

ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING COURSE DESCRIPTIONS

I.TERM

Contextual Grammar I

(3-0-3)

The relationship between language structures and lexical items, the attribution of meaning by means of these structures, analysis of language structures within the framework of a context so as to establish relations between form and text type, production of advanced level texts synthesizing these structures.

Advanced Reading and Writing I

(3-0-3)

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. Such sub-skills of reading are employed by the students' in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, 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.

Listening and Pronunciation I

(3-0-3)

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.

Oral Communication Skills I

(3-0-3)

Communication-oriented speaking such as discussions, individual presentations and other interactive tasks; formal and informal language; informative and persuasive presentations; supra-segmental features (pitch, stress and intonation); use of audiovisual aids (OHP, power point, posters) and techniques.

II. TERM

Contextual Grammar II II

(3-0-3)

Advanced level structures (e.g. word classes, elements of the sentence, types of sentence, sentence fragments etc.) of different types of texts on a contextual level, evaluation of the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis, presenting a descriptive review of the forms and function of advanced English grammar structure, the use of these structures in various contexts.

Advanced Reading and Writing II

(3-0-3)

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 skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

Listening and Pronunciation II

(3-0-3)

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.

Oral Communication Skills II

(3-0-3)

Extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks in formal and informal contexts; interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking, strategic communicative competence.

Lexical Competence

(3-0-3)

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.

III. TERM

English Literature I

(3-0-3)

Cultural history of British and American literature and literary works written in English; fundamental terms and techniques; major genres and styles in literature; movements and periods in literature in English; the content and style of various literary texts such as short story, poem, drama and novel representing different periods and genres of English literature; literature's contribution to our understanding of life; literary tools to analyze and critically evaluate literary works and critical perspectives towards the texts; literary arts used in texts so as to make deductions, inferences and evaluations.

Linguistics I

(3-0-3)

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 and animal communication; brain and language, lateralization and handedness, evolution of language, human language processing models, research on language and disorders (e.g., dichotic listening, split brain, WADA); phonetics: acoustic, auditory and articulatory phonetics, speech organs, phoneme, vowels and consonants, IPA, diphthongs, triphthongs, manner and place of articulation; phonology: sound patterns, assimilation, dissimilation, linking, consonant clusters, silent letters, suprasegmentals, stress and intonation; semantics: componential analysis, entailment, semantic relations, sense and reference, collocational meaning.

Approaches to ELT I

(3-0-3)

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: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, the Natural Approach.

English-Turkish Translation

(3-0-3)

Fundamental theories and approaches in the science of translation; translating a variety of different genre of authentic English texts into Turkish, error analysis and critical evaluation of the appropriateness of the various translations of the same text; evaluating the style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation.

Oral Expression and Public Speaking*

(3-0-3)

Practical skills for effective communication; fundamental stages of speech preparation and delivery including adopting and developing audio and visual aids; extended presentations as an outcome of extensive reading and research; oral and written language skills in job-related situations such as interviewing, socializing, telephoning, presenting information, holding meetings as well as CV and application writing

IV.TERM

English Literature II

(3-0-3)

A variety of literary texts from a range of eras and writers of British and American literature and literary works written in English; fundamental movements and periods in literature written in English, selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements.

Linguistics II

(3-0-3)

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, morphophonological variation; syntax: word categories, phrase and clause structure, transformational-generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicature, 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.

Approaches to ELT II

(3-0-3)

Current issues and practices in ELT course design, appropriate approaches suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP; current foreign language teaching trends such as constructivist approach, content-based instruction, task-based instruction, problem-based teaching, multiple intelligences, whole language approach and corpus-based applications of language teaching; culture and classroom second/ foreign language learning, technology use in language classrooms, and communicative and intercultural competencies for the language learner and teacher of the globalized world.

Language Acquisition

(3-0-3)

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; case studies, comparative analysis of the use of native and target languages in corpus data (e.g.: CHILDES database), recordings and/or transcriptions of real second language classroom interaction will be employed for the analysis of first and second 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, motivation and attitudes, learner preferences and beliefs); differences between second language acquisition and foreign language learning contexts (e.g.: natural vs. instructional settings).

ELT Methodology I**(2-2-3)**

Designing and conducting needs analysis on language learner needs (e.g.: situational, objective, subjective and language needs), writing objectives that reflect these needs and designing course syllabus at the macro level and micro level; an overview of different lesson stages (i.e.: Presentation, Practice and Production) and approaches to lesson planning and course design; various syllabus types and criteria for the selection of appropriate syllabus type according to the learner needs, learner age and aims of the course; standards-based teaching, proficiency descriptors, English language proficiency standards and guidelines, Common European Framework and the European Language Portfolio; and identity.

