**Course Description Form**

Assistant Instructor Ahmed Sameer Hashim

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| 1. Course Name: | | | | | | | |
| **Introduction to ELT – Second Grade** | | | | | | | |
| 1. Course Code: | | | | | | | |
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| 1. Semester / Year: | | | | | | | |
| **2024/2025** | | | | | | | |
| 1. Description Preparation Date: | | | | | | | |
| 1/10/2024 | | | | | | | |
| 1. Available Attendance Forms: | | | | | | | |
| **Full attendance for the year 2024/2025** | | | | | | | |
| 1. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | |
| **3 hours for each section (2sections), at a rate of 60 hours per section per year** | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | |
| Name: **Assistant Instructor Ahmed Sameer Hashim**  Email: ahmadsamir1357@gmail.com | | | | | | | |
| 1. Course Objectives | | | | | | | |
| **Course Objectives** | | * **Enable students to understand the types of self-development methods for English language teachers during the academic year.** * **Enable students to know, distinguish and explore between the methods of teaching English language** * **Enable students to choose different principles of teaching methods and techniques during the academic year.** * **Enable students to apply and manage the classroom for the required method to teach students during the academic year.** * **Enable students to choose and apply the appropriate strategies for the required method to teach students during the academic year** * **Enable students to apply methods of teaching English language during the academic year.** * **Evaluate students' skills in using the application of skills, strategies and techniques to teach English language.** | | | | | |
| 1. Teaching and Learning Strategies | | | | | | | |
| **Strategy** | | * E-learning using PowerPoint. * Q & A as well as discussions. * Brainstorming. * Deduction: The learner reaches the conclusion of the topic by presenting deductive questions after lesson. * Providing examples and using them during the learning process. * Memorization enhances the process of retrieval and remembering in writing. | | | | | |
| 1. Course Structure | | | | | | | |
| **Week** | **Hours** | | **Required Learning Outcomes** | **Unit or subject name** | | **Learning method** | **Evaluation method** |
| 1 | 3 | | Psychological Principles | Psychological Principles | | Lecture and discussion | Conducting tests |
| 2 | 3 | | Linguistic Principles | Linguistic Principles | | Lecture and discussion | Conducting tests |
| 3 | 3 | | Does self-Development make a deference | Introduction: A self-development | | Lecture and discussion | Conducting tests |
| 4 | 3 | | What Factors Are Central to Teacher Self-Development? | What Factors Are Central to Teacher Self-Development? | | Lecture and discussion | Conducting tests |
| 5 | 3 | | Exploration of Teaching. What are Ways to Explore Teaching? | Exploration of Teaching. What are Ways to Explore Teaching? | | Lecture and discussion | Conducting tests |
| 6 | 3 | | How can Teachers explore Teaching through self-observations? | How can Teachers explore Teaching through self -observations? | | Lecture and discussion | Conducting tests |
| 7 | 3 | | How can Teachers explore Teaching through observation of other teachers? | How can Teachers explore Teaching through observation of other teachers? | | Lecture and discussion | Conducting tests |
| 8 | 3 | | How can Teachers explore Teaching through Talk? | How can Teachers explore Teaching through Talk? | | Lecture and discussion | Conducting tests |
| 9 | 3 | | How can Teachers explore Teaching through a teacher journal? | How can Teachers explore Teaching through a teacher journal? | | Lecture and discussion | Conducting tests |
| 10 | 3 | | EFL and ESL teaching settings? | EFL and ESL teaching settings? | | Lecture and discussion | Conducting tests |
| 11 | 3 | | Comparison between EFL settings and ESL settings? | Comparison between EFL settings and ESL settings? | | Lecture and discussion | Conducting tests |
| 12 | 3 | | What are the examples of EFL and ESL? | What are the examples of EFL and ESL? | | Lecture and discussion | Conducting tests |
| 13 | 3 | | Overlapping settings | Overlapping settings | | Lecture and discussion | Conducting tests |
| 14 | 3 | | Principles of EFL and ESL Teaching. Teaching Language as Communication among People. | Principles of EFL and ESL Teaching. Teaching Language as Communication among People. | | Lecture and discussion | Conducting tests |
| 15 | 3 | | What's the main goal of commutative competence? | What's the main goal of commutative competence? | | Lecture and discussion | Conducting tests |
| 16 | 3 | | Mid-year holiday | Mid-year holiday | |  | Conducting tests |
| 17 | 3 | | How do EFL teacher and ESL teacher provide opportunities for students to communicate in English? | How do EFL teacher and ESL teacher provide opportunities for students to communicate in English? | | Lecture and discussion | Conducting tests |
| 18 | 3 | | What makes a classroom communicative? | What makes a classroom communicative? | | Lecture and discussion | Conducting tests |
| 19 | 3 | | What roles are native and near -native English EFL / ESL teachers expected to play? | What roles are native and near -native English EFL / ESL teachers expected to play? | | Lecture and discussion | Conducting tests |
| 20 | 3 | | What are the problems which EFL and ESL teachers can face? | What are the problems which EFL and ESL teachers can face? | | Lecture and discussion | Conducting tests |
| 21 | 3 | | Classroom Management. What is classroom management | Classroom Management. What is classroom management | | Lecture and discussion | Conducting tests |
| 22 | 3 | | How Can EFL / ESL Teachers Use Knowledge of Classroom Management to Create Opportunities for Students? to Interact in English in Meaningful Ways? | How Can EFL / ESL Teachers Use Knowledge of Classroom Management to Create Opportunities for Students? to Interact in English in Meaningful Ways? | | Lecture and discussion | Conducting tests |
| 23 | 3 | | What can K\_12 teachers do to create a learning setting for EFL Students? | What can K\_12 teachers do to create a learning setting for EFL Students? | | Lecture and discussion | Conducting tests |
| 24 | 3 | | What Problems Do Some EFL/ESL Teachers Have in managing classroom interaction? | What Problems Do Some EFL/ESL Teachers Have in managing classroom interaction? | | Lecture and discussion | Conducting tests |
| 25 | 3 | | EFL and ESL Material. Media, and Who Technology. create the Material available to EFL/ESL Teachers? | EFL and ESL Material. Media, and Who Technology. create the Material available to EFL/ESL Teachers? | | Lecture and discussion | Conducting tests |
| 26 | 3 | | What are authentic Material? What are types are available? | What are authentic Material? What are types are available? | | Lecture and discussion | Conducting tests |
| 27 | 3 | | How do EFL/ESL Teachers use authentic Material and media? | How do EFL/ESL Teachers use authentic Material and media? | | Lecture and discussion | Conducting tests |
| 28 | 3 | | What problems do some EFL/ESL Teachers have with Material. Media, and Technology? | What problems do some EFL/ESL Teachers have with Material. Media, and Technology? | | Lecture and discussion | Conducting tests |
| 29 | 3 | | Culture and the Language Teacher | Culture and the Language Teacher | | Lecture and discussion | Conducting tests |
| 30 | 3 | | What cultural concepts can EFL/ESL Teachers teach students? | What cultural concepts can EFL/ESL Teachers teach students? | | Lecture and discussion | Conducting tests |
| 1. Course Evaluation | | | | | | | |
| Evaluating the cognitive aspect of students through achievement tests, whether written, discussion, or oral conversation.  Evaluation is done in written exams, through papers, oral exams, and then group discussions. | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | |
| Required textbooks (curricular books, if any) | | | | | Teaching English as a Foreign or Second Language | | |
| Main references (sources) | | | | |  | | |
| Recommended books and references (scientific journals, reports...) | | | | |  | | |
| Electronic References, Websites | | | | |  | | |