



**EUROPEAN UNIVERSITY OF LEFKE**

**DEPARTMENT OF ENGLISH  
LANGUAGE TEACHING**

**PROGRAMME HANDBOOK**

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## **Department of English Language Teaching**

The English Language Teaching Program is one of the oldest programs of the European University of Lefke and has been accepting students since 1993. The program graduated its first students in the Spring semester of the 1996-1997 academic year. The program, which was incorporated into the Dr. Fazıl Küçük Faculty of Education in 2009, continues to accept students under the name of English Language Teaching Program (ELT). Students who join the program through the Central Placement Exam System (ÖSYM) must first take the English Proficiency Exam organized by the Preparatory School. Students who pass the exam can start the program directly. Those who are not sufficient must study in the Preparatory School classes for one or two semesters until they reach the sufficient level. The program is accredited by EPDAD since 2021.

There are 66 courses in the program. The total credit of these courses is 148 credits and the European Credit Transfer Credit (ECTS) is 240 credits. The curriculum is comprised of four different types of courses as Area Knowledge Courses (ELTE 48%), Vocational Knowledge Courses (MBEG 34%) and General Knowledge Courses (GKEG 18%). The program lasts 8 semesters. For each course in the curriculum, each semester the lecturer of the course decides about the content of the course which needs to align with the course description of the course and s/he decides about the assessment procedures of the course such as exam, presentation, micro-teaching, assignment, project, classwork, participation, etc. The students completing the program is awarded the degree of Bachelor of Arts in English Language Teaching (BA in ELT). The academic year of the program is divided into two semesters as Fall Semester and Spring Semester. In each semester there are 14 weeks of teaching which are explicitly stated in the academic calendar of the year determined every year by the University Senate. During the summer period Summer School offers the needed courses to the students who have become unsuccessful during the Fall and/or Spring Semesters, to the students who have never taken and who wants to retake some courses to increase their GCPA scores. The Summer School period is organized for intensive 7 weeks of teaching in which the class hours are doubled. The program intends to offer its students a combination of theoretical and practical courses aiming to help the prospective EFL teachers to bridge the gap between the theory and practice until they complete the program.

### **Vision:**

The Department of English Language Teaching aims to be one of the leading departments that fosters lifelong learning in the individuals to keep up with the current innovations and applications in English Language Education. We envision to empower the individuals to transform lives in order to contribute to the continuously changing culturally diverse societies.

### **Mission:**

Our mission is to equip the learners with high-quality education in the field of English Language Teaching which can enable them to achieve their goals. We aim to create opportunities for the students to enhance the needed 21<sup>st</sup> century skills that fosters intercultural communication, critical thinking, problem solving and effective decision making to open paths for them to be a part of the global community.

## **Learning outcomes of the Department of ELT**

The program enables our students to have the needed qualification within English Language Teaching. The learning outcomes of the program have been developed and improved via the departmental meetings attended by all the lecturers teaching in the program in conjunction with the opinions and expectations of the external stakeholders. The ELT programs followed in other institutions were also taken into account while forming and shaping the outcomes of the program.

The learning outcomes of the Department of English Language Teaching (ELT) Program are listed below. Learners can;

**LO1** Use their achievements in the courses related to the teaching profession to perform effective classroom management.

**LO2** Research and create a report on the social, psychological and personal characteristics and development of students by using measurement and evaluation techniques in accordance with ethical rules.

**LO3** Conduct research using basic level scientific research techniques in order to find solutions to the problems that may be encountered in the field of English language teaching.

**LO4** Evaluate, apply and interpret concepts and scientific methods related to the field of English language teaching.

**LO5** Choose language teaching methods and techniques suitable for different learning characteristics by benefiting from the information they have acquired regarding the different language acquisition and learning characteristics of students due to their ages and learning styles.

**LO6** Prepare a daily lesson plan suitable for the course subject, and they can give effective lessons by using appropriate course materials and teaching technology.

**LO7** Develop course materials to ensure that students learn language units (phonological, lexical, grammatical units, etc.) and develop language skills, evaluate and use ready-made materials according to student level, interest, and learning characteristics,

**LO8** Select and use appropriate measurement tools and equipment to evaluate student development and success.

**LO9** Explain the similarities and differences of first and second language acquisition theories, and establish a connection between these theories and foreign language teaching theories and practices.

**LO10** Apply principles, theories, approaches, and techniques for the development and evaluation of educational programs.

**LO11** Explain the concepts of theoretical and applied linguistics and make appropriate lesson planning considering the characteristics of the target language.

**LO12** Use computer software and information and communication technologies at the level required by the field.

**LO13** Describe the basic theories and approaches in translation science and the characteristics of different text types. Can translate texts from English to Turkish and from Turkish to English.

**LO14** Define the concepts and principles of the field at a basic level in the field of Classical and Modern Literature, analyze and structure the information. Can apply these concepts and principles in the field of foreign language teaching.

**LO15** Use foreign language at the levels of accessing information, sharing and producing information in written and oral form.

**LO16** Identify and solve problems related to the social environment they live in with the awareness of social responsibility they have developed.



# EUROPEAN UNIVERSITY OF LEFKE

Dr. Fazıl Küçük Faculty of Education

Department of English Language Teaching  
Undergraduate Curriculum

1st Semester				2nd Semester			
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
MBEG101	Introduction to Education	(2-0) 2	3	MBEG104	Educational Psychology	(2-0) 2	3
MBEG102	Educational Sociology	(2-0) 2	3	MBEG103	Philosophy of Education	(2-0) 2	3
TARİH103	Principles of Atatürk & History of Turkish Reforms 1	(2-0) 2	3	TARİH104	Principles of Atatürk & History of Turkish Reforms 2	(2-0) 2	3
ELTE111	Foreign Language 1	(2-0) 2	3	ELTE112	Foreign Language 2	(2-0) 2	3
TD101	Turkish Language 1	(3-0) 3	5	TD102	Turkish Language 2	(3-0) 3	5
GKEG101	Information Technologies	(3-0) 3	5	ELTE102	Reading Skills 2	(2-0) 2	2
ELTE101	Reading Skills 1	(2-0) 2	2	ELTE104	Writing Skills 2	(2-0) 2	3
ELTE103	Writing Skills 1	(2-0) 2	2	ELTE106	Listening & Pronunciation 2	(2-0) 2	3
ELTE105	Listening & Pronunciation 1	(2-0) 2	2	ELTE108	Oral Communication Skills 2	(2-0) 2	3
ELTE107	Oral Communication Skills 1	(2-0) 2	2	ELTE110	Structure of English Language	(2-0) 2	2
<b>TOTAL</b>		<b>22</b>	<b>30</b>	<b>TOTAL</b>		<b>21</b>	<b>30</b>
3rd Semester				4th Semester			
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
MBEG202	Instructional Technologies	(2-0) 2	3	MBEG201	History of Turkish Education	(2-0) 2	3
MBEG204	Principles & Methods of Teaching	(2-0) 2	3	MBEG203	Research Methods in Education	(2-0) 2	3
MBXXX1 MBEG209	Curriculum Development in Education	(2-0) 2	4	<b>MBXXX2 MBEG206</b>	Extracurricular Activities in Education	(2-0) 2	4
GKXXX1 GKEG201	Career Planning and Development	(2-0) 2	3	<b>GKXXX2 GKEG102</b>	Culture & Language	(2-0) 2	3
<b>AEXXX1 ELTE 236</b>	Alan Eğitimi Seçmeli 1 World Englishes & Culture	(2-0) 2	4	<b>AEXXX2 ELTE 239</b>	Alan Eğitimi Seçmeli 2 Sociolinguistics & Language Teaching	(2-0) 2	4
ELTE201	Learning and Teaching Approaches in ELT	(2-0) 2	3	ELTE202	English Curriculum	(2-0) 2	3
ELTE203	English Literature 1	(2-0) 2	4	ELTE204	English Literature 2	(2-0) 2	4
ELTE205	Linguistics 1	(2-0) 2	3	ELTE206	Linguistics 2	(2-0) 2	3
ELTE207	Critical Reading & Writing	(2-0) 2	3	ELTE208	Language Acquisition	(2-0) 2	3
<b>TOTAL</b>		<b>18</b>	<b>30</b>	<b>TOTAL</b>		<b>18</b>	
5th Semester				6th Semester			
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
MBEG304	Classroom Management	(2-0) 2	3	MBEG303	Measurement & Evaluation in Education	(2-0) 2	3
MBEG302	Morals & Ethics in Education	(2-0) 2	3	MBEG301	Turkish Educational System & School Management	(2-0) 2	3
MBXXX3 MBEG309	Extracurricular Learning Environments	(2-0) 2	4	MBXXX4 MBEG306	Projects Design in Education	(2-0) 2	4
GKXXX3 GKEG340	History and Philosophy of Science	(2-0) 2	3	GKXXX4 GKEG330	Addiction & Fighting Against Addiction	(2-0) 2	3
<b>AEXXX3 ELTE 336</b>	Alan Eğitimi Seçmeli 3 Drama in ELT	(2-0) 2	4	<b>AEXXX4 ELTE 339</b>	Alan Eğitimi Seçmeli 4 Material Design in ELT	(2-0) 2	4
ELTE301	Teaching English to Young Learners 1	(3-0) 3	5	ELTE302	Teaching English to Young Learners 2	(3-0) 3	5
ELTE303	Teaching English Language Skills 1	(3-0) 3	5	ELTE304	Teaching English Language Skills 2	(3-0) 3	5
ELTE305	Literature & Language Teaching 1	(2-0) 2	3	ELTE306	Literature & Language Teaching 2	(2-0) 2	3
<b>TOTAL</b>		<b>18</b>	<b>30</b>	<b>TOTAL</b>		<b>18</b>	<b>30</b>
7th Semester				8th Semester			
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
ELTE409	Teaching Practice 1	(2-6) 5	10	<b>ELTE410</b>	Teaching Practice 2	(2-6) 5	15
MBEG404	Special Education & Inclusion	(2-0) 2	3	<b>MBEG402</b>	Counselling in Schools	(2-0) 2	3
MBXXX5 MBEG406	Comparative Education	(2-0) 2	4	<b>MBXXX6 MBEG409</b>	Adult Education & Lifelong Learning	(2-0) 2	4

GKEG202	Practices of Community Service	(1-2) 2	3	<b>AEXXX6 ELTE 439</b>	Alan Eğitimi Seçmeli 6 Evaluation of In-class Learning	(2-0) 2	4
<b>AEXXX5 ELTE 436</b>	Alan Eğitimi Seçmeli 5 Teaching of Integrated Language Skills	(2-0) 2	4	<b>ELTE402</b>	Exam Preparation in ELT	(3-0) 3	4
ELTE401	Lesson Content Development in ELT	(3-0) 3	3				
ELTE403	Translation	(3-0) 3	3				
<b>TOTAL</b>		<b>19</b>	<b>30</b>	<b>TOTAL</b>		<b>14</b>	<b>30</b>

**Total Credit: 148- Total ECTS: 240**

## Course Catalogue Descriptions

### 1<sup>st</sup> Semester

#### **MBEG101 Introduction to Education**

Basic concepts related to education; the aims and functions of education; the relation of education to other fields and sciences; legal, social, cultural, historical, political, economic, philosophical and psychological bases of education; methods in educational sciences; school and classroom as an educational and learning environment; current developments in teaching profession and teacher education; educational orientations in the twenty-first century.

#### **MBEG102 Educational Sociology**

Basic concepts of sociology: Society, social structure, social fact etc...; pioneers of sociology (İbn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber etc..) and their education ideas; education in terms of basic sociologic theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change etc..) and education; social institutions (family, religion, economy, politics) and education; development of sociology and educational sociology in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan etc...); culture and education; school as a social, cultural and ethical system and community.

#### **TARİH103 Principles of Atatürk & History of Turkish Reforms 1**

Internal and external causes that triggered the destruction of the Ottoman Empire; Innovation movements of the Ottoman Empire in the 19th century; The political and military condition of the Ottoman Empire at the beginning of the 20<sup>th</sup> century; First World War and Armenian issue; Anatolia's occupation and reactions; Extraction of Mustafa Kemal Pasha to Samsun and his operations; Congress period and organization; Establishment of last Ottoman Parliament and acceptance of national pact (*Misak-ı Milli*); Preparation for War of Independence and material and spiritual basis of this preparation; Establishment of Grand National Assembly of Turkey (TBMM) and its operations; Treaty of Sevres; Challenges in South and East Fronts; Establishment of regular army; Greek attack and wars in the West front, Signing of Armistice of Mudania; Treaty of Lausanne and signing of Peace Treaty.

#### **YDXXX1 Foreign Language 1**

Present continuous; present simple; verbal reading, writing, and listening skills in these tenses; verbal skills (introducing oneself, describing a place / something, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels and asking questions in restaurants, medium of transports such as bus, trains, shopping centers; writing skills (writing short messages, poster content, filling forms); listening skills (address description, person identification)

#### **TD101 Turkish Language 1**

Written language and features; writing and punctuation; characteristics of written and oral expression; paragraph creation and paragraph types (introduction, body, conclusion); Ways of developing thought (explanation, discussion, narration, description; definition, exemplification, witness demonstration, comparison etc...); text structure (structural features of text, (introduction, body, conclusion parts); textual features (cohesion, coherence, purposefulness, acceptability, contingency, informativity, intertextuality); writing a text (drafting, writing, editing and sharing); writing informative-descriptive text; writing narrative text; writing descriptive text; writing controversial and persuasive texts.

#### **GKEG101 Information Technologies**

Information technologies and computational thinking; problem solving concepts and approaches; algorithm and flow charts; computer systems; basic concepts about software and hardware; bases of operating systems, current operating systems; file management; utilities (third party software); word processing programs; calculation / table / graphics programs; presentation programs; desktop publishing; database management systems; Web designing; internet use in education; communication



and collaboration technologies; safe internet use; information ethics and copyrights; the effects of computer and internet on children / teenagers.

### **ELTE101 Reading Skills 1**

Comprehending different aspects of reading using original reading texts such as newspapers, magazines, reviews and academic writings; acquiring high-level reading skills such as predicting connections between clauses and the main idea of articles, attaining the main idea and using semantic cues between words; acquiring the habit of reading within the lecture and off the lecture; the development of critical thinking skills based on the synthesis, analysis and evaluation of knowledge.

### **ELTE103 Writing Skills 1**

Paragraph forms and structure; technical specifications of paragraph; paragraph analysis; paragraph planning; producing texts with description, comparison, discussion, narrative types, summarizing, interpreting; writing short story, review (on books and / or film) and official / non-official letter.

### **ELTE105 Listening & Pronunciation 1**

Analysis of original listening materials and speech phrases taken from different contexts; as well as phonetic transcriptions of sound differences and problematic sounds; high level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation, and phonological transcription studies.

### **ELTE107 Oral Communication Skills 1**

Development of verbal communication skills using appropriate expressions and strategies for various verbal communication situations; developing the ability to express emotions and thoughts effectively through dialogue, presentation, and discussion activities; development of speaking and listening comprehension skills using current, original, audial, audiovisual materials.

## **2<sup>nd</sup> Semester**

### **MBEG104 Educational Psychology**

Basic concepts of psychology and educational psychology; research methods in educational psychology; theories of development; development areas and development processes; individual differences in development; basic concepts about learning; factors affecting learning; learning theories in the context of educational-learning processes; motivation in learning process.

### **MBEG103 Philosophy of Education**

Basic topics and problem areas of philosophy; ontology, epistemology, philosophy of ethics and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: perennialism, essentialism, progressivism, existential education, critical / radical education; educational views of some philosophers (Plato, Aristotle, Socrates, J. Dewey, Avicenna, Farabi, J. J. Rousseau et al.) in the Islamic world and in the West; human nature; individual differences and education; education in terms of some politic and economic ideologies; movement of thoughts that had effect on the modernization process of Turkey and education; philosophical foundations of Turkish education system.

### **TARİH104 Principles of Atatürk & History of Turkish Reforms 2**

Political reforms (Abolishment of the Sultanate, Proclamation of the Republic, Abolishment of caliphate, etc...); Social reforms (Hat reform, occlusion of Islamic monasteries, Calendar, Clock and Surname law...); Educational and Cultural Reforms (The law on unification of education; alphabet reform, Turkish history and language reform); Legal reforms; Attempts of transition to a multi-party system and reactions in Atatürk's period (establishment and occlusion of Progressive Republican Party, Sheikh Said Rebellion and Assassination attempt on Atatürk); Attempts of transition to a multi-party system in Atatürk period (establishment and occlusion of Free Republican Party, Menemen incident);

Turkey's economic resources and policies in the Republican period (İzmir economic congress); Turkish Foreign policy in the Atatürk period (Population exchange, membership of the League of Nations, Balkan Entente and Sa'dabad pact); Turkish Foreign policy in the Atatürk period (Montreux convention, Hatay becoming a Turkish province, Turkey's bilateral relations with other countries); Description and scope of ; the Atatürk ideology; Turkey after Atatürk, Ruling years of Democratic Party, Turkey in 60's and 70's, Turkey's foreign policy after 1960.

### **YDXXX2 Foreign Language 2**

Past Simple Tense; Future Tense; Modals (can, could, may, must etc...), speaking, reading, writing and listening skills related with these tenses and modals; Word attack skills (asking questions and ordering in restaurants etc...); reading skills (internet weather reports, recipe, posters texts etc...); writing skills (writing text messages, giving written directions, writing emails / invitations, etc...); listening skills (weather report, recipe, etc.).

### **TD102 Turkish Language 2**

Characteristics of academic language and writing; using definitions, concepts and terms in academic writings; objective and subjective expression; the structure and types of academic texts (articles, reports and scientific abstracts etc...); writing allegation and propositions (verifying defending or opposing an idea); the formal characteristics of scientific reports and articles; the steps of writing report; explanation, discussion, establishing relations between texts, showing references (citation and footnotes, bibliography); writing headings, summarizing, writing keywords; ethical principles that should be paid attention in scientific writings; academic text writing applications.

### **ELTE102 Reading Skills 2**

Deducing by inductive and deductive methods and understanding the meaning given between the lines; understanding the meanings of direct and indirect, simple and metaphorical by examining the information in reading texts; being able to convey written of verbal personal opinions to the texts; understanding that reader's extrapolation and the idea intended by the author may be different.

### **ELTE104 Writing Skills 2**

Reading to write, writing to read; creating awareness of the practices to be done before, during and after writing; rewriting by paraphrasing; the ability of revision of what is written; self-assessment of what is written; peer evaluation; writing composition and homework report.

### **ELTE106 Listening & Pronunciation 2**

Listening sub-skills such as taking notes, foreseeing, reaching specific and detailed information, extracting meaning from context, understanding the essence of content; phonetics; focuses on original listening materials that include different English accents from various fields such as interviews, films, songs, conferences, television programs and news broadcasts.

### **ELTE108 Oral Communication Skills 2**

Development of advanced oral communication skills; the development of the ability to express feelings and thoughts in an appropriate way through verbal activities such as interviews, presentations and discussions; the development of the ability to understand and speak at an advanced level through the introduction and application of techniques and strategies for understanding.

### **ELTE110 Structure of English Language**

The word and sentence structure of English; simple, compound and complex sentence structures; tenses, modals, structures, roofs and their proper usage will be covered.

### **3<sup>rd</sup> Semester**

#### **MBEG202 Instructional Technologies**

Information technologies in education; classification of teaching process and teaching techniques; theoretical approaches to instructional technologies; new orientations in learning approaches; current literacies; teaching techniques as tools and materials; design of instructional materials; designing thematic teaching materials; creating field-specific object store, teaching material evaluation criteria.

#### **MBEG204 Principles & Methods of Teaching**

Basic concepts of teaching principles and methods; teaching-learning principles, models, strategies, methods and techniques; setting goals and objectives in teaching; selecting and organizing content in teaching and learning; teaching materials; teaching planning and teaching plans; theories and approaches related to teaching; effective school teaching, success in teaching and learning; evaluation of in-class learning.

#### **ELTE201 Learning and Teaching Approaches in ELT**

Meaning of learning and teaching English; The purpose and basic principles of English teaching; The history of English teaching; reflection of teaching and learning approaches to English teaching; Basic skills in teaching English; examples of in-class practices; Current tendencies and problems in English teaching; components of an effective English language teaching; Social, cultural and economic aspects of English teaching.

#### **ELTE203 English Literature 1**

The cultural history of English, American literature and English source language literature; basic terms and techniques used in text analysis; main text types; important movements and periods, contents and styles of works such as short stories, poetry, theater plays and novels in various genres of different periods; contributions of literature to our sense of life; critical analysis and interpreting of texts and literary arts.

#### **ELTE205 Linguistics 1**

Basic concepts of linguistic analysis; concepts related to the nature, structure and use of language with the help of awareness-raising, wrong analysis of language learners, case study and comparative analysis of native language and foreign language; language components as a system; linguistic competence and performance, sub-branches of linguistics, types of grammar, linguistic universals, linguistic creativity, linguistic arbitrariness, sign languages, artificial languages and intercreatural communication; researches related with brain and language, handedness and brain lateralization, language evolution, human language functioning models, language usage and language disorders (e.g. simultaneous listening test, split brain, WADA test); phonetics, acoustics, affective and articulatory phonetics, speech organs, phonemes, vowels and consonants, international phonetics alphabet, diphthong, triphthong, diction; phonetics, sound examples, simulation, dissimilation, connexion, consonant letter sets, consonants, parts, emphasis and melody; semantics, analysis of semantic components, semantic relations, semantic connexion, meaning and allusion, collocation.

#### **ELTE207 Critical Reading & Writing**

Summarizing and / or reporting selected current studies related with English language education; examination of works within their context and domestication of information; comparing and contrasting texts that defend different views on the same subject and producing original texts related with the subject.

### **4<sup>th</sup> Semester**

#### **MBEG201 History of Turkish Education**

The subject, method and resources of Turkish education history; education in the first Turkish states; education in the first Muslim Turkish states; education in Turk Seljukians and Anatolian principalities;

Education in the Ottoman Empire: Education system until the first modernization movements; Education in Turk states outside the Ottoman geography between the 13th - 18th centuries; Modernization movements in education in the Ottoman Empire until the Tanzimat Reform era; The establishment of the modern education system from Tanzimat Reform era to Republic period; reorganization of traditional education; Education in other Turk states and communities in Eurasia during the 19th and 20th centuries; education in the period of War of Independence; education in the Republic of Turkey: foundation, structure, organization and development of the Turkish education system; teacher training process from the past until today; Education in the 21st century Turkish world; common goals, language and alphabetical unity, common history making studies.

### **MBEG203 Research Methods in Education**

Basic concepts and principles of research methods; research process (realization of the problem, identifying the problem and sample, collecting and analyzing data, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, dissertations and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling data collection, analysis of data in qualitative research.; validity and safety in qualitative research; reviewing, evaluating and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education .

### **ELTE202 English Curriculum**

Basic concepts of curriculum; development of English language curriculum from past to present; approach, content of the current English language curriculum and skills that is intended to be developed by these curriculum; learning and sub-learning domains; distribution and limits of gains according to classes, relation with other courses; relation between curriculum of English lesson programs; methods, techniques, tools and materials used; measurement and evaluation approach; teacher competences.

### **ELTE204 English Literature 2**

Authors and works of art of English, American literature and English source language literature from different periods, the periods and basic movements of English written literature, basic concepts, terms, techniques in these literatures using sample texts from various periods; literary, philosophical and scientific movements.

### **ELTE206 Linguistics 2**

Concepts related to the nature, structure and use of language with the help of awareness-raising, wrong analysis of language learners; morphology: bound and free morphemes, mixes, conjugation and derivation morphemes, morpheme analysis, morphological language classification, analysis of hierarchical inner structures of words, morphological phonology variability; syntax, lexical item categories, phrases, clauses, sentence structures, transformational generative grammar, domination and connexion, minimalist program, member structure, role; pragmatics: representation, implicature, speaking principles, speech art and politeness; sociolinguistics; dialect, register, style; discourse: criteria of textuality, elements of cohesion, connections of discourse, functions, state of discourse, institutional discourse.

### **ELTE208 Language Acquisition**

First and second language acquisition theories (behaviorism, innatism, information processing, connectionism models, interactional approach); development stages and processes of native language and target language; case studies, comparative analysis of main and target language uses from lexical data, records of classroom second language interaction and comparison of second language acquisition in children and adults through transcription, developmental stages in native language acquisition, structural-syntactic developmental stages of second language, second language acquisition processes, individual differences in learners' traits in second language acquisition and final acquisition (e.g., personality influences, language ability, intelligence, acquisition age, motivation and attitude, learning preferences and beliefs), Differences in secondary and foreign language learning contexts (e.g. natural and formal education environments).

## **5<sup>th</sup> Semester**

### **MBEG304 Classroom Management**

Basic concepts related to classroom management; physical, social and psychological dimensions of the class; class rules and discipline in class; Models related to class discipline and management; management of student behaviors in class, communication and interaction process in class; student motivation in class; time management in the classroom; teacher as a teaching leader in the class; management of teacher-parent meetings; creation of positive classroom and learning environment; case examples of classroom management according to school levels.

### **MBEG302 Morals & Ethics in Education**

Basic concepts and theories related to morality and ethics; ethical principles, ethical rules, occupational ethics/morality; social, cultural, moral, ethical aspects of teaching profession; the right to education and learning, ethical principles in the process of education, training, learning and evaluation; ethical principles in relation to educational stakeholders (employers / managers, colleagues, parents, professional organizations and society); ethical/moral responsibilities of education / school administrators, parents and students; unethical behaviors in business and professional life; ethical arrangements in Turkey related with public administration, education and teachers; unethical behaviors in school and education, ethical dilemmas, problems and solutions; moral / ethical education and ethics in the school; headmaster and teacher as a moral / ethical leader.

### **ELTE301 Teaching English to Young Learners 1**

Differences between young learners (5-12 years) and learners of other ages (in terms of language structure, skills and learning of subordinate skills) and misconceptions about young learners; learning styles (visual, auditory and affective) and strategies of young learners (e.g.: metacognition, cognition, socio-affective); activities for language structure teaching (e.g. jigsaw, story, play and simulation); development of audiovisual tools (e.g. pictures, real objects, cartoons, puppets and songs); selection, ordering, material adaptation and evaluation of teaching points suitable for learners' language levels and cognitive and emotional development.

### **ELTE 303 Teaching English Language Skills 1**

Different stages and techniques of listening, speaking, pronunciation and vocabulary teaching; development of language awareness and teaching skills for learning groups at different ages and language abilities; lesson planning principles and techniques appropriate to different proficiency levels.

### **ELTE305 Literature & Language Teaching 1**

The use of literature in language teaching; short stories and novels selected from English and American literary works and works originally written in English and different features of these two types; different approaches to the use of literature with young people and adults at every language level; the integration of literature and language teaching in these two literary genres (short stories and novels) in theory and practice, the analysis of literary texts in terms of content richness and linguistic features; analysis of cultural teaching methods in the mentioned fields through the use of short stories and novels: objects and products in the native and target language and culture in comparative and contrastive terms; fixed expressions that reflect cultural values such as proverbs and idioms; social structures, roles and relations; customs / traditions / conventions; beliefs, values, prohibitions and taboos, superstitious beliefs specific to societies; political, historical and economic background; cultural institutions; metaphoric / associative connotations, use of humor.

## **6<sup>th</sup> Semester**

### **MBEG303 Measurement & Evaluation in Education**

Place and importance of measurement and evaluation in education; basic concepts related to assessment and evaluation; psychometric (validity, reliability, usability) properties of assessment tools;

development and implementation of achievement tests; interpretation of test results and giving feedback; analysis of test and item scores; evaluation and grading.

### **MBEG301 Turkish Educational System & School Management**

The formation of educational systems and the structure of Turkish education system; Basic laws regulating the Turkish education system; The central, provincial and foreign organization of the Ministry of Education; Teaching stages in Turkish education system; Human power, physical, technological and financial resources in Turkish education system; Innovation and reform initiatives in Turkish education system; organization-management theories and processes; school as a social system and organization; management of human resources; student personal affairs; work related to education and training; work related to school management; school, environment, community and family relationships; Current discussions and trends about Turkish education system and school.

### **ELTE302 Teaching English to Young Learners 2**

Different types of programs (story-based, content-based, theme-based, task-based) for early learning age groups (5-12); effective use of children's literature in the chosen type of program, classroom management, language presentation and exercises.

### **ELTE304 Teaching English Language Skills 2**

Different stages and techniques of reading, writing, and grammar teaching; development of language awareness and teaching skills for learning groups at different ages and language abilities; lesson planning principles and techniques appropriate to different proficiency levels.

### **ELTE306 Literature & Language Teaching 2**

The use of literature in language teaching; poems and theatre plays selected from English and American literary works and works originally written in English and different features of these two types; events that will draw attention to the richness of literary texts; the use of poetry and theater play and cultural elements teaching; objects and products in the native and target language and culture in comparative and contrastive terms; fixed expressions that reflect cultural values such as proverbs and idioms; social structures, roles and relations; customs / traditions / conventions; beliefs, values, prohibitions and taboos, superstitious beliefs specific to societies; political, historical and economic background; cultural institutions; metaphoric / associative connotations, use of humor.

## **7<sup>th</sup> Semester**

### **ELTE409 Teaching Practice 1**

Making observations about teaching methods and techniques specific to the field; making individual and group micro-teaching practices in which specific teaching methods and techniques specific to the field are used; developing field-specific activity and material; preparing teaching environments, classroom management, measuring, evaluating and reflecting.

### **MBEG404 Special Education & Inclusion**

Basic concepts related to special education; principles and historical development of special education; legal arrangements for special education; diagnosis and evaluation in special education; individualization of teaching; mainstreaming and support special education services; participation of the family to the education and co-operation of the family; characteristics of different inadequacies and groups of talents; educational approaches and teaching strategies for different groups; effective strategies and behavior management in classroom management.

### **GKEG202 Practices of Community Service**

Community, collective service practices and social responsibility concepts; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of determined social problems; voluntarily participating in individual and group social responsibility projects; participating in social responsibility projects in various institutions and

organizations; participating in scientific events such as panels, conferences, congresses, symposiums as audience, speaker or organizer; assessing the results of social responsibility projects.

### **ELTE401 Lesson Content Development in ELT**

Theories and principles of course content and materials design in English teaching (e.g., selection, adaptation, development and evaluation of content and materials in English teaching) and basic opinions on the use of English textbooks; the relationship between methodology, ideology and textbook author; format related to the selection of the course content and materials: authentic, real-world contextualized tools that help learners to communicate with each other and with the teacher, language abilities, learnability, ease of use, cultural content, communicative interaction suitability and language use of the student; adaptation and development of material for language teaching, adaptation of textbook materials according to specific learning needs and teaching environments, design their own teaching materials and assistive devices according to the appropriate method, student level, needs and current school environment; English content and material evaluation; Language teaching materials and course book evaluation criteria related to the use of the English textbook in the classroom environment and current EFL methods on content and material design.

### **ELTE403 Translation**

Translation of different text genres from Turkish-English and English-Turkish is offered within the scope of this course; linguistic structure and context relation is analyzed in translation process; it is aimed to increase the awareness of teacher candidates about the similarities and differences between the two languages; the harmony between text genres is emphasized with the help of translation approaches.

