

Kingdom of Saudi Arabia
Ministry of Education
Deputy Ministry for Teachers Colleges
English Departments

UNDERGRADUATE PROGRAM
COURSE SYLLABUS

Course Title: Approaches to Language Teaching
Course Code: ENG 381
Number of credit hours: 2 credit hours

Instructor:
Office phone:
Office hours:
E-mail:

I- Course Description:

This course introduces prospective teachers of English to a repertoire of teaching approaches, methods, and techniques that inform their teaching practices in various stages of language instruction. The ultimate objective is to equip those students with a cohort of teaching practices that work with different student groupings under various teaching / learning settings. Most importantly, the course aims at inculcating in students the ability both to adopt and adapt these teaching approaches to their students' needs and classroom circumstances. Although students are introduced to a blend of traditional and innovative teaching approaches, most emphasis is allocated to constructivist models and student-centered practices. In so doing, emphasis is devoted to teaching students to "learn how to learn".

II- Rationale:

Managing various classroom settings is often problematic even for experienced EFL teachers, let alone the novice ones. In such a context, providing a course on teaching approaches and methods is more likely to equip EFL prospective teachers with the necessary tools for handling complexities in the EFL classrooms. More specifically, rationale for studying this course stems from the following considerations.

- Many current issues of language teaching are not particularly new. Modern controversies reflect contemporary responses to questions raised throughout the history of language teaching. Understanding their origins through studying old and current teaching methodologies might add rationale and logic into how to handle them.
- The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.
- Experience in using different teaching approaches and methods can provide teachers with basic teaching skills that they can later add to or supplement as they develop teaching experience.
- Providing alternative routes to handling various language teaching situations, tasks, or issues through creating a sound repertoire of teaching practices that students can choose from amongst according to the situations at hand.

III-Course Objectives:

By the end of this course, English majors are expected to be able to:

- adopt various teaching approaches and methods.
- adapt their teaching practices according to students' needs and expectations
- analyze their teaching practices based on understanding of teaching philosophies and orientations.
- vary their teaching practices to suit various learning styles of EFL students.

IV-Calendar, Course Contents and Assignment Specifications:

Time	Topics / content area	Assignments
First week	<p>Introduction to the course: objectives, requirements, and prerequisites Discussion of basic terminology such as approach, method, and technique; language learning and language acquisition.</p>	<p>Students are to: -Participate in group discussions concerning their prior ideas about teaching and the teaching practices that they consider effective. -Compare language learning environments to those of language acquisition. -Think of ways to integrate language learning and acquisition activities.</p>
Second week	<p>The Grammar Translation Method Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Grammar-Translation method. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Third week	<p>The Direct Method Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Direct Method. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Fourth week	<p>The Audio-lingual Method Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Audio-lingual Method. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Fifth week	<p>The Silent Way Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Silent Way. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>

Sixth week	<p>Desuggestopedia Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Desuggestopedic Method. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Seventh week	<p>Total Physical Response Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Grammar-Translation method. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Eighth week	<p>Mid-term Exam</p>	
Ninth week	<p>Communicative Language Teaching Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Communicative Approach. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Eleventh week	<p>Content-based Approaches/ Task-based Approaches Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Content-based/ task-based approaches. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Eleventh week	<p>Learning Strategy Training Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the learning strategy training. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>

Thirteenth week	<p>Cooperative Learning Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the cooperative learning techniques. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Fourteenth week	<p>Multiple Intelligences Principles of the method A model lesson presented according to the philosophy of the method Sample techniques & activities Evaluation of the method Discussion of the applicability of the method in the Saudi EFL context</p>	<p>Students are to: Read the assigned chapters and articles (to be announced from before). Work collaboratively to design an activity based on the Multiple Intelligence Theory. Devise their individual lesson plans following the principles and procedures employed in the previous activity. Write a critique of the method discussing advantages and disadvantages. Reflect on their learnings.</p>
Fifteenth week	<p>Comparison and evaluation of teaching methods/ Bases for comparison Selectivity of teaching practices according to student groups and classroom settings.</p>	<p>Students are to: Compare various approaches/methods studied throughout the course. Discuss the applicability of various methods in the Saudi EFL context. Decide on the best practices of various methods that would be beneficial in teaching English in Saudi schools.</p>
Sixteenth week	<p>The Eclectic Way Complementarity of teaching approaches/ methods Eclecticism.</p>	<p>Students are to: Discuss HIS OWN way of teaching English based on the integration of the teaching methods studied throughout the course. Design a model lesson plan representing how to implement his eclectic way in teaching English in the intermediate level.</p>

V- Evaluation:

Effective attendance & in-class participation	10 marks
Mid-term exam	20 marks
Written assignments	10 marks
Final exam	60 marks
Total	100 marks

VI- Instructional Procedures:

Handling course content will systematically proceed according to the following steps:

- Providing theoretical background about the teaching approach/method at hand.
- Group discussion of main principles, activities, and teaching techniques.
- Playing video simulations of the teaching method under consideration.
- Teacher demonstration: in which the instructor provides a model of how the approach or method at hand can be implemented in EFL classrooms. Lessons and activities are based on the current series of teaching English in the intermediate level.
- Collaborative work: in which students work in groups to plan classroom activities based on the teaching approach/method under consideration.
- Individual work, in which students are asked to design their own lessons / activities according the examples provided in the previous steps. These lesson plans are assigned as homework and are to be submitted to the instructor for feedback.
- The class closes with group discussion in which the teaching approach or method under account is critiqued, and decisions about the applicability of the method in the Saudi EFL context are analyzed.

VII- General Course Requirements:

- Each student is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
- All assignments should be submitted on the specified date. Assignments turned in late are subject to point reductions.
- All written assignments and reports should be word-processed, double-spaced, named, and dated.
- Mid-term and final exams will be given in this course.

VIII- Required texts:

- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*, second edition. Oxford: Oxford University Press.
- Richards, J.C. & Rogers, T.S. (2001). *Approaches and methods in language teaching*, second edition. Cambridge: Cambridge University Press.

IX- References

- Richards, J.C. (2000). *Curriculum development in language teaching*. New York: Cambridge University Press.
- Willis, J. & Willis, D. (Eds.) (1996). *Challenge and change in language teaching*. Oxford: Heinemann.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Christison, M. (2001). *Applying multiple intelligences theory in the second and foreign language classroom*. California: Alta Book Center Publishers.
- Larsen-Freeman, D. (1998). *Expanding roles of learners and teachers in learner-centered instruction*: In W. Renadya and G. Jacobs (Eds.)_Learners and language learning. Singapore: Regional Language Center.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*, second edition. Oxford: Oxford University Press.
- Richards, J.C. & Rogers, T.S. (2001). *Approaches and methods in language teaching*, second edition. Cambridge: Cambridge University Press.

X- Internet sites for approaches and method of language teaching

www.cal.org/resources/faqs/rgos/methods.html

www.btinternet.com/~ted.power/teflindex.htm

www.coe.sdsu.edu/people/jmora/ALMMethods.htm

www.elcalendar.com/books/approaches

www.mun.ca/educ/faculty/emurphy/officialtheories/index.htm

www.autism-

society.org/site/PageServer?pagename=BehavioralandCommunicationApproaches

www.clerccenter.gallaudet.edu/Products/Sharing-Ideas/planning/considering.html

www.coe.sdsu.edu/people/jmora/L2MethodsMMdl/Default.htm

www.ebb.org/bkuhn/writings/technical/thesis/node19.html

www.ivc.uidaho.edu/flbrain/learning.htm

www.cls.coe.utk.edu/lpm/esltoolkit/11tips.html

www.sasked.gov.sk.ca/docs/policy/approach/instrapp03.html

www.endor.hsutx.edu/~obiwan/articles/langapproaches.html