

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE**

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Université Blida 2	Lettres et Langues	Langue Anglaise

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Didactique des Langues Etrangères

Année universitaire : 2016 - 2017

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مواصفة
عرض تكوين ماستر
أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة البليدة 2	كلية الآداب و اللغات	اللغة الإنجليزية

الميدان: الآداب و اللغات الأجنبية

الشعبة: اللغة الإنجليزية

التخصص: تعليم اللغات الأجنبية

السنة الجامعية: 2016 - 2017

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I – Fiche d'identité du Master

1 - Localisation de la Formation :

Faculté: Lettres et Langues Etrangères (Arts and Languages)

Département : Anglais

2- Partenaires de la formation *:

- autres établissements universitaires :

- entreprises et autres partenaires socio économiques :

Education Nationale

- Partenaires internationaux :

* = Présenter les conventions en annexe de la formation

3 – Contexte et Objectifs de la Formation

A – Conditions d'Accès

Pourront être admis à cette formation, et selon les possibilités d'accueil du département d'anglais, les étudiants ayant obtenu une licence académique en langue anglaise.

B - Objectifs de la formation

The main goals of this MA are:

- 1- Develop good research skills through reading, discussion and critique of research articles on various relevant to the component modules of the syllabus; the research skills modules are given importance to prepare learners for academic research (MA, PhD and post doctoral).
- 2- Develop deeper knowledge and skills for English language teaching by discussing learning theories, teaching methods and the teaching of key language skills;
- 3- Develop English proficiency: The learners are expected to reach at least a high intermediate level in English; Such proficiency is required for both teaching and research purposes;
- 4- Develop academic modesty, tolerance and ethical attitudes that should allow learners to be agents of development in their environment; and
- 5- Develop critical thinking which is especially necessary to thrive in the 21st century.

At the end of this program, the learners are expected to demonstrate both declarative and procedural knowledge of the above requirements. As much as possible, they will be asked to perform the skills covered; the preparation and then defense of a research thesis is the main performance test to demonstrate their research skills.

C – Profils et compétences métiers visés

1. Good research skills to prepare learners for academic research (MA, PhD and post doctoral);
2. Good knowledge and skills necessary for teaching English language;
3. High intermediate level in English required for both teaching and research purposes;

D- Potentialités régionales et nationales d'employabilité des diplômés

Education Nationale

Centres de formation

Etablissements d'éducation privée

Entreprises et administrations

E – Passerelles vers d'autres spécialités

Langue Française

Psychologie de l'éducation

Traduction

F – Indicateurs de suivi de la formation

1. Learners' Success Rate

2. Course Content Completion

3. Learners' Theses and Defence

G – Capacité d'encadrement : 70 étudiants (en deux groupes de 35)

4 – Moyens humains disponibles

A : Capacité d'encadrement (exprimé en nombre d'étudiants qu'il est possible de prendre en charge) :

B : Equipe pédagogique interne mobilisée pour la spécialité : (à renseigner et faire viser par la faculté ou l'institut)

Nom, prénom	Diplôme graduation	Diplôme de spécialité (Magister, doctorat)	Grade	Matière à enseigner	Emargement
Professeur Brakni		Doctorat	Professeur	Etudes de textes Civilization	<i>Brakni</i>
Bouchama		Magistere	MAA	Theme & version	<i>Bouchama</i>
Baghdadi		Magistere	MA	Psychopedagogy	<i>Baghdadi</i>
Chabane		Doctorat	MA	Etude de textes littéraires	<i>Chabane</i>
Missoum M.		Magistere	MA	Techniques de recherche	<i>Missoum</i>
Guiboub.		Magistere	MA	Linguistique	<i>Guiboub</i>
Sail H		Magistere	MA	Communication skills	<i>Sail H</i>
Boukhaouache		Doctorat	Professeur	Langue Arabe	<i>Boukhaouache</i>
Nadir A.		Magistere	MA	Traduction & interprétariat	
Amirat		Magister	MA	Introduction aux langues de spécialités	<i>Amirat</i>

Visa du département

أ. ب. بغدادي



Visa de la faculté ou de l'institut

أ. د. محمد السعيد عبدلي

26 AVR. 2016

C : Equipe pédagogique externe mobilisée pour la spécialité : (à renseigner et faire viser par la faculté ou l'institut)

B : Encadrement Externe :**Etablissement de rattachement :**

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

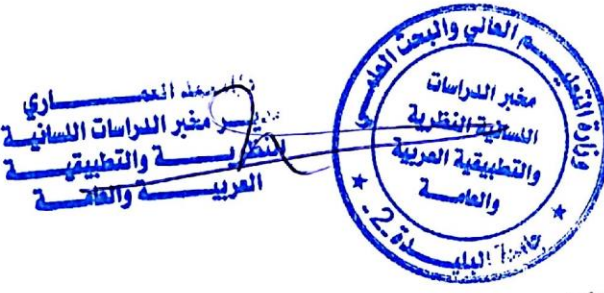
Intitulé du laboratoire :

N°	Intitulé de l'équipement	Nombre	observations

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire	
N° Agrément du laboratoire	
Date : 28/04/2016	
Avis du chef de laboratoire : A.F.	

Chef du laboratoire	
N° Agrément du laboratoire	
Date :	
Avis du chef de laboratoire :	

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

E- Espaces de travaux personnels et TIC :

- 1. 02 Salles Informatique : 40 Postes**
- 2. Bibliothèque de la faculté**
- 3. Bibliothèque centrale**

II – Fiche d’organisation semestrielle des enseignements (Prière de présenter les fiches des 4 semestres)

Semestre 1

Unité d'Enseignement	VHS	V.H hebdomadaire			Mode d'évaluation				
	15 sem	C	TD	TP	Autres	Coeff	Crédits	Continu	Examen
UE fondamentales									
Methods and Approaches in ELT	45h00	01.30	01.30			02	04		X
Comparative Education Theory	45h00	01.30	01.30			02	04		X
Teaching and Researching Listening	45h00	01.30	01.30			02	04		X
Teaching and Researching Reading	45h00	01.30	01.30			02	04	X	X
Teaching and Researching Grammar	22h30		01.30			01	02	X	
UE méthodologie									
Research Skills	45h00	01h30	01h30			02	04		X
Academic Writing	37h30	01h00	01h30			02	03		
Academic Reading	22h30		01h30			01	02	+	
UE découverte									
Cognitive Psychology	22h30		01h30			01	01	X	
UE transversales									
Interpersonal communication skills	22h30		01.30			01	01	X	
Translation	22h30		01.30			01	01	X	X
Total Semestre 1	375	08.30	16h30			17	30		

Semestre 2

Unité d'Enseignement	VHS	V.H hebdomadaire			Mode d'évaluation				
	15 sem	C	TD	TP	Autres	Coeff.	Crédits	Continu	Examen
UE fondamentales									
Issues in Language Learning and Teaching	45h00	01.30	01.30			02	04		X
Discourse Analysis	45h00	01.30	01.30			02	04		X
Teaching and Researching Speaking	45h00	01.30	01.30			02	04		X
Teaching and Researching Writing	45h00	01.30	01.30			02	04	X	X
Intercultural Issues in Language Teaching	22h30		01.30			01	02	X	
UE méthodologie									
Research Skills	45h00	01h30	01h30			02	04		X
Academic Writing	37h30	01h00	01h30			02	03		
Academic Reading	22h30		01h30			01	02		
UE découverte									
Cognitive Psychology /or Sociology	22h30		01h30			01	01	X	
UE transversales									
ESP	22h30		01.30			01	01	X	
Translation	22h30		01.30			01	01	X	X
Total Semestre 1	375	08.30	16h30			17	30		

