	FAC	Ç, ULTY OF ART-SCIENCES, DEF	AĞ UNIVERSITY PARTMENT OF EN	IGLISH LANGU	AGE TEACHING	
Code		Course Title		Credit		ECTS
ELT 503		Professional Development		(3-0)3		7
Prerequisites	s	None		, ,		
Language of	Instruc	ction English	Mode of Delivery	/ Face-	to-Face	
Type and Le	vel of C	ourse Elective / Gradua	ate/ Second Cycle/S	Spring Semester		
Lecturers		Name(s)	Lecture Hours	Office Hours	Contacts	
Course Coor	dinator	Dr. Seden Eraldemir Tuyan	Friday 13.00-15.45		sedentuyan sedentuyan	@cag.edu.tr @gmail.com
Course Obje	ctive	The course aims to enable st models/techniques/principles regarding teacher professions in particular.	, rules, and aspects al development in g	of teaching, lea eneral and conti	rning, and evaluat nuous professiona	al development
		Students who have completed	tne course success	tully should	Relatio	
	4	be able to			Prog. Output	Net Effect
	1	Understand some of the processes and tools that have been identified as instrumental and supportive in teacher 9 3 development.				
Learning Outcomes of the Course	2	Evaluate reflective practice, exploratory teaching, and mentoring 4, 9 4,3 for teacher research and develop their understanding by studying their own practice, collecting data, and using reflective processes as the basis for evaluation and facilitating other teachers' professional growth.				
s of t	3	Evaluate different procedures the professional development in lar	4,4			
come	4	Evaluate different procedures to professional development in lar	3, 9	4,4		
ing Out	5	Evaluate different procedures that can be used to facilitate professional development in language teaching: Teacher support 9 3,3 groups & journal writing				
Learn	6	Evaluate different procedures to professional development in lar observation & teaching portfolions.		3, 9	3,4	
	7	Evaluate different procedures that can be used to facilitate professional development in language teaching: Analysis of 9 4 critical incidents & case analysis.				
	8	Evaluate different procedures to professional development in lar & team teaching.	nguage teaching: P	eer coaching	4, 9	3,4
Course Desc	cription	:. The course aims to improve t	he student's compo	etencies reinford	ing their profession	onal knowledge

Course Description:. The course aims to improve the student's competencies reinforcing their professional knowledge and skills; to develop their interest, attitude and motivation toward the teaching profession.

Course Contents:(Weekly Lecture Plan)

Course Contents: (weekly Lecture Plan)					
Weeks	Topics	Preparation	Teaching Methods		
1	Introduction to the course content	Syllabus	Orientation to the Course Content, Students' Self-Introductions		
2	The nature of teacher education	Suggested books and related articles	Lecture, Discussion		
3	Reflective Practice in ESL Teacher Development	Suggested books and related articles	Lecture, Discussion		
4	Action Research & Teacher Research	Suggested books and related articles	Lecture, Discussion		
5	Exploratory Practice in Language Teaching	Suggested books and related articles	Lecture, Discussion		
6	Mentoring & Enhancement Mentoring for Teacher Research	Suggested books and related articles	Lecture, Discussion		
7	Different procedures that can be used to facilitate professional development in language teaching: Self-monitoring	Suggested books and related articles	Lecture, Discussion		

8	Peer Mentoring for Enhancement of Teaching Practice	Suggested books and related articles	Lecture, Discussion
9	Keeping a teaching journal & Teaching Portfolios	Suggested books and related articles	Lecture, Discussion
10	Teacher support groups & Peer Observation & Peer Coaching	Suggested books and related articles	Lecture, Discussion
11	Analyzing Critical Incidents & Case Analysis	Suggested books and related articles	Lecture, Discussion
12	Workshops	Suggested books and related articles	Lecture, Discussion
13	Revision & Reflections		Feedback & Discussion
14	Poster presentations		Student Presentations, Feedback, Discussion

REFERENCES

Textbook

Richards, J.C. & Farrell, T. C. S. (2005). Professional Development for Language Teachers. Cambridge University Press: Cambridge. (our roadmap)

Farrell, T. S. C. (2013). Reflective Practice in ESL Teacher Development Groups. Palgrave Macmillan: London.

Hanks, J. (2017). Exploratory Practice in Language Teaching. Palgrave Macmillan: London.

Burns, A. (2010). Doing Action Research in Language Teaching. Routledge: New York.

Xerri, D., & Pioquinto, C. (Eds.). (2018). Becoming research literate: Supporting teacher research in English language teaching. Sursee: ETAS Journal.

Smith, R. (2020). *Mentoring Teachers to Research Their Classrooms: A Practical Handbook*. New Delhi: British Council.

Smith, R. & Rebolledo, P. (2018) A Handbook for Exploratory Action Research. London: British Council.

		ASSESSMENT METHODS
Activities	Number	Effect

Activities	Number	Effect	Notes
Midterm Project	1	25%	
Enhancement Mentoring	1	15 %	
for Teacher Research			
Presentation			
Effect of The Activities		40%	
Final Project		60 %	
EAR Project Assignment			

EAR Project Assignmen (40 %) & Poster

Presentation 2 (20 %) (as final exam)

Effect of The Final Exam	60%
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ECTS TABLE

Contents	Number	Hours	Total		
Hours in Classroom	15	3	45		
Hours out of Classroom	15	4	60		
Self-monitoring/Enhancement Mentoring	1	15	15		
for Teacher Research Presentation					
Midterm Project Assignment	1	30	30		
Final Project Assignment	1	40	40		
Poster Presentation	1	20	20		

Total	210/30
Total / 30	7
ECTS Credit	

RECENT PERFORMANCE