

Course Description Form	
Course Code and Name	Corpora in Language Teaching
Course Semester	2 nd Term (PhD)
Catalog Content	The use of corpora and corpus tools along with an overview of their applications in language education, the exploration of large general corpora for teaching different language elements and skills, the creation and analysis of small specialized corpora and their uses in syllabus design and the production of language teaching materials and activities.
Textbook	Farr, F., & Murray, L. (Eds.). (2016). The Routledge handbook of language learning and technology. Routledge. Leńko-Szymańska, A., & Boulton, A. (Eds.). (2015). Multiple affordances of language corpora for data-driven learning (Vol. 69). John Benjamins Publishing Company. O'Keeffe, A., & McCarthy, M. (Eds.). (2010). The Routledge handbook of corpus linguistics. Routledge.
Supplementary Textbooks	Boulton, A., & Pérez-Paredes, P. (2014). ReCALL special issue: Researching uses of corpora for language teaching and learning. Researching uses of corpora for language teaching and learning. ReCALL, 26(2), 121-127. Chambers, A., Farr, F., & O'Riordan, S. (2011). Language teachers with corpora in mind: from starting steps to walking tall. Language Learning Journal, 39(1), 85-104. Leńko-Szymańska, A., & Boulton, A. (Eds.). (2015). Multiple affordances of language corpora for data-driven learning (Vol. 69). John Benjamins Publishing Company. Lenko-Szymanska, A., & Boulton, A. (2015). Data-driven learning in language pedagogy. Multiple affordances of language corpora for data-driven learning, 69, 1-15. Farr, F., Chambers, A., & O'Riordan, S. (2010). Corpora for materials development in language teacher education: Underlying principles and useful data. Related journals
Credit	6
Prerequisites of the Course (Attendance Requirements)	None
Type of the Course	Theoretical/Elective
Instruction Language	English
Course Objectives	To be able to recognize corpora and corpus tools along with an overview of their applications in foreign language education, To be able to investigate large general corpora for teaching different language elements and skills, To be able to analyze small specialized corpora and their uses in the production of foreign language teaching materials and activities.
Course Learning Outcomes	Students comprehend corpora and corpus tools along with an overview of their applications in foreign language education. Students analyse large general corpora for teaching different language elements and skills. Students analyze small specialized corpora and their uses in the production of foreign language teaching materials and activities

Instruction Methods				
Weekly Schedule	1st week: Basic concepts – corpus and corpus tools 2nd week: The types of corpora and corpus tools 3rd week: Corpora in language teaching 4th week: Corpora for teaching vocabulary 5th week: Corpora for teaching phraseology 6th week: Corpora for LSP – overview of applications 7th week: Workshop Corpora for LSP – building and analysing a corpus 8th week: Workshop Corpora for teaching grammar 9th week: Workshop Corpora for teaching discourse organization 10th week: Workshop Corpora for practicing language skills 11th week: Workshop Miscellaneous tools and activities. 12th week: Presentations of student projects 13th week: Presentations of student projects 14th week: Presentations of student projects			
Teaching and Learning Methods <i>(These are examples. Please fill which activities you use in the course)</i>	Weekly theoretical course hours Weekly applied course hours Reading Activities Internet research, library studies Material design and implementation Preparing a report Preparing a presentation Presentation Preparation for the exam			
Assessment Criteria		Numbers	Total Weighting (%)	
	Midterm Exams	1	50	
	Assignment	1	50	
	Application			
	Projects	1	50	
	Practice			
	Quiz			
	Percent of In-term Studies (%)	1	50	
	Percentage of Final Exam to Total Score (%)	1	50	
	Attendance			
Workload	Activity	Total Number of Weeks	Duration (weekly hour)	Total Period Work Load
	Weekly Theoretical Course Hours	14	3	42
	Weekly Tutorial Hours	14	1	14
	Reading Tasks	10	4	40
	Studies	10	4	40
	Material Design and Implementation	7	3	21
	Report Preparing	3	3	9
	Preparing a Presentation	4	3	12
	Presentations	4	3	12
	Midterm Exam and Preparation for Midterm Exam	2	2	4
	Final Exam and Preparation for Final Exam	5	1	5
	Total Workload			200

	Total Workload / 25						200/25
	Course Credit (ECTS)						8
Contribution Level Between Course Learning Outcomes and Program Outcomes	No	Program Outcomes	1	2	3	4	5
	1	Based on master of science competencies, he improves and deepens high level of knowledge with original thinking and research					X
	2	Using advanced level of knowledge based on master of science competencies, he reaches original definitions that will introduce innovations					X
	3	Grasps interactions with other disciplines and his discipline, he analyzes complicated ideas; synthesizes and reaches original results			X		
	4	Evaluates and uses the knowledge in the field by classifying					X
	5	Develops a new application, method, or a thought related to the field					X
	6	Applies a known idea, method, design or application to a different field; searches, understands, designs, adapts and applies a novel issue			X		
	7	Makes critical analysis, synthesis and assessment of					

		latest and complicated issues					
	8	He uses advanced research methods					X
	9	Contributes to progress performing independently on an original study related to the field					X
	10	Enhances the limits of knowledge publishing articles related to the field in national and international journals					X
	11	Leads in original and interdisciplinary studies					
	12	Develops original methods using advanced mental skills such as critical thinking and creative thinking					X
	13	Analyzes social relations and the values that guide those relations through a critical approach and manages change and transformation when necessary			X		
	14	Discusses original issues with specialists of the fields, defends his own opinions and expresses them on an effective way			X		
	15	Having proficiency in a foreign language (European Language					X

		Portfolio on C level), he can discuss an issue through a written, verbal and visual communication					
	16	Contributes to the sustainability and formation of information society, introducing scientific, technological and social advancements related to the field					X
	17	Establishes functional interactions using decision-making processes by various perspectives in solving possible problems					X
	18	Contributes to solutions of ethical, cultural and scientific problems and supports the developments of these values					X
The Course's Lecturer(s) and Contact Information		Assoc. Prof. Asuman Aşık asuman.asik@gazi.edu.tr					

