

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

OFFRE DE FORMATION à DISTANCE / **FAD**

MASTER : Académique

Etablissement	Faculté / Institut	Département
Université de M'sila	Lettres et langues	Lettres et langue anglaise

Domaine : Lettres et langues étrangères

Filière : Langue anglaise

Spécialité : Didactique et langues appliquées

Année universitaire : 2024-2025

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

عرض تكوين عن بعد
ماستر: أكاديمي

المؤسسة	الكلية/المعهد	القسم
جامعة المسيلة	الآداب واللغات	الآداب واللغة الانجليزية

الميدان: الآداب واللغات الأجنبية

الشعبة: لغة انجليزية

التخصص: التعليمية واللغات التطبيقية

السنة الجامعية: 2024-2025

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I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues

Département : Lettres et langue anglaise

2- Partenaires de la formation *:

- autres établissements universitaires :

/

- entreprises et autres partenaires socio-économiques :

/

- Partenaires internationaux :

/

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

A–Conditions d'accès

Licence en langue anglaise (LMD / Classique) ou diplôme reconnu équivalent.

B - Objectifs de la formation

Le master de didactique et langue appliquées en Formation à Distance favorise le mode virtuel via les plateformes tel que Moodle. Cette formation vise à :

- Consolider les compétences linguistiques communicationnelles et rédactionnelles
- Reconnaître et distinguer les concepts clefs en didactique des langues étrangères (spécialement didactique de EFL : „English as a Foreign Language’ anglais langueétrangère), et en Linguistique appliquée en général.
- Initier les étudiants au jargon et aux techniques de la recherche scientifique dans le domaine de la didactique d'EFL et en Linguistique appliquée en général.
- Préparer les étudiants à une réflexion interdisciplinaire et interculturelle nécessaire dans tout enseignement linguistique.
- Préparer les étudiants à l'exercice adéquat des différentes activités pédagogiques, communicationnelles, d'éthique et de déontologie liés à leur future fonction d'enseignant d'anglais en les entraînant à diverses techniques.
- Développement des compétences en matière de production de matériel didactique (en particulier multimédia) en employant les TIC „Techniques d'information et de communication’

C – Profils et compétences métiers visés

Les grandes compétences attendues au terme du présent parcours s'organisent autour de l'acquisition d'un ensemble de savoir, de savoir-faire et savoir-être préparant l'apprenant aux métiers de l'enseignement d'EFL, de l'édition, de la préparation des curricula didactiques, et des contenus d'enseignement liés à l'enseignement de l'écrit, l'oral etc.

Ainsi, le profil des apprenants attendu est celui d'un apprenant :

- à esprit ouvert, critique et objectif ; capable d'argumenter une réflexion, oralement ou par écrit ;

- Capable de rédiger un écrit qui respecte les règles linguistiques et rédactionnelles : respect des règles de la langue anglaise, respect des modalités typologiques, et de l'éthique de l'écrit universitaire.
- à esprit ouvert aux dimensions interculturelles et interdisciplinaires

D- Potentialités régionales et nationales d'employabilité des diplômés

- Secteur de l'enseignement public : établissement d'enseignement moyen et secondaire
- Secteur de l'enseignement privé (dans les entreprises, les écoles de langues)
- Secteur de la formation professionnelle.
- Métiers de l'édition, du livre, et de la presse écrite.
- Domaine de la formation spécialisé.
- Ingénierie pédagogique - multimédia - e-Learning
- Domaine de la radio, de la publicité, et du tourisme.

E – Passerelles vers d'autres spécialités

Linguistique Sciences du langage

Didactique des langues

étrangères Langues appliquées et
communication

F – Indicateurs de suivi de la formation

Les indicateurs à mettre en œuvre pour l'évaluation de ce master sont les suivants :

- 1- Veiller au bon déroulement des enseignements : cours, TP et TD.
- 2- Réalisation de projets
- 3- Les cours réalisés
- 4- Utilisation de nouvelles TIC dans les enseignements.
- 3- Prise en charge par l'équipe pédagogique pour chaque semestre tout ce qui concerne la pédagogie au quotidien, le suivi des étudiants, et l'organisation des jurys.

- 4- Permettre aux étudiants de donner leur avis sur le contenu des enseignements et sur les pratiques pédagogiques dans des réunions régulières avec le responsable pédagogique
- 5- Suivi du devenir des diplômés (poursuite des études, insertion professionnelle etc.).

G – Capacité d’encadrement : 20 étudiants

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Baghdadi Assia	General English	Doctorat/ Didactics	Pr	C/TD + encadrement	
Touati Mourad	General English	Doctorat/ Didactics	MCA	C/TD + encadrement	
Bouazid Tayeb	General English	Doctorat/ Didactics	MCA	C/TD + encadrement	
Saber Mohamed	General English	Magister/ Didactics	MAA	TD	
Amirouche Nassima	General English	Doctorat/ American Studies	MCA	C/TD + encadrement	
Abadou Nassima	Translation	Doctorat/ Traductology	MCA	C/TD + encadrement	
Sahed Bachir	General English	Doctorat/ Applied Lingand Literature	MCB	C/TD + encadrement	
Senoussi Mohamed	General English	Doctorat/ African Literature	MCA	C/TD + encadrement	
Gofi Mohamed	General English	Doctorat/ Civilisation	MCB	C/TD + encadrement	
Zine Amel	General English	Magister/ ESP	MAA	TD	
Refice Noureddine	General English	Magister/ Didactics	MAA	TD	
Bounaas Chaouki	Translation	Doctorat/ Traductology	MCA	C/TD + encadrement	
Cheriet Imane	General English	Magister/ Didactics	MAA	TD	
Ferrah Sabah	General English	Magister/ Traductology	MAA	TD	
Bennaa Youcef	General English	Doctorat/ Civilisation	MCB	C/TD	
Hamoudi Boubakar	General English	Doctorat/Didactics	MCB	C/TD	
Berrabeh Imane	General English	Doctorat/Didactics	MCB	C/TD	

Visa du département



 رئيس قسم اللغة والآداب والعلوم الإنسانية

 أ. محمد الجموعي صابر

Visa de la faculté ou de l'institut



 عميد كلية الآداب والعلوم الإنسانية

 محمد بوضياف

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

B : Encadrement Externe :

Etablissement de rattachement :

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

Visa du département

Visa de la faculté ou de l'institut

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

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements :

Intitulé du laboratoire : Laboratoire numérique de langue N°01

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd , hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

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 :
Avis du chef de laboratoire :

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 :

- Salle d'Internet ;
- Salle multimédia ;
- Salle d'informatique ;
- Springer Link ; Cairns

F- Support d'apprentissage

Indiquer la plateforme de diffusion des enseignements :

Type de plateforme (Moodle,)	Etablissement parraineur	Lien de la plateforme
Moodle	Université de M'sila	https://elearning.univ-msila.dz/moodle/
MOOC	Université de M'sila	http://mooc.univ-msila.dz/cours/

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

Semestre 1 :

Spécialité : Didactique et Langues appliquées

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Applied Linguistics (AL)	67h30	1h30	03h		82h30	3	6	40%	60%
Sociolinguistics (So.ling)	45h00	1h30	1h30		55h00	2	4	40%	60%
Teaching English as a Foreign Language (TEFL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Curriculum Design, Evaluation and Assessment (CDEA)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic Reading and Writing Skills (ARWS)	45h00	-	3h00		55h00	2	4	-	100/%
UE découverte									
Language, Culture and Society (LCS)	45h00	1h30	1h30		05h	2	2	-	100/%
UE transversales									
Methodology of Specialized Translation (MST)	22h30	-	1h30		2h30	1	1	-	100%
Total Semestre 1	375h00	07h30	17h30		375h00	17	30		

Semestre 2 :

Spécialité : Didactique et Langues appliquées

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Applied Linguistics (AL)	67h30	1h30	03h		82h30	3	6	40%	60%
Psycholinguistics (Psy.Ling)	45h00	1h30	1h30		55h00	2	4	40%	60%
Teaching English as a Foreign Language (TEFL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Curriculum Design, Evaluation and Assessment (CDEA)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Qualitative Research Methods (QRM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Research Proposal Writing (RPW)	45h00	-	3h00		55h00	2	4	-	100/%
UE découverte									
Educational Psychology (EP)	45h00	1h30	1h30		05h	2	2	-	100/%
UE transversales									
Educational Technologies (ET)	22h30	-	1h30		2h30	1	1	-	100/%
Total Semestre 2	375h00	09h00	16h00		375h00	17	30		

