

Course Description Form

1. Course Name:	
Headway	
2. Course Code:	

3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
3-9-2024	
5. Available Attendance Forms:	
Annual system	
6. Number of Credit Hours	
1 hour- Total : 30 hour	
7. Course administrator's name	
Name: Mohammed Saifadeen Mahmood Email: mohammed.saif@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop Basic Communication Skills Use simple English to engage in everyday conversations, including greetings, introductions, asking for information, and discussing routine topics. 2. Understand Essential Grammar and Vocabulary Recognize and correctly use key grammar structures and vocabulary introduced in the <i>Headway Beginner</i> syllabus (e.g., present simple, subject pronouns, basic prepositions, etc.). 3. Improve Listening and Speaking Abilities Demonstrate improved listening comprehension through exposure to everyday spoken English, and enhance speaking fluency through guided dialogues and pair work. 4. Read and Understand Basic Texts Read short, simple texts and extract relevant information, developing basic reading strategies such as scanning and skimming. 5. Write Simple Sentences and Paragraphs Construct meaningful and grammatically correct sentences and short paragraphs on familiar topics (e.g., family, daily routines, hobbies). 6. Build Confidence in Using English Gain confidence in using English in academic and social contexts through interactive activities, role-plays, and classroom participation. 7. Encourage Independent Learning Develop strategies for continued learning beyond the classroom, including the use of dictionaries, online tools, and self-assessment techniques.
9. Teaching and Learning Strategies	

Strategy	Teaching and Learning Strategies
	<ol style="list-style-type: none"> Communicative Language Teaching (CLT) Focus on real-life communication by encouraging students to use English actively in pair work, group discussions, role-plays, and dialogues based on Headway topics. Task-Based Learning Use practical, meaningful tasks (e.g., filling forms, making schedules, giving directions) to promote language use in context and increase student engagement. Scaffolded Instruction Present new vocabulary and grammar gradually, with plenty of support through examples, visuals, and guided practice before encouraging independent use. Student-Centered Learning Prioritize active student participation by reducing teacher talk time and involving learners in interactive activities, peer teaching, and collaborative work. Use of Multimedia and Visual Aids Integrate videos, audio recordings, flashcards, and realia to enhance listening comprehension and vocabulary acquisition, and to cater to various learning styles. Repetition and Recycling Frequently review previously taught material using games, quizzes, and revision exercises to help students retain vocabulary and structures. Error Correction and Feedback Provide constructive, timely feedback on speaking and writing tasks, using a balance of direct correction and student self-correction to build confidence. Integration of the Four Skills Design lessons that incorporate listening, speaking, reading, and writing in a balanced way, ensuring well-rounded language development. Differentiated Instruction Adapt activities to suit different proficiency levels within the classroom, offering extra support or extension tasks where needed. Encouragement of Independent Learning Promote out-of-class practice using homework, language learning apps, and simple reading materials, helping students take responsibility for their progress.

10. Course Structure

Week	Hours	Unit/Module Title	Intended Learning Outcomes (ILOs)	Teaching Method	Assessment Method
1	1	Unit 1: Hello!	<ul style="list-style-type: none"> - Greet others and introduce themselves using basic expressions. - Recognize subject pronouns and the verb "to be" in simple sentences. 	declamation	ask questions

2	1	Unit 2: Your World	<ul style="list-style-type: none"> - Talk about countries, nationalities, and jobs. - Use simple present forms of "to be" and vocabulary related to geography and professions. 	declamation	ask questions
3	1	Unit 3: All About You	<ul style="list-style-type: none"> - Ask and answer questions about personal information. - Form questions and negatives in the present simple tense. 	declamation	ask questions
4	1	Unit 4: Family and Friends	<ul style="list-style-type: none"> - Describe family members and relationships. - Use possessive adjectives and 'have got' for possession. 	declamation	ask questions
5	1	Unit 5: Everyday Life	<ul style="list-style-type: none"> - Talk about daily routines using the present simple tense. - Use time expressions and adverbs of frequency. 	declamation	ask questions
6	1	Unit 6: Where I Live	<ul style="list-style-type: none"> - Describe places and homes. - Use prepositions of place and there is/there are structures. 	declamation	ask questions
7	1	Unit 7: On the Move	<ul style="list-style-type: none"> - Ask for and give directions. - Use imperative forms and vocabulary for places in town and transport. 	declamation	ask questions
8	1	Unit 8: Times Past	<ul style="list-style-type: none"> - Talk about past events using the past simple tense (regular verbs). - Write short paragraphs about personal experiences. 	declamation	ask questions

9	1	Unit 9: Food and Drink	<ul style="list-style-type: none"> - Order food and talk about likes and dislikes. - Use countable/uncountable nouns and some/any correctly. 	declamation	ask questions
10	1	Unit 10: Looking Good	<ul style="list-style-type: none"> - Talk about clothing and shopping. - Use adjectives and comparatives for making descriptions. 	declamation	ask questions
11 12	1 1	Unit 11: Around the World	<ul style="list-style-type: none"> - Compare countries, cultures, and travel experiences. - Use superlative forms and basic question forms. 	declamation	ask questions
		Unit 12: Final Review and Project	<ul style="list-style-type: none"> - Consolidate learning from all units. - Demonstrate ability to use basic English in speaking, writing, listening, and reading tasks. 	declamation	ask questions
13	1	Topic / Module	Intended Learning Outcomes (ILOs)	declamation	ask questions
14	1	Alphabet and Spelling Practice	<ul style="list-style-type: none"> - Identify and pronounce the English alphabet clearly and accurately. - Spell simple words correctly. 	declamation	ask questions
15	1	Numbers and Time	<ul style="list-style-type: none"> - Use numbers to tell time, give phone numbers, and state prices. - Understand and use ordinal and cardinal numbers. 	declamation	ask questions

16	1	Classroom Language	<ul style="list-style-type: none"> - Follow basic classroom instructions (e.g., “open your book”, “listen and repeat”). - Use classroom-related vocabulary. 	declamation	ask questions
17	1	Greetings and Social Language	<ul style="list-style-type: none"> - Use polite forms for greetings, requests, and apologies. - Engage in short, socially appropriate exchanges. 	declamation	ask questions
18	1	Questions and Answers	<ul style="list-style-type: none"> - Form and respond to Yes/No and Wh-questions correctly. - Use question words accurately in context. 	declamation	ask questions
19	1	Singular and Plural Nouns	<ul style="list-style-type: none"> - Distinguish between singular and plural nouns. - Use correct article-noun agreement (e.g., "a cat", "some cats"). 	declamation	ask questions
20	1	Articles and Determiners	<ul style="list-style-type: none"> - Use “a,” “an,” and “the” correctly in simple sentences. 	declamation	ask questions
21	1	Linking Ideas (Connectors)	<ul style="list-style-type: none"> - Use connectors (and, but, because) to link short sentences. 	declamation	ask questions
23	1	Listening and Nonverbal Cues	<ul style="list-style-type: none"> - Interpret meaning using tone, facial expressions, and gestures. 	declamation	ask questions
24	1	Role Plays and Situational Dialogues	<ul style="list-style-type: none"> - Use functional language in simulations like shopping, ordering food, or asking for help. 	declamation	ask questions
25	1	Listening for Gist and Detail	<ul style="list-style-type: none"> - Understand main ideas and specific information in beginner audio clips. 	declamation	ask questions
26	1	Dates and Schedules	<ul style="list-style-type: none"> - Use days, dates, and time to discuss plans and routines. 	declamation	ask questions

27	1	Email and Text Writing	- Write short messages or emails using correct word order and greetings.	declamation	ask questions
28	1	Digital Literacy and Tools	- Use mobile apps or websites (e.g., Duolingo, Oxford Online) to support vocabulary learning.	declamation	ask questions
29	1	Group Work and Presentations	- Present short information about themselves or a familiar topic in a group setting.	declamation	ask questions
30		Final exam			

