**ESKİŞEHİR OSMANGAZİ ÜNİVERSITY FACULTY OF EDUCATION**

**FOREIGN LANGUAGE EDUCATION DEPARTMENT ENGLISH LANGUAGE TEACHING COURSE CATALOGUE**

**GENERAL INFORMATION**

The main aim of English Language Teaching Program is to train highly qualified English language teachers. In line with this aim, the program has various activities and training that will enable teacher candidates to become sophistacated professionals.

Eskişehir Osmangazi University Department of Foreign Language Education, English Language Teaching Program started education at undergraduate level in 2013-2014 academic year. The department is located on the Meşelik Campus of Eskişehir Osmangazi University within the Faculty of Education.

As of 2018, 1 Associate professor, 3 Assistant Professors, 2 Research Assistants and 1 full-time instructor have been working full-time in the department. During some terms, paid lecturers are also assigned to offer some courses. The decisions related with the Department are taken by the Department Committee which is composed of all faculty members of the department. The department is governed by the chairperson and a deputy chairperson.

Every year, approximately 60 students are accepted to the program. Although, the medium of instruction is Turkish at the university, the courses related to the field are offered in English.

**THE DEGREE**

English Language Teaching Program (Turkish-English), Bachelor's Degree

**LEVEL OF THE DEGREE**

Bachelor's Degree

**REGISTRATION NAD ADMISSION**

Students are admitted by scores that are achieved in the centrally administered entrance exam conducted by the Student Selection and Placement Center (ÖSYM). In this program, there is a one year compulsory intensive language preparation course.

English language preparation is mandatory in this program. Students who get adequate scores in English proficiency exam that is administered at the beginning of the academic year or in equivalent exams are exempted.

**ACKNOWLEDGMENT OF THE PREVIOUS DEGREES**

In Turkish Higher Education Institutions, acknowledgement of previous degrees or learning are through vertical or lateral transfer and are bound by the related regulation of Higher Education Council. In Turkey, besides formal education institutions, acknowledgement of certification based learning or degrees are valid for some computer and foreign language courses. For these courses, exemption exams are administered at the beginning of each term. Students who pass these exams successfully are exempt from the related courses.

**PROFICIENCY/SUCCESS CRITERIA AND RULES**

The Bachelor's Degree is awarded to students who have successfully completed all courses in the curriculum, including one semester school experience in inclusive classrooms and two semesters school practice period at schools and have obtained a cumulative grade point average of at least 2.00 on a 4.00 scale and 163 credits which are equal to 240 ECTS.

**PROGRAM PROFILE (AIM)**

The English Language Teaching Program of our Department aims at training professional English Language teachers for the primary and the secondary schools in our country. The program is designed to educate the pre-service teachers to be professional English Language teachers with the latest developments in English language teaching methods, techniques, and theories together with the knowledge and skills required to apply them effectively. It also aims to equip the pre-service teachers with a good command of the target language and the necessary skills and knowledge to prepare programs in compliance with their students' needs and the developments in the field. The program also contributes to the developments in the field through the research conducted. During the courses, students will have the opportunity to reflect what has been learnt in classes to the real-class environment, so that they can acquire the skills to teach English language in primary and secondary schools. Additionally, the skills of expressing oneself in the best manner, making presentations effectively, and conducting research in a foreign language are developed, and efficient strategies are identified in order to seize the Information Age.

**PROGRAM OUTCOMES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |

**JOB OPPORTUNITIES OF THE GRADUATES**

Graduates of this program can work as an English language teacher at private and/or state primary, secondary and high schools or language schools and as an instructor at the schools of foreign languages at foundation and state universities. The ones who wish to pursue an academic career can also work as a research assistant at the Departments of Foreign Languages, English/American Language and Literature, Translation, and English Linguistics. Their job options are not limited to teaching English. They can also work at translation agencies, at printed and mass media and public relations where it is needed to speak a foreign language. The positions that graduates can assume are as follows:

Teacher of English

Instructor

Translator

Academician

**APPLICATION FOR THE GRADUATE DEGREE PROGRAMS**

Candidates successfully completing the undergraduate study, can apply to graduate degree programs related with their own field provided that they have valid ALES score and are proficient language users.

**EXAMS, ASSESSMENT AND EVALUATION**

Evaluation procedures for each course have been identified in course information pack in detail. Student achievement is determined through the scores obtained throughout out the term along with final examination. Quizzes, midterms, assignments, projects are scored throughout the term. The type of assessment tools and the percentages are determined by the instructor of the related course and submitted to the department head and announced to the students. Last evaluation is determined with a letter grade upon gathering the scores throughout the term.

**GRADUATION CRITERIA**

The Bachelor's Degree is awarded to students who have successfully completed all courses in the curriculum, including one semester school experience in inclusive classrooms and two semesters school practice period at schools and have obtained a cumulative grade point average of at least 2.00 on a 4.00 scale and 240 ECTS.

**STUDY HOURS**

Full-time on-campus

**ADDRESS AND CONTACT INFO**

Eskişehir Osmangazi Üniversitesi Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, Büyükdere Mahallesi, ESOGÜ Meşelik Yerleşkesi, 26480 ESKİŞEHİR, TURKEY

**DEPARTMENT-PRGORAM FACILITIES**

As of 2018, 1 Associate professor, 3 Assistant Professors, 2 Research Assistants and 1 full-time instructor have been working full-time in the department. There are 2 small graduate classrooms with 20 student capacities, 12 small classrooms with 72 student capacity and 3 big classrooms with 90 student capacities.

**ACADEMİC STAFF**

Asst. Prof. Dr. Ümit ÖZKANAL ESOGÜ Eğitim Fakültesi

Asst. Prof. Dr. İlknur YÜKSEL ESOGÜ Eğitim Fakültesi

Asst. Prof. Dr. Işıl ÖTEYAKA ESOGÜ Eğitim Fakültesi

Res. Asst. Emine EREN-GEZEN ESOGÜ Eğitim Fakültesi

Res. Asst. Banu Çiçek BAŞARAN ESOGÜ Eğitim Fakültesi

Instructor Muhammed Özgür YAŞAR ESOGÜ Eğitim Fakültesi

**ESKİŞEHİR OSMANGAZİ ÜNİVERSITY FACULTY OF EDUCATION**

**FOREIGN LANGUAGE EDUCATION DEPARTMENT ENGLISH LANGUAGE TEACHING COURSE CATALOGUE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1st Year** | | | | | | | |
| Code | Course Name | | AKTS | D+U+L | Z/S | | Language |
| Fall Term | | | | | | | |
| |  | | --- | | 171011005 | | Introduction to Education | 3 | | 2+0=2 | | Z | Turkish |
| |  | | --- | | 171011006 | | Educational Sociology | 3 | | 2+0=2 | | Z | Turkish |
| |  | | --- | | 171011007 | | Atatürk İlkeleri ve İnkılap Tarihi | 3 | | 2+0=2 | | Z | Turkish |
| |  | | --- | | 171011008 | | Foreign Language 1 | 3 | | 2+0=2 | | Z | Fransızca  Almanca |
| |  | | --- | | 171011009 | | Turkish Language 1 | 5 | | 3+0=3 | | Z | Turkish |
| |  | | --- | | 71011010 | | InformationTechnologies | 5 | | 2+2=3 | | Z | Turkish |
| 171811009 | |  | | --- | | Reading Skills 1 | | 2 | | 2+0=2 | | Z | Turkish |
| 171811010 | |  | | --- | | Writing Skills 1 | | 2 | | 2+0=2 | | Z | English |
| 171811011 | |  | | --- | | Listening and Pronunciation 1 | | 2 | | 2+0=2 | | Z | English |
| 171811012 | |  | | --- | | Oral Communication Skills 1 | | 2 | | 2+0=2 | | Z | English |
| Fall Term Total : | | 30 | |  | |  |  |
| Spring Term | | | | | | | |
| 171012004 | Educational Psychology | 3 | | 2+0=2 | | Z | Turkish |
| 171012005 | Philosophy of Education | 3 | | 2+0=2 | | Z | Turkish |
| 171012006 | Atatürk İlkeleri ve İnkılap Tarihi 2 | 3 | | 2+0=2 | | Z | Turkish |
| 171012007 | Foreign Language 2 | 3 | | 2+0=2 | | Z | Fransızca  Almanca |
| 171012008 | Türk Language 2 | 5 | | 3+0=3 | | Z | Turkish |
| 171812009 | Reading Skills 2 | 2 | | 2+0=2 | | Z | Turkish |
| 171812010 | Writing Skills 2 | 3 | | 2+0=2 | | Z | English |
| 171812011 | Listening And Pronunciation 2 | 3 | | 2+0=2 | | Z | English |
| 171812012 | Oral Communication Skills 2 | 3 | | 2+0=2 | | Z | English |
| 171812013 | Structure Of English | 2 | | 2+0=2 | | Z | English |
| Spring Term Total : | | 30 | |  | |  |  |
| YEAR TOTAL : | | 60 | |  | |  |  |
| **2. Year** | | | | | | | |
| Code | Course Name | | AKTS | D+U+L | Z/S | | Language |
| Fall Term | | | | | | | |
|  | Instructional Technologies | 3 | | 2+0=2 | | Z | Turkish |
|  | Öğretim İlke ve Yöntemleri | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 1 | 4 | | 2+0=2 | | Z | English |
|  | Elective 1 | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 1 | 4 | | 2+0=2 | | Z | English |
|  | APPROACHES TO ENGLISH LANGUAGE LEARNING AND TEACHING | 3 | | 2+0=2 | | Z | English |
|  | ENGLISH LITERATURE I | 4 | | 2+0=2 | | Z | English |
|  | LINGUISTICS I | 3 | | 2+0=2 | |  | English |
|  | CRITICAL READING AND WRITING | 3 | | 2+0=2 | |  | English |
| Fall Term Total : | | 30 | |  | |  |  |
| Spring Term | | | | | | | |
|  | Türk Eğitim Tarihi | 3 | | 2+0=2 | | Z | Turkish |
|  | Eğitimde Araştırma Yöntemleri | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 2 | 4 | | 2+0=2 | | Z | English |
|  | Elective 2 | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 2 | 4 | | 2+0=2 | | Z | English |
|  | ENGLISH LANGUAGE TEACHING PROGRAMS | 3 | | 2+0=2 | | Z | English |
|  | ENGLISH LITERATURE 2 | 4 | | 2+0=2 | | Z | English |
|  | LINGUISTICS 2 | 3 | | 2+0=2 | | Z | English |
|  | LANGUAGE ACQUISITION | 3 | | 2+0=2 | | Z | English |
| Spring Term Total : | | 30 | |  | |  |  |
| YEAR TOTAL : | | 60 | |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **3. Year** | | | | | | | |
| Code | Course Name | | AKTS | D+U+L | Z/S | | Language |
| Fall Term | | | | | | | |
|  | Classroom Management | 3 | | 2+0=2 | | Z | Turkish |
|  | Ethics and Moral in Education | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 3 | 4 | | 2+0=2 | | Z | English |
|  | Elective 3 | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 3 | 4 | | 2+0=2 | | Z | English |
|  | teaching english to Young Learners 1 | 5 | | 3+0=3 | | Z | English |
|  | teaching english language skills 1 | 5 | | 3+0=3 | | Z | English |
|  | language teaching and literature 1 | 3 | | 2+0=2 | | Z | English |
| Fall Term Total : | | 30 | |  | |  |  |
| Spring Term | | | | | | | |
|  | Testing and Evaluation in Education | 3 | | 2+0=2 | | Z | English |
|  | Türk Eğitim Sistemi ve Okul Yönetimi | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 4 | 4 | | 2+0=2 | | Z | English |
|  | Elective 4 | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 4 | 4 | | 2+0=2 | | Z | English |
|  | teaching english to Young Learners 2 | 5 | | 3+0=3 | | Z | English |
|  | teaching english language skills 2 | 5 | | 3+0=3 | | Z | English |
|  | language teaching and literature 2 | 3 | | 2+0=2 | | Z | English |
| Spring Term Total : | | 30 | |  | |  |  |
| YEAR TOTAL : | | 60 | |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4. Year** | | | | | | | |
| Code | Course Name | | AKTS | D+U+L | Z/S | | Language |
| Fall Term | | | | | | | |
|  | Practice Teaching | 10 | | 2+6=5 | | Z | English |
|  | Special Education and Integration | 3 | | 2+0=2 | | Z | English |
|  | Elective 5 | 4 | | 2+0=2 | | Z | English |
|  | Community Service | 3 | | 1+2=2 | | Z | Turkish |
|  | Seçmeli 5 | 4 | | 2+0=2 | | Z | English |
|  | DEVELOPING COURSE CONTENT IN ENGLISH LANGUAGE TEACHING | 3 | | 3+0=3 | | Z | English |
|  | TRANSLATION | 3 | | 3+0=3 | | Z | English |
| Fall Term Total : | | 30 | |  | |  |  |
| Spring Term | | | | | | | |
|  | Practice Teaching 2 | 15 | | 2+6=5 | | Z | English |
|  | Guidance in Schools | 3 | | 2+0=2 | | Z | Turkish |
|  | Elective 6 | 4 | | 2+0=2 | | Z | English |
|  | Elective 6 | 4 | | 2+0=2 | | Z | English |
|  | TESTING AND EVALUATION IN ELT | 4 | | 3+0=3 | | Z | English |
|  |  |  | |  | |  |  |
|  |  |  | |  | |  |  |
| Spring Term Total : | | 30 | |  | |  |  |
| YEAR TOTAL : | | 60 | |  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Field Education Elective courses** | |  |  |
| **Seçmeli** | **Ders Adı** | **Sınıf** | **Dönem** |
| **Seçmeli 1** | Dünya İngilizceleri ve Kültür | 2. Sınıf | 3. Yarıyıl(Güz) |
|  | (World Englishes and Culture) |  |  |
| **Seçmeli 1** | Dil ve Toplum | 2. Sınıf | 3. Yarıyıl(Güz) |
|  | (Language and Society) |  |  |
| **Seçmeli 2** | Söylem Çözümlemesi ve Dil Öğretimi | 2. Sınıf | 4. Yarıyıl(Bahar) |
|  | (Discourse Analysis and Language Teaching) | |  |
| **Seçmeli 2** | İngilizce Öğretiminde Drama | 2. Sınıf | 4. Yarıyıl(Bahar) |
|  | (Drama in ELT) |  |  |
| **Seçmeli 3** | İngilizce Öğretiminde Materyal Tasarımı | 3. Sınıf | 5. Yarıyıl(Güz) |
|  | (Material Design in ELT) |  |  |
| **Seçmeli 3** | İngilizce Öğretiminde Yeni Yaklaşımlar | 3. Sınıf | 5. Yarıyıl(Güz) |
|  | (New Approaches to ELT) |  |  |
| **Seçmeli 4** | İngilizce Sözcük Bilgisi Öğretimi | 3. Sınıf | 6. Yarıyıl(Bahar) |
|  | (Teaching English Vocabulary) |  |  |
| **Seçmeli 4** | Sosyodilbilim ve Dil Öğretimi | 3. Sınıf | 6. Yarıyıl(Bahar) |
|  | (Sociolinguistics and ELT) |  |  |
| **Seçmeli 5** | Sınıf İçi Öğrenmelerin Değerlendirilmesi | 4. Sınıf | 7. Yarıyıl(Güz) |
|  | (Evaluation of in-class Learning) |  |  |
| **Seçmeli 5** | Edimbilim ve Dil Öğretimi | 4. Sınıf | 7. Yarıyıl(Bahar) |
|  | (Pragmatics and Language Teaching) |  |  |
| **Seçmeli 5** | İngilizce Ders Kitabı İncelemesi | 4. Sınıf | 7. Yarıyıl(Bahar) |
|  | (Language Coursebook Evaluation) |  |  |
| **Seçmeli 6** | Tümleşik Dil Becerilerinin Öğretimi | 4. Sınıf | 8. Yarıyıl(Bahar) |
|  | (Teaching of Integrated Language Skills) |  |  |
| **Seçmeli 6** | Kitle İletişiminde İngilizce | 4. Sınıf | 8. Yarıyıl(Bahar) |
|  | (English in Mass Media) |  |  |

