



Course Specification

(Bachelor)

Course Title: **METHODS APPROCHES AND STRATEGIES OF ENGLISH LANGUAGE TEACHING**

Course Code: **ENGL 426**

Program: **Bachelor of Arts B. A**

Department: **English**

College: **Education**

Institution: **Majmaah University**

Version: **TP-153**

Last Revision Date: **4 October 2023**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Students Assessment Activities	7
E. Learning Resources and Facilities	8
F. Assessment of Course Quality	9
G. Specification Approval	9





A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours per week)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required			<input type="checkbox"/> Elective	
3. Level/year at which this course is offered: (9)					
4. Course general Description:					

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 four 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).

5. Pre-requirements for this course (if any):

ENGL 313 and ENGL 316

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





None

7. Course Main Objective(s):

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 Post method).
3. Discuss the differences between the traditional and modern approaches to language teaching.
4. Describe the influence of Contrastive Analysis and Behaviorism 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. Discuss 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 Post method (or any other method) of language teaching.
10. Conduct a research project on any of the methods and approaches studied in the course.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	80%
2	E-learning		
4	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	11	20%
5	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) Collaborative / Individualized Writing	45





Total	30
-------	----

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define core concepts, ideas, and terms in language teaching: Methods, approaches, strategies and techniques.	K1	- conventional instruction methods, Brain storming, classroom discussions, elicitation, pair/group work, cooperative learning	Exams, Quizzes Discussion
2.0	Skills			
2.1	Cognition: Analyze, explain, and compare and contrast methods and approaches from a variety of theoretical perspectives (e.g., task-based teaching or micro-teaching, etc.).	S2	- conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning	Exams and quizzes Discussion, Assignments, projects
2.2	Communication: reflect orally or in written form on issues, problems, challenges related to language teaching.	S1	Presentation. Class discussion, participation	Observation rubric
3.0	Values, autonomy, and responsibility			
3.1	Appreciate several factors such as punctuality and integrity, when turning in assignments, and individual differences amongst L2 learners	V1 & V2	Uploading rubric and reminders on Blackboards, re-emphasizing the importance of varieties amongst personalities and individuals	Assignments, presentation, projects.



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 Behaviorism)	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.	<ul style="list-style-type: none"> - Outcome-Based Language Teaching - Literacy-Based Language Teaching - Task-based Language Education 	3
8.	Module/Unit 3 <ul style="list-style-type: none"> - 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: Focus on Ways of Teaching the Skills Methods of Teaching Listening and Speaking <ul style="list-style-type: none"> - Methods of Teaching Reading and Writing - Methods of Teaching Grammar and Vocabulary - Methods of Teaching Literature 	6
11.	Revision and Final Exam	3

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm(s)	6 & 12	30%
2.	Assignments and participation	All along	10%
3.	Projects/ papers/ presentations/ reflections	All along	20%
4.	Final Exam	Week 15	40%
5.	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).



E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>Larsen-Freeman, D. (2000). Techniques and principles in language teaching. 2nd ed. Oxford: Oxford University Press.</p> <p>Richards, Jack and Rodgers, Theodore. (2001). Approaches and Methods of Language Teaching. Cambridge: CUP. (Better use the latest edition).</p> <p>(These two books are recommended as pivotal materials in the course)</p>
Supportive References	<p>Arends, R. (2004). Learning to teach. 6th ed. Boston: McGraw Hill.</p> <p>Richards, J.C. & C. Lockhart. (1994). Reflective teaching in second language classrooms. Cambridge: Cambridge University Press.</p> <p>Senior, R.M. (2006). The experience of language teaching. Cambridge: Cambridge University Press.</p> <p>Nunan, D. (1988). The learner-centered curriculum: A study in second language teaching. Cambridge: Cambridge University Press.</p> <p>Snow, M.A., & D.M. Brinton (Eds.). (1997). The content-based classroom. New York: Longman.</p>
Electronic Materials	
Other Learning Materials	<p>Widdowson, H.G. (1990). Aspects of language teaching. Oxford: Oxford University Press.</p>
	<p>Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.</p>

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> Classroom and whiteboard
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> Laptop computer Multimedia projector system Internet accessibility Blackboard platform





Items	Resources
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Program Leaders	Direct
Effectiveness of Students assessment	Program Leaders Peer Reviewer	Indirect or Direct
Quality of learning resources	Faculty Program Leaders	Indirect
The extent to which CLOs have been achieved	Program Leaders Peer Reviewer	Indirect
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT BOARD/COUNCIL; ACADEMIC BOARD AND COMMITTEE FOR COURSE/CURRICULA DEVELOPMENT
REFERENCE NO.	
DATE	

