Course Title: FLED 224.01 Second Language Teaching Methods

Instructors: Prof. Sumru Akcan (akcans@bogazici.edu.tr)

Objectives/Description

The primary purpose of this course is to familiarize students with the current language teaching methods. Students will engage in reflective analysis and self-evaluation, and become more aware of their teaching styles and approaches.

Upon completion of the course, the student will be able to:

1. develop a deeper understanding of second/foreign language teaching methodologies and their underlying principles
2. present and practice a range of methodological options for any teaching parts of language to EFL learners;
3. enable students to understand the pedagogic and psycholinguistic rationale for different teaching methodologies;
4. provide an opportunity for students to design effective language teaching activities

Topical Course Outline

Please see the Course Calendar at the end of the syllabus for a full plan of required readings, class meeting schedules, and assignment due dates.

Honor Code

It is your responsibility to thoroughly familiarize yourself with BU's policies (Yükseköğretim Kurumları Öğrenci Disiplin Yönetmeliği) and procedures concerning academic integrity.The students are asked to turn their papers in through TURNITIN. Students must adhere to principles of academic honesty and refrain from plagiarism and other types of academic misconduct defined below:

- In all disciplines the students' academic performance is assessed by the work the students have done themselves. The students must be aware that it is unlawful to partially or completely copy or translate another person's ideas, proposals, and views without attribution, and that such misconduct will result in disciplinary action.
- The students must cite the source of any published or unpublished materials (such as articles, books, reports, another student's work, Internet, etc.) they have made use of in preparing their work.
- The students must not submit work that has been prepared by someone else.
- A written work that includes plagiarism inevitably results in failure in the course.

Expectations/Attendance

You are expected to attend all of our class meetings this semester from the very beginning of class until the end.

Attending class and participating in ongoing class activities contribute to your final grade in this class. It is your responsibility to obtain information and handouts from Moodle and/or your peers if you miss class. You should read all required readings and have a copy (print or electronic) with you during class. You are expected to contribute to whole-class discussion, be active in small group work, and/or find other ways of participating. Each student is assigned a participation score based on their attendance and my impression of their active engagement.

However, circumstances beyond your control may force you to miss class. There is no penalty for missing **up to 3 class meetings**. Further absences will count against your grade. The exceptions are for:

- Documented illnesses or other medical emergencies: documentation should be submitted to the instructor.
- Travel for participation in university-sponsored events and activities: you should provide me an official letter informing me of these absences during the semester.

Course Expectations

Information on Assignments:

- All assignments must be submitted on time. Due dates and times will be posted on Moodle and in the syllabus. **No LATE assignments accepted** unless arrangements are made in advance or exceptions noted above.

- Directions for all assignments will be discussed prior to their due date. In addition, rubrics and assignment descriptions will be posted on Moodle. Students are expected to read directions and follow the rubric closely. A high level of mechanics is expected from your assignments.

- If you do not understand the requirements of an assignment, it is your responsibility to contact the instructor for clarification.

Communication with your Instructor: Course participants may contact the instructor as needed via email. The **only email** used to correspond with is Boğaziçi University email.

- Please allow adequate time for your instructor to respond.

- The instructor will have weekly office hours. To set up an appointment outside of this time, please email the instructor.

- Please do not wait until the end of the semester if you feel that you are having problems in this class. Approach your instructor for help as soon as possible. **Remember: Communication is the key!**

Grading/Evaluation

Grading Scale

AA 90 – 100	BB 80 – 84	CC 70 – 74	DD 60 – 64
BA 85 – 89	CB 75 – 79	DC 65 – 69	F 59 – below

Assignments: Your grade will be determined according to the following weighting:

- ✓ Attendance and Class Participation 10%
- ✓ Peer teaching & Lesson Plan 30%
- ✓ Peer Teaching Critique 25%
- ✓ Final Exam 35%

Description of Assignments:

✓ **Attendance and Class Participation (10% of your grade)**

Regular attendance and active participation are required.