## **8<sup>th</sup> Semester**

### **ELTE410 Teaching Practice 2**

Making observation with specific teaching methods and techniques specific to the field; conducting individual and group micro-teaching practices using specific teaching methods and techniques specific to the field; planning a lesson independently; developing activity and material related with the lesson; preparing education environments; classroom management, measuring, evaluating and reflecting.

### **MBEG402 Counselling in Schools**

Place of Guidance and Psychological Counseling services in education; philosophy, purpose, principles and program of developmental guidance model (comprehensive developmental Guidance and Psychological Counseling program); basic services / interventions; the role and function of teachers in class guidance; Competencies to be gained in educational, professional, personal and social areas within Guidance and Psychological Counseling services; co-operation between school administrator and teachers, school counselor and psychological counselor; preparation and implementation of classroom Guidance and Psychological Counseling plans and programs.

### **ELTE402 Exam Preparation in ELT**

Types of tests and measurement methods used for different age groups and language levels in language ability teaching; Principles for measuring and evaluating language skills; types of questions used evaluating reading, writing, listening, speaking, vocabulary and grammar; exam preparation techniques and evaluation criteria; preparation of various question examples and exam evaluation studies.

## **AREA KNOWLEDGE ELECTIVE COURSES**

### **ELTE236 World Englishes and Culture**

The use of English as an international language, the different uses of English and English as a common language; reflection of the English usage as an international language to English education and teacher education; development of the consciousness of the students about the relationship between language and culture, and the examination of the importance of the culture in language teaching; evaluation of cultural objects by examining materials such as textbooks, literary works, films, TV programs and advertisements.

### **ELTE336 Drama in ELT**

Definition and meaning of the term drama; psychodrama, creative drama, educational drama, sociodrama and similar concepts; relation of drama and play; history of drama practices in education; the structure and application stages of drama in education; drama environment and teacher qualities; evaluation of drama; drama examples suitable with the educational purposes of the field, developing examples and implementing.

### **ELTE339 Material Design in ELT**

Using field-specific instructional technologies; software types and their purposes; design and development principles of materials to be used in teaching; identification of material requirements; design of two and three dimensional teaching materials; working leaves; slides; Development of teaching materials such as VCD, DVD, MP3 and MP4 files; evaluation of classroom practices for different teaching materials.

### **ELTE439 Evaluation of In-class Learning**

Measurement tools used in education and their properties; tools based on traditional approaches; written exams, short answer exams, true-false type tests, multiple choice tests, matching tests, oral examinations; tools for multi-faceted identification of students: Observation, interview, performance evaluation, student product file, research papers, research projects, peer evaluation, self-evaluation, attitude scales; considerations in assessing student achievement; evaluation of learning outcomes and grading.

### **ELTE239 Sociolinguistics and Language Teaching**

In this course which is described as the analysis of language in relation with the society in which it is being used, information about the field of analysis and forms of sociolinguistics are given; students are informed about the different uses of language in society and how language usage differ according to region, social classes and ethnicity; at the end of this course, students will be able to understand how language usage changes in a society and the relationship of sociolinguistics and language teaching.

### **ELTE436 Teaching of Integrated Language Skills**

At the end of the course, teacher candidates will learn how to teach communicative language skills in a lesson plan and integrated teaching methods and techniques; focus on how to integrate reading, speaking, listening and writing skills into a lesson plan specifically for teens and adults and how to integrate language elements such as grammar, vocabulary and pronunciation into this skill-based lesson plan if they are included in the lesson plan.

## **VOCATIONAL KNOWLEDGE ELECTIVE COURSES**

### **MBEG206 Extracurricular Activities in Education**

Concepts related to formal program extracurricular activities / hidden curriculum in education; approaches related to hidden curriculum; cognitive and affective field learning and hidden curriculum; school as a ritual place; school ceremonies as non-scheduled activities at school; the importance and



management of social, cultural, sporting and artistic activities in school; place and importance of hidden curriculum in values education; non-scheduled activities in terms of value education (commemorate ceremonies, celebrations, meetings, graduation ceremonies etc.)

### **MBEG209 Curriculum Development in Education**

Basic concepts related to curriculum development; theoretical foundations of curriculum development; curriculum types; philosophical, social, historical, psychological and economic foundations of curricula; characteristics of curriculum development and curriculum; the stages of curriculum development; basic elements of a curriculum (goal, content, time course, assessment) and relation between elements; classification of goals and their relation to curriculum elements; content editing approaches; identification of educational needs; curriculum development process and models; curriculum design approaches; curriculum evaluation models; curriculum literacy; the duties and responsibilities of the teachers in the development of curriculums; characteristics of Ministry of Education curriculum; implementation of curriculums; new approaches and trends related to curriculum development in the world and Turkey.

### **MBEG306 Project Design in Education**

Project concept and project types; curriculum and project based learning; project programs for schools (TUBITAK [Scientific and Technological Research Council of Turkey], EU and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of scientific method in the project; project report preparation and development; finalizing the project report; project evaluation and examination of good examples; project presentations, poster and brochure design techniques.

### **MBEG406 Comparative Education**

Definition, scope, history of comparative education; method and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school grades, human resources, financing of education, privatization in education, policy making in education, planning and implementation; gender, social justice and equality in education in different countries; reform and reform initiatives in education in different countries; systems for training teachers and education / school managers in different countries; globalization and internationalization in education; international exams, institutions and organizations related with education.

### **MBEG309 Extrascholastic Learning Environments**

Out-of-school education and learning concepts; the scope and importance of out-of-school learning; teaching in an out-of-school setting; teaching methods, techniques (project-based learning, station technique, etc.) and teaching materials suitable for out-of-school learning environments; out-of-school learning environments (museums, science centers, zoo gardens, botanical gardens, planetarium, industrial establishments, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning spaces and environments; planning, implementation and evaluation of extracurricular learning activities.

### **MBEG409 Adult Education and Lifelong Learning**

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education, etc.); The historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; purpose, content and historical development of life-long learning; Lifelong learning applications in Turkish education system.

## **GENERAL KNOWLEDGE ELECTIVE COURSES**

### **GKEG330 Addiction and Fighting Against Addiction**

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); reasons of addiction; family, peer group and social risk factors that prepare ground for substance

addiction process; communication skills in addict children, teens and adults; the role of social work in addiction; addiction related models; effort to prevent addiction; consequences of addiction; national policy and strategy methods for fight against addiction; re-adaptation process.

### **GKEG340 History and Philosophy of Science**

Science, philosophy, scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; Science and philosophy in the Islamic culture geography; Science in Mesopotamia; Science and philosophy in Renaissance Europe; science and philosophy in the age of enlightenment; classification of sciences; science, scienticism, ideology, ethics and religion relations; science and paradigms; Vienna and Frankfurt schools of thought; science criticism in the twentieth and twenty-first centuries.

### **GKEG201 Career Planning and Development**

Career concept, career planning and stages; individual career development, creation of a career strategy; career planning model, career options in related teaching areas; preparation of resume and types of resumes, CV formation and examples, Points to note in CV preparation; cover letters, introductory letters, job interview, aims, methods and types, preparation to interview and interview process; situations that may be encountered in interviews; question types, body language-physical signs.

### **GKEG102 Culture and Language**

Basic concepts about language and culture; Cultural resources and items; oral and written culture; material and spiritual culture; culture from individual and social aspects; culture as binder and separator; acculturation, enculturation, cultural expansion and harmony; culture in terms of cognitive, symbolic, structural-functional approaches; language as system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language in transporting knowledge and culture and establishing social interactions and communications; development and transmission of language and culture; national identity and language; the dynamics of culture and changes on the ground; discussions of mutual interaction of culture and changes in the world; national cultures; globalization, multilingualism and multiculturalism.

COURSE TEACHING PLAN	
Course Name	INTRODUCTION TO EDUCATION
Course Code	MBEG101
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	FALL
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	At the end of this course, students are expected to comprehend common characteristics and principles of teaching profession, school and classroom contexts, alternative perspectives in education, social, psychological, philosophical and historical foundations of education.
Learning Outcomes	1. Students will be able to comprehend fundamental concepts in educational science.
	2.Students will be able to write about what effective teachers comprise of.
	3.Students will be able to recognize the philosophical foundations of education .
	4.Students will be able to comprehend what education sociology is .
	5.Students will be able to mention about psychological foundations of education.
Course Content	Basic concepts related to education; the aims and functions of education; the relation of education to other fields and sciences; legal, social, cultural, historical, political, economic, philosophical and psychological bases of education; methods in educational sciences; school and classroom as an educational and learning environment; current developments in teaching profession and teacher education; educational orientations in the twenty-first century.
Weekly Detailed Course Content	Week 1 Introduction to the course and the course outline
	Week 2 Basics in education, concepts in Education, definitions
	Week 3 Important people in education, western views on education
	Week 4 Whether Education in Intentional or Unintentional? THE COGNITIVE ASPECT OF EDUCATION
	Week 5 Does Education Occur only in Educational Institutions?
	Week 6 Vision about an Educated Person, Nature of Educational Goals
	Week 7 Processes and Modes of Education
	Week 8 <b>midterms</b>
	Week 9 Informal Education, Inclusiveness of School Education, Teacher Education
	Week 10 Professional Development
	Week 11 5 Trends in Education that continue in 2021
	Week 12 Education during crisis (studies)
	Week 13 Education during crisis (continue)
	Week 14 Educational considerations
	Week 15 <b>Revision</b>
Course Book/Material/Suggested Resources	Sheng-Yi Wu (2021). How teachers conduct Online Teaching During the COVID-19 Pandemic: A Case Study of Taiwan. Digital education. <a href="https://doi.org/10.3389/feduc.2021.675434">https://doi.org/10.3389/feduc.2021.675434</a>
	OECD (2022), Trends Shaping Education 2022, OECD Publishing, Paris, <a href="https://doi.org/10.1787/6ae8771a-en">https://doi.org/10.1787/6ae8771a-en</a> .
	Bartlett, S., Burton, D.(2016). Introduction to Education Studies
	HodkinSon, phil; Colley, hEllen and JanICE MalColM. (2003). The Interrelationships between Informal and Formal Learning. Journal of Workplace Learning, 15, 313–318.
	Parvin Sinclair (2016). Basics in Education. <a href="https://ncert.nic.in/division/der/pdf/basic_in_education.pdf">https://ncert.nic.in/division/der/pdf/basic_in_education.pdf</a>
Hayes Mizell. Why Professional Development matters. (2010). <a href="https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf">https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf</a>	

COURSE TEACHING PLAN																															
Course Name	Educational Sociology																														
Course Code	MBEG 102																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Fall																														
Course Lecturer(s)	Çağda Kıvanç Çağanağa																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	The objective of the course is to develop the following skills and knowledge - Introducing to the main concepts and theories of the sociology of education and training - Understanding the processes in education and training that produce social inequalities - Understanding the macro-sociological relations between educational systems, States, economic systems and societies - Developing the capacity to gain knowledge on the main elements of educational systems: economy, politics, mass media, peer groups, equality in education etc.																														
Course Learning Outcomes	1-Students will be able to explain what the key terms of educational sociology are. 2-Students will be able to explain the school as a social institution and the basic social functions of it. 3- Students will be able to explain the relationship between individual and society in terms of educational																														
Course Content	Basic concepts of sociology: Society, social structure, social phenomenon, social event etc.; pioneers of sociology (Ibn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber et al.) and educational views; based on sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, education in terms of phenomenology and ethnomethodology; social processes (socialization, social stratification, social mobility, social change, etc.) and education; social institutions (family, religion, economy, politics); The development of educational sociology in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan etc.); culture and education; School as a social, cultural, moral system and community.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>Week 1</td> <td>Definition and Development of Educational Sociology</td> </tr> <tr> <td>Week 2</td> <td>Teaching Educational Sociology in Turkey</td> </tr> <tr> <td>Week 3</td> <td>Socialization</td> </tr> <tr> <td>Week 4</td> <td>Pioneers of Educational Sociology: İbn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber, Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan.</td> </tr> <tr> <td>Week 5</td> <td>The relationship between Education and Culture</td> </tr> <tr> <td>Week 6</td> <td>Functionalism, Structuralism, Symbolic Interactionism and Conflict Theory in terms of education</td> </tr> <tr> <td>Week 7</td> <td>Critical Theory, Phenomenology and Ethnomethodology in terms of education</td> </tr> <tr> <td>Week 8</td> <td><b>MID TERM EXAMINATIONS</b></td> </tr> <tr> <td>Week 9</td> <td>The relationship between Education and Economy &amp; The relationship between Education and Politics</td> </tr> <tr> <td>Week 10</td> <td>Education and Mass Media</td> </tr> <tr> <td>Week 11</td> <td>The relationship between peer groups and education</td> </tr> <tr> <td>Week 12</td> <td>Equality Of Opportunity In Education</td> </tr> <tr> <td>Week 13</td> <td>Basic Concepts and Legal Basis for Policy Making in Education</td> </tr> <tr> <td>Week 14</td> <td>Revision</td> </tr> <tr> <td>Week 15</td> <td><b>FINAL EXAMINATIONS</b></td> </tr> </tbody> </table>	Week 1	Definition and Development of Educational Sociology	Week 2	Teaching Educational Sociology in Turkey	Week 3	Socialization	Week 4	Pioneers of Educational Sociology: İbn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber, Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan.	Week 5	The relationship between Education and Culture	Week 6	Functionalism, Structuralism, Symbolic Interactionism and Conflict Theory in terms of education	Week 7	Critical Theory, Phenomenology and Ethnomethodology in terms of education	Week 8	<b>MID TERM EXAMINATIONS</b>	Week 9	The relationship between Education and Economy & The relationship between Education and Politics	Week 10	Education and Mass Media	Week 11	The relationship between peer groups and education	Week 12	Equality Of Opportunity In Education	Week 13	Basic Concepts and Legal Basis for Policy Making in Education	Week 14	Revision	Week 15	<b>FINAL EXAMINATIONS</b>
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Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>Khan, S. (2017) The One World Schoolhouse: Education Reimagined</li> <li>Topses, M. D. (2014) Eğitim Sosyolojisi. Ankara: Nobel.</li> <li>Durkheim, E. (1956) Education and Sociology. New York: The Free Press.</li> <li>Robinson, K. (2018) Creative Schools: The Grassroots. New York: Sola Unitas.</li> <li>Tezcan, M. (1985) Eğitim Sosyolojisi. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları.</li> <li>Aypay, A. (2015) Eğitim Politikası. Pegem Akademi: Ankara.</li> <li>Batool, F. M. (2024) The Clash of Civilisations [Review of the book The Clash of Civilisations, by Fizza Mehak Batool]. Paradigm Shift. <a href="https://www.paradigmshift.com.pk/clash-of-civilisations-samuel-huntington/">https://www.paradigmshift.com.pk/clash-of-civilisations-samuel-huntington/</a></li> </ol>																														

COURSE TEACHING PLAN	
Course Name	Atatürk İlkeleri ve İnkılap Tarihi I
Course Code	TARİH103
Course Type	Zorunlu
Course Level	Lisans
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Güz
Course Lecturer(s)	Doç. Dr. Elnur Ağayev
Teaching System	Açık Erişim
Medium of Instruction	Türkçe
Prerequisite Courses	Yok
Other Aspects Recommended for the Course	Yok
Apprenticeship	Yok
Aim of the Course	Bu derste; öğrencilere tarih bilinci verilecek, var olan tarih bilgileri pekiştirilecek ve "1923 Devrimi"nin felsefi ve düşünsel temelleri kazandırılmaya çalışılacaktır. Laik-demokratik Cumhuriyetin oturduğu dinamikler, devrimler ve devrimlerin Türk toplumu açısından taşıdığı önem, Büyük Asker ve Devlet Adamı Atatürk'ün hayat hikâyesinin yanı sıra, Türk Ulusu'nun Atatürk önderliğinde bağımsızlığını savunuşu, onun çok yönlü kişiliği ve liderlik özellikleri irdelenecektir. Ayrıca, genç ve dinamik Türkiye Cumhuriyeti'nin kuruluşu ve bu Cumhuriyet'in hızla yükselişi ve devrimlerin önemi vurgulanacaktır. Dönem sonunda Milli Mücadele sürecinin ve Türkiye Cumhuriyeti tarihinin öğrenciler tarafından derinlikli olarak anlaşılması hedeflenmektedir.
Learning Outcomes	1- Tarih disipliniyle ilgili bilgileri sorgulayabilme. 2- Türk Yenileşme Tarihi ve Milli Mücadele dönemiyle ilgili kavramları açıklayabilme. 3- Milli Mücadele döneminde dünya ve Anadolu'da yaşanan olayları sorgulayabilme. 4- Mustafa Kemal Atatürk'ün Milli Mücadeledeki hareket planını, düşünce yapısını ve konumunu açıklayabilme.
Course Content	Osmanlı Devleti'nin yıkılışını hazırlayan iç ve dış sebepler; XIX. Yüzyılda Osmanlı Devleti'nde yenilik hareketleri; Osmanlı Devleti'nin son dönemindeki fikir akımları; XX. Yüzyılın başında Osmanlı Devleti'nin siyasi ve askeri durumu; I. Dünya Savaşı ve Ermeni meselesi; Anadolu'nun işgali ve tepkiler; Mustafa Kemal Paşa'nın Samsun'a çıkışı ve faaliyetleri; kongreler dönemi ve teşkilatlanma; son Osmanlı Mebuslar Meclisi'nin açılışı ve Misak-ı Milli'nin kabulü; Milli Mücadele'ye hazırlık ve bu hazırlığın maddi ve manevi temeller; TBMM'nin açılışı ve faaliyetleri; Sevr Antlaşması; Güney ve Doğu cephelerindeki mücadeleler; düzenli ordunun kuruluşu, Yunan taarruzu ve Batı cephesindeki savaşlar, Mudanya Mütarekesi'nin imzalanması, Lozan Konferansı'nın toplanması ve Barış Antlaşması'nın imzalanması.
Weekly Detailed Course Content	1. Hafta Tarih disiplini ve tarih bilinci 2. Hafta Atatürk İlkeleri ve İnkılap Tarihi'ne ilişkin temel kavramlar (İnkılap, devrim, ıslahat) 3. Hafta Atatürk İlkeleri ve İnkılap Tarihi'ne ilişkin temel kavramlar (tanzimat, hükümet darbesi, karşı devrim vb.) 4. Hafta Osmanlı Devleti'nin gerilemesinin sebepleri 5. Hafta I. Dünya Savaşı ve Osmanlı Devleti'nin savaşa girişi 6. Hafta Osmanlı Devleti'nin çöküşüne yol açan iç sebepler 7. Hafta Osmanlı Devleti'nin çöküşüne yol açan dış sebepler 8. Hafta Ara Sınavı 9. Hafta Milli Mücadele öncesi Anadolu'da genel görünüm 10. Hafta Yararlı Cemiyetler / Zararlı Cemiyetler 11. Hafta Mondros Mütarekesi'nin imzalanma süreci ve maddeleri 12. Hafta Mondros Mütarekesi sonrası ilk işgaller ve ülkenin içerisinde bulunduğu durum 13. Hafta Mustafa Kemal Paşa'nın 9. Ordu Müfettişliği görevine atanma süreci 14. Hafta 9. Ordu Müfettişliğine atanma ile tarafların güttüğü amaçlar 15. Hafta Final Sınavı
Course Book/Material/Suggested Resources	1. Temuçin Faik Ertan (Ed.) <i>Başlangıcından Günümüze Türkiye Cumhuriyeti Tarihi</i> , Siyasal Kitabevi, Ankara 2022. 2. TARİH103 Ders notları ve slaytlar 3. Kurtcephe, İsrail / Aydın, Beden, <i>Türkiye Cumhuriyeti Tarihi I</i> , Alp Yayınları, Ankara 2015. 4. Kili, Suna, <i>Türk Devrim Tarihi</i> , Bilgi Yayınevi, Ankara 2018.

COURSE TEACHING PLAN	
Course Name	GERMAN II
Course Code	ELTE111
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	FALL
Course Lecturer(s)	Yankı Bağcıer Zayımlar
Teaching System	Formal Education
Medium of Instruction	German, Englisch
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	The main aim of this course is to teach learners the basic expressions and words they need in everyday life. This includes greetings, polite phrases, simple questions and answers as well as naming objects and people in their immediate environment.
Learning Outcomes	1- The students will have learned the necessary speech and communication patterns in daily life
	2- The students will be able to express themselves in writing and speaking
	3- The students will be able to apply of reading, writing, listening and speaking skills in a more efficient way
Course Content	Present continuous; present simple; verbal reading, writing, and listening skills in these tenses; verbal skills (introducing oneself, describing a place / something, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels and asking questions in restaurants, medium of transports such as bus, trains, shopping centers; writing skills (writing short messages, poster content, filling forms); listening skills (address description, person identification)
Weekly Detailed Course Content	1. Week   Introduction to course
	2. Week   Nach dem Namen fragen sich und andere mit Namen vorstellen, W-Fragen
	3. Week   Die Berufe
	4. Week   Steckbrief und Negation
	5. Week   Meine Familie
	6. Week   Ja-Nein Fragen
	7. Week   Wiederholung
	8. Week   <b>Mid-Term Exam</b>
	9. Week   Nationalität und Länder
	10. Week   Möbel und Elektrogeräte benennen
	11. Week   Formuler ausfüllen -Adjektive
	12. Week   Über Hobbys und Fähigkeiten sprechen
	13. Week   Modal Verben 'können'
	14. Week   Wiederholung
	15. Week   <b>Final Exam</b>
Course Book/Material/Suggested Resources	Menschen A1.1 Kursbuch
	Menschen A1.1 Arbeitsbuch

COURSE TEACHING PLAN	
Course Name	Türk Dili I / Türkçe
Course Code	TD101
Course Type	Zorunlu
Course Level	Lisans
Course ECTS Credit	5
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Güz
Course Lecturer(s)	Doç. Dr. Elnur Ağayev, Doç Dr. Osman Erciyas
Teaching System	Açık Erişim
Medium of Instruction	Türkçe
Prerequisite Courses	Yok
Other Aspects Recommended for the Course	Yok
Apprenticeship	Yok
Aim of the Course	Türk dilinin tarihi gelişimi ve temel gramer özellikleri, Yazılı ve sözlü anlatım türünün özellikleri; imlâ, noktalama ve vurgunun önemi; sözlü anlatım türleri ve örnekleri; yazıda plan, yapı ve paragraf; anlatım biçimleri, formal yazılar, yazılı anlatım türleri ve örneklerinin kavratılması
Learning Outcomes	1- Türk dilinin tarihi gelişim süreçlerini açıklayabilme 2- Türkçe dilbilgisi özelliklerini genel hatlarıyla açıklayabilme 3- Yazılı ve sözlü anlatım kurallarını uygulayabilme 4- Kompozisyon ve formal yazılarda dikkat edilmesi gereken kuralları açıklayabilme
Course Content	Yazı dili ve özellikleri; yazım ve noktalama; yazılı ve sözlü anlatımın özellikleri; paragraf oluşturma ve paragraf türleri (giriş, gelişme, sonuç paragrafları); düşüncüyü geliştirme yolları (açıklama, tartışma, öyküleme, betimleme; tanımlama, örneklendirme, tanık gösterme, karşılaştırma vb. uygulamaları); metin yapısı (metnin yapısal özellikleri, giriş-gelişme-sonuç bölümleri); metinsellik özellikleri (bağlıklık, tutarlılık; amaçlılık, kabul edilebilirlik, durumsallık, bilgisellik, metinlerarasılık); metin yazma (taslak oluşturma, yazma, düzeltme ve paylaşma); bilgilendirici-açıklayıcı metin yazma; öyküleyici metin yazma; betimleyici metin yazma; tartışmacı ve ikna edici metin yazma.
Weekly Detailed Course Content	1. Hafta Dil nedir? Dilin Özellikleri, Dünya Dilleri ve Sınıflandırılması 2. Hafta Türkçenin Dünya Dilleri Arasındaki Yeri; Türkçenin İlk Yazılı Belgeleri: Orhun Yazıtları 3. Hafta Divanu Lugati't-Türk, Kutadgu Bilig, Dede Korkut Hikayeleri 4. Hafta Türk Dilinin Tarihi Dönemleri; Lehçe, Şive ve Ağız Nedir? 5. Hafta Türkçenin Sesleri ve Ses Özellikleri 6. Hafta Türkçe Sözcüklerin Ses Özellikleri; Ünlüler ve Ünsüzler 7. Hafta Yapım Ekleri ve Sınıflandırılması; Çekim Ekleri ve Sınıflandırılması 8. Hafta <b>Ara Sınavı</b> 9. Hafta İsim ve Sıfatlar. Genel Özellikler ve Örnekler. Zamirler ve Zarflar. Genel Özellikler ve Örnekler 10. Hafta İsim Tamlaması, Sıfat Tamlaması; Cümle nedir? Cümlenin Öğeleri, Cümle Tahlilleri 11. Hafta Kompozisyon Nedir? Kompozisyon Yazım Kuralları Nelerdir? 12. Hafta Formal Yazılar: Dilekçe Nasıl Yazılır? Noktalama İşaretleri ve Kullanımı 13. Hafta Yazılı Anlatım Türleri ve Özellikleri; Konuşma Sorunları ve Giderilmesi; Sözlü Anlatım Türleri, 14. Hafta Ses Açma Çalışmaları ve Konuşma Egzersizleri; Konuşma Metni Hazırlanması ve Konuşmacının Dikkat Etmesi Gerekenler 15. Hafta <b>Final Sınavı</b>
Course Book/Material/Suggested Resources	1. Nureddin Demir, Emine Yılmaz. <i>Türk Dili Yazılı ve Sözlü Anlatım</i> , 6. Baskı, Nobel Akademik Yayıncılık, Ankara 2024. 2. TD101/ORT106 Ders notları ve slaytlar 3. Türkçe Sözlük. Ankara: Türk Dil Kurumu Yayınları. Ankara 2023. 4. Yazım Kılavuzu. Ankara: Türk Dil Kurumu Yayınları. Ankara 2023.

COURSE TEACHING PLAN		
Course Name	Information Technologies	
Course Code	GKEG101	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	5	
Weekly Course Hours	3	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Fall	
Course Lecturer(s)	Asst. Prof. Dr. Önder Onursal	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The main purpose of this course is to provide students with an understanding of the basics of Computer System Unit and to teach the computer applicatin software tools used in modern Computing environment.	
Learning Outcomes	1- Use Windows OS Controls and Manage Files.	
	2- Having knowledge how to get connected, use browser, send email, and lunch search engine.	
	3- Ability to understand Application Software in action including software for word processing, spreadsheet, database management, Presentation, network and graphics.	
	4- Develop an understanding of diversity in hardware and software	
	5- Having knowledge how to use mutlimedia software	
Course Content	Information technologies and computational thinking; problem solving concepts and approaches; algorithm and flow charts; computer systems; basic concepts about software and hardware; bases of operating systems, current operating systems; file management; utilities (third party software); word processing programs; calculation / table / graphics programs; presentation programs; desktop publishing; database management systems; Web designing; internet use in education; communication and collaboration technologies; safe internet use; information ethics and copyrights; the effects of computer and internet on children / teenagers.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	Types of Computers / Mobile Devices
	3. Week	Input Devices and Output Devices
	4. Week	Memory and Storage
	5. Week	Components of System Unit
	6. Week	System Software
	7. Week	Application Software / Word Processing Software
	8. Week	<b>Midterm</b>
	9. Week	Communications and Networks / Presentation Software
	10. Week	Communication Devices / The Internet and the Web
	11. Week	Types of Web Sites
	12. Week	Types of Websites / Digital Media on the web
	13. Week	Digital Security, Ethics and Privacy
	14. Week	New Year Holiday
	15. Week	<b>Revision</b>
Course Book/Material/Suggested Resources	Larry Long and Nancy Long, Computers IT in Perspective 10th ed. [ISBN 0-13-009479-X] 2002.	
	Shelly Cashman Vermaat, Discovering Computers Fundamentals, 3rd ed. [ISBN 1-4188-4372-5] 2007	
	Shelly Cashman Vermaat, Office 2003, Premium ed. [ISBN 1-4188-5932-X] 2007	
	Shelly Cashman Vermaat, Discovering Computers Essentials, 1st. ed. [ISBN 9781337285117] 2018	
	Discovering Computers: Digital Technology, Data, and Devices (MindTap Course List) [ISBN-13978-0357675366] 2022	



COURSE TEACHING PLAN	
Course Name	READING SKILLS 1
Course Code	ELTE101
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	2
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of this course is to prepare the students to read and comprehend formal, non-formal, academic, etc. texts by teaching them the skills needed to carry out the tasks.
Learning Outcomes	1- Students will be able to predict the reading content
	2- Students will be able to skim and scan to identify information from text
	3- Students will be able to identify main ideas and supporting ideas
	4- Students will be able to identify meaning from context
	5- Students will be able to complete cause and effect tasks
	6- Students will be able to perform previewing
	7. Students will be able to summarize and analyze a story
Course Content	At the end of this course, students are expected to comprehend different aspects of reading using original reading texts such as newspapers, magazines, reviews and academic writings; Students will acquire high-level reading skills such as predicting connections between causes and the main idea of articles, attaining the main idea and using semantic cues between words; acquiring the habit of reading within the lecture and off the lecture; the development of critical thinking skills based on the synthesis, analysis and evaluation of knowledge.
Weekly Detailed Course Content	1. Week   Introduction to the course and the course outline
	2. Week   What is Anime?
	3. Week   Developing vocabulary
	4. Week   The Scientist and the Stradivarius
	5. Week   Developing reading skills
	6. Week   The History of Rap
	7. Week   Expanding vocabulary
	8. Week   <b>MID-TERM EXAMS</b>
	9. Week   Developing reading skills
	10. Week   Growing Up Gifted
	11. Week   Word families
	12. Week   School Bullies
	13. Week   Developing reading skills
	14. Week   Wrap up
	15. Week   <b>Revision</b>
Course Book/Material/Suggested Resources	Bonesteel, L. (2005). Password 3: A Reading and Vocabulary Text. Longman.
	Brun-Mercer, Nicole (2019). Online Reading Strategies for the classroom. English Teaching Forum
	Sheeba & Hanif Ahmad, (2018). Teaching Reading: Goals and Techniques. Emerging Trends in Education. New Delhi
	Aucapiña, A. P. R., Jiménez, M. R. M., & Bustamante, J. B. P. (2023). The development of reading skills for story writing. Sinergias Educativas, 8(2).
	Akyol, H., Sural, Ü. Ç. (2019). Developing reading, reading comprehension and motivation: An action research study.
	Alshahrani, H. A. (2019). Strategies to improve English vocabulary and spelling in the classroom for ELL, ESL, EO and LD students. International journal of modern education studies.

