

الجمهورية الجزائرية الديمقراطية الشعبية  
Algerian Republic Democratic and Popular  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research



Mohamed Boudiaf University - Msila

جامعة محمد بوضياف بالمسيلة

Faculty of Humanities and Sociaces  
Sociology Department

كلية العلوم الإنسانية والاجتماعية 1  
قسم علم الاجتماع

# *English lectures*

*-Addressed to students of*

*Sociology of education-Master1-*

*First and second semester*

*Prepared by*

*Dr. Sihem Belguermi*



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## محاضرات في مقياس:

### لغة انجليزية

موجهة لطلبة علم اجتماع التربية \* ماستر 1 \*

- السداسي الأول والثاني -

إعداد:

د. سهام بلقرمي



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## **Introduction:**

Learning the English language at the university is considered one of the important and beneficial things whether in the academic and pedagogical fields or in the professional and life fields.

Modern theories confirm that language is a verbal behaviour that can be learned by eliciting the learner's desire to behave in a specific positive behaviour. Thus, it is an integrated set of systems, sounds, structures and patterns that differ from the components of other languages. This is what the master's student will notice through the online lessons which make the academic education and learning outputs at this level according to many studies, intellectually superior. This is due to cognitive flexibility in moving from the symbolic system to another.

Also, the student's English learning in the specialization of sociology of education, in the age of technology and internet network; makes him able to deal competently with linguistic basic in a foreign language.



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**Our students have always realised that the importance of foreign languages is no longer limited to acquiring knowledge and keeping pace with progress, but has become the most common means of communication between nations and civilizations, and the best way to expand the individual's perceptions and experiences by following up on a new researches and discoveries.**

**Therefore, the Algerian University is very interested by teaching and learning foreign languages on the basis that modern life and rapid progress in the scientific and technological fields make knowledge of languages an imposed condition as the language of research and study.**

**These lessons are online, which I directed to master first-year students in the specialization of Sociology of Education , are varied between lessons, activities, grammar, translation, and others which allow learning the largest number of terms related to the specialization and help students to understand texts in the same language and earns him the ability to write a research, an abstract, or analysis of an idea depending on the linguistic stock that they acquired during the university**



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year, and at advanced levels they succeeded in writing an article, because the mind that practices two or more languages is more flexible and adaptable.

These online lessons seek to achieve the objectives of language learning which are generally represented as the following:

1. Qualifying the Sociology Education student in order to master the means of written and oral expression.
2. Acquisition of technical, scientific and professional terms.
3. Knowledge of literature and culture.
4. Developing the ability to understand and respect the cultural and social differences between languages.
5. Developing the ability to analyse and synthesize.
6. Developing an open mind towards other cultures.
7. Developing the thought of tolerance and rapprochement between peoples.



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## Lesson 01 :

Learning is generally defined as a process that involves interaction between an organization and the environment and that results in a relatively permanent change in behaviour.

*Martin Morf*

### Learning synonyms:

Scholarship- knowledge...etc

Plural noun: Learnings . “The learnings from the mission will help NASA plan for a future mission to Mars”

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Planning of learning task	Determining the learning objectives	Who determines the learning objectives
	Task orientation	who determines how students prepare themselves for the learning activities
Executing the learning task	Selecting activities and their sequence	Who determines which learning activities are carried out and in which sequence
	Selecting the approach	Who determines the approach of learning activities.
	Selecting location	Who determines where be learning activities are carried out.
	Selecting time	Who determines at which moment the learning activities have to be carried out and how much time they may take.
Regulating the learning task	Monitoring	Who monitors the student's learning process?
	Evaluation	Who provides feedback on how the learning task was carried out?
	Testing	Who determines whether the learning results are in line with the education objectives.

Source: Lynn Errey.2003.Whose learning is it any way.

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**Questions:**

**a- Text questions:**

1- Give an appropriate title to the text.

.....

2- How is learning generally defined?

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.....  
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3- How can behaviour change through learning?

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4- What are the stages of learning?

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**b- Synonyms and antonyms:**



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**- Give other synonyms of the word learning.**

.....

.....

.....

**- Give antonyms always of learning.**

.....

.....

**- Use the word learning in a sentence of your own creation.**

.....

.....

.....

**C- Learning is the focus of change in societies in light of the knowledge societies.**

**Based on the above; write a paragraph talking about the necessity of learning in the knowledge society.**



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**Aristotle believed that education was central .The fulfilled person was an educated person. For Aristotle the development of a moral character was to be the aim of education. As such the education of children and young people should extend beyond learning about academic and useful skills to a greater understanding of moral and social values and to a cultivation of a personal moral character. He believed that education was crucial if man was to achieve fulfilment of the possibilities of one's character.**

**(Aristotle believed that the supreme good to which we all aspire to; is happiness but the happy man is neither a noble nor a savage but instead he is an educated man). Learning is the process of acquiring new understanding knowledge behaviours, skills, values, attitudes and preference. The ability to learn is possessed by humans, animals and some machines. Human learning started at birth and continues until death as a consequence of ongoing interaction between people and their environment. *Richard H. Cox***



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## Questions

### a- Text questions:

1- Who is the thinker mentioned in the text?

.....  
.....

2- What is the education goal according to Aristotle?

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.....  
.....  
.....

3- Is education limited by academic learning?

.....  
.....  
.....  
.....

4- Where should education extend according to Aristotle?

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**5- What everyone aspire from education according to this thinker? Do you really think it's a high target? Why?**

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**6- Who is the happy man according to the text?**

.....  
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7- Is the meaning of learning in this lecture different from what you learned in the previous lecture?

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**b- Synonyms and antonyms:**

- Give synonyms of the word education.

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.....  
.....  
- Give antonyms always of education.  
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Use the word education in two sentences of your own creation.

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c- Translate the paragraph between parentheses into Arabic.

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**Grammar**

**Lesson 03:**

**Remember that:**

**Adjectives** are words that help you describe and imagine scenes. Adjectives can describe such things as sounds, size, taste, smell, appearance and feeling.



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**Adjectives are words that describe the qualities or states of being of nouns: enormous, doglike, silly, yellow, fun, fast. They can also describe the quantity of nouns: many, few, millions, eleven.**

**Adjectives modify or describe nouns and pronouns. They can be attributive (occurring before the noun) or predicative (occurring after the noun). Predicative adjectives typically follow a linking verb (such as forms of the verb “to be”) that connects the subject of the sentence to the adjective.**

**Examples:** Attributive and predicative adjectives

The proud soldier is home.

The soldier is proud.

The dedicated employee starts early.

The employee is dedicated.

So, generally speaking, adjectives answer the following questions: which? What kind of? How many?

**Examples:** Adjectives in a sentence

I like old houses.



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The boy is tall and skinny.

Jane is smarter than her brother.

## Types of adjectives

# TYPES OF ADJECTIVES

Types of Adjectives	Definition	Example
Descriptive	Describes a noun's quality or characteristic	Red car, happy child
Quantitative	Indicates the quantity of a noun	Three dogs, some water
Demonstrative	Points out a specific noun	This book, that house
Possessive	Shows ownership or possession	My phone, their car
Interrogative	Used in questions to ask about a noun	What color, whose jacket
Indefinite	Refers to an unspecified noun	Any person, several options
Distributive	Refers to members of a group individually	Each student, every day
Comparative	Compares two nouns	Bigger house, more expensive car
Superlative	Compares three or more nouns	Biggest house, most expensive car
Proper	Derived from a proper noun and used to describe it	Chinese cuisine, Shakespearean play



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➤ **Possessive Adjective:**

We use possessive adjectives to express who owns (or 'possesses') something. A possessive adjective is used in front of a noun (a thing)

## POSSESSIVE ADJECTIVES IN ENGLISH

SUBJECT PRONOUN	POSSESSIVE ADJECTIVE
<b>I</b> I have a shirt.	<b>MY</b> My shirt is green.
<b>YOU</b> You have a book.	<b>YOUR</b> Your book is new.
<b>HE</b> He has a pillow.	<b>HIS</b> His pillow is soft.
<b>SHE</b> She has a dog.	<b>HER</b> Her dog is small.
<b>IT</b> It has a bone.	<b>ITS</b> Its bone is old.
<b>WE</b> We have a bird.	<b>OUR</b> Our bird is noisy.
<b>YOU</b> You have a house.	<b>YOUR</b> Your house is big.
<b>THEY</b> They have a car.	<b>THEIR</b> Their car is slow.

