



Tishk International University
Faculty of Education
English Language Teaching Department

COURSE CATALOG
OF
BACHELOR'S DEGREE
PROGRAM IN
ENGLISH LANGUAGE TEACHING
(ELT)

2023-2024

The ELT Department at Tishk International University offers a comprehensive program to equip students with the necessary skills and knowledge for effective English language teaching. Throughout the academic year, students engage in courses that cover various aspects of language acquisition, pedagogy, and communication. These courses are thoughtfully curated to foster a deep understanding of language structures, teaching methodologies, and practical skills. Students explore grammar, reading comprehension, listening, pronunciation, and communication skills. The curriculum emphasizes theoretical foundations and practical application, preparing graduates to excel in English language education. For a detailed overview, please refer to the official course catalog.

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Profile of ELT at Tishk International University

English Language Teaching Department

The Department of English Language Teaching offers a **B.A.** program in English Language.

The primary aim of this department is to train students to be English Language Teachers for all levels of the education system. The basic components of the undergraduate program consist of professional courses including methodological and pedagogical approaches to foreign language teaching and raising students' awareness of the English language system. The Department of English Language Teaching provides courses related to second language acquisition and second language teaching methodology and organizes practice teaching in selected schools. Through elective courses, students are provided with opportunities to pursue individual interests in various subjects. Graduates of this department may work in state schools, state offices, private schools, and private companies in various positions such as teacher of English Language, translator, and civil servant.

Mission Statement:

The Mission of the English Language Teaching B.A. degree program is to prepare students to become qualified English language teachers for primary, secondary, and high schools by training them in the fundamental concepts, knowledge, techniques, and essential skills of English language teaching and learning to contribute to education and today's society.

Vision Statement:

The purpose of the program is to graduate competent teachers who possess quality knowledge of contemporary topics and issues in the field of English Language Education. This program aims to equip students with the knowledge and skills required for language teaching and to prepare them to make academic contributions at national and international levels in English Language Teaching. The program values and therefore encourages students to become committed to their studies, be problem-solvers, competent teachers, and motivated life-long learners who take a theoretical and practical approach to English Language Teaching as a distinct discipline. The program aims to provide a learning environment that supports the development of 21st-century skills, such as critical thinking, creativity, collaboration, technology literacy, flexibility, social skills, and productivity to help our graduates become active members of their communities. The program curriculum contains a teaching practicum to give the students hands-on teaching experiences in real school environments. As a result of this approach to learning, the program uses various teaching, learning, and assessment approaches such as project work, group work, case studies, poster presentations, micro-teaching, and thesis writing in the design and delivery of the curriculum.

Program Objectives

- Graduates will be competent in the basic concepts and principles of language teaching.
- Graduates can teach using modern methods and approaches to teaching foreign languages.
- Graduates will be skillful in critical thinking, creativity, problem-solving, and translation.
- Graduates will be able to apply methods of assessment and evaluation and determine suitable teaching strategies for a particular group of students.
- Graduates will be able to design lesson plans and use appropriate approaches to enhance student learning by considering students' individual needs and differences as supported by the requirements of the teaching field.
- Graduates will be prepared to engage in collaborative work, utilizing education as a platform.

Program Learning Outcomes

By the end of this program, students will be able to:

- ❖ Define and apply the basic concepts and principles of language teaching,
- ❖ Communicate ideas in the English language effectively and appropriately in written and oral forms both in academic and non-academic contexts,
- ❖ Apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress,
- ❖ Teach the language skills (speaking, writing, listening, and reading) effectively,
- ❖ Apply modern methods and approaches to teaching foreign languages,
- ❖ Recognize and utilize the difference between material adoption, adaptation, and development methods,
- ❖ Translate from and into the English language,
- ❖ Use appropriate methods and techniques to improve student's critical thinking, creative thinking, and problem-solving skills,
- ❖ Plan teaching and learning processes by considering individual needs, differences of students, and the needs of the teaching field,
- ❖ Use appropriate methods and techniques for student-centered teaching by considering students' individual and cultural differences,
- ❖ Provide guidance and counseling to students and their parents to boost the quality of learning of each student.

Fall/Spring – Term Curriculum

Fall Term/First Semester

First grade

Fall Term/First Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 111	Grammar I	2	2	3	5
ELT 145	Reading and Writing I	2	4	4	8
ELT 147	Listening and Speaking I	2	4	4	8
KUR 115	Kurdology I	2	0	2	2
DBT 101	ACADEMIC DEBATE AND CRITICAL THINKING I	2	0	2	3
EDU 105	PORTFOLIO I	2	0	2	4
Total				<u>17</u>	<u>30</u>

Second Grade

Fall Term/Third Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 271	Grammar III	3	0	3	5
ELT 249	Academic Reading	3	0	3	5
ELT 277	Listening and Speaking III	3	0	3	5
ELT 247	Academic Writing I	3	0	3	5
EDU 201	Introduction to Education	3	0	3	4
IT 205	Introduction To Information Technology	1	2	2	3
GEN 213	Non-Technical Elective (Life Skills)	2	0	2	3
Total				<u>19</u>	<u>30</u>

Third Grade

Fall Term/Fifth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
365 ELT	TEFL: Listening and Speaking	2	0	2	4
EDU 303	Educational Psychology	3	0	3	4
345 ELT ELT 347	Translation I Kurdish Translation I Turkish	3	0	3	5
ELT 317	Second Language Acquisition	3	0	3	5
ELT 305	TEFL: Vocabulary and Reading	2	0	2	4
ELT 331 ELT 333	Second Foreign Language I Turkish Second Foreign Language I Arabic	3	0	3	4
ELT 394	Technical Elective (21ST CENTURY LEARNING)	3	0	3	4
Total				<u>19</u>	<u>30</u>

Fourth Grade

Fall Term/Seventh Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 413	Research Methods in TEFL	3	0	3	7
EDU 401	Classroom Management	3	0	3	4
ELT 409	Teaching Practice	3	0	3	8
ELT 425	Teaching Foreign Languages to Young Learners	3	0	3	7
ELT 482 ELT 407	Technical Elective (Drama In ELT)/ (Culture awareness in language teaching)	3	0	3	4
Total				<u>15</u>	<u>30</u>

First Grade

Spring Term/Second Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 160	Grammar II	2	2	3	5
ELT 146	Reading and Writing II	2	4	4	8
ELT 148	Listening and Speaking II	2	4	4	8
KUR 116	Kurdology II	2	0	2	2
GEN 122	Interpersonal Dynamics and Character Building	2	0	2	3
EDU 106	PORTFOLIO II	2	0	2	4
Total				15	30

Second Grade

Spring Term/Fourth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 262	Linguistics	3	0	3	6
ELT 242	English Literature	3	0	3	6
ELT 248	Academic Writing II	3	0	3	7
EDU 206	Principles and Methods of Instruction	3	0	3	4
216 ELT	Phonetics	2	0	2	4
GEN 216	Non-Technical Elective (DIGITAL CITIZENSHIP)	2	0	2	3
				0	
Total				16	30

Third Grade

Spring Term/Sixth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 302	Methods and Approaches to ELT	3	0	3	5
ELT 388	TEFL: Writing	2	0	2	4
ELT 366	TEFL: Grammar	2	0	2	4
346 ELT	Translation II Kurdish			3	5
ELT 348	Translation II Turkish	3	0		
EDU 306	Testing and Evaluation	3	0	3	4
ELT 332	Second Foreign Language II Turkish	3		3	4
ELT 336	Second Foreign Language II Arabic		0		
ELT 486	Technical Elective (Technology-Assisted Language Teaching)	3		3	4
ELT 370	Education From Critical Lens		0		
Total				<u>19</u>	<u>30</u>

Fourth Grade

Spring Term/Eighth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 402	School Experience	5	0	5	10
EDU 404	Fundamentals of Guidance and Counseling	3	0	3	4
ELT 492	RESEARCH PROJECT IN ELT	3	0	3	7
ELT 454	TEFL: Literature	3	0	3	5
EDU 408 EDU 304	Technical Elective (culture, creativity, and critique in education)/ Material adaptation and development	3	0	3	4
Total				<u>17</u>	<u>30</u>

ELECTIVES

Technical Electives					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 352	American Literature	3		3	4
ELT 431	Second Foreign Language III (Turkish)	3		3	4
ELT 433	Second Foreign Language III (Arabic)	3		3	4
453 ELT	World Literature	3		3	4
ELT 432	Second Foreign Language IV (Turkish)	3		3	4
ELT 436	Second Foreign Language IV (Arabic)	3		3	4
438 ELT	Special Education Programs	3		3	4
480 ELT	Current issues in ELT	3		3	4
ELT 482	Drama in ELT	3		3	4
484 ELT	ELT Testing	3		3	4
486 ELT	Technology-Assisted Language Teaching	3		3	4
488 ELT	Teaching English through Music	3		3	4
ELT 481	Teaching English through Videos	3		3	4
ELT 483	Teaching English through Games	3		3	4
ELT 485	Storytelling	3		3	4
ELT421	Introduction to Curriculum	3		3	4
ELT 489	Internet Linguistics	3		3	4
EDU 304	Material Adaptation and Development	3		3	4
ELT 361	Foreign Language Learning and Teaching	3		3	4
ELT 431	Turkish III	2	0	2	4
EDU 322	Project Based Learning	1	2	3	4
ELT 407	Culture and Awareness in Language Teaching	3		3	4
ELT 394	21ST CENTURY LEARNING	3		3	4
ELT 470	Teaching for Transformation	3		3	4
ELT 408	Culture, Creativity, and Critique in Education	3		3	4
ELT 370	Education from Critical Lens	3		3	4



The Green Lines Refers to the open electives.

Nontechnical Electives					
Code	Course Name	Theory	Practice	Credit	ECTS
GEN 202	Music	2	0	2	3
GEN 203	Art	2	0	2	3
GEN 204	Football	2	0	2	3
GEN 205	History of Art	2	0	2	3
GEN 206	Basketball	2	0	2	3
GEN 208	Volleyball	2	0	2	3
IT 251	Introduction to Web design	1	2	2	3
GEN 209	Drama	2		2	3
GEN 201	Ecology	2		2	3
GEN 213	Life Skills	2	0	2	3
GEN 216	Digital Citizenships	2	0	2	3
GEN 212	Information Communication Technologies	2	0	2	3



The Green Lines Refers to the open electives.

Course Descriptions:

ELT 111: Grammar:

This course aims to promote understanding of the relation between language structures and lexical items as well as raise awareness about the attribution of meaning using these structures. Within the framework of a context, advanced language structures are analyzed to establish relations between form and text type. Synthesizing these structures, students produce advanced-level texts employing these structures. The course also emphasizes interactive activities such as group and pair work.

ELT 145: Reading and Writing I:

The course aims to introduce the students to the basics of reading and writing skills, to train students to be able to read and understand the texts about daily events, such as shopping, hobbies, family, school, etc. as well as to express their ideas in written form.

ELT 147: Listening and Speaking I

The course aims to develop students' speaking and listening skills. At the end of the course, students are expected to be able to communicate in oral form on daily topics, such as family, leisure, school, shopping, etc.

KUR 115: Kurdology

The course introduces the terms, definitions levels, tasks, probability, and specialty of the Kurdish language. And embraces the rules, grammatical terms, and semantics, it differentiates the types of language and dialects with the reasons of forming it. The students would learn the basics of the language and the forming ways in a standard aspect, they get involved with the dictation of the language. In the literature's vision, they would learn details and methods of poetry and the shaping the poems in Kurdish with various types of dialects with samples of poems in each.

DBT 101: Academic Debate

This course is designed to develop student's abilities and skills in academic communication and debate. The topics of this course train the students on using sources for academic communication, putting knowledge into good use, raising academic questions, and answering questions academically. The course also aims to teach students how to accept and respect differences. opinions, and how to conduct academic arguments. In this course, students are directed to raise questions and analyze academic texts logically and critically, i.e. they are guided to conduct a critical analysis of what

they read and are provided with the opportunity to practice and develop their skills by writing their reflections on the material studied and on their learning. Moreover, the students will be assisted in this course with considering the problems of their country and making suggestions to solve problems relying on academic mechanisms and methodology.

EDU 105: PORTFOLIO I

This course aims to develop the student's reading fluency and positive attitudes to reading. Students will read a range of graded books at a level suitable for their ability to increase reading confidence and develop familiarity with a range of different English language text types. Another important goal is to promote general language ability, knowledge of literary text elements, and general knowledge.

ELT 160 Grammar II

This course for university freshmen at the A2 level begins with the basics of nouns, adjectives, and verbs, moving to complex structures like noun and adjective phrases, prepositional phrases, and phrasal verbs. The students will learn the nuances of present perfect and continuous tenses and future tense expressions. The course emphasizes the practical use of English through question formation and tense applications, with revisions and exams to solidify your understanding.

ELT 146 Reading and Writing:

This course, "Reading, Writing, and Critical Thinking Skills-2" designed for B2 level students, is crafted to cultivate and refine proficiency in reading, writing, and critical thinking. Focused on integrating these essential language arts skills, the course provides a dynamic learning experience that empowers students to navigate diverse texts, express themselves eloquently through writing, and engage in thoughtful analysis. Throughout the course, students will engage with various texts.

types including narrative, descriptive, compare, and argumentative passages. Employing active reading techniques, collaborative discussions, teacher- and peer feedback, and analytical writing exercises, students will refine comprehension, argumentation, and critical analysis skills. They will practice writing across genres such as descriptive, narrative, compare-contrast, and reflective writing, thereby honing their ability to craft coherent and well-supported arguments while expanding their vocabulary and refining their critical thinking abilities.

ELT 148 Listening and Speaking:

This course is designed to help students at the pre-intermediate level improve their communication skills. This course builds on the foundational knowledge and skills acquired in Listening, Speaking, and Critical Thinking by emphasizing more everyday and practical communication and listening skills. Students will learn techniques for effective listening and speaking, with an emphasis on expressing ideas clearly and concisely, through engaging and interactive activities such as pair and group work, role-playing, and presentations. The course

also covers critical thinking skills, such as analyzing and evaluating information and expressing opinions logically and convincingly. Conversational skills, making and responding to requests, expressing opinions, and understanding multiple perspectives are covered. Students will have developed their abilities in listening, speaking, and critical thinking, enabling them to apply these skills in a variety of practical situations upon completion of the course. Students will be well-equipped to succeed in both academic and professional endeavors if they have a deeper understanding of the importance of effective communication and critical thinking in everyday life.

Kur 116 Kurdology II:

The course introduces the terms, definitions levels, tasks, probability, and specialty of the Kurdish language. And embraces the rules, grammatical terms, and semantics, it differentiates the types of language and dialects with the reasons of forming it. The students would learn the basics of the language and the forming ways in a standard aspect, they get involved with the dictation of the language. In the literature's vision, they would learn details and methods of poetry and the shaping the poems in Kurdish with various types of dialects with samples of poems in each.

GEN 122 Interpersonal Dynamics and Character Building:

This course is designed to equip students with essential 21st-century skills focusing on moral values, cooperation, teamwork, critical thinking, and effective communication. It emphasizes the importance of peace, justice, fairness, and the significance of quality education in combating ignorance. The course also delves into trustworthiness, the culture of co-existence, tolerance, and practical skills for succeeding in interviews and the marketplace.

EDU 106 Portfolio II:

This course will cover a variety of reading methods, including skimming, scanning, and close reading, as well as techniques for recognizing primary ideas and drawing inferences. Students will also get familiar with various text structures, rhetorical elements, and figurative language, as well as how each of these elements contributes to the general meaning of a piece of writing. (This is applicable for the “Fever 1793” in particular.) The reading speed, fluency, and vocabulary of the students will increase because of the considerable reading practice. The learners will have considerably enhanced their reading competency in English by the time the course is over. This will enable them to approach a broad variety of books with self-assurance, critical thinking abilities, and cultural understanding.

ELT 271 Grammar III:

The role of the Grammar teacher is to increase students' ability to communicate in English by Increasing awareness of the form, meaning, and usage of target structures, providing practice that will help students internalize. Grammar increases students' ability to monitor their own and others' language use, Providing opportunities for spontaneous, communicative use of grammar structures.

ELT 249 Academic Reading:

This course will use a variety of texts to develop the student's academic reading skills. The texts cover topics related to different fields: education, business, and literature. The course provides training and practice in reading college-level texts; opportunities for reading and sharing of information; and the chance to select and read authentic and imaginative materials for pleasure and increased self-confidence as skilled and critical readers. Emphasis will be placed on the development and application of reading skills in interpretation, analysis, and criticism.

ELT 277 Listening and Speaking III:

Listening and Speaking III is a course that builds upon the foundations of Listening and Speaking I & II, focusing on developing students' listening and speaking skills in diverse contexts. The course begins by honing academic listening skills, emphasizing strategies such as identifying main ideas, making accurate content predictions, and detecting counterarguments, as outlined in the Unlock Listening and Speaking 3 textbook. In the second part of the course, students embark on a journey to master speaking skills, with structured exercises and interactive activities designed to enhance their speaking confidence. By the end of the course, students will possess advanced listening and speaking abilities necessary for academic and professional success, enabling them to engage effectively with complex content and communicate persuasively in various scenarios.

ELT 247 Academic Writing I

This course is designed to help students to become familiar with different types of writing. It focuses on the recognition of different kinds of paragraphs and introductory information about essay writing. Then students are asked to produce different types of paragraphs (descriptive, narrative, definition, etc.) and essay academically.

EDU 201 Introduction to Education:

Teacher trainees the basic concepts related to education, education, psychological, social, philosophical, economic, historical, legal basis, structure and problems of the global educational systems, radical views on education, and introductory information to gain a new understanding.

IT 205 Introduction to Information Technology:

This course is designed to make the student familiar with Computer literature. Information Technology Concepts are introduced with an emphasis on software and hardware utilization. Students will be exposed to a broad range of Computer Technology and IT topics including understanding computers, Hardware, software, Computer and communication, Multimedia, digital photo editing, and video editing.

GEN 213 Life Skills:

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal setting, decision-making and problem-solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship, and consumerism.

ELT 262 Linguistics:

It introduces the basic concepts in linguistics. This course deals with the study of language. It helps students to learn linguistics terminology. It introduces the formal analysis of language according to the sub-categories of linguistics like phonology, morphology, syntax, semantics, etc.

ELT 242 English Literature:

A short introduction to British Literature and Culture by the chosen texts and theoretical knowledge. Examination of literary texts from English literature as motivating language material and application of various language-based activities to literary texts through peer teaching by making references to the literary periods and backgrounds of chosen texts.

ELT 248 Academic Writing II:

This course is an extension of Academic Writing I 245. Throughout the course, Students will be familiarized with different kinds of essays and techniques, and they will produce more academic essays based on extensive reading and research. They will also get familiar with the basic concepts of research skills such as paraphrasing, summarizing, quotation, and citation.

EDU 206 Principles and Methods of Instruction:

This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, etc.) as well as basic methods and techniques in learning and teaching. In this course, students will discover ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance the quality of education.

ELT 216 Phonetics:

The main objective of the course is to familiarize students with phonetics and types of phonetics. During phonetics, students will study speech sounds, and they will gain knowledge about this level of language. They will be able to improve their pronunciation skills. The students will be able to transcribe English speech sounds by the International Phonetic Alphabet. In this semester, students will get information about articulatory phonetics and differentiate it from other branches like auditory and acoustic phonetics. This course provides an in-depth introduction to the phonetics and phonology of human languages. Phonetics is the study of how the sounds of the world's languages are produced and perceived. Phonology is the study of how these sounds are categorized, contrasted, and organized into larger structures in each language. In this course, we will begin with an introduction to how to describe and identify different speech sounds by their acoustic and articulatory properties. We will move on to an examination of those different sounds that are categorized, classed, and structured in different languages from a variety of theoretical perspectives. Throughout the quarter, we will work with real data from a diverse sample of the world's languages. You will also be introduced to a variety of experimental and data collection methodologies, including experience in lab practicals and participation in current research. The course will culminate with a final project where you collect your data and provide your own phonetic and phonological analysis of a language you have not previously studied.

GEN 216 Digital Citizenship:

Digital Citizenship is a course designed to educate students on the responsible use of technology and the Internet. Students will learn about online actions' ethical and legal implications and how to make informed decisions when navigating the digital world. Additionally, students will understand the role of technology in society and how to use it to impact their communities positively. Through interactive activities and discussions, students will develop the knowledge and skills necessary to be responsible digital citizens.

ELT 365 TEFL: Listening and Speaking:

In this course, students will focus on both the theory and practice instructional methodology, and resources used for the teaching of listening and speaking skills to language learners. By the end of this course, learners will be able to manage classroom climate/environment using principles of student-centered practice. The course also introduces students to a variety of skills, strategies, and resources for enhancing the teaching and learning of listening and speaking skills. The How to Teach Listening course will answer several questions about the skill: Why do we do it? How do we do it? And the core one is: How can teachers help students to get better at it? The course opens with a general discussion of listening and the main principles behind listening in the ELT classroom.

EDU 303 Educational Psychology:

This course is designed to provide information about how normal children develop and learn, as well as about the teaching process. Our knowledge about how children think, feel, and grow is far from complete, but what we do know can help teachers individualize teaching to meet children's needs. Familiarity with the strengths and weaknesses of different classroom practices will enable student teachers to make better classroom choices. It will study the scientific knowledge base of child development and educational psychology and explore the implications for classroom practice.

ELT 345 Translation I Kurdish:

This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into native languages and native language texts into English. Besides translation activities from diverse areas, within a contrastive analysis framework, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text paying attention to the idiosyncrasies regarding the unique nature of local languages and English and its comparison to their translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and importance of translation in language learning and teaching, and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be strongly encouraged.

ELT 317 Second Language Acquisition:

This course presents an overview of the theories of first and second language acquisition (e.g.: behaviorism, innatism, information processing, connectionism, the interactionist position) and focuses on the developmental stages and sequences of first and target language acquisition. Comparison of second language acquisition in children and adults; identifying developmental sequences in first language acquisition; stages in second language morpho-syntactic development; processes in second language acquisition.

learner characteristics and individual variation in ultimate attainment in second language acquisition (e.g.: role of personality, language aptitude, intelligence, age of acquisition, motivation, and attitudes, learner preferences and beliefs); differences between second language acquisition and foreign language learning contexts (e.g.: natural vs. instructional settings).

ELT 331 Second Foreign Language I Turkish:

Depending on the facilities of the department, student teachers may choose to learn one of the following languages to fulfill the second foreign language requirement: Kurdish, Turkish, Arabic, Russian Spanish, etc. This course is an introduction to the basics of a second foreign language. It aims to provide student teachers with the skills required for basic communication. Student teachers are exposed to the basic structures and vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some insights into the target culture and lifestyle will be given.

ELT 394 21st Century Learning:

This course examines major questions and issues related to learning in the 21st Century. The course focuses on major educational, social, and institutional concepts that students in the Kurdistan Region need to understand so that they develop their relevant skills and dispositions. The course promotes these skills and dispositions by incorporating a variety of topics and exercises that tackle teaching and learning about foundational and contextual understandings of education.

ELT 302 Methods and Approaches to ELT:

This course presents basic issues and processes in ELT course design. It focuses on identifying the differences between approach, method, and technique and the significance of these concepts in course design. A critical overview of methods and approaches taking a historical perspective is presented: Grammar Translation Method, Direct Method, Audiolingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, and Natural Approach. Student teachers will discover and synthesize classroom application possibilities of such methods by designing microteaching activities associated with them. A portion of the course also focuses on current issues and practices in ELT course design, selecting the appropriate approach suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, and EAP. It outlines current foreign language teaching trends such as the constructivist approach, content-based instruction, task-based instruction, problem-based teaching, and multiple intelligences.

ELT 388 TEFL: Writing:

The course introduces highlighted theories and approaches in the field of teaching writing. Students are exposed to effective techniques used to teach writing. Students are also allowed to observe and practice teaching writing through practical microteaching sessions. Furthermore, students will be familiarized with the contemporary challenges faced in teaching writing.

ELT 366 TEFL: Grammar:

This course helps students to develop an appropriate teaching grammar syllabus. Through the course, they practice different grammar methods and taking ender learners' styles they arrange their curriculum. Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar learning about their function and usage by using methods such as error analysis or discourse analysis and designing their way of teaching philosophy. Besides presenting a descriptive review of the forms and functions of English grammar structures, this course encourages students to develop a critical stance toward the use of these structures and teach them in real-time classes. The course also emphasizes having critical points of other sample lessons and interactive activities such as group and pair work.

ELT 346 Translation II Kurdish:

Translation II (Kurdish) is an advanced course offered by the English Language Teaching Department, focusing on the principles and practice of translating Kurdish texts into English. Through practical exercises and theoretical discussions, students refine their translation skills, developing proficiency in linguistic analysis and cultural interpretation. Emphasis is placed on producing accurate and culturally sensitive translations across various genres of Kurdish literature, journalism, and technical writing. By the end of the course, students are equipped to produce high-quality translations that capture the essence of the original text while ensuring clarity and readability in English, preparing them for professional translation endeavors.

EDU 306 Testing and Evaluation:

Basic concepts, Scales used in Measurement, Validity of measurement tools, to measure the learning of effective, Characteristics of a multiple-choice test, Characteristics of other types of tests, performance assessment, basic statistical concepts, Process of test development, and item analysis.

ELT 332 Second Foreign Language II Turkish:

This course is a continuation of “Second Foreign Language I”. It aims at providing communicative tasks for student teachers to communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines, and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and lifestyle will be given through the use of authentic materials.

ELT 486 Technology-Assisted Language Teaching:

In the Technology-Assisted Language Teaching (TALT) elective course, ELT 3 students will embark on a dynamic exploration of the intersection between language education and cutting-edge technology. The course is designed to foster a comprehensive understanding of how digital tools can enhance language instruction, catering to the diverse needs of learners in today's technologically driven world. Throughout the course, students will delve into a rich array of topics, ranging from the integration of multimedia resources and interactive software to the development of online language learning communities. Emphasizing practical applications, participants will engage in hands-on activities and collaborative projects that allow them to experiment with various technological tools, ultimately developing the confidence to incorporate these tools seamlessly into their future language teaching practices. Furthermore, the TALT course places a strong emphasis on ethical considerations and

responsible use of technology in language education. Students will critically examine the implications of digital tools on learner privacy, accessibility, and cultural sensitivity. By fostering this awareness, the course aims to empower educators to make informed decisions about the incorporation of technology in their teaching methodologies.

ELT 370 Education from Critical Lens:

This course introduces students to the major tenets of the critical approach in education. It will incorporate a variety of mind games and reasoning activities that help us exercise logical thinking and understand logical fallacies. These games and activities will help students better understand different streams of reasoning and argumentation in society. The course will connect logical argumentations with the reading material and class activities to elaborate on the theory and practice of education.

ELT 413 Research Methods in TEFL:

This course aims to introduce students to the most essential research methods and the most indispensable properties characteristic of academic writing. Understanding this enables them to engage in good academic writing. Embarking on any piece of academic writing requires knowledge of appropriate and relevant research methods. Such knowledge not only makes it possible for writers to access and compile relevant data but also easy for readers to identify the writers' intake and distinguish it from the authors they refer to. Moreover, following appropriate research methods not only preserves other authors' intellectual property but also makes it possible for writers to think, analyze, and write differently. This course introduces students to the

research methods necessary to produce a piece of academic writing. They will be able to apply the appropriate research methods learned in their academic life to produce good academic writing or deploy them to produce other kinds of writing should they pursue a career outside academia.

EDU 401 Classroom Management:

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, ordered, focused, mindful, task-oriented, and academically productive during a class. Classroom management, applying teaching in the classroom, arrangement of the classroom setting, sources of disordered behaviors, decreasing disordered behaviors and management of disordered behaviors, reward and punishment used for shaping behavior, teacher's behaviors in the classroom, and managing problematic students.

ELT 409 Practice Teaching:

The ELT Practice Teaching Program provides aspiring educators with real-world classroom experience. Students attend schools on Mondays and Tuesdays, observe classes, complete 10 tasks, and develop pedagogical skills, communication abilities, classroom management, and reflective teaching practices. This program prepares students for success in English language teaching by merging theory with practical application.

ELT 425 Teaching Foreign Language to Young Learners:

Developing an awareness and appreciation of theory and practice in teaching English to young learners; focusing on teacher training, assessment, syllabus design, and materials preparation and evaluation. This course focuses on understanding effective practices for teaching and learning a foreign language to elementary and middle school learners. Students learn how to plan, implement, and sustain a standards-based foreign language program.

ELT 482 Drama in ELT:

Drama offers a fascinating journey into the world of storytelling, creativity, and self-expression. It's an opportunity to step into the shoes of different characters, explore diverse emotions, and convey powerful narratives. Using drama in ELT classes improves students not only speaking, listening, writing, and listening skills but also it improves how to communicate effectively, work collaboratively, and build learners' confidence.

ELT 402 School Experience:

The School Experience course is an immersive program exclusively conducted within authentic primary or secondary school environments, tailored to prepare student teachers for the rigors of real-world teaching. With a focus on practical training and hands-on experiences, this course is designed to equip aspiring educators with the essential skills and competencies needed to excel in the classroom.

EDU 404 Fundamentals of Guidance and Counseling:

Basic concepts, guidance and counseling of students, the place of guidance and counseling in helping students, fundamentals and developments of guidance and counseling, kinds of guidance and counseling, the services in counseling, techniques of counseling, the organization and personnel in counseling, student recognition techniques, directory-teacher cooperation, the guidance assignment of the teacher.

ELT 492 Research Project in ELT:

This course aims to help students apply their research theoretical knowledge into practice: find the solutions to the problems/questions they face while teaching, give recommendations, and most importantly work with academic literature in the field.

ELT 455 TEFL: Literature:

This course covers the possible techniques on how to make use of literary texts with the purpose of teaching material. Examination of literary texts as motivating language material. Application of various language-based activities to literary texts through peer teaching by making references to the literary periods and backgrounds of chosen texts.

EDU 408 Culture, Creativity, and Critique in Education

This course is designed to help students recognize the transformative nature of education and teaching in schools and society. It will incorporate creative works in text and video into the critical approach in education. Students will watch popular films that cover educational and social issues, read short works of literature and literary criticism, and engage in creative writing experiences. Students who take this course are encouraged to complete courses such as

Teaching for Transformation, Introduction to Education, Academic Reading and Writing, and literature courses.

EDU 304 Material Adaptation and Development:

This course introduces students to the objectives, methods, and findings of research investigating how materials are developed, evaluated, and used in foreign/second language teaching. It will help students to better understand the theoretical assumptions behind materials, the roles of materials in language teaching, and the methods of materials development and evaluation. The course will include topics such as needs analysis, features of well-designed materials, materials evaluation, materials adaptation, and the development of original materials. Students will be asked to read recommended books and research articles, evaluate sample materials, adapt materials for classroom use, and present their work to the class after each assignment. Practical assignments will provide opportunities for application of the concepts and practice by requiring students to analyze language teaching materials currently in use.

Course Syllabi

First Grade/ Fall Term

Fall Term/First Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 111	Grammar I	2	2	3	5
ELT 145	Reading and Writing I	2	4	4	8
ELT 147	Listening and Speaking I	2	4	4	8
KUR 115	Kurdology I	2	0	2	2
DBT 101	ACADEMIC DEBATE AND CRITICAL THINKING I	2	0	2	3
EDU 105	PORTFOLIO I	2	0	2	4
Total				17	30

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 171 GRAMMAR I

Course Name: GRAMMAR I

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 171	1	2	2	3	4

Name of Lecturer(s): Soran Mustafa

Teaching Assistant: Not required

Course Language: English

Course Type: Main

Office Hours 16:00-17:00

Contact Email: soran.mustafa@tiu.edu.iq

Tel:0750 452 9792

Teacher's academic profile: Bachelor of Art in English Language and Literature at Salahadin - Erbil Master of Arts in English at Weber State University

Course Objectives: The course objective is to provide students with a comprehensive understanding of English grammar, enabling them to confidently apply grammatical rules in both written and spoken communication. By the end of the course, students are expected to identify and categorize various parts of speech, comprehend and use different verb tenses, construct grammatically correct sentences, master subject-verb agreement and pronoun usage, expand their vocabulary, and practice learned concepts through written exercises and conversations. The ultimate goal is to empower students with the skills necessary to enhance their language proficiency and communicate effectively in English.

Course Description (Course overview): This course aims to promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures. Within the framework of a context, advanced language structures are analyzed to establish relations between form and text type. Synthesizing these structures, students produce advanced level texts employing these structures. The course also emphasizes interactive activities such as group and pair work.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Introduction to Grammar
2	2	10-14/12/2023	Introduction to parts of speech/ using PPP technique
3	2	17-21/12/2023	Parts of Speech
4	2	1-4/1/2024	Sentence Structure
5	2	7-11/1/2024	Direct and Indirect Object
6	2	14-18/1/2024	Noun Phrase/ Complement
7	2	21-25/1/2024	Midterm Exam
8	2	28/1-1/2/2024	Present Continuous tense
9	2	4-8/2/2024	Present Simple tense
10	2	11-15/2/2024	Past Simple tense
11	2	18-22/2/2024	Past continuous tense
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

- 1 Identify and Understand Grammatical Structures such as simple, compound, and complex sentences.

