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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 1988  MA certificate ELT from Baghdad University /College of Education 1993  Phd degree in ELT from SU 2011  A 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 discussions  3-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 =% 20  2- one presentation =% 20  3-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 1988  MA certificate ELT from Baghdad University /College of Education 1993  Phd degree in ELT from SU 2011  A 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 discussions  3-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 =% 20  2- one presentation =% 20  3-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 | |