

<u>COURSE NAME/ECTS Credits</u>	Sociolinguistics /3 ECTS Credits	
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department	
<u>SEMESTER</u>	8	
<u>CONTENT</u>	<p><u>COURSE NAME/ECTS Credits</u> Narrative Skills / 4 ECTS Credits</p> <p><u>CONTENTS AND FORMAT</u></p> <p>The course aims to provide a comprehensive understanding of the national policies of Ministry of Education regarding teaching English to children and practical ways of teaching English to young learners.</p> <p><u>CONTENTS AND FORMAT</u></p> <p>This course aims to inform the students about viewpoints that sociolinguistics is. Sociolinguistics is a branch of linguistics that studies the relationship between language and society. It is required steps in order to present various examples in the form of lectures and contents. The course covers the following topics: Sociolinguistics, Dialects, Registers, Code Mixing and Code Switching, Register Style and Usage, Monolingualism and Bilingualism.</p> <p>Students are expected to participate in pair and group work discussions, preparing teaching materials and giving presentations.</p> <p><u>ASSESSMENT</u></p> <p>Course assessment is based on attendance (5%), participation (5%), two assignments (10% each), a midterm exam (30%), a final exam (50%)</p>	<p><u>COURSE NAME/ECTS Credits</u> Narrative Skills / 4 ECTS Credits</p> <p><u>CONTENTS AND FORMAT</u></p> <p>This course aims to inform the students about viewpoints that sociolinguistics is. Sociolinguistics is a branch of linguistics that studies the relationship between language and society. It is required steps in order to present various examples in the form of lectures and contents. The course covers the following topics: Sociolinguistics, Dialects, Registers, Code Mixing and Code Switching, Register Style and Usage, Monolingualism and Bilingualism.</p> <p>Students are expected to participate in pair and group work discussions, preparing teaching materials and giving presentations.</p> <p><u>ASSESSMENT</u></p> <p>Course assessment is based on attendance (5%), participation (5%), two assignments (10% each), a midterm exam (30%), a final exam (50%)</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015</p>	<p>Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015</p>
<u>COURSE NAME/ECTS Credits</u>	GRAMMAR IN CONTEXT I / 4	
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YÜCEL FACULTY OF EDUCATION DEPARTMENT OF FOREIGN LANGUAGE TEACHING DIVISION OF ENGLISH LANGUAGE TEACHING	
<u>SEMESTER</u>	1	

<u>CONTENT</u>	Grammar in Context-I provides an up-to-date introduction to the study of Grammar, relation of grammar and language teaching, and systematic overview on advanced grammar items of English language. Both syntagmatic and paradigmatic aspects of English grammar (both sentence and above) will be considered so as to imply the notions of communicative grammar and communicative teaching. Throughout this course (i) raising trainees' awareness on advanced grammar items, (ii) providing information on teaching of grammar items, (iii) enhancing the importance of communication through grammar, (iv) and discussing the language teachers' perspective on the area especially putting over the difference between grammar and grammar-in-context, are the main aims.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	ASSIST. PROF. DR. OĞUZ CİNCİOĞLU oguzcin@istanbul.edu.tr / ext: 13015

<u>COURSE NAME/ECTS Credits</u>	ORAL COMMUNICATION I 5 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	I
<u>CONTENT</u>	This course aims to inform students about public speaking, presentation techniques, speech types and categories, and how to prepare and deliver a speech. To this end, the course content will focus on principles of public speaking, speech preparation and presentation which include selecting a topic, analyzing the audience, gathering materials, organizing and outlining a speech, and speech categories.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Jacob Minniear E-mail:

<u>COURSE NAME/ECTS Credits</u>	Effective Communication Skills / 5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	1

