

**SDU SFL 2023-2024 Academic Year Spring Term Syllabus of
MAIN COURSE – LLE (*Language, Literature and Education*) for C Classes
ENGLISH FOR SPECIFIC ACADEMIC PURPOSES**

Description of content: This ESAP (English for Specific Academic Purposes) course aims to expose the students to the expectations and requirements of the faculties in terms of target situation needs and academic culture and to develop students' linguistic knowledge and skills specific to their chosen academic disciplines. (Departments of ELT and ELL) Students also develop competence by gaining confidence in using genres typically encountered within those communities and improve writing and speaking skills through content-based activities utilizing authentic written and auditory materials related to language, literature and education.

Educational Aims: The module primarily aims to raise intellectual curiosity and respect for the discipline-specific knowledge among the students and prepare them for successful participation in tasks related to their disciplines of study by knowing about the area, rather than knowing the area itself: learning its values, bases and preferred genres.

Module Learning Outcomes

Knowledge and understanding: students will gain a deep understanding of

- type of discourse employed within their future disciplines of study
- the nature and features of written genres typically produced by students and academics working in their chosen disciplines of study
- the nature and features of spoken interaction typical of that of their future academic disciplines

Cognitive skills: students will be able to

- construct arguments
- present information coherently
- self-evaluate and use this skill to target areas requiring improvement
- read and listen in order to identify underlying meanings and opinions as well as transparent key points in complex written and spoken texts

Subject-specific skills: students will be able to

- understand and engage with reading materials related to their future disciplines of study
- produce cohesively and coherently written texts as appropriate to their future academic disciplines (e.g. reflective reports, extended essays)
- deliver effective group presentations on subjects related to their future academic disciplines
- play an active role in discussions related to their future academic disciplines
- lead discussions related to their future academic disciplines
- express themselves in speech and in writing using language that is appropriate in style and form to their future academic disciplines
- understand and use lexis pertinent to their future academic disciplines
- use grammatical structures pertinent to their future academic disciplines

Transferable skills: students will have practised

- giving an oral presentation in a group and individually
- writing essays and reports
- applying the principles of independent learning
- playing an active role in debates and impromptu speech sessions.

Methods and Frequency of Learning and Teaching: A variety of teaching and learning methods will be employed with an emphasis on interactive lectures and workshop style activities such as pair and group work. Students will also be expected to undertake preparatory reading for lectures and workshops.

Listening: how to understand and take effective notes on extended lectures including how to follow the argument and identify the speaker's point of view.

Speaking: how to participate effectively in a variety of realistic situations, how to develop arguments and counterarguments.

Reading: how to understand a wide range of texts, from academic textbooks to Internet articles.

Writing: how to produce coherent and well-structured assignments, including such skills as paraphrasing and the use of the appropriate academic phrases.

Vocabulary: a wide range of activities to develop students' knowledge and use of key vocabulary each week both in the field of language, linguistics and education

Weeks	Activities	Content
<p><u>Week 1</u></p> <p>Introduction</p> <p>19-23 February</p>	<ul style="list-style-type: none"> ● Introductory activities ● Ice-breakers ● Assigning the expectations for the following week 	<ul style="list-style-type: none"> ● Introduction of the syllabus, objectives, expectations and procedures of the course
<p><u>Week 2</u></p> <p>Language</p> <p>26 February- 1 March</p>	<ul style="list-style-type: none"> ● Video Activities: Why are there different languages? Do animals have language? ● Video: History of Language ● Video: The study of Language ● Video: Linguistic Studies at Oxford University <p>Assessment: Writing- Learning Strategies</p>	<p>What is Language? What is Linguistics?</p> <ul style="list-style-type: none"> ● Why are there different languages? ● Properties of Language ● History of Language ● The study of Language ● Main Branches of Linguistics
<p><u>Week 3</u></p> <p>Literature</p> <p>4-8 March</p>	<ul style="list-style-type: none"> ● Genres and Subgenres Game ● Genre, Subgenre Quiz and Group Competition ● Kahoot Review ● Prezi Review Game, Competition, ● Watch S2, E 13 of The Big Bang Theory and analyse ● Video: Edgar Allan Poe, <i>Annabel Lee</i> activities 	<p>Literature: Genres and Terms</p> <ul style="list-style-type: none"> ● Definition, Characteristics and Importance of Literature, Genres and Subgenres ● Elements of Fiction ● Plot Diagram ● Edgar Allan Poe, <i>Annabel Lee</i>
<p><u>Week 4</u></p> <p>Education</p> <p>11-15 March</p>	<ul style="list-style-type: none"> ● Worksheet about “<i>An Ideal Teacher</i>” ● Video: What makes teachers great? ● Discussion ● Video: What makes a good teacher great? ● Video: Types of Teachers ● Writing a poem about the meaning of teaching or one of the teachers. ● Movie watching <p>Assessment: Writing- Reflection Paper on Teacher Dewey – post-movie</p>	<p>Being a Good Teacher</p> <ul style="list-style-type: none"> ● The qualities of a good teacher ● Types of Teachers ● The meaning of teaching