Semestre 3 :**Spécialité : Didactique et Langues appliquées**

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Discourse Analysis (DA)	67h30	1h30	03h		82h30	3	6	40%	60%
Pragmatics (Prag)	45h00	1h30	03h		82h30	3	6	40%	60%
Teaching English as a Foreign Language (TEFL)	45h00	1h30	03h		82h30	3	6	40%	60%
UE méthodologie									
Quantitative Research Methods (QRM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Techniques to Write a Scientific Paper (TWSP)	45h00	-	3h00		55h00	2	4	-	100/%
UE découverte									
Didactics of Literary Text (DLT)	45h00	3h00	-		05h	2	2	-	100/%
UE transversales									
Ethics and Deontology (ED)	22h30	1h30	-		2h30	1	1	-	100/%
Total Semestre 3	375h00	12h00	13h00		375h00	17	30		

4- Semestre 4 :

Domaine : Lettres et Langues Étrangères
Filière : Langue anglaise
Spécialité : Didactique et Langues appliquées

Le semestre 4 est entièrement réservé à la réalisation de la recherche, sanctionné par l'élaboration d'un mémoire ainsi qu'à sa soutenance.

Les 30 crédits et coefficients 17 seront attribués au semestre 4

	VHS	Coeff	Crédits
Stage / mémoire	750	17	30
Total Semestre 4	750	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		10H30	7H30	4H30	00	22H30
TD		30	13H30	00	9	52H30
TP		00	00	00	1H30	1H30
Travail personnel		742H30	360	7H30	15	1125H
Autre (stage/mémoire)		450 h	225 h	00	75H	750 h
Total		1233H	606H	12H	100H30	1951H30
Crédits		72	36	4	8	120
% en crédits pour chaque UE		60%	30%	10%		100

III - Programme détaillé par matière (1 fiche détaillée par matière)

(tous les champs sont à renseigner obligatoirement)

SEMESTRE 1

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Applied Linguistics (AL)

Crédits : 6

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Develop a comprehensive understanding of the key concepts and theories in applied linguistics.
- Gain specific knowledge of major area of applied linguistics.
- Understand research in areas of applied linguistics
- Analyze the application of linguistic principles in various real-world settings.
- Explain the relationship between applied linguistics and language learning.
- Understand the impact of applied linguistics on language teaching methodologies.

Connaissances préalables recommandées:

- A basic understanding of linguistic concepts
- A basic understanding of language teaching and learning concepts

Contenu de la matière :

Chapter I: Introduction to Applied Linguistics

- Definitions and the scope of applied linguistics.
- The relationship between applied linguistics and other branches of linguistics
- The relationship between applied linguistics and language learning/teaching.
- Major topics in Applied linguistics

Chapter II: Language Learning and Acquisition

- First and second language acquisition (SLA).
- Theories of SLA, (such as the Monitor Model and the Interaction Hypothesis..)
- The factors influencing SLA.
- Language learning Vs language acquisition

Chapter III: Language learning and performance

- Language Performance:
- Factors affecting language performance (e.g., sociolinguistics, pragmatics, discourse analysis)
- Types of learner errors (e.g., grammatical, phonological, semantic).
- Causes of learner errors, drawing on insights from SLA theories (e.g., interference, transfer, overgeneralization...)
- Evaluating the role of error correction in language learning and teaching
- Error analysis
- Purpose and methods of error analysis in language learning.
- Examining how linguistic principles and insights from error analysis can inform teaching strategies and lesson planning.

Références :

- Brown, D. H. (2007). Principles of language learning and teaching (5th ed.). New York: Longman.
- Cook, G. (2008). Applied linguistics. Oxford: Oxford University Press.
- Davies, A. (2007). An introduction to applied linguistics: From practice to theory. (2nd ed). (Alan Davies & Keith Mitchell, Eds). Edinburgh: EUP. Davies, A. & Elder, C. (Eds). (2004). The handbook of applied linguistics. Malden, MA: Blackwell Publishing.
- Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press.
- Grabe, W. (2002). "Applied Linguistics: An Emerging Discipline for the Twenty-first Century." In: B. Kapla (ed). Oxford Handbook of Applied Linguistics. OUP
- Schmitt, N. & Celce-Murcia, M. (2002). "An Overview of Applied Linguistics". In: N. Schmitt. (ed). An Introduction to Applied Linguistics. London: Arnold, pp. 1-16
- Applied Linguistics: Oxford Introduction to Language Study Series -Authors: Norbert Schmitt and Michael McCarthy Issues in Applied Linguistics (2001). Mc Carthy,M. Linguistics Oxford/ Maldon. MA: Blach Well.
- Brown, D. H. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Longman. Supplementary Textbooks: Cook, G. (2008).
- Davies, A. & Elder, C. (2006). Applied Linguistics. Oxford: Oxford University Press.
- The Oxford Handbook of Applied Linguistics. Oxford: Oxford University Press
- Lightbown, P. M., &Spada, N. (2006). How Languages are Learned (3rd ed.).
- Applied Linguistics Guy Cook (2003). Oxford: Oxford University Press Electronic

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Sociolinguistics (So.ling)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- The student is supposed to acquire a sociolinguistic competence and relate language to social phenomena
- Be aware of sociolinguistic dimensions and its relation to linguistics and sociology

Connaissances préalables recommandées

- The student should have acquired necessary items as language system and its function in a given society

Contenu de la matière

- Sociolinguistics : Definition
- Sociolinguistics and the Sociology of Language
- 3- Sociolinguistics and Dialectology
- Sociolinguistics and Other Related Disciplines
- Language and Communities :
 - a- Language, Dialects, and Varieties : Language & Dialect- Regional Dialects- Social Dialects- Styles, Registers
 - b- Pidgins & Creoles : Definitions- Distribution & Characteristics
 - c- Speech Communities : Definitions- Networks and Repertoires- Social classes - Ethnic groups
 - d- Language & Gender
 - e- Language & Age

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Aarts, B. & McMahon, A. (eds.). (2006). *The Handbook of English Linguistics*. Oxford: Blackwell.
- Appel, R. and Muysken, P. (2005). *Language Contact and Bilingualism*. Amsterdam University Press. Amsterdam Academic Archive.
- Bederman, G. (1995). *Manliness & Civilization: A Cultural History of Gender and Race in the United States 1880- 1917*. Chicago and London: University of Chicago Press.
- Bell, R. T. (1976). *Sociolinguistics: Goals, Approaches and Problems*. London: Batsford.
- Chambers, J. K. and P. Trudgill (1998). *Dialectology*. 2nd ed. Cambridge : Cambridge University Press.
- Chambers, J. K. (2003). *Sociolinguistic Theory: Linguistic Variation and its Social Significance*. Oxford: Blackwell.
- Chambers, J. K, Schilling, N. (2003). *The Handbook of Language Variation and Change*. Second Edition. Blackwell Publishing.
- Downes, W. (1998). *Language and Society*. 2nd ed. Cambridge : Cambridge University Press.
- Paulstone, C and Tucker, R. G. (2003). *Sociolinguistics. The Essential Readings*. Oxford. Blackwell.
- Pride, J. B. and Holmes, J. I. (1972) (eds). *Sociolinguistics*. Harmondsworth, penguin.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Teaching English as foreign Language TEFL (TEFL1)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- 1- Students will be able to understand the basic principles of teaching language skills and components.
- 2- Students will be able to use the necessary tools and techniques for teaching and assessing language skills and components.
- 3- Students will be able to create an effective and communicative language classroom.
- 4- Students will be able to create classroom activities that take into consideration scientific and pedagogic outcomes.

