

الجمهورية الجزائرية الديمقراطية الشعبية

République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université Mohamed Cherif Messaadia
- Souk Ahras -
Faculté des Lettres et des Langues
Département de Langue Anglaise



وزارة التعليم العالي والبحث العلمي

جامعة محمد الشريف مساعديّة
- سوق أهراس -

كلية الآداب و اللغات
قسم اللغة الانجليزية

Master : Didactique des langues étrangères

Syllabus des matières



Semestre 1

Unité d'Enseignement	VHS	V.H hebdomadaire			Travail personnel	Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP				Continu	Examen
U fondamentale						9	18		
Foreign Language Teaching and Learning	67h30	1h30	3h		82h30	3	6	+	+
Didactics of Oral Language	45h	1h30	1h30		55h	2	4	+	+
Educational Psychology	45h	1h30	1h30		55h	2	4	+	+
Didactics of writing	45h	1h30	1h30		55h	2	4	+	+
UE méthodologie						5	9		
Research Methodology	45h		4h		55h	3	5	+	-
Academic Oral Communication	45h		3h		55h	2	4	+	-
UE découverte						2	2		
Literature and Society	22h30	1h30			2h30	1	1	-	+
Sociolinguistics	22h30	1h30			2h30	1	1	-	+
UE transversales						1	1		
National Language/ Foreign Lang	22h30		1h30		2h30	1	1	+	+
Total Semestre 1	375h	9h	16h		375h	17	30		



Matière : Foreign Language Teaching and Learning

Crédit :6 Coefficient : 3 Mode d'évaluation : Exam 50% + TD 50%

Objectifs de l'enseignement

Students should know how to apply fundamental and specific principles in methods of FLT and use different methods of FLT with regard for objective and subjective factors. They understand that conscious learning plays an important role in language acquisition, enlarges intellectual capacities of learners, and helps to understand new concepts and express new ideas in the target language. The aim of the module is to guarantee purposeful perception and comprehension of the material, its creative absorption, and retrieval of information from the learner with a certain degree of automacy.

Contenu de la matière

- Fundamentals of foreign language teaching and learning
- Foreign language teaching/learning
- Basic skills in teaching/learning
- principal of differentiated and integrated instructions
- Theories, methods and techniques
- Scope of FLT/L

Références

- Brindley, G. (1989). The role of needs analysis in adult ESL program design. In: Johnson, R .K. (Ed). The second language curriculum (pp.63-78). Cambridge: Cambridge University Press.
- Chomsky N. 1965 Aspects of the Theory of Syntax, The M.I.T. Press, Massachuacts.
- Corder S. Pit. 1981 'Error Analysis and Inter-language', Oxford University Press.
- Krashen, Stephen. D. 1972 'Second Language Learning', Oxford University Press
- Carter, K. and Doyle, W. (1987) Teachers' knowledge structures and comprehension processes. In J. Calderhead (ed.) Exploring Teachers' Thinking (pp. 147– 160). London, Great Britain: Cassell Educational Limited.
- Carter, K. and Doyle, W. (1995) Preconceptions in learning to teach. The Educational Forum 59, 186– 195.
- Christenbury, L. and Kelly, P.P. (1994) What textbooks can – and cannot – do. English Journal March, 76 – 80. Council of Europe (2001) Common European Framework of Reference for Lang
- Prosser, M. and Trigwell, K. (1997) Relations between perceptions of the teaching environment and approaches to teaching. British Journal of Educational Psychology 67, 25 – 35.

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- Prosser, M. and Trigwell, K. (1999) Understanding Learning and Teaching: The Experience in Higher Education. Great Britain: St Edmundsbury Press.
- Richardson, V. (1997) Constructivist Teacher Education: Building a World of New Understandings. London: Falmer Press London.
- Risager, K. (1998) Language teaching and the process of European integration. In M. Byram and M. Fleming (eds) Language Learning in Intercultural Perspective. Approaches Through Drama and Ethnography (pp. 242– 254). Cambridge: Cambridge University Press.
- Willems, G. (2000) Teacher education. In M. Byram (ed.) Routledge Encyclopedia of Language Teaching and Learning (pp. 603– 608). London: Routledge.
- Wood, D. and Wood, H. (1996) Vygotsky, tutoring and learning. Oxford Review of Education 22 (1), 5 –10.
- Woods, D. (1996) Teacher Cognition in Language Teaching. Beliefs, Decision-Making and Classroom Practice. Cambridge: CUP



Matière : Didactics of Oral Language

Crédit : 4 Coefficient : 2 Mode d'évaluation : Exam 50% + TD 50%

Objectifs de l'enseignement

This module is meant to teach the knowledge and skills that leads to a successful oral communication and expression in real life contexts which equips the student with necessary competencies that enable him to be a proficient teacher of oral expression.

