**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Listening & Pronunciation II | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | **ELTA106** | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Compulsory | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | Undergraduate | | | | | | | |
| **National Credits/Ulusal kredi** | | | | | | 2 | | | | | | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | | | | | 3 ECTS | | | | | | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | | | | | 2 | | | | | | | |
| **Practice (hour/week)/Uygulama durumu** | | | | | | - | | | | | | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | | | | | - | | | | | | | |
| **Year of Study/ Dersin yılı** | | | | | | 1 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Spring | | | | | | | |
| **Course Coordinator/Ders koordinatörü** | | | | | | - | | | | | | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | | | | | - | | | | | | | |
| **Name of Assistant (s)/Asistan adı** | | | | | | - | | | | | | | |
| **Mode of Delivery/Dersin işlenişi** | | | | | | Face to face, presentation | | | | | | | |
| **Language of Instruction/Dersin dili** | | | | | | English | | | | | | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | | | | | - | | | | | | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives of the Course/Dersin amacı** | | | | | | | | | | | | | |
| * Analyzing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds; higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production. Articulating individual sound ans sounds in speech. | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| At the end of the course, students will be able to: | | | | | | | | | | | Değerlendirme | | |
| 1 | be familiar with the vowel and consonant chart | | | | | | | | | | 1,2 | | |
| 2 | articulate vowel sounds in English in isolation and speech | | | | | | | | | | 1,2 | | |
| 3 | articulate consonant sounds in English in isolation and speech | | | | | | | | | | 1,2 | | |
| 4 | articulate vowels and dipthongs and triphthongs in English in isolation and speech | | | | | | | | | | 1,2 | | |
| 5 | to develop basic listening skills and strategies | | | | | | | | | | 1,2 | | |
| 6 | practice English sounds in meaningful context | | | | | | | | | | 1,2 | | |
| 7 | articulate “-ed” morhpheme in speech | | | | | | | | | | 1,2 | | |
| 8 | Articulate plural morpheme “–s” in speech | | | | | | | | | | 1,2 | | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | | | | | | | | | | |
| Upon successful completion of their undergraduate studies, ELT students will: | | | | | | | | | | | | CL/KS | |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | | | | | | | | | | | 4 | |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 3 | |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 4 | |
| 4 | be able to assess English language learners in different language skills; | | | | | | | | | | | 4 | |
| 5 | be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 2 | |
| 6 | be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 3 | |
| 7 | be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 3 | |
| 8 | be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | | | | | | | | | 5 | |
| 9 | be able to make efficient and appropriate behaviour management decisions in the classroom; | | | | | | | | | | | 4 | |
| 10 | be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 4 | |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 3 | |
| 12 | to have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 3 | |
| 13 | be able to conduct and use research and document sources properly; | | | | | | | | | | | 3 | |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 5 | |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | | | | | | | | | | |
| **Course Contents/Ders İçeriği** | | | | | | | | | | | | |
| Week/**Hafta** | |  |  | | | | | | | Exam**s/ Sınavlar** | | |
| 1 | |  | Vowel chart: identification of vowels | | | | | | |  | | |