- 2 Apply correct tenses and verb forms such as present, past, and future, and apply them appropriately in written and spoken contexts.
- 3 Achieve proficiency in constructing clear and grammatically correct sentences.
- 4 Improve subject-verb agreement and pronoun usage.
- 5 Engage in practical exercises, writing assignments, and interactive discussions to reinforce learned grammar concepts.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes				Cont.
1	Define the basic terms and principles of language teaching.			I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts			I
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.			
4	teach the language skills of speaking, writing, listening and reading effectively			P
5	apply the basic terms and principles of language teaching in the teaching process.			
6	apply modern methods and approaches of teaching foreign language.			P
7	differentiate between material adoption, adaptation, and development methods.			
8	translate from and into English and their mother tongues.			
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.			P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.			I
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.			
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.			
Prerequisites (Course Reading List and References):		N/A		
Student's obligation (Special Requirements):		- Come to class on time - Bring necessary lecture notes and stationaries - Speak in English during the classes.		
Weekly Laboratory/Practice Plan:		Week	Hour	Date
		1	2	3-7/12/2023
		2	2	10-14/12/2023
		3	2	17-21/12/2023
		4	2	1-4/1/2024
		5	2	7-11/1/2024
		6	2	14-18/1/2024
		7	2	21-25/1/2024
		8	2	28/1-1/2/2024
		9	2	4-8/2/2024
		10	2	11-15/2/2024
		11	2	18-22/2/2024
		12	2	25-29/2/2024
Course Book/Textbook:		- Oxford Living Grammar written by Mark Harrison - Power Point Presentations - an A-z English of Grammer and Usage by Geoffrey leech, Benita Cruickshank, and Roz Ivanic - Practical English Usage by Michael Swan		

Other Course Materials/References:	Essential Grammar in Use exercises Oxford Practice Grammar - Intermediate English Grammar in Use		
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Presentation, Assignments, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Attendance	1	5	
Participation	1	5	
Quiz	1	10	
Homework	5	2	
Midterm Exam	1	25	
Presentation	1	5	
Final Exam	1	40	
	Total	100	
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	12	2	24
Practical Hours	12	2	12
Final Exam	1	2	2
Attendance	1	11	11
Participation	1	4	4
Quiz	1	22	22
Homework	5	5	25
Midterm Exam	1	8	8
Presentation	1		0
Total Workload			108
ECTS Credit (Total workload/25)			4

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 145 READING AND WRITING I

Course Name: READING AND WRITING I

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 145	1	2	4	4	8

Name of Lecturer(s): Shahida Nurmatova

Teaching Assistant: NA

Course Language: English

Course Type: Main

Office Hours Tuesday 02:00 PM - 04:00 PM

Contact Email: shahida.nurmatova@tiu.edu.iq

Tel:0000

Teacher's academic profile: 1. BA in English Philology, Faculty of Linguistics, University of Foreign Languages, Andijan, Uzbekistan. 2. MA in Curriculum and Instruction with the Concentration of English Language Arts, Faculty of English Language and Literature, North American University, Texas, USA. Research Interests: Academic Writing, Technology Integrated Teaching, Teacher Training. <https://scholar.google.com/citations?user=1RJL1vcAAAAJ>

Course Objectives: This course helps students develop their reading and writing skills as a foundation for their success in the English language teaching department. The course focuses on developing students competencies in reading various short texts and engaging with their contents. The course also allows students to write their reflections about their readings and experiences, to understand basic processes in writing meaningful and engaging texts.

Course Description (Course overview): The aim of the course is to introduce the students to the basics of reading and writing skills, to train students to be able to read and understand the texts about the daily events, such as shopping, hobbies, family, school, etc. as well as to express their ideas in written form.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Introduction
2	2	10-14/12/2023	Receptive Skills: Scanning for Main Idea and Details
3	2	17-21/12/2023	Productive Skills: Scanning for Main Ideas of Various Short Texts
4	2	1-4/1/2024	Receptive Skills: Simple, Compound, Complex Sentences
5	2	7-11/1/2024	Receptive Skills: Scanning for Specific Information/Outlining of a Descriptive Paragraph (Quiz 1)
6	2	14-18/1/2024	Productive Skills: Scanning for Specific Information/Drafting the Outline of a Descriptive Paragraph
7	2	21-25/1/2024	Midterm Exam
8	2	28/1-1/2/2024	Receptive Skills: Analyzing the Reading passage: Analysis vs Critical Questions
9	2	4-8/2/2024	Productive Skills: Applying discourse markers in descriptive paragraphs (Quiz 2)
10	2	11-15/2/2024	Receptive Skills: Evaluating the Author/ Cohesion vs Coherence
11	2	18-22/2/2024	Productive Skills: Introducing Narratives and Drafting a Narrative Paragraph (Quiz 3)
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

1 To demonstrate basic skills in reading and writing

2	To identify basic techniques that help students read and write English texts			
3	To implement basic reading and writing techniques in practical sessions			
4	To analyze and evaluate reading excerpts			
5	To critique on peer-observed work			
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)				
Program Learning Outcomes		Cont.		
1	Define the basic terms and principles of language teaching.	A		
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I		
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	I		
4	teach the language skills of speaking, writing, listening and reading effectively	A		
5	apply the basic terms and principles of language teaching in the teaching process.	P		
6	apply modern methods and approaches of teaching foreign language.	A		
7	differentiate between material adoption, adaptation, and development methods.	A		
8	translate from and into English and their mother tongues.	I		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A		
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	A		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	A		
Prerequisites (Course Reading List and References):	NA			
Student's obligation (Special Requirements):	Students have to attend the class regularly and submit all projects on time whether online or on campus meetings. They are supposed to take notes during lectures. They are also required to watch some related videos and read some short stories via such platforms.			
Weekly Laboratory/Practice Plan:	Week	Hour	Date	Topics
	1	4	3-7/12/2023	NA
	2	4	10-14/12/2023	NA
	3	4	17-21/12/2023	NA
	4	4	1-4/1/2024	NA
	5	4	7-11/1/2024	NA
	6	4	14-18/1/2024	NA
	7	4	21-25/1/2024	Midterm Exam
	8	4	28/1-1/2/2024	NA
	9	4	4-8/2/2024	NA
	10	4	11-15/2/2024	NA
	11	4	18-22/2/2024	NA
12	4	25-29/2/2024	Final Exam	
Course Book/Textbook:	Ostrowska, S., Adams, K., & Sowton, C. (2019). Unlock 2: Reading, writing & critical thinking. Cambridge University Press. Peterson, P. W. (2020). Developing writing: Writing skills practice book for Efl: Beginning, intermediate level. United States Department of State, Office of English Language Programs. Butler, L. (2007). Fundamentals of academic writing. Pearson Education.			

Other Course Materials/References:	Burnett, H. F. (2019). A Little Princess. Oxford University Press. ISBN 978-0-19-478906-6 Albom, M. (1997). Tuesdays with Morrie. Time Warner Paperbacks. ISBN 978-0-7515-2981-4		
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Presentation, Self evaluation, Assignments, Demonstation, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Seminar	1	5	
Quiz	3	5	
Homework	4	5	
Midterm Exam	1	20	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	12	2	24
Practical Hours	12	4	24
Final Exam	1	30	30
Seminar	1	30	30
Quiz	3	10	30
Homework	4	7	28
Midterm Exam	1	25	25
Total Workload			191
ECTS Credit (Total workload/25)			8

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 147 LISTENING AND SPEAKING I

Course Name:	LISTENING AND SPEAKING I				
Code ELT 147	Regular Semester 1	Theoretical 2	Practical 4	Credits 4	ECTS 8
Name of Lecturer(s):	Soma Hassan				
Teaching Assistant:	Not required				
Course Language:	English				
Course Type:	Main				
Office Hours	Sunday Afternoon 15:00 - 16:00				
Contact Email:	soma.hassan@tiu.edu.iq Tel:07515399272				
Teacher's academic profile:	BA in ELT MA in Applied Linguistics/ TESOL				
Course Objectives:	The objectives of a listening, speaking, and critical thinking course are to develop students' abilities to understand spoken English, express themselves effectively in spoken English, and engage in critical thinking about the ideas and information presented in spoken English. Specifically, the course aims to improve students' listening comprehension, speaking fluency, and ability to analyze, evaluate, and respond to spoken texts. Through various listening and speaking activities, such as class discussions, presentations, and debates, students will have opportunities to practice and improve their skills in these areas. The course will also provide students with strategies and techniques for effective listening, speaking, and critical thinking, which they can apply in academic and real-world contexts. The course will lead students to be more confident and effective communicators.				
Course Description (Course overview):	The aim of the course is to develop students speaking and listening skills. At the end of the course students are expected to be able to communicate in oral form on daily topics, such as family, leisure, school, shopping, etc.				

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Course Introduction
2	2	10-14/12/2023	Unit 1 (places) (predicting content using visuals)
3	2	17-21/12/2023	Unit 1 & 2 (places & festival and celebrations) (predicting content using visuals & taking notes)
4	2	1-4/1/2024	Unit 2 (festival and celebrations)
5	2	7-11/1/2024	Unit 3 (the internet and technology) (listening for reasons)
6	2	14-18/1/2024	Unit 3 & 4 (the internet and technology & Weather and Climate) (listening for reasons & predicting ideas from research)
7	2	21-25/1/2024	Midterm Exam
8	2	28/1-1/2/2024	unit 4 (Weather and Climate) (predicting ideas from research)
9	2	4-8/2/2024	unit 5 (Sports and competition) (supporting opinion)
10	2	11-15/2/2024	Unit 5 & 6 (Sports and competition & Business) (supporting opinion & Listning for numbers)
11	2	18-22/2/2024	unit 6 (Business) (Listning for numbers)
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

- 1 Students will be able to understand basic spoken language and common expressions in a variety of contexts.
- 2 Students will be able to communicate in simple, routine tasks and social interactions.
- 3 They will be able to use basic grammar and vocabulary to construct simple sentences.
- 4 Students will be able to listen and respond appropriately to simple spoken language.
- 5 Students will be able to develop critical thinking skills through engaging in class discussions and group activities.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | |
|----|--|---|
| 1 | Define the basic terms and principles of language teaching. | I |
| 2 | communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts | P |
| 3 | apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. | I |
| 4 | teach the language skills of speaking, writing, listening and reading effectively | I |
| 5 | apply the basic terms and principles of language teaching in the teaching process. | P |
| 6 | apply modern methods and approaches of teaching foreign language. | P |
| 7 | differentiate between material adoption, adaptation, and development methods. | P |
| 8 | translate from and into English and their mother tongues. | I |
| 9 | use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. | A |
| 10 | plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. | A |
| 11 | use required methods and techniques for student-centered teaching by considering individual and cultural differences. | I |
| 12 | provide guidance and counselling to students and their parents to boost the quality of learning of each individual student. | I |

Prerequisites (Course Reading List and References):

This course is a prerequisite to Second year first and second semesters: Academic Writing I, Grammar III, Listening and pronunciation I.

Student's obligation (Special Requirements):

* Treat your teachers, peers, and other members of the academic community with respect. * Be in class on time. * Put your cell phone on silent mode in class. * Submit your assignments on time. * Never cheat in the exams. * Avoid absences. * Never plagiarize other's works.

Weekly Laboratory/Practice Plan:

Week	Hour	Date	Topics
1	4	3-7/12/2023	no laboratory classes needed
2	4	10-14/12/2023	no laboratory classes needed
3	4	17-21/12/2023	no laboratory classes needed
4	4	1-4/1/2024	no laboratory classes needed
5	4	7-11/1/2024	no laboratory classes needed
6	4	14-18/1/2024	no laboratory classes needed
7	4	21-25/1/2024	no laboratory classes needed
8	4	28/1-1/2/2024	no laboratory classes needed
9	4	4-8/2/2024	no laboratory classes needed
10	4	11-15/2/2024	no laboratory classes needed
11	4	18-22/2/2024	no laboratory classes needed
12	4	25-29/2/2024	no laboratory classes needed

Course Book/Textbook:	1- Unlock Level 2 Listening, Speaking & Critical Thinking Student's Book 2- English vocabulary in Use 3- English pronunciation in Use		
Other Course Materials/References:	Additional materials will be provided in google classroom platform. - British council listening skills website - CLMS tool		
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Project, Assignments, Recitation, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Participation	1	5	
Quiz	4	5	
Homework	1	5	
Project	1	5	
Midterm Exam	1	20	
Presentation	1	5	
Final Exam	1	40	
	Total	100	
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	12	2	24
Practical Hours	12	4	24
Final Exam	1	20	20
Participation	1	20	20
Quiz	4	10	40
Homework	1	10	10
Project	1	30	30
Midterm Exam	1	20	20
Presentation	1		0
Total Workload			188
ECTS Credit (Total workload/25)			8

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for KUR 115 KURDOLOGY I

Course Name:	KURDOLOGY I				
Code KUR 115	Regular Semester 3	Theoretical 2	Practical -	Credits 2	ECTS 2
Name of Lecturer(s):	Shrmen Azeez				
Teaching Assistant:	None				
Course Language:	Kurdish				
Course Type:	Main				
Office Hours	Sunday (1:00 – 1:30) , Monday (11:30 - 1:30)				
Contact Email:	shrmen.azeez@tiu.edu.iq Tel:0750-3696384				
Teacher's academic profile:	Dr. Shrmn Ibrahim Azeez, an accomplished lecturer in Kurdish Literature at Salahadin University-Erbil, Iraq, has significantly contributed to the field with her expertise. She obtained her PhD. in Kurdish Language Literature.				
Course Objectives:	Teaching Kurdnasi in a real perspective and enhancing learners to diverse the subjects in the first year of study in all the departments with different majors. Within the course, the students would divergent to that hasn't been learned before, this would also integrate them to a higher level of understanding the Kurdish language and its geography, history, literature, culture and the genuine mother tongue.				
Course Description (Course overview):	The course introduces the terms, definitions the levels, tasks, probability, specialty of the Kurdish language. And also embraces the rules, grammatical terms and semantics, it differentiates the types of the language and dialects with the reasons of the forming it. The students would learn the basics of the language and the forming ways in a standard aspect, they get involved with the dictation of the language. In the literature's vision, they would learn details and methods of poetry and the shaping the poems in Kurdish with various types of dialects with the samples of poems in each.				

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Introduction of Kurdistan. 1- The terms of Kurdistan. 2- Geographical location. 3- Astronomical Location 4-Bound, Area, and shapes of Kurdistan. The specialty of Kurdistan Nature 1- Topography 2- Clemet. 3- Source of water.
2	2	10-14/12/2023	The specialty of Kurdistan habitant 1- The division of people according to tribes 2- the division of people according to environment. 3- size population. Financial life in Kurdistan 1- Agriculture 2- Animal 3- Industrial and mineral 4- Tourists.
3	2	17-21/12/2023	Kurdish history 1- The name of kurd and Kurdistan 2- Concept and meaning of Kurdistan 3-The meaning of Kurdish word 4- The term of Kurdistan in resources. The history of Kurdish gender 1- Kurdish gender according to the astern 2- Kurdish gender according to Kurdish and foreigner historians
4	2	1-4/1/2024	Geography of Kurdology
5	2	7-11/1/2024	The beginning of Kurdish connect with Islam Religion 1-Gabany kurdi 2- The uprising of Kurdistan by Omary kury xatab. 3- Kurdistan circumstance in the time of xalafat.
6	2	14-18/1/2024	The kurdish kingdom at the time of Abbasy. Some parts of kudrish civilization at the time of Islam. Ayubyan country and the roll of Salahhadiny Ayuby. The roll of Kurdish scientist in islam history The new history 1- Kurdistan struggle with other regions 2- Kurdish revolution in nineteen and twentieth century Kurdistan republic in Mhabad
7	2	21-25/1/2024	Midterm Exam
8	2	28/1-1/2/2024	Seminars and Activities

9	2	4-8/2/2024	History
10	2	11-15/2/2024	Modern History
11	2	18-22/2/2024	Review
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES			
1	Teaching Kurdology in a real perspective and enhancing learners to diverse the subjects of the language in Kurdish in all the departments with different majors.		
2	The students would divergent to Kurdish language units and the sequences of the parts of speech that they haven't been learned before.		
3	Integrating the students to a higher level of understanding the Kurdish language and its geography, history, literature, culture and the genuine mother tongue.		
4	An intensive parameter of the course that embraces the fundamentals of the language is given to the learners.		
5	Having information about the standard language importance as a formal language in the Government. Also, the arts of poetry and stories with its writings are introduced.		

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		A
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		A
5	apply the basic terms and principles of language teaching in the teaching process.		P
6	apply modern methods and approaches of teaching foreign language.		A
7	differentiate between material adoption, adaptation, and development methods.		P
8	translate from and into English and their mother tongues.		P
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	1-Ihsan nuri pasha (1998),mejui reg u receleki kurd, wergerani;hemekerem arff,capi eakam-capxanei wezarati perwerde-hewler. 2-salam nawxosh,nereman abdula,ldres abdula (2009),kurdology,capi cwarem,capxanei minare-hewler. 3-zubir belal Ismail(1984) mejui z
Student's obligation (Special Requirements):	1. Students are required to attend in all lectures. 2. Participating and having shares during the lessons to discuss. 3. Reading and providing the sources which are dedicated to the syllabus. 4. Writing reports and providing seminars relating to the selected topics. 5. Taking the exams that are prepared and proposed by the teacher.
Course Book/Textbook:	Kurdology I booklet which is prepared by the lecturer
Other Course Materials/References:	Azeez, Sh. (2023). Kurdology I: Fundamentals of Kurdnasi for Undergraduate Students.
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Seminar, Project, Assignments, Demonstation, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Seminar	1	10
Quiz	1	10
Homework	1	10
Project	1	10

Midterm Exam	1	20
Final Exam	1	40
Total		100
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		
Activities	Quantity	Workload Hours for 1 quantity*
Theoretical Hours	12	24
Practical Hours	12	0
Final Exam	1	10
Seminar	1	5
Quiz	1	5
Homework	1	5
Project	1	5
Midterm Exam	1	0
Total Workload		54
ECTS Credit (Total workload/25)		2

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for DBT 101 ACADEMIC DEBATE AND CRITICAL THINKING

Course Name: ACADEMIC DEBATE AND CRITICAL THINKING

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
DBT 101	1	2	-	2	3

Name of Lecturer(s): Reman Sabah

Teaching Assistant: Yunus Yildiz

Course Language: English

Course Type: Main

Office Hours Sunday-Monday 12-1 pm

Contact Email: reman.sabah@tiu.edu.iq

Tel:07504610387

Teacher's academic profile: Mr. Reman Sabah Meena is a distinguished scholar in English Language Teaching (ELT). Graduating from the ELT department at Tishk International University, his commitment to academia is evident. Further enhancing his credentials, he attained a master's degree from TIU, showcasing a deep and comprehensive grasp of English education. His journey reflects both dedication and expertise.

Course Objectives: To develop debating and argumentation skills - To enhance critical thinking and reasoning - To develop presentation skills and report writing

Course Description (Course overview): This course is designed to develop students' abilities and skills in academic communication and debate. The topics of this course train the students on using sources for academic communication, putting knowledge into good use, and raising academic questions and answering questions in an academic way. The course also aims to teach students how to accept and respect differing opinions, and how to conduct academic arguments. In this course, students are directed to raise questions and analyze academic texts logically and critically, i.e. they are guided to conduct a critical analysis of what they read, and are provided with the opportunity to practice and develop their skills by writing their reflections on the material studied and on their own learning. Moreover, the students will be assisted in this course with considering the problems of their country, and making suggestions to solve problems relying on academic mechanism and methodology.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Introducing syllabus, grading criteria and a sample presentation
2	2	10-14/12/2023	Introduction: Academic Debate and Critical Thinking skills
3	2	17-21/12/2023	Seminar and Presentation Skills
4	2	1-4/1/2024	Welcoming students
5	2	7-11/1/2024	Welcoming students
6	2	14-18/1/2024	Providing A Valuable Feedback on Students` Seminars
7	2	21-25/1/2024	Midterm Exam
8	2	28/1-1/2/2024	Steps of problem solving with clear examples
9	2	4-8/2/2024	Steps of developing critical thinking skills gradually with clear examples
10	2	11-15/2/2024	Welcoming students
11	2	18-22/2/2024	Providing A Valuable Feedback on Students
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

- 1 Obtaining Knowledge of Academic Debate and exercising debating skills
- 2 Learning to think critically and express opinions thoughtfully
- 3 Learning presentation skills
- 4 Getting Knowledge of argumentation and reasoning things
- 5 Demonstrate knowledge in learning communities using tools of technology for the common good.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes		Cont.
1	Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.	P
2	Apply nursing skills and theoretical knowledge in providing required health care to individuals, families, communities, and populations across the lifespan.	I
3	Apply the principles and techniques of ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention.	P
4	Professionally manage acute and chronic health conditions during public and private health disasters.	I
5	Employ various forms of communication, including verbal and non-verbal, and technological applications with patients and medical staff.	P
6	Accurately interpret patients' information and apply necessary plans of care in order to maximize safety and optimize health outcomes.	I
7	Apply leadership skills and collaborate efficiently in clinical practices within multidisciplinary teams.	I
8	Monitor outcomes and improve patients' care as needed.	I
9	Apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.	I
10	Develop research studies that applies quantitative or qualitative research methods that address research questions in the field.	I

Prerequisites (Course Reading List and References):	7 Habits of highly effective people by Stephen R Covey
Student's obligation (Special Requirements):	1. Students should participate in debates and class discussions. 2. Students should make short seminars 3. Students should produce reports on the topics debated.
Course Book/Textbook:	None
Other Course Materials/References:	Moore, B. N. & R. Parker. 2009. Critical Thinking. 9th edn. Boston: McGraw-Hill Higher Education. • Morrow, D. R. & A. Weston. 2011. A Workbook for Arguments: A Complete Course in Critical Thinking. Cambridge: Hackett Publishing Company, Inc. • Rybold, G. 2006. Speaking, Listening and Understanding: Debate for Non-native-English Speakers. New York: International Debate Education Association.
Teaching Methods (Forms of Teaching):	Lectures, Project, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	20
Homework	1	5
Project	1	20
Midterm Exam	1	15
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	12	2	24

Practical Hours	12	0	0
Final Exam	1	15	15
Participation	1	5	5
Homework	1	10	10
Project	1	15	15
Midterm Exam	1	15	15
Total Workload			84
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for EDU 105 PORTFOLIO I

Course Name: PORTFOLIO I

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 105	1	2	-	2	4

Name of Lecturer(s): Behçet Çelik

Teaching Assistant: -

Course Language: English

Course Type: Main

Office Hours Tuesday 10 AM -11:00 AM

Contact Email: behcet.celik@tiu.edu.iq

Tel:07507528074

Teacher's academic profile: Bachelors ELT BGPU Russia 1998 Master ELT BGPU Russia 1999

Course Objectives: The aim of this course is to develop the students' reading fluency and positive attitudes to reading. Students will read a range of graded books at a level suitable for their ability and for the purpose of increasing reading confidence and developing familiarity with a range of different English language text types. Another important goal is to promote general language ability, knowledge of literary texts elements, presentation skills, and general knowledge.

Course Description (Course overview): The aim of this course is to develop the students' reading fluency and positive attitudes to reading. Students will read a range of graded books at a level suitable for their ability and for the purpose of increasing reading confidence and developing familiarity with a range of different English language text types. Another important goal is to promote general language ability, knowledge of literary texts elements and general knowledge.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	3-7/12/2023	Course Introduction
2	2	10-14/12/2023	Latin Music and Salsa: (Reading, summarise a paragraph)
3	2	17-21/12/2023	The boy who cried wolf:(Story telling, Reading and retelling) body language
4	2	1-4/1/2024	Great Athletes: (Reading and finding main idea)
5	2	7-11/1/2024	Elephant and friends: (sound recording) Speaking skills
6	2	14-18/1/2024	The bus stop (Role play Sketch) Speaking and role playing skills
7	2	21-25/1/2024	Midterm Exam (Project)
8	2	28/1-1/2/2024	Discribing picture (Writing)
9	2	4-8/2/2024	Power Point Presentation (How to prepare and present)
10	2	11-15/2/2024	Students' performance
11	2	18-22/2/2024	Students' performance
12	2	25-29/2/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

- To improve students' ability to become active, thinking readers through applying critical reading and thinking skills to evaluate and revise arguments, opinions, and claims, applying critical thinking skills to interpretation and analysis of ideas encountered in academic reading.
- Students will be able to give oral presentations and receive feedback on their performance.

- 3 Students will be able to heighten their' awareness of correct usage of grammar in speaking and writing.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | Cont. |
|----|--|-------|
| 1 | Define the basic terms and principles of language teaching. | P |
| 2 | communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts | I |
| 3 | apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. | A |
| 4 | teach the language skills of speaking, writing, listening and reading effectively | I |
| 5 | apply the basic terms and principles of language teaching in the teaching process. | A |
| 6 | apply modern methods and approaches of teaching foreign language. | A |
| 7 | differentiate between material adoption, adaptation, and development methods. | A |
| 8 | translate from and into English and their mother tongues. | P |
| 9 | use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. | I |
| 10 | plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. | A |
| 11 | use required methods and techniques for student-centered teaching by considering individual and cultural differences. | P |
| 12 | provide guidance and counselling to students and their parents to boost the quality of learning of each individual student. | A |

Prerequisites (Course Reading List and References):

Novel "Fever 1793" by L.H. Anderson Short Story "A Little Princess" by F. H. Burnett Drama in lessons, Cambridge press

Student's obligation (Special Requirements):

Students are required to do assignments and submit them on time. They are also required to attend the classes, be punctual, bring their course books, participate actively in the classes and contribute to learning process.

Course Book/Textbook:

Assorted English Activities Reading and vocabulary development book 3 Novel "Fever 1793" by L.H. Anderson Short Story "A Little Princess" by F. H. Burnett Drama in lessons, Cambridge press

Other Course Materials/References:

Worksheets Reading Materials Authentic materials from internet

Teaching Methods (Forms of Teaching):

Practical sessions, Exercises, Presentation, Self evaluation, Project, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Quiz	1	10
Homework	2	5
Midterm Exam	1	20
Presentation	1	20
Final Exam	1	40
Total		100

Examinations: Essay Questions, Fill in the Blanks, Short Answers, Open-Ended Questions, ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	12	2	24
Practical Hours	12	0	0
Final Exam	1	15	15

Quiz	1	5	5
Homework	2	5	10
Midterm Exam	1	20	20
Presentation	1	15	15
Total Workload			89
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

Second Grade/ Fall Term

Fall Term/Third Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 271	Grammar III	3	0	3	5
ELT 249	Academic Reading	3	0	3	5
ELT 277	Listening and Speaking III	3	0	3	5
247 ELT	Academic Writing I	3	0	3	5
EDU 201	Introduction to Education	3	0	3	4
IT 205	Introduction To Information Technology	1	2	2	3
GEN 213	Non-Technical Elective (Life Skills)	2	0	2	3
Total				<u>19</u>	<u>30</u>

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 271 GRAMMAR III					
Course Name:		GRAMMAR III			
Code ELT 271	Regular Semester 3	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):		Fatima Saadi Ali			
Teaching Assistant:		Not Required			
Course Language:		English			
Course Type:		Main			
Office Hours		Thursday 12:00-15:00			
Contact Email:		fatima.saadi@tiu.edu.iq Tel:07507986882			
Teacher's academic profile:		Bachelor at Salahaddin University/ College of Language- English Department. 2012-2013 MA at Near East University/ English Language Teaching Department. 2017-2019			
Course Objectives:		From the perspective of without rules there is chaos, linguists define grammar as a set of structural rules and such rules include syntax, phonology and morphology. It is through linking grammatical development and ability to communicate, teachers can develop students' communication skills. By practicing appropriate grammar that would enable everyone to communicate in a vivid manner that lead students to an effective communication. On the contrary, weak grammar leads to shocking mistakes. The purpose of this course is to pave the way between what the teacher means and how the students grasp and understand the messages in a broader sense.			
Course Description (Course overview):		The role of the Grammar teacher is to increase students' ability to communicate in English by: Increasing awareness of the form, meaning, and usage of target structures, Providing practice which will help students internalize the grammar, Increasing students' ability to monitor their own and others' language use, Providing opportunities for spontaneous, communicative use of grammar structures.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction		
2	3	8-12/10/2023	overview for Grammar Skills + diagnostic test		
3	3	15-19/10/2023	Tenses: Past Perfect practically		
4	3	22-26/10/2023	Passive voice		
5	3	29/10-2/11/2023	Direct object and Indirect object in the context		
6	3	5-9/11/2023	Conditionals 1, 2 & zero		
7	3	12-16/11/2023	Phrases : noun phrases/Verb Phrases & Adjective phrases		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Clause : Dependent clauses /Independent Clauses		
10	3	3-7/12/2023	Types of sentences: Simple sentence/Compound sentences /Complex sentences		
11	3	10-14/12/2023	Introduction to Linguistics		
12	3	17-21/12/2023	Review		
13	3	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	Students will be able to interact through face to face conversations in general context.				

- 2 Students will be able to recognize general structured questions related to basic needs by using short phrases and sentences.
- 3 Students would be able to utilize distinctive words that clarifies differences among the English tenses.
- 4 Students will analyze the Grammar errors in English Context.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes	Cont.
1 Define the basic terms and principles of language teaching.	I
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	P
4 teach the language skills of speaking, writing, listening and reading effectively	I
5 apply the basic terms and principles of language teaching in the teaching process.	I
6 apply modern methods and approaches of teaching foreign language.	I
7 differentiate between material adoption, adaptation, and development methods.	P
8 translate from and into English and their mother tongues.	I
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	I
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	I
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.	I
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	I

Prerequisites (Course Reading List and References):	1.Murphy, R. (2017). English Grammar in use. London: Cambridge University Press. 2.Hilpert, M. (2014). Construction grammar and its application to English. Edinburgh University Press.
Student's obligation (Special Requirements):	Preparing and interacting the class activity. Encourage and performing homework assignments on weekly basis.
Course Book/Textbook:	1.Hilpert, M. (2014). Construction grammar and its application to English. Edinburgh University Press. 2.Depraetere, I., & Langford, C. (2019). Advanced English grammar: A linguistic approach. Bloomsbury Publishing. 3.Tallerman, M. (2019). Understanding syntax. Routledge. 4.Walker, E., & Elsworth, S. (2004). New grammar practice for pre-intermediate student with key. Longman.
Other Course Materials/References:	Murphy, R. (2017). English Grammar in use. London: Cambridge University Press.
Teaching Methods (Forms of Teaching):	Practical sessions, Exercises, Presentation, Self evaluation, Project, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	5
Quiz	2	5
Homework	2	5
Project	1	10
Midterm Exam	1	15
Presentation	2	5
Final Exam	1	40
Total		100

Examinations: Essay Questions, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	12	12
Participation	1	3	3
Quiz	2	6	12
Homework	2	10	20
Project	1	7	7
Midterm Exam	1	9	9
Presentation	2	6	12
Total Workload			114
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 249 ACADEMIC READING					
Course Name:		ACADEMIC READING			
Code ELT 249	Regular Semester 3	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):		Shahida Nurmatova			
Teaching Assistant:		Not Required			
Course Language:		English			
Course Type:		Main			
Office Hours		Monday - (10 am-12 pm)/Wednesday - (2 pm-3pm)			
Contact Email:		shahida.nurmatova@tiu.edu.iq Tel:0000			
Teacher's academic profile:		1. BA in English Philology, Faculty of Linguistics, University of Foreign Languages, Andijan, Uzbekistan. 2. MA in Curriculum and Instruction with the Concentration of English Language Arts, Faculty of English Language and Literature, North American University, Texas, USA. Research Interests: Academic Writing, Technology Integrated Teaching, Teacher Training. https://scholar.google.com/citations?user=1RJL1vcAAAAJ			
Course Objectives:		The Academic Reading Course aims to transform the students to Overcome fear of reading authentic and academic texts and become confident, skillful readers. • The students will be dealing with a variety of strategies to improve both reading rate and comprehension. • They will strengthen their global comprehension skills, including understanding the main ideas in texts or parts of books, analyzing texts, and synthesizing elements of texts or separate texts to form opinions and points-of-view. • They will develop skills such as vocabulary recognition in contexts, making inferences, summarizing, and finding main and supporting ideas.			
Course Description (Course overview):		This course will use a variety of texts to develop the students' academic reading skills. The texts cover topics related to different fields: educations, business, and literature. The course provides training and practice in reading college-level texts; opportunities for reading and sharing of information; and the chance to select and read authentic and imaginative materials for pleasure and increased self-confidence as skilled and critical readers. Emphasis will be placed on the development and application of reading skills in the interpretation, analysis, criticism.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction		
2	3	8-12/10/2023	Narrative texts: Scanning and skimming		
3	3	15-19/10/2023	Receptive skills development: Understanding vocabulary in context		
4	3	22-26/10/2023	Productive skills development: Writing tasks on vocabulary in context. (Quiz 1)		
5	3	29/10-2/11/2023	Informative Texts: Recognizing main ideas and patterns of organization		
6	3	5-9/11/2023	Receptive skills development: Practice reading for main and supporting ideas. (Quiz 2)		
7	3	12-16/11/2023	Midterm Exam		
8	3	19-23/11/2023	Argumentative Texts: Recognizing and evaluating author's purpose		
9	3	26-30/11/2023	Receptive skills development: Practice reading and analyzing character traits		
10	3	3-7/12/2023	Productive skills development: analyzing and evaluating chapters 1-8 of "The Last Lecture" (Project)		
11	3	10-14/12/2023	Receptive skills development: Identifying the difference between the central idea and theme		

12	3	17-21/12/2023	Revision Week
13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	To scan and skim academic texts.		
2	To recognize main and supporting ideas of texts.		
3	To analyze and synthesize authentic texts.		
4	To make inferences and summarize the reading excerpts.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		P
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		I
8	translate from and into English and their mother tongues.		A
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		P
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		A
Prerequisites (Course Reading List and References):		O'Neil., Lewis., & Sowton.(2019). Unlock1, Reading, Writing, & Critical Thinking, Cambridge.	
Student's obligation (Special Requirements):		- Come all set to the class. - Weekly handout-tasks and home-reading assignments are to be done on daily basis. - Attendance is mandatory (except for exempt students). - Plagiarism is NOT encouraged! - Late submission of hw tasks will be penalized.	
Course Book/Textbook:		1. Authentic reading texts provided by the teacher. 2.Pausch, R. (2008). The last lecture. Hachette UK.	
Other Course Materials/References:		Articles Book chapters News from websites	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Exercises, Presentation, Self evaluation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Quiz	2	5	
Project	1	10	
Midterm Exam	1	20	
Peer Teaching	1	20	
Final Exam	1	40	
Total		100	
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, , ,			
Extra Notes:			

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	10	10
Quiz	2	10	20
Project	1	15	15
Midterm Exam	1	10	10
Peer Teaching	1	20	20
Total Workload			114
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 277 LISTENING AND SPEAKING III					
Course Name:		LISTENING AND SPEAKING III			
Code ELT 277	Regular Semester 3	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):		Hiwa Fuad			
Teaching Assistant:		Not required			
Course Language:		English			
Course Type:		Main			
Office Hours		16:00-17:00			
Contact Email:		hiwa.fuad@tiu.edu.iq Tel:07701333623			
Teacher's academic profile:		Bachelor of Arts (B.A.)in English Language Teaching, Tishk International University, Erbil, Iraq Master of Arts in English Language Teaching, Joint Program by Tishk International University and Salahaddin University			
Course Objectives:		This course, as a continuation of Listening and Speaking I & II, aims to develop the students' listening and speaking skills in a variety of contexts. Throughout this course, students not only enhance their listening skills, but also honing academic listening strategies and techniques like identifying main ideas, making accurate content predictions and detecting counter-arguments and many more additional skills presented in the Unlock Listening and Speaking 3 textbook. The second part of the course prepares the students embark on a journey towards speaking skills mastery. Students are guided through exercises and drills, helping them achieve clear and expressive speech. To bolster their speaking confidence, students actively engage in a diverse range of interactive activities.			
Course Description (Course overview):		Listening and Speaking III is a course that builds upon the foundations of Listening and Speaking I & II, focusing on developing students' listening and speaking skills in diverse contexts. The course begins by honing academic listening skills, emphasizing strategies such as identifying main ideas, making accurate content predictions, and detecting counter-arguments, as outlined in the Unlock Listening and Speaking 3 textbook. In the second part of the course, students embark on a journey to master speaking skills, with structured exercises and interactive activities designed to enhance their speaking confidence. By the end of the course, students will possess advanced listening and speaking abilities necessary for academic and professional success, enabling them to engage effectively with complex content and communicate persuasively in various scenarios.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the course syllabus/ Unit One: Animals(Note taking, Listening for Contrasting Ideas)		
2	3	8-12/10/2023	Unit One: Animals (Using signposting language in speaking)		
3	3	15-19/10/2023	The Environment: Chapter 1 (Listening for Explanation, Listening for Counter-arguments)		
4	3	22-26/10/2023	The Environment: Chapter 2 (Talking about pro and cons, Giving counter-arguments)		
5	3	29/10-2/11/2023	Transport: Chapter 1 (Listening for Rhetorical Questions)		
6	3	5-9/11/2023	Transport: Chapter 2 (Giving Recommendations, Expanding on an Idea)		
7	3	12-16/11/2023	Midterm Exam		
8	3	19-23/11/2023	Customs and Traditions: Chapter 1 (Identifying cause and effect)		
9	3	26-30/11/2023	Customs and Traditions: Chapter 2 (Being polite in a discussion)		
10	3	3-7/12/2023	Health and Fitness: Chapter 1 (Listening for Attitude)		