<p><u>CONTENT</u></p>	<p>To prepare for prospective job, students must be able to understand and apply the principles of self-awareness and self-development and personal communications. This course is built on the philosophical premise that effective communication is an "inside out" process. Therefore, the journey toward excellence in teaching begins with personal leadership. To that end, students in this course participate in activities that will cause them to become more fully aware of their own interpersonal communications skills that might enable or disable (derail) their success as prospective teachers. Effective teachers possess the ability to communicate their thoughts and ideas clearly and appropriately in a variety of forms. They also understand that interpersonal communication patterns can enhance or detract from one's ability to carry out the teaching functions. They realize that communication habits can be the source of interpersonal or classroom harmony or tension. To acquire these understandings and skills, students in this course participate in a variety of activities that enhance their oral and written communication skills as well as lead to more positive and productive interpersonal relationships.</p> <p>COURSE OBJECTIVES: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the basic communication process. 2. Appreciate the value of empathic listening and effective feedback. 3. Assess the multicultural communication needs of one's audience and adjust one's verbal and non verbal message accordingly. 4. Use technology appropriately to enhance communication success. 5. Tailor the message to one's audience. <p>The Course This course provides an up-to-date introduction to the field of communication, relation of personal and interpersonal communication to language teaching, and systematic overview on verbal and non-verbal language. All personal, interpersonal and group aspects of effective communication will be considered.</p> <p>Student-Contribution Students are expected to attend regularly (%70), to participate as required, and to contribute actively to class discussions. Some reading may be expected in advance of a lecture, and will definitely be required afterwards so as to consolidate the understanding of the material and ideas presented in the lecture.</p> <p>Evaluation Mid-term Exam (%40) + Final (Final Exam and Weekly Homework) (%50) + Evaluation (Extra curricular activity, project, attendance, participation etc.) (%10)</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Asst. Prof. Tuncer Can – tcan@istanbul.edu.tr +90 440 00 00 – 13030</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Advanced Reading and Writing I 4 ECTS Credits</p>
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education English Language Teaching
<u>SEMESTER</u>	1
<u>CONTENT</u>	<i>Advanced Reading and Writing I</i> is designed to develop learners' task-specific reading and writing skills and strategies, by providing an active reading and writing practice in and outside the class. The course aims to provide learners with practical opportunities to comprehend, interpret, analyze and evaluate what they read. Combining reading with writing, the course also introduces the steps and strategies required to produce clearly-written, well-organized and adequately-developed essays with a particular focus on topic selection, topic sentence, thesis statement, paragraph writing and sequencing. At the end of the semester, learners are required to develop an understanding of discourse organization of different texts types and produce texts by taking audience and purpose into consideration. Students will read and write extensively through a series of assignments that require the reading, analysis and writing of paragraphs and essays of different kinds and different lengths. Moreover, in line with the principles of process-writing approach, learners go through a step-by-step writing process which includes outlining, drafting, revising and editing practices with the guidance of the instructor.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Dr. Yasemin Oral 0212 440 00 00 / Ext: 13036 yoral@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	Listening and Pronunciation I/ 4
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	Fall

<u>CONTENT</u>	This course consists of two parts: listening and pronunciation. The first part of it is based on developing listening skills by the help of various audio tape scripts with diverse topics and different accents. The second one aims to give basic information about the pronunciation system of English words and basic instruction in transcribing them by using the International Phonetic Alphabet. Both parts are supported with plenty of examples, exercises and listening practices.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Şükran Güvenç Çetinkol

<u>COURSE NAME/ECTS Credits</u>	GRAMMAR IN CONTEXT-II / 4
<u>FACULTY / DEPARTMENT</u>	HASAN ALİ YÜCEL FACULTY OF EDUCATION DEPARTMENT OF FOREIGN LANGUAGE TEACHING DIVISION OF ENGLISH LANGUAGE TEACHING
<u>SEMESTER</u>	2

<u>CONTENT</u>	Besides a general overview on advanced English grammar rules, the importance of context is being stressed, and that the rules gain meaning and function according to contexts is strongly emphasized. Grammar in theory and use of language knowledge are indispensable parts relating each other, what brings them together is culture and social life, this aspect is also given importance. By error correction process, the differences stemming from structural and expressive differences between Turkish and English, and also errors and mistakes taken from our trainees' assignments, exams and essays are focused on, closely. In so doing, developing awareness for spotting and easily correcting mistakes and errors in their professional lives and later phases has been aimed. Correcting their own mistakes enhances trainees to beware their own language use. 'Weekly assignments', a portion of which is peer presentations, is aiming to develop (i) our trainees' grammatical knowledge, (ii) the practice of grammar teaching, thus providing their first-step experiences, (iii) self-confidence to see the teaching from a professional perspective, and (iv) self/peer/group correction abilities. Furthermore, every lesson includes discussion sections basing both on previous experiences and on performance observations of their classmates for the teaching aspects of the particular structure or topic. Additionally, by a final assignment, which is optional, they are required to compare and contrast the chosen grammatical structures, social expressions or proverbs of Turkish and English. The preliminary aim is also developing awareness in grammar and context. All in all, developing a fair awareness for Advanced English Grammar, clearing the grounds for grammar and teaching of grammar, informing our trainees about communicational grammar teaching, providing fresh perspectives on the notion that language cannot be learnt without context, and stressing that learning a language takes place when the Whyers are set are among our goals in this lesson.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	ASSIST. PROF. DR. OĞUZ CİNCİOĞLU oguzcin@istanbul.edu.tr / ext: 13015

<u>COURSE NAME/ECTS Credits</u>	ORAL COMMUNICATION II 5 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	II
<u>CONTENT</u>	This course aims to develop the fluency of the students with the help of participation to group work assigned in class, role-plays and class presentations. The course is designed to make participants gain fluency with the help of active participation in role-play activities, storytelling, writing and staging plays. Students are expected to express themselves through the use of fluent, understandable, correct and current language and make use of the given communication strategies.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Jacob Minniear E-mail:

<u>COURSE NAME/ECTS Credits</u>	Advanced Reading and Writing II 4 ECTS Credits
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education English Language Teaching
<u>SEMESTER</u>	2
<u>CONTENT</u>	<i>Advanced Reading and Writing II</i> is designed to develop learners' higher-order reading skills and to introduce academic writing, by providing critical reading and semi-academic writing practices both in and outside the class. In this regard, the course aims to familiarize learners with skills and strategies ranging from skimming and scanning to identifying the implied meaning, making inferences, synthesizing information from different sources, supporting an opinion and the like. Integrating reading with writing, the course provides learners with practical opportunities in which they can critically read and analyze model paragraphs and essays before producing their own texts. In line with the principles of process-writing approach, learners go through a step-by-step writing process which includes outlining, drafting, revising and editing practices with the guidance of the instructor. At the end of the semester, learners are aimed to analyze various types of texts critically and produce semi-academic texts including citations with the references at the end of the text.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Dr. Yasemin Oral 0 212 440 00 00 / Ext: 13036 yoral@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	Lexicology / 5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	2

<p><u>CONTENT</u></p>	<p>Course description This course applies linguistic principles to the study of the English vocabulary. We will examine the rich stock of morphemes, or meaningful elements, in English words, and observe how these combine to derive much of the vocabulary of English. Other topics include the development of the English vocabulary, derivational processes, articulatory (i.e. pronunciation) processes, etymology (word histories), sound change and meaning change, the linguistic relations of English, sources of new words, usage and variation, and slang. As far as possible, students will be encouraged to make their own investigations and discuss their findings and questions about words in class. Students will work to increase their mastery of English vocabulary from the technical, literary, scientific and other domains by acquiring recurrent morphemes and words incorporating them; and by generally increasing their awareness of the structure, history, and use of English words.</p> <p>Course objectives By the end of the course, the student should</p> <ul style="list-style-type: none"> • have an awareness of the internal structure of words and of the systematic relationships among words in English • have a basic understanding of the history of the English language, with particular reference to the major periods of vocabulary expansion that it has undergone and how those periods are reflected in the modern lexicon • understand some basic principles of language change that have affected the English language, including principles of sound change and meaning change • know the basic stock of Classical roots and affixes that recurrently appear in English words; be able to interpret newly encountered words incorporating elements of that stock • be familiar with a wide range of words and their origins, meanings, and domains of use; be able to apply the knowledge gained so as to be able to say something about the origin and/or meaning of unfamiliar words • understand how the study of words can be used as an access point into knowledge and history of an entire culture, and be able to further pursue such knowledge via the study of words • have a good working knowledge of the incredibly rich lexical resources available in the English language, providing a basis for increased mastery of the spoken and written language <p>The Course This course provides an up-to-date introduction to the study of Grammar, relation of grammar and language teaching, and systematic overview on advanced grammar items of English language. Both syntagmatic and paradigmatic aspects of English grammar (both sentence and above) will be considered so as to imply the notions of communicative grammar and communicative teaching.</p> <p>Student-Contribution Students are expected to attend regularly (%70), to participate as required, and to contribute actively to class discussions. Some reading may be expected in advance of a lecture, and will definitely be required afterwards so as to consolidate the understanding of the material and ideas presented in the lecture.</p> <p>Evaluation Mid-term Exam (%40) + Final (Final Exam and Weekly Homework) (%50) + Evaluation (Extra curricular activity, project, attendance, participation etc.) (%10)</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Asst. Prof. Tuncer Can – tcan@istanbul.edu.tr +90 440 00 00 – 13030</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Listening and Pronunciation II/ 4</p>
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	Spring
<u>CONTENT</u>	This course consists of two parts: listening and pronunciation. The first part aims to supply students with various listening strategies which will be easily applied alongside some note-taking methods. In the other half of it, the description of speech, main features of pronunciation, physiology of pronunciation, articulation of phonemes which includes manner and place of articulation, word and sentence stress, intonation, tones, tonic syllables, tone units and elements of connected speech will be the main topics of concern.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Şükran Güvenç Çetinkol

