

Identification	Subject (code, title, credits)	TESL 303-Introduction to TESL-3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Spring, 2022
	Instructor	Dr. Davud Kuhi
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	Phone:	989143144339
	Classroom/hours	
	Office hours	
Prerequisites	Introduction to Linguistics	
Language	English	
Compulsory/Elective		
Required textbooks and course materials	<ul style="list-style-type: none"> - Brown, D. (). Teaching by principles (2nd edition). Longman. - Harmer, J. (). The practice of English language teaching (5th edition). Pearson. 	
Course website		
Course outline	The present course seeks to provide the participants with the latest developments of both the theoretical and practical dimensions of teaching English. A balanced share of theoretical and practical issues has been offered so that the participants can develop their understanding of both the theoretical complexities and the practical realities of language pedagogy.	
Course objectives	The current program is expected to develop a sociocultural understanding of the many functions of foreign language education in host countries within which minor issues related to teaching language skills and subskills could be better understood.	
Learning outcomes	<p>By the end of this semester, the participants are expected to have developed:</p> <ul style="list-style-type: none"> - A deep understanding of the contextual and sociocultural dimensions of foreign language education - A better understanding of the role of teachers, learners and instructional materials within their own context - A better view on the nature of language skills and subskills which would lead to effective teaching in the classroom 	

Teaching methods	Lecture		X
	Group discussion		X
	Weekly summaries		X
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks		10
	Presentations		20
	Midterm exam		30
	Final exam		40
	Total		100
Assessment	<p>It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through presentations, summaries, questions and answers and feedbacks) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would no focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams.</p>		
Policy	<p>Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>		

Weekly Readings and Discussions:

Week	Activity
1	Introduction to the course, objectives of the course and basic tasks and requirements
2	The world of English language teaching (Harmer Chapter1)
3	Sociopolitical and institutional contexts (Brown Chapter 8)
4	Teaching by Principles (Brown Chapter 4)
5	Being teachers (Harmer Chapter 6)
6	Feedbacks, mistakes and corrections (Harmer Chapter 8)
7	Being learners (Harmer Chapter 5)
8	Midterm Exam
9	Teaching Reading (Brown Chapter 18, Harmer Chapter 18)
10	Teaching Writing (Brown Chapter 19, Harmer Chapter 20)
11	Teaching Listening (Brown Chapter 16, Harmer Chapter 19)
12	Teaching Speaking (Brown Chapter 17 , Harmer Chapter 21)
13	Teaching grammar (Brown Chapter 20, Harmer Chapter 14)
14	Teaching vocabulary (Harmer Chapter 15)
15	Integrating the four skills (Brown Chapter 15, Harmer Chapter 17)
16	Conclusions