Connaissances préalables recommandées

- Should have acquired appropriate knowledge about:
- didactics and pedagogy
- Effective variable in language learning
- Classroom management

Contenu de la matière

- Introduction to Teaching English as a Foreign Language
- Definition and objectives of TEFL
- Role of English in the contemporary world
- Theories and Approaches in Language Teaching
- Traditional and communicative approaches
- Theories of second language acquisition
- Course Design and Lesson Planning
- Developing syllabi and lesson plans
- Setting learning objectives
- Teaching Grammar and Vocabulary Techniques
- Methods for teaching grammar
- Vocabulary development in the language classroom
- Teaching Language Skills
- Developing listening and speaking skills
- Developing reading and writing skills

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- BROWN, H. Douglas (2007). *Principles of Language Learning and Teaching*. New York: Pearson Longman.
- BURDEN, L. Robert & WILLIAMS, Marion (1997). *Psychology for Language Teachers: A Social*

- *Constructivist Approach*. UK: Cambridge University Press.
- COSTA, L. Arthur (Ed) (2001). *Developing Minds: A Resource Book for Teaching Thinking*. USA: Association for Supervision and Curriculum Development (ASCD).
- DORNYEI, Zoltàn (2001). *Motivational Strategies in the Language Classroom*. UK: Cambridge University Press.
- HARMER, Jeremy (2007). *The Practice of English Language Teaching*. England: Pearson Longman.
- MEDDINGS, Luke & THORNBURY, Scott (2009). *Teaching Unplugged: Dogme in English Language Teaching*. UK: DELTA Teacher Development Series.
- SCRIVENER, Jim (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. UK: Macmillan.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Curriculum Design, Evaluation and Assessment (CDEA)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Understand the principles of curriculum design: Explore different models and theories related to curriculum development.
- Apply evaluation techniques: Learn how to evaluate curriculum effectiveness using both formative and summative assessments.
- Assess student learning outcomes: Develop skills for designing assessments that align with curriculum goals and learning outcomes.
- Analyze and reflect on the curriculum's role: Understand the social, cultural, and political context of curriculum development and assessment.
- Develop practical skills in assessment: Learn to create valid, reliable, and fair assessment tools that support learning.

Connaissances préalables recommandées : Should have acquired knowledge about Curriculum Design, Evaluation and Assessment

Contenu de la matière

- **Foundations of Curriculum Design in TEFL**
 - Defining curriculum and its role in language education
 - Theoretical frameworks and approaches to curriculum development
- **Needs Analysis for Curriculum Design**
 - Conducting comprehensive needs assessments
 - Identifying learner characteristics, preferences, and goals
- **Establishing Curriculum Goals and Objectives**
 - Defining program-level and course-level learning outcomes
 - Aligning objectives with institutional and stakeholder requirements
- **Syllabus Design and Planning**
 - Developing coherent and progressive syllabi
 - Integrating language skills, grammar, and vocabulary
- **Instructional Strategies and Materials Development**
 - Selecting and adapting teaching methods and techniques
 - Designing or curating effective learning resources

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press.
- Ornstein, A. C., & Hunkins, F. P. (2017). Curriculum: Foundations, Principles, and Issues (7th ed.). Pearson.
- Provides a comprehensive overview of the theoretical foundations of curriculum development.
- Stiggins, R. J. (2008). Assessment for Learning: Building a Culture of Confident Learners. Pearson Education.
- Discusses assessment strategies focused on enhancing student learning and confidence.
- Wiggins, G., & McTighe, J. (2005). Understanding by Design. ASCD.
- Posner, G. J. (2003). Analyzing the Curriculum (3rd ed.). McGraw-Hill.
- Offers a structured framework for analyzing curricula, including hidden and overt curriculum.
- Popham, W. J. (2014). Classroom Assessment: What Teachers Need to Know (8th ed.). Pearson.
- A practical guide for teachers on designing assessments that measure student performance

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Research Methodology (RM)

Crédits: 5

Coefficients: 3

Mode d'enseignement : à distance

Objectifs de l'enseignement

- To introduce students to the fundamentals of research design and methodology.
- To explore various qualitative, quantitative, and mixed methods approaches.
- To develop skills in formulating research questions and hypotheses.
- To learn techniques for data collection, analysis, and interpretation.
- To understand ethical considerations in research and scholarly integrity.
- To critically evaluate research literature and methodologies.

Connaissances préalables recommandées :

- Basic understanding of research process
- Familiarity with scientific research concepts

Contenu de la matière

CHAPTER I: Introduction to Research Methodology

- The scientific Method
- Research Philosophy and research paradigms (positivism, post positivism, interpretivism, pragmatism)
- Research Approaches and Methods

CHAPTER II: The Research Process

- An overview of the steps of the research process
- The Research Design
- Steps to conduct a research in Master Level

Chapter III : Research Ethics

- A historical overview
- Importance and objectives of research ethics
- Principles of research ethics: confidentiality, informed consent, integrity
- Plagiarism (types, solutions...etc)

CHAPTER IV: The Research Methods

- Definitions
- Components of a research method
- Criteria off the selection of a research method
- Writing the research methodology Chapter
- The Descriptive Method
- The Correlational Method
- The Experimental Method
- The Quasi-Experimental Method
- The Causal Comparative Method
- The Survey Method

- The Case Study
- The Historical Method
- The Ethnographic Method
- The Mixed methods Research

Mode d'évaluation : **Control Continu 40% Examen 60%**

Références

- Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
- Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson.
- Bryman, A. (2015). Social Research Methods. Oxford University Press.
- Marshall, C., & Rossman, G. B. (2016). Designing Qualitative Research. Sage Publications.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Methodologie

Intitulé de la matière : Academic Reading and Writing Skills (ARWS)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Develop advanced reading comprehension skills for understanding complex academic texts.
- Enhance critical thinking skills through analysis, evaluation, and synthesis of ideas presented in academic literature.
- Improve writing proficiency in various academic genres, including essays, research papers, and critiques.
- Enhance the ability to integrate and cite sources effectively in academic writing.
- Develop strategies for structuring arguments and organizing ideas coherently in written work.
- Strengthen skills in editing and revising academic writing for clarity, coherence, and correctness.
- Foster an understanding of academic integrity and ethical use of sources in scholarly writing.

Connaissances préalables recommandées

- Research Methodology principles and concepts
- Mastery of written expression skills

Contenu de la matière :

CHAPTER I : Advanced Academic Reading

- Overview of Academic reading (types , Methods)
- Resources types
- Collection and organization of sources
- Evaluating sources
- Practicing annotation and note-taking techniques
- Synthesizing ideas from multiple sources
- Conducting research: library resources, databases, and search strategies
- Evaluating and synthesizing scholarly literature

CHAPTER II: Academic Writing

- Principles of academic writing
- Academic texts (genres)
- Academic writing style and language
- Formality and tone in academic writing
- Clarity and precision in language use
- Academic writing conventions and citation styles
- Strategies for editing and proofreading

CHAPTER III: Evidence integration in academic writing

- Supporting claims with evidence and reasoning
- Principles of citation and referencing styles (APA, MLA, Chicago)
- Incorporating quotations, paraphrases, and summaries
- Avoiding plagiarism: strategies for ethical source integration

CHAPTER IV : Research Paper Writing

- Overview about research paper writing
- Structuring research reports and scholarly papers
- Formulating a research proposal: Questions, hypothesis, objectives, methods, literature review, list of references.....
- Drafting and revising research papers

CHAPTER V: Academic Integrity and Ethics

- Understanding plagiarism and academic misconduct
- Citing sources accurately and ethically
- Ethical considerations in research and writing

Mode d'évaluation : Examen 100%

Références

- Alley, Michael. (1996). The craft of scientific writing, 3rd edition. New York: Springer-Verlag.
- Barrass, Robert. (2002). Scientists must write, 2nd edition. New York: Routledge.
- Day, R. A. (1998). How to write and publish a scientific paper (5th ed.). Phoenix, AZ: Oryx Press.
- "They Say, I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein
- "Writing Analytically" by David Rosenwasser and Jill Stephen
- "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : Language, Culture, and society (LCS)

Crédits : 2

Coefficients : 2

Mode d'enseignement : à distance

Objective de L'enseignement :

- Discover different perspectives of culture and its relations to language and society.

Connaissances préalables recommandées :

- Basic notions of culture.
- Basic Notions of Language and culture interconnectedness.
- Culture and society.

