****

وكالة الجامعة للشؤون التعليمية

إدارة البرامج الدراسية والتطوير

نموذج ( 5)

مختصر توصيف المقرر

(Course Syllabus)

|  |  |
| --- | --- |
| اسم المقرر: | طرائق واستراتيجيات تدريس اللغة  Methods, Approaches and Strategies of Language Teaching |
| رقم المقرر: |  |
| اسم ورقم المتطلب السابق: |  |
| مستوى المقرر: |  |
| الساعات المعتمدة: | 3 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **معلومات المقرر \* (Course Information):**   |  |  |  | | --- | --- | --- | | **اسم المقرر:** | طرائق واستراتيجيات تدريس اللغة  Methods, Approaches and Strategies of Language Teaching | | | **رقم المقرر:** | **ENGL 426** | | | **اسم ورقم المتطلب السابق:** | ENGL 313 Applied Linguistics اللغويات التطبيقية  ENGL 316 Language Learning Strategies استراتيجيات تعلم اللغة | | | **اسم ورقم المتطلب المرافق:** | (NA) | | | **مستوى المقرر:** | التاسع | | | **الساعات المعتمدة:** | 3 | | | Methods, Approaches and Strategies of Language Teaching | | **Module Title:** | |  | | **Module ID:** | | ENGL 313 Applied Linguistics  ENGL 316 Language Learning Strategies | | **Prerequisite (Co-requisite) :** | | (NA) | | **Co-requisite :** | | 9 | | **Course Level:** | | **3** | | **Credit Hours:** |   **وصف المقرر : Module Description**   |  | | --- | | **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 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 for 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**). |   **أهداف المقرر : Module Aims**   |  |  |  | | --- | --- | --- | | 1 | **The course aims to:** | **1** | | 2 | Acquaint students with the key concepts, ideas, methods and practices in of language teaching. | **2** | | 4 | Provide students with a general survey the major language methods and approaches of the 20th and 21st centuries. | **3** | | 5 | 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 f 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). | **10** |   **By the end of the course, students should be able to:مخرجات التعليم: Learning Outcomes:**   |  |  |  | | --- | --- | --- | | 1 | Define and state basic concepts, ideas, methods and practices in of language teaching. | 1 | | 2 | Outline the major language methods and approaches of the 20th and 21st centuries. | 2 | | 3 | Describe in detail key methods and approaches of language teaching. | 3 | | 5 | Discuss the differences between the traditional and modern approaches to language teaching. | 4 | | 6 | Describe the influence of *Contrastive Analysis and Behaviourism* on traditional approaches and methods of language teaching. | 5 | | 7 | Discus the link between *Mentalism* and some of the modern approaches to language teaching (Natural Method, Silent Way, Monitor Theory, etc). | 6 | |  | Discuss the link between some of the interactional methods of language teaching and *Vygotsky's Socio-cultural Approach* | 7 | |  | Explain the main features of the *Communicative Approach* (Dell Hymes' Theory) and Communicative Language Teaching. | 8 | |  | Practice some of these methods via peer-teaching (or any f the micro-teaching methods and strategies). | 9 | | 8 | Argue for or against Postmethod (or any other method for that matter) of language teaching. | 10 | |  | Equip students with a set of research skills in the context of language teaching (e.g. response paper or project). | 11 |   *.*  **محتوى المقرر:**  **Course Contents:**   |  |  |  | | --- | --- | --- | | **1. Topics to be Covered** | | | | **List of Topics** | **No. of**  **Weeks** | **Contact hours** | | ***Course orientation***  Introducing key concepts such as methodology, approach, method, curriculum, syllabus, techniques and other terms pertinent to learning strategies and teaching. | 1 | 3 | | ***Unit 1****: Traditional Approaches to Language Teaching and their Origin and History*  -The Grammar Translation Method (the oldest method) | 1 | 3 | | - The Direct Method  - The audio-lingual Method (discussing its relationship with Contrastive Analysis and Behaviourism) | 1 | 3 | | ***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 | 2 | 6 | | *Cognitive and Humanistic Approaches*:  Natural Method, Silent Way and Krashen's Monitor Model  Suggestopedia and Desuggestopedia (Lozano's Method) | 1 | 3 | | Revision and Midterm | 1 | 3 | | - Total Physical Response  -Content-Based Instruction and Content and Language Integrated Learning  - Class-Centered Teaching  -Learner-Centered Teaching and Learner-centred Approach | 1 | 3 | | - Outcome-based Language Teaching  - Literacy-based Language Teaching  -Task-based Language Education | 1 | 3 | | ***Unit 3***  - Teaching English for Academic Purposes  - Teaching English for Specific Purposes  -Online and Blended Instruction  - Reflective Pedagogy  -Learner Strategies and Motivation  - Alternative Language Teaching Methods | 2 | 6 | | 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). | 1 | 3 | | **Unit 4**: particular Focus on Ways of Teaching the Four Skills  Methods of Teaching Listening and Speaking  - Methods of Teaching Reading and Writing  - Methods of Teaching Grammar and Vocabulary  - Methods of Teaching Literature | 2 | 6 | | Revision and Final Exam | 1 | 3 |   -  **الكتاب المقرر والمراجع المساندة: Textbook and References:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **اسم الكتاب المقرر**  **Textbook title** | **اسم المؤلف (رئيسي)**  **Author's Name** | **اسم الناشر**  **Publisher** | **سنة النشر**  **Publishing Year** | **ISBN** | | **Techniques and principles in language teaching. Press.** | **Larsen-Freeman, D** | **Oxford University Press** | 2000  2nd edition |  | | **Approaches and Methods of Language Teaching. Cambridge** | **Richards, jack and Rodgers, Theodore** | Cambridge University Press | 2001 |  | | *Understanding language teaching: From method to postmethod* | Kumaravadivelu, B | Laurence Erlbaum | 2006 |  | | **اسم المرجع**  **Reference** | **اسم المؤلف (رئيسي)**  **Author's Name** | **اسم الناشر**  **Publisher** | **سنة النشر**  **Publishing Year** |  | | *Task-based language learning and teaching*. | Ellis, R. | Oxford University Press. | 2003 |  | | *The learner-centered curriculum: A study in second language teaching* | Nunan, D | Cambridge University Press | 1988 |  | | *The developing language learner: An Introduction to Exploratory Practice.* | Alright, D. & J. Hanks | Laurence Erlbaum. | 2009 |  | | The Cambridge Guide to pedagogy and practice in second language teaching | Burns, A. & Jack, C.R. (eds.) | Cambridge University Press | 2012 |  | | Alternative Approaches to Second Language Acquisition | **Dwight Atkinson** | **Routledge** | 2011 |  |   **\* يتم تعبئة معلومات المقرر فقط باللغتين العربية والانجليزية وباقي المعلومات بلغة التدريس المعتمدة ويكرر لكل مقرر في الخطة الدراسية**  **\* Course Information should be filled in Arabic and English. Other information should be filled using the approved teaching language at the college.** |