

Course Description of	مواصفات مقرر
Methods of TEFL (1)	

- البرنامج الذي يقدم المقرر من خلاله (برنامج إعداد معلم اللغة الإنجليزية – تعليم ابتدائي)
- The course is presented as part of the English Language Programme.
- يمثل المقرر عنصرا (رئيسيا) بالنسبة للبرنامج
- This is a core course in the programme.
- القسم العلمي المسئول عن البرنامج (قسم اللغة الإنجليزية)
- The English Department is responsible for the programme.
- القسم العلمي المسئول عن تدريس المقرر (المناهج وطرق التدريس)
- The Curriculum and Instruction Department is responsible for teaching the course.
- السنة الدراسية / المستوى (الفرقة الثالثة تعليم ابتدائي)
- The course is targeted to be presented for Third Year Primary Education students.
- تاريخ اعتماد توصيف البرنامج (31 / 5 / 2008)
- Date of accrediting the course description (31 \ 5 \ 2008)

Basic Data

بيانات أساسية

(1) Course Title:	العنوان : Methods of TEFL (1)	(1)
(2) Course Code No.:	الكود :	(2)
(3) Credit Hours:	الساعات المعتمدة:	(3)
Lectures:	المحاضرة : 2 credit hours	•
microteaching practice:	الدروس العملية : 1 credit hour	•
Total hours:	المجموع : 3 credit hours	•

Professional Data

بيانات مهنية

1) General goals of the course

(1) الأهداف العامة للمقرر

- *The course is designed to help student-teachers achieve the following goals:*
 1. To identify the materials used in teaching EFL at the first cycle of primary education (Grades 1-3).
 2. To familiarize student teachers with the basic and applied research on First Language Acquisition vs. Foreign Language learning.
 3. To identify important issues of classroom management related to first cycle.
 4. To write effective lesson plans taking into consideration students' different levels of language proficiency and their different learning styles.
 5. To identify different techniques and methods to maintain young learners' motivation and interest.
 6. To implement varying methods that could make learning EFL learning enjoyable.
 7. To use the B.B. as well as any other available visual materials effectively.
 8. To adapt existing oral and written texts to enrich the learning\teaching process.
 9. To develop classroom tests and quizzes for the first cycle.

2) Operational learning objectives of the course

(2) الأهداف الإجرائية للمقرر

By the end of this course, student teachers are expected to achieve the following objectives:

A) Knowledge and Comprehension:

(أ) المعرفة والفهم:

1. Analyze the philosophy behind selecting the learning materials of the first cycle.
2. Differentiate between Language Acquisition and FL learning.
3. Demonstrate knowledge of supplementary activities catering for students' different levels of language proficiency.

B) Cognitive Skills:

(ب) المهارات العقلية:

1. Establish a balance between individual, small group and large group instructional arrangements.
2. Manage class time wisely.
3. Use different types of questions that apply to different cognitive levels of thinking.
4. Provide appropriate types of feedback to correct students' mistakes.
5. State specific and measurable objectives for lesson plans.

C) Practical Skills:

(ج) المهارات العملية:

1. Write effective lesson plans.
2. Design and use appropriate audio-visual aids.
3. Use appropriate tools to assess their students' language proficiency and their acquisition of the various language skills.
4. Utilize the feedback obtained in remedial teaching.

D) Enabling Skills:

(د) المهارات العامة والمنقولة:

1. Effectively manage classes using various grouping techniques such as individual assignments, pair work and group work.
2. Create a friendly, relaxing, comfortable and enjoyable learning atmosphere in their classes.
3. Explain the importance of maintaining young learners' motivation and interest.
4. Use a variety of methods and techniques such as TPR and TPRS for teaching young learners.

Contents

المحتويات

Week	Topic	Assigned hours		
		Lectures	Microteaching	Total
First	Content description and analysis of Cycle 1 textbooks: components of the course units, skills presented ...etc.	2	1	3
Second	Theories of First and Second Language Acquisition and Foreign language learning with emphasis on conductive learning.	2	1	3
Third	Classroom management (1): creating supportive classrooms, grouping young learners, managing instructional time.	2	1	3
Fourth	Classroom management (2): controlling disruption and misbehavior, raising students' motivation, getting and keeping students' attention.	2	1	3
Fifth	Lesson planning: significance and stages	2	1	3

