



# Course Specifications

<b>Course Title:</b>	Methods, Approaches and Strategies of Language Teaching
<b>Course Code:</b>	<b>ENGL 426</b>
<b>Program:</b>	
<b>Department:</b>	
<b>College:</b>	
<b>Institution:</b>	



## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered: 9<sup>th</sup> Level</b>			
<b>4. Pre-requisites for this course (if any):</b>			
ENGL 313 Applied Linguistics			
<b>ENGL 316 Language Learning Strategies</b>			
<b>5. Co-requisites for this course (if any):</b>			
(NA)			

### 6. Mode of Instruction (mark all that apply)

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

### 7. Actual Learning Hours (based on academic semester)

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

\* 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 20<sup>th</sup> and 21<sup>st</sup> centuries to evaluate, analyze and possibly apply them in teaching English appropriately and effectively in the primary, intermediate and secondary schools. The course is organised 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 Behaviourism 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, postmethod 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

### 2. Course Main Objective

1- Acquaint students with the key concepts, ideas, methods and practices in of language teaching.

2-Provide students with a general survey the major language methods and approaches of the 20th and 21st centuries.

3-Enable students to understand the differences between the traditional and modern approaches to language teaching

4-Inform students about the influence of Contrastive Analysis and Behaviourism on traditional approaches and methods of language teaching.

5-Introduce students to the link between Mentalism and some of the modern approaches to language teaching (Natural Method, Silent Way, Monitor Theory, etc)..

6-Equip students with main features of the Communicative Approach (Dell Hymes' Theory) and Communicative Language Teaching.

7-Give students an opportunity to practice some of these methods via peer-teaching (or any of the micro-teaching methods and strategies).

8-Argue for or against Postmethod (or any other method for that matter) of language teaching.

9-Develop a set of research skills in the context of language teaching (e.g. response paper or project).

3. Course Learning Outcomes CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1-	Define and state basic concepts, ideas, methods and practices in of language teaching.	
2-	Outline the major language methods and approaches of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	
3-	Describe in detail key methods and approaches of language teaching.	
4-	Discuss the differences between the traditional and modern approaches to language teaching.	
5-	Describe the influence of <i>Contrastive Analysis and Behaviourism</i> on traditional approaches and methods of language teaching.	
6-	Discuss the link between <i>Mentalism</i> and some of the modern approaches to language teaching (Natural Method, Silent Way, Monitor Theory, etc).	
7-	Discuss the link between some of the interactional methods of language teaching and <i>Vygotsky's Socio-cultural Approach</i>	
8-	Explain the main features of the <i>Communicative Approach</i> (Dell Hymes' Theory) and Communicative Language Teaching.	
9-	Practice some of these methods via peer-teaching (or any of the micro-teaching methods and strategies).	
10-	Argue for or against Postmethod (or any other method for that matter) of language teaching.	
2	<b>Skills :</b>	
2.1		
2.2		
2.3		
2...		
3	<b>Competence:</b>	
3.1		
3.2		
3.3		
3...		

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Course orientation</b> Introducing key concepts such as methodology, approach, method, curriculum, syllabus, techniques and other terms pertinent to learning strategies and teaching.	
2	<b>Unit 1: Traditional Approaches to Language Teaching and their Origin and History</b> -The Grammar Translation Method (the oldest method)	
3	- The Direct Method	

	- The audio-lingual Method (discussing its relationship with Contrastive Analysis and Behaviourism)	
4	<p><b>Unit 2</b></p> <p>Modern Methods of Language Teaching: The Communicative Approach and Interactive Methods</p> <ul style="list-style-type: none"> <li>- Communicative Language Teaching</li> </ul> <p>Sociocultural Approach to Language Teaching (reference to Vygotsky and his ZPD Framework).</p> <ul style="list-style-type: none"> <li>- Discourse Analysis Approach</li> <li>- Scaffolding Strategies</li> </ul> <p>-Situational Method</p> <p>- Immersion Method</p>	
5	<p><i>Cognitive and Humanistic Approaches:</i></p> <p>Natural Method, Silent Way and Krashen's Monitor Model</p> <p>Suggestopedia and Desuggestopedia (Lozano's Method)</p>	
6-	Revision and Midterm	
7-	<ul style="list-style-type: none"> <li>- Total Physical Response</li> <li>-Content-Based Instruction and Content and Language Integrated Learning</li> <li>- Class-Centered Teaching</li> <li>-Learner-Centered Teaching and Learner-centred Approach</li> </ul>	
8-	<ul style="list-style-type: none"> <li>- Outcome-based Language Teaching</li> <li>- Literacy-based Language Teaching</li> <li>-Task-based Language Education</li> </ul>	
9-	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Teaching English for Academic Purposes</li> <li>- Teaching English for Specific Purposes</li> <li>-Online and Blended Instruction</li> <li>- Reflective Pedagogy</li> <li>-Learner Strategies and Motivation</li> <li>- Alternative Language Teaching Methods</li> </ul>	
10	Micro-teaching Methods/Peer-teaching (this will be tackled both as a general strategy of language teaching together with being adopted among the instructional methods in the course per se).	
11	<p><b>Unit 4:</b> particular Focus on Ways of Teaching the Four Skills</p> <p>Methods of Teaching Listening and Speaking</p> <ul style="list-style-type: none"> <li>- Methods of Teaching Reading and Writing</li> <li>- Methods of Teaching Grammar and Vocabulary</li> </ul>	

	- Methods of Teaching Literature	
12	Revision and Final Exam	
-		
<b>Total</b>		

## 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	<b>Knowledge</b>		
1.1			
1.2			
...			
2.0	<b>Skills</b>		
2.1			
2.2			
...			
3.0	<b>Competence</b>		
3.1			
3.2			
...			

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1			
2			
3			
4			
5			
6			
7			
8			

\*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 :

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	
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<b>Essential References Materials</b>	
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

## 2. Facilities Required

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

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	