

**REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE**

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique



**Université Alger 2**

**Faculté des Langues Etrangères**

**DEPARTEMENT D'ANGLAIS**



**1- Semestre 1 : socle commun LICENCE D' ANGLAIS : 2016-2017**

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	x
<b>UEF1(O/P) :use of English</b>						<b>6</b>	<b>10</b>		
Matière 1 : reading & writing	4h30x14		X			4	6		
Matière2 :listening & speaking	3hx14		X			2	4		
<b>UEF2(O/P) : description of English</b>						<b>4</b>	<b>8</b>		
Matière 1 :English grammar	3hx14		X			2	4		
Matière2 : phonetics	1h30x14		X			1	2		
Matière 3 : linguistic concepts	1h30x14		X			1	2		
<b>UEF3(O/P) : literature &amp; culture</b>						<b>2</b>	<b>4</b>		
Matière 1 : literary genres	1h30x14		X			1	2		
Matière 2 : anglophone cultures	1h30x14		X			1	2		
<b>UE méthodologie</b>								x	X
<b>UEM1(O/P) : study skills</b>						<b>1</b>	<b>4</b>		
Matière 1 : study skills	1h30x14		X			1	4		
<b>UE découverte</b>								x	X
<b>UED1(O/P) : human science</b>						<b>1</b>	<b>2</b>		
Matière 1 : sociology	1h30x14		X			1	2		

<b>UE transversales</b>									x	x
<b>UET1(O/P) : foreign language</b>								<b>1</b>	<b>2</b>	
Matière 1 : foreign language	1h30x14		x					1	2	
<b>Total Semestre 1</b>	<b>294h</b>							<b>15</b>	<b>30</b>	

## 2-semestre 2 : socle commun- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) :use of English</b>						<b>6</b>	<b>10</b>		
Matière 1 : reading & writing	4h30x14		X			4	6		
Matière2 :listening & speaking	3hx14		X			2	4		
<b>UEF2(O/P) : description of English</b>						<b>4</b>	<b>8</b>		
Matière 1 :English grammar	3hx14		X			2	4		
Matière2 : phonetics	1h30x14		X			1	2		
Matière 3 : linguistic concepts	1h30x14		X			1	2		
<b>UEF3(O/P) : literature &amp; culture</b>						<b>2</b>	<b>4</b>		
Matière 1 : literary genres	1h30x14		X			1	2		

Matière 2 : anglophone cultures	1h30x14		X			1	2		
<b>UE méthodologie</b>								X	X
<b>UEM1(O/P) : study skills</b>						1	4		
Matière 1 : study skills	1h30x14		X			1	4		
<b>UE découverte</b>								x	X
<b>UED1(O/P) : human science</b>						1	2		
Matière 1 : sociology	1h30x14		X			1	2		
<b>UE transversales</b>								x	X
<b>UET1(O/P) : foreign language</b>						1	2		
Matière 1 : foreign language	1h30x14		x			1	2		
<b>Total Semestre 2</b>	<b>294h</b>					<b>15</b>	<b>30</b>		

### 3-semestre 3 : socle commun- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) :</b>						<b>11</b>	<b>20</b>		
Matière 1 : reading & writing	4h30x14		X			4	6		

Matière2 :listening & speaking	3hx14		X			2	4		
Matière 3 :English grammar	3hx14		X			2	4		
Matière 4 : linguistic theories	1h30x14		X			1	2		
Matière 5 :anglophone literatures	1h30x14		X			1	2		
Matière 6 : anglophone cultures	1h30x14		X			1	2		
<b>UE méthodologie</b>								X	X
<b>UEM1(O/P) : study skills</b>						<b>1</b>	<b>4</b>		
Matière 1 : study skills	1h30x14		X			1	4		
<b>UE découverte</b>								x	X
<b>UED1(O/P) :translation</b>						<b>1</b>	<b>4</b>		
Matière 1 :translation	1h30x14		X			1	4		
<b>UE transversales</b>								x	X
<b>UET1(O/P) : foreign language</b>						<b>2</b>	<b>2</b>		
Matière 1 : foreign language	1h30x14		X			1	1		
Matière 2: Information & Communication Technol (ICT)	1h30x14		x			1	1		
<b>Total Semestre 3</b>	<b>294h</b>					<b>15</b>	<b>30</b>		

**4-semestre 4 : socle commun- LICENCE D' ANGLAIS : 2016-2017**

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) :</b>						<b>11</b>	<b>20</b>		
Matière 1 : reading & writing	4h30x14		X			4	6		
Matière2 :listening & speaking	3hx14		X			2	4		
Matière 3 :English grammar	3hx14		X			2	4		
Matière 4 : linguistic theories	1h30x14		X			1	2		
Matière 5 :anglophone literatures	1h30x14		X			1	2		
Matière 6 : anglophone cultures	1h30x14		X			1	2		
<b>UE méthodologie</b>								X	X
<b>UEM1(O/P) : study skills</b>						<b>1</b>	<b>4</b>		
Matière 1 : study skills	1h30x14		X			1	4		
<b>UE découverte</b>								x	X
<b>UED1(O/P) :translation</b>						<b>1</b>	<b>4</b>		
Matière 1 :translation	1h30x14		X			1	4		
<b>UE transversales</b>								x	X
<b>UET1(O/P) : foreign language</b>						<b>2</b>	<b>2</b>		

Matière 1 : foreign language	1h30x14		X			1	1		
Matière 2: ICT	1h30x14		x			1	1		
<b>Total Semestre 3</b>	<b>294h</b>					<b>15</b>	<b>30</b>		

### 5- Semestre 5 :spécialité littérature et civilisation- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) :</b>						<b>10</b>	<b>20</b>		
Matière 1 : oral communication	1h30x14		X			2	4		
Matière2 :drama & fiction	3hx14		X			2	4		
Matière 3: cultural issues	3hx14		X			2	4		
Matière 4 :literary theories	1h30x14		X			2	4		
Matière 5 :critical essay writing	1h30x14		X			2	4		
<b>UE méthodologie</b>						<b>2</b>	<b>4</b>	X	X
<b>UEM1(O/P) : RPW</b>									
Matière 1 : research project writing	1h30x14		X			2	4		
<b>UE découverte</b>						<b>1</b>	<b>2</b>	x	X

<b>UED1(O/P) :media studies</b>									
Matière 1 :media studies	1h30x14		X			1	2		
<b>UE transversales</b>						<b>2</b>	<b>4</b>	x	X
<b>UET1(O/P) : translation</b>									
Matière 1 : translation practice	1h30x14		X			1	2		
Matière 2: :comparative literature in Arabic	1h30x14		X			1	2		
<b>Total Semestre 5</b>	<b>228h</b>					<b>15</b>	<b>30</b>		

### 6-semestre 6 : spécialité littérature et civilisation- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) :</b>						<b>10</b>	<b>20</b>		
Matière 1 : oral communication	1h30x14		X			2	4		
Matière2 :poetry & short story	3hx14		X			2	4		
Matière 3: cultural issues	3hx14		X			2	4		
Matière 4 :critical theory	1h30x14		X			2	4		
Matière 5 :critical essay writing	1h30x14		X			2	4		
<b>UE méthodologie</b>						<b>2</b>	<b>4</b>	x	X

<b>UEM1(O/P) : RPW</b>									
Matière 1 : research project writing	1h30x14		X			2	4		
<b>découverte</b>						<b>1</b>	<b>2</b>	x	X
<b>UED1(O/P) :media studies</b>									
Matière 1 :media studies	1h30x14		X			1	2		
<b>UE transversales</b>						<b>2</b>	<b>4</b>	x	X
<b>UET1(O/P) : translation</b>									
Matière 1 : translation practice	1h30x14		X			1	2		
Matière 2 : comparative literature-arabic	1h30x14		X			1	2		
<b>Total Semestre 6</b>	<b>228h</b>					<b>15</b>	<b>30</b>		

### 5-semestre 5 : spécialité linguistique et didactique- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) : use of English</b>						<b>4</b>	<b>10</b>		
Matière 1 : critical writing	1h30x14		X			2	5		
Matière2 :oral communication	1h30x14		X			2	5		
<b>UEF2(O/P) : language teaching</b>						<b>4</b>	<b>10</b>		

Matière 1 : theories of language acquisition	3hx14		X			2	5		
Matière 2 : teaching & assessing language skills	3hx14		X			2	5		
<b>UE méthodologie</b>								x	X
<b>UEM1(O/P) : methods of curriculum design</b>						2	2		
Matière 1 : methods of curriculum design	1h30x14		X			2	2		
<b>UE découverte</b>								x	X
<b>UED1(O/P) :neurolinguistics</b>						3	6		
Matière 1 :neurolinguistic programming NLP	1h30x14		X			2	4		
Matière 2 : Arabic philology			X			1	2		
<b>UE transversales</b>								x	X
<b>UET1(O/P) :educational technology</b>						2	2		
Matière 1 : educational technology	1h30x14		X			1	1		
Matière 2: foreign language	1h30x14		X			1	1		
<b>Total Semestre 5</b>	<b>228h</b>					<b>15</b>	<b>30</b>		

### 6-semestre 6 : spécialité linguistique et didactique- LICENCE D' ANGLAIS : 2016-2017

Unité d'Enseignement	VHS	V.H hebdomadaire	Coeff	Crédits	Mode d'évaluation
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	14-16 sem	C	TD	TP	Autres			Continu	Examen
<b>UE fondamentales</b>								x	X
<b>UEF1(O/P) : use of english</b>						<b>4</b>	<b>10</b>		
Matière 1 : critical writing	1h30x14		X			2	5		
Matière2 :oral communication	1h30x14		X			2	5		
<b>UEF2(O/P) : language teaching</b>						<b>4</b>	<b>10</b>		
Matière 1 : lesson plan & classroom activities	3hx14		X			2	5		
Matière 2 : textbook description	3hx14		X			2	5		
<b>UE méthodologie</b>								x	X
<b>UEM1(O/P) : ethnomethodology ETM</b>						<b>2</b>	<b>2</b>		
Matière 1 : ethnomethodology ETM	1h30x14		X			1	1		
Matière 2: Arabic philology	1h30x14		X			1	1		
<b>UE découverte</b>								x	X
<b>UED1(O/P) : discourse analysis &amp; pragmatics</b>						<b>3</b>	<b>6</b>		
Matière 1 : discourse analysis & pragmatics	1h30x14		X			3	6		
<b>UE transversales</b>								x	X
<b>UET1(O/P) :educational technology</b>						<b>2</b>	<b>2</b>		
Matière1 :educational technology	1h30x14		X			1	1		

Matière 2: foreign language	1h30x14		X			1	1		
<b>Total Semestre 6</b>	<b>228h</b>					<b>15</b>	<b>30</b>		

# FIRST YEAR

## Reading and writing, 1<sup>st</sup> year

### Course objectives :

Upon completion of the course, students are expected to meet the following learning objectives:

- Develop effective reading strategies : predicting, skimming, scanning, previewing a text, etc)  
and increase their vocabulary repertoire
- Reflect upon ideas and information in texts and use them to write different types of texts of different lengths (paragraph, short essay).
- Develop effective writing techniques for paragraph and essay writing: outlining, cohesion, coherence, unity, word order, organisation of ideas, topic sentence, transitions, etc)

### Teaching method:

\*Intensive Classroom Reading Session: during 20 min students read a 3-4 page text and answer a set of 20 comprehension questions. (Inspired by the TOEFL format.)

\*Intensive Classroom Writing Session: During 20 min, students answer a question given by the teacher by writing a paragraph of about 80 words. The students are given two texts of 6 lines each to reflect upon and use as information source (writing from reading).

### Assessment method:

For both S1 and S2 there is a test and an exam:

The mid-term test has the same format as the exam i.e. reading 08pts + writing 12pts(duration:3 hours).

\*Intensive Reading and Intensive Writing are both tools for continuous control and assessment of students' progress in reading and writing .Teachers can decide to give oral feedback only (no mark), or to integrate a mark in the test scores of both semesters. The final decision will be made by the teachers of the Formation Team .

S 2 option: The Formation Team can also decide to evaluate good achievers on a research project. For eg: An essay /a research portfolio for the students who obtain a score of at least 12 out of 20 in S1 (reading&writing together). This project will allow good students to get a first experience with research and enhance their essay writing skills which are badly needed for the second year of the course. A mark on the project work would be an alternative to the test mark.

### Basic readings:

- Hogue, A (2008). *First Steps in Academic Writing*. USA. Pearson Education
- Fawcett, S. and A, Sandberg. (2002). *Grassroots with Readings: The Writer's Workbook*. USA. Houghton Milfin Company. 7<sup>th</sup> Edition.

