

DEREE COLLEGE SYLLABUS FOR:		US credits 3/1/3
EN 4437 FUNDAMENTALS OF LANGUAGE TEACHING & PRACTICUM (Updated Spring 2022)		UK LEVEL 6 UK CREDITS 15
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing & Research EN 2216 Introduction to Language (Although not required, it is recommended that students have also completed EN 3317 Fundamentals of Second Language Learning)	
CATALOG DESCRIPTION:	This course is useful for anyone who may be considering teaching languages to second language/foreign language learners. The course gives students an understanding of principles of language teaching underlying the teaching of a foreign language, with reference to English. Students will also observe these principles in practice and teach at least one (1) 40-50 minute English language class.	
RATIONALE:	Understanding theories of pedagogy is necessary for effective English language teaching. Theory and methodology are practiced in a real teaching situation, giving students initial exposure to the challenges of English language teaching.	
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Observe and identify pedagogical methods and approaches used in a language class; 2. Explore and apply pedagogical approaches and techniques to language teaching; 3. Prepare and deliver a 40-50-minute lesson demonstrating knowledge of effective teaching methodology. 	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Use of the Blackboard Learning platform to post lecture notes, assignment instructions, timely announcements, as well as additional resources; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations. 	

ASSESSMENT:	<p>Summative:</p> <table border="1" data-bbox="612 248 1485 763"> <tr> <td data-bbox="612 248 1374 562"> First Assessment: Portfolio of Assignments linked to the language class students are observing: <ul style="list-style-type: none"> • Create a grammar or vocabulary exercise for language learners • Give feedback on learner writing • Evaluate the EFL book used in the language class they are observing • Draft a teaching philosophy • Prepare a lesson plan • Write a reflective narrative based on the practicum experience </td> <td data-bbox="1374 248 1485 562" style="text-align: center;">50%</td> </tr> <tr> <td data-bbox="612 562 1374 663"> Second Assessment: Final Examination (2 hours) </td> <td data-bbox="1374 562 1485 663" style="text-align: center;">40%</td> </tr> <tr> <td data-bbox="612 663 1374 763"> Final Assessment: Teaching Practicum </td> <td data-bbox="1374 663 1485 763" style="text-align: center;">10%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="612 831 1485 994"> <tr> <td data-bbox="612 831 1374 927">Review of pre-taped lessons: oral or written critical responses on issues relating to pedagogy</td> <td data-bbox="1374 831 1485 927" style="text-align: center;">0</td> </tr> <tr> <td data-bbox="612 927 1374 994">Weekly Blogs</td> <td data-bbox="1374 927 1485 994" style="text-align: center;">0</td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The portfolio work tests <u>practical application</u> of Learning Outcomes 1 and 2.</p> <p>The final examination tests <u>theoretical knowledge</u> of Learning Outcomes 1 and 2.</p> <p>The teaching practicum tests Learning Outcome 3.</p> <p>The final grade for this course will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Portfolio of Assignments linked to the language class students are observing: <ul style="list-style-type: none"> • Create a grammar or vocabulary exercise for language learners • Give feedback on learner writing • Evaluate the EFL book used in the language class they are observing • Draft a teaching philosophy • Prepare a lesson plan • Write a reflective narrative based on the practicum experience 	50%	Second Assessment: Final Examination (2 hours)	40%	Final Assessment: Teaching Practicum	10%	Review of pre-taped lessons: oral or written critical responses on issues relating to pedagogy	0	Weekly Blogs	0
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Weekly Blogs	0										
INDICATIVE READING:	<p>REQUIRED READING: Richards, J. (2015). <i>Key issues in language teaching</i>. Cambridge University Press. ISBN 9781107456105</p> <p>RECOMMENDED READING: Ur, P. (2012). <i>A course in language teaching: Practice and theory</i> (2nd ed.). Cambridge University Press.</p> <p>Brown, H. D. (2015). <i>Teaching by principles: An interactive approach to language pedagogy</i> (4th ed.). Prentice-Hall.</p> <p>Celce-Murcia, M. et.al. (Eds.) (2014). <i>Teaching English as a second or foreign language</i> (4th ed.). Heinle & Heinle - Cengage Learning.</p> <p>Richards, J. & Rodgers, T. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press.</p> <p>Harmer, J. (Ed.) (latest edition). <i>How to.... series. Essex. Pearson</i></p>										

	<p><i>Education Limited.</i></p> <p>---.Harmer, J. <i>How to teach writing</i></p> <p>---.Kelly, G. <i>How to teach pronunciation</i></p> <p>---.Thornbury, S. <i>How to teach grammar</i></p> <p>---.Thornbury, S. <i>How to teach speaking</i></p> <p>---.Thornbury, S. <i>How to teach vocabulary</i></p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: Power points and videos posted on BB</p> <p>RECOMMENDED MATERIAL: Power points and videos posted on BB</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Using verbal and written skills using academic English.</p>
<p>PLATFORMS/TOOLS REQUIREMENTS:</p>	<p>Word, PowerPoint, Blackboard, Padlet, The Teacher’s Corner, Zoom, MS Teams</p>
<p>WWW RESOURCES:</p>	<p>https://learnenglish.britishcouncil.org/skills</p> <p>https://www.oxfordseminars.com/esl-teaching-resources/classroom-and-teacher-resources/</p> <p>https://www.oxfordseminars.com/esl-teaching-resources/lesson-plans/</p> <p>https://www.oxfordseminars.com/esl-teaching-resources/lesson-activities/</p> <p>http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57int/</p>
<p>INDICATIVE CONTENT:</p>	<p>Theoretical Foundations of Language Teaching:</p> <ul style="list-style-type: none"> ❖ Models of teacher learning ❖ The role of the teacher <p>The Teaching Process:</p> <ul style="list-style-type: none"> ❖ Presentations and explanations ❖ Practice activities ❖ Testing ❖ Teaching online <p>Teaching the Language Skills:</p> <ul style="list-style-type: none"> ❖ Pronunciation ❖ Speaking ❖ Listening ❖ Grammar ❖ Vocabulary ❖ Reading ❖ Writing <p>Lessons:</p> <ul style="list-style-type: none"> ❖ Lesson planning ❖ Classroom interaction and discipline ❖ Giving feedback <p>Learner Differences:</p> <ul style="list-style-type: none"> ❖ Learner motivation and interest ❖ Younger and older learners ❖ Large heterogeneous classes