

CLASSROOM INTERACTION IN FOREIGN LANGUAGE PEDAGOGY

1	Course Title:	CLASSROOM INTERACTION IN FOREIGN LANGUAGE PEDAGOGY	
2	Course Code:	ING5110	
3	Type of Course:	Optional	
4	Level of Course:	Second Cycle	
5	Year of Study:	1	
6	Semester:	2	
7	ECTS Credits Allocated:	4.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	-	
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Doç. Dr. ESİM GÜRSOY	
15	Course Lecturers:	-	
16	Contact information of the Course Coordinator:	esim@uludag.edu.tr, (224)2942266, Uludağ Ü. Eğt.Fak. Yab.Diller Eğt. Bölümü, İng.Dili ve Eğt. ABD Görükle, Bursa	
17	Website:		
18	Objective of the Course:	The aim of the course is to investigate the effects of various factors such as motivation, attitude, language aptitude, learning styles, language learning strategies, autonomy, and language learning anxiety on language teaching; identify both the positive and negative effects of these factors on language learning; analyze the reflections of these factors on classroom teaching, investigate the ways to increase success; and develop ideas to increase the effectiveness of foreign language teaching.	
19	Contribution of the Course to Professional Development:		
20	Learning Outcomes:		
		1	Researching the factors that affect foreign language teaching on psychological and cognitive grounds,
		2	Evaluating the research and their results that aimed at investigating individual differences on foreign language learning success,
		3	Comparing and contrasting the research conducted abroad and in Turkey and discussing their effects on classroom applications,
		4	Synthesizing the theoretical knowledge and examining their reflections on a teaching context,
		5	Using online and offline resources effectively in research,
		6	Conducting a literature review to identify research problems on a specific factor,
		7	Collecting data on scientific and ethical grounds related to the research problem,
		8	Presenting the results of the research by using both written and oral means of communication.
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		10	
21	Course Content:		

Course Content:				
Week	Theoretical	Practice		
1	Introduct, on to the course and the course content			
2	Individual differences that effect foreign language learning			
3	A look into individual differences in foreign language teaching			
4	Language aptitude			
5	The effect of attitude on foreign language learning			
6	The importance of motivation in foreign language learning			
7	Learning styles and their effects on foreign language learning			
8	Presentations			
9	Autonomy and language learning			
10	Foreign language learning strategies			
11	Presentations			
12	The relationship between autonomy and language learning strategies			
13	Other factors that affect language learning: anxiety, beliefs, self-esteem.			
14	Presentations of the research projects			
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical		14	2.00	28.00
Practicals/Labs		0	0.00	0.00
Self study and preperation		14	3.00	42.00
Homeworks		2	5.00	10.00
Projects		0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm exams		0	0.00	0.00
Others		2	5.00	10.00
Final Exams		0	30.00	30.00
Total Work Load				120.00
Total work load/ 30 hr				4.00
ECTS Credit of the Course				4.00
		<p>Chen, A. (1998). Strategies in Learning and Using a Second Language. Malaysia: Longman</p> <p>Bialystok, E. (1999). Communication Strategies: A psychological Analysis of Second-Language Use. GB: Basil Blackwell</p> <p>Pressley, M. & Woloshyn, V. (Eds.) (1995). Cognitive Strategy Instruction. USA: Brookline Books.</p> <p>Oxford, R. (1988). Language Learning Strategies: What every teacher should know. Boston: Heinle & Heinle</p> <p>Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinle</p> <p>Hedge, T. (2000). Teaching and Learning in the Language Classroom. China: OUP.</p> <p>Brown, H. D. (2002). English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment . Methodology in Language Teaching, in Richard, J. C. & Renandya. W. A. (Eds.). USA: CUP.</p> <p>Lindsay, C. & Knight, P. (2006). Learning and Teaching</p>		

		<p>English: A course for teachers. China: OUP.</p> <p>Cook, V. (2001). Second Language Learning and Language Teaching. GB: Arnold Publishers.</p> <p>Ur, P. (1996). A Course in Language Teaching: Practice and theory. GB: CUP</p> <p>Reid, J. (1998). Teachers as Perceptual Learning Styles Researchers. In ,Understanding Learning Styles in the Second Language Classroom. J. M. Reid (Ed.) USA: Prentice Hall Regents.</p> <p>Ehrman, M. E. (1998). Field Independence, Field Dependence, and Field Sensitivity in Another Light. In ,Understanding Learning Styles in the Second Language Classroom. J. M. Reid (Ed.) USA: Prentice Hall Regents.</p> <p>Cheng, M. H. & Banya, K. (1998). Bridging the Gap Between Teaching Styles and Learning Styles. In, Understanding Learning Styles in the Second Language Classroom. J. M. Reid (Ed.) USA: Prentice Hall Regents.</p> <p>Rubin, J. (1998). Learner Strategies: Theoretical Assumptions, Research History and Typology. In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p> <p>Cohen, A. (1998). Studying Learner Strategies: How we get the information. In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p> <p>Horwitz, E. K. (1998). Surveying Student Beliefs About Language Learning. In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p> <p>O'Malley J. M. (1998). The Effects of Training in the Use of Learning Strategies on Acquiring English as a Second Language. In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p> <p>Holec, H. (1998). The Learner as Manager: Managing Learning or Managing to Learn? In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p> <p>Wenden, A. L. (1998). Incorporating Learner Training in the Classroom. In Learner Strategies in Language Learning. A. Wenden & J. Rubin (eds.). GB: Prentice Hall.</p>
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23	Assesment		
TERM LEARNING ACTIVITIES		NUMBE R	WEIGHT
Midterm Exam		0	0.00
Quiz		0	0.00
Home work-project		2	50.00
Final Exam		1	50.00
Total		3	100.00
Contribution of Term (Year) Learning Activities to Success Grade			50.00
Contribution of Final Exam to Success Grade			50.00
Total			100.00
Measurement and Evaluation Techniques Used in the Course			
24	ECTS / WORK LOAD TABLE		

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	5	5	4	3	2	5	5	5	5	3	2	1	0	0	0	0

ÖK2	5	5	5	4	4	5	5	5	4	5	4	4	0	0	0	0
ÖK3	5	2	5	2	5	5	5	5	3	1	4	2	0	0	0	0
ÖK4	5	3	5	2	2	5	5	3	5	5	4	3	0	0	0	0
ÖK5	1	5	5	1	1	1	1	4	5	5	2	2	0	0	0	0
ÖK6	3	5	3	3	5	1	1	4	1	1	4	2	0	0	0	0
ÖK7	2	5	5	2	3	1	2	1	2	1	2	1	0	0	0	0
ÖK8	2	5	5	1	2	4	3	1	1	5	2	5	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			