sur les fondements de l'enseignement/ apprentissage de l'écrit.

L'étudiant sera capable d'étudier et d'analyser des productions écrites en prenant en compte les facteurs culturels et situationnels.

Connaissances préalables recommandées :

L'étudiant aura déjà des connaissances sur les techniques d'élaboration d'un texte .il aura durant son cursus étudié les différents types de textes et maîtrisera les outils nécessaires.

Contenu de la matière :

Nous reviendrons sur les différentes approches et théories sur les quelles repose l'écrit .les mécanismes de la production feront l'objet d'une analyse méthodique.

Mode d'évaluation : continue 40% examen 60%

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

- STEFANIE, DENGLER, et. al. (2011): *Netzwerk Deutsch als Fremdsprache*. Kurs- und Arbeitsbuch A1 mit DVD und Audio-CDs. Langenscheidt KG, Berlin und München.
- STÜBIG, FRAUKE (2003): Selbsttätigkeit als Weg zur Selbstständigkeit – ein Rückblick. In: Stübig, frauke [Hrsg.]; Schäfer, Christina [Hrsg.]: Selbstständiges Lernen in der Schule. Kassel : kasseluniversity press 2003, S. 9-18.
- TASSINARI, MARIA GIOVANNA (2009): Autonomes Fremdsprachenlernen an der Hochschule: Komponenten, Kompetenzen und Strategien
- TASSINARI, MARIA GIOVANNA (2012): Kompetenzen für Lernerautonomie einschätzen, fördern und evaluieren. In: Gnutzmann, Claus / Königs, Frank G. / Küster, Lutz (Hrsg.) (2012): *Fremdsprachen lehren und lernen*. Themenschwerpunkt: Kompetenzen konkret. 41. Jahrgang (2012) /1. Narr Francke Attempto Verlag, S.10-24.

- TÖNSHOFF, W. (1992). Kognitivierende Verfahren im Fremdsprachenunterricht. Formen und Funktion. Hamburg: Kovac.
- TÖNSHOFF, WOLFGANG. (1995): Lernerstrategien. in: Bausch, Karl-Rechard et al. (Hrsg). Handbuch Fremdsprachenunterricht. Tübingen und Basel. Francke Verlag S. 240-243.
- TÖNSHOFF, WOLFGANG (2001): Training von Lernstrategien im Fremdsprachenunterricht unter Einsatz bewusst machender Vermittlungsverfahren. In: Rampillon, Ute / Zimmermann, Günther (Hrsg.) (2001) *Strategien und Techniken beim Erwerb fremder Sprachen*. Max Hueber Verlag. S. 203- 215.
- TÖNSHOFF, WOLFGANG (2003): Lernstrategien. in: Bausch, Karl-Richard/Christ, Herbert/ Krumm, Hans-Jürgen (Hrsg.) Handbuch Fremdsprachenunterricht. S. 331- 335. Tübingen und Basel.
- VOLLMER, HELMUT J. et al. (Hrsg.) (2001 a.): *Lernen und Lehren von Fremdsprachen: Kognition, Affektion, Interaktion. Ein Forschungsüberblick*. Zeitschrift für Fremdsprachenforschung. 12(2), S. 1-145.
- VOLLMER, HELMUT J. (2001 b.): Untersuchungsfeld 1: Kognitive Aspekte. In: Vollmer, Helmut J., et al. (Hrsg.) (2001): *Lernen und Lehren von Fremdsprachen: Kognition, Affektion, Interaktion. Ein Forschungsüberblick*. Zeitschrift für Fremdsprachenforschung. 12(2), S. 43-62.
- WENDEN, ANITA /RUBIN JOAN (HRSG.) (1987): *Learner Strategies in Language Learning*. (PP. 3 - 13) Englewood Cliffs. HJ. Prentice-Hall

- WENDT, MICHAEL (Hrsg.) (2000): *Konstruktion statt Instruktion. Neue Zugänge zu Sprache und Kultur im Fremdsprachenunterricht*. Frankfurt am Main u. a.: Peter Lang Europäischer Verlag der Wissenschaft.
- WOLFF, DIETER (1999): Ein Modell fremdsprachlichen Lernens. In Fremdsprachenlernen in der Wissensgesellschaft. Max Hueber Verlag. Ismaning

RÉFÉRENCES-ONLINE:

- NEUNER, GERHARD (2009): Zu den Grundlagen und Prinzipien der Mehrsprachigkeitsdidaktik und des Tertiärsprachenlernens. Die schweizerische Zeitschrift für Sprachunterricht und Sprachenlernen [Online], Babylonia 4/2009. URL: www.babylonia.ch [Stand: 26. Oktober 2014].
- OXFORD, L. REBECCA (2003): language learning styles and strategies: an overview. URL: <http://web.ntpu.edu.tw/~language/workshop/read2.pdf> (Stand: 20. 11. 2016)
- OXFORD, L. REBECCA (1999): relationships between second language learning strategies and language proficiency in the context of learner autonomy and self-regulation. URL: <https://de.scribd.com/document/316828375/08-Rebecca-L-Oxford-pdf> (Stand: 20. 11. 2016).
- PASCH-Schulen weltweit (2012): Materialien für den Unterricht. Umweltschutz. URL: <http://blog.pasch-net.de/pasch-global/archives/200-Umweltschutz-ist-gemeinsame-Sorge.html>.
- ROHS, KAI (2001): Vom Nutzen der Berücksichtigung der Sprachlernerfahrungen in der ersten Fremdsprache Englisch im DaF-Unterricht in Südkorea. Zeitschrift für

Interkulturellen Fremdsprachenunterricht [Online], 6(1), S. 19 ff. URL: http://www.spz.tu-darmstadt.de/projekt_ejournal/jg_06_1/beitrag/rohs1.htm [Stand: 26. Oktober 2014].