## Course Outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Reading strategies: understanding and using information in different types of texts, and different contexts * <b>Intensive Reading Session</b> Phrases, clauses and sentences . * <b>Intensive Classroom Writing Session.</b>
Week 2	Reading strategies: understanding and using information in different types of texts, and different contexts. * <b>Intensive Classroom Reading Session:</b> Phrases, clauses and sentences * <b>Intensive Classroom Writing Session</b>
Week 3	-preview texts. Types of sentences (simple, compound, complex, compound-complex) .
Week 4	-preview texts . Types of sentences (simple, compound, complex, compound-complex) .
Week 5	Skimming and scanning Coordination and subordination conjunctions
Week 6	Skimming and scanning Coordination and subordination conjunctions
Week 7	* <b>Intensive Classroom Reading Session.</b> -Topic sentences and main ideas * <b>Intensive Classroom Writing Session.</b> -Punctuation and capitals (+ revision of the previous sections)
Week 8	<b>Mid-term test</b>
Week 9	* <b>Intensive Classroom Reading Session.</b> -Topic sentences and main ideas * <b>Intensive Classroom Writing Session.</b> -Punctuation and capitals (+ revision of the previous sections)
Week 10	* <b>Intensive Classroom Reading Session.</b> -Topic sentences and main ideas * <b>Intensive Classroom Writing Session.</b> -Punctuation and capitals (+ revision of the previous sections)
Week 11	Text types and patterns of organization . Pre-writing techniques (free writing, brainstorming, clustering, outlining)
Week 12	Text types and patterns of organization Pre-writing techniques (free writing, brainstorming, clustering, outlining)
Week 13	Text types and patterns of organization Pre-writing techniques (free writing, brainstorming, clustering, outlining)
Week 14	Layout (presentation of the work: title, margin, indentation....) * <b>Intensive Classroom Writing Session.</b>
Week 15	<b>Revision</b>

Week 16	Exam
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**Course Outline: Semester II**

Week by week	Topic s and activties
Week 1	-Functions of the different parts of a text; <b>*Intensive Classroom Reading Session</b> - Comparison and contrast paragraphs
Week 2	-Functions of the different parts of a text; <b>*Intensive Classroom Reading Session.</b> - Comparison and contrast paragraphs. <b>*Intensive Classroom Writing Session.</b>
Week 3	-Functions of the different parts of a text; <b>*Intensive Classroom Reading Session.</b> Definition paragraphs .
Week 4	Fact and opinion <b>*Intensive Classroom Reading Session.</b> Definition paragraphs
Week 5	Facts and opinions; <b>*Intensive Classroom Reading Session.</b> - Argumentative paragraphs <b>*Intensive Classroom Writing Session.</b>
Week 6	Facts and opinions; <b>*Intensive Classroom Reading Session.</b> - Argumentative paragraphs <b>*Intensive Classroom Writing Session.</b>
Week 7	<b>Intensive Classroom Reading Session.</b> -Purpose of a text; Outline, the thesis statement, the introductory paragraph, the supporting paragraphs and the concluding paragraph of an essay .
Week 8	Mid-term test
Week 9	<b>Intensive Classroom Reading Session.</b> -Purpose of a text Outline, the thesis statement, the introductory paragraph, the supporting paragraphs and the concluding paragraph of an essay
Week 10	<b>Intensive Classroom Reading Session.</b> -Purpose of a text; Outline, the thesis statement, the introductory paragraph, the supporting paragraphs and the concluding paragraph of an essay.

Week 11	<p>Vocabulary extending strategies</p> <p><b>*Intensive Classroom Reading Session.</b></p> <p>-Unity and coherence at essay level</p> <p><b>*Intensive Classroom Writing Session.</b></p>
Week 12	<p>Vocabulary extending strategies</p> <p><b>*Intensive Classroom Reading Session.</b></p> <p>-Unity and coherence at essay level</p> <p><b>*Intensive Classroom Writing Session.</b></p>
Week 13	<p>Vocabulary extending strategies</p> <p><b>*Intensive Classroom Reading Session.</b></p> <p>-Unity and coherence at essay level</p> <p><b>*Intensive Classroom Writing Session.</b></p>
Week 14	<p>Vocabulary extending strategies</p> <p><b>*Intensive Classroom Reading Session.</b></p> <p>-Unity and coherence at essay level</p> <p><b>*Intensive Classroom Writing Session.</b></p>
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Listening/Speaking 1st year

### Course Objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Understand instances of connected speech
- Recognize different varieties, accents, and registers
- Produce correct and relevant instances of discourse with ease and confidence.
- Have full control of the English sound system ;

### Assessment Method:

*Students should be fully aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers. They should understand instances of speech (of average complexity) and acquire a fairly large amount of high frequency words and idioms; they should produce meaningful and correct sentences/utterances when presenting facts or interacting with peers.*

Tests: Punctual Listening task addressing comprehension of ideas and specific information

Oral performances of individual students on topics examined

Exam: Student's responses to oral or written input and capacity to sustain discussion on related topics

### Basic Readings:

- Hewings, M. (2007) *English Pronunciation in Use: Advanced Self-study and Classroom Use*  
CUP
- Richards J.C. (2007) *Teaching Listening and Speaking : form Theory to Practice.*  
New York, USA : CUP
- *IELTS Test Practice*

### Course Outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	<b>Socializing</b> : Listening to (first meeting)conversations+practicing appropriate language forms.
Week 2	<b>Living away from home.</b> Listen to input, extract specific information then use it to discuss topic
Week 3	<b>Sightseeing</b> : listening for specific information(words, idioms), using them to discuss topic
Week 4	<b>Shopping</b> : Listening and understanding details and talk exchange.Ask about items, negotiate and get a good deal
Week 5	<b>Meetings</b> : listening and extracting details, participating actively at a meeting, expressing ideas/opinions tactfully.

Week 6	<b>On the phone</b> : Listening to phone calls and responding through specific tasks ; Take and leave messages
Week 7	<b>Attending lectures and talks</b> : listening to both and highlighting differences, focus on discourse organisation and use of specific information. Listening and inferring
Week 8	Mid-term test
Week 9	<b>Study management</b> : Understand detailed course requirements/library services, talk about study plans in detail. Ask for opinion and recommendation.
Week 10	<b>Hobbies/leisure</b> : Class discussion, listening and recalling specific information, practicing new language, speaking about own experience
Week 11	<b>Requesting services</b> : Exposure to real life like situations, commenting and practising making polite requests and interrupting politely
Week 12	<b>Exposure to different varieties of English</b> +focus on phonetic and phonological features
Week 13	<b>Listening to different accents</b> , understanding speech and responding
Week 14	<b>Features of connected speech</b> : recognizing features of connected speech and producing them
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester II

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	<b>Giving lectures and talks</b> : understanding detailed information, describing information in charts and graphs
Week 2	<b>Participating in seminars</b> : listening and understanding ideas and themes, following development of a discussion, expressing opinions and polite disagreement
Week 3	<b>Interviews</b> : listening for details and responding, describing self and requesting clarification
Week 4	<b>Bureaucracy</b> :listening and understanding topics and official processes, Asking about official procedures
Week 5	<b>At work</b> : understanding topics/customer complaints. Confirm and check important information
Week 6	<b>Health care</b> : listening for gist, understanding a doctor's diagnosis ; talking about pain/illness expressing physical pain
Week 7	<b>Sports</b> : Listening to people on a playground : understanding talk exchange ; discussing players'(low and high)performances
Week 8	Mid-term test

Week 9	<b>Travelling :</b> Understanding travel plans, listening for specific information ; Making and talking about travel plans
Week 10	<b>Sitting for examinations :</b> talking about study scheme , planning ahead, avoiding cramming
Week 11	<b>Scientific research :</b> Listening to and understanding expert talking about research, Using scientific terms to discuss a piece of research
Week 12	<b>The world today :</b> listening to a news bulletin ; understanding headings and main information ; reporting and commenting
Week 13	<b>Weather forecast :</b> understanding essential information and making decisions about what to wear and what to do
Week 14	<b>Weather forecast :</b> understanding essential information and making decisions about what to wear and what to do
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## English grammar, 1<sup>st</sup> year

### Objectives of the course:

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

- Identify the different structures of English grammar.
- Develop accurate use of the grammatical structures.
- Demonstrate ability to make appropriate grammatical choices to express the intended meanings.

### Teaching Method:

The teaching of grammar integrates all skills (skills- integrated teaching). With this method, we hope to shift the way students view grammar. Grammar accuracy should no longer be considered as an isolated element of language learning, but as essential for the successful communication of ideas.

Every session proceeds as follows:

-A 15-20 minute grammar point presentation with examples and one or two practice exercises followed by Q & A if necessary. This can take between 30 min to 45 min.

-Exercise/ Practice Session: Students are then given a text of 10 lines maximum to read before answering grammar focused questions as well as a few reading comprehension questions. (The objective is to reach grammar accuracy through the reading process & show the students how to use grammar components to better handle missing content information , as for instance during the meaning creation process.) This can take between 1h & 1h30 . As the answers are straightforward, teachers do not need to spend time on correction; this can be supplied with hand-outs. The focus is rather doing a maximum of exercises **during the grammar class**. Exercises can be timed and the number of exercises in one session can be gradually increased

Creative Tasks: The last part of a grammar class can include written or oral tasks.

Writing task: Students are asked to write a set of two to three sentences (S 1) or a 5-6 line paragraph (S 2) to answer a question related to the theme of the text presented to the students as abovementioned. (Teachers explicitly list the grammar components to be used in this section as complementary indications to the creative task.) The objective of this session is to have students make full use of the grammar components dealt with in the lesson part as well as in the practice part to become accurate in writing.

Oral task: Students are asked to debate on the theme of the text presented to the students earlier. They are given a question or a statement to reflect upon. (Teachers explicitly list the grammar components to be used while students get prepared for this task.)

Feedback to these creative tasks: can be written or oral , **but is always grammar-oriented**. Teachers can choose to do peer feedback or group feedback depending on the task.

### Assessment method:

For both semesters there is a mid-term test & exam. The format for both is to be decided by the teachers of the Formation Team.

### Recommended Readings:

- Carter, R. R, Hughes & M, McCarthy (2000) *Exploring Grammar in context. Grammar reference & practice upper-intermediate and advanced.* CUP
- Hewings, M (2005) *Advanced Grammar in Use.* CUP
- Yule, G (1998) *Explaining English Grammar.* OUP
- Yule, G (2005) *Oxford Practice Grammar.* OUP

### Course outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	<b>Part A:</b> Parts of speech
Week 2	Types and elements of sentences & types of phrases
Week 3	<b>Part B:</b> Nouns: Types of nouns and number
Week 4	Genitive case
Week 5	Genitive case
Week 6	Articles
Week 7	Articles
Week 8	<b>Mid-term test</b>
Week 9	Quantifiers
Week 10	Quantifiers
Week 11	Pronouns
Week 12	Pronouns
Week 13	<b>Part C: Verbs: Simple tenses:</b> Present simple/ Present Continuous
Week 14	Past simple/ Past Continuous
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course outline: Semester II

<b>Weeks</b>	<b>Topics and activities</b>
Week 1	<b>Part A: Complex tenses</b> Present Perfect/past simple
Week 2	Past Perfect / Past Perfect Continuous.

Week 3	Future Time: Future simple Present simple for the Future.
Week 4	Present Continuous for the Future. The Future seen from the past.
Week 5	<b>Part B:</b> Modals: Possibility/ certainty
Week 6	Ability
Week 7	<b>Part C:</b> Active and Passive: Forming complex passive structures
Week 8	<b>Mid-term test</b>
Week 9	Uses of the passive Conditionals
Week 10	Real conditionals Vs unreal conditionals
Week 11	Mixed conditionals
Week 12	Conjunctions with conditional meaning
Week 13	Reported Speech
Week 14	Reported speech
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Phonetics ,1st year

### Course Objectives:

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

1. Recognize and produce English(RP) speech sounds (vowels, consonants, words and sentences/utterances ) with accuracy and ease
2. Transcribe words and sentences using IPA symbols, recognize and accurately produce word and sentence stress.
3. Demonstrate awareness of aspects of connected speech (Elision, assimilation, linking and rhythm)

### Assessment Method:

Test: questions to answer in a paragraph

Exam: questions to answer in a paragraph

### Basic Readings:

- Hancock, M. (2003) *English Pronunciation in Use*\_Cambridge:CU)
- Ladefoged, P. (2005) *A Course in Phonetics*\_Boston : Heinle & Heinle
- Roach, P. (2000) *English Phonetics and Phonology* , Cambridge:CUP

### Course Outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Introduction : IPA, Types of phonetic symbols, Organs of speech. Identification through audio-visual materials
Week 2	Description and classification of consonants. Exposure to selected sounds and practice
Week 3	Place and manner of articulation. Exposure to selected sounds and practice
Week 4	Place and manner of articulation. Exposure to selected sounds and practice
Week 5	Voicing. Exposure to relevant sound patterns and practice
Week 6	Description and classification of vowels and intensive practice
Week 7	Diacritics : aspiration, devoicing, syllabicity, velarization, glottalization
Week 8	<b>Mid-term test</b>
Week 9	Aspects of connected speech : elision, assimilation, linking and rhythm
Week 10	Word stress: description and practice
Week 11	Sentence stress: description and practice
Week 12	Intonation and rhythm. description and practice
Week 13	Phonetic transcription ; description and practice

Week 14	Phonetic transcription : further practice
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester II**

<b>Week by week</b>	<b>Topic s and activities</b>
Week 1	Word stress : Two-syllable and three-syllable words. Exposure + Practice
Week 2	Word stress : Stress in compound words Exposure + practice
Week 3	Word stress : Suffixes with Penultimate stress + practice
Week 4	Word stress : Suffixes with Ante-Penultimate stress+ Practice
Week 5	Practice and production of previously studied types of word stress
Week 6	Listening/speaking activities related to two-word, three-word and compound word stress
Week 7	Listening/Speaking activities related to word stress in connected discourse
Week 8	<b>Mid-term test</b>
Week 9	Sentence stress : Lexical and content words+ Practice
Week 10	Sentence stress : Strong and weak forms +Practice
Week 11	Weak forms of auxiliaries and Pronouns +Practice
Week 12	Weak forms of articles, prepositions and connectors +Practice
Week 13	Intonation ; Rising and falling tones +Practice
Week 14	Continuing and finishing tones/open and check questions. Dealing with Old and New Information
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Linguistic concepts, 1st Year

### Course objectives :

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

- Understand and use the major concepts of linguistics appropriately.
- Use the linguistic knowledge for language analysis and develop awareness of critical thinking.
- Understand and produce correct language.