Contenu de la matière

1. Paradigm of activities for teaching speaking.
2. Principles for teaching speaking skills.
3. Methods for presenting.
4. Types of classroom speaking performance.
5. Motivating speaking in classroom.
6. Cheking understanding and practicing.

Références

1. Achmad, D. & Yusuf, Y. Q, Observing Pair-work in An English Speaking Class. International Journal of Instruction. January 2014, Vol.7 No. 1, 2014.
2. Alonso, A. Rosa, (2014). Teaching Speaking: An Exploratory Study in Two Academic Contexts. PORTA LINGUARUM 22, Junio 2014.
3. Baker, Elmer. Preparing Teachers for Effective Teaching of Oral Language. New York: New York University, 2012.
4. Brown, G. et al. Teaching Talk. Strategies for Production and Assessment. Cambridge: Cambridge University Press, 1984.
5. Byrne, D., *Teaching Oral English*, Longman, 1976.
6. Celce-Murcia, M. and Goodwin, J. Teaching pronunciation: A reference for teachers of English to speakers of other languages. New York: Cambridge University Press, 1996.
7. Folse, K. The art of teaching speaking: research and pedagogy for the ESL/EFL classroom. Ann Arbor: University of Michigan Press 2006.
8. Littlewood, W., *Communicative Language Teaching*, CUP, 1983.
9. Littlewood, William, *Communicative Language Teaching*. Cambridge University Press, 2007.
10. Nation, I. and Newton, J. Teaching ESL/EFL listening and speaking. New York: Routledge, 2009.

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11. Revel, J., *Teaching Techniques for Communicative English*, Macmillan, 1979.

12. Zhou Y, Enhance oral English teaching from cross-cultural perspective great masters. J Edu Technol 23(18):64–68, 2010.



Matière : Educational Psychology I

Crédit : 4 Coefficient : 2 Mode d'évaluation : Exam 50% + TD 50%

Objectifs de l'enseignement

Students will construct knowledge on the importance of the individual as a person, with a distinct personality. Students will also have more insights on how learning occurs, learning theories in relation to the individual.

Contenu de la matière

- Educational Psychology : Definitions
- Developmental Stages and Personality
- Learning : Definitions
- Learning theories
- Pedagogy and Andragogy
- Learning strategies
- Individual Learners Differences
 - a. Cognitive Factors
 - Age
 - Intelligence
 - Cognitive style
 - b. Affective Factors
 - Personality
 - Motivation
 - Critical Thinking Skills
- Classroom Management

Références

- L. M ,Anderson, et ,al. Educational psychology for teachers: Reforming our courses, rethinking our roles. Educational Psychologist, 30, 3, 143- 157 (1995).
- Fagan & G. R. VandenBos, Eds. Exploring applied psychology: origins and critical analyses. Washington, DC: American Psychological Association(1993).
- W.Doyle & K.Carter, Educational psychology and the education of teachers: a reaction. Educational Psychologist, 31, 1, 23-28(1996).
- A. Hoy-Woolfolk, Educational psychology in teacher education. Educational Psychologist, 35, 4.
- O'Donnell, A. M. & Levin , J. R. (2001). Educational Psychology's Healthy Growing Pains. Educational Psychologist, 36, 2, 73-82(2000).
- M. Poulou , Educational psychology within teacher education. Teachers and Teaching: Theory and Practice, 11,6, 555-574(2005).

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- K. A. Renninger, Learning as the focus of the educational psychology course. Educational Psychologist, 31, 1, 63-76(1996).
- T. J. Shuell, The role of educational psychology in the preparation of teachers. Educational Psychologist, 31, 1, 5-14(1996).
- L. S. Shulman, Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57, 1, 1-23(1987).
- C. E. Weinstein&, P. J. Way ,Educational psychology. In, D. K. Freedheim, Ed. Handbook of psychology, Vol. 1: History of psychology. NY: John Wiley & Sons(2003)



Matière : Didactics of Writing

Crédit : 4 Coefficient : 2 Mode d'évaluation : Exam 50% + TD 50%

Objectifs de l'enseignement

This module aims to provide a solid understanding of the various structures of writing through a practical as well as a theoretical approach.