- ROHS, KAI (2012): Tertiärsprachenforschung im Kontext des DaF-Unterrichts in Korea. Zeitschrift für Interkulturellen Fremdsprachenunterricht [Online], Jahrgang 17, Nummer 1 (2012), S. 59-74. URL: <http://zif.spz.tu-darmstadt.de/jg-17-1/beitrag/Rohs.pdf> [Stand: 26. Oktober 2014].
- SCHLAK, TORSTEN (2004): "Einige kritische Anmerkungen zum Konzept des autonomen Lernens unter konstruktivistischer Begründung". In: Fremdsprache und Hochschule, 71, 2004. S. 62-78.
- STANGL, WERNER (1998): *Lernmotive und Lernmotivation*. URL: <http://arbeitsblaetter.stangl-taller.at/MOTIVATION/Lernmotivation.shtml#Motivationstechniken> (Stand: 30.12.2016)
- STANGLE, WERNER (a): Lerntyptheorie eine Kritik. URL: <http://arbeitsblaetter.stangl-taller.at/LERNEN/Lerntypen.shtml> (Stand: 21. 02. 2017, 21:00)
- STANGL, WERNER (b): *Handlungsorientierter Unterricht*. URL: <http://arbeitsblaetter.stangl-taller.at/WISSENSCHAFTPAEDAGOGIK/ModellHandlungsorientiert.shtml> (Stand: 27.12.2016).
- WOLFF, DIETER (1997): Lernstrategien: Ein Weg zu mehr Lernerautonomie. <http://dark.ucs.ualberta.ca/german/idv/wolf1.htm> (Stand: 21.03.2017. 18: 30)
- BARKOWSKI, HANS/ FUNK, HERMANN (HRSG.) (2004): *Learner Autonomy and Foreign Language Teaching*. Cornelsen Verlag. Berlin.

- BAUSCH, KARL-RICHARD; HEID, MANFRED (HRSG.) (1990): *Teaching and Learning German as a Second or Foreign Language. Specifics, Problems, Perspectives*. Bochum: Brockmeyer.
- BAUSCH, KARL-RICHARD/CHRIST, HERBERT/ KRUMM, HANS-JÜRGEN (HRSG.) (2003): *Handbook of Foreign Language Teaching*. Tübingen and Basel
- BENSON, PHILIP (2012): *Autonomy in Language Learning, Learning, and Life*. In: Synergies France No. 9 - 2012 pp. 29-39
- Biebighäuser, Katrin / Zibelius, Marja / Schmidt, Torben (2012): *Giessener Contributions to Foreign Language Didactics. Tasks 2.0 Concepts, Materials, and Methods for Teaching and Learning Foreign Languages with Digital Media*. Narr Francke Attempto Verlag Tübingen.
- BIMMEL, PETER (1993): *Learning Strategies in German Teaching*. In: Fremdsprache Deutsch 1/ 1993. Issue 8. Pp. 4-11.
- Bimmel, Peter (2010): *"Learning Strategies and Techniques"*. In: *Language Learning: Specific Variables and Factors*. Pp. 842-850.
- Bimmel, Peter / Rampillon, Ute (2000): *Learner Autonomy and Learning Strategies. Distance Learning Unit 23*. Munich/Berlin: Langenscheidt.
- Bimmel, Peter (2012): *Learning Strategies: Building Blocks of Learner Autonomy*. In: *Fremdsprache Deutsch. Journal for the Practice of German Teaching*. Goethe-Institut. Published by the Board of the Goethe-Institut. Hueber Ismaning Verlag. 46/2012, pp. 3-10.
- BLEYHL, WERNER (2002): *On the Comprehension Method*. In: *Foreign Languages in Primary School. Teaching and Learning with the Concept of Communicative Teaching*. Ministry of Education, Youth and Sports Baden-Württemberg (Hrsg.), Stuttgart. Pp. 7-13.
- Bohn, Rainer (1999): *The Problem of Vocabulary Work*. Distance Learning Unit 22. German as a Foreign Language. Goethe Institute Munich.

ONLINE REFERENCES:

- Allgäuer, Hackl / Jessner, Schmid (2011): *Multilingual Development – What Does Research Say?* URL:
http://bildungshausbatschuns.at/downloads/deutsch/Bereich_2/Interkult_Kompetenz_2012/Artikel_Noetsch_vers_Batschuns12.pdf [Accessed: October 26, 2014]
- Burwitz-Melzer, Eva / Martinez, Hélène / Franz-Joseph Meißner (Hrsg.) (2013): *Giessener Foreign Language Didactics: Online 2*. Giessener Electronic Library. URL:
<http://geb.uni-giessen.de/geb/volltexte/2013/9579/>
- DANIELLE BACHEL (2005): *Autonomous Learning – In Theory and Practice*. URL:
http://www.g-daf-es.net/salamanca_auf_deutsch/projekt/db2.pdf [Accessed: June 1, 2011].
- FEUERHAKE, EVELYN ET AL. (2004): *Motivation and Language Loss in L2 French: A Retrospective Study*. *Journal of Intercultural Foreign Language Teaching*, 9(2), 29 ff. URL: <http://www.ualberta.ca/~german/ejournal/feuerhake2.htm> [Accessed: November 2, 2009].
- FINCH, ANDREW (2001): *Autonomy: Where Are We? Where Are We Going?* URL:
<http://www.finchpark.com/arts/Autonomy.pdf> [Accessed: January 29, 2017].

Master's Title: Foreign Language Didactics

Unit Title: Fundamental Unit (6 Credits)

Subject Title: German as a Foreign Language Didactics

Semester: 1 and 2

Coefficient: 3

Instructor: Dr. Bouchama Nourredine

TEACHING OBJECTIVES:

Deepen the students' knowledge in this subject. To prepare for their Master's, students will

become familiar with various learning theories in DaF (German as a Foreign Language) and DaZ (German as a Second Language).

RECOMMENDED PREREQUISITE KNOWLEDGE:

During the Bachelor's degree program, students have acquired basic knowledge. They have been introduced to the fundamental concepts of the subject.

Content:

Study of teaching methodologies: traditional, natural, direct, audio-oral, audio-visual (1st and 2nd generations).

Study of learning theories: behaviorism, cognitivism, constructivism, competency-based approach.

Emphasize the importance of the mother tongue in learning a foreign language, with a focus on knowledge transfer.

Evaluation Mode: Continuous 40%, Exam 60%

References (Books and Handouts, Websites, etc.):

- GARDNER, DAVID / MILLER, LINDSAY (1999): *Establishing Self-access: from Theory to Practice*. Cambridge: Cambridge University Press.
- Glaboniat, Manuela / Müller, Martin / Rusch, Paul / Schmitz, Helen / Wertenschlag, Lukas (2002): *Profile Deutsch*. Langenscheidt.
- Grünewald, Andreas (2006): *Multimedia in Foreign Language Teaching. Motivation Development and Self-assessment of Learning Progress in Computer-based Spanish Teaching*. Frankfurt am Main: Peter Lang European Science Publisher.

- Gnutzmann, Claus / Königs, Frank.G. / Küster, Lutz (Ed.) (2012): *Teaching and Learning Foreign Languages. Focus: Competencies in Detail*. 41st Year (2012) / 1st Issue. Narr Francke Attempto Verlag, Pp. 10-24.

Master's Title: Foreign Language Didactics

Unit Title: Methodology Unit (1 Credit)

Subject Title: Documentary Research

Semester: 1 and 2

Coefficient: 1

Instructor: Dr. Bouregaa Nacira

Teaching Objectives:

This module aims to teach students the necessary skills to find, evaluate, and use relevant and reliable sources of information in their academic work. This includes effective use of databases, library catalogs, and the ability to assess the credibility of online sources. It offers a progressive approach to documentary research, covering both basic and advanced techniques, and provides students with the opportunity to apply their skills through a research project.

Recommended Prerequisite Knowledge:

Understanding of different types of information sources, the ability to formulate clear research questions, mastery of online and offline research techniques, and familiarity with academic research tools such as databases, online libraries, and specialized search engines.

Content:

1. Introduction to documentary research
2. Using libraries and archives

3. Online research, advanced use of search engines (Google, Bing, etc.), and use of specialized databases and electronic journals
4. Information management and use of appropriate citation techniques
5. Advanced research strategies
6. Practice and evaluation
7. Research project and preparation of an annotated bibliography
8. Individual support and presentations, preparation, and presentation of research projects before the class, with feedback and suggestions for improvement

Evaluation Mode: Continuous 40%, Exam 60%

References (Books and Handouts, Websites, etc.)

Master's Title: Foreign Language Didactics

Unit Title: Discovery Unit (1 Credit)

Subject Title: Literary Text Analysis

Semester: 1 and 2

Coefficient: 1

Instructor: Dr. Abbes Badi

Teaching Objectives:

The aim of this module is to help students develop a deep and critical understanding of literature. It seeks to teach analytical and interpretative skills that allow students to appreciate literary works in their context, recognize the techniques used by authors, and formulate relevant and nuanced interpretations. This module also aims to encourage creative thinking, effective communication, and the ability to express ideas clearly and convincingly.

Recommended Prerequisite Knowledge:

1. A basic understanding of literary concepts such as theme, character, plot, point of view, and style.
2. Familiarity with common literary genres such as fiction, poetry, drama, and non-fiction.
3. Critical reading and text analysis skills.
4. Basic knowledge of literary history and literary movements.
5. The ability to formulate ideas coherently and argumentatively in writing and orally.

Content:

This module can cover various aspects of literary analysis, such as identifying themes, motifs, characters, narrative styles, literary techniques, and historical and cultural contexts. It may also include methods of critical interpretation, such as symbolic analysis, study of structural elements, and examination of thematic and philosophical perspectives. Furthermore, it could address different literary currents, genres, artistic movements, and key authors.

Evaluation Mode: Continuous 40%, Exam 60%

References (Books and Handouts, Websites, etc.)

Master's Title: Foreign Language Didactics

Unit Title: Transversal Unit (1 Credit)

Subject Title: English

Semester: 1 and 2

Coefficient: 1

Instructor: Dr. Krim Fouzia

Teaching Objectives:

Deepen students' knowledge in the field of English. Study various reception and interaction skills in English. Equip students with the necessary knowledge to approach this language.

Recommended Prerequisite Knowledge:

Students have acquired prerequisite knowledge in their third year that they will further deepen. Other knowledge, such as linguistics, may help to succeed in this course.

Content:

- Grammar
- Syntax
- Oral Expression
- Written Expression
- Interactive activities
- Discourse analysis

Evaluation Mode: Exam 100%

References (Books and Handouts, Websites, etc.)

Master's Title: Foreign Language Didactics

Unit Title: Transversal Unit (1 Credit)

Subject Title: ICT

Semester: 1 and 2

Coefficient: 1

Instructor: Bouabdellah Mohammed Salah

Teaching Objectives:

After this course, students will be able to use computing tools in their research. They will also apply their knowledge, particularly regarding the internet. Students must be capable of conducting research on the web.

Recommended Prerequisite Knowledge:

Students have been working with computing tools for years. They are able to operate these tools and navigate the web.

Content:

This course should focus on using the internet for research. It should address the gaps found in students' use of computing tools.

Evaluation Mode: Exam 100%

References (Books and Handouts, Websites, etc.)

