Course Specifications

Course Title:	Language Teaching Methods and Approaches
Course Code:	ENGL 426
Program:	B.A English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours: 3

2. Course type

a.   University [X]   College [X]   Department [X]   Others [ ]

b.   Required [X]   Elective [ ]

3. Level/year at which this course is offered: Level 9

4. Pre-requisites for this course (if any):
ENGL 313 and 316

5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	67%
2	Blended	15	33%
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	40
2	Laboratory/Studio	5
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course introduces students to the principles of teaching English as a second or foreign language. It traces the development of the various English language teaching methodologies in the 20th and 21st centuries to evaluate, analyze and possibly apply them in teaching English appropriately and effectively in the primary, intermediate and secondary schools. The course is organized around several modules or units. The first module provides an overview of language teaching methodology listing definitions of key concepts such as methodology, approach, method, strategy, curriculum/syllabus and techniques. The second and third modules take a more specific approach (as will be detailed in the list of topics).

Students will be acquainted with the following teaching methods developed over the past century: *Grammar-Translation, The Direct Method, The Audio-lingual Method* (the link of these two Contrastive Analysis and Behaviorism will be discussed), *Communicative Language Teaching* (the link to Dell Hymes' Theory of Communicative Approach will be explained and discussed), The Cognitive Approach (*The Silent Way, the Natural Approach and Krashen's Monitor Model* (with the link to Chomsky's cognitive theory will be discussed), *Comprehension Approach and the Total Physical Response, Sociocultural Approaches: Interactive and Discourse Analysis Approaches* (discussing their origin in Vygotsky's Theory), *The Humanistic Approach and Suggestopedia/Desuggestopedia, Situational Methods, Immersion Method*, etc. Additionally, post-method as the most recent approach will be presented and discussed. Taking a practical approach, the course will also survey different strategies and techniques of teaching the for skills: Listening and Speaking, Reading and Writing along with techniques of teaching vocabulary and grammar(*as for grammar the historical debate along with the theory of Focus-on-Form will preferably be discussed*), Micro-teaching Method and Techniques, etc.

Methods of teaching this course will adopt flexibility, variation and practicality (e.g. using micro-teaching and peer teaching techniques which will be introduced as both a method of language teaching and a technique of training adopted in this course).

2. Course Main Objective

1. Grasp the key ideas, concepts and terms of language teaching methodology.

2. Outline the key features of the major 20th and 21st centuries' approaches and methods of language teaching (a survey from Grammar-Translation to Postmethod).

3. Discuss the differences between the traditional and modern approaches to language teaching.

4. Describe the influence of Contrastive Analysis and Behaviourism on traditional approaches and methods of language teaching.

5. Practice some of these methods via peer-teaching (or any of the micro-teaching methods and strategies).

6. Discus the link between Mentalism and some of the modern approaches to language teaching (Natural Method, Silent Way, Monitor Theory, etc.)..

7. **See the link between some of the interactional methods and Vygotsky's Socio-cultural Approach.**
8. **Discuss the main features of the Communicative Approach (Dell Hymes' Theory) and Communicative Language Teaching.**
9. **Argue for or against Postmethod (or any other method) of language teaching.**
10. **Conduct a research project on any of the methods and approaches studied in the course.**

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Define key concepts in language teaching: Method, Approach, Strategy, Technique, etc.	1.2
1.2	Explain the key ideas, concepts and terms of language teaching methodology.	1.3&1.4
1.3	Identify the link between some of the interactional methods and Vygotsky's Socio-cultural Approach.	1.1
2	**Skills :**	
2.1	Analyze methods and approaches from a variety of theoretical perspectives (e.g. task-based teaching or micro-teaching).	2.3&2.4
2.2	Compare and contrast traditional and modern methods of EFL.	2.3
2.3	Review empirical Teaching Methods in the field, and assess how far it confirms/ disconfirms particular learning theories	2.4
2.4		
3	**Competence:**	
3.1	Discuss the problems and challenges of implementing Communicative language teaching in Saudi Schools.	3.1
3.2	Complete assignments/projects in due time.	2.5&2.6
3.3	Participate in class discussion and think independently and critically.	1.4
3.4	Demonstrate skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team having learnt inter-team and intra-team skills from micro-teaching and peer teaching	2.1&2.2, 3.2 &3.3

C. Course Content

No	List of Topics	Contact Hours
1	Course orientation Definitions of key concepts such as methodology, approach, method, Curriculum, syllabus, techniques and other terms pertinent to learning strategies and teaching	3
2	Module/Unit 1: Traditional Approaches to Language Teaching and their Origin and History -The Grammar Translation Method (the oldest method) - The direct method - The audio-lingual method (discussing its relationship with Contrastive Analysis and Behaviourism)	3

3	Module/Unit 2
	
	Modern Methods of Language Teaching: The Communicative Approach and Interactive Methods
	
	- Communicative Language Teaching
	Sociocultural Approach to Language Teaching (reference to Vygotsky and his ZPD Framework).
	- Discourse Analysis Approach
	- Scaffolding Strategies
	   -Situational Method
	    - Immersion Method
		6

