- Fiches Syllabus -

Anglais

Fiche Module : Anglais 1 (L1- S2)

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<tr><td>Unité d'Enseignement UE</td><td colspan="2"></td><td>Code UE</td><td></td><td>Module ECUE</td><td colspan="2">Anglais 1</td><td>Code ECUE</td><td></td></tr>
<tr><td>Filière</td><td colspan="3"></td><td>Département</td><td colspan="3"></td><td>Option</td><td></td></tr>
<tr><td rowspan="4">Type d'enseignement</td><td>CI</td><td>X</td><td rowspan="4">Régime</td><td colspan="2" rowspan="2">CC</td><td rowspan="2">X</td><td rowspan="4">Semestre</td><td rowspan="4">2</td></tr>
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Pré requis	Students enrolling in this module should have completed a secondary school English curriculum, be able to understand and produce basic English sentences related to everyday topics.
Acquis d'apprentissage visés par l'ECUE (AA)	By the end of the module, students will be able to: **AA1**: Identify main ideas and supporting details in short, authentic spoken academic and professional texts **AA2**: Identify main ideas and locate specific information correctly in short, basic written texts relevant to academic and workplace contexts. **AA3**: Participate fluently and accurately in simple, structured conversations on familiar academic and professional topics. **AA4**: Produce short, coherent written texts using basic sentence and paragraph structures on familiar academic or professional topics.
Contenu	The course consists of the following 5 units. ❖ **Unit 1: Getting Started – Introductions and Personal Information** Unit Focus: Presenting information in academic and/or professional settings **Duration**: 3 hours ● **Listening and Speaking (**AA1& AA3) (90 min) ○ Understanding short presentations ○ Listening for gist and details ○ Introducing oneself and others/ giving a short presentation about oneself and one's plans ● **Reading and Writing** (AA2 & AA4) (90 min) ○ Recognizing text genres (bios, emails…) ○ Understanding general and specific information in a text ○ Filling in forms ○ Writing short personal profiles ● **Communicative functions**: (AA3 & AA4) ○ Asking about and giving personal information ○ Asking and answering questions ❖ **Unit 2: Navigating academic and professional spaces** Unit Focus: Describing routines in academic and professional settings **Duration**: 3 hours

	● **Listening and Speaking (**AA1 & AA3) (90 min)
	  ○ Understanding and making notes on a short lecture, interview, conversation, etc.,
	  ○ Talking about daily schedules (in personal, academic and/or professional life)
	● **Reading and Writing (**AA2 & AA4) (90 min)
	  ○ Understanding timetables, schedules, and routines
	  ○ Writing about schedules and routines
	● **Communicative functions (**AA3 & AA4)
	  ○ Describing personal, academic, or professional routines and daily activities.
	  ○ Asking and answering questions about schedules and responsibilities.
	  ○ Giving and following information from timetables, calendars, or work/study schedules.
	  ○ Clarifying or confirming timing and frequency.
	  ○ Using present simple tense appropriately in speech and writing to describe habitual actions.
	
	❖ **Unit 3: Everyday professional and transactional English**
	
	Unit Focus: Communicating about Everyday Needs and Services
	
	Duration: 3 hours
	
	● **Listening/Speaking** (AA1 & AA3) (90 min)
	  ○ Understanding conversations in shops, banks, cafés, or campuses
	  ○ Role-playing asking for help or information
	  ○ Discussing basic needs like buying food, getting directions, or handling simple transactions
	  ○ Giving instructions for navigating a campus or building
	● **Reading/Writing (**AA2 & AA4) (90 min)
	  ○ Reading signs, menus, and notices
	  ○ Completing short forms
	  ○ Describing a menu /service at a bank…
	  ○ Writing emails or notes giving directions to a location
	● **Communicative Functions** (AA3 AA4)
	  ○ Initiating and completing purchases
	  ○ Ordering, requesting…
	  ○ Asking for help or information…
	  ○ Asking about and giving directions
	
	❖ **Unit 4: Building an Academic and/or Professional Profile**
	
	Unit Focus: Describing features and personal profiles.
	
