GAZI UNIVERSITY ENGLISH LANGUAGE EDUCATION COURSE CONTENT

1ST YEAR

1ST SEMESTER COURSES

Atatürk's Principles and History of Revolution-I

The internal and external factors that led to the collapse of the Ottoman Empire; the innovation movements in the Ottoman Empire in the 19th century; movements of thought in the last period of the Ottoman Empire; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian issue; the occupation of Anatolia and reactions; Mustafa Kemal Pasha's departure to Samsun and his activities; the period of congresses and organization; the opening of the last Chamber of Deputies of the Ottoman Empire and the adoption of the National Oath; preparation for the National Struggle and the material and spiritual foundations of this preparation; the opening and activities of the Grand National Assembly of Turkey; the Treaty of Sevres; the struggles on the Southern and Eastern fronts; the establishment of the regular army, the Greek offensive and the wars on the Western front, the signing of the Mudanya Armistice, the convening of the Lausanne Conference and the signing of the Peace Treaty.

Turkish Language-I

Written language and its features; spelling and punctuation; characteristics of written and oral expression; paragraph formation and paragraph types (introduction, body, conclusion paragraphs); ways of developing thought (explanation, discussion, narration, description; definition, exemplification, witnessing, comparison, etc.); text structure (structural features of text, introduction-body-conclusion parts); characteristics of textuality (cohesion, coherence; purposefulness, acceptability, situationality, informativeness, intertextuality, etc.); text structure (structural features of the text, introduction-development-conclusion sections); text writing (drafting, writing, editing and sharing); informative-explanatory text writing; narrative text writing; descriptive text writing; argumentative and persuasive text writing.

Foreign Language-I

The present continuous tense; the simple present tense; verbal, reading, writing and listening skills in these tenses; verbal skills (introducing oneself, describing something/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels and asking questions in restaurants, transportation vehicles such as buses/trains, etc., and shopping places); writing skills (writing short messages, writing poster content, filling in forms); listening skills (directions, place/person descriptions, etc.).

Information Technologies

Information technologies and computational thinking; problem solving concepts and approaches; algorithms and flowcharts; computer systems; basic concepts of software and hardware; basics of operating systems, current operating systems; filemanagement; utilities (third party software); word processing programs; calculation/table/graphics programs; presentation programs; desktop publishing; database management systems; web design; internet use in education; communication and collaboration technologies; safe internet use; information ethics and copyrights; effects of computers and internet on children/youth.

Introduction to Education

Basic concepts related to education and training; the aims and functions of education; the relationship of education with other fields and sciences; the legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education; methodology in educational sciences; school and classroom as an educational and learning setting; current trends in the teaching profession and teacher training; the trends in education in the 21st century.

Structure of English

The lexical and sentence structure of English; simple, compound and complex sentence structures; tense, mood, aspect, voice and their contextual uses will be covered.

Reading Skills-I Comprehending different perspectives by using authentic reading texts such as newspapers, magazines, reviews and academic writings; developing advanced reading skills such as predicting the connections between sentences and the main idea of the text, getting the main idea and using intersentential semantic cues; getting into the habit of reading in and out of class; developing critical thinking skills based on synthesizing, analyzing and evaluating information.

Writing Skills-I

Paragraph forms and structure; the technical features of the paragraph; paragraph analysis; paragraph planning; description, comparison, discussion, narration; producing texts, summarizing, interpreting; short story, review (on book and/or film) and formal/informal letter writing.

Listening and Pronunciation-I

Analyzing authentic listening materials and phrases in speech obtained from various contexts; phonological transcription of sound differences and problematic sounds; advanced listening skills; basic listening and speaking skills such as vowels, consonants, word emphasis and intonation; and phonological transcription practices.

Oral Communication Skills-I

Developing oral communication skills by using appropriate expressions and strategies for various oral communication situations; expressing feelings and thoughts effectively through conversation, presentation and discussion activities; developing the ability to speak and comprehend what is heard by using current, authentic, audio, and audiovisual materials.

2ND SEMESTER COURSES

Atatürk's Principles and History of Revolution-II

Revolutions in the political field (abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); revolutions in the social field (Hat Revolution, the closure of dervish lodges and monasteries, Calendar, Clock and Surname Law); revolutions in the field of education and culture (the Law on Unification of Education, Alphabet Reform, Turkish History and Language Revolution); revolutions in the field of law; attempts and reactions to the transition to multi-party system in the Atatürk period (the establishment and closure of the Progressive Republican Party, the Sheikh Sait rebellion and the assassination attempt against Atatürk); attempts to transition to multi-party political system in the Atatürk period (the establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policy in the Republican period (Izmir Economic Congress); Turkish foreign policy in the Atatürk period (Population Exchange, membership to the League of Nations, Balkan Entente and Sadabat Pact); Turkish foreign policy in the Atatürk period (Montreux Convention, Hatay's accession to the Motherland, Turkey's bilateral relations with other countries); the definition and scope of Atatürk's thought system and Atatürk's principles; Turkey after Atatürk, Democratic Party's years in power, Turkey in 1960s and 1970s, Turkey's foreign policy after 1960.

Turkish Language-II

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, scientific abstracts, etc.); writing claims and propositions (confirming, defending or opposing an idea); formal characteristics of scientific reports and articles; steps of writing reports; explanation, discussion, establishing an intertextual relationship, citing sources (citation making and footnoting, creating bibliography); title writing, summarizing, keyword writing; ethical principles to be considered in scientific writing; academic text writing practices.

Foreign Language-II

The past tense; the future tense; modals (can, could, may, must, etc.); speaking, reading, writing and listening skills in these tenses and modals; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, banner/poster

texts, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).

Instructional Technologies

Information technologies in education; the teaching process and classification of instructional technologies; theoretical approaches to instructional technologies; new trends in learning approaches; current literacies; instructional technologies as tools and materials; designing instructional materials; designing thematic instructional materials; creating a domain-specific object warehouse, instructional material evaluation criteria.

Research Methods in Education

Basic concepts and principles of research methods; research process (recognizing the problem, identifying the problem and sample, data collection and analysis, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, theses and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling, data collection, data analysis in qualitative research; validity and reliability in qualitative research; article or thesis review, evaluation and presentation; preparing a research report in accordance with research principles and ethics; action research in education.

Structure of English –II

Reading Skills-II

Inductive and deductive inferencing and comprehending the meaning between the lines; comprehending direct and indirect, literal and figurative meanings by examining the information in the reading texts; expressing personal opinions on the texts in short oral and

written form; understanding the fact that the meaning that the reader infers and the meaning intended by the author may be different from each other.

Writing Skills-II

Reading to write, writing to read; raising awareness about the practices to be done before, during and after writing; rewriting by paraphrasing; the ability to revise what have been written; students' self-evaluation of what they have written; peer evaluation; essay and assignment report writing.

Listening and Pronunciation-II

Listening sub-skills such as note-taking, anticipation, accessing specific and detailed information, inferring meaning from context, understanding the essence of content; phonetics; authentic listening materials including various English accents taken from a variety of fields such as interviews, films, songs, conferences, television programs and news broadcasts.

Oral Communication Skills-II

Development of advanced oral communication skills; development of the ability to express feelings and thoughts appropriately through oral activities such as interviews, presentations and discussions; development of advanced speaking and listening comprehension skills through the introduction and application of techniques and strategies for comprehending what is heard.

2ND YEAR

3RD SEMESTER COURSES

Curriculum Design

Educational Psychology

Basic concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, areas of development 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.

English Communication Skills

Effective public speaking skills; all stages and dimensions of preparing and delivering a speech; preparing and delivering presentations on extensive reading and research; analyzing successful presentations for content, style and appropriateness of audio-visual elements; oral and written communication skills for use in business settings such as interviewing, socializing, phone calls, making presentations, conducting meetings, and writing resumes and applications.

Yİ307A Literature and Language Teaching-I

Examples of short stories and novels selected from works of English and American literature and works originally written in English and the different characteristics of these two genres from other genres; different approaches to the use of literature with young people and adults at all language levels; the integration of literature and language teaching in these two literary genres (short stories and novels) in terms of theory and practice, the analysis of literary texts by taking into consideration the richness of content and linguistic features; the examination of culture teaching methods in the following areas through the use of short stories and novels: the objects and products of the native and target language and culture from comparative and contrastive perspectives; proverbs and idioms, stereotyped expressions passing down cultural values; social structures, roles and relationships; the traditions/customs; beliefs, values, prohibitions and taboos, superstitions specific to societies; the political, historical and economic background; cultural institutions; figurative/associative connotations, the use of humor.

