**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Unit Title/Ders Adı** | | | | | | Teaching Principles and Methods | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | ELTV 201 | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Compulsory/Sophomore | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | BA | | | | | | | |
| **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** | | | | | | 2 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Fall | | | | | | | |
| **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 | | | | | | | |
| **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** | | | | | | | | | | | | | |
| This course aims to:   * This course adopts a collaborative, task-based approach to help teacher trainees to develop their knowledge of classroom practice in language teaching. Logically sequenced tasks that are based on students’ previous knowledge and experience culminate into end-of-unit active reflection activities | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | Describe and practice applying a variety of concrete, specific and actionable techniques designed for achieving different learning and performance outcomes with school pupils | | | | | | | | | | 1,2 | | |
| 2 | Analyze each introduced principle and technique closely and critically in order to work out the underlying rationale or ideal reflected. | | | | | | | | | | 1,2 | | |
| 3 | Apply knowledge gained in the workshops to their lesson planning assignments | | | | | | | | | | 1,2 | | |
| 4 | Have problem solving strategies | | | | | | | | | | 1,2 | | |
| 5 | Effectively create instructional material for teaching | | | | | | | | | | 1,2 | | |
| 6 | Distinguish between authentic materials and non-authentic materials | | | | | | | | | | 1,2 | | |
| 7 | Utilize effective language in communicating with their pupils when teaching | | | | | | | | | | 1,2 | | |
| 8 | To adopt different teaching methods in heir respective classroom | | | | | | | | | | 1,2 | | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Worak  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 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; | | | | | | | | | | | 3 | |
| 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; | | | | | | | | | | | 5 | |
| 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 behavior management decisions in the classroom; | | | | | | | | | | | 4 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 3 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 4 | |
| 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; | | | | | | | | | | | 5 | |
| 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 | |  | ***Classroom Management and Teacher Language*** *– interaction patterns, teacher language, giving instructions, managing the learner group* | | | | | | |  | | |
| 2 | |  | Providing Feedback and Correction Techniques– *classroom feedback, good practice, to correct or not to correct, correcting written work* | | | | | | |  | | |
| 3 | |  | Lesson Planning– Different jobs/Different plans, some pointers about planning, some teacher’s views, the right order, further aims | | | | | | |  | | |
| 4 | |  | Planning a Sequence of Lessons **–** an interview, pros and cons, thinking process, methodology of planning, evaluating work plans, create a work plan | | | | | | |  | | |
| 5 | |  | Oral fluency and speaking | | | | | | |  | | |
| 6 | |  | Exploiting Authentic Materials **–** *choosing materials, aims, task types, pros and cons, task creation* | | | | | | |  | | |
| 7 | |  | Developing Learners Writing Skills **–** *issues and advice, what is autonomy, teacher’s role, two learner cases* | | | | | | |  | | |
| 8 | |  | MIDTERM | | | | | | | **Mid-term** | | |
| 9 | |  | Teaching Vocabulary **–** *the right word, using a dictionary, concept checking, key concepts, relevance and absence of information* | | | | | | |  | | |
| 10 | |  | Discourse Analysis **–** *DA for professional development, what refers to what, when you do not want to repeat yourself, linking ideas, sense making, key terms* | | | | | | |  | | |
| 11 | |  | Methodology **–** *some key principles, some language learning experiences, reading task, contrasting methods* | | | | | | |  | | |
| 12 | |  | World Englishes **–** *some key terms, world Englishes, Reading task, discussing issues, what should you teach?* | | | | | | |  | | |
| 13 | |  | **Course Design –** *What should you include?, what does course design entail?, reading task, needs analysis information* | | | | | | |  | | |
| 14 | |  | **Testing and Evaluation –** *key terms, reading tasks, some problems with texts* | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| **Textbook/Ders kitabı:**  **Main textbook:** Thaine, C. (2010). *Teacher Training Essentials: Workshops for Professional Development.*  Cambridge: CUP  **Other Recommended Texts**  Lemov, D. (2010). *Teach like a champion: 49 Techniques that put students on the path to college.* San Francisco, CA: John-Wiley & Sons.  Westwood, P. (2008). *What teachers need to know about teaching methods*. Victoria, AU: ACER.  Jackson, R. R. (2011). *How to plan rigorous instruction: Mastering the principles of great teaching.* Washington, DC: Mindsteps. | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Derse devam | | | | 05% |  | | | | | | | |
| Quizzes (2) | | | | 20% |  | | | | | | | |
| Midterm Exam/Vize sınavı | | | | 30% |  | | | | | | | |
| Final Exam/Final sınavı | | | | 40% |  | | | | | | | |
| 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 | | | | | | | 15 | 2 | 30 | | | |
| **Weekly Reading Assignment** | | | | | | | 7 | 2 | 14 | | | |
| Micro Teaching PPT Slides Creation | | | | | | | 1 | 5 | 5 | | | |
| Micro Teaching | | | | | | | 1 | 1 | 1 | | | |
| Micro Teaching Material Development | | | | | | | 1 | 5 | 5 | | | |
| Quizzes | | | | | | | 2 | 1 | 20 | | | |
| Micro Teaching Lesson Plan | | | | | | | - | - | - | | | |
| Midterm Examination/Vize  Examination preparation | | | | | | | 1 | 1 | 1 | | | |
| Final Examination/Final  Examination preparation | | | | | | | 1 | 1 | 1 | | | |
| Self-Study/Bireysel çalışma | | | | | | | 5 | 4 | 20 | | | |
| Total Workload/İş yükü | | | | | | | | | 97 | | | |
| Total Workload/30 (h) | | | | | | | | | 90/30 = 3.2 | | | |
| ECTS Credit of the Course/AKTS değeri (ECTS = 3) | | | | | | | | | 3 | | | |