



Course Specification

— (Bachelor)

Course Title: Modern Trends in Teaching English

Course Code: LANT1409

Program: English Language, BA

Department: Languages and Translation

College: Education and Arts

Institution: University of Tabuk

Version: 2023.10

Last Revision Date: 2022



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6



A. General information about the course:

1. Course Identification

1. Credit hours: (3)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		
3. Level/year at which this course is offered: Year 4					
4. Course general Description:					
This course introduces students to major contemporary trends in teaching English language. It provides students with a detailed account of approaches and methods according to their underlying principles, the learning aims, the syllabus model used, the role of the teachers and learners, the material used and classroom procedures and techniques that the method tackles.					
5. Pre-requirements for this course (if any):					
LANT1310 English Language Teaching Methods					
6. Pre-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
This course aims to introduce students to approaches, methods and techniques used in teaching English language. Students will be introduced to different classroom procedures and techniques used in different contemporary teaching methods, to orchestrate them in accordance with the classroom environment when they come to teach.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
	Hybrid		
3	<ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	--
3.	Field	--
4.	Tutorial	--
5.	Others (specify)	--





Total	45
-------	----

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	List the characteristics of teaching methods	K2	Lectures Guided classroom activity	Exams Quizzes
1.2	State learning objectives of contemporary teaching methods.	K2	Lectures Guided classroom activity	Microteaching Quizzes
1.3	Describe the type of teaching activities used in the contemporary teaching methods.	K2	Lectures Classroom activity Class discussion	Exams Assignments
2.0	Skills			
2.1	Explain the classroom procedure used in different contemporary teaching methods.	S4	Lectures Class discussion	Exams Microteachings
2.2	Compare and contrast different contemporary teaching methods	S1	Lectures Class discussion	Assignments
2.3	Demonstrate an ability to explain the teacher's and student's role in contemporary teaching methods.	S4	Lectures Class discussion Classroom activity	Exams Microteachings
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic and research values and ethics.	V1	Class discussion	Assignments In-class
3.2	Work autonomously to achieve target tasks effectively.	V2	Classroom activity Collaborative learning	Performance Observation





C. Course Content

No	List of Topics	Contact Hours
1	A Brief History to Language Teaching	3
2	The Nature of Approaches and Methods in Language Teaching	3
3	The Oral Approach and Situational Language Teaching	3
4	The Audiolingual Method	3
5	The Communicative Language Teaching	3
6	Suggestopedia	3
7	Whole Language	3
8	Total Physical Response	3
9	The lexical approach	3
10	The Silent Way	3
11	Competency-Based Language Teaching	3
12	Cooperative Language Learning	3
13	Community Language Learning	3
14	The Natural Approach	3
15	IT in language Teaching	3
	Comparing and Evaluating Methods	
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments	7 th + 11 th	10 %
2.	The Microteaching	9 th	10 %
3.	1 st Midterm	5 th	20%
4.	2 nd Midterm	8 th	20 %
5.	Final Exam	12 th	40 %

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Richards, J. C & Rodgers, T.S. (2014) Approaches and methods in language Teaching (Cambridge Language Teaching Library), 3 rd Edition.
Supportive References	Methodology In Language Teaching: An Anthology of Current Practice by Richards, J C
Electronic Materials	Md. Shakil Akhtar. Role of ICT in the Enhancement of English Language Skills among the Learners. Volume 6 https://www.ecml.at/TrainingConsultancy123/ICT-REV/tabid/1725/language/en-GB/Default.aspx
Other Learning Materials	None

2. Required Facilities and equipment





Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data Show
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	1. Direct method: Faculty-student meeting to get students' oral feedback. 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	Students and Peer reviewers Faculty, Program Leaders	1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	Students and Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
The extent to which CLOs have been achieved	Faculty, Program Leaders, Peer Reviewer	Periodic Revisions and Program Annual Report
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Council of the Department of Languages and Translation
REFERENCE NO.	MEETING No.9/1445
DATE	15/04/1445



