

First: Language Pedagogy

1-Language Skills

Macro and Micro Skills:

Macro skills: are the main and largest language skills a person must deal with to communicate effectively. They are listening, speaking, reading, and writing.

Micro skills: are the language skills that can be components of one or more macro skills, for example spelling is a component of writing and pronunciation is a component of speaking, etc. Grammar, vocabulary are other examples of micro skills.

Vocabulary

Denotation:

The denotation of a word is its actual meaning, the definition that you will find in the dictionary.

Connotation:

Connotation is a suggestive meaning, the emotions and feelings that a word is connected with. A word can have positive or negative connotations. For example, the words skinny and slender have the same denotation, but skinny generally has a negative connotation (it sounds like too thin), while slender sounds positive and attractive. Her.

Collocation:

It means two or more words that go together; the combination of these words sounds correct to native speakers who use them all the time. For example, the word “party” collocates with have. In English we have a party.

2- Curriculum Requirements

Curriculum

A curriculum is the total structure of ideas and activities developed by an educational institution to meet the learning needs of students, and to achieve desired educational aims.

The three models of curriculum design:

Subject-centered curriculum design:

It revolves around a particular subject matter or discipline, such as mathematics, literature, or biology.

Learner-centered curriculum design:

It revolves around student needs, interests, and goals. This approach aims to empower learners to shape their education through choices.

Problem-centered curriculum design:

It teaches students how to look at a problem and formulate a solution. It helps students engage in authentic learning because they're exposed to real-life issues and skills..

Syllabus

A Syllabus describes the contents of a course and the order in which they are to be taught. It includes course objectives, assignments and exam dates.

Types of Language-Teaching Syllabus

There are different types of syllabi, but these types rarely occur independently of each other. Almost all actual syllabi are combination of two or more types.

1. Structural (formal) Syllabus

The content of language teaching is a collection of the forms and structures, usually grammar of the language being taught.

2. Lexical syllabus

It is a vocabulary syllabus that is organized in terms of the most important or useful vocabulary items in a language.

3. A notional/ functional syllabus

The content of the language teaching is a collection of the functions that are performed when language is used like agreeing and apologizing; or of

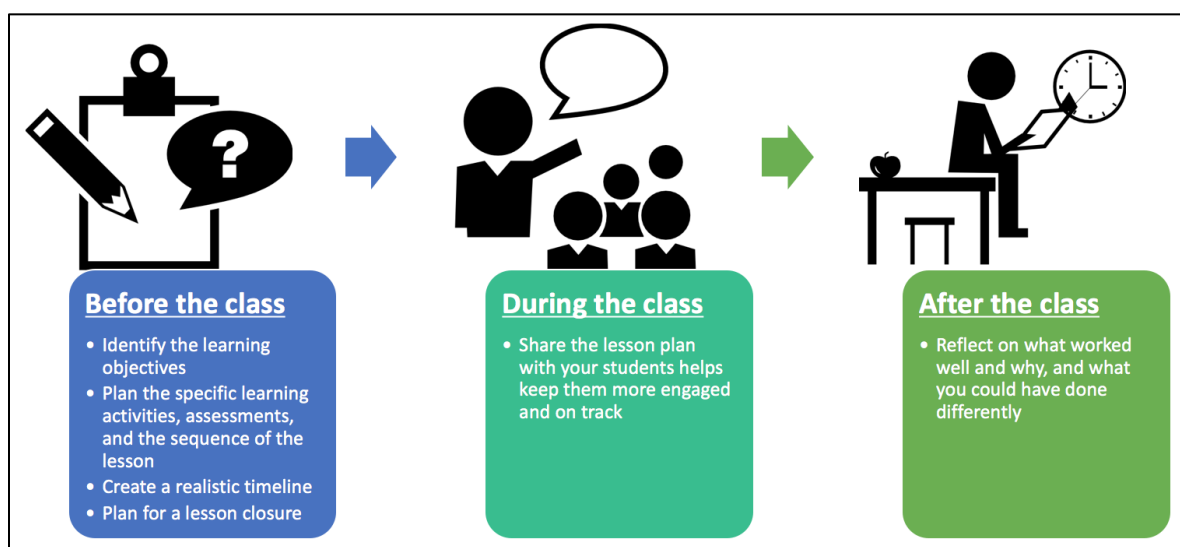
the notions that a language is used to express like comparison, time, and so on.

4. Situational syllabus

The content of language teaching is a collection of real or imaginary situations in which language occurs or is used; for examples seeing the dentist.

