

# Ministry of Higher Education and Scientific Research

**General Directorate of Education and Training**  
**Directorate of Education in the First and Second Cycles**  
**Sub-Directorate of Higher Schools**

## **Educational Course Program for Students of Teacher Training Schools and Their Affiliates**

<b>Would-be Teacher Profile:</b> High School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 1
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
English 1		1	0	1	1hour30mn

### **Targeted capabilities and/or competencies (learning objectives):**

1. Consolidate students' previous knowledge (revision at the sentence level from phrase, clause, and sentence)
2. Students will be able to understand academic discourse by reading discipline-based texts
3. Students will be able to make the difference between formal and informal language in academic writing, in addition to daily life communication, like writing professional emails.
4. Being able to implement the standards of academic discourse in the paragraph, such as clarity, coherence, cohesion, and evidence. Simple Tenses/Progressive Tenses/ Perfect Tenses, in addition to more complex tenses like progressive as well as passive voice.
5. Being able to understand and use academic vocabulary related to their respective disciplines.
6. Students will be able to understand key words from context (guessing).

<p><b>Expected values and behaviors:</b></p> <ol style="list-style-type: none"> <li>1. Writing well-structured sentences.</li> <li>2. Read and understand texts in English.</li> <li>3. Manage short discussions in English.</li> <li>4. Understand videos and speeches in English.</li> </ol>		
<p><b>Necessary prerequisites:</b></p> <ol style="list-style-type: none"> <li>1. Prior background in learning English</li> <li>2. Understand English</li> <li>3. Knows the basics of the English Language</li> <li>4. Able to form simple sentences in English</li> <li>5. Able to make short discussions in English</li> <li>6. Basic Literacy: basic skills in reading and writing.</li> <li>7. Critical Thinking: Ability to analyze and interpret information.</li> <li>8. Motivation and Attitude: Willingness to learn and confidence in using English for academic purposes.</li> </ol>		
<p><b>Forms of evaluating the achievement of goals:</b></p> <ol style="list-style-type: none"> <li>1. <b>Formative Assessment</b> : Tasks and unit assessments</li> <li>2. <b>Summative Assessment:</b> Final exam 1 for the First term and final exam 2 for the Second term.</li> </ol>		
Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
<p>— This first-year program of <b>General English</b> serves as a preparation to the course of ESP (English for specific purpose). Teaching English for Specific Purposes involves instructing English to students who are required to use it in a specific field or</p>	<p><b>Unit 1: Ethics</b></p> <p>A unit on the theme of ethics introduces students to important concepts like: morality, regulations, legality, decision-making, and corruption. It also encourages critical thinking and develops student’s own perception of ethical framework in the world.</p>	<p>13 Weeks 19HOURS</p>

discipline, such as physics, mathematics, history, geography, and science.

— This suggested program is an introduction to General English and it is based on integrated skills aiming to make students practice two language skills together. For instance, reading and writing focus on a specific content.

— The main objective is to equip students with skills and strategies so they can read a technical text and implement its ideas and vocabulary in writing. In listening, the students are exposed to real situations related to their fields and encouraged to communicate (speaking) and produce technical language.

— This method develops students' content understanding and critical thinking alongside language skills.

— The extra points that teachers should focus on to feed students' competences and English understanding are:

1. Introducing Reading Techniques (skimming and scanning)
2. Understanding keywords from context
3. Identifying general and specific details
4. Writing Techniques: Summarizing and Paraphrasing.

### **Brainstorming:**

Teacher can select a video on the topic of “ethics” and ask students to watch and take notes of the words and ideas.

### **Reading:**

The text should be related to the theme of “ethics.”

### **Vocabulary study:**

Teacher can use the vocabulary from the video or the text and study it with students. Other vocabulary can be suggested as: Ethical theories: (Utilitarianism, Deontology, Virtue Ethics).

### **Writing:**

As an after-reading activity, the students can be asked to summarize the text.

### **Key Grammar points:**

Simple tense: Present Simple

The different uses of the present simple.

### **Pronunciation:**

Pronunciation of final “s”

### **Class Discussion and Debating:**

The teacher asks students to analyze ethical dilemmas and propose possible solutions. Students can reflect on their own ethics and values to analyze ethical dilemmas.

### **Unit Assessment:**

— The teacher can follow a formative assessment in which he evaluates his students through class discussions, group work, and participation.

5. Writing Techniques: Punctuation  
/capitalization (review)

— The teacher can ask students to do a final project on the unit in which they reflect on ethical theories.

## **Unit 2: The World of Work and Its Conflicts**

A unit on the theme of Work and Its Conflicts is valuable for students since it introduces them to the modern workforce and its conflicts and complexities. It helps them understand the social dynamics of employment, equality, overwork, and rights. The unit, in its different parts, introduces students to types of work, workplace conflicts, job requirements, and some socio-economic aspects that impact the world of work.

