

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given:

الليسانس فى الآداب والتربية تخصص لغة انجليزية – تعليم ابتدائى

Major or Minor element of programmes: رئيسى

Department offering the programme: قسم اللغة الانجليزية بكلية الآداب + الاقسام التربوية

Department offering the course: قسم المناهج وطرق التدريس

Academic year /Level: الفرقة الرابعة - الفصل الدراسي الثاني

Date of specification approval: ٢٠٠٨ / ١٠ / ٢٠

A- Basic Information:

Title: Methods of Instruction.

Code: 15411 Eng.

Credit Hours: ----

Lecture: two hours.

Tutorial: ----

Practical: 1 hour

Total: 3 hours weekly.

Total: 42 hours.

B- Professional Information:

1- Overall Aims of Course:

- Introducing the Ss to the language skills emphasized at the secondary stage.
- Recognizing some teaching skills needed by the teacher.
- Identifying a few teaching strategies and their implementation in language classrooms.
- Providing the students with commonly-used methods of teaching and their characteristics.
- Training students to use the strategies / methods introduced in teaching situations.

- Becoming aware of secondary stage textbooks content.
- Modeling the role of a successful professional teacher during practice teaching.
- Considering their teaching experience reflectively.
- Being introduced to the concept of continuous assessment used by the teacher and its tools.

2- Intended Learning Outcomes of Course (ILOs):

By the end of this course, students will be able to:

A- Knowledge and understanding:

A-1-1 discuss the variant language skills and their sub-skills introduced to primary school pupils.

A-2-1 identify some teaching skills used by the language teacher.

A-2-2 define cooperative learning and its implementation in the classroom.

A-2-3 To recognize the 9 types of intelligence stated by multiple intelligences theory.

A-2-4 explain the problem solving strategy in language learning.

A-3-1 list some of the obstacles encountered in language classrooms at that stage of education.

A-2-5 relate brainstorming to the warm-up stage of a lesson.

A-2-6 discuss the variant methods of teaching.

A-2-7 identify what is meant by reflective teaching method.

A-4-1 name some continuous assessment tools and their characteristics.

B- Intellectual Skills:

B-5-1 form his own theory of teaching depending on the theories and strategies studied.

B-4-1 employ problem-solving in handling learning/*teaching situations.

B-4-2 frame problematic situation in a fashion that provides for their situation

B-4-3 analyze a textbook to identify its basic components and skills addressed.

B-5-2 compare and contrast variant teaching methods.

B-5-3 to prepare a lesson according to one of the strategies introduced.

B-9-1 judge their teaching experience in terms of a certain criteria.

B-9-2 design different assessment tools that could be used at the secondary stage.

B-9-3 analyze their teaching or learning experiences.

C- Professional and Practical Skills:

C-3-1 use English language in a teaching situation efficiently and effectively.

C-5-1 comment on the performance of a colleague.

C-5-2 suggest means of performance development to peers.

C-1-1 give a demonstration of one of the studied teaching techniques to the class.

C-1-2 carry out a project on a topic related to their course in groups.

C-4-1 write journal entries about their teaching/learning experience.

C-2-1 report the encountered problems in teaching practice to their classmates deciding on solutions.

C-4-2 model the instructive role of a teacher in a controlled situation.

D- General and Transferable Skills:

D-5-1 collect data needed to complete a suggested project from different sources.

D-1-1 make an oral presentation about a topic suggested in class .

D-4-1 work constructively with other classmates to reach a compromise in a team work

D-2-1 manage the specified time given for completing a certain project successfully.

D-5-2 apply their subject knowledge when working at schools.

D-2-2 plan for future development through critical reflection.

D-4-2 work collaboratively with other colleagues.

D-2-3 think critically about teaching situations and ways of improvement.

3- Contents:

Topic	No. of Hours	Lecture	Tutorial/ Practical
Language skills	6 hours	4	2
Teaching skills	6 hours	4	2
Co-operative learning	6 hours	4	2
Multiple intelligences	6 hours	4	2
Brainstorming	2 hours	1	1
problem-solving	2 hours	1	1
Common teaching methods	6 hours	4	2
Insight in practice teaching	4 hours	2	2
Reflective teaching	4 hours	2	2

4- Teaching and Learning Methods:

- 4.1. Theoretical presentation of materials through lectures.
- 4.2. Application lectures.
- 4.3. Discussion.
- 4.4. Cooperative groups.
- 4.5. Oral presentations.

5- Student Assessment Methods:

- 5.1. Written test: To assess the knowledge, understanding and intellectual skills.
- 5.2. Oral presentations: To assess practical and professional skills.
- 5.3. Group project work: To assess practical, professional, general and intellectual skills.
- 5.4. Weekly assignments: To assess the knowledge, understanding, intellectual and general skills.
- 5.5. Discussion: To assess the knowledge and general skills.

Assessment Schedule:

Assessment 1: Written test: At the end of the term during the 15th or 16th Week.

Assessment 2: Oral presentations: During the 14 weeks of the course each student participating on his own turn.

Assessment 3: Group project work: A number of times throughout the term during the 6th, 9th and 12th weeks.

Assessment 4: Weekly assignments: During the 14 weeks of the term.

Assessment 5: Discussions: During the lectures. A few notes would be taken about the sharing students.

Weighting of Assessments:

Mid-Term Examination:	-
Final-Term Examination:	80%
Oral Examination;	-
Practical Examination:	-
Semester Work:	20%
<u>Other Types of Assessment:</u>	-
Total:	100%

6- List of References:

6.1- Course Notes.

Notes and handouts introduced by the instructor.

6.2- Essential Books (Text Books):

- Methods of Teaching English for Arab Students. Najat Al-Mutawa and Taiseer Kailani. Longman. 1989.

6.3- Recommended Books:

- Richards, J. C. (1996). The Self-directed teacher. 7th ed. Cambridge University Press.
- Richards, J. C. (2000). Reflective teaching in the language classrooms. 7th ed. Cambridge University Press.

- Rogers, T and Johnson, D.W. (1994). An overview of cooperative learning. Baltimore: Brookes.

6.4- Periodicals, Web Sites, etc.

- FORUM magazine.
- <http://www.co-operation.org/pages/overviewpaper.html>.
- <http://cte.uwaterloo.ca>

7- Facilities Required for Teaching and Learning:

- Big, clean class rooms.
- Microphones
- White boards and markers.
- Computer and Datashow.

Course Coordinator: Dr. Mona Abdel Tawab.

Date:

Head of Department: Prof. Hosam Abo El-Hoda

Date: