

ALGERIAN PEOPLE'S DEMOCRATIC REPUBLIC

**MINISTRY OF HIGHER EDUCATION
AND SCIENTIFIC RESEARCH**

HARMONIZATION

MASTER'S COURSES OFFER

ACADEMIC

Establishment	Faculty / Institute	Département
Mohamed Khider University - Biskra	Faculty of Letters and Languages	Foreign Languages Department

Field: Foreign Languages and Literature

Branch: French language

Specialization: Didactics of Foreign Languages

Academic year: 2016/2017

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مواصلة
عرض تكوين ماستر
أكاديمي / مهني

القسم	الكلية/ المعهد	المؤسسة
اللغات الأجنبية	الأداب و اللغات الأجنبية	جامعة محمد خيضر - بسكرة

الميدان : الآداب و اللغات الأجنبية

الشعبة : اللغة الفرنسية

التخصص : تعليمية اللغات الأجنبية

السنة الجامعية: 2016/2017

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I - Master's degree profile

1 - Course location: Biskra
2- Faculty (or Institute) : Humanities and Languages
Department : Letters and Foreign Languages
Branch : French

3- External partners *:

- Other partner institutions :

University of Batna

University of Ouargla

- companies and other socio-economic partners :

- International partners :

University of Nancy II, 1 Boulevard Albert 1er Nancy 54 000 (France)

Convention established with the University of Nancy II where it was agreed to cooperate especially in the field of master, particularly in terms of teachers, documentation, programmes and student exchanges.

4- Training context and objectives

To apply the guidelines and directives laid down by the authorities,

To consolidate the overhaul of the Algerian university system,

To consolidate the university's role as a vehicle for training in national values and openness to world cultures,

Be open to and integrated into the universal movement for progress,

meeting the demands and requirements of the labour market,

This programme incorporates the overall structure and coherence of the LMD. This Master's programme takes place over 2 years.

A – General organization of the programme: position of the project

If several Masters courses are offered or already offered at the school (by the same training team or other training teams), please indicate in the diagram below the position of this project in relation to the other courses.

This Master's programme is divided into 4 semesters. It is validated by 120 credits.

We note that two other specializations already exist in the French department

- Sciences of Literary Texts
- Language Sciences

B – Access conditions :

- Students with an LMD degree in French or an equivalent qualification, selected according to criteria proposed by the training team, are eligible for the course.

Anticipated workforce: 60 (sixty).

Selection criteria :

- ✓ Curriculum averages
- ✓ Admission sessions: Normal session, S. catching up Session
- ✓ Classification

C - Objectives of the course (skills targeted, knowledge acquired at the end of the course - maximum 20 lines)

The main aim of the course is to develop students' broad and specialized skills in language sciences, by training teachers of French as a foreign language and researchers in this field. The overall aim of this programme is the scientific study of this discipline, both in its fundamental and applied aspects, in order to enable students to recognise and situate the main areas of relevant linguistic research independently, thanks to an in-depth knowledge and mastery of French, with the aim of being able to put the knowledge acquired into practice. On the one hand, this objective presupposes that the students have a command of French (this is an essential condition for research, the formulation of the knowledge acquired and the transmission of the results of this research). On the other hand, this final objective requires students to be familiar with scientific research and, to this end, to have access to methodological training and an introduction to scientific practice.

D – Target profiles and skills (maximum 20 lines) :

At the end of this course, students will have:

Have a sound knowledge of the state of research in a specific basic field of language sciences;
Developed the skills needed to initiate and carry out scientific research in this specific field;
were able to recognise, situate, structure and analyze concrete problems relating to their specialist fields;
carried out field research in order to propose concrete solutions to research questions.

Au terme de cette formation, les étudiants auront:

- Have a sound knowledge of the state of research in a specific basic field of language sciences;
- Developed the skills needed to initiate and carry out scientific research in this specific field;
- Be able to recognise, situate, structure and analyze concrete problems relating to their specialist fields;
- carried out field research in order to propose concrete solutions to research questions.
- Developed the oral and written communication skills needed to report on the results and knowledge resulting from scientific research.

Acquired the necessary didactic knowledge and skills to enable them to practice their profession as teachers of French as a foreign language effectively.

E- Regional and national employability potential

The proposed course of study is perfectly in line with regional and national employability potential. At the end of the degree course, students will have a Master's degree in French, which will give them a good chance of being admitted to various educational establishments: schools, CEMs, lycées and public schools.

What's more, the training they receive will equip them with oral and written communication skills in French that private, regional or national industrial companies will be able to use in their marketing, administrative and other activities.

F – Gateways to other specialities

While taking into account staffing capacities, it has been possible to establish gateways to three specialisations which are spread over the last two semesters (5 and 6). After the first two semesters (1 and 2), which are devoted to reinforcing the knowledge and skills developed at the end of the Bachelor's programme and to discovering a wide range of disciplines and fields of study, students will be able to choose between the 'Didactics of Language and Culture', 'Sciences of Literary Texts' (already open) and 'Sciences of Language' streams as routes to more in-depth training in particular fields. The subjects on which the three options are structured cover the knowledge and skills relating to each specialism, with particular emphasis on the didactic and methodological aspects linked to the target profiles of FLE teachers and research students.

5 – Available human resources

A :Supervisory capacity (expressed as the number of students it is possible to take on) :

B : Course management team :

B-1 : Internal staff :

Last & first name	Diploma	Grade	Research laboratory of affiliation	Type of intervention *	Attendance
BENSALAH BACHIR	State Doctorate	Pr	Linguistics Laboratory	Courses & Supervision	
DAKHIA ABDELOUAHAB	State Doctorate	Pr			
KHETIRI BRAHIM	Doctorat in Sciences	MCB			
MEKHENECH MOHAMED	Doctorat in Sciences	MCA			
FEMAM CHAFIKA	Doctorat in Sciences	MCA			
BECHAR AHMED	Doctorat in Sciences	MCB			
KHIDER SALIM	Magister	MAA	/	Cours/TD	
ZERARI SIHEM	Magister	MAA	/	Cours/TD	
GUERID KHALED	Magister	MAA	/	Cours/TD	
BENAZZOZ NADJIBA	Magister	MAA	/	Cours/TD	
MOUSTIRI ZINEB	Magister	MAA	/	Cours/TD	
BELLAZRAG NASSIMA	Magister	MAA	/	Cours/TD	
DAKHIA MOUNIR	Magister	MAA	/	Cours/TD	
ACHOUR YASMINE	Magister	MAA	/	Cours/TD	
NAIMI AMEL	Magister	MAA	/	Cours/TD	
SLIMANI SOUAD	Magister	MAA	/	Cours/TD	
BEDJAOUI NABILA	Magister	MAA	/	Cours/TD	
HAMEL NAWEL	Magister	MAA	/	Cours/TD	
GUEDIDA FAIROUZ	Magister	MAA	/	Cours/TD	
CHELLOUAI KAMEL	Magister	MAA	/	Cours/TD	
DJAROU DOUNIA	Magister	MAA	/	Cours/TD	
GHEMRI KHADIDJA	Magister	MAA	/	Cours/TD	
GUERROUF GHAZALI	Magister	MAA	/	Cours/TD	
AOUCHE HOUDA	Magister	MAA	/	Cours/TD	
BENZID AZIZA	Magister	MAA	/	Cours/TD	
HAMMOUDA MOUNIR	Magister	MAA	/	Cours/TD	
TIFRANI OUNNASSA	Magister	MAA	/	Cours/TD	
BOUZIDI HASSINA	Magister	MAA	/	Cours/TD	
GUETTAFI SIHEM	Magister	MAA	/	Cours/TD	

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

B-2 : External Supervision :

Last & first name	Diploma	Institution of affiliation	Type of intervention *	Attendance
Pr Gaouaou MANAA	State Doctorate	Univ. Batna	Courses & Supervision	
Pr ABDELHAMID Samir	State Doctorate	Univ. Batna		
Pr. Foudil DAHOU	State Doctorate	Univ. Ouargla		
Dr. Salah KHENNOUR	Doctorat in Science	Univ. Ouargla		

B-3 : Global overview of human resources :

Grade	Internal staff	External staff	Total
Profesors	02	03	05
Senior lecturers (A)	00	01	02

Senior lecturers (B)	06	00	06
Assistant Master (A)	11	00	11
Assistant Master (B)	00	00	00
Others (specify)	/	/	/
Total	19	04	24

B-4 : Permanent support staff (indicate the different categories)

Grade	Effectif
administrator	01
Administratif Agent	04
Senior Technicien	02

A- Teaching laboratories and equipment :

N°	Intitulé de l'équipement	Nombre	Observations
01	MAIN MONITOR (HP computer)	02	...
02	STUDIO EDITING SYSTEM (version Studio Plus 10.5.1-2006 on Windows XP)	01	...
03	VIDEO PLAYER (PHILIPS)	01	...
04	DVD-ROM PLAYERS	01	...
05	AMPHIS	05	
06	ROOMS	18	
07	CHAIRS	2000	...

B- Terrains de stage et formation en entreprise :

place work placement	Number of students	Length of work placement
None	None	None

C- Laboratoire(s) de recherche de soutien à la formation proposée :

Pr KHANE Mohamed
N° 323 , date 13 / 04 / 2011
Laboratry of Linguistic and Arabic Language
Date : 10/01/2014 Signature of the head of laboratory :

Pr MEFGOUDA Salah
N° 077/43/02

Algerian Language and Literature Research Laboratory

Date : 10/01/2014

Signature of the head of laboratory :

D- Research project(s) to support the proposed training :

Title of research project	Projet code	Project start date	Project end date
Les représentations Linguistiques au carrefour des Sciences Humaines	<i>U00201420130133</i>	2014	2016

E- Documentation available: (in relation to the training offered)

The Language Library of the Faculty of Letters and Languages of the Mohamed KHIDER University - Biskra is equipped with specialised documentation comprising over 4,500 titles.

F- Personal workspaces and ICT :

The Language Library of the Faculty of Letters and Languages and the Central Library of the Mohamed KHIDER University - Biskra have several reading rooms, as well as rooms reserved exclusively for the ICT.

II – Semester organisation sheet

1- Semester 1 : Foreign Language Didactics “Didactique des Langues Étrangères”

Teaching Unit	Semester H.	Weekly H.				Coeff	Credits	Assessment method	
	14-16 weeks	C	TD	TP	Other s			Continuous	Exam
Fundamental T.U.						9	18		
Teaching French as a foreign language	67h30	3.00	06			3	6	50%	50%
Evaluation and certification in language teaching	45h	1.30	04			2	4	50%	50%
Literary texts in the foreign language classroom	45h	1.30	04			2	4	50%	50%
Contrastive phonetics and phonetic correction	45h	1.30	04			2	4	50%	50%
Discovery T.U.						2	2		
Linguistic theories applied to language teaching	22h30	1.30				01	01		100%
Sociolinguistics and teacher training	22h30	1.30				01	01		100%
Methodology T.U.						5	9		
Methodology for writing a dissertation in Language-Culture Didactics	45h	1.30	1.30			02	04	50%	50%
ICT and content analysis	15h	1				01	01	100%	
French for university purposes and writing techniques	45h	1.30	1.30			02	04	50%	50%
Transversal T.U.						1	1		
English language	22.30		1.30			01	01	100%	
Total Semester 1	375	14.30	10.30			17	30		

2- Semester 2 : Foreign Language Didactics “Didactique des Langues Étrangères”

Teaching Unit	Semester H.	Weekly H.				Coeff	Credits	Assessment method	
	14-16 weeks	C	TD	TP	Others			Continuous	Exam
Fundamental T.U.						9	18		
Methodology for teaching FLE and classroom practice	67h30	3.00	1.30			3	6	50%	50%
French for the workplace	45h	1.30	1.30			2	4	50%	50%
Teaching grammar	45h	1.30	1.30			2	4	50%	50%
Teaching pronunciation	45h	1.30	1.30			2	4	50%	50%
Discovery T.U.						2	2		
Language acquisition and teaching	22h30	1.30				01	01		100%
Training engineering	22h30	1.30				01	01		100%
Methodology T.U.									
Developing a research problem	45h	1.30	1.30			02	04	50%	50%
Documentary techniques and research project	15h	1				01	01	100%	
Methodology for writing a dissertation in Language-Culture Didactics	45h	1.30	1.30			02	04	50%	50%
Transversal T.U.									
Communication practices	22.30		1.30			01	01	100%	
Total Semester 2	375	14.30	10.30			17	30		

3- Semester 3 : Foreign Language Didactics “Didactique des Langues Étrangères”

Teaching Unit	Semester H.	Weekly H.				Coeff	Credits	Assessment method	
	14-16 weeks	C	TD	TP	Others			Continuous	Exam
Fundamental T.U.						9	18		
Didactics of the written and spoken word		9	18			3	6	50%	50%
New technologies and language teaching and learning	67h30	3.00	1.30			2	4	50%	50%
Introduction to the design of teaching materials and analysis of teaching practices in second and foreign languages	45h	1.30	1.30			2	4	50%	50%
Plurilingual and intercultural dimensions in language teaching	45h	1.30	1.30			2	4	50%	50%
Discovery T.U.	45h	1.30	1.30			2	2		
Classroom observation methodology						01	01		100%
Analysis of interactions in the language classroom and professional action	22h30	1.30				01	01		100%
Methodology T.U.			22h30			1.30			
Methodology for writing a dissertation in Foreign Language Didactic						02	04	50%	50%
Work placement and professional dissertation workshop	45h	1.30	1.30			01	01	100%	
Research writing in language didactics	15h	1				02	04	50%	50%
Transversal T.U.									
Ethics and deontology	22.30		1.30			01	01	100%	
Total Semester 3	375	14.30	10.30			17	30		

4- Semester 4 : Foreign Language Didactics “Didactique des Langues Étrangères”

Matières	Semester H.	Weekly H.				Coeff	Credits	Assessment method	
	14-16 weeks	C	TD	TP	Others			Continuous	Exam
Dissertation	750h					17	30		
Total Semester 4	750h					17	30		

Subject: Foreign Languages and Literature
Subject : French
Specialisation: Didactics of Foreign Languages

In-company work placement culminating in a dissertation and oral examination.

	VHS	Coeff	Crédits
Personal work	None	None	None
Work placement	None	None	None
Séminaires	None	None	None
Seminars	None	None	None
Total Semester 4	None	None	None

5- Overall summary of the course: (indicate the overall VH broken down into courses, TDs, for the 04 teaching semesters, for the different types of T.U)

VH \ UE	UEF	UEM	UED	UET	Total
Lessons	337.30	180	135		652.5
TD	270	135		67.30	472.5
TP (PRACTICAL WORK)					
Personal work	741h	360h	15h	8h	1124h
Dissertation	450h30	225h30	37h30	37h30	751h
Total	1799	900h30	187h30	113h	3000
Credits	72	36	08	04	120
% in credits for each TU	60%	30%	7%	3%	100%

III – Organisation of teaching units

T.U Title : Fundamental
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 1

Breakdown of the total timetable for the TU and its subjects	Lessons: 112,30 TD : 90 TP: Personal Work :
Credits and coefficients allocated to the TU and its subjects	<p>TU : FUNDAMENTAL credits 18</p> <p>Subject 1: Teaching French as a foreign language Credits: 06 Coefficient: 03</p> <p>Subject 2: Evaluation and certification in language didactics Credits: 04 Coefficient : 02</p> <p>Subject 3: The literary text in the foreign language classroom Credits: 04 Coefficient: 02</p> <p>Subject 3 : Contrastive phonetics and phonetic correction Credits: 04 Coefficient: 02</p>
Assessment method (continuous or examination)	CONTINUOUS ASSESSMENT AND TABLE TESTS
Description of subjects	<p>-Subject 1: Didactics of FLE: The aim of this course is to develop theoretical and practical skills in the teaching/learning of languages and cultures, and of FFE in particular.</p> <p>-Subject 2: Evaluation and certification in language didactics: The aim of this course is to enable students to question their own evaluation practices and to formalise and develop various types of evaluation and evaluation systems in a variety of contexts.</p>

	<p>-Subject 3: The literary text in the foreign language classroom: The aims of this course are to identify the issues and objectives of the didactics of literature in the foreign language and culture classroom,</p> <p>-Subject 4: Contrastive phonetics and phonetic correction: In this course, students will learn how to develop a phonetics teaching programme that takes into account the objectives of phonetic correction.</p>
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TU Title : Méthodology
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semestre : 1

Breakdown of the total timetable for the TU and its subjects	<p>Lessons : 45 TD : 67,30 TP: Personal work :</p>
Credits and coefficients allocated to the TU and its subjects	<p>Subject 1: Methodology for writing a CSD dissertation Credits : 04 Coefficient : 02</p> <p>Subject 2: ICT and content analysis Credits: 01 Coefficient: 01</p> <p>Subject 3: French for academic purposes and writing techniques Credits: 04 Coefficient: 02</p>
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	<p>Subject 1 : Methodology for writing a CSD dissertation Subject 2: ICT and content analysis Subject 3: French for university purposes and writing techniques</p>

TU Title : Discovery
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 1

Breakdown of the total timetable for the TU and its subjects	Lessons : 112,30 TD : 90 TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	TU: DISCOVERY Credits 2 Subject 1: Linguistic theories applied to language teaching Credits: 01 Coefficient : 01 Subject 2 : Sociolinguistics and teacher training Credits: 01 Coefficient : 01
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	- Subject 1: Linguistic theories applied to language teaching - Subject 2: Sociolinguistics and teacher training

TU : transversal
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 1

Breakdown of the total timetable for the TU and its subjects	Lessons : 00 TD : 22,30 TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	TU : Transversal credits 01 Subject 1: English language Credits: 01 Coefficient: 01

Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	- <u>Matière 1</u> : Langue anglaise

TU Title : Fundamental
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 2

Répartition du volume horaire global de l'UE et de ses matières	Cours : 112,30 TD : 90 TP: Personal work :
Crédits et coefficients affectés à l'UE et à ses matières	UE : FUNDAMENTAL credits 18 Subject 1: Methodology of FLE teaching and classroom practice Credits: 06 Coefficient: 03 Subject 2: French for professional purposes Credits: 04 Coefficient : 02 Subject 3: Teaching grammar Credits: 04 Coefficient: 02 Subject 4: Teaching pronunciation Credits: 04 Coefficient: 02
Mode d'évaluation (continu ou examen)	CONTINUOUS AND TABLE TESTS
Description des matières	- <u>Subject 1: Methodology of FLE teaching and classroom practice</u> - <u>Subject 2: French for professional purposes</u> - <u>Subject 3: Didactics of Grammar</u> - <u>Subject 4: Teaching pronunciation</u>

TU Title : Méthodology
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 2

Breakdown of the total timetable for the TU and its subjects	Lessons : 45 TD : 67,30 TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	TU : Methodology credits 09 Subject 1: Preparing a problem statement Credits : 04 Coefficient: 02 Subject 2 : Documentary techniques and research project Credits: 01 Coefficient: 01 Subject 2: Methodology for preparing a CSD dissertation Credits: 04 Coefficient: 02
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	Subject 1: Developing a research problem Subject 2: Documentary techniques and research project Subject 3: Methodology for writing a DFL dissertation

TU Title : Discovery
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 2

Breakdown of the total timetable for the TU and its subjects	Cours : 45 TD : TP: Personal work :
	TU: DISCOVERY Credits 2

Credits and coefficients allocated to the TU and its subjects	Subject 1: Language acquisition and teaching Credits : 01 Coefficient: 01 Subject 2: Training engineering Credits: 01 Coefficient: 01
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	-Subject 1: Language acquisition and teaching -Subject 2: Training engineering

TU Title : transversal
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 2

Breakdown of the total timetable for the TU and its subjects	LEssons : TD : 22,30 TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	UE : Transversal credits 1 Subject 1: Communication practices Credits : 01 Coefficient: 01
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	- Subject 1: Communication practices

TU Title : Fundamental
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 3

Breakdown of the total timetable for the TU and its subjects	LEssons : 112 ,30 TD : 90
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	TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	TU : FUNDAMENTAL credits 18 Subject 1: Didactics of writing and speaking Credits: 06 Coefficient : 03 Subject 2: New technologies and language teaching and learning Credits: 04 Coefficient: 02 Subject 3: Introduction to the design of teaching materials and analysis of teaching practices in second and foreign languages Credits: 04 Coefficient : 02 Subject 4: Plurilingual and intercultural dimensions in language teaching Credits: 04 Coefficient : 02
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	Subject 1: Didactics of writing and speaking Subject 2: New technologies and language teaching and learning Subject 3: Introduction to the design of teaching materials and analysis of teaching practices in second and foreign languages Subject 4: Plurilingual and intercultural dimensions in language teaching

TU Title : Methodology
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 3

Breakdown of the total timetable for the TU and its subjects	LEssons : 45 TD : 67,30 TP: Personal work :
Credits and coefficients allocated to the TU and its subjects	UE : Methodology credits 09 Subject 1 : Methodology for writing a CSD dissertation Credits : 04 Coefficient: 02 Subject 2: Internship and professional dissertation workshop Credits: 01 Coefficient: 01 Subject 3: Research writing in language didactics Credits: 04 Coefficient: 02
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	<u>Matière 1</u> : Méthodologie d'élaboration d'un mémoire en DLC <u>Matière 2</u> : Atelier stage et mémoire professionnel <u>Matière 3</u> : Ecriture de recherche en didactique des langues

TU Title : DISCOVERY
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 3

Breakdown of the total timetable for the TU and its subjects	Cours : 45 TD : TP: Personal work :
	TU : DISCOVERY credits 02

Credits and coefficients allocated to the TU and its subjects	<p>Subject 1: Classroom observation methodology Credits: 01 Coefficient : 01</p> <p>Subject 2: Analysis of interactions in the language classroom and professional action Credits: 01 Coefficient: 01</p>
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	<p>Subject 1: Methodology of classroom observation</p> <p>Subject 2 : Analysis of interactions in the language classroom and professional action</p>

TU Title : transversal
Branch of study : French
Specialisation: Didactics of Foreign Languages
Semester : 3

Breakdown of the total timetable for the TU and its subjects	<p>Lessons : 22,30 TD : TP: Personal work :</p>
Credits and coefficients allocated to the TU and its subjects	<p>TU : Transversal credits 1</p> <p>Subject 1 : Ethics and deontology Credits : 01 Coefficient : 01</p>
Assessment method (continuous or examination)	CONTINUOUS AND TABLE TESTS
Description of subjects	- Subject 1: Ethics and deontology

IV - Detailed programme by subject

Teaching Unit: Fundamental

► Didactics of French as a Foreign Language

Objectives and Content

These courses aim to develop theoretical and practical skills in language and culture teaching/learning, with a particular focus on Teaching French as a Foreign Language (FLE). This training serves as an initial awareness of the specificities of teaching French to foreigners. It provides essential foundations for any reflection on language teaching and prepares students for the training to become teachers of French as a foreign language. Students can build competence in FLE didactics, enabling them to pursue a professional career in this field.

Assessment Methods

A paired/group portfolio + an in-class test.

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COSTE D., Remarques sur les aléas de la notion et du terme de méthode en didactique du français langue étrangère. in Rivenc P. Apprentissage d'une langue étrangère/seconde – 3. La méthodologie, Bruxelles, Editions De Boeck Université, collection Péd, 2003. COURTILLON J., Elaborer un cours de FLE, Paris, Hachette, coll. F, 2003.
CUQ J.-P., GRUCA I., Cours de didactique du français langue étrangère et seconde, Grenoble, PUG, 2002. CUQ J.-P. (dir^o), Dictionnaire de didactique du français langue étrangère et seconde, Paris, CLE International / Asdifle, 2003.

► Teaching Writing and Speaking

Objectives and Content

This course begins with a reflection on the writing processes and the impact of our representations on writing. We will then explore the contribution of text typologies and textual grammars to the didactics of writing. We will question the strategies to teach and the materials to use in order to assist the learner in developing their written production skills. Finally, we will contemplate the concepts of error and correction, drawing on learners' written work.

The course will also involve a balance between theoretical reflections on reading and didactic approaches. Thus, we will consider the selection of texts to be read in French as a Foreign Language (FLE) classes and the reading strategies to encourage.

This course also includes :

- Teaching Oral Skills in the History of Methodologies: Understanding the evolution of methods and methodologies, putting current practices into perspective.
- Terminology and current issues in oral teaching: Analyzing proposals from official guidelines, correlating the communicative approach and the action-oriented approach.
- Models and strategies for oral comprehension and production: Cognitive processes, comprehension models, production strategies, remediation.
- Oral materials and assessment: Analyzing educational materials, evaluating oral assessment practices.

Assessment Methods

Continuous assessment: mandatory homework assignment during the semester, optional presentation, mandatory portfolio presenting a teaching sequence at the end of the semester. A written exam.

Bibliographical References

- Cornaire C. (1998). *La compréhension orale*. Paris : Clé International.
- Cicurel F. (2011). *Les interactions en classe de langue*. Paris : Didier.
- Lhote E. (1995). *Enseigner l'oral en interaction*. Paris : Hachette.
- Hidden, M-O. 2013. *Pratiques d'écriture : apprendre à rédiger en langue étrangère*. Paris : Hachette FLE.
- Kadi, L. et Bouchard, R. (coord.). 2012. *Didactiques de l'écrit et nouvelles pratiques d'écriture. Recherches et applications, Le français dans le monde, no 51*. Paris : Clé International.
- Kavian, E. 2009. *Écrire et faire écrire : manuel pratique d'écriture*. De Boeck Duculot.
- MarquillóLarruy M. 2003. *L'interprétation de l'erreur*. Paris : Clé International.

► Grammar Teaching

Objectives and Content

In this course, the question of teaching grammar in a foreign language will be addressed. Given the breadth and complexity of the field, only the main aspects of this didactic issue can be presented. The objective is to introduce reflection on teaching grammar in a French as a foreign language class and to provide tools for analysis and teaching strategies.

The course will develop the following themes from a didactic perspective: grammar and grammars (definitions, concepts, and grammatical approaches), the treatment of the relationship between acquisition and learning a foreign language, linguistic competence and its components, handling errors in the language productions of the learner and its evaluation, the learner's interlanguage (definitions and properties), the typology of grammatical exercises, and reflective grammatical activities in a multilingual context (observation, conceptualization, etc.).

Assessment Method

Continuous assessment: mandatory homework assignment during the semester, optional presentation, mandatory portfolio presenting activities focusing on language points. A written exam.

Bibliographical References

- Beacco J.-C. (2010). *La didactique de la grammaire dans l'enseignement du français et des langues*. Paris : Didier.
- Besse H. & Porquier R. (1984). *Grammaires et didactique des langues*. Paris : Crédif-Hatier.
- De Salins G.-D. (1996). *Grammaire pour l'enseignement / apprentissage du FLE*. Paris : Didier-Hatier.
- Abry D. et alii (2009). *Grammaire des premiers temps*. Grenoble : PUG.
- Beacco J.-C. (2010). *La didactique de la grammaire dans l'enseignement du français et des langues*, Paris :
Didier.
- Vigner G. (2004). *La grammaire en FLE*. Paris : Hachette.

► Contrastive Phonetics and Phonetic Correction

Objectives and Content

In this course, students will learn to develop a phonetics teaching program that takes into account both the objectives of phonetic correction and the selection of content to be taught at the segmental and prosodic levels, the organization of content, and the implementation of pedagogical activities. We will also consider parameters for monitoring and evaluating pedagogical skills, as well as error evaluation.

Assessment Method

Continuous assessment: mandatory homework assignment during the semester, optional presentation.
A written exam

Bibliographical References

- Champagne-Muzar C. et Bourdages J. S. (1998). *Le point sur la phonétique*. Paris : Clé International.
- Lauret B. (2007). *Enseigner la prononciation du français : questions et outils*. Paris : Hachette FLE.
- Guimbretière E. (1994). *Phonétique et enseignement de l'oral*. Paris : Didier/Hatier.

► Teaching Pronunciation

Objectives and Content

- Reflect on the teaching/learning of pronunciation and rhythm in a foreign language (particularly French) through a contrastive approach.
- Review the minimal theoretical basis of the phonetic, phonological, and prosodic system of French.
- Be able to assess and select exercises and activities that promote the pronunciation of French based on the target audience.
- Learn to create exercises and activities following a coherent progression by linking theoretical knowledge with pedagogical skills.

Assessment Method

Continuous assessment: mandatory homework assignment during the semester, optional presentation.
A written exam

Bibliographical References

Champagne-Muzar C. et Bourdages JS. (1998/1993). *Le point sur la phonétique*. Paris :Clé International.
Lauret B. (2007). *Enseigner la prononciation du français : questions et outils*. Paris : Hachette (coll. « Français Langue Etrangère »).
Léon R. P. (2007). *Phonétisme et prononciations du français*. Paris : Armand Colin.

► Evaluation and Certification in Language Didactics

Objectives and Content

The aim of this course is to be able to question one's evaluation practices, to formalize and develop various types and assessment methods in various contexts. Reflecting on the evaluator's behavior, basic principles, and functions, questioning norms, activities and tasks, modes of representation are all areas to explore to understand the meaning of the act of evaluation. We will rely on didactic research to consider evaluation as a multidimensional competence within an action-oriented perspective. Identifying competence levels related to the CEFR framework will be done through case studies.

Assessment Method

Continuous assessment: optional presentation, mandatory portfolio presenting the analysis of evaluation modalities in FLE within the Algerian education system.
A written exam.

Bibliographical References

Beacco J.-C. (2007). *L'approche par compétences dans l'enseignement des langues*. Paris : Didier.
Daunay & Reuter (dir.). (2005). *Repères* n° 31. *L'évaluation en didactique du français : résurgence d'une problématique*.
Huver E. & Springer (2011). *L'évaluation en langues*. Paris : Didier.
Denise LUSSIER, *Evaluer les apprentissages, dans une approche communicative*, Ed. Hachette, Paris 1992
Christine Tagliante, *L'évaluation*, Ed Clé international, Paris 1991
Michel MINDER, *Didactique fonctionnelle*, Ed. De Boeck, Bruxelles, 9^{ème} édition, 2007
E. Huver, C. Springer, *L'évaluation en langue*, Ed. Didier, 2011

► Introduction to Pedagogical Material Design and Analysis of Teaching Practices in Second and Foreign Languages

Objectives and Content

This course aims to discover and master the constraints and reference tools, particularly in Algeria, that govern the architecture of teaching materials for French, through the design, production, and experimentation of a teaching unit. Concepts such as objectives, authentic documents, instructions,

target audience, progression, prerequisites, and evaluation are experienced and tested in real teaching situations.

Assessment Method

Design of a tool (individually or in pairs), presented orally during the semester.
Written exam

Bibliographical References

► New Technologies and Language Teaching/Learning

Objectives and Content

This course aims to introduce future teachers of French as a Foreign Language to multimedia materials (offline and online) and multimedia techniques, sensitizing them to the pedagogical practices they promote and the associated software. To achieve this, the training incorporates both a pedagogical and technical dimension.

Throughout this course, students will be invited to develop analysis frameworks for multimedia materials, as well as individual work guidance sheets; to create pedagogical scenarios and explore the numerous resources available on the internet for teachers and learners; to design multimedia projects, develop pedagogical scenarios, and become familiar with the tools at their disposal.

Assessment Methods

A joint portfolio + One written exam + One oral exam.

Bibliographical References

I. Barrière, H.Emile, F.Gella, Les TIC, des outils pour la classe, Ed. PUG, Grenoble, 2011
Thierry LANCIEN, Le multimédia, Ed Clé International, Paris 1998
François MANGENOT & Elisabeth LOUVEAU, Internet et la classe de langue, Clé International, 2006.
Nissen, E. (2011). « Variations autour de la tâche dans l'enseignement / apprentissage des langues aujourd'hui ». *Alsic. Apprentissage des Langues et Systèmes d'Information et de Communication*, (Vol. 14). doi:10.4000/alsic.2344.

► Literary Texts in Foreign Language Class

Objectives and Content

The objectives of the course are to understand the stakes and purposes of literature didactics in foreign language and culture classes, to comprehend pedagogical approaches around literary texts, and to reflect on ways to develop reading/writing skills through creative practices while guiding a sensitive experience of cultural and linguistic diversity.

After a theoretical framework discussing the contributions of reflections conducted in native, second, and foreign languages, the course includes the analysis of teaching materials and the development of a pedagogical sequence.

Assessment Methods

One written exam + One oral exam.

Bibliographical References

- Abdallah-Pretceille M. (2010). « La littérature comme espace d'apprentissage de l'altérité et du divers », *Synergies Brésil*, n° spécial 2 « Littératures et politiques, langues et cultures. Traversées francobrésiennes ». GERFLINT. En ligne : <http://ressources-cla.univcomte.fr/gerflint/Bresil_special2/abdallah_pretceille.pdf>
- Dufays J.-L., Gemenne L. et Ledur D. (2005). *Pour une lecture littéraire. Histoire, théories, pistes pour la classe*, 2e éd. Bruxelles : De Boeck-Duculot, coll. « Savoirs en pratique ». [1re éd. 1996].
- Godard A. (dir.) (2014). *La littérature dans l'enseignement du français langue étrangère*. Paris : Didier, coll. « Langues et didactique ».
- Jean –Pierre GOLDEBSTEIN, *Entrées en littérature*, Ed. Hachette 1990
- Abdelkader Ghellal, *didactique de la littérature et des textes littéraires en classe de FLE*, Ed, Edilivre, 2012
- Denis Biard, *Didactique du texte littéraire*, Ed. Nathan, 1993

► French for Professional Purposes

Objectives and Content

In addition to individuals learning French as a foreign language (for pleasure or due to their parents' choice), another audience is emerging, composed of adults using French for professional purposes or young people pursuing specialized studies in specific fields in French.

