

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

**SYLLABUS in**  
**TEACHPROF**

<b>Course Title</b>	The Teaching Profession
<b>Course Description</b>	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.
<b>Course Credits</b>	3 units
<b>Contact Hours/week</b>	3 hours a week
<b>Prerequisite</b>	none
<b>Program Outcomes</b>	<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>
<b>Course Objectives</b> (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>
<b>Course Outline</b>	
<b>Week</b>	<b>Topic</b>
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

**G Thomas**



## **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 *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 *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. *Teaching English Reading in the Chinese-Speaking World* Clay Williams, 2016-04-07

This book investigates inherent structural differences in the Chinese and English writing systems which predispose learners from childhood to develop specific literacy learning strategies which can impair later efforts at learning foreign language literacy if the foreign language script varies significantly from the native language script. It compares educational practices and philosophies in Chinese and English speaking classrooms and examines the psychological underpinnings of these literacy learning strategies. This book presents psychometric testing of adult reading strategy defaults and examines case study data revealing that Chinese students are susceptible to misapplying Chinese character level processing strategies to English word identification tasks which decreases reading efficiency and ultimately can lead to learning failure. Finally, a new educational framework is proposed for teaching beginning language specific word identification and literacy learning skills to learners whose first language script varies significantly from that of the target language. **English Language Teaching and Learning Syllabus**, 2019 English Methods Teaching Syllabus English Language Centre (Blantyre, Malawi), 1972 *The United States Catalog*, 1921 **Education in the Global City** Aaron Koh, Terence Chong, 2017-10-02

Education in the Global City examines education in Singapore through the critical lens of manufacturing. The book brings together two disparate fields which inform each other: education and the global city, and the book's contributors analyse and critique the manufacturing of Singapore education and Singapore's global city formation. The collection covers vocational education, language policies, Higher Education, English education, critical thinking, sex education, creativity, and critical feminist scholarship. Collectively, the book pries open the ideology of the manufacturing education system and points out the tension between the nation and its ideologies and the global city aspirations. It also asks how education contributes to and is shaped by the market realities of Singapore's global city ambitions which are at odds with the nationalistic local agenda and priorities of nation building. In interrupting and speaking against the prevailing and narrow manufacturing of education for a teleological end in spite of Singapore's successful nation building, this book is an important contribution to critical education scholarship. This book was originally published as a special issue of *Discourse Studies in the Cultural Politics of Education*.

**The United States Catalog** Eleanor E. Hawkins, 1921 *Resources in Education*, 1987 **High School Manual for Administrators and Teachers**, 1927 **High School Manual for Administrators and Teachers** South Carolina. State Department of Education, 1927 **The United States Catalog; Books in Print January 1, 1912** Marion Effie Potter, 1921

**The United States Catalog Supplement, January 1918-June 1921** Eleanor E. Hawkins,1921    **American**  
**Education** ,1919    Journal of Education and School World ,1889    The Journal of Education ,1907    Journal of Physical  
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### **Teaching Syllabus For English Language Introduction**

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