Syllabus: ELT Methodology II
EDUC 6257

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Course Description
The course focuses on a number of concepts central to the methodology of teaching English as a foreign language. The primary intention is to cover a wide range of concepts and teaching and learning techniques related to speaking, listening, reading and writing. Other key areas related to testing and evaluation as well as computer applications in ELT will also be dealt with.

Aims
1. To develop an understanding of the theoretical principles and concepts underlying methodologies and techniques utilized in ELT, with a particular focus on the skills of writing, listening, and speaking.
2. To develop the practical skills necessary for analyzing and evaluating effective teaching in the EFL classroom.
3. Increasing participants' awareness of the different language learning strategies.
4. To develop a working knowledge of the principles of modern language assessment with more focus on designing tests which assess reading, writing, vocabulary, and grammar.
5. To develop the participants awareness of the applications of computers in ELT.
Intended Learning Outcomes (ILOs)

On completion of this course, successful participants will be able to:

- demonstrate the ability to reflect critically on teaching and learning experiences on the course and relate them to the Palestinian educational context;
- demonstrate a working knowledge of the principles and practice of different forms of modern language assessment;
- analyse existing tests and construct appropriate language ones;
- understand the relationship between methodological approaches to the teaching of a foreign language and the use of technology;
- use technology for ongoing professional self-development.

Topics

1. Basic teaching and learning beliefs and terminology (Critical overview of ELT Methods)
2. Principles and techniques for teaching grammar
3. Principles and techniques for teaching listening
4. Principles and techniques for teaching speaking
5. Principles and techniques for teaching writing
6. Principles and techniques for teaching reading & vocabulary
7. Principles and techniques for teaching pronunciation
8. Language assessment
9. Using language games and fun in class

Teaching and learning methods

The course content mixes lecture-type input (delivered via paper-based and on-line materials). It also includes interactive tasks, demonstrations, guided reading, in-class discussions and reflective tasks.

Assessment

Following a guided democratic and performance assessment model for this course, students are required to do four assignments: 3 mandatory (1&2) and 1 assignment to be chosen from a list of 3 options below.
Mandatory

1. **Electronic discussion**: In about one page, respond to the reading of the 6 topics above through written comments and views. These comments should not be summaries of the readings. Try to be reflective in order to create a class dialogue about what you are reading.

Submit your response via email **3 days** prior to the next class meeting of each week. (on Saturdays for males & on Tuesday for females); place on the subject line the topic of the week. (15%).

2. **Reading, summarizing and reflecting on a book**: to enhance your knowledge and skills, your are required to read a recent book (not published before 2000) related to one of the above topics and summarise it in about 15 pages. Your summary should focus on the practical outcomes you gained from the book. You can choose one of the books listed below. Submit your response via email on the day of the final exam (20%).

3. **Methodological Position Paper**: Through an integration of course readings and discussions, you will begin to develop a methodological position or stance. You will articulate this stance in a formal written paper, 8 -10 pages in length. In this paper you will discuss 4-5 pedagogical beliefs about how English should be taught/learned in Palestine, how you arrived at your beliefs (readings, observations, etc), and most importantly- your rationale for the best practice. I would like to see an integration of terminology from the readings, and examples from your observations, used to discuss and describe your position. This paper is due on the final exam day. (20%).

Final exam       30%

Options - (15%)

1. **An e-annotated bibliography**: collect 10 useful sources on the internet and write a brief evaluative description of each (type, purpose, target audience, content quality, etc.). All sources should be related to the course topics listed above. The sources should be EFL professional organization, institutions, universities, etc.

2. **Developing an alternative assessment**: First, prepare a test specification list (1-2 pages: don’t write a narrative) that you think a language teacher should know or be able to do when he/she writes a test. Second, use the list to write a brief description
and evaluation of any school or university written exam through assessing its strengths and weaknesses as well as exemplifying ways in which the exam could be improved. Third, provide a rationale for your alternative assessment design, again referring to students and teachers roles and responsibilities, and making appropriate use of the test specification list you had prepared.

3. **Professional Development Requirement:** You are required to join at least 3 ELT publishers (CUP, OUP, Longman, Macmillan, Delta, Thompson, etc where you can request inspection copy and update your knowledge with newly published books) and 3 EFL professional organizations or listserv. Which organization or listserv you join is up to you, however, remember that a high level of involvement in the organization of your choice will enhance your learning both immediately and for years to come.

Some of these organizations are free and others do cost differing amounts, so find out which ones will meet your specific needs and budget. You will need to copy me some proof of your memberships (canceled check copy, membership card copy, or organization mailing with you address on it).

Investigate the following websites for information and be prepared to share information with your peers by the end of the semester. More information about professional organizations can be found at:

- TESOL [http://www.tesol.org](http://www.tesol.org)
- IATEFL: [http://www.iatefl.org/newhome.asp](http://www.iatefl.org/newhome.asp)
- ELTeCS: [http://www.britishcouncil.org/eltecs.htm](http://www.britishcouncil.org/eltecs.htm)
- Go to [http://www.american.edu/tesol/listservs.htm](http://www.american.edu/tesol/listservs.htm) to find a listserve, or go to [http://www.hunter.cuny.edu/~tesl-l/](http://www.hunter.cuny.edu/~tesl-l/) (TESL-L home page)
- [http://www.hunter.cuny.edu/~tesl-l/commands.html](http://www.hunter.cuny.edu/~tesl-l/commands.html) (common TESL-L listserv commands, including how to unsubscribe).

**Core Reading**


Further reading


4. Cameron, Lynne (2001). Teaching languages to young learners. CUP