**YOUR = Possessive Adjective**  
 - You need to bring your dictionary.  
**YOU'RE = You are (contraction)**  
 - You're an excellent student.

**ITS = Possessive Adjective**  
 - The dog played with its ball.  
**IT'S = It is (contraction)**  
 - It's very hot right now.

**POSSESSIVE ADJECTIVES**

- My balloon is blue. ✓
- My balloons are blue. ✓
- NO CHANGE**
- Your balloon is green. ✓
- Your balloons are green. ✓
- Yours balloons are green. ✗

MY YOUR THEIR  
HIS HER ITS OUR

www.woodwardenglish.com

➤ **Proper Adjective:**

proper adjectives are used to describe nouns in a sentence. Most proper



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adjectives are to do with countries and  
other geographical regions or the names of  
influential people

# PROPER ADJECTIVES

- **Proper adjectives** are a type of adjective that are formed from proper nouns (particular people, places, or things)
- **Proper adjectives** are also capitalized, as they are derived from proper nouns.

FOR EXAMPLE:

- African (formed from the proper noun Africa)
- Shakespearean (formed from the proper noun Shakespeare)
- Canadian (formed from the proper noun Canada)

**Proper adjectives** differ from other types of adjectives:

1. Always capitalized
2. Are derived from proper nouns.



FOR EXAMPLE:

- The African elephant is the largest land animal in the world.  
(African is a proper adjective)
- The happy dog wagged its tail. (Happy is a descriptive adjective)



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➤ **Descriptive Adjective:**

Descriptive adjectives are used to describe the qualities or characteristics of a noun or pronoun.

# DESCRIPTIVE ADJECTIVES



A **descriptive adjective** is a word used to provide additional information or attributes about a noun, enhancing the reader's or listener's understanding of that noun's characteristics or qualities.

These adjectives help paint a more vivid and detailed picture, offering information about color, size, shape, age, origin, or any other characteristic that describes the noun.

For example, in the phrase "a tall tree," "tall" is the **descriptive adjective**, conveying the height of the tree. Descriptive adjectives play a fundamental role in language by enabling precise and nuanced descriptions, making communication more expressive and engaging.



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**They add detail and depth to a sentence  
and help paint a clearer picture of what is  
being described**

## Descriptive Adjectives in English

pranova

### List of Descriptive Adjectives:

- Abrasive
- Abrupt
- Acidic
- Adorable
- Agitated
- Agreeable
- Ancient
- Appealing
- Apprehensive
- Arid
- Artistic
- Audacious
- Awkward
- Bewildered
- Bland
- Blaring
- Blissful
- Boastful
- Boisterous
- Bossy
- Bouncy
- Breezy
- Brilliant
- Bubbly
- Bumpy
- Callous
- Captivating
- Cheerful
- Chilly
- Chubby
- Classical
- Cloudy
- Coarse
- Colorful
- Complacent
- Content
- Courageous
- Cranky
- Crazy
- Crisp
- Curly
- Damp
- Dangerous
- Dark
- Delightful
- Demanding
- Dense
- Dim
- Disgusting
- Distorted
- Dramatic
- Dull
- Eager
- Elegant
- Elusive
- Embarrassed
- Energetic
- Enthusiastic
- Fake
- Fanciful
- Fantastic
- Flaky
- Flimsy
- Foul
- Fragrant
- Frantic
- Freakish
- Frosty
- Funny
- Fuzzy
- Glaring
- Glittering
- Gloomy
- Good-natured
- Gorgeous
- Graceful
- Grumpy
- Gusty
- Hardy
- Harsh
- Hateful
- Healthy
- Heavy
- Hilarious
- Hoarse



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➤ **Demonstrative Adjective.**

## Demonstrative Adjective English

pramava

### What are demonstrative adjectives?

"words that indicate which one of a group of people, places, or things you refer to."

They can be used to point out objects or people or to describe them in more detail. Demonstrative adjectives are usually placed before the noun they refer to, but they can also be placed after the noun in some cases.

### Near vs. Far

- "this" and "these" are used to refer to people or things that are nearby.
- "that" and "those" refer to people or things that are far away.

### Examples in sentences

- "This is my house."
- "That is my car."
- "These are my friends."
- "Those are my shoes."
- "This red jacket is mine."
- "That yellow dress is hers."
- "These books are ours."
- "Those pens are theirs."

### Remember!

Don't use "this" or "these" to refer to something that is far away. Remember, "this" and "these" are used to refer to something near, while "that" and "those" refer to something that is far away.



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➤ **Interrogative Adjective** : Interrogative

adjectives are those words which are used to modify a noun by asking a question. An interrogative adjective is usually followed by a noun. Examples of interrogative adjectives include what, whose and which.

## INTERROGATIVE ADJECTIVES

Ask and You Shall Receive!

### Definition

Interrogative adjectives are used to ask questions about a specific noun or pronoun in a sentence. They include "what," "which," and "whose."

### Formation

Interrogative adjectives are formed by using one of the three words mentioned above before a noun or pronoun. For example, "what book," "which tree," and "whose shoes."

### Examples

**What** book are you reading?  
**Which** shirt do you like better?  
**Whose** car is parked outside?

### Placement

Interrogative adjectives are placed before the noun or pronoun they describe.

### Importance

Interrogative adjectives are important in descriptive writing because they allow you to ask specific questions about a noun or pronoun, making your writing more engaging and interactive.

### Mistakes

One common mistake is using the wrong interrogative adjective, such as using "what" instead of "which" when asking about a specific option.

[www.eslgrammar.org](http://www.eslgrammar.org)





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## ➤ Indefinite Adjective



# Indefinite Adjectives

An **indefinite adjective** is a type of adjective. It is modifies nouns in a non-specific manner. Indefinite adjectives are adjectives formed from indefinite pronouns.

- All
- Any
- Anything
- Everyone
- Few
- Nobody
- One
- Some
- Someone

- Everybody
- Anyone
- Each
- Everything
- Many
- None
- Several
- Somebody





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## ➤ Superlative Adjective



# Superlative adjective

- A superlative adjective is a type of adjective which is used to express the highest degree of comparison.



### Some List of superlative adjective

- best
- the funniest
- the tallest
- cleverest
- the happiest
- the ugliest
- farthest
- the heaviest
- the weakest
- straighter
- the kindest
- the wettest



### Sentences of a superlative adjective

1. This is one of **the most beautiful** places in our city.
2. He is **the angriest** person on our campus.
3. The Louvre museum is **the largest** museum in the world.
4. It was **the easiest** step to solve the following numerical.
5. This book contains **the most frustrating** chapters.
6. He recorded his name in the Guinness book of world records of having **the longest** beard of a person.
7. James is **the most handsome** person in the entire class.
8. Bandi has **the biggest** backpack among her friends.
9. Bugatti Chiron is **the fastest** sports car in the world.



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## ➤ Comparative Adjective



# Comparative Adjective

- The Comparative adjectives are those adjectives which compare the difference between the characteristic of two different nouns in a sentence.



## Some List of comparative adjective

- cheaper
- taller
- younger than
- clearer
- larger
- smaller than
- louder
- wider
- longer than
- newer
- wiser
- stronger than



## Sentences of a comparative adjective

1. She is feeling **hungrier** than her.
2. That box is **more generous** than the previous one.
3. This developer is **cleverer** than that.
4. We have **better** options than yours.
5. This book is **thicker** than my book.
6. My bike has **more potential** power than yours.
7. Emily was **funnier** than her younger sister.
8. Paris city is **more polite** than New York City.
9. His father is **richer** than his uncle.
10. This mountain is **higher** than that mountain.



