Course Syllabus

Code - Course Title	**İNÖ529 - Teaching Skills in ELT I**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	İngilizce
Course Type	Required Courses
Course Instructor(s)	PROF. DR. SAFİYE İPEK KURU GÖNEN

Mode of Delivery	Face to Face
Prerequisites	None
Courses Recomended	There is no recommended optional programme component.
Recommended Resources	Ellis,R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly, 40(1), 83-105.Larsen-Freeman, D. (2003). Challenging conceptions of grammar. In Teaching Language: From Grammar to Grammaring. Thomson-Heinle: Canada. Pp.11-23.Nassaji, H. & Fotos,S. (2011). The changing view of grammar instruction. In Teaching Grammar in Second Language Classrooms: Integrating Form-focused Instruction in Communicative Context. Routledge: New York, pp.1-16.Izumi,S. (2002). Output, input enhancement and the noticing hypothesis. Studies in Second Language Acquisition, 24, 541-577. Lee,S. & Huang, H. (2008). Visual input enhancement and grammar learning, Studies in Second Language Acquisition, 30, 307-331. Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom. ELT Journal, 52(4), 301-307.Sheen,R. (2003). Focus on form-a myth in the making?. ELT Journal, 57(3), 225-233.Spada,N. & Lightbown, P. (2008). Form-focused instruction: Isolated or integrated?. TESOL Quarterly, 42(2), 181-207.Thornbury, S. (2006). DOGME: Teaching unplugged. In Readings in Methodology: A Collection of Articles on the Teaching of English as a Foreign Language, 92-95. Richards, J. & Reppen, R. (2014). Towards a pedagogy of grammar instruction. RELC Journal, 45(1), 5-25. Grabe, W. (2009). Reading in a Second Language: Moving From Theory to Practice. Cambridge University Press: USA. Chapter1-Chapter 7.Koda, K. (2005). Looking at the whole. In Insights into Second Language Reading: A Cross-linguistic Approach. Cambridge: Cambridge UP, pp. 181-226.Nuttall, C. (1998). Teaching Reading Skills in a Foreign Language. Oxford: Macmillian Heinemann.pp.44-77.Harmer, J. (2001). Reading. In The Practice of English Language Teaching. New York: Pearson Longman, pp.283-302.Mclver, N. (2001). How do I help students read? English Teaching professional, 19. Prowse,P. (1999). The secret of reading. English Teaching professional, 13. Nunan, D. (1997). Approaches to teaching listening in the classroom. Proceedings of the 1997 Korea TESOL Conference,pp.1-11.Richards, J. Second thoughts on teaching listening. RELC Journal, 36(1), 85-92.Rost, M. (2011). Approaches to teaching listening. In Teaching and Researching Listening. New York: Pearson, pp.142-159.
Work Placement	None

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Introduction Getting students' ideas related to language and language learning Language skills and language teaching	

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 2		Research on teaching grammar • Language learning and the role of grammar • Is grammar a language skill? • Challenging conceptions of grammar Ellis,R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly, 40(1), 83-105. Larsen-Freeman, D. (2003). Challenging conceptions of grammar. In Teaching Language: From Grammar to Grammaring. Thomson-Heinle: Canada. Pp.11-23. Nassaji, H. & Fotos,S. (2011). The changing view of grammar instruction. In Teaching Grammar in Second Language Classrooms: Integrating Form-focused Instruction in Communicative Context. Routledge: New York, pp.1-16.	
Week - 3		Research on teaching grammar • The Role of Input and Output • Input Processing • Input enhancement Izumi,S. (2002). Output, input enhancement and the noticing hypothesis. Studies in Second Language Acquisition, 24, 541-577. Lee,S. & Huang, H. (2008). Visual input enhancement and grammar learning, Studies in Second Language Acquisition, 30, 307-331.	
Week - 4		Research on teaching grammar • Form-focused instruction • Focus on form versus focus on FormS Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom. ELT Journal, 52(4), 301-307. Sheen,R. (2003). Focus on form-a myth in the making?. ELT Journal, 57(3), 225-233. Spada,N. & Lightbown, P. (2008). Form-focused instruction: Isolated or integrated?. TESOL Quarterly, 42(2), 181-207.	
Week - 5		Research on teaching grammar • Task-based Instruction • Teaching Grammar through context • Discovery techniques Huang, L. (2011). Key concepts and theories in Teal: Task-based instruction. BC Teal, 9-13. Celce-Murcia, M. (2002). Why it makes sense to teach grammar in context and through discourse. In E. Hinkel & S.Fotos's (Ed.) New Perspectives on Grammar Teaching in Second Language Classrooms. New Jersey: Lawrence Erlbaum Associates, pp.119-134. Thornbury, S. (2006). DOGME: Teaching unplugged. In Readings in Methodology: A Collection of Articles on the Teaching of English as a Foreign Language, 92-95. Richards, J. & Reppen, R. (2014). Towards a pedagogy of grammar instruction. RELC Journal, 45(1), 5-25.	
Week - 6		Research on teaching grammar continued Reflections and Evaluations	
Week - 7		Midterm	
Week - 8		Research on teaching reading Grabe, W. (2009). Reading in a Second Language: Moving From Theory to Practice. Cambridge University Press: USA. Chapter1-Chapter 7. Koda, K. (2005). Looking at the whole. In Insights into Second Language Reading: A Cross-linguistic Approach. Cambridge: Cambridge UP, pp. 181-226. Nuttall, C. (1998). Teaching Reading Skills in a Foreign Language. Oxford: Macmillian Heinemann.pp.44-77.	

