ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: : Imam Muhammad ibn Saud Islamic University   Date: updated on 13/10/2019
College/Department: College of Languages and Translation/ Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Teaching Methods (EDU 160)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: **Level: 6 / Year: 3rd year**
6. Pre-requisites for this course (if any): Introduction to Linguistics (ENG 229)
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Main campus for Male students / King Abdullah City for Female students
9. Mode of Instruction (mark all that apply):

a. Traditional classroom	✓	What percentage?	100%
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:
It is taught in regular classrooms with direct contact with students

B Objectives

1. What is the main purpose for this course?

To examine the principles on which traditional and current language teaching methods and approaches are based to allow the participants to choose the most appropriate EFL strategies in their teaching and adapt materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Topics include (but are not limited to) the grammar translation method, the direct method, the audio-lingual method, the silent way, suggestopedia, community language learning, the total physical response, content based instruction, the natural approach, task based language teaching and the post method era.

Accordingly, by the end of this course, students should be able to:

1. Demonstrate an understanding of the major changes in past and current language teaching trends.
2. Examine theoretical foundations, pedagogical principles and classroom procedures.
3. Determine the most appropriate language teaching pedagogy.
4. Analyze and evaluate traditional and current methods for language teaching in order to select between approaches, methods and activities appropriate for their teaching situations
5. Generate their own personal and theoretically sound theory of foreign language teaching with flexible and context sensitive strategies and techniques.
6. Assess the efficacy of these methods and strategies for different student populations, skill areas and proficiency levels.

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)

- Keeping up with the new publications in the field.
- Updating the content of the course in light of recent research and recently published textbooks.
- Integrating technology and websites related to teaching methods.

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

Course Description:

This two-hour credit course examines the methods and approaches for teaching English as a foreign language (EFL), that are appropriate for elementary, intermediate or secondary school learners. It provides undergraduate level 6 students with a thorough understanding of the nature of teaching and learning of EFL. In addition, it investigates the principles on which such methods are based to allow the participants to choose the most appropriate EFL strategies in their teaching and adapt materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Topics include (but are not limited to) the grammar translation method, the direct method, the audio-lingual method, the silent way, suggestopedia, community language learning, the total physical response, content based instruction, the

natural approach, task based language teaching and the post method era. The efficacy of these methods and strategies will be assessed for different student populations, skill areas and proficiency levels. When students consider the methods that have been used historically in the field and the post-method approach that often guides current practices in EFL settings, they will be able to apply this information along with what they know about second language acquisition theories to develop their own principle-based approach to teaching EFL.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2 hrs.
Unit 1: The Grammar Translation Method	2	2 hrs.
Unit 2: The Direct Method	3	2 hrs.
Unit 3: The Audio-lingual Method	4	2 hrs.
Unit 4: The Silent way	5	2 hrs.
Unit 5: Suggestopedia	6	2 hrs.
Unit 6: Community Language Learning	7	2 hrs.
Unit 7: Total Physical response	8	2 hrs.
Unit 8: The Natural Approach	9	2 hrs.
Unit 9: Communicative language Teaching	10 & 11	4 hrs.
Unit 10: Task Based Language Teaching	12 & 13	4 hrs.
Unit 11: Content Based Instruction	14	2 hrs.
Unit 12: The Post Method Era	15	2 hrs.

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	28	2				30
	Actual	28	2				30
Credit	Planed	2					2
	Actual	2					2

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

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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:** Students at the end of the course should be able to:		
1.1	Recognize language teaching concepts and the use of appropriate language teaching terms in class discussions or exams	• Lecturing • Presentation • Brainstorming	• Exams • Class discussion • Presentation
1.2	Describe the major and minor changes in traditional and current language teaching trends		
2.0	**Cognitive Skills:** Students at the end of the course should be able to:		
2.1	Criticize the validity of theories behind the methods or approaches.	• Presentation • Lecturing • Close reading and text analysis • Discussion • Videos	• Exam • Presentation • Discussion and participation • Microteaching
2.2	Estimate which method or techniques would be most likely to be effective and in which situation.		
2.3	Justify why some methods are widely used today and would likely to be continuous and popular and which ones will most likely be ignored.		
2.4	Compare and contrast methods and approaches with regard to features or underlying principles		
3.0	**Interpersonal Skills & Responsibility:** Students at the end of the course should be able to:		
3.1	Illustrate students' learning responsibility and continue developing themselves in TEFL teaching.	• Assigning group work • Discussion	• Discussion • Presentation • Microteachin • Rubric
3.2	Show acceptance, collaboration, and respect for other colleagues in group work.		

3.3	Demonstrate an appropriate level of ethical behavior that reflects responsibility while working on accomplishing pedagogical work and presentations.		
4.0	**Communication, Information Technology, Numerical:** **Students at the end of the course should be able to:**		
4.1	Demonstrate the importance of using language teaching terms appropriately in class discussions or exams.	• Lecturing • Power Point Presentation • Videos	• Discussion • Presentation • Microteaching
4.2	Illustrating the implementation of using online materials, electronic databases and other resources effectively in presentations and microteaching		
5.0	**Psychomotor** N/A		

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	Participation and discussion	Each lecture	10%
2	Midterm	7	20%
3	Presentation and microteaching	Each lecture	10%
4	Final	16	60%

D. Student Academic Counseling and Support

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)

2 office hours a week.

E Learning Resources

1. List Required Textbooks

- Jack C. Richards and Theodor S Rodgers. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Diane Larsen-Freeman and Marti Anderson. 2011. *Techniques and Principles in Language Teaching*. 3rd edition. New York: Oxford University Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th edition). White Plains, NY: Pearson Longman.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

None

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

TESOL Standards

F. Facilities Required

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms
- Computer labs

2. Technology resources (AV, data show, Smart Board, software, etc.)

- A class computer
- Data Show Projector
- Smart Board equipped Classrooms

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Formal, anonymous course evaluations by students at the end of course
- In addition to informal student feedback throughout the semester.
- Feedback from host institutions where students do their practical training.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

In class Peer Review to give support and disseminate good practice.

3. Processes for Improvement of Teaching

- Training sessions and workshops to facilitate the exchange of experiences amongst faculty members
- Holding regular meetings between course conveners and instructors to address problems of the course
- Discussing challenges in the classroom with colleagues and admin staff
- Attending professional development conferences
- Keeping up to date with pedagogical theory and practice
- On-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.

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)

- Identify rubrics for each students' activity or assignment
- Checking grading of a sample of examination papers either by a resident or visiting faculty member
- Arranging with another institution to have two common test items included on an exam and compare marks given

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____