COURSE TEACHING PLAN	
Course Name	Writing Skills I
Course Code	ELTE 103
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	2
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Hazel Akılınç
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	This course aids the students to develop their writing skills they need to succeed in their current and future academic and professional careers. The students will acquire necessary knowledge and techniques to write different kind of essays.
Learning Outcomes	1- Students will be able to comprehend the required techniques and knowledge to compose paragraphs
	2- Students will be able to develop their understanding of how to write an essay
	3- Students will be able to organize a definition essay
	4- Students will be able to write well structured definition essay
	5- Students will be able to read a story book in detail and write a summary of it by focusing on the key points.
Course Content	Paragraph forms and structure; technical specifications of paragraph; paragraph analysis; paragraph planning; producing texts with description, comparison, discussion, narrative types, summarizing, interpreting; writing short story, review (on books and / or film) and official / non-official letter.
Weekly Detailed Course Content	Week 1 Introduction into Writing and Organising Paragraphs
	Week 2 Divided Sleep and Tips on Writing
	Week 3 Organizing a Paragraph
	Week 4 Long Life and Visual Writing
	Week 5 Using Connectors: Purpose and Contrast & Long Life
	Week 6 The Necktie and Introduction to the Assignment
	Week 7 Great Minds and QUIZ
	Week 8 <b>MID-TERM</b>
	Week 9 Leisure and Assignment Deadline
	Week 10 Relationships
	Week 11 Money Matters and Assignment Feedback
	Week 12 Generations
	Week 13 Literature
	Week 14 Revision and Vocabulary Building: Tips on How to Study Vocabulary
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	From Reading to Writing, Pearson, 2010
	Various Internet Materials
	StudyCorgi. (2021, May 9). Writing Skills and Its Effects. <a href="https://studycorgi.com/writing-skills-and-its-effects/">https://studycorgi.com/writing-skills-and-its-effects/</a>
	Improve your skills- Writing for IELTS (MacMillan, 2014)
	IELTS Materials British Council (2020-2022)
John Hiski Ridge (2023). Top 10 Writing Tips from top writers. <a href="https://cl.cobar.org/wp-content/uploads/2023/03/CL-April2023_MLW.pdf">https://cl.cobar.org/wp-content/uploads/2023/03/CL-April2023_MLW.pdf</a>	

COURSE TEACHING PLAN																															
Course Name	Listening and Pronunciation I																														
Course Code	ELTE 105																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	2																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öztürçün																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	This course aims to develop students' listening and pronunciation skills by providing them with the fundamentals of listening and phonetics— vowels, consonants, stress in words, rhythm and intonation-- as well as the usage of phonetic alphabet. Students will be exposed to authentic listening materials; and the course, starting from basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds in class, will also focus on higher level listening skills and strategies such as note-taking, predicting, extracting information and guessing meaning from context.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to comprehend listening texts better using several related sub skills</li> <li>2. Students will be able to articulate phonetics and have knowledge of the anatomy of the vocal tract</li> <li>3. Students will be able to recognize and use IPA symbols for English language</li> <li>4. Students will be able to differentiate intonation patterns and have some knowledge about word and sentence stress.</li> <li>5. Students will be able to comprehend different accents.</li> </ol>																														
Course Content	Analysis of original listening materials and speech phrases taken from different contexts; as well as phonetic transcriptions of sound differences and problematic sounds; high level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation, and phonological transcription studies.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr><td>1. Week</td><td>Introduction to the course and the course outline</td></tr> <tr><td>2. Week</td><td>Phonetic alphabet reference, sounds (phonemes)</td></tr> <tr><td>3. Week</td><td>Introduction to Teaching Pronunciation</td></tr> <tr><td>4. Week</td><td>The importance of stress in pronunciation</td></tr> <tr><td>5. Week</td><td>Trends in Teaching Pronunciation, What affects pronunciation learning?</td></tr> <tr><td>6. Week</td><td>Effects of Differences Between First and Second Language</td></tr> <tr><td>7. Week</td><td>Feelings that can stand in the way</td></tr> <tr><td>8. Week</td><td><b>Mid-Term Exam</b></td></tr> <tr><td>9. Week</td><td>What is pronunciation?</td></tr> <tr><td>10. Week</td><td>Suprasegmental aspects of pronunciation</td></tr> <tr><td>11. Week</td><td>Segmental aspects of pronunciation</td></tr> <tr><td>12. Week</td><td>Vowels and Consonants</td></tr> <tr><td>13. Week</td><td>Phonetic symbols and sounds, silent letters</td></tr> <tr><td>14. Week</td><td>Revision</td></tr> <tr><td>15. Week</td><td><b>Final Exam</b></td></tr> </tbody> </table>	1. Week	Introduction to the course and the course outline	2. Week	Phonetic alphabet reference, sounds (phonemes)	3. Week	Introduction to Teaching Pronunciation	4. Week	The importance of stress in pronunciation	5. Week	Trends in Teaching Pronunciation, What affects pronunciation learning?	6. Week	Effects of Differences Between First and Second Language	7. Week	Feelings that can stand in the way	8. Week	<b>Mid-Term Exam</b>	9. Week	What is pronunciation?	10. Week	Suprasegmental aspects of pronunciation	11. Week	Segmental aspects of pronunciation	12. Week	Vowels and Consonants	13. Week	Phonetic symbols and sounds, silent letters	14. Week	Revision	15. Week	<b>Final Exam</b>
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Course Book/Material/Suggested Resources	<p>Latham, C. &amp; Oxenden, C. (2013). <i>Your English Pronunciation</i></p> <p>Baills, F., Zhang, Y., Cheng, Y., Bu, Y., &amp; Prieto, P. (2021). Listening to songs and singing benefitted initial stages of second language pronunciation but not recall of word meaning. <i>Language Learning</i>, 71(2), 369-413.</p> <p>Afriyuninda, E., &amp; Oktaviani, L. (2021). THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS' LISTENING SKILLS. <i>Journal of English Language Teaching and Learning</i>, 2(2), 80-85.</p> <p>Tsang, A. (2021). EFL listening, pronunciation, and teachers' accents in the present era: An investigation into pre- and in-service teachers' cognition. <i>Language Teaching Research</i>, 13621688211051981.</p> <p>Snae, A., Beeh, N., &amp; Nenotek, S. A. (2023). A Correlation Study Between Listening And Pronunciation Skills of Efl Learners: English. <i>Ciencias: Jurnal Penelitian dan Pengembangan Pendidikan</i>, 6(2), 1-9.</p> <p>Various Internet materials</p>																														

COURSE TEACHING PLAN																															
Course Name	ORAL COMMUNICATION SKILLS I																														
Course Code	ELTE107																														
Course Type	COMPULSORY																														
Course Level	UNDERGRADUATE																														
Course ECTS Credit	2																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ																														
Teaching System	Formal																														
Medium of Instruction	English																														
Prerequisite Courses	No																														
Other Aspects Recommended for the Course	No																														
Apprenticeship	No																														
Aim of the Course	This course aims to develop students ability to express their feelings and opinions more fluently and to develop the students' self-confidence. The course offers a variety of different communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks to provide the students with the opportunity to improve their oral competence.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to execute simplified presentations.</li> <li>2. Students will be able to express the necessary emotions while speaking.</li> <li>3. Students will be able to differentiate between various intonations and stresses.</li> <li>4. Students will be able to produce their own sketches and perform them.</li> <li>5. Students will be able to plan and execute organised presentations.</li> <li>6. Students will be able to paraphrase what they have researched and explain their audience the chosen topic.</li> </ol>																														
Course Content	Developing verbal communication skills using appropriate expressions and strategies for various verbal communication situations; improving the ability to express feelings and thoughts effectively through conversation, presentation and discussion activities; current, original, audio, audio-visual materials Developing speaking and listening comprehension skills.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Week</td> <td>Assessing students' oral communication skills task</td> </tr> <tr> <td>2. Week</td> <td>Dealing with speaking anxiety</td> </tr> <tr> <td>3. Week</td> <td>Planning the speech</td> </tr> <tr> <td>4. Week</td> <td>Speech delivery and feedback</td> </tr> <tr> <td>5. Week</td> <td>Speech delivery and feedback</td> </tr> <tr> <td>6. Week</td> <td>Speech delivery and feedback</td> </tr> <tr> <td>7. Week</td> <td>Slides and other visual aids</td> </tr> <tr> <td>8. Week</td> <td>MID-TERM EXAMS</td> </tr> <tr> <td>9. Week</td> <td>Preparing the presentation</td> </tr> <tr> <td>10. Week</td> <td>Preparing the presentation</td> </tr> <tr> <td>11. Week</td> <td>Delivering your presentation with energy and exposure</td> </tr> <tr> <td>12. Week</td> <td>Presentation delivery and feedback</td> </tr> <tr> <td>13. Week</td> <td>Presentation delivery and feedback</td> </tr> <tr> <td>14. Week</td> <td>Presentation delivery and feedback</td> </tr> <tr> <td>15. Week</td> <td>FINAL EXAMS</td> </tr> </tbody> </table>	1. Week	Assessing students' oral communication skills task	2. Week	Dealing with speaking anxiety	3. Week	Planning the speech	4. Week	Speech delivery and feedback	5. Week	Speech delivery and feedback	6. Week	Speech delivery and feedback	7. Week	Slides and other visual aids	8. Week	MID-TERM EXAMS	9. Week	Preparing the presentation	10. Week	Preparing the presentation	11. Week	Delivering your presentation with energy and exposure	12. Week	Presentation delivery and feedback	13. Week	Presentation delivery and feedback	14. Week	Presentation delivery and feedback	15. Week	FINAL EXAMS
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Course Book/Material/Suggested Resources	<p>OZİŞİK, B. Z. (2021). Adaptation to Emergency Online Education: A Case of Oral Communication Skills Course in <i>ELT. Academy Journal of Educational Sciences</i>, 5(1), 45-51.</p> <p>Egannazarova, F. A., &amp; Mukhamedova, M. S. (2021). Improving english language listening skill. <i>Academic research in educational sciences</i>. 2(Special Issue 1), 28-32.</p> <p>Grácia, M., Alvarado, J. M., &amp; Nieva, S. (2021). Assessment of Oral Skills in Adolescents. <i>Children</i>, 8(12), 1136.</p> <p>Parcon, R. E., &amp; Reyes, Z. Q. (2021, November). Exploring the oral communication strategies used in online classroom discussion. In <i>ELT Forum: Journal of English Language Teaching</i> (Vol. 10, No. 3, pp. 198-211).</p>																														

COURSE TEACHING PLAN	
Course Name	Educational Psychology
Course Code	MBEG104
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Asst. Prof. Dr. Çağda Kıvanç Çağanağa
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	At the end of this course, students are expected to be able to understand the development and learning processes and to explain the concepts related to development and learning.
Learning Outcomes	1. Students will be able to understand the historical development and areas of interest in the field of educational psychology.
	2. Students will be able to explain the basic concepts about development.
	3. Students will be able to explain the theories in the field of educational psychology.
	4. Students will be able to know research models, designs and characteristics.
	5. Students will be able to synthesize the relationship between development and learning.
	6. Students will be able to understand the definition of learning and explain the variables related to learning.
Course Content	Basic concepts of psychology and educational psychology; research methods in educational psychology; Developmental theories, developmental areas and developmental processes; individual differences in development; basic concepts of learning; factors affecting learning; learning theories within the framework of education-learning processes; motivation in the learning process.
Weekly Detailed Course Content	1. Week Historical development and areas of interest in the field of educational psychology
	2. Week Basic Concepts & Areas of Development
	3. Week Research Methods in Educational Psychology
	4. Week Piaget's Cognitive (mental) development theory
	5. Week Definitions and concepts related to psycho-motor development
	6. Week Vygotsky's Cognitive (mental) development theory
	7. Week Personality development, Sigmund Freud's Psychoanalytic theory
	8. Week <b>MID TERMS</b>
	9. Week Erikson's psychosocial development theory and characteristics of the periods
	10. Week Intelligence Development, Learning, Factors affecting learning
	11. Week Behaviorist Learning Theory & Social Learning Theory
	12. Week Gestalt Learning Theory & Information Processing Model
	13. Week Constructivist Approach
	14. Week Motivation theories
	15. Week <b>FINALS</b>
Course Book/Material/Suggested Resources	Özbay, E. ve Erkan, S. (2008). Eğitim Psikolojisi: Pegem A Yayıncılık.
	Kaya, A. (2007). Eğitim Psikolojisi: Pegem A Yayıncılık.
	Dönmezer, İ. (2010). Eğitim Psikolojisi. İstanbul: Pegem Yayınları.
	Klahr, D., & Wallace, J. G. (2023) Cognitive Development An Information-Processing View, Routledge.
	Fontana, D. (1995) Psychology for Teachers: Macmillan Education UK
	Locke, D. C. & Ciechalski, J. C. (2009) Psychological Techniques for Teachers. Accelerated Development: Washington.

COURSE TEACHING PLAN	
Course Name	Philosophy of Education
Course Code	MBEG 103
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	At the end of this course, students are expected to comprehend common concepts and fundamental steps in educational philosophy, and are expected to learn the main philosophies of education.
Learning Outcomes	1- will be able to recognize fundamental concepts in educational philosophy
	2- will be able to recognize the phases of educational philosophy
	3- will be able to comprehend different perspectives on learning and teaching.
	4- will be able to comprehend insights about learning theories and philosophical basis of learning and teaching
Course Content	Basic topics and problem areas of philosophy; ontology, epistemology, philosophy of ethics and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: perennialism, essentialism, progressivism, existential education, critical / radical education; educational views of some philosophers (Plato, Aristotle, Socrates, J. Dewey, Avicenna, Farabi, J. J. Rousseau et al.)
Weekly Detailed Course Content	Week 1   Meeting, Introduction
	Week 2   Defining what educational philosophy is
	Week 3   Defining what teacher centered and student centered philosophies are
	Week 4   Essentialism
	Week 5   Perennialism
	Week 6   Presentaion 1
	Week 7   Presentation 1
	Week 8   <b>Midterm Exam</b>
	Week 9   Progressivism
	Week 10   Social Reconstrucionism
	Week 11   Existentialism
	Week 12   Presentation 2
	Week 13   Presentations 2
	Week 14   Revision
	Week 15   <b>FINALS</b>
Course Book/Material/Suggested Resources	Woolfolk, A., Margetts, K. (2012). Educational Psychology for Learning and Teaching with Student Resource Access 12 Months. Pearson.
	Noddings, N. (2015). Philosophy of Education.
	Mason, C. (2017). A Philosophy of Education
	Liz Jackson, Kal Alston, Lauren Bialystok, Larry Blum, Nicholas C. Burbules, Ann Chinnery, David T. Hansen, Kathy Hytten, Cris Mayo, Trevor Norris, Sarah M. Stitzlein, Winston C. Thompson, Leonard Waks, Michael A. Kremen, V. H., & Ilin, V. V. (2024). Vasyl Sukhomlynskyi's Philosophy of Education: Human-Centred Dimension. Anthropological Measurements of Philosophical Research, (25), 5-14.
	Kovalchuk, V., Dolinska, L., & Marushchak, Y. (2024). Paradigm shift in education and upbringing: the influence of modern educational philosophy. Technium Education and Humanities, 9, 1-8.

COURSE TEACHING PLAN	
Course Name	Atatürk İlkeleri ve İnkılâp Tarihi II
Course Code	TARİH104
Course Type	Zorunlu
Course Level	Lisans
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Bahar
Course Lecturer(s)	Doç. Dr. Elnur Ağayev
Teaching System	Açık Erişim
Medium of Instruction	Türkçe
Prerequisite Courses	Yok
Other Aspects Recommended for the Apprenticeship	Yok
Aim of the Course	Türk Ulusu'nun, Atatürk'ün önderliğinde bağımsızlığını savunuşu, genç ve dinamik Türkiye Cumhuriyeti'nin kuruluşu ve bu Cumhuriyet'in hızla yükselişi, "Türk İnkılabı" adı verilen büyük atılımı ve değişikliklerin ne kadar zamana sığdırıldığı ve bu inkıpların önemini vurgulanması
Learning Outcomes	1. Atatürk döneminde gerçekleşen inkıpları, anlaşmaları açıklayabilme 2. Cumhuriyetin kuruluş sürecindeki iç politikaya ve yapılan yasalara hakim olma 3. Çok partili siyasi yaşama geçiş sürecini kavrama 4. İnkıpların sosyal/siyasi nedenlerini ve sonuçlarını açıklayabilme
Course Content	Siyasi alanda yapılan inkıplar (Saltanatın kaldırılması, Cumhuriyet'in ilanı, Halifeliğin kaldırılması vb); sosyal alanda yapılan inkıplar (Şapka inkılabı, Tekke ve zaviyelerin kapatılması, Takvim, Saat ve Soyadı Kanunu ); eğitim ve kültür alanında gerçekleştirilen inkıplar (Tevhid-i Tedrisat Kanunu, Harf inkılabı, Türk Tarih ve Dil inkılabı); hukuk alanında yapılan inkıplar; Atatürk dönemi çok partili hayata geçiş denemeleri ve tepkiler (Terakkiperver Cumhuriyet Fırka'nın kuruluşu ve kapatılması, Şeyh Sait isyanı ve Atatürk'e suikast girişimi); Atatürk dönemi çok partili siyasal hayata geçiş denemeleri (Serbest Cumhuriyet Fırkası'nın kuruluşu, kapatılması ve Menemen Olayı); Cumhuriyet döneminde Türkiye'nin ekonomik kaynakları ve politikası (İzmir İktisat Kongresi); Atatürk dönemi Türk dış politikası (Nüfus Mübadelesi, Milletler Cemiyeti'ne üyelik, Balkan Antantı ve Sadabat Paktı); Atatürk dönemi Türk dış politikası (Montrö Boğazlar Sözleşmesi, Hatay'ın Anavatan'a katılması, Türkiye'nin diğer ülkelerle olan ikili münasebetleri); Atatürk düşüncesi
Weekly Detailed Course Content	1. Hafta Mudanya Mütarekesi 2. Hafta Lozan Barış Anlaşması 3. Hafta Atatürk Dönemi İç Politika / Saltanatın Kaldırılması 4. Hafta Cumhuriyetin İlanı / Halifeliğin İlgası 5. Hafta Anayasal Hareketeler / Teşkilat-ı Esasiye Kanunu / 1924 Anayasası 6. Hafta Çok Partili Hayata Geçiş Denemeleri 7. Hafta Şeyh Sait İsyanı / İzmir Suikastı / Menemen Olayı 8. Hafta <b>Ara Sınavı</b> 9. Hafta Hukuk Alanındaki İnkıplar. Eğitim ve Kültür Alanındaki İnkıplar 10. Hafta Sosyal Alanda Yapılan İnkıplar 11. Hafta Atatürk Dönemi Dış Politika / Saadabat Paktı / Balkan Antantı 12. Hafta Musul Meselesi ve Hatay'ın Anavatana Katılması 13. Hafta Atatürk İlkeleri (Cumhuriyetçilik / Milliyetçilik / Halkçılık) 14. Hafta Atatürk İlkeleri (Devletçilik / Laiklik / Devrimcilik) 15. Hafta <b>Final Sınavı</b>
Course Book/Material/Suggested Resources	1. Temuçin Faik Ertan (Ed.) <i>Başlangıcından Günümüze Türkiye Cumhuriyeti Tarihi</i> , Siyasal Kitabevi, Ankara 2022. 2. TARİH104 Ders notları ve slaytlar 3. Kurucuların İstisna / Aydın, Beden, <i>Türkiye Cumhuriyeti Tarihi I</i> , Akp yayıncısı, Ankara 2015 4. Kili, Suna, <i>Türk Devrim Tarihi</i> , Bilgi Yayınevi, Ankara 2018.

COURSE TEACHING PLAN	
Course Name	GERMAN II
Course Code	ELTE112
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	2
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Yankı Bağcıer Zayımlar
Teaching System	Formal Education
Medium of Instruction	German, Englisch
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	The main aim of this course is to teach learners the basic expressions and words they need in everyday life. This includes greetings, polite phrases, simple questions and answers as well as naming objects and people in their immediate environment.
Learning Outcomes	1- The students will have learned the necessary speech and communication patterns in daily life 2- The students will be able to express themselves in writing and speaking 3- The students will be able to apply of reading, writing, listening and speaking skills in a more efficient way
Course Content	Past Simple Tense; Future Tense; Modals (can, could, may, must etc...), speaking, reading, writing and listening skills related with these tenses and modals; Word attack skills (asking questions and ordering in restaurants etc...); reading skills (internet weather reports, recipe, posters texts etc...); writing skills (writing text messages, giving written directions, writing emails / invitations, etc...); listening skills (weather report, recipe, etc.).
Weekly Detailed Course Content	1. Week Introduction to course 2. Week Revision über Fall Semester 3. Week Adjektive 4. Week Die Uhrzeiten 5. Week Essen & Trinken 6. Week Fragewörter 7. Week Wiederholung 8. Week <b>Mid-Term Exam</b> 9. Week Trennbare Verben 10. Week Perfekt 11. Week Dialog im Hotel 12. Week Possesivpronomen 13. Week Gespräch führen in einem Hotel - Sie Form 14. Week Übungen für Final Exam 15. Week <b>Revision</b>
Course Book/Material/Suggested Resources	Menschen A1.1 Kursbuch Menschen A1.1 Arbeitsbuch



COURSE TEACHING PLAN																															
Course Name	Türk Dili II																														
Course Code	TD102																														
Course Type	Zorunlu																														
Course Level	Lisans																														
Course ECTS Credit	5																														
Weekly Course Hours	3																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Güz																														
Course Lecturer(s)	Doç. Dr. Elnur Ağayev, Doç. Dr. Osman Erciyas																														
Teaching System	Açık Erişim																														
Medium of Instruction	Türkçe																														
Prerequisite Courses	Yok																														
Other Aspects Recommended for the Course	Yok																														
Apprenticeship	Yok																														
Aim of the Course	Akademik metinlerin yazımında dikkat edilmesi gereken kuralların öğretilmesi ve bunların uygulamalı olarak metinler üzerinden gösterilmesi																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Akademik dil ve yazının temel kavramlarına/özelliklerine hakim olma</li> <li>2. Akademik metin türlerini ve özelliklerini açıklayabilme</li> <li>3. Bilimsel metinlerin oluşturulmasında dikkat edilecek hususları kavrayabilme</li> <li>4. Metin oluşturma sürecinde anlatım türlerinden yararlanabilme</li> </ol>																														
Course Content	Akademik dil ve yazının özellikleri; akademik yazılarda tanım, kavram ve terimlerden yararlanma; nesnel ve öznel anlatım; akademik metinlerin yapısı ve türleri (makale, rapor ve bilimsel özet vb.); iddia, önerme yazma (bir düşünceyi doğrulama, savunma ya da karşı çıkma); bilimsel raporların ve makalelerin biçimsel özellikleri; rapor yazmanın basamakları; açıklama, tartışma, metinler arası ilişki kurma, kaynak gösterme (atıf yapma ve dipnot gösterme, kaynakça oluşturma); başlık yazma, özetleme, anahtar kelime yazma; bilimsel yazılarda dikkat edilecek etik ilkeler; akademik metin yazma uygulamaları.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Hafta</td> <td>Akademik dil ve yazının özellikleri</td> </tr> <tr> <td>2. Hafta</td> <td>Akademik yazılarda tanım, kavram ve terimlerden yararlanma</td> </tr> <tr> <td>3. Hafta</td> <td>Nesnel ve öznel anlatım</td> </tr> <tr> <td>4. Hafta</td> <td>Akademik metinlerin yapısı ve türleri (makale, rapor ve bilimsel özet vb.)</td> </tr> <tr> <td>5. Hafta</td> <td>İddia, önerme yazma (bir düşünceyi doğrulama, savunma ya da karşı çıkma)</td> </tr> <tr> <td>6. Hafta</td> <td>Bilimsel raporların ve makalelerin biçimsel özellikleri</td> </tr> <tr> <td>7. Hafta</td> <td>Rapor yazmanın basamakları</td> </tr> <tr> <td>8. Hafta</td> <td><b>Ara Sınavı</b></td> </tr> <tr> <td>9. Hafta</td> <td>Açıklama, tartışma, metinler arası ilişki kurma, kaynak gösterme</td> </tr> <tr> <td>10. Hafta</td> <td>Atıf yapma ve dipnot gösterme, kaynakça oluşturma. Başlık yazma, özetleme</td> </tr> <tr> <td>11. Hafta</td> <td>Anahtar kelime yazma</td> </tr> <tr> <td>12. Hafta</td> <td>Bilimsel yazılarda dikkat edilecek etik ilkeler</td> </tr> <tr> <td>13. Hafta</td> <td>Akademik metin yazma uygulamaları</td> </tr> <tr> <td>14. Hafta</td> <td>Akademik metin yazma uygulamaları</td> </tr> <tr> <td>15. Hafta</td> <td><b>Final Sınavı</b></td> </tr> </tbody> </table>	1. Hafta	Akademik dil ve yazının özellikleri	2. Hafta	Akademik yazılarda tanım, kavram ve terimlerden yararlanma	3. Hafta	Nesnel ve öznel anlatım	4. Hafta	Akademik metinlerin yapısı ve türleri (makale, rapor ve bilimsel özet vb.)	5. Hafta	İddia, önerme yazma (bir düşünceyi doğrulama, savunma ya da karşı çıkma)	6. Hafta	Bilimsel raporların ve makalelerin biçimsel özellikleri	7. Hafta	Rapor yazmanın basamakları	8. Hafta	<b>Ara Sınavı</b>	9. Hafta	Açıklama, tartışma, metinler arası ilişki kurma, kaynak gösterme	10. Hafta	Atıf yapma ve dipnot gösterme, kaynakça oluşturma. Başlık yazma, özetleme	11. Hafta	Anahtar kelime yazma	12. Hafta	Bilimsel yazılarda dikkat edilecek etik ilkeler	13. Hafta	Akademik metin yazma uygulamaları	14. Hafta	Akademik metin yazma uygulamaları	15. Hafta	<b>Final Sınavı</b>
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15. Hafta	<b>Final Sınavı</b>																														
Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>1. Ed: M. Nuri Kardaş ve Raşit Koç. Akademik Yazma Eğitimi. Ankara: Pegem Yayınevi, 2021.</li> <li>2. Mustafa Onur Kan. Akademik Yazma. Ankara: Eğiten Kitap Yayınevi, 2022</li> <li>3. TD102 Ders notları ve slaytlar</li> <li>4. Türkçe Sözlük. Ankara: Türk Dil Kurumu Yayınları. Ankara 2023.</li> <li>5. Yazım Kılavuzu. Ankara: Türk Dil Kurumu Yayınları. Ankara 2023</li> </ol>																														

COURSE TEACHING PLAN		
Course Name	READING SKILLS 2	
Course Code	ELTE102	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	2	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öztörçün, Dr. Filiz Akkılınc	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of this course is to prepare the students to read and comprehend formal, non-formal, academic, etc. texts by teaching them the skills needed to carry out the tasks.	
Learning Outcomes	1- Students will be able to comprehend different aspects of reading	
	2- Students will be able to acquire high-level reading skills	
	3- Students will be able to predict connections between clauses and the main idea of articles	
	4- Students will be able to attain the main idea	
	5- Students will be able to read, comprehend and analyze articles	
Course Content	Deducing by inductive and deductive methods and understanding the meaning given between the lines; understanding the meanings of direct and indirect, simple and metaphorical by examining the information in reading texts; being able to convey written of verbal personal opinions to the texts; understanding that reader's extrapolation and the idea intended by the author may be different.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	What is Anime?
	3. Week	Developing vocabulary
	4. Week	The Scientist and the Stradivarius
	5. Week	Developing reading skills
	6. Week	The History of Rap
	7. Week	Expanding vocabulary
	8. Week	<b>midterms</b>
	9. Week	Sleepy Teens
	10. Week	Developing reading skills
	11. Week	<b>national holiday</b>
	12. Week	Growing Up Gifted
	13. Week	Word families
	14. Week	School Bullies
	15. Week	Developing reading skills
	16. Week	Revision
Course Book/Material/Suggested Resources	<p>Bonesteel, L. (2005). Password 3: A Reading and Vocabulary Text. Longman.</p> <p>Brun-Mercer, Nicole (2019). Online Reading Strategies for the classroom. English Teaching Forum</p> <p>Sheeba &amp; Hanif Ahmad, (2018). Teaching Reading: Goals and Techniques. Emerging Trends in Education. New Delhi</p> <p>Sirisha Iruvuri, 2020. Strategies to improve effective reading. Vol 20 - Issue 6. ISSN</p> <p>Katelyn Hildebrand, 2020. 8 Strategies For Reading Comprehension. (Blog). <a href="https://katelynslearningstudio.com/2020/01/strategies-for-reading-comprehension.html">https://katelynslearningstudio.com/2020/01/strategies-for-reading-comprehension.html</a></p> <p>Sieo, Wen &amp; Amini, Mansour &amp; Lee, Kam-Fong &amp; Eng, Lin &amp; Tee, Jing &amp; Siau, Ching Sin. (2022). Reading Strategies in Teaching and Learning English as a Foreign Language: A Mixed-Method Study. <i>Pertanika Journal of Social Science and Humanities</i>. 30. 475-34</p> <p>Ahmed, Imran &amp; Syed, Waqarul &amp; Ali, Zahid. (2024). While-reading Strategies and Their Effectiveness on Reading Comprehension Skill: An Experiment on Secondary School Students in Pakistan. 2790-7724.</p>	

COURSE TEACHING PLAN	
Course Name	Writing Skills II
Course Code	ELTE 104
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Hazel Kentmen Akkılınç
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	This course aids the students to develop the skills they need to succeed in their current and future academic and professional careers. The students use learning outcomes, critical thinking, and 21st century skills to gain a deeper knowledge of the material they are presented with both and out of the classroom.
Learning Outcomes	1- will be able to comprehend the required techniques and knowledge to compose various essays
	2- will be able to write advantage and disadvantage essays
	3- will be able to write process essays
	4- will be able to write cause and effect essays
	5- will be able to write compare and contrast essays
Course Content	Paragraph forms and structure; technical specifications of paragraph; paragraph analysis; paragraph planning; producing texts with description, comparison, discussion, narrative types, summarizing, interpreting; writing short story, review (on books and / or film) and official / non-official letter.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 Introduction to the Types of Essays in Academic Writing
	Week 3 Gender Roles
	Week 4 Diet and Nutrition
	Week 5 Educational Goals
	Week 6 Biodiversity
	Week 7 Global English
	Week 8 <b>MID-TERM</b>
	Week 9 The Internet
	Week 10 Consumer Spending
	Week 11 Children and Parents
	Week 12 An Ageing Population
	Week 13 Fame
	Week 14 Transportation/Additional Model Essays & Referencing: Definition/Meaning/Use
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Williams. A (2019) Writing for IELTS, English for Exams, Collins
	Fellag, L.R. (2010) From Reading to Writing. Pearson, Longman
	Various Internet Materials
	StudyCorgi. (2021, May 9). Writing Skills and Its Effects. <a href="https://studycorgi.com/writing-skills-and-its-effects/">https://studycorgi.com/writing-skills-and-its-effects/</a>
	Matt Ellis (2023). How to write a great summary. Grammarly. <a href="https://www.grammarly.com/blog/how-to-write-a-summary/">https://www.grammarly.com/blog/how-to-write-a-summary/</a>

COURSE TEACHING PLAN		
Course Name	Listening and Pronunciation 2	
Course Code	ELTE106	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	3	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Devrim Bayramoğlu	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of the course is to present the students with a thorough understanding of the basics of pronunciation. The course also attempts to teach the students the obstacles language learners (especially second language learners) face.	
Learning Outcomes	1- Students will be able to comprehend the basics of pronunciation	
	2- Students will be able to understand phonology	
	3- Students will be able to complete tasks which require phonetic knowledge	
	4- Students will be able to identify silent letters	
	5- Students will be able to comprehend the differences in pronunciation	
Course Content	Listening sub-skills such as taking notes, foreseeing, reaching specific and detailed information, extracting meaning from context, understanding the essence of content; phonetics; focuses on original listening materials that include different English accents from various fields such as interviews, films, songs, conferences, television programs and news broadcasts.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	What is Pronunciation?, Why is pronunciation important
	3. Week	what do teachers need to know? (29.02.2024)
	4. Week	Suprasegmental aspects of Pronunciation; Stress, intonation etc..
	5. Week	Features of connected speech; voice quality
	6. Week	Pronunciation Practice Activities
	7. Week	Listening Practice : Learning Languages
	8. Week	<b>midterms</b>
	9. Week	Holiday
	10. Week	Listening Skills in the EFL Classroom
	11. Week	The importance of Listening Skills
	12. Week	Strategies for Note Taking
	13. Week	Listening practice : Food and Education
	14. Week	Listening practice: 'No News Is Good News'
	15. Week	Listening practice: 'Early to bed, Early to Rise'
	16. Week	Listening practice: Learning Languages
	17. Week	<b>Final Exam</b>
Course Book/Material/Suggested Resources	Maria Tritch. (2016). Beyond Repeat After Me: Teaching Pronunciation to English Learners. Introduction to Pronunciation. <a href="https://www.tesol.org/docs/default-source/books/14038_sam.pdf">https://www.tesol.org/docs/default-source/books/14038_sam.pdf</a>	
	Judy B. Gilbert (2008). Teaching Pronunciation. Cambridge University Press.	
	Language Acquisition. Minimal Pairs Examples. (2021). <a href="https://allesl.com/minimal-pairs-list-examples/">https://allesl.com/minimal-pairs-list-examples/</a>	
	Aish, F., Tomlinson, J. (2013) Learn Listening and Note-taking skills	
	Şen, S. (2019). Helping Turkish EFL Learners with the Pronunciation of Four General British Vowels. <a href="https://www.researchgate.net/publication/334257646_Helping_Turkish_EFL_Learners_with_the_Pronunciation_of_Turgay,_A._(2021).">https://www.researchgate.net/publication/334257646_Helping_Turkish_EFL_Learners_with_the_Pronunciation_of_Turgay, A. (2021).</a> English Pronunciation Challenges Facing Turkish Learners: A Case Study. <a href="https://dergipark.org.tr/tr/pub/hej/issue/60336/838015">https://dergipark.org.tr/tr/pub/hej/issue/60336/838015</a>	
	Vahdany, F., Divasar, H. , Alem, M. (2022). The Interface between Pronunciation Learning Strategies (PLS) and	

COURSE TEACHING PLAN	
Course Name	ORAL COMMUNICATION SKILLS II
Course Code	ELTE108
Course Type	COMPULSORY
Course Level	UNDERGRADUATE
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	SPRING
Course Lecturer(s)	Assist. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	This course aims to develop students ability to express their feelings and opinions more fluently and to develop the students' self-confidence. The course offers a variety of different communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks to provide the students with the opportunity to improve their oral competence as well as
Learning Outcomes	1. Students will be able to execute simplified presentations.
	2. Students will be able to express the necessary emotions while speaking.
	3. Students will be able to differentiate between various intonations and stresses.
	4. Students will be able to produce their own sketches and perform them.
	5. Students will be able to plan and execute organised presentations.
	6. Students will be able to paraphrase what they have researched and explain their audience the chosen topic.
Course Content	Development of advanced oral communication skills; the development of the ability to express feelings and thoughts in an appropriate way through verbal activities such as interviews, presentations and discussions; the development of the ability to understand and speak at an advanced level through the introduction and application of techniques and strategies for understanding.
Weekly Detailed Course Content	1. Week Assessing students' oral communication skills task
	2. Week Planning analysis process
	3. Week Song analysis
	4. Week Speech delivery and feedback
	5. Week Speech delivery and feedback
	6. Week MID-TERM PRESENTATIONS
	7. Week MID-TERM PRESENTATIONS
	8. Week <b>MID-TERM EXAMS</b>
	9. Week Picture analysis
	10. Week Picture analysis
	11. Week Group Presentations
	12. Week Group Presentations
	13. Week Presentation delivery and feedback
	14. Week Presentation delivery and feedback
	15. Week <b>FINAL EXAMS</b>
Course Book/Material/Suggested Resources	<p>ÖZİŞİK, B. Z. (2021). Adaptation to Emergency Online Education: A Case of Oral Communication Skills Course in E.L.T. Academy Journal of Educational Sciences, 5(1), 45-51.</p> <p>Egannazarova, F. A., &amp; Mukhamedova, M. S. (2021). Improving english language listening skill. Academic research in educational sciences, 2(Special Issue 1), 28-32.</p> <p>Gràcia, M., Alvarado, J. M., &amp; Nieva, S. (2021). Assessment of Oral Skills in Adolescents. Children, 8(12), 1136.</p> <p>Parcon, R. E., &amp; Reyes, Z. Q. (2021, November). Exploring the oral communication strategies used in online classroom discussion. In <i>ELT Forum: Journal of English Language Teaching</i> (Vol. 10, No. 3, pp. 198-211).</p> <p>Faubla Vera, M. E., &amp; Leime Betancourt, Y. D. (2024). How to develop English Oral production skills for tenth-year of basic education students, level A2. 1, " 9 DE OCTUBRE" high school-academic year 2023-24 (Master's</p>

COURSE TEACHING PLAN		
Course Name	STRUCTURE OF ENGLISH LANGUAGE	
Course Code	ELTE110	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	2	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Assoc. Prof. Dr. Sibel Ersel	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	This course aims to equip teacher candidates with the needed knowledge and skills to understand sounds, words and syntax of English language.	
Learning Outcomes	1. Students will be able comprehend morphemes and phonemes of English language.	
	2. Students will be able to analyze sounds in words.	
	3. Students will be able to inflect, form words and compound words.	
	4. Students will be able to differentiate Morphology and Phonology.	
	5. Students will be able to draw syntactic tree diagrams when analyzing sentence structures.	
Course Content	Word and sentence structure of English; simple, complex and compound structures; time, mode, appearance, roof and their contextual use will be discussed.	
Weekly Detailed Course Content	1. Week	Introduction
	2. Week	Definition of Morphology
	3. Week	Scope of Morphology
	4. Week	Inflection, compounding, word formation
	5. Week	Morphology and Phonology
	6. Week	Interaction of Morphology and Phonology
	7. Week	Words
	8. Week	<b>Midterm exams</b>
	9. Week	Classes of words, content words and function words
	10. Week	Parts of Speech
	11. Week	Syntax: The Sentence Patterns of Language
	12. Week	Syntax: The Sentence Patterns of Language
	13. Week	Syntax: The Sentence Patterns of Language
	14. Week	Syntax: The Sentence Patterns of Language
	15. Week	Revision
Course Book/Material/Suggested Resources	<p>Fromkin, V., Rodman, R., and Hyams, N. (2011). <i>An introduction to language</i> (9th ed.).</p> <p>Goldberg, A.E. (1999) The Emergence of argument structure semantics. In <i>The Emergence of Language</i> (MacWhinney, B., ed.), pp. 197–212, Erlbaum</p> <p>Wankoff, L., &amp; Cairns, H. (2009). Why Ambiguity Detection Is a Predictor of Early Reading Skill. <i>Communication Disorders Quarterly</i>, 30(3), 183-192.</p> <p>Lamb, Sydney. M (1999) <i>Cognitive Linguistic Pathway of the brain: The Neurocognitive Basis for Language/Philadelphia</i></p> <p>Berces, B. K. (2018). <i>The structure of English</i>. DOI: 10.1556/9789634542346.</p> <p>Sack, L. F. (2019). <i>The Structure of English: A Practical Grammar for Foreign Students</i>.</p> <p>Yáñez-Bouza, N., Moore, E., van Bergen, L. et al. (2019) Introduction : analysing English syntax, past and present. In: Yáñez-Bouza, N., Moore, E., van Bergen, L. and Hellmuth, W.D.</p>	

COURSE TEACHING PLAN	
Course Name	Instructional Technologies
Course Code	MBEG202
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Gökhan İskifoğlu
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of this course is to help students to use various different instructional technologies and develop material for use in english language teaching. This course offers students an opportunity to gain familiarity with the use of instructional technology for materials design in foreign language teaching. It will provide them with theoretical and practical understanding of how technology can be integrated into language teaching curriculum, and how teachers can make use of contemporary developments in instructional technology. Informed by theoretical underpinnings, the course explains the ways Web 2.0 applications, corpus analysis software, CALL applications, and digital media can be implemented to support teaching and learning experiences in classrooms and beyond.
Learning Outcomes	1- Students will be able to identify instructional systems and instructional technologies 2- Students will be able to define 6 types of media 3- Students will be able to define Dale's cone of experience 4- Students will be able to define the process of communication 5. Students will be able to develop instructional system on the basis of Gagne's 9 events of instruction
Course Content	Information technologies in education; classification of teaching process and teaching techniques; theoretical approaches to instructional technologies; new orientations in learning approaches; current literacies; teaching techniques as tools and materials; design of instructional materials; designing thematic teaching materials; creating field-specific object store, teaching material evaluation criteria.
Weekly Detailed Course Content	1. Week Introduction to the course and the course outline 2. Week Discussion of selected readings 3. Week Group work and small group discussions 4. Week Instructional systems 5. Week Instructional technologies and their use in ELT 6. Week Six types of media 7. Week Six types of media 8. Week <b>MID TERM EXAM WEEK</b> 9. Week Dale's cone of experience and Communication interations 10. Week Gagne's nine events of instruction 11. Week Gagne's nine events of instruction 12. Week 2D and 3D materials 13. Week Authentic and Aetifical Materials 14. Week Designing a lesson plan for instructional technologies 15. Week <b>Revision</b>
Course Book/Material/Suggested Resources	Chapman & Hall, Incorporated, (2022). New Information Technology in Education. Routledge Raymond S. Nickerson, Philip P. Zodhiates. (2022). Technology in Education. Routledge Besser, A., Flett, G. L., & Zeigler-Hill, V. (2023). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. Scholarship of Teaching and Learning in Psychology, 8(2), 85–105. <a href="https://doi.org/10.1037/stl0000198">https://doi.org/10.1037/stl0000198</a> Blake, R.J. (2008). Brave New Digital Classroom: Technology and Foreign Language Learning. Washington: Georgetown University Press. Zheng, R.Z. (2010). Designing dynamic learning environment for Web 2.0 application. In Harrison Hao Yang and Steve Chi-Yin Yuen (eds.) Collective Intelligence and E-Learning 2.0: Implications of web-based communities and networking (pp. 61-77). New York: Information Science Reference.

COURSE TEACHING PLAN																															
Course Name	Principles and Methods of Teaching																														
Course Code	MBEG 204																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Labaratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Naziyet Mercan Bozok																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	This course aims to develop understanding in EFL student teachers about planing effective lessons, writing effective learning objectives, planning learning sqences and evaluate learning.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to write effective lesson objectives.</li> <li>2. Students will be able to plan the instruction.</li> <li>3. Students will be able to write effective lesson plans.</li> <li>4. Students will be able to link the theory into leraning and teaching sequences when planning lesson plans.</li> <li>5. Students will be able to evaluate classroom learning.</li> <li>6. Students will be able practise writing plans adopting learner-centered approach and constructivist principles in learning and teaching.</li> </ol>																														
Course Content	Basic concepts of teaching principles and methods; teaching-learning principles, models, strategies, methods and techniques; setting goals and objectives in teaching; content selection and arrangement in teaching and learning; teaching materials; instructional planning and instructional plans; related theories and approaches in teaching; effective school teaching, learning and success in learning; evaluation of classroom learning																														
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Course Book/Material/Suggested Resources	<p>Harmer, J. (2015) The Practice of English Language Teaching, Pearson, Longman.</p> <p>Richards, J. (2020) Key Issues in Language Teaching, Cambridge.</p> <p>Variety of learning materials provided by the lecturer.</p> <p>Sarvarbek, T. (2023). PRINCIPLES OF TEACHING WEB-ORIENTED PROGRAMMING LANGUAGES IN THE EDUCATIONAL PROCESS. <i>Gospodarka i Innowacje.</i>, 41, 486-489.</p> <p>Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., &amp; Richter, D. (2023). How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. <i>Journal of Educational Change</i>, 24(3), 425-455.</p>																														



COURSE TEACHING PLAN																													
Course Name	Curriculum Development in Education																												
Course Code	MBEG 209																												
Course Type	Compulsory																												
Course Level	Undergraduate																												
Course ECTS Credit	4																												
Weekly Course Hours	2																												
Weekly Practice Hours	0																												
Weekly Laboratory Hours	0																												
Semester of the Course	Fall																												
Course Lecturer(s)	Çağda Kıvanç Çağanağa																												
Teaching System	Formal Education																												
Medium of Instruction	English																												
Prerequisite Courses	None																												
Other Aspects Recommended for the Course	None																												
Apprenticeship	None																												
Aim of the Course	At the end of the course, the participants will be able to: * conceptualize the nuances of curriculum design and designing curriculum and its components * contribute to the growth and development of curriculum in their respective University * enhance their expertise in utilization of various online tools in context of research and content development																												
Course Learning Outcomes	1-Students will be able to explain what the key terms of curriculum development are. 2-Students will be able to understand the elements that are kept in mind while designing curriculum development. 3- Students will be able to explain the relationship between curriculum and effective teaching.																												
Course Content	Basic concepts of program development; theoretical foundations of curriculum development; types of programs; philosophical, social, historical, psychological and economic foundations of curricula; Curriculum development and features of curricula; phases of program development; the basics of the program elements (objective, content, process, evaluation) and relationships between elements; classification of objectives and their relationship to program elements; content editing approaches; identifying training needs; program development process and models; curriculum design approaches; program evaluation models; program literacy; teachers in the development of curricula, duties and responsibilities; features of official (Ministry of Education in Turkey) curricula; implementation of curricula; new approaches and trends in curriculum development in the world and in Turkey.																												
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Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>Richards, J. C. (2005) Curriculum Development in Language Teaching. CUP: Cambridge</li> <li>Demirel, Ö. (2021) Eğitimde Program Geliştirme. Pegem: Ankara</li> <li>Şeker, H. (2019) Eğitimde Program Geliştirme. Anı yayıncılık: Ankara</li> <li>Bentley, K. (2012) The TKT CLIL Module. CUP: Cambridge</li> <li>Thornbury, S. &amp; Watkins, P. (2012) The CELTA Course. (Trainee Book) CUP: Cambridge</li> <li>Thornbury, S. &amp; Watkins, P. (2012) The CELTA Course. (Trainer Book) CUP: Cambridge</li> <li>Spratt, M., Pulverness, A., &amp; Williams, M. (2011) The TKT Course. CUP: Cambridge</li> <li>Fathonı, H. H., Santoso, B., Syarifuddin, H &amp; Hanani, H. (2023). Models and Implementation of Curriculum Development in Schools. International Journal of Educatio Elementaria and Psychologia, 1(2), 101-114. <a href="https://doi.org/10.55849/ijeep.v1i1.172">https://doi.org/10.55849/ijeep.v1i1.172</a></li> </ol>																												

COURSE TEACHING PLAN																															
Course Name	Career Planning & Development																														
Course Code	GKEG 201																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Assoc. Prof. Dr. Sibel Ersel																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	This course aims to develop understanding in EFL student teachers about career planning and their professional development.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to create an effective CV .</li> <li>2. Students will be able to explain SMART goal setting.</li> <li>3. Students will be able to differentiate between career planning and development.</li> <li>4. Students will be able to explain teacher development and teacher training.</li> <li>5. Students will be able to self assess .</li> <li>6. Students will be able to discuss the conceptualizations of teacher learning.</li> </ol>																														
Course Content	Concept of career, career planning and stages; individual career development, creation of career strategy; career planning model, career options in related teaching fields; resume preparation and resume types, CV format and examples, points to be considered in CV preparation; cover letters, introductory letters, job interview, objectives, methods and types, interview preparation and interview stages; situations that may be encountered in negotiations; question types, body language-bodily signs.																														
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Course Book/Material/Suggested Resources	<p>Reardon,R., Lenz,J.,Peterson, G.W. &amp; Sampson, J. (2022) Career Development &amp; Planning: A Comprehensive Approach</p> <p>Richards, J. C. &amp; Farrell, T.S.C. (2010) Professional Development for Language Teachers: Strategies for Teacher Learning.</p> <p>Variety of learning materials provided by the lecturer.</p> <p>Şahan,O. &amp; Sahan. K. (2023).A narrative inquiry into the emotional effects of English medium instruction, language learning, and career opportunities, <i>Linguistics and Education, Volume 75, June 2023</i>, 101149.</p> <p>Zhang, Yunfan &amp; Perey, Gemma. (2024). Career Planning: Its Implementation and Impact. <i>Mathematical Modeling and Algorithm Application</i>. 1. 16-19. 10.54097/xwwiwsoy.</p>																														

COURSE TEACHING PLAN	
Course Name	World Englishes and Culture
Course Code	ELTE236
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Özüörçün
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of this course is primarily to provide the students with the knowledge to make them understand the varieties of English and what makes up language. They will also be provided with information that will guide them to understand the link between language and culture.
Learning Outcomes	1- The students will be able to identify the basics of world Englishes and culture
	2- The students will be able to comment on what makes up a language
	3- The students will be able to understand and comment on the types of languages
	4- The students will be able to understand and comment on the varieties of languages
	5- The students will be able to name and comment on some common dialects
	6- The students will be able to comprehend what is called American English and varieties
	7- The students will be able to understand how culture plays a great role in language development
Course Content	The use of English as an international language, the different uses of English and English as a common language; reflection of the English usage as an international language to English education and teacher education; development of the consciousness of the students about the relationship between language and culture, and the examination of the importance of the culture in language teaching; evaluation of cultural objects by examining materials such as textbooks, literary works, films, TV programs and advertisements.
Weekly Detailed Course Content	1. Week Introduction to the course and the course outline
	2. Week What is society, social identity and language
	3. Week Language and identity, the future of world Englishes
	4. Week identity, culture, and language, linguistic genocide
	5. Week What is a language?, idiolect, dialect, American English dialects
	6. Week Latino English, Asian English, immigration and real life stories
	7. Week Cultures within cultures, sub-culture, economic or social class, ethnicity, sub-group, race
	8. Week <b>Midterm</b>
	9. Week Language signs, word systems, sentence structures,
	10. Week sound systems, fluency, varieties, Vernacular, standard language, Pidgins and creoles
	11. Week Creoles, lingua francas
	12. Week World Englishes, Neutrality in EFL
	13. Week Origin of English, Global spread of English
	14. Week Classification of Englishes
	15. Week <b>Revision</b>
Course Book/Material/Suggested Resources	Robert Owens, (2012) Language Development an Introduction, Pearson Tengku Sepora Tengku Mahadi, (2012). International Journal of Humanities and Social Science. Vol. 2 No. 17. Mohamadaid, A., Rasheed, S. (2019). Can English be considered to be a global language. <a href="https://files.eric.ed.gov/fulltext/ED608887.pdf">https://files.eric.ed.gov/fulltext/ED608887.pdf</a> Heidary, B., Barzan, P. (2019). Language Variation. <a href="https://www.researchgate.net/publication/337499049_LANGUAGE_VARIATION/link/5ddc38bb299bf10c5a3340d6/download">https://www.researchgate.net/publication/337499049_LANGUAGE_VARIATION/link/5ddc38bb299bf10c5a3340d6/download</a> Importance of English as an International Language. (2019). <a href="https://www.englishlab.co.in/blog/importance-of-english-as-an-international-language/">https://www.englishlab.co.in/blog/importance-of-english-as-an-international-language/</a> Drishti Ias. (2023). Embracing English as a Global Language. <a href="https://www.drishtias.com/blog/embracing-english-as-a-global-language">https://www.drishtias.com/blog/embracing-english-as-a-global-language</a> Kavakli, Nurdan. (2020). The Relationship Between Language and Culture, and Its Implications for EFL Teaching. <a href="https://www.researchgate.net/publication/344885002_The_Relationship_Between_Language_and_Culture_and_Its_I">https://www.researchgate.net/publication/344885002_The_Relationship_Between_Language_and_Culture_and_Its_I</a> Risaher, K. (2022). Analysing culture in language learning materials. Published online by Cambridge University Press. <a href="https://www.cambridge.org/core/journals/language-teaching/article/abs/analysing-culture-in-language-learning-materials/FE6BFB419F5B849A091F36BABB7DE69A">https://www.cambridge.org/core/journals/language-teaching/article/abs/analysing-culture-in-language-learning-materials/FE6BFB419F5B849A091F36BABB7DE69A</a>

COURSE TEACHING PLAN																																	
Course Name	Learning and Teaching Approaches in ELT																																
Course Code	ELTE 201																																
Course Type	Compulsory																																
Course Level	Undergraduate																																
Course ECTS Credit	3																																
Weekly Course Hours	2																																
Weekly Practice Hours	0																																
Weekly Laboratory Hours	0																																
Semester of the Course	FALL																																
Course Lecturer(s)	Naziyet Mercan Bozok																																
Teaching System	Formal Education																																
Medium of Instruction	English																																
Prerequisite Courses	None																																
Other Aspects Recommended for the Course	None																																
Apprenticeship	None																																
Aim of the Course	The course aims to make learners active and independent learners, capable of expressing their views and arguing their working procedures. Presenting learners with a variety of working processes and teaching techniques will result in enhanced learners' proficiency.																																
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to differentiate approach, method and technique</li> <li>2. Students will be able to process different methods used in language teaching in order to promote language learning</li> <li>3. Students will be able to identify the theory of language and the theory of learning behind each method.</li> <li>4. Students will be able to analyze the concepts and processes related to language teaching by dealing with different language teaching approaches, methods and techniques</li> <li>5. Students will be able to analyze language learners' needs, language development levels, ages, intelligence types, and learning styles which are significant in order to teach English and create a lesson plan accordingly</li> <li>6. Students will be able to create various activities regarding different methods and techniques for students to use grammar and vocabulary correctly and effectively.</li> <li>7. Students will be able to recognize the language learners' errors and provide feedback.</li> <li>8. Students will be able to identify and analyze language learners' psychological barriers and eliminate them.</li> </ol>																																
Course Content	Meaning of learning and teaching English; The purpose and basic principles of English teaching; The history of English teaching; reflection of teaching and learning approaches to English teaching; Basic skills in teaching English; examples of in-class practices; Current tendencies and problems in English teaching; components of an effective English language teaching; Social, cultural and economic aspects of English teaching.																																
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>week 1</td> <td>1. Introduction &amp; The Grammar-Translation Method</td> </tr> <tr> <td>week 2</td> <td>The Direct Method</td> </tr> <tr> <td>week 3</td> <td>The Audio-Lingual Method</td> </tr> <tr> <td>week 4</td> <td>The Silent Way</td> </tr> <tr> <td>week 5</td> <td>Desuggestopedia</td> </tr> <tr> <td>week 6</td> <td>Community Language Learning</td> </tr> <tr> <td>week 7</td> <td>Total Physical Response</td> </tr> <tr> <td>week 8</td> <td><b>Midterm Exam</b></td> </tr> <tr> <td>week 9</td> <td>Community Language Teaching</td> </tr> <tr> <td>week 10</td> <td>Content-based Instruction</td> </tr> <tr> <td>week 11</td> <td>Task-based Language Teaching</td> </tr> <tr> <td>week 12</td> <td>The political Dimensions of Language Teaching and the Participatory Approach</td> </tr> <tr> <td>week 13</td> <td>Learning Strategy Training . Cooperative Learning and Multiple Intelligence</td> </tr> <tr> <td>week 14</td> <td>Emerging Uses of Technology in Language Teaching and Learning</td> </tr> <tr> <td>week 15</td> <td>Revision</td> </tr> <tr> <td>week 16</td> <td><b>Final Exam</b></td> </tr> </tbody> </table>	week 1	1. Introduction & The Grammar-Translation Method	week 2	The Direct Method	week 3	The Audio-Lingual Method	week 4	The Silent Way	week 5	Desuggestopedia	week 6	Community Language Learning	week 7	Total Physical Response	week 8	<b>Midterm Exam</b>	week 9	Community Language Teaching	week 10	Content-based Instruction	week 11	Task-based Language Teaching	week 12	The political Dimensions of Language Teaching and the Participatory Approach	week 13	Learning Strategy Training . Cooperative Learning and Multiple Intelligence	week 14	Emerging Uses of Technology in Language Teaching and Learning	week 15	Revision	week 16	<b>Final Exam</b>
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Course Book/Material/Suggested Resources	<p>Teaching and Principles in Language Teaching, Diane Larsen-Freeman, 2000, Oxford University Press</p> <p>Various material provided by the instructor during the lessons</p> <p>Gustanii, Y., &amp; Ayu, M. (2021). THE CORRELATION BETWEEN COGNITIVE READING STRATEGIES AND STUDENTS' ENGLISH PROFICIENCY TEST SCORE. <i>Journal of English Language Teaching and Learning</i>, 2(2).</p> <p>Klimova, B. (2021). Blended learning as an effective approach to English language teaching at the institutions of higher learning—a case study. In <i>Advanced Multimedia and Ubiquitous Engineering: MUE-FutureTech 2020</i> (pp. Tarrayo, V. N., &amp; Anudin, A. G. (2021). Materials development in flexible learning amid the pandemic: perspectives from English language teachers in a Philippine state university. <i>Innovation in Language Learning and</i></p> <p>Seo, Y. (2023). Development and application of an anti-racist approach in English language teaching: from theory to practice. <i>Asia Pacific Journal of Education</i>, 1-13.</p>																																

COURSE TEACHING PLAN	
Course Name	English Literature I
Course Code	ELTE 203
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altuntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	At the end of this course students are expected to comprehend the major themes, motifs, and genres of the masterpieces of English Literature. These include poetry and novels. Using standard principles of literary criticism. This course stresses independent thinking.
Learning Outcomes	1- Students will be able to comprehend basic literary devices
	2- Students will be able to analyze literary devices used in stories
	3- Students will be able to interpret literary texts by using different literary theories and differentiate various possible readings
	4- Students will be able to relate a literary text to its context of its emergence
Course Content	The cultural history of English, American literature and English source language literature; basic terms and techniques used in text analysis; main text types; important movements and periods, contents and styles of works such as short stories, poetry, theater plays and novels in various genres of different periods; contributions of literature to our sense of life; critical analysis and interpreting of texts and literary arts.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 What is Literature, The Role of Literature in a Language Class
	Week 3 Language in Literature
	Week 4 Looking at Poetry
	Week 5 Romantic Era
	Week 6 Wordsworth, I Wandered Lonely as a Cloud
	Week 7 Presentations
	Week 8 <b>MID-TERM</b>
	Week 9 Presentations
	Week 10 Regency Era/Jane Austen
	Week 11 Pride & Prejudice
	Week 12 Presentations
	Week 13 Presentations
	Week 14 Revision
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Tandy, L., Gibbons, A., Koszary, J. (2019). English Language and Literature. Hodder Education
	Austen, J. (2014) Pride and Prejudice. Millenium Publications
	StudyCorgi. (2021, September 19). Issue of Morality in "First Impressions" ("Pride and Prejudice"). Retrieved from <a href="https://studycorgi.com/first-impressions-pride-and-prejudice/">https://studycorgi.com/first-impressions-pride-and-prejudice/</a>
	Sánchez-Auñón, E., Férrez-Mora, P. A., & Monroy-Hernández, F. (2023). The use of films in the teaching of English as a foreign language: a systematic literature review. Asian-Pacific Journal of Second and Foreign

COURSE TEACHING PLAN																															
Course Name	Linguistics I																														
Course Code	ELTE 205																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Naziyet Mercan Bozok																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	In this course students will be able to discuss the properties of language; to study and analyze the English language in terms of phonology and morphology; to explore the internal structure of words; to analyze the words, dividing them into their morphemes. This course is a general introduction to the field of linguistics, the analytic study of human languages. The course will focus primarily on the five core areas of linguistics: Phonology, Morphology, Syntax, Semantic, and Pragmatics. Broader topics in linguistics will also be explored, such as variation in linguistics (Sociolinguistics and Historical linguistics), Cognitive Linguistics (Psycholinguistics and Neurolinguistics), language acquisition, and linguistic framework. The course objectives include learning about the field of linguistics and analyzing linguistic data applying general principles of Scientific theorizing and Scientific thought.																														
Learning Outcomes	<p>1.Students will be able to deal with language problems from linguistics perspective.</p> <p>2.Students will be able to master the morphological and syntactic aspects of language.</p> <p>3.Students will be able to master the semantic and pragmatic aspects of language</p> <p>4.Students will be able to describe language from different dimensions and make use of linguistic knowledge in the teaching of English.</p>																														
Course Content	Students will start from basic listening and phonetic skills such as the study of speech sounds with an emphasis on the production and perception of sounds of the English language, the articulation and transcription of the sounds in the IPA, discriminating the minimal pairs and formulating phonetic transcriptions of problematic sounds focused in class. The course will also focus on higher level listening skills and strategies.																														
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Course Book/Material/Suggested Resources	<p>Crystal,D.(2010) The Cambridge Encyclopedia of Language, CUP</p> <p>Mathews,P.H.(2003) A very short introduction of Linguistics, OUP</p> <p>Bolinger, D. (2021). Language—the loaded weapon: The use and abuse of language today. Routledge.</p> <p>Hock, H. H. (2021). Principles of historical linguistics (Vol. 34). Walter de Gruyter GmbH &amp; Co KG.</p> <p>Meyer, C. F. (2023). English corpus linguistics: An introduction. Cambridge University Press.</p> <p>A compiled booklet prepared by lecturer.</p>																														

COURSE TEACHING PLAN	
Course Name	Critical Reading and Writing
Course Code	ELTE 207
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	This course aims to develop students ability to read and write critically. By concentratin on various literay resources I will work through specific strtegies of critical reading and devote analytical attention to the writing process. I will particulary focus on reding and writing skills such as analysis, synthesis, and critique. I will use
Learning Outcomes	1- Students will be able to paraphrase academic sentences and paragraphs.
	2- Students will be able to create wirtten work that is both accurate and well organized
	3- Students will be able to debate academic written work
	4- Students will be able to analyze visuals in written form.
Course Content	Summarizing and / or reporting selected current studies related with English language education; examination of works within their context and domestication of information; comparing and contrasting texts that defend different views on the same subject and producing original texts related with the subject.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 Definition or Critical Thinking
	Week 3 The Importance and Benefits of Critical Thinking
	Week 4 Definition of Critical Reading and Writing
	Week 5 Critical Reading Strategies
	Week 6 Critical Reading Activities
	Week 7 Presentations
	Week 8 <b>MID-TERM EXAMS</b>
	Week 9 Presentations
	Week 10 Critical Writing Strategies
	Week 11 How to Write Critically
	Week 12 Presentations
	Week 13 Presentations
	Week 14 Revision
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Kallet, M. (2014). Think Smarter: Critical Thinking to Improve Problem-Solving and Decision Making Skills. Wiley
	Barnet, S., Bedau, H., O'hara, J. (2020). Critical Thinking, Reading and Writing: A Brieg Guide to Argument. MacMillan
	Ousbourne, J. (2014). Critical Reading and Writing: A Bedford Spotlight Rhetoric
	Bilki, Z., & Irgin, P. (2022). Towards becoming critical readers and writers: ELT students' perceptions on the effectiveness of critical reading and writing instruction. International Online Journal of Education and Teaching
	Deane, P., & Traga Philippakos, Z. A. (2024). Writing and Reading Connections: A before, during, and after Experience for Critical Thinkers. The Reading Teacher, 77(5), 770-780.