### Assessment Method:

Mid-term written test and end-of term written exam

### Basic readings:

- Bessai Aoudjit, N. (2009) *Linguistics: A coursebook for First Year Students*. Algiers: OPU
- Crystal, D. (1987) *The Cambridge Encyclopedia of Language*. Cambridge: CUP
- Yule, G. (1997). *The Study of Language*. Cambridge: CUP

### Course Outline: Semester I

Week by week	Topics and activities
<b>WHAT IS LANGUAGE?</b>	
WEEK 1	Origin of language
WEEK 2	Features of Human Language
WEEK 3	Human language Versus Animal Communication
WEEK 4	Speech and Writing
WEEK 5	
WEEK 6	<b>TEST</b>
<b>WHAT IS LINGUISTICS?</b>	
WEEK 7	Traditional Grammar Versus Modern Linguistics
WEEK 8	
WEEK 9	Diachronic Linguistics Versus Synchronic Linguistics
WEEK 10	
WEEK 11	Linguistics as a Science (Features)
WEEK 12	
WEEK 13	Linguistics as a science (procedures)
WEEK 14	
WEEK 15	<b>REVISION</b>

WEEK 16	<b>EXAM</b>
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**Course Outline: Semester II**

<u>WEEKS</u>	<b>Topics and activities</b>
<b>LEVELS OF LINGUISTICS</b>	
WEEK 1	Phonetics & Phonology
WEEK 2	
WEEK 3	Morphology
WEEK 4	
WEEK 5	Syntax
WEEK 6	
WEEK 7	Semantics & Pragmatics
WEEK 8	
<b>TEST</b>	
<b>BRANCHES OF LINGUISTICS</b>	
WEEK 9	Psycholinguistics
WEEK 10	
WEEK11	Sociolinguistics
WEEK 12	
WEEK 13	Applied Linguistics
WEEK 14	
WEEK 15	<b>REVISION</b>
WEEK 16	<b>EXAM</b>

## Literary genres, 1st Year

### Course objectives:

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

- Have a good understanding of literary genres (poetry, short story, novel and drama )
- Recognize the characteristics of each genre through the study of literary texts
- Analyse literary texts using appropriate literary terminology
- Improve their reading and writing skills

### Assessment method:

Test: Two questions to be answered in two separate paragraphs

Exam: Two questions to be answered in two separate paragraphs

### Basic Readings:

- Arab, SA, Bensemmane, M, Dahim, O, Deramchia, Y and Mahrouf, N (2011), *Bridging the Gap: Language, Culture and Literature*, Alger: Office des Publications Universitaires
- Boulton ,M. 1983. *The anatomy of poetry*, London:Routledge
- Carter, R , Walker, R & Brumfit, C J (eds), 1989. *Literature and the learner: Methodological approaches*, London: Macmillan
- Charlotte Bronte, *Jane Eyre*
- Okot P'Bitek, *Song of Lawino*
- Pincas, A (ed).1980. *English literature for EFL students*, London: institute of education
- Shakespeare , *Sonnets/ Romeo and Juliet*
- Washington Irving, *Rip Van Winkle*
- Widdowson, HG, 1975. *Stylistics and the Teaching of literature*, London: Longman
- Wordsworth,*The Daffodils*

### Course outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week1	Introduction to literature: describing all genres
Week 2	<b>POETRY</b> : introduction to poetry
Week 3	Shakespeare's sonnets: study of 2 sonnets
Week 4	Wordsworth : the Daffodils
Week 5	Poe: Annabel Lee
Week 6	Poe: Annabel Lee
Week 7	Okot p'Bitek: extract from "Song of Lawino"
Week 8	<b>Mid-term test</b>

week 9	<b>SHORT STORY:</b> Introduction to the short story
Week 10	Washington Irving : Rip Van Winkle
Week 11	Background , biography,literary devices, theme, etc
Week 12	Background , biography ,literary devices, theme, etc
Week 13	Background , biography, literary devices, theme, etc
Week 14	Background , biography ,literary devices, theme, etc
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course outline: Semester II**

<b>Week by week</b>	<b>Topics and activities</b>
Week1	<b>NOVEL:</b> introduction to the novel
Week 2	Charlotte Bronte: Jane Eyre
Week 3	Background , biography,literary devices, theme, etc
Week 4	Background , biography ,literary devices, theme, etc
Week 5	Background , biography, literary devices, theme, etc
Week 6	Background , biography ,literary devices, theme, etc
Week 7	Background , biography ,literary devices, theme, etc
Week 8	<b>Mid-term test</b>
week 9	<b>DRAMA:</b> introduction to drama
Week 10	Shakespeare: Romeo and Juliet
Week 11	Stage directions, comedy, tragedy, etc
Week 12	Stage directions, comedy, tragedy, etc
Week 13	Stage directions, comedy, tragedy, etc
Week 14	Stage directions, comedy, tragedy, etc
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Anglophone Cultures, 1st year

### Course objectives :

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

- Understand the present history of European English -speaking countries in the light of past history.
- Acquire essential concepts related to western civilisation in order to understand British and American history and institutions
- Increase their reading and writing skills in English

### Teaching method:

Formal lectures , text commentary/analysis and/or class presentations.

### Assessment method:

Test: A series of fact questions to evaluate students' subject knowledge.

Exam: Two or three questions to assess students' understanding of the topics, to be answered into 1-2 paragraphs.

### Basic readings :

- Cameron, A.2006. *The Byzantines*, London : Wiley Blackwell
- Chadwick, R. 1996. *First Civilisations : Ancient Mesopotamia and Ancient Egypt*, Montreal: Champs Fleuris
- Coulborn, R.(ed)1956. *Feudalism In History*, Princeton: Princeton University Press.
- Hadfield, A. 2001. *The English Renaissance 1500-1620*, Oxford: Blackwell
- Haigh, Ch. 1993. *The English Reformations: Religion, Politics And Society Under The Tudors*, Oxford: Oxford University Press

### Course Outline: Semester I

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Defining concepts : civilisation, culture, fact and opinion;
Week 2	Defining concepts civilisation, culture, fact and opinion;
Week 3	Illustration and practice: classroom guided tasks
Week 4	Illustration and practice: classroom guided tasks
Week 5	Focusing on methodology: Identifying difference between annals, chronicles and narrative history.
Week 6	Illustration and practice: classroom guided tasks
Week 7	Illustration and practice: classroom guided tasks
Week 8	Mid-term test
Week 9	The influence of Mesopotamia (with particular emphasis on scientific,

	technical and cultural aspects )on the development of western European societies
Week 10	Illustration and practice: classroom guided tasks
Week 11	The influence of Ancient Egypt ( with particular emphasis on scientific, technical and cultural aspects) on the development of western European societies
Week 12	Illustration and practice: classroom guided tasks
Week 13	The influence of Greece and Rome(with particular emphasis on scientific, technical and cultural aspects) on the development of western European societies
Week 14	Illustration and practice: classroom guided tasks
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester II

<b>Week by week</b>	<b>Topics and activties</b>
Week 1	The influence the Byzantine Empire on western Europe today
Week 2	The influence of the Byzantine Empire “ “ “ “ “
Week 3	Illustration and practice: classroom guided tasks
Week 4	The Feudal Society in Europe , Scotland and Ireland
Week 5	The Feudal Society in England, Scotland and Ireland
Week 6	Illustration and practice: classroom guided tasks
Week 7	The English Renaissance
Week 8	<b>Mid-term test</b>
Week 9	The English Renaissance
Week 10	Illustration and practice: classroom guided tasks
Week 11	The Reformation in England
Week 12	The Reformation in England
Week 13	Illustration and practice: classroom guided tasks
Week 14	Illustration and practice: classroom guided tasks
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Study Skills, 1st year**

### **Course objectives :**

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

- Acquire the study skills necessary to develop critical thinking, maturity, intellectual integrity and autonomy.
- Use these skills to achieve successfully in their University studies.
- Understand the basic processes of research
- Improve their reading and writing skills.

### **Assessment method:**

Mid-term written Test and end of term written exam(For both S1 and S2)

### **Basic readings:**

- Northedge, A. (2005). *The Good Study Guide*. Milton Keynes: The Open University.
- Wallace, J.M. (1980). *Study Skills in English*. Cambridge : Cambridge University Press.

### **Course outline : Semester I**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Identifying your learning skills.
Week 2	Identifying your learning skills.
Week 3	Managing your time
Week 4	Managing your time.
Week 5	Managing your time
Week 6	Managing your time.
Week 7	Classroom learning
Week 8	<b>Mid-term test</b>
Week 9	Classroom learning
Week 10	Classroom learning
Week 11	Classroom learning
Week 12	Preparing for exams.
Week 13	Preparing for exams.
Week 14	Preparing for exams.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester II**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Developing effective reading strategies
Week 2	Developing effective reading strategies
Week 3	Developing effective reading strategies
Week 4	Research Strategies
Week 5	Research Strategies
Week 6	Research Strategies
Week 7	Paraphrasing, Summarizing, and Quoting.
Week 8	<b>Mid-term test</b>
Week 9	Paraphrasing, Summarizing, and Quoting.
Week 10	Paraphrasing, Summarizing, and Quoting.
Week 11	Paraphrasing, Summarizing, and Quoting.
Week 12	Project Management.
Week 13	Project Management.
Week 14	Project Management.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Sociology - 1st year

### Course Objectives:

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

- فهم مبادئ و أسس البحث العلمي في علم الاجتماع،
- تعلم كيفية فهم و دراسة و تحليل مختلف المجتمعات من خلال مقارنة ممنهجة،
- إكتساب قدرة على فهم المجتمعات بأشكالها المختلفة منها التقليدية و الحديثة.

### Assessment Method :

- **Test** : تقييم مستمر للطلبة (عروض، بطاقات قراءة، إستجاب).
- **Exam** : إمتحانات كتابية.

### Basic Readings :

- أنتوني غيدنز، علم الاجتماع، ترجمة فايز الصباغ، مؤسسة ترجمان، بيروت، 2005.
- مأمون طربية، علم الاجتماع في الحياة اليومية، دار المعرفة، بيروت 2011.

### Weblinks :

- <http://www.asanet.org/sites/default/files/savvy/introtosociology/home.html>
- <http://www.sociology.org.uk/>

### Course Outline: Semester I

Week by week	Topics and activities
Week 1	المعرفة و العلم Science and Knowledge
Week 2	علم الاجتماع و أهميته (مدخل، منظور، أهمية، العلاقة بالعلوم الإجتماعية الأخرى) Importance of Sociology
Week 3	البحث العلمي في علم الاجتماع scientific research in sociology
Week 4	إبن خلدون Ibn Khaldoun
Week 5	إبن خلدون IBN KHALDOUN II
Week 6	أوغست كونت Auguste COMTE
Week 7	إميل دوركايم Emile DURKHEIM
Week 8	<b>Mid-term test</b>
Week 9	كارل ماركس Karl MARX
Week 10	ماكس فيبر Max WEBER

Week 11	ماكس فيبر و نظرياته Max WEBER II
Week 12	العولمة (Globalization)
Week 13	الحداثة و ما بعد الحداثة و التغيير الإجتماعي ( Modernity, Post-modernity and social change)
Week 14	العلاقات بين الحضارات و المجتمعات (Relations between societies and civilizations)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester II

Week by week	Topics and activities
Week 1	الرهانات الكبرى في العالم الغربي (البيئة، التكنولوجيات الحديثة، دور المرأة و الرجل -الجنس-) The challenges in the western world : Technologies, Environment, Gender –Men, Women-
Week 2	التنشئة الإجتماعية Socialization
Week 3	العائلة Family (بنيتها، أشكالها، وظائفها)
Week 4	الثقافة Culture (قيم، أعراف، المعايير، الدين، الحضارة)
Week 5	الطبقات الإجتماعية Social class (تحديد الطبقات الإجتماعية، أشكال الطبقات الإجتماعية)
Week 6	الطبقات الإجتماعية في العالم الغربي و المملكة البريطانية. ( Social class in Great-Britain and Western Europe)
Week 7	الإعلام Mass-media (الصحافة، الراديو، التلفزة، الإنترنت)
Week 8	<b>Mid-term test</b>
Week 9	الجريمة و الانحراف Crime and deviance
Week 10	العمليات الإجتماعية ( Social operations (conflict, cooperation, adaptation, ) (التعاون، الصراع، التكيف)
Week 11	الضبط الإجتماعي (Social control (Family, Law, education) (القانون، التعليم، الأسرة)
Week 12	السكان و الإسكولوجيا Population and ecology
Week 13	المجتمع و السياسة Society and Politics
Week 14	المجتمع و الفنون Society and fine arts
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

# SECOND YEAR

## Reading and writing 2<sup>nd</sup> year

### Course objectives:

Upon completion of the course, students are expected to:

- Develop effective reading and writing skills and strategies
- Identify different types of texts and registers;
- Produce a full-length essay
- Increase their cultural knowledge.

### Teaching method:

Intensive Classroom Writing Sessions : in the second year, students will write 130 words in 20 minutes( they write 80 words in the first year). This timing will gradually be reduced throughout the year to encourage students to write within time limits( Session 1 =20 min, session 2 =17 min, session 3 = 15 min etc)

### Assessment method:

For both S3 and S4, Test and exam questions will include: Reading comprehension questions + essay writing.

Alternative to test assessment: book reports/ diaries / presentations (optional). These learning tools may be used by teachers to provide students with useful feedback on their progress; teachers may also give a mark that can be included in the final test mark. These decisions will be made by the teachers of the Formation Team.

### Basic readings:

- Northedge, A. (2005). *The Good Study Guide*. Milton Keynes: The Open University.
- Wallace, J.M. (1980). *Study Skills in English*. Cambridge : Cambridge University Press.

