

**Microprogramme de 2e cycle de formation à l'enseignement de l'anglais intensif au niveau primaire - 0841**

**RESPONSABLE :**

Maria Lourdes Lira Gonzales  
819 762-0971 poste 2109

**SCOLARITÉ :**

15 crédits, Deuxième cycle

**OBJECTIFS :**

Ce microprogramme a pour objectif de répondre aux besoins professionnels des enseignants qui doivent développer des compétences liées à l'enseignement de l'anglais langue seconde, selon le plan de l'anglais intensif décrété par le MELS.

Les objectifs spécifiques du microprogramme sont de développer les connaissances et les savoir-faire relatifs à la programmation didactique d'un contenu d'anglais intensif, tel qu'il est conçu par le MELS; de développer les connaissances et les habiletés langagières pour enseigner le programme du MELS avec un accent sur l'anglais oral; de développer les connaissances et les applications des TIC actuelles relatives à la didactique de l'anglais langue seconde.

**CONDITIONS D'ADMISSION :**

**Base collégiale**

Être titulaire d'un baccalauréat ou l'équivalent.

**Base expérience**

Être âgé d'au moins 21 ans, posséder des connaissances appropriées et avoir une expérience pertinente attestée dans un organisme d'éducation.

Dans tous les cas, le candidat doit :

- exercer ou avoir l'autorisation d'exercer la profession d'enseignant (et en fournir la preuve);
- posséder un niveau de compétence intermédiaire avancé en anglais.

**ÉVALUATION DES COMPÉTENCES EN ANGLAIS**

Tous les candidats doivent subir et réussir une évaluation de leurs compétences en anglais (parlé et écrit) avant leur admission au programme. Les candidats dont les compétences en anglais sont jugées insuffisantes devront compléter avec succès un ou plusieurs cours d'appoint.

**PLAN DE FORMATION :**

ANG6101	Enhancing Oral Communication Skills (3 cr.) *
DID6155	Teaching Intensive English Courses to Elementary School 6th Graders (3 cr.) *
EDU6237	Effective Use of Information and Communication Technologies (ICT) in an Intensive English Program (3 cr.) *
LIN6310	Grammar for English Second Language (ESL) Teachers (3 cr.) * 3 crédits optionnels

L'étudiant choisit trois crédits parmi les suivants :

LIN6420	Written Communication (3 cr.) *
LIN6422	English Second Language (ESL) Assessment (3 cr.) *

\* : Disponible à distance

### ANG6101

#### Enhancing Oral Communication Skills

**Objectifs :** This course aims to improve teachers' oral skills and help them communicate clearly, effectively and appropriately in an English classroom setting.

**Contenu :** Strategies and approaches to improving and developing oral skills in an English classroom setting. Lesson presentations. Public speech. Classroom discussions. Daily oral interactions with students. Presentation of assessment criteria. Classroom Dynamics.

### DID6155

#### Teaching Intensive English Courses to Elementary School 6th Graders

**Objectifs :** This course aims to provide participants a spectrum of approaches and methodologies of ESL teaching and learning in the specific context of the Quebec MELS intensive English program.

**Contenu :** Theoretical constructs and teaching methods for ESL intensive programs. Integrated approaches. Needs analysis, syllabus design, and lesson planning. Developmental characteristics of six graders: Intellectual development, attention span, sensory input, affective factors. Assessment. Analysis of Quebec MELS English as a second language program.

### EDU6237

#### Effective Use of Information and Communication Technologies (ICT) in an Intensive English Program

**Objectifs :** This course seeks to present different strategies to use ICT to accomplish a variety of goals in teaching English within an intensive program.

**Contenu :** Use of ICT for improving students' listening, speaking, reading and writing skills: Computerised bilingual dictionaries for enhancing English vocabulary learning; keypal exchanges for writing fluency and intercultural understanding; E portfolio for improving reading and writing skills; multimedia projects for developing listening and speaking skills. Strategies to engage the interest, interaction, and knowledge construction of young learners by using ICT. Security on the internet: Resources for teachers.

### LIN6310

#### Grammar for English Second Language (ESL) Teachers

**Objectifs :** The aim of this course is to increase the students' mastery of oral and written English grammar, in order for them to be able to apply it to the teaching of English as a second language. This course will provide different ways in which a focus on grammar can be integrated into communicative lessons.

**Contenu :** Training and practice in grammar and idiomatic usage. The changing view of Grammar Instruction. Input-based Options in focus on grammar. Interaction and Output-based

options in focus on grammar. Instructional contexts and focus on grammar. Techniques for teaching grammar.

### LIN6420

#### Written Communication

**Objectifs :** This course aims to enhance students' writing skills. A variety of strategies and activities will be presented according to the students' needs in order to improve their written performance.

**Contenu :** Sentence structure. Analysis and writing of various types of texts and essays. Further expansion of vocabulary. Use of synonyms and antonyms. Correction and revision of papers, with feedback on errors. The content of this course could vary according to the students' needs and English proficiency.

### LIN6422

#### English Second Language (ESL) Assessment

**Objectifs :** The aim of this course is to offer a survey of principles and concepts in language assessment. These principles are followed by a look at historical developments in the field, a look at large-scale and standards-based testing, assessment for learning and an analysis of the critical ethical issues involved in assessment.

**Contenu :** Articulation of principles that underlie every assessment procedure, from formal tests to informal, incidental assessments that are part of virtually every moment of teaching. Historical developments in the ESL field. Assessment for learning. Dilemmas presented by balanced principles of practicality/reliability with principles of authenticity and washback in the classroom.