COURSE TEACHING PLAN																															
Course Name	History of Turkish Education																														
Course Code	MBEG 201																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Spring																														
Course Lecturer(s)	Çağda Kıvanç Çağanağa																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	To inform students about educational process and educational institutions in the previous Turkish states, the role of education in the establishment of modern Turkish state, new educational reforms and the ideas of main Turkish educators.																														
Course Learning Outcomes	1-Students will be able to explain the periods in Turkish Education History chronologically. 2-Students will be able to explain the periodical similarities and differences in Turkish Education History. 3- Students will be able to analyze the role of education in the establishment of the new Turkish state.																														
Course Content	Concept, methods and sources of history of Turkish Education; education on first Turkish Governments, education in first Muslim Turkish Governments, education in Turkish Selçuklu State and Anatolian Seignior; education in Ottoman Empire: education system until first renewal movements; education in Turkish governments outside of Ottoman Territories between 13th and 18th centuries; innovative movements in education until Tanzimat (Reform Period) in Ottoman Empire; Foundation of modern Turkish education system between Tanzimat and Republic; Reorganization of traditional education; education in other Turkish Governments and communities in Euroasia between 19th and 20th centuries; education during national struggle for independence; education in Turkish Republic: foundation, structure, establishment and development of Turkish Education System; Teacher training from beginning until today; education in Turkish World; common aims, language and alphabet unification; attempts of writing a common history.																														
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Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>1. Akyüz, Y. (2019) Türk Eğitim Tarihi. Nobel Yayıncılık</li> <li>2. Doğan, İ. (2019) Türk Eğitim Tarihi. Nobel Yayıncılık</li> <li>3. Binbaşıoğlu, C. (2019) Başlangıçtan günümüze Türk Eğitim Tarihi. Am Yayıncılık</li> <li>4. Ateş, S. (2019) Harf İnkılabı ve Millet Mektepleri. İstanbul: Ötüken</li> <li>5. Baykurt, F. (2016) Unutulmaz Köy Enstitüleri. Literatür Yayıncılık</li> <li>6. Tezcan, M. (2000) Atatürk ve Eğitim Bilimleri. Am Yayıncılık</li> <li>7. Güvenç, B. (1998) History of Turkish Education. TED</li> <li>8. Aydiođdu, D. (2023) Bir Köy Enstitülü Yazıyor. Yeni Kuşak Köy Enstitülüler Derneđi Yay.</li> </ol>																														



COURSE TEACHING PLAN																													
Course Name	RESEARCH METHODS IN EDUCATION																												
Course Code	MBEG203																												
Course Type	COMPULSORY																												
Course Level	UNDERGRADUATE																												
Course ECTS Credit	3																												
Weekly Course Hours	2																												
Weekly Practice Hours	0																												
Weekly Laboratory Hours	0																												
Semester of the Course	SPRING																												
Course Lecturer(s)	Dr. Niyper Hayal Artaç																												
Teaching System	Formal																												
Medium of Instruction	English																												
Prerequisite Courses	No																												
Other Aspects Recommended for the Course	No																												
Apprenticeship	No																												
Aim of the Course	This course aims to develop students ability to express their feelings and opinions more fluently and to develop the students' self-confidence. The course offers a variety of different communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks to provide the students with the opportunity to improve their oral competence as well as																												
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to understand the nature of scientific research.</li> <li>2. Students will be able to apply the steps of a scientific research.</li> <li>3. Students will be able to understand the basic quantitative and qualitative research methods.</li> <li>4. Students will be able to acknowledge the differences between quantitative and qualitative methods.</li> <li>5. Students will be able to prepare and present project report.</li> </ol>																												
Course Content	Basic concepts and principles of research methods; research process (realization of the problem, identifying the problem and sample, collecting and analyzing data, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, dissertations and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling data collection, analysis of data in qualitative research,; validity and safety in qualitative research; reviewing, evaluating and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education .																												
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Week</td> <td>Introduction to research and scientific method</td> </tr> <tr> <td>2. Week</td> <td>Research: A Way of Rhinking &amp; The Reserach Process</td> </tr> <tr> <td>3. Week</td> <td>Reviewing the Literature</td> </tr> <tr> <td>4. Week</td> <td>Formulating a Research Problem&amp; Identifying Variables &amp; Constructing Hypotheses</td> </tr> <tr> <td>5. Week</td> <td>Research Design &amp; Selecting a Study Design</td> </tr> <tr> <td>6. Week</td> <td>Selecting a Method of Data Collection</td> </tr> <tr> <td>7. Week</td> <td>Collecting Data Using Attitudinal Scales</td> </tr> <tr> <td>8. Week</td> <td><b>MID-TERM EXAMS</b></td> </tr> <tr> <td>9. Week</td> <td>Establishing the Validity and Reliability of a Research Instrument</td> </tr> <tr> <td>10. Week</td> <td>Selecting a Sample</td> </tr> <tr> <td>11. Week</td> <td>Data Analysis: Quantitative Data</td> </tr> <tr> <td>12. Week</td> <td>Data Analsis: Quantitative Data</td> </tr> <tr> <td>13. Week</td> <td>How to Write a Research Proposal &amp; Report Writing Up</td> </tr> <tr> <td>14. Week</td> <td><b>FINAL EXAMS</b></td> </tr> </tbody> </table>	1. Week	Introduction to research and scientific method	2. Week	Research: A Way of Rhinking & The Reserach Process	3. Week	Reviewing the Literature	4. Week	Formulating a Research Problem& Identifying Variables & Constructing Hypotheses	5. Week	Research Design & Selecting a Study Design	6. Week	Selecting a Method of Data Collection	7. Week	Collecting Data Using Attitudinal Scales	8. Week	<b>MID-TERM EXAMS</b>	9. Week	Establishing the Validity and Reliability of a Research Instrument	10. Week	Selecting a Sample	11. Week	Data Analysis: Quantitative Data	12. Week	Data Analsis: Quantitative Data	13. Week	How to Write a Research Proposal & Report Writing Up	14. Week	<b>FINAL EXAMS</b>
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Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>1. Kumar, R. 2019. Research Methodology: A Step-by-step Guide for Beginners (3rd Edition), Sage, London. (Main textbook)</li> <li>2. Bhattacharjee, A. 2012. Social Science Research (2nd Edition), Open Access Textbooks Collection Book 3, Tampa.</li> <li>3. Cropley, A. (2023). Qualitative Research Methods: A Practice-Oriented Introduction. University of Hamburg. ISBN: 978-606-95073-6-0</li> </ol>																												

COURSE TEACHING PLAN	
Course Name	Extracurricular Activities in Education
Course Code	MBEG 206
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	At the end of the course students will be able to; develop the knowledge of environment and the human society interrelationship and awareness of human rights and child rights in aspects of environmental responsibilities. students will be able to develop lifelong learning skills such as problem solving, research, and communication skills that they will need as active citizens. Students will be able to plan for actions from their local, school or home environment to cope with climate change adaptation and mitigation. Also students will be able to plan for developing a sustainable environment in their school and home environment and recognize the intrinsic value of nature and wish to help protect their natural environment. Students will be able to embrace an ethic of care, kindness and respectfulness towards all living things and develop students' overall spirit of critical inquiry.
Learning Outcomes	1. students will be able to develop the knowledge of environment and the human society interrelationship. 2. students will be able to develop awareness of human rights and child rights in aspects of environmental responsibilities. 3. students will be able to develop lifelong learning skills such as problem solving, research, and communication skills that they will need as active citizens. 4. students will be able to plan for actions from their local, school or home environment to cope with climate change adaptation and mitigation. 5. students will be able to plan for developing a sustainable environment in their school and home environment. 6. students will be able to develop students' overall spirit of critical inquiry. 7. students will be able to plan for developing a sustainable environment in their school and home environment.
Course Content	Concepts related to formal program extracurricular activities / hidden curriculum in education; approaches related to hidden curriculum; cognitive and affective field learning and hidden curriculum; school as a ritual place; school ceremonies as non-scheduled activities at school; the importance and management of social, cultural, sporting and artistic activities in school; place and importance of hidden curriculum in values education; non-scheduled activities in terms of value education (commemorate ceremonies, celebrations, meetings, graduation ceremonies etc.)
Weekly Detailed Course Content	1. Week Introduction 2. Week Extracurricular activities and the importance of extracurricular activities at school 3. Week Teachers should value extracurricular activities & Sample extracurricular activities 4. Week Impact of language-Oriented Extracurricular activities on Academic Achievement 5. Week ACTIVITIES MATTER! 6. Week PRACTICE -extracurricular activities 7. Week PRACTICE -extracurricular activities 8. Week <b>Mid-Term Exams</b> 9. Week PRACTICE -extracurricular activities 10. Week PRACTICE -extracurricular activities FOR EFL/ESL CLASSROOMS 11. Week PRACTICE -extracurricular activities FOR EFL/ESL CLASSROOMS 12. Week Presentations+Projects 13. Week Presentations+Projects 14. Week Presentations+Projects & Revision 15. Week <b>Final Exams</b>
Course Book/Material/Suggested Resources	BÜYÜKKARAGÖZ, S ve ÇİVİ, C. (1994). Genel Öğretim Metodları (4. Baskı) Konya: Atlas Kitabevi A compiled booklet prepared by lecturer. Demirhan, G., (2006), Spor Eğitiminin Temelleri, Bağrırgan Yayınevi Aker, Y. (2015). Okullarda Sosyal ve Kültürel Etkinlikler. Ankara: Eğitim. Barnett, L. A. (2007). "Winners" and "Losers": The effects of being allowed or denied entry into competitive extracurricular activities. <i>Journal of Leisure Research</i> , 39(2), 316-344. Albayrak, H., & ŞENER, T. (2021). The relationship between participation in extracurricular activities and motivation of foreign language learning. <i>International Journal of Psychology and Educational Studies</i> . Siahaan, D. G., & Siahaan, D. (2021). The speaking ability of the English club's second year students of Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities At Faculty Of Teacher Training And Education Tadulako University Manuas, M. (2022). Involving English Extracurricular Activities To Improve Students' Speaking Skill <i>Journal of English Language Teaching, Literature and Culture</i> , 1(1), 14-27. Matarima, S. M. U., Afifi, N., & Qamaria, R. S. (2022). ENGLISH STUDY CLUB: HOW STUDENTS' MENTAL ATTRIBUTES REFLECT THEIR MOTIVATION. <i>Celtic: A Journal of Culture</i> . Ribeiro, N., Malafaia, C., Neves, T., & Menezes, I. (2023). The impact of extracurricular activities on university students' academic success and employability. <i>European Journal of Higher Education</i> , 1-21.

COURSE TEACHING PLAN																															
Course Name	CULTURE AND LANGUAGE																														
Course Code	GKEG 102																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Spring																														
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	No																														
Other Aspects Recommended for the Course	No																														
Apprenticeship	No																														
Aim of the Course	This course provides an introduction to the study of language in its relationship with culture and society. We will focus on the nature of language as a faculty that sets humans apart from all other species, and the roles of language and language use in constructing worldviews, cultural values, social relationships, institutional orders, places, and identities.																														
Learning Outcomes	<p>1- Students will be able to analyse language as social practice - on individual, collective and institutional levels</p> <p>2- Students will be able to understand various conceptions of culture and comprehend the intersection between language and culture</p> <p>3- Students will be able to incorporate understanding of culture-specific aspects of vocabulary, conversation norms and written genres into their teaching practice</p> <p>4- will be able to know and critically reflect upon different models of intercultural competence and their pedagogical implications for the second language classroom</p>																														
Course Content	Basic concepts about language and culture; Cultural resources and items; oral and written culture; material and spiritual culture; culture from individual and social aspects; culture as binder and separator; acculturation, enculturation, cultural expansion and harmony; culture in terms of cognitive, symbolic, structural-functional approaches; language as system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language in transporting knowledge and culture and establishing social interactions and communications; development and transmission of language and culture; national identity and language; the dynamics of culture and changes on the ground; discussions of mutual interaction of culture and changes in the world; national cultures; globalization, multilingualism and multiculturalism.																														
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Course Book/Material/Suggested Resources	<p>Sharifian, F. (2014) The Routledge Handbook of Language and Culture. Routledge Handbooks in Linguistics</p> <p>Nieto, S. (2017). Language, Culture and Teaching: Critical Perspectives</p> <p>Sharifian, F. (2019). The Routledge Handbook for Language and Culture.</p> <p>Jiang, Wenying. (2000). The Relationship between Culture and Language. <i>Elt Journal</i>. 54. 10.1093/elt/54.4.328</p> <p>Atobatele, F. A., &amp; Mouboua, P. D. (2024). The dynamics of language shifts in migrant communities: Implications for social integration and cultural preservation. <i>International Journal of Applied Research in Social Sciences</i>, 6(5), 844-860.</p> <p>Li, C., Chen, M., Wang, J., Sitaram, S., &amp; Xie, X. (2024). Culturellm: Incorporating cultural differences into large language models. <i>arXiv preprint arXiv:2402.10946</i>.</p>																														

COURSE TEACHING PLAN																																	
Course Name	SOCIOLINGUISTICS AND LANGUAGE TEACHING																																
Course Code	ELTE239																																
Course Type	Compulsory																																
Course Level	Undergraduate																																
Course ECTS Credit	4																																
Weekly Course Hours	2																																
Weekly Practice Hours	0																																
Weekly Laboratory Hours	0																																
Semester of the Course	Spring																																
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün																																
Teaching System	Formal Education																																
Medium of Instruction	English																																
Prerequisite Courses	No																																
Other Aspects Recommended for the Course	No																																
Apprenticeship	No																																
Aim of the Course	The aim of this course is to provide the students with information about the relation between language and culture. The effects of culture and societies on languages are also elaborated.																																
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students will be able to comprehend the basics of sociolinguistics</li> <li>2. The students will be able to relate social class to sociolinguistics</li> <li>3. The students will be able to understand linguistic variation</li> <li>4. The students will be able to comment on hypercorrection in relation to linguistic change</li> <li>5. The students will be able to understand the importance of culture teaching in language classes</li> <li>6. The students will be able to compare speech acts of different cultures (greetings, etc.)</li> </ol>																																
Course Content	In this course which is described as the analysis of language in relation to the society in which it is being used, information about the field of analysis and forms of sociolinguistics are given; students are informed about the different uses of language in society and how language usage differs according to region, social classes and ethnicity; at the end of this course, students will be able to understand how language usage changes in a society and the relationship of sociolinguistics and language teaching																																
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Course Book/Material/Suggested Resources	<p>Introduction to Sociolinguistics, Miriam Meyerhoff, Routledge, 2008</p> <p>Communication in the real world. (2013). University of Minnesota Libraries Publishing. <a href="https://open.lib.umn.edu/communication/front-matter/publisher-information/">https://open.lib.umn.edu/communication/front-matter/publisher-information/</a></p> <p>Status and trends in the education of racial and ethnic groups (2018). <a href="https://nces.ed.gov/pubs2019/2019038.pdf">https://nces.ed.gov/pubs2019/2019038.pdf</a></p> <p>Kidwell, T. (2019). Teaching about culture: The role of culture in second language teacher education programs. <i>The Electronic Journal for English as a Second Language</i>. Vol.22, issue 4. <a href="https://tesl-ej.org/pdf/ej88/a8.pdf">https://tesl-ej.org/pdf/ej88/a8.pdf</a></p> <p>Nisa, S. U. (2019). Sociolinguistics. <a href="https://www.researchgate.net/publication/331285240_Sociolinguistics">https://www.researchgate.net/publication/331285240_Sociolinguistics</a></p> <p>Meyerhoff, M. (2018). Introduction to sociolinguistics. Routledge.</p> <p>Krasniqi, K. (2019). The relation between language and culture. <i>Linguistics and Literature Studies</i>. <a href="https://www.hrpub.org/download/20190330/LLS5-19312921.pdf">https://www.hrpub.org/download/20190330/LLS5-19312921.pdf</a></p> <p>O. M. Sherac (2020). SOCIOLINGUISTICS. <a href="http://dspace.luguniu.edu.ua/xmlui/bitstream/handle/123456789/5276/Sochiolingvistika.pdf?sequence=1">http://dspace.luguniu.edu.ua/xmlui/bitstream/handle/123456789/5276/Sochiolingvistika.pdf?sequence=1</a></p> <p>Mikolic, V. (2021). Language and Culture in the Intercultural World. Cambridge Scholars Publishing. <a href="https://www.researchgate.net/publication/348717051_Language_and_Culture_in_the_Intercultural_World_collection">https://www.researchgate.net/publication/348717051_Language_and_Culture_in_the_Intercultural_World_collection</a></p> <p>Ibrahim, N. A. N., Abdul Rani, N. S., Jamri, M. H., Bakar, M. H., Abdul Wahab, S., Mahbob, M. H., &amp; Kahar, N. (2022). The Importance of Non-Verbal Communication in Organizations. <i>International Journal of Academic Research in Business and Social Sciences</i>. 12(6), 1841 – 1851.</p> <p>Fitriani, Didin Nuruddin Hidayat, Nida Husna, Alek (2023). Speech Acts in Text Dialogues: An Analysis of English Textbook Merdeka Belajar for Junior High School. <i>English Education: Jurnal Tadris Bahasa Inggris</i>. Vol. 16 (1), 2023, 158-174</p>																																

COURSE TEACHING PLAN																																	
Course Name	ENGLISH CURRICULUM																																
Course Code	ELTE202																																
Course Type	Compulsory																																
Course Level	Undergraduate																																
Course ECTS Credit	3																																
Weekly Course Hours	2																																
Weekly Practice Hours	0																																
Weekly Laboratory Hours	0																																
Semester of the Course	Spring																																
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün																																
Teaching System	Formal Education																																
Medium of Instruction	English																																
Prerequisite Courses	No																																
Other Aspects Recommended for the Course	No																																
Apprenticeship	No																																
Aim of the Course	The aim of this course is to provide the students with the basics of English Curriculum, presenting them with information about the English curriculums from past to present, programs, methods, and techniques.																																
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students will be able to discuss different types of curriculum</li> <li>2. The students will be able to comprehend the origins of curriculum</li> <li>3. The students will be able to discuss the important issues in curriculum design</li> <li>4. The students will be able to write instructional and measurable objectives for English syllabuses</li> </ol>																																
Course Content	Basic concepts of curriculum; development of English language curriculum from past to present; approach, content of the current English language curriculum and skills that is intended to be developed by these curriculum; learning and sub-learning domains; distribution and limits of gains according to classes, relation with other courses; relation between curriculum of English lesson programs; methods, techniques, tools and materials used; measurement and evaluation approach; teacher competences.																																
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15. Week	Planning the course structure																																
16. Week	Revision																																
Course Book/Material/Suggested Resources	<p>A guide to curriculum development for teachers, 6th ed. Longman. 2001</p> <p>Curriculum Development in Language Teaching. Jack Richards, Cambridge University Press, 2001</p> <p>Offorma, G. (2014). Approaches to curriculum development. <a href="https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT">https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT</a></p> <p>Boyle, B., Charles, M. (2016). Curriculum Development: A Guide for Educators. Sage Publications</p> <p>Bailey, A., Rosado, N., Rey, L. (2018). Designing an English Curriculum for Everyone. DOI:10.4018/978-1-5225-3132-6.ch005</p> <p>Ziafar, M., Namaziandost, E. (2019). Process of Language Curriculum Development. Addaiyan Journal of Arts Humanities and Social Sciences.</p> <p>Hayati, M. Isnaniah, I. (2020). NEEDS ANALYSIS IN DEVELOPING ENGLISH CURRICULUM FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS: A CASE STUDY. LET: Linguistics, Literature and English Teaching Journal. Volume.10. Issue.2. Pages 89-115</p> <p>Fadoli, Jaul. (2022). Exploring Lesson Plans Through Learning Objectives Written by English Teachers. Journal Of Education And Teaching Learning (JETL). 4. 265-273. 10.51178/jetl.v4i3.917.</p> <p>Shifa Soraya Lestari, Hesty Widiastuty (2023). CURRICULUM DESIGN AND DEVELOPMENT IN ENGLISH LANGUAGE TEACHING. JURNAL JUKIM Vol 2 No. 4 Juli 2023   P-ISSN: 2829-0488E-ISSN: 2829-0518, Halaman 109-113</p> <p>K O, Tazhan &amp; Mustafa Abbas, Abbas &amp; Abbas, &amp; Corresponding, &amp; Kamal, Tazhan. (2023). Investigating Principles and Models of Curriculum Development in some Iraqi Kurdistan Regional Universities through Teachers' Point of view. JOURNAL OF LANGUAGE STUDIES. 5. 123-141. 10.25130/jls.6.2.10.</p>																																

COURSE TEACHING PLAN																															
Course Name	ENGLISH LITERATURE II																														
Course Code	ELTE 204																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	4																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Spring																														
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	No																														
Other Aspects Recommended for the Course	No																														
Apprenticeship	No																														
Aim of the Course	At the end of this course, students are expected to comprehend major themes, motifs and genres of some masterpieces of English Literature. This course also stresses the importance of independent, critical and creative thinking and aims to enable learners to successfully identify																														
Learning Outcomes	<p>1- Students will be able to develop instinctive analytical skills and become a critical thinker</p> <p>2- Students will be able to recognize the fundamental qualities of critical thinking and thinking outside the box</p> <p>3- Students will be able to comprehend how to see beyond, not judge and understand other factors that can influence decision-making.</p> <p>4- Students will be able to comprehend various individual or communal values within the social, political or cultural contexts of different literary periods.</p> <p>5- Students will be able to comprehend a variety of contemporary and multicultural issues, engaging their understanding of analytical skills through being exposed to various literary works</p>																														
Course Content	Authors and works of art of English, American literature and English source language literature from different periods, the periods and basic movements of English written literature, basic concepts, terms, techniques in these literatures using sample texts from various periods; literary, philosophical and scientific movements.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Week</td> <td>Introduction to the course and the course outline</td> </tr> <tr> <td>2. Week</td> <td>Shakespeare and his life</td> </tr> <tr> <td>3. Week</td> <td>What is Sonnet</td> </tr> <tr> <td>4. Week</td> <td>Types of sonnets</td> </tr> <tr> <td>5. Week</td> <td>Introduction to Sonnet 18</td> </tr> <tr> <td>6. Week</td> <td>Sonnet 18 Analysis</td> </tr> <tr> <td>7. Week</td> <td>Presentations</td> </tr> <tr> <td>8. Week</td> <td><b>midterms</b></td> </tr> <tr> <td>9. Week</td> <td>The Great Gatsby: Plot, Character Analysis and Themes</td> </tr> <tr> <td>10. Week</td> <td>The Great Gatsby: Symbols and Motifs</td> </tr> <tr> <td>11. Week</td> <td>The Great Gatsby: Film and Film Analysis</td> </tr> <tr> <td>12. Week</td> <td>Presentations</td> </tr> <tr> <td>13. Week</td> <td>Presentations</td> </tr> <tr> <td>14. Week</td> <td>Revision</td> </tr> <tr> <td>15. Week</td> <td>Final Exams</td> </tr> </tbody> </table>	1. Week	Introduction to the course and the course outline	2. Week	Shakespeare and his life	3. Week	What is Sonnet	4. Week	Types of sonnets	5. Week	Introduction to Sonnet 18	6. Week	Sonnet 18 Analysis	7. Week	Presentations	8. Week	<b>midterms</b>	9. Week	The Great Gatsby: Plot, Character Analysis and Themes	10. Week	The Great Gatsby: Symbols and Motifs	11. Week	The Great Gatsby: Film and Film Analysis	12. Week	Presentations	13. Week	Presentations	14. Week	Revision	15. Week	Final Exams
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13. Week	Presentations																														
14. Week	Revision																														
15. Week	Final Exams																														
Course Book/Material/Suggested Resources	<p>Diestler, S. (2011). <i>Becoming a Critical Thinker</i>.</p> <p>Fitzgerald, F. S. (1965) <i>The Great Gatsby</i>. Penguin</p> <p>Edmondson, P., Wells, S. (2020). <i>All the sonnets of Shakespeare</i>.</p> <p>khalil Mahmoud, A. (2024). <i>The impact of social transformations on contemporary English literature an analysis of cultural and political changes</i>. <i>Nasaq</i>, 42(1).</p> <p>Welsh, A. H. (2024). <i>Development of English Literature and Language: Vol. I. BoD–Books on</i></p>																														

COURSE TEACHING PLAN	
Course Name	LINGUISTICS II
Course Code	ELTE 206
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	In this course students will be able to focus on the five core areas of linguistics; Phonology, Morphology, Syntax, Semantic, and Pragmatics. On the
Learning Outcomes	1. Students will be able to analyse sentences syntactically.
	2. Students will be able to analyse sentences in terms of linguistics.
	3. Students will be able to discuss the meanings of words and sentences.
	4. Students will be able to learn the sentence structure and categorize them.
Course Content	Exam types and measurement methods used for different age groups and language levels in language skills teaching; principles for measuring and assessing language skills; types of questions used to measure reading, writing, listening, speaking, vocabulary and grammar levels; exam preparation techniques and evaluation criteria; preparation of various question samples
Weekly Detailed Course Content	1. Week   Introduciton
	2. Week   Tree Diagrams I
	3. Week   Tree Diagrams II
	4. Week   Families of Languages
	5. Week   Speech Act Theory
	6. Week   Theme and Rheme I
	7. Week   Theme and Rheme II
	8. Week   <b>Mid-Term Exams</b>
	9. Week   Word and Word Classes
	10. Week   word and word classes
	11. Week   language varieties
	12. Week   Discourse Analysis
	13. Week   Bilingualism & tree diagrams
	14. Week   Code switching & sample tree diagrams
	15. Week   <b>Revision &amp; FINAL EXAM</b>
Course Book/Material/Suggested Resources	Crystal, D. (2010) The Cambridge Encyclopedia of Language, CUP
	Matthews, P. H. (2003) A very short introduction of Linguistics, OUP
	A compiled booklet prepared by lecturer.
	Oxford, R. (2001). Integrated Skills in the ESL/EFL
	P. R., & Schunk, D. H. (2002). Motivation in education: Theory, research, and
	Chomsky, N. (2021). Linguistics Then and Now: Some Personal Reflections. .
	Özürçün, F. (2015). Language Varieties: Pidgins and Creoles . LAÜ Sosyal
	Shaykhislamov, N. (2021). THE DIRECTION OF MODERN LINGUISTICS
	Görgülü, E. (2022). Semantics of Turkish plural marking revisited. RumeliDE
	Zidane, R.   Engendering linguistic variation in literary prose via scientific
Lehecka, T., & Östman, J. O. (2023). Towards establishing what linguists think the general public should know about language: Salient versus important	

COURSE TEACHING PLAN																															
Course Name	Language Acquisition																														
Course Code	ELTE208																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	3																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Spring																														
Course Lecturer(s)	Assist. Prof. Dr. Çağda Kıvanç Çağanağa																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	No																														
Other Aspects Recommended for the Course	No																														
Apprenticeship	No																														
Aim of the Course	The course aims to introduce students to first and second language acquisition (SLA), in order to provide them with an understanding of how languages are learned and acquired. The course will examine various theories of first and second language acquisition. It will also examine the role of the first language in SLA, the role of input and context of exposure, as well as the major factors involved in the development of non-native grammar.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to understand and use First Language Acquisition terminology.</li> <li>2. Students will be able to understand and use Second Language Acquisition terminology.</li> <li>3. Students will be able to understand and evaluate language acquisition theories.</li> <li>4. Students will be able to make sensible judgment in language teaching practice.</li> </ol>																														
Course Content	First and second language acquisition theories (behaviorism, innatism, information processing, connectionism models, interactional approach); development stages and processes of native language and target language; case studies, comparative analysis of main and target language uses from lexical data, records of classroom second language interaction and comparison of second language acquisition in children and adults through transcription, developmental stages in native language acquisition, structural-syntactic developmental stages of second language, second language acquisition processes, individual differences in learners' traits in second language acquisition and final acquisition (e.g., personality influences, language ability, intelligence, acquisition age, motivation and attitude, learning preferences and beliefs), Differences in secondary and foreign language learning contexts (e.g. natural and formal education environments). This course focuses on the process by which native speakers of a language acquire the ability to speak and understand that language. We will cover some of the major results in the study of first-language acquisition, concentrating on morpho-syntax, semantics, and pragmatics.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Week</td> <td>Introduction to the course and the course outline</td> </tr> <tr> <td>2. Week</td> <td>How do children acquire language?</td> </tr> <tr> <td>3. Week</td> <td>Universality of stages in language acquisition</td> </tr> <tr> <td>4. Week</td> <td>Language development in first language acquisition</td> </tr> <tr> <td>5. Week</td> <td>Stages of language acquisition</td> </tr> <tr> <td>6. Week</td> <td>Theories of language acquisition (Piaget, Bruner and Chomsky)</td> </tr> <tr> <td>7. Week</td> <td>Universal Grammar and Bilingualism</td> </tr> <tr> <td><b>8. Week</b></td> <td><b>MID TERM EXAMINATIONS</b></td> </tr> <tr> <td>9. Week</td> <td>Critical Period Hypothesis</td> </tr> <tr> <td>10. Week</td> <td>Krashen's Monitor Model (the 1970s)</td> </tr> <tr> <td>11. Week</td> <td>Communication Strategies and communication competence</td> </tr> <tr> <td>12. Week</td> <td>Learner language (Interlanguage)</td> </tr> <tr> <td>13. Week</td> <td>Comparison of first &amp; Second language acquisition</td> </tr> <tr> <td>14. Week</td> <td>Revision</td> </tr> <tr> <td><b>15. Week</b></td> <td><b>FINAL EXAMINATIONS</b></td> </tr> </tbody> </table>	1. Week	Introduction to the course and the course outline	2. Week	How do children acquire language?	3. Week	Universality of stages in language acquisition	4. Week	Language development in first language acquisition	5. Week	Stages of language acquisition	6. Week	Theories of language acquisition (Piaget, Bruner and Chomsky)	7. Week	Universal Grammar and Bilingualism	<b>8. Week</b>	<b>MID TERM EXAMINATIONS</b>	9. Week	Critical Period Hypothesis	10. Week	Krashen's Monitor Model (the 1970s)	11. Week	Communication Strategies and communication competence	12. Week	Learner language (Interlanguage)	13. Week	Comparison of first & Second language acquisition	14. Week	Revision	<b>15. Week</b>	<b>FINAL EXAMINATIONS</b>
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<b>15. Week</b>	<b>FINAL EXAMINATIONS</b>																														
Course Book/Material/Suggested Resources	<ol style="list-style-type: none"> <li>1. Clark, E. V. (2009) First Language Acquisition. Cambridge, CUP.</li> <li>2. Lightbown, P. &amp; Spada, N. (2008) How languages are learned. Oxford, OUP.</li> <li>3. Ionin, T., &amp; Montrul, S. (2023). Second Language Acquisition: Introducing Intervention Research. Cambridge: Cambridge University Press.</li> <li>4. Crystal, D. (2016). The Cambridge encyclopedia of language. Cambridge University Press.</li> </ol>																														