<u>COURSE NAME/ECTS Credits</u>	ENGLISH LANGUAGE TEACHING METHODS I / 5 ECTS CREDITS
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION / FOREIGN LANGUAGES EDUCATION DEPARTMENT / ELT DIVISION
<u>SEMESTER</u>	3 rd SEMESTER

<u>CONTENT</u>	This course aims to develop students' understanding of the basic concepts of language teaching, learning and acquisition. In addition, various language teaching methods and techniques are introduced in this course. Depending on the classroom conditions, students are expected to choose and adapt appropriate methods and techniques. This course familiarizes students with past and current trends in language teaching methodology. Second language acquisition theories and their implications in language teaching are explored. Students are introduced to (linguistic competence / performance, communicative competence, language acquisition, language learning, approaches to language processing); concepts/issues related to approaches and methods of language teaching (traditional approaches, alternative or humanistic approaches, communicative approaches and eclectic approach)
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Ramazan Zengin rzengin@istanbul.edu.tr (+90 212) 440 00 00 – ext. 130 30

<u>COURSE NAME/ECTS Credits</u>	Narrative Skills / 6 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	3

<p><u>CONTENT</u></p>	<p>CONTENTS AND FORMAT</p> <p>This course aims to inform the students about viewpoints and argument papers, to explain practically the required steps in order to write viewpoints and argument papers, to present various examples and examine them in terms of their structures and contents, to teach the patterns of organizations, to develop students' skills that are required to be able to write viewpoints and argument papers in which students will display their ideas and views on current issues.</p> <p>-At the end of the lesson students are expected to be able to express the ideas and views on a specific topic effectively in written and spoken language, to be able to use patterns of organizations effectively and efficiently both in oral and written communication, to be able to support their views with examples and citations, to develop students' written and spoken expressive skills that are required to be able to support their views with examples and citations and to be able to display opposing views and refute them.</p> <p>Students are expected to attend regularly (%70), to participate as required, and to contribute actively to class discussions. Some reading may be expected in advance of a lecture, and will definitely be required afterwards so as to consolidate the understanding of the material and ideas presented in the lecture.</p> <p>ASSESSMENT</p> <table border="0"> <tr> <td data-bbox="552 882 925 1025"> <p><u>Midterm (%40)</u></p> </td> <td data-bbox="925 882 1415 1025"> <p>Problem-Solution Text (%10) Data Commentary (%10) Midterm Exam (%80)</p> </td> </tr> <tr> <td data-bbox="552 1025 925 1128"> <p><u>Final Exam (%50)</u></p> </td> <td data-bbox="925 1025 1415 1128"> <p>Argument Paper (%10) Group Discussions (%10) Final Exam (%80)</p> </td> </tr> <tr> <td data-bbox="552 1128 925 1205"> <p><u>Participation (%10)</u></p> </td> <td data-bbox="925 1128 1415 1205"></td> </tr> </table>	<p><u>Midterm (%40)</u></p>	<p>Problem-Solution Text (%10) Data Commentary (%10) Midterm Exam (%80)</p>	<p><u>Final Exam (%50)</u></p>	<p>Argument Paper (%10) Group Discussions (%10) Final Exam (%80)</p>	<p><u>Participation (%10)</u></p>	
<p><u>Midterm (%40)</u></p>	<p>Problem-Solution Text (%10) Data Commentary (%10) Midterm Exam (%80)</p>						
<p><u>Final Exam (%50)</u></p>	<p>Argument Paper (%10) Group Discussions (%10) Final Exam (%80)</p>						
<p><u>Participation (%10)</u></p>							
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015</p>						

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Linguistics I / 4 ECTS Credits</p>
<p><u>FACULTY / DEPARTMENT</u></p>	<p>Hasan Ali Yücel Faculty of Education / English Language Teaching Department</p>
<p><u>SEMESTER</u></p>	<p>3</p>

<p><u>CONTENT</u></p>	<p>INTRODUCTION TO LINGUISTICS I</p> <p>In this lesson, starting from language phenomenon, scientific bases, terminology on linguistics, multi-relational aspect and the other related areas are discussed. First of all, developing a fair awareness on language is aimed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are discussed throughout the course. Linguistics and language teaching methods is just another study area for us. Our main goals are providing our trainees with the necessary information on language and other domains related to language, and creating an intellectual background on language and language teaching. That language is a dynamic system and is nurtured by everything human is being strongly stressed. Thus, we believe that a scientific approach to language teaching can also be developed as in Linguistics. Furthermore, we strongly guesstimate the fact that once our trainees develop awareness on language, they can elaborate pleasure from literature pieces like poetry and theatre plays. By discussions on Communication and Discourse Analysis we assume that our trainees will improve their interpersonal relations and have more intuition in their professional lives. Weekly assignments contribute into personal development of our trainees by catering for improvement of their intellectual abilities. Poems, novels, movies, conversations and their contexts are analyzed. Their significance for Linguistics and teaching is emphasized so that it is presupposed that this enables personal creation and creativity in later stages of life. In addition, Course-books are analyzed according to practical outcomes of Linguistics. The main goal there is to enhance success in seeing the pragmatic results Linguistics study has brought in for language teaching and having a broader view on evaluating the foreign language teaching books and the activities they employ. It is so obvious that human beings have much deeper relation with the language. Seeing the world in Linguistics' shoes would construe new perspectives for our trainees while perceiving and appreciating the world around them.</p> <p>CONTENTS AND FORMAT</p> <p>This course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes the language, acquisition, production, and comprehension of language. Now that this is the first time the students have this lesson linguistic terms and basics will be presented throughout the course. In addition, the relation between linguistics and foreign language teaching will be examined thoroughly, thus students will be expected to acquire a broader view on the matter. The course will also look at the language within the society, and will aim to enhance language awareness. The course consists of 12 weeks, three hours each.</p> <p>ASSESSMENT</p> <p>1) Coursework Assignments (Social Responsibility Projects) + Final (%50); 2) Mid-term (%40); 3) Evaluation (%10)</p>
<p><u>NAME AND CONTACT INFORMATION OF</u></p>	<p>Asst. Prof. Tuncer Can – tcan@istanbul.edu.tr +90 440 00 00 – 13030</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Translation: English –Turkish ECTS 4</p>
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Education Faculty
<u>SEMESTER</u>	3
<u>CONTENT</u>	<p>This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into Turkish. Besides translation activities from diverse areas, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text and its comparison to their own translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be encouraged.</p> <p>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.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assist. Prof. Muazzez YAVUZ KIRIK</p> <p>yavuzk@istanbul.edu.tr</p> <p>(0212) 440 00 00</p>

<u>COURSE NAME/ECTS Credits</u>	ENGLISH LITERATURE I 4 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	III

<p><u>CONTENT</u></p>	<p>As the first part of a general survey of English Literature, this introductory course covers the period from the Anglo-Saxon times (beginning around the sixth century) to the end of the 17th century. The content will primarily include canonical figures and their representative works set against the historical, social and literary contexts of the time. Starting with the early works of Anglo Saxon literature, the course will namely include Beowulf, Anglo Saxon riddles, Chaucer and Canterbury Tales, mythology of King Arthur and knights of the Round Table, Morte D'Arthur, Medieval ballads and religious drama, sonnets of the Elizabethan age, Marlowe, poetry and drama of Shakespeare, Puritan writing, Milton's Paradise Lost, Cavalier and Metaphysical poetry, the Diary of Samuel Pepys and Johnson's Dictionary of English.</p> <p>The content of the course will be geared towards three aims: to introduce students to English Literature as a body of art; to read a wide variety of primary texts in a critical manner; and to analyze and interpret those texts, making use of appropriate conventions and language.</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Assistant Professor Dilek Inal E-mail: inald@istanbul.edu.tr</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>ENGLISH LANGUAGE TEACHING METHODS II / 5 ECTS CREDITS</p>
<p><u>FACULTY / DEPARTMENT</u></p>	<p>HASAN ALI YUCEL FACULTY OF EDUCATION / FOREIGN LANGUAGES EDUCATION DEPARTMENT / ELT DIVISION</p>
<p><u>SEMESTER</u></p>	<p>4th SEMESTER</p>

<u>CONTENT</u>	This course aims to teach 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. Post-methodology era will be discussed in this semester. Besides discussing new methods, students are expected to be able to decide the underlying methodology of a certain course book they study or a lesson they observe. Discussing the advantages and disadvantages of different methods and techniques. Trying to pick up different methods and techniques according to different classroom conditions and student profile.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Ramazan Zengin rzengin@istanbul.edu.tr (+90 212) 440 00 00 – (ext.) 130 30

<u>COURSE NAME/ECTS Credits</u>	INSTRUCTIONAL TECHNOLOGIES AND MATERIALS DESIGN / 4 ECTS CREDITS
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION / FOREIGN LANGUAGES EDUCATION DEPARTMENT / ELT DIVISION
<u>SEMESTER</u>	4 th SEMESTER
<u>CONTENT</u>	Basic terminology of instructional technologies will be given to the students. The historical development of these technologies and how they are used in the classroom will be discussed. Students will be trained how to adapt and use different instructional technologies in different situations. Students will study different educational software and criticize these according to certain criteria points. Examples from the world and Turkey will be studied in detail. Furthermore students are required to make a presentation in groups of 5-6 every week to show how they could use certain instructional technologies in ELT. Each group will be given a different topic.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Ramazan Zengin rzengin@istanbul.edu.tr (+90 212) 440 00 00 – (ext.) 130 30

<u>COURSE NAME/ECTS Credits</u>	Linguistics II / 4 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	4
<u>CONTENT</u>	<p>INTRODUCTION TO LINGUISTICS II This lesson covers the following topics and issues</p> <p>Discourse Analysis: a contextual approach to language analysis Speech Act Theory and Speech Events Discourse Pragmatics Gricean Maxims and Politeness Coherence, Cohesion, Deixis and Discourse Conversational Analysis Moves, Acts, Turn Taking, Frames, Adjacency Pairs Discourse and Culture: Sociolinguistics Ethnography of Speech Language and gender Solidarity and politeness World Englishes Critical Discourse Analysis</p> <p>CONTENTS AND FORMAT This course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes the language, acquisition, production, and comprehension of language. Now that this is the first time the students have this lesson linguistic terms and basics will be presented throughout the course. In addition, the relation between linguistics and foreign language teaching will be examined thoroughly, thus students will be expected to acquire a broader view on the matter. The course will also look at the language within the society, and will aim to enhance language awareness. The course consists of 12 weeks, three hours each.</p> <p>ASSESSMENT 1) Coursework Assignments (Social Responsibility Projects) + Final (%50); 2) Mid-term (%40); 3) Evaluation (%10)</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Asst. Prof. Tuncer Can – tcan@istanbul.edu.tr +90 440 00 00 – 13030

<u>COURSE NAME/ECTS Credits</u>	English Language Teaching Methods II 5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education English Language Teaching
<u>SEMESTER</u>	4

<u>CONTENT</u>	Following a chronological presentation and discussion of the principal approaches and methods used in second/foreign language teaching until late 20 th century in English Language Teaching Methods I, <i>English Language Teaching Methods II</i> aims to take up more current methodological issues and topics related to English language teaching. The course starts with an in-depth exploration of communicative language teaching and task-based instruction with a special focus on their theoretical underpinnings, historical evolution and instructional practices. In order to situate these approaches within the context of contemporary language classroom, due consideration is given to the discussion of some of the social and political issues that are related to English language teaching, including globalization, native-speakerism and culture of learning. Against this background, the course focuses on the internationalization of the English language as well as the challenges and implications it presents for the teaching/learning of English and then introduces the more eclectic techniques that characterize the post-methods era. Building from the relevant research findings, the course also addresses the issues and challenges that might come with implementing different methodological perspectives and options in order to encourage the students to think critically about the topics that are raised in relation to the contexts in which they expect to teach English.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Dr. Yasemin Oral 0 212 440 00 00 Ext: 13036 yoral@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	Research Methods/ 4
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / ELT
<u>SEMESTER</u>	4