11	3	10-14/12/2023	Health and Fitness: Chapter 2 (Presenting Persuasively)
12	3	17-21/12/2023	Presentations
13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Demonstrate understanding of spoken language, even in complex contexts.		
2	Evaluate arguments and viewpoints in discussions, weighing pros and cons.		
3	Create and engage in meaningful discussions on a variety of topics.		
4	Create constructive contributions in group discussions and debates.		
5	Memorize and retrieve vocabulary related to various topics.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		
4	teach the language skills of speaking, writing, listening and reading effectively		
5	apply the basic terms and principles of language teaching in the teaching process.		I
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		1. Ostrowska, S., Jordan, N. Sowton, C. (2019) Unlock Listening and Speaking 3.Uk: Cambridge University Press.	
Student's obligation (Special Requirements):		Students are expected to actively engage in classroom activities, discussions, and group exercises to enhance their speaking and listening skills. Students should come prepared for each class, completing assigned homework and assignments. Students are encouraged to take notes during lectures and discussions.	
Course Book/Textbook:		1. Ostrowska, S., Jordan, N. Sowton, C. (2019) Unlock Listening and Speaking 3.Uk: Cambridge University Press.	
Other Course Materials/References:		1. Craven, M., & Sherman, K. D. (2017). Q: Skills for Success–Listening and Speaking 3. The Electronic Journal for English as a Second Language, 20(4). 2. Abdaal, A. (2021, April 18). How I Manage My Time - 10 Time Management Tips. Www.youtube.com. https://www.youtube.com/watch?v=iONDebHX9qk 3. Ostrowska, S., Jordan, N. Sowton, C. (2019) Unlock Listening and Speaking 3.Uk: Cambridge University Press.	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Exercises, Presentation, Project, Assignments, Demonstation, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		2	5
Homework		2	5
Project		2	5
Midterm Exam		1	20
Presentation		1	5

Final Exam	1	40
Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		
Activities	Quantity	Workload Hours for 1 quantity*
Theoretical Hours	13	3
Practical Hours	13	0
Final Exam	1	12
Participation	1	5
Quiz	2	6
Homework	2	10
Project	2	10
Midterm Exam	1	6
Presentation	1	0
Total Workload		114
ECTS Credit (Total workload/25)		5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 247 ACADEMIC WRITING I					
Course Name:		ACADEMIC WRITING I			
Code ELT 247	Regular Semester 3	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):		Abdurrahman Wahab			
Teaching Assistant:		NA			
Course Language:		-			
Course Type:		Main			
Office Hours		By appointment			
Contact Email:		abdurrahman.wahab@tiu.edu.iq			
		Tel:			
Teacher's academic profile:		Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.			
Course Objectives:		Academic Writing I (AWI) is one of the required courses for sophomore students. The main objective of this course is to develop the students' abilities to express their ideas and integrate their communication and critical skills through writing. The course activities are designed to help students write well-thought-out and well-organized paragraphs in English. AWI will focus on different types of writing, such as descriptive, opinion-based, narrative, explanatory, and analytical writing. Even though this course does not focus specifically on academic topics, by successfully completing the course, students will have developed a clear understanding of the writing process and will thus be able to utilize their skills from this course to write reports and papers for other courses and purposes.			
Course Description (Course overview):		This course is designed to help students to become familiar with different types of writing. It focuses on the recognition of different kinds of paragraphs and introductory information about essay writing. Then students are asked to produce different types of paragraphs (descriptive, narrative, definition etc.) and essay in an academic way.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to AWI		
2	3	8-12/10/2023	Complete and incomplete sentences: Introducing ourselves.		
3	3	15-19/10/2023	Understanding what we see: How to gather information from a picture?		
4	3	22-26/10/2023	Descriptive Paragraphs: Adjectives to describe people and places.		
5	3	29/10-2/11/2023	How does it work? Explaining a process.		
6	3	5-9/11/2023	Where do I go? Giving directions.		
7	3	12-16/11/2023	Recap and Evaluation		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	What did exactly happen? Narrating past events or telling stories.		
10	3	3-7/12/2023	What do I think? Writing an opinion piece.		
11	3	10-14/12/2023	Pros and cons of a product: So, which one should I choose?		
12	3	17-21/12/2023	Do you have more to say? Brainstorming and outlining		
13	3	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	Students will be able to identify parts of a paragraph and different types of paragraphs.				

- 2 Students will be able to recognize the importance of logical progression in academic writing and will be able to write paragraphs that have meaning.
- 3 Students will be able to employ appropriate mechanics of planning, organizing ideas, correct grammar, and spelling conventions.
- 4 Students will be able to develop independence and confidence with academic writing.
- 5 Students will be able to use electronic environments to draft, revise, edit, and share or publish texts appropriately for various tasks and audiences.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes	Cont.
1 Define the basic terms and principles of language teaching.	
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	I
4 teach the language skills of speaking, writing, listening and reading effectively	P
5 apply the basic terms and principles of language teaching in the teaching process.	I
6 apply modern methods and approaches of teaching foreign language.	I
7 differentiate between material adoption, adaptation, and development methods.	I
8 translate from and into English and their mother tongues.	
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	P
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	I
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.	P
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	P

Prerequisites (Course Reading List and References):	Unlock Leve 2: Reading, Writing, & Critical Thinking, Student's Book, by RICHARD. LEWIS O'NEILL (MICHELE), (2019). Longman Academic Writing Series 2 by CAMBRIDGE University Press. Hogue,A.(2014).
Student's obligation (Special Requirements):	Consistency in attendance and active participation is dynamic to succeeding in accomplishing the aims of this course and becoming an efficient writer of English. Students will have weekly writing assignments that need to be completed in their due time. Students will be required to do their own work and to write in their own voice. Plagiarism, translations or any kind of inappropriate copying of others' work will not be accepted nor will the assignment deadline be extended after the due date. Students are always expected to be well-prepared, active and positive members of the class.
Course Book/Textbook:	1 RICHARD. LEWIS O'NEILL (MICHELE.). (2019). Unlock Leve2 Reading, Writing, & Critical Thinking Student's Book, Mob App and Online... Workbook W/Downloadable Video. CAMBRIDGE University Press 2. Hogue,A.(2014). Longman Academic Writing SAeries : Paragraph to Essay. Fourth Edition.New York 3.Albright, Z. L., & Langan, J. (2020). Exploring Writing, New York, NY 1012. McGraw-Hill Education, 2 Penn Plaza.
Other Course Materials/References:	Handouts Youtube videos
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Seminar, Self evaluation, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Attendance	10	1
Participation	5	2
Quiz	2	2.5
Homework	5	3
Midterm Exam	1	20
Final Exam	1	40
Total		100

Examinations: Essay Questions, Multiple Choices, Short Answers,

Correct the mistakes, Write what you see,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	6	6
Attendance	10	2	20
Participation	5	5	25
Quiz	2	2	4
Homework	5	3	15
Midterm Exam	1	5	5
Total Workload			114
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for EDU 201 INTRODUCTION TO EDUCATION					
Course Name:		INTRODUCTION TO EDUCATION			
Code EDU 201	Regular Semester 3	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Soran Mustafa			
Teaching Assistant:		Dr. Aziza Kavlu			
Course Language:		English			
Course Type:		Main			
Office Hours		By appointment			
Contact Email:		soran.mustafa@tiu.edu.iq Tel:0750 452 9792			
Teacher's academic profile:		Bachelor of Art in English Language and Literature at Salahadin - Erbil Master of Arts in English at Weber State University			
Course Objectives:		This course provides undergraduate students in their second year with a comprehensive introduction to the field of education. It covers the fundamental concepts, theories, and practices related to education, with a focus on the development of critical thinking and analytical skills. The course is designed to inspire students to consider teaching as a potential career path.			
Course Description (Course overview):		Teacher trainees the basic concepts related to education, education, psychological, social, philosophical, economic, historical, legal basis, structure and problems of the global educational systems, radical views on education and introductory information to gain a new understanding.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the course - How to be successful in this course		
2	3	8-12/10/2023	The Concept of Education and Schooling		
3	3	15-19/10/2023	The Concept of Education and Schooling - Prerequisites to Education		
4	3	22-26/10/2023	How learning Happens		
5	3	29/10-2/11/2023	How learning Happens - Students' Presentation		
6	3	5-9/11/2023	The Needs of Learner		
7	3	12-16/11/2023	The Needs of Learner		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	General instructional strategies - by Marzano Pickering and Pollock		
10	3	3-7/12/2023	General instructional strategies - by Marzano Pickering and Pollock		
11	3	10-14/12/2023	Field Trip		
12	3	17-21/12/2023	Final Exam Review		
13	3	1-4/1/2024	Final Exam		
14	3	7-11/1/2024	Final Exam		
15	3	14-18/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	Students will be able to distinguish the differences between major concepts in education.				

- 2 Students will be able to identify the role of education and educators in society.
- 3 Students will be able to analyze the role of education in society, recognizing its impact on personal growth, social development, and societal progress.
- 4 Students will be able to compare and contrast various assessment forms and tools to check for understanding.
- 5 Students will be able to acknowledge the importance of continuous professional development and staying informed about current trends and innovations in education.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | |
|----|--|---|
| 1 | Write accurately and clearly about biology topics that conform to the scientific conventions of that field. | |
| 2 | Describe the molecular components of living things, their heredity transformations and the main concerns in these biological process | |
| 3 | Identify and analyze the microorganisms including bacteria, fungi and virus and their roles in nature. | |
| 4 | Characterize the features of plant organs/tissues/cells/organelles involved in cellular respiration, photosynthesis, reproduction and growth. | |
| 5 | Describe the micro and macro anatomy of the living systems and recognize the relationship between structure and function at all biological systems and levels. | I |
| 6 | Apply safety and proper techniques in the laboratory, and report the results of conducted experiments. | I |
| 7 | Use appropriate methods and techniques to improve their students' critical thinking, creative thinking and problem-solving skills. | P |
| 8 | Effectively organize and manage classrooms. | I |
| 9 | Use required methods and techniques for student-centered teaching by considering individual and cultural differences of students. | I |
| 10 | Develop research studies that applies quantitative or qualitative research methods that address research questions in the field. | |

Prerequisites (Course Reading List and References):

Students should have passed all 1st Grade English Language-related courses. Students' English language level must be intermediate according to CEFR B1-(the third level of English in the Common European Framework of Reference (CEFR)).

Student's obligation (Special Requirements):

Students are required to; read the weekly readings, visit the course website for lecture notes and files, participate in and out of classroom discussions, and submit the assignments on time.

Course Book/Textbook:

1. Instruction: A Models Approach Authors Thomas H. Estes, Susan L. Mintz 2. Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson. Author - Mitch Albom 3. Thinkers on Education, Zaghloul Morsy 4. Foundations of education. Kaplan, L. S., & Owings, W. A. (2021). SAGE Publications.

Other Course Materials/References:

1. Education: An Introduction to the Foundations of Education. Sadonik, Alan, Cookson, Peter, and Semel, Susas. (2005) 2. Lifespan Development. Authors - Denise Boyd & Helen Bee. 3. Making a Difference in Teacher Education Through Self-Study: Studies of Personal, Professional and Program. Authors- Clare Kosnik, Clive Beck, Anne R. Freese, Anastasia P. Samaras. Springer Science & Business Media, 2006. 4. Learning Theories, An Educational Perspective. Author- Dale H. Schunk

Teaching Methods (Forms of Teaching):

Lectures, Presentation, Excursion, Self evaluation, Project, Case studies, Demonstration, Case Study , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Quiz	1	10
Project	1	15
Midterm Exam	1	15
Presentation	1	10
Case Study	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	15	3	45
Practical Hours	15	0	0
Final Exam	1	10	10
Quiz	1	6	6
Project	1	10	10
Midterm Exam	1	8	8
Presentation	1	8	8
Case Study	1	10	10
Total Workload			97
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for IT 205 INTRODUCTION TO INFORMATION TECHNOLOGY					
Course Name:		INTRODUCTION TO INFORMATION TECHNOLOGY			
Code IT 205	Regular Semester 3	Theoretical 1	Practical 2	Credits 2	ECTS 3
Name of Lecturer(s):		Muhammed Rasul			
Teaching Assistant:		Mr.Ahmed Ali,Mr.Muhammed Asaad			
Course Language:		english			
Course Type:		Main			
Office Hours		Monday 15.30-16.30			
Contact Email:		muhammed.rasul@tiu.edu.iq Tel:0750			
Teacher's academic profile:		Master Degree computer Engineering			
Course Objectives:		The objective of this course is to introduce the student to a variety of terms and concepts that apply to the design and use of computers, and to give “hands on” experience with Microsoft Office applications: Word, Excel, using Windows Operating System, Input, output and storage devices. And to teach basic computer security so that after finishing the course successfully the students will be able to use computer as an experienced teacher. Also the topics of theoretical and practical sessions will related together. Lab assignments will be combined for a comprehensive study. Students will be thoroughly tested on their ability to recall facts about computers and the use of applications.			
Course Description (Course overview):		This course is designed to make the student familiar with Computer literature. Information Technology Concepts are introduced with an emphasis on software and hardware utilization. Students will be exposed to a board range of computer Technology and IT topics including; Understanding Computer, Hardware, software, Computer and communication, Multimedia, digital photo editing, video editing.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	1	1-5/10/2023	Introduction to Information Technology		
2	1	8-12/10/2023	Computer Hardware and Software		
3	1	15-19/10/2023	Operating Systems and Software Applications		
4	1	22-26/10/2023	Computer Networks and the Internet		
5	1	29/10-2/11/2023	Data and Databases		
6	1	5-9/11/2023	Web Technologies		
7	1	12-16/11/2023	Midterm Exam		
8	1	19-23/11/2023	Midterm Exam (Practical)		
9	1	26-30/11/2023	Cybersecurity and Data Privacy		
10	1	3-7/12/2023	IT Ethics and Legal Issues		
11	1	10-14/12/2023	Emerging Trends in Information Technology		
12	1	17-21/12/2023	IT in Society		
13	1	1-4/1/2024	Information Systems and Business Applications		
COURSE/STUDENT LEARNING OUTCOMES					
1	Learning how to manage their files and their computer.				

- 2 To master their typing skills.
- 3 Creating a power point slide and presentation
- 4 To be able to use Microsoft Word, PowerPoint and excel as a user
- 5 To master their computer skills

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | | |
|----|--|--|---|
| 1 | Discuss concepts and principles of physics. | | |
| 2 | Conduct proper experiments safely and interpret the data in physics teaching physics. | | I |
| 3 | Use the results of recent education and subject-specific developmental research when designing, implementing and justifying their own practice as a teacher. | | P |
| 4 | Apply analytical and theoretical skills to model and solve physics problems. | | P |
| 5 | Identify students' misconceptions and deal with them in classroom. | | |
| 6 | Prepare physics lessons with appropriate learning materials and teaching methods. | | A |
| 7 | Effectively assess, plan, teach, organize, and manage physics classrooms. | | P |
| 8 | Use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills in physics. | | P |
| 9 | Use required modern methods and techniques for student-centered teaching by considering individual and cultural differences of students. | | A |
| 10 | Effectively use a variety of teaching technologies and techniques and classroom strategies to foster student learning. | | |
| 11 | Communicate effectively and work collaboratively within the context of a global society. | | |
| 12 | Exhibit character and decision-making skills embodying professionalism and ethical behavior. | | |

Prerequisites (Course Reading List and References):

no previous courses are required

Student's obligation (Special Requirements):

Students required to attend the classroom on time, doing quizzes, attending lab sessions regularly and a number of projects will be required to improve skills

Weekly Laboratory/Practice Plan:

Week	Hour	Date	Topics
1	2	1-5/10/2023	Introduction to Microsoft Office
2	2	8-12/10/2023	Microsoft Word Basics
3	2	15-19/10/2023	Document Creation and Editing
4	2	22-26/10/2023	Images, Tables, and Lists
5	2	29/10-2/11/2023	Styles and Templates
6	2	5-9/11/2023	Document Collaboration and Sharing
7	2	12-16/11/2023	Midterm Exam
8	2	19-23/11/2023	Microsoft PowerPoint Basics
9	2	26-30/11/2023	Adding Content to Presentations
10	2	3-7/12/2023	Slide Transitions and Animation
11	2	10-14/12/2023	Microsoft Excel Basics
12	2	17-21/12/2023	Data Formatting and Visualization and Functions and Formulas
13	2	1-4/1/2024	Functions and Formulas

Course Book/Textbook:

Office 365 For Dummies, 3rd Edition Author: Jennifer Reed, Ken Withee, Rosemarie Withee
Windows 10 step by step, Joan Lambert Microsoft PowerPoint 2010, Microsoft Press
Computer Concepts: Brief by June Jamrich Parsons

Other Course Materials/References:	http://elearning.fit.hcmup.edu.vn/~longld/2015.Book%20for%20Teacher%20Training/2010%20-%20Book%20-%20%20Microsoft__PowerPoint__2010_Step_by_Step. Office 2021 All-in-One For Dummies		
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Presentation, Project, Assignments, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Quiz	2	5	
Homework	2	5	
Midterm Exam	1	25	
Laboratory	3	5	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	1	13
Practical Hours	13	2	13
Final Exam	1	10	10
Quiz	2	5	10
Homework	2	5	10
Midterm Exam	1	5	5
Laboratory	3	5	15
Total Workload			76
ECTS Credit (Total workload/25)			3

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for GEN 213 Life Skills					
Course Name:		Life Skills			
Code GEN 213	Regular Semester 3	Theoretical 2	Practical -	Credits 2	ECTS 3
Name of Lecturer(s):		Venera Ulker Reman Sabah			
Teaching Assistant:		-			
Course Language:		English Language			
Course Type:		Non-area Elective			
Office Hours		Thursday 10:00-12:00 am and 02:00-03:00 pm			
Contact Email:		venera.ulker@tiu.edu.iq reman.sabah@tiu.edu.iq Tel:3004 07504610387			
Teacher's academic profile:		Venera Ulker: BA - English Language Philology, Faculty of Roman-German Languages, Turkmen National Institute of the World Languages named after D.M. Azady, Ashgabat, Turkmenistan. MA - English Language Teaching, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia. PhD - Education Sciences, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia. Mr. Reman Sabah Meena is a distinguished scholar in English Language Teaching (ELT). Graduating from the ELT department at Tishk International University, his commitment to academia is evident. Further enhancing his credentials, he attained a master's degree from TIU, showcasing a deep and comprehensive grasp of English education. His journey reflects both dedication and expertise.			
Course Objectives:		1.Equip students with practical tools and strategies for personal and professional development. 2.Understand the significance of effective communication, time management, and emotional intelligence in daily life. 3.Develop skills to maintain personal well-being, including stress management techniques and health awareness. 4.Foster cultural understanding and promote inclusivity through cultural competence and appreciation of diversity. 5.Enhance digital proficiency, preparing students for the modern technological world. 6.Prepare students for job-seeking processes, from resume building to successful interviewing.			
Course Description (Course overview):		Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	2	1-5/10/2023	Week 1: Introduction to Life Skills		
2	2	8-12/10/2023	Week 2: Time Management		
3	2	15-19/10/2023	Week 3: Stress Management and Mindfulness		
4	2	22-26/10/2023	Week 4: Communication Skills		
5	2	29/10-2/11/2023	Week 5: Critical Thinking and Problem Solving		
6	2	5-9/11/2023	Week 6: Emotional Intelligence		
7	2	12-16/11/2023	Week 7: Financial Literacy		
8	2	19-23/11/2023	Midterm Exam		
9	2	26-30/11/2023	Week 8: Cultural Competence and Diversity		
10	2	3-7/12/2023	Week 9: Digital Literacy		

11	2	10-14/12/2023	Week 10: Resume Writing and Interview Skills
12	2	17-21/12/2023	Week 11: Health and Wellness
13	2	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	They will be implement effective time management strategies to enhance productivity and balance.		
2	They will be able to utilize mindfulness techniques to manage stress and enhance overall well-being.		
3	They will be able to communicate effectively in diverse settings, understanding the nuances of verbal and non-verbal communication.		
4	They will be able to demonstrate emotional intelligence in interpersonal interactions.		
5	They will be to manage personal finances with a foundational understanding of financial planning.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		
5	apply the basic terms and principles of language teaching in the teaching process.		
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		I
Prerequisites (Course Reading List and References):		Punctuality: Participants must arrive on time for each session of the course. Being punctual demonstrates respect for the instructor and fellow participants and ensures a productive learning environment. Respect for Others: All participants are expected	
Student's obligation (Special Requirements):		1- Attend All Scheduled Classes: Actively participate in class discussions and activities. 2- Timely Completion of Assignments: Complete all assigned readings and homework before the respective class sessions. 3- Team Collaboration: Collaborate on group projects, fostering a spirit of teamwork and mutual respect. 4- Engage in Self-reflection: Engage in self-reflection exercises and share insights during the final project presentation. 5- Academic Integrity: Adhere to all academic integrity guidelines and respect classroom decorum. 6- Seek Assistance: Seek assistance when needed and provide feedback for continuous course improvement. 7- Respect and Value Diversity: Uphold a classroom environment where all individuals are treated with dignity and respect. 8- Zero Tolerance for Plagiarism: Ensure that all submitted work is original and properly cited. 9- Uphold Ethical Academic Standards: Always act with honesty and integrity, refraining from any form of cheating or unethical behavior.	
Course Book/Textbook:		weekly articles from different sources A compilation of helpful resources will be delivered each week Lecture notes	
Other Course Materials/References:		1. Source: "7 Habits of Highly Effective People" by Stephen R. Covey 2. Source: "How to Win Friends and Influence People" by Dale Carnegie 3. Source: "Mindset: The New Psychology of Success" by Carol S. Dweck 4. Source: "Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman	
Teaching Methods (Forms of Teaching):		Lectures, Exercises, Presentation, Seminar, Self evaluation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)

Participation	1	5
Quiz	2	5
Homework	10	1
Project	1	5
Midterm Exam	1	20
Presentation	2	5
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	2	26
Practical Hours	13	0	0
Final Exam	1	10	10
Participation	1	1	1
Quiz	2	1	2
Homework	10	1	10
Project	1	4	4
Midterm Exam	1	5	5
Presentation	2	6	12
Total Workload			70
ECTS Credit (Total workload/25)			3

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

Third Grade/ Fall Term

Fall Term/Fifth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
365 ELT	TEFL: Listening and Speaking	2	0	2	4
EDU 303	Educational Psychology	3	0	3	4
345 ELT ELT 347	Translation I Kurdish Translation I Turkish	3	0	3	5
ELT 317	Second Language Acquisition	3	0	3	5
ELT 305	TEFL: Vocabulary and Reading	2	0	2	4
ELT 331 ELT 333	Second Foreign Language I Turkish ** Second Foreign Language I Arabic **	3	0	3	4
ELT 394	Technical Elective (21ST CENTURY LEARNING)	3	0	3	4
Total				<u>19</u>	<u>30</u>

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 365 TEFL: LISTENING AND SPEAKING

Course Name:		TEFL: LISTENING AND SPEAKING			
Code ELT 365	Regular Semester 5	Theoretical 2	Practical -	Credits 2	ECTS 4
Name of Lecturer(s):		Hiwa Fuad			
Teaching Assistant:		Not required			
Course Language:		English			
Course Type:		Main			
Office Hours		16:00-17:00			
Contact Email:		hiwa.fuad@tiu.edu.iq Tel:07701333623			
Teacher's academic profile:		Bachelor of Arts (B.A.) in English Language Teaching, Tishk International University, Erbil, Iraq Master of Arts in English Language Teaching, Joint Program by Tishk International University and Salahaddin University			
Course Objectives:		TEFL Listening and Speaking course is designed to prepare undergraduate learners like you for the dynamic world of language teaching. As you embark on your future career as an EFL teacher, you'll find that teaching Listening and Speaking skills at various proficiency levels is a vital aspect of your role. This course has been crafted to ensure you are well-prepared for this crucial task through introducing modern, effective methods for teaching Listening and Speaking, develop mastery of techniques to facilitate language development, and build confidence through hands-on teaching practice and guidance.			
Course Description (Course overview):		In this course, students will focus on both the theory and practice instructional methodology, and resources used for the teaching of listening and speaking skills to language learners. By the end of this course, learners will be able to manage classroom climate/environment using principles of student-centered practice. The course also introduces students to a variety of skills, strategies, and resources for enhancing the teaching and learning of listening and speaking skills. How to Teach Listening course will answer several questions about the skill: Why do we do it? How do we do it? And the core one is: How can teachers help students to get better at it? The course opens with a general discussion of listening, and the main principles behind listening in the ELT classroom.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	2	1-5/10/2023	Introduction to the Course and Syllabus		
2	2	8-12/10/2023	Listening Texts: How to Effectively Adapt Listening Materials?		
3	2	15-19/10/2023	Listening Texts: How to Effectively Adapt Listening Materials?		
4	2	22-26/10/2023	Parts and Goals of a Listening and Speaking Course		
5	2	29/10-2/11/2023	Listening in the Lesson: The Sequence		
6	2	5-9/11/2023	What Speakers Do and Know		
7	2	12-16/11/2023	Micro Teaching		
8	2	19-23/11/2023	Midterm Exam		
9	2	26-30/11/2023	Decoding Challenges in the Context of Teaching Listening and Speaking		
10	2	3-7/12/2023	How to Assess Listening and Speaking?		
11	2	10-14/12/2023	Microteaching		
12	2	17-21/12/2023	Microteaching		

13	2	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Show mastery in applying diverse teaching methods for listening and speaking instruction.		
2	Demonstrate proficiency in teamwork methods and implement student-centered approaches when teaching listening and speaking.		
3	Explain the utilization of various strategies and processes for teaching listening and speaking effectively.		
4	Build theoretical foundation in teaching listening and speaking skills		
5	Examine steps and factors considered when adapting materials for teaching listening and speaking skills		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		P
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		P
6	apply modern methods and approaches of teaching foreign language.		A
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		P
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		I
Prerequisites (Course Reading List and References):		1. Newton, J. M., & Nation, I. S. P. (2020). Teaching ESL/EFL listening and speaking. Routledge. 2. Wilson, J. J. (2008). How to teach listening. Pearson. 3. Thornbury, S. (2005). How to teach speaking. Longman.	
Student's obligation (Special Requirements):		1. Arrive on time for every classroom session to ensure a productive learning environment. 2. Bring all required course materials, including textbooks and notebooks, to each class. 3. Engage actively in classroom discussions 3. Regularly review course materials on a weekly basis to reinforce your understanding and retention of key concepts. 4. Show respect to your peers, especially during microteaching tasks, by actively participating and providing constructive feedback.	
Course Book/Textbook:		1. Newton, J. M., & Nation, I. S. P. (2020). Teaching ESL/EFL listening and speaking. Routledge. 2. Wilson, J. J. (2008). How to teach listening. Pearson.	
Other Course Materials/References:		1. Nemtchinova, E. (2020). Teaching Listening, Revised Edition. ELT Development Series. TESOL Press. 2. Thornbury, S. (2005). How to teach speaking. Longman.	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Presentation, Seminar, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		1	5
Homework		2	5
Project		1	5
Midterm Exam		1	25
Presentation		1	10
Final Exam		1	40
Total			100
Examinations: Essay Questions, True-False, Fill in the Blanks,			

Multiple Choices, Short Answers, Matching, , ,

Extra Notes:**ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	2	26
Practical Hours	13	0	0
Final Exam	1	12	12
Participation	1	4	4
Quiz	1	8	8
Homework	2	10	20
Project	1	10	10
Midterm Exam	1	10	10
Presentation	1		0
Total Workload			90
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for EDU 303 EDUCATIONAL PSYCHOLOGY					
Course Name:		EDUCATIONAL PSYCHOLOGY			
Code EDU 303	Regular Semester 5	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Habip Bedir			
Teaching Assistant:		None Required			
Course Language:		English			
Course Type:		Main			
Office Hours		By Appointment			
Contact Email:		habip.bedir@tiu.edu.iq Tel:07508147525			
Teacher's academic profile:		BACHELOR'S DEGREE-1: Primary School Teaching- Abant Izzet Baysal Universtiy(2002-2005) BACHELOR'S DEGREE-2: Sociology- Anadolu University(2010-2013) MASTER DEGREE1: Abant Izzet Baysal University, Turkey(2009-2013) MASTER DEGREE 2: M.D.c. Institute of Social Studies- Hacettepe University, Turkey(2013-...) MASTER THESIS: Social Skill Levels of Primary School Teachers PHD : Phd.c. Gazi University, Turkey(2013-...)			
Course Objectives:		This course introduces the relationship between education and psychology, description of educational psychology and its functions, the principles and practice of educational psychology, developmental stages (physical, cognitive, emotional, social and moral development), factors affecting learning, current theories of learning (motivation, individual factors, group dynamics, and factors affecting classroom learning).			
Course Description (Course overview):		This course is designed to provide information about how normal children develop and learn, as well as about the teaching process. Our knowledge about how children think, feel, and grow is far from complete, but what we do know can help teachers individualize teaching to meet children's needs. Familiarity with the strengths and weaknesses of different classroom practices will enable student teachers to make better classroom choices. It will be studied that the scientific knowledge base of child development and educational psychology, and explore the implications for classroom practice.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Educational Psychology: A Foundation for Teaching		
2	3	8-12/10/2023	Cognitive, Language, and Literacy Development		
3	3	15-19/10/2023	Social, Moral, and Emotional Development 1		
4	3	22-26/10/2023	Social, Moral, and Emotional Development 2		
5	3	29/10-2/11/2023	Information Processing and Cognitive Theories of Learning		
6	3	5-9/11/2023	Behavioral Theories of Learning		
7	3	12-16/11/2023	Field Trip		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Student-Centered and Constructivist Approaches to Instruction		
10	3	3-7/12/2023	Grouping, Differentiation, and Technology		
11	3	10-14/12/2023	Motivating Students to Learn		
12	3	17-21/12/2023	Effective Learning Environments		
13	3	1-4/1/2024	Final Exam		

COURSE/STUDENT LEARNING OUTCOMES	
1	Students will be able to identify fundamental concepts and theories in educational psychology
2	Students will be able to apply psychological principles to analyze and solve educational challenges
3	Students will be able to demonstrate an awareness of ethical considerations related to teaching and educational psychology, including issues of privacy, equity, and social responsibility
4	Students will be able to apply knowledge of social, emotional, and moral development in considering how to solve problems in the classroom
5	Students will be able to apply psychological concepts to real-world educational scenarios
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)	
Program Learning Outcomes	Cont.
1	Define the basic terms and principles of Computer Science in education.
2	Communicate ideas in Computer education effectively and appropriately in written and oral forms both in academic and non-academic contexts.
3	Teaching about Computer technology involving the development, maintenance, and use of computer systems, software, and networks for the education purpose.
4	Develop knowledge and skills required to develop, maintain, and use computer systems, software, and networks for the education purpose.
5	Apply the appropriate methods of assessment and evaluation in the computer education process to obtain accurate feedback on learners' progress.
6	Use appropriate methods and techniques to improve students' critical thinking, creative thinking, and problem-solving skills.
7	Plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.
8	Use required methods and techniques for student-centered learning by considering individual and cultural differences.
9	Provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.
10	Identify, with the assistance of their teachers, social and ethical issues relating to information sharing, accuracy, privacy, and safety when using technology.
11	Managing information in a computer and/or similar electronic devices in the classroom.
12	Brainstorm with teachers and peers to develop and outline ideas using appropriate technology.
13	Create web pages and other forms of multimedia tools which incorporate text, images, videos, and links to external resources, and use in education. Understand and apply basic principles of design and style to meet the needs of different students, when sharing information.
Prerequisites (Course Reading List and References):	Students should have passed all 1st Grade English Language-related courses. Students' English language level must be intermediate according to CEFR B1-(the third level of English in the Common European Framework of Reference (CEFR)).
Student's obligation (Special Requirements):	Students are required to; read the weekly readings, visit the course website for lecture notes and files, participate in and out of classroom discussions, and submit the assignments on time. Students must complete all assigned homework and assignments on time. Readings: Students should diligently read the assigned textbook and supplementary materials. Reading comprehension is essential for understanding complex psychological concepts. Preparation for Examinations: Adequate preparation for quizzes and examinations is essential. Students should review lecture notes, textbooks, and supplementary materials to ensure they are prepared for assessments. Academic Integrity: Students must adhere to the principles of academic integrity, avoiding plagiarism and dishonest behavior. Cite sources appropriately when referencing external materials. Seeking Help: Students should not hesitate to seek help from the instructor or academic support services if they encounter difficulties with course content or language.
Course Book/Textbook:	Slavin, R. E. (2012). Educational psychology: Theory and practice. Woolfolk, A. E., Hoy, A. W. (2014). Educational Psychology: Active Learning Edition. United Kingdom: Pearson. Santrock, J. W. (2017). Educational Psychology. United Kingdom: McGraw-Hill Education.
Other Course Materials/References:	Bekarian, D., & Levey, A. (2012). Applied psychology: Putting theory into practice. Oxford University Press, USA. Lord, J. (Ed.). (2022). Psychology of Education: Theory, Research and Evidence-based Practice. SAGE. Clear, J. (2018). Atomic habits: An easy & proven way to build good habits & break bad ones. Penguin.
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Project, Assignments, Case studies, Case Study , ,

COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Quiz	1	10	
Homework	1	5	
Project	1	15	
Midterm Exam	1	20	
Presentation	1	10	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	16	16
Quiz	1	10	10
Homework	1	5	5
Project	1	18	18
Midterm Exam	1	12	12
Presentation	1	12	12
Total Workload			112
ECTS Credit (Total workload/25)			4

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 345 TRANSLATION I (KURDISH)

Course Name:		TRANSLATION I (KURDISH)			
Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 345	5	3	-	3	5
Name of Lecturer(s):		Rawand Sabah Ahmed			
Teaching Assistant:		No			
Course Language:		English			
Course Type:		Main			
Office Hours		3 Hours			
Contact Email:		rawand.sabah@tiu.edu.iq			
		Tel:07504486775			
Teacher's academic profile:		BA in English language and linguistics in Salahaddin University/ College of Arts. 1999/2000 MA in English Language and Linguistics in Suleymaniah University/ College of Languages. 2008/2010			
Course Objectives:		This course is ELT 345 Translation I which aims to familiarize students with some contemporary translation theories, methods and techniques. Students will also have the opportunity to apply their theoretical knowledge to the practical domain of translation. Finally, they will develop skills useful in the analysis and assessment of translations. The students will be able to get to the nexus between translation, cultures, worlds of thought and perception. They will be able to identify the difference between translation and interpreting. They will be able to explain what difference there is between total and restricted translation.			
Course Description (Course overview):		This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into native languages and native language texts into English. Besides translation activities from diverse areas, within a contrastive analysis framework, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text paying attention to the idiosyncrasies regarding the unique nature of local languages and English and its comparison to their own translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be strongly encouraged.			

