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**Abou-Bekr Belkaid University Tlemcen**

**Faculty of Letters and Foreign Languages**

**Department of English**

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**Dr. Fayza BOUZAKI**

**Reading and Text Analysis Syllabus**

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1. Course information:

Abou-Bekr Belkaid University Tlemcen

Faculty of letters and Languages

Department of English

Module: Reading and Text Analysis

Licence 2 · Semester: 4

Coefficient: 2 · Credits: 4

Teaching Unit: Methodology

Assessment: 100% Continuous Assessment

Hourly Volume: 12 Hours

The Teacher of the Module: Fayza BOUZAKI

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1. Summary of the course:

The module of reading and text analysis is designed to develop the students’ skill of effectively processing the content of a text and comprehending its meaning. It tests the students’ ability to read and understand passages on academic topics from journals, books, newspapers and magazines.

1. Course content:

The content of the course is divided into two main chapters. Each chapter introduces two different types of reading tasks and two different reading passages.

Chapter one: Recognizing Claims and Reasons.

* 1. Text: Addicted to tech.
  2. Text: The meaning of dreams.

Chapter two: Analysing Arguments.

2.1. Text: The amazing brains of babies.

2.2. Text: Sugar and society.

1. *Pre-requisites:*

Students should be at least at upper-intermediate level in English.

Students should be able to identify both main ideas and detailed information of the text.

1. Pre-requisite test:

Students are required to read a text and answer the questions to evaluate their level.

1. Course objectives:

The module enables students to:

* Develop their reading / comprehension skills.
* Identify the views and the claims of the writer.
* Recognize the writer's arguments.
* Interpret different speeches.
* Practice a variety of pre-reading, while-reading, post-reading tasks.

1. Method of assessment:

The assessment of this module is 100% continuous evaluation which includes a written reading test in addition to in-class activities, attendance and participation in the classroom.

1. Learning tasks:

There are different types of reading tasks which test a range of different reading skills. First, we have a variety of pre-reading activities such as schema activation, prediction and text surveying. As while-reading activities, I made use of different tasks such as identifying the writer’s views and claims, matching sentence endings, summary completion, short answer questions and multiple-choice questions. In addition to this, a number of post-reading activities are included mainly speaking activities such as debating, story-telling, playing a chain game and presenting a T.V report.

1. Pedagogical approach:

This module makes use of different teaching approaches mainly the competency-based approach, gamification and objective based approach.

1. Work flow:

All the sessions of this module are TD sessions in which students are enrolled in an intentional and activeprocess that occurs before, during and after reading a particular text. Two sessions are devoted to the analysis of each text: one session for pre-reading and while reading tasks and the following session to practice post-reading activities.

1. References:

Rogers, B., & Kenny, N. (2016). *The complete guide to IELTS, Student’s book: Band 5.5-7+*. National Geographic Learning.

1. Further References:

Bailey, E. (2015). Reading Comprehension Skills: Making Predictions. Retrieved June 13,

2015 from [http://specialed.about.com/od/readingliteracy/a/Reading- Comprehension-Skills-Making-Predictions.htm](http://specialed.about.com/od/readingliteracy/a/Reading-%20%20%20%20%20%20Comprehension-Skills-Making-Predictions.htm)

Mac Donnchaidh, S. (2024) *Top 7 reading comprehension strategies for students and teachers*, *Literacy Ideas*. Retrieved from <https://literacyideas.com/reading-comprehension-strategies/>

*Predicting* (no date) *Reading Strategies & Misconceptions*. Retrieved from <https://readingstrategiesmsu.weebly.com/predicting.html#:~:text=Predicting%20is%20an%20important%20reading,based%20on%20their%20prior%20knowledge>

Puspitasari, E. *et al.* (2024) ‘Post-reading activities in EFL Virtual Classrooms: An investigation’, *E3S Web of Conferences*, 594, p. 05011. doi:10.1051/e3sconf/202459405011.