Lesson plan

A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time.



Learning Objectives

Learning goals are the broad desired results of a course. They are what students will be able to learn or get at the end of a course or a year.

Learning objectives are brief statements that describe what students will be expected to know or be able to do by the end of a unit, lesson or class period.

The three domains of educational objectives

They are:

- The Cognitive: mental skills (Knowledge)
- The Affective: growth in feelings or emotional areas (Attitude)
- The Psychomotor: manual or physical skills (Skills)

Learning Activities

Teacher Role in Activities:

- In controlled practice he has an authority.
- In guided practice he is monitor.
- In free practice he is a facilitator.

3- Assessment Tools

Assessment

Assessment:

Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills and attitudes. By taking the assessment, teachers try to improve the student's path towards learning.

The overall process of evaluating learning using multiple methods.

Different types of assessments

1- Subjective Assessment:

Subjective assessments aim to assess areas of students' performance that are complex and qualitative, using questioning which may have more than one correct answer or more ways to express it. For example, respond with short answers or write an essay.

2- Objective Assessment:

It is a way of examining in which questions asked has a single correct answer. For example, multiple choice or true/ false questions.

3- Alternative Assessment

Alternative assessments are assessments that evaluate students' proficiency in performing complex tasks that are directly associated with learning outcomes.

Alternative assessments fall into three main categories:

- Authentic or cognitive
- Constructive or portfolio
- Performance-based

1- Authentic or cognitive Assessment:

Authentic assessments reinforce deep learning by promoting students to exercise their knowledge in a way that is relevant to their future career; for example, in a nursing course a student review a mock patient's health record and provide a healthcare plan.

2- Constructive/ Portfolio Assessment:

Portfolio assessment can be defined as student selection of the best evidence of their learning.

3- Performance Assessment

It requires students to directly demonstrate what they know and are able to do through open-ended tasks such as acting in a play

Tests

Test is a process of measuring learners' knowledge or skill in a particular issue through some oral or written procedures.

Types of Test:

1. Placement tests:

Placement tests are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities.

2. Diagnostic Tests:

Diagnostic tests are used to provide information about the learners' strengths and weakness.

3. Progress or achievement tests:

Progress or achievement tests aim to measure what has been learnt over a longer period of

4. Proficiency Tests:

A proficiency test measures the learner's general level of language mastery. For example the TOEFL.

5- Norm-referenced test: teacher measures students' performance based on their average performance in class. It compares students' performance against other students.

6- Criterion-referenced test: It compares students' performance against a specific objective, or a standard.

7- Discrete point test: It tests a single and specific part of a language like; grammar or vocabulary, or basic skills like listening or reading.

9- Integrative test: It tests more than one skill or item of knowledge or a language at a time.

Two types of Integrative Language Testing:

4- Teaching Methods

The difference between...

An approach: A set of beliefs or theories about the nature of language, language learning, and teaching. It provides the philosophical and theoretical foundation. It is considered as a theory of language answering the question *why?* For example: Communicative Approach

A method: An overall instructional plan derived from an approach. It specifies how teaching should be organized to achieve learning goals. It focuses on answering the question *how?*

For example: Communicative Language Teaching

A technique: A specific classroom activity or procedure used to implement a method. It focuses on answering the question *what?*

For example: Role-play, dictogloss, information-gap

A strategy: A strategy is a deliberate plan of action used by teachers or learners to achieve specific instructional or learning objectives.

For example: Pairing students, scaffolding, questioning, feedback

Motivation

Motivation is a stimulant for achieving a specific target. To be motivated means to progress or to be in motion to do something.

Types of Motivation

Integrative Motivation: Integrative motivation means learning the language with the intention of participating in the culture of its people.

Instrumental motivation: Instrumental motivation means that a learner learns the language for a purpose related to occupation or useful benefits.

Learning Styles

Each student has different characteristics that make up his own learning style.

VARK (Visual Auditory Reading/Writing Kinesthetic) Learning Styles

The **VARK model** was introduced by Neil Fleming, a teacher from New Zealand.

According to his model, learners are classified into 4:

1. Visual Learners

This kind of students prefer seeing images, drawing, graphics to better comprehend the concepts.

2. Auditory Learners

Learning experience for this kind of students should be more on listening or speaking.

3. Read/Write Learners

These learners prefer to study ideas by presenting it in a written way.

4. Kinesthetic Learners

students prefer to practice on their own the concepts presented to them..

