

COURSE INFORMATION								
Course Name	Course Type	Code	Year	Semester	Weekly T+P+L Hour	Credit	ECTS	
Introduction to TESOL	Departmental Elective	ELIT 392	3th Year	6th Semester	3+0+0	3	5	

Department	English Language and Literature
Course Level	Undergraduate
Course Language	English
Course Type	Elective
Teaching System	Formal Education
Prerequisite(s)	None
Other Issues for Course	None
Course Coordinator	Department Members
Instructor(s)	Department Members
Internship	None
Learning and Teaching Strategies	Lecture Discussion Question and Answer Team/Group Work Preparing and/or Presenting Reports Drill and Practice Brain Storming
Course Objective	The aim of this course is to introduce students to the major approaches in Second Language Learning and Teaching through a program of lectures, readings, discussions, and teaching exercises.
Learning Outcomes	The student, <ul style="list-style-type: none"> 1. articulates a personal set of assumptions upon which one's TEFL practices and theorizing rest, 2. identifies and explain the relationships between the various components of TESOL theory and practice, 3. identifies the assumptions which underlie broad approaches to TEFL found in practice or presented in the literature on TESOL, 4. identifies TEFL materials- and methods-related literature and establish a pattern of regular reading of newspapers, periodicals, professional journals, or any other possible resources that will strengthen understanding of factors and issues that have an impact on TEFL in Turkey, 5. identifies and critique different types of articles related to TESOL topics,

	<ol style="list-style-type: none"> 6. identifies and analyses the weaknesses and strengths of TEFL in Turkey and figure out possible solutions or recommendations, 7. identifies the guidelines for lesson planning, 8. comprehends the applications of the Internet to TEFL.
Course Content	<p>This course is an introduction to the teaching of English to speakers of other languages (TESOL) intended for those who contemplate a career in TESOL or in the teaching of foreign languages. Through a program of lectures, readings, discussions, and teaching exercises we will explore the educational contexts in which English is taught and learned, some methods and materials that teachers have used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how second languages are learned.</p>

Course Contents Weekly	
1-	Introduction to TESOL
2-	Methods and Methodology
3-	Methods and Methodology, continued
4-	Teaching Listening Comprehension
5-	Teaching Oral Skills—accuracy
6-	Teaching Oral Skills—fluency
7-	Mid-Term Exam
8-	Teaching Reading Comprehension
9-	Teaching Writing Skills
10-	Teaching Grammar
11-	Teaching Vocabulary
12-	Teaching Integrated Skills
13-	Focus on the learner
14-	General Evaluation
15-	Final Exam
16-	

COURSE OUTLINE WEEKLY		
Week	Topics	Preliminary Work

1	Introduction to TESOL	None
2	Methods and Methodology	Studying this week's topics in relevant sources by starting from one week before
3	Methods and Methodology, continued	Studying this week's topics in relevant sources by starting from one week before
4	Teaching Listening Comprehension	Studying this week's topics in relevant sources by starting from one week before
5	Teaching Oral Skills—accuracy	Studying this week's topics in relevant sources by starting from one week before
6	Teaching Oral Skills—fluency	Studying this week's topics in relevant sources by starting from one week before
7	Mid-Term Exam	Preparation for exam
8	Teaching Reading Comprehension	Studying this week's topics in relevant sources by starting from one week before
9	Teaching Writing Skills	Studying this week's topics in relevant sources by starting from one week before
10	Teaching Grammar	Studying this week's topics in relevant sources by starting from one week before
11	Teaching Vocabulary	Studying this week's topics in relevant sources by starting from one week before
12	Teaching Integrated Skills	Studying this week's topics in relevant sources by starting from one week before
13	Focus on the learner	Studying this week's topics in relevant sources by starting from one week before
14	General Evaluation	Studying this week's topics in relevant sources by starting from one week before
15	Final Exam	Preparation for exam
16		

REFERENCES

Course Materials	Celce-Murcia, M. (Ed.). (2001). <i>Teaching English as a second or foreign language</i> (3rd ed.). Boston, MA: Heinle & Heinle
Suggested Materials	Sarah Anne Shope Mapw. <i>Global Tesol: Teaching English to Speakers of Other Languages</i> .
Other Materials	Other relevant books and/or articles

MATERIAL SHARING

Documents	Course notes	
Assignments	Feedback	
Exams	Exam questions	
ASSESSMENT METHODS		
COURSE ACTIVITIES	NUMBER	PERCENTAGE
Mid-term exam	1	30
Assignment	1	10
Quiz	0	0
Project	0	0
Presentation	1	10
In-class Contribution	0	0
Application / practice	0	0
Laboratory	0	0
Final exam	1	50
Total	4	100

MATRIX OF THE COURSE LEARNING OUTCOMES VERSUS PROGRAM OUTCOMES						
No	Key Learning Outcomes	Contribution level				
		1	2	3	4	5
1	The student has basic up-to-date theoretical and applied knowledge in English literature and culture.		X			
2	The student has basic up-to-date theoretical and applied knowledge in literary genres, literary terms and concepts, and literature in general.		X			
3	The student is equipped with theory and praxis to explain and analyse the characteristics of the genres of English literature and their representative texts with reference to historical, social, cultural, economic, political and ecological backgrounds.	X				
4	The student has advanced knowledge of English language, its systematic structure, function, and its spoken and written forms.					X
5	The student has critical, creative, and analytical thinking skills.			X		
6	The student is able to collect information and data individually and/or in groups about English language, literature and culture through up-to-date information technologies and research methods and techniques, and shares these in national and international educational and other professional environments.					X
7	The student analyses literary and cultural texts using related theories and an interdisciplinary approach.	X				
8	The student has up-to-date theoretical and applied knowledge and ability required for the translation of texts from English into Turkish and from Turkish into English.		X			
9	The student does research independently using critical, creative and analytical skills, solves problems, and effectively expresses the outcomes in national and international professional and social environments.			X		

10	The student develops an unbiased, respectful and open attitude to his/her own culture and other cultures by studying English literature, history and society, and by attending curricular and extracurricular activities.	X			
11	The student develops an unbiased, respectful and open attitude towards different languages, races, sexes, religions, and social classes.		X		

TABLE OF ECTS / WORKLOAD			
Activities	NUMBER	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Reading	0	0	0
Study Hours out of Class (Preliminary Work, Reinforcement and others)	14	2	28
Library Visit – Net Search	0	0	0
Assignments	1	15	15
Reports	0	0	0
Presentation / Seminar Preparation	1	10	10
Material Design, Application	0	0	0
Mid-Term Exam	1	20	20
Application (Modelling, Design, Simulation, Experiment and others)	0	0	0
Oral Exams	0	0	0
Internship	0	0	0
Field Work	0	0	0
Project	0	0	0
Final Exam	1	35	35
Total Workload	32	85	150
Total Workload / 30 (h)			5
Course ECTS			5