Contenu de la matière :

- Culture : Definitions and Concepts
- Components of Culture
- Characteristics of culture
- Dominant Culture/Subculture/co-culture/...
- The politics of Difference
- Ethnocentrism, Race and Racism
- Culture and Language
- Emic and Etic
- Enculturation, Acculturation, Assimilation
- Cultural Relativism
- Culture and Ideology
- Political Culture
- The Textual Character of Culture
- The Culture of Education
- Maps and Language.
- The Location of Culture
- Digital Culture
- Globalization, Language and Culture.

Mode d'évaluation : Examen 100%

Références

- Durham, M, et al. Ed(2001) *Media and Cultural Studies: KeyWorks*. England: Blackwell.
- During, S. (1992, 1998). *Cultural Studies*. London and New York, Routledge.
- Fiske, J. (1986). "British Cultural Studies and Television." In Hall, Stuart et al(1980) *Culture, Media, Language*. London: Hutchinson.
- Holtgraves, T. (2002). *Language as Social Action: Social Psychology and Language Use*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jandt, F. E. (2010). *An Introduction to Intercultural Communication - Identities in a GlobalCommunity* – sixth edition. California: Sage Publications.
- Muggleton, D. (2000). *Inside Subculture: The Postmodern Meaning of Style*. Oxford and New York: Berg.
- Salzmann, Z et al. (2014). *Language, Culture, and Society: An Introduction to Linguistic Anthropology*.
- Smith, S and P. D. (1998). Young. *Cultural Anthropology: Understanding a World in Transition*. Boston and London: Allyn and Bacon.
- Tomlinson, John. (1999). *Globalization and Culture*. Chicago: The University of Chicago Press.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 1

Intitulé de l'UE : Transversale

Intitulé de la matière : Methodology of Specialised Translation (MST) /

Crédits : 1

Coefficients : 1

Mode d'enseignement : à distance

Objectifs de l'enseignement :

Les étudiants apprendront dans ce cours les stratégies et les techniques d'une bonne traduction. Ils effectueront aussi dans ce cours des traductions (arabe – anglais, anglais – arabe) de différents types de textes.

Connaissances préalables recommandées

Connaître les règles de base du fonctionnement de la langue anglaise et arabe

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- The concept of translation
- Techniques of translation
- Various types of translation
- Strategies of translation
- Steps of translation
- Travail pratique
- Rappel des techniques
- Importance and problems of translation

Mode d'évaluation : Examen 100%

Références

- Catford, J.C. (1965). A Linguistic Theory of Translation. London: Oxford University Press.
- Edward Sapir. (1956). Culture, Language and Personality. Berkeley, Los Angeles: University of California Press
- Eugene Nida and Charles Taber. (1965). The Theory and Practice of Translation (Leiden: E.J. Brill, 1969), p. 484
- A. Ludskanov. (1975). „A Semiotic Approach to the Theory of Translation“. Language Sciences, 35 (April), 1975, pp. 5–8
- Ferdinand de Saussure. (1974). Course in General Linguistics. London: Fontana.
- Ghazala, H. (2008); dar El-Ilm LILMALAYIN Translation As Problems And Solutions; textbook for university students and trainee translators.
- El Mustapha Lahlali and Wafa Abu Hatab; (2014). Advanced English–Arabic Translation A Practical Guide. EDINBURGH University Press.

SEMESTRE 2

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Applied Linguistics (AL)

Crédits : 6

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Develop a comprehensive understanding of the key concepts and theories in applied linguistics.
- Gain specific knowledge of major area of applied linguistics.
- Understand research in areas of applied linguistics
- Analyze the application of linguistic principles in various real-world settings.
- Explain the relationship between applied linguistics and language learning.
- Analyze the impact of applied linguistics on language teaching methodologies.

Connaissances préalables recommandées:

- A basic understanding of linguistic concepts such as phonetics, phonology, morphology, syntax, and semantics.
- A basic understanding of language teaching and meaning concepts

Contenu de la matière :

Chapter IV: Language pedagogy and teaching methodologies

- Key theories influencing language research and pedagogical practices
- linguistic theories and teaching methodologies (e.g., communicative competence, input/output theory)
- Language teaching approaches and methods
- language testing and assessment

Chapter V: Language for Specific Purposes

- Language in professional and academic contexts
- Language needs analysis
- Genre analysis
- Application of genre analysis in language teaching

Chapter VII: further areas in applied linguistics

- Language and culture
- Language and Identity
- Language and gender
- Language and society
- Language and technology
- Translation and interpreting
- Language Policy and Planning
- Forensic Linguistics

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Berns, M., & Matsuda, P. K. (2006). Applied linguistics: Overview and history. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Oxford, UK: Oxford University Press.
- Cook, G. (2003) *Applied Linguistics* (in the series Oxford Introduction to Language Study), Oxford: Oxford University Press.
- Davies, A. & Elder, C. (eds.) (2004) *Handbook of Applied Linguistics*, Oxford/Malden, MA: Blackwell.
- Hall, C. J., Smith, P. H. & Wicaksono, R. (2011). *Mapping Applied Linguistics. A Guide for Students and Practitioners*. London: Routledge.
- Johnson, Keith & Johnson, Helen (1999) *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden, MA: Blackwell.

Oxford/Malden, MA: Blackwell.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Psycholinguistics (Psy.ling)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- To understand how the human mind/brain supports the learning, comprehension and production of language.
- To find out about the structures and processes which underlie a human's ability to speak and understand language
- To develop detailed knowledge of basic sub-fields of psycholinguistics, including: the biological bases of language (language & the brain), speech perception, the lexicon, sentence processing, discourse, speech production and language acquisition.
- To introduce and explore the major theories in the area of psycholinguistics

Connaissances préalables recommandées

- Should have an idea about:
 - The domains of psycholinguistics inquiry
 - Language and brain relationship. (Language and the processes of the brain and mind.)
 - The parts in human brain responsible about language perception and production
 - To develop understanding of the relationship between language and the processes of the brain and mind.

Contenu de la matière

The Mental Lexicon/Word processing

- The anatomy of a word
- Lexical semantics
- Semantic Network Theory
- Lexical access (Approaches to the Mental Lexicon)
 - Logogen Model
 - FOBS Model
 - The Trace Model
 - Cohort Model
- **Sentence Processing: Models of parsing**
 - Garden Path Model
 - Constraint-based model
 - Story context effects
 - Subcategory effect
 - Semantic effect
- **Discourse Processing**
 - Construction-Integration Theory
 - Event Indexing Model
 - Building situation models

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Aitchison, J. (1977). The articulate mammal: an introduction to psycholinguistics. New York: Universe Books
- Field, J. (2003). Psycholinguistics, London and New York: Routledge.
- Harley, T. (2001). The psychology of language: From data to theory. New York: psychology Press
- Jackendoff, R. (2002). Foundations of Language. OxfordOxford :University Press
- Jusczyk, P. 1997. The Discovery of Spoken Language. Cambridge, MA: MIT Press.
- Traxler, J.M. (2012). Introductionto psycholinguistics. UK : Wiley-Blackwell.
- Obler, L. & Gjertsen, K. (1999). Language and the brain. Cambridge: Cambridge University Press.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Teaching English as a Foreign Language (TEFL)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement

- Understanding of effective lesson planning, materials development, and instructional strategies for teaching English language skills (listening, speaking, reading, writing).
- Use practical classroom management techniques and strategies for creating inclusive and supportive learning environments.
- Use a variety of assessment techniques and tools for evaluating English language proficiency and monitoring student progress.

