**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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| 219 ن م ب |
| 1. Semester / Year:
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| **2024/2025** |
| 1. Description Preparation Date:
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| 1/10/2024 |
| 1. Available Attendance Forms:
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| **Full attendance for the year 2024/2025** |
| 1. Number of Credit Hours (Total) / Number of Units (Total)
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| **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)
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| Name: **Assistant Instructor Ahmed Sameer Hashim**Email: ahmadsamir1357@gmail.com |
| 1. Course Objectives
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| **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.**
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| 1. Teaching and Learning Strategies
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| **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.
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| 1. Course Structure
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| **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
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| 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
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| 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 |  |