Course Title: Advanced Qualitative Research Methods					English Language Teaching (ELT) PhD				
Semester	Teaching Methods							Credits	
	Lecture	Recite	Lab.			Other	Total	Credit	ECTS Credit
	X	X				Workshops	3	3	5
Language	English								
Compulsory / Elective	Elective								
Prerequisites	None								
Course Contents	This course is designed to introduce the theories and techniques of qualitative research methods specific to foreign language teaching. Major paradigms, epistemological grounds of qualitative research designs are analyzed in terms of field-specific issues in foreign language teaching, such as classroom discourse, teaching English as a foreign language and second language teacher education. Qualitative methodologies are scrutinized in line with data collection and analysis procedures as well as reporting in various scholarly genres within the course.								
Course Objectives	- become familiar with the historical and current paradigms and techniques of the qualitative methodology. - be able to design qualitative research studies to respond to specific research questions and concerns. - to raise awareness concerning the reporting of the qualitative data in various scholarly genres. - to gain experience and knowledge about the existing qualitative reporting techniques and strategies.								
Learning Outcomes and Competences	Knowledge of advance qualitative research designs Competence of designing and applying qualitative designs Ability of reporting the qualitative data								
Textbook and /or References	Multiple published articles, book chapters and similar monographs will be provided in a course pack.								
Assessment Criteria							<i>If any, mark as (X)</i>	Percent (%)	
	Midterm Take-away Exam						X	40	
	Writing a Research Manuscript						X	60	
Instructors	Assoc. Prof. Dr. Kemal Sinan Özmen								
Week	Subject								
1	Nature of the qualitative paradigm								
2	Theories behind the qualitative methodology								
3	Qualitative methods and techniques 1								
4	Qualitative methods and techniques 2								
5	Grounded theory								
6	Constant comparison method								

7	Ethnography and narrative
8	Data collection in ethnographic studies
9	Classroom discourse analysis
10	Data analysis workshop 1
11	Data analysis workshop 2
12	Genre analysis for qualitative studies
13	Student presentation of research manuscripts
14	Student presentation of research manuscripts
15	Student presentation of research manuscripts



Semester	Course Unit Code	Course Unit Title	L+P	Credit	Number of ECTS Credits
1	4640010	PSYCHOLOGY IN FOREIGN LANGUAGE TEACHER EDUCATION	3	3	8
Mode of Delivery : Face to Face Language of Instruction : Turkish Level of Course Unit : Master's Degree Work Placement(s) : No Department / Program : İNGİLİZ DİLİ EĞİTİMİ(DR) Type of Course Unit : Elective Objectives of the Course : This course offers critical knowledge, skills and competences for PhD students in the pursuit of understanding teacher education Teaching Methods and Techniques : from a sociocultural perspective by referring to the major constructs of psychology as well as SLTE. Prerequisites and co-requisites : Teacher education theories, approaches of various countries and institutions will be analyzed in line with the current theoretical Course Coordinator : and empirical epistemology. The course also constitutes a research module in which students are expected to carry out an Name of Lecturers : independent study concerning educating, monitoring and developing English teachers. Assistants : Y:İN FOREIGN LANGUAGE TEACHER EDUCATION Prof. Dr. Kemal Sinan ÖZMEN					
Recommended or Required Reading					
Resources : Li, D., Mahoney, D., and Richards, J., eds. (1994) Exploring Second Language Teacher Development. Hong Kong: City Polytechnic o 1.Bailey, K. (2006) Language Teacher Supervision: A case-based approach. Cambridge: CUP. 2.Balloch, F. (1996) Teacher Developm					
Course Category					
Mathematics and Basic Sciences	:	Education	:		
Engineering	:	Science	:		
Engineering Design	:	Health	:		
Social Sciences	: 50	Field	: 50		
Weekly Detailed Course Contents					
Week	Topics	Study Materials	Materials		
1	Introduction to teacher education and psychology				
2	Analyzing concepts from psychology in teacher education				
3	Research design in second language teacher education				
4	Teacher cognition				
5	Teacher identity				
6	Teacher beliefs				
7	Efficacy and concerns				
8	Motivation and mission				
9	Teacher autonomy				
10	Teacher burnout				
11	Teacher's nonverbal immediacy				
12	Social strata shaping teacher psychology				
13	Student presentations (research projects)				
14	Student presentations (research projects)				
15	Student presentations (research projects)				
Course Learning Outcomes					
No	Learning Outcomes				
C01	Being able to design research studies in second language teacher education				
C02	Knowledge of second language teacher education and psychology				
C03	Developing a critical perspective toward theories of psychology and teacher education				

Program Learning Outcomes	
No	Learning Outcome
P02	to understand the interaction between the disciplines (Linguistics, Educational Sciences, Culture and Literature) related to the field.
P03	to reach original conclusions by evaluating new ideas discussed in the related disciplines
P04	to approach systematically to new knowledge in the ELT field
P05	to gain advanced level skills of research methods related to the field
P01	to improve the recent and advanced level knowledge at expert level with original thinking and research in the English Language Teaching field based on Master's degree
P06	to develop a whole new scientific method in the field or apply an available method in a different way
P07	to examine, comprehend, adapt and apply an original study
P08	to carry out a critical analysis and evaluation of the new ideas in the field
P09	to work independently and take responsibility
P10	to contribute to science by carrying out an original study in the field

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Assessment Methods and Criteria			ECTS Allocated Based on Student Workload			
In-Term Studies	Quantity	Percentage	Activities	Quantity	Duration	Total Work Load
Mid-terms	0	%0	Weekly Theoretical Course Hours	15	4	60
Assignment	1	%20	Weekly Tutorial Hours	8	2	16
Practice	1	%60	Reading Tasks	14	4	56
Projects	1	%20	Searching in Internet and Library	12	2	24
Practice	0	%0	Material Design and Implementation	0	0	0
Mid-Term	0	%0	Report Preparing	8	2	16
Final examination	0	%0	Preparing a Presentation	2	16	32
Total		%100	Midterm Exam and Preperation for Midterm Exam	0	0	0

[illegible]

	ECTS Allocated Based on Student Workload			
	Activities	Quantity	Duration	Total Work Load
	Final Exam and Preperation for Final Exam	0	0	0
	Total Work Load			204
	ECTS Credit of the Course			8

Contribution of Learning Outcomes to Programme Outcomes
Contribution: 1: Very Slight 2:Slight 3:Moderate 4:Significant 5:Very Significant

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ENGLISH LANGUAGE TEACHING PROGRAMME

INTERACTIVE WEB-BASED LANGUAGE TEACHING

PhD COURSE SYLLABUS

<i>Course Code</i>	4640230
<i>Course Title</i>	Interactive Web-based Language Teaching
<i>Compulsory / Elective</i>	Compulsory
<i>Programme Name</i>	English Language Teaching
<i>Programme Type</i>	PhD
<i>Weekly Course Hours</i>	3
<i>Weekly Course Schedule</i>	Monday 9:30-12:30
<i>Name- Surname of The Lecturer</i>	Prof. Dr. Gonca Yangın Ekşi
<i>Contact Information of The Lecturer</i>	goncayangin@gmail.com

Course Definition and Objectives

This course is designed for language teachers who are interested in becoming more knowledgeable, skilled and confident in the use of technologies for language teaching purposes. The course provides an overview of the theory and research on the use of technology for pedagogical purposes and then gives teachers the opportunity to work with current technologies that can be used in the language classroom. The course examines a range of useful technology-related skills and tools which are immediately applicable in the language classroom. Course participants develop basic computer literacy skills, learn about various approaches to using technology in the classroom, explore (free) online tools, and have the opportunity to put these into practice over the duration of the course itself.