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171811011 | **COURSE NAME** | Listening and Pronunciation 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2.0 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequisite | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Analyzing authentic listening materials and speaking chunks taken from various contexts. Additionally, the course includes differences between phonology and the transcripts of problematic phonemes. Basic listening and speaking skills such as vowels, consonants, word stress and intonation and phonetic transcription exercises are also included in the course content. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Analyzing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds; higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production.It is aimed to improve the students’ pronunciation in English and listening skills. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of the lesson, students will be able to   * Classify the sounds * Discriminate and pronunce the constants and vowels in English * Use of international pronunciation systems and letters * Use intonation and rhytm effectively * Realize the differences among sounds and be aware of their different functions * Improve their pronunciation and listening skills. | | | | | | |
| **COURSE OUTCOMES** | | | | | | By means of this course, students will be able to speak with near-native like fluency and improve listening skills so that they can communicate in every context. This will help their professional and personal developments. | | | | | | |
| **TEXTBOOK** | | | | | | “Gerald Kelly (2000) Jeremy Harmer (ed.) How to Teach Pronunciation LongmanKıymazarslan, V, Alagözlü,N., Mirzayeva,N (2004) Listening Booth: For Listening Practice. Seçkin Yayınevi Ankara | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The description of speech sounds |
| 2 | Why teach pronunciation |
| 3 | Vowels |
| 4 | Consonants |
| 5 | Word and Sentence Stress |
| 6 | Pitch and Intonation |
| 7-8 | MIDTERM |
| 9 | Grammar and Intonation |
| 10 | Practice: **Listening Booth I** |
| 11 | Practice: **Listening Booth I** |
| 12 | Practice: **Listening Booth I** |
| 13 | Practice: **Listening Booth I** |
| 14 | Practice: **Listening Booth I** |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | X |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. |  | X |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  | X |  |
|  | Students will be able to adapt and use the materials, also design new materials |  |  | X |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  |  | X |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | X |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | X |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | X |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171811012 | **COURSE NAME** | ORAL COMMUNICATION SKILLS 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2.0 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Improving oral communication skills by means of using appropriate expressions for various oral communication contexts; improving the ability of expressing their own feelings and thoughts by menas of dialogues, preseentation, and discussion; developing listening comprehension and speaking skills by using current, authentic, audio-visual aids. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  1) apply their communication skills into formal and informal contexts 2) make use of the theoretical and practical knowledge gained in the Listening and Pronunciation course by combining them with speaking skills during their informative and persuasive presentations 3) utilize the visual and audial aids such as Power Point presentations, OHT and poster to have a successful presentation | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) apply their communication skills into formal and informal contexts 2) make use of the theoretical and practical knowledge gained in the Listening and Pronunciation course by combining them with speaking skills during their informative and persuasive presentations 3) utilize the visual and audial aids such as Power Point presentations, OHT and poster to have a successful presentation | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) apply their communication skills into formal and informal contexts 2) make use of the theoretical and practical knowledge gained in the Listening and Pronunciation course by combining them with speaking skills during their informative and persuasive presentations 3) utilize the visual and audial aids such as Power Point presentations, OHT and poster to have a successful presentation | | | | | | |
| **TEXTBOOK** | | | | | | Various books related to critical thinking and daily issues Outdoor, Time, The Economist, Newsweek | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1st Week | Introduction: Reading and Discussing the Syllabus; Warming-up Exercise: Prepared Presentations (3-4 mins each) Where Students Introduce Themselves Individually; The Elements of Communicative Competence; The Phonemic Alphapet; Dictionary Using (Hancock, pp.130-131) |
| 2nd Week | Letters and Sounds: Section A; Units 1-15 |
| 3rd Week | Letters and Sounds: Section A; Units 16-20; Sound Pairs: Section D-4 (pp. 144-160) |
| 4th Week | Syllables, Words and Sentences: Section B; Units 21-31 |
| 5th Week | Revision and Self-Study, Units 1-31, Section D-4; Homework: Units 32-40 |
| 6th Week | Syllables, Words and Sentences: Section B; Units 32-40 |
| 7th Week | Midterm |
| 8th Week | Conversation: Section C; Units 41-50 |
| 9th Week | Conversation: Section C; Units 51-60 |
| 10thWeek | Pronunciation Test: Section D-2 (pp. 137-140); Sentence Stress Phrasebook: Section D-5 |
| 11thWeek | Pairs of Students Will Prepare and Present a Short Conversation (~ 10 min.) |
| 12thWeek | Improving Presentation Skills: Handout |
| 13thWeek | Improving Presentation Skills: Handout; Sample Presentation |
| 14thWeek | Each Student Will Make a Longer Presentation (~ 10 min.) |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171811009 | **COURSE NAME** | Reading Skills 1 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2.0 | | COMPULSORY (x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequiste | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The course content includes different authentic reading texts such as newspapers, journals, investigations, and academic research. Through these genres, the students will be able to improve advanced reading skills such as eveloping different points of views, guess the links between the sentences and the main idea of the text, identify the main theme of the text and utilize the contextual clues provided. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | By means of this course, students will be able to improve reading and skills in English in that way they will have foreign language comptence and they can be more successful in their future teaching career. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, studnets will be able to   * read and evaluate the different texts types such as articles, essays and academic writings * use critical thinking skills such as combining knowledge, problem-solving and concluding * read different written discourses such as explatory, argumentative and narratives. | | | | | | |
| **TEXTBOOK** | | | | | | Funk, Robert et al. *The Simon & Schuster Short Prose Reader.* New Jersey: Prentice-Hall, 1997. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | **Introduction to the course:** Reading and Discussing the Syllabus;  Warming-up Exercise: Brief Reading |
| 2 | **Working with Words:** Word Parts, Dictionary Use, Textbook aids, Contextual clues |
| 3 | **Working with different genres:** Introduction to fiction and non-fiction genres, recognizing different types of genres |
| 4 | **Topics and Main Ideas:** Identify topics in texta, Identify stated and implied main ideas in reading texts, Recognize thesis statements, Summarize main idea and thesis statements |
| 5 | **Project 1** |
| 6 | Support for Main Ideas: Recognize major and minor details |
| 7-8 | MIDTERM |
| 9 | Recognize a variety of patterns of organization, Identify transitions and other clues that signal each pattern |
| 10 | **Inferences and Reading Literature**: Infer meaning from texts and non-verbal clues, Recognize connotative meanings of words, Interpret irony and imagery and metaphors, Practice reading poetry and fiction |
| 11 | Recognize facts and opinions, Understand the use and source of facts, Recognize an author’s worldview, point of view, and purpose for writing, Identify bias and tone |
| 12 | Identify and evaluate arguments, Recognize fallacies, Detect bias, Think critically about arguments, Be an informed decision maker, interact with the reading text |
| 13 | Strategies for improving reading skills |
| 14 | Review |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171811010 | **COURSE NAME** | Writing Skills 1 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2.0 | | COMPULSORY (x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequisite | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Different paragrapgh structures and types; tehcnical qaulities of paragraphs, analyzing pragraphs; outlining; writing descriptive, comparisoni discussion paragraphs; summarizing, writing short stories, analysis reports (on boks and/or movies), writing formal and informal letters. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Students analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing theorganization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.This course aims to gain students the high-level reading skills in English such as grasping different viewpoints, guessing the interrelations in texts, gist of the text, meaning cues. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | By means of this course, students will be able to improve writing skills in English in that way they will have foreign language comptence and they can be more successful in their future teaching career. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, studnets will be able to   * use critical thinking skills such as combining knowledge, problem-solving and concluding * read and writ different written discourses such as explatory, argumentative and narratives. | | | | | | |
| **TEXTBOOK** | | | | | | Funk, Robert et al. *The Simon & Schuster Short Prose Reader.* New Jersey: Prentice-Hall, 1997. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | **Introduction to the course:** Warming-up Exercise: Brief Writing |
| 2 | **The Writing Process**: (i) Pre-writing: brainstorming, freewriting, WH-Questions, clustering  (ii) Planning  (iii) Drafting  (iv) Revising: Editing |
| 3 | **Introduction to the paragraph:** (i) The topic of a paragraph  (ii) Topic Sentence |
| 4 | Narrative Paragraph & writing practice |
| 5 | **Project 1** |
| 6 | Descriptive Paragraph & writing practice |
| 7-8 | MIDTERM |
| 9 | Expository paragraph & writing practice |
| 10 | Comparison/Contrast paragraph; Cause/Effect Paragraph |
| 11 | Short Story writing |
| 12 | Articles analysis |
| 13 | **Introduction to the Essay:** (i)Thesis Statement  (ii) Introduction |
| 14 | Example Essays and practice |
| 15-16 | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171812011 | **COURSE NAME** | Listening and Pronunciation 2 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequisite | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist; phonetics; aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts of different accents of English. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | It is aimed to improve the students’ pronunciation in English and listening skills. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of the lesson, students will be able to   * Discriminate and pronunce the constants and vowels in English * Use intonation and rhytm effectively * Realize the differences among sounds and be aware of their different functions * Improve their pronunciation and listening skills. | | | | | | |
| **COURSE OUTCOMES** | | | | | | By means of this course, students will be able to speak with near-native like fluency and improve listening skills so that they can communicate in every context. This will help their professional and personal developments. | | | | | | |
| **TEXTBOOK** | | | | | | “Gerald Kelly (2000) Jeremy Harmer (ed.) How to Teach Pronunciation Longman | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Phonemes: Vowels and Consonants-Revision |
| 2 | Stress and Intonation |
| 3 | Phonological Processes and Rules in English and in Turkish |
| 4 | Common Pronunciation Difficulties |
| 5 | Common Pronunciation Difficulties |
| 6 | Listening Booth Practice |
| 7-8 | MIDTERM |
| 9 | Listening Booth Practice |
| 10 | Listening Booth Practice |
| 11 | Listening Booth Practice |
| 12 | Listening Booth Practice |
| 13 | Listening Booth Practice |
| 14 | Phonemes: Vowels and Consonants-Revision |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | X |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. |  | X |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  | X |  |
|  | Students will be able to adapt and use the materials, also design new materials |  |  | X |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  |  | X |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | X |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | X |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | X |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171812012 | **COURSE NAME** | ORAL COMMUNICATION SKILLS 2 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY (x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Improving advanced communication skills; developing appropriate expression of feelings and thoughts by means of oral activities such as interviews, presentations, and discussions, introduction and application of techniques and strategies for improving listening comprehension skills. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  1) have communication activities such as discussion, role-play, individual and group presentations and spontaneous speaking 2) list and discuss the pronunciation mistakes 3) develop strategies to avoid communication failures | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) have communication activities such as discussion, role-play, individual and group presentations and spontaneous speaking 2) list and discuss the pronunciation mistakes 3) develop strategies to avoid communication failures | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) have communication activities such as discussion, role-play, individual and group presentations and spontaneous speaking 2) list and discuss the pronunciation mistakes 3) develop strategies to avoid communication failures | | | | | | |
| **TEXTBOOK** | | | | | | Current boks on critical thinking and journal writing,  Outdoor, Time, The Economist, Newsweek Journals | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction: Reading and Discussing the Syllabus; Warming-up Exercise: Prepared Presentations (3-4 mins each) Where Students Introduce Themselves Individually; The Elements of Communicative Competence; The Phonemic Alphapet; Dictionary Using (Hancock, pp.130-131) |
| 2 | Letters and Sounds: Section A; Units 1-15 |
| 3 | Letters and Sounds: Section A; Units 16-20; Sound Pairs: Section D-4 (pp. 144-160) |
| 4 | Syllables, Words and Sentences: Section B; Units 21-31 |
| 5 | Revision and Self-Study, Units 1-31, Section D-4; Homework: Units 32-40 |
| 6 | Syllables, Words and Sentences: Section B; Units 32-40 |
| 7 | MID-TERM EXAM |
| 8 | Conversation: Section C; Units 41-50 |
| 9 | Conversation: Section C; Units 51-60 |
| 10 | Pronunciation Test: Section D-2 (pp. 137-140); Sentence Stress Phrasebook: Section D-5 |
| 11 | Pairs of Students Will Prepare and Present a Short Conversation (~ 10 min.) |
| 12 | Improving Presentation Skills: Handout |
| 13 | Improving Presentation Skills: Handout; Sample Presentation |
| 14 | Each Student Will Make a Longer Presentation (~ 10 min.) |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171812009 | **COURSE NAME** | Reading Skills 2 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2.0 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequiste | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Exercises for inferencing through deductive and inductive reasoning and reading in-between-lines; understanding stated and implied, absolute and metaphorical meanings by means of examining the reading texts; conveying their views on the reading text through short oral and written reports; understanding the fact that the author’s intended meaning and the readers’ understanding may be different from one another. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to gain students the high-level reading, writing and critical thinking skillsskills in English such as grasping different viewpoints, guessing the interrelations in texts, gist of the text, meaning cues. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | By means of this course, students will be able to improve reading and writing skills in English in that way they will have foreign language comptence and they can be more successful in their future teaching career. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to   * improve advanced level reading sub-skills such as inductive and deducative inferencing, reading in-between-lines * analyze different types of written texts by considering the unity, consistency, and organization that a written text has to have. | | | | | | |
| **TEXTBOOK** | | | | | | Funk, Robert et al. *The Simon & Schuster Short Prose Reader.* New Jersey: Prentice-Hall, 1997. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction: Understanding Academic Reading |
| 2 | Active reading and thinking skills, Fast Reading strategies/ habits, Academic Reading skills/ strategies/ techniques |
| 3 | Using Context Clues to Learn Word Meaning, Denotations and connotations of vocabulary, Collocation of vocabulary/ word combinations |
| 4 | Follow organization of a text, Recognize purpose and/or issue, overall key idea, main ideas, and key details in expository readings |
| 5 | Identify writer’s overall point of view, tone, bias, supporting argument and evidence in opinion readings |
| 6 | Identify character, conflict, theme, plot and setting in literature (e.g. short stories) |
| 7-8 | MIDTERM |
| 9 | Identify components of a case study and analyze by applying problem-solving process in case studies |
| 10 | Use word analysis: use context clues within sentences and in surrounding sentences |
| 11 | Analyze text and recognize cultural differences and show awareness of the general features of own culture and associated world views. |
| 12 | Academic reading: Combine information from science texts and visual aids, focus on paraphrasing, summary, and citations. |
| 13 | Use different reading strategies to learn and understand information in academic texts, analyze academic texts for developing critical thinking skills |
| 14 | Review |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171812013 | **COURSE NAME** | Structure of English |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequisite | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The sturucture of English vocabulary items and sentences, basic, compound and complex sentence structures, tense, modal, voice, aspect and correct use of these in various contexts. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | In this course, it is aimed to enable students to analyze the advanced level English courses, and improve their awareness about the grammar structures, in that way it is planned to help students use the advanced grammar structures and to teach them effectivley in ther future teaching career. The goal of this course is to make students   * Analyze the advanced levele English structures * Use the structures such as vocabulary classes, sentence components, types of phrases etc. * Recognize and use the English grammar structures, their functions and uses in different contexts and texts | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Through this course, students will be competent about thegrammar dimensions in that way they could theach them effectively in their future teaching career. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the course, the students will be able to   * Use the vocabulary classess, sentence components, types of phrases, sentence types * Evaluate the English gramamr structures, their functions and uses through contextual and error analysis. * Use the grammar structures in formal and informal context in oral and written discourse | | | | | | |
| **TEXTBOOK** | | | | | | Grammar Dimensions, Form Meaning Use: Jan Frodesen, Janet Eyring: ThomsonHeinle | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection, blackboard | | | | | | |

|  |  |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Verbs |
| 2 | Subject-Verb Agreement, |
| 3 | Passive Verbs, |
| 4 | Article Usage |
| 5 | Reference Words and Phrases |
| 6 | Relative Clauses Modifying Subjects |
| 7-8 | ARASINAV |
| 9 | Relative Clauses Modifying Objects |
| 10 | Nonrestrictive Relative Clauses |
| 11 | Relative Adverb Clauses |
| 12 | Correlative Conjunctions |
| 13 | Sentence Connectors |
| 14 | REVISION |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn |  |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives |  | X |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | X |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them | X |  |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT | X |  |  |
|  | Students will be able to adapt and use the materials, also design new materials | X |  |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | X |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | X |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | X |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | X |  |  |
|  | Students will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | X |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171812010 | **COURSE NAME** | Writing Skills 2 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY ( X ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequiste | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Reading for writing, writing for writing, pre-writing, while writing and post-writing; analyzing and re-writing, reflecting on their own writing, self-evaluation, peer evaluation, essay writing and assignment reports. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Critical thinking skills, higher order sub-skills of reading namely, making inferences and deductions, reading between the lines, relating inferences from the text to real life; reacting to readings; production of different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative); basic research skillsincluding library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing. This course aims to gain students the high-level reading, writing and critical thinking skillsskills in English such as grasping different viewpoints, guessing the interrelations in texts, gist of the text, meaning cues. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | By means of this course, students will be able to improve reading and writing skills in English in that way they will have foreign language comptence and they can be more successful in their future teaching career. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to   * sythesize and write reflections about various topics by critically analyzing the information provided in reading texts * analyze and write different types of written texts (such as compare and contrast, classification, cause and effect, and argumentative) by considering the unity, consistency, and organization that a written text has to have. | | | | | | |
| **TEXTBOOK** | | | | | | Funk, Robert et al. *The Simon & Schuster Short Prose Reader.* New Jersey: Prentice-Hall, 1997. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction: A Model Essay |
| 2 | The Writing Process  Prewriting: Freewriting, Questioning, Making a List, Clustering, Preparing a Scratch Outline |
| 3 | Writing essay: The Topic Sentence  Reading example essays |
| 4 | Structuring the essay: Unity & Coherence |
| 5 | Writing an Essay: The Thesis Statement & Parallelism  Reading and Analyzing essays |
| 6 | Supporting the Thesis with Specific Evidence |
| 7-8 | MIDTERM |
| 9 | Common Methods of Organization: Transitions, Connecting Words |
| 10 | Introductions, Conclusions, and Title |
| 11 | Unity, Support, & Coherence |
| 12 | The Comparison Contrast Essay |
| 13 | The Argumentative Essay |
| 14 | Assignment: Writing a Documented Essay |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | APPROACHES TO ENGLISH LANGUAGE LEARNING AND TEACHING |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY (x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 2 | 10 |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic issues and processes in ELT course design; the difference among approach, method and technique and the significance of these concepts in course design; an overview of important methods and approaches in ELT: the Grammar Translation Method, the Direct Method, the Audio-lingual Method, the Silent Way, Desuggestopedia, Community Language Learning, and the Total Physical Response. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Enabling students to get an awareness of historical changes in language teaching, overview of concepts of approach, method and technique in English language teaching and their historical development; to have an understanding of such basic approaches, methods and techniques as Grammar Translation, Direct Audio-lingual, The Silent Way, and how they would apply them in real teaching contexts | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | 1. Identify and describe the major language teaching movements from the 19th century to the present, 2. Distinguish the concepts of approach, method and technique, 3. Identify and describe such major language teaching methods as the Grammar Translation, Direct Audio-lingual, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response 4. Distinguish the techniques that are used in language teaching methods 5. Demonstrate the use of a technique in a language teaching method. | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Identify and describe the major language teaching movements from the 19th century to the present, 2. Distinguish the concepts of approach, method and technique, 3. Identify and describe such major language teaching methods as the Grammar Translation, Direct Audio-lingual, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response 4. Distinguish the techniques that are used in language teaching methods 5. Demonstrate the use of a technique in a language teaching method. | | | | | | |
| **TEXTBOOK** | | | | | | Larsen-Freeman, D. & Anderson, M. (2011). Techniques and principles in language teaching. Oxford: Oxford University Press.  Richards, J. C. & Rodgers, S. S. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press.  Selected articles from periodicals | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction, historical development of language teaching, major learning theories and linguistic movements that influenced language pedagogy |
| 2 | Concepts of approach, method and technique |
| 3 | The Grammar - Translation Method |
| 4 | The Direct Method |
| 5 | The Audio-lingual method |
| 6 | The Silent Way |
| 7 | Mid-term Exam |
| 8 | Desuggestopedia |
| 9 | Community Language Learning |
| 10 | Total Physical Response |
| 11 | Demonstration of Selected Methods and Microteaching |
| 12 | Demonstration of Selected Methods and Microteaching |
| 13 | Demonstration of Selected Methods and Microteaching |
| 14 | Silent Way |
| 15 | Final exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | CRITICAL READING AND WRITING |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY ( x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | To be able to summarize and / or report on  contemporary studies selected from English language  education; examine works within their context and localize  information; to compare texts that defend  different views on the same subject and to synthesize them and  produce their own original texts. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students will be able to;  1. examine works within their context and localize  information;  2. compare texts that defend different views on the same subject and to synthesize them and produce their own original texts. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | 1. Examine works within their context and localize  information;  2. Compare texts that defend different views on the same subject and synthesize them and produce their own original texts. | | | | | | |
| **COURSE OUTCOMES** | | | | | | To be able to summarize and / or report on  contemporary studies selected from English language  education. | | | | | | |
| **TEXTBOOK** | | | | | | Alexander, L. G. (1971) For and Against: An Oral Practice Book for advanced Students of English. Longman. London | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | How to start a conversation: Activities: Introducing oneself (finding an adjective defining yourself), introducing others (pair-work), talking about common points (snow-ball activity, Pre-planned speaking task: Watching TV |
| 2 | Reporting an event: Activities: Taking notes (watching Lost in two groups (info-gap activity), summarizing, reporting |
| 3 | Pre-planned speaking task: Younger Generation |
| 4 | Asking for opinions and giving opinions: Activities : Taking notes, asking and answering critical questions, Pre-planned speaking task : Pop stars |
| 5 | Asking and answering questions: Activity: Writing an alibi, making persuasive speech, listening to others while speaking (role-play), Pre-planned speaking task: Traveling |
| 6 | Overcoming the fear of speaking: Activity: Identifying key words, summarizing, presenting, Pre-planned speaking task: Fashion |
| 7 | The art of speech making: Activity: Identifying key words, paraphrasing, presenting, Pre-planned speaking task: Growing fat |
| 8 | MID-TERM EXAM |
| 9 | Individual presentations: Pre-planned speaking task: Traffic laws |
| 10 | Individual presentations: Pre-planned speaking task: Dangerous sports |
| 11 | Individual presentations: Pre-planned speaking task: Earning more money |
| 12 | Individual presentations: Pre-planned speaking task: Military service |
| 13 | Individual presentations: Pre-planned speaking task: Untidy people |
| 14 | Individual presentations: Pre-planned speaking task: Examinations |
| 15 | Revision |
| 16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | ENGLISH LITERATURE 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | X | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | In this course, a general Outlook is given on British literature up to modern age and significant literary figures will be dealt with their Works. This course mainly includes a general overview of British Literature. Also literary arts are included. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The course objective is to present the students and teach them the first two periods of English Literature, namely Old English Period and Middle English Period, to occupy them with the knowledge of the leading political, social and religious events of the time as well as the literary ones. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | To be able to analyze literary texts belonging to Old English and Middle English Periods of English Literature.  To be able to paraphrase literary texts;  To be able to understand the underlying meaning behind the literary texts;  To be able to comment on the hidden meaning behind literary texts;  To be able to point the figurative devices used in literary texts; To be able to compare and contrast various examples of literature; | | | | | | |
| **COURSE OUTCOMES** | | | | | | To be able to list main examples of literary texts belonging to Old English and Middle English Periods of English Literature.  To be able to exemplify leading poets and authors in Old English and Middle English Periods of English Literature. | | | | | | |
| **TEXTBOOK** | | | | | | 1- Abrams, M.H. (1993) A Glossary of Literary Terms. Harcourt Brace College Publishers. 2- Ousby, Ian. (1996) Literature in English. Cambridge University Press, Cambridge and New York. 3- Pfordresher, John; Gladys V. Veidemanis & Helen McDonnell. (1991) England in Literature. Scott, Foresman and Company. 4- Thornley, G.C. & Gwyneth Roberts. (1984) An Outline of English Literature. Longman, Essex. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Classical Antiquity - King Oedipus by Sophocles |
| 3 | King Oedipus by Sophocles |
| 4 | Old English Literature - Caedman's Hymn |
| 5 | Beowulf |
| 6 | Medieval English Literature - Sir Gawain and Green Knight |
| 7 | Midterm |
| 8 | The Canterbury Tales by G. Chaucer |
| 9 | The 16th Century - The Renaissance and Reformation |
| 10 | Sonnets - Sir Thomas Wyatt the Elder and Earl of Surrey |
| 11 | Dr. Faustus by C. Marlowe |
| 12 | Sonnets - William Shakespeare |
| 13 | Macbeth by W. Shakespeare |
| 14 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | LINGUISTICS 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY (x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic concepts in linguistic analysis; the nature, structure and use of language by way of awareness raising activities, error analysis of language learners? production, case studies, and comparative analysis of native and target languages; the components of language as a system: linguistic competence and performance, branches of linguistics, types of grammar, language universals, creativity of linguistic knowledge, arbitrariness of language, sign languages, artificial languages. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Objectives of this course include the teaching of language not as a system but a creative resource at the disposal of humans, of the inventory of sounds in English and of the way these sounds interact when used in natural conversations, of type of skills and knowledge in communicating intelligibly, of how words are formed, and of the logic behind the linearization of words in sentences. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) explain the issues such as language components, linguistic competence and performance, sub-branches of linguistics, language universals, linguistic creativity, linguistic arbitrariness, sign languages, artificial languages, language and brain, lateralization and handedness, language evolution, language use and language disorders 2) gain knowledge about the issues such as phonology, acoustics, articulation, speech organs, phoneme, vowels and consonants, IPA, assimilation, dissimilation, suprasegmentals, stress and intonation 3) define semantics, analysis of semantic components, semantic relations, meaning and reference, co-occurrence. | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Explain the major theories of phonetics, semantics, pragmatics, morphology, and syntax. 2. Apply the techniques used in the analysis of language. 3. Describe the patterns and rules associated with the structure of words and sentences as well as the semantic and pragmatic properties of languages. 4. Explain the universal aspects of grammar as well as the differences among languages. | | | | | | |
| **TEXTBOOK** | | | | | | Akmajian, A. And R.A. Demers, A.K. Farmer, R.M. Harnish. 1997. An Introduction to Language and Communication. USA:The MIT Press.   Benham, B. 1996. Studying Linguistics: A workbook. AEIN Publication.   Fromkin, V. And R. Rodman. 1988. An Introduction to Language. 4th Ed. USA: Holt, Rinehart, Winston.   Hudson, G. 2000. Essential Introductory Linguistics. UK: Blackwell.   Liles, B. 1975. An Introduction to Linguistics. USA: Prentice-Hall.   McManis, C. And D. Stollenwerk, Z. Zheng-Sheng. 1987. Language Files. USA: Advocate Publishing Group. Week  Tercanlıoğlu, L. 1999. Linguistics for TEFL students. Erzurum: Atatürk Üniversitesi Yayınları.  Todd, L. 1987. An Introduction to Linguistics. Singapore: Longman.   Trask, R.L. 1999. Language: The Basics. 2nd Ed. GB: Routledge.  Yule, George. 1996. The Study of Language. 2nd Ed. GB: Cambridge. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | What is language? What is Linguistics? |
| 3 | History of language: Language Families, Origin of languages, properties of human language |
| 4 | Morphology |
| 5 | Syntax |
| 6 | Syntax |
| 7 | Mid-term |
| 8 | Semantics |
| 9 | Discourse Analysis |
| 10 | Pragmatics |
| 11 | Linguistics in Language Teaching |
| 12 | Oral Presentations |
| 13 | Oral Presentations |
| 14 | FINAL EXAM |
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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | ENGLISH LANGUAGE TEACHING PROGRAMS |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 2 | 3 | | COMPULSORY (X ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| x | |  | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic concepts of teaching programs; The development of English language teaching programs; the approach of the current English language teaching program, its content and skills that it aims to develop; learning and sub-learning areas; distribution and limits of the gained skills according to classes, and its relation with other courses; the relation between curriculum of English lesson programs; the methods, techniques, tools and materials that are used; measurement and evaluation approach; teacher competences. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students will be able to;  1) develop the teaching tools that have diverse specifications according to visual design rules. 2) choose the teaching tool according to factor which are important for selecting the relevant teaching material. 3) use the teaching tools in diverse courses and topics. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Basic concepts of teaching programs; The development of English language teaching programs; the approach of the current English language teaching program, its content and skills that it aims to develop | | | | | | |
| **COURSE OUTCOMES** | | | | | | Learning and sub-learning areas will be examined; distribution and limits of the gained skills according to classes, and its relation with other courses will be studied; the relation between curriculum of English lesson programs will be discussed; the methods, techniques, tools and materials that are used; measurement and evaluation approach; teacher competences will be evaluated. | | | | | | |
| **TEXTBOOK** | | | | | | Airasian, P. W., and Russell, M. K. (2008) Classroom Assessment: Concepts and Applications. New York: Mc Graw- Hill Higher Education. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Education, Instruction, Instructional technology, Educational technology |
| 2 | Instructional technology and communication |
| 3 | Message Design |
| 4 | Visual Design principles |
| 5 | Principles of selection and preparation of educational tools (Presentation Techniques) |
| 6 | Technology planning |
| 7 | Educational tools |
| 8 | Midterm |
| 9 | Educational tools (continued) |
| 10 | Concept Map |
| 11 | Computer supported education and E-learning |
| 12 | Evaluation of instructional technology |
| 13 | The usage of instructional Technologies in Turkey and the world |
| 14 | General rehersal |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | ENGLISH LITERATURE 2 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | English and American literature and writers and works of different literature periods whose original spelling language is English; the periods and basic movements of the written literature in English basic concepts, terms, techniques in these literature periods, sample texts; literary, philosophical and scientific trends of English literature | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The course objective is to present and teach the students, Renaissance Period, Age of Reason and Romantic Period in English Literature, to occupy them with the knowledge of the leading political, social and religious events of the time as well as the literary ones and with the ability to read, understand and analyze literary texts. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | To be able to list main examples of literary texts belonging to Renaissance, Restoration and Romantic Periods of English Literature.;  To be able to exemplify leading poets and authors Renaissance, Restoration and Romantic Periods of English Literature. ;  To be able to analyze literary texts belonging to Renaissance, Restoration and Romantic Periods of English Literature.; | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students will be able to;  1. paraphrase literary texts ;  2. comment on the hidden meaning behind literary texts;  3. understand the underlying meaning behind the literary texts;  4. point the figurative devices used in literary texts;  5. compare and contrast various examples of literature ; | | | | | | |
| **TEXTBOOK** | | | | | | 1- Abrams, M.H. (1993) A Glossary of Literary Terms. Harcourt Brace College Publishers. 2- Ousby, Ian. (1996) Literature in English. Cambridge University Press, Cambridge and New York. 3- Pfordresher,John; Gladys V. Veidemanis & Helen McDonnell. (1991) England in Literature. Scott, Foresman and Company. 4- Thornley, G.C. & Gwyneth Roberts. (1984) An Outline of English Literature. Longman, Essex. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | English Literature The 17th Century (1603-1660) John Donne "The Cannonization" "The Flea" "A Valediction:Forbidding Mourning" Holy Sonnet "10" |
| 2 | Ben Jonson "Song: To Celia" Robert Herrick "To the Virgins, to Make Much of Time" George Herbert "Virtue" "Man" "The Collar" Andrew Marvell "To His Coy Mistress" |
| 3 | John Milton "Paradise Lost -Book I" Francis Bacon "Of Marriage and Single Life" |
| 4 | American Literature The Colonial Period (1607-1763) William Bradford "History of the Plymouth Plantation" Ann Bradstreet "The Flesh and the Spirit" Jonathan Edwards "Of Insects" |
| 5 | English Literature The Restoration and the 18th Century (Age of Enlightenment) (1660-1798) John Dryden "Mac Flecknoe" Jonathan Swift "Gulliver's Travels-Part IV" Alexander Pope "Rape of the Lock" |
| 6 | American Literature The Revolutionary Period (1763-1810) Benjamin Franklin "Autobiography" Thomas Paine "The Age of Reason" |
| 7 | MIDTERM EXAM |
| 8 | English Literature The Romantic Period (1798-1832) William Blake "The Lamb" "The Tyger" William Wordsworth "Ode: Intimations of Immortality" "My Heart Leaps Up" |
| 9 | Samuel Taylor Coleridge "The Rime of the Ancient Mariner" Lord Byron "They Say That Hope Is Happiness" |
| 10 | Percy Bysshe Shelly "Ozymandias" John Keats "Ode to a Nightingale" |
| 11 | American Literature The Romantic Period (1810-1865) Washington Irving "Rip Van Winkle" Edgar Allan Poe "Annabel Lee" |
| 12 | Transcendentalism- Ralph Waldo Emerson "Self Reliance" Henry David Thoreau "Life Without Principle" |
| 13 | English Literature The Victorian Age (1832-1901) Lord Alfred Tennyson "Tears, Idle Tears" "Ask Me No More" "Mariana" Robert Browning "My Last Duchess" Mathew Arnold "Dover Beach" "Growing Old" |
| 14 | American Literature The 19th Century The Age of Realism (1865-1914) Walt Whitman "On The Beach at Night Alone" Emily Dickinson "465" "976" |
| 15-16 | Revision |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | LANGUAGE ACQUISITION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY (x) ELECTIVE ( ) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Theories of first and second language acquisition (e.g.: behaviorism, innatism, information processing, connectionism, the interactionist position) and developmental stages and sequences of first and target language acquisition; comparison of second language acquisition in children and in adults; identifying developmental sequences in first language acquisition; stages in second language morpho-syntactic development; processes in second language acquisition; learner characteristics and individual variation in ultimate attainment in second language acquisition (e.g.: role of personality, language aptitude, intelligence, age of acquisition, differences between second language acquisition and foreign language learning contexts (e.g.: natural vs. instructional settings). | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course 1- To introduce the field of language acquisition 2- To teach the important studies in the field 3- To teach about first and second language acquisition theories. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) learn fundamental concepts in second language acquisition (SLA) which revolve around the following: The nature of learner language, that is; interlanguage, Social, discoursal, psycholinguistic and linguistic aspects of interlanguage, Individual Differences in L2 Acquisition and Instruction in L2 Acquisition. 2) be aware that second language acquisition is a process different from first language acquisition and has implications on language learning and teaching. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to;  1.Recognize the discipline jargon and define the related terms - Name the disciplines that aid to explain language acquisition phenomenon - Evaluate the contribution of the disciplines to the investigation of language acquisition - Analyze the mother tongue and second language development stages - Compares and contrasts the differences and similarities of the first and second language developmental stages  2. Name the hypotheses and theories of language acquisition and compare them - Name and evaluate the contribution of the linguistic factors to second language acquisition - Name and evaluate the contribution of the social factors to second language acquisition - Name and evaluate the contribution of the individual differences to second language acquisition - Evaluate the role of instruction in second language acquisition | | | | | | |
| **TEXTBOOK** | | | | | | Ellis, R. ( 1994). Second Language Acquisition. Oxford University Press. Hong Kong (main coursebook) Ellis,R. (1985) Understanding Second Language Acquisition Oxford University Press Larsen-Freeman, Dand M. Long (1991). An Introduction to Second Language Acquisition Research Longman | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Describing and explaining L2 Acquisition |
| 3 | The nature of learner language |
| 4 | Interlanguage |
| 5 | Interlanguage |
| 6 | Social Aspects of Interlanguage |
| 7 | Midterm |
| 8 | Discourse and Psycholinguistic Aspects of Interlanguage |
| 9 | Linguistic Aspect of Interlanguage |
| 10 | Individual Differences in L2 Acquisition |
| 11 | Individual Differences in L2 Acquisition |
| 12 | Instruction and L2 Acquisition |
| 13 | Instruction and L2 Acquisition |
| 14 | Revision |
| 15-16 | Introduction |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | LINGUISTICS 2 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Error analysis of language learners? production data, case studies, and comparative analysis of native and target languages; morphology; free and bound morphemes, compounds, inflectional morphology, derivational morphology, morphemic analysis, morphological typology of languages, analysis of the internal hierarchical structure of words, morph phonological variation; syntax: word categories, phrase and clause structure, transformational-generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicative, conversational maxims, speech acts and politeness. sociolinguistics; dialects, register, style; discourse: criteria for textuality, types of cohesive devices, discourse connections, functions, the discourse situation, institutional discourse, and similar topics. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Objectives of this course include the teaching of the different theories that account for first and second language acquisition, sociolinguistics, computational linguistics, and language contact and change; the influence of social factors on language, and the relationship among language, culture and society. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Students will be able to  1.explain what a morpheme is and tell the number of morphemes in a word; 2.write derivational rules; 3.draw tree diagrams for complex words; 4.identify phrase types ; 5.write phrase structure rules and draw tree diagrams for phrases; 6.draw tree diagrams for complex sentences; | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to;  1. Evaluate how a language structure is learned, language consciousness, language processing: the relationship between humans and computers, language as a social structure and writing.  2. Apply the core concepts of linguistics to topics such as language acquisition, language classification and sociolinguistics.  3. Explain the theories and approaches in language acquisition, computational linguistics, sociolinguistics, and language contact and change. 4. Explain the influence of language on culture and society. 5. Evaluate the role language plays in social and political issues such as gender, racial discrimination, immigration and educational policies. | | | | | | |
| **TEXTBOOK** | | | | | | Akmajian, A. And R.A. Demers, A.K. Farmer, R.M. Harnish. 1997. An Introduction to Language and Communication. USA:The MIT Press.   Benham, B. 1996. Studying Linguistics: A workbook. AEIN Publication.   Fromkin, V. And R. Rodman. 1988. An Introduction to Language. 4th Ed. USA: Holt, Rinehart, Winston.   Hudson, G. 2000. Essential Introductory Linguistics. UK: Blackwell.   Liles, B. 1975. An Introduction to Linguistics. USA: Prentice-Hall.   McManis, C. And D. Stollenwerk, Z. Zheng-Sheng. 1987. Language Files. USA: Advocate Publishing Group. Week  Tercanlıoğlu, L. 1999. Linguistics for TEFL students. Erzurum: Atatürk Üniversitesi Yayınları.  Todd, L. 1987. An Introduction to Linguistics. Singapore: Longman.   Trask, R.L. 1999. Language: The Basics. 2nd Ed. GB: Routledge.  Yule, George. 1996. The Study of Language. 2nd Ed. GB: Cambridge. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and review of previous semester |
| 2 | Semantics |
| 3 | Semantics |
| 4 | Language in society- Sociolinguistics |
| 5 | Language in society- Sociolinguistics |
| 6 | Language change - Historical linguistics |
| 7 | Midterm |
| 8 | Language change - Historical linguistics |
| 9 | Language acquisition |
| 10 | Language acquisition |
| 11 | Psycholinguistics |
| 12 | Psycholinguistics |
| 13 | Neurolinguistics |
| 14 | Neurolinguistics |
| 15-16 | Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Language Teaching and Literature 1 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY (X) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Example short stories and novels from British and American and those which are originally produced in English; identification of the distinctive features of short stories and novels; different approaches to using literature with teenage and adult learners at all levels; examining ways in which the teaching of literature and language in these two genres (short story and novel), exploring theoretical and practical dimensions of this integration; analysis of literary texts as content and as context; culture teaching through short stories and novel in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humor. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to raise student teachers' understanding of various approaches to using literature in the English language classrooms, and to help develop their practical skills in designing lessons and producing appropriate activities. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | This course aims to raise student teachers' understanding of various approaches to using literature in the English language classrooms, and to help develop their practical skills in designing lessons and producing appropriate activities. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will have knowledge of the techniques that can be used to offer students language support and practice in relation to the literary text at hand.  Students will be able to design activities through which they can offer language support and practice in relation to the literary text at hand.  Students will be able to design lessons and produce activities that help students understand and appreciate literary texts.  Students will have knowledge of the techniques that can be used to help students understand and appreciate literary texts.  Students will be able to judge the appropriateness of literary materials.  Pre-service teachers will be informed of the approaches used in integrating literature in EFL classrooms. | | | | | | |
| **TEXTBOOK** | | | | | | Celep, C. (2002). *Sınıf Yönetimi ve Disiplini.* (2.Baskı). Anı Yayıncılık.  Charles, C.M. (1996). *Building classroom discipline.* (5th ed.) White Plans, NY: Longman Publihsers. Çeviri notları.  Başar, H. (2001). *Sınıf yönetimi*. Anı Yayıncılık.  Şişman, M., S.Turan (2007). Sınıf Yönetimi (5.Baskı). Öğreti Yayınları | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| **1** | Discussion of the academic calendar and course outline |
| **2** | Teaching literature: why, what and how. |
| **3** | Approaches to using literature with the language learner |
| **4** | Selecting and evaluating materials, Literature in the classroom |
| **5** | First encounters |
| **6** | Student presentations |
| **7** | Maintaining momentum |
| **8** | Mid-term exams |
| **9** | Exploiting highlights |
| **10** | Student presentations |
| **11** | Endings |
| **12** | Student presentations |
| **13** | Examination of sample lesson plans for young learners (short story) |
| **14** | Designing a lesson for young learners |
| **15** | Student presentations of young learners lesson designs |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives |  | x |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | x |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | x |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT | x |  |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  | x |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials |  | x |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | TEACHING ENGLISH LANGUAGE SKILLS 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 5.0 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Different stages and techniques of teaching listening, speaking, pronunciation, and vocabulary; developing language awareness for different age and language levels; lesson planning principles and techniques for different language levels and competencies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  1) discuss the language awareness through detailed analysis of different phases and techniques for teaching listening, speaking, pronunciation and vocabulary 2) design individual or group activities appropriate for different language proficiency level according to principles and techniques to design lesson plans 3) develop activities for learners with different ages and language proficiency levels | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) discuss the language awareness through detailed analysis of different phases and techniques for teaching listening, speaking, pronunciation and vocabulary 2) design individual or group activities appropriate for different language proficiency level according to principles and techniques to design lesson plans 3) develop activities for learners with different ages and language proficiency levels | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) discuss the language awareness through detailed analysis of different phases and techniques for teaching listening, speaking, pronunciation and vocabulary 2) design individual or group activities appropriate for different language proficiency level according to principles and techniques to design lesson plans 3) develop activities for learners with different ages and language proficiency levels | | | | | | |
| **TEXTBOOK** | | | | | | Brown,H.D. (2000)Principles of Language Learning and Teaching. USA:Wesley.  Brown H.D. (1994) Teaching by Principles. USA: Prentice Hall.  Brown H.D. (1993) Principles of Language Learning and Teaching. USA: Prentice Hall.  Doff A. (1988) Teach English. Cambridge:CUP  Ehrman, M. (1996) Understanding Second Language Learning Difficulties.USA :Sage Publications.  Freeman D.&Richards J.C (1996) Teacher Learning in Language Teaching. Cambridge: CUP.  Lantolf, James P. (1996) SLA theory building: ‘Letting all the flowers bloom!’ Language Learning 46:713-749.  Larsen&Freeman,Diane. (1986) Teachniques and Principles in Language Teaching. NY:OUP.  Murcia, C.M. (1979) Teaching English as a Second or Foreign Language. USA: Newburry House Publishers.  Nunan,D.&Lamb C. (1996) The Self-Directed Teacher. Cambridge: CUP.  Parrott, M. (1993) Tasks for Language Teachers. Cambridge: CUP.  Prodromou, L. (1992) Mixed Ability Classes. London: Macmillan.  Richards, J (1998) Beyond Training. Cambridge: CUP  Richards, J. &Weber, H. (1985) Longman Dictionary of Applied Linguistics. Hong Kong: Longman.  Skehan,Peter. (1998) A Cognitive Approach to Language Learning. Oxford:OUP.  Stern, H. H. (1983) Fundamental Concepts of Language Teaching. Oxford:OUP. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | PC, Projector | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course |
| 2 | Grammar |
| 3 | Teaching grammar and activities for Teaching grammar |
| 4 | Preparing and presenting lesson plan for Teaching grammar |
| 5 | Preparing and presenting lesson plan for Teaching grammar |
| 6 | Reading Skills |
| 7 | MIDTERM |
| 8 | Teaching Reading skills and activities for Teaching Reading |
| 9 | Preparing and presenting lesson plan for Teaching reading |
| 10 | Preparing and presenting lesson plan for Teaching reading |
| 11 | Writing Skills |
| 12 | Teaching writing and activities for Teaching writing |
| 13 | Preparing and presenting lesson plan for Teaching writing |
| 14 | Preparing and presenting lesson plan for Teaching writing |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | x |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | x |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | x |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | x |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | x |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | x |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials | x |  |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  | x |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | TEACHING ENGLISH TO YOUNG LEARNERS 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 5.0 | | COMPULSORY ( x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Differences (in terms of learning the target language structure, skills and sub-skills) between early language learners (5-12 year-olds) and others; myths about early language learners; learning styles of (visual, aural and affective) and strategies(cognition, meta-cognition, socio-emotional) of young learners; activities for teaching vocabulary, grammar and language structure (puzzles, stories, games and simulations); developing audio-visual aids (pictures, realia, cartoons, puppets, and songs); ordering and selecting appropriate teaching points for young learners in line with their cognitive, linguistic, affective developments; material design and adaptation. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching. This course aims to provide the students with the theoretical and practical aspects of teaching English to young learners. More specifically, the course addresses issues related to theories of learning, curriculum design, materials production, teaching-learning activities, and assessment of young English learners. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) identify the learning styles and strategies of young learners and design activities (puzzles, stories, games) to teach vocabulary, languages skills and grammar. 2) discuss the classroom management techniques used for young learners 3) develop their skills on teaching English to young learners with suitable techniques and methods | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) identify the learning styles and strategies of young learners and design activities (puzzles, stories, games) to teach vocabulary, languages skills and grammar. 2) discuss the classroom management techniques used for young learners 3) develop their skills on teaching English to young learners with suitable techniques and methods | | | | | | |
| **TEXTBOOK** | | | | | | Akmajian, Adrian, et al. 1984. Linguistics: An Inroduction to Language and Communication. Cambridge: Messachusetts, The MIT Press.  Brown, H. D. 2000. Principles of Language Learning and Teaching.Wesley:USA.  Brumfit, Christopher, el al (editors).1995. Teaching English to Children. Essex. Addisson Wesley Longman Ltd.  Doff A. 1988. Teach English. Cambridge.CUP.  Gairns, Ruth. 1986. Working with Words. Cambridge: CUP.  Hill, LA and Innes. 1981. Oxford Children's Picture Dictionary. O.UP  Parnwell, EC. 1988. The New Oxford English Picture Dictionary. OUP.  Parrott, M. 1993. Tasks for Language Teachers. Cambridge:CUP.  Prodromou,L. 1992. Mixed Ability Classes. London: Macmillan.  Underwood, M. 1987. Effective Class Management. Longman.  ScotA., Wendy and Lisbeth H. Ytreberg . 1990. Teaching English to Children. Essex: Longman.( Main coursebook)  Ur, Penny. 1988. Grammar Practice Activities. Cambridge: CUP.Vale ,David. 1995. Teaching Children English. Cambridge: CUP. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1st Week | Introduction to the course |
| 2nd Week | Children learning a foreign language |
| 3rd Week | (i) The young language learner (ii) The child as a language learner |
| 4th Week | (i) Classroom management and atmosphere (ii) Planning the work |
| 5th Week | Learning the spoken language |
| 6th Week | (i) Teaching listening to young learners (ii) Teaching listening lesson plan |
| 7th Week | Midterm |
| 8th Week | (i) Teaching pronunciation  (ii) Problem sounds  (iii) Teaching pronunciation lesson plan |
| 9th Week | (i) Learning words (ii) Teaching vocabulary |
| 10thWeek | (i) Teaching vocabulary lesson plan (ii) Games and songs |
| 11thWeek | Teaching Grammar |
| 12thWeek | Teaching Grammar Lesson Plan |
| 13thWeek | Teaching Grammar Lesson Plan (Cont.) |
| 14thWeek | Final |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives |  | x |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | x |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | x |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT | x |  |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  | x |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials |  | x |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Language Teaching and Literature 1 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The focus is on use of literature in language teaching; analysis of English and American literary Works along with texts that were originally written in English including poems, and plays; the qualities of these two aforementioned genres that make them unique; exercise for underlining the rich content of literary texts; using poetry and plays for teaching cultural elements; comparison and contrastive analysis of objects, proverbs, formulaic expressions, social structures, roles and relations, customs/traditions/rituals; beliefs, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humor in native and target language and culture. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to raise student teachers' understanding of various approaches to using literature in the English language classrooms, and to help develop their practical skills in designing lessons and producing appropriate activities. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | This course aims to raise student teachers' understanding of various approaches to using literature in the English language classrooms, and to help develop their practical skills in designing lessons and producing appropriate activities. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will have knowledge of the techniques that can be used to offer students language support and practice in relation to the literary text at hand.  Students will be able to design activities through which they can offer language support and practice in relation to the literary text at hand.  Students will be able to design lessons and produce activities that help students understand and appreciate literary texts.  Students will have knowledge of the techniques that can be used to help students understand and appreciate literary texts.  Students will be able to judge the appropriateness of literary materials.  Pre-service teachers will be informed of the approaches used in integrating literature in EFL classrooms. | | | | | | |
| **TEXTBOOK** | | | | | | Celep, C. (2002). *Sınıf Yönetimi ve Disiplini.* (2.Baskı). Anı Yayıncılık.  Charles, C.M. (1996). *Building classroom discipline.* (5th ed.) White Plans, NY: Longman Publihsers. Çeviri notları.  Başar, H. (2001). *Sınıf yönetimi*. Anı Yayıncılık.  Şişman, M., S.Turan (2007). Sınıf Yönetimi (5.Baskı). Öğreti Yayınları | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| **1** | Discussion of the academic calendar and course outline |
| **2** | Teaching literature: why, what and how. |
| **3** | Approaches to using literature with the language learner |
| **4** | Selecting and evaluating materials, Literature in the classroom |
| **5** | First encounters |
| **6** | Student presentations |
| **7** | Maintaining momentum |
| **8** | Mid-term exams |
| **9** | Exploiting highlights |
| **10** | Student presentations |
| **11** | Endings |
| **12** | Student presentations |
| **13** | Examination of sample lesson plans for young learners (short story) |
| **14** | Designing a lesson for young learners |
| **15** | Student presentations of young learners lesson designs |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives |  | x |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | x |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | x |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT | x |  |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  | x |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials |  | x |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | TEACHING ENGLISH LANGUAGE SKILLS 2 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 5.0 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Different stages and techniques of teaching listening, speaking, pronunciation, and vocabulary; developing language awareness for different age and language levels; lesson planning principles and techniques for different language levels and competencies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  1) explain the characteristics and the place of short stories in literature 2) discuss the methods for examining and analyzing the short stories 3) evaluate the chosen short stories from Contemporary English and American literature | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) explain the characteristics and the place of short stories in literature 2) discuss the methods for examining and analyzing the short stories 3) evaluate the chosen short stories from Contemporary English and American literature | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) explain the characteristics and the place of short stories in literature 2) discuss the methods for examining and analyzing the short stories 3) evaluate the chosen short stories from Contemporary English and American literature | | | | | | |
| **TEXTBOOK** | | | | | | * Akmajian, Adrian, et al. 1984. Linguistics: *An Inroduction to Language and Communication*. Cambridge: Messachusetts, The MIT Press. * Brown, H. D. 2000. *Principles of Language Learning and Teaching.*Wesley:USA. * Brumfit, Christopher, el al (editors).1995. *Teaching English to Children.* Essex. Addisson Wesley Longman Ltd. * Doff A. 1988. *Teach English.* Cambridge.CUP. * Gairns, Ruth. 1986. *Working with Words.* Cambridge: CUP. * Hill, LA and Innes. 1981. *Oxford Children’s Picture Dictionary.* O.UP * Parnwell, EC. 1988. *The New Oxford English Picture Dictionary.* OUP. * Parrott, M. 1993. *Tasks for Language Teachers.* Cambridge:CUP. * Prodromou,L. 1992. *Mixed Ability Classes.* London: Macmillan. * Underwood, M. 1987. *Effective Class Management.* Longman. * ScotA., Wendy and Lisbeth H. Ytreberg . 1990. *Teaching English to Children.* Essex: Longman.( Main coursebook) * Ur, Penny. 1988. *Grammar Practice Activities.* Cambridge: CUP.   Vale ,David. 1995. *Teaching Children English. Cambridge: CUP****.*** | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | PC, Projector | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course |
| 2 | Vocabulary |
| 3 | Teaching Vocabulary and activities for Teaching Vocabulary |
| 4 | Preparing and presenting lesson plan for Teaching Vocabulary |
| 5 | Preparing and presenting lesson plan for Teaching Vocabulary |
| 6 | Listening Skills |
| 7 | MIDTERM |
| 8 | Teaching Listening skills and activities for Teaching Listening |
| 9 | Preparing and presenting lesson plan for Teaching Listening |
| 10 | Preparing and presenting lesson plan for Teaching Listening |
| 11 | Speaking Skills |
| 12 | Teaching Speaking and activities for Teaching Speaking |
| 13 | Preparing and presenting lesson plan for Teaching Speaking |
| 14 | Preparing and presenting lesson plan for Teaching Speaking |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | x |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | x |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | x |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | x |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | x |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | x |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials | x |  |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  | x |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | TEACHING ENGLISH TO YOUNG LEARNERS 2 |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 5.0 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 10 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Different syllabus types (theme-based, story-based, content-based, function-based) for early language learners (5-12 year-olds); effective use of child literature in the selected syllabus, classroom management, language presentation and exercises. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching. This course aims to provide the students with the theoretical and practical aspects of teaching English to young learners. More specifically, the course addresses issues related to theories of learning, curriculum design, materials production, teaching-learning activities, and assessment of young English learners. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) analyze and discuss the video recorded in classrooms with young learners 2) produce course materials and syllabus for young learners with different characteristics 3) discuss the effective usage techniques of Children's Literature | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) analyze and discuss the video recorded in classrooms with young learners 2) produce course materials and syllabus for young learners with different characteristics 3) discuss the effective usage techniques of Children's Literature | | | | | | |
| **TEXTBOOK** | | | | | | * Akmajian, Adrian, et al. 1984. Linguistics: *An Inroduction to Language and Communication*. Cambridge: Messachusetts, The MIT Press. * Brown, H. D. 2000. *Principles of Language Learning and Teaching.*Wesley:USA. * Brumfit, Christopher, el al (editors).1995. *Teaching English to Children.* Essex. Addisson Wesley Longman Ltd. * Doff A. 1988. *Teach English.* Cambridge.CUP. * Gairns, Ruth. 1986. *Working with Words.* Cambridge: CUP. * Hill, LA and Innes. 1981. *Oxford Children’s Picture Dictionary.* O.UP * Parnwell, EC. 1988. *The New Oxford English Picture Dictionary.* OUP. * Parrott, M. 1993. *Tasks for Language Teachers.* Cambridge:CUP. * Prodromou,L. 1992. *Mixed Ability Classes.* London: Macmillan. * Underwood, M. 1987. *Effective Class Management.* Longman. * ScotA., Wendy and Lisbeth H. Ytreberg . 1990. *Teaching English to Children.* Essex: Longman.( Main coursebook)   Ur, Penny. 1988. *Grammar Practice Activities.* Cambridge: CUP.Vale ,David. 1995. *Teaching Children English. Cambridge: CUP****.*** | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Teaching English to Children II |
| 2 | Teaching Vocabulary to Children/Sample Lesson Plan & Practices |
| 3 | Presentations |
| 4 | Teaching reading to Children/Sample Lesson Plan & Practices |
| 5 | Presentations |
| 6 | Teaching Listening to Children/Sample Lesson Plan & Practices |
| 7 | MIDTERM EXAM |
| 8 | Presentations |
| 9 | Teaching Writing to Children/Sample Lesson Plan & Practices |
| 10 | Presentations |
| 11 | Teaching Speaking to Children/Sample Lesson Plan & Practices |
| 12 | Presentations |
| 13 | Current Issues in Teaching English to Children |
| 14 | Revision |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives |  | x |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | x |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  | x |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT | x |  |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | x |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  | x |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | x |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | x |
|  | Students will be able to adapt and use the materials, also design new materials |  | x |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | x |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | x |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | x |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | x |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | x |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  | x |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | x |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | DEVELOPING COURSE CONTENT IN ENGLISH LANGUAGE TEACHING |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 3 | | COMPULSORY (x) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Theories and principles of course content and materials design in English teaching (e.g. in English teaching content and equipment selection, adaptation, development and evaluation) the basic views on the proponent sides and the opposing ones; the relationship between methodology, ideology and textbook writer | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims at enabling students to evaluate, adapt. And develop materials in foreign language teaching. It also aims at equipping students with the necessary skills to evaluate course books. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students will be able to;  1) Improve course content in English teaching. 2) Choose the teaching tool according to factor which are important for selecting the relevant teaching material. 3) Use the teaching tools in diverse courses and topics. | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Upon completing the course, the students will be able to - Investigate the relationship between methods and material development - Inspect the nature of materials developed with regard to the communicative approach principles - Examine the current approaches in material development - Evaluate the appropriacy of materials with regard to the target audience - Adapt the materials if they are deemed as a misfit for the target audience  2.Develops materials from scratch for grammar, vocabulary, and pronunciation teaching - Develops materials from scratch for macro skills in language (reading, writing, speaking and listening)  - Develops means to elicit the stakeholders? opinions about on the market course books - Evaluates the on course books on the market by using a checklist - Express an opinion on the appropriacy of the evaluated course books | | | | | | |
| **TEXTBOOK** | | | | | | Al-Busaidi, S., & Tindle, K. (2010). Evaluating the impact of in-house materials on language  learning. In B. Tomlinson, & H. Masuhara (Eds.). Research for materials development in language learning (137-149). London, UK: Continuum. Byrd, P. (2001). Textbooks? Evaluation for selection and analysis for implementation. In M.  Celce-Murcia (Ed.), Teaching English as a Second and Foreign Language (3rd ed.) (pp.415-427). Boston, MA: Heinle & Heinle. Cunningsworth, A. (1995). Choosing Your Coursebook. Oxford: Macmillan Publishers.  Dat, B. (2003). Materials for developing speaking skills. In B. Tomlinson (Ed.). Developing materials for language teaching (375-393). London, UK: Continuum. Gomez-Rodriguez, L. F. (2010). English textbooks for teaching and learning English as a  foreign language: Do they really help to develop communicative competence?  Educacion y Educadores, Vol. 13(3), 327-346. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Education, Instruction, Instructional technology, Educational technology |
| 2 | Instructional technology and communication |
| 3 | Message Design |
| 4 | Visual Design principles |
| 5 | Principles of selection and preparation of educational tools (Presentation Techniques) |
| 6 | Technology planning |
| 7 | Educational tools |
| 8 | Midterm |
| 9 | Educational tools (continued) |
| 10 | Concept Map |
| 11 | Computer supported education and E-learning |
| 12 | Evaluation of instructional technology |
| 13 | The usage of instructional Technologies in Turkey and the world |
| 14 | General rehersal |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | TRANSLATION |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 3 | | 0 | 0 | | | 3 | 3 | | COMPULSORY (x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Within the scope of this course, it is suggested to translate Turkish-English, English-Turkish into different text types; linguistic structure and context relation in translation process; it is aimed to increase the awareness of teacher candidates about the similarities and differences between the two languages; the harmony between translation approaches and text types is emphasized. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is to introduce modern translation concepts and theories. By this way, primary objective is to raise interlingual awareness of the students by indicating similarities and differences between English and Turkish. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) evaluate and criticize the appropriateness of the translation of a text by comparing the parallel translations of the same texts through error analysis 2) explain the issues such as style, word choice, the role of the translation in ELT and cultural dimension of translation 3) translate the texts related to English Language Teaching | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Learn basic translation theories and concepts, 2. Gain awareness between interlingual differences (Turkish-English), 3. Grasp metalinguistic differences (meaning, act, form), 4. Gain sensitivity to translation, 5. Conduct translations with texts of social sciences requiring moderate specialty, 6. Learn which method and technique to use throughout translation 7. Apply grammatical structures suitable in a text related with English language teaching. | | | | | | |
| **TEXTBOOK** | | | | | | Texts from various books and journals. Turkish-English, English-Turkish, English-English dictionaries. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Features of English-Turkish translation Syntactic and Structural awareness/Word Choice,Translation practices: identity card, identity register copy, report of birth |
| 3 | Tenses and Passive voice , Translation practices: Dialogues (extracts from Series) and opening speeches for formal meetings |
| 4 | Infinitive, gerunds & participles: Translation practices: report of birth, marriage certificate, residence permit, work permit |
| 5 | Cleft sentences, adverbial clauses, subjunctives, conditional sentences: Translation practices: texts related to ELT |
| 6 | Noun clauses, relative clauses, inversions: Translation practices: death certificate, passport, visa, certificates |
| 7 | MID-TERM EXAM |
| 8 | Translation practices: Diplomas, transcripts, certificate of achievement |
| 9 | Translation practices: Extracts from novels |
| 10 | Translation practices: Letter of attorney, agreements & rent contract |
| 11 | Translation practices: News and sports |
| 12 | Translation practices: texts related to ELT |
| 13 | Comparative text analysis |
| 14 | Comparative text analysis |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | TESTING AND EVALUATION IN ELT |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( x ) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Types of test and measurement methods used for different age groups and language levels in language proficiency teaching; principles for measuring and evaluating language skills; types of questions used in measuring reading, writing, listening, speaking, vocabulary and grammar; exam preparation techniques and evaluation criteria; preparation of various question examples and exam evaluation studies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To develop learner’s concept of testing and making them aware of different test types, producing them when necessary. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) design language exams and tests for the learners with different ages, language proficiency and learning styles 2) develop separate and integrative exams to evaluate reading, writing, listening and speaking, vocabulary and grammar skills 3) discuss the descriptive and inferential statistics calculations and the principles behind the design | | | | | | |
| **COURSE OUTCOMES** | | | | | | By the end of this lesson, students will be able to,   1. Know approaches to testing 2. Know objective testing 3. Know different types of tests 4. Prepare different types of language tests | | | | | | |
| **TEXTBOOK** | | | | | | * Bachman Lyle (1990). Fundamental Considerations in Language Testing. Oxford * university Press; Oxford * Davies Alan (1990). Principles of Language Testing. Basil Blackwell; Oxford Hill Clifford & Perry Kate (Eds) (1994). From Testing to Assessment English as an International Language. Longman Group Limited: Malaysia * Harris, D.P (1969). Testing English as a Second Language. Mc Grow Hill Book Company: New York * Hughes Arthur (Ed) (1988) Testing English for University Study. Modern English Publications. The British Council: Hong Kong * Heaton, J.B. (1990). Classroom Testing. Longman: London * Heaton, J.B. (1988). Writing English Language Tests: A practical guide for teachers of English as as second or foreign language. Longman  Weir Cyril & John Roberts (1994). Assessment in ELT. Blackwell: Massachusetts | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of language testing |
| 2 | Types of tests |
| 3 | Major aspects of English language testing |
| 4 | Procedures in preparing different kinds of test items |
| 5 | Practice of preparing various types of questions |
| 6 | Test preparation techniques for the purpose of measuring various English language skills |
| 7 | MID-TERM EXAM |
| 8 | Testing writing skills |
| 9 | Testing reading skills |
| 10 | Testing speaking skills |
| 11 | Testing listening skills |
| 12 | Analysis techniques |
| 13 | Statistical calculations |
| 14 | Revision |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
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| 4 |  |  |  |  |
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| 8 |  |  |  |  |
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| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | World Englishes and Culture |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 4.0 | | COMPULSORY ( ) ELECTIVE (X) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequiste | | | | | | |
| **COURSE DESCRIPTION** | | | | | | İngilizcenin uluslararası dil olarak kullanımı, ortak dil olarak İngilizce ve İngilizcenin dünya üzerinde farklı kullanımları; İngilizcenin uluslararası dil olarak kullanımının İngilizcenin öğretimine ve öğretmen eğitimine yansımaları; öğrencilerin dil ve kültür arasındaki ilişkiye yönelik bilinçlerinin geliştirilmesi ve kültürün dil öğretimindeki yerinin irdelenmesi; ders kitapları, edebî eserler, filmler, TV programları ve reklamlar gibi materyallerin incelenerek kültürel ögelerin değerlendirilmesi. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Explain the role of historical, social, political, and linguistic issues on the development of World Englishes.  Examplifying different uses of World Englishes and helping students to gain an awareness about the issue.  Presenting different pedagogical approaches to English langauge teaching by analyzing different uses of World Englishes. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | The aim of this course is to present different uses of World Englishes to the students. The awareness the students will gain through this course, will help them to uselect and use deifferent pedagogical approaches to English language teaching. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Explain the role of historical, social, political, and linguistic issues on thedevelopment of World Englishes,  Explain and critique the Concentric Circles Model of World Englishes, in whichthe varieties of English are classified according to their historical development,e.g. varieties of English spoken as a first language, varieties of English spoken asa second language, varieties of English spoken as an international language, | | | | | | |
| **TEXTBOOK** | | | | | | Sharifian, F. (2010). (edited). *English as an international language: Perspectives and pedagogical issues.* Buffalo, NY: Multilingual Matters. | | | | | | |
| **OTHER REFERENCES** | | | | | | Relevant literature and research studies. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction: Roots and Spread of English Language |
| 2 | World Englishes, English as an international language |
| 3 | English as a lingua franca, native and non-native speakers, Kachru’s (1990) world Englishes. |
| 4 | Teaching English as an international language, pedagogical issues, trends and perspectives |
| 5 | Accuracy, fluence and intelligibility in world Englishes, |
| 6 | Variation and impurity in British English |
| 7-8 | Variation and impurity in American English |
| 9 | MIDTERM |
| 10 | Key sociolinguistic concepts: Native varieties vs nativised varieties vs lingua franca Englishes, The native speaker vs the non‐native speaker, The functions of language and the ‘identity‐communication continuum’, Pidgins vs creoles vs varieties of English, Linguistic prejudice |
| 11 | English in Europe |
| 12 | English in Asia |
| 13 | English in Africa |
| 14 | English in North and South America |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives |  | X |  |
|  | Students will be able to create texts in different genres applying the writing process effectively |  |  | X |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. |  | X |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them | X |  |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT | X |  |  |
|  | Students will be able to adapt and use the materials, also design new materials | X |  |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | X |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | X |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | X |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | X |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | X |  |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | X |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | LANGUAGE AND SOCIETY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (X) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic concepts and technical terms in the context of language-society relation; geographical and social differences in linguistic communities; the relationship between social strata and linguistic communities; changes on the language; language and culture; language planning. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The course develops in the form of an analysis of contemporary popular culture phenomena, together with an examination of theoretical texts and case studies on popular culture studies. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | The course develops in the form of an analysis of contemporary popular culture phenomena, together with an examination of theoretical texts and case studies on popular culture studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | | |  |  | | --- | --- | |  | At the end of this course, the students;  1) will be able discuss current important issues in  language-society relation  2) will be able to discuss social differences in linguistic  communities | | | | | | | |
| **TEXTBOOK** | | | | | | **Selected articles** | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| **1** | Discussion of the academic calendar and course outline |
| **2** | Teaching literature: why, what and how. |
| **3** | Approaches to using literature with the language learner |
| **4** | Selecting and evaluating materials, Literature in the classroom |
| **5** | First encounters |
| **6** | Student presentations |
| **7** | Maintaining momentum |
| **8** | Mid-term exams |
| **9** | Exploiting highlights |
| **10** | Student presentations |
| **11** | Endings |
| **12** | Student presentations |
| **13** | Examination of sample lesson plans for young learners (short story) |
| **14** | Designing a lesson for young learners |
| **15** | Student presentations of young learners lesson designs |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | DRAMA IN ELT |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The definition and the meaning of educational drama, its difference from similar terms (psychodrama, creative drama, drama-play, drama), the history of drama practices for children, the structure and practices of educational drama, classification of educational drama in terms of age groups and field of application, the context of drama and teacher qualifications, special techniques in educational drama, evaluation of educational drama, educational drama samples appropriate for the educational objectives of the field of application and the development of new samples. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to help students understand the definition of pedagogic drama, its history, and its importance, learn its structure and application stages, and classification according to age groups and design educational drama activities and new activities according to the objectives of education. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) explain the characteristics of dramas as literary genre 2) discuss the methods for examining and analyzing the dramas 3) transform the chosen dramas from Contemporary English and American literature into drama | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to; 1. Define educational drama terms. 2. Use drama applications. 3. Adapt the drama applications according to different age groups. 4. Apply educational drama by using different techniques in classrooms. 5. Design new drama techniques according to the needs of the students. | | | | | | |
| **TEXTBOOK** | | | | | | 1.San, İ. (1997). Drama Maske Müze. Türk-Alman Kültür İşleri Kurulu Yayınları 2. Önder, A. (2011). Yaşayarak Öğrenme İçin Eğitici Drama. Nobel Yayın Dağıtım 3.Ömeroğlu, E. (2010).Okul Öncesi Eğitimde Drama. Kök Yayıncılık 4.Kama, G. Sarıyüce,Z. (2012). Okul Öncesinde Çocuklarla Drama. Kök yayıncılık.  5.Aksan, S. (2005). Okul Öncesinde Drama ve Drama Yoluyla Sanat Eğitimi. Nobel Yayınları. 6.Gönen, M. (2010).Çocuk Eğitiminde Yaratıcı Drama. Epsilon Yayınevi 7.Öğrenciler tarafından ulaşılabilir tüm yazılı ve elektronik kaynaklar. 8. Çevik, Hayati. (2006). Çocuklara Yabancı Dil Öğretiminde Drama Tekniğinin Kullanımı. Yayımlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1st Week | Drama |
| 2nd Week | Arms and the Man by G. B. Shaw |
| 3rd Week | Arms and the Man |
| 4th Week | If Men Played Cards as Women Do by G. Kaufman |
| 5th Week | Cat on a Hot Tin Roof by T. Williams |
| 6th Week | Cat on a Hot Tin Roof |
| 7th Week | Midterm |
| 8th Week | An Inspector Calls by J. B. Priestly |
| 9th Week | An Inspector Calls |
| 10thWeek | Teeth by T. Stoppard |
| 11thWeek | The Dumb Waiter by H. Pinter |
| 12thWeek | The Dumb Waiter |
| 13thWeek | All My Sons by A. Miller |
| 14thWeek | Revision |
| 15 | Final |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | NEW APPROACHES TO ELT |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 2 | 10 |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Course design in English Language Teaching, approaches to different student needs such as English as a second / foreign / international / special purpose / academic language; current practices such as constructivist approach, content-oriented, task-oriented, problem-focused, holistic language teaching, multiple intelligence and holistic language approach; second language / foreign language teaching and cultural teaching in language teaching, use of technology in language classes, place of communication in the developing world and intercultural interaction. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of the course, the students will be able identify and discuss new trends in foreign language education, study new technological trends, computer assisted and web-enhanced language learning tools. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Current trends in foreign language learning, technological trends, computer assisted and web-enhanced language learning tools | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the course candidate teachers will be able to identify and discuss   1. current trends in foreign language learning in general. 2. current methodological trends in foreign language learning. 3. technological trends. 4. computer assisted and web-enhanced language learning tools. | | | | | | |
| **TEXTBOOK** | | | | | | Brown,H.D. (2000) Principles of Language Learning and Teaching. USA:Wesley. Brown H.D. (1994) Teaching by Principles. USA: Prentice Hall. Brown H.D. (1993) Principles of Language Learning and Teaching. USA: Prentice Hall. Doff A. (1988) Teach English. Cambridge:CUP Ehrman, M. (1996) Understanding Second Language Learning Difficulties. USA :Sage Publications. Freeman D.&Richards J.C (1996) Teacher Learning in Language Teaching. Cambridge: CUP. Lantolf, James P. (1996)SLA theory building: Letting all the flowers bloom! Language Learning 46:713-749.  Larsen&Freeman,Diane.(1986)Teachniques and Principles in Language Teaching. NY:OUP. Murcia, C.M. (1979) Teaching English as a Second or Foreign Language. USA: Newburry House Publishers. Nunan,D.&Lamb C. (1996) The Self-Directed Teacher. Cambridge: CUP. Parrott, M. (1993) Tasks for Language Teachers. Cambridge: CUP. Prodromou, L. (1992) Mixed Ability Classes. London: Macmillan. Richards, J (1998) Beyond Training. Cambridge: CUP  Richards, J. and Weber, H. (1985) Longman Dictionary of Applied Linguistics. Hong Kong: Longman. Skehan,Peter. (1998) A Cognitive Approach to Language Learning. Oxford:OUP. Stern, H. H. (1983) Fundamental Concepts of Language Teaching. Oxford:OUP. Stevick, W.E. (1980) A Way and Ways Teaching Languages. USA:Newburry House Publishers. Ur, P. (1988) Grammar Practice Activities. UK: CUP.  Ur, P. (1996) A Course in Language Teaching. UK: OUP. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Theories of first language acquisition and their effects on foreign/second language learning: 1 Behaviourism 2 The nativist approach 3. The affective factor |
| 3 | The nature of language learning: 1 Language learning and acquisition 2 First language acquisition 3 Differences between first language acquisition and second language learning |
| 4 | Fundamental principles of learning, definition of the basic concepts (method, approach, technique) |
| 5 | Theories of first language acquisition and their effects on foreign/second language learning: 1 Behaviourism 2 The nativist approach 3. The affective factor |
| 6 | The nature of language learning: 1 Language learning and acquisition 2 First language acquisition 3 Differences between first language acquisition and second language learning |
| 7 | Mid-term Exam |
| 8 | Fundamental principles of learning, definition of the basic concepts (method, approach, technique) contd. |
| 9 | The Grammar Translation Method. |
| 10 | The Direct Method |
| 11 | The Audio Lingual Method. |
| 12 | The Audio Lingual Method. |
| 13 | Silent Way |
| 14 | Silent Way |
| 15 | Final exam |

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| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
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| **COURSE CODE** |  | **COURSE NAME** | SOCIOLINGUISTICS AND ELT |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | | x | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Information about the areas and forms of study of social language is given; the language is defined as a survey in the context of the society in which it is spoken; students are informed about the different uses of language in society and how they change according to region, social classes and ethnicity | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students will be taught;  1) the different uses of the language in a society and 2) how the language differs according to the region, social classes. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) will comprehend how a language differs according to certain sociolinguistic aspects. 2) will be able to comprehend the relationship between language teaching and sociolinguistics. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the course;  students will be able to comprehend how language usage in a society is related to language teaching and society linguistics. | | | | | | |
| **TEXTBOOK** | | | | | | Holmes, Janet, (1992), An Introduction to Sociolinguistics, Routledge. Romaine, Suzanne, (1994), Language in Society: An Introduction to Sociolinguistics, OUP. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1st Week | Society, culture and language |
| 2nd Week | Aspects of sociolinguistics |
| 3rd Week | Communicative competence |
| 4th Week | Varieties of language situations |
| 5th Week | Standard language |
| 6th Week | Language planning |
| 7th Week | Language planning |
| 8th Week | Midterm |
| 9th Week | Diglossia and polyglossia |
| 10thWeek | Language choice in multilingual communities |
| 11thWeek | Pidgin and Creol languages |
| 12thWeek | Regional and social dialects |
| 13thWeek | Gender and age |
| 14thWeek | Women and men language |
| 15 | Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | TEACHING ENGLISH VOCABULARY |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequiste | | | | | | |
| **COURSE DESCRIPTION** | | | | | | English lexical analysis focuses on analyzing the relationship between semantics and discourse and on developing the skills of teaching English vocabulary with integrated language skills approach; students will be given the opportunity to assess the different forms of English vocabulary, forms of word formation, and different meanings of words in context; elements of vocabulary teaching in the classroom and various text types that can be used in class, resources such as dictionary and compilation and vocabulary teaching techniques are covered; This course also focuses on exams that can be used to measure English vocabulary and teaching / learning strategies that support students' vocabulary learning. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Relationship between lexical items and structural forms, word formation including prefixes and suffixes, idioms, collocations, slang, euphemisms, neologisms, proverbs and phrasal verbs in spoken and written language. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | By means of this course, students can gain language awareness and they can comprehend the language system better so that they can use language more fluently. They will practice how to teach and vocabulary and evaluate. They will create links between their lexical and methodological knowledge. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the lesson, students will be able to   * realize the relationship between meaning and form of lexicon * comprehend the register, context,language diversity and styles * discriminate between first and second language structures * use expressions, idioms, chunks and lexical grammar * associate their lexical knowledge with methodology * exercise assessing vocabulary learning | | | | | | |
| **TEXTBOOK** | | | | | | Thomas, B.J. *Advanced Vocabulary and Idiom*. Edinburg: Longman. 1990. Fromkin, Victoria; Robert Rodman. *An Introduction to Language*. Sixth Ed. USA: 1995 | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Linguistics |
| 2 | Lexicon |
| 3 | Semantics, Lexical semantics |
| 4 | Roman and Greek words, affixes |
| 5 | Acronyms, Blends, Compounds, Backformation |
| 6 | Abbreviations, Coinage, Functional shift, Borrowings |
| 7-8 | Midterm |
| 9 | Root-Stem |
| 10 | Affixes |
| 11 | Euphemism, Figures of Speech |
| 12 | Phrasal verbs and verb-based expressions |
| 13 | Expressions, Idioms |
| 14 | English varieties and slangs |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT | X |  |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials | X |  |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. | X |  |  |
|  | Students will be able to create education environments considering the effective teaching strategies | X |  |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  | X |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT | X |  |  |
|  | Students will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | X |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | EVALUATION OF IN-CLASS LEARNING |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Measurement tools used in education and their properties; tools based on traditional approaches: Written exams, short answer exams, true-false type tests, multiple choice tests, paired tests, oral examinations; tools for multidimensional definition of student: observation, interview, performance evaluation, student product file, research papers, research projects, peer review, essay evaluation, attitude scales; considerations in assessing student achievement; evaluation of learning outcomes and grading. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims at enabling students to conduct needs analysis, write course objectives, prepare lesson plans in accordance with the principles of the Communicative Approach and the Common European Framework references by recognizing lesson phases ranging from presentation to practice in teaching vocabulary, grammar and pronunciation | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students;  1) Analyze the curriculum development process.  2) Arrange a learner centered teaching- learning process. 3) Plan instructional activities efficiently. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) Analyze the curriculum development process.  2) Arrange a learner centered teaching- learning process. 3) Plan instructional activities efficiently. | | | | | | |
| **TEXTBOOK** | | | | | | Arslan, Mehmet. (2007). Öğretim İlke ve yöntemleri. Ankara: Anı Yayıncılık. Bilen, Mürüvvet. (2002). Plandan Uygulamaya Öğretim.Ankara: Anı Yayıncılık. Küçükahmet, Leyla. (1994). Öğretim İlke ve Yöntemleri. Ankara: Gazi Büro Kitabevi. Sönmez, Veysel. (2007). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.Harmer, J. (2005). The Practice of English Language Teaching. Boston, MA. Longman. Thornbury, S. (2000). How to teach grammar. Essex, England: Pearson Educated Limited. Kelly, G. (2000). How to Teach Pronunciation. Essex, England: Pearson Educated Limited. | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic information regarding the course and concepts, first meeting, |
| 2 | Curriculum development process in education |
| 3 | Curriculum development process in education |
| 4 | Teaching approaches |
| 5 | Teaching approaches |
| 6 | Teaching strategy, methods and techniques |
| 7 | Teaching strategy, methods and techniques |
| 8 | Midterm Exam |
| 9 | Contemporary learning and teaching approaches |
| 10 | Contemporary learning and teaching approaches |
| 11 | Instructional planning |
| 12 | Instructional materials and their effective use |
| 13 | Evaluation of teaching and learning |
| 14 | Evaluation of teaching and learning |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | Language Coursebook Evaluation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 5 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | This course analyzes the physical, instructional, visual design and language and standards, the content of course books according to the language programs, student’s levels, format, attractiveness and significant contribution to teaching and learning and so forth. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course,  1. Analyze the coursebooks in terms of the defined criteria and standards critically  2. use the coursebooks in classroom practices  3. develop and adapt the coursebooks. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Students will be able to gain the comptence to adapt and use the coursebook more effectively in their future career | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course,  1. Analyze the coursebooks in terms of the defined criteria and standards critically  2. use the coursebooks in classroom practices  3. develop and adapt the coursebooks. | | | | | | |
| **TEXTBOOK** | | | | | | Tomlinson, B. (ed.) (2011). Materials development in language teaching (2nd edn). Cambridge: Cambridge University Press.Cambridge University Press. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and projection | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Coursebooks |
| 3 | Coursebook Evaluation Checklists |
| 4 | Coursebook Evaluation Checklists |
| 5 | Criticism on coursebooks |
| 6 | Criticism on coursebooks |
| 7 | MIDTERM |
| 8 | Elektronic Material |
| 9 | Self-developed Materials |
| 10 | Material Development |
| 11 | Material Development |
| 12 | Project Presentation |
| 13 | Project Presentation |
| 14 | review |
| 15-16 | Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | x |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them | X |  |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice | x |  |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