	Duration: 3 hours
	
	● **Listening and Speaking** (AA1 & AA3) (90 min)
	  ○ Understanding a radio talk, TV program, a lecture, etc.,
	  ○ Listening for gist and details, making notes
	  ○ Talking about study preferences, study skills, future jobs, etc.,
	● **Reading and Writing** (AA2 & AA4) (90 min)
	  ○ Understanding job ads, short profile descriptions, etc.
	  ○ Writing application letters/emails.
	● **Communicative Functions (**AA3 & AA4)

	○ Describing academic/professional profiles (background, experience, qualifications, etc.) ❖ **Unit 5: Communicating about Future Plans** Unit focus: Discussing, planning, and responding to future events in academic and/or professional contexts. **Duration**: 3 hours ● **Listening and Speaking** (AA1 & AA3) (90 min) ○ Understanding intentions, plans, and future schedules in phone calls, meetings, short lectures, etc., ○ Listening for main ideas and details ○ Giving a short presentation about a future or an event. ● **Reading and Writing** (AA2 & AA4) (90 min) ○ Reading and understanding information in schedules, timetables (e.g., academic calendars, announcements, meeting agendas, etc.,) ○ Writing short formal/informal invitations, reminders, or messages about future appointments, events and plans. ● **Communicative Functions** (AA3 & AA4) ○ Expressing future intentions. ○ Engaging in formal/informal exchanges.
Méthodes d'enseignement et d'apprentissage	Le cadre global ou l'approche pédagogique structurée qui guide l'enseignement et l'apprentissage : **Présentiel** ☒ A distance □ Mixte □ ● Theme-Based Content-Based Instruction (CBI) ● Task-Based Learning (TBL) ● Scaffolding and Differentiated Instruction ● Integration of skills ● Flipped classroom
Techniques d'enseignement	AA1. Dictogloss, information gap activities, sound matching tasks, audio journaling AA2. Jigsaw reading, text-marking strategies, headline prediction, scanning races, strategic reading (the explicit teaching of reading strategies). AA3. Dialogue scaffolding, role-play simulations, story chains, pronunciation activities, peer feedback checklists. AA4. Controlled composition, sentence expansion, model and mimic, genre-based writing, process writing.
Méthodes d'évaluation	Assessment framework by learning outcome**:**

	AA1. Identify main ideas and supporting details in short, authentic spoken texts **Formative** ○ Listening logs with student reflection (self and peer assessment), pair-check discussions after listening, etc. ○ Diagnostic test, listening quizzes, matching exercises, note-taking during listening, progress test **Summative** ○ Midterm Test: listening comprehension test (multiple-choice, true/false, short answer) (combined with other formative assessment tasks). ○ Final listening comprehension exam with comprehension questions AA3. Express ideas on familiar topics using clear, connected speech **Formative** ○ Role-plays during class, exit tickets, peer feedback, diagnostic test, short responses to weekly prompts, structured dialogue completion tasks, guided speaking checklists (peer feedback). **Summative** ○ Midterm and final exam: individual, pair, or group oral presentations/ Role play AA2. Locate specific information and identify main ideas in basic written texts **Formative** ○ Think-pair-share, annotation or text-marking activities, interactive whiteboard tasks, diagnostic test, weekly short reading quizzes, cloze and scanning tasks, reading logs or brief reflections on class texts ○ Guided reading tasks with teacher feedback on reading strategies. ○ Reading logs summarizing short texts and reflecting on comprehension challenges. ○ In-class mini-quizzes for immediate feedback and discussion of errors. **Summative** ○ Midterm reading comprehension test (multiple-choice, matching headings, identifying information, etc.,) ○ Final exam: reading into writing AA4. Produce short, clear, coherent texts on familiar topics ***Formative*** ○ Peer feedback with simple rubrics, sentence expansion or reordering tasks in class, writing prompts with sentence starters, etc., ○ diagnostic test, ○ weekly short writing tasks, paragraph-building activities, (e)portfolios. ***Summative*** ○ Midterm test: A short writing task. ○ Final exam: Reading into writing.
Critères d'évaluation	**AA1.** Comprehension of gist and specific information **AA2.** Ability to identify main ideas, scan for details, vocabulary recognition from context **AA3.** Fluency, accuracy, pronunciation, appropriateness of expressions, task completion **AA4.** Organization, clarity, grammar, vocabulary, cohesion, task completion

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<tr><td>Mesure d'évaluation</td><td>

Formative assessment (continuous assessment including performance-based assessment (speaking and writing), (e)portfolio, and/ or projects combined with a Mid-Term Test (D.S.) (20%)
Summative assessment: Final Exam (80%) of integrated skills

Reading into writing tasks (40%)
Oral presentation (individual, pair or group) (40%)

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<tr><td>Critère d'attribution de la moyenne finale</td><td>Average: D.S. and other assessment forms (20%) + Final Exam (80% : R/W (40%) + Oral presentation (40%))</td></tr>
<tr><td>Acquis de Formation visés</td><td>
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<tr><td>Références Bibliographiques</td><td>

[1] Bixby, J., & Caplan, N. (2020). Skills for Success: Level 1: Listening and Speaking (3rd ed.). Oxford University Press.
[2] Bixby, J., & Scanlon, J. (2018). Skillful Level 1: Listening & Speaking (2nd ed.). Macmillan Education.
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[5] Dooley, J., & Evans, V. (2011). Career Paths: Business English – Student's book 1. Express Publishing.
[6] Dunkel, P., & Pialorsi, F. (2005). Listening and Note-Taking Skills 2 (3rd ed.). Cengage Learning.
[7] Lynn, S., & Scanlon, J. (2020). Skills for success: Level 1: Reading and Writing (3rd ed.). Oxford University Press.
[8] Macmillan Education. (2018). Skillful: Reading and Writing 3 (2nd ed.). Macmillan Education.
[9] Oxford University Press. (2020). Skills for Success: Listening and Speaking 1 (3rd ed.). Oxford University Press.
[10] Oxford University Press. (2020). Skills for success: Reading and Writing 2 (3rd ed.). Oxford University Press.
[11] Phillips, D., & Koustaff, L. (2018). Skillful Level 1: Reading & writing (2nd ed.). Macmillan Education.

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Fiche Module : Anglais 2 (L2- S1)

Unité d'Enseignement UE		**Code UE**		**Module ECUE**	**Anglais 2**		**Code ECUE**	
Filière		***Département***			**Option**			
Type d'enseignement	**CI**	**X**	**Régime**	**CC**	**X**	**Semestre**		**3**
	TD							
	TP			**Mixte**				
	Projet							
Volume horaire/semaine		**Présentiel : 21h (1,5 h/semaine)**			**Coefficient**		**0.5**	
					Crédit ECTS		**1**	
Responsable du Module			**Enseignant (e)** s **Intervenant (e) s**					

Pré requis	Completing module 1, students: ○ Should be able to understand simple authentic written and spoken texts. ○ Can speak in academic, professional, and social contexts about familiar topics. ○ Can write short texts on familiar academic, professional, or social topics.
Acquis d'apprentissage visés par l'ECUE (AA)	By the end of the module, students will be able to: **AA1**: Interpret speaker attitudes and tones accurately and easily follow the structure of spoken academic/professional content. **AA2**: Identify main ideas, supporting details, and analyze the structure and purpose of moderately complex texts. **AA3**: Develop structured arguments and adapt language/register to audience and purpose in speaking. **AA4**: Write coherent and structured texts, adapting tone/register and revising for clarity and accuracy.
Contenu	This module is composed of the following units: **Unit 1: Foundations of Academic and Professional Communication** **Unit Focus**: Tone, audience, and register **Duration**: 3 hours ● **Listening and Speaking** (AA1 & AA3) (90 min) ○ Understanding tone and purpose ○ Listening for gist and details in academic lectures and workplace conversations. ○ Introducing oneself and describing academic/professional goals formally and informally. ○ Participating in small talks. ● **Reading and Writing** (AA2 & AA4) (90 min) ○ Identifying tone, audience, and purpose in short written texts (emails, bios, blog posts, personal statements, announcements, study guides, ads) ○ Analyzing differences in register across formal/informal academic and professional communication (emails, instructions, notices) ○ Writing clear, appropriately toned messages for academic purposes (e.g., email to a lecturer, request for information, etc.,) ● **Communicative Functions** (AA3 & AA4)

- Asking for and giving information clearly and politely in academic / professional contexts.
- Expressing academic or study-related objectives with clarity and relevance
- Requesting clarification or assistance using polite and functional phrases in academic and professional settings.
- Adjusting tone to suit context.