- What are the current considerations regarding the diversity of methodologies for teaching French for professional purposes (FOS, specialized French, professional French, language for the profession, etc.)?
- How can we integrate research on language learning at work and through work, which seems to challenge traditional language course and training formulas?
- Faced with diverse demands, how can teaching be adapted and relevant modules developed?
- How to approach major certifications (CCIP Diplomas, DELF Pro, DCL)?

Assessment Methods

One written exam + One oral exam.

Bibliographical References

- Bourgeois E. et Enlart S. (2014). *Apprendre en entreprise*. Paris : PUF.
- Mourlhon-Dallies F. (2008). *Enseigner une langue à des fins professionnelles*. Paris : Didier.
- Mourlhon-Dallies F. et alii (2007). *Langue et travail, Le français dans le monde Recherches et applications n°42*. Paris : FIPF et CLE International.

► Multilingual and Intercultural Dimensions in Language Didactics

Objectives and Content

The aim of this course is to embrace the intercultural approach through the acquisition of intellectual knowledge and the implementation of methodological principles in didactic intervention. Firstly, we will examine how an old model of linguistic learning (isolated) is in tension with the common realities of so-called "multicultural" and "multilingual" societies, which need to be briefly characterized (using concepts such as socialization, identity/otherness, acculturation, crossbreeding, etc.).

We will then analyze some tools (Contextualized Portfolios, selected sheets from the 'Didactic Database of CARAP,' etc.) and concrete approaches implemented from an action-oriented perspective, considering the diversity of multilingual audiences. We will assess how these approaches and tools contribute to the development of a) multilingual and intercultural competencies, b) curricula for multilingual and intercultural education, and c) the project of greater social cohesion.

Assessment Methods

Continuous assessment: mandatory homework assignment during the semester, optional presentation. A written exam.

Bibliographical References

Beacco, J.-C. et Byram, (2003), M., *Guide pour l'élaboration des politiques éducatives en Europe – De la diversité linguistique à l'éducation plurilingue*, Division des Politiques linguistiques, Conseil de l'Europe, Strasbourg.

Molinié, M. (dir.) (2014). *(Se) représenter les mobilités : dynamiques plurilingues et relations altéritaires dans les espaces mondialisés*. Glottopol.Revue de sociolinguistique en ligne. <http://www.univrouen.fr/dyalang/glottopol>.

Zarate, G. et al., (2003), *Médiation culturelle et didactique des langues*, Strasbourg: Centre européen pour les langues vivantes / Conseil de l'Europe.

De Carlo M. (1998). *L'interculturel*. Paris : Clé International.

Abdallah-Pretceille M., Porcher L. (2005). *Éducation et communication interculturelle*. Paris : PUF.

Windmüller F. (2011). *Français langue étrangère : l'approche culturelle et interculturelle*. Paris : Belin.

► Teaching Methodology and Classroom Practices

Objectives and Content

The purpose of this module is to characterize the diversity of educational situations and cultural contacts (learner profiles, language proficiency levels, educational contexts and institutions, teacher training, etc.) and to train in teaching practices within this variety of contexts. This involves considering learners' developmental stages, linguistic repertoires, and the nature of teaching materials. The module includes activities related to how teaching methods and methodologies:

- Utilize authentic documents (written/audio, iconic...)
- Organize activities in a multilingual context (format, types, objectives...) focusing on comprehension and production, both oral and written, work on the taught language and languages in contact, and the acquisition of cultural competencies

- Involve corresponding teaching skills, both pedagogical (ability to explain, give instructions, correct...) and methodological (ability to analyze or create teaching materials, use available reference tools).

Assessment Methods

Continuous assessment: mandatory homework assignment during the semester, optional presentation.
A written exam.

Bibliographical References

Bertocchini P. & Costanzo E. (2008). *Manuel de formation pratique pour le professeur de FLE*. Paris : CLE International.

Defays J.-M. (2003). *Le français langue étrangère et seconde. Enseignement et apprentissage*. Sprimont : Margada.

Robert J.-P., Rosen E., Reinhardt C. (2011). *Faire classe en FLE. Une approche actionnelle et pragmatique*. Paris : Hachette.

Robert J.-P. & Rosen E. (2010). *Dictionnaire pratique du CECR*. Paris : Ophrys.

Teaching Unit : Methodology

► Methodology for Developing a Thesis in Language Didactics

Objectives and Content

This course serves as support and preparation for the development of a thesis. Its objectives are to explain the university requirements for academic research and writing and to provide methodological tools necessary for its completion. The following points will be covered: delineating the field, theme, and research question, knowing how to problematize; choosing the methodology and appropriate tools (questionnaires, interviews, observations); literature review and APA standards; analysis and interpretation of data; writing and tips for writing. Concrete analysis of completed theses will complement theoretical contributions.

1- Through the reading of research articles, student theses, and practical exercises:

- Reflection on justifying the interest of a research project
- Reflection on the concept of "theoretical frameworks" within which research is situated
- Reflection on research methodologies in language didactics

2- Assistance in presenting the academic elements of thesis writing and training in literature research.

Assessment Methods

A dossier presented orally during the semester.

A written exam

Bibliographical References

Brown, J.D. & Rodgers, T. (2002): *Doing Second Language Research*, Oxford Handbooks for Language Teachers

Blanchet, P. & Chardenet, P. (dir.) (2011) : *Guide pour la recherche en didactique des langues et des cultures*.

Approches contextualisées. Paris, Éditions des archives contemporaines. 523 p. ISBN-10:2813000485

Garnier, S., & Savage, A. (2011). *Rédiger un texte académique en français*. Paris: Ophrys.

► **Documentary Techniques and Research Project**

Objectives and Content

Scientific research as an object of knowledge

Types of research works (books, theses, journals, specialized dictionaries...)

Types of documents in the library (catalogs, databases...)

Search engines, portals, personal websites, open archives...

Defining one's research theme in language didactics, locating and critically reading the corresponding literature, identifying various research works

Locating documents available in libraries

Locating and consulting online documents

Sorting and evaluating research documents (relevance and quality of sources)

Conveying knowledge by summarizing, citing, and evaluating

Assessment Method

Knowledge assessment: 5 reading reports and bibliography.

Written exam

Bibliographical References

Larsonneur, C., 2008, *La recherche Internet en lettres et en langues*. Paris : Ophrys. Darrobers, M. et Le Pottier, N., 2005, *La recherche documentaire*. Paris : Nathan.

