AMIDEAST امديست

ESTEEM PROGRAM

ESTEEM Upper Intermediate Syllabi Sessions 2 & 3

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Description

This English training 3-session program, consisting of 21 synchronous hours and 14 asynchronous hours per each session, tends to teach English to high school teachers of Engineering, Math, physics/chemistry, computer science, technology and other subjects taught in the public Moroccan High schools. In this upper intermediate level, students will study upper intermediate English, the four skills of which would be implemented in either delivering future classes in English, or conducting research in English. Using context-based classes, these students will first study the language skills and vocabulary required to either receiving or producing information about their taught subjects in English. Adopting the flipped-classroom approach, students will need to work quite extensively outside of class-time to design, develop and, sometimes, even deliver short lessons that fall withing their areas of teaching expertise in English. Another important aspect of the training is engaging these teachers into creating a professional developing context wherein they learn about/discuss and try new teaching techniques that they can use in their classes: such as technology (online platforms, resources, … Etc.) and teaching techniques (Task-based teaching, flipped classroom … Etc.).

Course Objectives

Given that this language training is offered to teachers, the objectives of this program happen to be both linguistic as well as pedagogical. Regarding the language tools, the students will have learned a variety of language lessons ranging from vocabulary carrying functional and scientific weight to them to complex grammatical structures; both are equally necessary to receiving information and producing it – as the ultimate goal of this training. Therefore for, by the end of this program, the participants will have revisited how to write an academic article using all the fundamental techniques from referencing to synthesizing. Also, they will have learned how to present and defend their arguments in a professional/academic context. As per the pedagogical objectives, adopting the flipped-classroom approach as a raw teaching-model, for instance, or using Flipgrid.com , Kahoot.com, Khan Academy … Etc., or any other teaching tool that emerged in the last few years, should establish a productive professional developing context wherein these teachers will be able to discuss, learn and give feedback to each other, while using English.

Course Textbook

MasterMind 1

Approach:

All class content will aim at working on students' language needs within their distinct areas of expertise. Thus, the textbook shall determine the backbone skills to be used to explore students' scientific/professional backgrounds.

Course Schedules

Week	Session	Hours	Unit & Topic	Asynchronous tasks	Quizzes/Tests
1	1	1.5	Introduction + student diagnosis + GTKY	Promoting student-to-student rapport: each teacher interviews two colleagues (chosen randomly)	
	2	1.5	**Introduction to Word stress + practice**	Using a text of your choosing (preferably related to your area of expertise): 1.practice saying it, 2. record it (many times), 3. send your best recording for review.	
2	3	1.5	**Connected speech Textbook: WellSaid, Unit 12* + Adjustments in connected speech worksheet***	Master Mind Unit 1 (assigned)	
	4	1.5	**Unit 1** Introduce Khan Academy	Find & review an online resource from Khan Academy	
3	5	1.5	**Unit 1**	MM Unit 2 (assigned)	
	6	1.5	**Unit 2** Intro to TedEd	Find & review an online resource from TedEd	
4	7	1.5	**Unit 2**	Review	
	8	1.5	**Mid-Term Assessment**	Unit 3 (assigned)	Mid-term Assess
5	9	1.5	Unit 3	Find & review an online resource from EdPuzzle	
	10	1.5	**Unit 3**	Unit 4 (assigned)	
6	11	1.5	**Unit 4**	Find & review an online res + video presentation to be uploaded on flipgrid.com/LMS	
	12	1.5	**Unit 4**	Review + counseling	
7	13	1.5	Review of presentations		
	14	1.5	Assessment + wrap up activities		Final test
TOTAL		21 synchronous, 14 asynchronous			

Session 2

Week	Session	Hour	Unit and topic	Asynchronous hours	Quizzes & tests
1	1	1.5	**Comparative analysis of theories:**	**Unit 5.**1	
	2	1.5		Unit 5.1	
2	3	1.5	Inferring opinion	Unit 5.2 Unit 5.2 + wrap-up	
	4	1.5	Suggesting alternatives	Unit 6.1	
3	5	1.5	**English for interviews:** Grammar and vocabulary for interviews.	Unit 6.1	
	6	1.5		Unit 6.1	
4	7	1.5		Unit 6.2	
	8	1.5	Mid-term Assessment: Hosting show	Unit 6.2 + wrap-up	Mid-term Assessment
5	9	1.5	**Scientific theories:**	Unit 7.1	
	10	1.5		Unit 7.1	
6	1	1.5	Past perf. Vs. Past perf. progressive	Unit 7.2	
	12	1.5		Unit 7.2 + wrap-up	
7	13	1.5	**For a better educational system.**	Unit 8.1	
	14	1.5	WOULD RATHER AND WOULD PREFER.	Unit 8.2	Final assessment*
	Toral		21 synchronous, 14 asynchronous		