Semestre 3

Unité d'Enseignement	VHS	V.H hebdomadaire			Mode d'évaluation				
	15 sem	C	TD	TP	Autres	Coeff	Crédits	Continu	Examen
UE fondamentales									
Issues in Language Learning and Teaching	45h00	01.30	01.30			02	04		X
ICT for Language Learning and Teaching	45h00	01.30	01.30			02	04		X
Testing and Evaluation in Language Teaching	45h00	01.30	01.30			02	04		X
Educational Psychology for Adolescents	45h00	01.30	01.30			02	04	X	X
Continuing Professional Development	22h30		01.30			01	02	X	
UE méthodologie									
Research Skills	45h00	01h30	01h30			02	04		X
Academic Writing	37h30	01h00	01h30			02	03	+	+
Academic Reading	22h30		01h30			01	02	+	
UE découverte									
Cognitive Psychology / or Sociology	22h30		01h30			01	01	X	
UE transversales									
Translation	22h30		01.30			01	01	X	
Professional Code of Ethics	22h30		01.30			01	01	X	X
Total Semestre 1	375	08.30	16h30			17	30		

4- Semestre 4 :

Domaine: Langues Etrangères

Filière: Anglais

Spécialité: Didactique

Seminars and writing and defending a 60-page research thesis

	VHS	Coeff.	Crédits
mémoire		17	30
Total Semestre 4	766	17	30

5- Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

VH \ UE	UEF	UEM	UED	UET	Total
Cours	202h30		135h	67h30	405h
TD	405h	270h			675h
TP					
Travail personnel	741h	360h	15h	8h	1124h
Mémoire	450h30	225h30	37h30	37h30	751
Total	1799h	885h	187h30	113h	2984h30
Crédits	84	27	6	03	120
% en crédits pour chaque UE	70%	22.5 %	5%	2.5 %	100 %

III - Programme Détaillé Par Matière

(1 fiche détaillée par matière)

Intitulé du Master : Didactique des Langues Etrangères**Semestre : 01****Intitulé de l'UE : Fondamentale UEF1****Intitulé de la matière : Methods and Approaches in ELT****Crédits: 04 Coefficients: 02****1. Objectives:**

This course aims at providing students as future teachers with a psychological framework to help them make the connections between different aspects of the learning process and make informed decisions about what to do on their classrooms. In addition, the course aims at providing students as future teachers with different existing methodologies in relation to the teaching of English as a foreign language. All the above objectives, when fulfilled will help students grasp better the rest of the modules suggested in their learning programme.

2. Skills and Knowledge Pre-requisites:

Students are expected to have some prior knowledge in the field of didactics, psychopedagogy and applied linguistics.

3. Outline of the Content

Week	Course	Student's personal work
1	Meeting the learners and explaining the objectives of the course.	Reading about the Positivist and cognitivist school in educational psychology
2	Modern Behaviourism (B.F. Skinner) Information Processing and Intelligence (Gardner's Multiple Intelligences).	Reading about Constructivism and Humanism in educational psychology
3	Constructivism (Piaget-Bruner and Kelly) Humanism (Erikson and Maslow)	Reading about Humanism and Social Interactionism in educational psychology
4	Humanism (Rogers) Social Interactionism (Vygotsky and Feuerstein)	
5	A Brief History of Language Teaching (ancient to medieval- 18th c- 19th to 20th c) Difference between Approach- Method and Technique	Read about the Grammar Translation Method and the Direct Method
6	Grammar Translation Method Direct Method	Read about Situational Language Teaching and Audiolingualism
7	Situational Language Teaching Audiolingualism	Read about Communicative Language Teaching and Competency based Approach
8	Communicative Language Teaching Approach Competency based Approach	

4. Mode d'évaluation : Contrôle continu et examen**5. Recommended Reading**

Richards J.C. (2001) Approaches and Methods in Language Teaching Richards J.C. et al. (eds.) CUP.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01 Intitulé de l'UE : Fondamentale UEF1

Intitulé de la matière : Comparative Education Theory Crédits: 04 Coefficients: 02

1. Objectives: This course is intended as an introduction to the field of Comparative Education, it can be seen as a kind of intellectual history of the field, with the different schools or approaches presented in a roughly chronological way. The intention is to trace changing approaches to Comparative Education research over time, and link debates over methodology to wider debates in the literature of the social sciences. Students are encouraged to focus their attention on such fundamental questions as the purpose of Comparative Education, the views of social change that underlie different approaches to Comparative Education and the question of what "scientific" methodology entails and whether or not it should be a goal in Comparative Education research.

2. Outline of the Content

Introduction: The Origins and early development of Comparative education

1. The Historical Approach
2. The Positivist Approach
3. Phenomenological, Ethnographic & Narrative Approaches
4. The Problem Approach
5. The Developmental Approach: Neo-Marxism, Dependency Theory and World Order thinking
6. Ideal Types in Comparative Education
7. Comparative Education and Globalization
8. International Organizations and Comparative Education
9. Data Collection and Classification in Comparative Education

3. Mode d'évaluation : Contrôle continu et examen

References

- Altbach, P., Arnove, R., and Kelly, G., (eds.), *Emergent Issues in Education: Comparative Perspectives* (Albany: State University of New York Press, 1992). See especially Part 1 "Debates and Trends in Comparative Education" by Gail Kelly.
- Altbach, P. and Kelly, G., *Education and the Colonial Experience* (N.B., U.S.A. and London: Transaction Books, 1984)
- Arnove, Robert F. and Torres, Carlos Alberto (eds.) *Comparative Education: The Dialectic of the Global and the Local* (Lanham, Boulder, New York and Oxford: Rowen & Littlefield Publishers Inc, 1999, second edition 2003).
- Bereday, George, *Comparative Method in Education* [New York: Holt, Rinehart and Winston, 1964]
- Bray, Mark, Adamson, Bob and Mason, Mark, *Comparative Education Research: Approaches and Methods* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2007.)
- Crossley, Michael and Watson, Keith, *Comparative and International Research in Education: Globalisation, context and difference* (London and New York: Routledge Falmer, 2003).
- Fägerlind, Ingemar and Saha, Lawrence, *Education and National Development: A Comparative Perspective* (Oxford: Pergamon 1989).
- Green, Andrew, *Education, Globalization and the Nation State* (New York: St Martin Press, 1997)
- Halls (ed.), W. D. *Comparative Education: Contemporary Issues and Trends* (London: Jessica Kingsley Publishers, 1990).
- Holmes, B. *Comparative Education: Some Considerations of Method* (London: George Allen and Unwin, 1981).
- Mundy, Karen, Bickmore, Kathy, Hayhoe, Ruth, Madden, Meggan and Madjidi, Katherine, *Comparative and International Education: Issues for Teachers* (Toronto: Canadian Scholars Press, New York: Teachers College Press, 2008)
- Schriewer, Juergen, *Discourse Formation in Comparative Education* (Frankfurt: Peter Lang, 2003)
- Trahar, Sheila, *Narrative Research on Learning: comparative and international perspectives* (Oxford: Symposium Books, 2006)

Intitulé du Master : Didactique des Langues Etrangères**Semestre : 01****Intitulé de l'UE : Fondamentale UEF2****Intitulé de la matière: Teaching and Researching Listening****Crédits: 04 Coefficients: 02****1. Objectives:** Students are expected to attain the following objectives:

- Understanding the nature of Listening.
- Knowing how to teach Listening.
- Having some insights about the nature of research achieved in the L2 listening context.

2. Skills and Knowledge Pre-requisites: Students are expected to have some prior knowledge in the field of linguistics, didactics and applied linguistics.**3. Outline of the Content**

Week	Cours	TD	Student's personal work
1	Meeting the learners and explaining the objectives of the course and the project work (designing a listening lesson plan).	What is a critical review of a study article?	Review the first article.
2	Listening as an Active Process	Correction of the critical review of article 1.	Review the second article.
3	Listening in our First and Second Language	Correction of the critical review of article 2.	Review different existing teaching methods.
4	Teaching Listening: A Historical Account.	Preparation of the lesson sheet needed for the project work	Read about bottom-up and top-down listening strategies
5	Teaching Listening Bottom-up/ Top-down and a Combination of the two processes.	Designing some listening sample activities needed for the project work.	Review the third article.
6	Metacognition in Listening: Definition and Role	Correction of the critical review of article 3.	Designing their listening sample lesson
7	Metacognitive L2 Listening Trainings	Examination of some sample trainings. Submission of the lesson plan for correction.	