Boulogne, A., 2005, *Comment rédiger une bibliographie*. Paris : Armand Colin. URFIST de Strasbourg : <http://urfist.u-strasbg.fr/ressources.php>

► **Atelier stage et mémoire professionnelle**

Objectifs et contenu

Ce cours prolongera le travail sur la méthodologie de la recherche entrepris pendant les semestres précédents. Il permettra :

-d'accompagner les étudiants dans la compréhension/description du terrain de leur stage et/ou dans lequel s'inscrit leur propre projet de recherche ;

-de travailler avec les étudiants sur les normes d'écriture académique de la recherche ;

Ce cours constituera également un accompagnement au stage et il engagera les étudiants dans une démarche de réflexivité par rapport à leur pratique professionnelle.

Modalité d'évaluation

Réalisation et présentation orale d'un avant projet de recherche

Contrôle sur table

Références bibliographiques

- Brown, J.D. & Rodgers, T. (2002): *Doing Second Language Research*, Oxford Handbooks for Language Teachers
- Blanchet, P. & Chardenet, P. (dir.) (2011) : *Guide pour la recherche en didactique des langues et des cultures*. Approches contextualisées. Paris, Éditions des archives contemporaines. 523 p. ISBN-10:2813000485
- Garnier, S., & Savage, A. (2011). *Rédiger un texte académique en français*. Paris: Ophrys.

► Workshop on Internship and Professional Thesis

Objectives and Content

This course will extend the work on research methodology undertaken in previous semesters. It aims to:

- Guide students in understanding/describing the context of their internship and/or the one in which their research project is situated.
- Work with students on the academic writing standards of research.
- This course will also provide support for the internship and engage students in reflective practices regarding their professional experience.

Assessment Method

Development and oral presentation of a research outline
Written exam

Bibliographical References

Yves Reuter, *Écriture de recherche en formation et didactique du français : quelques éléments de réflexion*

Isabelle Delcambre, *Littéracies universitaires et accompagnement des mémoires de master* Fanny Rinck, Lidilem, *Éléments pour une approche linguistique dans la formation à l'écriture de recherche*
Jacqueline Lafont-Terranova, *Deux dispositifs pour accompagner l'écriture d'initiation à la recherche*
Blanchet Ph. et Chardenet P. (Dir.), 2011, *Guide pour la recherche en didactique des langues et des cultures. Approches contextualisées*. Agence Universitaire de la Francophonie / Éditions des Archives Contemporaines, 509 p. [en ligne sur http://www.bibliotheque.auf.org/doc_num.php?explnum_id=819]

Christian Puren, *méthodologie de la recherche en DLC* [en ligne sur <http://www.christianpuren.com/cours-m%C3%A9thodologie-de-la-recherche-en-dlc/>]

► Development of a Problem Statement

Objectives and Content

- Problem statement, argumentation, scientific research
- Determining a problem statement
- Developing a synthesis
- Writing a current state on a research theme in language didactics.
- Knowledge assessment: drafting a literature review with a problem statement.

Assessment Method

Knowledge assessment: drafting a literature review with a problem statement.
Written exam

Bibliographical References

Jacqueline Lafont-Terranova, Deux dispositifs pour accompagner l'écriture d'initiation à la recherche
Blanchet Ph. et Chardenet P. (Dir.), 2011, *Guide pour la recherche en didactique des langues et des cultures. Approches contextualisées*. Agence Universitaire de la Francophonie / Editions des Archives Contemporaines, 509 p. [en ligne sur http://www.bibliotheque.auf.org/doc_num.php?explnum_id=819]

Christian Puren, méthodologie de la recherche en DLC [en ligne sur <http://www.christianpuren.com/cours-m%C3%A9thodologie-de-la-recherche-en-dlc/>]

► French for Academic Purposes and Writing Techniques

Content and Objectives

Upon completion of this course, the student will be able to master the norms and techniques for constructing academic writings:

► Characteristics and norms of academic writing.

► Reinforcement in the construction of:

Restating statements,

Text summarization,

Text synthesis,

Text reporting,

Graphical representations.

Assessment Method

A joint assignment

Written exam

Bibliographical References

F. Crépin, M.Loridon & E. Pouzalgues-Damon, Français Méthodes et techniques, Ed Nathan, 1992

► TIC and Content Analysis

Teaching Unit (UE): Introduction

► Linguistic Theories Applied to Language Didactics

Objectives and Content

The major operative concepts used in the analysis of language and its usages (syntax, morphology, semantics, pragmatics). Connection with the various language communicative skills outlined in the

frameworks (linguistic skills, sociolinguistic skills, pragmatic skills). Tools for analyzing and explaining language phenomena to be implemented by transposing them into language teaching. Objectives in terms of skills: Analyze the language being taught from morpho-syntactic perspectives to identify the essential aspects to convey. Explain linguistic facts to learners using basic operative concepts.

Based on the various language communicative skills, the course offers an introduction to linguistics in which the major operative concepts used in the analysis of language and its usages (syntax, morphology, semantics, pragmatics) will be presented. In doing so, future French as a Foreign Language (FLE) teachers will have at their disposal tools for analyzing and explaining language phenomena that they can implement by transposing them into their teaching.

Assessment Method

Knowledge assessment: 1 written exam lasting 1 hour and 30 minutes, didactic explanation of a "language phenomenon"

Bibliographical References

Bracops M. 2006- Introduction à la pragmatique, Bruxelles, De Boeck.
Fuchs C. et Le Goffic P. 1992, Les Linguistiques contemporaines. Repères théoriques- Paris. Hachette.
Kerbrat-Orecchioni C., 2005, Les Actes de langage dans le discours, Paris, Armand Colin.
Paveau M.A. et Sarfati G.E., 2003, Les Grandes théories de la linguistique, Paris, Armand Colin.
Conseil de l'Europe, 2000. Un Cadre Européen Commun de Référence pour les Langues (CECRL) : Apprendre, Enseigner, Evaluer. Paris : Didier, ch. 2 & 3.

► Classroom Interactions Analysis and Professional Action

Objectives and Content

- Analysis of discourses and interactions in a language teaching/learning situation.
- Specifics of didactic interaction (strategies to promote the appropriation of a target language, metalanguage, fictional discourses, enunciation, etc.)
- Teacher's actions: what do they do/think in their classes? How do they implement their objectives? What interpersonal relationships? What relationship with the target language?
- Analysis of teachers' verbalizations confronted with their teaching practice (emotions, self-image, perception of others, judgment on their practice, intentions, relationship with time).
- Placing in the context of educational culture (socio-institutional dimensions, pedagogical rituals, constraints related to the teaching situation).

Assessment Methods

A case study in pairs + a written exam.

Bibliographical References

Bigot V., Cadet L. (éds), 2011. *Discours d'enseignants sur leur action en classe ; enjeux théoriques, enjeux de formation*, Paris, Riveneuve Éditions.
Cambra Giné M. (2003). *Une approche ethnographique de la classe de langue*, Paris, Hatier-Didier, coll. LAL.