Learning Outcomes and Competences

Students will be able to

- Review interactive instructional technologies in language teaching/learning.
- Learn terminology related to computer-assisted foreign language learning.
- Experiment with and evaluate current computer applications in foreign language learning.
- Learn how to design and integrate computers into foreign language courses.
- Review and evaluate selected current research in CALL.
- Develop their own multimedia CALL materials.
- learn how to adapt and use current ICT tools
- show teachers how to get their learners to use technology for creative, collaborative, shared, digital project work
- develop an understanding of Web 2.0, VLEs, blended learning and m-learning, and how these could be used in the participant's context
- critically engage with research into technology and second language teaching and learning

Course Weekly Plan

Week	Subjects	Learning Tasks	
1	Introduction Journals, SIGs conferences, etc History of CALL CALL approaches (behavioural, cognitive, socio cognitive)	Journals Manuscript	
2	Theoretical Background and justification of technology integration in language learning Computer Mediated Communication (CMC) Research into CALL	Task 1. Examining and presenting the current issue of related Journals	
3	Augmented Reality & Virtual Reality (3-D environments, avatars, games)	Task 2. Evaluation and Presentation of AR / VR tools & apps	
4	Artificial Intelligence in language learning (chatbots, agents e.g. ChatGPT)		
5	Artificial Intelligence in language learning	Task 3. Presentation of articles	
6	Using Corpora & Data Driven Learning DDL & Plagiarism detection and Ethical issues		
7	Augmented Reality & Virtual Reality Telecollaboration & CMC (Computer Mediated Communication) Use of social media in language teaching and learning		
8	Mobile Learning MALL		
9	Gamification 3D Virtual Worlds Metaverse		
10	Teaching language skills using CALL		
11	Teaching language skills using CALL		
12	Teaching language areas/components using CALL (pron, grammar, voc)		
13	CALL Teacher education TPACK, DigCompEdu		
14	Presentation of Manuscripts		

Resources:

1. <http://englishagenda.britishcouncil.org/seminars/beyond-computer-assisted-languagelearning>
2. <https://web.stanford.edu/~efs/callcourse2/CALL1.htm>
3. <https://units.imamu.edu.sa/colleges/LanguageAndTranslation/ba/Documents/call.pdf>
4. <https://www.fluentu.com/blog/educator/what-is-computer-assisted-language-learning/>
5. https://elt.fandom.com/wiki/Computer_assisted_language_learning
6. https://www.llas.ac.uk/resources/gpg/61_G6
www2.nkfust.edu.tw/~emchen/CALL/unit1.htm
7. Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *The internet TESL Journal*, 6(12), 1-8.
8. Chun, D., Smith, B., & Kern, R. (2016). Technology in Language Use, Language Teaching, and Language Learning. *Modern Language Journal*, 100, 64–80.
<https://doi.org/10.1111/modl.12302>
9. Kennedy, C., & Levy, M. (2009). Sustainability and computer-assisted language learning: Factors for success in a context of change. *Computer Assisted Language Learning*, 22(5), 445-463.
10. Kılıçkaya, F. (2009). The effect of a computer-assisted language learning course on pre-service English teachers' practice teaching. *Educational Studies*, 35(4), 437-448.
11. Otto, S. E., & Pusack, J. P. (2009). Computer-assisted language learning authoring issues. *The Modern Language Journal*, 93, 784-801.
12. Chapelle, C. A. (2010). The spread of computer-assisted language learning. *Language Teaching*, 43(1), 66-74.
13. Hani, N. A. B. (2014). Benefits and barriers of computer assisted language learning and teaching in the Arab world: Jordan as a model. *Theory and Practice in Language Studies*, 4(8), 1609.
14. Bangs, P., & Gomez, P. C. (2004). What can computer assisted language learning contribute to foreign language pedagogy? *International Journal of English Studies*, 4(1), 221-239.
15. Chapelle, C. A. (2009). The relationship between second language acquisition theory and computer-assisted language learning. *The Modern Language Journal*, 93, 741-753.
16. Wik, P., & Hjalmarsson, A. (2009). Embodied conversational agents in computer assisted language learning. *Speech Communication*, 51(10), 1024-1037.
17. Hirvela, A. (2005). Computer-based reading and writing across the curriculum: Two case studies of L2 writers. *Computers and Composition*, 22(3), 337-356.
18. Yang, Y. (2010). Computer-assisted foreign language teaching: Theory and practice. *Journal of Language Teaching and Research*, 1(6), 909.
19. Zaini, A., & Mazdayasna, G. (2014). The effect of computer assisted language learning on the development of EFL learners' writing skills. *Procedia-Social and Behavioral Sciences*, 98, 1975-1982.
20. Bhatti, T. M. (2013). Teaching reading through computer-assisted language learning. *TESL-EJ*, 17(2), n2.
21. El Shaban, A., & Egbert, J. (2018). Diffusing education technology: A model for language teacher professional development in CALL. *System*, 78, 234-244.

22. Chai, C. S., Koh, J. H. L., Tsai, C. C., & Tan, L. L. W. (2011). Modeling primary school pre-service teachers' technological pedagogical content knowledge (TPACK) for meaningful learning with information and communication technology (ICT). *Computers & Education*, 57(1), 1184-1193.
23. Jiang, D., & Zhang, L. J. (2020). Collaborating with 'familiar' strangers in mobileassisted environments: The effect of socializing activities on learning EFL writing. *Computers & Education*, 150, 103841.
24. Ghasemi, B., Hashemi, M., & Bardine, S. H. (2011). The capabilities of computers for language learning. *Procedia-Social and Behavioral Sciences*, 28, 58-62. A18 Hashemi, M., & Aziznezhad, M. (2011). Computer assisted language learning freedom or submission to machines? *Procedia-Social and Behavioral Sciences*, 28, 832-835.
25. Pikhart, M. (2020). Intelligent information processing for language education: The use of artificial intelligence in language learning apps. *Procedia Computer Science*, 176, 1412-1419.
26. Glenn Stockwell "Exploring Theory in Computer Assisted Language Learning"

Assessment Criteria			
* State the scores of the implementations (assignment, group work, project, midterm and quiz, etc.) in the course plan on the evaluation process.			
	Implementations	Score	Percentage
Midterm	Principled review: The students are required to revise the related literature about the assigned topic and prepare a principled review	85	%40
	Tasks: (individual) the students are required to do the assigned tasks and participate in discussions.	15	
Final	Manuscript: Students are expected to write a detailed principled review article on the assigned topic.	75	%60
	Tasks: (individual) the students are required to make a presentation on the assigned topic, covering concepts, related literature, up-to-date apps and tools and a detailed presentation of two research articles.	25	
		Total	100%

