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|  | **Contribution of English to the**  **global exit profile of the cycle** | **Contribution of other disciplines to the**  **acquisition of English** |
| **1. in the field**  **of Language**  **Learning:** | • An additional language represents cultural and intellectual wealth.  • The linguistic system of English is put into perspective and compared with the other languages of the learner  • Communication with others in an international language which can be used to acquire all areas of knowledge | • The Algerian learner of English uses/transfers his previous knowledge of  Arabic and French , such as the techniques and strategies of reading (decoding) and writing (encoding) to learn English  • The rich and complex sound system of Arabic and Tamazight can facilitate the acquisition of the English sound system  • The knowledge of French , a European language using Latin script for writing can facilitate the acquisition of English alphabet and English writing conventions |
| **2.in the field**  **of biology:** | • English is an excellent language for the acquisition of scientific and  technical knowledge and research  • English is a suitable language for technical terminology because of its conciseness and capacity to express ideas clearly and rigorously. | • Background knowledge of scientific methods of learning and inquiry  (observation, analysis , demonstration, synthesis)can foster rigor and rationality in learners  • Scientific topics such as: anatomy, botany, zoology, medicine, food and hygiene , etc. are all re-discovered /re- learned through English  • Drawings, figures, charts, tables, statistics, etc  • |
| **3. in the field**  **of Exact Sciences and Internet technology:** | • English terms are used in all scientific domains ( eg: medicine-  doppler , scanner, laser , irm, etc. )  • English concepts allow for concrete and precise descriptions of  scientific phenomena  • English is used as a universal language for Internet communication worldwide ( email / web / blog / tweet / facebook, etc) | Scientific rigour, logic, capacity of making  hypotheses, demonstration and abstraction, use of graphs, tables, statistic.The use of rationality ,the data processing skills  • Exact science, computing science  • Rigourof scientific approach, abstract  and logical reasoning, hypothesis  making and testing, deductive and inductive reasoning, demonstration, etc.  • Technological knowledge and skills of  ICT |
| **4. in the field**  **of Social**  **Sciences :** | • Developing communication skills in English enables the learner to  open to the world and broaden his horizons, deepens his knowledge of English-speaking communities , | • Chronology ( knowledge of history ) , facts and opinions  • Concepts of space and time and location, understanding of maps (geography) |

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|  | and understand their culture and  social behaviours  • Accessibility to information and resources centers, databases, archives , etc .for research and publication at an international level | • Knowledge of other peoples , civilizations and cultures (sociology, anthropology, social psychology) |
| **5 . in the**  **field of Music Education, Arts And Sports :** | • Using English songs , old and new, is highly motivating for the  acquisition of musical competencies  • All sports terminology is in English ( match, corner , penalty , goal, etc) which can also motivate learners to practice sports | • Sounds, rhythm, harmony, aesthetics,  • Drawing and design, creativity  • Sense of effort and fair play, teamwork ,  sharing , individual and collective  responsibility |
| **6. in the field**  **of Islamic**  **Education:** | • Openness to other cultures and religions  • Understanding and acceptance of others ,  • Solidarity  • Respect differences  • Shared universal values | • Sense of effort , hard work and involvement  • Values such as solidarity , honesty  • Learn to listen to others , care and share,  help others, be tolerant, respect others  • be open to dialogue  • a sense of belonging to a community |
| **7 .in the field**  **of Civics:** | • Understanding of concepts like citizenship , participatory  democracy, freedom of expression ,  civil society, and ‘living together’  • Acquisition of civic behaviour | • Knowledge of our society, its values and behaviours; compare with values and  behaviours of other societies  • Knowledge of our institutions; compare with other institutions |