V. TERM**Teaching English to Young Learners I****(2-2-3)**

The differences between young learners (K-6) and learners at other ages (in terms of learning of language structures, skills and sub-skills), misconceptions about young learners; learner styles (e.g.: visual, auditory, kinesthetic) and strategies (e.g.: meta cognitive, cognitive, socio affective) of young learners; activities (e.g.: puzzles, stories and games, simulations) and audio visual aids (e.g.: pictures, realia, cartoons, puppets, songs) for the teaching of vocabulary, language skills and structures; selecting and sequencing teaching points and adapting and evaluating materials according to the cognitive and affective development and language level of the learners; classroom management techniques necessary for young learner classrooms.

ELT Methodology II**(2-2-3)**

Classroom-based research, teacher directed research and action research, diagnosing learners' language related needs and remedial teaching activities; principles of learner monitoring and role of learner assessment in lesson planning; national and international professional organizations (e.g.: TESOL and INGED) and practical journals (e.g.: English Teaching Forum, ELTJ, TESLJ and TESL Reporter).

Teaching Language Skills I**(2-2-3)**

Techniques and stages of teaching listening, speaking, pronunciation and vocabulary; building language awareness and teaching skills for language learners at various ages and language proficiency levels; lesson planning and techniques of the specific skills for a variety proficiency levels.

Literature and Language Teaching I***(3-0-3)**

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 humour.

Second Foreign Language I* (2-0-2)

One of learning one of the following can be chosen as a second foreign language: German, French, Spanish, Italian, Arabic, Japanese, Chinese, Russian or Greek.

Basic communication; structures and vocabulary necessary to to comprehend simple daily conversational dialogues and reading texts, and to engage in daily simple communication; information about the culture of the target language.

VI.TERM

Teaching English to Young Learners II (2-2-3)

Young learner (K-6) course syllabuses (e.g.: story-based, content-based, theme-based, task-based), effective use of child literature within a chosen syllabus; video recordings of young learner classrooms with reference to classroom management, presentation of language and practice.

Turkish-English Translation (3-0-3)

Fundamental theories and approaches in the science of translation; translating a variety of different genre of authentic Turkish texts into English, error analysis and critical evaluation of the appropriateness of the various translations of the same text; evaluating the style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation.

Teaching Language Skills II (2-2-3)

Techniques used in and stages of teaching reading, writing and grammar to language learners at various ages and language proficiency levels; building language awareness and teaching skills; integration of the language skills, principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

Literature and Language Teaching II* (3-0-3)

The characteristics of poetry and drama as a literary genre; Example poems and plays from British and American and those which are originally produced in English, approaches to analyzing ways to use contemporary poetry and drama; activities that help students analyze literature as context and as content; teaching of literature and language in these two genres and theoretical and practical dimensions of this integration; teaching cultural and social issues through poetry and drama 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 humour.

Second Foreign Language II* (2-0-2)

Interactive communication; grammatical structures and vocabulary commonly used in newspapers, magazines, extended dialogues, readings texts, and short stories; information about the culture of the target language through authentic materials.

VII.TERM

Language Teaching Materials Adaptation and Development * (3-0-3)

Theory and principles of ELT materials design (e.g.: selecting, adapting, developing and evaluating materials) and the basic arguments for and against the use of coursebooks in the classroom; the relation between methodology, ideology and the coursebook writer; format for the selection of language materials: suitability regarding the format, the students' proficiency level, learnability, ease of use, cultural content, availability of communicative interaction and language use, and the use of corpus-based authentic materials set in a real-world context which allows learners to interact with each other or the teacher in meaningful ways; adapting or developing materials for language teaching: adapting coursebook materials to particular learning needs and teaching contexts, designing teaching materials and supplementing materials parallel to the methodology, to the level and needs of the students and to present school environment; evaluation of materials and text books used in EFL classroom settings, language material and textbook evaluation criteria and ways to relate materials design to current ELT methodology.

Second Foreign Language III* (2-0-2)

Intermediate/upper-intermediate level oral and written communication skills; complex grammatical structures and intermediate/upper-intermediate level vocabulary items used in a variety of authentic texts; information about the culture of the target language through authentic materials.

VIII.TERM

English Language Testing and Evaluation (3-0-3)

Basic concepts, principles and constructs of classroom-based assessment; different types of tests and testing (e.g.: proficiency, achievement, diagnostic and placement tests, direct vs. indirect testing, discrete point vs. integrative testing, norm referenced vs. criterion referenced testing, objective testing vs. subjective testing, communicative language testing) and various types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available types (e.g.: portfolio, self-assessment, learner diaries); language tests for different age groups, different proficiency levels and various learner styles; test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner; application of basic descriptive and inferential statistical calculations and the principles underlying test design (e.g.: content, criterion related, construct, face validity; reliability, standard error of measurement and the true score; practicality); stages of test construction, item analysis and interpretation of test scores, standardized tests (e.g.: TOEFL, IELTS and exams accredited by the Council of Europe for the European Language Portfolio), teacher-prepared language tests and beneficial backwash.