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**Department of English**

**College of Education**

**University of Salahaddin**

**Subject: ELT Theories**

**Course Book: 3rd stage**

**Lecturer's name: Asst. Prof. Dr. Nada J. Abbas**

**Academic Year: 2022/2023**

**Course Book**

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| ***1. Course name*** | ***English Language Teaching (ELT) Theories*** |
| ***2. instructor in charge*** | ***Assist. Prof. Dr .Nada Jabbar Abbas*** |
| ***3. Department/ College*** | ***Dept. of English/College of Education /SU*** |
| ***4. Contact*** | ***E-mail: nada.abbas @su.edu.krd*** |
| ***5. Time (in hours) per week*** | ***3 hours weekly***  |
| ***6. Course book*** | ***Theory Construction in Second Language Acquisition(2004) by Geoff Jordan***  |
| **7. Teacher's academic profile** | ……. Dr. nada J. Abbas Assist. Prof in College of Education /Department of English (SU) since 2006.language teacher in Baghdad University /College of Languages 1995-2006. A member of the Scientific Committee in the department since 2006, head of department of English /College of Education 2008, (23) years of teachingELT, instructing and supervising in the field of my specialty, Many years of supervising MA & PhD students in the field of applied linguistics and a committee member in many scientific and administrative committees in SU.I have many publisher researches in different scientific journals in Kurdistan and all over Iraq.BA certificate in ELT from Baghdad University /College of Education 1988MA certificate ELT from Baghdad University /College of Education 1993Phd degree in ELT from SU 2011A member in the Iraq interpreters union in Baghdad 2000-20003 and 24 years of verified activities and participations in the field of language teaching, class management, assessment and curriculum design.  |
| **8- Course objectives:** by the end of the course ,3rd grade students are expected to, or will be able to:1- Understand broadly based theoretical background that incorporates a number of basic English language theories.2-understand the broader framework of the linguistic, cognitive and sociolinguistic principles.3- Have good background about information processing m including the roles of different types of memory and knowledge in language learning.4- Understand SLA explanation of the phenomena that involved when a person acquires a second language and to highlight three key terms: phenomena, language, and explanation.6-differentiate in between language acquisition vs language learning through studying krashen's SLA theory.  |
| **9. Forms of teaching**During the learning course , students are required to :1- Participate in every week class interactive E-activities.2- present the assigned topic and have teacher-students class online discussions3-prepare a research term paper in not less than 3000-4000 words about one of the desired topics of the course syllabi by the end of the course.4-interact in every week online student's communications and follow the teacher guidance in preparing the learning assignments.5- sit for a quiz by the end of each unit of teaching . |
| **10. Assessment scheme:** students' performanceassessment scale will **tentatively** be as so :1-one mid – term exam =% 202- one presentation =% 203-final course exam =60%**Total=100** |
| **11. Course Reading List and References‌:*****Second language learning theories (3rd edition ) 2013by Rosamond Mitchell,*** ***Florence Myles& Emma Marsden***  |
| **12-course Contents**  |  |
| week | **hour** | **date** | **Teaching syllabi** |
| 1- | **3** | 11/9/2022 | Key terms and current problems in SLA |
| 2- | **3** | 18/9/2022 | Key terms and current problems in SLA**( continue)** |
| 3- | 3 | 25/9/2022 | Problems confronting current theories of SLA |  |
| 4- | 3 | 1/10/2022 | Four views on constructing and assessing theories of SLA |
| 5- | 3 | 18/10/2022 | Mid-term exam  |
| 6- | 3 | 23/10/2022 | Chomsky’s theory of UG: Principles and parameters Chomsky’s Generative Grammar |
| 7- | 3 | 30/10/2022 | The role of UG in an explanation of SLA |
| 8 | 3 | 7/11/2022 | Chomsky’s theory of UG: Principles and parameters |
| 9- | 3 | 14/11/2022 | Jean Piaget explanation of language acquisition |
| 10- | 3 | 21/11/2022 | Approaches to SLA that offend the guidelines |
| 11- | 3 | 28/11/2022 |  Krashen’s 5 hypotheses: The Monitor Model |
| 12- | 3 | 25/12/2022 | some examples of attempts made in the last forty years to develop a theory of SLA |
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**Department of English**

**College of Education**

**University of Salahaddin**

**Subject: Methods of Teaching English Language**

**Course Book: 3rd stage**

**Lecturer's name: Asst. Prof. Dr. Nada J. Abbas**

**Academic Year: 2022/2023**

**Course Book**

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| ***1. Course name*** | ***Methods of Teaching English as a Foreign Language*** |
| ***2. instructor in charge*** | ***Assist. Prof. Dr .Nada Jabbar Abbas*** |
| ***3. Department/ College*** | ***Dept. of English/College of Education /SU*** |
| ***4. Contact*** | ***E-mail: nada.abbas @su.edu.krd*** |
| ***5. Time (in hours) per week***  | ***3 hours weekly***  |
| ***6. Course book***  | ***The Practice of English Language Teaching 5th edi. By Jeremy Harmer******E- Teaching***  |
| **7. Teacher's academic profile**  | ……. Dr. nada J. Abbas Assist. Prof in College of Education /Department of English (SU) since 2006.language teacher in University of Baghdad/College of Languages 1995-2006. A member of the Scientific Committee in the department since 2006, head of department of English /College of Education 2008, (23) years of teachingELT, instructing and supervising in the field of my specialty, Many years of supervising MA & PhD students in the field of applied linguistics and a committee member in many scientific and administrative committees in SU.I have many publisher researches in different scientific journals in Kurdistan and all over Iraq.BA certificate in ELT from Baghdad University /College of Education 1988MA certificate ELT from Baghdad University /College of Education 1993Phd degree in ELT from SU 2011A member in the Iraq interpreters union in Baghdad 2000-in the field of language teaching ,class management, assessment and curriculum design. |
| **8- Course objectives:** by the end of the course ,3rd grade students are expected to or will be able to:1- Understand broadly based theoretical background that incorporate a number of basic principles and accepted concepts of methods of EFL teaching & learning.2-seperat the treatment of the language teaching four skills in special integration of teaching methods.3-have a practical focus on step-by-step- approach to language teaching and help novice teacher to become confident in directing interactive student-centered cooperative classroom.4- Build a scientific background of classroom techniques that are embedded in principles of teaching English second language 5-have clear distinctions between the course different teaching theories and concepts.6- Acquire affair enough background of the traditional methods of teaching English and compare them to the contemporary ones. |
| **9. Forms of teaching**During the learning course , students are required to :1- Participate in every week class interactive E-activities.2- present the assigned topic and have teacher-students class online discussions3-prepare a research term paper in not less than 3000-4000 words about one of the desired topics of the course syllabi by the end of the course.4-interact in every week online student's communications and follow the teacher guidance in preparing the learning assignments.5- sit for a quiz by the end of each unit of teaching . |
| **10. Assessment scheme:** students' performanceassessment scale will **tentatively** be as so :1-one mid – term exam =% 202- one presentation =% 203-final course exam =60%**Total=100%** |
| **11. Course Reading List and References‌:*****\* Second Language Acquisition and Second Language Learning By Stephen Krashin, 2000.******\* The Practice of English Language Teaching 5th ed. By Jeremy Harmer*** |
| **13-course Contents**  |  |
| week | **hour** | **date** | **Teaching syllabi** |
| 1- | **3** | 19/10/2020 | **Historical review of the traditional methods of teaching English**  |
| 2- | **3** | 26/10/2020 | **Stephen Krashen Theory of SLA** |
| 3- | 3 | 2/11/2020 | Ch. 4 /in Jeremy harmer book(popular teaching methodologies)what is meant by approach, method and strategy---communicative language teaching----task-based teaching----post method and the learner culture |  |
| 4- | 3 | 9/11/2020 | Ch. 4 /The lexical method  |
| 5- | 3 | 16/11/2020 | Ch. 4 /The humanistic method  |
| 6- | 3 | 23/11/2020 | Ch. 5/ being a learner/the learner age –level-motivation –and autonomy  |
| 7- | 3 | 30/11/2020 | Ch. 6 /Being a teacher/ qualities of good teacher –role of teacher in student-centered classes  |
| 8 | 3 | 7/12/2020 | Ch7./feedback, mistakes and correction  |
| 9- | 3 | 14/12/2020 | Ch7/Managing a language class for success / Seating and grouping large class |
| 10- | 3 | 21/12/2020 | Ch. 15/ teaching vocabulary  |
| 11- | 3 | 28/12/2020 | Ch.17/ teaching language four skills  |