Master's Title: Foreign Language Didactics

Unit Title: Fundamental Unit (6 Credits)

Subject Title: German Didactics

Semester: 3

Coefficient: 3

Instructor: Dr. Bouchama Nourredine

Teaching Objectives:

Deepen students' knowledge in this subject. In preparation for their master's degree, students will familiarize themselves with various learning theories in DaF (German as a Foreign Language) and DaZ (German as a Second Language).

Recommended Prerequisite Knowledge:

During the bachelor's program, students have acquired basic knowledge. They have been introduced to the fundamental concepts of the subject.

Content:

Study teaching methodologies such as: traditional, natural, direct, audio-oral, audio-visual (1st and 2nd generations).

Study learning theories: behaviorism, cognitivism, constructivism, competency-based approach.

Emphasize the importance of the mother tongue in learning a foreign language, focusing on knowledge transfer.

Evaluation Mode: Continuous 40%, Exam 60%

References (Books and Handouts, Websites, etc.)

- Solmecke, Gert (1993): *Listening, Reading, and Understanding Texts: An Introduction to Training Receptive Competence with Examples for Teaching German as a Foreign Language*. Langenscheidt KG. Berlin and Munich.
- Stefanie, Dengler, et al. (2011): *Network German as a Foreign Language. Course and Workbook A1 with DVD and Audio CDs*. Langenscheidt KG, Berlin and Munich.
- STÜBIG, FRAUKE (2003): *Self-Activity as a Path to Independence – A Retrospective*. In: Stübig, Frauke (Ed.); Schäfer, Christina (Ed.): *Independent Learning in School*. Kassel: Kassel University Press 2003, pp. 9-18.

Master's Title: Foreign Language Didactics

Unit Title: Fundamental Unit (6 Credits)

Subject Title: Writing Didactics

Semester: 3

Coefficient: 3

Instructor: Dr. Hamreras Aimen

Teaching Objectives:

Students will be able to reflect on the foundations of writing teaching/learning. They will be able to study and analyze written productions considering cultural and situational factors.

Recommended Prerequisite Knowledge:

Students will already have knowledge of text creation techniques. During their studies, they will have covered different text types and mastered the necessary tools.

Content:

Review different approaches and theories on which writing is based. Analyze the mechanisms of production methodically.

Evaluation Mode: Continuous 40%, Exam 60%

References (Books and Handouts, Websites, etc.)

- Stefanie, Dengler, et al. (2011): *Network German as a Foreign Language. Course and Workbook A1 with DVD and Audio CDs*. Langenscheidt KG, Berlin and Munich.
- TASSINARI, MARIA GIOVANNA (2009): *Autonomous Foreign Language Learning at University: Components, Competencies, and Strategies*.
- TASSINARI, MARIA GIOVANNA (2012): *Assessing, Promoting, and Evaluating Competencies for Learner Autonomy*. In: Gnutzmann, Claus / Königs, Frank G. / Küster, Lutz (Ed.) (2012): *Teaching and Learning Foreign Languages. Focus: Concrete Competencies*. 41st Year (2012) / 1st Issue. Narr Francke Attempto Verlag, pp. 10-24

- **Tönshoff, W. (1992):** Cognitive Procedures in Foreign Language Teaching. Forms and Functions. Hamburg: Kovac.
- **Tönshoff, Wolfgang (1995):** Learner Strategies. In: Bausch, Karl-Rechard et al. (Ed.), *Handbook of Foreign Language Teaching*. Tübingen and Basel. Francke Verlag, pp. 240-243
- **Tönshoff, Wolfgang (2001):** Training of Learning Strategies in Foreign Language Teaching Using Conscious Instructional Methods. In: Rampillon, Ute / Zimmermann, Günther (Ed.), *Strategies and Techniques in Acquiring Foreign Languages*. Max Hueber Verlag, pp. 203-215.
- **Tönshoff, Wolfgang (2003):** Learning Strategies. In: Bausch, Karl-Richard / Christ, Herbert / Krumm, Hans-Jürgen (Ed.), *Handbook of Foreign Language Teaching*. pp. 331-335. Tübingen and Basel
- **Vollmer, Helmut J. et al. (Ed.) (2001 a.):** Learning and Teaching Foreign Languages: Cognition, Affection, Interaction. A Research Overview. *Journal of Foreign Language Research*, 12(2), pp. 1-145
- **Vollmer, Helmut J. (2001 b.):** Field of Study 1: Cognitive Aspects. In: Vollmer, Helmut J., et al. (Ed.) (2001), *Learning and Teaching Foreign Languages: Cognition, Affection, Interaction. A Research Overview. Journal of Foreign Language Research*, 12(2), pp. 43-62.
- **Wenden, Anita / Rubin, Joan (Ed.) (1987):** Learner Strategies in Language Learning. (pp. 3 - 13) Englewood Cliffs. HJ. Prentice-Hall.
- **Wendt, Michael (Ed.) (2000):** Construction Instead of Instruction. New Approaches to Language and Culture in Foreign Language Teaching. Frankfurt am Main et al.: Peter Lang European Scientific Publisher.

