

Identification	Subject(code, title, credits)	TESL 303-Introduction to TESL-3KU/6ECTS	
	Department	English Language and Literature Department	
	Program(undergraduate, graduate)	undergraduate	
	Term	Spring 2023	
	Instructor	Davud Kuhi	
	E-mail:	Davoud.kuhi@khazar.org	
	Phone:	989143144339	
	Office hours	As scheduled	
Prerequisites	None		
Language	English		
Compulsory/Elective	Compulsory		
Required textbooks and course materials	Harmer, J. <i>The practice of English language teaching (5th edition)</i> . Pearson.		
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	By the end of this semester, the participants are expected to have developed: -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	Classroom lectures		+
	Student presentations		+
	Weekly summaries		+
	Group discussions		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active class participation	Till final exam	5
	Weekly summaries	Till final exam	5
	Presentations	Till final exam	5
	Engagement in group discussions	Till final exam	5
	Midterm exam	April	30
	Final exam	June	50
	Total		100
Policy/Assessment	Assessment		

<p>The course participants are expected to understand that the assessment system of this program is made up of both <i>formative</i> and <i>summative</i> components. This means that the overall score you will get at the end of this program would not be based upon your performance in exams perse (mid-term and final). The quality of your classroom participation, the way you will deal with your weekly assignments (including summaries, presentations, group work, etc.) will also make 30 percent of your overall score. Hence, it is expected that all participants pay due attention to each component of the assessment fairly and do their best in fulfilment of the expectations. If you feel that any of these requirements sounds vague and you are not sure of what you are expected to do, do not hesitate to ask for clarification from the course instructor as soon as possible.</p> <p>Course policies Full-time students are expected to attend all elements of their courses unless they are sick or have permission of their School Dean. In general, to be eligible for taking exams students should not miss more than 30% of the class hours. In addition, the students are expected to be in the classroom ready to work at the appointed hour. It is the students' responsibility to be on time, ready and attentive. Continuing and unexcused absence or lack of participation may lead to withdrawal from the course. All forms of cheating and plagiarism are strictly banned. If 25% plagiarism is found in a submitted assignment, the student gets no point for it. If the student submits the assignment later than due time, 20% of the grade for that assignment is subtracted. The student whose behavior is disruptive either to the instructor or other students will be removed from the team.</p>			
Tentative Schedule			
W ee	Date/Day (tentative)	Topics	Textbook/Assignments/R eading
1		Introduction to the course content and objectives	
2		The world of English language teaching	Harmer (1)
3		Issues in language learning	Harmer (3)
4		Popular methodology Part I	Harmer (4)
5		Popular methodology Part II	Harmer (4)
6		Being learners	Harmer (5)
7		Being teachers	Harmer (6)
8		Midterm exam	
9		Feedback, mistakes and corrections	Harmer (8)
10		Managing for success	Harmer (9)
11		Teaching language construction	Harmer (13)
12		Teaching grammar	Harmer (14)
13		Teaching vocabulary	Harmer (15)
14		Teaching language skills	Harmer (17)

15	Testing and evaluation	Harmer (22)
16	<i>Final exam</i>	