Master : Didactique des langues étrangères

Syllabus des matières

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 مساعدية
ـ سوق أهراس ـ
كلية الآداب و اللغات
قسم اللغة الانجليزية

Semestre 1

Unité d'Enseignement	VHS	V.H hebdomadaire			Travail	Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	personnel			Continu	Examen
U fondamentale						9	18		
TEFL	67h30	1h30	3h00		82h30	3	6	+	+
Didactics of Literary texts	45h	1h30	1h30		55h	2	4	+	+
Grammar Teaching	45h	1h30	1h30		55h	2	4	+	+
Educational Psychology II	45h	1h30	1h30		55h	2	4	+	+
UE méthodologie						5	9		
Methodology	45h		3h		55h	3	5	+	-
Academic Oral Communication	45h		4h		55h	2	4	+	-
UE découverte						2	2		
Culture and interculturality	22h30	1h30			2h30	1	1	-	+
Psycholinguistics	22h30	1h30			2h30	1	1	-	+
UE transversales						1	1		
TIC	22h30		1h30		2h30	1	1	+	-
Total Semestre 2	375h	9h	16h		375h	17	30		

Matière : TEFL

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

Objectifs de l'enseignement

Students will:

-gain an understanding of different teaching approaches, methods, and techniques.

-gain an understanding of teachers and students' roles.

-learn how to teach the four components of language: listening, speaking, reading, and writing.

-be able to create lesson plans effectively.

-learn how to integrate visual aids and technology.

-learn physical and affective class management.

Contenu de la matière

-Describing English as a foreign language.

-Teaching theories, methods, techniques, procedures, styles, and strategies.

-EFL teachers and learners' roles.

-EFL class management.

-Teaching grammar, vocabulary, pronunciation.

-Teaching EFL skills.

-Planning lessons.

-Testing and evaluation

-Integration of new information and communication technologies.

Références

- Dudeney,G., & Hockley, N. (2007). How to teach English with technology.
- Graham, S. (1997). Effective language learning: Positive strategies for advanced level language learning. Multilingual Matters Ltd. Philadelphia.
- Harmer, J. (2004).How to teach writing. Pearson Longman.
- Harmer, J. (2007).How to teach English. Pearson Longman.
- Harmer, J. (2007).The practice of English language teaching. Pearson Longman.
- Howatt, A. (2004). A history of English language teaching.OUP.
- Kelly, G. (2004). How to teach pronunciation. Pearson Longman.
- Maxom, M. (2009).Teaching English as a foreign language for dummies.Wiley.
- Richards, J., & Rodgers, T. (2001) Approaches and methods in language teaching. CUP
- Thornbury, S. (1999).How to teach grammar. Pearson Longman.
- Thornbury, S. (1999).How to teach vocabulary. Pearson Longman.
- Thornbury, S. (1999).How to teach speaking.Pearson Longman.

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 مساعدية
ـ سوق أهراس ـ
كلية الآداب و اللغات
قسم اللغة الانجليزية

Matière : Didactics of Literary texts

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

Objectifs de l'enseignement

The syllabus designed for this module aims at consolidating prerequisites in (licence) of literary concepts. It develops technical aspects of switching from authentic texts to real texts through genuine procedures.

Contenu de la matière

- Introduction to didactics of literary texts

- Historical background of teaching literature

- Literary competence: definition and significance

- Functions of literature and reasons for using literary texts in foreign language classes

- Literature and the teaching of language skills

- Challenges of using literature in English language teaching

- The "remedies" to the encountered challenges

- Criteria for selecting suitable literary texts in foreign language classes

- Benefits of different genres of literature to language

- Recommendations for integrating literature into language classroom

Références

- Hall, Geoff (2005). Literature in Language Education. Basingstoke/New York: Palgrave Macmillan.
- Munden, J. & Myhre, A. (2002). Twinkle Twinkle. Høyskolefaget. Birketveit, Anna and Gweno Williams (eds). Literature in the English Classroom. Theory into Practice. 2012. Fagbokforlaget.
- Drew & Sørheim (2009) English teaching strategies.
- Kramsch, Claire J. Context and Culture in Language Teaching. Oxford: Oxford University Press, 1993.
- Print. Lane, Suzanne. «Oral Tradition.» The Toni Morrison Encyclopedia. Ed. Beaulieu, Elizabeth Ann. Westport, Conn.: Greenwood Press, 2003.
- Belcher, D. & Hirvela, A. (2000). Literature and L2 composition: Revisiting the debate. Journal of Second Language Writing, 9.

الجـمـهوريــة الـجـزائـريــة الديـمـقـراطيــة الـشـعـبيــة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة مـحـمـد الـشـريـف مـسـاعديــة
ـ سـوق أهـراس ـ
كـلـيــة الآداب و الـلغات
قسم اللغة الانجليزية

- Bredella, L. (Ed.). (1996). Challenges of literary texts in the foreign language classroom. Narr: Tübingen.

