

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY CENTER –MOHAMMED LAMINE DEBAGHINE  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH  
L.M.D**

**DIPLOMA TITLE: ACADEMIC BACHELOR'S DEGREE**

**FIELD OF STUDY: ENGLISH**

**MAJOR: ENGLISH**

**OPTION:**

Academic

**MOHAMMED LAMINE DEBAGHINE UNIVERSITY – SÉTIF 2  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**Program Objectives:**

The primary objective of the new framework is to align the training program with market demands. The professional bachelor's degree will enable graduates to apply the theoretical knowledge acquired during their studies, as this knowledge has been specifically designed with this purpose in mind.

A secondary, yet equally important, objective is to bring the Algerian university system in line with Western standards. In this era of globalization, we must adapt to the universal system to open our universities to the world of science and technology and facilitate our students' integration into foreign universities.

**B. Project Description:****Skills and Qualifications Targeted**

The LMD (Bachelor's-Master's-PhD) university system aims to provide training that ensures rapid integration into the job market. In the case of the English Language degree, the targeted professional qualifications are:

- Teaching English in various university departments
- Teaching technical English in national and private companies
- Proficiency in English enabling the practice of technical or commercial activities
- Quick integration into modern communication sectors (media, advertising, internet)

**C. Admission Requirements:**

Priority 1: Baccalaureate in Literature or Languages + English grade equal to or above 10/20

Priority 2: Baccalaureate in Science or Mathematics + English grade equal to or above 12/20

#### **D. Program Structure:**

As shown in the course unit distribution tables, this semester-based program spans three years. Studies are organized into Teaching Units, which group together subjects belonging to the same pedagogical category. Each teaching unit is assigned a measurement unit called a credit. This value varies according to the subject's importance in the curriculum. For example, written and oral expression, being core subjects, are allocated significant credits throughout the training cycle.

**TEACHING UNITS  
SUBJECTS**

**CLASS HOURS**

**CREDITS AND COEFFICIENTS**



Teaching units	List of subjects	Crédits	Coefficients	Volumehoraire hebdomadaire			VHS (15semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UEfundamental Code:UEF1.1 Crédits:8 Coefficient:4	Written expression	4	2		3h00		45h00	55h00	50%	50%
	Oral expression	4	2		3h00		45h00	55h00	50%	50%
UEfundamental Code:UEF1.1 Crédits:8 Coefficient: 4	Grammar	4	2		3h00		45h00	55h00	50%	50%
	Linguistics and phonetics	4	2		3h00		45h00	55h00	50%	50%
UEFundamental Crédits:2 Coefficient:1	Study of literary texts	2	1		1h30		22h30	27h30	50%	50%
UEMéthodological Code:UEM1.1 Crédits:9 Coefficient:5	TTU	4	2		3h00		45h00	55h00	50%	50%
	Reading and text study	4	2		3h00		45h00	55h00	100%	
	TICete-Learning	1	1		1h00		15h00	10h00	100%	
UEDiscovery Code :UED1.1 Crédits:2 Coefficient:2	Civilization	2	2	1h30	1h30		45h00	5h00	50%	50%

UETransversal Code:UET1.1 Crédits:1 Coefficient:1	Foreign language	1	1		1h30		22h30	2h30	100%	
TotalSemestre1		30	17	1h30	23h30		375h00	375h00		

Semestre2

Teaching units	List of subjects	Crédits	Coefficients	Volumehoraire hebdomadaire			VHS (15semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UEFundamental Code:UEF1.2 Crédits:8 Coefficient:4	Written expression	4	2		3h00		45h00	55h00	50%	50%
	Oral expression	4	2		3h00		45h00	55h00	50%	50%
UEFundamental Code:UEF1.2 Crédits:8 Coefficient:4	Grammar	4	2		3h00		45h00	55h00	50%	50%
	Linguistics and phonetics	4	2		3h00		45h00	55h00	50%	50%
UEFundamental Code:UEF1.2 Crédits:2 Coefficient:1	Study of literary texts	2	1		1h30		22h30	27h30	50%	50%
UEMéthodological Code:UEM1 Crédits:9 Coefficient:5	TTU	4	2		3h00		45h00	55h00	50%	50%
	Reading and text study	4	2		3h00		45h00	55h00	100%	
	TICete-Learning	1	1		1h00		15h00	10h00	100%	
UEDiscovery Code :UED1.2 Crédits:2 Coefficient:2	Civilization	2	2	1h30	1h30		45h00	5h00	50%	50%
UETransversal Code:UET1.2 Crédits:1 Coefficient:1	Foreign language	1	1		1h30		22h30	2h30	100%	
TotalSemestre2		30	17	1h30	23h30		375h00	375h00		

1Danslesmatières« Compréhensionetexpressionécrite »,« Compréhensionetexpressionorale »etduranttouslessemestres, leportfolioestdemandé. Ilestévaluéparl'enseignantdelamatièredanslanotede TD.

2Danslesmatières« Compréhensionetexpressionécrite »,« Compréhensionorale »etduranttouslessemestres, leportfolio estdemandé. Ilestévaluéparl'enseignantdelamatièredanslanotede TD.



Semestre 3

Teaching units	List of subjects	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UE Fundamental Code:UEF2.1 Crédits:8 Coefficient:4	Written expression	4	2		3h00		45h00	55h00	50%	50%
	Oral expression	4	2		3h00		45h00	55h00	50%	50%
UE Fundamental Code:UEF2.1 Crédits:8 Coefficient:4	Grammar	4	2		3h00		45h00	55h00	50%	50%
	Linguistics and phonetics	4	2		3h00		45h00	55h00	50%	50%
UE Fundamental Code:UEF2.1 Crédits:2 Coefficient:1	Study of literary texts	2	1		1h30		22h30	27h30	50%	50%
UE Methodological Code:UEM2.1 Crédits:9 Coefficient:5	TTU	4	2		3h00		45h00	55h00	50%	50%
	Reading and text study	4	2		3h00		45h00	55h00	100%	
	Digital literacy	1	1		1h00		15h00	10h00	100%	
UE Discovery Code:UED2.1 Crédits:2 Coefficient:2	Civilization of language	2	2	1h30	1h30		45h00	5h00	50%	50%
UE Transversal Code:UET 2.1 Crédits:1 Coefficient:1	Foreign language	1	1		1h30		22h30	2h30	100%	
Total Semestre 3		30	17	1h30	23h30		375h00	375h00		

1 Dans les matières « Compréhension et expression écrite », « Compréhension et expression orale » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.

2 Dans les matières « Compréhension et expression écrite », « Compréhension et expression orale » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.

Semestre4

Teaching units	List of subjects	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UE Fundamental Code:UEF2.2 Crédits:8 Coefficient:4	Written expression	4	2		3h00		45h00	55h00	50%	50%
	Oral expression	4	2		3h00		45h00	55h00	50%	50%
UE Fundamental Code:UEF2.2 Crédits:8 Coefficient:4	Grammar	4	2		3h00		45h00	55h00	50%	50%
	Linguistics and phonetics	4	2		3h00		45h00	55h00	50%	50%
UE Fundamental Code:UEF2.2 Crédits:2 Coefficient:1	Study of literary texts	2	1		1h30		22h30	27h30	50%	50%
UE Méthodologique Code:UEM2.2 Crédits:9 Coefficient:5	TTU	4	2		3h00		45h00	55h00	50%	50%
	Reading and text study	4	2		3h00		45h00	55h00	100%	
	Digital literacy	1	1		1h00		15h00	10h00	100%	
UE Découverte Code :UED2.2 Crédits:2 Coefficient:2	Civilization	2	2	1h30	1h30		45h00	5h00	50%	50%
UE Transversale Code:UET 2.2 Crédits:1 Coefficient:1	Foreign language	1	1		1h30		22h30	2h30	100%	
Total Semestre4		30	17	1h30	23h30		375h00	375h00		

1 Dans les matières « Compréhension et expression écrite », « Compréhension et expression orale » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.