### Course outline: Semester III

Week by week	Topics and activities	Topics and activities
Week 1 to week 7	<p style="text-align: center;"><b><u>-Narrative text reading (weeks 1 to 7):</u></b></p> <p style="text-align: center;">Skim and scan reading</p> <p style="text-align: center;">*Intensive Classroom Reading Session</p> <p style="text-align: center;">Text structure;</p> <p style="text-align: center;">Vocabulary acquisition;-Discussion on the meaning and aim of the text &amp;</p>	<p style="text-align: center;"><b><u>-Narrative essay writing (week 1 to 7):</u></b></p> <p style="text-align: center;">Content management (theme development, brainstorming);</p> <p style="text-align: center;">Outline, introduction&amp; conclusion;</p> <p style="text-align: center;">Paragraph structure, cohesion &amp; coherence (+Example/ support development &amp; validity,);</p>

	question devising; -Follow up exercises as homework (further questions about the text....); *Intensive Classroom Reading Session.	Writing process (drafting, editing & final presentation); *Intensive Classroom Writing Session.
Week 8	Mid-term test	Mid-term test
Week 9 to week 14	<b><u>-Descriptive text reading (weeks 9 to 14):</u></b> Skim and scan reading; Text structure; Vocabulary acquisition; Discussion on the meaning and aim of the text & question devising; -Follow up exercises as homework (further questions about the text....) *Intensive Classroom Reading Session.	<b><u>-Descriptive Essay writing (wk 9 to 14):</u></b> Content management (theme development, brainstorming); Outline, introduction & conclusion; Paragraph structure, cohesion & coherence (+Example/ support development & validity,); Writing process (drafting, editing & final presentation); *Intensive Classroom Writing Session.
Week 15	<b>Revision</b>	<b>Revision</b>
Week 16	<b>Exam</b>	<b>Exam</b>

**Course Outline: Semester IV**

<b>Week by week</b>	<b>Topics and activities</b>	<b>Topics and activities</b>
Week 1 to week 7	<b><u>Expository text reading(weeks 1 to 7):</u></b> Skim and scan reading; *Intensive Classroom Reading Session; -Text structure; -Vocabulary acquisition;- Discussion on the meaning and aim of the text & question devising; -Follow up exercises as homework (further questions about the text....); *Intensive Classroom Reading Session.	<b><u>Expository essay writing (wks 1 to 7):</u></b> *Intensive Classroom Writing Session; Content management (theme development, brainstorming); Outline, introduction & conclusion; Paragraph structure, cohesion & coherence (+Example/ support development & validity,); Writing process (drafting, editing & final presentation) *Intensive Classroom Writing Session.;
Week 8	Mid-term test	Mid-term test
Week 9 to	<b><u>-Argumentative text reading (weeks</u></b>	<b><u>Argumentative essay</u></b>

week 14	<p><b><u>9 to 14):</u></b></p> <p>Skim and scan reading;  Text structure;  Vocabulary acquisition;  Discussion on the meaning and aim of the text &amp; question devising;  Follow up exercises as homework (further questions about the text....);  *Intensive Classroom Reading Session.</p>	<p><b><u>writing(weeks 9 to 14):</u></b></p> <p>Content management (theme development, brainstorming);  Outline, introduction&amp; conclusion;  Paragraph structure, cohesion &amp; coherence (+Example/ support development &amp; validity,);  Writing process (drafting, editing &amp; final presentation);  *Intensive Classroom Writing Session</p>
Week 15	<b>Revision</b>	<b>Revision</b>
Week 16	<b>Exam</b>	<b>Exam</b>

## Listening and speaking , 2<sup>nd</sup> year

### 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.

### Assessment Method:

Test: Listening activities addressing comprehension (of details or gist); Oral activities addressing ability to use English in given contexts to discuss familiar topics

Oral exam : to assess student's capacity to understand connected speech and give adequate response ( care for style, register, pronunciation; stress and intonation)

### Basic Readings:

- Harmer, J. (2004) *Just listening and speaking : Intermediate\_* London ;Cavendish ltd\_
- Hutchins, L.A. and J.C. Richards (2004) *Tactics for Listening* , Oxford: OUP

### Course Outline: Semester III

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Listening to job descriptions : understanding facts and opinions about jobs, describing and talking about jobs
Week 2	Listening to news reports : understanding content, identifying major items, transferring nonverbal information into verbal information
Week 3	Talking about holidays : describing and commenting on pictures/photographs ; Listening to discussion about holidays and understanding gist and details
Week 4	At the airport : listening to travel announcements and responding ; understanding / Essential part of message
Week 5	Means of transport : listening to account of travel means ; understanding differences, talking about advantages and disadvantages
Week 6	Life in the country vs life in the city : discussing theme using pro and cons arguments
Week 7	Famous places : Listening to account of famous places, understanding specific information, discussing value/historical importance
Week 8	<b>Mid-term test</b>
Week 9	Famous people : talking about famous people, making suggestions about their lives, understanding implicit facts.
Week 10	Life on the campus : Listening to discussion on topic and understanding facts and opinions, using specific language forms to discuss topics
Week 11	Architecture : listening to account on theme, understanding specific details ;

	compare and contrast different building styles using appropriate language forms
Week 12	Interview listening : giving an oral summary ;practising turn taking
Week 13	Listening to weather forecast and making predictions and planning activities
Week 14	Talking about the future : Talking about personal plans, Listening to theme and inferring meaning
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester IV**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	<b>Public and private schools</b> : discussing similarities and differences ; expressing opinion/arguments
Week 2	<b>Eating habits</b> : listening to a doctor’s talk about nutrition, understanding details, talking about various eating habits, expressing preferences
Week 3	<b>Study habits</b> : Talking about personal study patterns,comparing various study patterns ; expressing opinion
Week 4	<b>Environmental concerns</b> : Listening to report on countries’ attempt to curb pollution ; understanding explicit information, inferring, summarizing.
Week 5	<b>Narrating</b> : talking about past events using chronological sequence(s) and appropriate sentence linkers. Listening to a narration and understanding factual sequence
Week 6	<b>Describing places</b> : listening to a description of a place and understanding major details ; using deictic words to describe places
Week 7	<b>Describing people</b> : physical appearance, daily activities , likes and dislikes
Week 8	Mid-term test
Week 9	<b>Exceptional people</b> : listening and understanding facts ; reacting using facts and arguments
Week 10	<b>Technology</b> :Talking about advantages and disadvantages of new technological devices
Week 11	Listening to a <b>talk/lecture</b> , understanding content, identifying moves, giving an oral summary
Week 12	Arguing for or against <b>banning examinations</b> ; understanding peer’s point of view and reacting politely/tactfully
Week 13	Exchanging information about recent publications, summarizing content
Week 14	Wrap up session ; focus on style and register
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## English Grammar, 2<sup>nd</sup> year

### Course objectives:

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

- Identify the basic grammatical structures of English .
- Demonstrate ability to make appropriate grammatical choices to express the intended meanings.
- Use English correctly and appropriately

### Teaching Method:

The teaching of grammar is skills- integrated as it involves both oral and written skills. With this method, we hope to shift the way students view grammar. Grammar accuracy should no longer be considered as an isolated element of language learning, but as an essential feature of successful oral and written communication of ideas and meaning in general.

Every session proceeds as follows:

-A 15-20 min grammar point presentation with examples and one or two practice exercises followed by Q & A whenever needed. This can take between 30 mins to 45 mins.

- Practice Session/exercises: Students are given a text of 10 lines maximum to read before answering grammar-focused questions , as well as a few reading comprehension questions. The objective is to reach grammar accuracy through the reading process & show the students how to use grammar components to better handle missing content information, for instance during the meaning creation process. This activity can take between 1hour & 1hour 30 mins. As the answers are straightforward, teachers do not need to spend much time on correction; this can be supplied through hand-outs. The focus of this course is on **practice**: doing a maximum of exercises in the session. Exercises can be timed and the number of exercises in each session can be gradually increased.

Creative Session: The last part of a session can be done either in writing or orally.

Written task: Students are asked to write a set of two or three sentences (S 3) or a 5-6 line paragraph (S 4) to answer a question related to the theme of the text given to the students as abovementioned. Teachers will explicitly list all the grammar components to be used for this creative task. The objective is to have students make full use of the grammar components dealt with in the lesson and to practise them so as to develop accuracy in writing.

Oral task: Students are asked to debate on the theme of the text presented to them earlier. They are given a question or a statement to reflect upon. Teachers will explicitly list all the grammar components to be used while students prepare themselves for this task.

The feedback to this Creative Session, whether written or oral, is **always grammar and accuracy-oriented**. The teachers can opt for peer feedback or group feedback during the correction session.

Assessment method: For both semesters there is a mid-term test & an exam. The format for both is to be decided by the teachers of the Formation Team.

**Basic readings:**

- Carter, R. , Hughes, R & M, McCarthy (2000) *Exploring Grammar in context. Grammar reference & practice upper-intermediate and advanced.* Cambridge: CUP
- Hewings, M (2005) *Advanced Grammar in Use.* CUP
- Yule, G (1998) *Explaining English Grammar.* OUP
- Yule, G (2005) *Oxford Practice Grammar.* OUP

**Course outline: Semester III**

<b>Week by week</b>	<b>Topics and activities</b>
<b>Week 1</b>	Revision Session : -Types of Phrases & Nouns -Types of nouns and number (1 <sup>st</sup> year program)
<b>Week 2</b>	Noun Phrase: description
<b>Week 3</b>	Simple Noun Phrase: Form & function
<b>Week 4</b>	Practice session: Articles
<b>Week 5</b>	Practice session: Pronouns
<b>Week 6</b>	Practice session: Quantifiers
<b>Week 7</b>	Practice session: Articles, Pronouns & Quantifiers
<b>Week 8</b>	<b>Mid-term test</b>
<b>Week 9</b>	Complex Noun Phrase: Premodifiers & Post modifiers
<b>Week 10</b>	Complex Noun Phrase: Form & function
<b>Week 11</b>	Simple noun phrase
<b>Week 12</b>	Complex Noun Phrase
<b>Week 13</b>	Simple Tenses and complex tenses
<b>Week 14</b>	General Practice session
<b>Week 15</b>	<b>Revision</b>
<b>Week 16</b>	<b>Exam</b>

**Course outline: Semester IV**

<b>Week by week</b>	<b>Topics and activities</b>
<b>Week 1</b>	Revision Session : Active & Passive
<b>Week 2</b>	Adjectives & Adverbs
<b>Week 3</b>	Adjectives :Form & Function

<b>Week 4</b>	Adverbs: Form & Function
<b>Week 5</b>	Practice Session : Modals
<b>Week 6</b>	Reported Speech 1
<b>Week 7</b>	Practice session: Reported Speech
<b>Week 8</b>	<b>Mid-term test</b>
<b>Week 9</b>	Reported Speech 2
<b>Week 10</b>	Practice session: Reported Speech
<b>Week 11</b>	Active & Passive
<b>Week 12</b>	Practice session: Active & Passive
<b>Week 13</b>	Conditionals
<b>Week 14</b>	Practice session: Conditionals
<b>Week 15</b>	<b>Revision</b>
<b>Week 16</b>	<b>Exam</b>

## Linguistic Theories, 2<sup>nd</sup> year

### Course objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Understand the concepts underlying major linguistic theories, schools, and movements.
- Develop critical thinking, analyze and synthesize relevant linguistic information.
- Demonstrate a fairly good mastery of English.

### Assessment Method:

Mid-term test and final examination

### Basic Readings:

- Crystal, D (1971) *Linguistics*. London: The Penguin Group.
- Lyons, J. (1981) *Language and Linguistics: An Introduction*. Cambridge: CUP.
- Polsky, B (2012) *Sociolinguistics*. Oxford: OUP
- Robins, R.H (1967) *A Short History of Linguistics*. London: Longman Group Limited.
- Trudgill, P (2000) *Sociolinguistics: An Introduction to language and Society*. Penguin

### Course Outline: Semester III

<b>Week by week</b>	<b>Topics and activities</b>
<b>CLASSICAL PERIOD</b>	
WEEK 1	Philosophical debates about language
WEEK 2	The classical philosophers and the study of grammar
WEEK 3	The Alexandrian period
WEEK 4	The Roman period
<b>PRE-MODERN PERIOD</b>	
WEEK 5	The Renaissance
WEEK 6	The Indian tradition
WEEK 7	Comparative philology (1)
WEEK 8	Comparative philology (2)
<b><u>TEST</u></b>	
<b>MODERN PERIOD: EUROPEAN SCHOOLS OF LINGUISTICS</b>	
WEEK 9	The foundation of modern Linguistics :Saussure's view of linguistics
WEEK 10	The Structural school: Principles and foundation

WEEK11	Saussure's dichotomies
WEEK 12	The Functional school: Principles and foundation
WEEK 13	Halliday's view of language
WEEK 14	
WEEK 15	<b><u>REVISION</u></b>
WEEK 16	<b><u>EXAM</u></b>

**Course outline: Semester IV**

Week by week	Topics and activities
<b>AMERICAN STRUCTURAL LINGUISTICS</b>	
WEEK 1	The rise of Structuralism in America
WEEK 2	Aspects of Bloomfield's theory
WEEK 3	Behaviourism
<b>CHOMSKYAN GENERATIVISM</b>	
WEEK 4	Universal grammar
WEEK 5	Competence and performance
WEEK 6	Chomsky's Syntax Transformational rules
WEEK 7	
WEEK 8	<b>TEST</b>
WEEK 9	Deep/surface structures
WEEK 10	Structural ambiguity
WEEK11	Chomsky's influence
<b>POST-CHOMSKYAN LINGUISTICS</b>	
WEEK 12	Communicative competence
WEEK 13	Sociolinguistics Language variation
WEEK 14	
WEEK 15	<b>REVISION</b>
WEEK 16	<b>EXAM</b>

## Anglophone Literature, 2<sup>nd</sup> Year

### Course objectives:

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

- Identify the different literary movements (Romanticism, Realism, Naturalism and Modernism) through a selection of Anglophone literary works.
- contextualize and analyze literary works .
- identify a literary approach (eg: biographical, historical, postcolonial approach)
- improve their reading and writing skills

### Assessment method:

S3 : One question on literary movements to be answered in a short paragraph and one text commentary or one question on a work studied in class to be developed in a long paragraph or a short essay.

S4: Text commentary or one question on a work studied in class to be developed in an essay of about 300 words.

### Basic readings :

- Arab, SA, Bensemmane, M, Dahim, O, Deramchia, Y and Mahrouf, N, 2011, *Bridging the Gap: Language, Culture and Literature*, Alger: Office des Publications Universitaires
- Boulton ,M. 1983. *The anatomy of poetry*, London:Routledge
- Carter, R , Walker, R & Brumfit, C J (eds), 1989. *Literature and the learner: Methodological approaches*, London: Macmillan
- Chimamanda Ngozi Adichie, *The American Embassy*
- Chinua Achebe, *The Sacrificial Egg*
- Edgar Allan Poe, *The Masque of the Red Death*
- Hamlin Garland, *The Return of a Private*
- John Keats, *Ode to Autumn, Ode to a Nightingale .*
- Pincas, A (ed).1980. *English literature for EFL students*, London: institute of education
- Stephen Crane, *Maggie, a Girl of the Streets* (extracts)
- Widdowson, HG, 1975. *Stylistics and the Teaching of literature*, London: Longman

### Course outline: Semester III

<b>Week by week</b>	<b>Topics and activities</b>
Week1	Different literary periods of English and American literatures before romanticism;
Week 2	Romanticism: context, characteristics and principles
Week 3	Illustration: John Keats (poems)
Week 4	John Keats (poems)

Week 5	Edgar Allen Poe: “The Masque of the Red Death”
Week 6	Edgar Allen Poe: The Masque of the Red Death
Week 7	Edgar Allen Poe: The Masque of the Red Death
Week 8	<b>Mid-term test</b>
week 9	Critical reading: the biographical approach
Week 10	Realism : context, characteristics and principles
Week 11	Illustration : Hamlin Garland, “The Return of a Private”
Week 12	Hamlin Garland, “The Return of a Private”
Week 13	Critical reading: the historical approach
Week 14	Critical reading: the historical approach
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course outline: Semester IV**

<b>Week by week</b>	<b>Topics and activities</b>
Week1	Naturalism:context, characteristics and principles
Week 2	Illustration: Stephen Crane, ”Maggie, a Girl of the Streets”
Week 3	Stephen Crane, ”Maggie, a Girl of the Streets”
Week 4	Stephen Crane, ”Maggie, a Girl of the Streets”
Week 5	Critical reading: the textual approach
Week 6	Critical reading: the textual approach
Week 7	Modernism : context , characteristics and principles
Week 8	<b>Mid-term test</b>
week 9	Illustration: Chimamanda Ngozie Adichie, ”The American Embassy”
Week 10	Chimamanda Ngozie Adichie, ”The American Embassy”
Week 11	Chinua Achebe, ”The Sacrificial Egg”
Week 12	Critical reading: the postcolonial approach
Week 13	Critical reading: the postcolonial approach
Week 14	Critical reading: the postcolonial approach
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Anglophone Culture , 2<sup>nd</sup> year

### Course objectives :

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

- understand British History from the end of 16th c. to the beginning of 18th c.
- demonstrate their knowledge of American History, from the exploration of America and the Colonial Period to the Civil War.
- develop their use of English and enhance their reading and writing skills.

