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Faculty of Education
English Language Teaching Department
Course Syllabus
SPRING 2024

| Course Title | Code | Term | Schedule & Classroom |
|-----------------------------------------------------------------------------------------|-----------------------------|-------------|---------------------------------|
| Teaching Integrated Skills/ Teaching Integrated Language Skills (2+0+0) 4 ECTS | ELT 230_01 / ELEP 355_01 | SPRING 2024 | Monday 11:00- 13:00 G 009 |

| Instructor Information | |
|------------------------|----------------------------------|
| Name: | Dr. Aylin Tekiner Tolu |
| Office: | H 103 |
| E-mail: | aylin.tolu@tedu.edu.tr |
| Office Hours: | TUE & THR 11-13pm by appointment |

Course Description:

This course mainly focuses on teaching ESL/EFL skills in combination, namely, reading, writing, listening, and speaking skills, to create authentic communicative language learning experiences. It covers a detailed study of approaches, techniques, strategies, and stages of teaching these skills in an integrated way to language learners at various ages and language proficiency levels. In this course, prospective teachers explore and learn how to apply task-based language teaching and content-based (or in other words, content and language integrated language learning). These are the two main approaches to teaching language in an integrated way. Under these frameworks, student teachers develop various lesson plans on themes selected from SDG along with critical thinking, collaboration competencies, self-awareness. They will design individual and/or group micro-teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety of proficiency level.

The course syllabus provides a general plan for the course; **modifications are likely to be necessary** and will be implemented as a result of students' needs and classroom interaction. Also, this syllabus is an overall guide to the course, more detailed information and resources about the assignments



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| | are usually posted on online course platform for students' convenient access. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Course Objectives:</p> <p>Course intended learning outcomes:</p> | <p>This course covers both theoretical concepts and pedagogic applications in foreign language reading, writing, listening, and speaking. The course aims at helping prospective teachers improve their knowledge and use of teaching methods and techniques of integrating language skills in task-based and content-based lessons. The course also helps students gain critical thinking, collaboration and self-awareness competencies on how to integrate SDG in English language teaching field.</p> <p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. develop task-based language learning lesson plans using design thinking principles by collaborating with peers and experts while considering sustainability principles, 2. develop content and language integrated lesson plans using design thinking principles by collaborating with peers and experts while considering sustainability principles, 3. use technology in their planning lessons to promote learning, 4. conduct integrative language lessons. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Workload (112 hours)</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Course Readings</td> <td style="width: 20%;">10</td> <td style="width: 20%;"></td> </tr> <tr> <td>Hands-on Work</td> <td>15</td> <td></td> </tr> <tr> <td>Lectures</td> <td>28</td> <td></td> </tr> <tr> <td>Resource Review</td> <td>10</td> <td></td> </tr> <tr> <td>Coursera Course Completion</td> <td>22</td> <td></td> </tr> <tr> <td>Class Discussion</td> <td>12</td> <td></td> </tr> <tr> <td>Demonstration</td> <td>15</td> <td></td> </tr> </table> | | | Course Readings | 10 | | Hands-on Work | 15 | | Lectures | 28 | | Resource Review | 10 | | Coursera Course Completion | 22 | | Class Discussion | 12 | | Demonstration | 15 | | | | | | | | | | |
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| Hands-on Work | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Grading Criteria:</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Percentage Scores</th> <th style="width: 33%;">Grade Points</th> <th style="width: 33%;">Letter Grades</th> </tr> </thead> <tbody> <tr> <td>100-90</td> <td>4.00</td> <td>AA</td> </tr> <tr> <td>89-85</td> <td>3.50</td> <td>BA</td> </tr> <tr> <td>84-80</td> <td>3.00</td> <td>BB</td> </tr> <tr> <td>79-75</td> <td>2.50</td> <td>CB</td> </tr> <tr> <td>74-70</td> <td>2.00</td> <td>CC</td> </tr> <tr> <td>69-60</td> <td>1.50</td> <td>DC</td> </tr> <tr> <td>59-50</td> <td>1.00</td> <td>DD</td> </tr> <tr> <td>49-0</td> <td>0.00</td> <td>F</td> </tr> <tr> <td>Absent & Unsuccessful</td> <td>0.00</td> <td>FX</td> </tr> </tbody> </table> | | | Percentage Scores | Grade Points | Letter Grades | 100-90 | 4.00 | AA | 89-85 | 3.50 | BA | 84-80 | 3.00 | BB | 79-75 | 2.50 | CB | 74-70 | 2.00 | CC | 69-60 | 1.50 | DC | 59-50 | 1.00 | DD | 49-0 | 0.00 | F | Absent & Unsuccessful | 0.00 | FX |
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| Assessment Methods | In-class activities and Peer-feedback on TB and CLIL LPs | 10% |
| | Assignments (Short tasks & end of term-reflection) | 10% |
| | Coursera Tasks Completion Certificate | 20% |
| | TASK-BASED Lesson Plan- (20%) and demo-teaching (10%) | 30% |
| | CLIL UNIT PLAN (20%) and demo-teaching (10%) | 30% |