Sixth	Individual differences in learning styles and levels of language proficiency and their impact on EFL teaching for young learners	2	1	3
Seventh	Methods of teaching language skills (1): TPR, TPRS.	2	1	3
Eighth	Methods of teaching language skills (2): Whole Word Method, Phonic Method, Teaching handwriting and early writing.	2	1	3
Ninth	Methods of teaching language skills (3): role play, games, songs ..etc.	2	1	3
Tenth	Selecting and adapting new learning\teaching materials.	2	1	3
Eleventh	Non-technical teaching aids.	2	1	3
Twelfth	Language assessment (1): Designing tests to measure listening and speaking.	2	1	3
Thirteenth	Language assessment (2): Designing tests to measure vocabulary acquisition, reading and writing.	2	1	3

Activities, tasks and assignments:

- demonstrations
- Report writing on the various components of the textbooks used in the first cycle.
- peer teaching and peer coaching
- Hands-on experiences
- brainstorming
- video presentations followed by group discussions

أساليب التعليم والتعلم

- graphic organizers and Venn diagrams
- PowerPoint presentations
- Writing effective lesson plans to teach different skills.
- Writing reports reflecting on teaching practice experiences.
- Designing audio-visual aids.
- Reflections on video presentations.

Assessment and Evaluation tools:

- Final exam
- Mid-term exam
- Attendance
- Assignments and class activities
- Observation checklists
- Quizzes
- Student-teacher portfolio
- Self and peer assessment
- Journals

أساليب التقويم

- Action research
- Performance tests
- Designing interviews
- Selecting and adapting new learning materials.
- Designing remedial activities for their students.
- Designing assessment tools for their classes.

Summative Evaluation table

جدول التقييم

First Assessment	Midterm exam	Seventh Week	الأسبوع السابع	نصف الفصل الدراسي	التقييم الأول
Second Assessment	Final exam	Fifteenth Week	الأسبوع الخامس عشر	نهاية الفصل الدراسي	التقييم الثاني

النسبة المئوية لكل تقييم

Assessment	Score وزن الدرجة Weight	التقييم
1. Midterm exam	15	1. امتحان نصف الفصل الدراسي
2. Final written exam	70	2. امتحان نهاية الفصل الدراسي
3. Final oral exam	15	3. الامتحان الشفوي
4. assignments	25	4. أعمال السنة
Total	125	المجموع

References:

قائمة المراجع

Students' Textbooks

(1) كتب الطالب

- Brown, H. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.). White Plains, NY: Pearson Education Company.
- El-Naggar, Z. et. al. (2002). SPEER: Spotlight on Primary English Educational Resources. Cairo, Egypt: IELP-II publications.
- Harmer, J. (2001). The Practice of English Language Teaching (3rd Ed). Essex, UK: Pearson Education Limited.

Lecturer's References

(2) كتب المحاضر

- Hinkel, E. (2005). Handbook of Research in Second Language Teaching and Learning. London, UK: Lawrence Erlbaum Associates.

Periodicals and websites

(3) مجلات علمية، ومواقع الإنترنت

www.eric.ed.gov

<http://www.eslgo.com/>

http://esl.about.com/od/beginningenglish/Learning_English_for_Beginners_Beginning_ESL_EFL.htm

<http://wwwfp.education.tas.gov.au/english/strategy.htm>

http://www.bbc.co.uk/worldservice/learning_english/index.shtml

http://www.bbc.co.uk/worldservice/learning_english/index.shtml

<http://www.btinternet.com/~ted.power/>

<http://www.btinternet.com/~ted.power/>

www.britishcouncil.org/ar/me-english-teaching.htm

<http://www.go4english.com/tp/read.php?unitid=1504>

<http://www.tolearnenglish.com/>

<http://www.montessori.edu/>

<http://www.michaelolaf.com/>

[http://www.a-childs-](http://www.a-childs-place.com/montessorimethodhistory.html)

[place.com/montessorimethodhistory.html](http://www.a-childs-place.com/montessorimethodhistory.html)

<http://www.montessoriforeveryone.com/>

Resources

الإمكانات المطلوبة للتعليم والتعلم

- Teacher's Guidebooks of the first cycle of the primary stage
- Prescribed student textbooks
- Handouts
- References
- Educational and language learning computer software and websites
- Language labs
- Montessori Methods & Materials
- Films and videotapes

Course coordinator:

Head of the Department:

Date

• منسق المقرر: أ.د. على عبد العظيم سلام

• رئيس القسم: أ.د. على عبد العظيم سلام

• التاريخ: 2008/5/31