### Teaching method:

through formal lectures, text study, student-produced reports on specific historical events (S3);through text commentary and topics for analysis(S4)

### Assessment method:

Test: Two or three questions to evaluate students' understanding of subject knowledge( to be answered in 1-2 paragraphs.)

Exam: Essay of one page to evaluate students' ability to synthesize acquired knowledge.

### Basic readings :

- O'Callaghan, Bryan, 1990, *An Illustrated History of the USA*, London: Longman (downloadable PDF).
- McDowall, David, 1989, *An Illustrated History of Britain*, London: Longman (downloadable PDF).

### Course Outline: Semester III

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	The British Civil War (causes)
Week 2	The British Civil War (causes)
Week 3	The British Civil War (causes)
Week 4	The Commonwealth (focus on Cromwell)
Week 5	The Commonwealth (focus on Cromwell)
Week 6	The Commonwealth (focus on Cromwell)
Week 7	The Commonwealth (focus on Cromwell)
Week 8	<b>Mid-term test</b>
Week 9	The Restoration
Week 10	The Restoration

Week 11	The Restoration
Week 12	The Glorious Revolution
Week 13	The Glorious Revolution
Week 14	The Glorious Revolution
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester IV**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	The First Permanent English Settlements in America
Week 2	The Thirteen Colonies
Week 3	The Thirteen Colonies
Week 4	The American Revolution ( Declaration of Independence)
Week 5	The American Revolution ( Declaration of Independence)
Week 6	The Federalists (Constitution, Bill of Rights)
Week 7	The Federalists (Constitution, Bill of Rights)
Week 8	<b>Mid-term test</b>
Week 9	The Federalists (Constitution, Bill of Rights)
Week 10	The Republican Era (Louisiana Purchase, Monroe Doctrine)
Week 11	The Republican Era (Louisiana Purchase, Monroe Doctrine)
Week 12	The Republican Era (Louisiana Purchase, Monroe Doctrine)
Week 13	The Jacksonian Democracy (Manifest Destiny)
Week 14	The Jacksonian Democracy (Manifest Destiny)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Study Skills 2<sup>nd</sup> year**

### **Course objectives :**

Upon completion of the course, students are expected to :

- demonstrate good mastery of the skills required for studying at University
- develop strategies for autonomous learning
- broaden their knowledge of the research process and research paper writing.
- Use English correctly and appropriately

### **Teaching method:**

In S4, teachers can choose to present practice activities in separate exercises or link all the points under one heading ; they can also suggest a research paper completion task i.e. a week by week/ step by step research paper writing task. A group/collective research paper can be written by the whole group for demonstration purposes

### **Assessment method:** For both S3 and S4

- Mid-term written Test & end of term written Exam

### **Basic readings :**

- Hyland, K., (2002), *Writing: Teaching and Researching* , London: Pearson Education Limited
- Browne. M. N, and Keeley. S. M., (1994), *Asking the Right Questions: A Guide to Critical Thinking* 8<sup>th</sup>ed, New Jersey, USA: Pearson

### **Course Outline: Semester III**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Language Learning Strategies at university:Autonomous Learning & Research Concepts
Week 2	Language Learning Strategies at university:Autonomous Learning & Research Concepts
Week 3	Language Learning Strategies at university:Autonomous Learning & Research Concepts
Week 4	Time Management: Goal Setting, Tracking & continuous learning
Week 5	Time Management: Goal Setting, Tracking & continuous learning
Week 6	Time Management: Goal Setting, Tracking & continuous learning.
Week 7	Knowing yourself as a student; your weaknesses & strengths.
Week 8	<b>Mid-term test</b>
Week 9	Knowing yourself as a student; your weaknesses & strengths.

Week 10	Notes Management: revising process, sources validity
Week 11	Notes Management: revising process, sources validity
Week 12	Notes Management: revising process, sources validity
Week 13	Critical thinking: classroom discussions, homework completion & exam question reading.
Week 14	Critical thinking: classroom discussions, homework completion & exam question reading.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester IV**

Week by week	Topics and activities
Week 1	Research Process: Introduction to the research terminology Theme selection & narrowing down through classroom discussion.
Week 2	Theme selection & narrowing down through classroom discussion.
Week 3	Theme selection & narrowing down through classroom discussion.
Week 4	Referencing (quotation cards) & bibliography.
Week 5	Referencing (quotation cards) & bibliography.
Week 6	Referencing (quotation cards) & bibliography.
Week 7	Outlining of themes & quotes integration.
Week 8	<b>Mid-term test</b>
Week 9	Outlining of themes & quotes integration.
Week 10	Outlining of themes & quotes integration.
Week 11	Outlining of themes & quotes integration.
Week 12	Introduction completion: research problem identification, presentation & conclusion
Week 13	Introduction completion: research problem identification, presentation & conclusion
Week 14	Introduction completion: research problem identification, presentation & conclusion
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Translation , 2<sup>nd</sup> year

### Course objectives :

Upon completion of the course, students should be able to:

- Understand and distinguish between the different procedures and methods of translation;
- Translate general texts ;
- Translate a specialized text of medium difficulty (introduction to specialized translation);

### Assessment method:

Student's evaluation method includes an ongoing assessment of the translation exercises given to students in class in addition to the mid-term test and end-of-term exam.

### Basic readings:

- Baker, Mona, *In Other Words: a Coursebook On Translation*, London: Routledge, 2001.
- Newmark, Peter, *A textbook of translation*, Prentice Hall International, 1988.
- Nida, Eugene, *Towards a Science of Translating*, Leiden: E. J. Brill, 1964.
- Venuti, Lawrence, *The Translator's Invisibility. A History of Translation*, London: Routledge, 1995.
- Vinay, Jean Paul, Darbelnet, Jean, **Stylistique comparée de l'anglais et du français**, Paris : Didier, 1966.

### Course outline: Semester III

Chapters & units	Language combination	Week by week
<b>Chapter 1: A brief overview on translation procedures and theories.</b>	Arabic & English	Weeks 1+2
<b>Chapter2: General translation</b>		
<u>Unit1:</u> <i>general translation methodology</i>	Arabic English	Week 3
<u>Unit2:</u> <i>News articles translation</i>	English-Arabic Arabic-English	Weeks 4+5
<u>Unit3:</u> <i>Biography translation</i>	English-Arabic Arabic-English	Weeks 6+7
<b>Mid-term test</b>		Week 8
<u>Unit4:</u> <i>Academic Translation (Texts on translation theories.)</i>	English-Arabic Arabic-English	Weeks 9+10
<u>Unit5:</u> <i>advertising leaflets translation</i>	English-Arabic Arabic-English	Weeks 11+12
<u>Unit6:</u> <i>letters translation</i>	English-Arabic	Weeks 13+14

	Arabic-English	
<b>Revision</b>		Week 15
<b>Exam</b>		Week 16

**Course outline: Semester IV**

<b>Chapters &amp; units</b>	<b>Language combination</b>	<b>Weeks of activity</b>
<b>Chapter3: Specialized Translation</b>		
<u>Unit 7</u> : <i>specialized translation characteristics</i>	English-Arabic Arabic-English	Week 1
<u>Unit 8</u> : <i>Short story</i>	English-Arabic Arabic-English	Weeks 2+3
<u>Unit9</u> : <i>Political Translation</i>	English-Arabic Arabic-English	Weeks 4+5
<u>Unit 10</u> : <i>caricature translation</i>	English-Arabic Arabic-English	Weeks 6+7
<b>Mid-term test</b>		Week 8
<u>Unit11</u> : <i>official translation</i>	English-Arabic Arabic-English	Weeks 9+10
<u>Unit 12</u> : <i>Economic Translation</i>	English-Arabic Arabic-English	Weeks 11+12
<u>Unit 13</u> : <i>Medical Translation</i>	English-Arabic Arabic-English	Weeks 13+14
Revision		Week 15
<b>End-of-term exam</b>		Week 16

# THIRD YEAR - LITERATURE AND CIVILISATION

## Oral communication skills, 3rd year

### Course Objectives:

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

- Understand, respond to and use English effectively in a range of contexts
- Develop skills that enable them to express their thoughts, ideas and feelings clearly and appropriately
- Respond to the thoughts, ideas and feelings of others with purpose
- Think critically about what they hear and react critically to it

### Assessment Method:

Test: Listening tasks targeting meaning comprehension ability to infer implicit meaning

Exam: Oral tasks targeting purposeful use of English in specific contexts

### Basic Readings: -

- Brown, G. (2001) *Oral Language Course : Notes and Activities*, London : Heineman
- Cunningham, G. and J Bell (2009) *Face to Face (Advanced)* , Cambridge: CUP
- Jakeman, V. and C. Mc Dowell (2004) *Step up to IELTS* , CUP
- Milich, J. (2001) *Oral Language Activities and Students' learning Outcomes*, London : Heineman

### Course Outline: Semester V

Week by week	Topics and activities
Week 1	« Getting to know you » Listening to others and learning from them, reacting to what they say
Week 2	Review English word and sentence stress ; recognition and practice tasks
Week 3	Discussing issues ; Expressing various points of view on an issue
Week 4	Opening and closing conversations , Turn-taking ; practice tasks +role play/simulation
Week 5	Self and Peer assessment of role play and simulation ; focus on pronunciation, intonation and body language.
Week 6	Self and Peer assessment of role play and simulation ; focus on pronunciation, intonation and body language.
Week 7	Self and Peer assessment of role play and simulation ; focus on pronunciation, intonation and body language.
Week 8	<b>Mid-term test</b>

Week 9	Review presentation skills ; selecting a topic, structuring and delivering content
Week 10	Review presentation skills ; selecting a topic, structuring and delivering content
Week 11	Review presentation skills ; selecting a topic, structuring and delivering content
Week 12	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 13	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 14	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester VI

<b>Week by week</b>	<b>Topic s and activities</b>
Week 1	Review presentation skills and assessment criteria
Week 2	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 3	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 4	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 5	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 6	Observing peers in a debate ; Focus on language use and turn-taking
Week 7	Observing peers in a debate ; Focus on language use and turn-taking
Week 8	<b>Mid-term test</b>
Week 9	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 10	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 11	Expressing tentative ideas ; use of modals and common hedging expressions
Week 12	Expressing tentative ideas ; use of modals and common hedging expressions
Week 13	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)
Week 14	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Fiction /short story/drama/ poetry: 3<sup>rd</sup> year**

### **Course objectives:**

Upon completion of the course, students are expected to:

- Read critically and understand a complete 20th century literary work of all genres
- Understand and use the literary techniques of modernism.
- Enhance their reading and writing skills.

### **Assessment method :**

Test: One or two questions on one or two literature texts to be answered in a short essay

Exam: text commentary or a general question on one work studied to be answered in an essay.

### **Basic readings :**

- Arab, SA, Bensemmane, M, Dahim, O, Deramchia, Y and Mahrouf, N (2011), *Bridging the Gap: Language, Culture and Literature*, Alger: Office des Publications Universitaires
- Arthur Miller, *The Crucible*
- Boulton ,M. 1983. *The anatomy of poetry*, London:Routledge
- Carter, R , Walker, R & Brumfit, C J (eds), 1989. *Literature and the learner: Methodological approaches*, London: Macmillan
- James Joyce: “*Eveline*”/”*The Dead*”
- Joseph Conrad, *Heart of Darkness*
- Pincas, A (ed).1980. *English literature for EFL students*, London: institute of education
- T.S . Eliot” *The Hollow Men*”
- W.B Yeats “*An Irish Airman foresees his Death*”
- Widdowson, HG, 1975. *Stylistics and the Teaching of literature*, London: Longman

### **Further readings:**

- James Joyce, *Dubliners*
- Katherine Mansfield, *The Garden Party*
- Ernest Hemingway, *A Clean Well Lighted Place*
- Road Dahl, *A Perfect Murder*
- Eugene O’Neill, *The Hairy Ape*
- Athol Fugard, *Sizwe Bansi is Dead*
- E.M Forster, *A Passage to India*
- Sean O’Casey, *The Plough and the Stars*

- Ernest Hemingway, *The Sun Also Rises*
- William Faulkner, *The Sound and the Fury*
- Chinua Achebe, *Things Fall Apart*

**Course outline: Semester V**

<b>Week by week</b>	<b>Topics and activities : FICTION &amp; SHORT STORY</b>
Week1	Joseph Conrad: "Heart of Darkness" (introduction)
Week 2	Critical reception of the work.
Week 3	Social and historical background.
Week 4	Conrad's treatment of the colonial situation
Week 5	Narrative techniques.
Week 6	Narrative techniques.
Week 7	Revision
Week 8	<b>Mid-term test</b>
week 9	James Joyce: "Eveline" (introduction)
Week 10	Social and historical background.
Week 11	Plot and characterization
Week 12	James Joyce: "The Dead"(introduction)
Week 13	Theme and characterization
Week 14	Diction in "The Dead"
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities: DRAMA &amp; POETRY</b>
Week1	Introduction to modernism in drama: "The Crucible"(Arthur Miller)
Week 2	Socio- historical background: Witch hunt and McCarthysm
Week 3	Authoritarianism
Week 4	Victimization
Week 5	Theatrical techniques
Week 6	Language and style
Week 7	Characterization
Week 8	<b>Mid-term test</b>

week 9	Introduction to modernism in poetry
Week 10	W.B Yeats “An Irish Airman foresees his Death”: themes
Week 11	Socio-historical background
Week 12	Style and diction of the poem
Week 13	T.S . Eliot” The Hollow Men”: themes
Week 14	Style and diction of the poem
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Cultural Issues , 3rd year (lit/civ)**

### **Course objectives:**

Upon completion of the course, students are expected to :

- Understand the structure and organisation of British, American and African societies.
- Demonstrate their knowledge of specific historical facts and events
- Use English correctly and appropriately.

### **Teaching method:**

Formal lectures and a selection of texts, commentaries, pictures, movies, etc, to provide different interpretations of historical facts and events

### **Assessment method:**

Test: Ten written questions to evaluate students' understanding of subject knowledge and their capacity to reflect critically on these topics

Exam: A text commentary or an essay of about one and a half page to evaluate their capacity to synthesize acquired knowledge

### **Basic readings:**

- Abraham Lincoln's Speeches: *A House Divided* (1858); *Emancipation Proclamation* (1/1/1863) etc.
- Betty, J. H. (Ed), 1980, *English Historical Documents*,
- McDowall, David, 1989, *An Illustrated History of Britain*, London: Longman (downloadable PDF).
- O'Callaghan, Bryan, 1990, *An Illustrated History of the USA*, London: Longman (downloadable PDF).
- Thompson, David , 1981, *England in the Nineteenth Century: 1815-1914* , London:Penguin
- Websites on Manifest Destiny and Open Door Policy.
- [www.british-history.ac.uk](http://www.british-history.ac.uk)
- <http://www.bl.uk/> ( British Library, London)

### **Course outline : Semester V**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Slavery
Week 2	Slavery

Week 3	Slavery
Week 4	The Industrial Revolution: from rural to urban society.
Week 5	The Industrial Revolution: from rural to urban society.
Week 6	The Industrial Revolution: from rural to urban society.
Week 7	The Victorian Era :social and political changes.
Week 8	Mid-term test
Week 9	The Victorian Era :social and political changes.
Week 10	The Victorian Era :social and political changes.
Week 11	The Victorian Era :social and political changes.
Week 12	The Age of Imperialism : Ideological Foundations,
Week 13	The British Empire,
Week 14	East India Company.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Late Imperialism and Decline of the British Empire.
Week 2	Late Imperialism and Decline of the British Empire.
Week 3	Late Imperialism and Decline of the British Empire.
Week 4	Late Imperialism and Decline of the British Empire.
Week 5	Scramble for Africa (with an overview of Pre-Colonial Africa).
Week 6	Scramble for Africa (with an overview of Pre-Colonial Africa).
Week 7	Scramble for Africa (with an overview of Pre-Colonial Africa).
Week 8	Mid-term test
Week 9	Scramble for Africa (with an overview of Pre-Colonial Africa).
Week 10	Rise of America as an industrial and imperialist power.
Week 11	Rise of America as an industrial and imperialist power.
Week 12	Rise of America as an industrial and imperialist power.
Week 13	Rise of America as an industrial and imperialist power.
Week 14	Rise of America as an industrial and imperialist power.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Literary theories / Critical theory: 3rd year(lit/civ)**

### **Course objectives:**

Upon completion of the course, students are expected to meet the following learning objectives:

- Understand the meaning and function of Literature
- Understand the meaning and function of Literary theory
- Read and analyse a text using a choice of approaches

### **Assessment method:**

Test: answer two or three questions to evaluate students' knowledge of literary theory

Exam: Analyse a text using a specific/selected approach (essay).

### **Basic readings :**

-Eagleton, Terry, *Literary Theory: An Introduction*, 1996 (2<sup>nd</sup> edition)

### **Course outline: Semester V**

<b>Week by week</b>	<b>Topics and activities</b>
Week1	Introduction : defining literature, literary movements, literary theory
Week 2	literary movements
Week 3	literary theory
Week 4	Text- oriented approaches : Formalism and Structuralism(through selected texts)
Week 5	Formalist approach
Week 6	Structuralist approach
Week 7	Structuralist approach
Week 8	<b>Mid-term test</b>
week 9	Author- oriented approaches :Psychoanalysis and Phenomenology(through selected texts)
Week 10	Psychoanalytic approach
Week 11	Psychoanalytic approach
Week 12	Phenomenological approach
Week 13	Phenomenological approach
Week 14	Phenomenological approach

Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week1	Context- oriented approaches :Feminist and Socio-historical (through selected texts)
Week 2	Feminist approach
Week 3	Feminist approach
Week 4	Feminist approach
Week 5	Socio-historical approach
Week 6	Socio-historical approach
Week 7	Socio-historical approach
Week 8	<b>Mid-term test</b>
week 9	Reader -response approach (through selected texts)
Week 10	Reader -response approach
Week 11	Reader -response approach
Week 12	Reader -response approach
Week 13	Reader -response approach
Week 14	Reader -response approach
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Critical essay writing, 3rd year(lit/civ+ling/did)

### Course objectives :

Upon completion of the course, students are expected to :

- Use effective reading techniques to evaluate critically rhetorical writing
- Identify effective writing techniques ,integrate and document research;
- Develop effective critical writing strategies: recognize emotional appeals, distinguish fact from opinion, and identify assumptions, stereotypes, generalizations and biases.
- Use English correctly and appropriately

### Assessment method:

- Write an argumentative essay for both midterm test and final exam(in S5 and S6)

### Basic readings:

- Barnett, S & Bedau, H (2014). *Critical Thinking, Reading and Writing. A Brief Guide to Argument*, 8<sup>th</sup> Edition. Boston, MA: Bedford/ St. Martin's

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Effective reading techniques: Analysis of a variety of texts and registers(guided)
Week 2	Effective reading techniques: Analysis of a variety of texts and registers;
Week 3	Developing a critical reading standpoint (guided)
Week 4	Developing a critical reading standpoint
Week 5	Rhetorical writing techniques(guided)
Week 6	Rhetorical writing techniques
Week 7	Techniques for discussions and debates(guided)
Week 8	<b>Mid-term test</b>
Week 9	Techniques for discussions and debates;
Week 10	Techniques for discussions and debates;
Week 11	Devising plans and detailed outlines(guided)
Week 12	Devising plans and detailed outlines;
Week 13	Documenting research(guided)
Week 14	Documenting research
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester VI

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Developing an argumentative essay
Week 2	Developing an argumentative essay
Week 3	Developing an argumentative essay
Week 4	Sorting out counter arguments.
Week 5	Sorting out counter arguments.
Week 6	Sorting out counter arguments.
Week 7	Expressing a personal viewpoint
Week 8	<b>Mid-term test</b>
Week 9	Expressing a personal viewpoint
Week 10	Expressing a personal viewpoint
Week 11	Effective strategies for writing critically
Week 12	Effective strategies for writing critically
Week 13	Effective strategies for writing critically
Week 14	Effective strategies for writing critically
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Research Project Writing (RPW) : 3rd year(lit/civ)

### Course Objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Distinguish between research projects and other pieces of formal writing.
- Identify the different steps and stages involved in the process of RPW.
- Bring new contributions to the field they are studying through original ideas, critical thinking and interacting with the resources/ materials read.
- 

### Assessment Method:

Test: S5: written test containing three different questions+S6 : oral presentations

Exam: S5: written, three different parts ( direct and indirect questions)+S6: exam

### Basic Readings:

- Ellison, Caroll. *McGraw-Hill's Concise Guide to Writing Research papers*. New York: McGraw Hill, 2010.
- Lester, James D. and James D. Lester Jr. *Writing Research Papers : A Complete Guide*. New York: Pearson Education Inc., 2010.
- Winkler, Anthony C. and Jo Ray Metherell. *Writing the Research Paper : A Handbook*. 8th Edition. Boston: Cengage Learning, 2012.
- Weber, Karl. *Writing a Great Research Paper: Study Guide*. New York : Roslyn Heights, 2007.

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	First contact: Allowing students to introduce themselves, course overview and requirements, learning objectives and expectations, teacher/ student responsibilities, assessment .
Week 2	Basic concepts of research methodology: defining research, research types and objectives, theoretical framework, research design and methods.
Week 3	What is a research paper? characteristics and structure of a research paper ( subject, topic, question and –working- thesis), research materials ( printed, spoken, digital materials), examples for discussion.
Week 4	The research Process :definition
Week 5	Starting research and writing: background reading, <b>primary and secondary sources, the different reference materials, drafting a</b> preliminary bibliography.
Week 6	Offline sources: Using bibliographies and periodical indexes, examples and illustrations.
Week 7	Online research strategies and techniques: Internet search strategies and techniques, Boolean searches, Advantages and disadvantages of online research.
Week 8	<b>Mid-term test</b>

Week 9	Note-Taking : Bibliographic database, facts and ideas, alternative Note-Taking techniques.
Week 10	The literature review
Week 11	Formulating a research problem
Week 12	Developing a thesis: weak and strong thesis statement examples, how to support your thesis with evidence.
Week 13	Logical Fallacies: types of logical fallacies and elements of a persuasive style.
Week 14	Research paper outline: Classic outline structures (Narrative sequence, Cause and effect, Compare and contrast, Pro and con, Thesis and evidence), writing introductions and conclusions.
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester VI

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Quoting, Citing, & Paraphrasing: What needs to be cited? (Common knowledge, facts, opinions and interpretations), how to incorporate your research into your writing.
Week 2	Re-writing your research paper: reworking the content, style and mechanics of the research paper.
Week 3	Plagiarism: types and perils of plagiarism.
Week 4	Style Guides: MLA, APA, Chicago and Turabian style. In-text citation and bibliography.
Week 5	Introduction to the philosophy of research in the social sciences and humanities: the difference between social sciences and humanities, epistemology, ontology and axiology.
Week 6	Schools of thought: skepticism, rationalism and empiricism.
Week 7	Qualitative vs. quantitative research.
Week 8	<b>Mid-term test</b>
Week 9	Student presentations: two presentations (20mins), questions and comments.
Week 10	Student presentations: two presentations (20mins), questions and comments
Week 11	Student presentations: two presentations (20mins), questions and comments
Week 12	Student presentations: two presentations (20mins), questions and comments
Week 13	Student presentations: two presentations (20mins), questions and comments
Week 14	Student presentations: two presentations (20mins), questions and comments
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Media Studies, 3<sup>rd</sup> year (lit/civ).

### Course Objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Critically analyse and comment any media text by applying some theoretical concepts.
- Develop awareness of effect and purpose of media products on audience .
- Demonstrate adequate writing skills.

### Assessment Method:

Test: answer short questions to demonstrate comprehension of lecture content

Exam: write an essay

### Basic Readings:

- Culpeper, J., Katamba, F & Kerswill, P. (2011). *English Language: Description, Variation, and Context*. Eastbourne: Palgrave Macmillan.
- Hayward, C. (2001). *Cinema Studies, the key concepts*. London: Routledge.
- McDougall, P. (2012). *Media Studies, the Basics*. Oxon: Routledge.
- Mooney, C. (2011). *Language, Society, and Power* (3<sup>rd</sup> Edition). London: Routledge.

### Web links :

- [www.mediaknowall.com](http://www.mediaknowall.com)
- [www.media-studies.tki.org.nz/teaching-media-studies](http://www.media-studies.tki.org.nz/teaching-media-studies)
- [www.penweezy.wordpress.com](http://www.penweezy.wordpress.com)

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Defining media studies and syllabus introduction.
Week 2	Media and audience targeting: types and theories.
Week 3	Media institutions types and the importance of ownership.
Week 4	Media, ideology and hegemony: preferred vs. oppositional.
Week 5	The press in the UK and their role in society and politics.
Week 6	The different types and structures of newspapers
Week 7	Reading the press: discerning opinion from facts with practice.
Week 8	<b>Mid-term test</b>
Week 9	Reading the press: an introduction to textual analysis of newspapers' language
Week 10	Textual analysis: Headlines' peculiar syntax + transitivity importance in spotting bias

Week 11	Textual analysis: puns and hyperbole in headlines
Week 12	Textual analysis: omission and selection
Week 13	Textual analysis: wording and naming, denotation and connotation.
Week 14	Textual analysis: figure of speech and their effect on the readership.
Week 15	<b>Revision</b> : advice on essay writing and structure ( metaphors, metonymy, etc)
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Media and representation issues ( gender, class, ethnicity, age)
Week 2	Propaganda techniques with some examples.
Week 3	The “Propaganda Model” of Chomsky with some examples.
Week 4	How to deconstruct and analyse an iconographic text (introduction to Semiotics)
Week 5	Propaganda posters analysis from the Second World War (“us” and” them”)
Week 6	Representation of women in vintage & contemporary posters and advertisements
Week 7	Representation of youth culture in magazines.
Week 8	<b>Mid-term test.</b>
Week 9	Representation of nationalism in some caricatures (and Otherness)
Week 10	Representation of political figures in media ( electoral campaign posters)
Week 11	Media, the USA, and globalisation.
Week 12	The pitfalls of social media network: effects on the psyche.
Week 13	Ethnicity issues in films.
Week 14	Representation of the ‘enemy’ in some video games.
Week 15	<b>Revision:</b> advice on essay writing and structure.
Week 16	<b>Exam.</b>

## Translation Practice, 3rd year (lit/civ)

### Course objectives:

Upon completion of the course, students are expected to:

- Consolidate and deepen their knowledge of translation theories;
- Master the techniques of general translation ;
- Identify, understand and translate different types of specialized texts;

### Assessment method:

Student's evaluation method includes an ongoing assessment of the translation exercises given to students in class in addition to mid-term tests and end-of-term exams.