4	Cognitive and Humanistic Approaches: Natural Method, Silent Way and Krashen's Monitor Model Suggestopedia and Desuggestopedia	3
5	Revision and Midterm	3
6	- Total Physical Response and the Direct Method -Content-Based Instruction and Content and Language Integrated Learning - Class-Centered Teaching -Learner-Centered Teaching	6
7	- Outcome-Based Language Teaching - Literacy-Based Language Teaching -Task-based Language Education	3
8	Module/Unit 3 - Teaching English for Academic Purposes - Teaching English for Specific Purposes -Online and Blended Instruction - Reflective Pedagogy -Learner Strategies and Motivation - Alternative Language teaching Methods	6
9	Micro-teaching Methods/Peer-teaching (this will be tackled as a general strategy of language teaching and will also be adopted among the instructional methods in the course).	3
10	Module/Unit 4: particular Focus on Ways of Teaching the Skills Methods of Teaching Listening and Speaking - Methods of Teaching Reading and Writing - Methods of Teaching Grammar and Vocabulary - Methods of Teaching Literature	6
11	Revision and Final Exam	3
Total		45

D. Teaching and Assessment
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	• Compare and evaluate current methods and approaches of and English Language Teaching • Define key concepts in language teaching: Method, Approach, Strategy, Technique, etc.	Lectures Class discussion Communicative drills Collaborative learning/Team work Use predicting skills -Regular homework - Micro-teaching and peer teaching.	Class participation Quizzes Midterms/objective type questions Home Assignments Project Final written exam
1.2	• Review and evaluate empirical Teaching Methods in the field, and assess how far it confirms/ disconfirms particular learning theories.		
1.3	• Carry out small scale analyses of methods and approaches from a variety of theoretical perspectives (e.g. task-based teaching or micro-teaching).		
1.4	• Evaluate language instruction in the light of developments in ELT.		
2.0	**Skills**		
2.1	• Compare and contrast traditional and modern methods of EFL.	Lectures / teaching students how to use Reading material Class discussions / teaching students to think independently and engage in group discussions & practice Group / pair work will be encouraged. Micro-teaching and peer teaching	Class participation Presentations Home Assignments Midterms and exams Group assignments Quizzes Project
2.2	• Discuss the problems and challenges of implementing Communicative language teaching in Saudi Schools.		
2.3	Students can complete assignments in due time.	1. Students are made aware of the significance of time management in teaching learning process 2. Individual counseling on writing	1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will
2.4	Students can participate in class discussion and could think independently and critically.		
2.5	Students can act responsibly in carrying out individual as well as group assignments		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.6	Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team (learn inter-team and intra-team skills from micro-teaching and peer teaching).	difficulties 3. Group work and pair work that encourage the student to explain, discuss and defend his/her own ideas with his/her peers. -Micro-teaching and peer teaching	certify to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4.Instructor's assessment of student's performance and seriousness during individual supervision hours
3.0	**Competence**		
3.1	Use of research- based activities	-Micro-teaching and peer teaching 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blog and module assignments and coach students in how to carry them out 5. Encourages growth in all areas of language use, and to be interesting,	1. Allocate marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on 3. Appreciate the responsive students and encourage the slow learners to come forward and participate. Project
3.2	Use of PowerPoint and laptop – projector systems		
3.3	Use of data analysis drills		
3.4	Experience predicting skills		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1st midterm	8	15 %
2	Participation	During the term	10 %

#	Assessment task*	Week Due	Percentage of Total Assessment Score
3	Term Project	During the term	20%
4	2nd midterm	12	15 %
5	Final	16	40 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Faculty Member will allocate at least 4 office hours
- Student Advisor will be available all the time for consultation and support

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	- Larsen-Freeman, D. (2000). Techniques and principles in language teaching. 2nd ed. Oxford: Oxford University Press. - Richards, jack and Rodgers, Theodore. (2001). Approaches and Methods of Language Teaching. Cambridge: CUP. (better use the latest edition). (these two books are recommended as pivotal materials in the course)
Essential References Materials	
Electronic Materials	
Other Learning Materials	Arends, R. (2004). Learning to teach. 6th ed. Boston: McGraw Hill.
	Bartels, N. (2005) Applied linguistics and language teacher education. New York: Springer
	Richards, J.C. & C. Lockhart. (1994). Reflective teaching in second language classrooms. Cambridge: Cambridge University Press.
	Senior, R.M.(2006). The experience of language teaching. Cambridge: Cambridge University Press.

	Nunan, D. (1988). The learner-centered curriculum: A study in second language teaching. Cambridge: Cambridge University Press.
	Burns, A. & Jack, C.R.(2012).(Eds.). The Cambridge Guide to pedagogy and practice in second language teaching. Cambridge: Cambridge University Press.
	Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Mahwah, NJ: Laurence Erlbaum.
	Snow, M.A., & D.M. Brinton (Eds.). (1997). The content-based classroom. New York: Longman. Widdowson, H.G. (1990). Aspects of language teaching. Oxford: Oxford University Press.
	• Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom and whiteboard
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart board and projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Speakers

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	1.Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
Other Strategies for Evaluation of Teaching by the		1. Peer evaluation to asses ability of faculty members to