

Master/ Teaching English as to Speakers of Other Languages



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OBJECTIFS DE LA FORMATION

- Equip students with a comprehensive understanding of linguistic principles and theories relevant to teaching English as a second or foreign language.
- Develop students' proficiency in English language teaching methodologies, including communicative language teaching, task-based learning, and content-based instruction.
- Foster critical thinking skills in students, enabling them to evaluate and adapt teaching materials, methods, and techniques to diverse learner populations and contexts.
- Cultivate students' awareness and appreciation of cultural diversity and its impact on language learning and teaching.
- Enhance students' ability to design, implement, and assess effective English language curriculum, including lesson planning, materials development, and assessment strategies.
- Foster students' proficiency in utilizing technology as a tool for language teaching and learning, including the integration of digital resources and multimedia materials into instruction.
- Promote research literacy among students, enabling them to critically engage with current research in TESOL and conduct their own empirical research studies. This will constitute a strong basis for future doctoral research projects.
- Encourage professional development and lifelong learning habits among students, including participation in conferences, workshops, and professional organizations related to TESOL.
- Prepare graduates for leadership roles in the field of English language teaching, whether in academic, administrative, or policy-making capacities, with a focus on promoting effective and equitable language education practices.

CONNAISSANCES

- Second Language Acquisition Theories: Understanding theories and models of how second languages are learned, including behaviorist, cognitive, and sociocultural perspectives.
- Psychological theories of learning: valuable frameworks for understanding how individuals acquire knowledge, develop skills, and change behavior over time. These theories are essential in educational settings, as they inform teaching practices and curriculum design.
- Pedagogical Approaches: Learning about different teaching methodologies and approaches, such as communicative language teaching, task-based learning, and content-based instruction.
- Language Assessment and Testing: Studying principles and practices of language assessment, including designing and administering tests, evaluating language proficiency, and providing constructive feedback to learners.
- Linguistics: Exploring the structure and use of English language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, as well as contrastive analysis with learners' first languages.
- Sociological theories of education: frameworks for understanding the role of education in society, the

dynamics of educational institutions, and the impacts of social factors on learning and educational outcomes.

- **Intercultural Communication:** Examining issues related to cross-cultural communication and understanding, including cultural differences in language use, communication styles, and teaching strategies.

COMPÉTENCES

- **Effective Instructional Strategies:** Graduates should be proficient in selecting and implementing appropriate instructional strategies to facilitate language learning, including differentiated instruction to meet diverse learner needs.
- **Curriculum Development:** Competence in designing, evaluating, and revising language curricula based on language proficiency standards, learner needs analysis, and pedagogical principles.
- **Assessment and Evaluation:** Ability to design and administer various types of language assessments, interpret assessment results, and use assessment data to inform instructional planning and student support.
- **Technology Integration:** Skill in integrating technology effectively into language teaching and learning, including using digital tools for instruction, assessment, and communication in diverse learning environments.
- **Cultural Competence:** Awareness of cultural diversity and sensitivity to the cultural backgrounds of learners, as well as the ability to create inclusive learning environments that respect and value cultural differences.
- **Language Proficiency Development:** Competence in facilitating the development of language skills (listening, speaking, reading, writing) and language systems (grammar, vocabulary, pronunciation) through engaging and interactive activities.

DÉBOUCHÉS

- **Enseignement dans les écoles publiques ou privées :** Les diplômés d'un master en enseignement de l'anglais comme langue étrangère peuvent travailler comme enseignants dans les écoles primaires, secondaires ou même dans les établissements d'enseignement supérieur, aussi bien dans leur pays d'origine que dans des pays étrangers.
- **Élaboration de programmes et de matériel pédagogique :** Les diplômés peuvent travailler pour des éditeurs de manuels scolaires, des sociétés de développement de logiciels éducatifs ou des organisations spécialisées dans la création de matériel pédagogique pour l'enseignement de l'anglais comme langue étrangère.
- **Administration éducative :** Les diplômés en TEFL peuvent occuper des postes administratifs dans des écoles de langues, des centres de formation linguistique ou des départements d'enseignement des langues dans les institutions éducatives.
- **Études doctorales :** les diplômés peuvent préparer un projet de doctorat et postuler avec succès à des programmes de doctorat dans le domaine de l'enseignement de l'anglais, de la linguistique appliquée, de l'enseignement des langues, etc.

CONDITIONS D'ACCÈS

- **Diplômes requis :** Licence en Etudes Anglaises, Licence d'Éducation : Spécialité Enseignement Secondaire – Anglais

PROCÉDURES D'ÉVALUATION

- ✓ **Etude du dossier**
- ✓ **Test écrit**
- ✓ **Entretien**

CONTENU PÉDAGOGIQUE			
S1		S2	
M1	ELT Methodology	M8	The Language System
M2	Second Language Aquisition	M9	Oral and Written Modes of Communication
M3	Curriculum Development	M10	Designing, Implementing, and Managing Learning
M4	Sociology of Education	M11	Special Education
M5	Educational Psychology for Language Teachers	M12	Culture and Literature in Language Education
M6	Langues Etrangères (Français /Anglais)	M13	Langues Etrangères (Français /Anglais)
M7	Soft Skills	M14	Digital Skills
S3		S4	
M15	Hermeneutics and Education	M22	Employability Skills
M16	Research Methods	Thesis	
M17	Evaluation and Assessment		
M18	English for Specific Purposes		
M19	Materials Development and Textbook Design		
M20	Langues Etrangères (Français /Anglais)		
M21	Culture and Arts Skills		