2 Dans les matières « Compréhension et expression écrite », « Compréhension orale » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.

Semestre5

Teaching units	List of subjects	Crédits	Coefficients	Volumehoraire hebdomadaire			VHS (15semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UEFundamental Code:UEF3.1 Crédits:12 Coefficient:6	Linguistics	4	2	1h30	1h30		45h00	55h00	50%	50%
	Literature:theory and practice	4	2	1h30	1h30		45h00	55h00	50%	50%
	Civilization, culture and interculturality	4	2	1h30	1h30		45h00	55h00	50%	50%
UEFundamental Code:UEF3.1 Crédits:6 Coefficient: 3	Introduction to didactics	4	2	1h30	1h30		45h00	55h00	50%	50%
	ESP	2	1		1h30		22h30	27h30	50%	50%
UEMéthodological Code:UEM3.1 Crédits:9 Coefficient:5	Research methodology	4	2		3h00		45h00	55h00	50%	50%
	Reading and writing workshop	4	2		3h00		45h00	55h00	100%	
	Oral communication practices	1	1		1h00		15h00	10h00	100%	
UEDiscovery Code :UED3.1 Crédits:2 Coefficient:2	Translation, national language	2	2	1h30	1h30		45h00	5h00	50%	50%
UETransversal Code:UET 3.1 Crédits:1 Coefficient:1	Entrepreneurship	1	1		1h30		22h30	2h30	100%	
TotalSemestre5		30	17	7h30	17h30		375h00	375h00		

Semestre6

Teaching units	List of subjects	Crédits	Coefficients	Volumehoraire hebdomadaire			VHS (15semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
UEFundamental Code:UEF3.2 Crédits:12 Coefficient:6	Linguistics	4	2	1h30	1h30		45h00	55h00	50%	50%
	Littérature:theory and practice	4	2	1h30	1h30		45h00	55h00	50%	50%
	Civilisation,cultureand interculturality	4	2	1h30	1h30		45h00	55h00	50%	50%
UEFundamental Code:UEF3.2 Crédits:6 Coefficient: 3	Introduction to didactics	4	2	1h30	1h30		45h00	55h00	50%	50%
	Esp	2	1		1h30		22h30	27h30	50%	50%
UEMéthodological Code:UEM3.2 Crédits:9 Coefficient:5	Research methodology	4	2		3h00		45h00	55h00	50%	50%
	Reading and writing workshop	4	2		3h00		45h00	55h00	100%	
	Oral communicational practices	1	1		1h00		15h00	10h00	100%	
UEDiscovery Code :UED3.2 Crédits:2 Coefficient:2	Translation ; national language	2	2	1h30	1h30		45h00	5h00	50%	50%
UETransversal Code:UET 3.2 Crédits:1 Coefficient:1	Entrepreneurship	1	1		1h30		22h30	2h30	100%	
TotalSemestre6		30	17	7h30	17h30		375h00	375h00		

FIELD OF STUDY: ENGLISH LANGUAGE

**Detailed Syllabus by Subject per Semester**  
**— S1-S6 —**

**L1 (S1+S2)**

**Semester 1**

**Teaching Unit: Fundamental**

**Module:** Comprehension and Written Expression

**Credits: 04**

**Coefficient: 02**

**Course Objectives:**

- Enhance students' comprehension and writing skills in English to enable them to produce coherent texts.
- Develop students' textual, meta-textual, and linguistic understanding through the reading and production of various text types.
- Foster reading and writing strategies.
- Enable students to identify both literal and inferential meanings in texts.

**Prerequisite:** A structured, explicit, and systematic teaching approach with ample opportunities for practice is required to build written expression skills.

**Course Content:**

- Introduction to Parts of Speech
- From Word to Sentence
- Sentence Structure and Issues:
  - Faulty Parallelism
  - Wordiness
  - Choppy Sentences
  - Stringy Sentences
  - Run-ons and Comma Splices
  - Sentence Fragments
  - Faulty Coordination/Subordination
- Transition from Sentence to Paragraph
- Sentence Types:
  - By Function: Declarative, Interrogative, Exclamatory, Imperative
  - By Form: Simple, Compound, Complex, Compound-Complex

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**Assessment:** 50% Written Exams – 50% Continuous Assessment

## References:

—Révision programme CPNDLLE2020/2021—

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الجنة البید الوطنية للمیكان  
«دروس و امتحانات اجنبية»  
إمضاء: د. محمد الوهاب

1. [The Writing Guide – Geneseo](#)
2. [Grammar & Writing Help – CommNet](#)
3. [Powa Writing Center](#)
4. [Purdue 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 – Academic Module*, Oxford University Press, 2004

## Semester 1

### Module: Comprehension and Oral Expression

**Credits: 04**

**Coefficient: 02**

#### Course Objectives:

- Develop students' speaking skills for effective communication in English.
- Train students to recognize English speech sounds.
- Enable students to communicate in real-life situations and comprehend spoken English from various media sources.

**Prerequisite:** Students should be aware of sound distinctions, their importance in communication, and variations in speech formality and register.

#### Course Content:

##### Listening Comprehension:

- Identifying main ideas and supporting details in spoken texts
- Understanding speaker purpose and attitude
- Interpreting intonation
- Making predictions, inferences, and generalizations
- Recognizing collocations and idiomatic expressions
- Identifying topics and personal opinions
- Summarizing and paraphrasing

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##### Oral Expression:

- Introducing oneself and others
- Discussing reasons for choosing English
- Expressing ideas and opinions
- Using language for social functions in context
- Participating in formal discussions (e.g., meetings, interviews)
- Describing and comparing people, places, and routines

**References:**

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

**Semester 2**

**Teaching Unit: Fundamental**

**Module:** Comprehension and Written Expression

**Credits:** 04

**Coefficient:** 02

**Course Objectives:**

- Enhance comprehension and written communication in English.
- Teach students to write by planning, drafting, revising, editing, and finalizing structured texts.

**Prerequisite:** Students should be trained to recognize text structures while reading and be able to transfer spoken language into written form.

**Course Content:**

- **Paragraph Structure:**
  - Topic Sentences
  - Supporting Details
  - Concluding Sentences
- **Writing Mechanics:**
  - Capitalization
  - Punctuation
- **Types of Paragraphs:**
  - Descriptive
  - Narrative
  - Descriptive-Narrative
  - Expository (developed by division, definition, cause-effect, comparison-contrast)
- **Basic Essay Structure:**
  - Introduction
  - Body (Development)
  - Conclusion

## References:

—Révision programme CPNDLLE2020/2021—

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«دروس و امتحانات اجنبية»  
إمضاء: د. محمد الوهاب

1. [The Writing Guide – Geneseo](#)
2. [Grammar & Writing Help – CommNet](#)
3. [Powa Writing Center](#)
4. [Purdue 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 – Academic Module*, Oxford University Press, 2004

## Semester 2

### Module: Comprehension and Oral Expression

Credits: 04

Coefficient: 02

### Course Objectives:

- Improve fluency in spoken English.
- Enhance comprehension of English speech in varied real-life and media contexts.

**Prerequisite:** Same as Semester 1 – students must understand phonetic distinctions and the use of appropriate register.

