Master : Didactique des langues étrangères

Syllabus des matières

الجمهورية الجزائرية الديمقراطية الشعبية
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Université Mohamed Cherif Messaadia
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Faculté des Lettres et des Langues
Département de Langue Anglaise

وزارة التعليم العالي والبحث العلمي
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ـ سوق أهراس ـ
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قسم اللغة الانجليزية

Semestre 3

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		
Curriculum and Syllabus Design	67h30	01h30	03h		82h30	03	06	+	+
ESP	67h30	01h30	03h		82h30	03	06	+	+
Evaluation in Teaching and Learning	67h30	01h30	03h		82h30	03	06	+	+
UE méthodologie						5	9		
Writing Techniques	60 h		04h		65h	03	05	+	-
Methodology of EFL Research	45h		03h		55h	02	04	+	-
UE découverte						2	2		
Neurosciences	22h30	1h30			2h30	1	1	-	+
Contemporary Popular Literature	22h30	1h30			2h30	1	1	-	+
UE transversales						1	1		
Ethics and Professional Deontology	22h30		1h30		2h30	1	1	-	+
Total Semestre 3	375 h	07h30	17h30		375h	17	30		

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Matière : Curriculum and Syllabus Design

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

Objectifs de l'enseignement

Students will be able to gain a thorough understanding of the scope of curriculum development and syllabus design.

Contenu de la matière

1. The Scope of Syllabus Design

2. 'Syllabus' versus 'Curriculum'

3. Syllabus design: Objectives, goals and aims

4. Approaches to Syllabus Design

5. Syllabuses Types

6. Syllabus Evaluation

7. Evaluation versus Assessment

8. Approaches to Syllabus Evaluation

9. Syllabus Evaluation : Models, Dimensions & Renewal

10. Exam Questions & Quizzes

11. Further Readings

Références

- Bessai, N. A. (2018) Discussing the Concepts of Curriculum, Syllabus, Curriculum Development and Syllabus Design. Afkar wa Affak, 6, (1), 273 – 291.
- Kara, S. (2001). The foreign language syllabus: design, evaluation and renewal. مجلة العلوم 67-84 , الإنسانية.
- Finney, D. (2002). The ELT curriculum: A flexible model for a changing world. Methodology in language teaching: An anthology of current practice, 69, 79.
- Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). Syllabus design (Vol. 55). Oxford: Oxford University Press.
- Rahimpour, M. (2010). Current trends on syllabus design in foreign language instruction. Procedia-Social and Behavioral Sciences, 2(2), 1660-1664.
- Stern, H. H. (1984). Review and discussion. General English syllabus design, 5-12.

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- Shafieyan, M. (2011). Syllabus design in teaching literature. In International Conference on Education, Research and Innovation. IPEDR (Vol. 18).

- Uddin, M. R. (2020). Theoretical Insights Inspiring the Conceptualization of the Language Curriculum: A Critical Overview. Strength for Today and Bright Hope for Tomorrow Volume 20: 1 January 2020 ISSN 1930-2940, 175.

- Yalden, J. (1984). Syllabus design in general education: Options for ELT. CJ Brumfit, CJ (Ed). General English Syllabus Design, 13-21.

Matière : English for Specific Purposes (ESP)

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

Objectifs de l'enseignement

-To know the linguistic specificities of English in relation and in adequacy with the needs of the learners.

- To develop students' knowledge of fields of study or work in addition to their language skills and how to use them correctly by linking between the context of situation and language knowledge.

Contenu de la matière

- What is ESP?

- The origins of ESP

- The development of ESP (phases)

- ESP: An approach not a product

- The roles of ESP teachers

- Areas in ESP

- ESP and EAP

- Main Considerations in ESP course development

  - Needs Analysis

  - Investigating specialist discourse

  - Aspects in ESP course development

    -Focusing on the course
    -Determining the course content
    -Developing materials
    -Evaluating course and materials

Références

Paltridge, B & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. UK: Wiley & Sons, Ltd.

Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes.*   UK: Palgrave Macmillan.

Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource   Book*. UK: Routlege.

