

NEAR EAST UNIVERSITY - FACULTY OF EDUCATION								
		Department of English Language Teaching SYLLABUS 2015-2016 Fall Semester						
Course Code	Course Name	Classroom	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
EDS 305	Language Teaching Methodology II	R11-R13A	T	A	L			Thursday 12:00-12:50 Friday 11:00-12:50
Prerequisite: EDS 204 Language Teaching Methodology I			3	0	0	3	5	
Language of instruction: English		Course Type: Compulsory			Year:		Semester: Fall	
Instructor: Hanife Bensen E-mail: hanife.bensen@neu.edu.tr					Office Hours: Office / Room No: D-H 113 Office / Room Phone: 334			
Learning Outcomes		After the completion of this course, the student will be able to ► evaluate, differentiate and develop syllabuses, lesson plans and materials ► understand the importance of student motivation and achievement goals in language teaching ► understand the importance of classroom interaction in language teaching ► understand and differentiate the importance of feedback and error correction ► reflect on their experiences, drawbacks and achievements as language teachers						
Course Description		This course concentrates on the practice and theory of syllabus types and lesson plans. In addition to this, the characteristics of learner-centered classrooms/teaching; possible language related problems in language learning classrooms and discussion; classroom-based resarch and action research and development of teaching methods based on results of rescent research; interaction, feedback, dealing with language errors, motivation and eliciting.						
Course Objectives		The main aim of this course is to enable students to differentiate between different types of syllabuses and lesson plans. In order to create an effective classroom environment student will concentrate on classroom interaction, feedback, dealing with language errors, motivation and eliciting in the language learning classroom.						
Textbooks and/or References		1- Language teaching materials HasanAvcı 1997 2- Tasks for language teachers martin parrot 3- Zimmerman, B. J Bandura, A.& Martinez-Pons, M (1992). American educational research hournal, 29\9 (3), 663-676 4- Xie, x. (2010) ELT Journal, 50 (1), 16-24 5- Seedhouse, P (1996) ELT Journal, 50(1), 16-24 6- Learning Teaching Jim ScrivenerHeinmann 7- The practice of English Language Teaching Jeremy Harmer fourth edition 8- Crookes g & Schmidt R.W (1991). Language learning, 41(4), 469-512 9- Lumsden, L. S. (1994). Eric digest, 92 10- Ames, C (1992) Journal of educational psychology, 80(3), 260-267 11- Ames, c (1992) jurnal of education psychology 84 (3), 26271 12- Seedhouse, P. (1996). Elt Journal, 50(1), 16-24 13- Wong, J &Waring, H. Z. (2009) ELT hournal 63(3), 195-203 14- Bitchener, J.&Knoch, U. (2009). ELT Journal, 63(3), 204-211						
Course Content		Syllabuses, lesson plans, motivation, classroom interaction, feedback						
Methods and Techniques Used in the Course								
WEEKLY OUTLINE								
Week	Date	Activities			Notes		Reference	
1	14 Sept – 18 Sept	Introduction to the courses						
2	21 Sept – 23 Sept	Syllabus and lesson plans 1. Designing a language course/the language teaching materials 2. Syllabus and timetable			Assignment 1: evaluation of a current syllabus or lesson plan		1/1-9 6/54-58	
3	28 Sept – 2 Oct	Planning and syllabuses					7/ 364-377	
4	5 Oct – 9 Oct	Motivation 1. Motivation and learning 2. Self motivation for academic attainment: the role of self-efficacy beliefs and personal goal setting. 3. Motivation					2/52-56 3 7/98-104	
5	12 Oct – 16 Oct	1. Motivation: Reopening the research agenda 2. Student motivation to learn					8 9 10 11	
6	19 Oct – 23 Oct	1. Achievement goals in the classroom: students' learning strategies and motivation processes 2. Classrooms: goals, structures, and student motivation			Assignment 2: self-evaluation for motivation			
7	26 Oct – 30 Oct	Midterm Exams						
8	2 Nov – 7 Nov	Classroom interaction 1. Classroom interaction					1/ 13-19 4	

		2. Why are students quiet? Looking at the Chinese context and beyond 3. Classroom interaction: possibilities and impossibilities		5		
9	9 Nov – 13 Nov	Eliciting in the ELF classroom 1. The advantages and disadvantages of eliciting in the ELF classroom	Assignment 3: Is communicative interaction possible in the classroom?	12 17		
10	16 Nov – 20 Nov	Feedback errors mistakes Mistakes and feedback	Assignment 4: Classroom interaction: possibilities and impossibilities	7/137-151		
11	23 Nov – 27 Nov	Mistakes and feedback		7/137-151		
12	30 Nov – 4 Dec	1. Very good as a teacher response		13		
13	7 Dec – 11 Dec	The value of a focused approach to written corrective feedback	Assignment 5: Opinion Essay on the importance of feedback	14		
14	14 Dec – 18 Dec	The value of a focused approach to written corrective feedback		14		
15	21 Dec – 31 Dec	Final Exams1				
Attendance: Minimum 70 %						
Assessment Breakdown:	Type		Date	%	Reference	
	1	Participation & Attendance		10		
	2	Assignments		20		
	3	Mid-term		30		
	4	Final		40		
Learning Programme						
Educational Tool		Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Assignments		8	8*5=40	Discussion	40	40*1=40
lectures		30	30*1=30			
Activities		15	15*2=30			
Mid-term examination		2	2*1=2			
Final examination		2	2*2=4			
				Total		146
		Recommended ECTS Credit (Total Hours / 30) :				146/30 = 150~5