Course Description Form	
Course Code and Title	4640007 Pragmatics in English Language Teaching
Semester	Fall
Course Content	Knowledge of basic concepts and theories of pragmatics and application of knowledge of basic concepts and theories of pragmatics to English language Teaching
Course Book	1. O'Keefe, A., Clancy, B., & Adolphs, S. (2011). Introducing pragmatics in use. London and New York: Routledge. 2. Duranti, A. and Goodwin, C. (1992). Rethinking context: language as an interactive phenomenon. Cambridge [England] ; New York : Cambridge University Press 3. Brown, P. and Levinson, S. (1987). Politeness: Some Universals in Language Usage. UK: Cambridge University Press
Supplementary Course Books	
ECTS	6
Prerequisites of the Course	The students are required to participate 70% of the class hours.
Type of Course	Theoretical
Instruction Language	English
Course Objectives	The students will have knowledge about the basic concepts and theories of pragmatics and apply basic concepts and theories of pragmatics to English language Teaching.
Learning Outcomes	Knowledge of basic concepts and theories of pragmatics Skills to apply of basic concepts and theories of pragmatics to English language Teaching Knowledge and skills to research basic concepts and theories of pragmatics in relation to English language teaching
Conduct of the Course	Face to face lecture, discussion, and presentation
Course Weekly Plan	01 Introduction to communication: Syntactics, semantics and pragmatics 02. Sociopragmatics; pragmalinguistics 03. Context theory 04. Context theory and English language teaching 05. Speech acts theory 06. Speech acts theory and English language teaching 07. Midterm written exam 08. Politeness theory 09. Politeness theory and English language teaching 10. Metaphor theory 11. Metaphor theory and English language teaching 12. Formulaic language and English language teaching

	13. Implicatures and English language teaching 14. Testing pragmatics 15. Testing pragmatics 16. Final written exam							
Assessment tasks	Weekly theoretical course hours: 3 Weekly applied course hours: None Reading Activities: 30 Internet research, library studies: 22 Preparing a presentation: 20 Presentation: 3 Preparation for the exam: 33							
Assessment Criteria		Number	Total Contribution (%)					
	Midterm Written Exam	1	16					
	Midterm Assignment	2	24					
		Midterm	40					
	Final Application	1	24					
	Final Written Exam	1	18					
	Final Research Work	1	18					
		Final	60					
Workload	Activity	Total Week Count	Weekly Duration (in Hour)	Total Workload in semester				
	Weekly theoretical course hours	14	3	42				
	Weekly applied course hours	None	None	None				
	Reading Activities	15	2	30				
	Internet researches, library studies	11	2	22				
	Preparing a presentation	4	5	20				
	Presentation	3	1	3				
	Midterm and Preparation for midterm	5	3	15				
	Preparation for final exam and final exam	6	3	18				
	Total workload			150				
	Total workload/25			150/25				
	ECTS			6				
Contribution Level between Course Outcomes and Program Outcomes		Program Outcomes	1	2	3	4	5	
		1 Course develops student's skills of expression and research						√
		2 Grasping the inter-disciplinary interaction						√

		related to his field					
		The ability to use the expert-level theoretical and practical knowledge acquired in his field					√
		4 Interpreting and forming new types of knowledge by combining the knowledge from the area and the knowledge from various other disciplines					√
		5 Solves the issues of his field by using scientific methods				√	
		6 The ability to carry out a specialist study related to his area independently					√
		7 Developing new strategic approaches to solve the unforeseen and complex problems arising in the practical processes			√		
		8 Coming up with solutions while taking responsibility			√		
		9 Fulfilling the leader role in the environments where solutions are sought for the problems related to his field		√			
		10 Evaluates issues with a critical eye and encourages learning					√
		11 Transferring the current developments in the area and his/her own work within the national and international environments orally, visually and in written forms			√		
		12 Ability to see and develop social relationships and the norms directing these relationships with a critical look and the ability to take action to change these when necessary		√			
		13 Having proficiency in a foreign language and establishing written and oral communication with that language					√
		14 Uses computer programs competent enough for his department				√	
		15 Using communication technologies efficiently and according to the needs of				√	

		the department					
		16 Collects data related to the field, reviews and makes conclusions; implements and shares them by considering ethical values					v
		17 Develops different perspectives related to the field, plans them and assesses them within the quality framework			v		
		18 Internalizes the knowledge gained in the field, transforms it into a skill and uses it with interdisciplinary studies			v		
Course Lecturer and Contact Information	Assoc. Prof. Dr. Cemal Çakır, ccakir@gazi.edu.tr						

GAZI UNIVERSITY
ENGLISH LANGUAGE TEACHING PROGRAMME

Pedagogical Perspectives on English as a Lingua Franca: World Englishes and Culture in ELT

PhD COURSE SYLLABUS

<i>Course Code</i>		1640002
<i>Course Title</i>		Psychology of the Language Learner & Classroom Climate
<i>Compulsory / Elective</i>		Elective
<i>Programme Name</i>		English Language Teaching
<i>Programme Type</i>		PhD
<i>Semester</i>		
<i>Weekly Course Hours</i>		
<i>Weekly Course Schedule</i>		
<i>Name- Surname of The Lecturer</i>		Prof. Dr. Gonca Yangın Ekşi
<i>Contact Information of The Lecturer</i>		goncayangin@gmail.com

Prof. Dr. Gonca Yangın Ekşi goncayangin@gmail.com

Weekly Course Content

1.		Introduction Overview of the course objectives, expectations, and assignments.
2.		English as a Lingua Franca (ELF), English as an International Language (EIL), and World Englishes - Defining World Englishes and the global spread and influence of English. - Topics: Language contact, standard and variety, pidgins and creoles, variation and change (accents, dialects), Global Englishes.
3.		From Communicative Competence to Intercultural Communicative Competence - Key concepts in culture and language. - Defining intercultural competence and its relevance in ELT. Designing a Virtual Exchange/ Telecollaboration task/project
4.		Current debates and issues in World Englishes

		Key readings and discussion: Graddol, Kachru, Jenkins, Crystal, Seidlhofer, Matsuda, Bayyurt, Sifakis.
5.		EFL-Informed Pedagogy in English Language Teaching - How EFL-informed pedagogy can be integrated into classroom practice. Language Planning and Language Policy - English as a foreign language, English-medium education and bilingual education models around the world.
6.		Debates on the Future of English as an International Language Major arguments for and against the use of English as an international language Task: A review of research and practice on <i>the future of English</i>, <i>English Next</i> by Graddol (2000-2500 words)
7.		Artificial Intelligence & Reconsidering the role of Artificial Intelligence, English as a Lingua Franca Discussion Topic: How AI is influencing language learning and the role of English as a global lingua franca. Write a position paper on the impact of AI in ELF (1000-1500 words).
8.		Virtual Exchange/ telecollaboration Globalisation Sustainable Education Goals
9.		Culture in Language Learning and Teaching - Focus on the cultural dimension of language learning and how it shapes language acquisition. Key Discussion Points: - Cultural norms and values embedded in language. - The role of cultural awareness in language proficiency. - Case studies on cross-cultural misunderstandings in communication. Discuss a personal or observed experience where cultural differences influenced communication in an ELF context
10.		Language and Identity - Exploring how language constructs identity in multicultural settings. Key Discussion Points: - English as a language of power and identity construction. - The role of multilingualism in personal and social identity formation.
11.		Developing Intercultural Communicative Competence (ICC)