❖ **Unit 2: Managing Information**

Unit Focus: Presenting factual information

Duration: 3 hours

- **Listening and Speaking (**AA1& AA3) (90 min)
  - Listening to short explanations or lectures to identify key points and supporting details.
  - Taking notes on steps, reasons, or main facts.
  - Practicing how to explain a simple idea or process clearly.
- **Reading and Writing** (AA2 & AA4) (90 min)
  - Identifying factual information and related explanations in a written text.
  - Writing a short explanation or description (e.g., a process or event) using clear structure
  - Writing explanations at the sentence and paragraph level using linking words (e.g., because, so, first, then) to show cause, order, or results
- **Communicative Functions (**AA3 & AA4)
  - Describing steps, ideas, or facts in a clear and logical way.
  - Explaining reasons or procedures.
  - Organizing speech and writing with basic connectors.
  - Asking and answering questions about a topic or process.

❖ **Unit 3: Defining and Explaining in Academic Discourse**

Unit Focus: Academic definitions, classifications, and explanations

Duration: 3 hours

- **Listening and Speaking (**AA1 & AA3) (90 min)
  - Listening to formal definitions, categorizations, and explanations in lectures or academic videos.
  - Identifying defining language in lectures, radio/TV talks, etc.,
  - Practicing how to define terms, explain concepts, and classify items in an academic context.
- **Reading and Writing Skills** (AA2 & AA4) (90 min)
  - Reading academic texts or glossaries to identify definitions and examples
  - Recognizing the structure of definition and classification paragraphs
  - Writing short definitions and classification paragraphs using clear examples
- **Communicative functions** (AA3 & AA4)
  - Using hedging and clarification strategies
  - Defining, explaining, and classifying

❖ **Unit 4: Problem-solving in academic and professional settings**

Focus: Identifying, describing, and responding to problems in academic and professional settings.

Duration: 3 hours

- **Listening/Speaking Skills (**AA1& AA3) (90 min)
  - Identifying problems, causes, and solutions in spoken conversations, meetings, or phone calls.
  - Recognizing tone, intent, and level of formality in spoken complaints and apologies.
  - Reporting a problem clearly and politely in academic or professional situations.
  - Responding effectively and respectfully to complaints.
- **Reading and Writing Skills**:(AA2 & AA4) (90 min)
  - Reading complaint emails, memos about problems, articles/ reports about conflicts and problems in professional and academic settings.
  - Writing emails/letters of complaint/apology and short problem-solution reports.
  - Using appropriate structure, tone and style
- **Communicative Functions** (AA3 & AA4):
  - Reporting problems and requesting solutions.
  - Complaining, apologizing, and suggesting solutions.

❖ **Unit 5 Argumentation and Perspective in Academic and Professional Contexts**
Unit Focus: Expressing and supporting opinions

Duration: 3 hours

- **Listening and Speaking (**AA1 & AA3) (90 min)
  - Identifying opinion, stance, and supporting evidence.
  - Participating in debates and structured discussions (meetings, briefings and debriefings, and interviews)
  - Expressing agreement/disagreement, using persuasive techniques
- **Reading and Writing**: (AA2 & AA4) (90 min)
  - Reading opinion texts and argumentative articles.
  - Writing short opinion texts and messages.
  - Structuring arguments logically with supporting evidence.
- **Communicative Functions** (AA3 & AA4)
  - Expressing opinions and defending a position
  - Agreeing/disagreeing politely
  - Analyzing author's viewpoint
  - Making suggestions and recommendations