- **Wolff, Dieter (1999):** A Model of Foreign Language Learning. In *Foreign Language Learning in the Knowledge Society*. Max Hueber Verlag. Ismaning.
- **Online References:**
 - Neuner, Gerhard (2009):** On the Basics and Principles of Multilingual Didactics and Tertiary Language Learning. *Swiss Journal for Language Teaching and Language Learning* [Online], *Babylonia* 4/2009. URL: www.babylonia.ch [Accessed: 26 October 2014].
 - Oxford, L. Rebecca (2003):** Language Learning Styles and Strategies: An Overview. URL: <http://web.ntpu.edu.tw/~language/workshop/read2.pdf> [Accessed: 20 November 2016].
 - Oxford, L. Rebecca (1999):** Relationships Between Second Language Learning Strategies and Language Proficiency in the Context of Learner Autonomy and Self-Regulation. URL: <https://de.scribd.com/document/316828375/08-Rebecca-L-Oxford-pdf> [Accessed: 20 November 2016].
 - PASCH-Schulen weltweit (2012):** Materials for Teaching. Environmental Protection. URL: <http://blog.pasch-net.de/pasch-global/archives/200-Umweltschutz-ist-gemeinsame-Sorge.html>.
 - Rohs, Kai (2001):** The Usefulness of Considering Language Learning Experiences in the First Foreign Language, English, in DaF Teaching in South Korea. *Journal of Intercultural Foreign Language Teaching* [Online], 6(1), pp. 19 ff. URL: http://www.spz.tu-darmstadt.de/projekt_ejournal/jg_06_1/beitrag/rohs1.htm [Accessed: 26 October 2014].
 - Rohs, Kai (2012):** Tertiary Language Research in the Context of DaF Teaching in Korea. *Journal of Intercultural Foreign Language Teaching* [Online], Volume 17, Issue 1 (2012), pp. 59-74. URL: <http://zif.spz.tu-darmstadt.de/jg-17-1/beitrag/Rohs.pdf>

[Accessed: 26 October 2014].

Schlak, Torsten (2004): "Some Critical Comments on the Concept of Autonomous Learning Under Constructivist Justification." In: *Foreign Language and Higher Education*, 71, 2004. pp. 62-78.

Stangl, Werner (1998): Learning Motives and Motivation. URL:
<http://arbeitsblaetter.stangl-taller.at/MOTIVATION/Lernmotivation.shtml#Motivationstechniken> [Accessed: 30 December 2016].

Stangle, Werner (a): Learning Style Theory: A Critique. URL:
<http://arbeitsblaetter.stangl-taller.at/LERNEN/Lerntypen.shtml> [Accessed: 21 February 2017, 21:00].

Stangl, Werner (b): Action-Oriented Teaching. URL: http://arbeitsblaetter.stangl-taller.at/WISSENSCHAFTPAEDAGOGIK/Modell_Handlungsorientiert.shtml [Accessed: 27 December 2016].

Wolff, Dieter (1997): Learning Strategies: A Way to Greater Learner Autonomy. URL:
<http://dark.ucs.ualberta.ca/german/idv/wolfl.htm> [Accessed: 21 March 2017, 18:30].

Master's Program Title: Foreign Language Didactics

UE Title: Fundamental Unit (4 credits)

Subject Title: Specialized Language

Coefficient: 1

Semester: 3

Instructor: Dr. Simoude Adnane

Objectives of the Course:

- Deepen language proficiency.

- Enrich students' vocabulary and apply it in personal texts.
- Address gaps in language proficiency.

Prerequisite Knowledge:

All their linguistic knowledge will be put into practice.

Students have prerequisites that should be updated and applied.

Course Content:

- Enrichment and correction of language (both written and oral).
- Systematic practice of the language focusing on morphosyntactic and lexical aspects.

Assessment Method: Continuous evaluation 40%, exam 60%

References:

- Silke Hilpert et al. (2016): *Schritt Plus Neu Course and Workbook*. Level A2.2 and B.1.1. Hueber Verlag.
- Christina Kuhn et al. (2022): *Das Leben. German as a Foreign Language*. Course and Exercise Book. Cornelsen.
- Stefanie Dengler et al. (2011): *Netzwerk. German as a Foreign Language*. Langenscheidt.
- Fleeer Sara et al. (2014): *Genial Klick. German for Teens*. Langenscheidt.
- Perlmann-Palme Michaela (2008): *Em Neu Course and Workbook. German as a Foreign Language*. Hueber Verlag
- Georgiakaki Manuela (2013): *Beste Freunde German for Teens*. Hueber Verlag
Motive: Level A2.2 and B.1.1
- *Menschen: Level A2.2 and B.1. Ideen: Level A2.2 and B.1.*

Master's Program Title: Foreign Language Didactics

UE Title: Fundamental Unit (2 credits)

Subject Title: Didactics of Literary Texts

Coefficient: 2

Semester: 3

Instructor: Dr. Badi Abbes

Objectives of the Course:

The master's candidate will be able to apply textual analysis techniques. Development of several competencies, including cultural competence, to approach literary texts.

Prerequisite Knowledge:

Students in this master's program have already been introduced to literary texts. They have also studied different theories that allow them to approach literary texts.

Course Content:

We will study the methods and strategies for approaching literary texts. The corpus will consist of a collection of literary texts.

Assessment Method: Continuous evaluation 40%, exam 60%

References:

- Hufeisen, Britta (2011): *Gesamtsprachencurriculum: Reflections on a Prototype Model*.
In: Baur, Ruppert / Hufeisen, Britta (Ed.) (2011): *Many Things Are Very Similar – Individual and Societal Multilingualism as an Educational Policy Issue*. Baltmannsweiler, Schneider Hohengehren (Volume 6 Multilingualism and Multiple Language Learning), pp. 265-282.
- Kast, Bernd (1999): *Writing Skills. Distance Learning Unit 12. German as a Foreign Language*. Goethe Institute Munich.

