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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **Department of English Language and Literature** |
| **Bachelor** | **Course Syllabus** | **Academic year: 2022/23** |

**Course information**

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| **Prerequisite** | | **Course title** | | **Course#** |
| 0120220  0120251 | | **Methods of TEFL (1)** | | **0120115** |
| **Room #** | **Class time** | | **Course type** | |
| 407 | Mon. Wed. 11.15- 12.45 | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

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| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| nhamdi@philadelphia.edu.jo | M, W 9.45- 11.15 | 2159 | 405 | Nadia Hamdi |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
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**Course Description**

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| This course aims at introducing students to the historical developments of the different methods and approaches of teaching English as a foreign language (Grammar-Translation Method, Direct Method, Audiolingual Method, Cognitive Approach and Communicative Approach) in connection with the different schools of thought. In addition, the course offers practical application of the theoretical basis of the Communicative Approach. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
| Learn about modern methods of teaching English as a foreign language. | Understand various teaching methods and classroom management techniques | **K1** |
|  | Identify a range of approaches and techniques to language testing and assessment | **K2** |
|  | Identify a range of qualities, skills and abilities that teachers need. | **K3** |
| **Skills** | | |
| Adhere to professional and academic ethical standards. | Apply different teaching and assessment methods in hypothetical scenarios. | **S1** |
| **Competencies** | | |
| Develop teamwork and a constructive professional personality. | Work both independently and collaboratively with their colleagues | **C1** |
|  | Integrate knowledge about cultural differences in communication styles within a classroom setting. | **C2** |

**Learning Resources**

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| --- | --- |
| Nagaraj, [Geetha](https://library.philadelphia.edu.jo/scripts/minisa.dll/61/PAUTHOR_NAME/Geetha?KEYSEARCH" \o "Click to see other records with this author), *English language teaching: approaches, methods, techniques* [Hyderabad: Orient Longman Private Limited, 2004] | Course textbook |
| Brown, H Douglas,*Principles of Language Learning and Teaching* [New Jersey: Prentice Hall Regents, 1994] (3rd edition)  Obodezee, Brian, *TEFL/TESOL 101: PRACTICAL TEACHING GUIDE FOR ASPIRING ESL TEACHERs,* (Oxfordshire: Routledge, 2012) | Supporting References |
| <https://teflbootcamp.com/teach-english/tefl-methodology-two-common-methods/>  https://www.henryharvin.com/blog/different-methods-of-teaching-english/ | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

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| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| What is Teaching and Learning p 1-3 |  | Lecture | Introduction to methods of TEFL  Bilingualism vs Monolingualism  Factors that affect the L/T process | **1** |
| Major factors | In class assignment | Lecture | Definitions (Language, learning and teaching).  What factors influence a language learner | **2** |
| Method 1 | HW assignment | Collaborative learning | The Grammar- Translation method  Practical application  discussion | **3** |
| Variety in teaching |  | Project based learning | First Language Acquisition  Competence and Performance | **4** |
| How to apply production expectations | In class assignment |  | Comprehension and Production | **5** |
| An analysis of language production |  | Collaborative learning | Nature or Nurture, Imitation, Practice, Input, Discourse | **6** |
| Method 2 |  | Collaborative learning | The Series Method  Practical application  discussion | **7** |
| Differences in acquisition | HW assignment | Project based learning | Comparing and Contrasting First and 2nd Language Acquisition | **8** |
| Types of comparison |  | Student presentations | Comparing and Contrasting First and 2nd Language Acquisition | **9** |
| Method 3 |  | Problem solving | The Audiolingual Method  Practical application  discussion | **10** |
| Learning preferences | HW assignment | Flipped class | Learning strategy training: visual and auditory styles | **11** |
| Method 4 |  | Problem solving | Cooperative learning | **12** |
| How to prepare a study plan |  | Flipped class | Preparation and study plans | **13** |
| Practice creating study plans |  | Flipped class | Planning and executing | **14** |
| Practice creating study plans |  | Flipped class | Multiple intelligences  Revision | **15** |
|  |  |  | Final Exam | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Students will do online practice of reading comprehension texts  Students will use the online dictionary to learn the pronunciation and derivation of words |
| Communication skills |
| Students will use new vocabulary to communicate effectively |
| Application of concepts learnt |
| Students will use the concepts they learn to read and comprehend external texts |

**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | 6 | **30 %** | **Mid Term Exam** |
|  | Continuous | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| Out of class assignment | Flipped class, problem solving | Identify the basics of paragraph writing and use them to evaluate good and bad paragraphs | **K1** |
|  |  | Identify topic sentences easily |  |
| **Skills** | | | |
| project | Flipped class, project based | Develop needed skills in dealing with literary and non-literary texts | **S1** |
| Out of class assignment | Lecture, collaborative | Efficiently write coherent and cohesive paragraphs | **S2** |
| Out of class assignment | Lecture, collaborative | Assess different styles of writing through understanding the general specifications of a typical text | **S3** |
| **Competencies** | | | |
|  |  |  | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**