

# FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATION



## English Language Teaching Program Course Outline 2021-2022 Spring Semester

Course Code	Course Title	Course Type	Weekly Course Hours	Total Credit	ECTS	Pre-requisite	Language of Instruction
ELTP304	TEACHING ENGLISH LANGUAGE SKILLS II	Area Core	3 0 0	3	5	None	English
<b>Course Description</b>		This course familiarizes junior ELT students with techniques and stages of teaching reading, writing, and grammar. It further develops student teachers' language awareness and skills for teaching language learners of various ages and different proficiency levels. The course also focuses on lesson planning and teaching techniques of the specific skills for a variety of proficiency levels. It covers recent research on teaching reading, writing and grammar, top-down and bottom-up reading, micro and macro skills of reading and writing, strategies for reading comprehension, cohesion and coherence, types of classroom writing, process and product writing, and form-focussed instruction.					
<b>General objective of the course</b>		The aim of this course is to help students, in the process of becoming teachers, understand, design and practice reading, writing and grammar activities and lesson plans and integrate all language skills in their lessons.					
<b>LEARNING OUTCOMES /COMPETENCES</b>							
<b>Knowledge</b>	<b>L.O.</b>	More specifically, on successful completion of this course the students will					<b>P.O.</b>
	1	• Describe some of the basic concepts and principles of teaching reading and writing skills and grammar					PO2
	2	• Demonstrate knowledge of assessment in teaching reading and writing skills and grammar					PO2, PO4
	3	• Discuss the steps in the procedures of teaching reading and writing skills and grammar					PO2, PO5, PO6
<b>Skills</b>	4	• demonstrate familiarity with recent research related to teaching reading and writing skills and grammar					PO2, PO5
	5	• Design and practice activities and materials for various stages of teaching reading and writing skills and grammar					PO1, PO3, PO5, PO7, PO8, PO10
	6	• Plan and implement lessons to teach reading and writing skills and grammar					PO1, PO3, PO5, PO7, PO8, PO10
	7	• Provide feedback to plans and practices related to teaching reading and writing skills and grammar					PO4, PO5
<b>Values, Attitudes and Behaviors</b>	8	• Integrate digital technologies into classroom practices					PO10
	9	• Play a constructive role during collaborative work in class					PO8
	10	• Work independently through assignments					PO8
	11	• Illustrate the ethics of being a teacher					PO7
	12	• Demonstrate a positive attitude towards professional development					PO6

**Textbooks and other materials**

Douglas, B., & Lee, H. (2015). Teaching by principles: an interactive approach to language pedagogy. US: Pearson Education. (B & H)  
 Nation, P. (2009). Teaching ESL/EFL reading and writing. New York: Routledge. (N. P)  
 Scrinever, J. (2010) Teaching English Grammar, Macmillian Books for Teachers  
 Coursepack prepared by the instructor.