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Matière : Evaluation in Teaching and Learning

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

Objectifs de l'enseignement

After this course, learners will distinguish between concepts related to evaluation. They will understand that evaluation and error correction are not a matter of testing but constructive in nature. New approaches to evaluation are made clear.

Contenu de la matière

Evaluation in Teaching and Learning

1. The concept of evaluation
2. Types of evaluation
3. Evaluation versus assessment and measurement
4. Purpose of evaluation
5. Evaluation Grids.
6. Evaluation in teaching
   6.1 Teacher
   6.2 techniques
   6.3 Methods
   6.4 Strategies
   6.5 Material
   6.6 Curriculum
   6.7 Syllabus
   6.8 Online Teaching
7. Evaluation in learning
   7.1. Learner
   7.2. Learning style
   7.3. Learning strategies
   7.4. Performance in four skills

Références

Bachman, L. F. (1995). Fundamental considerations in language testing. Oxford:Oxford University Press.

Brown, D. H. (1990). Language assessment: Principles and classroom practices.London: Longman

Darling-Hammond, L. (2006). Assessing teacher education: The usefulness ofmultiple measures for assessing program outcomes. Journal of TeacherEducation, 57(2), 120-138.

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Kellaghan, T., & Stufflebean, D.L. (Eds) (2003). International Handbook ofeducational evaluation. Dordrecht: Klüver Academic Publisher

Kizlik, B. (2010). How to Write an Assessment Based on a Behaviorally StatedObjective. [online Document] Available athttp://www.adprima.com/assessment.htm Accessed on September 15, 2017.

McAlpine, M. (2002). Principles of Assessment. Glasgow: University of Luton.Available at http://caacentre.lboro.ac.uk/dldocs/Bluepaper1.pdf

Merriam-Webster's collegiate dictionary (11th ed.). (2017). New York, NY:Merriam-Webster.

Richards, C. and Schmidt 2002. Longman Dictionary of Language Teaching andApplied Linguistics. (3rd edition). Harlow, Essex: Pearson Education.

Shohamy, E. (1993). The Power of Tests. The Impact of Language Tests on Teachingand Learning. Washington, DC: NFLC Occasional Papers.

Shohamy, E. (2001). The Power of Tests: A Critical Perspective on the Uses ofLanguage Tests. Harlow: Pearson Education.

Weir, J. C. (2005). Language testing and validation: Evidence-based approach. NewYork, NY: Palgrave Macmillan.Weir, J. C., & Roberts, J. (1994). Evaluation in ELT. Oxford: Blackwell

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Matière : Writing Techniques

Crédit : 5 **Coefficient : 3** **Mode d'évaluation : TD 100%**

Objectifs de l'enseignement

-Developing students' writing skills.

-Guiding students through the writing process

Contenu de la matière

-Writing a research proposal

-Writing a research article

-Writing a research report

Références

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (Fourth edition). Washington, DC: Author.

Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Hart, C. (2005). *Doing your masters dissertation*. London: Sage.

Kumar, R. (2014). *Research methodology: a step-by-step guide for beginners*. (fourth edition). Sage

Pajares, F. (2007).*Elements of a proposal*.Emory University.

Paltridge , B.,& Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. London: Routledge.

Wiersma, W. (1995).*Research methods in education: An introduction* (Sixth edition). Boston: Allyn and Bacon..

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Matière : Methodology of EFL Research

Crédit : 4   Coefficient : 2   Mode d'évaluation : TD 100%

Objectifs de l'enseignement

- Identifying the major issues in EFL instruction

- Structuring and displaying research reports in EFL.

Contenu de la matière

Chapitre -1- Qualitative research design in EFL

Chapitre -2- Quantitative research design in EFL

Chapitre -3- Studying and analyzing sample research reports in EFL

Modes d'évaluation: Continuous Evaluation (TD)

Références

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (4 th edition). Washington, DC: Author.

Bown, J. D. (2003). Research methods for applied linguistics In A. Davies & C. El-der (Eds.), The handbook of applied linguistics (pp. 476-500). Oxford, UK: Blackwell.

Hart, C. (2005). *Doing your masters dissertation*. London: Sage.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners*. (4th edition). Sage

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Matière : Neurosciences

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

Objectifs de l'enseignement

- The Main objective of this module is to provide an advanced introduction to neuroscience taking into account the relationships between learning and neuroscience.

Contenu de la matière

- What is neuroscience?

- History of neurolinguistics

- Modern neuroscience

- Major branches of neuroscience

- Neuroscience and learning

- The human brain

- Memory

- Intelligence

- interpretation of words

- Neuroscience and speaking

Références

1. *Shulman, Robert G. (2013). "Neuroscience: A Multidisciplinary, Multilevel Field". Brain Imaging: What it Can (and Cannot) Tell Us About Consciousness. Oxford University Press. p. 59. ISBN 9780199838721.*

2. *Longstaff, Alan (2011). BIOS Instant Notes in Neuroscience. Garland Science. p. v. ISBN 9780415607698.*

3. *Marlin L Languis; James J Buffer; Daniel Martin; Paul J Naour, eds. (2012). Cognitive Science: Contributions to Educational Practice. Routledge. p. ix. ISBN 9780415615174.*

4. *Ogawa, Hiroto; Oka, Kotaro (2013). Methods in Neuroethological Research. Springer. p. v. ISBN 9784431543305.*

5. *Tanner, Kimberly D. (2006-01-01). "Issues in Neuroscience Education: Making Connections". CBE— Life Sciences Education.*

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6. Zull, J. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, Virginia: Stylus Publishing, LLC

7. *"History of IBRO"*. *International Brain Research Organization. 2010.*[*dead link*]

 The Beginning Archived April 21, 2012, at the Wayback Machine., International Society for Neurochemistry

Matière : Contemporary Popular Literature

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

Objectifs de l'enseignement

By the end of this course, students will have been introduced to many of the key theories and approaches which inform the study of Popular Literature - They will have been encouraged to interrogate ideas of what constitutes "high" and "low" culture and to consider what the category "popular" actually implies - Students will be encouraged to consider the relationship between gender and the popular, and national identity and the popular - This course will also provide an overview of the emergence of the key genres which constitute Popular Literature

Contenu de la matière

CH 1/ INTRODUCTION TO POPULAR LITERATURE/ Popular Culture, Mass Culture, Commodity and the Marketplace

CH2/ POPULAR LITERATURE AND THE GREEK MYTHOLOGY

CH3/ GENRE FICTION VS LITERARY FICTION

CH4/TYPES OF GENRE FICTION & CHARACTERISTICS

1. THE ROMANCE GENRE

2.SCIENCE-FICTION

3. FANTASY FICTION

4. HORROR FICTION

5.CRIME FICTION

6. GRAPHIC NOVEL

Références

Chen, Dakang. 1993. The History of Popular Fiction. Changsha: Hunan Publishing House.

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Matière : Ethics and Professional Deontology

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

Objectifs de l'enseignement

Students should be aware of the concepts: Ethics and deontology in academic research. The module enables students to devolp scientific probity and integrity.

Contenu de la matière

- Definition of concepts

- Freedom and tenure of academic research

- scientific confinements & requirements

- Equity and objectivity

- Research scope and limitation

- Ethics and values in research

- plagiarism

Références

Adger, C. T., and Connor-Linton, J. 1993: Special issue: Ethical issues in applied linguistics. Issues in applied linguistics 4.

Coady, M., and Bloch, S., editors. 1996: Codes of ethics and the professions. Melbourne: Melbourne University. Cook, V. 2002: Portraits of the L2 user. Clevedon: Multilingual Matters.

Davies, A. 1997: Special issue: Ethics in language testing. Language Testing 14, 235– 349. Davies, A. 2008: Ethics, professionalism, rights and codes. In Shohamy, E., & Hornberger, N. H., editors, Encyclopedia of language and education, 2nd edition, Volume 7: Language testing and assessment

Davies, A., and Elders, C. 2004: General introduction. Applied linguistics: Subject to discipline? In Davies, A., & Elders, C., editors, The handbook of applied linguistics.

Malden. MA: Blackwell. de Bot, K., Lowie, W., and Verspoor, M. 2005: Second language acquisition: An advanced resource book. London: Routledge.