Linguistics-I

The basic concepts of linguistic analysis; the concepts related to the nature, structure and use of language with the help of awareness raising, error analysis on language learners' data, case study and comparative native and foreign language analysis; components of language as a system; linguistic acquisition and performance, the sub-branches of linguistics, types of grammar, language universals, linguistic creativity, linguistic arbitrariness, sign languages, artificial languages and interpersonal communication; brain and language, lateralization and handedness, the evolution of language, human language functioning models, research on language use and language disorders (e.g. dichotic listening test, split brain, WADA test); phonetics, acoustic, affective and articulatory phonetics, speech organs, phonemes, vowels and consonants, international phonological alphabet, diphthongs, triphthongs, manner and place of articulation; phonology, sound patterns, assimilation, dissimilation, juncture, consonant clusters, consonants, suprasegmentation, stress and melody; semantics, analysis of meaning components, semantic relations, meaning and reference, and collocation.

Approaches to ELT

The meaning of learning and teaching English; the purpose and basic principles of English language teaching; the history of English teaching; reflections of learning and teaching approaches on English language teaching; basic skills in English language teaching; examples of classroom practice; current trends and problems in English language teaching; the components of effective English language teaching; social, cultural and economic perspectives on English language teaching.

Critical Reading & Writing

This course focuses on summarizing and/or reporting on selected current studies in the field of English language teaching by examining them; on examining studies in their own context and localizing knowledge; an on comparing texts with different views on the same subject and synthesizing them to enable students to produce their own original texts.

4TH SEMESTER COURSES

Instructional Principles and Methods

Basic concepts related to instructional principles and methods; teaching- learning principles, models, strategies, methods and techniques; setting goals and objectives in teaching; content selection and organization in teaching and learning; instructional materials; planning teaching and instructional plans; theories and approaches to teaching; effective school teaching, learning and success in learning; assessment of classroom learning.

ELT Methodology-I

Second Language Acquisition

First and second language acquisition theories (behaviorism, innatism, information processing, connectionist models, interactional approach); the developmental stages and processes of native and target languages; case studies, comparative analysis of native and target language use from corpus data, the comparison of second language acquisition in children and adults through recordings and transcriptions of classroom second language interaction, the developmental stages in first language acquisition, the stages of morphosyntactic development in second language, second language acquisition processes, learner characteristics in second language acquisition and individual differences in final acquisition (e.g. the effect of personality, language ability, intelligence, age of acquisition, motivation and attitude, learner preferences and beliefs), differences in second language and foreign language learning contexts (e.g. natural and formal educational settings).

Literature and Language Teaching-II

The analysis of selected examples of poetry and theater plays from English and American literature and works originally written in English and the features that distinguish these two genres from other literary genres; activities to draw attention to the richness of the content of literary texts; the use of poetry and theater plays and the teaching of cultural elements: objects and products of the native and target language and culture from comparative and contrastive perspectives; proverbs and idioms, stereotyped expressions passing down cultural values; social structures, roles and relationships; customs/traditions; beliefs, values, prohibitions and taboos, superstitions specific to societies; political, historical and economic background; cultural institutions; figurative/associative connotation, use of humor.

Linguistics-II

Error analysis based on data from language learners, case study and comparative analysis of native and foreign language and concepts related to the nature, structure and use of language; morphology: dependent and independent morphemes, compounds, inflectional and derivational morphemes, morphosyntactic analysis, morphosyntactic language typing, analysis of the hierarchical internal structure of words, morphosyntactic phonological variability; syntax: lexical categories, phrases, clauses, sentence structures, transformational generative grammar, government and binding, the minimalist program, member structure, role; pragmatics: representation, implicature, principles of speech, speech act and politeness; sociolinguistics: dialect, register, style; discourse: the criteria of textuality, cohesion elements, discourse connections, functions, discourse status, and institutional discourse.