4. Mode d'évaluation : Contrôle continu et examen**5. Recommended Readings**

1. Rost M. (1994) Introducing Listening Ronald C. et al. (eds.) Penguin English: England.
2. Richards J. C. (2008) Teaching Listening and Speaking: from theory to practice CUP.
3. Ur P. (1984) Teaching Listening Comprehension Thornbury S. (ed.) CUP

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Teaching and Researching Reading

Crédits: 04 Coefficients: 02

Objectifs de l'enseignement :

Ce module vise à préparer les futurs enseignants/ chercheurs à la vie professionnelle d'enseignement et de la recherche. Les objectifs se résument à :

1. Permettre aux futurs enseignants/ chercheurs d'assimiler les avantages et les désavantages de chaque modèle théorique de la compréhension écrite.
2. Pouvoir évaluer les manuels scolaires qui traitent de la compréhension écrite.
3. Pouvoir synthétiser, selon le besoin des futurs apprenants, le savoir acquis pour établir une méthode d'enseignement efficace.
4. Initiation à la recherche dans le domaine.

Connaissances préalables recommandées :

Les étudiants doivent avoir un bon niveau en Anglais comme langue étrangère.

Les étudiants doivent avoir une bonne maîtrise des stratégies de la compréhension écrite.

Etre capable de rechercher, d'exploiter la documentation dans la spécialité convenablement.

Contenu de la matière:

(Fiche de lecture à préparer par chaque étudiant sur le cours suivant)

1. Definition of L2 reading

1.1 The reader

1.2 The text

1.3 The interaction between the reader and text

2. Theoretical models of the reading process

2.1 The Schema Theory Model

2.2 The Bottom-Up Model

2.3 The Top-Down Model

2.4 The Interactive Model

3. Main reading strategies

3.1 Preparing to read

3.2 Reading the text

3.3 Reviewing reading:

4. Factors influencing L2 reading

4.1 Cognitive development

4.2 The influence of reading performance and competence in L1

4.3 Metacognitive knowledge

4.4 L2 proficiency

4.5 Cultural orientations.

5. Designing the reading course

- 5.1 Course objective
- 5.2 Approaches to teaching reading.
- 5.3 Selecting appropriate materials
- 5.4 Evaluation and final course grade

6. Planning the reading lesson

- 6.1 Components of a lesson plan
- 6.2 factors that influence planning
- 6.3 From plan to syllabus to curriculum.

7. Vocabulary issues in teaching reading

- 7.1 Vocabulary before reading.
- 7.2 Vocabulary during reading.
- 7.3 Vocabulary after reading.

8. Using literature

- 8.1 Reasons for using literature.
- 8.2 features of literary text
- 8.3 adjusting methods to literary texts
- 8.4 criteria for selecting literary text

9. Assessing L2 reading.

- 9.1 traditional methods of testing reading
- 9.2 alternative methods for assessing reading
- 9.3 writing tests for the classroom
- 9.4 planning course-level assessment

10. Reading – writing relationship: L2 issues

- 10.1 The L2 reading-writing relationship
- 10.2 transfer of L1 literacy skills to L2.
- 10.3 using background reading texts in writing.
- 10.4 The role of extensive reading in promoting students' writing performance.

Mode d'Evaluation: Control continu et examen.

Références

- Alderson, J.C. (2000). Assessing Reading. Cambridge University Press
- Asadollah, H. Shiri. P. (2012). The Impact of Semantic Mapping Instruction on Iranian EFL Learners Reading Comprehension of Expository Texts.
- Bouchard, M. (2005). Comprehension Strategies for English Language Learners. Scholastic Inc.
- Grabe, W. (2009) Reading in a Second Language: Moving From Theory to Practice. Cambridge University Press
- McCormack, R.L. & Pasquarelli, S.L. (2010). Teaching Reading Strategies and Resources for Grades K-6.
- Moreillon, J. (2007). Collaborative Strategies for Teaching Reading Comprehension. Chicago: American Library Association
- Redondo, M. (1997). Reading Models in Foreign Language Teaching. Revista Alicantina de Estudios Ingleses. Universidad de Castilla- la Mancha. Pp 139_161.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Teaching and Researching Grammar Crédits: 02 Coefficients: 01

1. Course Objectives: By the end of S1 and S2, students will be able to:

1. Recognize theoretical aspect related to L1 and L2 grammar acquisition and implications in EFL grammar classrooms.
2. Bridge the gap (attempt) between theory and practice through an investigation of language teaching methodology in its theoriless and theoretically grounded aspects. They also tackle contemporary EFL grammar instruction/ pedagogy focusing on the shift from method to approach.
3. Understand the teaching and learning styles through an analysis of real-life syllabuses and an experience of: inductive / deductive grammar lessons, implicit / explicit ones in addition to grammar in context.
4. Plan grammar lessons informed by selected approaches and present projects on lesson plans.
5. Know how to test grammar, design different types of tests and various assessment procedures with diverse criteria. Deal with grammar errors of real-life material and recognize the value of accuracy, fluency and teachers' corrective feedback.
6. Embrace technological tools in EFL grammar learning and integrate ICT in lesson preparation, presentation and tutoring as to meet the requirements of the reforms.

2. Pre-requisite knowledge: * knowledge in morpho-syntax and theories of language acquisition
* power point and technological requirements
* social / communicative skills

3. Course Contents:

1. Theories of L1 and L2 grammar acquisition: behaviorism, innatism (+universal grammar) and (socio) constructivism
2. Language teaching methodology: from method to approach.
3. Grammar in syllabuses:
 - a- inductive Vs deductive grammar instruction
 - b- Implicit Vs explicit grammar instruction
 - c- Teaching grammar in context
4. Planning grammar lessons
5. Testing grammar and error correction
6. Techno-didactic tools in for grammar instruction

4. Mode d'évaluation : Contrôle continu et examen

5. Recommended readings:

- a- Brown, D. (2007). *Principles of Language Learning and Teaching*. Longman
- b- Crystal, David. (2004). *Rediscover Grammar*. Longman
- c- _____. (2004). *Making Sense of Grammar*. Longman
- d- Thornbury, Scott. (2008). *How to Teach Grammar*. Longman
- e- Nunan, D. "Teaching Grammar in Context". (1997)
<www.lenguasvivas.org/campus/files/0.../teachinggrammarincontext.pdf>

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01, 02 and 03

Intitulé de l'UE: UE méthodologie

Intitulé de la matière: Research Skills

Crédits: 04 Coefficients: 02

Course objectives: By the end of this course, the students should be able to:

1. Develop a basic understanding of types of research and methodologies
2. Describe the general steps and components of the research process
3. Describe process of identifying a research problem
4. Identify appropriate research topics
5. Identify and formulate researchable questions
6. Synthesize relevant data in their own words
7. Organize and report the review of the literature
8. Construct and implement an appropriate research design
9. Prepare a research proposal
10. Organize and report the review of the literature
11. Organize and conduct research
12. Write a research report or thesis

Course Contents

1. Introduction to the Process of Conducting Research
2. Research Design Introduction
3. Steps in the Process of Research
4. Identifying a hypothesis and/or research problem, specifying a purpose, creating research questions
5. Reviewing literature
6. Ethics of research and informed consent
7. Introduction to Qualitative Research
8. Essence of Qualitative Data
9. Sampling
10. Collection Techniques
11. Biography o Phenomenology
12. Grounded Theory
13. Ethnography
14. Case study
15. Interpreting Qualitative Data
16. Qualitative Data Analysis Procedures
17. Coding
18. Thematic development
19. Introduction to Quantitative Research
20. Quantitative Data Collection and Analysis Techniques
21. Sampling Concepts
22. Defining the Target Population
23. Representative Sample
24. Analysing research articles
25. Writing a research article
26. Writing a synthesis of a literature review
27. Writing a research proposal

Mode d'évaluation : Contrôle continu et examen

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01, 02 and 03

Intitulé de l'UE : UE méthodologie

Intitulé de la matière: Academic Writing

Crédits: 03 Coefficients: 02

1. Course objectives:

1. Identify and implement rhetorical models and other basic writing strategies in the major sections of the research paper;
2. Use core writing techniques, including clarity, cohesion, and concision;
3. Review and correctly use grammar, sentence structure and mechanics in conjunction with any academic writing you generate;
4. Choose appropriate style, vocabulary, and level of formality;
5. Use editing techniques to improve self-editing.