COURSE CONTENT

Week	Hour	Date	Topic
1	3	1-5/10/2023	Introduction and Literature Review
2	3	8-12/10/2023	Definition of Translation
3	3	15-19/10/2023	Toward a Theory of Translation
4	3	22-26/10/2023	Approaches to Translation
5	3	29/10-2/11/2023	Methods of Translation
6	3	5-9/11/2023	Techiques of Translation
7	3	12-16/11/2023	Midterm Exam
8	3	19-23/11/2023	Problems of Translation
9	3	26-30/11/2023	Levels of Translators Competence
10	3	3-7/12/2023	Linguistic Competence
11	3	10-14/12/2023	Comprehension Competence

12	3	17-21/12/2023	Reexpression Competence
13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to gather basic theoretical information about translation.		
2	Students will be able to have the opportunity to apply their theoretical knowledge to the practical domain of translation.		
3	They will develop skills useful in the translation and assessment of translations.		
4	They will be able to master the required skills of translation and interpretation.		
5	They will be able to translate between languages.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		
4	teach the language skills of speaking, writing, listening and reading effectively		
5	apply the basic terms and principles of language teaching in the teaching process.		
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		A
8	translate from and into English and their mother tongues.		A
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		1-Translation as Problems and Solution. 2. Audiovisual Translation: Language Transfer on Screen by Edited by Jorge Díaz Cintas 3. Becoming a Translator :An Introduction to the Theory and Practice of Translation Second Edition by DouglasRobinso	
Student's obligation (Special Requirements):		1-Students are required to attend the classes in due time. 2- The students are required to follow the instructions set for the completion of the course. 3- They are required to do all types of tasks, assingments, exams, and projects in the course.	
Course Book/Textbook:		1-Translaiton as Problems and Solution. 2-Hangawek Baraw Wargeran (A Step towards Translation)	
Other Course Materials/References:		Machine Translation and Google Translation. Catford, J. (1965) A Linguistic Theory of Translation. Oxford University Press, United Kingdom. Geoffrey Samuelsson-Brown (2004) A Practical Guide for Translators (4TH Edition) Multilingual Matters Ltd, Clevedon. Hatim, B. and Mason, I. (1990) Discourse and the Translator. Longman. United Kingdom.	
Teaching Methods (Forms of Teaching):		Lectures, Presentation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		2	5
Project		1	20
Midterm Exam(s)		1	25
Final Exam		1	40
	Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, , ,			

Extra Notes:**ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	35	35
Participation	1	4	4
Quiz	2	10	20
Project	1	15	15
Midterm Exam(s)	1	20	20
Total Workload			133
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 317 SECOND LANGUAGE ACQUISITION					
Course Name:		SECOND LANGUAGE ACQUISITION			
Code ELT 317	Regular Semester 5	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):		Sami Hussein			
Teaching Assistant:		Not Required			
Course Language:		English			
Course Type:		Main			
Office Hours		Sunday/Thursday 3-5			
Contact Email:		sami.hussein@tiu.edu.iq Tel:07507806776			
Teacher's academic profile:		Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.			
Course Objectives:		Since methods of second language teaching are generally based on theories of first and second language acquisition, it is essential for ELT students to develop a sound understanding of the nature of language acquisition in general. Accordingly, the purpose of this course is to familiarize students with the processes of language acquisition. Particular attention will be paid to how individuals learn additional languages after they have acquired their first and the relevant factors that contribute to language acquisition. Also, since the majority of the world's population is bilingual, issues of bilingualism will also be dealt with.			
Course Description (Course overview):		This course presents an overview of the theories of first and second language acquisition (e.g.: behaviorism, innatism, information processing, connectionism, the interactionist position) and focuses on the developmental stages and sequences of first and target language acquisition. Comparison of second language acquisition in children and in adults; identifying developmental sequences in first language acquisition; stages in second language morpho-syntactic development; processes in second language acquisition; learner characteristics and individual variation in ultimate attainment in second language acquisition (e.g.: role of personality, language aptitude, intelligence, age of acquisition, motivation and attitudes, learner preferences and beliefs); differences between second language acquisition and foreign language learning contexts (e.g.: natural vs. instructional settings).			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the course & syllabus presentation		
2	3	8-12/10/2023	Explaining & Describing SLA & Key Issues in second Acquisition		
3	3	15-19/10/2023	Methodological issues		
4	3	22-26/10/2023	Two case studies		
5	3	29/10-2/11/2023	The nature of learning a new language		
6	3	5-9/11/2023	Errors and Error Analysis		
7	3	12-16/11/2023	Factors affecting language learning		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Theories of SLA -The Behaviorist Learning Theory		
10	3	3-7/12/2023	The 5 hypotheses of Krashen		
11	3	10-14/12/2023	Discourse Aspects of Learner Language/Interlanguage		
12	3	17-21/12/2023	Communication Strategies in SLA		

13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Be able to identify and explain essential theories of second language acquisition.		
2	Demonstrate basic issues relating to the explanation and description of second language acquisition.		
3	Define and interpret the factors affecting the acquisition of the second language.		
4	To identify fundamental concepts in first and second language acquisition.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		A
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		1. Vogel, T. (1989). THEORIES OF SECOND-LANGUAGE LEARNING. Barry McLaughlin. London: Edward Arnold, 1987, Pp. viii 184. £6.95. Studies in Second Language Acquisition, 11(4), 472-473. 2. Saville-Troike(2006). Introducing Second Language Acquisition.CUP.	
Student's obligation (Special Requirements):		Reading course materials, attend the classes regularly and take notes, participate in classroom discussions, and do the assignments.	
Course Book/Textbook:		Ellis, R. (1997). Second language acquisition. Oxford: Oxford University Press.	
Other Course Materials/References:		Brown, D. (2014). Principles of language learning and teaching: A course in second language acquisition. Pearson. Saville-Troike, M. (2006). Introducing second language acquisition. Cambridge: Cambridge University Press. Lightbown, P. M. and Spada, N. (2010). How languages are learned.(3rd ed.) Oxford University Press.	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Exercises, Presentation, Seminar, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		2	5
Homework		1	10
Midterm Exam		1	25
Presentation		1	10
Final Exam		1	40
	Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	17	17
Participation	1	16	16
Quiz	2	8	16
Homework	1	8	8
Midterm Exam	1	12	12
Presentation	1	6	6
Total Workload			114
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 305 TEFL: VOCABULARY AND READING					
Course Name:		TEFL: VOCABULARY AND READING			
Code ELT 305	Regular Semester 5	Theoretical 2	Practical -	Credits 2	ECTS 4
Name of Lecturer(s):		Unal Ulker			
Teaching Assistant:		Ms.Lyda Aso			
Course Language:		English			
Course Type:		Main			
Office Hours		09:00-17:00			
Contact Email:		unal.ulker@tiu.edu.iq Tel:07511703933			
Teacher's academic profile:		Unal Ulker Lecturer-PhD BA-Tacikistan State University.K.Jurayev MA-International Black Sea University-Georgia PhD-International Black Sea University-Georgia			
Course Objectives:		In your future career as an ELT teacher, you will be teaching classes of reading and vocabulary in different levels. The objective of this course is to make you familiar with the modern methodology used in the ESL/EFL programs for teaching reading and vocabulary.			
Course Description (Course overview):		This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intrasentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. This course allows you the opportunity to grow into a college-level reader through structured lessons, collaborative work, and much uninterrupted sustained silent reading.This course also aims how to teach reading and vocabulary to the students in and out of the class.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	2	1-5/10/2023	Introduction to the course		
2	2	8-12/10/2023	Scaffolding in Teaching Reading and Vocab		
3	2	15-19/10/2023	word families		
4	2	22-26/10/2023	How words are learned?		
5	2	29/10-2/11/2023	How many words does a learner need to know?		
6	2	5-9/11/2023	Why do we forget words?		
7	2	12-16/11/2023	Midterm Exam		
8	2	19-23/11/2023	six easy steps perfect reading		
9	2	26-30/11/2023	Classroom sources of words		
10	2	3-7/12/2023	Micro teaching session		
11	2	10-14/12/2023	Micro teaching session		
12	2	17-21/12/2023	Micro teaching session		
13	2	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	be able to master the methods of teaching reading and vocabulary				

- 2 be able to use games and story telling
- 3 be able to master team work methods and student-centered methodology in teaching reading and vocabulary
- 4 be able to use appropriate methods to teach reading and vocabulary

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | |
|----|--|---|
| 1 | Define the basic terms and principles of language teaching. | I |
| 2 | communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts | I |
| 3 | apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. | P |
| 4 | teach the language skills of speaking, writing, listening and reading effectively | P |
| 5 | apply the basic terms and principles of language teaching in the teaching process. | P |
| 6 | apply modern methods and approaches of teaching foreign language. | P |
| 7 | differentiate between material adoption, adaptation, and development methods. | A |
| 8 | translate from and into English and their mother tongues. | A |
| 9 | use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. | A |
| 10 | plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. | A |
| 11 | use required methods and techniques for student-centered teaching by considering individual and cultural differences. | |
| 12 | provide guidance and counselling to students and their parents to boost the quality of learning of each individual student. | |

Prerequisites (Course Reading List and References):

how-to-teach-reading. Strategies-for-Teaching-Reading Teaching Reading Comprehension

Student's obligation (Special Requirements):

Students need to read the weekly reading text many times and do as much reading outside of class as they can. Students need to actively try to learn and use the vocabulary words in and outside of class. Students need to learn how to teach and teaching methods during the class. Attendance is vital. Students need to express themselves actively to participate in class and write monthly reflections

Course Book/Textbook:

How to Teach Vocabulary , Scott Thornbury , Pearson Education, 2006 - Vocabulary - 185 pages

Other Course Materials/References:

1. Reading Explorer 1- National Geographic, Douglas CENGAGE Learning, 2008 - 160 pages
2. Reading Comprehension Strategies: Theories, Interventions, and Technologies ,Danielle S. McNamara ,Psychology Press, 2007 - Psychology - 520 pages
3. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers Jennifer Serravallo ,Heinemann, 2015 - Books and reading - 388 pages

Teaching Methods (Forms of Teaching):

Lectures, Presentation, Seminar, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	10
Quiz	1	15
Midterm Exam	1	25
Presentation	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	2	26
Practical Hours	13	0	0
Final Exam	1	10	10
Participation	1	20	20
Quiz	1	8	8
Midterm Exam	1	10	10
Presentation	1	20	20
Total Workload			94
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 331 SECOND FOREIGN LANGUAGE I (TURKISH)					
Course Name:		SECOND FOREIGN LANGUAGE I (TURKISH)			
Code ELT 331	Regular Semester 5	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Zeynel Polat			
Teaching Assistant:		-			
Course Language:		Turkish			
Course Type:		Main			
Office Hours		15:00 - 17:00			
Contact Email:		zeynel.polat@tiu.edu.iq Tel:07516267256			
Teacher's academic profile:		BA: Turkish Language and Literature, University of Sakarya, Sakarya/Turkey MA: Education Psychology, Samargand State University of Foreign Languages,Samargand/Uzbekistan PhD: Literature Historical Sciences-Turkish language and Literature, Sarayevo/Bosnia-Hersegovina			
Course Objectives:		Developing speaking, writing, reading and listening skills according to the basic European language criteria. Being able to express oneself by learning Turkish at A1 level, gaining convenience in daily speech and work, asking for addresses, learning to form correct and understandable sentences while shopping...			
Course Description (Course overview):		Depending on the facilities of the department, student teachers may chose to learn one of the following languages to fulfill the second foreign language requirement: Kurdish, Turkish, Arabic, Russian and Spanish etc.. This course is an introduction to the basics of a second foreign language. It aims at providing student teachers with the skills required for basic communication. Student teachers are exposed to the basic structures and vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some insights into the target culture and life style will be given.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Alfabe ve tanışma		
2	3	8-12/10/2023	Şahıs zamiri, İyelik ekleri, İşaret zamiri, soru ekleri		
3	3	15-19/10/2023	Selamlaşma ve hal hatır sorma.Sayılar, Kaç? Kaçınıcı? Kaç yaşındasın?		
4	3	22-26/10/2023	Bu ne? Bu kim? Bu kimin? değil, yok, soru ekleri, çoğul ekleri, konu değerlendirme soruları,		
5	3	29/10-2/11/2023	Haftanın günleri, aylar, mevsimler, Bugün Türkçe Var mı?okuma-anlama-tercüme		
6	3	5-9/11/2023	Şimdiki Zamanın olumlu ve olumsuz şekli. Onlar Şimdi Ne Yapıyorlar? okuma-anlama-soru-cevap		
7	3	12-16/11/2023	Sen Türkçe Biliyor musun? okuma-anlama-soru-cevap, Şimdiki Zamanın soru şekli.		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Sen Nerelisin? O Nereli? Okuma-anlama-soru-cevap. Yapım eki.		
10	3	3-7/12/2023	Ben Türkiyeliyim. Okuma-anlama-tercüme		
11	3	10-14/12/2023	Hangi dili konuşuyorsunuz? -ca, -ce, -ça, -çe yapım ekleri		
12	3	17-21/12/2023	Onun Mesleği Ne? O Nerde Çalışıyor? Bulunma Hali (-de,-da, te,- ta), Değerlendirme Soruları		

13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to have master skills speaking		
2	Students will be able to achive basic writing and reading skills.		
3	Students will be able to use vocabularies in correct sentences.		
4	Students will be able to classify listening skills		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		A
4	teach the language skills of speaking, writing, listening and reading effectively		A
5	apply the basic terms and principles of language teaching in the teaching process.		
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		Basic Turkish short story books and some intermediate reading materials	
Student's obligation (Special Requirements):		Has to attend the lecture, take notes , participate, bring the coursebook,in conversation and activities.	
Course Book/Textbook:		'Yağmur Türkçe Ders Kitabı 1' and 'Yağmur Türkçe Çalışma Kitabı 1' Nevlisan publications, Romania-2017	
Other Course Materials/References:		1:'Anadolu Türkçe Ders Kitabı 1' International ANADOLUDKM Pulication, İstanbul, 2008 2:'Anadolu Türkçe Çalışma Kitabı1' International ANADOLUDKM Pulication, İstanbul, 2008 3:Lale Türkçe Ders Kitabı 1, Dilset Publications, İzmir, 2008	
Teaching Methods (Forms of Teaching):		Lectures, Exercises, Presentation, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	10
Quiz		1	15
Homework		1	5
Midterm Exam		1	30
Final Exam		1	40
	Total		100
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, Translate, ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	10	10
Participation	1	15	15
Quiz	1	6	6
Homework	1	6	6
Midterm Exam	1	8	8
Total Workload			84
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 394 21ST CENTURY LEARNING					
Course Name:		21ST CENTURY LEARNING			
Code ELT 394	Regular Semester 6	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Abdurrahman Wahab			
Teaching Assistant:		NA			
Course Language:		English			
Course Type:		Area Elective			
Office Hours		By Appointment/ 9 am- 5 pm			
Contact Email:		abdurrahman.wahab@tiu.edu.iq			
		Tel:			
Teacher's academic profile:		Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.			
Course Objectives:		This course is designed to support students in acquiring and developing the foundational skills, competencies, and dispositions that they need to succeed in academia. Success in academia requires a combination of academic, personal, and organizational competencies. Some of the foundational skills and competencies that this course highlights are: critical thinking, effective communication, information literacy, note-taking skills, digital literacy, ethical and academic integrity, cultural awareness, self-reflection, health and well-being, and community engagement. Through incorporating interactive and experiential learning opportunities throughout the course, we engage in activities to assess and provide feedback on these competencies to reinforce our skills and help us continually improve.			
Course Description (Course overview):		This course examines major questions and issues related to learning in the 21st Century. The course focuses on major educational, social, and institutional concepts that students in Kurdistan Region need to understand so that they develop their relevant skills and dispositions. The course promotes these skills and dispositions through incorporating a variety of topics and exercises that tackle teaching and learning in relation to foundational and contextual understandings of education.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the course: the syllabus, course aims and expectations.		
2	3	8-12/10/2023	Finding and connecting meanings (Reading Assignment)		
3	3	15-19/10/2023	Self-reflection: What do I have? What must I develop? What do I need?		
4	3	22-26/10/2023	Making Sense of Academic Needs (Reading Assignment)		
5	3	29/10-2/11/2023	Our Social and Cultural Standards		
6	3	5-9/11/2023	Media Messages and How to Receive Them (Reading Assignment)		
7	3	12-16/11/2023	Presenting Who We Are through CV and Resume.		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Ethical Decision-making and Behavior		
10	3	3-7/12/2023	Ethical Principles (Reading Assignment)		
11	3	10-14/12/2023	What Exactly Are You Saying?		
12	3	17-21/12/2023	Are Penguins Black-and-White TVs? How not to make an argument.		
13	3	1-4/1/2024	Final Exam		

COURSE/STUDENT LEARNING OUTCOMES		
1	Developed critical thinking and effective communication skills.	
2	Improved information, media, and academic literacies.	
3	Acquired necessary institutional skills in note-taking, CV development, and presentation skills.	
4	Higher cultural and ethical awareness and community engagement.	
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes		Cont.
1	Define the basic terms and principles of language teaching.	
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	I
4	teach the language skills of speaking, writing, listening and reading effectively	A
5	apply the basic terms and principles of language teaching in the teaching process.	
6	apply modern methods and approaches of teaching foreign language.	P
7	differentiate between material adoption, adaptation, and development methods.	I
8	translate from and into English and their mother tongues.	I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	P
Prerequisites (Course Reading List and References):	- Life in the Arctic and Life among the Inuit. - Academic Success: Meaning, Examples and Skills. - 8 Steps to Academic Success. - Eurocentrism in Beauty Standards. - Ethics and Morality: The Guiding Principles of a Principled Life.	
Student's obligation (Special Requirements):	For the success of the course, students are asked to attend all the classes and actively participate in all activities. They are also asked to contribute to the development of the class discussions through oral and written assignments and projects. The projects focus mainly on providing the students with appropriate opportunities to develop and demonstrate their critical academic skills.	
Course Book/Textbook:	- Panorama: Building Perspectives through Reading. - Asking the Right Questions: A Guide to Critical Thinking.	
Other Course Materials/References:	- Handouts - YouTube - Miscellaneous Websites & Social Media platforms.	
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Presentation, Seminar, Self evaluation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Attendance	1	5
Participation	10	2
Quiz	5	2
Homework	1	5
Midterm Exam	1	20
Final Exam	1	40
Total		100
Examinations: Essay Questions, Multiple Choices, Short Answers, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	6	6
Attendance	1	5	5
Participation	10	2	20
Quiz	5	2	10
Homework	1	4	4
Midterm Exam	1	4	4
Total Workload			88
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

Fourth Grade/ Fall Term

Fall Term/Seventh Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 413	Research Methods in TEFL	3	0	3	7
EDU 401	Classroom Management	3	0	3	4
ELT 409	Teaching Practice	3	0	3	8
ELT 425	Teaching Foreign Language to Young Learners	3	0	3	7
ELT 482	Technical Elective (Drama In ELT)	3	0	3	4
Total				<u>15</u>	<u>30</u>

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Fall
Course Information for ELT 413 RESEARCH METHODS IN TEFL

Course Name: RESEARCH METHODS IN TEFL					
Code ELT 413	Regular Semester 7	Theoretical 3	Practical -	Credits 3	ECTS 7
Name of Lecturer(s): Sami Hussein					
Teaching Assistant: Not Required					
Course Language: English					
Course Type: Main					
Office Hours As stated in the timetable					
Contact Email: sami.hussein@tiu.edu.iq Tel:07507806776					
Teacher's academic profile: Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.					
Course Objectives: This course aims to equip students with essential skills and knowledge to engage in effective TEFL research. Throughout this course, students will develop research literacy by understanding key concepts and terminologies in TEFL research. They will learn to formulate clear and researchable questions, conduct comprehensive literature reviews, and select appropriate research methods and designs. Additionally, students will explore data collection and analysis techniques, ensuring a strong foundation in ethical considerations specific to language education research. They will also enhance their ability to present research findings effectively, and foster collaboration. Ultimately, students will develop critical thinking skills to contribute meaningfully to the field by addressing complex problems and advancing evidence-based teaching practices.					
Course Description (Course overview): This course aims to introduce students to the most essential research methods and the most indispensable properties characteristic of academic or scholarly writing. Understanding this enables them to engage in good academic writing. Embarking on any piece of academic writing requires knowledge of appropriate and relevant research methods. Such knowledge not only makes it possible for writers to access and compile relevant data, but also easy for readers to identify the writers' intake and distinguish it from the authors they refer to. Moreover, following appropriate research methods not only preserves other authors' intellectual property, but also makes it possible for writers to think, analyse and write differently. This course introduces students to the research methods necessary to produce a piece of academic or scholarly writing. They will be able to apply the appropriate research methods learned in their academic life to produce good academic writing or deploy them to produce other kinds of writing should they pursue a career outside academia.					
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the course & syllabus presentation / Presentation of a glossary		
2	3	8-12/10/2023	Basic Elements of Research		
3	3	15-19/10/2023	The Skeleton of Research Paper		
4	3	22-26/10/2023	Research Topic and Title selection		
5	3	29/10-2/11/2023	Research Types and Methods		
6	3	5-9/11/2023	Research Types and Methods / Generating Research Questions		
7	3	12-16/11/2023	Writing Effective Literature Review		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Data Collection Methods and Data Analysis		

10	3	3-7/12/2023	Writing an Effective Abstract
11	3	10-14/12/2023	Certain PointS on Conclusion / Graduation Research Handbook
12	3	17-21/12/2023	APA formating / Certain Elements and Regulation regarding Capstone Project
13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to demonstrate proficiency in conducting TEFL research.		
2	Students will be able to apply certain research methods in TEFL.		
3	Students will be able to formulate precise research questions, select appropriate data collection tools, and analyze the collected data.		
4	Students will be able to identify different types of research.		
5	Ultimately, students will be able to demonstrate proficiency in APA format.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		A
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		
5	apply the basic terms and principles of language teaching in the teaching process.		I
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		1. Selected academic articles, research papers, and case studies relevant to TEFL research will be provided throughout the course for in-depth exploration and analysis. 2. The given materials.	
Student's obligation (Special Requirements):		Students are required to actively participate in all course activities, including discussions, assignments, and assessments. This engagement is crucial for the successful acquisition of research skills and knowledge. They are highly required to read the given materials before attending the classes.	
Course Book/Textbook:		1. Nunan, D. (2015). Research Methods in Language Learning. Cambridge University Press. 2. PowerPoint slides and handouts Prepared by the lecturer. 3. Graduation Research Handbook-ELT.	
Other Course Materials/References:		1. Paltridge, B., & Phakiti, A. (2015). Continuum Companion to Research Methods in Applied Linguistics. Bloomsbury Publishing. 2. Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press. 3. https://www.questionpro.com/blog/what-is-research/	
Teaching Methods (Forms of Teaching):		Lectures, Presentation, Seminar, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		2	5
Homework		4	5
Midterm Exam		1	25

Final Exam	1	40
Total		100
Examinations: Essay Questions, True-False, Multiple Choices, Short Answers, Matching, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		
Activities	Quantity	Workload Hours for 1 quantity*
Theoretical Hours	13	3
Practical Hours	13	0
Final Exam	1	22
Participation	1	17
Quiz	2	9
Homework	4	13
Midterm Exam	1	18
Total Workload		166
ECTS Credit (Total workload/25)		7

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for EDU 401 CLASSROOM MANAGEMENT					
Course Name:		CLASSROOM MANAGEMENT			
Code EDU 401	Regular Semester 7	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Behçet Çelik			
Teaching Assistant:		None			
Course Language:		English			
Course Type:		Main			
Office Hours		16:00-17:00			
Contact Email:		behcet.celik@tiu.edu.iq Tel:07507528074			
Teacher's academic profile:		Bachelors ELT BGPU Russia 1998 Master ELT BGPU Russia 1999			
Course Objectives:		Students will gain knowledge about how to establish classroom procedures and expectation (rules)to promote a positive, effective and efficient environment. design the organization of the physical aspects of a classroom (furniture areas etc.)for ease of transition use safety and traffic flow based on effective design s presented in the literature. create optimal teacher student relationships. Set and manage the emotional tone of a classroom, manage the psycho-social atmosphere of the classroom and individual students, manage motivation of students to succeed in learning academic content, social skills, self-responsibility and inter relationship skills with other class members			
Course Description (Course overview):		Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, ordered, focused, mindful, task-oriented, and academically productive during a class. Classroom management, applying teaching in classroom, arrangement of classroom setting, sources of disordered behaviors, decreasing disordered behaviors and management of disordered behaviors, reward and punishment used for shaping behavior, teacher's behaviors in classroom and managing problematic students.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to classroom management		
2	3	8-12/10/2023	Different classroom layouts (classroom shapes)		
3	3	15-19/10/2023	Varying teacher positions		
4	3	22-26/10/2023	Being yourself (Authenticity)		
5	3	29/10-2/11/2023	Ways of listening		
6	3	5-9/11/2023	Gestures and facial expressions		
7	3	12-16/11/2023	Student centered learning		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Learning students name		
10	3	3-7/12/2023	General suggestions for mixed-level classes		
11	3	10-14/12/2023	Learners performance		
12	3	17-21/12/2023	Learners performance		
13	3	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					

- 1 Student will be able to differentiate and applies classroom management techniques and strategies
- 2 To estimate the need for classroom management
- 3 Students will be able to compare the diversity among learners and cases
- 4 Students will be able to teach possible classroom management techniques and strategies in the future.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes

Cont.

- | | | |
|----|--|---|
| 1 | Write accurately and clearly about biology topics that conform to the scientific conventions of that field. | I |
| 2 | Describe the molecular components of living things, their heredity transformations and the main concerns in these biological process | I |
| 3 | Identify and analyze the microorganisms including bacteria, fungi and virus and their roles in nature. | I |
| 4 | Characterize the features of plant organs/tissues/cells/organelles involved in cellular respiration, photosynthesis, reproduction and growth. | I |
| 5 | Describe the micro and macro anatomy of the living systems and recognize the relationship between structure and function at all biological systems and levels. | I |
| 6 | Apply safety and proper techniques in the laboratory, and report the results of conducted experiments. | |
| 7 | Use appropriate methods and techniques to improve their students' critical thinking, creative thinking and problem-solving skills. | |
| 8 | Effectively organize and manage classrooms. | |
| 9 | Use required methods and techniques for student-centered teaching by considering individual and cultural differences of students. | |
| 10 | Develop research studies that applies quantitative or qualitative research methods that address research questions in the field. | |

Prerequisites (Course Reading List and References):

N/A

Student's obligation (Special Requirements):

Assignments need to be delivered on time and attending classes on time and regularly.

Course Book/Textbook:

Garrett, Tracey (2014). Effective Classroom Management: The Essentials, Teachers College Press, New York, USA

Other Course Materials/References:

Lyons, Gordon, Ford Margot, and Slee, June (2014) Classroom Management: Creating Positive Learning Environments, 4th Edition. Cengage Learning Australia, Victoria, Australia

Teaching Methods (Forms of Teaching):

Lectures, Presentation, Assignments, Case studies, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	5
Project	2	5
Midterm Exam	1	25
Presentation	1	20
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	15	15

Participation	1	7	7
Project	2	6	12
Midterm Exam	1	8	8
Presentation	1	7	7
Total Workload			88
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 409 PRACTICE TEACHING					
Course Name:		PRACTICE TEACHING			
Code ELT 409	Regular Semester 7	Theoretical 3	Practical -	Credits 3	ECTS 8
Name of Lecturer(s):		Sami Hussein			
Teaching Assistant:		Not required			
Course Language:		English			
Course Type:		Main			
Office Hours		Monday-Tuesday 1:30 - 3:30			
Contact Email:		sami.hussein@tiu.edu.iq Tel:07507806776			
Teacher's academic profile:		Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.			
Course Objectives:		The Practice Teaching Program for ELT students is designed to provide aspiring educators with hands-on experience in real classroom and school environments. Thus, student-teachers are required to attend schools (Monday & Tuesday) and observe classes for one complete semester in addition of completing 10 tasks. By the end of this program, students will develop pedagogical skills, enhance communication abilities, adapt to diverse learning needs, promote language acquisition, manage classrooms effectively, and foster reflective teaching practices. They will also learn to collaborate with school communities, cultivate professional growth, and gain valuable real-world experience. This program prepares ELT students to excel in the field of English language teaching by bridging theory with practical application.			
Course Description (Course overview):		The ELT Practice Teaching Program provides aspiring educators with real-world classroom experience. Students attend schools on Mondays and Tuesdays, observe classes, complete 10 tasks, and develop pedagogical skills, communication abilities, classroom management, and reflective teaching practices. This program prepares students for success in English language teaching by merging theory with practical application.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to the Course and Syllabus/ First seminar (School culture)		
2	3	8-12/10/2023	School selection/ Task one (first Video Reflection Diary on Practice Teaching Course)		
3	3	15-19/10/2023	School visit/ Task two (second Video Reflection Diary on Practice Teaching Course)		
4	3	22-26/10/2023	School visit/ Second seminar/ Task three (student Interview)		
5	3	29/10-2/11/2023	School visit/ Third seminar/ Task four (Lesson Observation)		
6	3	5-9/11/2023	School visit/ Fourth seminar/ Task five (Lesson observation Report 1)		
7	3	12-16/11/2023	Midterm Exam		
8	3	19-23/11/2023	School visit/ Fifth seminar/ Task six (Lesson observation Report 2)		
9	3	26-30/11/2023	School visit/ Sixth seminar/ Task seven (Lesson Observation Report 3)		
10	3	3-7/12/2023	School visit/ Seventh seminar/ Task eight (Lesson Observation Report 4)		
11	3	10-14/12/2023	School visit/ Eighth seminar/ Task nine (Lesson Plan 1-Receptive Skill: Listening or Reading)		

12	3	17-21/12/2023	School visit/ Ninth seminar/ Task ten (Lesson Plan 2-Productive Skill: Writing or Speaking)
13	3	1-4/1/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to articulate a deep understanding of the classroom environment that is conducive to learning.		
2	Students will be able to analyze and evaluate appropriate strategies for effective learning.		
3	Students will be able to synthesize their pedagogical knowledge and practical experience		
4	Students will be able to evaluate their teaching methods, identifying areas for improvement and revising their instructional strategies.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		I
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		A
4	teach the language skills of speaking, writing, listening and reading effectively		A
5	apply the basic terms and principles of language teaching in the teaching process.		A
6	apply modern methods and approaches of teaching foreign language.		A
7	differentiate between material adoption, adaptation, and development methods.		I
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		I
Prerequisites (Course Reading List and References):		1. Practice Teaching Handbook. 2. 1. Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). A guide to teaching practice. Routledge. 3.Jarvis, P. (Ed.). (2006). The theory and practice of teaching. Routledge.	
Student's obligation (Special Requirements):		Throughout the Practice Teaching Program, students are required to attend schools on Mondays and Tuesdays, observing a minimum of four lessons to gain practical classroom experience. They must complete ten designated tasks over the semester to reinforce their understanding of teaching principles. Additionally, students are expected to attend department-organized seminars on Sundays, facilitating discussion, experience sharing, and professional development in English language teaching. These obligations are integral to their active participation and growth as educators, ensuring they are well-prepared for future teaching roles.	
Course Book/Textbook:		Practice Teaching Handbook.	
Other Course Materials/References:		1. Jeremy Harmer. (2012). How to Teach English. Pearson Longman. 2.Jarvis, P. (Ed.). (2006). The theory and practice of teaching. Routledge	
Teaching Methods (Forms of Teaching):		Practical sessions, Exercises, Presentation, Seminar, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method	Quantity		Percentage (%)
Seminar	2		5
Attendance	1		10
Homework	5		5
Midterm Exam	1		15
Final Exam	1		40
Total			100

Examinations: Essay Questions, Fill in the Blanks, Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	20	20
Seminar	2	17	34
Attendance	1	45	45
Homework	5	8	40
Midterm Exam	1	10	10
Total Workload			188
ECTS Credit (Total workload/25)			8

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 425 TEACHING FL TO YOUNG LEARNERS					
Course Name:		TEACHING FL TO YOUNG LEARNERS			
Code ELT 425	Regular Semester 7	Theoretical 3	Practical -	Credits 3	ECTS 7
Name of Lecturer(s):		Unal Ulker			
Teaching Assistant:		Ms.Lyda Aso			
Course Language:		English			
Course Type:		Main			
Office Hours		Tuesdays 13:30-15:30			
Contact Email:		unal.ulker@tiu.edu.iq Tel:07511703933			
Teacher's academic profile:		Unal Ulker Lecturer-PhD BA-Tacikistan State University.K.Jurayev MA-International Black Sea University-Georgia PhD-International Black Sea University-Georgia			
Course Objectives:		The Teaching English to Young Learners (TEYL) course aims to provide teacher candidates with the skills and knowledge necessary to teach English to young learners.			
Course Description (Course overview):		Developing an awareness and appreciation of theory and practice in teaching English to young learners; focus on teacher training, assessment, syllabus design and materials preparation and evaluation. This course focuses on understanding effective practices for teaching and learning a foreign language to elementary and middle school learners. Students learn how to plan, implement, and sustain a standards-based foreign language program.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	INTRODUCTION		
2	3	8-12/10/2023	Chapter 1: Teaching English to Young learners around the world.		
3	3	15-19/10/2023	Chapter 1: Teaching English to Young learners around the world.		
4	3	22-26/10/2023	Chapter 2: Basic principles of teaching English to young learners.		
5	3	29/10-2/11/2023	Chapter 2: Basic principles of teaching English to young learners.		
6	3	5-9/11/2023	Chapter 3: Creating Thematic Unit and Lesson Plans		
7	3	12-16/11/2023	Midterm Exam		
8	3	19-23/11/2023	Chapter 4: Teaching Listening and Speaking		
9	3	26-30/11/2023	Chapter 5: Teaching Reading and Writing		
10	3	3-7/12/2023	Chapter 6: Storytelling		
11	3	10-14/12/2023	Chapter 7: Assessment		
12	3	17-21/12/2023	Chapter 8: Classroom Management		
13	3	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	students will be able to recognize the characteristics of young learners				
2	students will be able to identify the context and process of language learning by young learners				
3	students will be able to apply language and its skills in their professional practice				
4	students will be able to perform the principles and practice of effective teaching of language to young learners				

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		P
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		P
6	apply modern methods and approaches of teaching foreign language.		P
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):	none		
Student's obligation (Special Requirements):	Be on time and enter the class before the lecturer. Listen carefully and participate in class. Do not forget to do assignments and hand in on time!		
Course Book/Textbook:	Teaching Young Learners English: From Theory to Practice. Joan Kang Shin and JoAnn Crandall, 2014		
Other Course Materials/References:	1.The Routledge Handbook of Teaching English to Young Learners, Sue Garton, Fiona Copland Routledge, Oct 10, 2018 - Education - 562 pages 2. Teaching English to Young Learners: A Handbook for Teachers and Teacher Trainees John Seely, Oxford University Press, 1988 - English language - 123 pages 3. Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds Janice Bland, Bloomsbury Publishing, Sep 24, 2015 - Education - 288 pages		
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Seminar, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Participation	1	10	
Quiz	1	15	
Midterm Exam	1	25	
Presentation	1	10	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	3	39
Practical Hours	13	0	0

Final Exam	1	10	10
Participation	1	45	45
Quiz	1	20	20
Midterm Exam	1	10	10
Presentation	1	40	40
Total Workload			164
ECTS Credit (Total workload/25)			7

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING, 2023-2024 Fall Course Information for ELT 482 DRAMA IN ELT					
Course Name:		DRAMA IN ELT			
Code ELT 482	Regular Semester 8	Theoretical 3	Practical -	Credits 3	ECTS 4
Name of Lecturer(s):		Mustafa Altun			
Teaching Assistant:		Mustafa Altun			
Course Language:		English			
Course Type:		Area Elective			
Office Hours		16:00-17:00			
Contact Email:		mustafa.altun@tiu.edu.iq Tel:+9647501466786			
Teacher's academic profile:		Asst Prof Dr He graduated from Tajikistan State Language University in 1998 and undertook his master degree in English Language at the same the University. He completed his PhD. at the Russian Educational academy in 2013 in Dushanbe, Tajikistan.Currently, he is working as a lecturer at Tishk International University in Iraq. His research interests are approaches to language learning and teaching English through drama, role-play and songs.			
Course Objectives:		The aim of the course is to enable learners to develop their communicative competence with ease and fun provided by drama.Drama also aims to convey powerful narratives and emotions to engage and entertain an audience. It serves as a vehicle for self-expression, cultural exploration, and personal growth.			
Course Description (Course overview):		Drama offers a fascinating journey into the world of storytelling, creativity, and self-expression. It's an opportunity to step into the shoes of different characters, explore diverse emotions, and convey powerful narratives. Using drama in ELT classes improves students not only speaking listening writing and listening skills but also it improves how to communicate effectively, work collaboratively, and build learners confidence.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	3	1-5/10/2023	Introduction to drama		
2	3	8-12/10/2023	Benefits of using drama in ELT		
3	3	15-19/10/2023	Why use drama in EFL/ESL/ELT classroom		
4	3	22-26/10/2023	Benefits of acting skills for EFL/ESL learners and teachers		
5	3	29/10-2/11/2023	Voice and body-Voice skills		
6	3	5-9/11/2023	Suggestopedia		
7	3	12-16/11/2023	Using role play activities to develop speaking skills.		
8	3	19-23/11/2023	Midterm Exam		
9	3	26-30/11/2023	Humor		
10	3	3-7/12/2023	The play step by step		
11	3	10-14/12/2023	Learners' performens		
12	3	17-21/12/2023	Learners' performens		
13	3	1-4/1/2024	Final Exam		
COURSE/STUDENT LEARNING OUTCOMES					
1	make language learning an active, motivating experience				

- 2 help learners gain the confidence and self-esteem needed to use the language spontaneously
- 3 make what is learned memorable through direct experience and affect (emotions) for learners with different learning styles
- 4 develop students' ability to empathize with others and thus become better communicators
- 5 stimulate learners' intellect and imagination

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes**Cont.**

- 1 Define the basic terms and principles of language teaching.
- 2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts I
- 3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.
- 4 teach the language skills of speaking, writing, listening and reading effectively
- 5 apply the basic terms and principles of language teaching in the teaching process. P
- 6 apply modern methods and approaches of teaching foreign language. I
- 7 differentiate between material adoption, adaptation, and development methods.
- 8 translate from and into English and their mother tongues. I
- 9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. I
- 10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.
- 11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.
- 12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.