		• Methods and strategies to enhance ICC in EFL classrooms. • Key Discussion Points: ◦ How teachers can develop learners' ability to navigate intercultural communication. ◦ Challenges in developing and assessing ICC.
12.		Cultural Representation in ELT Materials • Evaluating how cultures are portrayed in English textbooks and other teaching materials. • Key Discussion Points: ◦ Critical analysis of cultural stereotypes in ELT resources. ◦ How authentic or diverse are the cultural representations in commonly used textbooks? • In class task: Conduct a textbook analysis focusing on the portrayal of different cultures
13.		Critical Pedagogy and Culture • Investigating the role of critical pedagogy in raising cultural awareness in ELT. • Key Discussion Points: ◦ How can critical pedagogy help students challenge cultural stereotypes and assumptions? ◦ The role of teachers in facilitating discussions on culture, power, and identity in the classroom.
11.		Virtual Exchange Project • Individual feedback on first drafts of VE
12		• Finalising the VE Project
13		Wrap-up
14		Final & end of term

Suggested Reading:

- Crystal, D. (2003) English as a Global Language. 2nd edition. Cambridge: CUP.
- Jenkins, J. (2009) World Englishes: A Resource book for Students. 2nd edition. London: Routledge.
- Kirkpatrick, A. (2007) World Englishes: implications for international communication and English Language Teaching. Cambridge: CUP.
- Wardhaugh, R. (2000) An Introduction to Sociolinguistics. 3rd edition. Oxford: Blackwell.
- Bayyurt, Y. & Akcan, S. (Eds) (2015). Current Perspectives on Pedagogy for English as a Lingua Franca. De Gruyter Mouton: Berlin.
- Matsuda, A. (Ed). (2012). Principles and Practices of Teaching English as an International Language. Bristol: Multilingual Matters.

Further Reading:

- Alptekin, C. 2002. 'Towards intercultural communicative competence in ELT'. *ELT Journal* 56/1: 57-64.
- Baker, W. (2011). *Intercultural Awareness: Modelling and understanding of cultures in intercultural communication through English as a Lingua Franca*. *Language and Intercultural Communication* 11. 197-214.
- Gagliardi, C. & Maley, A. (Eds) (2010). *EIL, ELF, Global English: Teaching and learning issues*. Bern: Peter Lang.
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- Kachru, B. B. & Nelson C. L. 1996. 'World Englishes'. In S. L. McKay and N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp.71-102). Cambridge: Cambridge University Press
- Kramsch, C. (1998) *Language and culture*. Oxford: Oxford University Press.
- McKay, S. (2002). *Teaching English as an international language*. Oxford: Oxford University Press.
- McKay, S., & Bokhorst-Heng, W.D. (2008). *International English in its sociolinguistic contexts*.
- Modiano, M. 2001. 'Linguistic imperialism, cultural integrity, and EIL'. *ELT Journal* 55/4:339-46.
- Prodromou, L. 1992. 'What culture? Which culture? Cross cultural factors in language learning'. *ELT Journal* 46/2: 127-144.
- Rajagopalan, K. 2004. 'The concepts of "World English" and its implications for ELT'. *ELT Journal* 58/2: 111-17.
- Seidlhofer, B. 2001. 'Closing a conceptual gap: the case for a description of English as a lingua franca'. *International Journal of Applied Linguistics* 11/2: 133-58.
- Seidlhofer, B. (2004). *Understanding English as a Lingua Franca*. Oxford: OUP.
- Sharifian, F. (2010). (ed) *English as an International Language: Perspectives and Pedagogical Issues*. Buffalo, NY: Multilingual Matters.
- *Towards a socially sensitive EIL pedagogy*. New York: Routledge.

Grading Breakdown:

Midterm:	presentation 1	50%
	Task & Position paper	50%
Final:	Presentation 2	50%
	VE Project	50%

COURSE DESCRIPTION FORM	
Course Code and Name	Sustainability in World English Literature
Course Semester	Spring
Catalogue Data of the Course (Course Content)	This course aims to develop raising awareness, improving critical thinking skills, encouraging global citizenship, and promoting language proficiency through the exploration of the intersection of sustainability, literature, and English Language Teaching (ELT). The United Nations have framed 17 Sustainable Development Goals (SDGs). Literature can play a crucial role in attaining these goals integrating sustainability into English Language Teaching (ELT) and contribute to a more sustainable future. Taking this perspective as a standpoint, topics for the course are constructed in line with the themes of SDGs. Students critically examine sustainability concepts, deepen understanding of sustainability issues and their global relevance. They engage with a variety of literary texts across different genres suitable for various age groups that focus on environmental issues and sustainability themes, while also examining and applying pedagogical approaches to integrating these texts into ELT. Students create lesson plans and teaching materials that incorporate sustainability themes. During these presentations, they will give and take peer and supervisor feedback to make relevant adjustments. By the end of the term, they will have transformed (process-based evaluation) their meta-analysis studies into research briefs and submit them (product-based evaluation) for final evaluation. Those who meet the evaluation criteria are supported to publish their reports in national and international journals.
Course Textbooks	1. Norton Anthology of English Literature; 2. Bekteshi, E. and Xhaferi, B. (2020), "Learning about sustainable development goals through English language teaching", Research in Social Sciences and Technology, Vol. 5 No. 3, pp. 78-94, doi: 10.46303/ressat.05.03.4., 3. Berchin, I.I., de Aguiar Dutra, A.R. and Guerra, J.B. (2021), "How do higher education institutions promote sustainable development? A literature review", Sustainable Development, Vol. 29 No. 6, pp. 1204-1222, doi: 10.1002/sd.2219., 4. Cates, K.A. (2002), "Teaching for a better world: global issues and language education", Human Rights Education in Asian Schools, Vol. 5, pp. 41-52. 5. Grigaitiene, R. (2006), "On the issue of English teacher training and the principle of sustainability in approach to intercultural communication competence development", in Pipere, A. (Ed.), Education and Sustainable Development: First Steps toward Changes, Daugavpils, Saule, pp. 239-250. 6. Maley, A. and Peachey, N. (2017), Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals, British Council, London.
Supplementary Textbooks	1. Mambu, J.E. (2023), "Embedding sustainable development goals into critical English language teaching and learning", Critical Inquiry in Language Studies, Vol. 20 No. 1, pp. 46-76, doi: 10.1080/15427587.2022.2099863. 2. Persson, C., Einarson, D. and Melen, M. (2023), "Educating the educators to be a driving force in higher education towards sustainable development", International Journal of Sustainability in Higher Education, Vol. 24 No. 9, pp. 197-212, doi: 10.1108/IJSHE-10-2022-0332. 3. Skopinskaja, L. (2006), "Intercultural communicative competence. a new challenge for sustainable education of language teachers", in Pipere, A. (Ed.), Education and Sustainable Development: First Steps toward Changes, Saule, Daugavpils, pp. 229-238
Credit (ECTS)	6
Prerequisites for the Course (Attendance Requirements)	None
Course Type	Elective
Language of Instruction	English
Course Objectives	Students will be able to 1. Analyze literary texts that engage with environmental and sustainability issues.