2. Course Contents

In this course, students engage in the following:

1. The analysis of rhetorical and linguistic features in research articles in their field;
2. The collection of academic sources for summary, critique, and synthesis in literature review;
3. The composition of various sections of research articles as well as one complete research articles; and the analysis, revision, and discussion of their own writing

3. Writing assignments: Each assignment will require two submissions, a draft and a revision.

4. Mode d'évaluation : Contrôle continu et examen

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01, 02 and 03

Intitulé de l'UE : UE méthodologie

Intitulé de la matière: Academic Reading

Crédits: 02 Coefficients: 01

1. Course objectives

This course cultivates skills to improve academic reading performance for non-native speakers of English. Special attention is given to cross-disciplinary academic reading, reading rates and speeds, effective research methods, documentation and essay exams skills. This course is designed to raise students' reading skills so they can participate in academic settings

2. Student Learning Outcomes

By the completion of this course, students will be able to

1. Comprehend academic vocabulary, academic texts, and various forms of assessment from exams and exercises to reports and collaborative research
2. Synthesize, quote, summarize and paraphrase academic texts using correct documentation style sheets
3. Organize, develop, revise, and edit during essay exams
4. Practice and demonstrate effective group interaction skills as they apply to written and oral communication in academic settings.

3. Textbooks

College Vocabulary 3. By Bunting, J., 2006. Houghton Mifflin (ISBN 0618230270)

College Reading 4. By Benz and Shuemann, 2006. Houghton Mifflin (ISBN 0-618-23023-8)

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01

Intitulé de l'UE : UE découverte

Intitulé de la matière: Cognitive Psychology

Crédits: 01 Coefficient: 01

1. Course Objectives:

- 1- Introduced to historical development of cognitive psychology
- 2- Be able to acquire a background in the theories and research that define the areas of cognitive psychology.
- 3- Be able to define the terms memory and cognition. Understand what types of mental activities are involved in these two processes.
- 4- To gain a general knowledge on basic cognitive processes such as perception and categorization of information, attention and language acquisition.
- 5- To appreciate the contribution of cognitive psychology to understand higher mental processes such as problem solving and reasoning
- 6- To understand individual differences in cognitive functions

2. Course Contents:

I. The Science of Cognition

- 1.1 The History of Cognitive Psychology
- 1.2 Information Processing;
- 1.3 Organization of the Brain
- 1.4 Methods in Cognitive Neuroscience

II. Areas of cognitive psychology

- 2.1 Perception
- 2.2 Attention and Performance
- 2.3 Representation of Knowledge
2. 4 Human Memory: Encoding and Storage
- 2.5 Human Memory: Retention and Retrieval
- 2.6 Problem Solving
- 2.7 Reasoning
- 2.8 Individual Differences in Cognition

III. Language and cognition

- 3.1. Language and the Brain
- 3.2 Language and Thought
- 3.3 Language Acquisition
- 3.4 Language Comprehension
- 3.5 language acquisition and text processing

3. Mode d'évaluation : Examen

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 01

Intitulé de l'UE : UE transversale

Intitulé de la matière: Interpersonal and communication skills Crédits: 01 Coefficient: 01

1. Course Objectives: This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is on the communication process; issues addressed include perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. 1. Students will demonstrate effective communication with their peers by:

- a. explaining the principles and dynamics of interpersonal communication;
- b. explaining the role of effective listening skills in the communication process
- c. discussing effective communication skills within different cultural contexts.

2. Students will demonstrate the ability to effectively manage conflict in a respectful and ethical manner in a variety of situations by:

a. recognizing the importance of ethical behavior in personal and professional relationships and communications;

b. applying the techniques of effective conflict management in class demonstrations and role-playing exercises

c. using appropriate interpersonal communication skills and problem-solving techniques in a group setting.

3. Students will independently discern, formulate and critique an oral presentation by:

a. presenting a clear, well-organized, and informative oral report based on personal research about an interpersonal communication problem or issue

b. providing and accepting constructive evaluation.

2. References

1. Beaver, Rick. *Educational psychology casework: a practical guide*. London: Jessica Kingsley; 1996.
2. Birdwhistell, Ray L. *Kinesics and context: essays on body-motion communication*. London: Allen Lane; 1971.
3. De Bono, Edward. *I am right - you are wrong: from this to the new Renaissance : from rock logic to water logic*. Harmondsworth: Penguin; 1991.
4. Egan, Gerard. *The skilled helper: a problem-management and opportunity-development approach to helping*. Belmont, Calif: Brooks/Cole Cengage Learning; 2010.
5. Hargie, Owen, Saunders, Christine, Dickson, David. *Social skills in interpersonal communication*. London: Routledge; 1994.
6. Hargie, Owen, Dickson, David. *Skilled interpersonal communication: research, theory and practice*. London: Routledge; 2004.
7. Hargie, Owen, Dickson, David, Hargie, Owen, NetLibrary, Inc. *Skilled interpersonal communication: research, theory, and practice*. London: New York; 2004.
8. Macready T. "Counselling and consultation from a social constructionist perspective" *Educational Psychology in Practice*. 1997 Jul; 13(2):130-4.
9. Wright, Bob, Wright, Bob. *Interpersonal skills*. Keswick: M&K; 2007.

Intitulé du Master : Didactique des Langues Etrangères**Semestre : 01****Intitulé de l'UE : UE transversale****Intitulé de la matière: Translation** (Translation of general texts from English into Arabic)**Crédits : 01 Coefficients : 01****1. Course Objectives:**

- To equip students with the knowledge and skills necessary to translate documents from English into Arabic.
- Critically apply theoretical frameworks in the process of translation.

2. Prior knowledge

- A good mastery of English and Arabic.
- Being aware of the basic issues in translation including the different translation strategies.
- Being aware of the importance of register, genre, and the questions of pragmatic and cultural interpretation.

3. Content of the course

- Translating texts according to their function: narrative, informative, descriptive etc...
- To Practise on texts taken from different books, magazines, newspapers, articles ...

4. Mode of evaluation: On-going assessment + final examination**5. References**

- Mounin, G., (1968) *Les problèmes théoriques de la traduction*, Gallimard, Paris
- Newmark, P. (1982) *Approaches to Translation*. Pergamon Press. London
- Vinay, J.P. & Darbelnet, J. (1977) *La stylistique comparée du français et de l'anglais*. Didier

Intitulé du Master : Didactique des Langues Etrangères**Semestre : 02****Intitulé de l'UE : Transversale****Intitulé de la matière: Translation** (Translation of general texts from Arabic into English)**Crédits : 01 Coefficients : 01****1. Course Objectives:**

- To equip students with the knowledge and skills necessary to translate documents from Arabic into English.
- Critically apply theoretical frameworks in the process of translation.

2. Prior knowledge

- A good mastery of Arabic and English.

- Being aware of the basic issues in translation including the different translation strategies.
- Being aware of the importance of register, genre, and the questions of pragmatic and cultural interpretation.

3. Content of the course

- Translating texts according to their function: narrative, informative, descriptive etc...
- To Practise on texts taken from different books, magazines, newspapers, articles ...