- KRENN, WILFRIED / PUCHTA, HERBERT (2012): *Ideen. German as a Foreign Language*. Hueber Verlag, 85737 Ismaning, Germany.
- Köker, Anne (Ed.) / Lemcke, Christiane / Rohrmann, Lutz / Scherling, Theo (2002): *Berliner Platz, Volume 1 - Textbook and Workbook 1: German in Everyday Life for Adults*. Langenscheidt KG, Berlin and Munich.
- Krapp, Andreas (1999): *Intrinsic Learning Motivation and Interest. Research Approaches and Conceptual Considerations*. *Journal of Pedagogy* 45 (1999) 3, pp. 387-406.
- Krapp, Andreas / M. Ryan, Richard (2002): *Self-Efficacy and Learning Motivation*. In: M. & Hopf, D. (Ed.) (2002): *Journal of Pedagogy. Self-Efficacy and Motivation Processes in Educational Institutions*. 44. Supplement. pp. 54-82.
- Krenn, Wilfried / Puchta, Herbert (2012): *Ideen 3 German as a Foreign Language, Workbook B1*. 1st Edition. Hueber Verlag, 85737 Ismaning, Germany.
- KRUMM, HANS JÜRGEN (1990): *On Reading Foreign Texts, Text Work Between Reading and Writing*. *Fremdsprache Deutsch* 2: 20-23.
- Krumm, Hans-Jürgen et al. (Ed.) (2010): *German as a Foreign and Second Language. An International Handbook*. Volume 35. 2nd Half. Walter Gruyter, Berlin.

Master's Program Title: Foreign Language Didactics

UE Title: Methodology Unit (4 credits)

Subject Title: MTU (Methodological Tools)

Coefficient: 2

Semester: 3

Instructor: Bouabdellah Mohammed Salah

Objectives of the Course:

Provide the candidate with methodological tools to conduct research.

The candidate should be able to summarize books for use in their research. They will also be able to formulate a research problem.

Prerequisite Knowledge:

A pre-existing textual competence will be applied to succeed in this course. Information competency is also required.

Students have already studied the fundamental concepts of this subject.

Course Content:

Techniques of written expression will be systematically taught. Emphasis will be placed on summarizing as the most effective technique for utilizing books. Argumentation must also be integrated.

Assessment Method: Continuous evaluation 40%, exam 60%

References:

- Arnd Jenne and Christoph Gaumann: *Guide to Writing Scientific Papers – Especially Bachelor Theses*. Ostfalia University of Applied Sciences – Braunschweig University of Applied Sciences. Date: 12. 2022.

Internet Link:

https://www.ostfalia.de/cms/de/pws/jenne/.content/documents/Wissenschaftliches-Arbeiten_final.pdf

- Christian Wickert: *Quality Criteria for Scientific Work*. Last updated on January 29, 2022.

Internet Link:

<file:///C:/Users/44755/Desktop/Quellen%20fuer%20T.T.U%20Studien/Qualit%C3%A4tskriterien%20f%C3%BCr%20wissenschaftliches%20Arbeiten.pdf>

- Institute for Language, Media, and Music Sciences, Department of Media Studies: *Guide to Writing Scientific Papers in the Department of Media Studies*. Date: 15 January 2020.

Internet Link: <https://www.medienwissenschaft.uni-bonn.de/leitfaden-zur-erstellung-wissenschaftlicher-arbeiten>

- Jessica Lubzyk, Christiane Fitzke, Sabine Frey et al. (2017): *How to Write a Scientific Paper: A Guide for Students at Nürtingen-Geislingen University of Business and Environment*. Date: April 2017.

Internet Link:

https://www.hfwu.de/fileadmin/user_upload/IBIS/Leitfaeden/Leitfaden_wiss_Arbeiten_April_2017.pdf

- Catholic University of Eichstätt-Ingolstadt: *Guide to Scientific Work: Researching, Writing, Presenting*. 2nd revised edition. Date: February 2017.

Internet Link:

https://www.ku.de/fileadmin/15/Studiengang/Leitfaden_Wissenschaftliches_Arbeiten_im_Fach_Geographie.pdf

- Tim Wersig (2019): *Practical Tips for Scientific Work*. Reprint. Catholic University of Social Sciences, Berlin.

Internet Link: [https://www.khsb-](https://www.khsb-berlin.de/sites/default/files/Praktische%20Hinweise%20zum%20wissenschaftlichen%20Arbeiten.pdf)

[berlin.de/sites/default/files/Praktische%20Hinweise%20zum%20wissenschaftlichen%20Arbeiten.pdf](https://www.khsb-berlin.de/sites/default/files/Praktische%20Hinweise%20zum%20wissenschaftlichen%20Arbeiten.pdf)

Master's Program Title: Foreign Language Didactics

UE Title: Methodology Unit (4 credits)

Subject Title: Linguistic Reinforcement

Coefficient: 2

Semester: 3

Instructor: Dr. Tabarkane Tayeb

Objectives of the Course:

- - Deepen language proficiency.
 - Enrich students' vocabulary and apply it in personal texts.
 - Address gaps in language proficiency.

Prerequisite Knowledge:

All their linguistic knowledge will be put into practice.

Students have prerequisites that should be updated and applied.

Course Content:

- Enrichment and correction of language (both written and oral).
- Systematic practice of the language focusing on morphosyntactic and lexical aspects.

Assessment Method: Continuous evaluation 40%, exam 60%

References: (Books, photocopies, websites, etc.)

- **Silke Hilpert et al. (2016):** *Schritt Plus Neu Course and Workbook*. Level A2.2 and B.1.1. Hueber Verlag.

- **Christina Kuhn et al. (2022):** *Das Leben. German as a Foreign Language*. Course and Exercise Book. Cornelsen.
- **Stefanie Dengler et al. (2011):** *Netzwerk. German as a Foreign Language*. Langenscheidt.
- **Fleer Sara et al. (2014):** *Genial Klick. German for Teens*. Langenscheidt.
- **Perlmann-Palme Michaela (2008):** *Em Neu Course and Workbook. German as a Foreign Language*. Hueber Verlag.
- **Georgiakaki Manuela (2013):** *Beste Freunde German for Teens*. Hueber Verlag.
Motive: Level A2.2 and B.1.1
Menschen: Level A2.2 and B.1.1
Ideen: Level A2.2 and B.1.1

Master's Program Title: Foreign Language Didactics

UE Title: Methodology Unit (1 credit)

Subject Title: Documentary Research

Coefficient: 1

Semester: 3

Instructor: Dr. Badi Abbes

Objectives of the Course:

This module aims to teach students the necessary skills to find, evaluate, and use relevant and reliable sources of information in their academic work. This includes effective use of databases, library catalogs, and the ability to evaluate the credibility of online sources. It offers a progressive approach to documentary research, covering both basics and advanced techniques, and providing students with the opportunity to apply their skills through a research project.

Prerequisite Knowledge:

Understanding different types of information sources, the ability to formulate clear research questions, mastery of online and offline research techniques, as well as familiarity with academic research tools such as databases, online libraries, and specialized search engines.

Course Content:

1. Introduction to documentary research
2. Use of libraries and archives
3. Online research, advanced use of search engines (Google, Bing, etc.) and use of specialized databases and electronic journals
4. Information management and use of appropriate citation techniques
5. Advanced research strategies
6. Practice and evaluation
7. Research project and preparation of an annotated bibliography
8. Individual support and presentations, preparation and presentation of research projects in front of the class, and feedback and suggestions for improvement.

Assessment Method: Continuous evaluation 40%, exam 60%

References:

(Books, photocopies, websites, etc.)

Master's Program Title: Foreign Language Didactics

UE Title: Discovery Unit (1 credit)

Subject Title: Morphosyntax

Coefficient: 1

Semester: 3

Instructor: Dr. Simoude Adnane

Objectives of the Course:

This unit aims to support the learning of comprehension and expression by making students aware of the principles of organization and functioning of the English sentence. It is designed to install and develop learning regarding the organization and functioning of the German language.

Prerequisite Knowledge:

The student must have acquired the basics of English, knowing how to categorize the fundamental structures of the language (nouns, verbs, adjectives, adverbs, conjunctions, etc.) and their functions.

Course Content:

- Basic syntactic relationships
- Word order
- Simple sentence: predicate relationships, valence, and diathesis
- Syntax and intonation
- Introduction to formalizations in syntax

The content below aims to introduce students to morphosyntax, initiating them to different approaches and providing epistemological distance, preparing them for future specialization.

Assessment Method: Continuous evaluation 40%, exam 60%

References:

- Helbig - Buscha (1996): *German Grammar. A Handbook for Foreign Language Teaching*. Enzyklopädie Verlag Leipzig.

Master's Program Title: Foreign Language Didactics

UE Title: Transversal Unit (1 credit)

Subject Title: E-Learning

Coefficient: 1

Semester: 3

Instructor: Bouabdellah Mohammed Sallah

Objectives of the Course:

Upon completion of this course, the student will be able to use computer tools for their research.

They will also apply their knowledge of the internet.

The student should be able to conduct research online.

Prerequisite Knowledge:

The student has been in contact with computer tools for years. They should be able to operate these tools and navigate the web.

Course Content:

This course focuses on using the internet for research.

It will address the deficiencies identified in students' use of computer tools.

Assessment Method: Exam 100%

References:

(Books, photocopies, websites, etc.)

Master's Program Title: Foreign Language Didactics

UE Title: Transversal Unit (1 credit)

Subject Title: Ethics / Work Deontology

Coefficient: 1

Semester: 3

Instructor: Dr. Bouregaa Nacira

Objectives of the Course:

To inform and raise awareness among students about the risks of corruption and encourage them to contribute to the fight against corruption.

- **Prerequisite Knowledge:**

Proficiency in Arabic/French.

- **Course Content:**

Concept of corruption

Types of corruption

Manifestations of corruption

Assessment Method: 100%

References:

(Books, photocopies, websites, etc.)

Sample Letters:

Letter of Intent (for joint Master's program with another university):

(Official letterhead of the university concerned)

Subject: Approval of Joint Sponsorship of the Master's Program

Hereby, the university (or university center) declares its joint sponsorship of the above-mentioned Master's program for the entire period of the program's accreditation.

To this end, the university (or university center) will assist the project by:

Providing feedback in the development and updating of the curriculum

Participating in seminars organized for this purpose

Participating in defense juries

Contributing to the sharing of human and material resources.

Signature of the legally authorized person:

Position:

Date:

Letter of Intent (for Master's program in collaboration with a company in the user sector):

(Official letterhead of the company)

Subject: Approval of the Project for Launching a Master's Program

Taught at:

Hereby, the company expresses its intention to support this training as a potential user of the product.

We confirm our support for this project, and our role will be:

- Providing feedback in the development and updating of the curriculum
- Participating in seminars organized for this purpose
- Participating in defense juries
- Facilitating the reception of interns, either for thesis projects or for supervised projects.
- The necessary resources to execute the tasks required for achieving these objectives will be implemented in terms of material and human resources.

Mr./Ms. [Name] is appointed as the external coordinator of this project.

Signature of the legally authorized person:

Position:

Date:

Official Stamp or Seal of the Company:

Curriculum Vitae of Coordinators

Category Details

Name: Nourredine BOUCHAMA

Date and Place of Birth: October 3, 1976, Skikda / Algeria

Marital Status: Married, 6 children

Personal

Nationality: Algerian

Information

Address: Cite Smail Belouahem Nr. 11, Ramdane Djamel 21004, Skikda, Algeria

Mobile: +(213)(0) 553 92 48 83

Email: bfathy@yahoo.de / n.bouchama@univ-skikda.dz

Education / Continuing Education & Seminars -

- International conference of German teachers in Vienna, Austria (1994)
- Goethe Institute continuing education scholarship: "Introduction to Teacher Training Activities in FSE 2.1 BL (C1)" in Berlin, Germany

Participations - Digital teacher training program on "Tests and Exams" in Berlin, Germany

- National seminar on "The Oral in Language Learning"
- Development and implementation of a continuing education program for German teachers

- Doctorate in German Language Teaching Didactics at the University of Oran, Algeria