### Basic readings:

- Baker, Mona, *In Other Words a Coursebook On Translation*, London: Routledge, 2001.
- Newmark, Peter, *A textbook of translation*, Prentice Hall International, 1988.
- Nida, Eugene, *Towards a Science of Translating*, Leiden. E. J. Brill, 1964.
- Venuti, Lawrence, *The Translator's Invisibility. A History of Translation*, London:Routledge, 1995.
- Vinay, Jean Paul, Darbelnet, Jean, *Stylistique comparée de l'anglais et du français*, Paris, Didier, 1966.

### Course outline : Semester V

<b>Chapters &amp; units</b>	<b>Language combination</b>	<b>Weeks of activity</b>
<b>Chapter 1: A brief overview on contemporary translation theories and tools.</b>	Arabic & English	Week 1
<b>Chapter 2: General Translation</b>		
<u>Unit 1: News articles translation</u>	English-Arabic Arabic-English	Weeks 2+3
<u>Unit 2: Covering letter + CV translation</u>	English-Arabic Arabic-English	Weeks 4+5
<u>Unit3: International conventions translation</u>	English-Arabic Arabic-English	Weeks 6+7
<b>Mid-term test</b>		Week 8

<u>Unit 4</u> : <i>1<sup>st</sup> November declaration translation</i>	English-Arabic Arabic-English	Weeks 9+10
<u>Unit 5</u> : <i>Extracts from novels translation</i>	English-Arabic Arabic-English	Weeks 11+12
<u>Unit6</u> : <i>Poetry translation</i>	English-Arabic Arabic-English	Weeks 13+14
<b>Revision</b>		Week 15
<b>Exam</b>		Week 16

### Course outline : Semester VI

<b>Chapters &amp; units</b>	<b>Language combination</b>	<b>Weeks of activity</b>
<b>Chapter4: Specialized Translation</b>		
<u>Unit7</u> : <i>Political Translation</i>	English-Arabic Arabic-English	Weeks 1+2
<u>Unit8</u> : <i>Financial Translation</i>	English-Arabic Arabic-English	Weeks 3+4
<u>Unit9</u> : <i>User's guide translation</i>	English-Arabic Arabic-English	Weeks 5+6
Revision		Week 7
<b>Mid-term test</b>		Week 8
<u>Unit10</u> : <i>Legal Translation</i>	English-Arabic Arabic-English	Weeks 9+10
<u>Unit11</u> : <i>Historical Texts Translation</i>	English-Arabic Arabic-English	Weeks 11+12
<u>Unit12</u> : <i>Social Texts Translation</i>	English-Arabic Arabic-English	Weeks 13+14
<b>Revision</b>		Week 15
<b>Exam</b>		Week 16

## Critical Writing, 3rd year

### Course objectives :

Upon completion of the course, students are expected to meet the following learning objectives :

- Use effective reading techniques to evaluate critically rhetorical writing
- Identify effective writing techniques ,integrate and document research;
- Develop effective critical writing strategies: recognize emotional appeals, distinguish fact from opinion, and identify assumptions, stereotypes, generalizations and biases.
- Use English correctly and appropriately

### Assessment method:

Write an argumentative essay for both midterm test and final exam (in S5 and S6)

### Basic readings:

- Barnet, S & Bedau, H (2014). *Critical Thinking, Reading and Writing. A Brief Guide to Argument*, 8<sup>th</sup> Edition. Boston, MA: Bedford/ St. Martin's

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Effective reading techniques: Analysis of a variety of texts and registers(guided)
Week 2	Effective reading techniques: Analysis of a variety of texts and registers;
Week 3	Developing a critical reading standpoint (guided)
Week 4	Developing a critical reading standpoint
Week 5	Rhetorical writing techniques(guided)
Week 6	Rhetorical writing techniques
Week 7	Techniques for discussions and debates(guided)
Week 8	<b>Mid-term test</b>
Week 9	Techniques for discussions and debates;
Week 10	Techniques for discussions and debates;
Week 11	devising plans and detailed outlines(guided)
Week 12	devising plans and detailed outlines;
Week 13	Documenting research(guided)
Week 14	Documenting research
Week 15	<b>Revision</b>

Week 16	<b>Exam</b>
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**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Developing an argumentative essay
Week 2	Developing an argumentative essay
Week 3	Developing an argumentative essay
Week 4	Sorting out counter arguments.
Week 5	sorting out counter arguments.
Week 6	sorting out counter arguments.
Week 7	Expressing a personal viewpoint
Week 8	<b>Mid-term test</b>
Week 9	Expressing a personal viewpoint
Week 10	Expressing a personal viewpoint
Week 11	Effective strategies for writing critically
Week 12	Effective strategies for writing critically
Week 13	Effective strategies for writing critically
Week 14	Effective strategies for writing critically
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Comparative literature in Arabic : أدب مقارن / year 3

#### Course Objectives:

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

- أخذ فكرة عن الأدب المقارن
- والتعرّف على مجالاته والعلاقات بينه وبين أنواع الدراسة الأدبية الأخرى

#### Assessment Method:

Test: أسئلة مباشرة في ما تمّ التطرّق إليه في الدروس

Exam: أسئلة مباشرة في ما تمّ التطرّق إليه في الدروس

#### Basic Readings:

- الأدب المقارن. محمّد غنيمي هلال -
- الأدب المقارن والأدب العام. ريمون طحّان -
- الأدب المقارن ، إيف شوفرال، ترجمة عبد القادر بوزيدة. -

#### Course Outline: Semester V

Week by week	Topics and activities
Week 1	مفهوم الأدب المقارن.
Week 2	نصّ لـ إيف شوفرال
Week 3	عدّة الباحث في الأدب المقارن وشروطه
Week 4	نصّ تطبيقي
Week 5	تابع: مجالات البحث في الأدب المقارن
Week 6	نصّ تطبيقي
Week 7	تابع: مجالات البحث في ادب المقارن: النماذج البشرية
Week 8	Mid-term test
Week 9	نصّ تطبيقي
Week 10	نصّ تطبيقي
Week 11	صورة بلد ما في أدب أمة أخرى
Week 12	نصّ تطبيقي: في مليانة، لـ ألفونس دوديه
Week 13	في مليانة، الفونس دوديه
Week 14	في مليانة، لـ ألفونس دوديه
Week 15	Revision
Week 16	Exam

#### Course Outline: Semester VI

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	في مليانة، ألفونس دوديه
Week 2	دراسة الأجناس الأدبية
Week 3	نصّ تطبيقي
Week 4	الأدب العام
Week 5	بين الأدب العام والأدب القومي
Week 6	الأدب العام والأدب المقارن
Week 7	اختصاص الأدب العام
Week 8	Mid-term test
Week 9	نصّ تطبيقي
Week 10	مراجعة
Week 11	الأدب العامّ والفنون الجميلة
Week 12	نصّ تطبيقي
Week 13	مراجعة
Week 14	استخلاصات
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Oral communication skills, 3rd year

### Course Objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Understand, respond to and use English effectively in a range of contexts
- Develop skills that enable them to express their thoughts, ideas and feelings clearly and appropriately
- Respond to the thoughts, ideas and feelings of others with purpose
- Think critically about what they hear and react critically to it

### Assessment Method:

Test: Listening tasks targeting meaning **comprehension** ability to infer implicit meaning

Exam: Oral tasks targeting purposeful **use** of English in specific contexts

### Basic Readings:

- Brown, G. (2001) *Oral Language Course : Notes and Activities*, London : Heineman
- Cunningham, G. and J Bell (2009) *Face to Face (Advanced)* , Cambridge: CUP
- Jakeman, V.and C.Mc Dowell (2004) *Step up to IELTS* , CUP
- Milich, J. (2001) *Oral Language Activities and Students'learning Outcomes*, London : Heineman

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	« Getting to know you » Listening to others and learning from them, reacting to what they say
Week 2	Review English word and sentence stress ; recognition and practice tasks
Week 3	Discussing issues ; Expressing various points of view on an issue
Week 4	Opening and closing conversations , Turn-taking ; practice tasks +role play/simulation
Week 5	Self and Peer assessment of role play and simulation ; focus on pronunciation, intonation and body language.
Week 6	Self and Peer assessment of role play and simulation ; focus on pronunciation,intonation and body language.
Week 7	Self and Peer assessment of role play and simulation ; focus on pronunciation,intonation and body language.
Week 8	<b>Mid-term test</b>
Week 9	Review presentation skills ; selecting a topic, structuring and delivering content
Week 10	Review presentation skills ; selecting a topic, structuring and delivering

	content
Week 11	Review presentation skills ; selecting a topic, structuring and delivering content
Week 12	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 13	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 14	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

### Course Outline: Semester VI

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Review presentation skills and assessment criteria
Week 2	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 3	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 4	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 5	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 6	Observing peers in a debate ; Focus on language use and turn-taking
Week 7	Observing peers in a debate ; Focus on language use and turn-taking
Week 8	<b>Mid-term test</b>
Week 9	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 10	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 11	Expressing tentative ideas ; use of modals and common hedging expressions
Week 12	Expressing tentative ideas ; use of modals and common hedging expressions
Week 13	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)
Week 14	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)

Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

# THIRD YEAR – LINGUISTICS AND DIDACTICS

## Critical Writing, 3rd year(lit/civ+ling/did)

### Course objectives :

Upon completion of the course, students are expected to meet the following learning objectives :

- Use effective reading techniques to evaluate critically rhetorical writing
- Identify effective writing techniques ,integrate and document research;
- Develop effective critical writing strategies: recognize emotional appeals, distinguish fact from opinion, and identify assumptions, stereotypes, generalizations and biases.
- Use English correctly and appropriately

### Assessment method:

Write an argumentative essay for both midterm test and final exam (in S5 and S6)

### Basic readings:

- Barnet, S & Bedau, H (2014). *Critical Thinking, Reading and Writing. A Brief Guide to Argument*, 8<sup>th</sup> Edition. Boston, MA: Bedford/ St. Martin's

### Course Outline: Semester V

Week by week	Topics and activities
Week 1	Effective reading techniques: Analysis of a variety of texts and registers(guided)
Week 2	Effective reading techniques: Analysis of a variety of texts and registers;
Week 3	Developing a critical reading standpoint (guided)
Week 4	Developing a critical reading standpoint
Week 5	Rhetorical writing techniques(guided)
Week 6	Rhetorical writing techniques
Week 7	Techniques for discussions and debates(guided)
Week 8	<b>Mid-term test</b>
Week 9	Techniques for discussions and debates;
Week 10	Techniques for discussions and debates;
Week 11	devising plans and detailed outlines(guided)
Week 12	devising plans and detailed outlines;
Week 13	Documenting research(guided)

Week 14	Documenting research
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Developing an argumentative essay
Week 2	Developing an argumentative essay
Week 3	Developing an argumentative essay
Week 4	Sorting out counter arguments.
Week 5	sorting out counter arguments.
Week 6	sorting out counter arguments.
Week 7	Expressing a personal viewpoint
Week 8	<b>Mid-term test</b>
Week 9	Expressing a personal viewpoint
Week 10	Expressing a personal viewpoint
Week 11	Effective strategies for writing critically
Week 12	Effective strategies for writing critically
Week 13	Effective strategies for writing critically
Week 14	Effective strategies for writing critically
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## Oral communication skills, 3rd year(ling/did+lit/civ)

### Course Objectives:

By the end of the course, students are expected to meet the following learning objectives:

- Understand, respond to and use English effectively in a range of contexts
- Develop skills that enable them to express their thoughts, ideas and feelings clearly and appropriately
- Respond to the thoughts, ideas and feelings of others with purpose
- Think critically about what they hear and react critically to it

### Assessment Method:

Test: Listening tasks targeting meaning **comprehension** ability to infer implicit meaning

Exam: Oral tasks targeting purposeful **use** of English in specific contexts

### Basic Readings:

- Brown, G. (2001) *Oral Language Course : Notes and Activities*, London : Heineman
- Cunningham, G. and J Bell (2009) *Face to Face (Advanced)* , Cambridge: CUP
- Jakeman, V.and C.Mc Dowell (2004) *Step up to IELTS* , CUP
- Milich, J. (2001) *Oral Language Activities and Students'learning Outcomes*, London : Heineman

### Course Outline: Semester V

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	« Getting to know you » Listening to others and learning from them, reacting to what they say
Week 2	Review English word and sentence stress ; recognition and practice tasks
Week 3	Discussing issues ; Expressing various points of view on an issue
Week 4	Opening and closing conversations , Turn-taking ; practice tasks +role play/simulation
Week 5	Self and Peer assessment of role play and simulation ; focus on pronunciation, intonation and body language.
Week 6	Self and Peer assessment of role play and simulation ; focus on pronunciation,intonation and body language.
Week 7	Self and Peer assessment of role play and simulation ; focus on pronunciation,intonation and body language.
Week 8	<b>Mid-term test</b>
Week 9	Review presentation skills ; selecting a topic, structuring and delivering

	content
Week 10	Review presentation skills ; selecting a topic, structuring and delivering content
Week 11	Review presentation skills ; selecting a topic, structuring and delivering content
Week 12	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 13	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 14	Presentation skills ; Facing and informing an audience ; focus on clarity, conciseness and eye-contact
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Review presentation skills and assessment criteria
Week 2	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 3	Participating in debates : Resolving differences in opinion and reaching consensus : Focus on relevant linguistic forms and participants moves
Week 4	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 5	Agreeing/Disagreeing : reviewing relevant linguistic forms and using them to debate on an issue
Week 6	Observing peers in a debate ; Focus on language use and turn-taking
Week 7	Observing peers in a debate ; Focus on language use and turn-taking
Week 8	<b>Mid-term test</b>
Week 9	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 10	Listening to others' arguments on an issue ; reporting them and reacting to them
Week 11	Expressing tentative ideas ; use of modals and common hedging expressions
Week 12	Expressing tentative ideas ; use of modals and common hedging expressions
Week 13	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)

Week 14	Practicing formal discussions led by a chair person(permission to speak, interruptions, etc)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Theories of language acquisition(S5) / Lesson plan and classroom activities(S6), 3rd year(ling/did)**

**Course Objectives (S5):**

By the end of the course, students are expected to meet the following learning objectives:

- Understand the different theories of learning a first or second/foreign language.
- Apply this knowledge to analyse teaching and learning situations
- Use English correctly and appropriately.
- 

**Course Objectives (S6):**

By the end of the course, students are expected to meet the following learning objectives:

- Understand the techniques of planning a lesson and activities
- Develop awareness of strategies for interaction and feedback in the classroom
- Use English correctly and appropriately.