COURSE TEACHING PLAN	
Course Name	Classroom Management
Course Code	MBEG304
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	Teaching students the basic concepts related to classroom management; physical, social, and psychological dimensions of the class; class rules and discipline in class. Class discipline and management related models.
Learning Outcomes	1- Students will be able to name the different types of classroom layouts.
	2- Students will be able to demonstrate key teacher interventions
	3- Students will be able to differentiate ways of listening in classroom management
	4- Students will be able to discuss establishing and maintaining the rapport
Course Content	Basic concepts related to classroom management; physical, social and psychological dimensions of the class; class rules and discipline in class; Models related to class discipline and management; management of student behaviors in class, communication and interaction process in class; student motivation in class; time management in the classroom; teacher as a teaching leader in the class; management of teacher-parent meetings; creation of positive classroom and learning environment; case examples of classroom management according to school levels.
Weekly Detailed Course Content	1. Week Introduction to the course and the course outline
	2. Week The definition of classroom management
	3. Week The components of classroom management, rules
	4. Week Ways of listening to students
	5. Week Techniques for organizing learners in whole-class work:
	6. Week FACTORS TEACHERS CAN CONTROL
	7. Week Assign open-ended projects
	8. Week <b>midterms</b>
	9. Week How does classroom management in the Second language (SL) classroom differ from that in the
	10. Week Improving the classroom environment
	11. Week Some teacher styles
	12. Week Dealing with small disruptions
	13. Week Anger versus Sadness
	14. Week Action/strategies for good classroom management
	15. Week <b>Finals</b>
Course Book/Material/Suggested Resources	<p>Jim Scrivener, (2013). Classroom Management, Cambridge</p> <p>Hayley, F. &amp; Ingrid, Harrington. (2019). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. <i>Journal of Education and Training Studies</i></p> <p>Assgar, F. &amp; Marashi, H. (2019). EFL teachers' effective classroom management and learners' anxiety and learning strategies. <i>Iranian Journal of Language Teaching</i>. 10.30466/ijltr.2019.120698</p> <p>Terada, Y. (2019). The key to effective classroom management. <a href="https://www.edutopia.org/article/key-effective-classroom-management">https://www.edutopia.org/article/key-effective-classroom-management</a></p> <p>Best, J. (2019). 40 Classroom management strategies experienced teachers swear by. <a href="https://www.3plearning.com/blog/best-classroom-management-strategies/">https://www.3plearning.com/blog/best-classroom-management-strategies/</a></p> <p>Renard, L. (2019). 19 Classroom seating arrangement fit for your teaching. <a href="https://www.bookwidgets.com/blog/2019/12/19-classroom-seating-arrangements-fit-for-your-teaching">https://www.bookwidgets.com/blog/2019/12/19-classroom-seating-arrangements-fit-for-your-teaching</a></p> <p>Rosnani, S. (2019). ENGLISH TEACHER'S CLASSROOM MANAGEMENT IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL. <a href="http://repository.uinjambi.ac.id/2185/1/TE151628_SITI%20ROSANANI_PBI%20-%20Siti%20Rosnani.pdf">http://repository.uinjambi.ac.id/2185/1/TE151628_SITI%20ROSANANI_PBI%20-%20Siti%20Rosnani.pdf</a></p> <p>Jamba, N. &amp; Norbu, L. (2023). Effective classroom management and students' academic performance: A study in one of the middle secondary schools in Bumthang district. <i>Polaris Global Journal of Scholarly Research and Trends</i>, 2(1), 11-25.</p> <p>Soraya, K. &amp; Eryani, F. &amp; Andiyani, A. (2022). Classroom management strategies on the teaching English to young learners at elementary school. <i>International Journal of Linguistics Literature and Culture</i> 8(6):259-266. DOI:10.21744/ijllc.v8n6.2195</p>

COURSE TEACHING PLAN	
Course Name	MORALS AND ETHICS IN EDUCATION
Course Code	MBEG302
Course Type	COMPULSORY
Course Level	UNDERGRADUATE
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	FALL
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of the course is to introduce students to basic moral and ethical principles and to guide them to use them in their professional lives.
Learning Outcomes	1. Students will be able to define moral and ethical rules.
	2. Students will be able to explain the relationship between morality and ethics.
	3. Students will be able to explain the principles of the teaching profession.
	4. Students will be able to discuss possible ethical problems that teachers may experience.
	5. Students will be able to analyze cases involving unethical behaviors related to their profession.
	6. Students will be able to define the principles of teacher-environment relationship.
	7. Students will be able to define the basic principles of teacher-parent relationship.
Course Content	Basic concepts and theories related to morality and ethics; ethical principles, ethical rules, occupational ethics/morality; social, cultural, moral, ethical aspects of teaching profession; the right to education and learning, ethical principles in the process of education, training, learning and evaluation; ethical principles in relation to educational stakeholders (employers / managers, colleagues, parents, professional organizations and society); ethical/moral responsibilities of education / school administrators, parents and students; unethical behaviors in business and professional life; ethical arrangements in Turkey related with public administration, education and teachers; unethical behaviors in school and education, ethical dilemmas, problems and solutions; moral / ethical education and ethics in the school; headmaster and teacher as a moral / ethical leader.
Weekly Detailed Course Content	1. Week Basic concepts of ethics and morality, foundations of morality and morality, theories of ethics and ethics
	2. Week Ethical principles, ethical rules, business and professional ethics/ethics
	3. Week Teaching profession with its social, cultural, moral and ethical aspects
	4. Week Teaching profession with its social, cultural, moral and ethical aspects
	5. Week The right to education and learning, ethical principles in education, training, learning and evaluation
	6. Week Ethical principles in relations with education stakeholders
	7. Week Moral/ethical responsibilities of education/school administrators, parents and students
	8. Week <b>Mid-Term Exams</b>
	9. Week Unethical behaviors in business and professional life & Scenario and reflection
	10. Week Unethical behaviors in school and education, ethical dilemmas, problems and solutions
	11. Week Unethical behaviors in school and education, ethical dilemmas, problems and solutions
	12. Week Unethical behaviors in school and education, ethical dilemmas, problems and solutions
	13. Week Ethics/ethics education and ethics committees at school
	14. Week School principal and teacher as a moral/ethical leader
	15. Week <b>FINAL EXAMS</b>
Course Book/Material/Suggested Resources	İş ve meslek ahlakı. / Mahmut Arslan. Ankara : Nobel Yayın Dağıtım, 2001.
	Moore, S. L., & Tillberg-Webb, H. K. (2023). Ethics and educational technology: Reflection, interrogation, and design as a framework for practice. Taylor & Francis.
	Shavkatovna, R. G. (2021). Formation of Spiritual and Moral Attitudes of the Student's Personality. Middle European Scientific Bulletin, 10(1).
	Nieuważny, J., Nowakowski, K., Ptaszyński, M., Masui, F., Rzepka, R., & Araki, K. (2021). Does change in ethical education influence core moral values? Towards history-and culture-aware morality model with application in
	Ethics and Education. / R. S. Peters. Routledge, 2021

COURSE TEACHING PLAN		
Course Name	Extracurricular Learning Environment	
Course Code	MBEG 309	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	4	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	FALL	
Course Lecturer(s)	Naziyet Mercan Bozok	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	None	
Other Aspects Recommended for the Course	None	
Apprenticeship	None	
Aim of the Course	To comprehend the place and importance of out-of-school learning in lifelong learning, to gain information about the conceptual foundations of informal learning and the organizational structures, goals and program areas of out-of-school learning environments.	
Learning Outcomes	1. Students will be able to explain what extracurricular activities are.	
	2. Students will be able to express the importance of extracurricular activities.	
	3. Students will be able to analyze the relationship between different extracurricular activities.	
	4. Students will be able to express how to use extracurricular activities in the education and training process.	
	5. Students will be able to express the effects of extracurricular activities on learner motivation.	
	6. Students will be able to express what kind of extracurricular activities will be used in the teaching of the field.	
	7. Students will be able to explain the effects of extracurricular activities on personal development.	
	8. Students will be able to know what refers to the security measures and precautions to be taken in non-program activities.	
Course Content	Out-of-school education and learning concepts; the scope and importance of out-of-school learning; teaching in an out-of-school setting; teaching methods, techniques (project-based learning, station technique, etc.) and teaching materials suitable for out-of-school learning environments; out-of-school learning environments (museums, science centers, zoo gardens, botanical gardens, planetarium, industrial establishments, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning spaces and environments; planning, implementation and evaluation of extracurricular learning activities.	
Weekly Detailed Course Content	week 1	Introduction
	week 2	What is education? What is learning?
	week 3	What is formal and informal learning?
	week 4	What is learning outside the classroom? Benefits, advantages/disadvantages Etc.
	week 5	Linking learning inside and outside school & What is LOTC? LOTC Activities Target Diagram, sample activities
	week 6	Learning environments outside of the school
	week 7	Methods & techniques from museum and heritage education
	week 8	<b>Mid-term Exams</b>
	week 9	TURKISH MINISTRY OF NATIONAL EDUCATION A GUIDE FOR OUT-OF-SCHOOL LEARNING ENVIRONMENTS+sample activities
	week 10	TURKISH MINISTRY OF NATIONAL EDUCATION A GUIDE FOR OUT-OF-SCHOOL LEARNING ENVIRONMENTS+sample activities
	week 11	Sample activities
	week 12	PROJECTS +PRESENTATIONS
	week 13	PROJECTS + PRESENTATIONS
	week 14	REVISION
	week 15	<b>Final exams</b>
Course Book/Material/Suggested Resources	A compiled booklet prepared by lecturer. 1. Eshach, H. (2007). Bridging in-school and out-of-school learning: Formal, non-formal, and informal education. 2. Duman, A. (2007). Yetişkinler Eğitimi, Ütopya Yayınları:17, Ankara 3. Resnick, L. B. (1987). The 1987 presidential address learning in school and out. Educational researcher, 16(9), 4. AKYÜZ, E. International Journal of Languages' Education and Teaching Volume 9, Issue. 5. Mulang, H. (2021). The Effect of Competences, Work Motivation, Learning Environment on Human Resource 6. Bembich, C. (2023, May). Equity in learning paths and contrast to early school leaving: the complexity of the factors involved in the school experiences of foreign students. In Frontiers in Education (Vol. 8, p. 1063754). Frontiers Media SA.	

COURSE TEACHING PLAN	
Course Name	History and Philosophy of Science
Course Code	GKEG 340
Course Type	Elective
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	Teaching students the basic concepts related to the history of science like scientific method, science and philosophy in different cultures, classification of science branches, schools of thought.
Learning Outcomes	1- Students will be able to comment on the basics of science and philosophy
	2- Students will be able to elaborate on some important people in the history related to the philosophy of science
	3- Students will be able to comment on the important periods in the history of philosophy of science
	4- Students will be able to comment on some important contributions to the philosophy of science by people
Course Content	Science, philosophy, scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; Science and philosophy in the Islamic culture geography; Science in Mesopotamia; Science and philosophy in Renaissance Europe; science and philosophy in the age of enlightenment; classification of sciences; science, scienticism, ideology, ethics and religion relations; science and paradigms; Vienna and Frankfurt schools of thought; science criticism in the twentieth and twenty-first centuries.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 History of Science, early cultures, birth of modern science
	Week 3 Medieval science (europe), science in islamic culture
	Week 4 Kepler, North Europe, Bacon
	Week 5 Branches of science, natural science, social science, formal science
	Week 6 Branches of science, natural science, social science, formal science
	Week 7 Elements of scientific method, basic principles of scientific method
	Week 8 <b>Mid-Term Exams</b>
	Week 9 Science and paradigms, scientists, women in science, science and philosophy in islamic culture
	Week 10 Science and paradigms, scientists, women in science, science and philosophy in islamic culture
	Week 11 Ibn Sina, Socrates
	Week 12 Ibn Sina, Socrates
	Week 13 Aristotle, Plato
	Week 14 Ibn Sina, Socrates & revision
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Yanuarti, E. A., & Suprpto, N. (2021). Ten years of research on history of science (physics): A bibliometric analysis. <i>Studies in Philosophy of Science and Education</i> , 2(1), 7-16.
	Various up to date internet articles and materials
	Shan, Y. (2023). Philosophy doesn't need a concept of progress. <i>Examining Philosophy Itself</i> , 29-41.
	Stewart, G. T. (2021). Defending science from what?. <i>Educational Philosophy and Theory</i> , 1-4.
	Okasha, S. (2016). <i>Philophy of Science: A very short introduction</i>
	Godfrey-Smith, P. (2021). <i>Theory and Reality: An Introduction to the Philosophy of Science</i>
Curd, M., Cover, J.A., Pincok, C. (2012). <i>Philosophy of Science: Central Issues</i>	

COURSE TEACHING PLAN		
Course Name	Drama in ELT	
Course Code	ELTE 336	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	4	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Fall	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	None	
Other Aspects Recommended for the Course	None	
Apprenticeship	None	
Aim of the Course	At the end of the course students are expected to comprehend the importance of using drama in a language class and they will learn some drama techniques through which students will be given opportunities to use their own personality in creating the material on which part of the language class is based.	
Learning Outcomes	1- Students will be able to comprehend what drama is	
	2- Students will be able to comprehend the importance of using drama in a language class.	
	3- Students will be able to recognize the types of drama	
	4- Students will be able to comprehend the role of drama in a communicative language class	
	5- Students will be able to comprehend how to integrate language skills in a natural way and prepare well structured lesson plans	
Course Content	Definition and meaning of the term drama; psychodrama, creative drama, educational drama, sociodrama and similar concepts; relation of drama and play; history of drama practices in education; the structure and application stages of drama in education; drama environment and teacher qualities; evaluation of drama; drama examples suitable with the educational purposes of the field, developing examples and implementing.	
Weekly Detailed Course Content	Week 1	Meeting, Introduction
	Week 2	What is Drama, Importance of Using Drama in a Language Class
	Week 3	Benefits of Using Drama, Types of Drama
	Week 4	Drama Techniques
	Week 5	Drama Lesson Plans
	Week 6	Drama Activities
	Week 7	1st Drama Lesson Presentation
	Week 8	<b>MID-TERM</b>
	Week 9	1st Drama Lesson Presentation
	Week 10	Drama Activities
	Week 11	Drama Activities
	Week 12	2nd Drama Lesson Presentation
	Week 13	2nd Drama Lesson Presentation
	Week 14	Revision
	Week 15	<b>FINALS</b>
Course Book/Material/Suggested Resources	Maley, A., Duff, A. (2005). Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge University Press. Gillette, C. R., McNish, D. (2019). Drama in the language classroom: What every ESL teacher needs to know Layne, S. (2017). Acting Right: Building a cooperative, collaborative, creative classroom community through drama Giebert, Stefanie. (2021). Overcoming Challenges in Teaching Languages with Drama. In Stefanie Giebert and Eva Göksel (Eds.), Dramapädagogik-Tage 2019/Drama in Education Days 2019 – Conference Proceedings of the	

COURSE TEACHING PLAN																																	
Course Name	Teaching English to Young Learners I																																
Course Code	ELTE 301																																
Course Type	Compulsory																																
Course Level	Undergraduate																																
Course ECTS Credit	5																																
Weekly Course Hours	3																																
Weekly Practice Hours	0																																
Weekly Laboratory Hours	0																																
Semester of the Course	FALL																																
Course Lecturer(s)	Naziyet Mercan Bozok																																
Teaching System	Formal Education																																
Medium of Instruction	English																																
Prerequisite Courses	None																																
Other Aspects Recommended for the Course	None																																
Apprenticeship	None																																
Aim of the Course	The aim of the course is to make students aware of the basic terminology, provide knowledge and background information about children education considering the teaching methodology and classroom practice. Learners between 5-11 age ranges differentiate a lot from older learners in terms of physical, psychological, emotional and cognitive considerations. Therefore, the course aims to help students how to adjust the methodology to younger learners.																																
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to list and explain components of active learning according to Piaget and social constructivism,</li> <li>2. Students will be able to compare collaborative and competitive tasks,</li> <li>3. Students will be able to discuss the role of motivation.</li> <li>4. Students will be able to explain how interactional modifications are used in the classroom with younger and older learners,</li> <li>5. Students will be able to exemplify some of the speaking, listening, reading, writing, vocabulary and grammar activities.</li> <li>6. Students will be able to explain autonomy and learners strategies,</li> <li>7. Students will be able to exemplify activities for young and older learners.</li> </ol>																																
Course Content	Differences between young learners (5-12 years) and learners of other ages (in terms of language structure, skills and learning of subordinate skills) and misconceptions about young learners; learning styles (visual, auditory and affective) and strategies of young learners (e.g.: metacognition, cognition, socio-affective); activities for language structure teaching (e.g. jigsaw, story, play and simulation); development of audiovisual tools (e.g. pictures, real objects, cartoons, puppets and songs); selection, ordering, material adaptation and evaluation of teaching points suitable for learners' language levels and cognitive and emotional development.																																
Weekly Detailed Course Content	<table border="1"> <tbody> <tr><td>week 1</td><td>Introduction</td></tr> <tr><td>week 2</td><td>Who are young learners?</td></tr> <tr><td>week 3</td><td>Myths and Facts about TEYL</td></tr> <tr><td>week 4</td><td>Mixed Ability Classes: Causes, Problems, Solutions &amp; Learning Styles</td></tr> <tr><td>week 5</td><td>Teaching Vocabulary to Young Learners</td></tr> <tr><td>week 6</td><td>Teaching Grammar to Young Learners</td></tr> <tr><td>week 7</td><td>Teaching Reading &amp; Writing to Young Learners</td></tr> <tr><td>week 8</td><td><b>MID TERM</b></td></tr> <tr><td>week 9</td><td>Teaching Listening &amp; Speaking to Young Learners</td></tr> <tr><td>week 10</td><td>Teaching Listening &amp; Speaking to Young Learners</td></tr> <tr><td>week 11</td><td>Unit 1 Learning and Development</td></tr> <tr><td>week 12</td><td>Skill presentations +lesson plans+ preparing flash cards</td></tr> <tr><td>week 13</td><td>Skill presentations +lesson plans+preparing flash cards</td></tr> <tr><td>week 14</td><td>Skill presentations +lesson plans+flash cards</td></tr> <tr><td>week 15</td><td>Skill presentations +lesson plans +Revision</td></tr> <tr><td>week 16</td><td><b>FINALS</b></td></tr> </tbody> </table>	week 1	Introduction	week 2	Who are young learners?	week 3	Myths and Facts about TEYL	week 4	Mixed Ability Classes: Causes, Problems, Solutions & Learning Styles	week 5	Teaching Vocabulary to Young Learners	week 6	Teaching Grammar to Young Learners	week 7	Teaching Reading & Writing to Young Learners	week 8	<b>MID TERM</b>	week 9	Teaching Listening & Speaking to Young Learners	week 10	Teaching Listening & Speaking to Young Learners	week 11	Unit 1 Learning and Development	week 12	Skill presentations +lesson plans+ preparing flash cards	week 13	Skill presentations +lesson plans+preparing flash cards	week 14	Skill presentations +lesson plans+flash cards	week 15	Skill presentations +lesson plans +Revision	week 16	<b>FINALS</b>
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Course Book/Material/Suggested Resources	<p>Crystal,D.(2010) The Cambridge Encyclopedia of Language, CUP</p> <p>Adriyanti, K. Y. (2021). The implementation of character education in teaching English for young learners. The Art of Teaching English as a Foreign Language, 2(1), 17-23.</p> <p>Reynolds, B. L., Liu, S., Milosavljevic, M., Ding, C., &amp; McDonald, J. (2021). Exploring pre-service pre-primary EFL teacher beliefs about teaching English to very young learners: A Macau case study. Sage Open, 11(4).</p> <p>Matthews,P.H.(2003) A very short introduction of Linguistics, OUP</p> <p>A compiled booklet prepared by lecturer.</p> <p>Ertilma, D., Keino, W., Holançyan, M., Marzuima, L., &amp; Herizai, H. (2023). The Authentic Materials for Teaching English to Young Learners: Teachers' Perception. Edukasi: Jurnal Pendidikan dan Pengajaran, 10(1), 18-28.</p> <p>Toshpo'latova, M. (2023). INNOVATIVE METHODS OF TEACHING ENGLISH TO YOUNG PEOPLE AT HOME. Solution of social problems in management and economy, 2(11), 107-111.</p>																																

COURSE TEACHING PLAN																															
Course Name	Teaching Language Skills I																														
Course Code	ELTE 303																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	5																														
Weekly Course Hours	3																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Assoc. Prof. Dr. Sibel Ersel, Prof. Dr. Hüsnü Enginarlar																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	This course aims to create awareness in EFL student teachers regarding the teaching of listening and speaking skills and vocabulary and pronunciation language areas.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to analyze examples of listening, speaking, vocabulary and pronunciation activities/tasks and lessons.</li> <li>2. Students will be able to create communicative listening, speaking, vocabulary and pronunciation tasks and activities.</li> <li>3. Students will be able to reflect on the principles and techniques of lesson planning.</li> <li>4. Students will be able to apply the the principles and techniques of preparing effective lesson sequences regarding the skills and the language areas studied.</li> </ol>																														
Course Content	Different phases and techniques of listening, speaking, pronunciation and vocabulary teaching; development of language awareness and teaching skills for learners with different ages and language proficiency levels; Lesson planning principles and techniques suitable for different proficiency levels.																														
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week 15	<b>Final Exam</b>																														
Course Book/Material/Suggested Resources	<p>Harmer, J. (2015) <i>The Practice of English Language Teaching</i>, Pearson, Longman.</p> <p>Maggioli, G.D. (2022) <i>Initial Language Teacher Education</i>, Routledge.</p> <p>Richards, J. (2020) <i>Key Issues in Language Teaching</i>, Cambridge.</p> <p>Wah, N. N. (2019). <i>Teaching Listening Skills to English as a Foreign Language Students through Effective</i></p> <p>Nuraini, S. (2019). <i>Theoretical Foundation. Listening Skills</i>.</p> <p>H. Avara (2023). 21st Century skills and English language teaching: The 4 cs. In . (Ed.), <i>The art of teaching English in the 21st century</i>.</p>																														

COURSE TEACHING PLAN	
Course Name	Literature and Language Teaching I
Course Code	ELTE 305
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	At the end of this course, students are expected to develop a thoughtful and principled approach to using literature in the language classroom by asking themselves to think about some of the issues and debates which have arisen on this subject. Students will learn the benefits of using literature in a language class. They will also acquire an
Learning Outcomes	1- Students will be able to develop an understanding of how literature can be used with language learners.
	2- Students will be able to develop a thoughtful and principled approach to using literature in a language classroom
	3- Students will be able to identify the main benefits of using literature in a language class.
	4- Students will be able to identify criteria for selecting literary texts.
	5- Students will be able to prepare well-structured lesson plans by using literature
Course Content	The use of literature in language teaching; short stories and novels selected from English and American literary works and works originally written in English and different features of these two types; different approaches to the use of literature with young people and adults at every language level; the integration of literature and language teaching in these two literary genres (short stories and novels) in theory and practice, the analysis of literary texts in terms of content richness and linguistic features; analysis of cultural teaching methods in the mentioned fields through the use of short stories and novels: objects and products in the native and target language and culture in comparative and contrastive terms; fixed expressions that reflect cultural values such as proverbs and idioms; social structures, roles and relations; customs / traditions / conventions; beliefs, values, prohibitions and taboos, superstitious beliefs specific to societies; political, historical and economic background; cultural institutions; metaphoric / associative connotations, use of humor.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 Defininiton of Literature
	Week 3 Literature in a Language Class
	Week 4 Benefits of Using Literature in a Language Class
	Week 5 Models of Literature-based Teaching in a Language Classroom
	Week 6 Models of Literature-based Teaching in a Language Classroom
	Week 7 Micro teachings
	Week 8 <b>MID-TERM EXAMS</b>
	Week 9 Micro teachings
	Week 10 Micro teachings
	Week 11 Micro teachings
	Week 12 Micro teachings
	Week 13 Micro teachings
	Week 14 Revision
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Raithby, K., Taylor, A. (2019) Teaching Literature in the A Level Modern Languages Classroom Knights, B. (2017).Teaching Literature: Text and Dialogue in the English Classroom (Teaching the New English) Hogan, K. A. , Sathy, V. (2022). Inclusive Teaching: Strategies for Higher Education.



COURSE TEACHING PLAN		
Course Name	MEASUREMENT AND EVALUATION	
Course Code	MBEG303	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	3	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Gökhan İskifoğlu	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of this course is to prepare prospective teachers to understand and apply the principles of measurement and evaluation in English Language and Teaching.	
Learning Outcomes	1- Students will be able to elaborate on reliability and validity in detail	
	2- Students will be able to elaborate on characteristics of good measurement	
	3- Students will be able to discuss reliability calculation techniques	
	4- Students will be able to explain the measures of central tendency	
	5- Students will be able to calculate measures of central tendency in a given distributions	
Course Content	Place and importance of measurement and evaluation in education; basic concepts related to assessment and evaluation; psychometric (validity, reliability, usability) properties of assessment tools; development and implementation of achievement tests; interpretation of test results and giving feedback; analysis of test and item scores; evaluation and grading.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	What is measurement and evaluation
	3. Week	measurement tools
	4. Week	Evaluation types
	5. Week	Strategic development of test items
	6. Week	Validity
	7. Week	Validity
	8. Week	Midterms
	9. Week	Reliability
	10. Week	Measures of Central Tendency: Mean Mode Median
	11. Week	Measures of Central Tendency: Range
	12. Week	Measures of Central Tendency: Variance
	13. Week	Measures of Central Tendency: Standard Deviation
	14. Week	Measures of Central Tendency: Standardization of test scores
	15. Week	Norm Referenced Evaluation
Course Book/Material/Suggested Resources	Derek C. Briggs · (2021). Historical and Conceptual Foundations of Measurement in the Human Sciences Taylor & Francis. James R. Morrow Jr., Dale P. Mood, Weimo Zhu, and Minsoo Kang (2023). Measurement and Evaluation in Human Performance, 6th Edition Mohd Johari Mohd Yusof, Zongming Li (2022). Advances in Measurement Technology, Disaster Prevention and Mitigation Taylor & Francis.	

COURSE TEACHING PLAN	
Course Name	Turkish Education System and School Management
Course Code	MBEG 301
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	Learners will be able to know the historical foundation of Turkish Education System in relation to the global context and understand the historical patterns pertaining to education system in Turkey. Learners will be able to analyze the historical patterns pertaining to education system in Turkey and gain a basic understanding about the concepts and theories of school administration and management with a special emphasis on the recent developing approaches. Students will be able to acknowledge the role of education in society with a specific emphasis on historical events and organizational characteristics and show sensitivity for how ethnicity, gender, and social class have affected the Turkish education system.
Learning Outcomes	1- Students will be able to describe the features of the education system at different points in Turkish History. 2- Students will be able to discuss the historical foundation of The Turkish Education system in relation to the global context. 3- Students will be able to identify historical patterns in the education system in Turkey. 4- Students will be able to distinguish between different theories of school administration and management. 5- Students will be able to discuss various social, cultural, and economic realities of different Turkish communities affecting educational practices in a historical perspective.
Course Content	The formation of educational systems and the structure of Turkish education system; Basic laws regulating the Turkish education system; The central, provincial and foreign organization of the Ministry of Education; Teaching stages in Turkish education system; Human power, physical, technological and financial resources in Turkish education system; Innovation and reform initiatives in Turkish education system; organization-management theories and processes; school as a social system and organization; management of human resources; student personal affairs; work related to education and training; work related to school management; school, environment, community and family relationships; Current discussions and trends about Turkish education system and school.
Weekly Detailed Course Content	1. Week Introduction to the course and the course outline 2. Week Definition of education system 3. Week Turkish Education System 4. Week General structure of Turkish National Education System(FORMAL/NON-FORMAL) 5. Week General structure of Turkish National Education System(FORMAL/NON-FORMAL) 6. Week Definition of Leadership 7. Week Theories 8. Week <b>Mid-Term Exams</b> 9. Week Contemporary Approaches to Leadership 10. Week True Leader & Five Types of Followers 11. Week Definition of Theory & theories 12. Week Administrative Management 13. Week Family and Community Involvement 14. Week The Molcolm Baldrige Framework 15. Week Revision 16. Week <b>Final Exam</b>
Course Book/Material/Suggested Resources	A compiled booklet prepared by lecturer. 2. Bayrak, Coşkun (Ed.) (2013). Türk Eğitim Sistemi ve Okul Yönetimi. 2. Baskı. Eskişehir: T.C. Anadolu Üniversitesi Yayını No: 231. 3. Türk eğitim sistemi ve okul yönetimi: Mehmet Şişman, İbrahim Taşdemir, PEGEM Akademik Yayıncılık, Ankara 2008. 4. Güçlü Yılmaz, F. (2021). Innovative Practices in Turkish Education System According to Teacher Perceptions. Anatolian Journal of Education, 6(1), 175-190. 5. Tekel, E., & Öztekin Bayır, Ö. (2021). Turkish Education System from the Eyes of Future Teachers: Metaphorical Perceptions. Educational Policy Analysis and Strategic Research, 16(2), 179-207. 6. Ayanoglu, Ç. (2022). A Content Analysis on the Journal of Research in Educational Administration & Leadership. International Journal of Management and Administration, 6(12), 111-147. 7. Eriçok, B. (2022). Öğretmenlerin ve okul yöneticilerinin okul ve sınıf yönetiminde denetim rolü. 8. Ribeiro, N., Malafaia, C., Neves, T., & Menezes, I. (2023). The impact of extracurricular activities on university students' academic success and employability. European Journal of Higher Education, 1-21.

COURSE TEACHING PLAN	
Course Name	PROJECTS DESIGN IN EDUCATION
Course Code	MBEG 306
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Assist. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	At the end of this course, students are expected to comprehend the the most common processes, tools, techniques, and theories that are necessary to design, monitor and evaluate projects. This course examines the defining characteristics of projects design in education and introduces the students to a variety of
Learning Outcomes	1- Students will be able to define and identify what project is
	2- Students will be able to comprehend different types of projects in education
	3- Students will be able to comprehend the benefits of involving in project design process in second language learning
	4- Students will be able to design different types of projects
Course Content	Project concept and project types; curriculum and project based learning; project programs for schools (TUBITAK [Scientific and Technological Research Council of Turkey], EU and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of scientific method in the project; project report preparation and development; finalizing the project report; project evaluation and examination of good examples; project presentations, poster and brochure design techniques.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 What is Project
	Week 3 What is Project based teaching
	Week 4 Benefits of Project based teaching
	Week 5 Types of Projects
	Week 6 How to design, monitor and evaluate projects
	Week 7 Presentations of first projects
	Week 8 <b>midterms</b>
	Week 9 Presentations of first projects
	Week 10 Project based approaches in language teaching
	Week 11 Importance of Project design in second language learning process
	Week 12 Group project presentations
	Week 13 Group project presentations
	Week 14 Group project presentations
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Habermann, F., Schmidt, K. (2017). Project Design.
	Gargiulo, M., Metcalf, D. (2016). Teaching in today's inclusive classroom: A universal design for learning approach
	Wobbe, K., Stoddard, E. (2019). Project-based learning in the first year: Beyond all expectations.
	We, Sintya. (2020). Enhancing Students Speaking Skills Through Project-Based Learning. Jurnal Lingua Idea. 11. 113
	Pertiwi, T. U., Oetomo, D., & Sugiharto, B. (2024). The effectiveness of STEM Project-Based Learning in improving students' environmental literacy abilities. JPBI (Jurnal Pendidikan Biologi Indonesia). 10(2). 476-485.
Paudel, S. P. (2024). The Impact of Project-Based Learning on 21st Century Skills in Teaching. Dhaulagiri Journal of Contemporary Issues. 2(1). 134-140.	