Contenu de la matière

- Word formation and morphology
- Reading: Visual word recognition
- Sentence processing and comprehension
- Written language and writing systems: Focus on the English writing system
- Reading and writing English and other writing systems
- Cross-orthographic influences, Orthography and Pronunciation
- An introduction to the various genres of writing
- Challenges when teaching writing
- Reading comprehension in a foreign language
- Feedback and assessment of Writing and Reading.

Références

- English Vocabulary Elements, Keith Denning et al, Second Edition Oxford University Press, 2007
- The Practice of English Language Teaching, Jeremy Harmer, 3rd Edition, Longman.Ltd
- Communicate effectively, Lani Arredondo, Mc Graw-Hill, 2007.
- Byrne, Donn. (1988). Teaching Writing Skills. Longman Group UK Limited.
- Jupp T. C. and J. Milne. (1980) Basic Writing Skills in English. Heinemann Educational Books, London.
- Zamel, Vivian. (1982) Writing: The Process of Discovering Meaning. TESOL Quarterly.
- Raimes, Ann. (1987). Exploring Through Writing. New York. Oxford University Press.



Matière : Research Methodology

Crédit : 4

Coefficient : 2

Mode d'évaluation : TD 100%

Objectifs de l'enseignement

Knowledge and understanding:

Students will acquire knowledge and understanding regarding: characteristics and functions of the diverse traditions of research in the field of language teaching; characteristics of a coherent research proposal (fitness of purpose); different modes of data collection; principal characteristics of qualitative and quantitative analysis; different types of variables; software packages for analyses; principal characteristics of a scientific article (genre).

Skills/competences

Students will acquire the skills to: elaborate a coherent research proposal; elaborate research objectives, research questions, research hypotheses; identify the different types of variables; identify data collection modes in keeping with research objectives; elaborate and use different instruments for data collection; operate a qualitative analysis; operate a descriptive quantitative analysis; use a software package for analysis of data.

Contenu de la matière

- Research methodology definition
- Research methodology in foreign language studies
- Research proposal design
- Fundamentals in research methodology, research questions, hypotheses, data collection....
- Quantitative and qualitative methods
- Data collections, description, analysis and interpretation
- References

Références

- Borg, W. R. and Gall, M. D. (1996) Educational research: an introduction (sixth edition). New York: Longman.
- Bryman, A. (2004). *Social research methods*. Oxford: Oxford University Press.
- Bulmer, M. (ed.) (1982) *Social research ethics*. London: Macmillan.
- Burgess, R. G. (ed.) (1989) *The ethics of educational research*. Lewes: Falmer.
- Creswell, J. W. (1994). *Research design: qualitative & quantitative approaches*. London: Sage.
- Crotty, M. (1998). *The foundations of social science research: meaning and perspective in the research process*. New South Wales: Allen and Unwin.
- Easton, G. (1992). *Learning from case studies*. London: Prentice Hall.
- Marshall, C. & Rossman, G. B. (1999). *Designing qualitative research*. London: Sage.

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- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
Salkind, N. J. (2000). *Exploring research*. New Jersey: Prentice Hall.
Schon, D. (1983). *The reflective practitioner*. New York. Basic Books.
Stenhouse, L, (1975). *An introduction to curriculum research and development*. London: Heinmann.



Matière : Academic Oral Communication

Crédit : 4

Coefficient : 2

Mode d'évaluation : TD 100%

Objectifs de l'enseignement

To develop students' oral communication skills by a variety of communication activities in formal/academic situations.

Contenu de la matière

- Oral skill
- Critical thinking
- Verbal and non verbal communication features
- Conversation techniques
- Talk-shows
- Persuasive speech
- Language functions
- Commenting and argueeing
- Audiovisual aids in oral discourse
- Creation and staging of effective discourse

Références

- Ayres, J. and Raftis, S. (1992). The impact of evaluation and preparation time on high public speaking anxious speakers' thoughts, behaviour, and statecommunication apprehension. *Southern Communication Journal*, 57, 323- 327.
- Ayres, J. (1996) Speech preparation processes and speech apprehension, *Communication Education*, 45(3), 228-235
- Bline, D., Lowe, D.R., Meixner, W.F., and Nouri, H. (2003) Measurement data on commonly used scales to measure oral communication and writing apprehension, *The Journal of Business Communication*, 40(4), 266-288
- Brooks, W.D. and Platz, S.M. (1968) The effects of speech training upon selfconcept as a communicator, *Speech Teacher*, 17(1), 44-49.
- Crawford, M., Henry, W. and Dineen, F. (2001) Developing interviewing skills of accounting students on the Web – a case study approach, *Accounting Education*, 10(2), 207–218.