**CONTENT & WEEKLY SCHEDULE**

WEEK	Topics	L.O.	Assessment
Week 1	<ul style="list-style-type: none"> <li>Understand course requirements, learning outcomes and assessment procedures.</li> <li>Review of TEYL I</li> <li>Demonstrate knowledge of basic terms and concepts related to reading</li> <li>Describe some of the basic principles of developing reading skills</li> </ul>	1	Midterm Exam
Week 2	<ul style="list-style-type: none"> <li>Demonstrate knowledge of teaching reading skills</li> <li>Demonstrate the ability to discuss and categorize instructions for reading activities</li> </ul>	1,3,10,11	Midterm Exam Assignment 1
Week 3	<ul style="list-style-type: none"> <li>Develop awareness of different types of reading;</li> <li>Explain the activities for each stage of a reading lesson;</li> <li>Demonstrate understanding of sequencing reading activities;</li> </ul>	1,,3,	Midterm Exam
Week 4	<ul style="list-style-type: none"> <li>Design activities for different parts of a reading lesson as a group;</li> <li>Demonstrate understanding of sequencing reading activities;</li> <li>Evaluate a reading lesson plan presentation and give feedback.</li> </ul>	4,5,6,7	Project 1 Micro-teaching
Week 5	<ul style="list-style-type: none"> <li>Teach a reading text to the class as a group;</li> <li>Manage the class and Involve all students in the lesson;</li> <li>Evaluate a reading lesson plan presentation and give feedback.</li> </ul>	3, 5, 6, 7, 8, 9, 11, 12	Midterm Exam Project 1
Week 6	<ul style="list-style-type: none"> <li>Demonstrate knowledge of basic terms and concepts related to writing;</li> <li>Explain the difference between writing as a means and writing as an end;</li> <li>Discuss the difference between coherence and cohesion;</li> <li>Assess whether a text is coherent and cohesive;</li> </ul>	1, 2, 3, 4	Midterm Exam Final Exam
Week 7	<ul style="list-style-type: none"> <li>Discuss characteristics of product and process writing;</li> <li>Analyse the parts of a lesson plan based on product writing;</li> <li>Design writing activities for writing as an end and based on product writing;</li> </ul>	3, 5, 6, 7	Final Exam
Week 8	<b>Midterm exam</b>		
Weeks 9	<ul style="list-style-type: none"> <li>National holiday</li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>Conduct a writing lesson as a group;</li> <li>Evaluate a writing lesson plan presentation and give feedback.</li> </ul>	3, 5, 6, 7, 8, 9, 11, 12	Final Exam Project 2 Micro-teaching
Week 11	<ul style="list-style-type: none"> <li>Conduct a writing lesson as a group;</li> <li>Evaluate a writing lesson plan presentation and give feedback.</li> </ul>	3, 5, 6, 7, 8, 9, 11, 12	Final Exam
Week 12	<ul style="list-style-type: none"> <li>Explain basic principles of teaching grammar;</li> <li>Contribute to a discussion about developing teaching techniques for teaching grammar for different levels and age groups;</li> <li>Summarize an academic article on teaching grammar and discuss it in the classroom;</li> </ul>	1, 3, 4, 7, 8, 10,11, 12	Final Exam Assignment-2
Week 13	<ul style="list-style-type: none"> <li>Explain the difference between activities and tasks to practice grammar;</li> <li>Design activities to teach grammar at university level</li> </ul>	1, 6, 10, 11	Final Exam Assignment-3
Week 14	<ul style="list-style-type: none"> <li>Conduct grammar activities;</li> <li>Evaluate a grammar activities and give feedback;</li> </ul>	3, 5, 6, 7, 8, 11, 12	Final Exam Presentation of the Assignment

Week 15	• reflect on the course and make suggestions to improve it.	2, 7, 11, 12	Assignment- 4	
Week 16	<b>Final Exams</b>			
<b>TEACHING - LEARNING APPROACH</b>	This course is based on theory provided by the instructor and classroom practice (discussion, pair-work, group-work, projects) facilitated by instructor input as well as classroom observations and micro-teaching by students.			
<b>REQUIREMENTS</b>				
<ul style="list-style-type: none"> <li>• This is a 5 ECTS course. Students should expect to be studying inside and outside the classroom for an average of 7 hours per week.</li> <li>• You are expected to come to class prepared to demonstrate effective participation in class discussions.</li> <li>• Students should take the mid-term examination and the final examination at the specified date and time and complete any given assignments promptly.</li> <li>• There is a strong continuous assessment dimension to this course. Students are strongly advised to attend all classes. 70% attendance is a requirement for a pass grade.</li> <li>• Synchronous attendance is essential for students who will attend classes online for covid positive cases. The student is responsible for tracking absences.</li> <li>• Students should avoid plagiarism, which is intentionally failing to give credit to sources used in writing (or speaking) regardless of whether they are published or unpublished. Plagiarism (which also includes any kind of cheating in exams) is a disciplinary offence.</li> <li>• All references should be formatted using the APA System.</li> </ul>				
<b>TIME SPENT FOR THE COURSE AND ECTS CREDIT CALCULATION</b>				
<b>Activity</b>	<b>Number</b>	<b>Time (hour)</b>	<b>Total time (hour)</b>	
Lecture time (14xperiods per week)	14	3	42	
Out of class Study time (14xstudy time per week)	14	3	42	
Time spent for assignments	4	2	8	
Time spent studying for the midterm exam	1	8	8	
Time spent for group projects	2	8	16	
Time spent studying for the final exam	1	10	10	
Total time spent			126	
Total time spent / 25(hours)			5.04	
ECTS Credits			5	
<b>METHODS OF ASSESSMENT</b>				
Student success will be evaluated as the following:				
<b>Type of assessment</b>	<b>Number</b>	<b>Weight (%)</b>	<b>Total (%)</b>	<b>L.O.</b>
Midterm Exam	1	20	20	1,3, 5, 6,11,12
Assignments	4	5	20	1, 2, 3, 4, 5,8,10,11,12
Projects	2	10	20	2, 3, 5, 6,7,8,9,11,12
Active participation	10	1	10	1,2,3,4,7,9, 11,12
Final Exam	1	30	30	1, 2, 3, 5, 6,11,12
<b>Grand Total</b>			<b>100</b>	