Prerequisites (Course Reading List and References):

Learners should prepare at least one play and act in front of his / her classmates. Learner should create at least one play which is related on of the grammar topic.

Student's obligation (Special Requirements):

Attendance, Group discussions, Take home exams performances. Attendance limit is 8 hours

Course Book/Textbook:

Teaching English With Drama How to use drama and plays when teaching for the professional English language teacher by Mark Almond

Other Course Materials/References:

Mark Almond Drama in ELT Drama: a neglected source in language teaching to improve communication. By Mustafa Altun Using role-play activities to develop speaking skills: A case study in the language classroom. By Mustafa Altun

Teaching Methods (Forms of Teaching):

Lectures, Presentation, Project, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	5
Project	2	5
Midterm Exam	1	25
Presentation	1	20
Final Exam	1	40
Total		100

Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,**Extra Notes:****ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
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Theoretical Hours	13	3	39
Practical Hours	13	0	0
Final Exam	1	2	2
Participation	1	1	1
Project	2	1	2
Midterm Exam	1		0
Presentation	1		0
Total Workload			44
ECTS Credit (Total workload/25)			2

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

Spring-Term/First Grade

Spring Term/Second Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 160	Grammar II	2	2	3	5
ELT 146	Reading and Writing II	2	4	4	8
ELT 148	Listening and Speaking II	2	4	4	8
KUR 116	Kurdology II	2	0	2	2
GEN 122	Interpersonal Dynamics and Character Building	2	0	2	3
EDU 106	PORTFOLIO II	2	0	2	4
Total				15	30

ISHIK UNIVERSITY

Department of, ... 2014-2015 Academic Year Course Information for ...

Course Name: Grammar II

Code	Course type	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 160	2	2	2	2	3	5

Name of Lecturer(s): Soran Mustafa Kurdi

Teaching Assistant(s): None

Course Language: English

Course Type: Main

Office Hours 8:30-5:00

Contact Email:

Tel:

Teacher's academic profile Bachelor of Art in English Language and Literature at Salahadin - Erbil Master of Arts in English at Weber State University

Course Objectives:

- Learn to write and speak using more complex sentences, including those with extra mid or end information.
- Get better at using different times for verbs to talk about things in the past, present, and future more clearly.
- Use modal verbs and phrases correctly to show possibility, need, and permission, and advise on conversations and writing.
- Spot and fix their own grammar mistakes in what they write and say, helping them communicate more accurately.
- Apply what they learn in real situations, like writing emails or giving presentations, to use English effectively in daily life and schoolwork.

Course Description
(Course overview): This course for university freshmen at the A2 level begins with the basics of nouns, adjectives, and verbs, moving to complex structures like noun and adjective phrases, prepositional phrases, and phrasal verbs. The students will learn the nuances of present perfect and continuous tenses and future tense expressions. The course emphasizes the practical use of English through question formation and tense applications, with revisions and exams to solidify your understanding.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	26-30/3/2024	Introduction to the course
2	2	2-6/4/2024	An overview of parts of speech/ Noun phrase, adjective phrase
3	2	9-13/4/2024	An overview of parts of speech/ prepositional phrase, phrasal verbs
4	2	16-20/4/2024	Present perfect tense/ since, for, yet, just, already
5	2	23-27/4/2024	Present perfect continuous / how long?/ recently
6	2	30/4-4/5/2024	Revision

7	2	7-11/5/2024	Midterm exam
8	2	14-18/5/2024	Future tense/ will and shall/ be going to
9	2	21-25/5/2024	Present tense for future/ When I get there, before you leave
10	2	28/5-1/6/2024	Will be doing/ will have done/ was going to
11	2	4-8/6/2024	Wh-questions, Subject/object questions
12	2	11-15/6/2024	Revision
13	2	18-22/6/2024	Final exam
14	2	25-27/6/2024	Final exam

COURSE/STUDENT LEARNING OUTCOMES

- 1 Master key parts of speech and phrases.
- 2 Achieve proficiency in present perfect and present perfect continuous tenses.
- 3 Understand and apply various future tense forms.
- 4 Enhance question formation and understanding
- 5 Consolidate learning through revision and practical application.

MIN 100 WORDS

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank: no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes Cont.

- 1 Define the basic terms and principles of language teaching. **P**
- 2 communicate ideas in the English language effectively and appropriately in written and oral forms both in academic and non-academic contexts **P**
- 3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. **I**
- 4 teach the language skills of speaking, writing, listening, and reading effectively
- 5 apply the basic terms and principles of language teaching in the teaching process.
- 6 apply modern methods and approaches to teaching foreign languages.
- 7 differentiate between material adoption, adaptation, and development methods.
- 8 translate from and into English and their mother tongues.
- 9 use appropriate methods and techniques to improve students' critical thinking, creative thinking, and problem-solving skills.
- 10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.
- 11 use the required methods and techniques for student-centered teaching by considering individual and cultural differences.

12 provide guidance and counseling to students and their parents to boost the quality of learning of each student.		
Prerequisites :	Grammar I	
Student's obligation (Special Requirements):	1. Class presence and participation carry points; therefore, students are required to attend every class on time. 2. Students are required to attend midterm and final exams as well as taking quizzes and doing their homework. 3. Students are not allowed to record class lectures without prior notice or permission from the instructor of the course. 4. Mobile phones should be at least made silent.	
Weekly Laboratory/Practice Plan:	N/A	
Course Book/Textbook:	*Key references: - Oxford Living Grammar written by Mark Harrison - PowerPoint Presentations - an A-Z English of Grammer and Usage by Geoffrey Leech, Benita Cruickshank, and Roz Ivanic - Practical English Usage by Michael Swan *Magazines and review (internet): British Council/ ESL website	
Other Course Materials/References:	Handouts and activity sheets	
Teaching Methods (Forms of Teaching):	PPP (Presentation, Practice, Production)	
COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Quiz	2	12
Homework	1	12
Midterm Exam(s)	1	20
Classwork	4	8
Final Exam	1	40
Attendance	1	8
	Total	100
Examinations: (Please select at least 3 types of questions below)		
Essay Questions, Fill in the Blanks, Multiple Choices, Short Answers, Matching		
Extra Notes:		
Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with		

his/her valuable remarks.

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Duration (Hour)	Total Work Load
Theoretical hours	13	2	26
Practical Hours	13	2	13
Attendance	1	13	13
Assignments Mid-terms	1	1	1
Final examination	1	2	2
Quiz	2	6	6
Classwork	4	12	24
Homework	1	12	24
Total Workload			109
ECTS Credit (Total workload/25)			5

Peer review

This course book has to be reviewed and signed by a peer. The peer approves the content of your course by writing a few sentences in this section. A peer reviewer is a person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor lecturer, or expert in the field of your subject.

TISHK INTERNATIONAL UNIVERSITY

Department of English Language Teaching

2023-2024 Academic Year

Course Information for Reading, Writing, and Critical Thinking Skills – 1

Course Name:		Reading, Writing, and Critical Thinking Skills – 1				
Code	Course type	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 148	main	2	2	4	4	8
Name of Lecturer(s):		Shahida Nurmatova				
Teaching Assistant(s):		Not required				
Course Language:		English				
Course Type:		Main				
Office Hours		Sunday 16:00 - 17:00				
Contact		Email: shahida.nurmatova@tiu.iq.edu Tel: 07508333462				
Teacher's academic profile		1. BA in English Philology, Faculty of Linguistics, University of Foreign Languages, Andijan, Uzbekistan. 2. MA in Curriculum and Instruction with a Concentration in English Language Arts, Faculty of English Language and Literature, North American University, Texas, USA. Research Interests: Academic Writing, Technology Integrated Teaching, Teacher Training. https://scholar.google.com/citations?user=1RJL1vcAAAAJ				
Course Objectives:		This course helps students to develop their reading and writing skills as a foundation for their success in the English Language Teaching department. This is a foundation course that focuses on developing students' competencies in reading various short texts and engaging with their contents. The course also shows students how to write their reflections about their reading and experiences and understand basic processes in writing meaningful and engaging texts.				
Course Description (Course overview):		This course, "Reading, Writing, and Critical Thinking Skills-2" designed for B2 level students, is crafted to cultivate and refine proficiency in reading, writing, and critical thinking. Focused on integrating these essential language arts skills, the course provides a dynamic learning experience that empowers students to navigate diverse texts, express themselves eloquently through writing, and engage in thoughtful analysis. Throughout the course, students will engage with various text types including narrative, descriptive, compare and contrast, and argumentative passages. Employing active reading techniques, collaborative discussions, teacher- and peer feedback, and analytical writing exercises, students will refine comprehension, argumentation, and critical analysis skills. They will practice writing across genres such as descriptive, narrative, compare-contrast, and reflective writing, thereby honing their ability to craft coherent and well-supported arguments while expanding their vocabulary and refining their critical thinking abilities.				
COURSE CONTENT						
Week	Hour	Date	Topic			
1	2	24-28/45/2024	Registration and Review			
2	2	1-5/4/2024	Unit 4 (weather and climate) Receptive Skills: making inferences			
3	2	7-11/4/2024	Unit 4-5 (weather and climate – sports and competition) Productive Skills: Scanning for details and			

			inferring the meaning of new lexis/Quiz-1
4	2	14-18/4/2024	Unit 5 (sports and competition) Receptive Skills: scanning to predict content/Understanding discourse
5	2	21-25/4/2024	Unit 5- 6 (sports and competition- Business) Productive Skills: Identifying audience/making inferences/Drafting a compare and contrast texts/Quiz-2
6	2	28/4-2/5/2024	Unit 6 (Business) Receptive Skills: Skimming/scanning to predict content
7	2	5-9/5/2024	Midterm exam
8	2	12-16/5/2024	Unit 6-7 (Business – people) Receptive Skills: Identifying the author's purpose/making inferences
9	2	19-24/5/2024	Unit 7 (people) Productive Skills: Drafting argumentative texts
10	2	26-30/5/2024	Unit 8 (the universe)] Receptive Skills: Giving evidence and supporting arguments/ Quiz-3
11	2	4-8/6/2024	Review
12	2	2-6/6/2024	Final exam
13	2	9-13/6/2024	Final exam

COURSE/STUDENT LEARNING OUTCOMES

1	To identify basic techniques that help students read and write English texts
2	To critique peer-observed work
3	To analyze and evaluate reading excerpts
4	To implement basic reading and writing techniques in practical sessions

MIN 100 WORDS

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, 1: least contribution ... 5: highest contribution)

	Program Learning Outcomes	Cont.
1	Define the basic terms and principles of language teaching.	I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress	P
4	teach the language skills of speaking, writing, listening, and reading effectively	P
5	apply the basic terms and principles of language teaching in the teaching process.	P
6	apply modern methods and approaches to teaching foreign languages.	P

7	differentiate between material adoption, adaptation, and development methods.	P
8	translate from and into English and their mother tongues.	I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	I

Prerequisites (Course Reading List and References):	This course is a prerequisite to LISTENING AND SPEAKING III and Introduction to Education Courses. *Key references: *Useful references: *Magazines and reviews (internet):
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Student's obligation (Special Requirements):	Students have to attend the class regularly and submit all projects on time whether online or on campus meetings. They are supposed to take notes during lectures. They are also required to watch some related videos and read some short stories via such platforms.
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Weekly Laboratory/Practice Plan:	Week	Hour	Date	Topic
	1	2	24-28/4/2024	Registration and Review
	2	2	1-5/4/2024	Unit 4 (weather and climate) Receptive Skills: making inferences
	3	2	7-11/4/2024	Unit 4-5 (weather and climate – sports and competition) Productive Skills: Scanning for details and inferring the meaning of new lexis/Quiz-1
	4	2	14-18/4/2024	Unit 5 (sports and competition) Receptive Skills: scanning to predict content/Understanding discourse
	5	2	21-25/4/2024	Unit 5- 6 (sports and competition- Business) Productive Skills: Identifying audience/making inferences/Drafting a compare and contrast texts/Quiz-2
	6	2	28/4-2/5/2024	Unit 6 (Business) Receptive Skills: Skimming/scanning to predict content
	7	2	5-9/5/2024	Midterm exam
	8	2	12-16/5/2024	Unit 6-7 (Business – people) Receptive Skills: Identifying the author's purpose/making inferences
	9	2	19-24/5/2024	Unit 7 (people) Productive Skills: Drafting argumentative texts
	10	2	26-30/5/2024	Unit 8 (the universe)] Receptive Skills: Giving evidence and supporting arguments/ Quiz-3
	11	2	4-8/6/2024	Review

	12	2	2-6/6/2024	Final exam
	13	2	9-13/6/2024	Final exam
Course Book/Textbook:	Ostrowska, S., Adams, K., & Sowton, C. (2019). Unlock 2: Reading, writing & critical thinking. Cambridge University Press. Peterson, P. W. (2020). Developing writing: Writing skills practice book for Efl: Beginning, intermediate level. United States Department of State, Office of English Language Programs. Butler, L. (2007). Fundamentals of academic writing. Pearson Education.			
Other Course Materials/References:	1. Burnett, H. F. (2019). A Little Princess. Oxford University Press. ISBN 978-0-19-478906-6 Albom, M. (1997). 2. Tuesdays with Morrie. Time Warner Paperbacks. ISBN 978-0-7515-2981-4			
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Presentation, Self evaluation, Assignments, Demonstration.			
COURSE EVALUATION CRITERIA				
Method	Quantity		Percentage (%)	
Participation	1		5	
Quiz	4		10	
Presentation	3		15	
Midterm Exam	1		20	
Project	1		10	
Final Exam	1		40	
Total		100		
Examinations: (Please select at least 3 types of question below)				
☐ Essay Questions-classical ☒ True-False ☒ Fill in the Blanks ☒ Multiple Choices ☒ Short Answers ☒ Matching				
☒ Writing exam				
Extra Notes:				
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD				
Activities	Quantity	Duration (Hour)	Total Work Load	
Theoretical Hours	12	2	24	
Practical Hours	12	2	24	
Final Exam	1	20	20	
Participation	1	20	20	

Quiz	4	10	40
Homework	1	10	10
Project	1	30	30
Midterm	1	20	20
Presentation	3	4	12
Total Workload			200
ECTS Credit (Total workload/25)			8

ISHIK UNIVERSITY Department of, ... 2014-2015 Academic Year Course Information for ...														
Course Name:		LISTENING AND SPEAKING II												
Code	Course type	Regular Semester	Theoretical	Practical	Credits	ECTS								
ELT 148	main	2	2	4	4	8								
Name of Lecturer(s):		Soma Hassan Hussein												
Teaching Assistant(s):		Not required												
Course Language:		English												
Course Type:		Main												
Office Hours		Sunday 16:00 - 17:00												
Contact		Email: Soma.hassan@tiu.edu.iq Tel: 07515399272												
Teacher's academic profile		Ms. Soma Hassan holds a master's degree in applied Linguistics/ TESOL from the University of Kurdistan Hawler and a bachelor's degree in English Language Teaching from Tishk International University. Her expertise lies in language assessment, TESOL, ELT, and Education in general. Ms. Soma aspires to conduct research, collaborate with peers, present findings, teach assessment courses, and contribute to professional development opportunities for educators. With her qualifications and interests, she is poised to make valuable contributions to the field of language assessment.												
Course Objectives:		The course objectives for Listening, Speaking, and Critical Thinking 2 are designed to help students develop a wide range of skills related to effective oral communication and critical thinking. In the area of listening, students will learn to identify and evaluate main ideas, arguments, and perspectives presented in spoken discourse. They will also practice using different listening strategies to overcome common barriers to effective listening. In terms of speaking, students will develop their ability to communicate effectively in a variety of contexts, using appropriate language use and delivery style. They will also learn to organize and structure their ideas effectively and give and receive feedback constructively. Finally, in the area of critical thinking, students will learn to analyze, evaluate, and synthesize complex information from different sources, identify and challenge assumptions and biases, and formulate and express arguments logically and persuasively, using evidence to support their claims. By the end of the course, students should have a solid foundation in these key areas, which will help them succeed in their academic, professional, and personal lives.												
Course Description (Course overview):		This course is designed to help students at the pre-intermediate level improve their communication skills. This course builds on the foundational knowledge and skills acquired in Listening, Speaking, and Critical Thinking by emphasizing more every day and practical communication and listening skills. Students will learn techniques for effective listening and speaking, with an emphasis on expressing ideas clearly and concisely, through engaging and interactive activities such as pair and group work, role-playing, and presentations. The course also covers critical thinking skills, such as analyzing and evaluating information and expressing opinions in a logical and convincing manner. Conversational skills, making and responding to requests, expressing opinions, and understanding multiple perspectives are covered. Students will have developed their abilities in listening, speaking, and critical thinking, enabling them to apply these skills in a variety of practical situations upon completion of the course. Students will be well-equipped to succeed in both academic and professional endeavors if they have a deeper understanding of the importance of effective communication and critical thinking in everyday life.												
COURSE CONTENT <table border="1"> <tr> <td>Week</td> <td>Hour</td> <td>Date</td> <td>Topic</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>							Week	Hour	Date	Topic				
Week	Hour	Date	Topic											

1	2	24-28/4/2024	Registration and Review
2	2	1-5/4/2024	Unit 4 (weather and climate) [predicting ideas from research]
3	2	7-11/4/2024	Unit 4-5 (weather and climate – sports and competition) [listening for bias]
4	2	14-18/4/2024	Unit 5 (sports and competition) [listening for supporting opinions]
5	2	21-25/4/2024	Unit 5- 6 (sports and competition- Business) [listening for numbers]
6	2	28/4-2/5/2024	Unit 6 (Business) [taking notes on details]
7	2	5-9/5/2024	Midterm exam
8	2	12-16/5/2024	Unit 6-7 (Business – people) [listening for attitude]
9	2	19-24/5/2024	Unit 7 (people) [listening for main ideas]
10	2	26-30/5/2024	Unit 8 (the universe)] understanding meaning from context[
11	2	4-8/6/2024	Review
12	2	2-6/6/2024	Final exam
13	2	9-13/6/2024	Final exam

COURSE/STUDENT LEARNING OUTCOMES

1	Students will be able to identify and understand the main idea of a story or discussion.
2	Students will be able to distinguish between different sounds and sound patterns in spoken language
3	Students will be able to formulate simple arguments using basic evidence and reasoning
4	Students will be able to speak clearly and audibly in complete sentences
5	Students will be able to use appropriate language for different contexts and purposes

MIN 100 WORDS

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, 1: least contribution ... 5: highest contribution)

	Program Learning Outcomes	Cont.
1	Define the basic terms and principles of language teaching.	I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress	P
4	teach the language skills of speaking, writing, listening, and reading effectively	P
5	apply the basic terms and principles of language teaching in the teaching process.	P

6	apply modern methods and approaches of teaching foreign language.	P
7	differentiate between material adoption, adaptation, and development methods.	P
8	translate from and into English and their mother tongues.	I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	I

Prerequisites (Course Reading List and References):	This course is a prerequisite to LISTENING AND SPEAKING III and Introduction to Education Courses.			
	*Key references:			
	*Useful references:			
	*Magazines and review (internet):			
Student's obligation (Special Requirements):	As a student, you are expected to abide by and always observe the values of academic ethics. The basic principles of academic ethics in the classroom are always to: Arrive in class on time. Either turn off your cellphone or put it on silent mode. Submit your assignments on time. Never cheat on an exam. Avoid absences. Never plagiarize other work. Treat your teachers, peers, and other members of the academic community with respect.			
Weekly Laboratory/Practice Plan:	Week	Hour	Date	Topic
	1	2	24-28/4/2024	Registration and Review
	2	2	1-5/4/2024	Unit 4 (weather and climate) [predicting ideas from research]
	3	2	7-11/4/2024	Unit 4-5 (weather and climate – sports and competition) [listening for bias]
	4	2	14-18/4/2024	Unit 5 (sports and competition) [listening for supporting opinions]
	5	2	21-25/4/2024	Unit 5- 6 (sports and competition- Business) [listening for numbers]
	6	2	28/4-2/5/2024	Unit 6 (Business) [taking notes on details]
	7	2	5-9/5/2024	Midterm exam
	8	2	12-16/5/2024	Unit 6-7 (Business – people) [listening for attitude]
	9	2	19-	Unit 7 (people) [listening for main ideas]

			24/5/2024	
	10	2	26-30/5/2024	Unit 8 (the universe)] understanding meaning from context[
	11	2	4-8/6/2024	Review
	12	2	2-6/6/2024	Final exam
	13	2	9-13/6/2024	Final exam

Course Book/Textbook:	Unlock: Listening, Speaking & Critical Thinking 1 & 2.
Other Course Materials/References:	1- "Critical Thinking, Reading, and Writing" by Sylvan Barnet and Hugo Bedau: This book focuses on developing critical thinking skills in the context of reading, writing, and argumentation. 2- "Effective Listening" by Christopher A. Beebe and Keith J. Beebe: This book provides strategies and activities for developing effective listening skills in various contexts, including interpersonal, group, and public speaking situations. 3- "Public Speaking Handbook" by Steven A. Beebe and Susan J. Beebe: This book provides a comprehensive guide to developing and delivering effective speeches, including strategies for organizing, delivering, and engaging audiences.
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Project, Assignments, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Participation	1	5
Quiz	4	10
Presentation	3	15
Midterm Exam	1	20
Project	1	10
Final Exam	1	40
Total		100

Examinations: (Please select at least 3 types of question below)

☐ Essay Questions-classical
 ☒ True-False
 ☒ Fill in the Blanks
 ☒ Multiple Choices
 ☒ Short Answers
 ☒ Matching

☒ Speaking exam

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Duration (Hour)	Total Work Load

Theoretical Hours	12	2	24
Practical Hours	12	2	24
Final Exam	1	20	20
Participation	1	20	20
Quiz	4	10	40
Homework	1	10	10
Project	1	30	30
Midterm	1	20	20
Presentation	3	4	12
Total Workload			200
ECTS Credit (Total workload/25)			8

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for KUR 116 KURDOLOGY II

Course Name:	KURDOLOGY II				
Code	Regular Semester	Theoretical	Practical	Credits	ECTS
KUR 116	4	2	-	2	3
Name of Lecturer(s):	Sharmin Azeez				
Teaching Assistant(s):	Language facilities and cooperation with the Teaching Staff				
Course Language:	Kurdish				
Course Type:	Non-area Elective				
Office Hours	Sunday (1:00 – 1:30), Thursday (11:30 - 1:30)				
Contact	shrmn.azeez@tiu.edu.iq Tel:0750-3696384				
Teacher's academic profile	Dr. Sharmin Ibrahim Azeez, an accomplished lecturer in Kurdish Literature at Salahadin University-Erbil, Iraq, has significantly contributed to the field with her expertise. She obtained her PhD. in Kurdish Language Literature.				
Course Objectives:	Teaching Kurdnasi in a real perspective and enhancing learners to diverse subjects in the first year of study in all the departments with different majors. Within the course, the students would divergent to what hasn't been learned before, this would also integrate them to a higher level of understanding the Kurdish language and its geography, history, literature, culture, and the genuine mother tongue. What's more, in an intensive parameter the course embraces the fundamentals of the language given to the learners				
Course Description (Course overview):	The course introduces the terms, definitions levels, tasks, probability, and specialty of the Kurdish language. And also embraces the rules, grammatical terms, and semantics, it differentiates the types of language and dialects with the reasons for forming them. The students would learn the basics of the language and the forming ways in a standard aspect, they get involved with the dictation of the language. In the literature's vision, they would learn details and methods of poetry and the shaping of the poems in Kurdish with various types of dialects with the samples of poems in each.				

COURSE CONTENT

Week	Hour	Date	Topic
1	2	26-30/3/2024	Orientation (Introduction) of the syllabus.
2	2	2-6/4/2024	A brief historical, Criticism and theoretical aspect of Kurdish Literature. - Genres of Literature.

3	2	9-13/4/2024	Parts of Literature. - Poems and Types of Poems.
4	2	16-20/4/2024	Types of Literature.
5	2	23-27/4/2024	Types of Literature.
6	2	30/4-4/5/2024	Characteristic Folklore Literature
7	2	7-11/5/2024	Midterm exam
8	2	14-18/5/2024	Literature of Sorani Dialects
9	2	21-25/5/2024	Literature of Sorani Dialects
10	2	28/5-1/6/2024	Literature of Sorani Dialects
11	2	4-8/6/2024	Literature of Sorani Dialects
12	2	11-15/6/2024	Literature of Sorani Dialects
13	2	18-22/6/2024	Final exam
14	2	25-27/6/2024	Final exam

COURSE/STUDENT LEARNING OUTCOMES

1	Teaching Kurdology from a real perspective and enhancing learners to diverse subjects of the language in Kurdish in all the departments with different majors.
2	The students would be divergent to Kurdish language units and the sequences of the parts of speech that they haven't been learned before
3	Integrating the students to a higher level of understanding the Kurdish language and its geography, history, literature, culture
4	An intensive parameter of the course that embraces the fundamentals of the language is given to the learners

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank: no contribution, 1: least contribution ... 5: highest contribution)

	Program Learning Outcomes	Cont.
1	Define the basic terms and principles of language teaching.	I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress	P
4	teach the language skills of speaking, writing, listening, and reading effectively	P

5	apply the basic terms and principles of language teaching in the teaching process.	I
6	apply modern methods and approaches to teaching foreign languages.	I
7	differentiate between material adoption, adaptation, and development methods.	A
8	translate from and into English and their mother tongues.	I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	I
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	I
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	
Prerequisites (Course Reading List and References):		
NO*Key references: 1-Ihsan nuri pasha (1998),mejui reg u receleki kurd, wergerani;hemekerem arff,capi eakam-capxanei wezarati perwerde-hewler. 2-salam nawxosh,nereman abdula,Idres abdula (2009),kurdology,capi cwarem,capxanei minare hewler. 3-zubir belal Ismail(1984) mejui zmani kurdi,capxanei minaret-hewler . 4-shukrea Resul,(1989) adebi kurdi u hunerekani adeb,capxanei xwendni bala. 5-alawedin secadi (1971) mejui adebi kurdi . capxanei wezarati perwerde-hewler 6-alawedin secadi (2000) mejui pexshani kurdi, capxanei wezarati perwerde-hewler 7-mustafa neriman (1981) renusi kurdi le regu reshewe,capxanei roshenbiri-hewler. 8-muhemmed maruf fetah(2011),zmanewani,capxanei acadimyai kurdi –hewler		
Student's obligation (Special Requirements):		
1. Students are required to attend all lectures. 2. Participating and having shares during the lessons to discuss. 3. Reading and providing the sources which are dedicated to the syllabus. 4. Writing reports and providing seminars relating to the selected topics. 5. Taking the exams that are prepared and proposed by the teacher. he syllabus, and fulfill the tasks		
Course Book/Textbook:		
Kurdology1		
Other Course Materials/References:		
Phonetics and Phonology		
Teaching Methods (Forms of Teaching):		
Lectures, Presentation, Seminar, Project, Assignments, , ,		

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Homework	1	20
Midterm Exam	1	20
Presentation	1	20
Term Paper	1	20
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Duration (Hour)	Total Work Load
Theoretical Hours	14	2	28
Practical Hours	14	0	0
Final Exam	1	40	40
Homework	1		0
Midterm Exam	4		0
Presentation	1		0
Term Paper	1		0
Total Workload			68
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Signature:

Signature:

Name:

Name:

Name:

Lecturer

Head of Department

Dean

TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of English Language Teaching, 2023-2024 Fall Course Information for GEN 122 INTERPERSONAL DYNAMICS AND CHARACTER BUILDING					
Course Name:	INTERPERSONAL DYNAMICS AND CHARACTER BUILDING				
Code	Regular Semester	Theoretical	Practical	Credits	ECTS
GEN 122	1	2	-	2	3
Name of Lecturer(s):	Reman Sabah Meena				
Teaching Assistant(s):	None				
Course Language:	English				
Course Type:	Main				
Office Hours	Sunday 01:30-03:30 pm and Thursday 12:00-02:00				
Contact	Email: reman.sabah@tiu.edu.iq Tel:0750461038				
Teacher's academic profile	Mr. Reman Sabah Meena is a distinguished scholar in English Language Teaching (ELT). Graduating from the ELT department at Tishk International University, his commitment to academia is evident. Further enhancing his credentials, he attained a master's degree from TIU, showcasing a deep and comprehensive grasp of English education. His journey reflects both dedication and expertise.				
Course Objectives:	1. Develop Interpersonal Skills and Understanding: To equip students with the knowledge and skills necessary to understand and effectively manage interpersonal dynamics in various contexts, fostering better relationships both personally and professionally. 2. Enhance Teamwork and Collaboration Abilities: To enable students to work effectively in teams, emphasizing the importance of cooperation, mutual respect, and the ability to work collaboratively towards common goals. 3. Cultivate Critical Thinking and Effective Communication: To improve students' critical thinking abilities and enhance their communication skills, both verbally and non-verbally, ensuring they can express ideas clearly and respond thoughtfully in diverse situations. 4. Promote Ethical Values and Social Responsibility: To instill a strong sense of ethics, fairness, and justice, encouraging students to act with integrity and social responsibility in their personal and professional lives. 5. Prepare for Professional Success and Lifelong Learning: To provide practical skills and knowledge for succeeding in job interviews and the marketplace, while fostering a mindset geared towards continuous personal and professional development.				
Course Description (Course overview):	This course is designed to equip students with essential 21st-century skills focusing on moral values, cooperation, teamwork, critical thinking, and effective communication. It emphasizes the importance of peace, justice, fairness, and the significance of quality education in combating ignorance. The course also delves into trustworthiness, the culture of co-existence, tolerance, and practical skills for succeeding in interviews and the marketplace.				
COURSE CONTENT					
Week	Hour	Date	Topic		
1	2	28/1-1/2/2024	Introduction		
2	2	4-8/2/2024	Moral Values and Ethics		
3	2	11-15/2/2024	Teamwork and Cooperation		
4	2	18-22/2/2024	Critical Thinking and Communication Skills		
5	2	25-29/2/2024	Peace, Justice, and Fairness		

6	2	3-7/3/2024	Quality Education & Combating Ignorance
7	2	24-28/3/2024	Trustworthiness and Tolerance
8	2	31/3-4/4/2024	Interview Preparation and Marketplace Skills
9	2	14-18/4/2024	Midterm Exam
10	2	21-25/4/2024	Prosperity & Elimination of Poverty
11	2	28/4-2/5/2024	Love of Homeland & Patriotism
12	2	5-9/5/2024	Cleanliness and Personal Hygiene
13	2	12-16/5/2024	Essential skills for the modern marketplace
14	2	19-23/5/2024	Strategies to combat ignorance and misinformation
15	2	26-30/5/2024	Review week
16	2	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to recall and describe key concepts and theories related to interpersonal dynamics, moral values, and 21st-century skills such as teamwork, communication, and critical thinking.		
2	Students will demonstrate an understanding of the importance of interpersonal skills in various contexts, including personal relationships, teamwork, and professional environments.		
3	Students will apply interpersonal skills in practical settings, including collaborative projects and role-playing scenarios, to effectively communicate, resolve conflicts, and work in teams.		
4	Students will analyze case studies and real-world examples to identify key interpersonal dynamics and ethical considerations, critically evaluating the effectiveness of different approaches in varied scenarios.		
5	Students will be able to assess their own and others' interpersonal skills and character traits, providing constructive feedback and recommendations for improvement in a respectful and thoughtful manner.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, 1: least contribution ... 5: highest contribution)			
Program Learning Outcomes			Cont.
1	Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.		P
2	Apply nursing skills and theoretical knowledge in providing required health care to individuals, families, communities, and populations across the lifespan.		I
3	Apply the principles and techniques of ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention.		P
4	Professionally manage acute and chronic health conditions during public and private health disasters.		I
5	Employ various forms of communication, including verbal and non-verbal, and technological applications with patients and medical staff.		P
6	Accurately interpret patients' information and apply necessary plans of care in order to maximize safety and optimize health outcomes.		I
7	Apply leadership skills and collaborate efficiently in clinical practices within multidisciplinary teams.		I
8	Monitor outcomes and improve patients' care as needed.		I
9	Apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.		I
10	Develop research studies that applies quantitative or qualitative research methods that address research questions in the field.		I
Prerequisites (Course Reading List and		1- Covey, S. R. (1989). <i>The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change</i> . Free Press. 2- Carnegie, D. (1936). <i>How to Win Friends and Influence People</i> . Simon & Schuster.	