4. Mode of evaluation: On-going assessment + final examination

5. References

- Mouakket, A. (1988) Linguistics & Translation: semantics in Arabic English translation, Aleppo: University of Aleppo
- موقت، أحمد (1997) علم اللغة والترجمة. مشكلات دلالية في الترجمة من العربية إلى الانجليزية. ط1 ، حلب، دار القلم
- الديداوي، محمد (2009) الترجمة والتواصل، ط2، المركز الثقافي العربي، الدار البيضاء، المغرب
- عطية محمد، ف. (1986) علم الترجمة- مدخل لغوي، دار الثقافة الجديدة، القاهرة

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Transversale

Intitulé de la matière: Translation (Translation of specialized texts in the pairs (English-Arabic) & (Arabic-English)

Crédits: 01 Coefficient: 01

1. Course Objectives:

- To develop students' ability to deal with the translation of specialized texts taking into consideration their form, style, and adequate terminology.
- provide students with the skills necessary to the translation of documents relative to the fields of their studies and research.

2. Prior knowledge

- students should master translation strategies whether direct or oblique.
- being able to select appropriate terminology.

3. Content of the course

Translating texts in linguistics and didactics

Practise on texts selected from books, articles...

4. References

- Fassi Fehri, A. (2009) A lexicon of Linguistic Terms (English-French –Arabic), Dar al kitab al jaded, Morocco
- الديداوي، محمد (2009) الترجمة والتواصل: دراسات تحليلية عملية لإشكالية الاصطلاح ودور المترجم، ط2، المركز الثقافي العربي، الدار البيضاء، المغرب

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 02 Intitulé de l'UE : Fondamentale UEF1

Intitulé de la matière: Issues in Language Learning and Teaching

Crédits: 04 Coefficients: 02

1. Course Objectives: In this course, you will attempt to

1. Develop a baseline knowledge (no specialisation is intended) about a number of issues especially related to teaching and learning, a basic understanding of the issues and strategies to deal with them.
2. Develop **teaching skills** through discussion of some key issues in teaching & learning languages;
3. Develop **research skills** through readings of research articles;
4. Develop **English proficiency** to a high intermediate level;
5. Develop **academic modesty and tolerance**; and
6. Develop **critical thinking** through constructive critiquing of one's work and that of others.

2. Learning Outcomes: At the end of this course, you should be able to

Demonstrate **a clear basic understanding of some key issues related to the teaching and learning of English**

Demonstrate **procedural knowledge that is appropriate to deal with such issues** when you encounter them

3. Course Contents

1. Using L1 in FL Teaching
2. Teaching Mixed Ability Classes
3. Teaching Learners with Different Learning Styles
4. Collaboration between Teachers: (Effects, Strategies, Etc.)
5. Collaboration between Learners: (Effects, Strategies, Etc.)
6. Teacher Professional Qualifications
7. Teacher Personal Qualities
8. Teacher Autonomous Continuing Professional Development
9. Exams for Large Classes
10. Cheating in Exams: Causes, Consequences and Solutions
11. Using Peer Assessment
12. Using Self-Assessment
13. On-Going Assessment for Large Classes
14. Learner Participation in Class
15. Needs Analysis – Identification of The Learners' Needs
16. Integrating the Culture of the Target Language (Effects, Strategies, Etc.)
17. Culture and Learner Strategies
18. Culture and Learner Achievement
19. Culture and Teaching Style
20. Foreign Language Anxiety
21. Project-Based Learning/Teaching
22. Homework: Using and Managing Learners' Self-Study
23. Teaching EFL Students to Become Efficient Life Long Learners
24. EFL Teacher's Use of Humour (Pros/Cons, Strategies, Etc)
25. LMD System – Analysis for Understanding and Evaluation

4. Mode d'évaluation : Contrôle continu et examen

5. References: Research articles about the selected issues

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Fondamentale UEF1

Crédits: 04

Coefficients: 02

Intitulé de la matière: Issues in Language Learning and Teaching

1. Course Objectives: In this course, you will attempt to

1. Develop a baseline knowledge (no specialisation is intended) about a number of issues especially related to teaching and learning, a basic understanding of the issues and strategies to deal with them.
2. Develop **teaching skills** through discussion of some key issues in teaching & learning languages;
3. Develop **research skills** through readings of research articles;
4. Develop **English proficiency** to a high intermediate level;
5. Develop **academic modesty and tolerance**; and
6. Develop **critical thinking** through constructive critiquing of one's work and that of others.

2. Learning Outcomes: At the end of this course, you should be able to

Demonstrate a clear basic understanding of some key issues related to the teaching and learning of English;

Demonstrate procedural knowledge that is appropriate to deal with such issues when you encounter them.

3. Course Contents

1. Education & Corruption: Causes, Consequences and Solutions
2. Grade Inflation: Causes, Consequences and Solutions
3. Plagiarism: Causes, Consequences and Solutions
4. Motivating Unmotivated Learners
5. Teacher Burnout
6. Team Teaching
7. Teacher Self-Efficacy
8. Teaching Learners with Disabilities
9. Developing the Learners' Social Emotional Skills
10. Differentiated Instruction (Individual Differences In Language Learning)
11. Gender and EFL Learning
12. Class Management Competencies for Teachers
13. Managing Difficult Learners' Behaviour
14. The Teacher as a Learners' Counsellor
15. Promoting EFL Learners' Resilience
16. Conflict Resolution Skills For Teachers
17. Training EFL Learners to Motivate Themselves and Their Peers
18. Reflective Practice for Teacher Development
19. Teacher Action Research
20. Learner Autonomy as a Goal for Education
21. Teachers' Role In Promoting Learner Autonomy
22. Critical Thinking as a Goal for Education
23. Teachers' Critical Thinking
24. Teacher Role In Promoting Learners' Critical Thinking
25. Teaching Civilisation Courses
26. Teaching Literature Courses
27. Collaborating (Talking to) with Parents
28. Quality Assurance – The Role of Teachers
29. Leadership for Teachers

4. Mode d'évaluation : Contrôle continu et examen

5. References: Research articles about the selected issues

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 02

Intitulé de l'UE : Fondamentale UEF1

Intitulé de la matière: Discourse Analysis

Crédits: 04 Coefficients: 02

1. Course Objectives: 'Discourse Analysis' is characterized by many linguists as the analysis of language above the level of the sentence. This course offers an overview of several of the major theoretical and methodological frameworks for doing discourse analysis in applied linguistics. With the presentation and discussion of each approach, students will have the opportunity to try out different methods for the analysis of discourse using the different theoretical perspectives and methodologies. Students will be asked to think about applications of the theories and methods to the world outside the university, especially to teaching.

2. Course Contents:

1. Defining discourse analysis: Texts and Genres
2. Genre analysis
3. Units of discourse
4. Narrative Readings
5. Practice CA analyses
6. Spoken versus written language
7. Discourse and World, Linguistic relativity
8. Discourse and Ideology, Critical Discourse Analysis (CDA)
9. Social roles, discourse roles
10. Social roles, discourse roles
11. Classroom Discourse
12. Classroom Discourse
13. Discourse analysis and language teaching

