**Ministry of Higher Education**

**Faculty Course**

**Vision**

This course is the first of five sessions that SIT is offering to Algerian university English language teacher education faculty. There will be two further face-to-face sessions, and two online courses. In addition, there will be a series of observations of faculty in their own classrooms. The overall training program is designed to support the teacher educators involved in creating and delivering curricula and courses that will develop pre-service teacher capacity to plan and deliver English instruction grounded in current theory and effective practice. Specifically, we aim to increase the faculty’s knowledge of and skills in using tools to promote learning by emphasizing learner engagement and meaningful interaction, and by encouraging learner responsibility for their own learning in a community-building environment of openness, respect and flexibility, all of which is supported by reflective practice.

**Guiding Questions**:

* What do teachers need to know?
* What do they need to be able to do?
* What do faculty need to know and be able to do to aid teachers in developing their capacity to act from guiding principles that support the development of learner competence?

**Learning Strands**

There are six learning strands that will be developed over the five sessions:

* Second Language Acquisition
* Effective Teaching Practices
* Supporting Teacher Learning and Professional Development
* Curriculum and Syllabus Design
* Using Technology in the Classroom
* Reflective Inquiry

**Course Curriculum Objectives: Phase 1**

**Second Language Acquisition**

*How are additional languages learned? How does understanding of this process impact English language teaching and therefore teacher education?*

By the end of the stage, teacher educators will

* Demonstrate an understanding of SLA theory and practice by identifying and discussing significant aspects of theory and practice evident in ELL lessons
* Demonstrate the ability to apply a range of practice that supports SLA in their teacher education classes by planning and delivering a sample teacher education session and assessing it and those of others in terms of SLA

**Effective Teaching Practices**

*What are current effective teaching practices? How can teacher educators foster teacher awareness of these practices and help them develop the skills to implement the practices in their classrooms?*

By the end of the stage, teacher educators will

* Identify , discuss and apply frameworks for language analysis and lesson planning for effective learning in lessons focused on the developing students’ communicative competence and sessions to develop teacher competence
* be able to plan teacher education classes which model practices teachers can use in their classes to promote learning and learner autonomy
* articulate guidelines for pre-service teachers’ lesson planning that address each aspect of a lesson designed to develop communicative competence (e.g., learner-centered objectives, logical procedure using frameworks, meaningful and purposeful practice to support the development of the four skills)
* generate a first draft of performance standards for student teachers exiting pre-service English language teacher education programs.

**Supporting Teacher Learning and Professional Development**

*What is a learning-centered approach to English language teaching and how does that affect teacher education programs? What is reflective inquiry and how can it be used to sustain professional development?*

By the end of the stage, teacher educators will

* be able to identify key features of a learning-centered classroom and support student teachers in their developing the ability to create such environments
* be able to use Kolb’s Experiential Learning Cycle to reflect on teaching and learning experiences and identify concrete actions to take
* be able to identify and articulate significant principles of adult learning, and assess and set goals in light of their own practice
* be able to explain what the Reflective Inquiry tool is and involves, and be able to use it to identify actions they can take to solve problems or address concerns and/or issues

**Curriculum and Syllabus Design**

*What does a good language teacher know and need to know how to do? How do these competencies affect the goals and curriculum of English language teacher training programs in Algeria?*

By the end of the stage, teacher educators will

* articulate what they believe teachers need to know and need to know how to do
* generate a broad assessment of how well they believe their university program prepares student teachers
* generate a first draft of performance standards for student teachers exiting pre-service English language teacher education programs.

**Using Technology in the Classroom**

*What technology is already in use in teacher education and teaching? How is that technology currently used in both? What can students do with technology?*

By the end of the stage, teacher educators will

* Be able to articulate ways technology can be used in support of learning, the effect and benefits it can have for student and student teacher learning