Approaches to ELT-II

Course design in English Language Teaching, approaches appropriate for various student needs such as English as a second / foreign / international / special purpose / academic language; current practices such as the constructivist approach, content-oriented, task-oriented, problem-oriented, holistic language teaching, multiple intelligences and holistic language approach; the importance of culture in second / foreign language teaching and language teaching, the use of technology in language classes, the place of communication in the developing world and intercultural interaction.

3RD YEAR

5TH SEMESTER COURSES

Testing and Evaluation in Education

The place and importance of testing and evaluation in education, the basic concepts related to testing and evaluation, the psychometric qualities required in testing tools (validity, reliability, practicality), developing and administering achievement tests; interpreting test results and giving feedback; analyzing test and item scores; evaluation and grading.

Research and Presentation Skills

ELT Methodology-II

Teaching Language Skills-I

Different stages and techniques of listening, speaking, pronunciation and vocabulary teaching; the development of language awareness and teaching skills for groups of learners of different ages and language proficiency; the principles and techniques of lesson planning for different proficiency levels.

English-Turkish Translation

The basic theories and approaches in the science of translation; translating original English texts written in different topics and genres into Turkish; comparing and critically evaluating different translations of the same text through error analysis; style, word choice, the role and importance of translation in language learning and the cultural dimension of translation.

English in Mass Communication

The students will be able to recognize the types of international mass media, both printed and electronic, such as newspapers, magazines, etc.; be aware of the special language elements of English in international mass media and develop their skills in using them; gain the ability to decode and analyze letters to the editor, articles and columns, get the main idea and write reports; compare the validity and reliability of news and articles in mass media with different views and societies; write short news, headlines, advertisements, and letters to the editor using the style, vocabulary and grammar structures used in mass media; and also analyze how the target language is used reflecting its own culture.

Teaching English to Young Learners-I

The differences between young learners (5-12 years) and learners of other ages (in terms of learning language structure, skills and sub-skills) and misconceptions about young learners; learning styles (visual, auditory and affective) and strategies (e.g. metacognition, cognition, socio-affective) of young learners; activities for teaching vocabulary,language skills, language structure (e.g. puzzles, stories, games and simulations), developing audiovisual aids (e.g. pictures, realia, cartoons, puppets and songs); the selection and sequencing of teaching points appropriate to learners' language levels and cognitive and affective development, and material adaptation and evaluation.

History and Philosophy of Science

6TH SEMESTER COURSES

Classroom Management

Basic concepts related to classroom management, the physical, social and psychological dimensions of the classroom; classroom rules and discipline in the classroom; models of classroom discipline and management; management of student behavior in the classroom, communication and interaction process in the classroom; student motivation in the classroom; time management in the classroom; teacher as an instructional leader in the classroom; management of teacher-parent conferences; creating a positive classroom and learning atmosphere; case studies on classroom management based on school stages.

Use of Technology in English Language Teaching

Effective Communication Skills in English

The definition of interpersonal communication; communication model, communication elements and characteristics, effective listening and feedback, factors that prevent interpersonal communication (source, channel, receiver, etc.), factors that facilitate communication, the role and use of emotions in communication, communication breakdown and its prevention, important issues to consider in student, teacher, parent communication, communication practices.

Community Service

The concepts of society, community service practices and social responsibility; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of identified social problems; taking part in social responsibility projects as a volunteer individually and as a group; participating in social responsibility projects in various institutions and organizations; participating in scientific activities such as panels, conferences, congresses, symposiums as audience, spokespeople or organizers; evaluating the results of social responsibility projects.

Teaching English to Young Learners-II

Different syllabus types (story-based, content-based, theme-based, task- based) for young learners (5-12 years), effective uses of children's literature in the selected syllabus type, classroom management, language presentations and exercises.

Teaching Language Skills-II

Detailed examination of the different stages and techniques of teaching reading, writing and grammar; the development of language awareness and teaching skills for groups of learners of different ages and language proficiency; principles and techniques of lesson planning for different proficiency levels.

Drama in ELT

The definition and meaning of the term drama; concepts such as psychodrama, creative drama, educational drama, sociodrama, etc.; the relationship between drama and play; the history of drama practices in education; the structure and implementation stages of drama in education; the drama environment and teacher qualifications; the evaluation of drama; drama examples appropriate for the educational purposes of the field, the development and implementation of examples.

Turkish-English Translation

Basic theories and approaches in translation science; translating original Turkish texts written in different topics and genres into English; the appropriateness of a translated text; comparing and critically evaluating different translations of the same text through error analysis; style, word choice, the role and importance of translation in language learning, and the cultural aspect of translation.

4TH YEAR

7TH SEMESTER COURSES

Turkish Education System & School Management

The formation of education systems and the structure of the Turkish education system; basic laws regulating the Turkish education system; central, provincial and foreign organization of the Ministry of National Education; education stages in the Turkish education system; manpower, physical, technological and financial resources in the Turkish education system; reform and innovation initiatives in the Turkish education system; organization-management theories and processes; school as a social system and organization; management of human resources; student personnel affairs; affairs related to education and training; affairs related to school management; school, environment, society and family relations; current debates and trends related to the Turkish education system and school.

Guidance

Basic concepts, the Pupil Personnel Services, the place of psychological counseling and guidance in these services, the principles and development of guidance, the types of psychological counseling and guidance, services, techniques, organizations and personnel, new developments in the field, techniques for getting to know the students, counselor-teacher collaboration, guidance activities to be carried out by the teacher.

Teaching Practicum-I

Making observations about field-specific teaching methods and techniques; conducting individual and group micro-teaching using field-specific teaching methods and techniques; developing field-specific activities and materials; preparing teaching environments, managing the classroom, testing, evaluating and reflecting.

Materials Adaptation and Development in ELT

The evaluation of coursebooks used in English language teaching, teaching principles regarding selection, and examining and evaluating coursebooks; analyzing and evaluating exercises in coursebooks; reorganizing exercises that are not appropriate and adapting them appropriately to the classroom environment.

Discourse Analysis and Language Teaching

At the end of the course, prospective English teachers will be able to analyze cohesion and coherence in texts by examining real language use in different discourse genres; discuss the contributions of coherence and cohesion by investigating their place in language teaching; and explain the connection between discourse analysis and language teaching.

Teaching Integrated Language Skills

Learning teaching methods and techniques that will enable pre-service teachers to teach communicative language skills based on a lesson plan and in an integrated manner; focusing on how to integrate reading, speaking, listening and writing skills based on a lesson plan, especially in the adolescent and adult classroom, and how to integrate language elements such as grammar, vocabulary and pronunciation into this skill-based lesson plan, if any in the course objectives.

English Language Testing & Evaluation

Types of exams and testing methods used for different age groups and language proficiency levels in teaching language skills; principles for testing and evaluating language skills; the question types used in testing reading, writing, listening, speaking, vocabulary and grammar

levels; exam preparation techniques and evaluation criteria; the preparation of various sample questions and exam evaluation studies.

8TH SEMESTER COURSES

Special Education and Inclusion

Basic concepts related to special education; the principles and historical development of special education; legal regulations related to special education; diagnosis and evaluation in special education; individualization of teaching; inclusion and special education support services; family participation in education and collaboration with family; the characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies in classroom management and behavior management.

Teaching Practicum-II

Making observations related to field-specific teaching methods and techniques; micro-teaching through field-specific teaching methods and techniques; planning a lesson independently; developing activities and materials related to the course; preparing teaching environments; class management, testing, evaluation and reflection.

Career Planning

English Language Teaching Programs

Basic concepts related to curricula; the development of English curricula from past to present; the approach and content of the current English curriculum, and the skills it aims to develop; learning and sub-learning areas; the distribution of achievements by classes and their limits, their relationship with other courses; the relationship between English curricula at different grades; the methods, techniques, tools and materials used; the assessment and evaluation approach; and teacher competencies.

Pragmatics and Language Teaching

Information about the basic concepts and models of pragmatics; applying the Politeness Theory to English language teaching; and preparing materials for teaching case-dependent words in English.

World Englishes and Culture

The use of English as an international language, English as a lingua franca and the different uses of English around the world; the reflections of the use of English as an international language on English language teaching and teacher training; developing students' awareness of the relationship between language and culture and investigating the place of culture in language teaching; evaluating cultural elements by examining materials such as coursebooks, literary works, films, TV programs and advertisements.

English Language Testing & Evaluation-II