	2.Explore theoretical frameworks from ecocriticism, environmental humanities, and ELT. 3.Develop strategies for integrating sustainability themes into ELT. 4.Conduct independent research that contributes to the scholarly discourse on sustainability, literature, and ELT. 5.Develop a sense of global citizenship		
Course Learning Outcomes	1. Gain knowledge of key sustainability concepts and their relevance to contemporary global challenges. 2. Develop skills to critically analyse literary texts that address sustainability themes. 3. Learn how to incorporate sustainability themes into English language teaching materials and activities 4. Improve English language skills through reading, discussion, and writing about sustainability literature. 5. Prepare their own research briefs		
Instruction Method (Face-to-face, Distance education etc.)	Face to Face		
Weekly Schedule of the Course	1. Introduction to Sustainability Concepts Selected academic articles/ Group discussion 2. Key Concepts in Sustainability/ Selected academic articles/ Group discussion 3. Sustainability in Literature/ Selected literary texts/ Literature analysis 4. Pedagogical Theories and Sustainability/Key texts on ELT/ Critical essays 5. Research Methodologies/Articles on research methods/ Methodology workshops 6. Social and Economic Sustainability in Literature/ Selected essays / Group discussion 7. Midterm Exam 8. Environmental Sustainability/ Excerpts from different literary genres/ Group discussion 9. Teaching Sustainability in ELT / ELT articles on sustainability/ Lesson plan development 10. Designing Sustainable ELT Materials/ ELT resources/ Workshop on materials development 11. Implementing Sustainability in the Classroom/ Case studies/ Group presentations 12. Project Presentations/ Class presentations and feedback 13. Reflecting on Sustainability in Literature/ Selected novels/poems/ Literature analysis 14. Course Wrap-Up and Final Assessment/ Course Reflection		
Teaching Activities (The time spent for the activities listed here will determine the amount of credit required)	Weekly theoretical course hours: 42 Weekly practical course hours Reading activities: 42 Internet search and library work: 30 Designing and implementing materials Making a report: 15 Preparing and making presentations: 15 Midterm and revision for midterm: 15 Final exam and revision for final exam: 3		
Assessment Criteria			
		Number()	Weight (%)
	Midterm exam	1	20
	Assignment	1	50
	Application		
	Project		
	Practice		
	Quiz		
	Final exam		30

	Total		100					
Workload of the Course								
	Activity	Number of Weeks	Duration (Weekly Hour)	End of Semester Total Workload				
	Weekly theoretical course hours	14	3	42				
	Weekly practical course hours							
	Reading activities	14	3	42				
	Internet search and library work	10	3	30				
	Designing and implementing materials							
	Making a report	1	3	3				
	Preparing and making presentations	5	3	15				
	Midterm and revision for midterm	5	3	15				
	Final exam and revision for final exam	1	3	3				
	Total workload			150				
	Total workload/ 25			6				
	Course Credit (ECTS)			6				
Contribution Level between Course Outcomes and Program Outcomes	No	Program Outcomes		1	2	3	4	5
	1	Based on master of science competencies, he improves and deepens high level of knowledge with original thinking and research						X
	2	Using advanced level of knowledge based on master of science competencies, he reaches original definitions that will introduce innovations						X
	3	Grasps interactions with other disciplines and his discipline, he analyzes complicated ideas; synthesizes and reaches original results						X
	4	Evaluates and uses the knowledge in the field by classifying					X	
	5	Develops a new application, method, or a thought related to the field					X	
	6	Applies a known idea, method, design or application to a different field; searches, understands, designs, adapts and applies a novel issue					X	
	7	Makes critical analysis, synthesis and assessment of latest and complicated issues						X
	8	He uses advanced research methods						X
	9	Contributes to progress performing independently on an original study related to the field						X
	10	Enhances the limits of knowledge publishing articles related to the field in national and international journals						X
	11	Leads in original and interdisciplinary studies						X
	12	Develops original methods using advanced mental skills such as critical thinking and creative thinking						X
	13	Analyses social relations and the values that guide those relations through a critical approach and manages change and transformation when necessary						X

	14	Discusses original issues with specialists of the fields, defends his own opinions and expresses them on an effective way					X
	15	Having proficiency in a foreign language (European Language Portfolio on C level), he can discuss an issue through a written, verbal and visual communication					X
	16	Contributes to the sustainability and formation of information society, introducing scientific, technological and social advancements related to the field					X
	17	Establishes functional interactions using decision-making processes by various perspectives in solving possible problems					X
	18	Contributes to solutions of ethical, cultural and scientific problems and supports the developments of these values					X
Lecturer(s) and Contact Information	Lecturer's First/Last Name: Prof. Dr. Semra SARAÇOĞLU E-mail address: ssemra@gazi.edu.tr						

LANGUAGE LEARNING STRATEGIES

Language Learning in the Age of Artificial Intelligence
PhD Course Syllabus

Prof. Dr. Zekiye Müge Tavil

mtavil@gazi.edu.tr

Course Description

The aim of the course is to conceptualize the language learning strategies as dynamic, data-mediated, and human–AI co-regulated systems. The course challenges classical taxonomies and self-report traditions and positions artificial intelligence, learning analytics, and extended cognition at the center of strategic language learning research in English Language Teaching (ELT).

Course Objectives

- Critically rethink language learning strategies in AI-rich environments
- Integrate SLA, cognitive science, and educational technology
- Design publishable doctoral-level research
- Evaluate AI as a metacognitive and epistemic agent

Learning Outcomes

By the end of the course, students will be able to:

1. Theorize learning strategies beyond classical models
2. Analyze strategic learning through data and analytics
3. Design AI-supported strategic learning environments
4. Produce conference- and journal-ready academic papers

Assessment

- Conceptual papers: 30%
- Midterm critical review article: 30%
- Final journal-targeted paper: 40%

Weekly Outline

Week 1 – Classical and post classical Learning Strategies

Week 2 – Strategies as Self-Regulated Systems

Week 3 – Extended Cognition and AI

Week 4 – Strategy Design Paradigm

Week 5 – Learning Analytics as Strategy Evidence

Week 6 – AI as Metacognitive Scaffold

Week 7 – Midterm Review Article

Week 8 – Emergent Human–AI Strategies

Week 9 – Ethical and Methodological Issues

Week 10 – Strategy Research after SILL

Week 11 – Strategy Transfer in AI-Rich Contexts

Week 12 – Research design

Week 13 – Conference-Ready Presentations

Week 14 – Future Directions in Strategic Language Learning

Course Policy

This course emphasizes academic integrity, ethical use of AI, and original scholarly contribution. AI tools may be used as cognitive supports but must be transparently acknowledged in all presentations.