Connaissances préalables recommandées

The student should have acquired the principle concepts and background knowledge of didactics and applied linguistics

Contenu de la matière

- Classroom Management and Learner Motivation
- Effective classroom management techniques
- Strategies for motivating learners
- Integrating Technology in the Language Classroom
- Using multimedia and ICT
- Online and blended learning
- Assessment of Learning
- Developing formative and summative assessments
- Alternative assessment techniques
- Teaching Specific Populations
- Adapting methods for children, teenagers, and adults
- Addressing learners' specific needs
- Professional Development for Language Teachers
- Pre-service and in-service teacher training
- Reflective teaching practices

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Chapelle, C. A. (2017). "The Handbook of Technology and Second Language Teaching and Learning." Wiley.
- Harmer, J. (1992). The Practice of English Language Teaching. London: Longman
- Hubbard, P. (2016). "Computer-Assisted Language Learning: Critical Concepts in Linguistics." Routledge.
- Hudson, T (2007) Teaching Second Language Reading: A guide to teaching reading skills for teachers of English as a foreign language. Oxford
- Kroll, Barbara: Teaching Writing in the ESL Context: Research Insights for the Classroom. Cambridge, 1990
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. (1999); Second English Teaching and Learning. Boston, Heinle&Heinle Publisher.
- Stockwell, G. (2013). "Technology and the Curriculum: A Practical Guide for Primary and Secondary Teachers." Routledge.
- Warschauer, M., & Kern, R. (Eds.). (2017). "Network-Based Language Teaching: Concepts and Practice." Cambridge University Press.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Curriculum Design, Evaluation and Assessment (CDEA)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement

- Explore contemporary curriculum theories: Engage with current trends and theoretical debates in curriculum studies.
- Design inclusive curricula: Learn to create curricula that accommodate diverse learners, including those with special needs.
- Evaluate the impact of technology in curriculum: Assess the role of digital tools and technology integration in modern curriculum design.
- Understand the role of policy in curriculum development: Analyze how educational policies influence curriculum design, evaluation, and assessment practices.

Connaissances préalables recommandées

Students should have knowledge about Methods of curriculum development, evaluation and assessment

Contenu de la matière

- Principles of Language Assessment
 - Formative, summative, and diagnostic assessment approaches
 - Ensuring validity, reliability, and fairness in language testing
- Designing Assessment Instruments
 - Developing various assessment tools (tests, projects, portfolios)
 - Aligning assessments with curriculum goals and learning objectives
- Evaluating Language Learning and Progress
 - Interpreting assessment data and providing meaningful feedback
 - Monitoring and documenting student achievement over time
- Curriculum Evaluation and Renewal
 - Reviewing and refining curriculum based on assessment data
 - Implementing continuous improvement cycles
- Stakeholder Engagement and Alignment
 - Collaborating with stakeholders (administrators, parents, employers)
 - Ensuring curriculum relevance and responsiveness to evolving needs

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed.). Pearson.
- A comprehensive guide to different evaluation models that can be applied to curricula and educational programs.
- Eisner, E. W. (1994). The Educational Imagination: On the Design and Evaluation of School Programs (3rd ed.). Macmillan.
- Explores the aesthetic and creative aspects of curriculum development and evaluation, emphasizing the importance of qualitative assessment.
- Bruner, J. S. (1960). The Process of Education. Harvard University Press.

- Discusses the importance of structure in curriculum design, introducing the spiral curriculum approach.
- Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising Standards through Classroom Assessment. King's College London.
- Introduces formative assessment strategies to improve learning outcomes by providing feedback during the learning process.
- Harlen, W. (2014). The Teaching of Science in Primary Schools (6th ed.). Routledge.
- Offers practical approaches to curriculum design in science, emphasizing inquiry-based learning and assessment.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Methodologie

Intitulé de la matière : Qualitative Research Methods (QRM)

Crédits : 5

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Understanding the Foundations of Qualitative Research
- Developing Skills in Research Design
- Mastering Data Collection Techniques
- Gaining Proficiency in Data Analysis
- Addressing Ethical Issues
- Communicating Qualitative Research Findings

.Connaissances préalables recommandées

Should have acquired appropriate knowledge about:

- Methodology
- Research types

Contenu de la matière)

- Introduction to Qualitative Research
- Definition and scope of qualitative research
- Differences between qualitative and quantitative research
- Research Design in Qualitative Studies
- Designing qualitative research projects
- Case studies, ethnography, grounded theory, phenomenology, and narrative research
- Data Collection Techniques
- Interviews (structured, semi-structured, and unstructured)
- Focus groups
- Participant observation
- Document and content analysis
- Data Analysis
- Coding and categorizing data
- Thematic analysis
- Grounded theory analysis
- Narrative analysis
- Ensuring validity and reliability in qualitative research
- Ethical Considerations in Qualitative Research
- Informed consent and confidentiality
- Power dynamics and researcher-participant

- relationships
- Reflexivity and positionality of the researcher
- Reporting and Presenting Qualitative Research
- Writing qualitative research reports
- Visual representation of qualitative data
- Strategies for effective communication of findings
- Advanced Qualitative Methods

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Creswell, J.W. & Poth, C.N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.
- Denzin, N.K., & Lincoln, Y.S. (Eds.). (2017). The SAGE Handbook of Qualitative Research (5th ed.). Sage Publications.
- Maxwell, J.A. (2013). Qualitative Research Design: An Interactive Approach (3rd ed.). Sage Publications.
- Patton, M.Q. (2015). Qualitative Research & Evaluation Methods (4th ed.). Sage Publications.
- Merriam, S.B. & Tisdell, E.J. (2015). Qualitative Research: A Guide to Design and Implementation (4th ed.). Jossey-Bass.
- Charmaz, K. (2014). Constructing Grounded Theory (2nd ed.). Sage Publications.
- Silverman, D. (2020). Interpreting Qualitative Data (6th ed.). Sage Publications.
- Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). Sage Publications.
- Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). Sage Publications.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Methodologie

Intitulé de la matière : Research Proposal Writing (RPW)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Understanding the Purpose and Structure of Research Proposals
- Developing Skills in Literature Review and Research Justification
- Mastering Research Methodology
- Enhancing Writing and Presentation Skills
- Addressing Ethical and Practical Considerations

Connaissances préalables recommandées

Should have acquired appropriate knowledge about:

- Methodology
- Research types
- Research questions and hypotheses

Contenu de la matière

- Introduction to Research Proposals
- The purpose of a research proposal
- Key components: title, introduction, research questions, methodology, timeline, and budget
- Differences between proposals for qualitative and quantitative research
- Literature Review and Research Gap Identification
- Conducting a comprehensive literature review
- Identifying gaps in the literature
- Justifying the significance of the proposed research
- Formulating Research Questions and Objectives
- Characteristics of strong research questions
- Aligning research objectives with research questions
- Research Design and Methodology
- Selecting appropriate research methodologies (qualitative, quantitative, or mixed methods)
- Data collection techniques: surveys, interviews, experiments, case studies, etc.
- Data analysis strategies
- Ethical Considerations and Research Feasibility
- Ethical issues in research (informed consent, confidentiality, etc.)
- Addressing practical limitations: time, budget, and access to participants
- Proposal Writing and Presentation
- Writing style and academic conventions
- Structuring a research proposal
- Presenting a proposal to different audiences (academia, funding bodies, etc.)
- Budgeting and Timelines in Research

- Creating a realistic budget for a research project
- Developing a feasible timeline for completion

Mode d'évaluation : Examen 100 %

Références

- Punch, K.F. (2016). *Developing Effective Research Proposals* (3rd ed.). Sage Publications.
- Locke, L.F., Spirduso, W.W., & Silverman, S.J. (2013). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals* (6th ed.). Sage Publications.
- Thomas, R.M. (2017). *Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context*. Springer.
- Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students* (2nd ed.). Sage Publications.
- Creswell, J.W., & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
- Leedy, P.D., & Ormrod, J.E. (2019). *Practical Research: Planning and Design* (12th ed.). Pearson.
- Flick, U. (2021). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project* (3rd ed.). Sage Publications.
- O'Leary, Z. (2021). *The Essential Guide to Doing Your Research Project* (4th ed.). Sage Publications.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : découverte

Intitulé de la matière : Educational Psychology (EP)

Crédits : 2

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement:

At the end of the course, students are expected to

- Understand the field of Educational Psychology and the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles.
- Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
- Apply learning theories and models to classroom situations.
- Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.

