

## Certificat en enseignement de l'anglais langue seconde

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Code	Titre	Crédits
4851	Certificat en enseignement de l'anglais langue seconde	30

<b>Trimestre(s) d'admission</b>	Automne
<b>Contingent</b>	Programme non contingenté
<b>Régime et durée des études</b>	Offert à temps complet et à temps partiel
<b>Campus</b>	Campus de Montréal

### OBJECTIFS

Ce programme s'adresse à tout détenteur d'un baccalauréat ou l'équivalent, désireux d'obtenir une spécialisation en enseignement de l'anglais, langue seconde. Il assure une formation théorique et pratique spécialement conçue en fonction des nouvelles approches et des technologies de pointe en didactique de l'anglais langue seconde. L'atteinte de ces objectifs sera facilitée par une sensibilisation aux rôles que doit jouer l'enseignant spécialiste en anglais, langue seconde, par l'acquisition de notions théoriques fondamentales en apprentissage et en enseignement de l'anglais langue seconde, et par le développement de nouvelles stratégies pédagogiques. Ce certificat ne mène pas à l'obtention du permis légal d'enseignement au primaire et au secondaire du Québec. L'offre de cours est telle qu'il n'est pas toujours possible de faire ce certificat en un an à temps complet. Note: Ce certificat, dans le cadre d'un cumul de certificats, peut conduire au grade de bachelier ès arts ou au grade de bachelier en éducation.

### GRADE PAR CUMUL

Ce certificat, dans le cadre d'un cumul de certificats, peut conduire au grade de bachelier ès arts ou au grade de bachelier en éducation.

### CONDITIONS D'ADMISSION

#### Capacité d'accueil

Le programme n'est pas contingenté.

#### Trimestre d'admission (information complémentaire)

Admission au trimestre d'automne seulement.

#### Test d'anglais

Tous les candidats doivent passer un test d'anglais avant leur admission au programme. Toute personne qui ne se présente pas au test est considérée comme ayant échoué et ne sera donc pas admise au programme. Pour réussir le test, les candidats doivent démontrer qu'ils ont atteint un niveau avancé d'anglais écrit et oral (note de 75% et plus). Le test comprend deux volets, un écrit et l'autre oral, et évalue la syntaxe, la morphologie, le lexique, la structure et la logique de la production écrite et orale du candidat. Tous les candidats doivent réussir chacun des 2 volets avec une note minimale de 75% pour être admis au programme.

#### Base DEC

Aucune admission sur cette base.

#### Base expérience

Aucune admission sur cette base.

#### Base études universitaires

Être titulaire d'un baccalauréat ou l'équivalent.

#### Base études hors Québec

Aucune admission sur cette base.

#### Régime et durée des études

Le programme se suit normalement à temps partiel (cours du soir), mais peut se suivre à temps complet si l'offre de cours de l'année en cours le permet et si l'étudiant est disponible pour suivre des cours le jour.

### COURS À SUIVRE

(Sauf indication contraire, les cours comportent 3 crédits. Certains cours ont des préalables. Consultez la description des cours pour les connaître.)

#### Les huit cours suivants (24 crédits):

LIN1130 Language Awareness for ESL Teachers  
 LIN1133 Advanced English Grammar  
 DDL1232 Teaching Oral Comprehension and Production in ESL  
 DDL2131 Communication Technologies in the Teaching of ESL  
 DDL2239 Teaching Written Comprehension and Production in ESL  
 DDL3134 Evaluation in ESL  
 LIN3345 Second Language Acquisition  
 DLS4200 Internship : Certificate

#### Deux cours parmi les suivants (6 crédits):

DDL2233 Teaching Grammar 1  
 DDL3137 Teaching Grammar 2  
 LIN4128 Teaching English as a Second Language to Adults

### AUTORISATION D'ENSEIGNER

Aucun permis ou brevet d'enseignement du ministère de l'Éducation, du Loisir et du Sport ne sera obtenu à la fin de ce certificat.

### DESCRIPTION DES COURS

#### DDL1232 Teaching Oral Comprehension and Production in ESL

The aim of this course is to introduce students to the principles and techniques of teaching oral comprehension and production in the ESL classroom. Topics to be covered include models and characteristics of

oral comprehension and production, methods of teaching oral comprehension and production in accordance with MELS guidelines, text types, preparing texts for use with ESL learners of different ages and abilities, responding to student production, the evaluation of oral comprehension and production, and the use of technological resources.

#### Compétences professionnelles en enseignement

The development of students' skills and professional abilities will be documented by means of a portfolio.

#### **DDL2131 Communication Technologies in the Teaching of ESL**

In this course students will get hands-on experience in using computer-assisted language learning (CALL) technologies to enhance various classroom activities, including project work, individualized instruction, remediation, and assessment.

#### Compétences professionnelles en enseignement

Students will learn how to analyze and evaluate different types of technology, and how to use technology with learners of different ages and abilities in conformity with MELS requirements.