Suggested References

Plonsky, L. (2011). The effectiveness of second language strategy instruction. *Language Learning*, 61(4). <https://doi.org/10.1111/j.1467-9922.2011.00663.x>

Dörnyei, Z. (2005). The psychology of the language learner. *Applied Linguistics*, 26(4). <https://doi.org/10.1093/applin/ami023>

Atkinson, D. (2014). Language learning in mindbodyworld. *Applied Linguistics*, 35(5). <https://doi.org/10.1093/applin/amu009>

Oxford, R. (2017). Teaching and researching language learning strategies. *System*, 63. <https://doi.org/10.1016/j.system.2016.12.005>

Wise, A. F., & Shaffer, D. W. (2015). Why theory matters more than ever in learning analytics. *Journal of Learning Analytics*, 2(2). <https://doi.org/10.18608/jla.2015.22.2>

Kumar, V., & Silva, P. (2022). Artificial intelligence in education: A systematic review. *Computers & Education*, 176. <https://doi.org/10.1016/j.compedu.2021.104357>

Li, J., & Rosé, C. (2017). Learning analytics for language learning. *Journal of Educational Data Mining*, 9(2). <https://doi.org/10.5281/zenodo.3441306>

Roll, I., & Wylie, R. (2016). Evolution and revolution in AI-supported learning. *International Journal of Artificial Intelligence in Education*, 26(2). <https://doi.org/10.1007/s40593-016-0103>

Holmes, W., et al. (2019). Ethics of AI in education. *British Journal of Educational Technology*, 50(6). <https://doi.org/10.1111/bjet.12814>

Tseng, W. T., Dörnyei, Z., & Schmitt, N. (2006). A new approach to assessing strategic learning. *Applied Linguistics*, 27(1). <https://doi.org/10.1093/applin/ami046>

Gao, X. (2013). Strategic language learning. *System*, 41(3). <https://doi.org/10.1016/j.system.2013.07.005>

Plonsky, L., & Gass, S. (2011). Quantitative research methods. *Language Learning*, 61(s1). <https://doi.org/10.1111/j.1467-9922.2011.00638.x>

Hyland, K. (2015). Academic publishing. *Journal of English for Academic Purposes*, 19. <https://doi.org/10.1016/j.jeap.2015.02.005>

Luckin, R., et al. (2016). Intelligence unleashed. *International Journal of Artificial Intelligence in Education*, 26(2).



INSTITUTE OF EDUCATIONAL SCIENCES

ENGLISH LANGUAGE TEACHING PROGRAMME (PHD)

International Language Education Policies

COURSE SYLLABUS

Course Code	4640226
Course Title	International Language Education Policies
Compulsory / Elective	Compulsory
Programme Name	English Language Teaching
Programme Type	PhD
Semester	Spring
Weekly Course Hours	3
Weekly Course Schedule	
Name- Surname of The Lecturer	Prof. Dr. Asuman Aşık
Contact Information of The Lecturer	Asuman.asik@gazi.edu.tr

Course Prerequisites

No pre-requisites are required.

Course Definition and Objectives

This course aims to analyze and study on the foreign language policies of other countries within the framework of CEFR used in European Union and Turkey.

Learning Outcomes and Competences

- To analyze the language education policies of different countries
- To design projects based on European action plans
- To understand the priorities listed in language education policies of other countries

Course Weekly Plan

	Subjects	Reading list
Week 1:	Warm-up, introduction to the course: Syllabus, rules & expectations	
Week 2:	English Language Education Policy in TR Multilingualism, plurilingualism CEFR	Kırkgöz, Y. (2017). English education policy in Turkey. <i>English language education policy in the Middle East and North Africa</i> , 235-256. Cephe, P. T. & Aşık, A. (2016). CEFR and foreign language teaching in Turkey. Nüans Publishing.





Week 3:	English Language Education Policy in TR Multilingualism, plurilingualism CEFR	Kırkgöz, Y. (2017). English education policy in Turkey. <i>English language education policy in the Middle East and North Africa</i> , 235-256. Cephe, P. T. & Aşık, A. (2016). CEFR and foreign language teaching in Turkey. Nüans Publishing.
Week 4:	CEFR Language education policies and assessment	Gorter, D., & Cenoz, J. (2017). Language education policy and multilingual assessment. <i>Language and Education</i> , 31(3), 231-248. Deygers, B., Zeidler, B., Vilcu, D., & Carlsen, C. H. (2018). One framework to unite them all? Use of the CEFR in European university entrance policies. <i>Language Assessment Quarterly</i> , 15(1), 3-15.
Week 5:	Review of language education policies	The report of MELC
Week 6:	Review of language education policies	
Week 7	Task 1	
Week 8	Task 1	
Week 9	Task 1	
Week 10	International Projects on Policies & EU Action Programs	
Week 11	Previous Erasmus projects on Language Teaching (Task 2-all students)	
Week 12	Task 3	
Week 13	Task 3	
Week 14	Task 3	
Week 15	Task 3	

Teaching Methods and Techniques

Lecture, research, group-discussion, question-answer, collaborative hands-on practices.

Course Rules and Expectations



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- Attendance and participation to the course are necessary.
- The deadlines for the assignments are strict. Late submissions will not be graded.
- Students are not allowed to share any of the course materials and content presented during the course.

Assessment Criteria

** State the scores of the implementations (assignment, group work, project, midterm and quiz, etc.) in the course plan on the evaluation process.*

	Implementations	Score	Percentage
Midterm Exam	Task 1: Analyze a country's national language teaching policy (by comparing with others as well)	90	%40
	Attendance & Active Participation	10	
Final Exam	Task 2: Review and present previous EU/Other international projects on foreign language teaching	30	%60
	Task 3: Prepare a project proposal.	60	
	Attendance & Active Participation	10	
Total			100%



GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING
Ph.D. PROGRAM
PSYCHOLINGUISTICS AND NEUROLINGUISTICS

Instructor: Assoc. Prof. Dr. Burçak YILMAZ YAKIŞIK

Contact: burcak@gazi.edu.tr; yyburcak@gmail.com

Course Content: The course will cover topics related to the study of language from a psycholinguistic perspective and topics related to applied research on language, taking interdisciplinary approaches to the study of language into consideration.

Course Objectives:

Students will be able to

- ✓ explore the fundamental theories and concepts in psycholinguistics and neurolinguistics.
- ✓ examine the relationship between language and cognition from a psychological and neurological perspective.
- ✓ analyze the neural mechanisms underlying language processing and production.
- ✓ explain how we decode oral and written language.
- ✓ understand first and second language acquisition theories.
- ✓ comprehend the manner in which the brain stores, processes, and recalls language.
- ✓ talk about the implications of psycholinguistics and neurolinguistics on teaching a language
- ✓ reinterpret some of the methods in history.