Connaissances préalables recommandées

- Applied linguistics
- Cognitive psychology (in third year)

Contenu de la matière :

Chapter I: Introduction to Educational Psychology

- Introduction to Educational Psychology: Definitions, Scope, and Importance
- Historical Perspectives and Foundational Principles
- Research Methods in Educational Psychology
- Applying Educational Psychology in Practice: Implications for Teaching and Learning

Chapter II: Learning Theories and the Learning Process

- Definitions of learning
- Behaviorism: Pavlov, Skinner, and Classical/Operant Conditioning
- Cognitive Theories: Piaget's Constructivism and Information Processing Theory
- Social Cognitive Theory: Bandura's Observational Learning
- Constructivist and Sociocultural Perspectives on Learning
- language learning theories
- applications of various theories in the classroom

Chapter III: Theories of Development

- Understanding development
- Processes of development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory
- Erikson's Psychosocial Development Theory
- Bronfenbrenner's Ecological Systems Theory

- Applications of developmental psychology theories

Chapter IV: Learners' Diversity

- Understanding Individual Differences: Gender, Intelligence, Learning Styles, and Multiple Intelligences
- Cultural diversity and individual identity
- Inclusive Education: Addressing Special Educational Needs

Chapter V: Motivation

- Definitions
- Theories of Motivation: Maslow's Hierarchy, Self-Determination Theory, and Achievement Goal Theory
- Intrinsic and Extrinsic Motivation: Implications for Learning
- Motivating Factors in Educational Settings: Autonomy, Competence, and Relatedness
- Motivational Strategies for Enhancing Learning Engagement

Chapter VI: Participants of the Teaching/Learning Process

- Components of the learning situation (teacher, learner, subject matter, Materials...)
- Teachers' Roles and Responsibilities: Instructional Strategies and Classroom Management
- Learners types and roles
- Engagement and Active Learning Techniques
- Parental Involvement and Community Resources in Education
- Educational Leaders and their Impact on School Climate and Culture

Chapter VII: Classroom Management and the Learning Environment

- Definitions
- Classroom Climate/space: Rules, Routines, and Expectations
- Managing Student Behavior: Individualized Plans and Classroom Interventions
- Discipline Strategies and Conflict Resolution Techniques

Chapter VIII: The Nature of Classroom Communication

- Definitions and characteristics of classroom communication
- Verbal, Nonverbal and unintended communication in the classroom
- Listening Skills and Feedback Mechanisms
- Teachers and learners talk
- Communication Challenges: Addressing Language Barriers and Cultural Differences

Chapter IX: Assessment of Learning

- Principles of Assessment: Validity, Reliability, and Fairness
- Objectives of assessment
- Roles of assessment
- Formative vs. Summative Assessment: Strategies and Tools
- Alternative Assessment Methods: Performance Tasks, Portfolios, and Rubrics
- Feedback provision principles and techniques

Mode d'évaluation: Examen 100%

Références

- Ausubel, D. P. (1968). Educational psychology. A cognitive view. New York: Holt, Rinehart and Winston, Inc.
- BerkL. E. (2003). Development through the lifespan (3rd ed.). Boston: Pearson.
- Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.
- Brown, H. Douglas. 2007. Principles of Language Learning and Teaching. USA: Longman.
- Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman
- Cook, J. L., & Coolz, G. (2005). Child development: Principles and perspectives.
- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.
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- Faerch, C., & Kasper, G. (1983a). Strategies in Interlanguage Communication. London: Longman.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books
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- Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th ed.). Boston, MA: Allyn & Bacon (First edition published 1975).
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Intitulé du Master : Didactique et Langues Appliquées

Semestre : 2

Intitulé de l'UE : Transversales

Intitulé de la matière : Educational Technology (ET)

Crédits: 1

Coefficients: 1

Mode d'enseignement : à distance

Objective de L'enseignement

- Understanding the Role of Technology in Education
- Developing Proficiency in Educational Tools and Platforms
- Designing and Implementing Technology-Enhanced Learning Environments
- Exploring Emerging Trends in Educational Technology
- Addressing Ethical and Equity Issues in EdTech

Connaissances préalables recommandées:

- Recognize the different types of technological tools introduced to the field of education.
- Information and communication technologies.

Contenu de la matière :

- Introduction to Educational Technologies
- Definition and evolution of educational technology
- Theories of technology adoption in education
- Technology-enhanced learning (TEL) and its benefits
- Digital Tools for Teaching and Learning
- Learning Management Systems (e.g., Moodle, Blackboard, Google Classroom)
- Multimedia resources: videos, podcasts, infographics
- Interactive tools: quizzes, surveys, and online collaboration platforms
- Designing Technology-Enhanced Learning
- Principles of instructional design for digital learning environments
- Integrating technology into lesson plans
- Flipped classroom and blended learning models
- Emerging Technologies in Education
- Artificial intelligence in education (AI-based tutoring systems)
- Augmented and virtual reality (AR/VR) for immersive learning
- Mobile learning and microlearning platforms
- Assessment and Evaluation with Technology
- Digital assessments (e-portfolios, online quizzes, and exams)
- Data analytics in education: monitoring student

- performance
- Gamification in learning and assessment
- Ethics and Equity in Educational Technologies
- Digital divide and access to technology
- Ethical considerations: privacy, data security, and intellectual property
- Inclusion and accessibility in educational technology
- Practical Applications of Educational Technologies
- Case studies of technology integration in K-12 and higher education
- Designing technology-rich learning environments
- Developing a technology integration plan for a classroom or institution

Mode d'évaluation : Examen 100%

Références

- Roblyer, M.D., & Hughes, J.E. (2018). Integrating Educational Technology into Teaching (8th ed.). Pearson.
- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective. ISTE Publications.
- Schrum, L., & Levin, B.B. (2015). Leading 21st Century Schools: Harnessing Technology for Engagement and Achievement (2nd ed.). Corwin.
- Selwyn, N. (2016). Education and Technology: Key Issues and Debates (2nd ed.). Bloomsbury Academic.
- Mishra, P., & Koehler, M.J. (2006). Technological Pedagogical Content Knowledge (TPACK) Framework. Teachers College Press.
- Conole, G. (2013). Designing for Learning in an Open World. Springer.
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- Salmon, G. (2013). E-tivities: The Key to Active Online Learning (2nd ed.). Routledge.

SEMESTRE 3

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Discourse Analysis (DA)

Crédits : 6

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- To introduce students to key theories and concepts in discourse analysis.
- To develop students' critical thinking and analytical skills in analyzing spoken and written discourse.
- To explore the role of discourse in constructing social identities, power dynamics, and cultural representations.
- To provide students with practical experience in applying discourse analysis methodologies to different genres and contexts.
- To foster an appreciation for the interdisciplinary nature of discourse analysis and its relevance to various fields including linguistics, communication studies, sociology, and cultural studies.

Connaissances préalables recommandées:

- A basic understanding of Linguistics contents and concepts
- Analytical & Critical Thinking,
- A good command of English structure.

Contenu de la Matière :

CHAPTER I: An Introduction to Discourse Analysis

- Definitions and scope of discourse analysis
- Historical development of discourse analysis
- Approaches to discourse analysis: structural, functional, sociocultural

CHAPTER II : Text and Context

- Discourse and Text
- The Context of the Situation
- Contextual factors influencing discourse production and interpretation
- Standards of Textuality: coherence, cohesion, informativity, intertextuality. Relationship between discourse and context
- Analysis of discourse markers and coherence devices

CHAPTER III : Conversation Analysis

- Principles of conversation analysis
- Turn-taking and adjacency pairs
- Repair and preference organization

CHAPTER IV: Critical Discourse Analysis (CDA)

- Principles of critical discourse analysis
- Power, ideology, and discourse
- Analysis of discursive strategies in media discourse, political discourse, and Advertising

CHAPTER V : Discourse Analysis and Genre Analysis

- Definition and characteristics of genres
- Genre conventions and expectations
- Characteristics of genre analysis research
- Schools and approaches to genre analysis
- ESP genre analysis
- Contrastive and comparative genre studies
- Analysis of genre-specific discourse features in written and spoken texts

CHAPTER VI : Applications of Discourse Analysis

- Discourse analysis in professional and academic contexts
- Practical exercises: conducting discourse analysis on authentic texts
- Ethical considerations in discourse analysis research

Chapter VII: Pedagogical and Research Implications

- Discourse Analysis in the language classroom
- Research insights in discourse analysis

Mode d'évaluation : Contrôle continu 40% examen 60%

Références :