References):	3- Dweck, C. S. (2006). <i>Mindset: The New Psychology of Success</i> . Random House.
Student's obligation (Special Requirements):	1- Attend All Scheduled Classes: Actively participate in class discussions and activities. 2- Timely Completion of Assignments: Complete all assigned readings and homework before the respective class sessions. 3- Team Collaboration: Collaborate on group projects, fostering a spirit of teamwork and mutual respect. 4- Engage in Self-reflection: Engage in self-reflection exercises and share insights during the final project presentation. 5- Academic Integrity: Adhere to all academic integrity guidelines and respect classroom decorum. 6- Seek Assistance: Seek assistance when needed and provide feedback for continuous course improvement. 7- Respect and Value Diversity: Uphold a classroom environment where all individuals are treated with dignity and respect. 8- Zero Tolerance for Plagiarism: Ensure that all submitted work is original and properly cited. 9- Uphold Ethical Academic Standards: Always act with honesty and integrity, refraining from any form of cheating or unethical behavior.
Course Book/Textbook:	1- Covey, S. R. (1989). <i>The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change</i> . Free Press. 2- Carnegie, D. (1936). <i>How to Win Friends and Influence People</i> . Simon & Schuster. 3- Dweck, C. S. (2006). <i>Mindset: The New Psychology of Success</i> . Random House.
Other Course Materials/References:	1- Moore, B. N. & R. Parker. 2009. <i>Critical Thinking</i> . 9th end. Boston: McGraw-Hill Higher Education. 2- Morrow, D. R. & A. Weston. 2011. <i>A Workbook for Arguments: A Complete Course in Critical Thinking</i> . Cambridge: Hackett Publishing Company, Inc. 3- Rybold, G. 2006. <i>Speaking, Listening and Understanding: Debate for Non-native-English Speakers</i> . New York: International Debate Education Association.
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Seminar, Self-evaluation, Project, Assignments

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Quiz	2	5
Homework	2	5
Midterm Exam(s)	1	25
Participation	1	5
Presentation	2	5
Final Exam	1	60
Total		100
Examinations: : Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching		
☐ Essay Questions-classical ☐ True-False ☐ Fill in the Blanks ☐ Multiple Choices ☐ Short Answers ☐ Matching		
Extra Notes:		

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Duration (Hour)	Total Work Load
Theoretical Hours	12	2	24
Practical Hours	12	0	0
Final Exam	1	15	15
Participation	1	5	5
Homework	1	10	10
Project	1	15	15
Midterm Exam	1	15	15
Total Workload			84
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

ISHIK UNIVERSITY

**Department of, ...
2014-2015 Academic Year
Course Information for ...**

Course Name:	PORFOLIO II					
Code	Course type	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 106	-	2	2	-	2	4
Name of Lecturer(s):	Behcet Celik					
Teaching Assistant(s):	-					
Course Language:	English					
Course Type:	Main					
Office Hours	Tuesday 13:00-14:00					
Contact	Email: behcet.celik@tiu.edu.iq Tel:0750 0000 000					
Teacher's academic profile	Bachelor's ELT Bashkort State Pedagogical University, Russia 1998 Master ELT Bashkort State Pedagogical University, Russia 1999					
Course Objectives:	For learners, to gain a deeper understanding of texts and readings ability. To comprehend the themes and word structures used by writers to gain inspiration to better their writing ability. Reading to develop their range of vocabulary and usage of more advanced words.					
Course Description (Course overview):	This course will cover a variety of reading methods, including skimming, scanning, and close reading, as well as techniques for recognizing primary ideas and drawing inferences. Students will also get familiar with various text structures, rhetorical elements, and figurative language, as well as the ways in which each of these elements contributes to the general meaning of a piece of writing. (This is applicable for the "Fever 1793" in particular.) The reading speed, fluency, and vocabulary of the students will increase as a result of the considerable reading practice. The learners will have considerably enhanced their reading competency in English by the time the course is over. This will enable them to approach a broad variety of books with self-assurance, critical thinking abilities, and cultural understanding.					

COURSE CONTENT

Week	Hour	Date	Topic
1	2	26-30/3/2023	Introduction
2	2	2-6/4/2023	Fever 1793 - Ch. 8 / The Wizard of Oz, Ch. 1
3	2	9-13/4/2023	Discussion/Role Play/Paraphrasing Activity
4	2	16-20/4/2023	Quiz 1 / Fever 1793 - Ch. 9 / The Wizard of Oz, Ch. 2

5	2	23-27/4/2023	Presentation
6	2	30/4-4/5/2023	Fever 1793 - Ch. 10 / The Wizard of Oz, Ch. 3
7	2	7-11/5/2023	Midterm Exam
8	2	14-18/5/2023	Fever 1793 - Ch. 11 / The Wizard of Oz, Ch.4
9	2	21-25/5/2023	Quiz 2 / TedEd Listening / Discussion
10	2	28/5-1/6/2023	Fever 1793 - Ch. 12 / The Wizard of Oz, Ch. 5
11	2	4-8/6/2023	Fever 1793 - Ch.13/ The Wizard of Oz, Ch.6
12	2	11-15/6/2023	Revision Week
13	2		Final Week
14	2		Final Week

COURSE/STUDENT LEARNING OUTCOMES

- 1 Learners will be able to grasp the main idea of the stories.
- 2 Learners will expand their vocabulary by discovering new words in the stories.
- 3 Learners will be able to summarize the story and provide understandable details.
- 4 Learners will be able to grasp the main idea of the stories.
- 5 Learners will expand their vocabulary by discovering new words in the stories.

MIN 100 WORDS

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, 1: least contribution ... 5: highest contribution)

Program Learning Outcomes

Program Learning Outcomes Cont.

- 1 Define the basic terms and principles of language teaching.
- 2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts I
- 3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.
- 4 teach the language skills of speaking, writing, listening and reading effectively
- 5 apply the basic terms and principles of language teaching in the teaching process. P
- 6 apply modern methods and approaches of teaching foreign language.
- 7 differentiate between material adoption, adaptation, and development methods.
- 8 translate from and into English and their mother tongues. I
- 9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and

problem-solving skills.

10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.

11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.

12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.

Prerequisites (Course Reading List and References):

This course aim to deepen the learners appreciation for reading and their comprehension skills. Learners are provide stories to experience deeper vocabulary usage, enhance handwriting, critical thinking, and pronunciation.

Student's obligation (Special Requirements):

Students are obliged to read the stories taken from the lecturer and complete their assigned tasks of reading, writing, voice recordings, and graphic organizer.

Weekly Laboratory/Practice Plan:

Week	Hour	Date	Topics
1			

Course Book/Textbook:

"Fever 1793" by L. H. Anderson "The Wizard of Oz" by L. F. Baum

Other Course Materials/References:

Graphic organizer TedEd video lessons Extra reading and writing worksheets

Teaching Methods (Forms of Teaching):

Lectures, Exercises, Presentation, Project, Assignments

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Quiz		
Method	Quantity	Percentage (%)
Quiz	2	5
Homework	4	5
Midterm Exam	1	20
Presentation	1	10
Final Exam	1	40
Total		100

☐ Essay Questions-classical ☐ True-False ☐ Fill in the Blanks ☐ Multiple Choices ☐ Short Answers ☐ Matching

Extra Notes:

Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with

his/her valuable remarks.

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Duration (Hour)	Total Work Load
Course Duration (Including the exam week: 16x Total course hours)			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	14	2	28
Practical Hours	14	0	0
Final Exam	1	1	1
Quiz	2	5	10
Homework	4	5	20
Midterm Exam	1	20	20
Presentation	1	10	10
Total Workload			89
ECTS Credit (Total workload/25)			4

Peer review

This course book has to be reviewed and signed by a peer. The peer approves the content of your course by writing few sentences in this section. A peer review is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor a lecturer or an expert in the field of your subject.

Spring Term /Second Grade

Spring Term/Fourth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 262	Linguistics	3	0	3	6
ELT 242	English Literature	3	0	3	6
ELT 248	Academic Writing II	3	0	3	7
EDU 206	Principles and Methods of Instruction	3	0	3	4
216 ELT	Phonetics	2	0	2	4
GEN 216	Non-Technical Elective (DIGITAL CITIZENSHIP)	2	0	2	3
				0	
Total				<u>16</u>	<u>30</u>

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 262 LINGUISTICS I

Course Name: LINGUISTICS I

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 262	4	3	-	3	6

Name of Lecturer(s): Rawand Sabah Ahmed

Teaching Assistant: None

Course Language: English

Course Type: Main

Office Hours 3 hours

Contact Email: rawand.sabah@tiu.edu.iq

Tel:07504486775

Teacher's academic profile: BA in English language and linguistics at Salahaddin University/College of Arts, 1999/2000. MA in English Language and Linguistics in Suleymaniah University/College of Languages, 2008/2010. PhD in English Language and Linguistics at Soran University/Faculty of Arts. English Language Department, 2023-2024

Course Objectives: 1-Outline the topics covered in the course. Discuss the scope of linguistics and define all of its elements.2- Understand what language is and why it is used.3-Know the difference between human language and animal communication.4- Review basic principles of phonetics.5-Understand how phonemes are patterned to become syllables.6-know what morpheme is and what types there are, what an allomorph is, and be able to analyze words and break them down into their morphemes identifying different types.7-Understand the difference between literal meaning and idiomatic meaning.8-Understand the importance of context.9-Define pragmatics and understand implications, presuppositions, and deixis.10-Formulate an idea about the relationship between language and society.11 Formulate an idea about the relationship between language and mind.12-Acquisition Vs learning.

Course Description (Course overview): It introduces the basic concepts in linguistics. This course deals with the study of language. It helps students to learn linguistics terminology. It introduces the formal analysis of language according to the sub-categories of linguistics like phonology, morphology, syntax, semantics and etc.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction: Definition of Language and Linguistics
2	3	4-8/2/2024	Human language VS Animal communication System
3	3	11-15/2/2024	Phonetics and Phonology
4	3	18-22/2/2024	Morphology
5	3	25-29/2/2024	Word formation Rules
6	3	3-7/3/2024	Syntax
7	3	24-28/3/2024	Types of sentences
8	3	31/3-4/4/2024	Semantics
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Pragmatics and Context
11	3	28/4-2/5/2024	Presupposition
12	3	5-9/5/2024	Other branches of Linguistics
13	3	12-16/5/2024	Language and Culture

14	3	19-23/5/2024	Language and Brain
15	3	26-30/5/2024	Discourse Analysis
16	3	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will demonstrate a solid understanding of the core concepts and theories in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics..		
2	Students will develop an awareness of the diversity of human languages and language varieties, including their structural properties, historical development, and sociocultural contexts		
3	They will recognize the interconnectedness of language with society, culture, cognition, and communication.		
4	Students will explore practical applications of linguistic knowledge in various domains.		
5	Students will understand the interdisciplinary nature of linguistics and its connections with other fields such as psychology, anthropology, computer science, neuroscience, and education.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		
4	teach the language skills of speaking, writing, listening and reading effectively		A
5	apply the basic terms and principles of language teaching in the teaching process.		
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		English Phonetics and Phonology: An Introduction" by Philip Carr. "Understanding Morphology" by Martin Haspelmath and Andrea Sims. 3-Syntactic Structures" by Noam Chomsky. 4-Semantics: A Coursebook" by James R. Hurford, Brendan Heasley, and Michael B.	
Student's obligation (Special Requirements):		Students should attend classes on time. They should deliver their assignments on time. They should not be absent for more than 8 hours.	
Course Book/Textbook:		An Introduction George Yule, The Study of Language. An Introduction to Language by Victoria Fromkin, Robert Rodman, and Nina Hyams.	
Other Course Materials/References:		Mark Aronoff, Janie Rees-Miller. The Handbook of Linguistics. (2003). Kate Burridge, Tonya Stebbins. For the Love of Language: An Introduction to Linguistics. (2015). David Crystal. How language works. (2006). Victoria Fromkin, Robert Rodman, Nina M. Hyams. An Introduction to Language. (2011). Bruce Hayes - Introductory Linguistics. (2010). Ray Jackendoff. Foundations of Language: Brain, Meaning, Grammar, Evolution. (2003). Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen, Andrew Spencer. Linguistics: An Introduction. (2009)	
Teaching Methods (Forms of Teaching):		Lectures, Presentation, Seminar, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Seminar		1	10
Participation		1	5
Quiz		2	5

Project	1	10
Midterm Exam(s)	1	25
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks,
Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	40	40
Seminar	1	10	10
Participation	1	10	10
Quiz	2	5	10
Project	1	10	10
Midterm Exam(s)	1	20	20
Total Workload			148
ECTS Credit (Total workload/25)			6

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 242 ENGLISH LITERATURE

Course Name:	ENGLISH LITERATURE				
Code ELT 242	Regular Semester 4	Theoretical 3	Practical -	Credits 3	ECTS 6
Name of Lecturer(s):	Sami Hussein				
Teaching Assistant:	Not Required				
Course Language:	English				
Course Type:	Main				
Office Hours	Tuesday				
Contact Email:	sami.hussein@tiu.edu.iq				
	Tel:07507806776				
Teacher's academic profile:	Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.				
Course Objectives:	1) Introducing students to the meaning of literature, its connection to art, and its special use of language. 2) Introducing students to the different major genres of literature and the main elements and techniques of each. 3) Exposing students to the major genres of literature by giving them a one-act play, a short story and at least a couple of poems for full discussion, analysis and application of terminology learned during the course.				
Course Description (Course overview):	A short introduction to British Literature and Culture by the chosen texts and theoretical knowledge. Examination of literary texts from English literature as motivating language material and application of various languages based activities to literary texts through peer teaching by making references to the literary periods and backgrounds of chosen texts.				

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course and Literature; a brief history
2	3	4-8/2/2024	Literature and art; main characteristics of literature
3	3	11-15/2/2024	Literary use of language; figures of speech (part 1)
4	3	18-22/2/2024	Figures of speech (part 2)
5	3	25-29/2/2024	Literary genres; Introduction to drama
6	3	3-7/3/2024	Literary Genres: Drama, Characterization, Character Judgement, Plot
7	3	24-28/3/2024	Imagery; style; theme
8	3	31/3-4/4/2024	A One-Act Plays, Susan Glaspell, Trifles
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Literary Genres: Poetry; Sound elements, Types of poems
11	3	28/4-2/5/2024	Two Poems by EMILY DICKINSON
12	3	5-9/5/2024	Two Poems by ROBERT FROST
13	3	12-16/5/2024	A short story \\\\"The Gift of Magi\\\\"
14	3	19-23/5/2024	A short story \\\\\"A well-Lighted Place\\\\"
15	3	26-30/5/2024	Revision of the main elements

COURSE/STUDENT LEARNING OUTCOMES

- 1 Realizing the close relationship between language and literature
- 2 Experiencing sample works of good English drama, fiction and poetry
- 3 Recognizing how to read literature and how to handle it in class
- 4 Express themselves effectively in a variety of forms.
- 5 Illustrate and support interpretive claims about a variety of texts.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)

Program Learning Outcomes**Cont.**

- | | | |
|----|--|---|
| 1 | Define the basic terms and principles of language teaching. | I |
| 2 | communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts | P |
| 3 | apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. | I |
| 4 | teach the language skills of speaking, writing, listening and reading effectively | I |
| 5 | apply the basic terms and principles of language teaching in the teaching process. | P |
| 6 | apply modern methods and approaches of teaching foreign language. | P |
| 7 | differentiate between material adoption, adaptation, and development methods. | P |
| 8 | translate from and into English and their mother tongues. | P |
| 9 | use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. | I |
| 10 | plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. | P |
| 11 | use required methods and techniques for student-centered teaching by considering individual and cultural differences. | |
| 12 | provide guidance and counselling to students and their parents to boost the quality of learning of each individual student. | |

Prerequisites (Course Reading List and References):

1. Lecture notes for the English Literature course. 2. <https://examplanning.com/common-figures-of-speech/> 3. <https://www.britannica.com/art/literature/Craftsmanship> 4. Bate, J. (2010). English literature: A Very Short Introduction. England:OUP.

Student's obligation (Special Requirements):

As a student, you are expected to abide by and observe the values of academic ethics at all times. The basic principles of academic ethics in the classroom are always to: • Arrive in class on time. • Either turn off your cell phone or put it on silent mood. • Submit your own works on time. • Never cheat on an exam. • Avoid absences. • Never plagiarize others work. • Treat your teachers, peers, and other members of the academic community with respect. • Have the course book with you in class. Then concerning preparation you are required to: •Have a background information about what literature is, what its different genres are, and its creative use of language. • Study well for any classes.

Course Book/Textbook:

1. Lecture notes for the English Literature course. 2. <https://examplanning.com/common-figures-of-speech/> 3. <https://www.britannica.com/art/literature/Craftsmanship> 4. Bate, J. (2010). English literature: A Very Short Introduction. England:OUP.

Other Course Materials/References:

1. Original texts of literary texts chosen for study. 2. Handouts & extra topics based on instructor's knowledge. 3. <http://eddy90.blogspot.com/2012/11/intro-to-literature.html> 4. <https://lumenlearning.com/courses/introduction-to-literature/> 5. <https://literaryterms.net/denotation/>

Teaching Methods (Forms of Teaching):

Lectures, Presentation, Seminar, Project, Assignments, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	5
Quiz	2	5
Homework	1	5
Midterm Exam	1	20
Presentation	1	10
Term Paper	1	10

Final Exam	1	40
Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		
Activities	Quantity	Workload Hours for 1 quantity*
Theoretical Hours	16	3
Practical Hours	16	0
Final Exam	1	16
Participation	1	12
Quiz	2	12
Homework	1	8
Midterm Exam	1	12
Presentation	1	7
Term Paper	1	12
Total Workload		139
ECTS Credit (Total workload/25)		6

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 248 ACADEMIC WRITING II

Course Name: ACADEMIC WRITING II

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 248	4	3	-	3	7

Name of Lecturer(s): Abdurrahman Wahab

Teaching Assistant: NA

Course Language: English

Course Type: Main

Office Hours Tuesdays 11:30-14:30

Contact Email: abdurrahman.wahab@tiu.edu.iq

Tel:

Teacher's academic profile: Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.

Course Objectives: 1- To enable students to express their ideas coherently in writing. 2- To provide structured instructions on academic writing and appropriate practice in writing short essays. 3- To improve students' skills in academic writing. 4- To familiarize students with academic writing styles and standards.

Course Description (Course overview): This course is extension of Academic Writing I 245. Throughout the course, Students will be familiarized with different kinds of essays and techniques and they will produce more academic essays based on extensive reading and research. They will also get familiar with the basic concepts about research skills such as paraphrasing, summarizing, quotation, citation.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the class: the syllabus, the textbook, and expectations.
2	3	4-8/2/2024	Warming up exercises (Autobiographical sketch)
3	3	11-15/2/2024	Connecting reading and writing (My Family).
4	3	18-22/2/2024	Chapter One: Writing a paragraph (Future Me)
5	3	25-29/2/2024	Characteristics of academic writing (review)
6	3	3-7/3/2024	Chapter Two: Narrative paragraphs (Best Vacation)
7	3	24-28/3/2024	Revising/Peer Reviews
8	3	31/3-4/4/2024	Midterm
9	3	14-18/4/2024	Connecting reading and writing
10	3	21-25/4/2024	Chapter Four: Logical Division of Ideas (My Responsibilities)
11	3	28/4-2/5/2024	Types of planning
12	3	5-9/5/2024	Chapter Six: Definition Paragraphs (My Greatest Goal)
13	3	12-16/5/2024	Revising/Peer Reviews
14	3	19-23/5/2024	Reading Personal Essays
15	3	26-30/5/2024	Recap and Review
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES		
1	Learn to identify the structure of paragraphs and short essays.	
2	Write outline for different types of paragraphs and short essays.	
3	Understand unity and coherence in paragraphs and essays.	
4	Practice writing as a process of making meaning.	
5	Write different types of short, academic essays.	
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes		Cont.
1	Define the basic terms and principles of language teaching.	I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	I
4	teach the language skills of speaking, writing, listening and reading effectively	I
5	apply the basic terms and principles of language teaching in the teaching process.	I
6	apply modern methods and approaches of teaching foreign language.	I
7	differentiate between material adoption, adaptation, and development methods.	I
8	translate from and into English and their mother tongues.	I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	P
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	I
Prerequisites (Course Reading List and References):	Longman Academic Writing Series 3 by Ann Hogue	
Student's obligation (Special Requirements):	Students are required to attend the classes regularly and follow the lecturer's instructions. Attendance and participation are very important for the success of the class and student learning, and they will be taken into consideration. Students are required to perform all the tasks and complete all assignments and homework. Students are also required to follow the class policy regarding cellphone use, attendance, active contribution to the class, and bringing notebooks and pens.	
Course Book/Textbook:	Longman Academic Writing Series 3 by Ann Hogue.	
Other Course Materials/References:	•Academic Writing: From Paragraph to Essay by Dorothy Zemach and Lisa A. Rumisek •Effective Academic Writing 1: by Alice Savage, Masoud Shafiei •Academic Writing: A Handbook for International students by Stephen Bailey Albright, Z. L., & Langan, J. (2020). Exploring Writing, New York, NY 1012. McGraw-Hill Education, 2 Penn Plaza.	
Teaching Methods (Forms of Teaching):	Practical sessions, Exercises, Self evaluation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Workshop	5	3
Attendance	1	10
Participation	5	2
Quiz	2	5
Midterm Exam	1	15
Final Exam	1	40
Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Short Answers, , ,		

Extra Notes:**ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	10	10
Workshop	5	4	20
Attendance	1	30	30
Participation	5	6	30
Quiz	2	8	16
Midterm Exam	1	10	10
Total Workload			164
ECTS Credit (Total workload/25)			7

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for EDU 206 PRINCIPLES AND METHODS OF INSTRUCTION

Course Name: PRINCIPLES AND METHODS OF INSTRUCTION

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 206	4	3	-	3	4

Name of Lecturer(s): Soran Mustafa

Teaching Assistant: None

Course Language: -

Course Type: Main

Office Hours By Appointment

Contact Email: soran.mustafa@tiu.edu.iq

Tel: 0750 452 9792

Teacher's academic profile: Bachelor of Art in English Language and Literature at Salahadin - Erbil Master of Arts in English at Weber State University

Course Objectives: As a result of the learning opportunities and activities of this course, the learner will be able to: develop an understanding of the qualities necessary for being an effective teacher • identify and describe the essential skills and traits of effective teachers and explain their importance • discuss the main reasons and factors that influenced instructional planning and give examples of planning phases • identify different teaching methods including direct instruction and inductive techniques (teacher-centered and student-centered) • identify and classify some of the diverse types of students found in classrooms and modify instruction based on individual differences • use appropriate strategies to create a positive learning environment • describe and evaluate examples of research-based teaching strategies

Course Description (Course overview): This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to Course
2	3	4-8/2/2024	The Basic Teaching Functions
3	3	11-15/2/2024	Essential Teaching Characteristics
4	3	18-22/2/2024	Expectation for Effectiveness
5	3	25-29/2/2024	Reasons for Planning
6	3	3-7/3/2024	Planning Phases
7	3	24-28/3/2024	Students Presentation
8	3	31/3-4/4/2024	Implications for Diverse Classrooms
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Cognitive Style
11	3	28/4-2/5/2024	Creating an Inclusive, MULTICULTURAL CLASSROOM
12	3	5-9/5/2024	Direct Instructional Strategies

13	3	12-16/5/2024	Poster Presentation
14	3	19-23/5/2024	Direct Instructional Strategies
15	3	26-30/5/2024	Direct Instructional Strategies
16	3	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Identify and describe the skills and personality traits of effective teachers and explain their importance		
2	Distinguish between instructional plan phases and their examples		
3	Discuss the necessity for adapting methods and materials for diverse learners, including multicultural groups		
4	Apply appropriate strategies to create a positive learning environment		
5	Examine different teaching methods; direct instruction and inductive techniques (teacher-centered and student-centered)		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Demonstrate a comprehensive understanding of the core body of knowledge in pure, applied, and educational mathematics.		
2	Apply mathematical principles and techniques to solve a wide range of problems, both theoretical and practical, using appropriate methods and tools.		
3	Apply pedagogical knowledge and teaching methodologies to design and deliver effective mathematics lessons, catering to diverse learning styles and abilities.		
4	Integrate interdisciplinary knowledge from other disciplines such as physics to understand the mathematical foundations and applications in related fields such as geometry.		
5	Utilize critical thinking and analytical skills to evaluate mathematical arguments, identify misconceptions, and construct logical proofs.		
6	Demonstrate an understanding of ethical considerations in the field of mathematics, including academic integrity, responsible data handling, and the ethical implications of mathematical research		
7	Exhibit professional skills and attitudes, such as time management, organization, adaptability, and a commitment to lifelong learning in the field of mathematics and education.		
8	Effectively apply various teaching technologies, techniques, and classroom strategies to influence student learning positively.		
9	Collaborate effectively in teams, engaging in academic debate and constructive discussions to analyze and solve mathematical problems.		
10	Apply principles of educational psychology to understand student learning and development and implement appropriate strategies to support student progress in mathematics through informed evaluation and assessment methods.		
11	Communicate effectively in English, Turkish, and Kurdish both orally and in writing, demonstrating advanced language skills in technical and academic contexts related to mathematics.		
12	Develop proficiency in programming using Python and other languages, and enhance computational skills, especially in MATLAB, in order to analyze and solve mathematical problems, perform data analysis, and implement algorithms.		
13	Demonstrate competency in conducting independent research in mathematics, including formulating research questions, gathering, and analyzing data, and presenting findings.		
Prerequisites (Course Reading List and References):		1. Acero, E. A. (2000). Principles and Strategies of Teaching'2000 Ed: Rex Book Store. 2. Merrill, M. D., Communications, A. f. E., & Technology. (2020). First Principles of Instruction, Revised Edition: AECT.	
Student's obligation (Special Requirements):		To attend and participate in all classes Study, complete all assignments, and turn them in on time Be aware of grading criteria and evaluation rubrics of assignments Do not plagiarize or cheat when submitting work for assessment	
Course Book/Textbook:		Burden, Paul R., & Byrd, David M. (2016). Methods for Effective Teaching (4th ed.). Boston: Pearson. Burden, P. R., & Byrd, D. M. (2010). Methods for effective teaching: Meeting the needs of all students (p. 408). Allyn & Bacon.	
Other Course Materials/References:		Weekly articles relevant to the topic of that week Estes, T. H., et al. (2016). Instruction: A Models Approach, Pearson Education, Incorporated. Rau, D. M., HQ, W., & Hoare, J. (2014). Who Was Gandhi?: Penguin Young Readers Group.	
Teaching Methods (Forms		Lectures, Presentation, Project, Assignments, Case studies, , ,	

of Teaching):

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Quiz	1	10
Homework	2	5
Project	1	15
Midterm Exam	1	15
Presentation	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	8	8
Quiz	1	4	4
Homework	2	2	4
Project	1	10	10
Midterm Exam	1	4	4
Presentation	1	5	5
Total Workload			83
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 216 PHONETICS

Course Name: PHONETICS

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 216	4	2	-	2	4

Name of Lecturer(s): Rawand Sabah Ahmed

Teaching Assistant: None

Course Language: English

Course Type: Main

Office Hours 2 Hours

Contact Email: rawand.sabah@tiu.edu.iq

Tel:07504486775

Teacher's academic profile: BA in English language and linguistics at Salahaddin University/College of Arts, 1999/2000. MA in English Language and Linguistics in Suleymaniah University/College of Languages, 2008/2010. PhD in English Language and Linguistics at Soran University/Faculty of Arts. English Language Department, 2023-2024

Course Objectives: The main objective of the course is to familiarize students with phonetics and types of phonetics. During the course of phonetics, students will study speech sounds, and they will gain knowledge about this level of language. They will be able to improve their pronunciation skills. The students will be able to transcribe English speech sounds in accordance with the International Phonetic Alphabet. In this semester, students will get information about articulatory phonetics and differentiate it from other branches like auditory and acoustic phonetics. This course provides an in-depth introduction to the phonetics and phonology of human languages. Phonetics is the study of how the sounds of the world's languages are produced and perceived. Phonology is the study of how these sounds are categorized, contrasted, and organized into larger structures in each language. In this course, we will begin with an introduction of how to describe and identify different speech sounds by their acoustic and articulatory properties. We will move onto an examination of those different sounds are categorized, classed, and structured in different languages from a variety of different theoretical perspectives. Throughout the quarter, we will work with real data from a diverse sample of the world's languages. You will also be introduced to a variety of experimental and data collection methodologies, including experience in lab practicals and participation in current research. The course will culminate with a final project where you collect your own data and provide your own phonetic and phonological analysis of a language you have not previously studied.

Course Description (Course overview): Students will begin by examining the physical properties of speech sounds and the mechanisms of their production by the human vocal apparatus. They will learn about articulatory phonetics, acoustic phonetics, and auditory phonetics, gaining a deep understanding of how sounds are formed, transmitted, and perceived. Building on their understanding of phonetic principles, students will learn to transcribe speech sounds using the International Phonetic Alphabet (IPA) and other phonetic notation systems. They will practice phonetic transcription from audio recordings and analyze the phonetic properties of speech sounds, including their articulatory features and acoustic characteristics. Students will explore the abstract patterns and structures that govern the organization of speech sounds within languages. They will study phonological concepts such as phonemes, allophones, syllable structure, and phonological processes (e.g., assimilation, deletion, and metathesis), gaining insight into the systematic organization of sound patterns in different linguistic contexts. Through hands-on exercises and case studies, students will develop proficiency in phonological analysis, the systematic examination of phonological patterns and phenomena within languages. They will learn to apply phonological theories and methodologies to analyze data from various languages, identifying phonological patterns and explaining their distribution and variation.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	28/1-1/2/2024	An Introduction to Phonetics
2	2	4-8/2/2024	Classification of Phonetics

3	2	11-15/2/2024	Division of Speech Sounds
4	2	18-22/2/2024	Consonants
5	2	25-29/2/2024	Vowels
6	2	3-7/3/2024	Articulators
7	2	24-28/3/2024	Vocal cords Vibration
8	2	31/3-4/4/2024	Syllable Structure
9	2	14-18/4/2024	Midterm Exam
10	2	21-25/4/2024	Major Phonetic Classes
11	2	28/4-2/5/2024	Major Phonetic Classes: Consonantal
12	2	5-9/5/2024	Prosodic Features
13	2	12-16/5/2024	Phonetic Transcription
14	2	19-23/5/2024	Stress
15	2	26-30/5/2024	Types and levels of stress
16	2	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES			
1	Students will demonstrate an understanding of the foundational principles of phonetics.		
2	They will be able to accurately transcribe and describe speech sounds.		
3	They will be able to identify phonemes, allophones, and phonological processes.		
4	Students will enhance their own pronunciation skills by applying phonetic principles and phonological analysis to their speech production		
5	Students will develop critical thinking skills in phonetic and phonological analysis.		

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		A
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		
4	teach the language skills of speaking, writing, listening and reading effectively		
5	apply the basic terms and principles of language teaching in the teaching process.		
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		I
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		P
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	George Yule, The Study of Language. Jean Aitchison, "Linguistics: An Introduction."
Student's obligation (Special Requirements):	Students should attend classes on time. They should not use smart phones in the class unless it is required in emegegency cases.

