

Course Description Form	
Course Code and Title	1640004 Academic Discourse
Semester	Fall
Course Content	Approaches, models, and applications pertaining to academic discourse
Course Book	1. Hyland, Ken. (2009). Academic discourse. Continuum. 2. Schmied, Josef (Ed.). (2015). Academic writing for south eastern Europe: practical and theoretical perspectives. Cuvillier Verlag.
Supplementary Course Books	1. Laura Alba-Juez. (2009). Perspectives on discourse analysis: theory and practice. Cambridge Scholars Publishing. 2. Rasinger, Sebastian M. (2008). Quantitative research in linguistics: an introduction. Bloomsbury Academic. 3. Hua, Zhu. (2011). The language and intercultural communication reader. Taylor & Francis.
ECTS	8
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 and skills about approaches, models, and applications pertaining to academic discourse
Learning Outcomes	General information about approaches, models, and applications pertaining to academic discourse Knowledge about written and spoken genres of academic discourse Knowledge about the structure of research article Practice of IMRAD and CARS models Skills to use metadiscourse markers
Conduct of the Course	Face to face lecture, discussion, and presentation
Course Weekly Plan	1. Introduction to , models, and applications pertaining to academic discourse 2. Introduction to , models, and applications pertaining to academic discourse 3. Spoken genres of academic discourse 4. Written genres of academic discourse 5. Written genres of academic discourse 6. Structure of research article 7. Mid-term written exam 8. IMRAD model 9. IMRAD model 10. CARS model 11. CARS model 12. CARS model 13. Metadiscourse markers 14. Metadiscourse markers 15. Metadiscourse markers 16. Final written exam
Assessment tasks	Weekly theoretical course hours: 3 Weekly applied course hours: None Reading Activities: 60

	Internet research, library studies: 22 Preparing a presentation: 20 Presentation: 3 Preparation for the exam: 50			
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	4	60
	Internet researches, library studies	11	2	22
	Preparing a presentation	4	5	20
	Presentation	3	1	3
	Midterm and Preparation for midterm	5	4	20
	Preparation for final exam and final exam	6	5	30

	Total workload				197		
	Total workload/25				7.88		
	ECTS				8		
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					√
	17 Develops different perspectives related to the field, plans them and assesses them within the quality framework			√		
	18 Internalizes the knowledge gained in the field, transforms it into a skill and uses it with interdisciplinary studies			√		
Course Lecturer and Contact Information	Assoc. Prof. Dr. Cemal Çakır, ccakir@gazi.edu.tr					

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING
MA PROGRAM
ENGLISH FOR SPECIFIC PURPOSES/ENGLISH FOR ACADEMIC PURPOSES
COURSE DESIGN

Instructor: Assoc. Prof. Dr. Burçak YILMAZ YAKIŞIK

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

Course Content: This course is designed to teach the theoretical principles of English for Special Purposes, including language learning theories related to this field, approaches to curriculum planning, material design, and development, as well as evaluation techniques.

Course Objectives:

- Students will be able to develop an advanced understanding of needs analysis in English for specific purposes/English for academic purposes (ESP/EAP) contexts.
- Students will be able to analyze and compare EFL (English as a Foreign Language) and ESP (English for Specific Purposes) courses identifying their similarities and differences.
- Students will be able to design authentic and effective English for specific purposes (ESP) materials that address the language needs of specific professional domains.
- Students will be able to evaluate instructional technologies commonly used in English for specific purposes/English for academic purposes (ESP/EAP) courses.
- Students will be able to analyze and develop appropriate assessment tools for evaluating language proficiency in English for specific purposes/English for academic purposes (ESP/EAP) contexts

Learning Outcomes:

- Students conduct an extensive needs analysis to identify language requirements in specific professional contexts.
- Students compare and contrast the key elements, methodologies, and approaches in EFL and ESP courses.
- Students design ESP materials that align with the language needs of specific professional domains.
- Students integrate instructional technologies effectively into ESP/EAP instruction.
- Students design and employ suitable assessment tools to evaluate language proficiency in ESP/EAP contexts.
- Students do research in ESP/EAP contexts.

Learning and teaching strategies:

Lectures, group discussions, individual research, student presentations, and fieldwork.

Textbooks

1. Key Issues in English for Specific Purposes in Higher Education. (ed.) Yasemin Kırkgöz and Kenan Dikilitaş (2018). Springer International Publishing AG, Switzerland.
2. Brown, J. (1995). The elements of language curriculum. A systematic approach to curriculum development. Boston: Heinle & Heinle
3. Dudley-Evans, T. & St. John, M. J. (2001). Developments in English for specific purposes: A multi-disciplinary Approach. Cambridge: Cambridge University Press.
4. Northedge, A. 2003. Rethinking teaching in the context of diversity. *Teaching in higher education*, 8(2): 169–80.
5. Richards, J. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.
6. West, R. 1994. Needs analysis in language teaching. *Language Teaching*, 27: 1–19.

Assessment:

Midterm: Tasks: article reading related to the topic each week; needs analysis survey or problem-based learning (individual work); topic presentations; material adaptation

Final: 1 course design sample with its syllabus and a course book unit with ESP/EAP materials

Weekly Schedule

WEEK	Discussion Topics	Tasks
1	Introduction to the Course First meeting Course content ESP/EAP courses	For next week, read the articles about ESP course and needs analysis in google classroom (Articles 1)
2	CBI/CLIL ESP/EAP courses Difference between EGP/ESP courses Syllabus/curriculum Needs analysis	For next week, read the related articles in google classroom. (Articles 2)
3	Discussion about the articles about ‘needs analysis’ Lesson Planning in ESP/EAP lessons (writing objectives & learning outcomes) Discussions Course design	For next week, read the related articles in google classroom. (Articles 3)
4	Curriculum Types Teacher competencies in ESP/EAP courses. Critical Thinking	Students share their presentations with the classmates.

5	Syllabus Types Self-regulated learning & Learner Autonomy	
6	Problem-based Learning	
7	Material Design in ESP/EAP courses *Ways to analyze a reading text in ESP courses How to make texts more manageable to read	Find an authentic text in different disciplines, and make it more manageable to read. Add tasks for text analysis and tasks to foster critical thinking and analytic thinking.
8	Academic skills in 4 main skills	
9	Use of Digital tools in ESP courses	
10	How to use AI tools in ESP/EAP courses from the perspectives of 4 skills	Bring questions about needs analysis survey into the classroom
11	How to use digital tools for assessment in ESP classes	Bring questions about needs analysis survey into the classroom
12	Material Presentations Comparison of local and foreign contexts for ESP/EAP courses.	
13	Material Presentations Presentation of needs analysis survey	Bring the first draft of your final assignment.
14	Presentation of needs analysis survey	
15	Presentation of needs analysis survey EVALUATION	Reflect over the whole course

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

COURSE DESCRIPTION FORM	
Course Code and Name	Quantitative Data Analysis in ELT Research
Course Semester	Fall
Catalogue Data of the Course (<i>Course Content</i>)	This course introduces master's-level ELT students to the principles and practices of quantitative data analysis in language education research. It covers research questions and hypotheses, variables and measurement, sampling, data coding and screening, descriptive statistics, reliability and validity, inferential statistics, and interpretation and reporting of findings through common statistical procedures used in ELT research.
Course Textbooks	Bachman, L. F. (2004). Statistical analyses for language assessment book. Cambridge University. Field, A. (2018). <i>Discovering statistics using IBM SPSS Statistics (5th ed.)</i> . SAGE. Paltridge, B., & Phakiti, A. (Eds.). (2015). <i>Research methods in applied linguistics: A practical resource</i> . Bloomsbury Publishing.
Supplementary Textbooks	Rietveld, T., & Van Hout, R. (2010). <i>Statistics in language research: Analysis of variance</i> . Walter de Gruyter. Pallant, J. (2020). <i>SPSS survival manual (7th ed.)</i> . McGraw-Hill. Brown, J. D. (1988). <i>Understanding research in second language learning: A teacher's guide to statistics and research design</i> . Cambridge.
Credit (ECTS)	6 ECTS
Prerequisites for the Course (<i>Attendance Requirements</i>)	No formal prerequisite. Regular attendance and active participation in hands-on data analysis sessions are expected.
Course Type	Elective
Language of Instruction	English
Course Objectives	The main objective of this course is to equip ELT master's students with the knowledge and practical skills necessary to conduct, interpret, and report quantitative data analysis in L2 research.
Course Learning Outcomes	1. Explain key concepts, designs, and procedures in quantitative ELT research. 2. Formulate quantitative research questions and hypotheses appropriate to ELT contexts. 3. Prepare, code, and screen datasets for statistical analysis. 4. Select and apply appropriate descriptive and inferential statistics. 5. Interpret statistical output and report findings in academic style. 6. Critically evaluate the quantitative methods used in published ELT studies.
Instruction Method (<i>Face-to-face, Distance education etc.</i>)	Face-to-face
Weekly Schedule of the Course	Week 1: Introduction to quantitative research in ELT Week 2: Research questions, hypotheses, variables, and scales Week 3: Sampling, research designs, and ethical issues Week 4: Data coding, data entry, and dataset preparation Week 5: Descriptive statistics and data visualization

	Week 6: Reliability, validity, and assumption checking Week 7: t-tests and comparison of group means Week 8: ANOVA and post-hoc comparisons Week 9: Correlation analysis in ELT research Week 10: Simple and multiple regression Week 11: Non-parametric tests and categorical data analysis Week 12: Reading and critiquing quantitative ELT articles Week 13: Reporting results in APA style Week 14: Student presentations / project submission									
Teaching Activities <i>(The time spent for the activities listed here will determine the amount of credit required)</i>	Weekly theoretical course hours: 3 Weekly practical course hours: 1 Reading activities: 2 Internet search and library work: 1 Designing and implementing materials: 2 Making a report: 3 Preparing and making presentations: 4 Midterm and revision for midterm: 8 Final exam and revision for final exam: 11									
Assessment Criteria		Number(s)	Weight (%)							
	Midterm exam	1	30							
	Assignment	2	20							
	Application	0	0							
	Project	1	10							
	Practice	0	0							
	Quiz	0	0							
	Final exam	1	40							
	Total	5	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		14	1	14					
	Reading activities		14	2	28					
	Internet search and library work		10	1	10					
	Designing and implementing materials		6	2	12					
	Making a report		4	3	12					
	Preparing and making presentations		2	4	8					
	Midterm and revision for midterm		1	8	8					
	Final exam and revision for final exam		1	11	11					
	Total workload				145					
	Total workload/ 25				5.8					
	Course Credit (ECTS)				6					
Contribution Level between Course Outcomes and Program Outcomes	No	Program Outcomes			1	2	3	4	5	
	1	Based on master’s-level competencies, they improve and deepen their advanced knowledge through original thinking and research.							X	
	2	Using advanced knowledge based on master’s-level competencies, they develop original interpretations that introduce innovation.							X	

	3	They grasp the interactions between their discipline and other disciplines, analyze complex ideas, synthesize information, and reach original conclusions.					X
	4	They evaluate, classify, and use knowledge in the field effectively.					X
	5	They develop a new application, method, or idea related to the field.					X
	6	They apply a known idea, method, design, or application to a different field; investigate, understand, design, adapt, and apply a novel issue.					X
	7	They critically analyze, synthesize, and evaluate current and complex issues.					X
	8	They use advanced research methods.					X
	9	They contribute to progress by independently conducting an original study related to the field.					X
	10	They expand the boundaries of knowledge by publishing articles related to the field in national and international journals					X
	11	They take a leading role in original and interdisciplinary studies.					X
	12	They develop original methods by using advanced cognitive skills such as critical and creative thinking.					X
	13	They analyze social relations and the values guiding those relations through a critical perspective, and manage change and transformation when necessary.		X			
	14	They discuss original issues with specialists in the field, defend their own views, and express them effectively.					X
	15	With proficiency in a foreign language, they can discuss an issue through written, oral, and visual communication.					X
	16	They contribute to the development and sustainability of the information society by promoting scientific, technological, and social advancements related to the field.			X		
	17	They establish functional interactions and use decision-making processes from various perspectives in solving possible problems.					X
	18	They contribute 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: Assist. Prof. Dr. Fatıma Nur FİŞNE E-mail address: fatimanurfisne@gazi.edu.tr					



INSTITUTE OF EDUCATIONAL SCIENCES

ENGLISH LANGUAGE TEACHING PROGRAMME

Using Technology in Language Teaching

COURSE SYLLABUS

Course Code	1640236
Course Title	Using Technology in Language Teaching
Compulsory / Elective	Elective
Programme Name	English Language Teaching
Programme Type	Master
Semester	Fall
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 introduces Computer Assisted Language Learning (CALL) through connecting theoretical framework and practical implementations in second/foreign language classrooms. With an overview of several dimensions of educational technology, the course will increase awareness towards major terminology of CALL such as Web 2.0, gamification, augmented reality, CMC, blended learning, corpora, telecollaboration etc. The course aims to provide critical evaluation of CALL tools with hands-on practices for contextualized language learning purposes. Implications of CALL in language classrooms will also be discussed. The course also included review and evaluation of the current research in CALL.

Learning Outcomes and Competences

Students will be able to

- Analyze developments and practices regarding the use of technology in language teaching
- Explain major terminology related to CALL and educational technology
- Review interactive instructional technologies in language teaching/learning.
- Review and evaluate selected recent research in CALL.





- Design, develop and evaluate digital materials foreign language teaching.

Course Weekly Plan			
Week	Subjects	References	Learning Tasks
Week 1	ORIENTATION WEEK		
Week 2	Warm-up, introduction to the course: Syllabus, rules & expectations History of CALL, Technology use in language teaching, CALL (where are we now and where are we going). Internet and its various applications for Language instruction	PPT Web source list Hubbard, P. (2019). An Invitation to CALL. Online course website. Stanford University. https://web.stanford.edu/~efs/callcourse2/ Farr, F. & Murray, L. (2016). <i>The Routledge Handbook of Language Learning and Technology</i> . Routledge.	Padlet wall link:
Week 3	Theory and Practice in CALL research		Padlet Wall for group presentations.
Week 4	Theory and Practice in CALL research		Discussion
Week 5	Web 2.0 & 3.0, IWB use		Presentations
Week 6	Social Media Use, Blended Learning		Presentations
Week 7	MOOCs & Online Informal Learning of English (OILE), MALL		Presentations
Week 8	MIDTERM		





Week 9	CMC: Online L2 Interactional Competence		Group presentations
Week 10	Telecollaboration/Virtual exchange		Group presentations
Week 11	Using corpora & DDL, Gamification (Digital Games)		Group presentations
Week 12	Technology for grammar & vocabulary teaching (team work)		Group presentations
Week 13	Technology for listening and speaking (team work)		Group presentations
Week 14	Technology for reading and writing (team work)		Group presentations
Week 15	Future studies, wrap-up		

Teaching Methods and Techniques

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

Course Rules and Expectations

- All announcements about the course will be done through LMS system. Please check the system regularly.
- Students must ask their questions through messaging system on LMS system.
- Attendance and participation to the course are necessary. During live sessions, the students are required to participate actively.
- 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

	Implementations	Score	Percentage
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Midterm Exam	Task 1: Presentations on CALL terminology	60	%40
	Task 2: A review of research and practice on the assigned area of CALL – 2000 words	40	
	Attendance & Active Participation	10	
Final Exam	Task 3: Design, development and evaluation of computer- and web-based language learning materials.	80	%60
	Attendance & Active Participation	20	
Total			100%





GAZI UNIVERSITY
ENGLISH LANGUAGE TEACHING PROGRAMME

PSYCHOLOGY OF THE LANGUAGE LEARNER & CLASSROOM CLIMATE

MA COURSE SYLLABUS

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

	Course Prerequisites
	No pre-requisites are required.
	Course Definition and Objectives
	This course focuses on the different accounts of how people learn languages that are offered by psychology. It considers: behaviourism and innatism and the impact on language teaching; cognitivism and the influence on language teaching; socio-cultural theory and its influence on language teaching; the concept of mindsets and the impact on teaching. The course aims to investigate why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. The aim of this course is to study individual difference factors such as age, motivation, anxiety, willingness to communicate and so on.
	Learning Outcomes and Competences
	1 recognizes importance of individual differences 2 recognizes major learning theories 3. evaluates the relevance of major research findings for language education 4. draws implications from research findings for how language comprehension, production and acquisition can be facilitated in educational and learning contexts





Course Weekly Plan				
Week	Subjects		References	Learning Tasks
Week 1	Introduction Learner as a variable A brief history of Individual Differences Research Characteristics of a good learner	ORIENTATION WEEK		
Week 2	External and internal factors in CM , issues in classroom management,, Classroom-based research & the developing teacher	Q & A sessions Discussions		
Week 3	Behaviorism Cognitive psychology Constructivism Social Constructivist Theory Humanism in SLA	Q & A sessions Discussions		
Week 4	Quiz 1	Learner Characteristics	Q & A sessions Discussions Presentations	
Week 5	Role of age in language learning (ESL/EFL) Critical Age Hypothesis			
Week 6	Personality & intelligence & Language Aptitude		Q & A sessions Discussions Presentations	
Week 7	Learning styles & Cognitive styles		Q & A sessions Discussions Presentations	
Week 8	Learning strategies & Learner autonomy		Q & A sessions Discussions Presentations	
Week 9	Motivation & Willingness to Communicate Language Learning Motivation		Q & A sessions Discussions Presentations	
Week 10	Anxiety Language learning anxiety/ speaking anxiety etc		Q & A sessions Discussions Presentations	
Week 11	Learner beliefs & self-efficacy		Q & A sessions Discussions Presentations	
Week 12	Quiz 2			
Week 13	Corrective feedback	Classroom Practices	Q & A sessions Discussions	





			Presentations
Week 14	The use of L1, use of metalanguage		Q & A sessions Discussions Presentations
Week 15	Wrap-up & discussion		Q & A sessions Discussions

	Teaching Methods and Techniques
	Lecture, research, group-discussion, question-answer, collaborative hands-on practices.

Assessment Criteria			
<i>* State the scores of the implementations (assignment, group work, project, midterm and quiz, etc.) in the course plan on the evaluation process.</i>			
	Implementations	Score	Percentage
Midterm Exam	Quiz 1	50	%40
	Presentation	50	
Final Exam	Research Proposal	50	%60
	Quiz 2	50	
Total			100%

Reading List

- (1) Dörnyei, Z. 2005. The Psychology of the Language learner: Individual Differences in Second Language Acquisition. Mahwah, NJ.: Erlbaum.
- (2) “How Languages are Learned” by Lightbown & Spada (Chapter 3)

ADDITIONAL READINGS WORTH EXPLORING AND/OR USING FOR RESEARCH PROPOSAL IDEAS:

1. Introduction to Individual Differences
Dörnyei, Z. (2006). Individual differences in second language acquisition. AILA Review 19 (2006), 42-68.
2. Successful and Unsuccessful L2 Learners
Gan, Z., Humphreys, G. and Hamp-Lyons, L..(2004). Understanding successful and unsuccessful EFL students in Chinese universities. The Modern Language Journal 88, 229-244.
3. Age and L2 Learning
DeKeyser, R. (2000). The robustness of critical period effects in second language acquisition. Studies in Second Language Acquisition 22: 499-533.
Bialystok, E. (2002). On the reliability of robustness: A reply to DeKeyser. Studies in Second Language Acquisition 24: 481-488.
4. Language Aptitude and L2 Learning





- Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics* 25, 46-75.
5. Learning Styles and L2 Learning
Johnson, J., Prior, S., & Artuso, M. (2000). Field dependence as a factor in second language communicative production. *Language Learning* 50, 529-567
 6. Personality and L2 Learning
Verhoeven, L. & A. Vermeer. (2002). Communicative competence and personality dimensions in first and second language learners. *Applied Psycholinguistics* 23, 361–74.
 7. Anxiety and L2 Learning
Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics* 21, 112-126.
 8. Motivation and L2 Learning
Dörnyei, Z. & Csizer, K. (1998). Ten commandments for motivating language learners. *Language Teaching Research* 2: 203-229.
Csizer, K. and Z. Dörnyei. (2005). Language learners' motivational profiles and their motivated learning behaviour. *Language Learning* 55: 613–59.
 9. Willingness to Communicate
Cao, Y. & Philip, J. 2006. Interactional context and willingness to communicate: a comparison of behaviour in whole class, group and dyadic interaction. *System* 34, 480–93.
 10. Learners' Beliefs about L2 Learning
Mori, Y. (1999). Epistemological beliefs and language learning beliefs: what do language learners believe about their learning. *Language Learning* 49, 377–415.
 11. Learning Strategies
Tseng, W., Z. Dörnyei, & N. Schmitt. 2006. A new approach to assessing strategic learning: the case for self-regulation in vocabulary acquisition. *Applied Linguistics* 27: 78–102.
 12. Individual Differences and Language Instruction
Macaro, E. (2006). Strategies for language Learning and for language use: revising the theoretical framework. *Modern Language Journal* 90, 320–37



MASTER COURSE SYLLABUS

Prof. Dr. Zekiye Müge Tavil

mtavil@gazi.edu.tr

Course Title: Curriculum, Syllabus, Materials Development, Assessment and Artificial Intelligence

Programme: M.A. in English Language Teaching

Credits: 3 (3-0)

Semester: Fall

Course Description

This graduate course examines curriculum theory, syllabus design, materials development, assessment, and the integration of generative AI into English Language Teaching (ELT). Students critically evaluate curricula, textbooks, digital resources, and AI-supported instructional systems while designing evidence-based and ethically sound syllabi.

Learning Outcomes

- Critically evaluate major curriculum and syllabus design models.
- Design coherent ELT curricula and syllabi for diverse contexts.
- Develop, adapt, and evaluate teaching materials using research-based principles.
- Integrate generative AI into curriculum design while addressing ethical, pedagogical, and policy issues.
- Evaluate AI-supported assessment systems and their washback effects.
- Produce a publishable-quality syllabus project supported by current literature.

Weekly Schedule (15 Weeks)

Week	Topic
1	Course orientation; curriculum and syllabus foundations
2	Contemporary curriculum theories (Tyler, Taba, Nation & Macalister)
3	Syllabus design models
4	Needs analysis and learning outcomes
5	Textbook and curriculum evaluation
6	Materials development principles
7	Digital materials and multimodal learning
8	Generative AI in ELT: opportunities and risks
9	AI-supported curriculum and syllabus design
10	AI-supported assessment and feedback
11	Learning analytics, adaptive learning and personalization
12	Student seminar presentations
13	Student seminar presentations and peer review
14	Final project workshop
15	Final presentations and course synthesis

Assessment

Component	Weight
Seminar Presentation	20%
Critical Literature Review	20%
Participation & Weekly Tasks	10%
AI-supported Syllabus Project	40%
Peer Review	10%

Suggested References

- Tomlinson (2021). Developing Materials for Language Teaching.
- Kohnke & Moorhouse (2021). Digital Tools for Teachers.
- Zou, Huang & Xie (2021). Digital and AI Tools in Language Learning and Teaching.
- Dwivedi et al. (2023). Generative AI for Education.
- Recent 2024–2025 peer-reviewed AI in ELT literature.

Course Description Form	
Course Code and Title	1640235 The Use of Children’s Literature in English Language Teaching Classes
Semester	Spring
Course Content	
Coursebook	Semra Saraçoğlu.(2016) <i>The Use of Children’s Literature in English Language Teaching Classes</i> , Saarbrücken Lambert Academy
Supplementary Coursebooks	Peter Hunt.(1999) <i>Understanding Children’s Literature</i>, London and New York: Routledge. Nodelman Perrry & Mavis Reiman (2003). <i>The Pleasures of Children’s Literature</i>. Boston: Allyn & Baco. McGraw-Hill, Lynch-Brown. (2007). <i>Essentials of Young Adult Literature</i>, Pearson Education, Inc. Delpit, Lisa (1995) <i>Other People’s Children: Cultural Conflict in the Classroom</i>. New York: The New Press. Derman-Sparks, Louise (1993) <i>Anti-Bias Curriculum: Tools for Empowering Young Children</i>. Washington, D Association for the Education of Young Children.
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	This course aims to be a guide for ELT teachers to show them how to use Children’s Literature in teaching English as a second/foreign language.
Learning Outcomes	At the end of the course, the students will 1. have knowledge about Children’s Literature 2. become familiar with different genres of literature for children and young adults 3. read widely in the professional literature for a greater understanding of current trends 4. become familiar with different genres of literature for children and young adult 5. develop critical standards with which to examine these titles 6. gain theoretical and practical knowledge in the field of Children’s Literature 7. learn how to use literary texts in ELT classes 8. practice with many texts from different genres of Children’s Literature.
Conduct of the Course	Face to face lecture, discussion, and presentation
Course Weekly Plan	1. The history of children’s literature 2. A brief historical survey on theories of child development, Instructional methods of using literature. 3. The Kinds of Children’s Literature 4. Lesson Plans for Picture Books (Mother Goose Rhymes, Alphabet Books, Counting Books, Perceptual Concept Books) 5. Lesson Plans for Folktales 6. Lesson Plans for Fairy Tales 7. Critical Lesson Plans for Literary Fairy Tales 8. MID-TERM (written exam) 9. Lesson Plans for Myths 10. Lesson Plans for Legends 11. Lesson Plans for Epics 12. Lesson Plans for Poetry 13. Lesson Plans for Fantasy 14. Lesson Plans for Realistic Fiction 15. Lesson Plans for Nonfiction 16. FINAL(written exam)

Assessment tasks (The time spent for the tasks defined here will determine your credit. Please fill in carefully)	Weekly theoretical course hours:3 Weekly applied course hours: 0 Reading Activities:30 Internet research, library studies:22 Material design and implementation:12 Preparing a report:15 Preparing a presentation:5 Presentation:10 Preparation for the exam:15				
Assessment Criteria		Number	Total Contribution (%)		
	Midterm	1	20	40%	
	Midterm Application	2	20		
	Final written exam	1	30	60%	
	Final Application	2	30		
Workload	Activity	Total Week Count	Weekly Duration (in Hour)	Total Workload in semester	
	Weekly theoretical course hours	14	3	42	
	Weekly applied course hours	-	-	-	
	Reading Activities	15	2	30	
	Internet researches, library studies	11	2	22	
	Material design and implementation	4	3	12	
	Preparing a report	-	-		
	Preparing a presentation	5	3	15	
	Presentation	5	1	5	
	Midterm and Preparation for midterm	5	1		
	Preparation for qualification exam and qualification exam	5	2	10	
	Preparation for final exam	5	3	15	
	Total workload			151	
	Total workload/25			151/25	
	ECTS			6.04	

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			x		
		2 Grasping the inter-disciplinary interaction related to his field					x
		3.The ability to use the expert-level theoretical and practical knowledge acquired in his field				x	
		4 Interpreting and forming new types of knowledge by combining the knowledge from the area and the knowledge from various other disciplines				x	
		5 Solves the issues of his field by using scientific methods			x		
		6 The ability to carry out a specialist study related to his area independently				x	
		7 Developing new strategic approaches to solve the unforeseen and complex problems arising in the practical processes				x	
		8 Coming up with solutions while taking responsibility				x	
		9 Fulfilling the leader role in the environments where solutions are sought for the problems related to his field				x	
		10 Evaluates issues with a critical eye and encourages learning				x	
		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					x
		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				x	
		13 Having proficiency in a foreign language and establishing written and oral communication with that language					x

	14 Uses computer programs competent enough for his department				x	
	15 Using communication technologies efficiently and according to the needs of the department				x	
	16 Collects data related to the field, reviews and makes conclusions; implements and shares them by considering ethical values			x		
	17 Develops different perspectives related to the field, plans them and assesses them within the quality framework			x		
	18 Internalizes the knowledge gained in the field, transforms it into a skill and uses it with interdisciplinary studies				x	
Course lecture and Contact Information	Assoc. Prof. Dr. Semra Saraçoğlu ssemra@gazi.edu.tr					