### Course Content:

#### Listening Comprehension:

- Identifying main ideas and details
- Understanding purpose and attitude
- Recognizing intonation
- Making predictions and generalizations
- Understanding idiomatic expressions and collocations
- Identifying topics and opinions
- Summarizing and paraphrasing

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#### Oral Expression:

- Talking about food, meals, and dining culture
- Narrating someone else's life story
- Discussing studies and professions
- Giving advice and instructions
- Engaging in dialogues and conversations
- Role-playing scenarios

**Assessment:** 50% Written Exams – 50% Continuous Assessment



## References:

—Révision programme CPNDLE 2020/2021—

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

## Semester 1

### Teaching Unit: Fundamental Module

#### Subject: Grammar

Credits: 4

Coefficient: 2

#### Course Objective:

- To enhance students' understanding of the structure of the English language.

#### Subject Contents:

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

**Note:** Content may be adapted based on students' language needs.

#### Assessment:

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- 50% Written Exams
- 50% Continuous Assessment

#### Sources and References:

- Alexander, L.G. (1990). *Longman English Grammar Practice*. Longman.
- Kolln, M.J., & Gray, L.S. (2013). *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Pearson.
- Murphy, R. (2004). *English Grammar in Use*. Cambridge University Press.
- Nettle, M., & Hopkins, D. (2003). *Developing Grammar in Context*. Cambridge University Press.
- Rozakis, L. (2003). *English Grammar for the Utterly Confused*. McGraw-Hill.
- Sprachenzentrum. (2016). *Grammar Exercises*. Bayreuth University.
- Vince, M. (2008). *Macmillan English Grammar in Context: Advanced*. Macmillan.

- Walker, E., & Elsworth, S. (2004). *New Grammar Practice for Pre-intermediate Students*. Longman.

—Révision programme CPNDLLE2020/2021—

## Semester 1

### Teaching Unit: Fundamental Module

### Subject: Linguistics and Phonetics

**Credits: 4**

**Coefficient: 2**

### Course Objective:

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

### Subject Contents:

#### Linguistics:

1. Definition of Linguistics
  - Historical background and rise of modern linguistics
  - Linguistics as a science
  - Scope: macro and micro functions
2. Definition of Language
  - Contributions of linguists:
    - Edward Sapir
    - Ferdinand de Saussure (langue vs parole, signified vs signifier, syntagmatic vs paradigmatic relations, diachronic vs synchronic linguistics)

#### Phonetics:

- Phonetics vs phonology
- Organs of speech
- English consonants: classification
- Allophones
- English vowels: short and long
- Diphthongs and triphthongs

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**Note:** Courses are based on selected readings and reflective discussions. Students are expected to write essays for each unit. Use video-based content to support and motivate learners.

### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

### References:

- Matthews, P.H. (2007). *The Concise Oxford Dictionary of Linguistics*. Oxford.  
 • Cook, G. (2003). *Applied Linguistics*. Oxford University Press.  
 • Rowe, B.M., & Levine, D.P. (2nd Ed.). *A Concise Introduction to Linguistics*.  
 • Catford, J.C. (2002). *A Practical Introduction to Phonetics*. Oxford.  
 • Online resources:
  - [www.englishmedialab.com](http://www.englishmedialab.com)
  - [www.englishstudymaterials.com](http://www.englishstudymaterials.com)

## Semester 1

### Teaching Unit: Fundamental Module

### Subject: Study of Literary Texts

**Credits: 2**

**Coefficient: 1**

### Course Objectives:

- To distinguish literary discourse from other types of discourse
- To recognize major literary genres and their subcategories

### Prerequisite:

- General knowledge of literature and its forms

### Subject Contents:

1. What is literature?
2. Literary genres: poetry, prose (fiction and non-fiction), and drama
3. Types of poetry
4. Prosody, rhyme, and rhythm
5. Figures of speech
6. Poem analysis methods
7. Romantic poetry: selected English Romantic poems

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### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

### References:

- Beard, A. (2001). *Texts and Contexts*. Routledge.
- Cuddon, J.A. (1999). *The Penguin Dictionary of Literary Terms*. Penguin.
- Hawthorne, J. (2010). *Studying the Novel*. Bloomsbury.
- McMahan, E. (2002). *Literature and the Writing Practice*. Prentice Hall.

## Semester 1

—Révision programme CPNDLLE2020/2021—

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دروس لغات أجنبية  
إمضاء: د. محمد الوهاب

### Teaching Unit: Methodology Module

#### Subject: Study Skills

Credits: 4

Coefficient: 2

#### Course Objectives:

- To help students achieve academic success and develop lifelong learning skills
- To improve reading, writing, and research methods

#### Prerequisite:

- Basic English usage skills

#### Subject Contents:

1. Introduction and pre-course assessment
2. Study habits and environment
3. Organization and time management
4. Goal setting and prioritization
5. Using dictionaries effectively
6. Library and internet research
7. Study groups

#### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

#### References:

- Briggs, C.I., & Dummett, P.C. (1996). *Skills Plus: Listening and Speaking - Advanced*. Macmillan.
- Jaffe, C.I. (2016). *Public Speaking: Concepts and Skills for a Diverse Society*. Cengage.
- DeVito, J.A. (2009). *The Essential Elements of Public Speaking* (3rd Ed.). Pearson.

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## Semester 2

### Teaching Unit: Fundamental Module

#### Subject: Grammar

Credits: 4

Coefficient: 2

## Course Objective:

—Révision programme CPNDLLE2020/2021—

- To further develop students' understanding of English language structures

## Subject Contents:

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

**Note:** Content may be adapted based on students' language needs.

## Assessment:

- 50% Written Exams
- 50% Continuous Assessment

## References:

Alexander, L.G. (1990). *Longman English Grammar Practice*. Longman.

- Kolln, M.J., & Gray, L.S. (2013). *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Pearson.
- Murphy, R. (2004). *English Grammar in Use*. Cambridge University Press.
- Nettle, M., & Hopkins, D. (2003). *Developing Grammar in Context*. Cambridge University Press.
- Rozakis, L. (2003). *English Grammar for the Utterly Confused*. McGraw-Hill.
- Sprachenzentrum. (2016). *Grammar Exercises*. Bayreuth University.
- Vince, M. (2008). *Macmillan English Grammar in Context: Advanced*. Macmillan.
- Walker, E., & Elsworth, S. (2004). *New Grammar Practice for Pre-intermediate Students*. Longman.

## Semester 2

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## Teaching Unit: Fundamental Module

### Subject: Linguistics and Phonetics

**Credits: 4**

**Coefficient: 2**

## Course Objective:

- To deepen students' theoretical knowledge in linguistics and phonetics

## Subject Contents:

### Linguistics:

- Chomsky: competence vs performance
- Bloomfield's contributions — Révision programme CPNDLLE2020/2021 —
- Language as a means of communication
- Introduction to semiotics/semiology

### Phonetics:

- Diacritics: aspiration, devoicing, velarization, glottalization
- English syllable structure
- Consonant clusters
- Syllabic consonants
- Suprasegmentals: stress and pitch

### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

### References:

- Matthews, P.H. (2007). *The Concise Oxford Dictionary of Linguistics*. Oxford.
- Cook, G. (2003). *Applied Linguistics*. Oxford University Press.
- Rowe, B.M., & Levine, D.P. (2nd Ed.). *A Concise Introduction to Linguistics*.
- Catford, J.C. (2002). *A Practical Introduction to Phonetics*. Oxford.
- Online resources:
  - [www.englishmedialab.com](http://www.englishmedialab.com)
  - [www.englishstudymaterials.com](http://www.englishstudymaterials.com)
- Roach, P., & Widdowson, H.G. (2000). *Phonetics*.

## Semester 2

### Teaching Unit: Fundamental Module

### Subject: Study of Literary Texts

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**Credits: 2**

**Coefficient: 1**

### Course Objectives:

- To identify literary discourse and major genres through historical evolution

### Prerequisite:

- Basic understanding of literature and its genres

### Subject Contents:

1. Old English Literature: *Beowulf*

2. Middle English Literature
3. Chaucer: *The Canterbury Tales*
4. Elizabethan Literature
5. William Shakespeare: Selected works
6. Rise of the English Novel
7. Defoe: *Robinson Crusoe*

### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

### References:

- Beard, A. (2001). *Texts and Contexts*. Routledge.
- Cuddon, J.A. (1999). *The Penguin Dictionary of Literary Terms*. Penguin.
- Hawthorne, J. (2010). *Studying the Novel*. Bloomsbury.
- McMahan, E. (2002). *Literature and the Writing Practice*. Prentice Hall.
- Greenblatt, S., Maus, K.E., & Logan, G.M. (2018). *The Norton Anthology of English Literature: Vol. B*.

## Semester 2

### Teaching Unit: Methodology Module

#### Subject: Study Skills

**Credits: 4**

**Coefficient: 2**

#### Course Objectives:

- To enhance exam strategies, revision, and study techniques

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#### Prerequisite:

- Basic English language skills

#### Subject Contents:

1. Examination strategies and stress management
2. Revision techniques
3. Reading and analytical thinking
4. Explaining texts
5. Effective note-taking
6. Memorization and concentration strategies

### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

—RevisionprogrammeCPNDLLE2020/2021—

## References:

- Briggs, C.I., & Dummett, P.C. (1996). *Skills Plus: Listening and Speaking - Advanced*. Macmillan.
- Jaffe, C.I. (2016). *Public Speaking: Concepts and Skills for a Diverse Society*. Cengage.
- DeVito, J.A. (2009). *The Essential Elements of Public Speaking* (3rd Ed.). Pearson.

## Semester 1

### Teaching Unit: Methodology Module

### Subject: Reading and Text Analysis

Credits: 4

Coefficient: 2

### Course Objectives:

- To develop students' reading and comprehension skills
- To enable students to read and interpret various types of texts and speeches

### Prerequisite:

- Students should have at least a lower-intermediate level of English

### Subject Contents:

#### Reading Skills and Strategies:

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

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**Note:** Course content may be developed or adapted by the pedagogical committee based on students' needs.

### Assessment:

- 100% Continuous Assessment

### Sources and References:



- Teachers may use a variety of sources to improve students' reading comprehension skills including textbooks, articles, and online materials.

— Revision programme CPNDLE2020/2021 —

## Semester 2

### Teaching Unit: Methodology Module

#### Subject: Reading and Text Analysis

**Credits: 4**

**Coefficient: 2**

#### Course Objectives:

- To further develop students' reading and comprehension skills
- To analyze and interpret different types of paragraph organization and text structures

#### Prerequisite:

- Students should have at least a lower-intermediate level of English

#### Subject Contents:

##### Reading for Paragraph Structure and Organization:

- Understanding the paragraph: types and components
- Types of paragraphs:
  - Descriptive
  - Narrative
  - Descriptive narration
  - Expository (developed through division, definition, cause and effect, comparison and contrast)
- Coherence and cohesion

**Note:** Course content may be developed or adapted by the pedagogical committee based on students' needs.

#### Assessment:

- 100% Continuous Assessment

#### Sources and References:

- Teachers may use a variety of sources to enhance students' comprehension and analysis of texts, including authentic reading materials and textbooks.

## Semester 1

**Teaching Unit: Methodology** —RévisionprogrammeCPNDLLE2020/2021—

**Course Title: ICT and E-Learning1**

**Credits: 01**

**Coefficient: 01**

The lecture session cannot be purely theoretical, and even if the lessons are delivered via a slideshow (essential), assessment must be conducted on a computer.

### Prerequisites:

### Course Objectives:

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

- Develop skills in digital information and communication technologies in a university context.

### Course Content:

#### Information and Communication Technology (ICT) Component:

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

**Assessment Method:** Continuous assessment (100%)

### Bibliography

## Semester 2

**Teaching Unit: Methodology**

**Course Title: ICT and E-Learning 2**

**Weekly Hours: 01h00**

**Credits: 01**

**Coefficient: 01**

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### Prerequisites:

### Course Objectives:

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

- Develop skills in digital information and communication technologies in a university context.

### Course Content:

**Practical Sessions (TD) – Internet connection required**

**E-LEARNING Component:**

- Introduction to university learning platforms: **Moodle** (logging in, uploading/downloading documents, quizzes, and forums)
- Introduction to open-access platforms: **MOOCs, Google Classroom**, etc.
- Introduction to video conferencing platforms: **Zoom and Google Meet**.

**Assessment Method:** Continuous assessment (100%)

## **Bibliography:**

### **Semester 1**

### **Teaching Unit: Discovery**

### **Module: Civilisations of the Target Language (British Civilization)**

**Credits: 2**

**Coefficient: 2**

### **Course Objectives:**

- To improve students' knowledge of the English language through the study of British history and culture.

### **Prerequisite:**

- General knowledge of various civilizations and cultures.

### **Subject Contents:**

- The United Kingdom (overview)
- The Earliest Settlers of Britain
- Iberians / Celts / Romans
- The Nordic Invasions
- The Anglo-Saxons and The Vikings
- The Norman Conquest
- The Middle Ages
- The Tudors
- The Stuarts

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### **Assessment:**

- 50% Written Exam
- 50% Continuous Assessment

### **Sources and References:**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC – 1603 AD* (2000)
- Peter Salway, *Roman Britain: A Very Short Introduction* (Oxford UP, 2015)
- Tim Copeland, *Life in a Roman Legionary Fortress* (Amberley Publishing, 2014)

- Gerald Harriss, *Shaping the Nation: England 1360–1461* (New Oxford History of England, 2005)
- J. Steven Watson, *The Reign of George III, 1760–1815* (Oxford History of England, 1960)
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland / Iris an Dá Chultúr* (1986)
- Patrick M. Geoghegan, *The Irish Act of Union: A Study in High Politics, 1798–1801* (Gill & Macmillan, 1999)
- J.M. Thompson, *Napoleon Bonaparte: His Rise and Fall* (1951)
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815–2015* (2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age of Reform 1815–1870* (1938)
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783–1846* (New Oxford History of England, 2008)
- Kenneth Baker, "George IV: A Sketch," *History Today*, Vol. 55, No. 10 (2005): 30–36
- Michael Brock, "William IV (1765–1837)," *Oxford Dictionary of National Biography* (2004)
- Jeremy Black, *A Military History of Britain: From 1775 to the Present* (2008)

## Semester 2

## Teaching Unit: Discovery

### Module: Civilisations of the Target Language (American Civilization)

**Credits: 2**

**Coefficient: 2**

### Course Objectives:

- To improve students' knowledge of the English language through the study of American history and culture.

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**Prerequisite:**

- General knowledge of various civilizations and cultures.

### Subject Contents:

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

### Assessment:

- 50% Written Exam
- 50% Continuous Assessment

## Sources and References:

—Révision programme CPNDLLE2020/2021—

- Pekka Hämäläinen, "The Rise and Fall of Plains Indians Horse Cultures." *The Journal of American History*
- Robert D. Johnston, *The Making of America: The History of the United States from 1492 to the Present* (National Geographic, 2002)
- Gwyn Jones, *The Norse Atlantic Saga* (Oxford University Press, 1986)
- John M. Blum et al., *The National Experience: A History of the United States* (6th ed., 1985)
- Paul Boyer, *The American Nation* (Holt, Rinehart and Winston, 1995)
- Kenneth C. Davis, *Don't Know Much About American History* (HarperCollins, 2002)

## L2 (S3+S4)

**Semester: 03**

**Teaching Unit:** Fundamental

**Module:** Comprehension and Written Expression

**Credits: 04**

**Coefficient: 02**

## Course Objectives

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

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## Prerequisite

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

## Subject Contents

- A review of essay structure
  - a. The Introductory Paragraph
  - b. The body
  - c. The Concluding Paragraph
  - d. Transitions between Paragraphs
- Types of essays
  - narrative
  - descriptive

- narrative descriptive
- expository (definition, classification, cause and effect, compare and contrast)

—Revision programme CP NDLE 2020/2021—

## Assessment

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

## Sources and References

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

## Semester: 04

**Teaching Unit:** Fundamental

**Module:** Comprehension and Written Expression

**Credits:** 04

**Coefficient:** 02

## Course Objectives

- He will be able to develop his ideas in a well-structured meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answering exam papers: (Interpretation, analysis, and synthesis of simple then complex texts).