- Bretz, M. L. (1990). Reaction: Literature and communicative competence: A springboard for the development of critical thinking and aesthetic appreciation. Foreign Language Annals, 2

الجـمـهوريـة الـجـزائـريـة الـديـمـقـراطيـة الـشـعـبيـة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة محـمـد الـشـريـف مسـاعديـة
ـ سـوق أهـراس ـ
كـليـة الآداب و اللغات
قسم اللغة الانجليزية

Matière : Grammar Teaching

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

Objectifs de l'enseignement

-This module is concerned with the nature and development of L2 grammar, and with grammar as a pedagogical content, with specific reference to English. The principal aims are to foster in students a critical awareness of a range of factors affecting the acquisition of L2 grammar, and to provide them with a basis for critically assessing a range of approaches to the teaching of grammar

Contenu de la matière

-Grammar related terminology

-Types of grammar (Explicit and implicit grammar)

- The nature of grammatical rules

-Approaches to grammar teaching

- Conscious and unconscious grammatical knowledge in learning a foreign language

- Declarative and procedural knowledge.

-The grammatical error

-Challenges of grammar of English as a foreign language

Références

Brinton, Laurel J. & Donna M. Brinton. 2010. *The linguistic structure of Modern English*, 2nd edn. Amsterdam: John Benjamins Publishing Company.

Huddleston, Rodney. 1984. *Introduction to the grammar of English*. Cambridge: Cambridge University Press.

O'Dwyer, Bernard. Modern English Structures: Form, Function, and Position. Peterborough, Ontario: Broadview Press, 2000.

الـجـمـهـوريـة الـجـزائـريـة الـديـمـقـراطيـة الـشعبيـة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعة مـحـمـد الـشريـف مسـاعديـة
ـ سـوق أهـراس ـ
كـليـة الآداب و اللغات
قسم اللغة الانجليزية

Matière : Educational Psychology II

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 II
- Learning theories
- Learning strategies
- Individual Learners Differences
a. Cognitive Factors
    - Age
    - Intelligence
    - Cognitive style and mind set
    - Critical thinking and creativity
    - Problem solving and concept formation

b. Affective Factors
    - Personality
    - Motivation
    - Anxiety
    - 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).

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)

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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة مـحـمـد الـشـريـف مـسـاعديـة
ـ سـوق أهـراس ـ
كـلـيـة الآداب و اللغات
قـسـم اللغة الاجليزية

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 Uwin.

Easton, G. (1992). *Learning from case studies*. London: Prentice Hall.

Marshall, C. & Rossman, G. B. (1999).*Designing qualitative research*. London: Sage.

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 مساعدية
ـ سوق أهراس ـ
كلية الآداب و اللغات
قسم اللغة الانجليزية

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.

الـجـمـهـوريــة الـجـزائـريــة الـديـمـقـراطيــة الـشـعـبيــة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة مـحـمـد الـشـريـف مـسـاعـديـة
ـ سـوق أهـراس ـ
كـلـيـة الآداب و اللغات
قسم اللغة الانجليزية

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

- The Structure of an oral presentation/structuring and presenting information orally .

- Practical trainings in oral presentation /Being aware of strengths and limitations with respect to oral presentations .

- The use of media in an oral presentation/ Handling and manipulating presentation software.

Références

Ally, M. (2003). *The craft of scientific presentations: critical steps to succeed and critical errors to avoid*. Springer-Verlag. New York, Inc.

Anholt, R. (2005). *Dazzle 'em with style: the art of oral scientific presentation*. Elsevier Inc.

Comfort, J., & Utley, D. (1996). *Effective presentations*. OUP

Davies, M. (2012). *Scientific papers and presentations*. (Third Edition). Elsevier Inc.

Ellis, M., & O'Driscoll, N. (1992). *Giving presentations*. Harlow: Longman.

Powell, M. (1996). *Presenting in English*. Hove: LTP.

Slutsky, J., & Aun, M. (1997). *The toastmasters: international guide to successful speaking*. Chicago: Dearborn Financial Publishing..

الـجـمـهـوريــة الـجـزائـريــة الـديـمـقـراطيــة الـشـعـبيــة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة مـحـمـد الـشـريـف مـسـاعديــة
ـ سـوق أهـراس ـ
كـليــة الآداب و اللغات
قسم اللغة الانجليزية

Matière : Culture and Interculturality

Crédit : 1   Coefficient : 1   Mode d'évaluation : Examen 100%

Objectifs de l'enseignement

The objective of the syllabus is to consolidate prerequisites of definitions and concepts like culture, civilisation, identity, and explain how these notions contribute contextually and intelligibly with interlocutors of different horizons and cultures. This module takles, as well, interdisciplinarity sociolinguistics, anthropology, and intercultural communication. It seeks the promotion of intercultural competence within the framework of a conceptualized foreign language teaching.