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).
2. Oral tests (daily - weekly).
3. Homework from Google Classroom
4. Preparing research reports.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Headway advanced
Main references (sources)	<p>□ Soars, L., & Soars, J. (2019). <i>Headway Beginner Student's Book</i> (5th Edition). Oxford University Press. – The primary textbook used in the course, providing structured lessons, vocabulary, grammar, and skills practice.</p> <p>□ Soars, L., & Soars, J. (2019). <i>Headway Beginner Workbook</i> (5th Edition). Oxford University Press. – Supplementary exercises for homework and independent practice.</p> <p>□ Soars, L., & Soars, J. (2019). <i>Headway Beginner Teacher's Guide</i> (5th Edition). Oxford University Press. – Provides teaching tips, lesson plans, and additional classroom activities.</p> <p>□ Harmer, J. (2015). <i>The Practice of English Language Teaching</i> (5th Edition). Pearson Education. – A key resource on teaching methodology, covering modern techniques</p>

	<p>and strategies for ESL/EFL classrooms.</p> <p>□ Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i> (3rd Edition). Macmillan Education. – Offers practical advice on planning lessons, classroom management, and effective teaching methods.</p> <p>□ Ur, P. (2012). <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge University Press. – Focuses on classroom practices and how to improve language teaching effectiveness.</p>
Recommended books and references (scientific journals, reports...)	<p><i>A. Textbooks and Teaching Methodology</i></p> <ol style="list-style-type: none"> 1. Soars, L., & Soars, J. (2019). <i>Headway Beginner Student's Book</i> (5th Ed.). Oxford University Press. 2. Harmer, J. (2015). <i>The Practice of English Language Teaching</i> (5th Ed.). Pearson Education. 3. Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i> (3rd Ed.). Macmillan. 4. Ur, P. (2012). <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge University Press. 5. Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd Ed.). Cambridge University Press. <p><i>B. Scientific Journals</i></p> <ol style="list-style-type: none"> 6. English Language Teaching Journal (ELTJ) – Oxford University Press <i>A peer-reviewed journal offering articles on teaching theory, research, and practice.</i> Website: https://academic.oup.com/eltj 7. TESOL Quarterly – Teachers of English to Speakers of Other Languages (TESOL) <i>A leading journal in the field of English language education.</i> Website: https://onlinelibrary.wiley.com/journal/15457249 8. Language Teaching Research – SAGE Publications <i>Focuses on second language teaching methods and learner development.</i> Website: https://journals.sagepub.com/home/ltr 9. The Modern Language Journal – Wiley <i>Covers research and theory in teaching and learning foreign languages.</i> Website: https://onlinelibrary.wiley.com/journal/15404781 10. RELJ Journal (Regional Language Centre Journal) – SAGE Publications <i>Focuses on language education in Asia but is globally relevant.</i> Website: https://journals.sagepub.com/home/rel <p><i>C. Reports and Guidelines</i></p>

	<p>11. CEFR – Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (Council of Europe, 2020) <i>Framework outlining language proficiency levels (A1–C2).</i> Website: https://www.coe.int/en/web/common-european-framework-reference-languages</p> <p>12. British Council – TeachingEnglish Resources <i>Reports, lesson plans, and research in English language teaching.</i> Website: https://www.teachingenglish.org.uk</p> <p>13. Cambridge English – Teaching Framework and Research Papers <i>Teacher development tools and academic studies on learning English.</i> Website: https://www.cambridgeenglish.org</p>
Electronic References, Websites	<p>□ Oxford English Learning – Headway Online Practice https://elt.oup.com/student/headway – Official Headway companion site with interactive activities, audio, and grammar practice.</p> <p>□ BBC Learning English https://www.bbc.co.uk/learningenglish – Free lessons and videos on vocabulary, grammar, and pronunciation for all levels.</p> <p>□ Duolingo – English for Beginners https://www.duolingo.com – A gamified language learning platform for vocabulary and basic grammar practice.</p> <p>□ Agenda Web https://agendaweb.org – A collection of free grammar and vocabulary exercises, listening activities, and printable worksheets.</p> <p>□ ESL Lab – Randall’s Listening Lab https://www.esl-lab.com – Listening comprehension exercises for beginner to advanced learners.</p>



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