Cognitive Learning Styles

It refers to cognitive variations in learning a second language. It is about an individuals' preferred way of processing, organizing, and recalling information related to language learning.

1. Concrete learning style

They prefer verbal or visual experiences. They like to be entertained, and like to be physically involved in learning.

2. Analytical learning style

They like to solve problems, and enjoy tracking down ideas and developing principles on their own. Such learners prefer a logical, systematic presentation of new learning material.

3. Communicative learning style

Learners with a communicative learning style prefer a social approach to learning. They need personal feedback and interaction.

4. Authority-oriented learning style

They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly what they are doing.

Second : Instructional Design

6- Learning Resources

Instructional Materials refers to the range of resources and lesson materials that teachers can use to teach. They are everything that a teacher can use to facilitate learning for their students.

Types of Teaching-Learning Material

- **Visuals Aids:** Blackboard, Posters, Flashcards, Presentations, Printed textbooks, Graphs and Infographics
- **Audio Aids:** Radio, Tape-recorder and CDs
- **Audio-visual aids:** Videos, Video recordings, Films and Documentaries, Virtual Classrooms
- **Language Laboratory**
- **Computer-Assisted Learning:** Pre-recorded DVDs, CDs, online quizzes, ebooks, podcasts and apps.

7- Lesson Shapes

- 1- Presentation, Practice, Production (PPP)
- 2- Engage, Study, Activate (ESA)
- 3- Task Based Learning (TBL)
- 4- Test Teach Test (TTT)

Third : Theoretical Knowledge & Application

8- Second Language Acquisition

Competence and Performance:

Competence is the system of unconscious knowledge that one knows about a language.

Performance includes all other factors that allow one to use a language in practice.

Theories of second language acquisition

- 1- The Behaviorist Theory
- 2- The Nativist Theory
- 3- The Input hypothesis by Krashen

9- TESOL/ TEFL

The acronym TESOL refers to Teaching English to Speakers of Other Languages. It is the "umbrella" term. It encompasses both TEFL and TESL, focusing on teaching non-native speakers regardless of geography.

The acronym TEFL refers to Teaching English as a Foreign in a country where English is not the official language (e.g., teaching English in Spain or Japan).

The acronym TESL refers to Teaching English as a Second in an English-speaking country (e.g., teaching English to newcomers in Canada or the UK).

Fourth : Linguistic Knowledge

10- Language System

What is Language?

Language is essentially a human activity for the purpose of communication with oneself (thought) and others. It may be oral (heard or spoken) or graphic (read or written).

Functions of language

- **Interactional language** is the language we use to build and maintain relationships.
- **Transactional language** is language which normally carries a message.
- **Informative language function:** Language is used to communicate information
- **Expressive language function:** Language is used to report feelings of the writer or speaker.
- **Directive language function:** language is used for the purpose of causing or preventing action.

The History of English Language

Pidgin: It is the first generation of a language. It is a grammatically simplified means of communication that develops between two or more groups of people that do not have a language in common. It is employed in situations such as trade, or where both groups speak languages different from the language of the country in which they reside (but where there is no common language between the groups). In pidgin, the vocabulary and grammar are limited and often drawn from several languages.

As further generations continued using these pidgins, expanding upon them, and developing their vocabulary and grammar, they evolved into creoles.

Jargon: Special words and phrases that are used by particular groups of people specially in their work; for example, in medicine or military

Register: It is used to refer to the formality of a social interaction.

Kinds of register include:

- **Formal register:** used in formal and professional situations.
- **Frozen register:** language that has not changed for a long time and is unlikely to do so in the future.
- **Consultative register:** used in situations where someone is seeking or giving advice or suggestions.
- **Neutral register:** used in academic and technical settings.
- **Casual register:** language used in informal and relaxed situations as between friends or family members.

11- English Linguistics

What is linguistics?

Linguistics is the scientific study of human natural language. It is concerned with the nature of language and communication.

Applied linguistics:

Applied linguistics is a field of study that looks at how linguistics can help understand real-life problems in areas such as psychology, sociology and education. Areas of applied linguistics of interest to teachers of languages include language acquisition, bilingualism.

Theoretical linguistics:

Theoretical Linguistics concerns the core structural elements of language:

Phonology (or phonemics): The study of patterns of a language's basic sounds.

Morphology: The study of the internal structure of words

Syntax: The study of how words combine to form grammatical sentences

Semantics: The study of the meaning of words (lexical semantics) and fixed word combinations (phraseology), and how these combine to form the meanings of sentences

Pragmatics: The study of how utterances are used in communicative acts.