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## Prerequisite

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

## Subject Contents

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

## Assessment

## Sources and References

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

## Semester: 03

**Teaching Unit:** Fundamental

**Module:** Comprehension and Oral Expression

**Credits:** 04

**Coefficient:** 02

## Course Objectives

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

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

## Prerequisite

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

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## Subject Contents

### Listening Comprehension

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

## Oral Expression

—Révision programme CPNDLLE2020/2021—

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دروس لغات أجنبية  
إمضاء: د. محمد الوهاب

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

## Assessment

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

## Sources and References

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

## Semester: 04

**Teaching Unit:** Fundamental

**Module:** Comprehension and Oral Expression

**Credits:** 04

**Coefficient:** 02

## Course Objectives

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

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

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## Prerequisite

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

## Subject Contents

### Listening Comprehension

- Listening to a business interview
- Listening to news and weather forecast
- Listening to film reviews



- Listening to motivation talks
- Listening to lectures and presentations
- Listening to short stories
- Listening to the witness

## Oral Expression

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

## Assessment

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

## Sources and References

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

## Semester: 03

**Teaching Unit:** Fundamental

**Module:** Grammar

**Credits:** 04

**Coefficient:** 02

## Course Objective

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- Improve students' knowledge of language structure

## Subject Contents

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

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

## Assessment

## Sources and References

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

## Semester: 04

**Teaching Unit:** Fundamental

**Module:** Grammar

**Credits:** 04

**Coefficient:** 02

## Course Objective

- Improve students' knowledge of language structure

## Subject Contents

- Conjunctions
- Clauses
- Simple, Compound, Complex and Compound-Complex Sentences
- Parallelism, sentence fragments, run-ons
- Punctuation
- Collocation

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

## Assessment

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

## Sources and References

**Notes:**



- 50% Continuous Assessment

—Révision programme CPNDLLE2020/2021—

## References:

- Terry Eagleton, *Literary Theory: An Introduction* (1996)
- Vincent B. Leitch (Ed.), *The Norton Anthology of Theory and Criticism* (2001)
- Denis Walder, *Literature in the Modern World* (1990)
- Ian Watts, *The Rise of the Novel* (1970)

## Module: Study Skills

**Credits: 04**

**Coefficient: 02**

## Course Objectives:

- Demonstrate mastery of skills required at university.
- Develop autonomous learning strategies.
- Expand knowledge of the research process and academic writing.

## Prerequisite:

- Good command of the four language skills.

## Subject Contents:

1. Learning styles and strategies
2. Reflective learning
3. Critical thinking (discussion, homework, exam strategies)
4. Report writing

*Remark: Content may be adjusted by the pedagogical committee.*

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## Assessment:

- 50% Written Exams
- 50% Continuous Assessment

## References:

- Briggs C.I. & Dummett P.C., *Skills Plus – Listening and Speaking* (1996)
- Jaffe C.I., *Public Speaking: Concepts and Skills for a Diverse Society* (2016)
- DeVito J.A., *The Essential Elements of Public Speaking* (3rd Ed., 2009)

**Credits: 04**

**Coefficient: 02**

**Course Objectives:**

- Develop students' reading and comprehension skills.
- Interpret various text types.

**Prerequisite:**

- Intermediate level in English.

**Subject Contents:**

- Column texts (journalism)
- Poetic texts (stanza, rhythm)
- Multimodal texts (images, layout)
- Orality (phonology, accents)
- Dialogues and plays (turn-taking, interruption)
- Administrative texts (CVs, motivation letters)

*Remark: Content may be adapted to students' needs.*

**Assessment:**

- 100% Continuous Assessment

**References:**

- Teachers may use various sources to enhance reading comprehension.

**Module: Digital Literacy**

**Credits: 01**

**Coefficient: 01**

**Course Objectives:**

- Develop digital skills necessary for academic, personal, and professional life.

**Prerequisite:**

- Familiarity with basic tech tools.

**Subject Contents:**

- ICT proficiency
- Information, data, and media literacy
- Digital learning and development

#### **Assessment:**

- 100% Continuous Assessment

#### **References:**

- Online sources based on students' needs.

#### **Module: Civilizations of the Target Language**

**Credits: 02**

**Coefficient: 02**

#### **Course Objectives:**

- Enhance knowledge of the English language through British history and life.

#### **Prerequisite:**

- General knowledge of civilizations and cultures.

#### **Subject Contents:**

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

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#### **Assessment:**

- 50% Written Exams
- 50% Continuous Assessment

#### **References:**

(A selection of historical and cultural texts including works by Simon Schama, Peter Salway, Gerald Harriss, and others)

**Semester 04**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objectives:**

- To introduce students to further areas of linguistics and enhance their phonological awareness.

**Subject Contents – Linguistics:**

1. Descriptive and Prescriptive Grammar
2. Structuralism and Transformational Grammar
3. Saussure's Sign Theory (signifier/signified)
4. Chomsky's Universal Grammar
5. Theories of Meaning
6. Functional Grammar

**Phonetics Topics:**

1. Word stress (longer and compound words)
2. Sentence stress
3. Intonation
4. Phonological interference
5. Phonological awareness

**Notes:**

- Use short readings and essay tasks.
- Include quizzes to reinforce learning.
- Video/audio material is encouraged for pronunciation.

**Assessment:**

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- 50% Written Exams
- 50% Continuous Assessment

**References:**

- Halliday M.A.K., *An Introduction to Functional Grammar*
- Ferdinand de Saussure, *Course in General Linguistics*
- Noam Chomsky, *Aspects of the Theory of Syntax*
- Finch G., *How to Study Linguistics*
- *The Pronunciation of English* – Daniel Jones
- Kelly G., *How to Teach Pronunciation*



**Module: Study of Literary Texts**

—Révision programme CPNDLLE2020/2021—

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الجامعة الوطنية للميدان  
دروس لغات أجنبية  
إمضاء: د. عبد الوهاب

**Credits: 02**

**Coefficient: 01**

**Course Objectives:**

- To identify literary elements in texts.
- To critically analyze 20th-century British and postcolonial literature.

**Prerequisite:**

- Ability to analyze and comment on literary texts.

**Subject Contents:**

1. Literary Modernism
2. *The Waste Land* by T.S. Eliot
3. *A Portrait of the Artist as a Young Man* by James Joyce
4. Postcolonial Literature
5. *Things Fall Apart* by Chinua Achebe
6. *Season of Migration to the North* by Tayeb Salih

**Assessment:**

- 50% Written Exams
- 50% Continuous Assessment

**References:**

- Barry P., *Beginning Theory: An Introduction to Literary and Cultural Theory*
- Culler J., *Literary Theory: A Very Short Introduction*
- Ashcroft B., Griffiths G., Tiffin H., *The Empire Writes Back*
- Eagleton T., *The English Novel: An Introduction*

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**Module: Study Skills**

**Credits: 04**

**Coefficient: 02**

**Course Objectives:**

- To deepen academic communication and presentation skills.
- To master referencing and documentation methods.

