**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Pragmatics and Language Teaching | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | **ELTGE301** | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Elective | | | | | | | |
| **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** | | | | | | 3 | | | | | | | |
| **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** | | | | | | | | | | | | | |
| In most ELT courses, students learn about linguistic forms devoid from context, including phonetics, phonology, morphology, and grammar, while this course is devoted to pragmatic functions and the teaching of these functions to EFL students. Pragmatics deals with the contextualized use of language, which is far more important than linguistic forms per se (by themselves). Therefore, it is essential for ELT students not only to be familiar with and know how to make effective use of pragmatic functions in communication, but also they should be able to teach these pragmatic and communicative functions to their students when they start their carrier as language teachers. | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| Students who complete the course successfully should: | | | | | | | | | | | Assessment | | |
| 1 | Be able to develop in-depth knowledge about fundamental issues of Pragmatics; | | | | | | | | | | 1,2 | | |
| 2 | be familiar with different uses of pragmatics in various contexts; | | | | | | | | | | 1,2 | | |
| 3 | Be able to develop awareness about the significant role pragmatic research plays in the teaching and learning of foreign languages; | | | | | | | | | | 1,2 | | |
| 4 | Be able to develop the ability to follow pragmatic literature easily; | | | | | | | | | | 1,2 | | |
| 5 | Be familiar with Speech Acts Theory and its Implications for SLA; | | | | | | | | | | 1,2 | | |
| 6 | Know the implications and applications of Implicatures, reference, Inference, and presuppositions; | | | | | | | | | | 1,2 | | |
| 7 | Be familiar with Intercultural Pragmatic Transfer; | | | | | | | | | | 1,2 | | |
| 8 | To apply the knowledge gained in this course to teaching career. | | | | | | | | | | 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 the successful completion of their undergraduate studies, ELT students will: | | | | | | | | | | | | CL/KS | |
| 1 | have gained an in-depth knowledge of basic skills of listening and speaking; | | | | | | | | | | | 4 | |
| 2 | have gained an in-depth knowledge of the main issues of second language aquisition; | | | | | | | | | | | 3 | |
| 3 | have gained in-depth skills of different types of reading materials; | | | | | | | | | | | 4 | |
| 4 | have gained in-depth skills of academic writing; | | | | | | | | | | | 4 | |
| 5 | have gained an in-depth knowledge of English grammar;  from a language acquisition perspective; | | | | | | | | | | | 2 | |
| 6 | have gained an in-depth knowledge of components of language; | | | | | | | | | | | 3 | |
| 7 | have gained an in-depth knowledge about methods and approaches of teaching English as a foreign language; | | | | | | | | | | | 3 | |
| 8 | have gained an in-depth knowledge about approaches and methods of teaching English as a Foreign Language; | | | | | | | | | | | 5 | |
| 9 | be familiar with dominant theories of first and second language acquisition; | | | | | | | | | | | 4 | |
| 10 | be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 4 | |
| 11 | be able to participate and understand academic discourse and follow the literature in their field; | | | | | | | | | | | 3 | |
| 12 | be able to bring up their children bilingually, as it may be required or desirable in certain situations; | | | | | | | | | | | 3 | |
| 13 | be able to conduct research in English ad their native language based on the skills they have in courses like Research Methods; | | | | | | | | | | | 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 | |  | Introduction to the course and discussion of the syllabus | | | | | | |  | | |
| 2 | |  | Pragmatic meaning Vs. Semantic meaning | | | | | | |  | | |
| 3 | |  | Linguistic Forms versus Pragmatic Functions | | | | | | |  | | |
| 4 | |  | Unit of analysis in pragmatics; Categories of Deixis | | | | | | |  | | |
| 5 | |  | Speech Acts Theory and its Implications for SLA | | | | | | |  | | |
| 6 | |  | Direct and Indirect Speech Acts | | | | | | |  | | |
| 7 | |  | Implicatures, reference, Inference, and presuppositions | | | | | | |  | | |
| 8 | |  | Midterm Exam | | | | | | |  | | |
| 9 | |  | Different types of competence | | | | | | |  | | |
| 10 | |  | Intercultural Pragmatic Transfer | | | | | | |  | | |
| 11 | |  | Pragmatic Failure of intended speech acts | | | | | | |  | | |
| 12 | |  | The Speech Act of Compliment & Responses to Com | | | | | | |  | | |
| 13 | |  | The Speech Act of Refusal | | | | | | |  | | |
| 14 | |  | Requestive Speech Act | | | | | | |  | | |
| 15 | |  | Final Exam | | | | | | |  | | |
| **Textbook/Ders kitabı:**  Yule, G. (2010). The study of language. Chapter 10. Cambridge. CUP.  Bardovi-Harlig, K., & Mahan-Taylor, R. (2003). Introduction to teaching pragmatics. *English Teaching Forum, 41*(3), 37-39. Kasper, G. and Rose, K. (2003).*Pragmatic Development in a Second Language.* UK: Wiley. **Supplementary Material(s)/Ek Materyal(ler):**  Rose, K. R., & Kasper, G. (2001). *Pragmatics in language teaching.* Cambridge: Cambridge University Press.  Ishihara, N., & Cohen, A. (2010). *Teaching and learning pragmatics.* *Where language and culture meet.* Harlow, UK: Pearson Education Limited. | | | | | | | | | | | | |
| **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 | | | | 60% |  | | | | | | | |
| 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 | | | |