Course Book/Textbook:	George Yule: The Study of Language		
Other Course Materials/References:	J.D. O'Connor: Better English Pronunciation Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh University Press. Brief and excellent, without technicalities. Raphael, L. J., G. Borden & K. Harris. 2007. Speech Science Primer. 5th ed. Lippincott, Williams & Wilkins. For many years a standard introduction to speech acoustics and physiology. Catford, J.C. 2001. A Practical Introduction to Phonetics. 2nd ed. OUP. A shorter volume than Catford 1977 (see below), giving similar but less detailed coverage of the articulatory questions. Clark, J, C. Yallop & J. Fletcher. 2007. An Introduction to Phonetics and Phonology. 3rd edition. Blackwell. Basic phonetics with modern phonology in one volume. Comprehensive, broad coverage.		
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Project, Assignments, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Seminar	1	5	
Participation	1	5	
Quiz	2	10	
Project	1	10	
Midterm Exam	1	20	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	2	32
Practical Hours	16	0	0
Final Exam	1		
Seminar	1	5	5
Participation	1	5	5
Quiz	2	10	20
Project	1	10	10
Midterm Exam	1	20	20
Total Workload			92
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for GEN 216 DIGITAL CITIZENSHIP

Course Name:	DIGITAL CITIZENSHIP				
Code GEN 216	Regular Semester 4	Theoretical 2	Practical -	Credits 2	ECTS 3
Name of Lecturer(s):	Reman Sabah				
Teaching Assistant:	NA				
Course Language:	English Language				
Course Type:	Non-area Elective				
Office Hours	Wednesday-Thursday 11:00-12:50				
Contact Email:	reman.sabah@tiu.edu.iq				
	Tel:07504610387				
Teacher's academic profile:	Mr. Reman Sabah Meena is a distinguished scholar in English Language Teaching (ELT). Graduating from the ELT department at Tishk International University, his commitment to academia is evident. Further enhancing his credentials, he attained a master's degree from TIU, showcasing a deep and comprehensive grasp of English education. His journey reflects both dedication and expertise.				
Course Objectives:	Objectives for a digital citizenship course: - Students will understand the concept of digital citizenship and be able to define it. - Students will be able to identify the key components of digital citizenship, including online safety, privacy, communication, digital literacy, and ethical behavior. - Students will be able to recognize the impact of their online actions on themselves and others. - Students will be able to manage their digital footprint and reputation. - Students will be able to demonstrate responsible and respectful online communication and understand how to deal with cyberbullying and other online conflicts. - Students will be able to evaluate online sources for credibility and reliability and understand the importance of information and media literacy. - Students will be able to demonstrate ethical and responsible behavior online. - Students will be able to apply their knowledge of digital citizenship in their daily lives and make a positive impact in their school and community.				
Course Description (Course overview):	Digital Citizenship is a course designed to educate students on the responsible use of technology and the internet. Students will learn about online actions' ethical and legal implications and how to make informed decisions when navigating the digital world. Additionally, students will understand the role of technology in society and how to use it to impact their communities positively. Through interactive activities and discussions, students will develop the knowledge and skills necessary to be responsible digital citizens.				

COURSE CONTENT

Week	Hour	Date	Topic
1	2	28/1-1/2/2024	Introduction
2	2	4-8/2/2024	Digital citizenship concept
3	2	11-15/2/2024	Becoming a responsible digital citizen
4	2	18-22/2/2024	Six cores of digital citizenship
5	2	25-29/2/2024	Core one: Media balance and wellbeing
6	2	3-7/3/2024	Core two: Privacy and security
7	2	24-28/3/2024	Critiquing "Smithereens" from the digital citizenship lens
8	2	31/3-4/4/2024	"Smithereens"
9	2	14-18/4/2024	Midterm Exam
10	2	21-25/4/2024	Core six: News and media literacy

11	2	28/4-2/5/2024	Digital Citizenship Education: Roles and Responsibilities of Teachers
12	2	5-9/5/2024	Cyberbullying
13	2	12-16/5/2024	Digital-drama
14	2	19-23/5/2024	Hate-Speech
15	2	26-30/5/2024	Digital Footprint and Identity
16	2	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES			
1	Familiarize the students to the benefits and risks of using technology and the internet.		
2	Develop the skills to navigate online tools, platforms, and networks effectively and safely.		
3	Evaluate online sources for credibility and reliability.		
4	Learn about cyberbullying and how to prevent it.		
5	Learn about digital footprints and online reputation management.		

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		I
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		P
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		I
6	apply modern methods and approaches of teaching foreign language.		A
7	differentiate between material adoption, adaptation, and development methods.		I
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		I
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		P
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		I

Prerequisites (Course Reading List and References):	No pre-requisites
Student's obligation (Special Requirements):	- Students are required to be punctual in attending of class hours. - They are required to bring their course books and stationary. - They are required to participating in extensive reading activities. - They are required to respect each other and contribute with their classmates in a very high respected value.
Course Book/Textbook:	- Digital Citizenship in Schools: Nine Elements All Students Should Know by Mike Ribble - The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online by Mike Ribble (Author), Marty Park - Savvy Digital Citizenship: How to Master the Social Media World of Trolls, Bots, and Propaganda by Dr. Nasrine Shah Abushakra PH.D.
Other Course Materials/References:	https://www.commonsense.org/education/digital-citizenship
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Assignments, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Attendance	1	5
Participation	1	10

Quiz	2	5
Homework	2	5
Midterm Exam	1	20
Presentation	1	5
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks,
Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	2	32
Practical Hours	16	0	0
Final Exam	1	7	7
Attendance	1	2	2
Participation	1	2	2
Quiz	2	4	8
Homework	2	5	10
Midterm Exam	1	2	2
Presentation	1	3	3
Total Workload			66
ECTS Credit (Total workload/25)			3

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

Spring Term /Third Grade

Spring Term/Sixth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 302	Methods and Approaches to ELT	3	0	3	5
ELT 388	TEFL: Writing	2	0	2	4
ELT 366	TEFL: Grammar	2	0	2	4
346 ELT ELT 348	Translation II Kurdish Translation II Turkish	3	0	3	5
EDU 306	Testing and Evaluation	3	0	3	4
ELT 332 ELT 336	Second Foreign Language II Turkish** Second Foreign Language II Arabic**	3	0	3	4
ELT 486 ELT 370	Technical Elective (Technology-Assisted Language Teaching) Education From Critical Lens)	3	0	3	4
Total				<u>19</u>	<u>30</u>

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 302 METHODS AND APPROACHES TO ELT

Course Name: METHODS AND APPROACHES TO ELT

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 302	6	3	-	3	5

Name of Lecturer(s): Unal Ulker

Teaching Assistant: Lydya Aso

Course Language: English

Course Type: Main

Office Hours 09:00-17:00

Contact Email: unal.ulker@tiu.edu.iq

Tel:07511703933

Teacher's academic profile: Unal Ulker Lecturer-PhD BA-Tacikistan State University.K.Jurayev MA-International Black Sea University-Georgia PhD-International Black Sea University-Georgia

Course Objectives: Explore the historical evolution of ELT methodologies. Apply language acquisition theories to teaching practices. Critically assess Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). Analyze the Grammar-Translation Method and its relevance. Examine Content-Based Instruction (CBI) and its applications. Explore integrating technology in language teaching. Recognize the importance of cultural competence in ELT. Develop skills in creating effective, learner-centered lesson plans. Explore diverse assessment techniques in language teaching. Implement learner-centered teaching approaches. Reflect on personal teaching philosophies and beliefs. Engage in practical teaching activities and micro-teaching. Encourage collaboration and the sharing of effective teaching practices in ELT.

Course Description (Course overview): This course presents basic issues and processes in ELT course design. It focuses on identifying the difference among approach, method and technique and the significance of these concepts in course design. A critical overview of methods and approaches taking a historical perspective is presented: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, the Natural Approach. Student teachers will discover and synthesize classroom application possibilities of such methods through designing micro-teaching of activities associated with them. A portion of the course also focuses on current issues and practices in ELT course design, selecting the appropriate approach suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP. It outlines current foreign language teaching trends such as constructivist approach, content-based instruction, task-based instruction, problem-based teaching and multiple intelligences.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course + a brief history of ELT+ Approach, Method, and Technique
2	3	4-8/2/2024	Grammar-translation method
3	3	11-15/2/2024	The Direct method
4	3	18-22/2/2024	Audio-lingual method
5	3	25-29/2/2024	The silent way
6	3	3-7/3/2024	Desuggestopedia
7	3	24-28/3/2024	Community Language Learning
8	3	31/3-4/4/2024	Total Physical Response
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Communicative Language Teaching

11	3	28/4-2/5/2024	Content Based Instruction
12	3	5-9/5/2024	Task-based Language Teaching
13	3	12-16/5/2024	The Political Dimensions of Language Teaching and the Participatory Approach
14	3	19-23/5/2024	Learning Strategy Training, Cooperative Learning, and Multiple Intelligence
15	3	26-30/5/2024	Emerging Uses of Technology in Language Teaching and Learning
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES	
1	Familiarizing the students with the fundamental principles of language teaching methods and approaches
2	Design various English language lessons for a range of purposes and skills
3	Enhancing the lesson process by critically assessing students' performance.
4	Apply the theoretical background about the methods into their teaching performance.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes	Cont.	
1	Define the basic terms and principles of language teaching.	A
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	A
4	teach the language skills of speaking, writing, listening and reading effectively	A
5	apply the basic terms and principles of language teaching in the teaching process.	P
6	apply modern methods and approaches of teaching foreign language.	
7	differentiate between material adoption, adaptation, and development methods.	
8	translate from and into English and their mother tongues.	
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	

Prerequisites (Course Reading List and References):	Foreign Language Learning and Teaching
Student's obligation (Special Requirements):	They have to enter the classroom with a great energy and willing to participate. They also have to follow the classroom instructional procedures and do the assigned tasks and use the university web page for the lecture notes https://www.ishik.edu.iq/education/elt/lecturer-notes/
Course Book/Textbook:	Freeman, Diane-Larsen (2004) Techniques and Principles in Language Teaching. Oxford University. Press.
Other Course Materials/References:	Jack C. Richards and Theodore S. Rodgers (2014), Approaches and Methods in Language Teaching, 3rd Edition, Cambridge University Press
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Seminar, Assignments, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Participation	1	10
Quiz	3	5
Homework	1	10
Midterm Exam	1	25

Final Exam	1	40
Total		100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,		
Extra Notes:		
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD		
Activities	Quantity	Workload Hours for 1 quantity*
Theoretical Hours	16	3
Practical Hours	16	0
Final Exam	1	2
Participation	1	25
Quiz	3	3
Homework	1	28
Midterm Exam	1	1
Total Workload		113
ECTS Credit (Total workload/25)		5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 388 TEFL:WRITING

Course Name:	TEFL:WRITING				
Code ELT 388	Regular Semester 6	Theoretical 2	Practical -	Credits 2	ECTS 4
Name of Lecturer(s):	Hiwa Fuad				
Teaching Assistant:	Not Required				
Course Language:	English				
Course Type:	Main				
Office Hours	By Appointment				
Contact Email:	hiwa.fuad@tiu.edu.iq				
	Tel:07701333623				
Teacher's academic profile:	Bachelor of Arts (B.A.)in English Language Teaching, Tishk International University, Erbil, Iraq Master of Arts in English Language Teaching, Joint Program by Tishk International University and Salahaddin University				
Course Objectives:	The TEFL: Writing course aims to prepare students to become proficient and effective writing teachers in the realm of English as a foreign language. Throughout the course, students will delve into various common approaches used to teach writing, gaining insights into pedagogical principles and instructional strategies. There will be emphasis on the design of engaging writing tasks, and the development of effective feedback and assessment strategies. Students will explore different writing genres, including narrative, expository, persuasive, and creative writing, fostering a well-rounded understanding of written expression. Additionally, the course will equip students with the skills to observe writing classes, analyze teaching methods, and compile insightful reports. The course involves a practical project(Demo lesson) where students design and present a comprehensive writing lesson, applying their ability to integrate effective teaching strategies, lesson planning, and assessment. By the end of the course, students are expected to graduate with the knowledge and skills necessary to excel as writing teachers in the field of English language education.				
Course Description (Course overview):	The course introduces highlighted theories and approaches in the field of teaching writing. Students are exposed to effective techniques used to teach writing. Students are also given the opportunity to observe and practice teaching writing through practical microteaching sessions. Furthermore, students will be familiarized with the contemporary challenges faced in teaching writing.				

COURSE CONTENT

Week	Hour	Date	Topic
1	2	28/1-1/2/2024	Course Introduction & TEFL Writing Syllabus
2	2	4-8/2/2024	Understanding Writing Genres
3	2	11-15/2/2024	Approaches to Teaching Writing in ESL/EFL Classes
4	2	18-22/2/2024	Techniques in Planning the Class: Basic Questions
5	2	25-29/2/2024	Designing Writing Tasks
6	2	3-7/3/2024	The Writing Process
7	2	24-28/3/2024	Providing Feedback
8	2	31/3-4/4/2024	Challenges Faced by Students/Teacher in Writing
9	2	14-18/4/2024	Midterm Exam
10	2	21-25/4/2024	Class Observation Task
11	2	28/4-2/5/2024	Micro teaching

12	2	5-9/5/2024	Micro teaching
13	2	12-16/5/2024	Micro teaching
14	2	19-23/5/2024	Micro teaching
15	2	26-30/5/2024	Academic Integrity in Writing
16	2	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Students will be able to demonstrate basic principles for teaching writing.		
2	Students will be able to design various lesson plans for writing classes.		
3	Students will be able to design different types of writing tasks.		
4	Students will be able to respond to written work through employing various feedback methods.		
5	Students will be able to observe writing classes, analyze teaching methods, and compile insightful reports		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		A
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		A
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		A
6	apply modern methods and approaches of teaching foreign language.		P
7	differentiate between material adoption, adaptation, and development methods.		P
8	translate from and into English and their mother tongues.		I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		P
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		P
Prerequisites (Course Reading List and References):		1. Raimes, A. (1983). Techniques in teaching writing. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3) 2. Nation, I. S., & Macalister, J. (2020). Teaching ESL/EFL reading and writing. Routledge.	
Student's obligation (Special Requirements):		Students are expected to abide by and observe the values of academic ethics at all times. The basic principles of academic ethics in the classroom are always to: • Arrive in class on time. • Either turn off your cell phone or put it on silent mood. • Submit your own works on time. • Be present in class. • Never plagiarize others work. • Treat your teachers, peers, and other members of the academic community with respect.	
Course Book/Textbook:		1. Raimes, A. (1983). Techniques in teaching writing. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3). 2. Nation, I. S., & Macalister, J. (2020). Teaching ESL/EFL reading and writing. Routledge.	
Other Course Materials/References:		3. Graham, S., & Alves, R. A. (2021). Research and teaching writing. Reading and Writing, 34, 1613-1621. 4. Slides, and other materials provided by the lecturer	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Presentation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		1	5
Homework		1	5

Project	1	10
Midterm Exam	1	25
Presentation	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks,
Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	2	32
Practical Hours	16	0	0
Final Exam	1	16	16
Participation	1	4	4
Quiz	1	6	6
Homework	1	8	8
Project	1	12	12
Midterm Exam	1	10	10
Presentation	1		0
Total Workload			88
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 366 TEFL:GRAMMAR

Course Name: TEFL:GRAMMAR

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 366	6	2	-	2	4

Name of Lecturer(s): Fatima Saadi Ali

Teaching Assistant: NA

Course Language: English

Course Type: Main

Office Hours 09:00-17:00

Contact Email: fatima.saadi@tiu.edu.iq

Tel:07507986882

Teacher's academic profile: Bachelor at Salahaddin University/ College of Language- English Department. 2012-2013
MA at Near East University/ English Language Teaching Department. 2017-2019

Course Objectives: The main purpose of this course is to help students learn about the most recent methodology used to teach grammar. Students will become familiar with teaching grammar creatively through games, songs, and technology. The course also emphasizes on having critical points of other sample lessons and interactive activities such micro-teaching sessions and workshops.

Course Description (Course overview): This course helps students to develop an appropriate teaching grammar syllabus. Through the course they practice different grammar methods and taking ender learner's styles they arrange their own curriculum. Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar learning about their function and usage by using methods such as error analysis or discourse analysis and design their own way of teaching philosophy. Besides presenting a descriptive review of the forms and function of English grammar structures, this course encourages students to develop a critical stance toward the use of these structures and teach them in real time classes. The course also emphasizes on having critical points of other sample lessons and interactive activities such as group and pair work.

COURSE CONTENT

Week	Hour	Date	Topic
1	2	28/1-1/2/2024	What is Grammar ,Why teach grammar?
2	2	4-8/2/2024	How to teach grammar?
3	2	11-15/2/2024	Basic Terms regarding Grammar Teaching
4	2	18-22/2/2024	Grammar lesson methodology: PPP
5	2	25-29/2/2024	Grammar lesson methodology: TBLT
6	2	3-7/3/2024	Grammar games exhibition
7	2	24-28/3/2024	Tools for Modern Grammar Instruction
8	2	31/3-4/4/2024	Assessment and Evaluation - Grammar Learning
9	2	14-18/4/2024	Midterm Exam
10	2	21-25/4/2024	Micro-Teaching
11	2	28/4-2/5/2024	Micro-Teaching
12	2	5-9/5/2024	Micro- Teaching
13	2	12-16/5/2024	Micro- Teaching
14	2	19-23/5/2024	Micro- Teaching

15	2	26-30/5/2024	Micr0- Teaching
16	2	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Identify, define, recognize, list basic terms and theory of grammar teaching in Language teaching.		
2	Name, identify, list basic ways of introducing new structures.		
3	Analyse and comment on the ways of introducing new language.		
4	Plan and write a grammar lesson plan by using different materials.		
5	Present 20 minutes of presentations (grammar teaching).		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		A
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		A
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		I
8	translate from and into English and their mother tongues.		A
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		1. Practical English Language Teaching by David Nunan. 2.Singing Grammar by Mark Hancock 3- Timesaver Visual Grammar	
Student's obligation (Special Requirements):		attend classes regularly, participate in discussions and responsible for handing assigned projects and making presentations on time.	
Course Book/Textbook:		1.How to Teach Grammar ,Scott Thornbury-Pearson/Longman 2.Essential Teacher Knowledge by Jeremy harmer Chapters between 44-51 3- Practical English Language Teaching by David Nunan Chapter 8. 4.Singing Grammar by Mark Hancock.	
Other Course Materials/References:		1. The Practice of English Language Teaching by Jeremy Harmer, 2. Practical English Language Teaching by David Nunan 3. Timesaver Visual Grammar	
Teaching Methods (Forms of Teaching):		Lectures, Practical sessions, Presentation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Quiz		1	5
Homework		1	5
Project		1	15
Midterm Exam		1	20
Presentation		1	10
Final Exam		1	40
	Total		100
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short			

Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	2	32
Practical Hours	16	0	0
Final Exam	1	12	12
Participation	1	4	4
Quiz	1	5	5
Homework	1	18	18
Project	1	10	10
Midterm Exam	1	10	10
Presentation	1		0
Total Workload			91
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 346 TRANSLATION II (KURDISH)

Course Name:	TRANSLATION II (KURDISH)				
Code ELT 346	Regular Semester 6	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):	Rawand Sabah Ahmed				
Teaching Assistant:	None				
Course Language:	English				
Course Type:	Main				
Office Hours	3 hours				
Contact Email:	rawand.sabah@tiu.edu.iq Tel:07504486775				
Teacher's academic profile:	BA in English language and linguistics at Salahaddin University/College of Arts, 1999/2000. MA in English Language and Linguistics in Suleymaniah University/College of Languages, 2008/2010. PhD in English Language and Linguistics at Soran University/Faculty of Arts. English Language Department, 2023-2024				
Course Objectives:	1. Enhance proficiency in both the source and target languages to facilitate accurate and idiomatic translation. 2. Gain a solid understanding of translation theories, principles, and methodologies and apply them to practical translation tasks. 3. Develop the ability to translate various types of texts, including literary, technical, legal, medical, and business documents, while maintaining the appropriate register and style. 4. Develop analytical and critical thinking skills to analyze source texts and produce accurate and contextually appropriate translations. 5. Increase cultural awareness and sensitivity to accurately convey cultural nuances and context in translations. 6. Learn to effectively use translation tools and resources, such as dictionaries, glossaries, translation memory software, and corpora, to aid the translation process. 7. Practice revising and editing translated texts to ensure accuracy, clarity, and coherence in the target language. 8. Understand and adhere to professional ethics and standards in translation, including confidentiality, accuracy, and respect for intellectual property rights. 9. Collaborate with peers on translation projects to gain experience in teamwork and peer review. 10. Develop the necessary skills and knowledge to pursue a career in translation, including freelance work, translation agencies, localization, and interpretation.				
Course Description (Course overview):	Translation II (Kurdish) is an advanced course offered by the English Language Teaching Department, focusing on the principles and practice of translating Kurdish texts into English. Through practical exercises and theoretical discussions, students refine their translation skills, developing proficiency in linguistic analysis and cultural interpretation. Emphasis is placed on producing accurate and culturally sensitive translations across various genres of Kurdish literature, journalism, and technical writing. By the end of the course, students are equipped to produce high-quality translations that capture the essence of the original text while ensuring clarity and readability in English, preparing them for professional translation endeavors.				

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction
2	3	4-8/2/2024	Revision of some terms of Translation
3	3	11-15/2/2024	Translation from mother language to English language
4	3	18-22/2/2024	Translation Problems
5	3	25-29/2/2024	Types of Translation Problems and Difficulties
6	3	3-7/3/2024	How to overcome the translation problems and difficulties.
7	3	24-28/3/2024	Interpreting
8	3	31/3-4/4/2024	Movie Subtitling

9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	How to Establishing a translation Project
11	3	28/4-2/5/2024	Translation as Decision making Process
12	3	5-9/5/2024	Movies Translation
13	3	12-16/5/2024	Assessing Translated Texts
14	3	19-23/5/2024	Editing Translated Texts
15	3	26-30/5/2024	Proofreading
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES	
1	Students will demonstrate the ability to accurately and fluently translate texts from a source language to a target language while preserving the meaning, style, and tone of the original text..
2	Students will apply a range of translation strategies and techniques.
3	Students will develop the ability to critically evaluate translations, identifying and analyzing translation choices, errors, and areas for improvement in terms of accuracy, fidelity, and cultural appropriateness.
4	Students will effectively utilize translation tools and resources, including dictionaries, glossaries, translation memory software, and corpora.
5	Students will demonstrate cultural competence by accurately conveying cultural nuances, references, and idiomatic expressions in translations.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes	Cont.	
1	Define the basic terms and principles of language teaching.	I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	
4	teach the language skills of speaking, writing, listening and reading effectively	
5	apply the basic terms and principles of language teaching in the teaching process.	P
6	apply modern methods and approaches of teaching foreign language.	
7	differentiate between material adoption, adaptation, and development methods.	A
8	translate from and into English and their mother tongues.	
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	

Prerequisites (Course Reading List and References):	1. Audiovisual Translation: Language Transfer on Screen by Edited by Jorge Díaz Cintas 2. Becoming a Translator :An Introduction to the Theory and Practice of Translation Second Edition by Douglas Robinson 3. Agents of Translation: Edited by John Milton 4. About Translation by Peter Newmark 5. A Textbook of Translation by Peter Newmark 6. THEROUTLEDGECOMPANION TOTRANSLATIONSTUDIES Edited by Jeremy Munday
Student's obligation (Special Requirements):	Students should attend classes on time. They should not be absent for more than 8 hours. They have to deliver their assignments on time.
Course Book/Textbook:	1-TRANSLATION QUALITY ASSESSMENT A S ITUATIONAL/TEXTUAL MODEL FOR THE EVALUATION OF ARABIC/ENGLISH TRANSLATIONS by Mohamed BENHADDOU 2-(Hangawek Baraw Wargeran)A step towards Translation by Rawand Sabah
Other Course Materials/References:	1. Audiovisual Translation: Language Transfer on Screen by Edited by Jorge Díaz Cintas 2. Becoming a Translator :An Introduction to the Theory and Practice of Translation Second

	Edition by DouglasRobinson 3. Agents of Translation: Edited by John Milton 4. About Translation by Peter Newmark 5. A Textbook of Translation by Peter Newmark 6. THEROUTLEDGECOMPANION TOTRANSLATIONSTUDIES Edited by Jeremy Munday Baker, Mona, and Gabriela Saldanha (eds). 2009. Routledge Encyclopedia of Translation Studies. Second edition. London: Routledge. Bermann, Sandra, and Catherine Porter (eds). 2014. A Companion to Translation Studies. Malden/Oxford: Wiley Blackwell. Oxford: Oxford University Press. Gambier, Yves, and Luc van Doorslaer (eds). 2010-2013. Handbook of Translation Studies. 4 vols. Amsterdam/Philadelphia: John Benjamins. Online at http://www.benjamins.com/online/hts/ .		
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Seminar, Project, Assignments, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Quiz	1	10	
Homework	1	15	
Project	1	10	
Midterm Exam	1	25	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	40	40
Quiz	1	10	10
Homework	1	10	10
Project	1	20	20
Midterm Exam	1		0
Total Workload			128
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for EDU 306 TESTING AND EVALUATION

Course Name: TESTING AND EVALUATION

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 306	6	3	-	3	4

Name of Lecturer(s): Mustafa Altun

Teaching Assistant: None

Course Language: English

Course Type: Main

Office Hours 16:00-17:00

Contact Email: mustafa.altun@tiu.edu.iq

Tel: +9647501466786

Teacher's academic profile: Asst Prof Dr He graduated from Tajikistan State Language University in 1998 and undertook his master degree in English Language at the same the University. He completed his PhD. at the Russian Educational academy in 2013 in Dushanbe, Tajikistan. Currently, he is working as a lecturer at Tishk International University in Iraq. His research interests are approaches to language learning and teaching English through drama, role-play and songs.

Course Objectives: The objectives of the course are set out below. By meeting these objectives, you should have achieved the aims of the course as a whole. On successful completion of the course, you should be able to: 1. Mention the purposes of measurement and evaluation. 2. Enumerate the importance and functions of test in education. 3. Explain the concept of educational objectives 4. Discuss the taxonomies of educational objectives. 5. Describe the domains of educational objectives. 6. List the uses of classroom test. 7. List the types of test used in the classroom. 8. Enumerate the advantages and disadvantages of essay and objective types of test. 9. Explain test administration and scoring 10. Estimate and interpret the reliability of a test. 11. Explain the validity of a test as an instrument 12. Describe the problems of marking tests.

Course Description (Course overview): Basic concepts, Scales using in Measurement, Validity of measurement tools, To measure the learning of effective, Characteristics of a multiple-choice test, Characteristics of other types of test, performance assessment, basic statistical concepts, Process of test development, item analysis

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction / Test, Measurement, Evaluation and Assessment
2	3	4-8/2/2024	Educational Measurement, Assessment and Evaluation
3	3	11-15/2/2024	Educational Measurement, Reliability and Validity
4	3	18-22/2/2024	General Classification of test items
5	3	25-29/2/2024	Classification of assessment and testing devices: Objective test Items (simple forms)
6	3	3-7/3/2024	Writing learning objectives by using Bloom's Taxonomy (REVISION)
7	3	24-28/3/2024	Writing learning objectives
8	3	31/3-4/4/2024	Bloom's Taxonomy
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Grading and reporting / Matching exercises
11	3	28/4-2/5/2024	Constructing objective test items
12	3	5-9/5/2024	Students performance

13	3	12-16/5/2024	Students performance
14	3	19-23/5/2024	Students performance
15	3	26-30/5/2024	Revision
16	3	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	to define the basic concepts related to assessment and testing.		
2	to explain the role and importance of testing and evaluation in education.		
3	to develop, apply and evaluate assessment types and devices.		
4	to interpret the assessment data		
5	to show the awareness of the current trends and issues in assessment		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Write accurately and clearly about biology topics that conform to the scientific conventions of that field.		I
2	Describe the molecular components of living things, their heredity transformations and the main concerns in these biological process		A
3	Identify and analyze the microorganisms including bacteria, fungi and virus and their roles in nature.		P
4	Characterize the features of plant organs/tissues/cells/organelles involved in cellular respiration, photosynthesis, reproduction and growth.		I
5	Describe the micro and macro anatomy of the living systems and recognize the relationship between structure and function at all biological systems and levels.		I
6	Apply safety and proper techniques in the laboratory, and report the results of conducted experiments.		
7	Use appropriate methods and techniques to improve their students' critical thinking, creative thinking and problem-solving skills.		
8	Effectively organize and manage classrooms.		
9	Use required methods and techniques for student-centered teaching by considering individual and cultural differences of students.		
10	Develop research studies that applies quantitative or qualitative research methods that address research questions in the field.		
Prerequisites (Course Reading List and References):		Proficiency in English at least at B2 level (CEFR)	
Student's obligation (Special Requirements):		Students are required to participate in classroom discussions, turn in their assignments on time, be on time for lessons	
Course Book/Textbook:		Michael K. Russell (2011), Classroom Assessment: Concepts and Applications, McGraw-Hill Inc.	
Other Course Materials/References:		Raymond H. Witte (2012). Classroom Assessment for Teachers. McGraw-Hill Inc.	
Teaching Methods (Forms of Teaching):		Lectures, Presentation, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Homework		3	5
Midterm Exam		1	20
Micro Teaching		1	20
Final Exam		1	40
Total			100
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	4	4
Participation	1	8	8
Homework	3	8	24
Midterm Exam	1	2	2
Micro Teaching	1	6	6
Total Workload			92
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 332 SECOND FOREIGN LANGUAGE II (TURKISH)

Course Name: SECOND FOREIGN LANGUAGE II (TURKISH)

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 332	6	3	-	3	4

Name of Lecturer(s): Zeynel Polat

Teaching Assistant: None

Course Language: Turkish

Course Type: Main

Office Hours 15:00 - 17:00

Contact Email: zeynel.polat@tiu.edu.iq

Tel:07516267256

Teacher's academic profile: BA: Turkish Language and Literature, University of Sakarya, Sakarya/Turkey MA: Education Psychology, Samargand State University of Foreign Languages, Samargand/Uzbekistan PhD: Literature Historical Sciences-Turkish language and Literature, Sarayevo/Bosnia-Hersegovina

Course Objectives: In line with the European language criteria, it is aimed to teach Turkish language at the basic level.

Course Description (Course overview): This course is a continuation of "Second Foreign Language I". It aims at providing communicative tasks for student teachers to communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and life style will be given through the use of authentic materials.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Aile ve Akrabalar. Bu Adam Kim? Selim
2	3	4-8/2/2024	İyelik Ekleri, Aile fertleri, Kim Nerede-Ne Yapıyor. Benim Ailem. Değerlendirme soruları...
3	3	11-15/2/2024	Saat Kaç? Saat okuma çalışmaları. Saat Dokuzu Yirmi Geçiyor. Otobüs Saat Kaçta Geliyor?
4	3	18-22/2/2024	Haberler Saat Kaçta? Değerlendirme Soruları.Video- Değerlendirme
5	3	25-29/2/2024	Günlük İşler. Zaman Zarfı. (önce-sonra) Hakan
6	3	3-7/3/2024	Kahvaltıda Neler Yiyorsunuz? Yiyecekler ve İçecekler.
7	3	24-28/3/2024	Nerede Ne Yapıyoruz?Ayrılma Hali. (-den, -dan) Hastaneden Geliyorum
8	3	31/3-4/4/2024	Pratik
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Görülen Geçmiş Zaman. Hafta Sonu Neler Yaptın?
11	3	28/4-2/5/2024	Serkan Dün Sinemaya Gitti mi? Değerlendirme soruları
12	3	5-9/5/2024	Giyecekler ve Takılar. Renkler. Gömlek Ne Renk?
13	3	12-16/5/2024	Hakan Hagi Kıyafetleri Giyiyor?Ayakkabı Numaran Kaç?
14	3	19-23/5/2024	Hava Durumu. İstanbul

15	3	26-30/5/2024	Pratik
16	3	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Basic level of speaking, gaining the ability to understand spoken		
2	Gaining the ability to write and write a text at a basic level		
3	Gaining the ability to read and understand a text at a basic level		
4	Using words in sentences, gaining the ability to speak enough to meet their needs		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define and apply the basic concepts and principles of language teaching.		I
2	Communicate ideas in the English language effectively and appropriately in written and oral forms both in academic and non-academic contexts.		P
3	Apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		A
4	Teach language skills (speaking, writing, listening, and reading) effectively.		A
Prerequisites (Course Reading List and References):		Anadolu ve Lale Türkçe Ders Kitabı,Türkçe okuma seti	
Student's obligation (Special Requirements):		He/She should listen to the lecture, take correct notes, participate in dialogues and activities, do her homework on time and correctly ...	
Course Book/Textbook:		Yağmur Türkçe Ders Kitabı, Yağmur Türkçe Çalışma Kitabı,	
Other Course Materials/References:		Anadolu ve Lale Türkçe Ders Kitabı, Türkçe Sözlük	
Teaching Methods (Forms of Teaching):		Lectures, Exercises, Presentation, , ,	
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Participation	1	5	
Quiz	1	10	
Midterm Exam	1	30	
Presentation	1	15	
Final Exam	1	40	
Total		100	
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	2	2
Participation	1	5	5
Quiz	1		0
Midterm Exam	1		0
Presentation	1		0
Total Workload			55

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 486 TECHNOLOGY ASSISTED LANGUAGE TEACHING

Course Name: TECHNOLOGY ASSISTED LANGUAGE TEACHING

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 486	8	3	-	3	4

Name of Lecturer(s): Venera Ulker

Teaching Assistant: Lydya Aso

Course Language: English

Course Type: Area Elective

Office Hours SUNDAY

Contact Email: venera.ulker@tiu.edu.iq

Tel:3004

Teacher's academic profile: Venera Ulker: BA - English Language Philology, Faculty of Roman-German Languages, Turkmen National Institute of the World Languages named after D.M. Azady, Ashgabat, Turkmenistan. MA - English Language Teaching, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia. PhD - Education Sciences, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia.

Course Objectives: The primary objective of this course is to empower ELT students with advanced technological skills and pedagogical strategies to effectively integrate technology into language teaching. Participants will gain comprehensive training in leveraging diverse digital tools and platforms for both online and traditional classroom environments. The course emphasizes hands-on experiences, offering a spectrum of tasks, activities, and innovative techniques that equip teachers to seamlessly incorporate technology into their language instruction, fostering an enriched and interactive learning experience for their students.