|  |  |  |  |
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| **COURSE CODE** |  | **COURSE NAME** | TEACHING OF INTEGRATED LANGUAGE SKILLS |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Teacher candidates learn communicative language skills in a lesson plan and integrated teaching methods and techniques; how to integrate the skills of reading, speaking, listening and writing in a lesson plan especially in adolescents and adults and how language elements such as linguistics, vocabulary and pronunciation will be integrated into this skill-based lesson plan if they are in the course objectives. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  • Get theoretical knowledge about language skills • Uses activities used in teaching language skills Uses implicit grammar teaching strategies | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | | This course aims to introduce the teaching methods of language skills to students and to teach language skills to students of different qualifications. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  1) discuss the language awareness through detailed analysis of different phases and techniques for teaching listening, speaking, pronunciation and vocabulary 2) design individual or group activities appropriate for different language proficiency level according to principles and techniques to design lesson plans 3) develop activities for learners with different ages and language proficiency levels | | | | | | |
| **TEXTBOOK** | | | | | | Brown,H.D. (2000)Principles of Language Learning and Teaching. USA:Wesley.  Brown H.D. (1994) Teaching by Principles. USA: Prentice Hall.  Brown H.D. (1993) Principles of Language Learning and Teaching. USA: Prentice Hall.  Doff A. (1988) Teach English. Cambridge:CUP  Ehrman, M. (1996) Understanding Second Language Learning Difficulties.USA :Sage Publications.  Freeman D.&Richards J.C (1996) Teacher Learning in Language Teaching. Cambridge: CUP.  Lantolf, James P. (1996) SLA theory building: ‘Letting all the flowers bloom!’ Language Learning 46:713-749.  Larsen&Freeman,Diane. (1986) Teachniques and Principles in Language Teaching. NY:OUP.  Murcia, C.M. (1979) Teaching English as a Second or Foreign Language. USA: Newburry House Publishers.  Nunan,D.&Lamb C. (1996) The Self-Directed Teacher. Cambridge: CUP.  Parrott, M. (1993) Tasks for Language Teachers. Cambridge: CUP.  Prodromou, L. (1992) Mixed Ability Classes. London: Macmillan.  Richards, J (1998) Beyond Training. Cambridge: CUP  Richards, J. &Weber, H. (1985) Longman Dictionary of Applied Linguistics. Hong Kong: Longman.  Skehan,Peter. (1998) A Cognitive Approach to Language Learning. Oxford:OUP.  Stern, H. H. (1983) Fundamental Concepts of Language Teaching. Oxford:OUP. | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | PC, Projector | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course |
| 2 | Listening skills |
| 3 | Teaching Listening skills and activities for Teaching Listening |
| 4 | Preparing and presenting lesson plan for Teaching Listening |
| 5 | Speaking Skills |
| 6 | Teaching Speaking skills and activities for Teaching Listening |
| 7 | MID-TERM EXAM |
| 8 | Preparing and presenting lesson plan for Teaching speaking |
| 9 | Pronunciation skills |
| 10 | Teaching Pronunciation skills and activities for Teaching Pronunciation skills |
| 11 | Preparing and presenting lesson plan for Teaching Pronunciation skills |
| 12 | Vocabulary teaching |
| 13 | Teaching Vocabulary skills and activities for Teaching Vocabulary |
| 14 | Preparing and presenting lesson plan for Teaching Vocabulary skills |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | ENGLISH IN MASS MEDIA |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 |  |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 5 |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 |  |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Students will recognize both written and electronic mass media, such as newspapers, magazines, and their types; be aware of the special language elements in English in the international  mass media and develop their ability to use them; be able to analyze and analyze editorial letters, articles and opinion columns, gain mastery and write reports; compare the validity and reliability of news and articles on mass media with different opinions and societies; to write short news, headline, advertisement, editor's letter using the styles, vocabulary and grammar structures used in mass media; at the same time they will analyze how they should use the target language while reflecting their own culture. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course, the students;  will be aware of the special language elements in English in the international mass media and develop their ability to use them; will be able to analyze and analyze editorial letters, articles and opinion columns, gain mastery and write reports; | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Recognize both written and electronic mass media, such as newspapers, magazines, and their types; be aware of the special language elements in English in the international  mass media and develop their ability to use them | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, the students;  will be aware of the special language elements in English in the international mass media and develop their ability to use them; will be able to analyze and analyze editorial letters, articles and opinion columns, gain mastery and write reports; | | | | | | |
| **TEXTBOOK** | | | | | | Selected articles, and mass media | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course  Review of key definitions  The role & design of instructional materials  Authentic versus created materials |
| 2 | Materials Evaluation  Types of materials evaluation  Purposes of materials evaluation  Guidelines for materials evaluation |
| 3 | The Role of Coursebooks  Principles in selection and evaluation of materials and coursebooks  Developing a checklist  ARTICLE I: The Role of Materials in the Language Classroom: Finding the Balance –Jane Crawford |
| 4 | Evaluation of organisation in the materials/ CBs  Evaluation of the make-up of the materials/ CBs |
| 5 | Language Content in materials/CBs |
| 6 | Skills in materials/CBs |
| 7 | MID-TERM EXAM |
| 8 | Evaluation of topic and content in materials/CBs |
| 9 | Evaluation of activities in materials /CBs |
| 10 | Evaluation of Teachers’ Book and supporting books |
| 11 | Adapting materials I |
| 12 | Adapting materials II  ARTICLE II: The Coursebook as a Flexible Tool-Materials Evaluation and Adaptation- Costas Gabrielatos |
| 13 | Project Presentation |
| 14 | Project Presentation |
| 15-16 | Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | DISCOURSE ANALYSIS AND LANGUAGE TEACHING |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | At the end of the course, teacher candidates can analyze the consistency and consistency in texts by examining the use of real language in different types of discourse; discuss their contribution by examining the place of language coherence and consistency in the text; explain the connection between discourse analysis and language teaching. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To make the teacher candidate have a good communication with both learners and other people by using verbal and non-verbal communication and discourse analysis. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Making the teacher candidates more proficient in verbal and non-verbal communication by using discourse analysis. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Teacher candidate through discourse analysis;  Understands the place of communication in language teaching  Learns what is necessary in communicating with his learners and environment  Improves his communication ability  Improves his presentation ability  Understands himself and his environment more by dealing with activities to improve his verbal and non-verbal communication. | | | | | | |
| **TEXTBOOK** | | | | | | Selected articles | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | How to start a conversation: Activities: Introducing oneself (finding an adjective defining yourself), introducing others (pair-work), talking about common points (snow-ball activity, Pre-planned speaking task: Watching TV |
| 2 | Reporting an event: Activities: Taking notes (watching Lost in two groups (info-gap activity), summarizing, reporting |
| 3 | Pre-planned speaking task: Younger Generation |
| 4 | Asking for opinions and giving opinions: Activities : Taking notes, asking and answering critical questions, Pre-planned speaking task : Pop stars |
| 5 | Asking and answering questions: Activity: Writing an alibi, making persuasive speech, listening to others while speaking (role-play), Pre-planned speaking task: Traveling |
| 6 | Overcoming the fear of speaking: Activity: Identifying key words, summarizing, presenting, Pre-planned speaking task: Fashion |
| 7 | The art of speech making: Activity: Identifying key words, paraphrasing, presenting, Pre-planned speaking task: Growing fat |
| 8 | MID-TERM EXAM |
| 9 | Individual presentations: Pre-planned speaking task: Traffic laws |
| 10 | Individual presentations: Pre-planned speaking task: Dangerous sports |
| 11 | Individual presentations: Pre-planned speaking task: Earning more money |
| 12 | Individual presentations: Pre-planned speaking task: Military service |
| 13 | Individual presentations: Pre-planned speaking task: Untidy people |
| 14 | Individual presentations: Pre-planned speaking task: Examinations |
| 15 | Revision |
| 16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively |  | X |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  |  | X |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  |  | X |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | MATERIAL DESIGN IN ELT |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 10 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Using field-specific instructional technologies; software types and their purposes; principles of design and development of materials to be used in teaching the field; identification of material requirements; design of two and three dimensional teaching materials; working leaves; slides; VCD, DVD, MP3 and MP4 files and so on. Development of teaching materials; evaluation of classroom practices for different teaching materials. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Recognizing that teachers are often involved in planning and developing courses as part of their responsibilities, this course focuses on describing the factors which must be considered in constructing courses and materials. All of these aspects are considered against current theories of language learning. Examples of different types of materials are discussed, and the process of creating materials is described as the link between the syllabus and the audience. It ends with a survey of the practical issues involved in organizing writing projects. The course is intended for student teachers who will be involved in course planning and materials development either on a larger scale, or simply within their own institution. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | At the end of this course, the students will;  1) Develope the teaching tools that have diverse specifications according to visual design rules. 2) Choose the teaching tool according to factor which are important for selecting the relevant teaching material. 3) Use the teaching tools in diverse courses and topics. | | | | | | |
| **COURSE OUTCOMES** | | | | | | |  |  | | --- | --- | | 1 | Theory and principles in materials design. Fundamental views for/against the use of a course book in the classroom. | | 2 | Format about choosing course materials. | | 3 | Pre-service teachers designing their own teaching materials and their use of appropriate methods in their design. | | 4 | Certain criteria in analyzing and evaluating course books. | | 5 | Course book evaluation | | | | | | | |
| **TEXTBOOK** | | | | | | Ian McGrath (2002), Materials Evaluation and Design for Language Teaching Cunningsworth, A. (1984), Evaluating and Selecting EFL Teaching Materials Olshtain, E. ve Dubin, F. (2000) Course Design: Developing Programs and Materials for Language Learning | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Education, Instruction, Instructional technology, Educational technology |
| 2 | Instructional technology and communication |
| 3 | Message Design |
| 4 | Visual Design principles |
| 5 | Principles of selection and preparation of educational tools (Presentation Techniques) |
| 6 | Technology planning |
| 7 | Educational tools |
| 8 | Midterm |
| 9 | Educational tools (continued) |
| 10 | Concept Map |
| 11 | Computer supported education and E-learning |
| 12 | Evaluation of instructional technology |
| 13 | The usage of instructional Technologies in Turkey and the world |
| 14 | General rehersal |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To be able to internalize and apply the innovative and modern methods, techniques and theories to teach English and to be able to equipped with the necessary knowledge and skills to apply them into their teaching | X |  |  |
| 2 | To internalize the basic areas of Foreign Languages teachig and utilize the theories and approaches of developmental and learning psychology in order to enable educational development | X |  |  |
| 3 | To understand and interpret and evaluate different written texts in a foreign language, they encounter with in daily life |  | X |  |
| 4 | To understand and interpret and evaluate different verbal texts in a foreign language, they encounter with in daily life |  | x |  |
| 5 | To communicate orally in a foreign language in different cases and occasions that they encounter with in daily life |  | x |  |
| 6 | To create different kinds of texts by using writing process effectively |  | x |  |
| 7 | * To be able to evaluate, apply and interpret the terms and scientific approaches in the field of English Language Teaching | x |  |  |
| 8 | To be able to speak English fluently and accurately; give speeches in informal and formal settings | x |  |  |
| 9 | To be equipped with the information Technologies and computer software and to be able to utilize the internet and information Technologies in education effectively |  | x |  |
| 10 | To be able to identify the culture of the target language in language teaching and to be able to use literary works such as English short stories, poems and novels to teach and develop language skills | x |  |  |
| 11 | To participate in the congress, symposiums and meetings in the fields and to follow the scientific publications in the field |  |  | x |
| 12 | To be able to develop materials to improve language skills, to adopt and evaluate the available materials according to the level, interests and learning characteristics of students |  | x |  |
| 13 | To be aware of the indivualistic differences and to be able to use language teaching methods and techniques accordingly | x |  |  |
| 14 | To be able to create education environment appropriate for the students’ forming effective learning strategies | x |  |  |
| 15 | To be able to develop assessment and evaluation tools appropriate with student and their content level |  | x |  |
| 16 | To be aware of the internal and external motivation in language teaching and be able to use these motivations types positively |  | x |  |
| 17 | To be able to have and use the necessary knowledge of understanding and analyzing the concepts and process about language learning | x |  |  |
| 18 | To be able to have and use the necessary knowledge of understanding and analyzing the structure, features and mechanism of human language |  | x |  |
| 19 | To take into consideration the age, level of development, interests and learning characteristics of students while planning a course | x |  |  |
| 20 | To be able to organize activities in foreign language teaching for the students’ use of the skills of English grammar, vocabulary, listening, reading, writing and speaking correctly and effectively | x |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Pragmatics and language teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY () ELECTIVE (x) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 5 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Pragmatics and Language Teaching, investigates both approaches to pragmatics and classroom practice. With an underlying focus in our readings and discussions on crosscultural pragmatics, we will investigate the following questions: What is pragmatics? What are the core issues that define cognitive pragmatics? How can we integrate pragmatics in the classroom? How can it help classroom language teaching? How can pragmatics help us to understand student development? This is an introductory level graduate course on pragmatics and language teaching, and no background in this area is required. Students will be required to complete a final paper. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | At the end of this course,  1. The student will be an active and engaged participant in discussions by analyzing, constructing and evaluating information presented within the lectures, external readings and class activities. 2. The student will describe and synthesize theory and instructional design as it relates to teaching and learning through empirically based research. 3. The student will engage in empirically-informed data collection and/or analysis and create an appropriate research paper based on scholarly sources of material. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Students will be able to integrate pragmatics, SLA and language teaching dynamics and design more effective lessons on the needs of students. Thanks to updated readings and research-based design of the course, students will be able to catch up with the current trends in language teaching and learning. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course,  1. The student will be an active and engaged participant in discussions by analyzing, constructing and evaluating information presented within the lectures, external readings and class activities. 2. The student will describe and synthesize theory and instructional design as it relates to teaching and learning through empirically based research. 3. The student will engage in empirically-informed data collection and/or analysis and create an appropriate research paper based on scholarly sources of material. | | | | | | |
| **TEXTBOOK** | | | | | | Rose, K., & Kasper, G. (Eds.). (2001). Pragmatics in Language Teaching (Cambridge Applied Linguistics). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139524797 | | | | | | |
| **OTHER REFERENCES** | | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course  Review of key definitions |
| 2 | What is pragmatics? |
| 3 | What are the core issues that define cognitive pragmatics? |
| 4 | What are the core issues that define cognitive pragmatics? |
| 5 | How can we integrate pragmatics in the classroom? |
| 6 | How can we integrate pragmatics in the classroom? |
| 7 | MID-TERM EXAM |
| 8 | How can it help classroom language teaching? |
| 9 | How can it help classroom language teaching? |
| 10 | How can pragmatics help us to understand student development? |
| 11 | How can pragmatics help us to understand student development? |
| 12 | Project Presentationj |
| 13 | Project Presentation |
| 14 | Project Presentation |
| 15-16 | Final |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | x |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. | X |  |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them |  |  | X |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. | X |  |  |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT |  |  | X |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  | X |  |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. | X |  |  |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice | x |  |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  | X |  |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems | X |  |  |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans | x |  |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT |  | X |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**