Cicurel F. (2011). *Les interactions dans l'enseignement des langues. Agir professoral et pratiques de classe*, Paris, Didier.

► Sociolinguistics and Teacher Training

Objectives and Content

- Reflect on the contributions of sociolinguistics and its studies on plurilingualism and language contact phenomena in language teacher training.
- Define plurilingualism based on the study of language behaviors of speakers in plurilingual contexts.
- Analyze the social and identity-related issues linked to the recognition of linguistic and cultural plurality in social and educational contexts.
- Work on "language biography" as a tool for the training and professionalization of language teachers.
- Raise awareness among future teachers of the didactics of plurilingualism and plural approaches.
-

Assessment Methods

A case study in pairs + a written exam.

Bibliographical References

Dabène L. (1994). *Repères sociolinguistiques pour l'enseignement des langues*. Paris : Hachette.

Simonin J. & Wharton S. (2013). *Sociolinguistique du contact. Dictionnaire des termes et des concepts*.

Lyon : ENS de Lyon, coll. « Langages ».

Thamin N. & Simon D.-L. (2009). « Réflexion épistémologique sur la notion de biographies langagières ». *Carnets d'Ateliers de Sociolinguistique* n° 4. Disponible en ligne <http://www.upicardie.fr/LESCLaP/spip.php?article65>.

► Language Acquisition and Teaching

Objectives and Content

- Explore some theories of learning psychology to question the specificity of language learning.
- Confront the nativist perspective of language acquisition, the cognitive approach, and the socio-constructivist approach to understand their didactic implications.
- Discover some research methods that allow the study of language acquisition-learning processes.
-

Assessment Methods

A case study in pairs + a written exam.

Bibliographical References

Coste D. (2002). « *Quelle(s) acquisitions dans quelle(s) classes ?* », AILE n°16, p.3-23.

MarquilloLarruy M. (2011). *L'interprétation de l'erreur*. Paris : Cle International.

Matthey M. et Véronique D. (2004). « Trois approches de l'acquisition des langues étrangères : enjeux et perspectives ». *AILE n°16*, p.203-219.

► Training Engineering

Objectives and Content

The course aims to define the components and challenges of teaching French as a Foreign Language (FLE) when it occurs within the framework of teacher training: analyze the needs of the educational team, propose engineering related to the needs of teachers, and evaluate teaching both upstream and downstream.

Complementary to the analysis of FLE teaching, the "Training Engineering" option provides theoretical references and useful insights for any organization and analysis of FLE courses, whether conducted in France or abroad.

Ability to:

- Identify the needs and skills of FLE teachers.
- Analyze FLE teacher training programs.
- Formalize the design and implementation of FLE teacher training programs.
- Oversee the training of FLE teachers.
-

Assessment Method

Case study in the form of a dossier prepared in pairs: analysis of an FLE training program, needs analysis, survey, or evaluation of a program, chosen by the students.

Bibliographical References

Altet M., Paquay L., Perrrenoud P., *Formateurs d'enseignants, quelle professionnalisation ?* De Boeck université, 2002.

Barbier J.M.. « L'analyse des pratiques : questions conceptuelles » in *L'analyse des pratiques professionnelles*, Blanchard-Laville C. (dir.), Savoir et formation, 1996

Bellier S., *Ingénierie en formation d'adultes*, Ed. Liaisons, 2002

Castelloti V., De Carlo M., *La formation des enseignants de langue*, Clé international, 1995.

Cristin R., *L'ingénierie de la formation, un modèle d'évaluation prédictive pour la formation professionnelle du professeur de français langue*

étrangère, thèse de doctorat, dir. Coste D., Paris Sorbonne, 2000, in Cuq J.P., Gruca I., 2003

Cuq J.P., *Le français langue seconde – origines d'une notion et implications didactiques*, Hachette, 1991

Galisson R., Puren C., 2000, *La formation en question*, Clé International, 128 p.

Noyé J., Piveteau D., *Guide pratique du formateur : concevoir, animer, évaluer une formation*, INSEP Ed., 2005

Schön D., *The reflective practitioner – how professional sthink in action*, Basic books, 1993

Cross-Sectional Module

Subject: English Language

Content and Objectives

The dual purpose of the English language course is to create conditions for students to deepen their proficiency in the five language skills (listening, reading, speaking, writing, interaction) and to provide concrete examples of pedagogical activities so that they can reuse them in their future practice as FLE teachers. The goal is to create a fruitful interchange between transmission theory and field practices.

Assessment Methods

Oral assessment (continuous speaking + spontaneous contributions/participation)

Written examination

References Bibliography

HARMER Jeremy (2007). *The Practice of English Language Teaching*. Harlow : Pearson.

GRELLET Françoise (2007). *The Guide*. Paris : Nathan.

► Communicative Practices

Assessment Methods

A joint assignment (in pairs) + a written examination.

► Ethics and Professional Ethics

Assessment Methods

A joint assignment (in pairs) + a written examination

V - Agreements or Conventions

LETTER OF INTENT TEMPLATE

(In case of a master's program co-sponsored by another university)

(Official letterhead of the relevant university)

Subject: Approval of the Co-sponsorship of the Master's Program Entitled:

By this letter, the university (or university center) declares its co-sponsorship of the above-mentioned master's program throughout its accreditation period.

To this end, the university (or university center) will support this project by:

Providing its viewpoint in the development and updating of teaching programs,
Participating in seminars organized for this purpose,
Serving on the defense juries,
Working towards the pooling of human and material resources.
Signature of the legally authorized person:

Position:

Date:

Subject: Approval of the Project for Launching a Master's Program Entitled:

By this letter, the company [Company Name] declares its intention to support this master's program as a potential user of the product.

To this end, we confirm our commitment to this project, and our role will include:

Providing our perspective in the development and updating of teaching programs,

Participating in seminars organized for this purpose,

Serving on the defense juries,

Facilitating, as much as possible, the hosting of interns either for end-of-study theses or within the framework of supervised projects.

The necessary means for the execution of the tasks that fall under our responsibility for achieving these objectives will be implemented in terms of both material and human resources.

Mr. (or Mrs.) [Coordinator's Full Name] is designated as the external coordinator of this project.

Signature of the legally authorized person:

Position:

Date:

Official Stamp or Seal of the Company:

Master's Title: Didactics of Foreign Language

Departmental Scientific Committee
Faculty (or Institute) Scientific Council
Opinion and approval from the Scientific Council: Date:
Dean of the Faculty (or Director of the Institute)
Opinion and approval of the Dean or Director: Date :

Academic Council of the University (or University Center)
Opinion and approval from the Academic Council: Date:

VIII - Approval from the Regional Conference

(To be completed only in **the final version** of the training proposal)