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 9		Research on teaching reading Harmer, J. (2001). Reading. In The Practice of English Language Teaching. New York: Pearson Longman, pp.283-302. Mclver, N. (2001). How do I help students read? English Teaching professional, 19. Prowse,P. (1999). The secret of reading. English Teaching professional, 13.	
Week - 10		Research on teaching listening Brown, S. (2006). Teaching Listening. New York: Cambridge University Press. Harmer, J. (2001). Listening. In The Practice of English Language Teaching. New York: Pearson Longman, pp.303-322. Vandergrift, L. (2004). Listening to learn or learning to listen. Annual Review of Applied Linguistics, 24, 3-25.	
Week - 11		Research on teaching listening Nunan, D. (1997). Approaches to teaching listening in the classroom. Proceedings of the 1997 Korea TESOL Conference,pp.1-11. Richards, J. Second thoughts on teaching listening. RELC Journal, 36(1), 85-92. Rost, M. (2011). Approaches to teaching listening. In Teaching and Researching Listening. New York: Pearson, pp.142-159.	
Week - 12		Paper presentations	
Week - 13		Paper presentations	
Week - 14		Paper presentations	

Learning Outcomes

#	Learning Outcome
1	I. compare and contrast different approaches to teaching grammar in the language classroom. The student; 1.1. identifies grammar as a language skill 1.2. explains different theories and approaches in teaching grammar 1.3. finds out similarities and differences among the approaches for teaching grammar 1.4. evaluate the practicality of these approaches for their own teaching situations 1.5. finds out how different approaches can be used for teaching grammar in their own classes
2	I. compare and contrast different approaches to teaching reading in the language classroom The student; 1.1. identifies the features of reading process and its reflections on L2 reading 1.2. explains different theories and approaches in teaching reading 1.3. evaluates the practicality of these approaches for their own teaching situations 1.4. finds out how different approaches can be used for teaching reading in their own classes
3	I. compare and contrast different approaches to teaching listening in the language classroom The student; 1.1. identifies the features of listening process and its reflections on L2 listening 1.2. explains different theories and approaches in teaching listening 1.3. evaluates the practicality of these approaches for their own teaching situations 1.4. focuses on what makes listening difficult with respect to different approaches 1.5. identifies similarities and differences between L2 reading and L2 listening 1.6. finds out how different approaches can be used for teaching listening in their own classes
4	I. Evaluate recent literature on teaching language skills The student; 1.1. identifies the problems of teaching grammar, reading and listening in the light of recent studies 1.2. analyze related literature on teaching grammar, reading and listening skills with a critical eye 1.3. develop suggestions for the identified problems for teaching grammar, reading and listening skills

Learning Outcomes

#	Learning Outcome
5	I. Reflect on using different approaches for teaching grammar, reading and listening skills The student; 1.1. reflects on how to use different approaches while teaching grammar, reading and listening skills 1.2. analyzes the problems related to teaching grammar, reading and listening skills in their own classrooms 1.3. chooses a language skill (grammar, reading or listening) and designs a study influenced by the relevant literature that focuses a problem in their own classrooms 1.4. bridges the gap between theory and practice while teaching grammar, reading and listening in language classrooms

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	40
Final Exam	1	60
	Sum (%)	**100**