



**Course Descriptor**  
**EDUC324E Practicum 1**

<b>Proposed Academic Year</b>	Fall 2024-2025	<b>Last Reviewed Academic Year</b>	
<b>Course Code</b>	EDUC324E	<b>Course Title</b>	Practicum 1
<b>Credit hours</b>	3	<b>Level of study</b>	Undergraduate
<b>College / Centre</b>	College of Arts and Humanities	<b>Department</b>	Education Department
<b>Co-requisites</b>	EDUC351E	<b>Pre-requisites</b>	EDUC214E EDUC221E EDUC251E

### 1. COURSE OUTLINE

This course is primarily practical and focuses on teaching English for young learners (Grade 1-4). It aims to enable students to apply and demonstrate their specialized knowledge to enhance professional practice and teaching competencies. The course provides opportunities for direct practical application of the elements of the conceptual framework of the specialization: academic competence, teaching diversity, attitudes and values, research culture, lifelong learning, and technological skills. The practical training focuses on basic education: Cycle 1 and it takes a full semester (15 weeks) in the micro-teaching laboratory under the supervision of the faculty as well as practice in basic education schools cycle 1 (Grades 1 – 4)

### 2. AIMS

This course aims to:

- Train students on lesson planning.
- Enable students to acquire basic teaching skills when dealing with young learners in cycle 1 (Grades 1 – 4)
- Accustom students to the management of the class when teaching English for young learners.
- Enable students to practice continuous assessment processes in the classroom.
- Train students to face changes in the classroom position.

### 3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS

<b>Learning Outcomes</b> <i>(Definitive)</i>	<b>Teaching and Learning methods</b> <i>(Indicative)</i>	<b>Assessment</b> <i>(Indicative)</i>
Upon successful completion of this course, students will be able to:		
1. Plan for their classroom correctly.	Group work, presentations, lab work.	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> </ul>



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		<ul style="list-style-type: none"> <li>• Groups</li> <li>• Peer evaluation.</li> <li>• Teacher evaluation</li> </ul>
2. Carry out a lesson in English considering the basic teaching skills when teaching English for young learners.	Group work, presentations.	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Groups</li> <li>• Peer evaluation.</li> <li>• Teacher evaluation</li> </ul>
3. Improve class management during teaching English for young learners (grade 1-4)	Group work, presentations. Field- based case studies	Class Presentation, Written Examination
4. Practice continuous assessment processes in the classroom.	Group work, presentations. Field- based case studies	Case Study report
5. Behave in a proper and balanced way when facing changes in the classroom.	Group work, presentations.	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Groups</li> <li>• Peer evaluation.</li> <li>• Teacher evaluation</li> </ul>
	<p>All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.</p>	

#### 4. ASSESSMENT WEIGHTING



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Assessment	Percentage of final mark (%)
Preparing lessons plans	10
Preparing continuous assessment tools and tests	10
Peer evaluation	10
Assignments and weekly reflections	10
Performance within micro teaching labs	20
Teaching practice performance in cycle 1 schools	40
<b>TOTAL</b>	<b>100%</b>

**5. ACHIEVING A PASS**

Students will achieve 2 credit hours for this course by passing **ALL** of the course assessments [*alternatively, list the compulsory pass assessments\**] and achieving a **minimum overall score of 50%**

*NB \*Ensure that ALL learning outcomes are taken into account*

**6. COURSE CONTENT (Indicative)**

LECTURE TOPIC	TIME (HOURS)
Week 1: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing quarterly teaching plans</li> </ul>	4
Week 2: <ul style="list-style-type: none"> <li>• Preparing daily teaching plans</li> </ul>	4
Week 3: <ul style="list-style-type: none"> <li>• Preparing and planning activities and presentation tools</li> <li>• Class management</li> </ul>	4
Week 4: <ul style="list-style-type: none"> <li>• Preparing continuous assessment tools and tests</li> </ul>	4
Week 5-6: <ul style="list-style-type: none"> <li>• Micro teaching (planning, teaching, reflective commentary, collaborative assessment)</li> </ul>	8



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Week 7 -15:	36
<ul style="list-style-type: none"> <li>Teaching practice in Basic Schools Grade 1-4</li> </ul>	
<b>TOTAL HOURS</b>	<b>60</b>
Plus <b>RECOMMENDED INDEPENDENT STUDY HOURS</b>	<b>120</b>
<b>TOTAL COURSE HOURS</b>	<b>180</b>

### 7. RECOMMENDED READING

**Core text/s:**

Harmer,J.(2007). How to teach English. Pearson longman. New York; ISBN:  
1405853026

Watkins,P.(2005). Learning to teach English. Delta Publishing Company, London

**Library + online resources:**