Teaching

- Magister in German Language Didactics from the University of Oran, Algeria

Experience

- Visiting student at the University of Bremen, Department of German Studies, Germany

- Research scholarships from DAAD in Bremen, Germany
- Lecturer at the University of 20th August 1955, Skikda, Algeria since 2002

- **Doctoral Thesis:** *Learner Autonomy in German Language Teaching Practice.*

Grin-Verlag, Munich, 2019. ISBN (eBook) 9783668986442 / ISBN (Book) 9783668986459

- **Scientific Article:** *What is the Influence of Multilingualism on DaF Students*

Publications *and Promoting Learner Autonomy? A Case Study in Algeria.* Grin-Verlag, Munich, 2019. ISBN (eBook) 9783668982567 / ISBN (Book) 9783668982574

- **Master's Thesis:** *Factors that Inhibit Reception and Production of Language in DaF Lessons. An Empirical Study in Algerian Schools.* Grin-Verlag, Munich, 2018. ISBN (eBook) 9783668931800 / ISBN (Book) 9783668931817

- Arabic (Native)

- French (C1)

Languages

- German (C2)

- English (B2)

- Arabic-German / German-Arabic

Translation Skills

- German-French / French-German

- Member and Regional Director of the International German Language Association (VDS) in Central and Eastern Algeria since 2005

Interests and

- Member of the Algerian Association of Germanists and German Teachers (AGDV) since 2011

Activities

- Subscribed to the German Federal Agency for Civic Education (BPB) since 2002

- Reading, history, religion, culture; travel; foreign languages; hunting and sports.

Publications
(continued)

- **Academic Article:** *Critique of Pure Autonomy in DaF Teaching in Schools* in *TRANS Cultural Studies Journal*. TRANS No. 22, ISSN 1560-182X, Austrian National Library.

Hobbies

- Reading, history, religion, culture, travel, foreign languages, hunting, and sports.

Category

Details

Name: HAMRERAS AIMEN

Date of Birth: July 16, 1979

Marital Status: Married

Personal

Nationality: Algerian

Information

Address: Cité 400 logts, bloc 2 n°3 (COSIDER), DZ-21000 Skikda, Algeria

Email: a.hamreras@univ-skikda.dz

Phone: 0540 03 02 56

Sept 2021 - Present: Maitre de conférences in German Language at the University of Skikda

Professional

Jun 2016 - Aug 2021: Maitre-assistant in German Language at the University of Algiers 2

Experience

Oct 2006 - Jun 2016: Secondary School Teacher of German Language at the Ministry of National Education

Apr 2005 - May 2006: Marketing Manager at the German Chamber of Commerce and Industry in Algeria

- Market studies

Job Responsibilities - Assisting with economic partnerships

- Translation of legal and financial texts

Previous **2001-2002:** Translator / Interpreter (German, French, English) for Voest-Alpine

Job Industrieanlagenbau, Linz, Austria.

2015-2021: Doctorate in German Language at the University of Algiers

University 2

Education **2011-2014:** Magister in German Language at the University of Algiers 2

1996-2000: Bachelor's in German Language at the University of Algiers

- **Aug 2017:** Teaching Methods for German at the Goethe-Institute, Munich, Germany

- **Aug 2013:** Teaching Methods for German at the Goethe-Institute, Göttingen, Germany

- **Aug 2009:** Teaching Methods for German at the Goethe-Institute, Munich, Germany

- **Mar-Oct 2007:** Business Management at the Business Management Training School

- **May 2006:** International Marketing at the Association of German Chambers of Commerce and Industry in Berlin, Germany

- **Jan 16, 2019:** *Alternative Wege zur Grammatikaneignung und Texterschliessung im Deutschen* at the University of Algiers 2: *Grammatikaneignung durch Virtual Reality - eine digitale Alternative*

Conferences - **Feb 25, 2019:** *Fachsprache zwischen Universitäten und Arbeitswelt in Algerien*

at the University of Algiers 2: *Geschäftssprache Deutsch - Wie fit sind unsere Absolventen?*

- **Apr 22, 2019:** *Multilinguisme, multiculturalité und Mise au Diapason de la*

*Modernisation at the University of Algiers 2: CAT-Tools in der modernen
Übersetzung von Fachsprachen*

- **Nov 11, 2019:** *Spiel der Diskurse und Diskurse des Spiels: Ein interdisziplinärer*

*Ansatz at the University of Algiers 2: Wie Texte im heutigen Deutsch mit
Englisch "spielen"*

- **2014:** Master's Thesis: *Neologismen in der deutschen Publizistik an der Wende
zum 21. Jahrhundert (1990-2010)*, Grin Publishing GmbH

- **2021:** *Wie Texte im heutigen Deutsch mit Englisch spielen: Wortspiele mit
Anglizismen*, Aleph Volume 8, Issue 4, Pages 43-58

Publications - **2022:** *Zur Hybridisierung Bei Wortneubildungen Im Deutschen Sprachgebrauch
der Informationstechnologie*, AL-MUTARĠIM 22, Issue 2, Pages 427-442

- **2022:** Doctoral Thesis: *Fachsprachliche Wortneubildungen im heutigen Deutsch
der Kraftfahrzeugtechnik und der Informationstechnologie*, Grin Publishing
GmbH

- **Arabic:** Native

- **French:** C2

Languages

- **German:** C2

- **English:** C1

ICT Skills - Windows, MS Office, Moodle, SDL Trados, Zoom

- Member of the International Association of the German Language (VDS) in
Algeria since 2005

Miscellaneous - Member of the Algerian Association of Germanists and German Teachers
(AGDV) since 2011

- Subscribed to the German Federal Agency for Civic Education (BPB) since

2002

- Hobbies: Reading, history, religion, culture; traveling; foreign languages;
hunting; sports

Date Skikda, 03.03.2024