

NEAR EAST UNIVERSITY - FACULTY OF EDUCATION								
		Department of English Language Teaching SYLLABUS 2014-2015 Fall Semester						
Course Code	Course Name	Classroom	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
ELT 353	Teaching Language Skills I	13 & 13A	T	A	L			Wed: 09:00-10:50 Friday:11:00-11:50
Prerequisite: 354			3	0	0	3	5	
Language of instruction: English		Course Type: Compulsory			Year: Junior A		Semester: Fall	
Lecturer: Ulviye SOYSEV E-mail: soysevulviye@hotmail.com					Office Hours: Tuesday: 11:00-12:50 Wednesday: 11:00-12:50 Office / Room No: S-H 120 Office / Room Phone: 00903922236464 (255)			
Learning Outcomes	After the completion of this course, the student will be able to ▶ give the learning process of students ▶ make learning relevant and stimulating ▶ identify a variety of appropriate active learning styles and intelligence types ▶ apply adult learning principles to meet the needs of all learners ▶ develop logically sequenced lesson plans that utilize active learning strategies and alternative assessment strategies that support the learning outcomes ▶ demonstrate understanding and application of training objectives via the development of a complete unit of instruction ▶ become reflective practitioners, able to self-evaluate, self-appraise and develop professionally as teachers. ▶ find, adapt and create materials to use when teaching as well as the knowledge of different teaching resources and how these can be used effectively to facilitate learning. ▶ aware of the structural, lexical, phonological and discursive features of English as a foreign language to be able to inform language learners about these features. ▶ have the critical and creative thinking skills to evaluate learners' needs effectively, plan a programme of study and the individual lessons within that programme and formulate aims suitable for either individual tuition or group learning. ▶ have the ability to engage, interest and stimulate learners during lessons and to make them the centre of the learning process itself.							
Course Description	This course concentrates on building language awareness and teaching skills through a detailed study of techniques and stages of teaching listening, speaking, grammar and vocabulary to language learners at various ages and language proficiency levels. Student teachers will design individual and/or group micro-teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety proficiency levels.							
Course Objectives	By the end of the course, students can expect to have resource bank of practical teaching techniques, strategies and activity types, that will assist them in their roles as a teacher of English in the future.							
Textbooks and/or References		1	Lecturer's own notes					
		2	Harmer, Jeremy. <i>Essential Teacher Knowledge</i> . Essex: Pearson, 2012.					
		3	Harmer, Jeremy. <i>The Practice of English Language Teaching</i> . Essex: Pearson, 2007.					
Course Content		Teaching the language system, teaching vocabulary, teaching listening and teaching speaking.						
Methods and Techniques Used in the Course		Lecture, Individual and Pair Work						
WEEKLY OUTLINE								
Week	Date	Activities	Notes					Reference
1	22 – 26 Sept		Introduction to the course					
2	29 Sept – 03Oct	Teaching the language system	Discussion about teaching the language system – teaching techniques and its importance for the learning of a language. Observing another teacher teaching the language system. Task: Revise Research Reflect from J. Harmer's <i>Essential Teacher Knowledge</i> (2 / pp; 102-114)					1,2,3
3	08Oct – 10 Oct	Teaching the language system	Discussion about how to prepare to teach the language system; in pairs students choose one example from J. Harmer's book (2 / pp; 110-115) and prepare to teach that example. Task: an informal lesson plan designed with a partner for the chosen example.					1,2,3
4	13 Oct – 17 Oct	Teaching the language system	Peer teaching practice session. Students are expected to observe each other teaching the examples prepared in the previous session. Task: write a reflective diary entry about your experience of teaching and observing.					
5	20 Oct – 24 Oct	Teaching Vocabulary	Discussion about vocabulary and its importance for the learning of a language; Observing another teacher teaching vocabulary. Task: Revise Research Reflect from J. Harmer's book <i>Essential Teaching Knowledge</i> (2 / pp;46-56)					1,2,3
6	27 Oct-31 Oct	Teaching Vocabulary	Discussion about how to teach vocabulary; students choose one example from J. Harmer's book and prepare to teach that example. Task: write an informal lesson plan for the chosen example.					1,2,3
7	03 Nov-07 Nov	Tutorials						
8	10 Nov – 14Nov	Teaching Vocabulary	Peer teaching practice session. Students are expected to observe each other teaching the examples prepared in the previous session. Task: write a reflective diary entry about your experience of teaching and observing.					
9	17Nov– 21Nov	Midterm Exams						
10	24 Nov – 28 Nov	Teaching Listening	Discussion about the importance of listening; types of listening. Obsering another teacher teaching listening. Task: Revise Research Reflect from J.Harmer's book (pp;134-140)					1,2,3
11	01 Dec – 05 Dec	Teaching Listening	Discussion about how to teach listening; students choose one example from J. Harmer's book (2 / pp; 136-139) and prepare to teach that example. Task: write an informal lesson plan designed for the chosen example.					

12	08 Dec – 12 Dec	Teaching Listening	Peer teaching practice session. Students are expected to observe each other teaching the examples prepared in the previous session. Task: Write a reflective diary entry about your experience of teaching and observing.		
13	15 Dec – 19 Dec	Teaching Speaking	Discussion about speaking and its importance for the learning of a language. Observing another teacher teaching speaking. Task: Revise Research Reflect from J. Harmer's book (2 / pp;116-122)	1,2,3	
14	22 Dec – 26 Dec	Teaching Speaking	Discussion about how to teach speaking; students choose one example from J. Harmer's book (2 / pp; 117-121) and prepare to teach that example. Task: write an informal lesson plan for the chosen example.	1,2,3	
15	29 Dec – 31 Dec	Teaching Speaking	Peer teaching session. Students are expected to observe each other teaching the examples prepared in the previous session. Task: Write a reflective diary entry about your experience of teaching and observing.	1,2,3	
16	05 Jan – 16 Jan	Final Exams			
Attendance: Minimum 70 %					
Assessment Breakdown:	Type		Date	%	Reference
	1	Attendance and Participation		10	1,2,3
	2	Task-summaries (Revise, Research, Reflect)		10	2
	3	Task-reflective diary and observation		30	
	4	Task-Lesson plans (for the lesson taught) and peer teaching		20	
	5	Mid-Tem Exam	15Apr-12Apr	30	
6					
Learning Programme					
Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Activities	15	15*1=15	Peer teaching	4	4*1=4
Lectures	14	15*3=45	Preparing for teaching	4	4*5=20
Tasks	15	15*1=15	Peer Evaluation	4	4*2=8
Assignments			Reflective diaries	4	4*2=8
Midterm Exam	1	1*2=2	Lesson Plans	4	4*6=24
Tutorials	4	4*1=4			
Preparing for Midterm Exam	1	1*5=5	Total		150
		Recommended ECTS Credit (Total Hours / 30) : 5			153/30 ~ 5