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- McCroskey, J.C. (1977a). Classroom consequences of communication apprehension, Communication Education, 26(1), 27-33.
- Ruchala, L.V. and Hill, J.W. (1994) Reducing accounting students' oral communication apprehension: empirical evidence, Journal of Accounting Education, 12(4), 283-303



Matière : Literature and Society

Crédit : 1

Coefficient : 1

Mode d'évaluation : Examen 100%

Objectifs de l'enseignement

Through this module, students will :

- Understand major themes of the literary-theoretical debate about the relation between literature and society.
- Develop a reflexive understanding of the way social actors and institutions, including the educational institution we participate in, continually reshape the content and function of "literature."
- Understand the historical role of storytelling in society

Contenu de la matière

CH 1/ INTRODUCTION TO LITERATURE AND SOCIETY

CH2/ THE RELATIONSHIP BETWEEN LITERATURE AND SOCIETY

CH3/ SOCIOLOGY OF LITERATURE

CH4/THE RISE OF THE NOVEL

CH5/ LITERATURE, THE INDIVIDUAL AND SOCIETY

CH6/ JANE AUSTEN'S SENSE AND SENSIBILITY : THE INDIVIDUAL AND SOCIETY

CH7/ SENSE AND SENSIBILITY A NOVEL OF MANNER AND FORMATION

Références

AUSTEN, Jane Ss, [1811]. Ed. JOHN MULLAN, Oxford: Oxford University Press, 2017

ARMSTRONG, Nancy. Desire and Domestic Fiction, a Political History of the Novel. Oxford: Oxford University Press, 1987

Hall, John A. The Sociology of Literature. Longman Publishing Group, 1979.



Matière : Sociolinguistics

Crédit : 1

Coefficient : 1

Mode d'évaluation : Examen 100%

Objectifs de l'enseignement

- Understand the relationships between linguistic theory and language variation
- identify socially-significant variables within languages and examine these in the light of hypotheses on historical change
- Critically discuss language standardization as a social process
- Critically discuss processes of language contact, creolisation, diffusion, and death

Contenu de la matière

I- Basic concepts and terminology: Accent, bilingualism, class(social), code, code switching, dialect, dialectology, diaglossia, ethnicity, gender, identity, isogloss, language change, minority language, multilingualism, national language, official language, prestigious language, sociolect, sociolinguistics, speech community, variable, variant, variation and language variety.

II- Pidgin, creole and language development.

III- Age and gender.

IV- Ethnicity and language change.

V- Speech community.

Linguistic structure and language variation

Dialectology: models of language change and variation

Social networks and communities of practice

Références

1. Gumperz, John J.; Cook-Gumperz, Jenny (2008). "Studying language, culture, and society: Sociolinguistics or linguistic anthropology?". *Journal of Sociolinguistics*. 12 (4): 532–545.
2. Paulston, Christine Bratt and G. Richard Tucker, eds. *Sociolinguistics: The Essential Readings*. Malden, Ma.: Wiley-Blackwell, 2003.
3. T. C. Hodson and the Origins of British Socio-linguistics by John E. Joseph *Sociolinguistics Symposium 15*, Newcastle-upon-Tyne, April 2004.
4. Stewart, William A (1968). "A Sociolinguistic Typology for Describing National Multilingualism". In Fishman, Joshua A. *Readings in the Sociology of Language*. The Hague, Paris: Mouton. p. 534. doi:10.1515/9783110805376.531. ISBN 978-3-11-080537-6. OCLC 306499.

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6. Paolillo, John C. Analyzing Linguistic Variation: Statistical Models and Methods CSLI Press 2001, Tagliamonte, Sali Analysing Sociolinguistic Variation Cambridge, 2006



Matière : National Language

Crédit : 1 Coefficient : 1 Mode d'évaluation : Exam 50% + TD 50%

Objectifs de l'enseignement

Students will distinguish language features shaping the language system in Arabic. They will be exposed to texts in Arabic, as well as, the grammatical and lexical dimensions of Arabic language.

Contenu de la matière

- Methodology of text analysis in Arabic language
- Comparative literature
- Lessons in Arabic grammar
- Characteristics of literary schools and poets in Arabic language
- Semantics

Références

- ملخص قواعد اللغة العربية (لفؤاد نعمة)
الموجز في قواعد اللغة العربية وشواهدا (لسعيد الأفغاني)
النحو الواضح (لعلي الجارم ومصطفى أمين)
جامع الدروس العربية (لمصطفى الغاليني)
النحو الوافي (لعباس حسن)
التطبيق النحوي و التطبيق الصرفي (للدكتور عبده الراجحي)