

<b>Title of the Course:</b> <i>Approaches to English Language Teaching II</i>	<b>Course-No:</b> <b>206</b>	<b>Semester:</b> <i>4<sup>th</sup> Semester / 2<sup>nd</sup> Year - Spring</i>	
<b>Course type:</b> <i>Lecture &amp; Microteaching</i>	<b>Hours-Practice/Week:</b> <b>3-0</b>	<b>Credits</b>	
		<b>Local</b>	<b>ECTS</b>
<b>Status:</b> <i>Compulsory</i>	<b>Language of Instruction:</b> <i>English</i>	<b>3</b>	<b>6</b>
<b>Lecturer:</b>	<i>Instructor Dr. Salim RAZI</i>		
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**Course description:**

This course is an introductory course to a series of language teaching methodology courses given ELT teacher training programme and thus lays the foundations of students' knowledge of language teaching methodologies. The course aims to explore some mainstream and so-called innovative language teaching methods.

<b>Week / Date</b>	<b>Discussion Topics</b>	<b>Readings</b>
<b>Week 1</b> <b>21-25.02.2011</b>	Introduction to the course: Content, aims, and expectation.	-----
<b>Week 2</b> <b>28.02-04.03.2011</b>	Whole Language	Richards & Rodgers (2001), Chapter 9
<b>Week 3</b> <b>07-11.03.2011</b>	<i>(Micro-teaching of Whole Language)</i> Multiple Intelligences	Freeman (2000), Chapter 11; Richards & Rodgers (2001), Chapter 10
<b>Week 4</b> <b>14-18.03.2011</b>	<i>(Micro-teaching of Multiple Intelligences)</i> The Lexical Approach	Harmer (2001), Chapter 6; Richards & Rodgers (2001), Chapter 12
<b>Week 5</b> <b>21-26.03.2011</b>	<i>(Micro-teaching of The Lexical Approach)</i> The Natural Approach	Richards & Rodgers (2001), Chapter 15
<b>Week 6</b> <b>28.03-01.04.2011</b>	Cooperative Language Learning	Freeman (2000), Chapter 11; Richards & Rodgers (2001), Chapter 16
<b>Week 7</b> <b>04-08.04.2011</b>	<i>(Micro-teaching of Cooperative Language Learning)</i> Content-Based Instruction	Celce-Murcia (2001), Unit 3(1); Freeman, Chapter 10; Richards & Rodgers (2001), Chapter 17
<b>Week 8</b> <b>11-15.04.2011</b>	<i>(Micro-teaching of Content-Based Instruction)</i> Competency-Based Approach	Richards & Rodgers (2001), Chapter 13
<b>Week 9</b> <b>18-22.04.2011</b>	Midterm Exam	-----
<b>Week 10</b> <b>25-29.04.2011</b>	<i>(Micro-teaching of Competency-Based Instruction)</i>	-----
<b>Week 11</b> <b>02-06.05.2011</b>	Task-Based Language Teaching	Richards & Rodgers (2001), Chapter 18
<b>Week 12</b> <b>09-13.05.2011</b>	<i>(Micro-teaching of Task-Based Language Teaching)</i>	-----
<b>Week 13</b> <b>16-20.05.2011</b>	Neurolinguistic Programming	Richards & Rodgers (2001), Chapter 11
<b>Week 14</b> <b>23-27.05.2011</b>	Wrap it up: Overall assessment of the term	-----
<b>30.05-10.06.2011</b>	<b>Final Exam</b>	-----

**Teaching method:**

Lectures, microteaching and trainee reflections.

**Prerequisites:**

Some knowledge of theories of second language acquisition.

**Teaching aids:**

OHP transparencies, class videos, PowerPoint presentations, OHP transparencies, lecture notes, reference books, audio files, and sample presentation videos.

**Assessment method:**

Midterm exam constitutes 30% of the final mark while final exam accounts for 40% and microteaching evaluation contributes a 30% to the final mark to be given at the end of the term. Attendance is compulsory and those who exceed 30% absence will automatically fail.

**Learning outcomes:**

Students will have the understanding of contemporary approaches and methods in language teaching  
Students will be able to convert their theoretical knowledge into practice through micro-teachings  
Students will be able to see the relationships between learning theories and methods and approaches in practice.

**Attendance policy:**

Students cannot learn without consistent effort throughout the semester. Attendance will be expected in all sessions. Students are required to read the related chapters before the class. Attendance will be taken and recorded in all class sessions. The final grade will be lowered in case of excessive absences. Since this class meets once a week only 14 times this semester, more than one absence is considered excessive. Your final grade will be lowered in accordance with the following scale.

- Two classes : 3 points
- Three classes : 6 points
- Four classes : 10 points
- Five and more classes : Fail

**Registration for course:**

Required.

**Registration for examination:**

Registration is not required for midterm and final examinations but for each micro teaching students will be given a particular period by the lecturer.

**Remarks:**

This lecture is suitable for trainee teachers.

**Assignment requirements:**

- Assignments must be on A-4 paper.
- Assignments must have 2,5 margins (on all sides) and must be written with one and half spacing.
- Assignments must have names, student numbers, and class of all members in the upper right hand corner.
- Assignments must be turned in on time. Late assignments will no be taken into consideration.

**Main reading:**

Freeman, D. L. (2000). *Techniques and principles in language teaching* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

Richards, J. C.; Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

**Supplementary reading:**

Brown, H. D. (2000). *Principles of language learning and teaching* (4<sup>th</sup> ed.). New York: Longman.

Carter, R. & Nunan, D. (Eds.) (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Celce-Murcia, M. (Ed.) (2001). *Teaching English as a second or foreign language* (3<sup>rd</sup> ed.). Boston: Heinle & Heinle.

Harmer, J. (2001). *The practice of English language teaching*. Essex: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hinkel, E. (Ed.) (2005). *Handbook of research in second language teaching and learning*. London: Lawrence Erlbaum Associates.

Long, M. H. & Doughty, C. J. (2009). *The handbook of language teaching*. West Sussex: Wiley-Blackwell.

Nunan, D. (1999). *Second language teaching and learning*. New York: Newbury House.