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| Institution : | University College of Science & Humanities, MU |
| Academic Department : | English |
| Programme : | BA, English |
| Course title and code: | Teaching English as a Foreign Language, ENG-425 |
| Specification Approved Date :  | …./ … / …… H |

**Course Specifications**

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| **Institution: Majmaah University** | **Date: 13/11/2017** |
| **College/Department : University College of Science & Humanities/English Language** |

**A. Course Identification and General Information**

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| 1. Course title and code: Teaching English as Foreign Language , ENG-425 |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)----- |
| 4. Name of faculty member responsible for the course: Prof VSV Laxmi Ramana |
| 5. Level/year at which this course is offered: Eight (8 Level)/4th Year |
| 6. Pre-requisites for this course (if any): NIL |
| 7. Co-requisites for this course (if any): NIL |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):40% a. Traditional classroom What percentage? 50%\*, Editing and Publishing) by Wayne C Booth b. Blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage?10%\* f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?* To introduce students to theoretical principles of teaching English as a second or foreign language.
* To trace the development of the various English language teaching methodologies in the 20th and 21st centuries
* To evaluates, analyze and possibly apply methods of teaching English to the various components of the primary, intermediate and secondary school English syllabuses
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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)A Practical Paper should be introduced to practice the methods and strategies to teach English as a Foreign Language |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:This course aims at:1. Introducing students to theoretical principles of teaching English as a second or foreign language.
2. Tracing the development of the various English language teaching methodologies in the 20th and 21st centuries
3. Evaluating, analyzing and possibly applying them in teaching English appropriately to the various components of the primary, intermediate and secondary school English syllabuses.
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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Definitions of key concepts such as methodology, approach, method, Curriculum/syllabus and techniques | 1 | 3 |
| The grammar translation method | 1 | 3 |
| The direct method | 1 | 3 |
| The Audio-Lingual Method | 1 | 3 |
| Communicative Language Teaching | 1 | 3 |
|  Situational Method | 1 | 3 |
|  Language Immersion | 2 | 6 |
|  Silent way and Desuggestopedia | 2 | 6 |
|  Total Physical Response and the Direct Method | 1 | 3 |
|  Methods of teaching listening and speaking | 1 | 3 |
|  Methods of teaching reading and writing | 1 | 3 |
|  Methods of teaching grammar and vocabulary | 1 | 3 |
|  Methods of teaching Literature | 1 | 3 |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week. NIL |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)  |
| **Code****#** | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| **1.1** | To List out the key concepts of ELT | Lectures | Written Test on key concepts |
| **1.2** | To Define the definitions of various methods of teaching  | Lecture | Quiz on definitions |
| **1.3** | To List out the methods and approaches of ELT | Lecture | Written Test on Various Methods |
| **2.0** | **Cognitive Skills** |
| **2.1** | To Compare and contrast the methods and approaches | Reviewing the definitions to differentiate the differences | Test |
| **2.2** | To exemplify the methods through Lesson Plans | Writing Lesson Plans | Teaching Practice |
| **2.3** | To analyze the differences | Strategies to teach different aspects | Oral Presentations |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To Demonstrate the methods of teaching English Language | Demonstrate from the English Readers of the School  | Group Assignment to teach various concepts of language from the English Reader |
| **3.2** | To Use a lesson plan based on each method and approach to teach English | Procedure to prepare the teaching material to demonstrate | Group Assignment to write lesson plans and collect teaching material on various concepts of English Language to teach |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | To Evaluate the differences in Methods and approaches | Introducing collaborative learning to plan and disccuss | Teaching Practice |
| **4.2** | To Use illustrations to differentiate |  …..do….. | Chart Presentations and model presentation |
| **5.0** | **Psychomotor** |
| **5.1** | To Apply various methods of teaching English  | Writing lesson plans | Teaching Practice |
| **5.2** | To Justify the approaches for teaching different language aspects | Preparing the material appropriate to the concept | Teaching Practice |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | I Mid Exam | 8 | 20 |
| **2** | II Mid Exam | 12 | 20 |
| **3** | Assignments on methods and Approaches of various teaching methods | 12 | 10 |
| **4** | Prepare a lesson plan to teach a topic based the assigned method or approach and present | 14 | 10 |
| **5** | Final Test on all prescribed units | 15 | 40 |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)Two days in a week for 3 hours |

**E Learning Resources**

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| 1. List Required Textbooks* Methodology In Language Teaching: An Anthology of Current Practice by

Richards, J C* “ The Crafts of Research” (Chicago guides to writing, Editing and Publishing) by Wayne C Booth
 |
| 2. List Essential References Materials (Journals, Reports, etc.)ELT Journals to know the modern trends in teaching methodologies |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.**Websites of bbc.org, TSOL, TOEFL,**  |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.-------- |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)The available resources are good enough |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Good |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)Good enough |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) ---------- |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingIQAC should collect the feedback and counsel the teachers to improve teaching effectivenessThe Department Coordinators should review the Result Analysis to know the students’ progress from MID-1 to Mid-2  |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentThe Question Paper should be prepared to test all the domains of learning and is verified before it goes for printing |
| 3. Processes for Improvement of TeachingWorkshops must be conducted in English only.Bilingual Education to be introduced |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)-------- |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.To write learning objectives for the course and plan to teach over the objective to test the Learning Outcomes |

**Name of Course Instructor: Prof VSV Laxmi Ramana**

**Signature: …Laxmi………………………. Date Specification Completed: 14 November,2017**

**Program Coordinator: …………………………………………………………………….**

**Signature: ………………………….. Date Received: ………………………………......**