



Course Descriptor

EDUC 351 E Methods of Teaching English as a Second language

Proposed Academic Year	Spring 2023-24	Last Reviewed Academic Year	
Course Code	EDUC 351 E	Course Title	Methods of Teaching English as a Second language
Credit hours	3	Level of study	Undergraduate
College / Centre	College of Arts and Humanities	Department	Education Department
Co-requisites	None	Pre-requisites	None

1. COURSE OUTLINE

This course is an English-medium course. It aims at developing student teachers' pedagogical knowledge and skills. It introduces methods, approaches, and techniques of TEFL with a focus on teaching the four skills (reading, writing, speaking, and listening) as well as grammar and vocabulary. Curricular, institutional and student related issues are addressed, associating scholarly matters to the local context. It also targets skills of lesson planning, assessment, and classroom management. It acquaints students with some traditional approaches to ELT as well as Communicative Language teaching and Task-Based Learning and Teaching. The course includes three weeks of field experience in local schools.

2. AIMS

This course aims to:

- Develop learners' knowledge and skills in teaching.
- Develop learners' knowledge about methods, approaches, and techniques in teaching reading, speaking, and listening.
- Train students to prepare lessons' plans and assessments.
- Raise learners' awareness about classroom management.
- Enable students to apply acquired knowledge to teach in real classroom conditions.

3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS

Learning Outcomes <i>(Definitive)</i>	Teaching and Learning methods <i>(Indicative)</i>	Assessment <i>(Indicative)</i>



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Upon successful completion of this course, students will be able to:		
1. Differentiate between different methods, approaches and techniques in teaching reading.	<p>Theoretical:</p> <p>Lectures, PowerPoint, field-based case studies both visual and written.</p> <p>Practical:</p> <p>Field trips to existing schools, Guest speakers from neighboring schools.</p>	<p>Participation</p> <p>Class discussion</p> <p>Presentation:</p> <p>Group</p> <p>Judges peers panel</p> <p>Class Competition.</p>
2. Use different methods, approaches, and techniques in teaching speaking.	<p>Theoretical:</p> <ul style="list-style-type: none"> Lectures, PowerPoint, <p>Practical:</p> <p>Field trips to existing schools. Field-based case studies both visual and written</p>	<ul style="list-style-type: none"> Exam + Participation Class discussion Presentation: Group Class Competition .
3. Use different approaches and techniques in teaching listening.	<p>Theoretical:</p> <ul style="list-style-type: none"> Lectures, PowerPoint, <p>Practical:</p> <ul style="list-style-type: none"> field-based case studies both visual and written <p>Field trips to existing schools.</p>	<ul style="list-style-type: none"> Participation Class discussion Presentation: Group Competition (among classes).
4. Prepare lessons' plans and assessments.	<p>Theoretical:</p> <ul style="list-style-type: none"> Lectures, PowerPoint, Case studies both visual and written <p>Practical:</p> <p>Field trips to existing schools.</p>	<ul style="list-style-type: none"> Participation Class discussion Presentation: Group Competition (classrooms)



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<p>5. Understand the key elements of classroom management.</p>	<p>Theoretical: Lectures, PowerPoint, Practical: • Field- based case studies both visual and written. Field trips to existing schools.</p>	<ul style="list-style-type: none"> • Participation • Class discussion • Presentation: • Group •
<p>6. Apply acquired knowledge to teach in real classroom conditions.</p>	<p>Theoretical: • Lectures, PowerPoint, Case studies both visual and written. Practical: • Field trips to existing schools.</p>	<ul style="list-style-type: none"> • Participation • Class discussion • Presentation: • Group work • Competition (among learners)
	<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>	<ul style="list-style-type: none"> •

4. ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Class work	5
Field-based case study	15
Presentation	10
Participation	10



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Midterm	20
Final Exam	40
TOTAL	100%

5. ACHIEVING A PASS

Students will achieve **3** 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)
How to plan effective lesson, role of teacher and student within learning environment	4
Terminology related to teaching skills	4
Teaching methods and main components of classroom management.	4
Using effective tools for English teachers to help students improve their communicative skills in reading, writing, listening, and speaking. Using effective teaching methods.	12
Effective use of technology (Internet, iPad) and motivating resources (films, music, YouTube, online platform, etc.).	4
Teaching real lessons in a stimulating classroom environment	4
Using different methods in evaluation, especially authentic assessment.	4
Presentation of the home assignments and prepared lessons.	6
Revision	4
Final Exam	
TOTAL HOURS	48
Plus RECOMMENDED INDEPENDENT STUDY HOURS	96
TOTAL COURSE HOURS	144

7. RECOMMENDED READING



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Core text/s:

Core texts:

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

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

Library + online resources: