

JOSE MARIA COLLEGE
 Philippine-Japan Friendship Highway, Sasa, Davao City
COLLEGE of TEACHER EDUCATION

SYLLABUS in
 TEACHPROF

Course Title	The Teaching Profession
Course Description	This is a 3-unit course deals with the teacher as an individual, a classroom manager, community and global teacher. This emphasizes professionalization to cover teacher's status and levels of professional rewards and professionalism to improve competencies.
Course Credits	3 units
Contact Hours/week	3 hours a week
Prerequisite	none
Program Outcomes	<p>a.) Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts;</p> <p>b.) Demonstrate mastery of subject matter/ discipline;</p> <p>c.) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environment;</p> <p>d.) Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners;</p> <p>e.) Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices;</p> <p>f.) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes;</p> <p>g.) Practice professional and ethical teaching standards sensitive to the local, national, and global realities;</p> <p>h.) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities; and</p> <p>i.) Model desirable values and attitudes, disciplined professionals with integrity and passion to engage in life-long learning undertakings.</p>
Course Objectives (Learning Outcomes)	<p>a. to define roles of teachers as individuals and classroom managers</p> <p>b. to identify the responsibilities of the a teacher</p> <p>c. to articulate personal philosophy of education</p> <p>d. to internalize the values expected of a teacher</p> <p>e. to demonstrate understanding of the teaching profession</p>
Course Outline	
Week	Topic
1	Class orientation, course description overview
2	Knowing Your Personal Philosophy of Education
3	The Teacher's Philosophical Heritage
4	Social Institutions; Principles of Morality
5	Teaching as a Vocation, Mission, and Profession
6	The Teacher's Philosophical and Values Formation

Teaching Syllabus For English Language

Andy Kirkpatrick, Anthony J. Liddicoat

Teaching Syllabus For English Language:

Syllabus Design Of English Language Teaching Prof. Dr. Abd. Hakim Yassi, Dipl., TESTL., M.A., 2018-01-03 This book is entitled Syllabus Design for English Language Teaching which was written and developed based on a research Communicative Competence Based Syllabus Design for Speaking Course One for Students of The English Department It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis formulation of learning objectives development of syllabus and teaching materials teaching materials implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program This book generally includes some information on the discussion of 1 The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching 2 The distinction between the terms of curriculum and syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development 3 Theory of needs analysis as the main cornerstone in the development of syllabus design 4 The concept and the theory of communicative competence based syllabus design 5 The systematic stages in designing a competency based syllabus ranging from preliminary stages with the needs analysis the stage of teaching materials development as well as the stage of reviewing the learning outcomes 6 A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design Buku Persembahan Penerbit PrenadaMedia *English Language Teaching and Learning Syllabus*, 2019

English Methods Teaching Syllabus English Language Centre (Blantyre, Malawi), 1972

Handbook of Research on Curriculum Reform Initiatives in English Education Denman, Christopher, Al-Mahrooqi, Rahma, 2018-10-12 Different regions of the world are making increasing demands for educational reform especially when institutions are dissatisfied with the level of proficiency of their graduates Since the realization of how important English education is to global success reform to English education is becoming progressively vital in societies all over the world The Handbook of Research on Curriculum Reform Initiatives in English Education provides research exploring the theoretical and practical aspects of a variety of areas related to English education and reform as well as applications within curriculum development and instructional design Featuring coverage on a broad range of topics such as teachers roles teaching methods and professional development this book is ideally designed for researchers educators administrators policymakers interpreters translators and linguists seeking current research on the existing body of knowledge about curriculum reform in English education in an international context *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state

of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

The Routledge International Handbook of Language Education Policy in Asia Andy Kirkpatrick, Anthony J. Liddicoat, 2019-04-17 This must have handbook offers a comprehensive survey of the field It reviews the language education policies of Asia encompassing 30 countries sub divided by regions namely East Southeast South and Central Asia and considers the extent to which these are being implemented and with what effect The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered Each country chapter provides a historical overview of the languages in use and language education policies examines the ideologies underpinning the language choices and includes an account of the debates and controversies surrounding language and language education policies before concluding with some predictions for the future