Learning Outcomes:

- ❖ Awareness of the relationship between psycholinguistics and neurolinguistics and language teaching
- ❖ Evaluating and discussing the neural mechanisms involved in language processing and production.
- ❖ Analyzing and applying cognitive theories to language acquisition and development.
- ❖ Writing a research proposal about a topic in psycholinguistics and neurolinguistics.

Learning and teaching strategies:

Lectures, group discussions, individual research, student presentations

Textbooks

1. Handbook of Psycholinguistics (ed) Morton Ann Gernsbacher. 1994. Academic Press. San Diego
2. Linguistic Perspectives on Second Language Acquisition. (ed) Susan M. Gass and Jacquelyn Schachter. 1989. C. U. P. New York
3. Psycholinguistics. Michael Garman. 1990. C. U. P. New York
4. Psycholinguistics: Psychology, Linguistics and the Study of Natural Language. Joseph F. Kess. 1992. John Benjamins Publishing Company. Amsterdam

Suggested Books and Articles:

- Anderson, N. J. (2012). Metacognition: Awareness of language learning. Mercer, S., Ryan, S. & Williams, M. (eds.) *Psychology for language learning*. Palgrave Macmillan UK.
- Atkinson, D. (Ed.). (2011). *Alternative approaches to second language acquisition*. Taylor & Francis.
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*, 55, 147-157.
- Doughty, C. J., & Long, M. H. (Eds.). (2008). *The handbook of second language acquisition* (Vol. 27). John Wiley & Sons.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford: Oxford University Press.
- Dörnyei, Z. and Ryan, S. (2015). *The psychology of second language acquisition: Revisited*. Oxford: Oxford University Press.
- Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In *The Handbook of Second Language Acquisition* (pp. 589 - 630). Oxford: Blackwell Publishing.
- Dörnyei, Zoltán, and Ema Ushioda, (2009). Motivation, language identity and the L2 self. *Multilingual Matters*.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Erten, İ. H., & Burden, R. L. (2014). The relationship between academic self-concept, attributions, and L2 achievement. *System*, 42, 391-401.

- Hsieh, P. H. P. (2012). Attribution: Looking back and ahead at the ‘why’ theory. In *Psychology for language learning*. Mercer, S., Ryan, S. & Willams, M. (eds.) Psychology for Language Learning. Palgrave Macmillan UK.
- Mercer, S. (2011a). Language learner self-concept: Complexity, continuity and change. *System*, 39(3), 335-346.
- Mercer, S. (2011b). *Towards an understanding of language learner self-concept A* (Vol. 12). Springer Science & Business Media.
- Muñoz, C. (2014). Contrasting effects of starting age and input on the oral performance of foreign language learners. *Applied Linguistics*, 35(4), 463-482.
- Pemberton, R., & Cooker, L. (2012). Self-directed learning: Concepts, practice, and a novel research methodology. Mercer, S., Ryan, S. & Willams, M. (eds.) *Psychology for language learning*. Palgrave Macmillan UK.
- Ryan & Mercer (2012). Implicit Theories: Language Learning Mindsets Mercer, S., Ryan, S. & Willams, M. (eds.) *Psychology for language learning*. Palgrave Macmillan UK.
- Skehan, P. (1998). A cognitive approach to language learning. Oxford University Press.
- VanPatten, B., & Benati, A. G. (2010). Key terms in second language acquisition. Bloomsbury Publishing.
- Walker, C. (2015). A study of self-concept in reading in a second or foreign language in an academic context. *System*, 49, 73-85.
- Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 45(1), 28-36.
- Williams, M., Mercer, S. & Ryan, S. (2015). Exploring psychology in language learning. Oxford: Oxford University Press.

Assessment:

Midterm: Presentations (topic presentations and article analysis presentation)

Final: 1 systematic review article

Weekly Schedule

WEEK	Discussion Topics	Assignments	Task Distribution (names of the students will be written next to the topics)
1	Introduction to the Course Psychology & Linguistics	Assignment 1: Search for the Chomskyan revolution in psycholinguistics Assignment 2: What happened to Einstein's brain? Was it different from ordinary people?	
2	History of Psycholinguistics Human brain areas and functions		
3	Human brain areas and functions Lateralization Neuroplasticity Implications for teaching	Do research on brain disorders & speech disorders (aphasia/speech impediments/stuttering/articulation errors/dyslexia/tip of the tongue, and slip of the tongue issues Causes /treatment/reasons for concern	
4	Learners' presentations (1 st presentations) Discussion	Assignment: Search for examples of language that affect our thoughts. E.g. proverbs	• Autism (general characteristics of a child with autism) and how language is influenced • Aphasia (how language is influenced in broca's and wernicke's aphasia) • Speech impediments (how they occur)
5	Learners' presentations (2) (1 st presentations) Discussion		• Dyslexia (general characteristics of a child with dylexia) and how the child uses the language • ADHD (Attention Deficit Hyperactivity Disorder) • Language and Thought
6	Information Processing Memory Types	Reading	

7	Attention States of mind Comprehension & Production Implications for Teaching		
8	Learners' presentations (2 nd pres.)	Reading	• Reinterpreting Brain-based learning • How do cognitive and meta-cognitive strategies operate within information processing? • How does 'music' help information processing?
9	First Language Acquisition Learners' presentations (2 nd pres.)		• SLA theories
10	Learners' presentations (2 nd pres.)	Read 2 articles about L2 acquisition (one written before 2000 and one written after 2020, particularly on the same topic) Prepare a ppt about the content of your articles (for Dec. 1 st)	• Biological/Cognitive/Social factors in SLA • Immigrants' language learning (age of arrival & bilingualism)
11	Discussions about articles		Article Presentations
12	Motivation Beliefs Learners' presentations (3 rd pres.)		• Motivation types • Beliefs/Attribution theory/Self-efficacy
12	Positive Psychology Mindfulness	Deadline: The subject of the systematic review will be determined.	• Positive Psychology theories in SLA • How to apply Mindfulness in language classes
13	Humanistic Approaches & Methods Wrap-up		• Reinterpreting old methods (e.g. Desuggestopedia and CLL in line with recent neuroscience studies)

14	Evaluating the term, suggestions and feedback		
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Final Task: Write a systematic review about the subject in psycholinguistics and neurolinguistics

Evaluation of the Presentations

- Focus of the presentation
- Design of the slides
- Effective use of images
- Clarity and coherence of the content
- Clarity of the presentation
- Thoroughness of the ideas presented and the analysis
- Effective use of facts, statistics, and details
- Lack of grammatical and spelling errors
- Clarity of voice projection and appropriate volume
- Completion of the presentation within the allotted time frame