### **Brainstorming:**

The teacher writes a prompt on the board. It can be a quotation, sentence, or even a question. To incite students to start a discussion. The teacher writes some responses on the board to generate a debate.

### **Reading:**

The teacher selects a text that discusses the theme of the unit. The text is followed by reading comprehension questions that help students understand the ideas in the text.

### **Vocabulary study:**

The teacher can introduce new vocabulary and reinforce it by connecting words with visual representations. The students are required to create their own glossary of words based on the visual representations.

### **Writing:**

Review of Simple sentence structure and compound sentence Structure with coordination.

**Key Grammar points:**

Sentence structure: phrase, clause, and sentence problems (fragments and run-ons)

**Pronunciation:**

Silent letters in English words

**Class Discussion and Debating:**

**Role play:** students role-play different workplace conflict scenarios and try to resolve them using their own strategies. Some of the conflicts are: employer-employee disagreement and conflicts between co-workers.

Other activities could be generating discussion on leadership features and qualities like openness, empathy, punctuality, fairness, and communication.

**Unit Assessment:**

The teacher asks the students to prepare a speech on their future career as teachers, considering aspects like job stability, salary, and personal interest.

**Unit 3: Social Media**

A unit on the theme of social media aims to introduce students to social media and its dynamics, and platforms such as LinkedIn and Twitter. Other aspects as hashtags, followers, influencers, and personal/professional use of social media, should be investigated.

**Brainstorming:**

The purpose of this brainstorming is **to** activate prior knowledge and generate ideas.

- Teacher asks students questions like: How often do you use social media? Why? What kind of user are you? What are the advantages and disadvantages of using social media?
- Mind map on the board: “ Social media at the center.

Prompt questions: Asking students about their own experience with social media.

- What is social media?
- What applications and platforms do you use?
- How does social media influence your daily life and routine?
- How do they use it?
- What are the challenges they face, and how do they deal with them?
- What type of users are they?

**Reading:**

Choosing a text on social media and exploring its content, focusing on the main ideas.

**Vocabulary study:**

The teacher helps students to guess the meaning of key words from context using the general ideas and specific details in the text. Then the students can provide other

synonyms for each vocabulary word that can be used to paraphrase the main ideas.

**Writing:**

- The teacher asks students to write about one specific challenge they face using social media, like the lack of focus or time management, and explain how they could face this challenge using relevant vocabulary from the reading comprehension section.
- The teacher asks students to develop posts for different platforms, such as promotional tweets.

**Key Grammar points:**

**Modals:** Expressing Obligation, prohibition, and permission.

**Countable vs uncountable nouns:** audience (so), social media, content, reviews, users, etc.

**Comparatives and superlatives:** “This is the most popular platform for marketing.”

**Present perfect:** “Many companies have used influencer marketing successfully.”

**Pronunciation:**

- Syllables and Stress in Words: Focus on stress patterns in multi-syllable words.
- Practice pronunciation of key terms (e.g., “analytics,” “content,” “campaign,” “strategy”).

- Work on intonation for presenting or explaining ideas.
- Practice reading short marketing slogans or pitches aloud.

**Class Discussion and Debating:**

Discussing personal/professional use of social media

**Unit Assessment:**

The teacher asks students to prepare a project in which they create a post using Canva or PowerPoint with supporting text.

**Unit 4: Digital Marketing**

A unit on digital marketing aims to make students understand and use key digital marketing vocabulary. Some related topics are: brand building, platforms, influencer marketing and authenticity, brand voice, blogging, videos and infographics, SEO (Search Engine Optimization), and engagement strategies.

**Brainstorming:**

students watch a video related to the theme of digital marketing (a Short video on “What is Digital Marketing?”). Students will be asked to extract specific information and vocabulary from the video.

**Reading:**

a text related to common strategies and tools used in digital marketing



**Vocabulary study and Pronunciation:**

- The teacher can use a matching activity in which students match terms related to digital marketing with definitions. The teacher should work on the pronunciation of the terms with students.
- Practice pronunciation of key digital marketing terms and common endings ("ing" in "marketing").

**Writing:**

- Teacher asks students to use the definitions from the vocabulary section to develop sentences.
- Writing a formal email.
- Email marketing.

**Key Grammar points:**

Progressive tense: present continuous.

**Class Discussion and Debating:**

- Teach Students to express opinions, agreement, and disagreement about the effectiveness of different digital marketing or E-Commerce marketing.
- **Discussion:** Students answer the following questions: Which digital marketing method do you think is most effective for a small business? Have you ever clicked on an online ad? Why or why not? Do you trust influencer recommendations?
- The role of the teacher is to monitor and support students with the target vocabulary.

	<b>Unit Assessment:</b>  Oral presentation on a digital marketing or related topic (mobile marketing, video marketing).	
<b>Exam of S1</b>		

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