**ESOGÜ Department of Foreign Language Education (English Language Teaching)**

**COURSE INFORMATION FORM**

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| **SEMESTER** |  |

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| **COURSE CODE** |  | **COURSE NAME** | Vocational English |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | 2 | 3.0 | | COMPULSORY ( ) ELECTIVE (X) | | English |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | |  | | | | General Knowledge(X) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 2 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No prerequisite | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic reading-writing-listening skills in English; basics of child development and its stages; basic notions related with primary education, secondary education and high school; basic notions of Educational Sciences; examples of student-parent-teacher dialogues, techniques for listening and understanding academic texts (youtube, teachertube, TEDX talks and so on); verbal skills for professional development (vocabulary knowledge, expressions, and so on); reading (web 2.0 tools), writing (petition, report, CV, SMS, course outcomes and objectives and so on), verbal (lexical knowledge, expressions and so on); translation exercises in the field of study. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | * The aims of this course are to enable students to * familiarize themselves with basic grammar rules of English, * complete exercises in order to improve their reading (web 2.0 tools), writing (petition, report, CV, SMS, course outcomes and objectives and so on), verbal (lexical knowledge, expressions and so on), and listening (youtube, teachertube, tedx talks and so on) skills in English, * exercise translating an academic text, * practice academic English skills, * refer to vocational resources in order to improve their vocabulary knowledge in the target language. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | With the help of this course, the students will be able to practice their academic English skills within Educational Sciences context. The graduates will be able to use the sources and research studies in relevant literature. They will be able to follow the current developments and news related to their own field of study, by using their skills in English. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will be able to   * familiarize themselves with basic grammar rules of English, * complete exercises in order to improve their reading (web 2.0 tools), writing (petition, report, CV, SMS, course outcomes and objectives and so on), verbal (lexical knowledge, expressions and so on), and listening (youtube, teachertube, tedx talks and so on) skills in English, * practice academic English skills, * exercise translating an academic text, * refer to vocational resources in order to improve their vocabulary knowledge in the target language. | | | | | | |
| **TEXTBOOK** | | | | | | Gülcü, M., Gülen, G., Şeşen, E., & Tokdemir, G. (2010). Academic English: Survival Skills I. Blackswan Publishing House. | | | | | | |
| **OTHER REFERENCES** | | | | | | Hewings, M., Thaine, C. & McCarthy, M. (2012). *Cambridge academic English.* Cambridge University Press. Selected academic papers, newspapers, TEDX talks, relevant videos and audios. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer, projector. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course: Research Skills- Recognizing reference information, Researching on the Internet, in the Library; Finding and selecting relevant sources |
| 2 | Course outcomes and objective writing, selected authentic listening |
| 3 | Preparing an academic report: selected authentic reading and writing exercise |
| 4 | Writing a petition: authentic reading/listening material |
| 5 | APA Citation: citing reference, paraphrasing, summarizing, quoting, avoiding plagiarism |
| 6 | Listening and note taking, synthesizing: selected authentic audio/video from TEDX talk/ teachertube/ etc. |
| 7-8 | MIDTERM |
| 9 | Writing a CV: common mistakes, points to consider, language structures to be used |
| 10 | Giving an academic presentation: how to prepare, common language structures, a presentation example from TEDX talks. |
| 11 | Academic student presentations on a specific topic. |
| 12 | Academic student presentations on a specific topic. |
| 13 | Listening and note taking: listening for specific information, listening for general information |
| 14 | Translation exercises for selected academic texts |
| 15-16 | FINAL |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Students will be able to internalize modern English Language Teaching (ELT) methods, techniques and theories, and get ready and equipped with the necessary knowledge and abilities in order to implement them effectively | X |  |  |
|  | Students will be able to learn about the basics of ELT and develop themselves on the basis of these during teaching-learning process |  | X |  |
|  | Students will be able to comprehend, interpret and evaluate the different written texts in foreign language that they can encounter in daily and professional lives ofessional able to comprehend, interpret and evaluate the different written texts that they can encounter in daily g-learn | X |  |  |
|  | Students will be able to comprehend, interpret and evaluate the different oral discourse in foreign language that they can encounter in daily and professional lives | X |  |  |
|  | Students will be able to communicate in foreign language in different contexts during their daily and professional lives | X |  |  |
|  | Students will be able to create texts in different genres applying the writing process effectively | X |  |  |
|  | Students will be able to evaluate, implement and interpret the scientific concepts and methods in ELT |  | X |  |
|  | Students will be able to speak English appropriately and fluently and have presentations in formal and informal contexts. |  | X |  |
|  | Students will be able to know about Information Technologies and the use of internet and Technologies in teaching and apply them | X |  |  |
|  | Students will be able to realize the significance of the culture of target language and use the short stories, poetry and novel that can reflect these cultural motives. |  |  | X |
|  | Students will be able to follow the scientific publications and participate to conferences and meetings related to ELT | X |  |  |
|  | Students will be able to adapt and use the materials, also design new materials |  | X |  |
|  | Students will be able to realize the individual learning differences and use language teaching methods and techniques considering these differences. |  |  | X |
|  | Students will be able to create education environments considering the effective teaching strategies |  |  | X |
|  | Students will be able to develop measurement and assessment materials and equipment according to different levels. |  |  | X |
|  | Students will be able to be aware of the intrinsic and extrinsic motivational factors and use these different motivation types effectively during teaching practice |  | X |  |
|  | Students will be able to know and use the concepts and teaching and learning processes in ELT |  |  | X |
|  | Studnets will be able to have the ability to comprehend, analysis and use the language systems |  |  | X |
|  | Students will be able to recognize the students’ needs, language development levels, ages, intelligence types and learning styles while preparing lesson plans |  | X |  |
|  | Students will be able to develop and design different effective activities for English grammar, vocabulary, reading, listening, writing and speaking skills in ELT | X |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Signature**  **Date:**