Contenu de la matière

- Why study intercultural communication?
- Theoretical dimensions of cultural variability
- Ethnocentrism ,stereotyping, and prejudice as barriers to intercultural communication
- Culture shock and sojourner adaptation
- An intercultural perspective on English Language Teaching
- Non-verbal interaction
- Developing intercultural competence

Références

Aileen ,Pearson-Evans.Leahy,Angela."Intercultural Spaces: Language, Culture,Identity. " New York P. Lang,2007.
Allwood, Jens. Scroeder, Ralph." Intercultural Communication in a Virtual Environment. Journal of Intercultural Communication", November 2011
Thielmann, Winfried. "*Power and Dominance in Intercultural Communication*".Handbook of Intercultural Communication. Handbooks of applied linguistics Vol. 7.Mouton de Gruyter ,(2007)
Toomey ,Stella Ting.**"**Communicating **across** Cultures**"** Guilford Press, 1999.
Zegarac, Vladimir. "*A cognitive pragmatic perspective on communication and culture*".Handbook of Intercultural Communication.Handbooks of applied linguistics Vol. 7.Mouton de Gruyter, 2007.

الـجـمـهـوريـة الـجـزائـريـة الـديـمـقـراطـيـة الـشـعـبـيـة
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 الـتـعـلـيـم الـعـالـي والـبـحـث الـعـلـمـي
جـامـعـة مـحـمـد الـشـريـف مـسـاعـديـة
ـ سـوق أهـراس ـ
كـلـيـة الآداب و الـلـغـات
قـسـم الـلـغـة الاجـلـيـزيـة

Matière : Psycholinguistics

Crédit : 1 **Coefficient : 1** **Mode d'évaluation : Examen 100%**

Objectifs de l'enseignement

- Understand the relationships between psychology and language aquisition.

Contenu de la matière

- Psycholinguistics
- Psycholinguistic approaches to second language acquisition
- Quantitative methods
- Language acquisition
- Applied psycholinguistics
- Language and mind

Références

- Johnson, F. C. The failure of the discipline of linguistics in language teaching. Language Learning, 1969.
- Lamendella, J. T. On the irrelevance of transformational grammar to second language pedagogy. Language Learning, 1969.
- MacCorquodale, K. On Chomsky's review of Skinner's Verbal behavior. Journal of the Experimental Analysis of Behavior, 1970.
- Brown, T. G. In defense of pattern practice. Language Learning, 1969, 19, 191-203.
- Carroll, J. B. The contributions of psychological theory and educational research to the teaching of foreign languages. Modern Language Journal, 1965, 49, 273-281.
- Carroll, J. B. Research in foreign language teaching: The last five years. In R. C. Mead, Jr. (Ed.), Language teaching: Broader contexts, Northeast Conference on the Teaching of Foreign Languages. New York: MLA Materials Center, 1966.
- Aitchison, Jean 1998. The articulate mam ate mammal. An introduction to psychol psycholinguistics uistics. London: Routledge.
- Clark, Herbert H. 1996. Using language. Cambridge: University Press.
- Fletcher, Fletcher, Paul and Michael Garmon (eds) 1979 and later Language acquisiti acquisition Cambridge: University University Press.
- Gregory, Richard L chard L. (ed.) 1987. The Oxford companion to the mind. Oxford: University Press. niversity Press.
- Lust, Barbara and Claire Foley (eds) 2004. Language acquisition: The essential readings.
- Malden, MA: Blackwell. Steinberg, Danny 1993. An introduction to psycholinguistics. London: Longman

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 مساعدية
ـ سوق أهراس ـ
كلية الآداب و اللغات
قسم اللغة الانجليزية

Matière : TIC

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

Objectifs de l'enseignement

- To develop awareness of how technology can assist learning and teaching
- To explore the relationship between technology and current ideas about learning and teaching
- To practise evaluating, adapting and designing technology-enhanced teaching materials

Contenu de la matière

- Introduction, key issues and debates
- Technology-enhanced learning and teaching: Theory and practice

- Computer-assisted language learning: Theory and practice

- Evaluating and researching technology-enhanced learning and teaching

- Current investment: Interactive whiteboards

- Current investment: Laptops, internet access and computer-mediated communication

- The future: Gaming, mobile technologies, and beyond

- Computer-based assessment

- Student presentations

Références

[1] Allen I, Seaman J. Learning on demand: online education in the United States. The Sloan Consortium. 2009.

[2] Nagel D.Most college students to take classes online by 2014.Ambient Insight–Campus Technology. 2009.

[3] Hezel Associates. Global e-learning opportunity for U.S. higher education.Hezel Associates, LLC. 2005.

[4] Bagnato K. Learning virtually. Community College Week. 2004:6-8.

[5] Peltier R, Schibrowsky J, Drago W. The Interdependence of the factors influencing the perceived quality of the online learning experience: A causal model. Journal of Marketing Education. 2007;29:140-153.

[6] Bisoux T. The e-learning equation.BizEd. 2002:22-29.

[7] Granitz N, Greene CS. Applying e-marketing strategies to online distance learning. Journal of Marketing Education. 2003;25:208-225.

[8] Dolezalek H. The state of the e-learning market.Training. 2004;41:20-28.

[9] Crawford, K. A degree of respect for online MBAs: Web-based programs lack Ivy prestige, but they can boost aspiring executives' fortunes. Business 2.0. 2005;6:102. 244.