*Final assessment: Comparative research of The Moroccan and another educational system of your choosing about the subject you are teaching-1200 word writing assignment (co-writing> wto students per paper).

Session 3

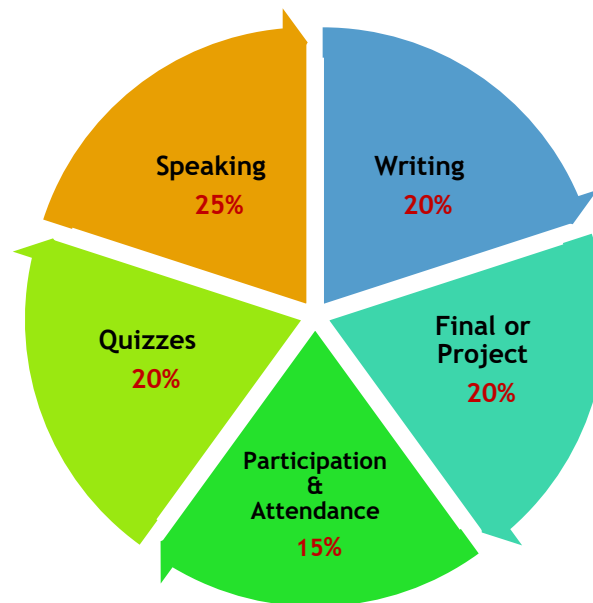| Week	Session	Hour	Unit and topic	Asynchronous hours	Quizzes & tests
1	1	1.5	**Scientific articles:**	**Unit 9.**1	
	2	1.5	Academic writing	Unit 9.1	
2	3	1.5	Referencing styles	Unit 9.2 Unit 9.2 + wrap-up	
	4	1.5		Unit 10.1	
3	5	1.5	**Speculating and note-taking:**	Unit 10.1	
	6	1.5		Unit 10.1	
4	7	1.5	Using the "Futures" for making speculations. Synthesizing. Mid-term Assessment: Hosting a Webinar	Unit 10.2	
	8	1.5		Unit 10.2 + wrap-up	Mid-term Assessment
5	9	1.5	**Writing students' reports:** Giving and receiving feedback & using comparison	Unit 11.1	
	10	1.5		Unit 11.1	
6	1	1.5		Unit 11.2	
	12	1.5		Unit 11.2 + wrap-up	
7	13	1.5	Writing a paper abstract: Recognizing and Avoiding plagiarism. Writing formal responses.	Unit 12.1	
	14	1.5		Unit 12.2	Final assessment*
	Toral		21 synchronous, 14 asynchronous		

*Final assessment: Presenting your B.A or M.A. paper in English and upload your video to flipgrid.com, students share their feedback/questions on the forum.

Asynchronous Tasks

In addition to your work in the classroom, you will also be required to complete tasks and assignments outside of class. These tasks will equal about 2 hours of work per week and requested assignments must be submitted to AMIDEAST Online by the deadline given.

Student Assessment

You will be evaluated in a variety of ways throughout the course and receive feedback from the teacher to help you continue to improve your English language skills. Student assessment is based on the following criteria, on a scale of 100%. The passing grade is 70%.

Attendance Policy – Students cannot miss more than 7 hours (20%) of class time in order to pass the course. Late arrivals are counted towards the 8-hour limit.

Class Rules

- Arrive to class on time.
- Be prepared to participate in class activities.
- Bring the class textbook to every class session.
- Be sure your mobile phone is on silent and out of sight.
- Do not bring food or drinks into class
- Complete all home assignments before class. (This helps ensure that you progress more quickly!)

WELCOME TO CLASS! WE'RE GLAD YOU'RE HERE!