COURSE TEACHING PLAN		
Course Name	ADDICTION AND FIGHTING AGAINST ADDICTION	
Course Code	GKEG330	
Course Type	Elective	
Course Level	Undergraduate	
Course ECTS Credit	3	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öztörçün	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	None	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	Providing a thorough understanding of the reasons for addiction, peer groups and social factors risking addiction, addicted child, communication with teenagers and adults, the role of social services in addiction, preventing addiction, models in addiction, national policies to fight and prevent addiction, strategies, methods, rehabilitation	
Learning Outcomes	1. The students will be able to mention the likely reasons underlying addiction	
	2. The students will be able to write the main addiction types and models	
	3. The students will be able to comment on the social and peer group factors affecting addiction	
	4. The students will be able to understand and write about how to behave towards addiction	
Course Content	Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); reasons of addiction; family, peer group and social risk factors that prepare ground for substance addiction process; communication skills in addict children, teens and adults; the role of social work in addiction; addiction related models; effort to prevent addiction; consequences of addiction; national policy and strategy methods for fight against addiction; re-adaptation process.	
Weekly Detailed Course Content	1. Week	Introduction to the course
	2. Week	Types of addictions
	3. Week	Nicotine-Tobacco- Smoking addiction
	4. Week	What is Heroin?
	5. Week	Addiction to prescription drugs
	6. Week	Models of Addiction
	7. Week	What is substance use disorder?
	8. Week	<b>midterm</b>
	9. Week	<b>holiday</b>
	10. Week	List of Addictions, Sexual Addiction
	11. Week	Internet addiction
	12. Week	<b>holiday</b>
	13. Week	Workaholic shopping addiction, Symptoms of substance use disorder
	14. Week	Preventing drug addiction, risk factors
	15. Week	How to overcome addiction
	16. Week	Revision
Course Book/Material/Suggested Resources	<p>UNODC World Drug Report 2020. <a href="https://www.unodc.org/unodc/press/releases/2020/June/media-advisory---global-launch-of-the-2020-world-drug-report.html">https://www.unodc.org/unodc/press/releases/2020/June/media-advisory---global-launch-of-the-2020-world-drug-report.html</a></p> <p>Key substance use and mental health indicators in the United States. 2018. <a href="https://www.samhsa.gov/data/sites/default/files/cbhsq-">https://www.samhsa.gov/data/sites/default/files/cbhsq-</a></p> <p>Alcohol and substance use. (2021). <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/alcohol-use.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/alcohol-use.html</a></p> <p>Siste, K., Assandi, P., Ismail, I. R., (2019). Internet addiction: A new addiction?. Medical Journal of Indonesia. <a href="https://www.researchgate.net/publication/332958293_Internet_addiction_A_new_addiction">https://www.researchgate.net/publication/332958293_Internet_addiction_A_new_addiction</a></p> <p>Shen, L. (2019). Treatment of internet addiction. n M. Khosrow-Pour (Ed.) &amp; Information Resources Management Association, Internet and technology addiction: Breakthroughs in research and practice (pp. 675–700). Information Understanding addiction (2019). Vitality. <a href="https://www.ualberta.ca/human-resources-health-safety-environment/media-library/health-and-wellbeing/efap/vitality/2019-november-vitality_en.pdf">https://www.ualberta.ca/human-resources-health-safety-environment/media-library/health-and-wellbeing/efap/vitality/2019-november-vitality_en.pdf</a></p> <p>Marzilli, E., Cerniglia, L., Cimino, S., Tambelli, R. (2022). Internet Addiction among Young Adult University Students during the COVID-19 Pandemic: The Role of Peritraumatic Distress, Attachment, and Alexithymia. International Journal of Environmental Research and Public Health. <a href="https://doi.org/10.3390/ijerph192315582">https://doi.org/10.3390/ijerph192315582</a></p> <p>Stanton A Glantz (2023). Electronic Cigarettes: Harm Enhancement and Protection of Global Tobacco Interests. ADDICTA: The Turkish Journal on Addictions.</p>	

COURSE TEACHING PLAN		
Course Name	Materials Design in ELT	
Course Code	ELTE339	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	4	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öztörçün	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of this course is to provide the students with crucial information that will guide them when preparing or adapting materials for second language learners by especially paying attention to learner diversity.	
Learning Outcomes	1. Students will be able to list the types of materials that could be used in language teaching	
	2. Students will be able to differentiate the different learning styles and the relation to materials	
	3. Students will be able to design different types of materials	
	4. Students will be able adapt materials to serve different needs	
Course Content	Using field-specific instructional technologies; software types and their purposes; design and development principles of materials to be used in teaching; identification of material requirements; design of two and three dimensional teaching materials; working leaves; slides; Development of teaching materials such as VCD, DVD, MP3 and MP4 files; evaluation of classroom practices for different teaching materials	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	Types of materials, Evolution of materials throughout the history
	3. Week	What is learner diversity?
	4. Week	Learning styles
	5. Week	Process of materials writing, steps in designing materials, Principles of materials design
	6. Week	PRESENTATION
	7. Week	PRESENTATION
	8. Week	midterm
	9. Week	holiday
	10. Week	PRESENTATION
	11. Week	PRESENTATION
	12. Week	holiday
	13. Week	Textbooks, Adapting textbooks, Examples for authentic material activities, artificial materials, the future of materials, course books
	14. Week	Principles in materials development, materials evaluation, Materials development in different methods and approaches
	15. Week	Preparing materials for a program
	16. Week	Revision
Course Book/Material/Suggested Resources	Tomlinson, B. (2013). <i>Developing Materials for Language Teaching</i> . Bloomsbury. Al-Mousawi, S. A. (2020). English Language Materials Development: Text-Driven Framework as an Approach. <i>Doi: org/10.5539/elt.v13n11p40</i> Tomlinson, B., Masuhara, H. (2017). <i>The complete guide to the theory and practice of materials development for language learning</i> , Wiley Zhan Li & Hongshun Li. (2021). Making materials use in language classrooms visible: Evidence from two university English teachers in China. <i>Cogent Education</i> . <a href="https://doi.org/10.1080/2331186X.2020.1870802">https://doi.org/10.1080/2331186X.2020.1870802</a> Emaliana, I., & Wahyuni Amarangani, T. (2020). DEVELOPING ELT MATERIALS: THE KEY TO FOSTERING EFFECTIVE INSTRUCTION OF READING COMPARISON AND CONTRAST TEXTS. <i>JURNAL ILMIAH BAHASA DAN SASTRA</i> , 7(1), 39–53. <a href="https://doi.org/10.21067/jibs.v7i1.4509">https://doi.org/10.21067/jibs.v7i1.4509</a> Sebastianus M. (2022). Strengthening 21st-Century Education Themes in ELT Material for ESP Students. <i>Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia</i> . Vol. 6, No.1. <a href="http://dx.doi.org/10.29408/veles.v6i1.4979">http://dx.doi.org/10.29408/veles.v6i1.4979</a> Katharina Glas, Erica Catalán, Marcel Donner & Carla Donoso (2023) Designing and providing inclusive ELT materials in times of the global pandemic: a Chilean experience, <i>Innovation in Language Learning and Teaching</i> , 17:1, 114-129, DOI: 10.1080/17501229.2021.1940187	

COURSE TEACHING PLAN	
Course Name	Teaching English to Young Learners II
Course Code	ELTE 302
Course Type	COMPULSORY
Course Level	UNDERGRADUATE
Course ECTS Credit	5
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	SPRING
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of the course is to make students aware of the basic terminology, provide knowledge and background information about children education considering the teaching methodology and classroom practice. Learners between 5-11 age ranges differentiate a lot from older learners in terms of physical, psychological, emotional and cognitive considerations. Therefore, the course aims to help students how to adjust the methodology to younger learners.
Learning Outcomes	1. Students will be able to explain the learning process of children the age of 5-11. 2.Students will be able to compare the different language teaching approaches for young learners. 3.Students will be able to synthesize teaching learners language functions. 4.Students will be able to develop learning and communicative strategies.
Course Content	Different types of programs (story-based, content-based, theme-based, task-based) for early learning age groups (5-12); effective use of children's literature in the chosen type of program, classroom management, language presentation and exercises.
Weekly Detailed Course Content	1. Week Introduction 2. Week Learning to learn(unit 8) 3. Week Learning to learn 4. Week Materials Evaluation and materials design 5. Week Materials Evaluation and materials design 6. Week Assessment 7. Week Research in the primary English classroom 8. Week <b>Mid-Term Exams</b> 9. Week One skill & Teaching & Classroom Management & Material Design & Assessment sample lessons 10. Week Steps of Poster Design + steps of Creating a story book+ Creating & using Puppets & Samples lesson 11. Week Posters/story books/ Puppets Presentations with their lesson plan 12. Week Posters/story books/ Puppets Presentations with their lesson plan 13. Week Posters/story books/ Puppets Presentations with their lesson plan 14. Week Posters/story books/ Puppets Presentations with their lesson plan 15. Week <b>FINAL EXAMINATIONS</b>
	Mathews,P.H.(2003) A very short introduction of Linguistics, OUP Arslan, R. Ş. (2012). Bridging the gap between policy and practice in teaching English to young learners: The Turkish context. Pamukkale University Faculty of Education Journal, 32, 95-100. A compiled booklet prepared by lecturer. Holmurodova, O. (2021). INCREASING BASIC LANGUAGE SKILLS OF YOUNG LEARNERS IN ENGLISH LESSONS. Журнал иностранных языков и лингвистики 2(3). Koşar, G., (2021). Research into pre-service English teachers' perceptions regarding deductive and inductive teaching approaches to teaching grammar to young learners. Eğitimde Kuram ve Uygulama, 17(2), 58-68. doi: 10.17244/eku.994483 AVERILL, T. F.(2022). Robert Burns & African American Poetry: Struggle and Song. Yılmaz, R. M., Topu, F. B., & Talkaç Tulgar, A. (2022). Mulyah, P. (2023). Portraying Teachers' Strategies in Teaching English for Young Learners. Educalitra: English Education, Linguistics, and Literature Journal, 2(2), 1-10.

COURSE TEACHING PLAN	
Course Name	TEACHING ENGLISH LANGUAGE SKILLS II
Course Code	ELTE304
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	5
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Assoc. Prof. Dr. Sibel Ersel, Doç. Dr. Kadim Öztürk
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	This course aims to equip the teacher candidates with necessary skills and knowledge to teach reading, writing and grammar for different age groups and learners.
Learning Outcomes	1. Students will be able to teach reading.
	2. Students will be able to teach grammar.
	3. Students will be able to prepare lesson plans for teaching grammar.
	4. Students will be able to prepare lesson plans for teaching grammar.
	5. Students will be able to teach writing.
Course Content	Detailed examination of different stages and techniques of reading, writing and grammar teaching; developing language awareness and teaching skills for groups of learners of different ages and language proficiency; lesson planning principles and techniques suitable for different proficiency levels.
Weekly Detailed Course Content	1. Week Introduction
	2. Week Essentials of teaching reading
	3. Week Analyzing example reading lessons
	4. Week Micro teaching reading
	5. Week Micro teaching reading
	6. Week Micro teaching reading
	7. Week Essentials of teaching grammar
	8. Week Mid-Term Exams
	9. Week Essentials of teaching grammar
	10. Week Analyzing example grammar lessons
	11. Week Analyzing example grammar lessons
	12. Week Analyzing example grammar lessons
	13. Week Analyzing example grammar lessons
	14. Week Analyzing example grammar lessons
	15. Week Revision
Course Book/Material/Suggested Resources	<p>Harmer, J. (2007) The Practice of English Language Teaching, Pearson, Longman.</p> <p>Moats, L. C. (2020). Teaching reading is rocket science. <a href="https://www.aft.org/sites/default/files/moats.pdf">https://www.aft.org/sites/default/files/moats.pdf</a></p> <p>Farid, A. , Ishtiaq, M. (2021). A review of effective reading strategies to teach text comprehension to adult English language learners. Global language review. DOI:10.31703/glr.2020(V-III).09. <a href="https://www.researchgate.net/publication/349439557_A_Review_of_Effective_Reading_Strategies">https://www.researchgate.net/publication/349439557_A_Review_of_Effective_Reading_Strategies</a></p> <p>Abebe, A. A. (2020). The practice of teaching reading skills: preparatory school in focus. International Journal of Research in Social Sciences and Humanities. Vol. No. 10, Issue No. II. DOI: 10.31703/glr.2020(V-III).09</p> <p>Souisa, R. T., Yanuarius, L. (2020). Teachers' strategies on teaching grammar: Facts and expectations of senior high school teachers at Ambon. International Journal of Evaluation and Prihatnasari, F. (2020). GRAMMAR FOCUS ANALYSIS IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL ON TENTH GRADE STUDENTS: A SYNTAX PERSPECTIVE. Jurnal Akrab Juara. <a href="https://akrabjuara.com/index.php/akrabjuara/article/view/1280/1128">https://akrabjuara.com/index.php/akrabjuara/article/view/1280/1128</a></p> <p>Judith Golan Ben-Uri (2023) Hebrew Center, David Yellin Academic College of Education,</p>

COURSE TEACHING PLAN	
Course Name	LITERATURE & LANGUAGE TEACHING II
Course Code	ELTE 306
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Asst. Prof. Dr. Fatma Altıntuğ
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	ELTE 305
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	At the end of this course students are expected to develop a thoughtful and principled approach to using literature in the language classroom by asking themselves to think about some of the issues and debates which have arisen on this subject. Students will learn the benefits of using literature in a language
Learning Outcomes	1- Students will be able to develop an understanding of how literature can be used with the language learner.
	2- Students will be able to develop a thoughtful and principled approach to using literature in the language classroom
	3- Students will be able to identify criteria for selecting literary texts
	4- Students will be able to prepare well-structured lesson plans by using literature and teach them in the class
Course Content	The use of literature in language teaching; short stories and novels selected from English and American literary works and works originally written in English and different features of these two types; different approaches to the use of literature with young people and adults at every language level; the integration of literature and language teaching in these two literary genres (short stories and novels) in theory and practice, the analysis of literary texts in terms of content richness and linguistic features; analysis of cultural teaching methods in the mentioned fields through the use of short stories and novels: objects and products in the native and target language and culture in comparative and contrastive terms; fixed expressions that reflect cultural values such as proverbs and idioms; social structures, roles and relations; customs / traditions / conventions; beliefs, values, prohibitions and taboos, superstitious beliefs specific to societies; political, historical and economic background; cultural institutions; metaphoric / associative connotations, use of humor.
Weekly Detailed Course Content	Week 1 Meeting, Introduction
	Week 2 the use of poetry in a language class
	Week 3 Benefits of using poetry in a language class
	Week 4 Activities with poetry
	Week 5 How to prepare a lesson plan with the use of poetry
	Week 6 steps to consider in preparing a lesson plan
	Week 7 Poetry lesson plan presentations
	Week 8 <b>midterms</b>
	Week 9 Poetry lesson plan presentations
	Week 10 Benefits of using plays and drama in a language class
	Week 11 Activities with plays and drama
	Week 12 How to prepare a lesson plan with the use of plays/drama
	Week 13 Drama lesson plan Presentations
	Week 14 Drama lesson plan Presentations
	Week 15 <b>FINALS</b>
Course Book/Material/Suggested Resources	Teranishi, M. (2015) Literature and Language Learning in the EFL Classroom. Palgrave Macmillan, UK.
	Knights, B. (2017). Teaching Literature: Text and Dialogue in the English Classroom (Teaching the New English)
	Raithby, K., Taylor, A. (2019) Teaching Literature in the A Level Modern Languages Classroom
	Sultana, S., Roshid, M.M., Haider, M.Z., Kabir, M.M.N., & Khan, M.H. (Eds.). (2020). The Routledge Handbook of English Language Education in Bangladesh (1st ed.). Routledge.
	Albers, C., & Schröter, L. (2024). Anglophone literature in second-language teacher education: curriculum innovation through intercultural communication.
	Calafato, R. (2024). Literature in language education: Exploring teachers' beliefs, practices, creativity, and literary competence. Pedagogies: An International Journal, 19(1), 80-98.



COURSE TEACHING PLAN		
Course Name	ELTE409	
Course Code	Teaching Practice 1	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	10	
Weekly Course Hours	2	
Weekly Practice Hours	6	
Weekly Laboratory Hours	0	
Semester of the Course	Fall	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün, Asst. Prof. Dr. Fatma Altıntuğ, Öğ. Gör. Naziyet Mercan Bozok	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	To be able to observe teaching critically and to reflect on the observations. The students are required to fill in several forms related to the observations.	
Learning Outcomes	1- Students will be able to identify the various types of teaching methods during observations	
	2- Students will be able to differentiate the authenticity of teacher in the classroom	
	3- Students will be able observe the different types of classroom mangement techniques	
	4- Students will be able to report their observations during a semester	
Course Content	Making observations about teaching methods and techniques specific to the field; making individual and group micro-teaching practices in which specific teaching methods and techniques specific to the field are used; developing field-specific activity and material; preparing teaching environments, classroom management, measuring, evaluating and reflecting.	
Weekly Detailed Course Content	1. Week	Intrudocion to the course and the course outline
	2. Week	Meeting and discussing the students' observations
	3. Week	Meeting and discussing the students' observations
	4. Week	Meeting and discussing the students' observations
	5. Week	Meeting and discussing the students' observations
	6. Week	Meeting and discussing the students' observations
	7. Week	Meeting and discussing the students' observations
	8. Week	<b>midterms</b>
	9. Week	Meeting and discussing the students' observations
	10. Week	Meeting and discussing the students' observations
	11. Week	Meeting and discussing the students' observations
	12. Week	Meeting and discussing the students' observations
	13. Week	Meeting and discussing the students' observations
	14. Week	Meeting and discussing the students' observations
	15. Week	<b>FINAL EXAMS</b>
Course Book/Material/Suggested Resources	Jean Kaya and D. John McIntyre (2020). Teacher Candidates' Pre/Post Student Teaching Reflections of Their Experiences. <a href="https://www.researchgate.net/publication/338421287_Teacher_Candidates'_PrePost_Student_Teaching_Reflections_of_Their_Experiences/link/5e140470a6fdcc28375dbeda/download">https://www.researchgate.net/publication/338421287_Teacher_Candidates'_PrePost_Student_Teaching_Reflections_of_Their_Experiences/link/5e140470a6fdcc28375dbeda/download</a> Alisa Hindin. (2010). Linking Home and School: Teacher Candidates' Beliefs and Experiences. The School Community Journal. Vol. 20, No. 2 Course book: Demirtaş, H., Güneş, H. (2004). OkulDeneyimi I-II ve Öğretmenlik Uygulaması Dersleri Etkinlik Hazırlama Kılavuzu. Ankara: Anı Yayıncılık Kari Stunell (2021) Supporting student-teachers in the multicultural classroom,European Journal of Teacher Education, 44:2, 217-233, DOI: 10.1080/02619768.2020.1758660 Cherro, C. (2018). Young Leaaners Handbook. Cambridge English Young Learners. Jayakaran Mukundan (2022). Novice-Teacher Challenges in Materials Selection, Development, and Use. PASSA Journal. Volume 64	

COURSE TEACHING PLAN		
Course Name	Special Education and Inclusion	
Course Code	MBEG404	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	3	
Weekly Course Hours	2	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Fall	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of this course is to provide the students with the insights of special education by considering the most common disorders related to the field.	
Learning Outcomes	1- Students will be able to name the key concepts of learning disabilities	
	2- Students will be able to know the causes of reading disability (dyslexia)	
	3- Students will be able to comment on different types of learning difficulties	
	4- Students will be able to list the prevalences of Specific learning disabilities	
Course Content	Basic concepts related to special education; principles and historical development of special education; legal arrangements for special education; diagnosis and evaluation in special education; individualization of teaching; mainstreaming and support special education services; participation of the family to the education and co-operation of the family; characteristics of different inadequacies and groups of talents; educational approaches and teaching strategies for different groups; effective strategies and behavior management in classroom management	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	Introduction to the course, understanding special education
	3. Week	What is special needs education?
	4. Week	Special education in the past
	5. Week	Special education today
	6. Week	Who qualifies for special education?
	7. Week	What is autism spectrum disorder?
	8. Week	<b>midterms</b>
	9. Week	Dyslexia , What is dysgraphia?
	10. Week	Early Writers, dysgraphia
	11. Week	Attention Deficit Hyperactivity Disorder (ADHD)
	12. Week	Cerebral palsy
	13. Week	Cerebral palsy-continue
	14. Week	What is dyspraxia?
	15. Week	<b>Revision</b>
Course Book/Material/Suggested Resources	Cooc, N. (2019). Teaching students with special needs: International trends in school capacity and the need for teacher professional development. Doi: <a href="https://doi.org/10.1016/j.tate.2019.03.021">org/10.1016/j.tate.2019.03.021</a> Park, J. Bagwell, F. (2021). Intergrating assistive technology into a teacher preparatipn program. Doi: <a href="https://doi.org/10.1177/08884064211001447">org/10.1177/08884064211001447</a> Eripek, S. (2007). ÖzelEğitim. Eskişehir. AnadoluÜniversitesi AÖF OkulöncesiÖğretmenliğiLisansProgramı Bryant, D., Bryant, B. Smith, D. (2020). Teaching students with special needs in inclusive classrooms. Buli-Holmberg, J., Nilsen, S., Skogen, K. (2019). Inclusion for pupils with special educational needs in individualistic and collaborative school cultures. <i>International Journal of Special Education</i> . Vol.34, issue Legislation updates (2019). European Agency for Special Needs and inclusive Education. <a href="https://www.european-agency.org/sites/default/files/Legislation_Updates_2019.pdf">https://www.european-agency.org/sites/default/files/Legislation_Updates_2019.pdf</a> Jacqueline Jodl, PhD & Maya Bian (2023). Global State of Inclusion in Education: A Review of the Literature. <a href="https://www.inclusive-education-initiative.org/sites/iei/files/2023-">https://www.inclusive-education-initiative.org/sites/iei/files/2023-</a> Unicef (2019). Inclusive education strategy. <a href="https://www.unicef.org/montenegro/sites/unicef.org.montenegro/files/2019-">https://www.unicef.org/montenegro/sites/unicef.org.montenegro/files/2019-</a>	

COURSE TEACHING PLAN	
Course Name	Comparative Education
Course Code	MBEG 406
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Pembe Yıldırım
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	The aim of this course is to provide an opportunity for the learners to understand better the practices of education not only in their country but also other countries of the world.
	1. Students will be able to explain what the key terms of Comparative Education are 2. Students will be able to mention the approaches to the study of Comparative Education 3. Students will be able to explain the foreign education systems in: such as: United Kingdom, United States of America, Holland, Japan, South Korea and Finland.
Course Content	Definition, scope and history of comparative education; method and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school levels, human resources, education financing, education privatization, policy making in education, planning and implementation; gender, social justice and equality in education in different countries; reform and innovation initiatives; teacher education and school administrator training systems in different countries; globalization and internationalization in education; international exams, institutions and organizations.
Weekly Detailed Course Content	Week 1 Meeting & Introduction
	Week 2 Introduction to Comparative Education
	Week 3 Introduction to Comparative Education: Definition and objectives of Comparative Education, Historical Development and the Key Concepts in Comparative Education
	Week 4 Approaches & Methods and Educational Theories in Comparative Education
	Week 5 Culture and Education & Multicultural Education: The foreign education systems in: such as: <b>United Kingdom, United States of America, Holland, Japan, South Korea and Finland.</b>
	Week 6 Presentations
	Week 7 Presentations
	<b>Week 8 Mid-term Exams</b>
	Week 9 Educational Inequality and Access
	Week 10 Globalisation and Internationalisation in Education
	Week 11 International Organisations and Educational Policy
	Week 12 Schooling in terms of Comparative Education
	Week 13 Teacher Education and School Administrator Training Systems in different countries
	Week 14 International Schools: Internationalisation of Higher Education
	<b>Week 15 FINAL EXAMINATIONS</b>
Course Book/Material/Suggested Resources	Bray, M., Adamson, B., & Mason, M. (Eds.) (2014). Comparative Education Research: Approaches and methods. 2nd edition. CERC Studies in Comparative Education 32. Holmes, B. (2019) Comparative Education: Some Considerations of Method. Routledge Watson, K. & Wilson, R. (2019) Contemporary Issues in Comparative Education: A Festschrift in Honour of Professor Emeritus Vernon Mallinson. Routledge Thomas, M., Rauschenberger, E., Crawford-Garrett, K. (2022) Examining Teach For All: International Perspectives on a Growing Global Network. Routledge

COURSE TEACHING PLAN	
Course Name	Practices of Community Services
Course Code	GKEG202
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	3
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Fall
Course Lecturer(s)	Asst. Prof. Dr. Gökhan İskifoğlu
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The aim of this course is to provide students with opportunities to find solutions for communal problems and put a developed solution into practice.
Learning Outcomes	1- Students will be able to explore the range of tools, practices and approaches available to community development
	2- Students will be able to apply the principles and methods of Community Participation
	3- Students will be able to choose and develop deeper knowledge in one approach and its premises, methods, and applications
	4- Students will be able to connect the theory of community development with its practice and application
Course Content	Community, collective service practices and social responsibility concepts; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of determined social problems; voluntarily participating in individual and group social responsibility projects; participating in social responsibility projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, symposiums as audience, speaker or organizer; assessing the results of social responsibility projects.
Weekly Detailed Course Content	1. Week Introduction to the course and the course outline
	2. Week Communal problems: Discussion
	3. Week Problem based approach : Discussion
	4. Week Identifying a communal problem : Discussion
	5. Week Needs analysis
	6. Week Statement of the problem
	7. Week Statement of the solution
	8. Week <b>MID TERM</b>
	9. Week Group activities
	10. Week Application of the solution
	11. Week Application of the solution
	12. Week Follow up activities for undefined problems and obstacles
	13. Week Immersion into targeted audiences and community
	14. Week Sharing experiences with community
	15. Week <b>Revision</b>
Course Book/Material/Suggested Resources	Destriana, Destriana and Destriani, Destriani and Victorian, Ahmad Richard and Makorohim, M. Fransazeli (2022) Need Analysis For The Development Passing Test For Volleyball Games. Jurnal Halaman Olahraga Nusantara (HON), 5 (1), pp. 68-79. ISSN 2621-8143
	Garska, Jessica Nicole, It's a Two-way Street: Informing Irish Pre-sessional EAP Programs with a Needs Analysis of Irish Higher Education, Trinity College Dublin.School of Linguistic Speech & Comm Sci, 2022
	Trendak-Sušlik, O. (2023). What every EFL Instructor Needs to Know: Effective Implementation of Needs Analysis. Research in Language, 20(3), 291–303. <a href="https://doi.org/10.18778/1731-7533.20.3.05">https://doi.org/10.18778/1731-7533.20.3.05</a>
	Althshuld, James. Bridging the Gap Asset/Capacity Building and Needs Assessment (Sage, 2014).
	Block, Peter. Community: The Structure of Belonging (Berrett-Koehler, 2009).

