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| <b>Identification</b>                          | <b>Subject(code, title,credits)</b>  | <b>TESL303 Introduction to TESL 3KU/6ECTS</b>   |   |
|  | <b>Department</b>  | English Language and Literature   |   |
|  | <b>Program (undergraduate, graduate)</b>   | Undergraduate   |   |
|  | <b>Term</b>  | Winter and Spring, 2022   |   |
|  | <b>Instructor</b>  | Yaser Hadidi (PhD)  |   |
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|  | <b>Phone:</b>  | +989143156780 (WhatsApp)  |   |
|  | <b>Classroom/hours</b>   | <b>One online session a week, according to the schedule</b> (lasting at least 2 hours and 30 minutes; or two sessions each lasting <b>at least</b> 75 minutes. It is quite possible that, due to the nature of the course, the sessions may well spill beyond 3 hours. Students are expected to plan accordingly. |   |
| <b>Prerequisites</b>                           | Introduction to Linguistics  |   |   |
| <b>Language</b>                                | English  |   |   |
| <b>Compulsory/Elective</b>                     | Compulsory   |   |   |
| <b>Required textbooks and course materials</b> | Nunan, D. (2015). <i>Teaching English to Speakers of Other Languages: An Introduction</i> . Routledge: New York.<br>Brown, H. D. & Lee, H. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> . New York: Pearson Education.  |   |   |
| <b>Course outline</b>                          | This course will introduce students to the field of Teaching English as a Second Language (TESL). Throughout the course, students will learn many practical aspects of English teaching which will assist them in becoming effective teachers such as the factors which affect language learners, how their perspectives as teachers influence their student interactions, and they will be challenged to develop their own values, opinions, and ideas regarding English Language Teaching (ELT). The course is designed for undergraduate students of the School of Education whose major is “English Language Teaching”. The format of teaching is one 3-hour weekly interactive session consisting of teacher input mixed with students’ involvement, which provides discussion opportunities and group-work/practical activities. |   |   |
| <b>Course objectives</b>                       | <ul style="list-style-type: none"> <li>- to introduce fundamental concepts and issues of contemporary TESL practice</li> <li>- to briefly introduce the most important theoretical issues of the field</li> <li>- to assist students in developing their own teaching philosophy</li> <li>- to give students the opportunity to develop themselves as teaching practitioners and encourage student- centered learning</li> <li>- to introduce students to “best practices” accepted throughout the world of language teaching for English as a Second Language (ESL) or English as a Foreign Language (EFL)</li> </ul>   |   |   |
| <b>Learning outcomes</b>                       | By the end of the course, students should be able to: <ul style="list-style-type: none"> <li>- understand and be able to explain the basic theoretical concepts of TESL</li> <li>- identify and express their beliefs about the field of language teaching</li> <li>- develop, evaluate, and modify lesson plans and use them in TESL classrooms</li> <li>- construct their own teaching philosophy and articulate the reasoning behind it</li> <li>- integrate theoretical knowledge, practical teaching advice, and teaching materials to develop purposeful TESL courses both in their internship and further careers</li> </ul>  |   |   |
| <b>Teaching methods</b>                        | Instructor’s Lectures  |   | √ |
|  | Group and Class Discussion and Students’ Presentations   |   | √ |
|  | Students’ Completing Writing Exercises Assigned on the Textbooks and Instructor’s Commentary   |   | √ |

| Evaluation                            | Methods  | Date/deadlines   | Percentage (%) |
|---------------------------------------|--|--|----------------|
|                                       | Midterm Exam   | The 7 <sup>th</sup> Week   | 30             |
|                                       | Participation  | Every Session  | 10             |
|                                       | Activity, Presentations, Writing Tasks and Exercises   | Every Session, as assigned by the Instructor                                 | 25             |
|                                       | Final exam   | The 16 <sup>th</sup> Week (may contain material covered before mid-term too) | 35             |
| <b>Total</b>                          |  | 100  |                |
| <b>Expectations from the Students</b> | <p><b>Students are expected to:</b></p> <ol style="list-style-type: none"> <li>1. Read dedicatedly beforehand, and never fail to read the assigned homework.</li> <li>2. Think critically about what they are reading. The realm of Foreign Language Education is in close synergy with the teacher's own beliefs, critical reflections and ideologies.</li> <li>3. Feel free to identify and express their beliefs about any aspect of foreign language teaching</li> <li>4. Ideally, also construct their own teaching philosophy and articulate the reasoning behind it</li> <li>5. Always feel free to raise problems, questions, ideas and any points so that the instructor can steer the student through to an answer or resolution. Questions in any form and from any aspects of the area of language teaching, as well as free, critical and creative thinking are encouraged in language teaching.</li> </ol>   |  |                |
| <b>Policy</b>                         | <p><b>Classroom Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Respect everyone in the room, including yourselves.</li> <li>2. Be on time.</li> <li>3. Be prepared for class. (Bring all materials, homework, texts, etc. necessary for learning. Doing the exercises inside the assigned chapters is of crucial importance)</li> <li>4. Challenge yourself. (Everyone is capable of exceeding the norm)</li> <li>5. Work cooperatively with your peers to build a strong classroom community.</li> </ol> <p><b>Attendance (Lateness) Class Participation:</b></p> <p>Talking about what we are reading and writing is an explicit part of this course. If you do not like to attend class, do regular reading assignments, and have participation required of you, you should either not take this course or you should settle for a lower grade than your written work might otherwise warrant. 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.</p> <p>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><b>Academic Dishonesty:</b> 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> |  |                |

### Tentative Weekly Schedule

| Week # | Topics<br>Title of Chapters                  | Weekly Reading                              |
|--------|--|---|
| 1      | Course Introduction & Teaching Methodologies | Nunan (2015):<br>Introduction and Chapter 1 |
| 2      | Learner-Centered Language Teaching           | Nunan (2015):<br>Chapter 2                  |
| 3      | Teaching Listening                           | Nunan (2015):<br>Chapter 3                  |
| 4      | Teaching Speaking                            | Nunan (2015):<br>Chapter 4                  |
| 5      | Teaching Reading                             | Nunan (2015):<br>Chapter 5                  |
| 6      | Teaching Writing                             | Nunan (2015):<br>Chapter 6                  |
| 7      | <b>Mid-term Exam!</b>                        |   |
| 8      | Teaching Pronunciation                       | Nunan (2015):<br>Chapter 7                  |
| 9      | Teaching Vocabulary                          | Nunan (2015):<br>Chapter 8                  |
| 10     | Teaching Grammar                             | Nunan (2015):<br>Chapter 9                  |
| 11     | Teaching Discourse                           | Nunan (2015):<br>Chapter 10                 |
| 12     | Learning Styles and Strategies               | Nunan (2015):<br>Chapter 11                 |
| 13     | Assessment                                   | Nunan (2015):<br>Chapter 12                 |
| 14     | Teaching by Principles                       | Brown and Lee (2015):<br>Chapter 4          |
| 15     | Agency in Language Learning                  | Brown and Lee (2015):<br>Chapter 5          |
| 15     | <b>Final Exam!</b>                           |   |

**Flexibility Clause:**

**Coverage, the ground covered, may turn out to vary in practice, but there will not be any changes made to the syllabus sources.**

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. The needs of the instructor and students, as well as emerging knowledge, will be considered in modifying the course. If any modifications are made, every effort will be made to notify students of the changes as early as possible. A cause for adjustments may also lie in the chronological and calendrical order of events, sessions and the instructors' recap and wrap-up sessions, etc.