**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course UnitTitle/DersAdı** | | | | | | Teaching English Language Skills I | | | | | | | |
| **Course UnitCode/DersKodu** | | | | | | ELTA303 | | | | | | | |
| **Type ofCourseUnit/Dersstatüsü** | | | | | | Compulsory/ Junior | | | | | | | |
| **Levelof Course Unit/Dersseviyesi** | | | | | | BA | | | | | | | |
| **NationalCredits/Ulusalkredi** | | | | | | 3 | | | | | | | |
| **NumberofECTSCreditsAllocated/AKTS değeri** | | | | | | 5 ECTS | | | | | | | |
| **Theoretical(hour/week)/Haftalıkteorikderssaati** | | | | | | 3 | | | | | | | |
| **Practice(hour/week)/Uygulamadurumu** | | | | | | - | | | | | | | |
| **Laboratory(hour/week)/Laboratuvardurumu** | | | | | | - | | | | | | | |
| **Year ofStudy/ Dersinyılı** | | | | | | 3 | | | | | | | |
| **rSemester whenthecourseunitisdelivered/Dersdönemi** | | | | | | Fall | | | | | | | |
| **CourseCoordinator/Derskoordinatörü** | | | | | | - | | | | | | | |
| **Name ofLecturer(s)/Derssorumluöğretimelemanı** | | | | | | - | | | | | | | |
| **Name ofAssistant(s)/Asistanadı** | | | | | | - | | | | | | | |
| **Mode ofDelivery/Dersinişlenişi** | | | | | | Face to face, rhetorical, document analysis, practice, presentations | | | | | | | |
| **Language ofInstruction/Dersindili** | | | | | | English | | | | | | | |
| **Prerequisitiesandco-requisities/Dersinönkoşulu** | | | | | | - | | | | | | | |
| **RecommendedOptionalProgrammeComponents/Önerilenopsiyonel progam unsurları** | | | | | | - | | | | | | | |
| **Objectives oftheCourse/Dersinamacı** | | | | | | | | | | | | | |
| -Investigating the methods related to teaching four skills,  -helping the students to improve their lesson planning skills via group work  -providing information about different stages and techniques of teaching the four skills both receptive and productive skills focusing on the receptive skills attentively  -developing language awareness and teaching skills for learner groups of different ages and language abilities  -developing lesson planning principles and techniques appropriate to different proficiency levels | | | | | | | | | | | | | |
| **LearningOutcomes/Öğrenmeçıktıları** | | | | | | | | | | |  | | |
| Whenthiscourse has beencompletedthestudentshould be able to: | | | | | | | | | | | Assessment | | |
| 1 | compare receptive and productive skills | | | | | | | | | | 1,2 | | |
| 2 | differentiate between extensive and intensive reading and listening skills | | | | | | | | | | 1,2 | | |
| 3 | list advantages of using various classroom procedures of teaching reading, listening, speaking and writing. | | | | | | | | | | 1,2 | | |
| 4 | restructure a reading and a writing lesson from standard lesson plans | | | | | | | | | | 1,2 | | |
| 5 | prepare reading and listening activities and do microteaching | | | | | | | | | | 1,2 | | |
| 6 | talk about the roles of the teacher in lessons of different skill areas | | | | | | | | | | 1,2 | | |
| 7 | state various language features involved in a reading lesson | | | | | | | | | | 1,2 | | |
| 8 | state various language features involved in a listening lesson | | | | | | | | | | 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 | | | | | | | | | | | 4 | |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 5 | |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 5 | |
| 4 | Beable to assess English language learners in different language skills; | | | | | | | | | | | 5 | |
| 5 | Beable to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 3 | |
| 6 | Beable to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 3 | |
| 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; | | | | | | | | | | | 3 | |
| 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; | | | | | | | | | | | 3 | |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 4 | |
| 13 | Be able to conduct and use research and document sources properly; | | | | | | | | | | | 3 | |
| 14 | Beable to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 4 | |
| *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 | | | | | | |  | | |
| 2 | |  | Reading: extensive and intensive reading | | | | | | |  | | |
| 3 | |  | Reading: roles of the teacher | | | | | | |  | | |
| 4 | |  | Types of reading | | | | | | |  | | |
| 5 | |  | Reading: lesson sequences | | | | | | |  | | |
| 6 | |  | Micro-teaching | | | | | | |  | | |
| 7 | |  | Revision | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Listening: extensive and intensive listening | | | | | | |  | | |
| 10 | |  | Listening: Roles of Teacher | | | | | | |  | | |
| 11 | |  | Types of Listening | | | | | | |  | | |
| 12 | |  | Listening: lesson sequences | | | | | | |  | | |
| 13 | |  | Micro-teaching | | | | | | |  | | |
| 14 | |  | Revision | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **RecommendedSources/Önerilenkaynaklar** | | | | | | | | | | | | |
| **Textbook/Derskitabı:**  Harmer, J. (2001). The Practice of English Language Teaching. Malaysia: Pearson Education Ltd.  **SupplementaryMaterial(s)/EkMateryal(ler):**  Compiled materials including four skills and language areas | | | | | | | | | | | | |
| **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 | | | |
| Courseduration inclass (including theExamweek)/Sınıfiçietkinlikler | | | | | | | 14 | 3 | 42 | | | |
| Labsand Tutorials/ Lab veders | | | | | | | - | - | - | | | |
| Assignments/Ödevler | | | | | | | 2 | 8 | 16 | | | |
| E-LearningActivities/E-learning activities | | | | | | | 2 | 8 | 16 | | | |
| Project/Presentation/ReportWriting/Proje | | | | | | | 1 | 5 | 5 | | | |
| Quizzes | | | | | | | - | - | - | | | |
| LabExams | | | | | | | - | - | - | | | |
| MidtermExamination/Vize | | | | | | | 1 | 1 | 1 | | | |
| FinalExamination/Final | | | | | | | 1 | 1 | 1 | | | |
| Self-Study/Bireyselçalışma | | | | | | | 14 | 5 | 70 | | | |
| TotalWorkload/İşyükü | | | | | | | | | 151 | | | |
| TotalWorkload/30(h) | | | | | | | | | 151/30 | | | |
| ECTSCreditofthe Course/AKTS değeri | | | | | | | | | 5 | | | |