



**The University of Jordan**

**Accreditation & Quality Assurance Center**

**COURSE Syllabus**

1	Course title	Teaching Reading and Writing skills in English Language
2	Course number	802742
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	
4	Prerequisites/corequisites	none
5	Program title	Methods of Teaching English Language
6	Program code	
7	Awarding institution	
8	Faculty	Faculty of Education Sciences
9	Department	Curriculum & Instruction
10	Level of course	Master
11	Year of study and semester (s)	2015
12	Final Qualification	Master
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Date of production/revision	4-10-2015

**16. Course Coordinator:**

*Office numbers, office hours, phone numbers, and email addresses should be listed.*

24477- alkhawaldeh@ju.edu

**17. Other instructors:**

*Office numbers, office hours, phone numbers, and email addresses should be listed.*

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**18. Course Description:**

*As stated in the approved study plan.*

Basic concepts of the communicative approach with respect to oral skills; specific features of spoken discourse; intonation and stress; paralinguistic features in oral communication; discourse markers and communication strategies; aspects of listening comprehension; specific methods related to the teaching of spoken skills (role-play, drama, discussion, debates); functions and notions in spoken English.

**19. Course aims and outcomes:****A- Aims:**

By the end of the semester, students should be able to:

1. Gain better understanding of specific methods related to the teaching of spoken discourse; intonation and stress; paralinguistic features of oral communication, discourse markers and communication strategies.
2. Identify the main aspects of listening comprehension; specific methods related to the teaching of spoken skills (role-play, drama, discussion, debated, etc.).
3. Determine the functions and notions in spoken English and how to introduce them to speakers of English as a second or foreign language.
4. Identify the new trends and issues in teaching and learning oral skills for speakers of English as a second and foreign language.
5. Be familiar with the methods of assessing and evaluating listening and speaking English.

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to ...

By the end of the course. Students should demonstrate different types of outcome.

**Academic outcomes**

1. Knowledge of the nature of oral skills.
2. Knowledge of the theories that interpret and analyze oral skills.
3. Knowledge of the methods and approaches that introduce oral skills.

**Analytical outcome**

1. To analyze the interrelationship between speaking and listening
2. To analyze the interrelationship between productive and receptive skills
3. To analyze specific features that characterize successful oral skills
4. To evaluate the different opinions regarding the teaching of oral skills based on thorough understanding of nature of oral skills.

**Transferable skills**

Students should be able to apply the strategies developed throughout the course in classroom teaching at schools.

**20. Topic Outline and Schedule:**

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Basic concepts of the communicative approach with respect to oral skills; specific features of spoken discourse	1 2 3		Knowledge of the nature of oral skills. Knowledge of the theories that interpret and analyze oral skills. Knowledge of the methods and approaches that introduce oral skills	Observations and tests	
intonation and stress	4				
intonation and stress	6 7		To analyze the interrelationship between speaking and listening  To analyze the interrelationship between productive and receptive skills To analyze specific features that characterize successful oral skills	tets	
aspects of listening comprehension specific	8 9 10		Students should be able to apply the strategies	Tets  And observations	
methods related to the teaching of spoken skills (role-play, drama, discussion, debates)	11 12 13 14 15 Final exam		developed throughout the course in classroom teaching at schools.		

**21. Teaching Methods and Assignments:**

Development of ILOs is promoted through the following teaching and learning methods:

Lecturing  
Presentations and discussions  
Group work

**22. Evaluation Methods and Course Requirements:**

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Using authentic assessment methods mainly observations and meetings with the students  
Mid-term and final exam

**23. Course Policies:**

A- Attendance policies:

B- Absences from exams and handing in assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

**24. Required equipment:**

**25. References:**

- M. Tsui; John Fullilove. (1998). Bottom-up or Top-down Processing as a Discriminator of L2 Learning Performance. *Applied Linguistics*, 19/4, (412-451)
- K.M. (2005). *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
- of Arts, (2004). Undergraduate catalog. NakhonPathom, Thailand: Silpakorn University Press.
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- urcia, Marianne; Goodwin, Janet M. 1991. Teaching Pronunciation. In MrianneCelceMuricia (Ed.), *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle&Heinle Publishers.
- Patricia. 1993. Listening in the Native and Second/Foreign Languages: Toward an Integration of Research and Practice. In Sandra Silberstien (Ed.), *State of the Art TESOL Essays: Celebrating 25 Years of the Discipline* (pp. 261-278). Bloomington: Pantagraph Printing.
- isela. 1994. "Talking Circles": Conversation and Negotiation in the ESL Classroom. *TESOL Quarterly*, 28/1, (293-321).
- ristine, (2000). A Cognitive Perspective on Language Learner's Listening Comprehension Problems. *System*, 28/1, (55-75.)
- ristine. 2002. Exploring Listening Comprehension Tactics and Their Interaction Patterns. *System*, 30/2, (185-206)
- (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre.
- E. (1997). Teaching English: how technology can help?
- V. (2005). *Action research for improving practice: a practical guide*. London: SAGE.
- S. E. (2001). *The art of public speaking*. (7th Ed.). Singapore: McGraw-Hill.
- ohn, 1999. Intonation in Theory and Practice, Revisited. *TESOL Quarterly*, 33/1, (37-67).
- Morley, Joan. 1993. The Pronunciation Component in Teaching English to Speakers of Other Languages. In Sandra Silberstien (Ed.), *State of the Art TESOL Essays: Celebrating 25 Years of the Discipline* (pp. 310-349). Bloomington: Pantagraph Printing.

**26. Additional information:**

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:

Head of Department  
Assistant Dean for Quality Assurance  
Course File