

نموذج توصيف المقرر

جامعة : الفيوم

كلية : التربية

Programme(s) on which the course is given:

الليسانس في الآداب والتربية تخصص لغة انجليزية

Major or Minor element of programmes: رئيسي

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

Department offering the course: قسم المناهج وطرق التدريس

Academic year /Level: الفرقة الثانية - الفصل الدراسي الثاني

Date of specification approval: ٢٠٠٨/١٠/٢٠

A- Basic Information:

Title: **Methods of instruction**

Code: 33221 Cur

Credit Hours: ----

Lecture: **2 hours.**

Tutorial: ----

Practical: 1 hour

Total: **3hours weekly.**

42 hours

B- Professional Information:

1- Overall Aims of Course: by the end of this course students will be able to:

- recognizing and acquiring the required teaching skills for the teacher.
- identifying the basic characteristics and traits for the intended instructional categories to achieve balance between these characteristics and the methods of content teaching .
- recognizing basic language skills and sub-skills and the teaching methods that can be used to teach these skills.
- enhancing lesson planning and presentation skills.
- enhancing teaching practice skills, discussion skills and participation skills.
- analyzing the content of English language textbooks introduced at the prep and secondary stages in order to understand their components.

2- Intended Learning Outcomes of Course (ILOs):

A- Knowledge and understanding:

After studying this course, student will be able to:

A-4-1. define the terminology presented in lectures i.e: evaluation, classroom management, group work etc.

A-4-2. list teachers' capabilities in terms of the five basic domains of teacher skills.

A-5-1. identify objective types and their uses.

A-5-2. locate different types of questions according to Bloom's taxonomy.

A-5-3. tell main conditions and types of group work .

A-5-4. discuss some teaching methods of presentations for the content.

A-5-5. list the positive feedback types for students.

A-5-6. explain the importance of feedback and its effect on developing the students' performance.

A-5-7. discuss the role of different educational aids in the presentation of lessons.

A-5-8. describe some classroom management skills and their effect on learning and teaching.

B- Intellectual Skills: by the end of this course students will be able to:

B-2-1. design the appropriate activity for each instructional situation.

B-2-2. compare and contrast between formative and summative evaluation.

B-2-3. assess the introduced teaching methods and compare between them.

B-3-1. criticize some instructional practices of different teachers.

B-3-2. analyze some instructional situations to make decisions about their improvement.

B-3-3. formulate logical justifications for his/her choices and preferences.

B-2-4. set up a proposed plan for the academic term in the light of what he has studied.

B-2-5. schedule his/her plan stages in terms of time.

C- Professional and Practical Skills: by the end of this course students will be able to:

C-5-1. write behavioral objectives accurately and clearly.

C-5-2. devise an application for one of the introduced teaching methods.

C-4-1. use the English language skillfully.

C-6-1. design a group of educational activities appropriate for the intended outcomes.

C-5-3. employ a group of different assessment tools.

C-7-1. collect data about the characteristics of a successful teacher from different sources.

C-5-4. write a lesson plan for each of the introduced teaching methods.

D- General and Transferable Skills: by the end of this course students will be able to:

D-1-1. prepare an oral presentation for one of the introduced teaching methods.

D-4-1. use computer in preparing a mini research about the characteristics of a teacher.

D-4-2. practice working in groups to fulfill a certain task.

D-4-3. apply critical thinking skills when handling information.

D-4-4. revise classmates' way of handling the instructional content.

D-2-1. manage time effectively when presenting lesson plans.

D-2-2. use discussion and negotiation skills .

D-2-3. reflect on the introduced performance to identify the points of weakness and strength.

3- Contents:

Topic	No. of Hours	Lecture	Tutorial/ Practical
The qualities of a good teacher	3	2	1
Classroom Management Skills.	6	4	2

Grouping techniques	3	2	1
Questioning techniques	6	4	2
Lesson planning and its stages.	6	4	2
Reading skill and its presentation methods.	3	2	1
Listening skill and its presentation methods.	3	2	1
Writing skill and its presentation methods.	3	2	1
Speaking skill and its presentation methods.	3	2	1
Grammar introduction.	3	2	1
Lexical items teaching.	3	2	1

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):

- SPAIR: A collection of materials for teachers.

6.3- Recommended Books:

- Biggs, J. (1999). Teaching for quality learning. Buckingham: Open University Press.
- Lindley, D. (1993). This rough magic. West port, CN. Bergin & Garvey.
- Erickson, H.L. (2007). Concept-based curriculum and instruction for the thinking classroom. Thousand Oaks, CA. Corwin Press.

6.4- Periodicals, Web Sites, etc.

- FORUM magazine.

- <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teaching/questype.htm>.
- <http://learningandteaching.dal.ca/aqh.html>
- <http://www.uwsp.edu/education/lwilson/learning/quest2.htm>

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:

