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

UNDERGRADUATE PROGRAM
COURSE SYLLABUS

Course Title: <u>Teaching English as a Foreign Language (TEFL)</u>
Course Code: 486 ENG
Number of credit hours: 3

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

I- <u>Course Description:</u>

This course helps English majors acquire the knowledge, skills and attitudes required for their teaching practice. It tackles not only the planning of a lesson in an EFL setting but also its implementation. It enriches the English majors' theoretical background and provides an ample opportunity for practice through group discussion, a number of micro teaching sessions and various consultations. The feedback the students get from this course represents a corner stone for any further development of their teaching.

II- <u>Rationale:</u>

EFL prospective teachers encounter many challenges. In addition to the ordinary tasks all teachers take care of, EFL teachers have to teach a language that students do not use outside the classroom. Learning how to plan and implement communication-based activities that stand up for this additional challenge and how to manage the difficulties students may have in learning this foreign language represent a sufficient justification for the inclusion of this course in the teacher education program.

III-<u>Course Objectives:</u>

By the end of this course, English majors are expected to be able to
1. identify the various language skills they ought to help their primary and preparatory school pupils develop.
2. identify the language input provided in the text books.
3. formulate behavioral objectives.
4. Identify questioning strategies.
5. recognize and use error correction techniques.
6. recognize and use classroom management techniques.
7. recognize and use various techniques for designing and presenting teaching aids.
8. recognize and use some warming up activities.
9. recognize and use a variety of presentation methods.
10. recognize and use a number of practice techniques.
11. recognize and use various evaluation techniques.
12. plan and implement a whole lesson.
13. develop self and peer evaluation.
14. make use of the feedback given to them in their teaching.

IV-Calendar, Course Contents and Assignment Specifications:

Time	Topic	Assignments
First week	**First session:** • Introduction to the course. • The components of the teaching/ learning process. • The characteristics of a competent teacher spelled out in behavioral terms. • Taxonomy of language skills. **Second session:** • Discussion of students' needs and expectations about the course.	Students are to: 1. go over various language taxonomies in the **assigned chapters and articles** (To be announced). 2. Conduct **in-class analysis** of the language input they will teach. (They can work in pairs or groups for this activity) 3. Practice reflection.
Second week	**First session:** • Lesson planning: phases and skills. **Second session:** • Work sheet 1	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Practice reflection.
Third week	**First session:** • Aims and behavioral objectives **Second session:** • Work sheet 2 (practice of writing objectives)	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Write lesson objectives 3. Practice reflection.
Fourth week	**First session:** • Warming-up activities: brainstorming techniques, games, riddles, pictorial stimuli, use of teaching aids….etc. **Second session:** • Peer teaching (practice of warming-up activities)	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Practice warming up activities. 3. Practice reflection.
Fifth week	**First session:** • Presentation: effective presentation - procedures – explanations and instructions • presenting new vocabulary and structure **Second session:** • Peer teaching (practice of effective presentation techniques)	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Practice some effective presentation techniques. 3. Practice reflection.
Sixth week	**First session:** • Practice: the function of practice – characteristics of good practice activities - phases of practice - **Second session:** • Peer teaching (language practice activities)	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Design and practice various effective language learning activities. 3. Practice reflection.
Seventh week	**First session:** • Closure and evaluation techniques. **Second session:** • Peer teaching (practice of closure and evaluation techniques)	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Design and Practice assessment exercises 3. Practice reflection.

Eighth week	**First session:** • Midterm written exam **Second session:** • Giving model answers and discussing results.	Students are to: 4. set for a midterm written exam. 5. get feedback about the performance in the exam from the instructor
Ninth week	**First session:** • Questioning strategies • Error correction techniques & student-teacher interaction. **Second session:** • Work sheet 3	Students are to: 1. Read the **assigned chapters and articles** (To be announced). 2. Practice questioning strategies and error correction techniques. 3. Practice reflection.
Tenth week	**First session:** • Classroom management and discipline. • Placing & class watching. **Second session:** • Work sheet 4	Students are to: 1. Respond to some disruptive behaviors in an EFL classroom. 2. Practice reflection.
Eleventh week	**First session:** • Activities of various language skills. • Writing -focused activities **Second session:** • Reading -focused activities	Students are to: 1. Design various writing and reading-focused activities. 2. Practice reflection.
Twelfth week	**First session:** • Speaking -focused activities **Second session:** • Listening -focused activities	Students are to: 1. Design various speaking and listening-focused activities. 2. Practice reflection.
Thirteenth week	**First session:** • Orientations for school training • self evaluation • peer evaluation **Second session:** • advisors' evaluation	Students are to: 1. Recognize EFL/ESL teacher organizations and commercial suppliers. 2. Recognize professional ethics. 3. Use EFL/ ESL curriculum resources. 4. Write a professional participation and development report
Fourteenth and Fifteenth weeks	• Peer teaching of a whole lesson for both first and second sessions.	Students are to: 1. Micro-teach. 2. Attend some classes at a school for observation.

V- Evaluation:

Effective attendance & in-class activities	5marks
Mid term written exam	20 marks
Peer-teaching	15 marks
Final written exam	60 marks
Total	100 marks

VI- Instructional Procedures:
1- The course will involve effective interaction among the student teachers and the instructor.
2- Lecturing will be conducted using video clips illustrating various aspects of teaching in addition to some power point presentations.
3- Student participation will take the forms of
    a- Independent reading and writing

b- Internet search

c- Classroom discussions

d- In- class individualized and cooperative learning activities including oral presentations.

e- Local school classroom observations.

f- Micro teaching

g- Sharing in teaching in some of these classes

h- Written assignments

i- Setting for quizzes and mid term and final exams.

j- Reflection.

VII- General Course Requirements:

1- Each student is expected to attend class and contribute to this community of learners by being a positive participant in discussions, presentations, and hands-on projects. Absences will lower the final grade.

2- All assignments should be submitted on the specified due date. Assignments turned in late are subject to point reductions.

3- All written assignments and reports should be word processed, double spaced, named and dated.

4- All written assignments and reports should be jargon-free, grammatically correct and properly spelt.

5- An in-class mid term and final exams will be given in this course.

VIII- Required texts:
Harmer, Jeremy (1998) How to Teach English. England: Longman

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.

Al-Mutawa, Najat and Kailani, Taiseer (1989) Methods of Teaching English to Arab Students. England: Longman.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

John W.Ollerc, Jr.,and Patricia A.Richard-Amato. Rowley (1983) In methods that Work .Eds::Newbury house publishers.

Klippel, F. (1991). *Keep talking: Communicative fluency activities for language teaching*. New York: Cambridge University Press.

Kramsch, C.(1993) Context and Culture in Language Teaching, Oxford: Oxford University Press.

Laud, Leslie E. (1998) Changing the Way We Communicate. In Educational Leadership; v55 n7 p23-25 Apr.

Lightbown, P. and Spada, N. (1993) How Languages are Learned. Oxford: Oxford University Press.

Munby, J. (1978) Communicative Syllabus Design. Cambridge: Cambridge University Press.

X- Internet sites for teaching English as a second or foreign language:
http://www.usd.edu/engl/ESL.html
http://iteslj.org/ESL3.html
http://seamonkey.ed.asu.edu/~jonb/
http://www.teach-nology.com/teachers/bilingual_ed/esl/
http://teflcertificate.com/links.html

http://www.hamline.edu/~kmborows/engl/urls.html
http://www.education-world.com/foreign_lang/classroom/esl.shtml
http://www.english-to-go.com/eslresources.htm