COURSE TEACHING PLAN																															
Course Name	Teaching of Integrated Language Skills																														
Course Code	ELTE 436																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	4																														
Weekly Course Hours	2																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	FALL																														
Course Lecturer(s)	Naziyet Mercan Bozok																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	This course aims to equip the EFL student teachers with the needed skills and knowledge to design skill and language elements integrated skill based effective lesson plans and write appropriate lesson objectives for the planned lessons.																														
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to prepare communicative lesson plan.</li> <li>2. Students will be able to integrate language elements into a skill-based lesson.</li> <li>3. Students will be able to integrate language skills in a lesson plan.</li> <li>4. Students will be able to prepare learner-centered classroom tasks to integrate into lesson plans.</li> </ol>																														
Course Content	Learning teaching methods and techniques that will enable pre-service teachers to teach communicative language skills in an integrated manner within a lesson plan; It focuses on how to integrate reading, speaking, listening and writing skills in a lesson plan, especially in the adolescent and adult classroom, and how to integrate language elements such as grammar, vocabulary and pronunciation, if any, into this skill-based lesson plan.																														
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>week 1</td> <td>Introduction</td> </tr> <tr> <td>week 2</td> <td>Writing lesson objectives for language elements integrated skill-based lesson plans</td> </tr> <tr> <td>week 3</td> <td>Writing lesson objectives for language elements integrated skill-based lesson plans</td> </tr> <tr> <td>week 4</td> <td>Writing lesson objectives for language elements integrated skill-based lesson plans</td> </tr> <tr> <td>week 5</td> <td>Communicative Tasks</td> </tr> <tr> <td>week 6</td> <td>Communicative Tasks</td> </tr> <tr> <td>week 7</td> <td>Writing Objectives for Communicative Tasks</td> </tr> <tr> <td>week 8</td> <td><b>Midterm Exam</b></td> </tr> <tr> <td>week 9</td> <td>Writing Objectives for Communicative Tasks</td> </tr> <tr> <td>week 10</td> <td>Preparing lesson plans where language skills and language elements are integrated</td> </tr> <tr> <td>week 11</td> <td>Preparing lesson plans where language skills and language elements are integrated</td> </tr> <tr> <td>week 12</td> <td>Preparing lesson plans where language skills and language elements are integrated</td> </tr> <tr> <td>week 13</td> <td>Preparing lesson plans where language skills and language elements are integrated</td> </tr> <tr> <td>week 14</td> <td>Revision</td> </tr> <tr> <td>week 15</td> <td><b>Final Exam</b></td> </tr> </tbody> </table>	week 1	Introduction	week 2	Writing lesson objectives for language elements integrated skill-based lesson plans	week 3	Writing lesson objectives for language elements integrated skill-based lesson plans	week 4	Writing lesson objectives for language elements integrated skill-based lesson plans	week 5	Communicative Tasks	week 6	Communicative Tasks	week 7	Writing Objectives for Communicative Tasks	week 8	<b>Midterm Exam</b>	week 9	Writing Objectives for Communicative Tasks	week 10	Preparing lesson plans where language skills and language elements are integrated	week 11	Preparing lesson plans where language skills and language elements are integrated	week 12	Preparing lesson plans where language skills and language elements are integrated	week 13	Preparing lesson plans where language skills and language elements are integrated	week 14	Revision	week 15	<b>Final Exam</b>
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Course Book/Material/Suggested Resources	<p>Wildeman, E., Koopman, M., &amp; Beijaard, D. (2023). Content and language integrated learning in technical vocational education: teachers' practical knowledge and teaching behaviour. <i>Journal of Vocational Education &amp; Harmer, J. (2015) The Practice of English Language Teaching, Pearson, Longman.</i></p> <p>Richards, J. (2020) <i>Key Issues in Language Teaching</i>, Cambridge.</p> <p>Simon, S.R. (2022) <i>An Integrated Approach to Teaching language Skills, IJIRT, vol.8, issue5.</i></p> <p>Variety of learning materials provided by the lecturer.</p>																														

COURSE TEACHING PLAN																															
Course Name	Lesson Content Development in ELT																														
Course Code	ELTE 401																														
Course Type	Compulsory																														
Course Level	Undergraduate																														
Course ECTS Credit	3																														
Weekly Course Hours	3																														
Weekly Practice Hours	0																														
Weekly Laboratory Hours	0																														
Semester of the Course	Fall																														
Course Lecturer(s)	Asst.Prof. Dr. Devrim Bayramoğlu																														
Teaching System	Formal Education																														
Medium of Instruction	English																														
Prerequisite Courses	None																														
Other Aspects Recommended for the Course	None																														
Apprenticeship	None																														
Aim of the Course	At the end of this course, students are expected to comprehend the the most common processes, tools, techniques, and theories that are necessary for lesson content development. This course examines the defining characteristics of lesson content in the field of ELT and introduces the students to a variety of techniques that can be applied in classrooms. This course will stimulate ideas on how designing lesson content in communicative and multimodal way can contribute to language learners' second language aquisition in many ways.																														
Learning Outcomes	1- Students will be able to develop an understanding what Content in Education is how content is important in preparing ELT materials and lessons 2- Students will be able to identify contextual factors 3- Students will be able to define what Syllabus is and how Syllabus is different from Curriculum? 4- Students will be able to identify criteria for preparing lesson contents 5- Students will be able to define Multimodal approach in Elt and prepare lesson plans																														
Course Content	Theories and principles of course content and materials design in English teaching (e.g., selection, adaptation, development and evaluation of content and materials in English teaching) and basic opinions on the use of English textbooks; the relationship between methodology, ideology and textbook author; format related to the selection of the course content and materials: authentic, real-world contextualized tools that help learners to communicate with each other and with the teacher, language abilities, learnability, ease of use, cultural content, communicative interaction suitability and language use of the student; adaptation and development of material for language teaching, adaptation of textbook materials according to specific learning needs and teaching environments, design their own teaching materials and assistive devices according to the appropriate method, student level, needs and current school environment; English content and material evaluation; Language teaching materials and course book evaluation criteria related to the use of the English textbook in the classroom environment and current EFL methods on content and material design.																														
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Course Book/Material/Suggested Resources	<p>Mc Donough, J., Shaw, C. (2013). Materials and Methods in ELT</p> <p>Anis, Muneeba &amp; Khan, M. Rizwan. (2023). Integrating Multimodal Approaches in English Language Teaching for Inclusive Education: A Pedagogical Exploration. Universal Journal of Educational Research. 2. 2960-3722. 10.5281/zenodo.8365506.</p> <p>Hogan, K. A. , Sathy, V. (2022). Inclusive Teaching: Strategies for Higher Education.</p> <p>Magnusson, P., &amp; Godhe, A.-L. (2019). Multimodality in Language Education – Implications for Teaching. Designs for Learning, 11(1), 127–137</p>																														

COURSE TEACHING PLAN		
Course Name	Translation	
Course Code	ELTE403	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	3	
Weekly Course Hours	3	
Weekly Practice Hours	0	
Weekly Laboratory Hours	0	
Semester of the Course	Fall	
Course Lecturer(s)	Asst. Prof. Dr. Çağda Kıvanç Çağanağa	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses	No	
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	The aim of this course is to provide the students with the methods and strategies commonly used when translating texts from Turkish to English and from English to Turkish.	
Learning Outcomes	1- Students will be able to comprehend the process when translating texts.	
	2- Students will be able to identify different text styles.	
	3- Students will be able to translate different types of texts.	
Course Content	Translation of different text genres from Turkish-English and English-Turkish is offered within the scope of this course; linguistic structure and context relation is analyzed in translation process; it is aimed to increase the awareness of teacher candidates about the similarities and differences between the two languages; the harmony between text genres is emphasized with the help of translation approaches.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	Translating texts, Present Simple Tense & Present Continuous
	3. Week	Translating texts, Simple Past Tense & Past Continuous Tense
	4. Week	Translating texts, Present Perfect Tense & Present Perfect Continuous Tense
	5. Week	Translating texts, Past Perfect Tense & Past Perfect Continuous Tense
	6. Week	Translating texts, Future Progressive/Continuous Tense & Be going to
	7. Week	Translating texts, Future Progressive/Continuous Tense & Be going to
	8. Week	<b>MID TERM EXAMINATIONS</b>
	9. Week	Translating texts, Modals & Prepositions
	10. Week	Translating texts, Conditionals & Causitives
	11. Week	Translating texts, Verbals & Adjective Clause
	12. Week	Translating texts, Noun Clause & Adverb Clause
	13. Week	Translating texts, Parallel Structures
	14. Week	Translating texts, Idioms
	15. Week	<b>FINAL EXAMS</b>
Course Book/Material/Suggested Resources	Ebru Altun Orhan. (2017). METHODS USED IN THE TURKISH TRANSLATION OF LEGAL TERMINOLOGY IN THE JUDGMENTS OF THE EUROPEAN COURT OF HUMAN RIGHTS. Thesis. <a href="http://www.openaccess.hacettepe.edu.tr:8080/xmlui/bitstream/handle/11655/4029/10166506.pdf?sequence=1">http://www.openaccess.hacettepe.edu.tr:8080/xmlui/bitstream/handle/11655/4029/10166506.pdf?sequence=1</a>	
	Giuliana Garzone. (n.d.). Legal Translation and Functionalist Approaches: a Contradiction in Terms?. <a href="http://www.tradulex.com/Actes2000/Garzone.pdf">http://www.tradulex.com/Actes2000/Garzone.pdf</a>	
	Umamaheshwari J. (2017). Techniques and Method's of Translation. IOSR Journal Of Humanities And Social Science. <a href="https://pdf4pro.com/view/techniques-and-method-s-of-translation-iosr-journals-523239.html">https://pdf4pro.com/view/techniques-and-method-s-of-translation-iosr-journals-523239.html</a>	
	Yılmaz Hasdemir. (2019). Translation Methods. Çeviri metotları. Alfa Yayıncılık	
	Demir, C. (2020). Teaching semantic considerations of ablative and locative cases in Turkish - to - English translated texts. Australian Journal of Applied Linguistics. <a href="https://files.eric.ed.gov/fulltext/EJ1287885.pdf">https://files.eric.ed.gov/fulltext/EJ1287885.pdf</a>	
	Xinyue Qiu. (2023). Cultural Differences and Translation Strategies. Journal of Education and Educational Research ISSN: 2957-9465   Vol. 2, No. 3, 2023. <a href="https://www.researchgate.net/publication/370218035_Cultural_Differences_and_Translation_Strategies/link/644677a6017bc07902d75d16/download">https://www.researchgate.net/publication/370218035_Cultural_Differences_and_Translation_Strategies/link/644677a6017bc07902d75d16/download</a>	
	Hirshfield, J. (2024) Best Literary Translations 2024. Deep Vellum Publishing: Texas.	
Hatipoğlu, R. (2022). Translation Strategies in Translating Restaurant Menus from Turkish into English. ACADEMIC SOCIAL RESOURCES Journal. Vol: 7, Issue: 44, pp: 1621-1626. <a href="http://dx.doi.org/10.29228/A_SRJOURNAL.66509">http://dx.doi.org/10.29228/A_SRJOURNAL.66509</a>		

COURSE TEACHING PLAN		
Course Name	Teaching Practice 2	
Course Code	ELTE410	
Course Type	Compulsory	
Course Level	Undergraduate	
Course ECTS Credit	15	
Weekly Course Hours	2	
Weekly Practice Hours	6	
Weekly Laboratory Hours	0	
Semester of the Course	Spring	
Course Lecturer(s)	Asst. Prof. Dr. Fatma Öziörçün, Asst. Prof. Dr. Fatma Altıntuğ, Öğ. Gör. Naziyet Mercan Bozok	
Teaching System	Formal Education	
Medium of Instruction	English	
Prerequisite Courses		
Other Aspects Recommended for the Course	No	
Apprenticeship	No	
Aim of the Course	To be able to observe teaching critically and to reflect on the observations. The students are required to fill in several forms related to the observations.	
Learning Outcomes	1- Students will be able to identify the various types of teaching methods during observations	
	2- Students will be able to differentiate the authenticity of teacher in the classroom	
	3- Students will be able observe the different types of classroom mangement techniques	
	4- Students will be able to report their observations during a semester	
Course Content	Making observation with specific teaching methods and techniques specific to the field; conducting individual and group micro-teaching practices using specific teaching methods and techniques specific to the field; planning a lesson independently; developing activity and material related with the lesson; preparing education environments; classroom management, measuring, evaluating and reflecting.	
Weekly Detailed Course Content	1. Week	Introduction to the course and the course outline
	2. Week	Meeting and discussing the students' observations
	3. Week	Meeting and discussing the students' observations
	4. Week	Meeting and discussing the students' observations
	5. Week	Meeting and discussing the students' observations
	6. Week	Meeting and discussing the students' observations
	7. Week	Meeting and discussing the students' observations
	8. Week	<b>midterms</b>
	9. Week	holiday
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	14. Week	Meeting and discussing the students' observations
	15. Week	<b>Finals</b>
Course Book/Material/Suggested Resources	Jean Kaya and D. John McIntyre (2020). Teacher Candidates' Pre/Post Student Teaching Reflections of Their Experiences. <a href="https://www.researchgate.net/publication/338421287_Teacher_Candidates'_PrePost_Student_Teaching_Reflections_of_Their_Experiences/link/5e140470a6fdcc28375dbeda/download">https://www.researchgate.net/publication/338421287_Teacher_Candidates'_PrePost_Student_Teaching_Reflections_of_Their_Experiences/link/5e140470a6fdcc28375dbeda/download</a>	
	Alisa Hindin. (2010). Linking Home and School: Teacher Candidates' Beliefs and Experiences. The School Community Journal. Vol. 20, No. 2	
	Petre, Gianina. (2022). Petre, G.E. (2022). Training Pre-service Teachers for Classroom Management through Study Groups.	
	Christopher Yaw Kwaah, Christine Adu-Yeboah, Ebo Amuah, Gabriel Essilfie & Beatrice Asante Somuah (2022) Exploring preservice teachers' digital skills, stress, and coping strategies during online lessons amid covid-19 pandemic in Ghana, Cogent Education, 9:1, 2107292, DOI: 10.1080/2331186X.2022.2107292	
	British Council. (2023). Language Trends 2023. <a href="https://www.britishcouncil.org/sites/default/files/language_trends_england_2023.pdf">https://www.britishcouncil.org/sites/default/files/language_trends_england_2023.pdf</a>	



COURSE TEACHING PLAN																																	
Course Name	Counselling in Schools																																
Course Code	MBEG 402																																
Course Type	Compulsory																																
Course Level	Undergraduate																																
Course ECTS Credit	3																																
Weekly Course Hours	2																																
Weekly Practice Hours	0																																
Weekly Laboratory Hours	0																																
Semester of the Course	Spring																																
Course Lecturer(s)	Naziyet Mercan Bozok																																
Teaching System	Formal Education																																
Medium of Instruction	English																																
Prerequisite Courses	No																																
Other Aspects Recommended for the Course	No																																
Apprenticeship	No																																
Aim of the Course	The aim of this course is to provide teacher candidates an understanding about counseling and guidance field, and teachers' roles and responsibilities in school counseling and guidance services.																																
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students will be able to possess some problem solving skills.</li> <li>2. Students will be able to define the place of counselling and guidance and its place in the education system.</li> <li>3. Students will be able to comprehend the principles of counselling and guidance.</li> <li>4. Students will be able to discuss the relevant theories in the area of counselling and guidance.</li> <li>5. Students will be able to demonstrate an understanding of the legislations of the counselling and guidance.</li> </ol>																																
Course Content	Basic concepts, Historical development of counselling and guidance field. Counseling service domains , Counseling (Intervention) services, Individual appraisal, Informative Services, Placement Services -Follow up Services , Orientation services, Consultation Services, Research and evaluation- Relationship with parents and society, Organizational structure in counseling and guidance services, Roles and responsibilities of personnell in counseling and guidance services.																																
Weekly Detailed Course Content	<table border="1"> <tbody> <tr> <td>1. Week</td> <td>Introduction</td> </tr> <tr> <td>2. Week</td> <td>Nature of Guidance and Counselling</td> </tr> <tr> <td>3. Week</td> <td>Principles of Guidance and Counselling</td> </tr> <tr> <td>4. Week</td> <td>Historical Development of Guidance and Counselling</td> </tr> <tr> <td>5. Week</td> <td>Functions of the School Counsellor</td> </tr> <tr> <td>6. Week</td> <td>Functions of the Major Stakeholders in Guidance and Counselling</td> </tr> <tr> <td>7. Week</td> <td>Organisation of Guidance Services &amp; Revision</td> </tr> <tr> <td>8. Week</td> <td><b>Mid-Term Exams</b></td> </tr> <tr> <td>9. Week</td> <td>Records and Record Keeping in School Guidance Program</td> </tr> <tr> <td>10. Week</td> <td>Process and Techniques in Counselling</td> </tr> <tr> <td>11. Week</td> <td>Techniques of Counselling</td> </tr> <tr> <td>12. Week</td> <td>Group Dynamic Process in Counselling</td> </tr> <tr> <td>13. Week</td> <td>Continuous Assessment in Schools Contents</td> </tr> <tr> <td>14. Week</td> <td>Historical and Theoretical Developments of Vocational Guidance</td> </tr> <tr> <td>15. Week</td> <td>Collection, Planning, and Dissemination of Career Information &amp; Revision</td> </tr> <tr> <td>16. Week</td> <td><b>Final Exams</b></td> </tr> </tbody> </table>	1. Week	Introduction	2. Week	Nature of Guidance and Counselling	3. Week	Principles of Guidance and Counselling	4. Week	Historical Development of Guidance and Counselling	5. Week	Functions of the School Counsellor	6. Week	Functions of the Major Stakeholders in Guidance and Counselling	7. Week	Organisation of Guidance Services & Revision	8. Week	<b>Mid-Term Exams</b>	9. Week	Records and Record Keeping in School Guidance Program	10. Week	Process and Techniques in Counselling	11. Week	Techniques of Counselling	12. Week	Group Dynamic Process in Counselling	13. Week	Continuous Assessment in Schools Contents	14. Week	Historical and Theoretical Developments of Vocational Guidance	15. Week	Collection, Planning, and Dissemination of Career Information & Revision	16. Week	<b>Final Exams</b>
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15. Week	Collection, Planning, and Dissemination of Career Information & Revision																																
16. Week	<b>Final Exams</b>																																
Course Book/Material/Suggested Resources	<p>Booklet</p> <p>School Guidance and Counselling : Trends and Practices Lee-Man, Yuk Ching; Luk-Fong, Pattie Y. Y. Hong Kong University Press 2013 ISBN: ISBN number:9789888083411, ISBN number:9789888268313</p> <p>Black, P. and Wiliam, D. 1998. Inside the Black Box: Raising Standards through Classroom Assessment, London: King's College, University of London.</p> <p>Cowie, H. and Sharp, S. 1996. Peer Counselling in Schools: a Time to Listen, London: David Fulton</p> <p>Psifidou, I, Mouratoglou, N., &amp; Farazouli, A. (2021). The role of guidance and counselling in minimising risk factors to early leaving from education and training in Europe. Journal of Öngören, S. (2021). The role of school counsellors in children's adjustment to preschool education. Journal of Psychologists and Counsellors in Schools, 1-15.</p> <p>Şensoy, G., &amp; İkiş, F. E. (2022). Ethical dilemmas of school counsellors: A vignette study. Journal of Psychologists and Counsellors in Schools, 1-14.</p> <p>BIRNİ, G., &amp; KARAAĞAÇ, Z. G. (2022). School counseling in South Korea and Japan: A comparative study. Yıldız Journal of Educational Research, 78(2), 108-120.</p> <p>Šteh, B., Mažgon, J., &amp; Mrvar, P. G. (2023). "Sometimes I Really Need the School Counselling Service": Some Aspects of School Counsellor-Teacher Collaboration. International Journal of</p>																																

COURSE TEACHING PLAN	
Course Name	Adult Education & Lifelong Learning
Course Code	MBEG 409
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Pembe Yıldırım
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	None
Other Aspects Recommended for the Course	None
Apprenticeship	None
Aim of the Course	The aim of this course is to provide an opportunity for the learners to understand better the practices of education not only in their country but also other countries of the world.
Learning Outcomes	1. The students will be able to explain the scope of adult education
	2. The students will be able to assess adult education cases in the content of adult education management.
	3. The students will be able to relate the methods and techniques of adult education.
	4. The students will be able to compare the cases of adult education in the world
Course Content	Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education etc.); Historical development of adult education in Turkey; approaches and models in adult education; adults and learning; purpose, scope of lifelong learning and historical development; Lifelong learning practices in Turkish education system
Weekly Detailed Course Content	Week 1 Introduction
	Week 2 A conceptual framework of Adult Education and Lifelong Learning
	Week 3 Adult Education and Adult Learners
	Week 4 Teaching Adults and Adult Learning
	Week 5 Adult Education and Adult Education Management
	Week 6 Adult Education Practices in the World and Türkiye
	Week 7 Lifelong Learning: Comparison between the European Union and Türkiye
	<b>Week 8 Mid-term Exams</b>
	Week 9 Presentations
	Week 10 Presentations
	Week 11 Holiday
	Week 12 Presentations
	Week 13 Presentations
	Week 14 In-service Training and professional development
	Week 15 The Professional Preparation of Teachers of Adults
	<b>Week 16 Revision</b>
Course Book/Material/Suggested Resources	<p>Anke Großföschchen , Alisa Belzer, Markus Ertner, Keiko Yasukawa (2023). Adult Learning and Education within the Framework of Lifelong Learning. <a href="https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/IPE/IPE_81_ALE_w">https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/IPE/IPE_81_ALE_w</a></p> <p>Andresen, L., Boud, D. &amp; Cohen, R. (2020). Experience-based learning in understanding Adult Education and Training. <i>Routledge</i>.</p> <p>Jarvis, P. (2004). Adult Education and Lifelong learning. Theory and Practice. <i>Routledge</i>.</p> <p>Jarvis, P. (2014). <i>From Adult Education to Lifelong Learning and Beyond</i>. Comparative Education, 50:1. 45-57. DOI: 10.1080/03050068.2013.871832</p> <p>Loeng, S. (2020). Self-directed learning: A core concept in adult education. <i>Education Research</i> 82</p> <p>Petty, T &amp; Thomas, C. (2014). <i>Approaches to a Successful Adult Education Program</i>. College Student Journal, 48(3). 473-480.</p> <p>Stewan, C. (2014). <i>Transforming Professional Development to Professional Learning</i>. Journal to Adult Education, 43 (1), 28-33.</p> <p>Titmus, C. (2014). Lifelong Education for Adults: An International Handbook. <i>Elsevier</i>.</p>

COURSE TEACHING PLAN	
Course Name	Evaluation of in-class Learning
Course Code	ELTE 439
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	2
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	The purpose of the course is to enable the students to grasp the importance of testing and testing principles; to provide them with some practical ideas in testing; to introduce testing and evaluation techniques in ELT and to enable them to construct appropriate test items and to enable them to see the weaknesses in some poor test
Learning Outcomes	1- Learners will be able to debate language testing using a strong foundation in the functions and forms of language testing. 2- Learners will be able to discuss assessment with a solid knowledge of the different international evaluation bodies. 3- Learners will be able to construct appropriate test items based on the subskills of language; grammar, vocabulary and pronunciation. 4- Students will be able to identify meaning from context
Course Content	This course presents an overview of basic concepts, principles and constructs of classroom-based assessment. It focuses on the identification of different types of tests and testing (e.g.: proficiency, achievement, diagnostic, and placement tests, direct vs. indirect testing, discrete point vs. integrative testing, norm referenced vs. criterion referenced testing, objective testing vs. subjective testing, communicative language testing) and various types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available types (e.g.: portfolio, self assessment, learner diaries). Student teachers are expected to prepare language tests for different age groups, different proficiency levels and various learner styles. Student teachers are familiarized with test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner. The course also promotes the understanding and application of basic descriptive and inferential statistical calculations and the principles underlying test design (e.g.: content, criterion related, construct, face validity; reliability, standard error of measurement and the true score; practicality). The course also covers stages of test construction, carrying out item analysis and interpretation of test scores, assessing standardized tests (e.g.: TOEFL, IELTS and exams accredited by the Council of Europe for the European Language Portfolio), teacher-
Weekly Detailed Course Content	1. Week Introduction 2. Week Types of Tests 3. Week Testing Language Subskills / Vocabulary Tests 4. Week Grammar Tests 5. Week Grammar Tests 6. Week Pronunciation Tests 7. Week Testing Communication Skills / Reading Tests 8. Week <b>Mid-Term Exams</b> 9. Week Testing Communication Skills / Reading Tests 10. Week Writing Tests 11. Week Listening Tests + FOLDERS 12. Week Speaking Tests 13. Week Evaluating Tests 14. Week Evaluating Tests & Revision 15. Week <b>Final Exams</b>
Course Book/Material/Suggested Resources	1. Madsen,H.S.(1938). Techniques in Testing. OUP 2. Alderson J. (2000). Assessing Reading. Cambridge: Cambridge University Press. 3. Bachman, L. (1990). Fundamental Considerations in Language Testing. Oxford: Oxford University Press. 4. Baxter, A. (2009). Evaluating your Students. London: Richmond 5. Buck, G. (2001). Assessing Listening. Cambridge: Cambridge University Press. 6. Fulcher, G. (2010). Practical Language Testing. London: Hodder. 7. Hughes, A. (2003). Testing For Language Teachers. Cambridge: Cambridge University Press. 8. Guo, J., Bai, L., Yu, Z., Zhao, Z., & Wan, B. (2021). An ai-application-oriented in-class teaching evaluation model by using statistical modeling and ensemble learning. Sensors, 21(1), 241. 9. Dickinson, K. J., Caldwell, K. E., Graviss, E. A., Nguyen, D. T., Awad, M. M., Tan, S., ... & ASE Educational Technology Committee. (2021). Assessing learner engagement with virtual educational events: Development of the Virtual In-Class Engagement Measure (VIEM). The American Journal of Surgery, 222(6), 10. Tacarraoucht, K., Zano, K., & Zamorano, A. (2022). Team Games-Language Learning Model in Improving Students' Speaking and Listening Skills Viewed from Creativity. Journal of Language and Literature Studies, 2(1), 53-61. 11. Luu, Q. K., & Luu, N. B. T. (2022). Learning Strategies of ELT Students for IELTS Test Preparation to Meet English Learning Outcomes. International Journal of TESOL & Education, 2(3), 308-323. Guo, K., Zhong, Y., Li, D., & Chu, S. K. W. (2023). Effects of chatbot-assisted in-class debates on students' argumentation skills and task motivation. Computers & Education, 104862.

COURSE TEACHING PLAN	
Course Name	EXAM PREPARATION IN ELT
Course Code	ELTE 402
Course Type	Compulsory
Course Level	Undergraduate
Course ECTS Credit	4
Weekly Course Hours	3
Weekly Practice Hours	0
Weekly Laboratory Hours	0
Semester of the Course	Spring
Course Lecturer(s)	Naziyet Mercan Bozok
Teaching System	Formal Education
Medium of Instruction	English
Prerequisite Courses	No
Other Aspects Recommended for the Course	No
Apprenticeship	No
Aim of the Course	This course aims to equip teacher candidates with needed skills and knowledge about preparing exams for testing language areas and skills in English.
Learning Outcomes	1.Students will be able to the difference among measurement, evaluation, testing and assessment.
	2.Students will be able to differentiate between assessment of learning and for learning.
	3.Students will be able to write different test types.
	4.Students will be able to discuss the advantages of different test types.
	5.Students will be able to discuss the disadvantages of different test types.
Course Content	Exam types and measurement methods used for different age groups and language levels in language skills teaching; principles for measuring and assessing language skills; types of questions used to measure reading, writing, listening, speaking, vocabulary and grammar levels; exam preparation techniques and evaluation criteria; preparation of various question samples and exam evaluation studies.
Weekly Detailed Course Content	1. Week Introduction
	2. Week Measurement, Evaluation, Assessment and Testing
	3. Week Why do we need to assess students?
	4. Week Assessment for learning
	5. Week Assessment of learning
	6. Week Arguments against testing
	7. Week Benefits of testing
	8. Week <b>Mid-Term Exams</b>
	9. Week Exam types
	10. Week Measurement methods
	11. Week How to assess language skills
	12. Week Writing multiple choice items, matching format,cloze items
	13. Week True/false format, short answer items, gap-fill items
	14. Week Essay type items & Revision
	15. Week <b>Final Exams</b>
Course Book/Material/Suggested Resources	Richards, J. C. (2020) Key Issues in Language Teaching, CUP.
	Harmer, J. (2007) The Practice of English Language Teaching, Pearson, Longman.
	Adom, D., Adu-Mensah, J., Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education . DOI:10.11591/ijere.v9i1.20457.
	Denison, B. Secolsky, C. (2012). HANDBOOK ON MEASUREMENT, ASSESSMENT, AND EVALUATION IN HIGHER EDUCATION, Routledge, New York. <a href="http://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Handbook%20on%20Measurement,%20Assessment,%20and%20Evaluation%20in%20Higher%20Education.pdf">http://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Handbook%20on%20Measurement,%20Assessment,%20and%20Evaluation%20in%20Higher%20Education.pdf</a>
	Hidri, S. (2020). New Challenges in Language Assessment. English Department, Faculty of Human and Social Sciences. <a href="https://www.academia.edu/70782389/New_Challenges_in_Language_Assessment">https://www.academia.edu/70782389/New_Challenges_in_Language_Assessment</a>
	Ali, I. (2021). Exploring how ELT teachers perceive and practice English language assessment. Journal of Language and Education, 7(1 (25)), 109-126.
Yılmaz, R. M., Topu, F. B., & Takkaç Tulgar, A. (2022). An examination of the studies on foreign language teaching in pre-school education: A bibliometric mapping analysis. Computer Assisted Language Learning, 35(3), 270-293.	
Şahin, S., & Hatipoğlu, Ç. (2023). English Language Testing and Evaluation Course in English Language Teacher Education Programs in Türkiye. Journal of Language Teaching and Learning, 13(2), 16-36.	

## Academic Staff Details

<b>Prof. Dr. Hüsnü Enginarlar</b>		
<b>BA Degree</b>	Ankara University	1967
<b>MA Degree</b>	Middle East Technical University, Turkey	1982
<b>PhD Degree</b>	Hacettepe University	1990
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Teacher Education, Action Research, Language Exams	

<b>Assoc. Prof. Dr. Kadim Öztürk</b>		
<b>BA Degree</b>	Atatürk University	1972
<b>MA Degree</b>	Dokuz Eylül University	
<b>PhD Degree</b>	Dokuz Eylül University	1989
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Foreign Language Education	

<b>Assoc. Prof. Dr. Sibel Ersel</b>		
<b>BA Degree</b>	Middle East Technical University, Turkey	1992
<b>MA Degree</b>	European University of Lefke	2000
<b>PhD Degree</b>	University of Leicester, UK	2011
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Teacher Cognition, Teacher Education, Professional Development in ELT	

<b>Assoc. Prof. Dr. Elnur Ağayev</b>		
<b>BA Degree</b>	Hacettepe University, Republic of Türkiye	1997
<b>MA Degree</b>	Hacettepe University, Republic of Türkiye	2000
<b>PhD Degree</b>	Hacettepe University, Republic of Türkiye	2007
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	History, Historical methodology, History education, Culture and language	

<b>Assoc. Prof. Dr. Osman Erciyas</b>		
<b>BA Degree</b>	Eastern Mediterranean University	2003
<b>MA Degree</b>	Eastern Mediterranean University	2005
<b>PhD Degree</b>	Ankara University	2009
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Turkish Grammar and Linguistics	

<b>Assist. Prof. Dr. Çağda K. Çağanağa</b>		
<b>BA Degree</b>	European University of Lefke, North Cyprus	1997
<b>MA Degree</b>	European University of Lefke, North Cyprus	2000
<b>PhD Degree</b>	Girne American University, North Cyprus	2014
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Language policies, teacher education, classroom management, English for Specific Purposes, educational management and administration, leadership	

<b>Assist. Prof. Dr. Fatma Özüörçün</b>		
<b>BA Degree</b>	European University of Lefke, North Cyprus	2001
<b>MA Degree</b>	European University of Lefke, North Cyprus	2009
<b>PhD Degree</b>	Near East University, North Cyprus	2017
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Culture and Language embedded teaching, content based language teaching, ELT curriculum development, intercultural communication, special education	

<b>Assist. Prof. Dr. Fatma Altıntuğ</b>		
<b>BA Degree</b>	Eastern Mediterranean University, North Cyprus	2000
<b>MA Degree</b>	European University of Lefke, North Cyprus	2004
<b>PhD Degree</b>	The University of Sheffield	2023
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Multimodal and Artifactual literacies, critical literacy, migrant studies	

<b>Assist. Prof. Dr. Gökhan İskifoğlu</b>		
<b>BA Degree</b>	Eastern Mediterranean University	2002
<b>MA Degree</b>	Eastern Mediterranean University	2005
<b>PhD Degree</b>	Eastern Mediterranean University	2013
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Development of Psychometric Instruments for cross-cultural use, measurement equivalency	

<b>Assist. Prof. Dr. Devrim Bayramoğlu</b>		
<b>BA Degree</b>	European University of Lefke	2002
<b>MA Degree</b>	European University of Lefke	2006
<b>PhD Degree</b>	European University of Lefke	2020
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Examining the Relationship between Organizational Commitment, Organizational Silence and Organizational Culture of Teacher	

<b>Assist. Prof. Dr. Önder Onursal</b>		
<b>BA Degree</b>	European University of Lefke, North Cyprus	1997
<b>MA Degree</b>	European University of Lefke, North Cyprus	2002
<b>PhD Degree</b>	Girne American University, North Cyprus	2020
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Networking	

<b>Dr. Hazel Akkılınc</b>		
<b>BA Degree</b>	Near East University, North Cyprus	2010
<b>MA Degree</b>	European University of Lefke	2015
<b>PhD Degree</b>	Cyprus International University	2023
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Applied Linguistics	

<b>Dr. Filiz Akkılınç</b>		
<b>BA Degree</b>	European University of Lefke	2001
<b>MA Degree</b>	European University of Lefke	2013
<b>PhD Degree</b>	University of Liverpool	2024
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Technology in Education, Distant Education & Culture	

<b>Lecturer Naziyet Mercan Bozok</b>		
<b>BA Degree</b>	European University of Lefke, North Cyprus	2001
<b>MA Degree</b>	European University of Lefke, North Cyprus	2003
<b>PhD Degree</b>	Near East University, North Cyprus	2013
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Linguistics, Young learners, material design, methods and techniques, testing ,communication skills	

<b>Lecturer Pembe Yıldırım</b>		
<b>BA Degree</b>	Near East University, North Cyprus	2011
<b>MA Degree</b>	European University of Lefke, North Cyprus	2016
<b>PhD Degree</b>	Cyprus International University	In progress
<b>Faculty</b>	Faculty of Education	
<b>Research Area</b>	Teacher Identity in Language Education	

<b>Lecturer Yankı Bağcier Zayımlar</b>		
<b>BA Degree</b>	Gazi University, Ankara.	2010
<b>Faculty</b>	Common Lecturer	
<b>Research Area</b>	Teaching foreign language to young learners	

<b>Asst. Prof. Dr. Niyper Hayal Artaç</b>		
<b>BA Degree</b>	University of Westminster	2012
<b>MA Degree</b>	Middle East Technical University (METU), North Cyprus Campus	2014
<b>PhD Degree</b>	European University of Lefke	2024
<b>Faculty</b>	Common Lecturer	
<b>Research Area</b>	Gender and Politics, Feminism, Political Studies	