Méthodes d'enseignement et d'apprentissage	Le cadre global ou l'approche pédagogique structurée qui guide l'enseignement et l'apprentissage : **Présentiel** ☒ A distance □ Mixte □ ● Theme-Based Content-Based Instruction (CBI) ● Task-Based Learning (TBL) ● Scaffolding and Differentiated Instruction ● Integration of skills ● Flipped classroom ● Project-Based Learning: Week 13–14 portfolio and presentation projects. ● Blended Learning ● Collaborative Learning.
Techniques d'enseignement	AA1: Dictogloss, information gap activities, sound matching tasks, audio journaling. AA2: Jigsaw reading, text-marking strategies, headline prediction, scanning races quickly locate specific information in texts. AA3: Dialogue scaffolding, role-play simulations, discussions, story chains, pronunciation clinics AA4: Sentence expansion, model and mimic, genre-based writing, process writing, collaborative writing
Méthodes d'évaluation	Assessment framework by learning outcome: **AA1.** **Formative** ○ Completing guided listening logs with structured prompts focusing on tone, rhetorical structure, and speaker intent. ○ Weekly listening quizzes based on talks, podcasts, or academic videos including comprehension and inference questions. ○ Short listening tasks followed by note-taking exercises that are checked for completeness and relevance. **Summative** ○ Listening comprehension test (DS) and final exam where students listen to moderately complex spoken texts and answer questions that test their understanding of tone, structure, and implied meaning. **AA2.** **Formative** ○ Online discussion boards or in-class conversations used to reflect on the content and purpose of assigned readings. ○ Scheduled reading logs including structured questions prompting students to summarize texts and reflect on organization and tone. **Summative** ○ Midterm & final reading comprehension section (multiple-choice, true/false, short answer, information transfer…) **AA3.** **Formative** ○ Peer feedback on each other's oral performance. ○ Recording practice presentations (project) or monologues and submitting them for teacher or peer review using a feedback form.

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Debates or case simulations held with focused observation on the use of persuasive language and register.
Summative
Midterm and final exam: individual, pair, or group oral presentations/ role play on an academic or professional topic
AA4:
Formative: peer feedback (on multiple drafts); portfolios/ e-portfolios…etc.

Summative : Mid-term test: A timed in-class writing task combined with writing formative assessment. + Final integrated reading into writing exam)
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<tr><td>Critères d’évaluation</td><td>AA1. Comprehension of main ideas and supporting details; interpretation of speaker’s attitude, tone, and intent; understanding of organizational structure.
AA2. Identification of main ideas and details; understanding of text structure and purpose; inference and interpretation.
AA3. Organization and clarity of content; use of language and register; fluency and coherence; pronunciation, intonation, and delivery.
AA4. Organization and coherence; content development and relevance; register; accuracy.</td></tr>
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Formative assessment (continuous assessment including performance-based assessment (speaking and writing), (e)portfolio, and/ or projects, combined with a Mid-Term Test (D.S.)
Summative assessment: Final Exam of integrated skills

Reading into writing tasks (50%)
Speaking (e.g., individual, pair or group oral presentation; group debate; role play…) (50%)

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Fiche Module : Anglais 3 (L2- S2)

Unité d'Enseignement UE			**Code UE**		**Module ECUE**	**Anglais 3**	**Code ECUE**	
Filière			*Département*			**Option**		
Type d'enseignement	**CI**	**X**	**Régime**	**CC**		**X**	**Semestre**	**4**
	TD							
	TP			**Mixte**				
	Projet							
Volume horaire/semaine	**Présentiel : 21h (1,5 h/semaine)**					**Coefficient**		**0.5**
						Crédit ECTS		**1**
Responsable du Module			**Enseignant (e) s Intervenant (e) s**					