| 2 | |  | Vowel Sounds  • / ɪ/ vs /iː/ sounds  • /e/ vs /eı/ sounds  • Listening Practice | | | | | | |  | | |
| 3 | |  | Vowel Sounds  • /æ/ vs /e/ sounds  • /ɑː/ vs /e/ and /eı/ sounds  • Listening Practice | | | | | | |  | | |
| 4 | |  | Vowels  • /ɑı/ vs /ɑː/ sounds  • /ɑʊ/ vs /ɑː/ sounds  • Listening Practice | | | | | | |  | | |
| 5 | |  | Vowels  • /ə/ vs /ɑː/ and /ʌ/ sounds  • / ə / vs / æ / sounds  • Listening Practice | | | | | | |  | | |
| 6 | |  | Vowels  • / ɪə/ vs /ɑː/ and /ʌ/ sounds  • /ɔɪ/ vs /ɑ:/ sounds  • Listening Practice | | | | | | |  | | |
| 7 | |  | Vowels  • /ɔː/ vs /ɑː/ sounds  • / ɔː/ vs / ɔı/ sounds  • /ɔː/ vs / ʌ/ sounds  • Listening Practice | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Midterm** | | |
| 9 | |  | Vowels  • / oʊ / vs / ɔː / sounds  • / oʊ / vs /ɑː/ sounds  • Listening Practice | | | | | | |  | | |
| 10 | |  | Vowels  • /uː / vs /ʊ/ sounds  • /ʊ/ vs / ʌ / sounds  • Listening Practice | | | | | | |  | | |
| 11 | |  | Consonant Sounds  • Articulation of /θ/ and /ð/ sounds  • Different positions of /θ/ and /ð/ sounds  • Different consonant clusters with /θ/ and /ð/ sounds  • Articulation of /s/ and /z/ sounds  • Different positions of /s/ and /z/ sounds  • Different consonant clusters with /s/ and /z/ sounds | | | | | | |  | | |
| 12 | |  | Consonant Sounds  • Articulation of / ʃ / and /ʒ/ sounds  • Different positions of / ʃ / and /ʒ/sounds  • Different consonant clusters with / ʃ / and /ʒ/ sounds  • Articulation of /tʃ/ and /dʒ/ sounds  • Different positions of /tʃ/ and /dʒ/sounds  • Different consonant clusters with /tʃ/ and /dʒ/sounds  • Listening Practice | | | | | | |  | | |
| 13 | |  | Consonant Sounds  • Articulation of /h/, /j/ and /w/ sounds  • Different positions of /h/, /j/ and /w/ sounds  • Different positions of /h/, /j/ and /w/ sounds  • Listening Practice | | | | | | |  | | |
| 14 | |  | Consonant Sounds  • Articulation of /m/, /n/ and / ŋ/ sounds  • Different positions of /m/, /n/ and / ŋ/ sounds  • Different positions of /m/, /n/ and / ŋ/ sounds  • Listening Practice | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| **Textbook/Ders kitabı:**  - Pronouncing American English, Gertrude F. Orion, Heinle & Heinle Publishers.  **Supplementary Material(s)/Ek Materyal(ler):**  - English Phonetics and Phonology, Roach P.; Cambridge University Press  - How to teach Pronunciation, Kelly G., Pearson-Longman Education  - Active English: Pronunciation and Speech; Bens A. Prentice Hall  - Longman Pronunciation Dictionary, Wells J.C, Pearson-Longman Education | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Derse devam | | | | 10 % |  | | | | | | | |
| Homeworks/Ödevler | | | | 0% |  | | | | | | | |
| Laboratory/Lab. | | | | 0% | Lab Grade= Lab Performance  Lab Attendance | | | | | | | |
| Midterm Exam/Vize sınavı | | | | 40% |  | | | | | | | |
| Final Exam/Final sınavı | | | | 50% |  | | | | | | | |
| Total | | | | 100% |  | | | | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | | | | | |
| ActivitiesEtkinlik | | | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | | | |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | | | | | | | 14 | 2 | 28 | | | |
| Labs and Tutorials/ Lab ve ders | | | | | | | - | - | - | | | |
| Assignments/Ödevler | | | | | | | 2 | 8 | 16 | | | |
| E-Learning Activities/E-learning activities | | | | | | | 2 | 8 | 16 | | | |
| Project/Presentation/Report Writing/Proje | | | | | | | - | - |  | | | |
| Quizzes | | | | | | | - | - | - | | | |
| Lab Exams | | | | | | | - | - | - | | | |
| Midterm Examination/Vize | | | | | | | 1 | 1 | 1 | | | |
| Final Examination/Final | | | | | | | 1 | 1 | 1 | | | |
| Self-Study/Bireysel çalışma | | | | | | | 4 | 10 | 40 | | | |
| Total Workload/İş yükü | | | | | | | | | 100 | | | |
| Total Workload/30 (h) | | | | | | | | | 102/30 | | | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | | | 3,4 | | | |