

Ministry of Higher Education and Scientific Research

General Directorate of Education and Training
Directorate of Education in the First and Second Cycles
Sub-Directorate of Higher Schools

Educational Course Program for Students of Teacher Training Schools and Their Affiliates

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 2
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Introduction to Linguistics 2	...	2	0	1	1hour30mn

Targeted capabilities and/or competencies (learning objectives):

By the end of the course, students should be able to:

- Analyze language as both a mental and social activity, recognizing how social factors influence language variation.
- Differentiate between traditional prescriptive grammar and modern descriptive linguistic approaches.
- Identify and discuss key schools of modern linguistics and their relevance to language study and teaching.
- Apply linguistic knowledge (phonetics, syntax, morphology, etc.) to inform EFL classroom practices.
- Design and present short, linguistically informed teaching activities appropriate for EFL learners.
- Reflect critically on the role of linguistic awareness in effective language teaching.
- Synthesize key linguistic concepts and relate them to real-world EFL contexts through collaborative and individual tasks.

Expected values and behaviors: Students are expected to:

- Engage thoughtfully and critically with concepts in sociolinguistics, psycholinguistics, and language teaching.
- Demonstrate openness to language diversity and avoid prescriptive judgments.
- Collaborate respectfully and actively in group discussions, presentations, and teaching simulations.
- Apply linguistic knowledge creatively and responsibly in designing classroom activities.
- Communicate clearly and confidently when explaining linguistic ideas and teaching decisions.
- Reflect on their own strengths and areas for growth as future EFL teachers.
- Maintain academic integrity and contribute positively to peer learning.

Necessary prerequisites: To engage successfully with Term 2 content, students should:

- Have a foundational understanding of linguistic levels and core concepts from Term 1.
- Be familiar with EFL classroom practices and learner needs.
- Possess basic research and presentation skills (e.g., planning an activity, presenting ideas).
- Be able to reflect critically on language and classroom communication.
- Demonstrate a willingness to participate in peer teaching tasks and role-play activities.

Forms of evaluating the achievement of goals (Term 2):

To assess students' mastery of course objectives, a combination of **formative assessments** (such as class participation, discussions, role-plays, and short reflective tasks) and **summative assessments** (including applied projects, teaching activity presentations, and written reflections) will be used. These methods aim to evaluate not only students' theoretical understanding but also their ability to **apply linguistic knowledge to classroom practice**, analyse teaching materials, and reflect critically on their development as future EFL teachers.

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
5-Identify and explain how social and cognitive factors influence language use, variation, and	5- Language as a Social and Mental Activity	

<p>learning, drawing on key concepts from sociolinguistics and psycholinguistics.</p> <p>-Resources: -<i>An Introduction to Sociolinguistics</i> by Janet Holmes - <i>Psycholinguistics: A Resource Book for Students</i> by John Field -<i>The Articulate Mammal</i> by Jean Aitchison</p>	<p>— Sociolinguistics: language variation according to social factors such as region, class, gender, and situation</p> <p>— Psycholinguistics: mental processes involved in language, acquisition, comprehension, and production.</p> <p>Suggested Tasks:- Discuss and analyze examples of language variation (dialects, accents, registers) in different social contexts</p>	1h30mn per week
<p>6-Compare traditional and modern linguistic approaches, and assess their relevance to EFL grammar teaching, highlighting the pedagogical implications of each.</p> <p>Resources:</p> <ul style="list-style-type: none"> — <i>The Study of Language</i> by George Yule — <i>Linguistics: An Introduction</i> by Andrew Radford 	<p>6- Traditional Grammar vs. Modern Linguistics</p> <ul style="list-style-type: none"> - Traditional Grammar: The prescriptive approach - Shift to Modern Linguistics: The descriptive approach - Comparative philology -An overview of Modern Linguistics Schools <p>Suggested Tasks:</p> <p>Evaluate a textbook grammar activity and suggest improvements based on modern linguistics</p> <p>-Peer feedback on textbook evaluation presentations</p>	
<p>7-Demonstrate ability to use linguistic tools in lesson planning</p> <p>Phonetics.</p> <p>Resource: Celce-Murcia et al. (2010) <i>Teaching Pronunciation</i>.</p> <p>-Morphology</p> <p>Resource: Bauer, L. (2003) <i>Introducing Linguistic Morphology</i>.</p>	<p>7- From Linguistics to Teaching Practice</p> <ul style="list-style-type: none"> — How phonetics, syntax, and morphology inform classroom methods — Language awareness in teachers <p>Suggested Tasks:- Mini-Project: “Linguistics in the Classroom”</p> <ul style="list-style-type: none"> — In pairs or small groups, design a short EFL activity (10–15 minutes) using one linguistic area (phonetics, syntax, or 	

<p>-Syntax</p> <p>Resource: Thornbury, S. (1999) <i>How to Teach Grammar</i>.</p> <p>-Language Awareness</p> <p>Resource: Andrews, S. (2007) <i>Teacher Language Awareness</i></p>	<p>morphology).</p> <ul style="list-style-type: none"> — Define the target learner level — State objectives and explain how the activity supports learning. — Present it briefly in class. <p>2-Reflection Task: “Why Linguistics Matters in Teaching” Write a short paragraph (6–8 lines) on how linguistic knowledge (e.g., pronunciation, grammar, word formation) can help you as a future EFL teacher.</p> <p>3- Role-Play: Error Correction In pairs, one student plays the learner and makes a typical language error. The other acts as the teacher and corrects it using clear, simple explanations based on linguistic knowledge.</p> <hr/>	
<p>8- Synthesize knowledge from the course</p> <p>Core Linguistic Concepts.</p> <p>Resource: Yule, G. (2020). <i>The Study of Language</i> (6th ed.).</p> <p>-Applied Linguistics in ELT</p> <p>Resource: Hall, G. (2011). <i>Exploring English Language Teaching</i>.</p>	<p>8- Integration and Review</p> <ul style="list-style-type: none"> — Review of core concepts — Review key teaching applications <p>Suggested Tasks:-</p> <p>A. Collaborative Mind Map In small groups, create a mind map that links linguistic levels (phonetics, morphology, syntax, etc.) with related classroom activities and teaching implications.</p> <hr/>	

-Include keywords and examples.

-Present it to the class briefly.

B. Self-Assessment Checklist: Each student completes a checklist to assess their understanding of:

-Major linguistic levels

-Their relevance to EFL teaching

-Personal areas for improvement

C. Quiz or Review Game

Participate in a teacher-led review activity (e.g., quiz, Kahoot, or group game) to reinforce core course concepts in a collaborative, engaging way.

Exam of S2

References

1. Aitchison, J. (2003). *A glossary of language and mind*. Oxford University Press.
2. Bussmann, H. (1996). *Routledge dictionary of language and linguistics*. Routledge.
3. Crystal, D. (1997). *Linguistics* (2nd ed.). Penguin Books.
4. Finch, G. (2005). *Key concepts in language and linguistics* (2nd ed.). Palgrave Macmillan.
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6. Lyons, J. (1981). *Language and linguistics: An introduction*. Cambridge University Press.
7. Matthews, P. H. (Ed.). (2001). *The concise Oxford dictionary of linguistics*. Oxford University Press.
8. O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (Eds.). (2017). *Contemporary linguistics: An introduction* (7th ed.). Bedford/St. Martin's.
9. Trask, R. L. (1997). *A student dictionary of language and linguistics*. Arnold Publishers.
10. Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.