**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course UnitTitle/DersAdı** |  Teaching English Vocabulary |
| **Course UnitCode/DersKodu** | ELTAE 209 |
| **Type ofCourseUnit/Dersstatüsü** | Elective/Sophomore |
| **Levelof Course Unit/Dersseviyesi** | BA |
| **NationalCredits/Ulusalkredi** | 2 |
| **NumberofECTSCreditsAllocated/AKTS değeri** | 4ECTS |
| **Theoretical(hour/week)/Haftalıkteorikderssaati** | 2 |
| **Practice(hour/week)/Uygulamadurumu** | - |
| **Laboratory(hour/week)/Laboratuvardurumu** | - |
| **Year ofStudy/ Dersinyılı** | 3 |
| **Semester whenthecourseunitisdelivered/Dersdönemi** | Spring |
| **CourseCoordinator/Derskoordinatörü** | - |
| **Name ofLecturer(s)/Derssorumluöğretimelemanı** | - |
| **Name ofAssistant(s)/Asistanadı** | - |
| **Mode ofDelivery/Dersinişlenişi** | Face to face, rethorical, document analysis |
| **Language ofInstruction/Dersindili** | English |
| **Prerequisitiesandco-requisities/Dersinönkoşulu** | - |
| **RecommendedOptionalProgrammeComponents/Önerilenopsiyonel program unsurları** | - |
| **Objectives oftheCourse/Dersinamacı** |
| This course provides students with insights regarding both vocabulary learning research as well as best practice in vocabulary teaching. Both are supported through a corpus-linguistic approach and hands-on activities in the classroom. In addition, the course reviews recent research and standards regarding vocabulary assessment. Examples and materials pertain to teach English as a second or foreign language. The course includes teacher let discussions and provides opportunities for experiential learning. |
| **LearningOutcomes/Öğrenmeçıktıları** |  |
| When this course has been completed the student should be able to: | Assessment |
| 1 | Explain the importance of vocabulary in ESL/EFL teaching | 1,2 |
| 2 | Showing what is involved in knowing a word and explain the differences between the form and the meaning of a word | 1,2 |
| 3 | Explain how the word knowledge is organized and how vocabulary is learned: labeling, categorizing and network building | 1,2 |
| 4 | Explain the workings of memory to show how words are remembered | 1,2 |
| 5 | distinguish between the three systems: short-term store, working memory, and the long-term memory in the word processing | 1,2 |
| 6 | Design the best situational presentation providing a scenario which clearly contextualizes the target word or words to be taught | 1,2 |
| 7 | Identify the techniques to be used to involve learners in teaching and learning activities | 1,2 |
| 8 | Prepare communicative vocabulary activities for presentations | 1,2 |
| *AssesmentMethods*:1. Exam, 2. Assignment3. Project/Report, 4.Presentation, 5 Lab.Work*DeğerlendirmeMetodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work |
| **Course’sContributiontoProgram/DersinProgramaKatkıları** |
|  | CL/KS |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | 2 |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 4 |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 3 |
| 4 | Beable to assess English language learners in different language skills; | 2 |
| 5 | Beable to create, evaluate, and use English language teaching materials; | 2 |
| 6 | Beable to critically evaluate the existing language proficiency exams; | 2 |
| 7 | Beable 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; | 3 |
| 9 | Beable to make efficient and appropriate behavior management decisions in the classroom; | 2 |
| 10 | Beable to analyze literary texts to integrate them into their teaching; | 3 |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | 2 |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | 2 |
| 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. | 3 |
| *CL (Contribution Level)*: 1.VeryLow, 2.Low,3.Moderate, 4.High, 5.Very High*Katkıseviyesi(KS)*: 1. Çokdüşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çokyüksek |
| **CourseContents/Dersİçeriği** |
| Week/**Hafta** |  |  | Exam**s/ Sınavlar** |
| 1 |  | Introduction: identifying words, word classes, word families, word formations, multi-word units, synonyms and antonyms, lexical fields, style and collocation |  |
| 2 |  | How words are learned: importance of vocabulary, meaning of knowing a word, organizing word knowledge |  |
| 3 |  | How words are learned: how words are remembered, why words are forgotten, what makes a word difficult |  |
| 4 |  | Implications of teaching vocabulary |  |
| 5 |  | Presenting vocabulary |  |
| 6 |  | Illustrating and explaining the meaning of vocabulary |  |
| 7 |  | Highlighting the form of vocabulary |  |
| 8 |  |  | **Mid-term** |
| 9 |  | Integrating new knowledge into old |  |
| 10 |  | Decision-making tasks |  |
| 11 |  | Production tasks |  |
| 12 |  | Games |  |
| 13 |  | Training good vocabulary learners |  |
| 14 |  | Vocabulary activity presentations |  |
| 15 |  |  | **Final** |
| **RecommendedSources/Önerilenkaynaklar** |
| **Textbook/Derskitabı:**Thornbury, S. *How to Teach Vocabulary*. Edited by Jeremy Harmer. Longman. 2014.**SupplementaryMaterial(s)/EkMateryal(ler):**Compiled materials and activity sources |
| **Assessment/Değerlendirme** |
| Attendance/Dersedevam | 0% |  |
| Homeworks/Ödevler | 10% |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance Lab Attendance |
| MidtermExam/Vizesınavı | 40% |  |
| FinalExam/Final sınavı | 50% |  |
| Total | 100% |  |
| **ECTSAllocated BasedontheStudentWorkload/ Öğrencidersyükünegöre AKTS değerleri** |
| ActivitiesEtkinlik | Number/Sayısı | Duration(hour)/Süresi | TotalWorkload(hour)/Toplamyük |
| 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 | 15 | 60 |
| Total Workload/İş yükü | 122 |
| Total Workload/30 (h) |  122/30 |
| ECTS Credit of the Course/AKTS değeri | 4,06 |