- Brown, G. and Yule, G. (1983) Discourse Analysis, Cambridge, Cambridge University Press.
- Coulthard, M. (1985) An Introduction to Discourse Analysis, London, Longman (Second edition).
- Chouliaraki, L. and Fairclough, N. (1999) Discourse in Late Modernity: rethinking critical discourse analysis, Edinburgh, Edinburgh
- Hoey, M. (1983) On the Surface of Discourse, London, Allen and Unwin.
- Fairclough, N. (1989) Language and Power, London, Longman.
- Fairclough, N. (1992) Discourse and Social Change, Cambridge, Polity.
- Fairclough, N. (1995) Critical Discourse Analysis: the critical study of language, London, Longman.
- Heritage, J. (1999) Doing Conversation Analysis: a practical guide, London, Sage.
- J. (1997) 'Conversation analysis and institutional talk: analysing data', in D. Silverman (ed) Qualitative Research, London, Sage.
- Hutchby, I and Woofit, R. (1998) Conversation Analysis: Principles, practices and applications, Cambridge, Polity.
- Jaworski, A. and Coupland, N. (1999) The Discourse Reader, London, Routledge.
- Levinson, S. (1983) Pragmatics, Cambridge, Cambridge University Press.
- Psathas, G. (1995) Conversation Analysis: the study of talk-in-interaction, Thousand Oaks, Sage
- Schiffrin, D. (1994) Approaches to Discourse, Oxford, Blackwell
- Wodak, R. and Meyer, M. (eds) (2002) Methods of Critical Discourse Analysis, London, Sage.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Pragmatics (Prag)

Crédits : 6

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

Students will be aware that the meaning as communicated by a speaker should be interpreted through appropriate context. They will also acquire basic competence that allows them to distinguish hidden meaning from the one uttered. Connotation and denotation are key language aspects to be acquainted to reveal the hidden meaning from the exposed one.

Connaissances préalables recommandées

Language in socio-cultural context. Students should have acquired Literary devices as metaphor, connotation etc.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

1. Semantics
Conceptual and Associative Meaning.
Semantic Features.
Semantic Roles.
Lexical Relations.
2. Pragmatics
Linguistic Context (co-text) and Physical Context.
Deixis.
Reference.
Inference.
3. Anaphora.
4. Presupposition.
5. Speech acts.
6. Rules of Conversation (Grice's Cooperative Principles).
7. Conversational Implicature.

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Nagane, Dhanaji. "A Study of Speech Acts in Khushwant Singh's Train to Pakistan." *Indian Streams Research Journal* 1.12 (2012).
- George Yule. "Pragmatics". Oxford University Press, 06-Jun-1996.
- Sullivan, Arthur. "On Pragmatic Regularities." *Philosophical and Formal Approaches to Linguistic Analysis* (2012): 491.
- Armengaud, F. (2007), *La pragmatique*, Paris, PUF (5^e éd.)
- Blanchet, Ph. (1995), *La Pragmatique*, Paris, Bertrand Lacoste, Coll. "Référence".
- Bernicot, J., Veneziano, E., Musiol, M. & Bert-Erboul, A. (Eds.) (2010). *Interactions verbales et acquisition du langage*. Paris: l'Harmattan.
- Bernicot, J. & Bert-Erboul, A. (2009). *L'acquisition du langage par l'enfant*. Paris: Editions In Press.
- Bernicot J., Trognon A., Musiol M. & Guidetti M. (Eds.) (2002), *Pragmatique et Psychologie*,

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Teaching English as Foreign Language (TEFL)

Crédits : 6

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement

At the end of the course, students will be equipped with relevant requirements that help them coping with teaching/learning situations. Acquired approaches, techniques, and classroom management will assist novice teachers in authentic teaching situations;

Connaissances préalables recommandées

Students should have been acquainted to basic principles of teaching language skills and components. They should also be aware of scientific and pedagogic outcomes

Contenu de la matière

- Intercultural Approaches in Language Teaching
- Raising cultural awareness
- Intercultural teaching strategies
- Teaching English for Specific Purposes
- Business English, academic English, medical English, etc.
- Designing tailor-made programs
- Teaching Pronunciation and Intonation
- Phonetic correction techniques
- Developing phonological competence
- Differentiated Instruction and Personalized Teaching
- Addressing learning styles
- Adapting methods to learners' needs
- Current Trends and Perspectives in Language Teaching
- New trends and pedagogical innovations
- Challenges and issues in TEFL

Mode d'évaluation: Control Continu 40% Examen 60%

Références

- Anastassiou, F. a. (2020). *English as a Foreign Language: Perspectives on Teaching, Multilingualism and Interculturalism*. New Castle: Cambridge Scholars Publishing.
- Brandt, C. (2006). *Success on your certificate course in English language teaching: A guide to becoming a teacher in ELT/TESOL*. London: Sage.
- Broughton, D. G. (2002). *Teaching English as a Foreign Language*. London: Routledge.
- Celce-Murcia, M. e. (2014). *Teaching English as a Second Or Foreign Language*. National Geographic Learning.
- Gebhard, J. G. (2006). *Teaching English as a Foreign Or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide*. Michigan : University of Michigan Press.
- Meddings, Luke; Thornbury, Scott (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Delta.
- Surkamp, C. a. (2018). *Teaching English as a Foreign Language: An Introduction*. Springer.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Methodologie

Intitulé de la matière : Quantitative Research Methods (QRM)

Crédits : 5

Coefficients : 3

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Understanding the Foundations of Quantitative Research
- Developing Skills in Research Design
- Mastering Data Collection Techniques
- Conducting Statistical Analysis
- Addressing Ethical and Practical Issues

Connaissances préalables recommandées

Introductory concepts to second language research: data, variables, sample and population, instruments of data collection, data analysis tools, quantitative, mathematical terms

Contenu de la matière

- Introduction to Quantitative Research
- Characteristics of quantitative research
- Differences between quantitative and qualitative research
- The role of theory in quantitative research
- Research Design and Hypothesis Formulation
- Types of quantitative research designs (descriptive, correlational, experimental)
- Developing research questions and hypotheses
- Independent and dependent variables
- Sampling Techniques and Data Collection
- Probability and non-probability sampling methods
- Surveys, questionnaires, and experiments as data collection tools
- Designing valid and reliable instruments
- Statistical Analysis
- Descriptive statistics (mean, median, mode, standard deviation)
- Inferential statistics (t-tests, ANOVA, regression)

analysis, chi-square)

- Data visualization: charts, graphs, and tables
- Use of Statistical Software
- Introduction to software like SPSS, R, or Excel
- Validity and Reliability in Quantitative Research
- Types of validity (internal, external, construct)
- Ensuring reliability and consistency of measurements
- Controlling for bias and confounding variables
- Ethical Considerations in Quantitative Research
- Writing Quantitative Research Reports
- Presenting statistical findings
- Discussing results in relation to hypotheses and existing literature

Mode d'évaluation : Control Continu 40% Examen 60%

Références

- Creswell, J.W., & Creswell, J.D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage Publications.
- Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.
- Johnson, R.B., & Christensen, L. (2020). Educational Research: Quantitative, Qualitative, and Mixed Approaches (7th ed.). Sage Publications.
- Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.
- Gravetter, F.J., & Wallnau, L.B. (2020). Statistics for the Behavioral Sciences (10th ed.). Cengage Learning.
- Tabachnick, B.G., & Fidell, L.S. (2019). Using Multivariate Statistics (7th ed.). Pearson.
- Agresti, A., & Finlay, B. (2017). Statistical Methods for the Social Sciences (5th ed.). Pearson.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Methodologie

Intitulé de la matière : Techniques to Write a Research Paper (TWRP)

Crédits : 4

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Improve academic writing proficiency, including clarity, coherence, and precision of language.
- Strengthen skills in structuring research papers, crafting persuasive arguments, and integrating evidence.
- Foster an understanding of ethical considerations in research and scholarly writing.
- Prepare students for the dissemination of their research findings through their master dissertations writing or presentations.