Pré requis	Learners should be able to understand moderately complex oral and written texts on different academic and professional topics. They can write short, structured texts.
Acquis d'apprentissage visés par l'ECUE (AA)	By the end of the module, students will be able to: **AA1**. Infer implied meaning, assumptions, and speaker stance from complex spoken texts in academic and professional settings. **AA2.** Evaluate complex written texts, including academic and professional texts/articles focusing on structure, coherence, and rhetorical devices. **AA3.** Speak fluently, persuasively, and appropriately using nuanced language and rhetorical strategies. **AA4.** Write structured texts that adhere to the conventions of academic and professional genres.
Contenu	The course is composed of 5 units: ❖ **Unit 1: Academic and Professional Communication** Unit Focus: Academic versus Professional Communication **Duration**: 3 hours ● **Listening and Speaking (**AA1& AA3) (90 min) ○ Recognize tone, formality, and purpose in spoken academic and professional contexts (e.g., lectures, meetings, introductions) ○ Identify key information and detect speaker intentions in extended conversations or presentations. ○ Describe professional or academic background, field, and goals ● **Reading and Writing** (AA2 & AA4) (90 min) ○ Identify features, tone, audience, and purpose in academic and professional texts (e.g., articles, emails, bios, announcements, reports) ○ Analyze differences between formal and informal communication ● **Communicative Functions** (AA3 & AA4) ○ Comparing/contrasting ○ Describing roles, fields of study, or professional interests ❖ **Unit 2: Argumentation and Critical Thinking** **Unit focus:** Persuasion in academic and professional communication **Duration: 3 hours**

	● **Reading and Writing** (AA2 & AA4) (90 min) ○ Recognize argument structure (claims, evidence, counterarguments) in academic and professional genres). ○ Write an argumentative text using appropriate structure and linking devices. ● **Listening and Speaking (**AA1& AA3) (90 min) ○ Identify persuasive strategies and implied meanings in discussions and debates. ○ Use persuasive language and communication strategies in academic/professional settings. ● **Communicative Functions:** (AA3 & AA4) ○ Expressing opinions with supporting evidence, ○ Expressing stance through discourse markers. ○ Agreeing/disagreeing ❖ **Unit 3 : Oral communication in academic and professional settings** **Unit focus:** Oral communication strategies in academic and professional contexts **Duration: 3 hours** ● **Listening and Speaking (**AA1& AA3) (3 hrs) ○ Identifying main ideas, tone, and speaker purpose in academic lectures and workplace communication. ○ Recognizing structure and transitions in spoken genres (e.g., tutorials, briefings, project updates). ○ Responding appropriately to questions and follow-up comments. ○ Using appropriate expressions, clarification strategies, and discourse markers to maintain interaction. ○ Delivering a presentation using appropriate structure and register. ● **Communicative Functions** (AA3) ○ Giving structured oral briefings or updates. ○ Clarifying and confirming understanding in oral exchanges. ○ Responding to audience input. ❖ **Unit 4: Professional Writing** **Unit focus:** Written communication in professional settings **Duration: 3 hours** ● **Reading and Writing** (AA2 & AA4) (3 hrs) ○ Analyzing and identifying the features and structure of professional genres such as emails (requests, inquiries, updates, confirmations, complaints, etc.,), memos, meeting minutes, press releases, policy briefs, social media posts for professional contexts, etc.,) ○ Writing short, structured texts for specific professional purposes. ● **Communicative Functions:** (AA3 & AA4) ○ Making and responding to requests ○ Inquiring about information ○ Providing updates and confirmations ○ Making and handling complaints ○ Using appropriate tone and register for professional audiences ○ Using appropriate tone and style.

	❖ **Unit 5: Academic writing** **Unit focus:** Introduction to writing for research **Duration: 3 hours** ● **Listening and Speaking (**AA1& AA3) (90 min) ○ Recognize citations and references in lectures ○ Identify research topics and reliable academic sources during peer discussions. ○ Give an academic presentation (e.g., presenting a research topic, an academic article, a poster, visual information, etc.,). ● **Reading and Writing (**AA3 & AA4) (90 min) ○ Identify arguments and supporting evidence from sources. ○ Recognize different types of in-text citations and references. ○ Identify the features and structure of synthesis essays. ○ Write a structured synthesis with clear thesis and supporting arguments. ● **Communicative Functions:** (AA3 & AA4) ○ Clarifying and elaborating on research ideas. ○ Referring to academic sources in spoken or written form. ○ Citing and integrating evidence to support arguments. ○ Expressing stance and using hedging.
Méthodes d'enseignement et d'apprentissage	Le cadre global ou l'approche pédagogique structurée qui guide l'enseignement et l'apprentissage : **Présentiel** ☒ A distance □ Mixte □ ● Theme-based learning: Units are organized around real-world academic and professional topics. ● Task-based learning: Authentic communicative tasks such as presentations, debates, and report writing. ● Integrated skills approach: all four language skills are practiced in meaningful contexts. ● Technology-Enhanced Learning
Techniques d'enseignement	**AA1.** Talks and documentaries to practice inference and stance detection, shadowing techniques and note-taking for improving lecture comprehension, listening journals to reflect on strategies and new vocabulary. **AA2** Text annotation and rhetorical analysis of academic papers, jigsaw reading, reading circles focusing on author's stance and argumentation. **AA3** Structured debates and peer interviews, role-plays simulating meetings and professional conversations, recorded video reflections for fluency, tone, and pronunciation work. **AA4** Scaffolded essay writing, peer review and collaborative writing tasks using Google Docs, genre modeling for abstracts, proposals, and emails.
Méthodes d'évaluation	**AA1.** **Formative** ○ Listening journals that reflect on speaker tone, implied meaning, and argument structure in academic lectures. ○ In-class "predict and verify" activities using excerpts from real-world talks or meetings. ○ Guided note-taking tasks followed by synthesis summaries.