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### ➤ Quantitative adjective

Quantitative adjectives are the adjectives that modifies a noun by indicating any number or any quantity of countable or uncountable nouns. However, they are named as quantitative which means quantity of something but sometimes they denote number also.

## QUANTITATIVE ADJECTIVES

	NUMERICAL ADJECTIVES	MEASUREMENT ADJECTIVES
USAGES	<ul style="list-style-type: none"> <li>Expressing a specific number</li> <li>Describing the quantity of something in a more precise and specific way</li> <li>To describe singular or plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the size or amount of something in a general way.</li> <li>Giving a general sense of the quantity or size of something.</li> <li>Usually describe singular nouns, but describing plural nouns in certain cases.</li> </ul>
EXAMPLES	<ul style="list-style-type: none"> <li>I have <u>two</u> cats.</li> <li>She has <u>five</u> siblings.</li> <li>There are <u>ten</u> items on the list.</li> <li>He has <u>three</u> children.</li> <li>We have <u>eight</u> apples.</li> </ul>	<ul style="list-style-type: none"> <li>The box is <u>big</u>.</li> <li>She is <u>tall</u> for her age.</li> <li>The suitcase is too <u>heavy</u> to lift.</li> <li>The car is <u>small</u> and fuel-efficient.</li> <li>The room is <u>wide</u> and spacious.</li> </ul>





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# QUANTITATIVE ADJECTIVES

Quantitative adjectives	Use	Example
one	refers to a single item	She only has one apple left.
two	refers to a small number of items	The twins each received two presents for their birthday.
few	refers to a small number of items	We only have a few minutes before the train arrives.
several	refers to more than two but not many	She tried on several dresses before choosing one.
many	refers to a large number of items	There were many people at the concert.
all	refers to the whole or entire number of items	He ate all of the cookies.
every	refers to each individual item in a group	Every student in the class passed the exam.



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**Activities:**

**Activity 01:**

**Adjectives**

worried	cute	Prickly	fuzzy	noisy
Little	sweet	Bumpy	shiny	better
Silent	loud	Big	misty	spicy
delicious	wet	Quiet	silly	huge
Shrill	tired	Sour	large	ugly
Cold	tall	Nervous	foolish	shy

Decide to which group each adjective above could belong. Write the adjective in the correct column.

Sound	size	Smell/Taste	Touch	appearance	Feeling
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

- On the separate sheet of paper write sentences using 10 of adjectives above.

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**Activity 02:**

Write an adjective before each noun below.

**Example:**      shaggy dog      third grade

1. .... cat
2. .... shoes
3. .... leaves
4. .... Sun
5. .... House
6. .... sister
7. .... River
8. .... lion
9. .... sky
10. .... boy
11. .... taxi

**Activity 03:**

Underline the adjective in each word group below.

.Yellow ribbon

.Several months

.Cracked mirror

.Secret spot

.Beautiful waterfall

.Heavy rainfall



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#### Lesson 04:

Constructivist learning theory is based on its unique concept of knowledge .It characticizes behaviourism for its taking knowledge as final conclusion and truth.

The constructivist view of learning is that the world is an objective reality but the understanding of the world is personal decision. Knowledge is neither a pure and objective reflection of reality; nor an accurate representation of objective reality; it is an interpretation, an assumption not the ultimate answer.

*Yuanzhi Wang*

#### Questions

a- Text questions:

1- What is the subject of the text?

.....  
.....

2- What do you think is the most appropriate title to this text?



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.....  
**3- How does Constructivist theory view learning?**

.....  
.....  
.....

**4- How this theory characterized behaviourism?**

.....  
.....  
.....  
.....  
.....

**5- How does Constructivist theory view knowledge?**

.....  
.....  
.....  
.....  
.....  
.....



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**b- Synonyms and antonyms:**

- Give synonyms of the underlined words.

.....  
.....  
.....  
.....  
.....  
.....  
.....

- Give antonyms of the words:  
Unique- final- personal- reality.

.....  
.....  
.....  
.....  
.....  
.....



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**c-Extract from text:**

- Three nouns

.....

.....

.....

- One adjective

.....

- Three verbs

.....

.....

.....

**d- Practice editing:**

“Knowledge is neither a pure....it is just an interpretation”

Reconstruct this intellectual argument by clarifying what knowledge is in the Constructivist learning theory.

.....

.....

.....

.....



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## Lesson 05

According to Dewey, the dominant school model undermined the integration of student's experience outside the classroom into their education and made it difficult to apply what they learned in school to their daily life.

Pedagogies proposed to bridge this gap by contextualizing knowledge in student's lives: people government, decision impact, science class monitor...etc.

As is evident, Dewey did not want to sacrifice the individual in pursuit of collective experiences in education. In that sense, his views match the emphasis on the individual liberty element of FBV. Much has been made in the past century of Dewey as an advocate of 'child-centred' education by both his supporters and critics. Dewey was very sensitive to such labels and how they could be misinterpreted.



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## Questions

### a- Text questions:

1- Give a title to the text.

.....  
.....

2- Who is the thinker (educator) mentioned in the text?

.....  
.....  
.....

3- What is the educational model that has undermined the integration of student's experience?

.....  
.....  
.....  
.....  
.....  
.....  
.....



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**4- What makes this dominant school model difficult in learning field?**

.....  
.....  
.....  
.....  
.....

**5. What did pedagogies proposed to bridge this learning gap?**

.....  
.....  
.....  
.....  
.....  
.....  
.....



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**b- Synonyms and antonyms:**

- find synonyms of the underlined words, then use each of them in a sentence of your creation :

- dominant: .....

- .....  
.....

- Undermined: .....

- .....  
.....

- Experience : .. ..

- .....  
.....

- Education: .....

- .....  
.....

- Gap: .....

- .....  
.....

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**c-Translation :**

Translate the following paragraph into Arabic:

There was always something which really needed to be done, and a real necessity that each member of the household does his own part faithfully and in cooperation with others.

.....  
.....  
.....  
.....  
.....

**d- Extract from text:**

Nouns	Verbs
.....	.....
.....	.....
.....	.....



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## Grammar

### Lesson 06

#### Present (everyday)

The present tense is the base form of the verb:

I work in London.

But with the third person singular (she/he/it), we add an -s:

She works in London.

Affirmative	Question	Negative
I eat	Do I eat?	I don't eat
He She eats It	He Does She eat? It	He She doesn't eat It
We You eat They	We Do You eat? They	We You don't eat They



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# PRESENT SIMPLE TENSE



## + Affirmative

SUBJECT	+	VERB	...
I / you / we / they	+	spe <u>ak</u>	...
he / she / it	+	spe <u>aks</u>	...

- + Affirmative: I **speak** English.
- + Affirmative: He **speaks** Spanish.
- + Affirmative: They **live** in London.
- + Affirmative: She **lives** in Paris.

Third person verbs need the final "s" in affirmative sentences.

## - Negative

SUBJECT	+	AUXILIARY	+	VERB	...
I / you / we / they	+	don't	+	spe <u>ak</u>	...
he / she / it	+	doesn't	+	spe <u>ak</u>	...

⊗ The base form of the infinitive = ~~to go~~, ~~to need~~, ~~to speak~~, ~~to live~~  
 Third person verbs lose the final "s" in negative sentences.

- + Affirmative: I **speak** Spanish.
- + Affirmative: She **speaks** Italian.
- Negative: I **don't speak** Spanish.
- Negative: She **doesn't speak** Italian.

## ? Question

AUXILIARY	+	SUBJECT	+	VERB	...
Do	+	I / you / we / they	+	spe <u>ak</u>	... ?
Does	+	he / she / it	+	spe <u>ak</u>	... ?

⊗ The base form of the infinitive = ~~to go~~, ~~to need~~, ~~to speak~~, ~~to live~~  
 Third person verbs lose the final "s" in questions.

- + Affirmative: You **speak** English.
- + Affirmative: He **speaks** German.
- ? Question: **Do** you **speak** English?
- ? Question: **Does** he **speak** German?

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**Short answers:**

Affirmative	Negative
I We <b>Yes,</b> You <b>do</b> They	I We <b>No,</b> You <b>don't</b> They
He <b>Yes,</b> She <b>does</b> It	He <b>No,</b> She <b>doesn't</b> It

**Example:**

+ Do you get up every morning?

. Yes, I do.

+Does he/she get up every day?

. Yes, he/she does.

+ What do I do every morning?

. You brush your teeth.

+ Ask me if they smoke.

.Do they smoke?

+Ask me where I live.

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. Where do you live?

**Activity: Fill in the gaps**

(Say) We ..... every day.

(Come) She ..... to school every morning.

**Present simple test:**

- <https://www.novakidschool.com/blog/the-present-simple-tense-and-how-to-use-it/>



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## Lesson 07

The member states of the United Nation Educational, Scientific and Cultural Organization (UNESCO) meeting in Paris at the twenty-eighth session of the General Conference from 25 October to 16 November 1995, bearing in mind that the Charter of the United Nations states that:” we the peoples of the United Nations and we have decided within ourselves to save future generations from the war, to reaffirm our belief in fundamental human rights and in the dignity of individual. For the sake of this ends, we resolve to embrace tolerance and live together in peace and good neighbourliness.

Peace in based on the intellectual and moral solidarity among human beings, and education must aim to develop understanding, tolerance, and friendship among all peoples, racial or religious groups. However, United Nations are frightened by the growing manifestations of intolerance, acts of violence, terrorism, xenophobia, aggressive national conflicts, racism, exclusion, marginalization and discrimination against national ethnic, religious and linguistic minorities,



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refugees, migrant workers, migrants and vulnerable groups in societies, and the increasing acts of violence against them which threaten these are all processes of consolidating the foundation of peace and democracy and they all constitute obstacles in the way of development .

The fact tolerance means respect, acceptance and appreciation for the diversity of the cultures of our world, and this tolerance will be reinforced by knowledge and openness.

Human rights

**Questions:**

1. Give a title to the text.

.....  
.....

2. Extract the main idea of the text.

.....  
.....  
.....  
.....

3. What are the main partial ideas that you can derive from the text?

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.....  
.....  
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.....  
.....

**4. What should education aim at?**

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**5. What scares this organization?**

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.....

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**6. What does tolerance mean in light of cultural diversity?**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**7. Underline the words you find difficult then, look up their meaning in dictionary.**



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## Lesson 08

Respect for opinion and differences, is a dilemma and a temporal problem that was and still accompanies humans in the project of building human civilization. Many problems, disputes, crises and wars were one of the reasons for the lack of dialogue culture of acceptance of the other opinion although the process of cultural and scientific enrichment, and the measure of societies development which is based on dialogue opinion culture but the closing of minds has made the differences in disagreement the weakest of society; but the questions are: Why do we not have this culture? Why don't we care about it?

In fact, there are two reasons:

- The first is negative social inheritance, such as some nervous clan customs and traditions.
- The second is not the lack of direction and guidance that develops this culture in the educational process as well as the learning and teaching process, nor are the media directed to disseminate and promote this culture



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through programs and theses, in addition to seminars, conferences, awareness workshops and dialogue sessions.

Through education, it is possible to give opportunity to the others, and teaching him how to control his emotions to overcome the negative social inheritance.

The development of this culture needs a work that lasts for years and that accompanies generation at every level of their studies and their lives and even at the level of their existence.

**Questions:**

1. Give a title to the text.

.....  
.....

2. Extract the main idea of the text.

.....  
.....  
.....  
.....

3. What are the main partial ideas that you can derive from the text?

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.....  
.....  
.....  
.....  
.....  
.....

4. Why is respect of opinion and differences considered as a dilemma?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

5. Can the culture of difference weaken societies? Why?

.....  
.....  
.....  
.....  
.....

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.....  
.....  
.....  
.....  
.....  
.....  
.....

**6. Why don't we have the culture of difference?**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**7. Underline the difficult words in the text, and then look up their meaning in the dictionary.**



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**Grammar**

**Lesson 09**

ENGLISH GRAMMAR

# PAST SIMPLE TENSE

## ? Question

AUXILIARY

SUBJECT

VERB

Did

+

I / you / we / they  
-----  
he / she / it

+

speak ... ?  
need ... ?  
like ... ?

**Present** ? Question: ✓ **Do** I **need** a ticket?

**Past** ? Question: ✓ **Did** I **need** a ticket?

**Present** ? Question: ✓ **Does** she **live** in Japan?

**Past** ? Question: ✓ **Did** she **live** in Japan?

\* The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live  
 Did tells us it is a question in the past simple tense.

Q-WORD

AUXILIARY

SUBJECT

VERB

When  
Where  
What

+

did

+

I / you / we / they  
-----  
he / she / it

+

speak ... ?  
need ... ?  
like ... ?

? Question: ✓ **When** **did** you **arrive** ?

? Question: ✓ **Where** **did** they **go** ?

? Question: ✓ **Why** **did** she **leave** early?

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl



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**To Be (Past)**

Affirmative	Question	Negative
I <b>was</b>	<b>Was</b> I ?	I <b>wasn't</b>
He <b>was</b>	he ?	He <b>wasn't.</b>
She <b>was</b>	she ?	She <b>wasn't.</b>
It <b>was</b>	It ?	It <b>wasn't.</b>
We <b>were</b>	we ?	We <b>weren't</b>
You <b>were</b>	you ?	You <b>weren't</b>
They <b>were</b>	they ?	They <b>weren't</b>

**Examples:** ( To be) she ..... a student last year.

(To be) we ..... late yesterday.

**Activity 01:** Complete the sentences with the past simple form

of the verbs in brackets. Use contractions where possible

- We really ..... (enjoy) the game last Sunday.score

.....(Marco / win) the golf competition?score

They..... (not play) very well yesterday.

How many goals ..... (your team / score) in the first half?

I



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## Lesson 10

Statistics is an important and necessary science. It enters into many fields of different sciences. Statistics are collected for a predetermined purpose and pertinent data must be clearly defined, decided upon and determined prior to data collection. For example data on the height of students would be irrelevant if considered in connection with the ability to get admission in a college but may be relevant when considering qualities of leadership. Statistics is a tool in educational research for which a researcher needs to be familiar with the various statistical methods so as to be able to use the appropriate method in his research study. The data he collects can often be more easily understood for interpretation if it is presented graphically or pictorially.

Statistics is no longer confined to the domain of mathematics; it has spread to most of the branches of knowledge including social sciences. One of the reasons for its phenomenal growth is the variety of different functions attributed to it.

Some of the most important functions of statistics are described as follows:



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1. It condenses and summarizes voluminous data into a few presentable, understandable and precise figures.
2. It facilitates classification and comparison of data.
3. It helps in determining functional relationships between two or more phenomenon.
4. It helps in predicting future trends.
5. It helps the central management and government in formulating policies.
6. Diagrams facilitate comparison between two or more sets of data.

But it has its own limitation, some of these limitations are:

- It does not deal with individual values.
- It cannot deal with qualitative characteristics.
- Statistical conclusions are not universally true.
- Statistical interpretation requires a high degree of skills and understanding of the subject.
- Statistics can be misused.

*J.S. Chandon*



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## Questions

1. Give a title to the text

.....

2. Extract the main idea of the text.

.....

3. Extract the main partial ideas of the text.

.....

.....

.....

4. Are statistics collected intentionally?

.....

5. Should relevant data be identified before data collection? Why?

.....

.....

.....

.....

.....

6. What is the example given by the author to justify the answer of the above question?

.....

.....

.....



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**7. Is statistics no longer limited to the mathematics field? Why?**

.....  
.....  
.....

**8- What are the domains which it has spread according to the text?**

.....  
.....  
.....

**9- What is the most important reason for the spread of statistics?**

.....  
.....  
.....