Course Description (Course overview): In the Technology-Assisted Language Teaching (TALT) elective course, ELT 3 students will embark on a dynamic exploration of the intersection between language education and cutting-edge technology. The course is designed to foster a comprehensive understanding of how digital tools can enhance language instruction, catering to the diverse needs of learners in today's technologically driven world. Throughout the course, students will delve into a rich array of topics, ranging from the integration of multimedia resources and interactive software to the development of online language learning communities. Emphasizing practical applications, participants will engage in hands-on activities and collaborative projects that allow them to experiment with various technological tools, ultimately developing the confidence to incorporate these tools seamlessly into their future language teaching practices. Furthermore, the TALT course places a strong emphasis on ethical considerations and responsible use of technology in language education. Students will critically examine the implications of digital tools on learner privacy, accessibility, and cultural sensitivity. By fostering this awareness, the course aims to empower educators to make informed decisions about the incorporation of technology in their teaching methodologies.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the Course and Syllabus
2	3	4-8/2/2024	Word Processors in the Classroom: Developer, Poster/Calendar/Menu/etc. development
3	3	11-15/2/2024	Language Activities using Google Docs
4	3	18-22/2/2024	Google Slides: using add ons to test students
5	3	25-29/2/2024	Platforms for project work: Padlet
6	3	3-7/3/2024	Improving communication skills: Google Blog
7	3	24-28/3/2024	Canva: language learning activities
8	3	31/3-4/4/2024	Midterm Exam: Students

9	3	14-18/4/2024	Midterm Exam: Students
10	3	21-25/4/2024	Language activities: Worditout, Flip Grid, Wordl
11	3	28/4-2/5/2024	Checking large group improvement: Zipgrade,Plickers, Quzlet
12	3	5-9/5/2024	Demo Lesson
13	3	12-16/5/2024	Microteaching 1
14	3	19-23/5/2024	Microteaching 2
15	3	26-30/5/2024	Microteaching 3
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES	
1	to adapt to the digital education landscape by mastering advanced technological skills and pedagogical strategies for language instruction.
2	to integrate diverse technologies proficiently to enhance language teaching effectiveness and student engagement.
3	to evaluate and utilize various online and offline language teaching tools for optimal instructional outcomes.
4	to design and deliver engaging language lessons that foster active learning and communication skills development using technology.
5	to continuously refine teaching practices through reflective evaluation and incorporation of emerging technologies for innovative language instruction.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES	
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)	
Program Learning Outcomes	Cont.
1 Define the basic terms and principles of language teaching.	P
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	A
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	P
4 teach the language skills of speaking, writing, listening and reading effectively	A
5 apply the basic terms and principles of language teaching in the teaching process.	P
6 apply modern methods and approaches of teaching foreign language.	A
7 differentiate between material adoption, adaptation, and development methods.	P
8 translate from and into English and their mother tongues.	
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	P
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.	P
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	I

Prerequisites (Course Reading List and References):	1. PC 2. Internet Access 3. Basic knowledge of Microsoft Word/PowerPoint/Internet 4. Writing email literacy
Student's obligation (Special Requirements):	1. Join the lessons on time 2. Take notes 3. Apply the provided instructions the day of the lecture
Course Book/Textbook:	G.Dudeney & n. Hockly 'How to teach English with Tech nology' Pearson, 2007 S. Brooks-Young (2007), Digital-Age Literacy for Teachers Padlet: https://padlet.com/vvakilova/technology-assisted-language-teaching-bi90duww09ucfzp4
Other Course Materials/References:	1. Online tutorials 2. Teacher prepared instructions
Teaching Methods (Forms	Lectures, Practical sessions, Exercises, Project, Assignments, Demonstation, , ,

of Teaching):

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Participation	1	5
Quiz	1	5
Project	6	5
Midterm Exam	1	20
Final Exam	1	40
Total		100

Examinations: True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	5	5
Participation	1	1	1
Quiz	1	2	2
Project	6	5	30
Midterm Exam	1	3	3
Total Workload			89
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 370 EDUCATION FROM A CRITICAL LENS

Course Name: EDUCATION FROM A CRITICAL LENS

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 370	6	3	-	3	4

Name of Lecturer(s): Abdurrahman Wahab

Teaching Assistant: NA

Course Language: English

Course Type: Area Elective

Office Hours 11 am to 4 pm

Contact Email: abdurrahman.wahab@tiu.edu.iq

Tel:

Teacher's academic profile: Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.

Course Objectives: - This course will help students lay the foundation for a continued learning process as future teachers, educational leaders, and social entrepreneurs. - It will help students easily understand the importance of a healthy educational process for a democratic society by recognizing the relationship between education and democracy. - Students will understand the true meaning of critical thinking by examining the meanings of "critical, non-critical, uncritical" in educational contexts. - The course emphasizes students' participation in decision-making, the development of critical thinking, civic engagement, and social responsibility. - By integrating democratic education and critical pedagogy, the classroom becomes a space where students are encouraged to take an active role in their learning and to participate in the democratic process, and where they can develop the skills needed to participate in democratic societies. Interested students in this course are encouraged to have successfully completed courses such as Introduction to Education, academic reading and writing, and the literature courses.

Course Description (Course overview): This course introduces students to the major tenants of the critical approach in education. It will incorporate a variety of mind games and reasoning activities that help us exercise logical thinking and understand logical fallacies. These games and activities will help students better understand different streams of reasoning and argumentation in the society. The course will connect the logical argumentations with the reading material and class activities to elaborate on the theory and practice of education.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course: the syllabus, course aims and expectations.
2	3	4-8/2/2024	Exercising our brains: Playing some mind games
3	3	11-15/2/2024	Chapter 1: Setting Priorities Right
4	3	18-22/2/2024	Discussing aims/issues in education
5	3	25-29/2/2024	Chapter 2: The Pathway to Liberation
6	3	3-7/3/2024	Logical Fallacies and how to avoid them.
7	3	24-28/3/2024	Chapter 3: The Non-Critical Perspective
8	3	31/3-4/4/2024	Reflections and recap
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Chapter 5: Why is Critical Pedagogy Important?
11	3	28/4-2/5/2024	Chapter 6: Indigenous Knowledges in Education
12	3	5-9/5/2024	Chapter 7: Education and Democracy

13	3	12-16/5/2024	Student Presentations
14	3	19-23/5/2024	Student Presentations
15	3	26-30/5/2024	Reflections and Recap
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES			
1	Students will critically discuss educational topics to develop their critical consciousness.		
2	Students will examine the educational context and system of schooling in Kurdistan.		
3	As future teachers, students will develop a critical sense of who they are and what kind of teacher they want to become.		
4	Students will develop deep understanding of critical thinking and become familiar with some of the conversations that are taking place in effective educational programs.		
5	Students will build on their critical skills in reading, writing and academic dialogue.		

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		P
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		P
4	teach the language skills of speaking, writing, listening and reading effectively		P
5	apply the basic terms and principles of language teaching in the teaching process.		P
6	apply modern methods and approaches of teaching foreign language.		I
7	differentiate between material adoption, adaptation, and development methods.		P
8	translate from and into English and their mother tongues.		I
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		A
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		A
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		A
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		P

Prerequisites (Course Reading List and References):	*Key references: Critical Pedagogy: Democratic Education and Social Transformation *Useful references: https://www.youtube.com/channel/UC1F7T59zr6ROGovcl8VWA4g/videos
Student's obligation (Special Requirements):	For the success of the course, students are asked to do the following: - Attend all the classes. - Actively participate in all activities. - Read assigned materials and do what is necessary to understand them. - Contribute to the development of the class discussions through oral and written assignments and projects. - Utilize the appropriate opportunities to develop and demonstrate their critical skills. - Minimize all interruptions and distractions (cellphone usage, late arrivals, etc.).
Course Book/Textbook:	Critical Pedagogy: Democratic Education and Social Transformation The reading material for this course are available in both English and Kurdish, and also in video format.
Other Course Materials/References:	https://www.youtube.com/channel/UC1F7T59zr6ROGovcl8VWA4g/videos
Teaching Methods (Forms of Teaching):	Lectures, Exercises, Presentation, Seminar, Excursion, Assignments, Recitation, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Attendance	1	5
Participation	10	1
Quiz	3	5

Midterm Exam	1	20
Presentation	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	8	8
Attendance	1	10	10
Participation	10	1	10
Quiz	3	2	6
Midterm Exam	1	5	5
Presentation	1	3	3
Total Workload			90
ECTS Credit (Total workload/25)			4

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

Spring Term /Fourth Grade

Spring Term/Eighth Semester					
Code	Course Name	Theory	Practice	Credit	ECTS
ELT 402	School Experience	5	0	5	10
EDU 404	Fundamentals of Guidance and Counseling	3	0	3	4
ELT 492	RESEARCH PROJECT IN ELT	3	0	3	7
ELT 454	TEFL: Literature	3	0	3	5
EDU 408/304	Technical Elective (c.c.c.Edu)/ Material Adap	3	0	3	4
Total				17	30

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 402 SCHOOL EXPERIENCE

Course Name:		SCHOOL EXPERIENCE			
Code ELT 402	Regular Semester 8	Theoretical -	Practical 5	Credits 5	ECTS 10
Name of Lecturer(s):		Sami Hussein			
Teaching Assistant:		Not Required			
Course Language:		English			
Course Type:		Main			
Office Hours		Tuesday13:30- 14: 20			
Contact Email:		sami.hussein@tiu.edu.iq Tel:07507806776			
Teacher's academic profile:		Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.			
Course Objectives:		The primary objective of this course is to facilitate the preparation of student teachers for active participation in real-world teaching settings. Through structured guidance and practical experiences, students will develop essential teaching competencies and refine their instructional skills. Engaging in teaching and observation within authentic primary or secondary school environments, under the supervision of experienced cooperating teachers, students will immerse themselves in the intricacies of classroom dynamics. By actively teaching and observing, students will refine their questioning techniques, explanation strategies, textbook utilization, lesson sequencing, classroom management, and worksheet development. Through these hands-on experiences, students will be better equipped to navigate the complexities of teaching and learning within genuine educational contexts.			
Course Description (Course overview):		The School Experience course is an immersive program exclusively conducted within authentic primary or secondary school environments, tailored to prepare student teachers for the rigors of real-world teaching. With a focus on practical training and hands-on experiences, this course is designed to equip aspiring educators with the essential skills and competencies needed to excel in the classroom.			
COURSE CONTENT					
Week	Hour	Date	Topic		
1	5	28/1-1/2/2024	Attending a seminar concernimng the course rules and regulations- Teaching and observing at schools		
2	5	4-8/2/2024	Teaching and observing at schools		
3	5	11-15/2/2024	Teaching and observing at schools - Assessment 1 (Quiz)		
4	5	18-22/2/2024	Teaching and observing at schools		
5	5	25-29/2/2024	Teaching and observing at schools		
6	5	3-7/3/2024	Teaching and observing at schools		
7	5	24-28/3/2024	Teaching and observing at schools		
8	5	31/3-4/4/2024	Teaching and observing at schools - Assessment 2 (Midterm)		
9	5	14-18/4/2024	Midterm Exam		
10	5	21-25/4/2024	Teaching and observing at schools		
11	5	28/4-2/5/2024	Teaching and observing at schools		
12	5	5-9/5/2024	Teaching and observing at schools		

13	5	12-16/5/2024	Teaching and observing at schools
14	5	19-23/5/2024	Teaching and observing at schools
15	5	26-30/5/2024	Teaching and observing at schools - Assessment 3 (Final)
16	5	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES		
1	Students will be able to gain teaching experience.	
2	Students will apply their prior training in practical settings.	
3	Students will develop effective classroom management skills, fostering a positive and inclusive learning environment.	
4	Students will analyze and adapt instructional materials to meet the diverse needs of learners.	
5	Students will demonstrate cultural sensitivity and global awareness in their teaching.	

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes	Cont.	
1 Define the basic terms and principles of language teaching.	A	
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	A	
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	A	
4 teach the language skills of speaking, writing, listening and reading effectively	A	
5 apply the basic terms and principles of language teaching in the teaching process.	A	
6 apply modern methods and approaches of teaching foreign language.	A	
7 differentiate between material adoption, adaptation, and development methods.	I	
8 translate from and into English and their mother tongues.	P	
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	P	
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A	
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.	I	
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	The Practice teaching handbook. The school experience Handbook.
Student's obligation (Special Requirements):	1) Students have to attend schools 2 days per week (Monday & Tuesday). 2) Minimum teaching 2 hours and observing 4 hours per week. 3) Following the rules and regulations of the school and university.
Course Book/Textbook:	School Experience Handbook. Prepared by the ELT department, Faculty of Education, Tishk International University
Other Course Materials/References:	1) Brown, H. D. (2014). Principles of language learning and teaching (6th ed.). Pearson Education. 2) Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd ed.). New York: Oxford University Press.
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Presentation, Seminar, Assignments, Demonstation, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Attendance	1	10
Quiz	1	20
Homework	1	10
Midterm Exam	1	20
Final Exam	1	40

Total			100
Examinations: Essay Questions, True-False, Fill in the Blanks, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	0	0
Practical Hours	16	5	40
Final Exam	1	20	20
Attendance	1	130	130
Quiz	1	15	15
Homework	1	15	15
Midterm Exam	1	18	18
Total Workload			238
ECTS Credit (Total workload/25)			10

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for EDU 404 FUNDAMENTALS OF GUIDANCE AND COUNSELING

Course Name: FUNDAMENTALS OF GUIDANCE AND COUNSELING

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 404	8	3	-	3	4

Name of Lecturer(s): Habip Bedir

Teaching Assistant: None Required

Course Language: English

Course Type: Main

Office Hours Wednesday-10:00 A.M

Contact Email: habip.bedir@tiu.edu.iq

Tel:07508147525

Teacher's academic profile: BACHELOR'S DEGREE-1: Primary School Teaching- Abant Izzet Baysal Universtiy(2002-2005) BACHELOR'S DEGREE-2: Sociology- Anadolu University(2010-2013) MASTER DEGREE1: Abant Izzet Baysal University, Turkey(2009-2013) MASTER DEGREE 2: M.D.c. Institute of Social Studies- Hacettepe University, Turkey(2013-...) MASTER THESIS: Social Skill Levels of Primary School Teachers PHD : Phd.c. Gazi University, Turkey(2013-...)

Course Objectives: This course is introducing the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable pre-service teachers to identify areas of guidance and counselling at the K12 level. The course will include both theoretical knowledge of guidance and counselling and the development of pre-service teachers counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems.

Course Description (Course overview): Basic concepts, guidance and counseling of students, the place of guidance and counseling in helping students, fundamentals and developments of guidance and counseling, kinds of guidance and counseling, the services in counseling, techniques of counseling, the organization and personnel in counseling, student recognition techniques, directory-teacher cooperation, the guidance assignment of the teacher

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to Guidance
2	3	4-8/2/2024	Principles of Guidance and Counselling
3	3	11-15/2/2024	Educational Guidance
4	3	18-22/2/2024	Organizing Educational Guidance Services at School Level
5	3	25-29/2/2024	Guidance for Population with Special Needs
6	3	3-7/3/2024	Meaning, Characteristics and Need for Mental Health
7	3	24-28/3/2024	Vocational Guidance
8	3	31/3-4/4/2024	Personal Guidance
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Social Guidance
11	3	28/4-2/5/2024	Counselling
12	3	5-9/5/2024	Counselling and Education
13	3	12-16/5/2024	Family and Marriage Counselling
14	3	19-23/5/2024	Characteristics of Strong Families

15	3	26-30/5/2024	Psychotherapy
16	3	2-6/6/2024	Final Exam
COURSE/STUDENT LEARNING OUTCOMES			
1	Demonstrate knowledge of the importance of guidance and counselling to teachers and students		
2	Critically analyze the concepts, scope, and theories that govern the process of guidance and counselling		
3	Use the principles and functions of guidance and counselling to ensure a safe learning environment in school		
4	Select and apply appropriate counselling techniques to solve students' problems		
5	Initiate and plan for a guidance and counseling program in the school.		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		A
5	apply the basic terms and principles of language teaching in the teaching process.		I
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		
Prerequisites (Course Reading List and References):		Edited By Dr. Kulwinder Pal (2019),GUIDANCE AND COUNSELING,Usi Pablications, New Delhi Asha K. Kinra,Department of Psychology,Jai Narain Vyas University,(2010), Guidance and Counselling, Jodhpur Jones, A. J.(1951) Principles of Guidance, 4th ed. New York	
Student's obligation (Special Requirements):		Students are required to; read the weekly readings, visit the Google Classroom class for lecture notes and files, participate in in and out of classroom discussions, and submit the assignments on time.	
Course Book/Textbook:		Edited By Dr. Kulwinder Pal (2019),GUIDANCE AND COUNSELING,Usi Pablications, New Delhi Asha K. Kinra,Department of Psychology,Jai Narain Vyas University,(2010), Guidance and Counselling, Jodhpur Jones, A. J.(1951) Principles of Guidance, 4th ed. New York Ndondo, O. (2004). Guidance and Counselling for Schools and Colleges. Nairobi. Oxford University Press.	
Other Course Materials/References:		Presentations and slideshows	
Teaching Methods (Forms of Teaching):		Lectures, Presentation, Project, Assignments, , ,	
COURSE EVALUATION CRITERIA			
Method		Quantity	Percentage (%)
Participation		1	5
Project		1	10
Midterm Exam		1	25
Presentation		1	20
Final Exam		1	40
Total			100
Examinations: True-False, Fill in the Blanks, Multiple Choices, Short			

Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	10	10
Participation	1	5	5
Project	1	5	5
Midterm Exam	1	10	10
Presentation	1	10	10
Total Workload			88
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 492 RESEARCH PROJECT IN ELT

Course Name: RESEARCH PROJECT IN ELT

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
ELT 492	8	3	-	3	7

Name of Lecturer(s): Venera Ulker
Sami Hussein

Teaching Assistant: None

Course Language: English

Course Type: Main

Office Hours Appointment with the supervisor

Contact Email: venera.ulker@tiu.edu.iq
sami.hussein@tiu.edu.iq

Tel:3004
07507806776

Teacher's academic profile: Venera Ulker: BA - English Language Philology, Faculty of Roman-German Languages, Turkmen National Institute of the World Languages named after D.M. Azady, Ashgabat, Turkmenistan. MA - English Language Teaching, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia. PhD - Education Sciences, Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia.
Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.

Course Objectives: The first, and major component of the graduation project is a scholarly paper of considerable length and detail on a specific topic of ELT interest. The paper needs to show the student's ability to write in academic English, and prove his/her critical thinking, analyzing and synthesizing of scholarly sources and data, and deep understanding of the topic under study.

Course Description (Course overview): The aim of this course is to help students to apply their research theoretical knowledge into practice: find the solutions to the problems/questions they face while teaching, give recommendations, and most important work with academic literature in the field.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Meeting with the Supervisor
2	3	4-8/2/2024	Stage 1
3	3	11-15/2/2024	Stage 1
4	3	18-22/2/2024	Stage 1
5	3	25-29/2/2024	Stage 1
6	3	3-7/3/2024	Stage 2
7	3	24-28/3/2024	Stage 2
8	3	31/3-4/4/2024	Stage 2
9	3	14-18/4/2024	Midterm Exam (Viva)
10	3	21-25/4/2024	Stage 2
11	3	28/4-2/5/2024	Stage 3
12	3	5-9/5/2024	Stage 3

13	3	12-16/5/2024	Stage 3
14	3	19-23/5/2024	Stage 3
15	3	26-30/5/2024	Stage 3
16	3	2-6/6/2024	Final Exam (The thesis evaluation)

COURSE/STUDENT LEARNING OUTCOMES			
1	Students will craft clear and focused research questions relevant to ELT, contributing to the field's knowledge base.		
2	Students will conduct thorough literature reviews, grounding their research in established theories and empirical studies.		
3	Students will design and execute rigorous research methodologies, ensuring ethical conduct and methodological rigor.		
4	Through their thesis, they will showcase advanced academic writing skills, presenting new insights and recommendations for ELT practice and scholarship.		

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES			
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)			
Program Learning Outcomes			Cont.
1	Define the basic terms and principles of language teaching.		I
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts		P
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		I
4	teach the language skills of speaking, writing, listening and reading effectively		I
5	apply the basic terms and principles of language teaching in the teaching process.		I
6	apply modern methods and approaches of teaching foreign language.		
7	differentiate between material adoption, adaptation, and development methods.		
8	translate from and into English and their mother tongues.		
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.		P
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.		I
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	Research Methods in TEFL course.
Student's obligation (Special Requirements):	They have chosen a specific topic that is researchable (Narrow, Interesting, and Significant) □ They have formed clear and academically-significant research questions about their topics □ They have explained why their research papers will be of interest within the ELT readership. □ They have put forth a tentative outline indicating the main headings and subheadings. □ They have a list of annotated bibliography that includes at least 5 reliable scholarly resources. □ Importantly, they have produced a preliminary literature review paper of no less than 5 pages (excluding any titles or references) on their selected topics.
Course Book/Textbook:	The ELT Research Handbook- 2023-2024
Other Course Materials/References:	1. Paltridge, B., & Phakiti, A. (2015). Continuum Companion to Research Methods in Applied Linguistics. Bloomsbury Publishing. 2. Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press. 3. https://www.questionpro.com/blog/what-is-research/
Teaching Methods (Forms of Teaching):	Presentation, Seminar, Assignments, Demonstation, , ,

COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Participation	1	10	

Viva	1	25
Stage 1-2-3	3	5
Assignment	1	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, Short Answers, Presenting the work,
Writing the chapters, Citations and Referencing

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	15	15
Participation	1	15	15
Viva	1	15	15
Stage 1-2-3	3	25	75
Assignment	1	7	7
Total Workload			175
ECTS Credit (Total workload/25)			7

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for ELT 454 TEFL: LITERATURE

Course Name:	TEFL: LITERATURE				
Code ELT 454	Regular Semester 8	Theoretical 3	Practical -	Credits 3	ECTS 5
Name of Lecturer(s):	Sami Hussein				
Teaching Assistant:	not required				
Course Language:	English				
Course Type:	Main				
Office Hours	Tuesday				
Contact Email:	sami.hussein@tiu.edu.iq				
	Tel:07507806776				
Teacher's academic profile:	Sami Hussein H. Barzani: BA - English Language, Faculty of Languages, Salahaddin University, Erbil, Kurdistan Region. MA - English Language Teaching, Faculty of Education, Girne American University, Girne, Northern Cyprus. PhD. - English Language Teaching, Faculty of Education, Cyprus International University, Nicosia, Northern Cyprus.				
Course Objectives:	The course aims at familiarizing students with texts of literary nature and enabling them to value their content for language learning. It also explores the interrelationship that exists between literature and language and the impact the study of literature has had on language learning. The course elucidates the ways literature can help with learning a language and the importance of incorporating literary texts into language classrooms.				
Course Description (Course overview):	This course covers the possible techniques on how to make use of literary texts with the purpose of teaching material. Examination of literary texts as motivating language material. Application of various language based activities to literary texts through peer teaching by making references to the literary periods and backgrounds of chosen texts.				

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course and literature, a brief history, Literature and art; main characteristics of literature
2	3	4-8/2/2024	Using literature in the language classroom: The relevant issues
3	3	11-15/2/2024	Approaches to using literature with the language learner: 1-A language-based approach to using literature, 2-Literature as content, 3- Literature for personal enrichment
4	3	18-22/2/2024	Selecting and evaluating materials
5	3	25-29/2/2024	Materials design and lesson planning: Novels and short stories
6	3	3-7/3/2024	Materials design and lesson planning: Poetry
7	3	24-28/3/2024	Materials design and lesson planning: Plays
8	3	31/3-4/4/2024	An article on the use of Literary materials in EFL classes
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Reflecting on the literature lesson
11	3	28/4-2/5/2024	Students micro-teaching
12	3	5-9/5/2024	Students micro-teaching
13	3	12-16/5/2024	Students micro-teaching
14	3	19-23/5/2024	Students micro-teaching

15	3	26-30/5/2024	Revision of the main elements
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES		
1	Students will analyze the importance of literature for language teaching and learning.	
2	Students will be able to use a variety of literary texts with the aim of teaching a language.	
3	Students will be able to incorporate literature into language teaching classrooms.	

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes	Cont.	
1 Define the basic terms and principles of language teaching.	P	
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	P	
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.		
4 teach the language skills of speaking, writing, listening and reading effectively		
5 apply the basic terms and principles of language teaching in the teaching process.	P	
6 apply modern methods and approaches of teaching foreign language.	P	
7 differentiate between material adoption, adaptation, and development methods.		
8 translate from and into English and their mother tongues.	P	
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A	
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	A	
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	1. A textbook prepared by Dr. Basil on how language is taught through literature. 2. Lazar, G., (1993). Literature and Language Teaching. Cambridge: Cambridge University Press. 3. https://www.onestopenglish.com/methodology-tips-for-teachers/teaching-mater
Student's obligation (Special Requirements):	Students need to prepare very well for each class, take part in class activities with constructive comments and relevant information and be creative in the presentation of the knowledge they already possess about the subject.
Course Book/Textbook:	1. A textbook prepared by Dr. Basil on how language is taught through literature. 2. Lazar, G., (1993). Literature and Language Teaching. Cambridge: Cambridge University Press. 3. https://www.onestopenglish.com/methodology-tips-for-teachers/teaching-mater
Other Course Materials/References:	1. https://files.eric.ed.gov/fulltext/EJ1086201.pdf 2. http://www.cje.ids.czest.pl/biblioteka/14425901-Teaching-and-Learning-English-Literature.pdf 3. https://www2.le.ac.uk/offices/english-association/schools/UE67.3Eaglestone.pdf
Teaching Methods (Forms of Teaching):	Lectures, Practical sessions, Exercises, Presentation, Assignments, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Participation	1	5
Quiz	2	5
Homework	1	5
Midterm Exam	1	20
Presentation	2	10
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	14	14
Participation	1	10	10
Quiz	2	8	16
Homework	1	6	6
Midterm Exam	1	8	8
Presentation	2	8	16
Total Workload			118
ECTS Credit (Total workload/25)			5

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for EDU 408 CULTURE, CREATIVITY, AND CRITIQUE IN EDUCATION

Course Name: CULTURE, CREATIVITY, AND CRITIQUE IN EDUCATION

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 408	8	3	-	3	4

Name of Lecturer(s): Abdurrahman Wahab

Teaching Assistant: NA

Course Language: English

Course Type: Area Elective

Office Hours 11 am to 4 pm

Contact Email: abdurrahman.wahab@tiu.edu.iq

Tel:

Teacher's academic profile: Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.

Course Objectives: - To recognize the educative aspects of cultural and creative media and their importance in teaching and learning. - To develop students' critical and cultural literacies. - To help students understand the importance of a healthy educational process for a democratic society. - To enable students in determining their future career pathways.

Course Description (Course overview): This course is designed to help students recognize the transformative nature of education and teaching in schools and society. It will incorporate creative works in text and video into the critical approach in education. Students will watch popular films that cover educational and social issues, read short works of literature and literary criticism, and engage in creative writing experiences. Students who take this course are encouraged to have successfully completed courses such as Teaching for Transformation, Introduction to Education, academic reading and writing, and the literature courses.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course: the syllabus, course aims and expectations.
2	3	4-8/2/2024	Watching: Pay It Forward (teachers as role models)
3	3	11-15/2/2024	Discussion: The nature of change and the power of small deeds.
4	3	18-22/2/2024	Watching: Only the Strong (Expanding the meaning of Curriculum)
5	3	25-29/2/2024	Discussion: Those who teach are themselves taught.
6	3	3-7/3/2024	Watching: The Pursuit of Happiness (Parents as Teachers)
7	3	24-28/3/2024	Discussion: The door that is always open.
8	3	31/3-4/4/2024	The power of imagination: Drawing Images with words
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Watching: School of Rock (What is teaching? Who is a teacher?)
11	3	28/4-2/5/2024	Discussion: Do you remember that one teacher who...?
12	3	5-9/5/2024	Watching: Dangerous Minds (Teaching from experience)
13	3	12-16/5/2024	Discussion: Putting the curriculum into students VS. putting students into the curriculum
14	3	19-23/5/2024	Watching: Precious (When the teacher sees the value in you)
15	3	26-30/5/2024	Final recap and review

COURSE/STUDENT LEARNING OUTCOMES

- 1 Students will critically discuss educational aims and issues to develop their critical consciousness.
- 2 Students will recognize the educational context and system of schooling to find practical, ethical ways to advance educational experiences in Kurdistan Region.
- 3 Students will participate in cultural and social discussions relevant to educational aims.
- 4 Students will advance their knowledge about the profession and role of teachers in the society.
- 5 Students will become familiar with some of the conversations that are taking place in effective educational environments.

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)

Program Learning Outcomes**Cont.**

- | | | |
|----|--|---|
| 1 | Define the basic terms and principles of language teaching. | P |
| 2 | communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts | A |
| 3 | apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress. | P |
| 4 | teach the language skills of speaking, writing, listening and reading effectively | P |
| 5 | apply the basic terms and principles of language teaching in the teaching process. | A |
| 6 | apply modern methods and approaches of teaching foreign language. | P |
| 7 | differentiate between material adoption, adaptation, and development methods. | P |
| 8 | translate from and into English and their mother tongues. | P |
| 9 | use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills. | A |
| 10 | plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. | A |
| 11 | use required methods and techniques for student-centered teaching by considering individual and cultural differences. | A |
| 12 | provide guidance and counselling to students and their parents to boost the quality of learning of each individual student. | A |

Prerequisites (Course Reading List and References):

- Key Questions for Educators. - What to do: Case Studies for Educators. - Literature: Structure, Sound, and Sense. - Imagist Poetry. - Sudden Fiction.

Student's obligation (Special Requirements):

For the success of the course, students are asked to do the following: - Attend all the classes. - Actively participate in all activities. - Read assigned materials and do what is necessary to understand them. - Contribute to the development of the class discussions through oral and written assignments and projects. - Utilize the appropriate opportunities to develop and demonstrate their critical skills. - Minimize all interruptions and distractions (cellphone usage, late arrivals, etc.).

Course Book/Textbook:

- Key Questions for Educators. - What to do: Case Studies for Educators. - Literature: Structure, Sound, and Sense. - Imagist Poetry. - Sudden Fiction

Other Course Materials/References:<https://www.youtube.com/@abdurrahmanwahab2485>**Teaching Methods (Forms of Teaching):**

Lectures, Presentation, Project, Assignments, Case studies, Recitation, , ,

COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Attendance	1	5
Participation	10	2
Quiz	3	5
Midterm Exam	1	20
Final Exam	1	40
Total		100

Examinations: Essay Questions, True-False, Multiple Choices, Short

Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	10	10
Attendance	1	1	1
Participation	10	1	10
Quiz	3	5	15
Midterm Exam	1	10	10
Total Workload			94
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of ENGLISH LANGUAGE TEACHING,
2023-2024 Spring
Course Information for EDU 304 MATERIAL ADAPTATION AND DEVELOPMENT

Course Name: MATERIAL ADAPTATION AND DEVELOPMENT

Code	Regular Semester	Theoretical	Practical	Credits	ECTS
EDU 304	6	3	-	3	

Name of Lecturer(s): Hiwa Fuad

Teaching Assistant: Not Required

Course Language: English

Course Type: Area Elective

Office Hours 16:00-17:00

Contact Email: hiwa.fuad@tiu.edu.iq

Tel:07701333623

Teacher's academic profile: Bachelor of Arts (B.A.) in English Language Teaching, Tishk International University, Erbil, Iraq Master of Arts in English Language Teaching, Joint Program by Tishk International University and Salahaddin University

Course Objectives: The Material Adaptation and Development course aims to provide students with a comprehensive understanding of various teaching materials in language education. Students will explore and apply foundational principles for adapting and developing materials, considering diverse learner needs and cultural contexts. Proficiency in critically evaluating language teaching materials will be developed through a hands-on textbook evaluation task, while the procedures and analysis of key characteristics of well-designed materials will be emphasized. Practical assignments will allow students to apply adaptation and development concepts, focusing on the analysis and modification of existing materials.

Course Description (Course overview): This course introduces students to the objectives, methods, and findings of research investigating how materials are developed, evaluated and use in foreign/second language teaching. It will help students to better understand the theoretical assumptions behind materials, the roles of materials in language teaching and the methods of materials development and evaluation. The course will include topics such as needs analysis, features of well-designed materials, materials evaluation, materials adaptation and the development of original materials. Students will be asked to read recommended books and research articles, evaluate samples materials, adapt materials for classroom use and present their work the class after each assignment. Practical assignments will provide opportunities for application of the concepts and practice by requiring students to analyze language teaching materials currently in use.

COURSE CONTENT

Week	Hour	Date	Topic
1	3	28/1-1/2/2024	Introduction to the course & syllabus presentation
2	3	4-8/2/2024	Defining most relevant terms (Evaluation, Materials, Adaptation, Adoption, Materials Development ...)
3	3	11-15/2/2024	Needs analysis
4	3	18-22/2/2024	Teaching Materials
5	3	25-29/2/2024	Authentic Materials in Language Education
6	3	3-7/3/2024	Principles in Evaluating ELT Materials
7	3	24-28/3/2024	Textbook Evaluation Task
8	3	31/3-4/4/2024	Textbook Evaluation Task
9	3	14-18/4/2024	Midterm Exam
10	3	21-25/4/2024	Principles in Adapting Teaching Materials

11	3	28/4-2/5/2024	Interactive Notebook
12	3	5-9/5/2024	The Role of Video Materials in EFL Classrooms
13	3	12-16/5/2024	Technological Tools for Material Development
14	3	19-23/5/2024	Revision
15	3	26-30/5/2024	Revision
16	3	2-6/6/2024	Final Exam

COURSE/STUDENT LEARNING OUTCOMES		
1	Students will be able to explore various teaching materials	
2	Demonstrate knowledge in methods and principles of material adaptation and evaluation	
3	Adapt materials for classroom use	
4	Develop original materials for ELT classroom use	

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES		
(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced)		
Program Learning Outcomes	Cont.	
1 Define the basic terms and principles of language teaching.	P	
2 communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	P	
3 apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	A	
4 teach the language skills of speaking, writing, listening and reading effectively	P	
5 apply the basic terms and principles of language teaching in the teaching process.	P	
6 apply modern methods and approaches of teaching foreign language.	A	
7 differentiate between material adoption, adaptation, and development methods.		
8 translate from and into English and their mother tongues.	P	
9 use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	A	
10 plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	P	
11 use required methods and techniques for student-centered teaching by considering individual and cultural differences.		
12 provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.		

Prerequisites (Course Reading List and References):	1. Lecture Notes and PPTs.
Student's obligation (Special Requirements):	Students have to attend the class regularly and submit all projects on time. They are supposed to take notes during lectures.
Course Book/Textbook:	1. McDonough, J., Shaw, C., & Masuhara, H. (2013). Materials and methods in ELT: A teacher's guide (Vol. 2). John Wiley & Sons. 2.Tomlinson, B. (Ed.). (2011). Materials development in language teaching. Cambridge University Press. 3. Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. Procedia-Social and Behavioral Sciences, 232, 502-506.
Other Course Materials/References:	PPT slides, Videos, book references
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Seminar, Assignments, , ,

COURSE EVALUATION CRITERIA		
Method	Quantity	Percentage (%)
Participation	1	5
Quiz	2	5
Homework	1	5
Project	1	15

Midterm Exam	1	20
Presentation	1	5
Final Exam	1	40
Total		100

Examinations: Essay Questions, Fill in the Blanks, Multiple Choices, Short Answers, , ,

Extra Notes:

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	16	3	48
Practical Hours	16	0	0
Final Exam	1	10	10
Participation	1	2	2
Quiz	2	5	10
Homework	1	10	10
Project	1	6	6
Midterm Exam	1	6	6
Presentation	1	3	3
Total Workload			95
ECTS Credit (Total workload/25)			4

Peer review

Signature:

Name:

Lecturer

Signature:

Name:

Head of Department

Signature:

Name:

Dean

QR Code

ELT Website:



Students Handbook:

