

## 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 الرابعة - الفصل الدراسي الثاني

Date of specification approval: ٢٠٠٨ / ١٠ / ٢٠

### A- Basic Information:

Title: **Methodology**

Code: 33411 Cur

Credit Hours: ----

Lecture: **two hours.**

Tutorial: ----

Practical:

Total: **2 hours weekly.**

**28 hours**

### B- Professional Information:

#### 1- Overall Aims of Course:

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

7. Modeling the role of a successful professional teacher during practice teaching.
8. Considering their teaching experience reflectively.
9. Being introduced to the concept of continuous assessment used by the teacher and its tools.

## **2- Intended Learning Outcomes of Course (ILOs):**

### **A- Knowledge and understanding: by the end of this course students will be able to :**

- A-1-1. discuss the variant language skills and their sub-skills introduced to secondary stage students.
- A-5-1. identify some teaching skills used by the language teacher.
- A-4-1. define cooperative learning and its implementation in the classroom.
- A-6-1. recognize the 9 types of intelligence stated by multiple intelligences theory.
- A-4-2. explain the problem solving strategy in language learning.
- A-7-1. list some of the obstacles encountered in language classrooms at higher stages of education
- A-5-2. relate brainstorming to the warm-up stage of a lesson.
- A-4-3. discuss the grammar translation method.
- A-4-4. explain the communicative language teaching method.
- A-4-5. review the audio-lingual method.
- A-4-6. identify what is meant by reflective teaching method.
- A-4-7. to name some continuous assessment tools and their characteristics.

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

- B-2-1. form his own theory of teaching depending on the theories and strategies studied.
- B-3-1. employ problem-solving in handling learning/\*teaching situations.
- B-3-2. frame problematic situations in a fashion that provides for these situation.

B-2-2. analyze a textbook to identify its basic components and skills addressed.

B-3-3. compare and contrast variant teaching methods.

B-2-3. prepare a lesson according to one of the strategies introduced.

B-3-4. judge their teaching experience in terms of certain criteria.

B-2-4. design different assessment tools that could be used at the secondary stage.

B-3-5. analyze their teaching or learning experiences.

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

C-4-1. 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 pairs.

C-5-3. give a demonstration of one of the studied teaching techniques to the class.

C-6-1. carryout a project on a topic related to their course in groups.

C-6-2. write journal entries about their teaching/learning experience.

C-7-1. report the encountered problems in teaching practice to their classmates deciding on solutions.

C-5-4. model the instructive role of a teacher in a controlled situation.

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

D-4-1. 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-4-2. 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-2-2. apply their subject knowledge when working at schools.

D-4-3. plan for future development through critical reflection.

D-4-4. work collaboratively with other colleagues.

D-4-5. think critically about teaching situations and ways of improvement.

### **3- Contents:**

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

### **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.