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 ـ 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 15$^{th}$ or 16$^{th}$ 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 6$^{th}$, 9$^{th}$ and 12$^{th}$ 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%**
Other Types of Assessment:         -
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. 7$^{th}$ ed. Cambridge University Press.

- Richards, J. C. (2000). Reflective teaching in the language classrooms. 7$^{th}$ 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:**