**10- What are the most important statistics functions that made it penetrate into all knowledge aspects?**

**11- Through homework and using relevant books and references, research individually or in pairs the relationship of sociology of education to statistics.**

**N.B: Use at least two books in English.**



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# Selected texts To read and analyze

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### **Introduction:**

A set of text related to the specialization of sociology of education are selected, where the students are able to view academic topics and terms related to this specialization. Even after just a few texts, students begin to identify ways to work through difficult texts. The professor can present the texts ideas directly or indirectly, as he makes the selected texts interesting in its content and thought.

**Dr. Sihem Belguermi**



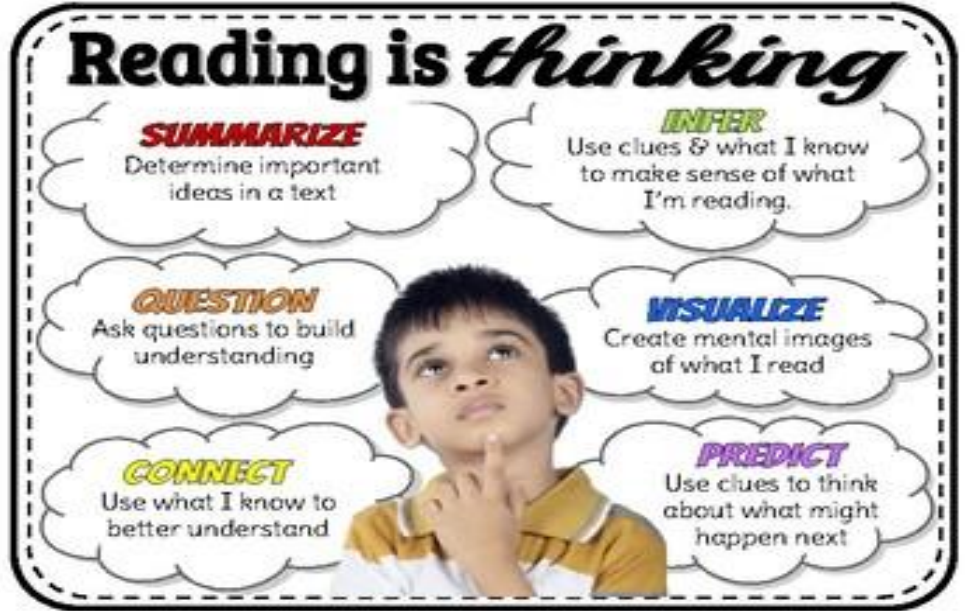
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# Reading is thinking





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### Text 01:

#### Reading is thinking

We talk all year with our students about reading challenging and complex texts, recognizing when our reading doesn't make sense, and integrating strategies that will clarify meaning. We demonstrate what we do when we struggle with content and genres that are familiar to us.

We often use current issues of time for kids to teach children ways to approach more texts that are complex.

Our first lessons are often simple. We ask students to find a place in the room to read, either with a friend or on their own.

We give them ample time to read the entire magazine. Before they go off to read, we give them each two sticky notes. We ask them to place one sticky note on the article that is the most interesting to them, and the other sticky note on the article that is the least interesting, when the students are finished reading, they talk as a class about their choices of most interesting and least interesting articles.

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**Students are always enjoying reading and discussing the articles in *time for kids*.**

**The following weeks, again we give students two sticky notes and ask them to read the entire issue, but this time we ask them to mark the article that is the easiest to understand and the one the hardest to understand. When they are finished, the class meets in front of the easel and we list their choices. We continue to use this procedure with students.**

**Sibberson & Szymusiak**

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# ***Understanding children***





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## Text 02:

### Understanding children

The work of a group of researchers at the University of Edinburgh showed that adults can be egocentric in their approach to young children. They are sometimes unable or unwilling to look at something from a Childs perspectives.

They assume that because a child cannot understand something or express an idea; it is because the child is not intellectually or linguistically nature.

Young children should be encouraged and supported in their efforts to make themselves understood. They need to be listened carefully, supplied with appropriate vocabulary and difficulties in understanding discussed. For that:

- Children should be given the opportunity to engage I, conversations as well as listening to instructions and explanations.
- Provide children with a wide variety of activities both indoors and outside as well as outings, visits from parents and members of the community and celebrations.

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- **Ensure that children have many opportunities to develop their vocabularies.**
- **Be a good adult role model**
- **Be careful, not to “switch off “yourself when the children are talking.**

**If you listen carefully to children and make an effort to understand what they want to communicate, children will tend to do likewise. You can probably think of other ways to encourage children’s speaking and listening. By this way; both children and adults have a lot to talk about.**

**Mukherji & O’dea**

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# Philosophy and education





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### Text 03:

#### Philosophy and education

Philosophy and education are like two sides of the same coin. The former is contemplative side and the latter is active side.

Philosophy is theory and education is practical. In the words of Sir John Adams "education is the dynamic side of philosophy». Philosophy provides the theory, education makes it practical.





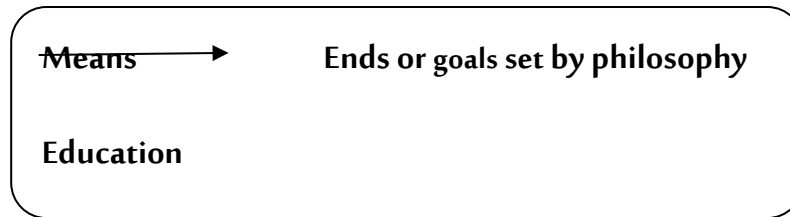
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Education bases on the philosophical ideas, principles and theories. John Dewey said, “Philosophy is the theory of education in its most general phases”. Philosophy points out the way to be followed by education. Education is a journey to realise the goals set by philosophy.



Education is a means to achieve the ends. Philosophy lays the foundation, on which the super structure of education is erected, while philosophy is arts, education is science. The theoretical knowledge of philosophy is tested and made concrete in the laboratory of education. Philosophy provides wisdom; education transmits this wisdom to the students.” No practice is good and scientific unless rooted in philosophical thought which gives logic, rationale, sequences and system to education. There is hardly any problem of education which is not solver by the calm lights of philosophy”. Fichte has very rightly remarked, “The act of education will never attain complete clearness without philosophy “

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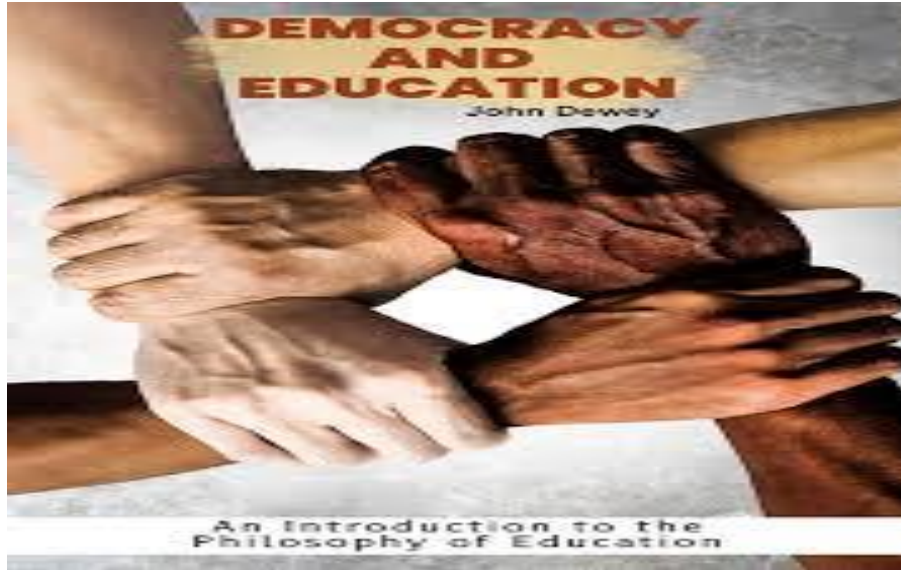
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# Democracy and education





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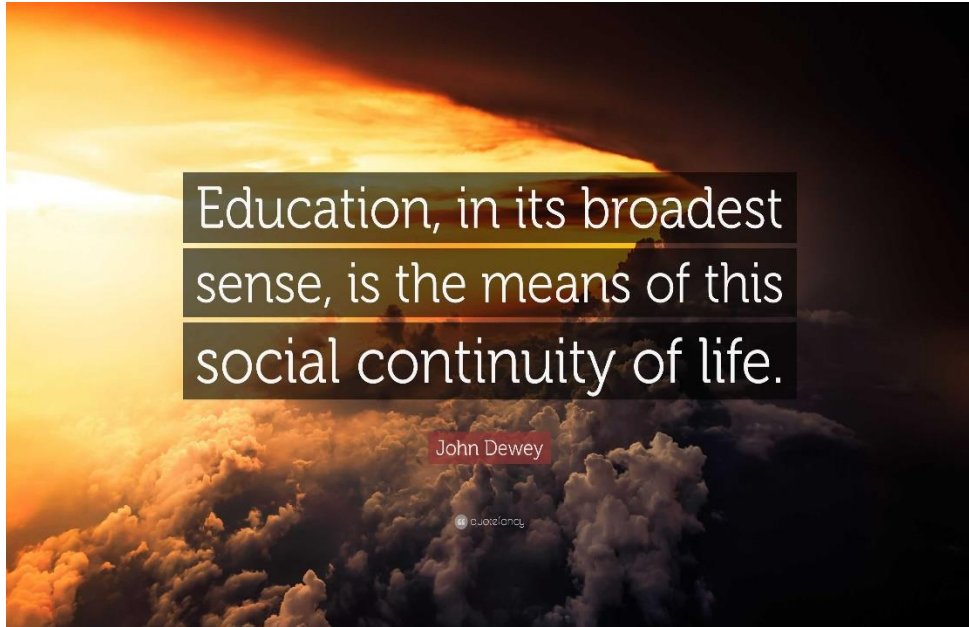
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### Text 04:

#### Democracy and education

Education, in its broadest sense, is the means of this social continuity of life .Every one of the constituent elements of a social group, in a modern city as in savage tribe; is born immature, helpless, without language, each unit who is the career of the life-experience of this group.



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**In time passes away, yet the life the group goes on. The primary ineluctable facts of the birth and death of each one of the constituent embers in a social group, determine the necessity of education.**

**On one hand, there is the construct between the immaturity of the new-born members of the group, its future sole representatives- and the maturity of the adult members who possess the knowledge and customs of the group.**

**On the other hand, there is the necessity that these immature members be not merely physically preserved in adequate numbers, but; that they be initiated into the interests, purposes, information; skills and practices of the mature members: otherwise the group will cease its characteristic life.**

**Even, in savage trib, the achievement of adults are far beyond what the immature members would be capable of if left to themselves, with the growth of civilization the gap between the original capacities of the immature and the standards and customs of the elders increases.**

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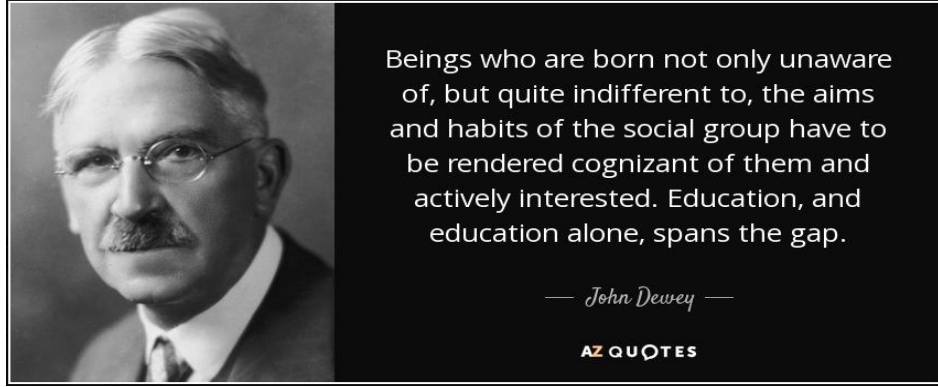
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**Education, and education alone spans the gap and society  
exists through a process of education.**



**John Dewey**

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# Children with special needs



**Text 05:**

**Children with special needs**



Children with special needs or disabilities have a problem in communication through writing, speaking or reading. The child finds difficulty to understand even signs and gestures, linguistic problems of articulation and fluency may develop.



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The severely affected child is unable to understand speech and written material, nor can be learn to speak, read and write. He is unable to communicate even through signs and gestures, such children are difficult cases for integration, they need intensive remedial exercises.



Children affected have problems in calculations, even simple arithmetic, because of an inability to manipulate number relationship.



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**Numerical inability is again of two kinds-mild and severe- numerical problems seem difficult even if they are very simple for a normal child to do. Children with the mild form of this disability may already be studying in the general classroom. They are not easily identified at pre-primary levels. The disability becomes obvious when they start learning numbers and simple addition and subtraction. If identified early and with appropriate correction, they can study in the regular classes. If the problem is severe, the child will not be able to learn number symbols and their relationship. This is also termed as loss of arithmetic ability. The severe cases are difficult of integration and will require intensive remedial exercises.**

Sukanya Biswas

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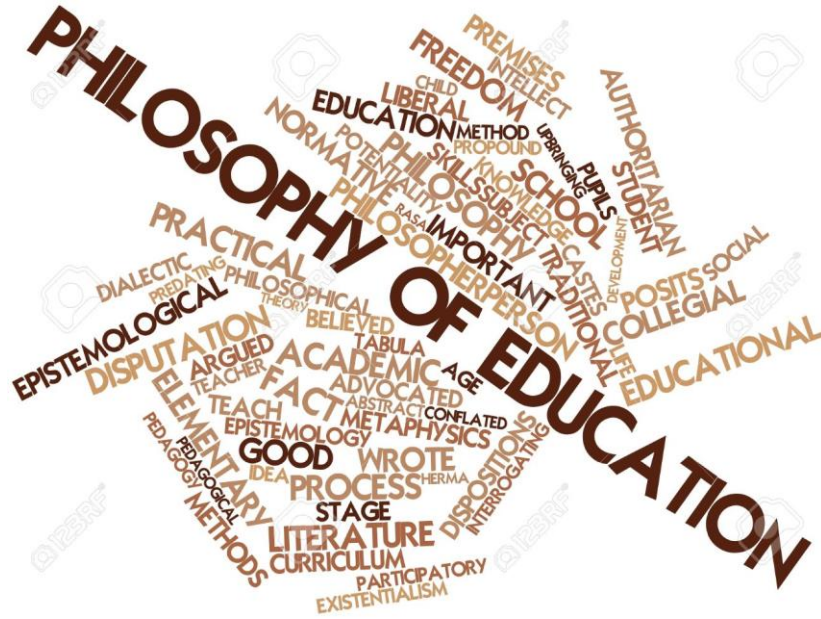
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# Philosophy of education





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## Text 06:

### Philosophy of education

Philosophy of education is that branch of philosophy that addresses philosophical questions concerning the nature, aims, and problems of education. as a branch of practical philosophy, its practitioners look both inward to the discipline of philosophy and out ward to education practices, as well as to developmental psychology, cognitive science more generally, sociology, and other relevant disciplines.

## Philosophies of Education

### **Perennialism**

The educational philosophy suggesting that nature—including human nature—is constant and schools should teach content and topics that have withstood the test of time.

### **Essentialism**

The educational philosophy suggesting that specific knowledge and skills exist that all people should possess.

### **Progressivism**

An educational philosophy emphasizing real-world problem solving and individual development.

### **Social reconstructionism**

An educational philosophy asserting that schools, teachers, and students should take the lead in addressing social problems and improving society.

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The most basic problem of philosophy of education is that concerning aims: what are the proper aims and guiding ideals of education? A related question concerns evaluation: What are the appropriate criteria for evaluating educational effort, institutions, practices and products? Other important problems involve the authority of the state and of teachers, and the right of students and parents, the character of purported educational ideals such as critical thinking and of purportedly undesirable phenomena such as indoctrination, the best way to understand and conduct moral education, a range of questions concerning teaching, learning, and curriculum and many others.



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## Philosophies of Education



**Essentialism**  
learning the essential  
like the 3Rs



**Perennialism**  
utilizing the great  
books



**Progressivism**  
learning by doing



**Existentialism**  
having individual  
choice.



**Behaviorism**  
modifying behavior



**Constructivism**  
constructing meaning



**Reconstructionism**  
having social reform



The philosophical tradition has generally regarded education as a worthy and important target of philosophical reflection. It is therefore unfortunate that the pursuit of philosophy of education as an area of philosophical investigation has been largely abandoned by general philosophers in the last decades of the twentieth century, especially in the United States.

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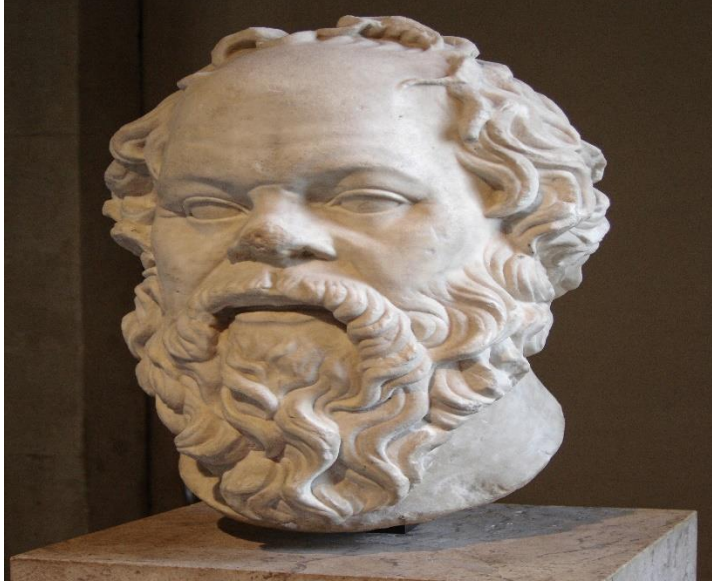


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A few general philosophers make important contribution to philosophy of education, including, among others, such notables as Kurt Bair, Max Black, Brand Blanshard, Richard Brandt, Abraham Edel, Alan Gewirth, Frederick Olafson and Morton White.

Harvey Siegel

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# Priority problems in economic education



## Economics Education



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### Text 07:

## Priority problems in economic education



**There are important economic considerations in virtually all of the problems discussed in this text an economic point of view, and the perspective provided thereby, is needed within our entire staff of education professionals. For that we need to develop teachers**

**especially in light of the current era witnessing a massive scientific and technological revolution in various fields of life, which has led to**



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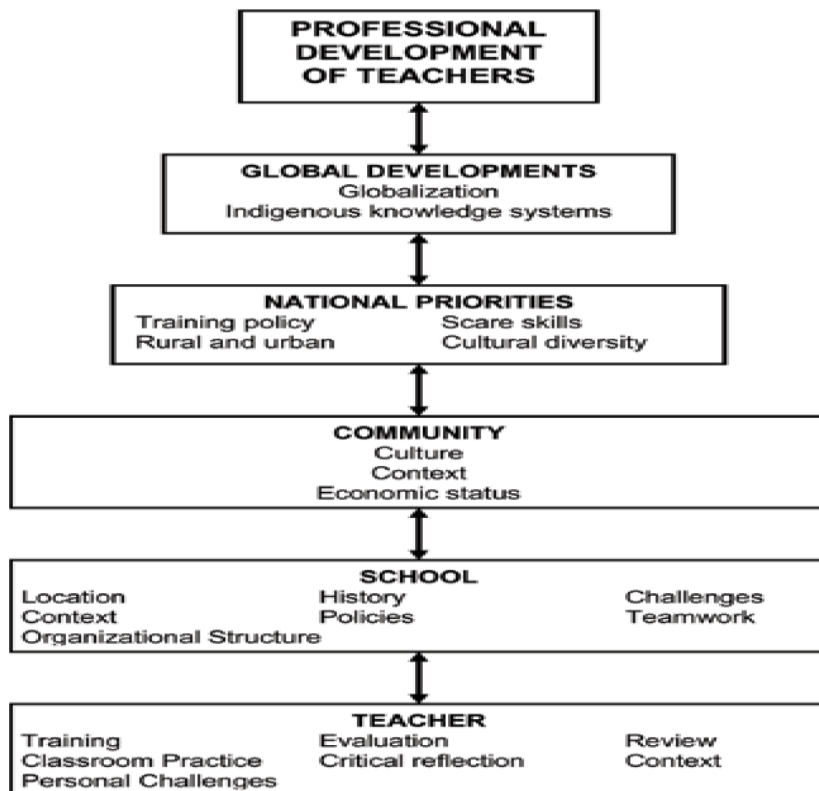
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**rapid and successive changes that brought new and changing roles and tasks that include all aspects of the system**

**Educational problems constitute problems related to the economic aspects of education, resulting in the need for increased attention to teacher development so that the teacher can acquire scientific knowledge and professional competencies required by the work**



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This economic perspective within the whole of our professional education staff is an important as, but certainly should not be confused with the application of economic science and analytical techniques to education. The contribution of professional economists will be of increasing importance to education and human resources development. At the same time, however, they cannot be a substitute for the effective exercises of economic perspective and judgment as a continuing matter by the entirety of our professional education staff.

Much of the interest of economic science in education is of quite recent origin, with the most of the professional work in this field occurring since the mid-1950s. There is now a substantial growth of inquiry in this area which can be expected to continue. Thus, we may expect an increasing array of insights, derived from economic analysis, to be available for education. We may also expect the refinement of current analytical techniques and the development of new methods and techniques specifically designed for education and human resource purposes.

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Economic has already contributed much to our understanding of education problems and their possible solutions of many possibilities suggested, it is believed that the further development and use of “measurement” techniques may be the most useful in education and human resources problems.

Pardia Lowe

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# Higher education for young people





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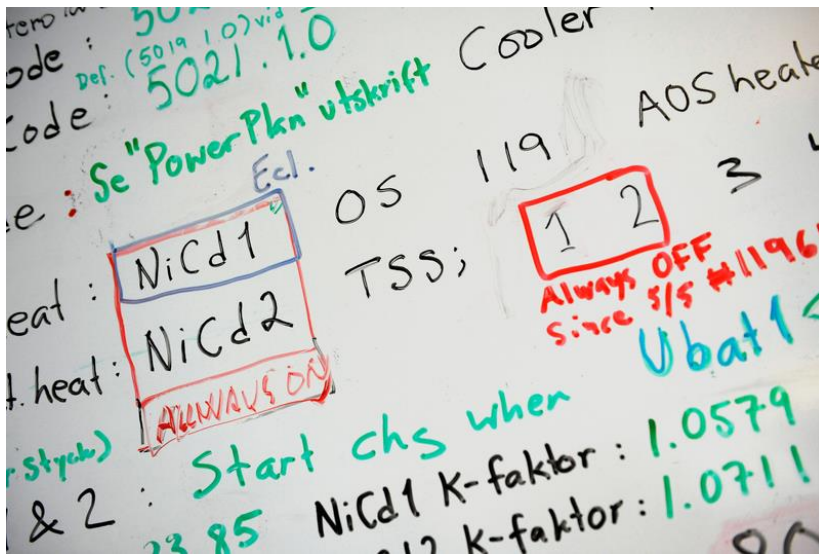
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### Text 08:

## Higher education for young people

Denmark is a small northern European state, with a population of around 05 million inhabitants, of which around 17 per cent are aged 0-14. It is a Scandinavian social democratic welfare state based on Universalist principles that enable access to services paid for out of general taxation, and that guarantees rights in cases of need, that promotes reconciliation of family and working life and local autonomy in the organization of services.





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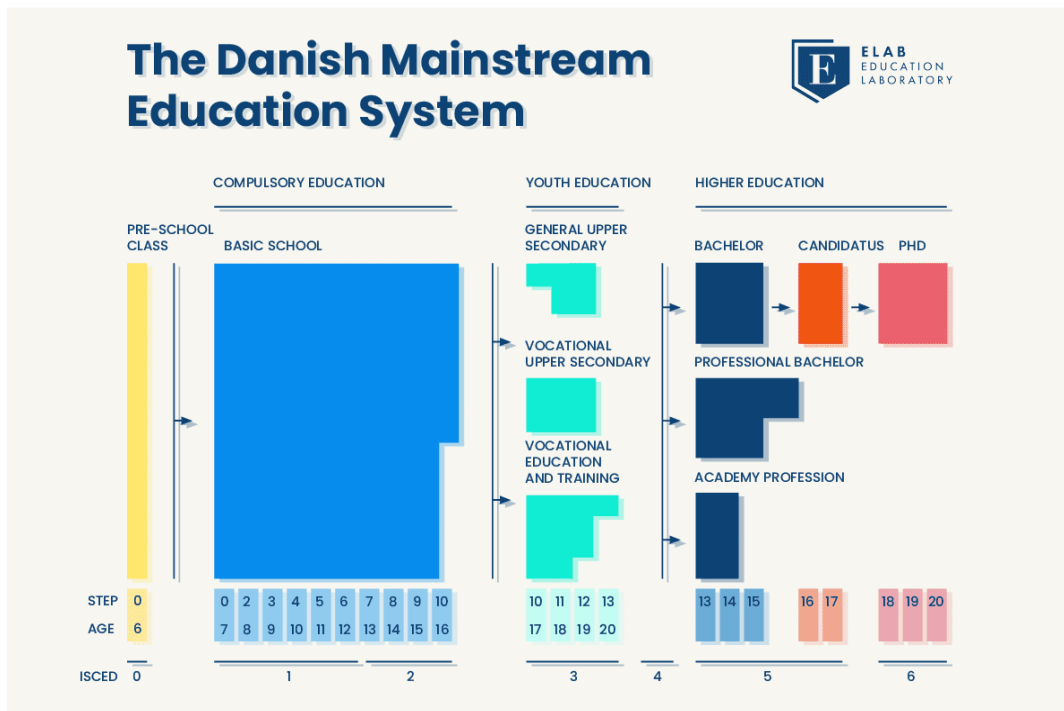
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Like other Scandinavian welfare states with similar goals, Denmark has a clear emphasis on maximizing labour force participation, promoting gender equality, ensuring egalitarian and extensive welfare benefits levels as well as the extent of redistribution and the liberal use of expansionary fiscal policy.

Education is a high priority for Denmark, in 2008 Denmark had the highest rate of public expenditure of any OECD country, at 7,1 per cent of GDP.



Education is within legislation and government administration, conceptualized separately.



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**Education is governed by the *Folkskole* Act and Ministry of education. The aim of education legislation in that everyone should have the same access to education and training.**

In Denmark, ethnic origin is seen in terms of citizenship and place of birth. Around 10 per cent of the Danish population are not of Danish descent and are immigrants from Turkey, Iraq, Somalia, Bosnia-Herzegovina and South Asia. The nation of Denmark was founded by the Viking king, Harald Bluetooth in the late 10th century AD. It is, therefore, one of the oldest nations in Europe. Denmark has been an independent country for most of its history. The one exception was the period between 1397 to 1523, when it was part of a large, pan-Scandinavian kingdom known as the Kalmar Union. This union was dissolved when Sweden declared its independence.

Old Norse, together with its descendants, is a North Germanic language. This branch of the Indo-European language family originated in Southern Scandinavia, and this is where the homeland of the Danish people is found. In fact, much of southern Sweden once belonged to Denmark.

The vast majority of people in Denmark are ethnic Danes, which is what people from Denmark are called. But what is a Dane? An



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**ethnic Dane speaks the Danish language and whose ancestors  
have lived in Denmark for centuri**

**Educational policy is concerned with equal access. The focus  
is on the individual, and all students are entitled to education that  
is adapted to their situation, and potential, and which takes into  
account any special needs.**

**Jackson & Cameron**

### **Text 09:**

#### **Young people place experiences and failure**

**The educational experiences of young people from black  
sands and borough reveal the fault lines embedded in the  
universalizing, and linear narratives of progressive development at  
the individual, institutional, and national levels.**

**Attending to the structural constraints and complex  
practices of young people in two very different places suggest that**



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**the situation of young people and their imagined transitions to adulthood have been affected by the past, the current restructuring of the world economy and changing national agendas that resonate locally.**

**There we have to consider the marginal spaces that young people experience in education in two very different places; example various tactics of place-making through such as young people's interest in customary, knowledge and practices in their urban settlement, which are far from their ancestral places, is a way of negotiating their everyday lives and displacing their failure in school. When educational policy-making, planning and implementation became more sophisticated, the hope was that individual failure would disappear if access to all levels of education was expanded.**

**Many countries introduced the comprehensive school, in the belief that bringing together all the young people in a given**



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catchment area, to one institutional complex would reduce and eventually remove the wide differences in educational

achievement, and ensure that no young person would leave school with a sense of failure.

Tilkczek , OCED

### Text 10:

#### Teacher leadership

Teacher engagement in leadership hinges on teachers having concrete opportunities to enact leadership. To be leaders not just within their classroom, but also by collaborating with their colleagues for the overall improvement of their school.

In that sense, it is interesting to explore the association of instructional leadership with distributed leadership, measured by the participation of stake holding -including teachers- in school



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**decisions and building a culture of shared understanding and responsibility within the school.**

**Results show that those principles who involve staff, parent and students in school decisions and have a school culture of collaboration and shared responsibility, are more likely to report that they take actions pertaining to transformational leadership. A critical prerequisite for teacher leadership is for teachers to have the autonomy necessary for their work.**

**The degree to which teachers are autonomous is making decisions in their work has been identified as a cornerstone of teachers professionalism, along with development of knowledge and the capacities for collaboration on average across the OECD,84 per cent of teachers consider that they have control over “ determining course content” , and teachers with higher feeling of control over their target class tend to report that they engage more often in professional**

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**collaboration activities with their peers, after controlling for teacher and class characteristics .**

**In addition, regression analyses show that, on average across the OECD, teachers who feel a higher sense of control over their target class are more likely to report that they work in an innovative environment, after controlling for teacher and class and characteristics.**

**The importance of system leadership, understood as principal's ability to connect with other principals and parents cannot overstate and, in many systems, principals are increasingly encouraged to exercise leadership not only within their school, but also beyond their school.**

**OECD**



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## Text 11:

### School Planning Councils

School Planning Councils represent an important partnership among parents, educators, and students in British Columbia's public education systems. Under legislation first introduced in BC in May 2002. School Planning Councils are rapidly becoming part of the fabric of every public school in the province. The 2002/2003 year was deemed a transition year, with 2003/2004 being the first full year of operation in all schools.

School Planning Councils consisted of the principal, one teacher, and three parents in the school. A year later a student was added in secondary schools that enrol student in grades 10, 11 and 12, effectively removing parents 'majority in those schools. Most School Planning Councils accommodate non-voting members. The primary function of school councils "is to bring all partners to the table in the process of creating the best possible learning environment for the school". In its guidelines on School Planning Councils, BC emphasizes community involvement, and particularly the role of parents, in the formation of school plan.

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**School Planning Councils acknowledge the importance of parental involvement and formalize the role of parents to improve student achievement in all schools in BC.**

**School Planning Councils reach out to all members of the school community. The school community consists of all parents, teachers and support staff .School plans reflect the characteristics, values and needs of the school community.**

**SAEE**



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**Note:** References are arranged in order of appearance in the selected texts chapter.