<u>CONTENT</u>	Research Methods is a course designed to provide the students with a general understanding of research methods in education and social sciences as well as the basic skills and competencies required to plan, conduct and report research studies. With its dual focus on both qualitative and quantitative research, the course will address the research process and design including identifying a research problem, specifying a purpose, developing research questions, reviewing the literature, data collection and analysis, and writing the research report. To this end, students will be provided with illustrative research papers and examples drawn from the field of education, specifically language teaching, and social sciences in general. Furthermore, they will have the opportunity to plan, carry out and report a small-scale research with the assistance of the instructor.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Gülay KIRAY 440 00 00 (13030) gkiray@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	INOG2031- Specialization in English Language Teaching Methods I/5 ECTS
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT Department
<u>SEMESTER</u>	Spring / 4th semester

<u>CONTENT</u>	<p>The course aims to address to the changing status of English in the globalized world and discuss its implications on language, language teaching policy and research. Within this theoretical frame, the course focuses on the organization of the learning environment and introduces different approaches and methods which can be pursued in language classrooms. This entails a practical orientation to material design, task creation and lesson planning. While making cross reference to constructivism, learner-centered teaching, learner autonomy and strategy-based instruction, the course offers various opportunities for skills building through task design, task classification, task assessment, task adaptation which are responsive to the educational context and different learning styles. With a due focus on a range of language skills, the course offers practical work on employing effective questioning techniques for activating different orders of thinking skills in processing and producing texts. Inter-culturality, Language Education and Identity, English as a Lingua Franca, Common European Framework of Reference, European Language Portfolio are some of the topics covered throughout the course. At a macro level, the course also engages learners in reflective work and addresses key issues on teachers' professional identity development. The aim is to help student teachers attain new perspectives on language teacher education with close reference to language teacher qualifications both in a local and global context.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assistant Professor Özlem Etüş oziletus@istanbul.edu.tr +90 212 440 00 00 -13021</p>

<u>COURSE NAME/ECTS Credits</u>	ENGLISH LITERATURE II 4 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	IV

<u>CONTENT</u>	In the second part of a general survey of English Literature, this course covers the period from the Restoration up to date. The content will primarily include canonical figures and their representative works set against the historical, social and literary contexts of the time. Following from Restoration Literature, the course content will include study of texts from the Augustan Age, Age of Reason, The Romantic period, The Victorian Age and the Twentieth century.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Dilek Inal E-mail: inald@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	Teaching English to Young Learners 1 /5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	5

<u>COURSE NAME/ECTS Credits</u>	Narrative Skills / 4 ECTS Credits
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Department
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<u>SEMESTER</u>	3
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<u>CONTENT</u>	<p>CONTENTS AND FORMAT</p> <p>This course aims to inform the students about viewpoints papers, to explain practically the required steps in order to write viewpoints and argument papers, to present various examples and examine them in terms of their structures and contents, to identify the patterns of organizations, to develop students' skills that enable them to be able to write viewpoints and argument papers in which they can display their ideas and views on current issues.</p> <p>-At the end of the lesson students are expected to be able to express the ideas and views on a specific topic effectively in written and spoken language, to be able to use patterns of organizations effectively, to be able to use patterns of organizations efficiently both in oral and written communication, to be able to support their views with examples and citations, to develop their written and spoken expressive skills that are required to support their views with examples and citations and to be able to display opposing views and refute them.</p> <p>Students are expected to attend regularly (%70), to participate actively as required, and to contribute actively to class discussions. Assignments may be expected in advance of a lecture, and will define the topics to be discussed afterwards so as to consolidate the understanding of the ideas presented in the lecture.</p>
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ASSESSMENT

Midterm (%40)

Problem-Solution Text
Data Commentary (%10)
Midterm Exam (%80)