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| In-class Tasks/ Attendance & Participation | <p>This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with the course instructor about emergencies prior to class. If you miss more than 12 hours without any excuses, this may lead you to ground for lowering one grade letter.</p> <p>You are expected to carefully read the required material prior to attending the class and having done the necessary tasks.</p> <p>Grading of such assignments and your participation will be done holistically in the format of: 0 -for not completed, 1 point for partially completed, 2 -Completed. You need to pay attention to your language to get full credit.</p> |
| Task-based Lesson Plan and Micro- teaching | <p>TBLL Lesson plan development has four parts:</p> <ol style="list-style-type: none"> 1. Detailed lesson plan using the given template 2. Materials and rubrics created 3. Rationale (at least 1 page) 4. Individual reflection on your demo and learning from this assignment (250-350 words). <p>You will develop a task-based lesson plan as pairs addressing Sustainable Development Goals in the reading text and lesson tasks. Each of you will individually demo teach a segment of the lesson you designed.</p> <p>You will get oral feedback on your LP during your demo-teaching and written peer-feedback on the forum. Then, you will edit your LP and resubmit for a grade. While LP grade is a group grade based on the written plan, demo grade is individual and based on your teaching performance in the class.</p> <p>A lesson plan template and rubric will be provided on Moodle.</p> |



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| | <p>Each lesson plan should include the components we will discuss in the class. Once you get peer and instructor feedback, do the necessary changes, and prepare your final copy for the submission.</p> |
| Peer Feedback | <p>The lesson plan assignments must be submitted to a discussion board on Moodle by each group. Each student, individually, is supposed to write two peer feedback reports based on the checklist provided in the course. Thoughtful comments are several sentences long and include analytical as well as evaluative statements.</p> |
| Coursera | <p>This course integrates an online course from Coursera: Teaching EFL/ESL Reading: A Task Based Approach. https://www.coursera.org/learn/esl-reading</p> <p>You are expected to finish all the content (6 weeks) and earn a course completion certificate to get 20% of your course grade. The course requires approximately 22 hours for completion.</p> <p>As shown on the schedule, you are asked to complete certain modules/weeks from Coursera course before coming to the class. This is highly critical for your effective participation in in-class activities and to stay focused to finish Coursera course.</p> |
| | <p>You will work in pairs on this final project. Each group will create an integrated-skills lesson plan using the content-based language learning approach. To write your lesson objectives, identify GSE learning outcomes (using GSE Teacher Toolkit) select Academic Learners , and identify a set of related reading, writing, listening, speaking and academic skills.</p> <p>This lesson plan is similar to a unit plan which has several stages and activities to be completed in 4 or 5 lessons.</p> |
| Content-based Unit Plan and Micro-teaching | <p>You are expected to implement what you have learned throughout the semester, and you will explain how you do it by writing a rationale paper with necessary references to the course readings given in the APA format. The rationale will be maximum 2 page-long. Check APA format at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>Next, the group will present their lesson plan to the class during class meeting. Four parts of the assignment:</p> <ol style="list-style-type: none">1. Detailed lesson plan using the given template2. Materials and rubrics created3. Rationale (at least 1 page)4. Individual reflection on your demo and learning from this assignment (250-350 words). |



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Course Materials

Willis & Willis (2011) *Doing Task-based Teaching*. New York, NY: Oxford University Press.

Hinkel, E. (2009). Integrating the four skills: Current and historical perspectives. In R. B. Kaplan (Ed.), *Oxford handbook in applied linguistics* (2nd ed., pp. 110–26). New York, NY: Oxford University Press.

Genesee, F. (1994). Integrating Language and Content: Lessons from Immersion. Educational Practice Reports. No. 11. *National Center for Research on Cultural Diversity and Second Language Learning*. Washington, D.C.: Center for Applied Linguistics.
(<http://www.ncbe.gwu.edu/miscpubs/ncrcdsl/epr11.htm>)

Dueñas, M. (2009). THE WHATS, WHYS, HOWS AND WHOS OF CONTENT-BASED INSTRUCTION IN SECOND/FOREIGN LANGUAGE EDUCATION. *International Journal of English Studies*, 4(1), 73–96.
Retrieved from <https://revistas.um.es/ijes/article/view/48061>

Ellison, M. (2019). CLIL in the primary School Context (Chapter 16 in *The Routledge Handbook of teaching Eng to YL*)

Met, M. (1991). Learning Language through Content: Learning Content through Language. *Foreign Language Annals*, 24(4), 281-295.

Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom*. TESOL Journal.

SDGs: <https://sdgs.un.org/goals>

* Additional materials will be selected and posted to Moodle.

Suggested sources:

Harmer, J. (2007). *How to Teach English*. Longman: Pearson.

Brinton, D., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Boston: Heinle & Heinle Publishers.

Short, D. J. (1991). *How to integrate language and content instruction: A training manual*. Washington, D. C.: Center for Applied Linguistics.



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| | <p>https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>Please always show respect to your classmates and the instructor. Arrive on time, silence your phone and put it aside, and stay focused during the lesson.</p> |
| <p>Plagiarism</p> | <p>a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.</p> <p>b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!</p> <p>c. Using Artificial Intelligence such as ChatGPT is not allowed for creating original lesson plans. You may experiment with AI, you may critique it, you may learn a new idea from it as you cite it in your work, but you are not allowed to take AI product and submit it as your own work for a grade. If you are caught cheating or plagiarizing, your work will receive 0. Please check YÖK procedures: http://www.yok.gov.tr/web/guest/icerik/-/jo_content/56_INSTANCE_rEHF8BIsfYRx/10279/17960.</p> <p>Student Development and Psychological Counseling Center The Center is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so students know they are never alone in dealing with problems. You may contact the SDPCC at: ogrencidanismamerkezi@tedu.edu.tr, 0312 585 0316, Office A122, Or visit their website at http://csc.tedu.edu.tr/</p> <p>TEDU COPeS - Psycho-Social Support</p> |
| <p>TEDU Support Services</p> | |



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TED University Psychosocial Support Team was initially established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with the COVID-19 pandemic for TEDU students and employees.

In time, we have expanded our services to provide psychosocial support in diverse disasters. In this line, TEDU COPeS offers psychosocial support for TED University students and employees in the aftermath of Kahramanmaraş earthquakes.

For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>

Specialized Support and Students with Disabilities

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Coordinator, Asst. Prof. Emrah Keser E-mail: emrah.keser@tedu.edu.tr, or visit the website at <https://www.tedu.edu.tr/tr/main/engelsiz-tedu>



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TENTATIVE SCHEDULE

This is just a suggested/tentative plan. Based on class needs, any necessary changes will be done. Readings and resources will be assigned online for each week! For updated information and due dates, you must follow the online course platform on Moodle.

| Weeks | Topic | Assigned Readings | In-class Tasks | Assignments |
|--------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Introduction GSE SDG Coursera | | Task-1: Who am I? Task-2: Course orientation | Forming your groups- pairs Reading the syllabus Creating your class Whatsapp group Adding a profile photo on the LMS Loggin on Coursera |
| Week 2 | Integrating 4 skills | Hinkel, E. (2010). Integrating the four skills: Current and historical perspectives. In Robert B. Kaplan. (Ed.), <i>The Oxford handbook of applied linguistics</i> (2nd ed.) (pp. 110-125). Optional: Inged Video | Discrete vs integrative approach: What are the advantages and drawbacks of both approach? Think about various ways of integrating the skills. Discuss in groups and summarize your points on Mindmeister | Complete Coursera Module 1 and start Module 2 |
| Week 3 | Task-based language teaching (TBLT) | Willis & Willis- Chp- 1 and 2 Optional videos: Video-1 Video-2 | Group discussion on the article and the video & whole class sharing Coursera tasks: Do these three activities constitute tasks? | Complete Coursera Module 2 |



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| | | | Can you identify the stages in this task sequence? Submit your answers on the forum. | |
| Week 4 | What is reading and what does it involve? | Coursera Module 3 | Coursera Discussion of the videos and chapters How Does Reading Link to Communicative Language Teaching? Reading and Background Knowledge Task | Complete Coursera Module 3 |
| Week-5 | Teaching Reading in the second language classroom | Coursera Module 4 | Analyzing a Published Teaching Unit What are the strengths and weaknesses of the lesson plans? How can we make them stronger? | Complete Coursera Module 4 |
| Week 6 | Focus on language in the reading lesson | Optional resources: Task-based Assessment Video 3 | Designing a Pre-reading or Post-reading Language-focused Activity Analyzing sample TBLL Lesson plans | Complete Coursera Module 5 |
| Week 7 | Demo-teaching of your task-based lesson plan | | Peer-feedback | Complete Coursera Module 7 on Designing Reading Tasks |