<p><u>Week 5</u> Education 18-22 March</p>	<ul style="list-style-type: none"> • A questionnaire on VAK styles / MI test • In class-reading, follow-up videos and a quiz on VAK styles <p>Assessment: Presentation-Multiple Intelligences Activity -video</p>	<p style="text-align: center;">Learning</p> <ul style="list-style-type: none"> • Learner types and styles • Visual, auditory, kinaesthetic learners (VAK learners) • Multiple intelligence(MI) theory and intelligence types • Qualities of an effective MI teacher and Interactionism
<p><u>Week 6</u> Education 25-29 March</p>	<ul style="list-style-type: none"> • Related videos, worksheets and follow up questions in-class reading • Worksheets 	<p>Language Acquisition and Chomsky</p> <ul style="list-style-type: none"> • What is language acquisition? • How is language acquired? *Biological Foundations of Language (Study of Brain) • Stages of First Language Acquisition • Theoretical Approaches to L1 Acquisition • Behaviorism • Innatism
<p><u>Week 7</u> Literature 1-5 April</p>	<ul style="list-style-type: none"> • What is Drama Kahoot • Listening Note-Taking Activity • Videos • Quiz Game <p>Assessment: Student Presentations of the plays they read (in class presentation)</p>	<p>Drama</p> <ul style="list-style-type: none"> • Definition and Origins of Drama • Principles of Greek Drama • Tragedy and Comedy <ul style="list-style-type: none"> • Elements of Drama
<p><u>Week 8</u> 8-12 April (Ramadan Bairam)</p>	<p style="text-align: center;">Revision -Feedback Sessions</p>	
<p><u>Week 9</u> Education 15-19 April</p>	<p>Revision</p>	

<p><u>Week 10</u></p> <p>Education</p> <p>22-26 April (Midterm)</p>	<p>Third Midterm</p>	
<p><u>Week 11</u></p> <p>29 April- 3 May</p>	<ul style="list-style-type: none"> • Class Discussion • Feedback session • A movie King's Speech 	
<p><u>Week 12</u></p> <p>Education</p> <p>06-10 May</p>	<ul style="list-style-type: none"> • Discussion about Teaching Approaches and Methods • Video • Reading and discussion about methods of language teaching • Assessment: Presentation: Approaches – Methods of TEFL -video recording 	<ul style="list-style-type: none"> • Teaching Approaches and Methods • Reasons of studying approaches and methods • Difference between Approach, Method, and Technique. • Methods of language teaching • Principles of each Method
<p><u>Week 13</u></p> <p>Education</p> <p>13-17 May</p>	<ul style="list-style-type: none"> • Listening Activity: Song • Listening Note-Taking Activity • Related videos 	<p>Cognitive Development and Piaget I</p> <ul style="list-style-type: none"> • Who is Piaget? • Nature of intelligence • Stages of Piaget's Development Theory: <ol style="list-style-type: none"> 1. Sensorimotor Stage 2. Preoperational Stage

<p>Week 14 Education 20-24 May</p>	<ul style="list-style-type: none"> ● Piaget’s Stages of Cognitive Development Theory –video ● Discussion ● Listening Note Taking Activity ● Quiz Game ● Kahoot ● Quizlet 	<p>Cognitive Development and Piaget II</p> <p>3. Concrete Operational Stage 4. Formal Operational Stage</p>
<p>Week 15 Literature 27-31 May</p>	<ul style="list-style-type: none"> ● Listening Note-Taking Activity ● Novel Types Game ● Quiz: What novel are you? ● Worksheet: Quotable quotes 	<p>Novel</p> <ul style="list-style-type: none"> ● The Power of Reading ● Definition of Novel ● History of Novel ● Important Literary Devices ● Being a Good Reader

Assessment

C1: Yadigar Kılavuz

C2: Ayşe Saltık

C3: Kahraman Kılavuz

C4: Ayşe Saltık

C5: Yadigar Kılavuz

Active participation: Students are expected to contribute orally in the classroom discussions by responding to questions from the teacher, being active in discussions and demonstrating their knowledge and understanding of relevant pre-course reading material.

Written Assignments: They are evaluated as a + or -

Oral Presentations

Midterm and Final Exam

Vocabulary: The students are responsible for the important terms, concepts and vocabulary of the course content about language, literature and foreign language instruction that are explicitly presented to them at the end of each week as a glossary. The use of vocabulary is assessed in the exam of Use of English in the 3rd Midterm and the Final exam.

Quiz: Vocabulary and Reading

Assignments				Evaluation
Quantitative - 25 points each	1.	Week 2	Writing: Learning Strategies- Age of Second Language Learning	+
	2.	Week 4	Writing: Reflection Paper on Teacher Dewey – post-movie	+
	3.	Week 5	Presentation: Multiple Intelligences Activity -video	+
	4.	Week 12	Presentation: Approaches – Methods of TEFL -video	+
Qualitative	1.	Week 7	Drama Presentations	out of 100

Drama Presentations:

1-5 April Week (7), students get feedback for the play presentations.