



المدرسة العليا للتربية والتكوين - أكادير
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ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training- Agadir

Bachelor's Degree in Education
Secondary Education - English Language



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Module Title: Approaches and Methods of ELT

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M30
Semester:	4
Language of Instruction :	English
Pedagogical prerequisites	Educational sciences (M22)
Total Hours :	50 hours
Number of credits :	5
Mode of instructions :	Hybrid

1. MODULE SYLLABUS

1.1. Competencies to be acquired

- Plan and design teaching and learning situations based on students, learning content and didactic intentions.
- Implement teaching and learning situations based on didactic approaches and methods.
- Use, select and develop different approaches to assess students' knowledge acquisition and skills development.

1.2. Knowledge to be acquired

This module aims to enable students to:

- Consolidate their knowledge of the conceptual and methodological foundations of didactics.
- Be familiar with the different curricular frameworks that underpin different didactic approaches and methods.
- Take ownership of the various didactic approaches and methods that make teaching and learning situations dynamic and effective.

1.3. Hourly Volume

Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours).

Component of the Module	ECTS	Hourly volume (VH)						
		Races	TD	TP	Activities	Personal Work	Evaluation	Total VH
Didactics of French		30	10	-	-	6	4	50H
ECTS/VH overall module	5			-	-			50H
% VH		60%	20%	-	-	12%	8%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	50h			50h
% of Total Volume	100%			100%

1.1. Detailed Module Content Description

Week	Topics
Week 1	Notional benchmarks in didactics and pedagogy
Week 2	Theoretical foundations of didactic approaches and methods
Week 3	Didactic approaches 1 Knowledge-based approaches
Week 4	Didactic approaches 2 - Teacher-centered approaches - Student-centered approaches

Week 5	Didactic methods • Explicit teaching • Peer teaching
Week 6	Teaching methods • Experiential teaching • Problem-based teaching • Project-based teaching
Week 7	Teaching objectives 1 • Learning objectives • Formulating objectives • Learning domains: cognitive, socio-affective and psychomotor
Week 8	Teaching objectives 2 • Cognitive taxonomy: Bloom (1956) and Krathwohl (2002) • Socio-affective taxonomy: Berthiaume and Daele (2013) • Psychomotor taxonomy: Berthiaume and Daele (2013)
Week 9	<i>Competency-based approach (CBA) 1</i> • Historical and psycho-pedagogical benchmarks for CBA • Competency-based approach and learning theories. • Key concepts (competence, ability, skill, disciplinary content, knowledge, know-how, interpersonal skills, problem-situation).
Week 10	<i>Competency-based approach (CBA) 2</i> • Disciplinary and cross-disciplinary skills. • The benefits and limits of the competency-based approach.
Week 11	<i>Competency-based approach (CBA) 3</i> • Active learning: Key concepts and benefits of active learning - Different methods of implementing active learning • active learning, documentary approach, project-based approach, problem solving • Different approaches to active learning
Week 12	Learning assessment 1 • Types of assessment: diagnostic, formative and summative

Week 13	Learning assessment 2 • Criteria-based evaluation grid: criteria, performance levels and descriptors • Didactic, approaches, and methods?
Week 14	Evaluation

1.2. Teaching Methods and Pedagogical Resources

- Lectures
- Questioning
- Tasks to be carried out in small groups, followed by discussions and exchanges on the various theoretical and practical elements.

1.3. Description of Personal Work (If applicable):

Everyone's personal contribution is important. Ideally, students should work on mini-files, either transversally or specifically. Synthesis and revision work (on the part of the teachers) are therefore more than necessary to enhance the value of students' personal projects. The student will :

- Research questions/concepts/knowledge ;
- Master the concepts developed ;
- Take action and present the results of your work as part of a team;
- Reinvest these questions/concepts/knowledge elements in the description and analysis of didactic situations;
- Compiling files and logbooks

2. EVALUATION PROCEDURES

2.1. Assessment methods and module grade

- End-of-semester exam (60%)
- Continuous assessment (40%): oral tests, homework and presentations

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

3. BIBLIOGRAPHY

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