3. Mode d'évaluation : Contrôle continu et examen

4. References

1. Conrad, S. (1996). "Investigating academic texts with corpus-based techniques: An example from biology". *Linguistics and Education*, 8, 299-326.
2. Flowerdew, J. (2008). *Critical discourse analysis and strategies of resistance*. In V. Bhatia, J. Flowerdew, & R. Jones (eds.), *Advances in discourse studies*, pp. 195- 210. London: Routledge.
3. Hawes, T. & Thomas, S. (1996). "Rhetorical uses of theme in newspaper editorials". *World Englishes*, 15, 159-170.
4. Hellermann, J. (2006). "Classroom interactive practices for literacy: A microethnographic study of two beginning adult learners of English". *Applied Linguistics*, 27(3), 377-404.
5. Kumaravadivelu, B. (1999). "Critical classroom discourse analysis". *TESOL Quarterly*, 33, 453-484.
6. Labov, W. & Waletzky, J. (1967) Narrative Analysis: Oral Versions of Personal Experience. In J. Helm (Ed.), *Essays on the verbal and visual arts; proceedings of the 1966 annual spring meeting*. Seattle: University of Washington Press.
7. Schegloff, E., Koshik, I., Jacoby, S., & Olsher, D. (2002). "Conversation analysis and applied linguistics". *Annual Review of Applied Linguistics*, 22, 3-31.
8. Swales, J. (1990) *Part of chapter 7: Research articles in English* (p. 117-166). *Genre analysis*. Cambridge: Cambridge University Press.
9. Thompson, S. A., & Mulac, A. (1991) "The discourse conditions for the use of the complementizer that in conversational English". *Journal of Pragmatics*, 15, 237- 251
9. Wortham, S. E. F. (1996) "Mapping participant deictics: A technique for discovering speakers' footing". *Journal of Pragmatics*, 25(3), 331-348

Intitulé du Master : Didactique des Langues Etrangères**Semestre : 02****Intitulé de l'UE : Fondamentale UEF2****Intitulé de la matière: Teaching and Researching Speaking****Crédits: 04 Coefficients: 02****1. Course Objectives:** Students are expected to attain the following objectives:

- Understanding the nature of Speaking
- Knowing how to teach Speaking
- Having some insights about the nature of research achieved in the L2 speaking context

2. Skills and Knowledge Pre-requisites:

Students are expected to have some prior knowledge in the field of linguistics, didactics and applied linguistics.

3. Outline of the Content

Week	Course	TD	Student's personal work
1	Meeting the learners and explaining the objectives of the course and the project work (designing a listening lesson plan).	What is a critical review of a study article?	Review the first article.
2	Interactional Nature of Spoken Language (1)	Correction of the critical review of article 1.	Review the second article.
3	Interactional Nature of Spoken Language (2)	Correction of the critical review of article 2.	Read about how to teach talk as Interaction
4	Types of Talk : Talk as Interaction (its nature and teaching)	Designing some speaking sample activities to teach talk as interaction.	Read about how to teach talk as Transaction
5	Types of Talk : Talk as Transaction (its nature and teaching)	Designing some speaking sample activities to teach talk as transaction.	Read about how to teach talk as Performance
6	Types of Talk : Talk as Performance (its nature and teaching)	Designing some speaking sample activities to teach talk as performance	Review the third article. Design a speaking sample lesson.
7	Treatment of Oral Errors in an EFL Classroom	Correction of the critical review of article 3. Submission of the speaking sample lesson for correction.	

4. Mode d'évaluation : Contrôle continu et examen**5. Recommended Readings**

Richards J. C. (2008) *Teaching Listening and Speaking: from theory to practice* CUP.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 02

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Teaching and Researching Writing

Crédits: 04 Coefficients: 02

1. Objectifs de l'enseignement :

Ce module vise à préparer les futurs enseignants/ chercheurs à la vie professionnelle d'enseignement et de la recherche. Les objectifs se résument à :

Permettre aux futurs enseignants/chercheurs d'assimiler les avantages et les désavantages de chaque méthode d'enseignement de l'écrit.

Pouvoir évaluer les manuels scolaires qui traitent de l'expression écrite.

Pouvoir synthétiser, selon le besoin des futurs apprenants, le savoir acquis pour établir une méthode d'enseignement efficace.

Initiation à la recherche dans le domaine.

2. Connaissances préalables recommandées :

Les étudiants doivent avoir un bon niveau en Anglais comme langue étrangère.

Les étudiants doivent avoir un bon niveau en expression écrite.

Etre capable de rechercher, d'exploiter la documentation dans la spécialité convenablement.

3. Contenu de la matière:

(Fiche de lecture à préparer par chaque étudiant sur le cours suivant)

I. Theoretical considerations in L2 writing

1.1 The nature of writing ability

1.1.2 Literacy and writing/ writing vs. speaking

1.1.3 Writing vs. reading/ second language learners' writing needs and expectations

1.2 The Different approaches to L2 writing

1.2.1 Focus on form/ Focus on text functions

1.2.2 Focus on text creative expression/ Focus on text functions

1.2.3 Focus on process / Focus on genre

1.2.4 Toward a synthesis

1.3 The student writer

1.3.1 Student writers' needs and expectations

1.3.2 Students writers' learning styles

1.3.3 Student writers' abilities

1.3.4 The role of the student writer

1.4 The writing teacher

1.4.1 The role of the writing teacher

1.4.2 The educational institutions

1.4.3 The role of the educational institution

II. Practice

2.1 Instructional techniques

2.1.1 Direct technique

2.2.2 Techniques for guiding planning, drafting and revising stages

2.2 Tasks in L2 writing

- 2.2.1 Pedagogic tasks
- 2.2.2 Communicative tasks
- 2.2.3 Scaffolding tasks
- 2.2.4 Composing tasks

2.3 Teaching writing at different levels

- 2.3.1 Teaching writing at beginning levels
- 2.3.2 Teaching writing at intermediate levels
- 2.3.3 Teaching writing at advanced levels

2.4 Materials in writing classes

- 2.4.1 Models
- 2.4.2 Reference material
- 2.4.3 Materials and authenticity
- 2.4.3 Designing new materials
- 2.4.4 Selecting and assessing textbooks.

III. Assessing L2 writing

3.1 Responding to students' writing

- 3.1.1 Teacher-written feedback
- 3.1.2 Peer/group responses
- 3.1.3 Conferencing outside classroom
- 3.1.4 Responding in writing
- 3.1.5 Oral conferences

3.2 Writing assessment

- 3.2.1 Direct assessment
- 3.2.2 Indirect assessment
- 3.2.3 Performance assessment
- 3.2.4 Classroom – based assessment
- 3.2.5 Portfolio

3.3 Scoring procedures

- 3.3.1 Holistic scoring
- 3.3.2 Analytic scoring
- 3.3.2 Trait-based scoring

Mode d'Evaluation: Control continu et examen.

Références:

1. Anderson, Carl. (2000) *How's It Going?: A Practical Guide to Conferencing with Student Writers*. Heinemann.
2. Cohen, V.L & Cowen, J.E. (2008). *Literacy for Children in an Informative Age: Teaching Reading, Writing and Thinking*.
3. Hyland, K. (2003). *Second Language Writing*. New York: Cambridge University Press.
4. Hyland, K. (2009). *Academic Discourse*. London: Continuum.
5. Hyland, K. (2009). *Teaching and Researching Writing*. 2nd edition. London: Longman.
6. I.S.P. Nation (2009). *Teaching ESL/EFL Reading and Writing*.
7. McCormick, L. C. (1994). *The Art of Teaching Writing*.
8. McLaren, S. (2006). *Essay Writing Made Easy*. Green Giant Press.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 02

Intitulé de l'UE : UEF Fondamentale UEF2

Intitulé de la matière: Intercultural Issues In Language Teaching

Crédits: 02 Coefficients: 01

1. Outline of the Content

1. What is an intercultural speaker?
2. The notion of intercultural competence
4. The intercultural dimension in language teaching
5. What knowledge, skills, attitudes and values are involved in intercultural competence and what is the relevant importance of each?
6. Teaching the intercultural dimension with no prior knowledge of the target language culture
7. The notion of native speaker in the intercultural approach to language teaching
8. Promoting the intercultural dimension while following a set curriculum or programme of study and teach grammar
- What materials for promoting the intercultural dimension?
- . The intercultural dimension and teaching and learning styles?
11. Dealing with learners' stereotypes and prejudices in the intercultural approach
12. Assessing intercultural competence