#### **DDL2233 Teaching Grammar 1**

The prime objective of this course is for pre-service ESL teachers to learn how to teach grammar. The course prepares future teachers to apply their knowledge to the needs of ESL learners. Students will look at the morphology and syntax of the verb phrase (tense, aspect, mood, voice, adverbs) and of the noun phrase (number, gender, adjectives, pronouns) from a second language teaching perspective, and will examine resources available to them for teaching purposes. Students will also learn about technological resources that can facilitate the study and teaching of grammar (concordancers and parsers).

#### Préalables académiques

Prerequisites: LIN1130 Language Awareness for ESL Teachers ; LIN1133 Advanced English Grammar

#### **DDL2239 Teaching Written Comprehension and Production in ESL**

The aim of this course is to introduce students to the principles and techniques of teaching written comprehension and production in the ESL classroom. Topics to be covered include models and characteristics of written comprehension and production, methods of teaching written comprehension and production in accordance with MELS guidelines, text types, preparing texts for use with ESL learners of different ages and abilities, editing student production, the evaluation of written comprehension and production, and the use of technological resources.

#### Compétences professionnelles en enseignement

The development of students' skills and professional abilities will be documented by means of a portfolio.

#### Préalables académiques

Prerequisite: LIN1133 Advanced English Grammar

#### **DDL3134 Evaluation in ESL**

The aim of this course is to introduce students to the principles and techniques of evaluation in ESL. The following topics will be covered : achieving high levels of validity and reliability in evaluations, designing formative and summative evaluations, using portfolios, working within norm or criterion referenced frameworks, developing age and level appropriate assessment instruments, evaluating within a communicative teaching framework, using technology to evaluate and to analyze the results of different types of evaluation, and communicating results to students, parents and administrators.

#### **DDL3137 Teaching Grammar 2**

The aim of this course is to introduce students to the principles and techniques of teaching grammar to ESL students. Topics to be covered include grammatical terminology and its role in teaching, the place of grammar in a communicative teaching framework, the identification of developmental stages in the learning of grammar with a view to targeting appropriate points for all learners, both normal and learning

disabled, the integration of grammar in a communicative language teaching framework, calling the attention of learners to appropriate grammar points, having learners practise using targeted grammar points; and following, assessing, and documenting the grammatical progress of learners. The development of students' skills and professional abilities will be documented by means of a portfolio.

#### Préalables académiques

LIN1133 Advanced English Grammar ; DDL2233 Teaching Grammar 1

#### **DLS4200 Internship : Certificate**

This is an internship course during which teams of students will be responsible for three hours of instructional time per week over a ten-week period. The learners taught will be adults. Over the course of the internship, students will decide on the content of the instruction they will offer, organize a syllabus for their learners, and undertake the planning, teaching and evaluation of lessons. Pre and post internship meetings will provide a forum for discussion of problems and analysis of experiences. All analyses and activities developed within the framework of this course will be added to the students' portfolios.

#### Conditions d'accès

Avoir complété ou compléter, au même trimestre, tous les cours de didactique du programme.

#### **LIN1130 Language Awareness for ESL Teachers**

The aim of this course is to increase students' awareness of the phenomena of language and language use, particularly, but not exclusively, those relevant to educational contexts. Students will also examine techniques that can be used to increase language awareness in second language learners of different ages, levels and linguistic backgrounds. The course will touch on the following linguistic subfields : morphology and syntax, phonetics, semantics, pragmatics, sociolinguistics, psycholinguistics.

#### **LIN1133 Advanced English Grammar**

This course is designed to allow students who have a high degree of procedural mastery of spoken and written English to start to acquire the declarative grammatical knowledge they will need as teachers of English as a second language. Students will learn grammatical terminology, and engage in sentence parsing and constituent analysis. They will also learn how to use corpora of written and spoken English and concordancers and parsers to improve their analytical skills and to deepen their understanding of the workings of the noun phrase and the verb phrase in English with a view to teaching English as a second language.

#### **LIN3345 Second Language Acquisition**

The aim of this course is to introduce students - future ESL teachers - to the various factors which play a role in the processes of second language acquisition, particularly as it occurs in the classroom. Topics covered include: - language competence and proficiency; - natural vs classroom second language learning; - language related features of second language acquisition (nature and function of the input, developmental stages, characteristics of learner interlanguage, first language transfer, etc.); - individual characteristics of the learner; - acquisition viewed as a cognitive activity; - sociological, psychological and affective factors in second language acquisition; - current research in SLA and its application to teaching ESL.

#### Préalables académiques

LIN1130 Language Awareness for ESL Teachers

#### **LIN4128 Teaching English as a Second Language to Adults**

Teaching English as a Second Language to Adults introduces the student to the theories and practices of teaching English as a second language to adults. The course deals with the psycho-pedagogical issues pertaining to the teaching of adults, and the social contexts of adult learning, including a special focus on the impact of learning disabilities in adult learning, as well as the theories relating to the teaching of a second language to adults. The mother tongue/second language interface and the concepts of motivation, autonomy and

fossilization are examined. The course also focuses on the student's acquisition of reading, writing, oral comprehension and oral expression skills. The elements of phonetics are covered; concrete teaching situations are shown on video and analysed. Case study applications and adult learning ethnography are also addressed.

N.B. : Le masculin désigne à la fois les hommes et les femmes sans aucune discrimination et dans le seul but d'alléger le texte.  
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