**Assessment Method:**

Method is formative (mid-course written tests) and summative (end of course written exam)

**Basic Readings:**

- Harmer, J. (1998).*How to teach English: an introduction to the practice of English language teaching*, London: Pearson Education Limited.
- Krashen, S. (2009/1989).*Principles and practice in second language acquisition*. First internet edition. Pergamon Press Inc.
- Mitchell, R. Myles, F., & Marsden, E. (2013).*Second language learning theories*.Routledge.
- Purgason, K.B. (2014). Lesson planning in second and foreign language teaching. In Celce-Murcia et al, (Eds): *Teaching English as a foreign language*. National Geographic Learning. USA.

**Course Outline: Semester V**

<b>Week by week</b>	<b>Topics and activities</b>
<b>FIRST LANGUAGE ACQUISITION</b>	
Week 1	Defining first language acquisition
Week 2	Behaviourist theory
Week 3	Mentalist theory
Week 4	Social interactionist theory
<b>SECOND LANGUAGE LEARNING</b>	

Week 5	Defining second language learning
Week 6	Behaviourists' theory
Week 7	Creative Construction Theory ( Krashen)
Week 8	<b>Test</b>
Week 9	Krashen's hypotheses: Acquisition-Learning and Natural Order
Week 10	Monitor Hypothesis and Comprehension Hypothesis
Week 11	Cognitive approach
Week 12	Communicative approach
Week 13	Language learning strategies
Week 14	Communication strategies
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Introduction and definitions
Week 2	Reasons for planning a lesson
Week 3	how to make a lesson plan
Week 4	PPP model of instruction
Week 5	Task-based model of instruction
Week 6	Designing listening and speaking materials for the classroom
Week 7	Designing reading and writing materials for the classroom
Week 8	<b>Test</b>
Week 9	Interaction in the classroom
Week 10	Promoting interaction in large classes
Week 11	Negotiation in the classroom
Week 12	Feedback interventions
Week 13	Teacher feedback
Week 14	Peer feedback
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Teaching and assessing language skills(S) / Textbook description & analysis (S6): 3rd year (ling/did)**

### **Course Objectives (S5):**

By the end of the course, students are expected to meet the following learning objectives:

- Identify major language teaching methods.
- Understand the basic principles of teaching and assessing language skills.
- Demonstrate effective use of analytical and critical thinking skills.
- Use English correctly and appropriately at an advanced level
- 

### **Course Objectives(S6):**

By the end of the course, students are expected to meet the following learning objectives:

- Describe an EFL textbook in terms of organizational features.
- Analyze its contents and state its strengths and weaknesses.
- Demonstrate effective use of analytical and critical thinking skills.
- Use English correctly and appropriately at an advanced level.

Method is formative (mid-course written tests) and summative (end of course written exam)

### **Basic Readings:**

- Carter, R. and Nunan, D. (Ed). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Books.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3<sup>rd</sup> ed.). London: Pearson Education Limited.
- Hedge, T, (2000). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
- Munby, J, (1978) *Communicative Syllabus Design*. Cambridge: CUP.
- Richards, J C & Rodgers, T.S (2001) *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Scarcella, R, C & Oxford, RL (1992). *The tapestry of Language Learning: The individual in the Communicative Classroom*. USA: Heinle&Heinle Publishers.
- Sheldon, L. E. (1987). *Introduction to EFL Textbooks and Materials: Problems in Evaluation and Development*. London: Modern English Publication in Association with the British Council.
- Sheldon, L. E. (1988). 'Evaluating ELT Textbooks and Materials'. *ELT Journal*.42/4: 237-246.
- Tomlinson, B. (Ed). (1996). *Materials Development in Language Teaching*. Cambridge: CUP.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP. (pp.184-187)

**Course Outline: Semester V (Teaching and assessing language skills)**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	An Introduction to Teaching and Learning
Week 2	An Introduction to Teaching and Learning
	<b>From Traditional to Current Language Teaching Methods:</b>
Week 3	Grammar Translation Method, Direct method, Audio Lingual Method
Week 4	Communicative Methods, Humanistic Methods
Week 5	Competency-Based Approach
Week 6	Defining the Concepts of Method, Approach, and Procedure+ Eclecticism
Week 7	<b>Test</b>
	<b>Teaching Language Skills and Sub-skills:</b>
Week 8	Teaching Oral Skills: Listening and Speaking (and pronunciation)
Week 9	Teaching Oral Skills: Listening and Speaking. (and pronunciation)
Week 10	Teaching Written Skills: Reading and Writing
Week 11	Teaching Written Skills: Reading and Writing
Week 12	Teaching Grammar and Vocabulary
	<b>Assessing Language Skills and sub-skills:</b>
Week 13	Some Principles of Assessment: Practicality, Validity, Reliability
Week 14	Types of Tests
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course outline: Semester VI (Textbook description & analysis)**

<b>Week by week</b>	<b>Topics and activities</b>
	<b>Textbook description:</b>
WEEK 1	Advantages and disadvantages of the textbook (Guided practice in class)
WEEK 2	
WEEK 3	
	<b>Methods of textbook evaluation</b>
WEEK 4	Sheldon's criteria Guided practice in class
WEEK 5	
WEEK 6	

WEEK 7	Cunningsworth's criteria (checklist).
WEEK 8	<b>TEST</b>
WEEK 9	Analysis of a Textbook Unit Guided practice in class
WEEK 10	
WEEK11	
WEEK 12	Adapting the textbook to the teaching-learning situation
WEEK 13	Supplementing the textbook with other materials
WEEK 14	Class practice
WEEK 15	<b>Revision</b>
WEEK 16	<b>EXAM</b>

**Methods of curriculum and syllabus design(S5) /Neurolinguistic Programming (NLP) /S6**

**Course Objectives: semester 5**

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

- Understand basic principles of language curriculum and syllabus design.
- Understand the processes of curriculum /syllabus evaluation and adaptation
- Demonstrate effective use of analytical and critical thinking skills.
- Use English correctly and appropriately at an advanced level

**Course Objectives : semester 6**

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

- Understand the basic concepts of NLP and the relation between the brain and language learning
- Use NLP –based activities to enhance English learning and teaching
- Demonstrate effective use of analytical and critical thinking skills.
- Use English correctly and appropriately

**Assessment Method:**

Method is formative (mid- term written tests) and summative (end of term written exam)

**Course Outline: Semester V**

<b>Week by week</b>	<b>Topics and activities : methods of curriculum design</b>
WEEK 1	Defining curriculum, course, syllabus, teaching materials and explaining the relationship between them.
WEEK 2	
WEEK 3	
WEEK 4	Curriculum framework and components: from needs analysis to goal setting
WEEK 5	
WEEK 6	
WEEK 7	<b>Test</b>
WEEK 8	Syllabus design: different approaches to syllabus design and types of syllabuses
WEEK 9	
WEEK 10	Structural/Grammatical syllabus
WEEK11	Functional-Notional syllabus
WEEK 12	Skills-based syllabus
WEEK 13	Content-based syllabus
WEEK 14	Task-based syllabus
WEEK 15	<b>Revision</b>
WEEK 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities : (Neurolinguistic Programming)</b>
Week 1	NLP and the Learning Process.
Week 2	
Week 3	Functions of the Brain
Week 4	
Week 5	
Week 6	Learners ‘ Beliefs about Learning
Week 7	
Week 8	<b>Mid-term test</b>
Week 9	Learning Styles
Week 10	
Week 11	Multiple Intelligences
Week 12	
Week 13	Learning Strategies
Week 14	
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

## **Introduction to ethnomethodology (S5)/Discourse analysis and pragmatics(S6)**

### **Course Objectives : semester 5 (ETM)**

By the end of the semester, students should be able to:

- Understand the basic concepts, principles, and practices of ETM
- Develop a critical reflection on their own experiences in their interactions with the lives of others, as students and as future teachers and researchers
- Demonstrate effective use of analytical and critical thinking skills.
- Use English correctly and appropriately

### **Course objectives: semester 6**

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

- Understand basic notions of discourse and pragmatics
- Analyze spoken interaction and respond effectively in contexts of oral or written communication
- Demonstrate effective use of analytical and critical thinking skills
- Use English correctly and appropriately at an advanced level

### **Basic Readings: (ETM)**

- Barraja-Rohan, A.M. (2011) 'Using conversation analysis in the second language classroom to teach interactional competence', *Language Teaching Research* 15/4: 479-507
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall
- Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, U.K.: Polity Press.
- Hester, S. and Housley, W., eds (2002). *Language, Interaction And National Identity: Studies In The Social Organisation Of National Identity And Talk-In-Interaction*. Aldershot: Ashgate
- Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon.
- Horwitz, E.K., (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72, 283–294
- Housley, W. & Fitzgerald, R.2009,*Media, Policy and Interaction*, Aldershot, Ashgate
- Housley, W. , Atkinson P .& Delamont S. 2008,*Contours of Culture: Complex Ethnography and the Ethnography of Complexity* ,Alta Mira Press
- O'Malley, J.M. & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press
- Sacks, H. & Schegloff, EA(1979). Two preferences in the organization of reference to persons in conversation and their interaction. In G.Psathas(ed), *Everyday Language: Studies In Ethnomethodology* (pp.15-21), New York: Irvington

### **Basic Readings: (Disc Anal & Pragm)**

- Coulthard, M. (1985).*An Introduction to Discourse Analysis, Second Edition*. London: Longman

- Graves, K. (2000). *Designing Language Courses*. New York: Heinle&Heinle.
- Long, M., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26, 27-56.
- McCarthy, M. and Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching*. London: Longman
- Nunan, D. (2004). *Syllabus Design*, Oxford: Oxford University Press.
- Richards, J. (2001). *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press.
- Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman.
- White, R. (1998). *The ELT Curriculum: Design, Innovation, and Implementation*. West Sussex, UK: Wiley-Blackwell.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

**Assessment Method:**

Method is formative (mid-course/ term tests) and summative (end of course/ term exam)

**Course Outline: Semester V (introduction to ethnomethodology)**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	The Ethnomethodological Approach: definition
Week 2	
Week 3	
Week 4	Conversation Analysis : definition and examples
Week 5	
Week 6	
Week 7	<b><u>TEST</u></b>
Week 8	Ethnography and Ethnomethodology : similarities and differences
Week 9	
Week 10	
Week 11	
Week 12	Membership Categorization Analysis (MCA): analysis of newspaper headlines or TV news or a meeting talk
Week 13	
Week 14	
Week 15	
Week 16	<b><u>REVISION</u></b>
Week 1	<b><u>EXAM</u></b>

**Course Outline: Semester VI(discourse analysis and pragmatics)**

<b>Week by week</b>	<b>Topics and activities</b>
<b>DISCOURSE ANALYSIS</b>	
WEEK 1	Defining discourse
WEEK 2	Sentence and utterance 1
WEEK 3	Sentence and utterance 2
WEEK 4	Text and discourse1
WEEK 5	Text and discourse2
WEEK 6	Written Discourse
WEEK 7	<b>Test</b>
WEEK 8	Spoken Discourse
WEEK 9	Cohesion & Discourse markers
<b>PRAGMATICS</b>	
WEEK 10	Defining pragmatics and its relationship to discourse analysis
WEEK 11	Speech acts and cooperative principles
WEEK 12	
WEEK 13	Felicity conditions
WEEK 14	Conversation analysis
WEEK 15	<b>Revision</b>
WEEK 16	<b>Exam</b>

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## **Educational Technology, 3rd year (ling/did)**

### **Course Objectives:**

By the end of the course, students are expected to meet the following learning objectives:

- Understand current issues in educational research
- Demonstrate working knowledge of research methodology in education;
- Analyse and interpret quantitative data

### **Assessment Method:**

#### **Test:**

Semester 5: composition: an interpretive question

Semester 6: composition (an interpretive question) & an exercise (Applied statistics)

#### **Exam:**

Semester 5: composition: an interpretive question

Semester 6: composition (an interpretive question) & an exercise (Applied statistics)

### **Basic Readings:**

- Bell, J. (1999) *Doing Your Research Project: A Guide for first-time Researchers in Education and Social Science* (3<sup>rd</sup> Edition). Buckingham: Open University Press.
- Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6<sup>th</sup> Edition). London: Routledge Falmer.
- Hatch, E., and Lazaraton, A. (1991) *The Research Manual: Design and Statistics for Applied Linguistics*. New York: Newbury House.
- Nunan, D. (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

### **Course Outline: Semester V**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Introduction to the field of education (reading assignment)
Week 2	Categories of educational problems (class discussion)
Week 3	Doing research in education: Why? (class discussion)
Week 4	Doing research in education: How? (reading assignment)
Week 5	The research agenda : planning your project (worksheet)
Week 6	The research agenda : Planning your project (worksheet)
Week 7	wrap-up c & review questions)
Week 8	<b>Mid-term test</b>
Week 9	Approaches to educational research : research objectives and types (Cl.

	Discussion)
Week 10	Qualitative research methods (reading assignment)
Week 11	Quantitative research methods (reading assignment)
Week 12	Mixed research methods (reading assignment)
Week 13	Types of data : qualitative versus quantitative (worksheet)
Week 14	Methods of data analysis : qualitative versus quantitative (worksheet)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>

**Course Outline: Semester VI**

<b>Week by week</b>	<b>Topics and activities</b>
Week 1	Types of quantitative data (worksheet activity)
Week 2	Measures of central tendency : mean, median, mode (worksheet)
Week 3	Measures of variability : range, variance (worksheet)
Week 4	Comparing two groups : t-test 1 (worksheet)
Week 5	Comparing two groups : t-test 2 (worksheet)
Week 6	Comparing two groups : t-test 3 (worksheet)
Week 7	Class practice
Week 8	<b>Mid-term test</b>
Week 9	Correlation : chi-square 1 (worksheet)
Week 10	Correlation : chi-square 2 (worksheet)
Week 11	Correlation : chi-square 3 (worksheet)
Week 12	Quantitative data displays 1 (worksheet)
Week 13	Quantitative data displays 2 (worksheet)
Week 14	Quantitative data displays 3 (worksheet)
Week 15	<b>Revision</b>
Week 16	<b>Exam</b>