2. Bibliography

- Allport, G. 1979, The Nature of Prejudice. Reading MA: Addison-Wesley.
- Buttjes, D. and Byram, M. (eds) 1991, Mediating Languages and Cultures. Clevedon: Multilingual Matters.
- Byram, M. 1989, Cultural Studies and Foreign Language Education. Clevedon: Multilingual Matters.
- Byram, M., Morgan, C. et al 1994, Teaching-and-Learning Language-and-Culture. Clevedon: Multilingual Matters.
- Byram, M., Morgan, C. et al 1994, Teaching-and-Learning Language-and-Culture. Clevedon: Multilingual Matters.
- Byram, M. and Zarate, G. 1995, Young People Facing Difference. Some proposals for teachers. Strasbourg: Council of Europe.
- Byram, M. (ed.) 1997, Face to Face. Learning Language and Culture through Visits and Exchanges. London: CILT
- Byram, M. 1997, Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters.
- Byram, M. and Fleming, M. (eds.), 1998, Language Learning in Intercultural Perspective. Cambridge: Cambridge University Press.
- Byram, M., Nichols, A. and Stevens, D. 2001, Developing Intercultural Competence in Practice. Clevedon: Multilingual Matters.
- Byram, M. and Tost Planet, M. (eds.) 2001, Identité sociale et dimension européenne. La compétence interculturelle par l'apprentissage des langues vivantes.
- Council of Europe Modern Languages Division website: <http://culture.coe.fr/lang> European Centre for Modern Languages website: <http://www.ecml.at/>
- Damen, L. 1987, Culture Learning: the fifth dimension in the language classroom. Reading, Mass.: Addison-Wesley.
- Doyé, P. 1999, The Intercultural Dimension: Foreign Language Education in the Primary School. Berlin: Cornelsen.

- Fantini, A.E. 1997, *New Ways in teaching Culture*. Alexandria, VA: TESOL Inc.
- Jones, B. 1995, *Exploring Otherness. An approach to cultural awareness*. London:
- Fenner, A-B. (ed) 2001, *Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning*.
- Fennes, H. and Hapgood, K. 1997, *Intercultural Learning in the Classroom*. London: Cassell.
- Hinkel, E. (ed.) 1999, *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Kramsch, C., 1993, *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Levine, D. et al 1987, *The Culture Puzzle: cross-cultural communication for English as a Second Language*. Englewood Cliffs: Prentice Hall.
- Levine, D. and Adelman, M. 1993, *Beyond Language: cross-cultural communication*. Englewood Cliffs: Prentice Hall.
- Lo Bianco, J., Liddicoat, A. & Crozet, C. (eds.) 1999, *Striving for the Third Place: Intercultural Competence through Language Education*. Melbourne: Language Australia.
- Robinson, G.L.N. 1985, *Crosscultural Understanding*. Oxford: Pergamon.
- Seelye, H.N. 1984, *Teaching Culture: strategies for foreign language educators*.
- Seelye, H.N. 1993, *Teaching Culture: strategies for foreign language educators (3rd edition)*. Skokie, Ill.: National Textbook Company.
- Snow, D. and Byram, M. 1998, *Crossing Frontiers. The school study visit abroad*. London: CILT.
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- Zarate, G. 1993, *Représentations de l'étranger et didactique des langues*. Paris: Hachette.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Fondamentale UEF1

Intitulé de la matière: ICT for Language Learning and Teaching

Crédits: 04 Coefficients: 02

1. Course Objectives: The aim of this course is to develop baseline knowledge (no specialization is intended) about a number of issues especially related to ICT tools and teaching and learning. At the end of this course, learners should be able to demonstrate ability to describe

1.1 The major ICT tools available for learning and teaching

1.2 The opportunities offered by those technologies;

1.3 The challenges posed by them;

1.4 Procedural knowledge that is appropriate to use those technologies and maximize their benefits.

2. Course Contents

- 1- Barriers to Technology Integration
- 2- Using Videos in Teaching EFL
- 3- Using the Smart Board in Teaching EFL
- 4- Using Podcasting in Teaching
- 5- Using phones in Teaching EFL
- 6- Using Electronic Games in Teaching EFL
- 7- Using Computers in Teaching EFL
- 8- Designing an Online Course
- 9- Course Management Systems
- 10- Using ICT in Teaching Listening
- 11- Using ICT in Teaching Speaking
- 12- Using ICT in Teaching Reading
- 13- Using ICT in Teaching Writing
- 14- Using ICT in Teaching Grammar
- 15- Using ICT in Teaching Pronunciation
- 16- Assessment in Distant Education
- 17- Academic Honesty in Distant Education
- 18- Using Electronic Portfolios in Teaching
- 19- EFL Teacher ICT Competency
- 20- Using ICT for Teacher Preparation
- 21- Using ICT for Teacher Continuing Professional Development
- 22- Learner Motivation in Distant Education
- 23- Teacher Motivation in Distant Education
- 24- ICT and Learner Autonomy
- 25- Self-Access Centre for Teaching EFL.
- 26- Online Communities of Practice
- 27- Learner Collaboration in Distance Education
- 28- ICT for Special Education

Mode d'évaluation : Contrôle continu et examen

References: Research articles about the selected technologies

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Testing and Evaluation in Language Teaching

Crédits: 04 Coefficients: 02

1. Course Objectives:

The main objectives of this course is to introduce learners to the concepts, principles, and issues in the area of language testing and evaluation and train students to design and evaluate tests of language skills. Thus, by the end of the course, students will be able to:

1. Understand fundamental concepts and principles related to language testing
2. Explain the concepts of test, measurement and evaluation
3. Explain different types of tests
4. Explain the relationship between test types and test purposes
5. Identify and describe the steps involved in test construction
6. Identify and describe the characteristics of a good test (i.e. validity reliability and usability)

2. Course Contents & Reading assignments / References:

- 1- An overview of the course and its requirements
- 2- Terms and definitions: tests, measurement, evaluation
- 3- Teaching and the need for testing (Read ch.1; Heaton, J.B. (1990) *Classroom testing*)
- 4- Types and uses of language tests (Read ch.3; Hughes, A. (1993) *Testing for language teachers*)
- 5- The objective is to explain the different types of tests (Aptitude, diagnostic, placement, achievement and proficiency tests; formative and summative evaluation and to acquaint learners with the different uses of tests.
- 6- Norm-referenced & Criterion referenced tests; goals & objectives (Read ch.1 Brown, J.D.1996. *Testing in Language Programs*)
- 7- Basic considerations in test designs (Read ch.4, 5, 6 Hughes, A. *Testing for Language Teachers* - Read ch. 2 Brown, J.D. *Testing in Language Programs*)
- 8- The main objective is to explain the characteristics of a good test in terms of its validity, reliability and practicability
- 9- Practical steps in test construction (Read ch.2 Brown, H. D. 1996 *Teaching by Principles* - Read Hughes, A. *Testing for Language Teachers*)
- 10- Analyzing standardized tests (TOEFL)

Testing Language skills

- 11- Testing oral ability (Read ch. 10 Hughes)
- 12- Testing writing (Read Hughes ch. 9)
- 13- Testing reading and listening (Read Hughes ch. 11 & 12)

3. Mode d'évaluation : Contrôle continu et examen

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Educational Psychology for Adolescents

Crédits: 04 Coefficients: 01

1. Objectifs de l'enseignement :

Ce module vise à préparer les futurs enseignants/ chercheurs à la vie professionnelle d'enseignement et de la recherche. Les objectifs se résument à :

Permettre aux futurs enseignants/ chercheurs d'assimiler les avantages et les désavantages de chaque approche et théorie psychologique sur l'adolescence.

Pouvoir comprendre, analyser et évaluer la situation psychologique des futurs apprenants.

Pouvoir synthétiser, selon le besoin des futurs apprenants, une attitude, une méthode pédagogique afin de leur permettre de s'épanouir durant l'apprentissage.

Initiation à la recherche dans le domaine.

