**Course Description of Methods of TEFL (1)**

البرنامج الذي يقدم المقرر من خلاله (برنامج إعداد معلم اللغة الإنجليزية – تعليم إبتدائي)

- The course is presented as part of the English Language Programme.
- This is a core course in the programme.
- The English Department is responsible for the programme.
- The Curriculum and Instruction Department is responsible for teaching the course.
- The course is targeted to be presented for Third Year Primary Education students.
- Date of accrediting the course description (31/5/2008)

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**Basic Data**

<table>
<thead>
<tr>
<th>(1) Course Title:</th>
<th>Methods of TEFL (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Course Code No.:</td>
<td>(1)</td>
</tr>
<tr>
<td>(3) Credit Hours:</td>
<td>Three credit hours</td>
</tr>
<tr>
<td>Lectures:</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>microteaching practice:</td>
<td>1 credit hour</td>
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<tr>
<td>Total hours:</td>
<td>3 credit hours</td>
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</tbody>
</table>

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**Professional Data**

1) General goals of the course

- 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

- To develop classroom tests and quizzes for the first cycle.
By the end of this course, student teachers are expected to achieve the following objectives:

A) Knowledge and Comprehension:
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:
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:
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:
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.

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Contents

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>Microteaching</td>
</tr>
<tr>
<td>First</td>
<td>Content description and analysis of Cycle 1 textbooks: components of the course units, skills presented …etc.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Second</td>
<td>Theories of First and Second Language Acquisition and Foreign language learning with emphasis on conductive learning.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Third</td>
<td>Classroom management (1): creating supportive classrooms, grouping young learners, managing instructional time.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Fourth</td>
<td>Classroom management (2): controlling disruption and misbehavior, raising students' motivation, getting and keeping students' attention.</td>
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<td>Fifth</td>
<td>Lesson planning: significance and stages</td>
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<td>1</td>
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<td>Sixth</td>
<td>Individual differences in learning styles and levels of language proficiency and their impact on EFL teaching for young learners</td>
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<tr>
<td>Seventh</td>
<td>Methods of teaching language skills (1): TPR, TPRS.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Eighth</td>
<td>Methods of teaching language skills (2): Whole Word Method, Phonic Method, Teaching handwriting and early writing.</td>
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<td>Ninth</td>
<td>Methods of teaching language skills (3): role play, games, songs ..etc.</td>
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<td>1</td>
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<tr>
<td>Tenth</td>
<td>Selecting and adapting new learning/teaching materials.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Eleventh</td>
<td>Non-technical teaching aids.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Twelfth</td>
<td>Language assessment (1): Designing tests to measure listening and speaking.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Thirteenth</td>
<td>Language assessment (2): Designing tests to measure vocabulary acquisition, reading and writing.</td>
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<td>1</td>
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**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
- 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.

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**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
- 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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Score</th>
<th>Weight</th>
<th>تقييم</th>
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<tbody>
<tr>
<td>1. Midterm exam</td>
<td>15</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2. Final written exam</td>
<td>70</td>
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<tr>
<td>3. Final oral exam</td>
<td>15</td>
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<td>3.</td>
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<td><strong>Total</strong></td>
<td>125</td>
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<td><strong>المجموع</strong></td>
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</table>

### References:

**Students’ Textbooks**


**Lecturer’s References**


**Periodicals and websites**

- [http://eslabout.com/od/beginningenglish/Learning_English_for_Beginners_Beginning](http://eslabout.com/od/beginningenglish/Learning_English_for_Beginners_Beginning)
- [http://www.bbc.co.uk/worldservice/learning](http://www.bbc.co.uk/worldservice/learning)
Resources

- 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

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الإمكانيات المطلوبة للتعليم والتعلم

- مقرر المقرر: أ. د. علي عبد العظيم سلام
- رئيس القسم: أ. د. علي عبد العظيم سلام
- التاريخ: 31/5/2008

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