**Subject Contents:**

1. Oral presentation techniques
2. Research paper structure —RévisionprogrammeCPNDLLE2020/2021—
3. In-text citation and bibliography (MLA, APA)
4. Plagiarism and academic integrity

#### Assessment:

- 50% Written Exams
- 50% Continuous Assessment

#### References:

- Hamp-Lyons L., Heasley B., *Study Writing*
- Bailey S., *Academic Writing: A Handbook for International Students*
- Gibaldi J., *MLA Handbook*
- American Psychological Association, *APA Manual*

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

**Credits: 04**

**Coefficient: 02**

#### Course Objectives:

- To interpret and critically analyze texts across genres.
- To focus on text structure and rhetorical techniques.

#### Subject Contents:

1. Rhetorical structures: narration, exposition, argumentation
2. Figurative language and style
3. Discourse markers and cohesion
4. Intertextuality

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#### Assessment:

- 100% Continuous Assessment

#### References:

- Wallace C., *Critical Reading in Language Education*
- McCarthy M., *Discourse Analysis for Language Teachers*
- Nuttall C., *Teaching Reading Skills in a Foreign Language*

#### *Module: Digital Literacy*

**Credits: 01**

**Coefficient: 01**

—Révision programme CPNDLLE2020/2021—

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
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«دروس لغات أجنبية»  
إمضاء: د. محمد الوهاب

**Course Objectives:**

- To explore digital collaboration tools and academic databases.
- To enhance media literacy and digital ethics awareness.

**Subject Contents:**

1. Online collaboration tools (Google Docs, Trello, etc.)
2. Using digital libraries and databases (JSTOR, ERIC, etc.)
3. Copyright and digital ethics

**Assessment:**

- 100% Continuous Assessment

**References:**

- Online resources
- MOOCs (Coursera, EdX) on digital skills
- European Commission's DigComp Framework

*Module: Civilizations of the Target Language*

**Credits: 02**

**Coefficient: 02**

**Course Objectives:**

- To analyze major 20th-century events and ideologies in British history.

**Subject Contents:**

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1. World War I and II
2. Post-war Britain
3. The Welfare State
4. The Thatcher Era
5. The European Union and Brexit
6. Multicultural Britain

**Assessment:**

- 50% Written Exams
- 50% Continuous Assessment

**References:**

- Morgan K.O., *The Oxford History of Britain*
- Childs D., *Britain Since 1945: A Political History*
- McDowall D., *An Illustrated History of Britain*

### L3 (S5+S6)

**Semester: 05**

**Teaching Unit: Fundamental Module: Linguistics**

**Credits: 04**

**Coefficient: 02**

### Course Objective

- To develop students' theoretical knowledge about the discipline.

### Subject Contents

1. Introduction to Sociolinguistics
  - What is Sociolinguistics?
  - Brief history of sociolinguistics
  - Microsociolinguistics and macrosociolinguistics
  - Basic concepts in sociolinguistics
2. Language Use in Society
  - Speech Communities
  - Language varieties
  - Code Mixing, Code Switching, and borrowing
3. Language Variation in Society
  - Pidgins and Pidginisation
  - Creoles and Creolization
  - Lingua franca
4. Language Forms in Society
  - Language and Class
  - Monolingualism and Bilingualism
  - Language Contact and Multilingualism
  - Diglossia and Polyglottism
5. Language Planning and Policy
  - Some definitions
  - Types of language planning
  - The process of language planning
  - Decision making and language policy

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

- Courses should be based on reflections and discussions of the points tackled (not dictation-based courses or handouts).
- Use video-based courses to support your lectures and motivate your learners.

## Assessment

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

**Semester: 06**

**Teaching Unit: Fundamental Module: Linguistics**

**Credits: 04**

**Coefficient: 02**

## Course Objective

- To develop students' theoretical knowledge about the discipline.

## Subject Contents

1. Introduction to Psycholinguistics (origin, definitions, concepts, and issues)
2. The nature of human language as a cognitive and communicative system
3. Language, culture, and thought
4. Theories of first language acquisition
  - The nature vs. nurture debate: behaviorism or an innate capacity for acquisition?
  - The Social Theory of Language Acquisition
  - The cognitive basis of language
5. Language comprehension and production
6. Language loss

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

- Courses should be based on reflections and discussions of the points tackled (not dictation-based courses or handouts).
- Use video-based courses to support your lectures and motivate your learners.

## Assessment

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

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## Sources and References

1. Field, John (2003) Psycholinguistics, London and New York: Routledge
2. Harley, Trevor (2001) The Psychology of Language: From Data to Theory, Hove and New York: Psychology Press Ltd.
3. Steinberg, Danny, Hiroshi Nagata, and David Aline (2001, 2nd ed.) Psycholinguistics: Language, Mind, and World, Harlow: Longman.

**Semester: 05**

**Teaching Unit: Fundamental Module: Literature: Theory and Practice**

**Credits: 04**

**Coefficient: 02**

## Course Objectives

—Révision programme CPNDLLE2020/2021—

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

## Prerequisite

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

## Subject Contents

- Modernism:
  - *The Dead* by James Joyce
  - *Heart of Darkness* by Joseph Conrad
  - Slave Narratives: *Narrative of the Life of Frederick Douglass, An American Slave*

## Assessment

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

## Sources and References

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

## Semester: 06

### Teaching Unit: Fundamental Module: Literature: Theory and Practice

Credits: 04

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Coefficient: 02

## Course Objectives

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

## Prerequisite

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

## Subject Contents

- 20th Century African American Literature

- Richard Wright: *The Ethics of Living Jim Crow*
- Integrationists: James Baldwin: *Autobiographical Notes*
- 20th Century Poetry
  - W.B. Yeats: *The Second Coming*
  - T.S. Eliot: *The Waste Land*

### Assessment

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

### Sources and References

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

### Semester: 05

### Teaching Unit: Fundamental Module: Civilisation, Culture, and Interculturality 1

Credits: 04

Coefficient: 02

### Course Objectives

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

### Prerequisite

- Knowledge of former periods acquired from S1 to S4

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### Subject Contents

- The Edwardian Era
- Britain during WWI
- The Inter-war period
- Britain during WWII
- Post-war Era

### Tutorial Activities

Study of selected texts

### Assessment

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

## Sources and References

—Révision programme CPNDLLE2020/2021—

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC–1603 AD* (2000)
- Peter Salway, *Roman Britain: A Very Short Introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p.14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (1960).
- Gerard O'Brien, *"The Grattan Mystique."* (1986).
- Roger Knight, *Britain Against Napoleon* (2014)
- Roy Adkins, *Nelson's Trafalgar* (2006)

## Semester: 06

### Teaching Unit: Fundamental Module: Civilisation, Culture, and Interculturality 1

Credits: 04

Coefficient: 02

### Course Objectives

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

### Prerequisite

- Knowledge of former periods acquired from S1 to S4

### Subject Contents

- The Progressive Era
- The U.S. during WWI
- The Inter-war period
- 1920s (the roaring 20s)
- 1930s (the Great Depression)
- The U.S. during WWII
- Post-War Era
- 1960s
- The Civil Rights Movement

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### Tutorial Activities

Study of selected texts

### Assessment

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

## Sources and References



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

## Semester 05

### Module: Didactics

### Credits: 04

### Coefficient: 02

### Course Objectives:

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

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### Prerequisite:

- Basic knowledge of language and language learning theories.
- Proficiency in spoken and written English.

### Subject Contents:

- Introduction to Didactics: The learner and teacher.
- A systematic approach to teaching.
- Approaches, methods, and techniques.

- Curriculum and syllabus design.
- Aims, goals, and objectives
- Content organization and selection.
- Materials and media.

#### Assessment:

- 50% Written exams
- 50% Continuous Assessment

#### References:

- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.
- Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5th ed.). Pearson Education.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

### Semester 5

#### Module: English for Specific Purposes

**Credits: 02**

**Coefficient: 01**

#### Course Objectives:

- Introduce students to the main concepts of teaching English for Specific Purposes (ESP).
- Demonstrate the main differences between General English and ESP.
- Conduct a Needs Identification and Analysis process.

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#### Prerequisite:

- Basic knowledge of language, linguistics, and didactics.

#### Subject Contents:

- The origins and development of ESP.
- Differences between ESP and General English (EGP).
- Types of ESP.
- ESP definitions and Needs Analysis in ESP.
- Types of needs and needs analysis procedures.

#### Assessment:

- 50% Written exams

- 50% Continuous Assessment

—Révision programme CPNDLLE2020/2021—

## References:

- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New Jersey: ESL and Applied Linguistics Professional Series.
- Dudley-Evans, T. & St. Johns, M. J. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. Cambridge: CUP.

## Semester 06

### Module: Didactics

Credits: 04

Coefficient: 02

### Course Objectives:

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

### Prerequisite:

- Basic knowledge of language and language learning theories.
- Proficiency in spoken and written English.

### Subject Contents:

- Lesson planning.
- Teaching/learning the receptive skills (Listening and Reading).
- Teaching/learning the productive skills (Speaking and Writing).
- Teaching grammar and vocabulary.
- Assessment and evaluation.
- Pre/initial and in-service training.

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### Assessment:

- 50% Written exams
- 50% Continuous Assessment

### References:

- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.

- Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5th ed.). Pearson Education.  
 — Révision programme CPNDLLE2020/2021 —  
 • Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.

## Semester 6

### Module: English for Specific Purposes

**Credits: 02**

**Coefficient: 01**

#### Course Objectives:

- Introduce students to the main concepts of teaching English for Specific Purposes (ESP).
- Demonstrate the main differences between General English and ESP.
- Conduct a Needs Identification and Analysis process.

#### Prerequisite:

- Basic knowledge of language, linguistics, and didactics.

#### Subject Contents:

- Approaches to course design in ESP.
- Syllabus design and material production.
- Practice on presenting projects related to Needs Identification and Analysis in academic and professional contexts.

#### Assessment:

- 50% Written exams
- 50% Continuous Assessment

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#### References:

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

**Semester 05**

—Révision programme CPNDLLE2020/2021—

**Module: University Research Methodology**

**Credits: 4**

**Coefficient: 2**

**Course Objectives:**

- To introduce different methods and techniques of university research.
- To provide students with the necessary methodological tools for conducting research.
- To develop students' critical thinking skills.
- To foster teamwork and individual work.

**Prerequisite:**

- Proficiency in research, writing papers, searching bibliographical sources, and note-taking skills.
- Reinvesting methodological skills learned in previous years (e.g., "TTU" subjects).

**Subject Contents:**

- Defining the research project and its content.
- Research objectives.
- The stages of university and scientific research.
- Selecting a topic.
- Identifying a research problem and formulating testable hypotheses.
- Selecting target participants.
- Documentary research and the state of the art.

**Assessment:**

- 50% Written exams
- 50% Continuous assessment

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**References:**

- Research Methodology Resources
- Lester, J.D., & Lester, J.D. (2001). *Writing Research Papers* (13th ed.).
- Goldenberg, P. (2000). *Writing a Research Paper: A Step-by-Step Approach*.
- Singh, Y.K. (2006). *Fundamentals of Research Methodology and Statistics*.
- Jackson, S.L. (2010). *Research Methodology: A Modular Approach*.

**Semester: 05**

**Teaching Unit: Methodology**

**Module: Reading and Writing Workshop**

**Credits: 04**

**Coefficient: 02**

—Révision programme CPNDLLE2020/2021—

### **Course Objectives**

- Able to read and analyse different supports in relation to linguistic, cultural, and literary contexts.

### **Prerequisite**

- Students should be able to develop different types of essays.

### **Subject Contents**

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

### **Assessment**

- 100% continuous assessment

### **Sources and References**

- According to students' needs, different sources can be used to develop creative writing.

### **Semester: 06**

**Teaching Unit:** Methodology

**Module:** Reading and Writing Workshop

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**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Able to read and analyse different supports in relation to linguistic, cultural, and literary contexts.

### **Prerequisite**

- Students should be able to develop different types of essays.

### **Subject Contents**

- Information/news about University, Faculty, and department (reporting, describing, and narrating daily life at the university, such as study days, conferences, student parties, etc.)
- Analyzing TV reports, songs, or movies

### **Assessment**

- 100% continuous assessment

### **Sources and References**

- According to students' needs, different sources can be used to develop creative writing.

## **Semester 5**

### **Module: Oral Communication Practices**

#### **Credits: 1**

#### **Coefficient: 1**

#### **Course Objectives:**

- To develop critical thinking in oral communication, both in interpersonal and group settings.
- To appreciate intercultural communication forms and presentations.
- To assess speaking situations and audiences.
- To gain experience in delivering basic and professional presentations.

#### **Prerequisite:**

- Proficiency in all four language skills.

#### **Subject Contents:**

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

#### **Assessment:**

- 100% Continuous Assessment

#### **References:**

- المجلس الأعلى للتعليم  
 المجلس الأعلى للتعليم  
 المجلس الأعلى للتعليم  
 المجلس الأعلى للتعليم
- Briggs, C.I. & Dummett, P.C. (1996). *Skills Plus-Listening and Speaking-Advanced*. Macmillan Heinemann. — Révision programme CPNDLLE2020/2021 —
  - Jaffe, C.I. (2016). *Public Speaking Concepts and Skills for a Diverse Society*. Cengage Learning.
  - Devito, J.A. (2009). *The Essential Elements of Public Speaking* (3rd ed.).

## Semester 06

### Module: University Research Methodology

**Credits: 4**

**Coefficient: 2**

#### Course Objectives:

- To introduce different methods and techniques of university research.
- To provide students with the necessary methodological tools for conducting research.
- To develop students' critical thinking skills.
- To foster teamwork and individual work.

#### Prerequisite:

- Proficiency in research, writing papers, searching bibliographical sources, and note-taking skills.
- Reinvesting methodological skills learned in previous years (e.g., "TTU" subjects).

#### Subject Contents:

- Data collection procedures.
- Selecting appropriate tools for meaningful data:
  - Questionnaire
  - Observation
  - Interview
  - Written, oral, and digital corpora
- Data analysis and types of analysis (content, qualitative, quantitative).
- Drawing conclusions.

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#### Assessment:

- 50% Written exams
- 50% Continuous assessment

#### References:

- Research Methodology Resources
- Lester, J.D., & Lester, J.D. (2001). *Writing Research Papers* (13th ed.).
- Goldenberg, P. (2000). *Writing a Research Paper: A Step-by-Step Approach*.
- Singh, Y.K. (2006). *Fundamentals of Research Methodology and Statistics*.



- Jackson, S.L. (2010). *Research Methodology: A Modular Approach*.

—Révision programme CPNDLLE2020/2021—

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الجنة البید الوطنية للمیدان  
دروس لغات أجنبية  
إمضاء: دة البید الوهاب

## Semester 6

### Module: Oral Communication Practices

Credits: 1

Coefficient: 1

#### Course Objectives:

- To develop critical thinking in oral communication, both in interpersonal and group settings.
- To appreciate intercultural communication forms and presentations.
- To assess speaking situations and audiences.
- To gain experience in delivering basic and professional presentations.

#### Prerequisite:

- Proficiency in all four language skills.

#### Subject Contents:

- Oral communication for legal fields.
- Oral communication for the tourism and hospitality industry.
- Trip report writing.
- Conducting a survey on news reading habits.
- Producing a radio or TV news program.