2. Connaissances préalables recommandées :

Les étudiants doivent avoir un bon niveau en Anglais comme langue étrangère.

Les étudiants doivent avoir un bon niveau en expression écrite.

Etre capable de rechercher, d'exploiter la documentation dans la spécialité convenablement.

3. Contenu de la matière:

(Fiche de lecture à préparer par chaque étudiant sur le cours suivant)

3.1 Psycho-pedagogy, what for?

1.1 Introduction to Educational Psychology

1.2 Introduction to Developmental Psychology

1.3 Growth Theory.

1.4 Introduction to Psycho-pedagogy

1.5 Understanding the Importance and Objectives of Psycho-pedagogy in EFL Teaching/Learning.

3.2 The Adolescent as a Person

2.1 Characteristics of the Period of adolescence

2.2 Theories about Adolescence

2.3 Self- image/ Consciousness/Awareness/Esteem

2.4 The Search for Identity/ Personality formation

3.3 The Adolescent as a Learner

3.1 Characteristics of the Adolescent Learner

3.2 Different Taxonomies of Learning Domains (Piaget/ Bloom/Vygotsky...)

3.3 Learners Roles in the Different Teaching Approaches

3.4 Considering Learners Differences

4.1 Individual variation

4.2 Learning styles and strategies

4.3 Motivation / attitudes/beliefs

4.4 Learners' needs

3.5 Neuropsychological Issues on Learners Differences:

5.1 Introduction to neuropsychology

5.2 Understanding the Neurophysiological Aspects of Adolescence.

5.3 Understanding the Neuropsychological Aspects of Adolescence.

5.4 NLP and Learners' Differences.

3.6 The Adolescent Learner and Society

6.1 The Presentation of the Self.

6.2 Adolescents and Social Acts.

6.3 Social Acts in Classroom.

6.4 Stigma and Spoiled Identity.

6.5 Stigma in Classroom.

3.7 Dealing with Learning Difficulties

7.1 Group/Family Pressure

7.2 Foreign Language Anxiety

7.3 Collaborative Learning

7.3 Learners' Autonomy

3.8 The Role of the Teacher

8.1 Selecting an Appropriate Methodology

8.2 Classroom Management and Interaction (fun, play; etc.)

8.3 Dealing with Problem Behavior.

4. Mode d'Evaluation: Control continu et examen.

5. References:

1. Erikson, Erik H. (1968). Identity: Youth and Crisis. New York: Norton.

2. Goffman, E. (1959). The Presentation of Self in Everyday Life. University of Edinburgh Social Sciences Research Centre. Anchor Books edition

3. Goffman, E. (1961): Encounters: Two Studies in the Sociology of Interaction – Fun in Games & Role Distance. Indianapolis, Bobbs-Merrill.

4. Goffman, E. (1963): Behavior in Public Places: Notes on the Social Organization of Gatherings. The Free Press.

5. Goffman, E. (1963): Stigma: Notes on the Management of Spoiled Identity. Prentice-Hall.

6. Holder, M. D.; Klassen, A. (2009). "Temperament and Happiness in Children". Journal of Happiness Studies 11 (4): 419–439.

7. Joshanloo, M.; Afshari, S. (2009) "*Big Five Personality Traits and Self-Esteem as Predictors of Life Satisfaction in Iranian Muslim University Students*". Journal of Happiness Studies 12 (1): 105–113.

8. Marcia, James E. (1966). "*Development and validation of egoidentity status*". Journal of Personality and Social Psychology 3: 551–558.

9. Marmot, M. (2003). Self-Esteem and Health: Autonomy, Self-Esteem, and Health are Linked Together". British Medical Journal (327) pp. 574-575

10. Rosenberg, M. (1986). Self-concept from middle childhood through adolescence. In J. Suls & A. Greenwald (Eds.), Psychological perspectives on the self, Vol. 3. Hillsdale, NJ: Erlbaum.

11. Steinberg, L. (2008). Adolescence, 8th ed. New York, NY: McGraw-Hill.

Intitulé du Master : Didactique des Langues Etrangères

Semestre : 03

Intitulé de l'UE : Fondamentale UEF2

Intitulé de la matière: Continuing Professional Development

Crédits: 02 Coefficients: 01

1. Course Objectives: At the end of this course, the learners should be able to

1. Demonstrate understanding of continuing professional development for professional and as teachers in particular and its challenges and benefits on careers
2. Demonstrate knowledge of methods and tools for individual and collective continuing professional development

2. Course Contents

1. Necessity of Good Continuing Teacher Development
2. Characteristics of Good CPD
3. Challenges to Good Continuing Teacher Development
4. The CPD Situation for ELT Teachers in Algeria
5. Strategies to Overcome Challenges for Good Continuing Teacher Development
6. Autonomous CPD
7. Reflective Practice
8. Using ICT for CPD
9. Action Research

3. Mode d'évaluation : Contrôle continu et examen

4. References:

1. Autonomous Continuing Professional Development for Algerian University Teachers of English (Missoum 2015)
2. Teacher Education and Teacher Development (Tsui 2011)

1. Objectif du module: Informer et sensibiliser l'étudiant du risque de la corruption et le pousser à contribuer dans la lutte contre la corruption.

2. Contenu du cours

2.1 Concept de la corruption : - Définition de la corruption. - Religion et corruption.

2.2 Les types de corruption : Corruption financière, administrative, morale, politique.....etc.

2.3 Les manifestations de la corruption administrative et financière : Népotisme, Favoritisme, Médiation, Extorsion et fraude, Le pillage d'argent public et des dépenses illégales, Le ralentissement dans l'achèvement de transactions (réalisation des projetsetc.), Écarts administratifs, fonctionnels ou organisationnels de l'employé et le responsable ; Violations émis par le fonctionnaire en exerçant ses tâches au cours de l'année, Manque de respect des heures de travail, prendre le temps de lire les journaux, recevoir des visiteurs et de s'abstenir d'effectuer des travaux et le manque de responsabilité.

2.4 Les raisons de la corruption administrative et financière :

2.4.1 Causes de la corruption du point de vue des théoriciens :

Les théoriciens et les chercheurs dans la science de la gestion et du comportement organisationnel, ont souligné la présence de trois catégories identifiées ces raisons, qui sont :

- Selon la première catégorie : Les causes civilisationnelles, des raisons politiques.
- Selon la deuxième catégorie : Raisons structurelles, causes de jugements de valeur, Raisons économiques.
- Selon la troisième catégorie : Raisons biologiques et physiologiques, Causes sociales, raisons complexes.

2.4.2 causes générales de la corruption :

Institutions faibles, les conflits d'intérêts, la recherche rapidement du bénéfice et profits, faible prise de conscience du rôle des établissements d'enseignements et des media et la non-exécution de la loi, etc.

2.5 Les effets de la corruption administrative et financière :

- L'impact de corruption administrative et financière sur les aspects sociaux
- L'impact de corruption financière et administrative sur le développement économique
- L'impact de corruption administrative et financière sur le système politique et de la stabilité.

2.6 La lutte contre la corruption par les organismes et les organisations locales et internationales

- Organisation de Transparence International :
- Convention des Nations Unies sur la lutte contre la corruption administrative.
- Programme de la Banque mondiale pour aider les pays en voie de développement dans la lutte contre la corruption administrative.
- Fonds monétaire international.
- Efforts de l'Algérie contre la corruption : loi anti-corruption 06-01, le rôle de la police judiciaire dans la lutte contre la corruption, etc).

2.7 Méthodes de traitement et moyens de lutter contre le phénomène de la corruption

(Le côté religieux, le côté éducatif, le côté politique, côté économique, le côté législatif, côté juridique, administratif, côté humain...).

2.8 Modèles de l'expérience de certains pays dans la lutte contre la corruption:

-L'expérience Indienne , l'expérience de Singapour , l'expérience des États-Unis , l'expérience de Hong Kong et l'expérience de la Malaisie et l'expérience de la Turquie

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)