**ELT METHODOLOGY (SPRING, 2024-2025)**

**Course Instructor**: Lecturer Dr. Nadire ARIKAN **Course Code:** 171814015

**Class hours**:  Tuesday, 13:00 - 15:50 (SECT B)   **Class:** D-10 (SECT B)

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**Course Description**This course explores different approaches, methods, and techniques for teaching English grammar  
effectively. It provides a theoretical foundation as well as practical applications for grammar  
instruction. The course includes in-class tasks, scenario-based discussions, and teaching demo  
lessons to prepare pre-service teachers for real-world classroom challenges. A special session on  
lesson planning (CELTA approach) will also be included.

**Course Objectives**By the end of the course, students will be able to:  
1. analyze and synthesize major grammar teaching approaches (e.g., deductive vs. inductive, focus on form vs. focus on forms).  
2. analyze grammar teaching materials and adapt them to different learner needs.  
3. design effective grammar lesson plans incorporating communicative and form-focused techniques.  
4. develop engaging classroom activities for grammar instruction.  
5. study CELTA-based lesson planning and apply it to grammar teaching.  
6. conduct micro-teaching and receive peer feedback on grammar teaching demos.

**DESIGN OF THE COURSE**

* + a blend of interactive lectures,
  + outside-class reading tasks,
  + individual, pair, and/or group assignments

**Required & Recommended Readings**

Larsen-Freeman, D. (2001). Teaching Grammar: From Rules to Grammaring.  
Celce-Murcia, M. &amp; Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teacher’s Course.  
Ur, P. (1988). Grammar Practice Activities: A Practical Guide for Teachers.

**Assessment & Evaluation**

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| --- | --- | --- |
| **Component** | **Percentage (%)** | **Details** |
| **In-class Tasks (Participation & Discussions; Lesson Plan (CELTA-based))** | **30** | Weekly engagement in tasks and discussions |
| **Teaching Demo** | **40** | Micro-teaching with peer & instructor feedback |
| **Final Exam** | **30** |  |

**Micro-Teaching Instructions**

For their micro-teaching session, students will prepare and deliver a 30-minute grammar lesson using the Inductive PPP (Presentation, Practice, Production) Model. The lesson should focus on a specific grammar topic and include:  
1. Presentation (10 min.) – Introduce the grammar concept using an inductive approach (e.g., using a text, dialogue, or situation for students to infer the rule themselves). Use guiding questions to elicit patterns and rules.  
2. Practice (10 min.) – Provide controlled and semi-controlled activities where students can apply the grammar rule (e.g., fill-in-the-blank exercises, sentence transformations, pair work).  
3. Production (10 min.) – Conduct a communicative task where students use the grammar naturally (e.g., role-play, storytelling, or discussion task).  
4. Feedback & Reflection – Monitor students’ usage, provide corrective feedback where necessary, and conclude with a brief reflection on what was learned.

Students will be evaluated on clarity of instructions, student engagement, effectiveness of inductive teaching, and communicative integration of grammar.

**COURSE POLICIES**  
**Attendance & Participation**

* You need to attend all class sessions to actively participate in classroom discussions and activities, as these are essential for achieving a passing grade.
* Active class participation is highly encouraged.
* **Students may only be absent for up to 30% of the total classes (equivalent to 15 hours, including the first day of classes) for any reason, such as family emergencies, health issues, or personal matters.**
* **If you come 10 minutes late after each lesson starts, you can join the class but you will be marked as absent in the attendance sheet.**
* IN-CLASS TASKS >> You will NOT be allowed to do it afterward.
* HOMEWORK/ASSIGNMENTS **you have to do after the class** >> Missing the class does not excuse you from not turning in these assignments.

**FINAL REMARKS!**

Be on time! **Do NOT miss more than 15 (fifteen) class hours**this semester. It includes health reports!

**In case of any problems, contact your instructor via email beforehand.**

Late assignments will not be accepted (unless there is a valid and significant excuse), so do NOT write your instructor any emails concerning your excuses.

Check your “ESUZEM” page for the necessary information regularly as there will be materials shared.

Any necessary announcements will be made on ESUZEM, so update your email addresses on the website to receive them.

The instructor may make some necessary changes in the syllabus when needed.

\*\* You can check your attendance and grades by clicking on the following link: (*A Google Drive link provided for the students taking the course*.)

**TENTATIVE WEEKLY SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Content** | **Activities** |
| **1** | Introduction to Grammar Teaching |  |  |
| **2** | Deductive vs. Inductive Teaching | Overview of approaches | Discussion & analysis |
| Rule-driven vs. discovery learning | Comparative task |
| **3** | Grammar in Communicative Language Teaching (CLT) | Focus on form vs. focus on forms | Scenario-based discussion |
| Teaching Grammar through Tasks/Texts | Task design |
| **4** | Stages of Grammar Lesson | PPP MODEL (Lead-in (Context), Presentation) | Sample Lesson Stages |
| Material Use in Grammar Teaching | Authentic Materials,  Interactive Materials | Hands-on Activities |
| **5** | Stages of Grammar Lesson | Controlled, semi-controlled, and free practice | Drill /Material Design  workshop |
| Designing Grammar Drills & Corrective Feedback Types | Practice Production | Scenario-based discussion |
|  |  |  |
| **6** | Lesson Planning: CELTA Approach | Outcome writing | Group lesson planning |
| Teaching Procedures |
| **7** | Lesson Planning: CELTA Approach | Sample Lesson Plans | Group lesson planning |
| **8** | MIDTERM |  |  |
| **9** | Micro-teaching | Teaching demos by students | Peer & instructor feedback |
| **10** | Micro-teaching | Teaching demos by students | Peer & instructor feedback |
| **11** | Micro-teaching | Teaching demos by students | Peer & instructor feedback |
| **12** | Micro-teaching | Teaching demos by students | Peer & instructor feedback |
| **13** | Micro-teaching | Teaching demos by students | Peer & instructor feedback |
| **14** | Assessing Grammar | Formative and summative assessment of grammar | Quiz & feedback |
| **15** | Final Review & Reflection | Recap of approaches, best practices, and challenges | Course reflections |