Connaissances préalables recommandées :

- Good language proficiency
- Academic writing and reading skills (gained from second semester module)
- Research methodology principles and concepts

Contenu de la matière :

CHAPTER I: Introduction to Advanced Research Paper Writing

- Overview of pre-requisites of academic writing and research process
- Overview about research paper writing
- Types and components (abstract, introduction..... conclusion)

CHAPTER II: Creating the Research Paper Outline

- Overview about outlining and its importance
- Types of outlining methods
- Making the outline of the research paper

CHAPTER III: Writing the Introduction and Theoretical Framework

- Choosing a research topic
- Formulating theoretical frameworks/ conceptual frameworks
- Writing the problem statement and research questions
- Writing research objectives and research significance

CHAPTER III: Literature Review Synthesis and Writing

- Understanding the purpose and structure of literature reviews
- Strategies for conducting comprehensive literature searches
- Synthesizing and analyzing related literature

CHAPTER IV: Research Design and Methodology

- Selection of appropriate research methodologies
- Developing research hypotheses or research aims
- Writing the methodology section

CHAPTER V : Data Analysis and Findings Discussion

- Presenting data effectively through tables, figures, and visualizations
- Techniques for analyzing qualitative and quantitative data
- Interpreting research findings and discussing the findings

CHAPTER VI: Finalizing the Research Paper

- Writing effective research titles (characteristics, types, techniques...etc)
- Writing abstracts
- Writing conclusions
- Crafting the list of references

CHAPTER VI: Structuring the Research Paper

- Organizational strategies for research papers (IMRAD format)
- Developing coherence and logical flow
- Incorporating transitions and signposts for clarity
- Writing Style and Language in Academic Research
- Integrating Evidence and Building Arguments
- Citing Sources and Avoiding Plagiarism
- Revision and Editing

Mode d'évaluation : Examen 100%

Références :

- Swales, J. M., & Feak, C. B. (2012). "Academic writing for graduate students: Essential tasks and skills." University of Michigan Press.
- Matsuda, P. K., & Tardy, C. M. (Eds.). (2007). "Voice in academic writing: Rhetorical approaches to writing research papers." University of Michigan Press.
- Murray, R., & Moore, S. (2006). "The handbook of academic writing: A fresh approach." McGraw-Hill Education.
- "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
- "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Découverte

Intitulé de la matière : Didactics of Literary Text (DLT)

Crédits : 2

Coefficients : 2

Mode d'enseignement : à distance

Objectifs de l'enseignement :

- Understanding Literary Didactics
- Developing Techniques for Analyzing Literary Texts
- Designing Effective Literary Lessons
- Exploring Different Approaches to Teaching Literature
- Addressing Challenges in Literary Text Teaching

Connaissances préalables recommandées

- Student should have understood the relationship between text and didactics.

Contenu de la matière

Introduction to Literary Didactics

- Definition and scope of didactics in literature
- The role of literature in the educational curriculum
- The relationship between language and literature teaching
- Theories and Approaches to Teaching Literary Texts
- Reader-response theory and its application
- Structuralism, post-structuralism, and other critical theories
- Thematic approaches to teaching literature
- Analyzing and Interpreting Literary Texts
- Literary genres (poetry, drama, fiction) and their characteristics
- Techniques for close reading and textual analysis
- Cultural, historical, and contextual interpretation
- Lesson Planning and Classroom Strategies
- Developing lesson plans for different educational levels
- Interactive and student-centered activities
- Discussion-based approaches and guiding literary discussions
- Literature and Technology Integration
- Using digital tools and multimedia resources in literary instruction
- E-literature and interactive storytelling
- Enhancing literary learning with online platforms
- Evaluation and Assessment in Literary Studies
- Designing assessments that evaluate literary understanding
- Rubrics for grading literary analysis essays and presentations
- Peer assessment and collaborative learning techniques
- Challenges in the Didactics of Literary Text
- Addressing cultural and linguistic diversity in literature classes

- Encouraging critical and creative thinking in response to literature
- Overcoming difficulties in selecting texts for diverse audiences

Mode d'évaluation : Examen 100%

Références

- Carter, R., & Long, M.N. (1991). Teaching Literature. Longman.
- Showalter, E. (2003). Teaching Literature. Blackwell Publishing.
- Lazar, G. (1993). Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge University Press.
- Paran, A. (2006). Literature in Language Teaching and Learning. TESOL Press.
- Benton, M., & Fox, G. (1985). Teaching Literature: Nine to Fourteen. Oxford University Press.
- Duff, A., & Maley, A. (2007). Literature. Oxford University Press.
- Pope, R. (1998). The English Studies Book: An Introduction to Language, Literature and Culture. Routledge.
- Beach, R., Appleman, D., Hynds, S., & Wilhelm, J.D. (2016). Teaching Literature to Adolescents (3rd ed.). Routledge.

Intitulé du Master : Didactique et Langues Appliquées

Semestre : 3

Intitulé de l'UE : Transversales

Intitulé de la matière : Ethics and Deontology (ED)

Crédits: 1

Coefficients: 1

Mode d'enseignement : à distance

Objectifs de l'enseignement

Sera abordée, dans cette matière, la charte d'éthique et de déontologie qui réaffirme des principes généraux issus de normes universelles ainsi que de valeurs propres à notre société, et qui doivent être le moteur de la démarche d'apprentissage, de la méthodologie dans la recherche et de mise en œuvre de l'éthique et de la déontologie universitaires.

Connaissances préalables recommandées

L'étudiant doit avoir des connaissances en linguistique et en didactique. La maîtrise des concepts clés de ces deux disciplines en rapport avec la méthodologie, l'éthique universitaire et la rédaction scientifique est également requise.

Contenu de la matière

L'enseignement en présentiel de cette matière doit représenter un outil de mobilisation et de référence rappelant les grands principes qui guident la vie universitaire et inspirent les codes de conduite et les règlements qui en découleront, à savoir :

- L'intégrité et l'honnêteté ;
- La liberté académique ;
- La responsabilité et la compétence ;
- L'exigence de vérité scientifique, d'objectivité et d'esprit critique ;
- Les droits et les obligations des acteurs de l'enseignement supérieur et la de recherche scientifique.

Le travail personnel permettra aux étudiants :

- de mettre en pratique les connaissances acquises de cet enseignement lors de travaux de rédaction de synthèses et de comptes rendus, se basant sur des articles relatifs à leur sujet de mémoire;

Mode d'évaluation : Examen 100%

Références

- E. Vergès, « Ethique et déontologie de la recherche scientifique, un système normatif communautaire », in « *Qu'en est-il du droit de la recherche ?* », Dir. J. Larrieu, éd. LGDJ, 2009.
- M. Dauchet, « Ethique et déontologie du scientifique », *RIC et ED SPI*, LIFL, 2013.
- M. Salathé, *L'intégrité dans la recherche scientifique : Principes de base et procédures*, Académies suisses des sciences, Bern, 2008.
- J-N. Darde, H. Maurel-Indart et M. Touzeil-Divina, *Le plagiat de la recherche scientifique*, éd. LGDJ, 2011.
- J. Moret-Bailly, *Plagiat et déontologie académique*, éd. LGDJ, 2010
- J. Birman, *Généalogie du plagiat*, éd. LGDJ, 2011
- P-J. Benghozi, *Publications et plagiat à l'ère d'internet : réponses collectives à de nouvelles pratiques*, éd. LGDJ, 2009.
- J. Guglielmi, *Plagiat de la recherche et fonctions du droit*, éd. LGDJ, 2012.

V- Accords ou conventions

Oui

NON

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

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

Avis et Visas des organes Administratifs et Consultatifs

Intitulé du Master : Didactique et Langues appliquées

Chef de département + Responsable de l'équipe de domaine	
Date et visa 27/04/2023  رئيس قسم الآداب واللغة الإنجليزية أحمد الجومعي صباير	Date et visa 27/04/2023  عميد كلية الآداب واللغات عبد بن قريشي
Doyen de la faculté (ou Directeur d'institut)	
Date et visa : 27/04/24  عميد كلية الآداب واللغات عمار بن قريشي	
Chef d'établissement universitaire	
Date et visa 2023 30 مدير جامعة المسيلة الأستاذ: بودلاعة عمالي 	

Etablissement : Université de M'sila
Année universitaire : 2023-2024

Intitulé du master : Didactique et Langues Appliquées Page 28

VII – Avis et Visa de la Conférence Régionale
(Uniquement dans la version définitive transmise au MESRS)

Avis et Visa du Comité pédagogique National de Domaine
(Uniquement dans la version définitive transmise au MESRS)