	○ Annotated transcriptions of spoken texts highlighting persuasive strategies and implied meanings. **Summative** ○ DS where the students listen to an academic lecture, professional panel discussion, or debate and answer comprehension questions ○ Final exam where they listen to extended oral texts and produce summaries highlighting the main arguments, speaker stance, tone, and rhetorical strategies. **AA2.** **Formative** ○ Annotated reading logs reflecting key arguments, tone, and evidence. ○ Text analysis to identify thesis, structure, and reasoning. ○ Comparative reading tasks comparing two texts on similar topics. ○ Guided critical discussions on author stance and credibility. ○ Vocabulary and discourse mapping exercises from readings. **Summative** ○ DS (combined with other formative assessment tasks) ○ Final exam: Integrated reading–writing task synthesizing more than one text. **AA3.** **Formative:** Peer debates and opinion-sharing activities, structured mini presentations wit rubric; pair or small-group discussions; recorded short presentations, micro-debates or elevator pitches **Summative** DS: Individual, pair, or group presentations on a professional issue; Final exam: ○ Panel discussion simulation with 4–5 students per group discuss or defend contrasting viewpoints. ○ Integrated speaking task to summarize or respond to a short written or audio input, promoting task authenticity and efficiency. **AA4.** **Formative:** ○ Genre awareness worksheets where students analyze model texts (e.g., reports, proposals, essays) and writing similar texts. ○ Collaborative writing on digital platforms (e.g., Google Docs) with peer edits on cohesion and clarity, reflective writing on genre conventions and stylistic choices, multi-draft assignments with detailed instructor and peer feedback. **Summative** DS: Timed writing test Final written exam: - Project demonstrating mastery of a specific genre (e.g., proposal, analytical essay). - Portfolio of revised writing pieces across genres, with reflective notes.
Critères d'évaluation	**AA1.** Comprehension of main ideas and details, inference and interpretation, synthesis and processing of information. **AA2.** Understanding and interpretation of texts, inference and synthesis, genre awareness **AA3.** Task achievement, fluency and coherence, grammatical and lexical range and accuracy**,** pronunciation and intonation **AA4** Content and task achievement, organization and coherence, language and style,
Mesure d'évaluation	● Formative assessment (continuous assessment including performance-based assessment (speaking and writing), (e)portfolio, and/ or projects, combined with a Mid-Term Test (D.S.)

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- Summative assessment: Final Exam of integrated skills
  - Reading into writing tasks (50%)
  - Oral presentation (individual, pair or group) (50%)

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<tr><td>Critère d'attribution de la moyenne finale</td><td>Average: D.S. and other assessment forms (20%) + Final Exam (80%): R/W + speaking.</td></tr>
<tr><td>Acquis de Formation visés</td><td>

AFT1	AFT2	AFT3
X		

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<tr><td>Croisement Acquis d'apprentissage AA et Compétences visées</td><td>

		Compétences											
		An1.1	An1.2	An1.3	An2.1	An2.2	An2.3	An3.1	An3.2	An3.3	An4.1	An4.2	An4.3
AA	AA1			x									
	AA2						x						
	AA3									x			
	AA4												x

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<tr><td>Références Bibliographiques</td><td>

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