✔ **Peer-teaching (30% of your course grade)**

Depending the number of students, you will be asked to demonstrate a sample lesson by following one of the language teaching methodologies covered in class. Each peer teaching should be designed for 30 min. for in class sessions. You will be asked to write a reflection on one of the peer teaching demonstrations.

✔ **Critique (25% of your grade)**

Critique of a peer teaching

.

✓ **Final Exam (35% of your course grade)**

In class final exam

Course Schedule

Week 1: **Orientation**

An overview of English language teaching

Richards & Rodgers, Ch. 1: A brief history of language teaching

Richards & Rodgers, Ch. 2: A nature of approaches and methods in language teaching

Celce-Murcia, Ch. 1: An overview of language teaching methods and approaches

Larsen-Freeman, Ch. 2: The grammar translation method

Larsen-Freeman, Ch. 3: The direct method

Larsen-Freeman, Ch. 4: The audiolingual method

Richards & Rodgers, Ch. 4: The audiolingual method

Larsen-Freeman, Ch. 8: The total physical response

Richards & Rodgers, Ch. 15: Total physical response

Optional Reading: Jacob, G. M. (2001). Paradigm shift: Understanding and implementing change in second language education. *TESL-EJ*, *5*(1), 1-14.

Peer teaching GROUPS to be formed for peer teaching

Week 2:

Richards & Rodgers, Ch. 14: The natural approach

Krashen & Terrel, Chs. 1 and 3: The natural approach

Richards & Rodgers, Ch. 18: Desuggestopedia

Larsen-Freeman, Ch. 6: Desuggestopedia

The Communicative Approach

Richards & Rodgers, Ch. 5: The Communicative language teaching

Larsen-Freeman, Ch. 9: The communicative language teaching

Duff, Ch. 2: Communicative language teaching

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal, 50,* 9−15.

Week 3: Content-based language instruction

Richards & Rodgers, Ch. 6: Content-based instruction (CBI) and Content and language integrated learning (CLIL)

Larsen-Freeman, Ch. 10 Content-based instruction

Snow, Ch. 28: Content-based and immersion models of second/foreign language teaching

Stoller, L.F., & Grabe, F. (1997). A Six-T's approach to content-based instruction

Ball, Kelly & Clegg, 2015: Designing materials for CLIL

Akcan, S. (2005). Supporting oral second language use: A learning experience in a first grade German immersion class. *Early Childhood Education Journal, 32,* 359−364.

Week 4: Task-Based Language Teaching

Richards & Rodgers, Ch. 9: Task-based language teaching

Nunan, Ch. 29: Task-based teaching and learning

Ellis, Ch. 7: designing task-based language courses
Larsen-Freeman, Ch. 11 Task-based language teaching

Akcan, S. (2010). Enriching second language instruction for young learners: Teaching practices for primary school children. In B. Haznedar & H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 67−87). Ankara: Anı Yayıncılık.

Week 5: Cooperative language learning

Richards & Rodgers, Ch. 13: Cooperative language learning

Coelho, E. (1992). Cooperative learning: Foundation for a communicative curriculum. In C. Kessler (ed.), *Cooperative language learning: A teacher's resource book* (pp. 31−49). Prentice Hall.

Optional Readings: Jacobs, Power, & Inn, Chs. 5 & 6, Principle: Simultaneous interaction
Olsen, R.E., & Kagan, S. (1992). About cooperative learning. In C. Kessler (ed.), *Cooperative language learning: A teacher's resource book* (pp. 1−30). Prentice Hall.

Week 6: Post-method and Evaluating Methods

Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends, *TESOL Quarterly, 40*(1), 59-81.

Richards & Rodgers, Ch. 20: Teachers, approaches, and methods

Larsen-Freeman, Ch. 15 Conclusion & Review

Prabhu, N.S. (1990). There is no best method-why? *TESOL Quarterly, 24*, 161−176.

Optional Reading: Akbari, R. (2008). Postmethod discourse and practice. *TESOL Quarterly, 42*, 641–652.