English Language Assessment and the Chinese Learner Liying Cheng, Andy Curtis, 2010-03-17 This volume addresses a very timely and important topic and provides both broad and in depth coverage of a number of large scale English tests in China including Hong Kong and Taiwan and about the Chinese learner Lyle F Bachman From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing this book presents a comprehensive up to date relevant picture of English language assessment for students in China Mainland China Hong Kong and Taiwan and for Chinese learners of English around the world Written by well recognized international scholars in language testing it covers the history of tests and testing systems issues and challenges and current research in China both test designers and test users points of view on test development and test validation within a range of political economical social and financial contexts in China theoretical conceptual perspectives on the use of the English language assessment at different levels including societal university and schools empirical research related specifically to test development curricular innovation and test validation Given the long history of objective testing and its extensive use in Chinese society and considering the sheer number of students taking various tests in English in China and elsewhere an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world This is

a must read volume for testing and assessment policy makers curriculum designers researchers ESL EFL materials writers graduate students and English language teachers researchers at all levels **English Language Teaching and Learning Syllabus** ,2019 **Approaches and Methods in Language Teaching** Jack C. Richards, Theodore S. Rodgers, 2001-04-09 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era **The Routledge Handbook of Materials Development for Language Teaching** Julie Norton, Heather Buchanan, 2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics **The United States Catalog** ,1921 **Learning how to handle controversial issues in schools and other education settings** David Kerr, Ted Huddleston, 2021-01-13 Learning how to deal with controversial issues is at the heart of education for democratic citizenship and human rights education Highlighting best practices from case studies across Europe this guide offers innovative approaches and practical tools to handle controversy in schools effectively Controversy and controversial issues are at the centre and at all levels of our democratic societies This means that learning how to deal with such issues must always be at the heart of an effective education for democratic citizenship and human rights education EDC HRE That learning takes place in schools and other education settings as children and young people progress in their education from early years through primary lower secondary and upper secondary phases into tertiary and higher education and beyond The Council of Europe has an outstanding record in promoting education for democratic citizenship human rights education and intercultural dialogue and in fostering and teaching about the importance of democratic culture It is therefore fitting that the Council of Europe in partnership with the European Union through the Joint Programme Democratic and Inclusive School Culture in Operation DISCO formerly known as the Human Rights and Democracy in Action Pilot Projects Scheme has helped to facilitate the creation of this very timely good practice guide which complements the manuals Teaching controversial issues and Managing

controversy **Resources in Education** ,1987 **Teaching English to the World** George Braine,2014-04-08 This collection of accounts by non native speaker English teachers presents localized perspectives on the history curricula of English language teaching and personal narratives of authors from around the world **English Language and Literature Teaching in India** S. R. Ganguly,L. S. Ramaiah,2000 Description English came to India with the East India Company in the seventeenth century Lord Wellesley consolidated the rule of the East India Company around 1820 with his victories over the Marathas and Tipu Sultan Hence the times were propitiate for the introduction of English language in India in education and administration The two landmarks for the English Language Teaching in India were the famous Minute on Indian Education 1835 by Thomas Babington Macaulay and The Wood s Despatch 1858 by Charles Wood Thereafter English became the most important subject of higher study in India Much was written about the study and teaching of English Language and Literature in India both by the natives and English men English Language teaching even after achieving Independence 1947 is continuing as an important subject of study as India s window on the world In spite of the importance of the subject there has been no bibliographical control Bibliography and documentation are important tools to provide the total intellectual output that was written and published in the field They reveal the strengths and weaknesses of the subject They are the pathfinders for the further study and research of the study Lack of these tools is a bane to the teachers and scholars There is no bibliography so far on English Language and Literature teaching in India The editors with their long experience at CIEFL undertook this arduous work to fill in the gap It is a happy thing that this reference tool is published on the occasion of the completion of 40 years of the establishment of the Central Institute of English and Foreign Languages Hyderabad and the Silver Jubilee of its deemed university status It is hoped that this bibliography will be of great help to teachers students and scholars in the field of ELLT **The United States Catalog** Eleanor E. Hawkins,1921 **The United States Catalog Supplement, January 1918-June 1921** Eleanor E. Hawkins,1921 [English Language Teaching in India](#) R K Agnihotri,A L Khanna,1995 Very Good No Highlights or Markup all pages are intact **The United States Catalog; Books in Print January 1, 1912** Marion Effie Potter,1921 *Books of 1921-1925* Chicago Public Library,1927

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Teaching Syllabus For English Language Introduction

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