#### Assessment:

- 100% Continuous Assessment

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#### References:

- Briggs, C.I. & Dummett, P.C. (1996). *Skills Plus-Listening and Speaking-Advanced*. Macmillan Heinemann.
- Jaffe, C.I. (2016). *Public Speaking Concepts and Skills for a Diverse Society*. Cengage Learning.
- Devito, J.A. (2009). *The Essential Elements of Public Speaking* (3rd ed.).

## Semester 5

Teaching Unit: Discovery

Module: Translation / National Language 2

**Credits:** 02

**Coefficient:** 02

—Révision programme CPNDLLE2020/2021—

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الجنة البید الوطنية للمیدان  
درکولیات اجنبیة  
امضاء: دکتيرة البید الوهاب

## Course Objectives

To enable students to understand the translation process and learn the techniques used in transferring meaning from the national language to the language of study (and vice versa) in order to produce translations that respect the meaning and spirit of the language, as well as to generate accurate and comprehensible translations. This process will be applied at both the sentence and textual levels.

## Recommended Prerequisites

- Knowledge of the linguistic systems of the national language and the language of study.
- Proficiency in the national language(s) and the language of study.

## Course Content

- The concept of translation
- Overview of translation theories
- The translator and their skills
- Direct and indirect translation techniques
- The notion of equivalence
- Steps in the translation process
- Text typology in relation to translation (Functional theory)
- Translating simple and complex sentences (national language(s) and language of study)
- Translating idiomatic expressions (national language(s) and language of study)
- Translating proverbs (national language(s) and language of study)

## Assessment Method:

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50% Continuous assessment + 50% Exam

## Bibliography (Books, Handouts, Websites, etc.)

- Baker, Mona. *In Other Words: A Coursebook on Translation*. Routledge, London, 1992.
- Basil Hatim and Jeremy Munday. *Translation: An Advanced Resource Book*. Routledge, London, 2004.
- Delisle, Jean. *La Traduction Raisonnée: Manuel d'initiation à la traduction professionnelle de l'anglais vers le français*. Presses Universitaires d'Ottawa, 3rd ed., 2013.
- Jeremy Munday and Basil Hatim. *Introduction to Translation Studies*. Routledge, London, 2001.
- House, J. *Translation Quality Assessment: A Model Revisited*. Gunter Narr Verlag, Germany, 1997.

*(Same as Semester 5, with additional references:)*

- *Collection Traducto*, 2nd ed. De Boeck, Belgium, 2010.
- Reiss, Katharina. *La Critique des Traductions: Ses Possibilités et Ses Limites*. Translated from German by C. Bocquet. Artois Presses Université, France, 2003.
- Reiss, Katharina. *Problématiques de la Traduction*. Préface by Jean-René Ladmiral. Translated by A. Catherine Bocquet. Editions 1990.
- Soignet, Michel. *Le Français Juridique*. Hachette Livre, Paris, 2003.

## Semester 5

**Teaching Unit:** Transversal

**Module:** Entrepreneurship

**Credits:** 1

**Coefficient:** 1

## Course Objectives

- Encourage students to be attentive to societal, economic, political, and environmental issues throughout their studies and professional practices.
- Familiarize students with the concepts, vocabulary, and tools of entrepreneurship and project management.
- Implement project management methodologies.
- Introduce the social, technical-economic, and organizational aspects of businesses.
- Develop professional and interpersonal skills.

## Recommended Prerequisites

- Linguistic, methodological, and transversal skills related to research methods and information processing.
- General knowledge of the professional context.

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## Course Content

- Fundamental concepts of business
- Types of projects, phases, and planning/control tools
- Feasibility, planning, execution, and post-evaluation of projects
- Business functions (Finance, HR, Marketing)
- Economic actors in business formation and transformation
- Business classification criteria (legal form, capital sources)
- Types of business organization
- Business environment (internal/external)

## Assessment Method:

—RévisionprogrammeCPNDLLE2020/2021—

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الجامعة الوطنية للميدان  
الدراسات الأجنبية  
إمضاء: د. عبد الوهاب

100% Continuous assessment

## Bibliography

- Boilandelle, H.M. *Dictionnaire de Gestion: Vocabulaire, Concepts et Outils*. Economica, Paris, 1998.
- Fayolle, A. *Entrepreneurship: Apprendre à Entreprendre*. Dunod, Paris, 2004.
- Fayolle, A. *Introduction à l'Entrepreneuriat*. Dunod, Paris, 2005.
- Benachenhou, A. *Les Entrepreneurs Algériens*. Alpha Design, Algiers, 2007.
- Bouyakoub, A. *Entrepreneur et PME: Approche Algéro-Française*. L'Harmattan, Paris, 2004.
- Carpon, H. *Entrepreneuriat et Création d'Entreprise: Facteurs Déterminants de l'Esprit d'Entreprise*. De Boeck, Paris, 2009.
- Chabaud, D., et al. "Vers de Nouvelles Formes d'Accompagnement?" *Revue de l'Entrepreneuriat*, Vol. 9, No. 2, 2010.
- Groupe Conseil Continuum. *Guide Pratique de la Gestion de la Diversité Culturelle en Emploi*. Québec, 2005.
- Kheladi, M. *Le Développement Local*. OPU, Algiers, 2012.
- Temmar, H.A. *La Transition de l'Économie Émergente: Références Théoriques, Stratégies et Politiques*. OPU, Algiers, 2010.
- [www.entrepreneuriat.com](http://www.entrepreneuriat.com)

## Semester 6

**Teaching Unit:** Transversal

**Module:** Entrepreneurship

**Credits:** 1

**Coefficient:** 1

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## Course Objectives

- Encourage students to be attentive to societal, economic, political, and environmental issues throughout their studies and professional practices.
- Familiarize students with the concepts, vocabulary, and tools of entrepreneurship and project management.
- Implement project management methodologies.
- Introduce the social, technical-economic, and organizational aspects of businesses.
- Develop professional and interpersonal skills.

## Course Content

The content of Semester 6 will focus on areas related to languages, literary heritage management, cultural heritage, and local development specific to the region, with socio-economic impact and potential for future employment or private projects. Emphasis will be placed on e-commerce in the following areas:

- Entrepreneurship and defining literary heritage through private projects.
- Entrepreneurship in establishing foreign language teaching institutions.
- Entrepreneurship in scientific research (creating platforms for preserving and promoting cultural heritage, updating cultural and professional information).
- Entrepreneurship in book publishing and marketing.

#### **Assessment Method:**

100% Continuous assessment

#### **Bibliography**

- Boilandelle, H.M. *Dictionnaire de Gestion: Vocabulaire, Concepts et Outils*. Economica, Paris, 1998.
- Fayolle, A. *Entrepreneurship: Apprendre à Entreprendre*. Dunod, Paris, 2004.
- Fayolle, A. *Introduction à l'Entrepreneuriat*. Dunod, Paris, 2005.
- Benachenhou, A. *Les Entrepreneurs Algériens*. Alpha Design, Algiers, 2007.
- Bouyakoub, A. *Entrepreneur et PME: Approche Algéro-Française*. L'Harmattan, Paris, 2004.
- Carpon, H. *Entrepreneuriat et Création d'Entreprise: Facteurs Déterminants de l'Esprit d'Entreprise*. De Boeck, Paris, 2009.
- Chabaud, D., et al. "Vers de Nouvelles Formes d'Accompagnement?" *Revue de l'Entrepreneuriat*, Vol. 9, No. 2, 2010.
- Groupe Conseil Continuum. *Guide Pratique de la Gestion de la Diversité Culturelle en Emploi*. Québec, 2005.
- Kheladi, M. *Le Développement Local*. OPU, Algiers, 2012.
- Temmar, H.A. *La Transition de l'Économie Émergente: Références Théoriques, Stratégies et Politiques*. OPU, Algiers, 2010.
- [www.entrepreneuriat.com](http://www.entrepreneuriat.com)

—RévisionprogrammeCPNDLLE2020/2021—