

Philadelphia University

Faculty of Arts

Department of English

1st Semester, 2016/2017

Course Syllabus

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| Course Title: Method TFL (02) Level: 4th Prerequisite (s): 0120462 | Course Code: 0120463 Credit Hours: 3 Lecture Time: Sunday, Tuesday & Thursday 1:10-2:00 |
| Lecturer's Name: Dr. Hanan Ali Amaireh Rank: Assistant Professor Office Number: 511 Office Hours: Sundays, Tuesdays & Thursdays: 11:10-12:00 Mondays & Wednesdays: 9:45-11: 00 E-mail: hamaireh@philadelphia.edu.jo Phone: + 962-64799000 Ext: 2699 | |

Course Coordinator : Dr Khalil Nofal

Aims (Module Purpose):

This course will supplement the material that was covered in TEFL 1. After having introduced the students to the historical developments of the different methods and approaches of teaching English as a foreign language (Grammar, Translation Method, direct method, Audiolingual method, cognitive approach and communicative approach) in TEFL 1, this course will put that knowledge into practice. The students will practice error analysis, identifying and describing errors, discourse analysis, and language testing in a theoretical and practical framework.

Teaching Methods:

Students are taught in a lecture format, but with allowance made for class practice and discussion of important issues. Some lectures will be given in the Computer lab, so that students will get the opportunity to watch lessons given as examples. In addition, students will be required to attend 9 hours in a school setting where English is used as the only language of instruction.

Contribution to program learning outcomes:

This course will increase the students' understanding of language teaching and learning. It will also help them better understand language functions and language testing. By the end of the course, students will be able to transfer the knowledge they gain from this course to their general learning in general.

A1,B1,B3,D2.

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Learning Outcomes:

a. Knowledge and Understanding:

Students will be able to understand and be familiar with the different aspects that come into play in the process of language teaching and learning in addition to their goals and techniques.

b. Intellectual Skills (cognitive and analytical) :

Students will be able to recognize the various methods used in teaching English as a foreign language. Additionally, they will *correctly* use Basic English language teaching methodology relating to form/meaning /language use, analyze language for teaching purposes, analyze a learner's spoken and written language and finally, identify different learner's needs.

c. Practical Skills:

Students will be able to choose the proper method of teaching to meet their learners' needs, and develop practical, reliable, valid exams to test language learning.

d. Transferable Skills:

Students will be able to display skill in using the various methods of teaching English as a foreign language depending on their own teaching strategies and their students learning strategies and needs. Additionally, they will be able to use these methods in their own classrooms in future.

| Modes of Assessment | Score |
|---|-------|
| First Exam | 20% |
| Second Exam | 15% |
| Assignments, Quizzes, and Active class participation. | 20% |
| Final Exam | 40% |
| Total | 100% |

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Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

*** Book**

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

*** Chapter/ extract from an edited collection**

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

*** Paper in a journal of magazine**

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

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Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>
<http://wally.rit.edu/internet/subject/apamla.htm>

2. Protection of Copyright

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

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| Week | Homework/reports and their due dates | |
|------|--------------------------------------|------------------------------------|
| (1) | | Contrastive Analysis |
| (2) | | Contrastive Analysis |
| (3) | | Interlanguage and error analysis |
| (4) | | Interlanguage and error analysis |
| (5) | | Interlanguage and error analysis |
| (6) | 1 st Exam | In the classroom: Error Correction |
| (7) | | Communicative Competence |
| (8) | | Language Functions |
| (9) | | Discourse analysis |
| (10) | | Styles and Registers |
| (11) | 2 nd Exam | Language Testing |
| (12) | | Language Testing |
| (13) | | Language Testing |
| (14) | Deadline for presentations | Language Testing |
| (15) | | Revision |
| (16) | Final Exam | |

Module Outline:

➤ Make-up exams will be offered for valid reasons only with consent of the Dean. They may be different from regular exams in content and format.

Attendance Policy

Lecture attendance is mandatory. Student is allowed maximally 15% absentia of the total module hours. More than this percentage, student with an excuse will be drawn from the module. Otherwise, student will be deprived from the module with zero mark assigned.

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Expected Workload:

On average you should expect to spend at least (6) hours per week on this module.

Text Book(s):

Title:

Brown, Douglas, *Principles of Language Learning and Teaching* (3rd edition), (Prentice Hall Regents, Englewood Cliffs: 1993)

Handouts prepared and distributed by course instructor.

Videos assigned by instructor.