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| Week 8 | RAMADAN FEAST HOLIDAY | | | |
| Week 9 | Demo-teaching of your task-based lesson plan | | Peer-feedback | Complete Coursera Module 6 on Extensive Reading |
| Week 10 | Introduction to CLIL | <p>Met. M. (1999, January). Content-based instruction: Defining terms, making decisions.</p> <p>Ellison, M. (2019). CLIL in the primary School Context (Chapter 16 in The Routledge Handbook of teaching Eng to YL)</p> <p>A short video on CLIL</p> | Discussion of the article and the video | Submit edited TB LP (with rationale and personal reflection) |
| Week 11 | Categories of Objectives for CLIL | <p>Genesee, F. (1994). <i>Integrating Language and Content: Lessons from Immersion</i>.</p> <p>Video: Ana Hachbach's talk on CLIL</p> | <p>Discussion of the article questions</p> <p>Matching task</p> <p>Matching lesson objectives with lesson activities</p> | |



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| Week 12 | CLIL Materials and Resources | Duanes-The Whats, Hows, Whys, and Whos of Content-based Instruction | Task: Reviewing CLIL materials, textbook, websites | Group Assignment: Find a CLIL-based EFL textbook. Study its syllabus and one middle unit. Present your evaluation in class. I suggest some sources on Moodle and the video for Week 13 suggests various sources too. |
| Week 13 | Reviewing Sample CLIL LPs | Video: Language awareness in the primary and lower secondary classrooms | | Group Assignment: Search and study various CLIL lesson plans. Present and critique one of the lesson plans you reviewed in class. What are the strengths and weaknesses? Use the given rubric. |
| Week 14 | Demo-teaching your CLIL Unit plan | | Peer-feedback | Share your CLIL Unit LP on the forum |
| Week 15 | Demo-teaching your CLIL Unit plan | | Peer-feedback | |
| June 7 | Submit your edited CLIL Unit Plan, rationale, and personal reflection for a grade! | | | |





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Appendix Assessment details and SDG Relation

| Learning outcomes | How to assess? | Competence | SDG |
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| <p>develop task-based language learning lesson plans using design thinking principles by collaborating with peers while considering sustainability principles,</p> | <p>TASK-BASED LESSON PLAN- (20%) AND DEMO-TEACHING (10%)</p> <p>Analyzing TBLL sample lesson plans</p> <p>Peer feedback (4%) Students will give feedback to other lesson plans.</p> <p>Self-reflection (%2)</p> | <p>Collaboration competency</p> <p>Students will work collaboratively to develop TBLL lesson plan and materials.</p> <p>Critical thinking competencies: Students question the norms, practices and opinions of other countries' educational responses and consider the applicability of examined practices in Turkish context.</p> <p>Normative Competencies: Students analyze various TBLL materials regarding the principles of TBLL.</p> <p>Students negotiate sustainable development goals and principles for educational practices</p> <p>Self-awareness competency Students will self-reflect on their teaching performance.</p> |  <p>And any other SDG chosen by the students</p> |
| <p>develop content and language integrated lesson plans using design thinking principles by collaborating with peers and experts addressing sustainability principles,</p> | <p>CLIL UNIT PLAN (20%)</p> <p>Analyzing CLIL sample lesson plans and resources</p> <p>Peer feedback (4%)</p> | <p>Collaboration competency</p> <p>Students will work collaboratively to develop TBLL lesson plan and materials.</p> <p>Critical thinking competencies: Students question the norms, practices and opinions of other</p> |  <p>And any other SDG chosen by the students</p> |




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| | <p>Students will give feedback to other lesson plans.</p> <p>Self-reflection (%2)</p> | <p>countries' educational responses and consider the applicability of examined practices in Turkish context.</p> <p>Normative Competencies: Students analyze various CLIL materials regarding the principles of CLIL.</p> <p>Students negotiate sustainable development goals and principles for educational practices</p> <p>Self-awareness competency Students will self-reflect on their teaching performance.</p> | |
| <p>use technology in their planning lessons to promote learning,</p> | <p>TBLL and CLIL Lesson Plans (total %40)</p> <p>In-class tasks and discussion (5)</p> | <p>Anticipatory competency</p> <p>Students will manipulate technology in various stages of the course: By completing an online course on Coursera (%20 of the grade), by locating resources, selecting the best resources and materials for certain set of instructional goals, by integrating technology into their lesson planning, and critically analyzing lesson plans created by AI.</p> <p>Collaboration competency Students will design a lesson plan collaboratively and each group will provide peer-feedback to each other.</p> |  |



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| <p>conduct integrative language lessons.</p> | <p>Demo-teaching (20%)</p> | <p>Self-awareness competency By implanting the designed lesson plans in the classroom, students will gain awareness of their own teaching skills and by writing a critical reflection after their demo teaching reflect on their own values, perceptions and actions as future teachers.</p> |  |
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