<p><u>CONTENT</u></p>	<p>CONTENTS AND FORMAT</p> <p>The general aim of Teaching English to Young Learners 1 is to provide a comprehensive understanding of how children learn foreign languages and what methods, means, and resources should be utilized in the process.</p> <p>Specific course topics include the theoretical background of early childhood education, how first language acquisition and second language learning theories are related in terms of teaching foreign languages to children, the differences between young learners and adults and how they reflect on the subfields of teaching process like material design and development, methodology suitable for young learners such as total physical response and task based methodology, learning and teaching each of the four language skills, the role of the teacher in the young learner classroom, lesson planning, classroom management, and utilizing ideal resources. Students are expected to participate in the lesson actively by taking part in pair and group work discussions, preparing teaching materials and giving presentations.</p> <p>ASSESSMENT</p> <p>Course assessment is based on attendance (5%), participation (5%), two “reflection report” homework assignments (10% each), a midterm exam (30%), a final exam (30%), and an in-class presentation and lesson plan (10%).</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Teaching Language Skills I/ 4</p>
<p><u>FACULTY / DEPARTMENT</u></p>	<p>Hasan Ali Yücel Faculty of Education/ ELT</p>
<p><u>SEMESTER</u></p>	<p>5</p>
<p><u>CONTENT</u></p>	<p>Teaching Language Skills I course is designed to teach learners the stages and techniques of two language skills- listening and speaking- together with the major concepts of vocabulary teaching and learning. At the end of the semester learners are required to plan sample lessons and design materials to teach listening and speaking skills to language learners at various levels by using the approaches and techniques they have been introduced through the semester.</p>

<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Gülay KIRAY 440 00 00 (13030) gkiray@istanbul.edu.tr
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<u>COURSE NAME/ECTS Credits</u>	Drama / 4 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	5
<u>CONTENT</u>	<p>Aims and Objectives This course aims at introducing the basic elements and types of drama along with its chronological development. A survey of drama and playwrights through the ages will be done, presenting ancient Greek Tragedy, theatre of Shakespeare, Modern Theatre, and the Absurd.</p> <p>The following analytical studies of plays by different playwrights of different periods; the course also aims to provide means of making use of plays in the language classrooms. Linguistic aspects of plays will be discussed, followed by different classroom tasks that can be designed around drama texts.</p> <p>Course Requirements Students are expected to attend regularly, to participate as required, and to contribute actively to class discussions, having done the day's reading. You will also have to make up a group and act out the plays we study along the course.</p> <p>TEACHING METHOD The course has a mixed lecture-plus-class format. The lectures will be kept reasonably informal, with opportunities for participation by the students. The classes will primarily involve working through selected exercise material and media. Students will prepare the plays in groups before the class and will perform in the class.</p> <p>Evaluation Mid-term Exam (%40) + Final (Final Exam and Weekly Homework) (%50) + Evaluation (Extra curricular activity, project, attendance, participation etc.) (%10)</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Asst. Prof. Tuncer Can – tcan@istanbul.edu.tr +90 440 00 00 – 13030

<u>COURSE NAME/ECTS Credits</u>	Specialization in Language Teaching Methods II 5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty Of Education English Language Teaching
<u>SEMESTER</u>	5

<u>CONTENT</u>	<p><i>Specialization in Language Teaching Methods II</i> aims to synthesize the theoretical knowledge of language teaching methodology into practical skills and competencies that would build a repertoire of effective classroom techniques and strategies. The course will start with an overview of current language teaching approaches and methods in a comparative perspective, with a particular emphasis on communicative language teaching and task-based instruction. With a practical focus grounded in the fundamental principles of current language teaching methods, the course offers various perspectives and opportunities for the development and evaluation of lesson plans, tasks and activities for different language areas including grammar, vocabulary, reading, writing, listening and speaking. In this regard, the course aims to provide students with an in-depth understanding of different instructional sequences. In order for the learners to design effective lesson plans with clear aims using appropriate techniques and methods for various learner groups, the course focuses on different theoretical approaches to lesson planning together with their essential components, the ways that learners differ including age, level, needs and the like, and the fundamentals of classroom interaction. The remainder of the course includes students' presentations of their lesson plans.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assist. Prof. Dr. Yasemin Oral 0 212 440 00 00 Ext: 13036 yoral@istanbul.edu.tr</p>

<u>COURSE NAME/ECTS Credits</u>	Specialization in English Language Teaching Methodology II
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Education Faculty
<u>SEMESTER</u>	5

<u>CONTENT</u>	<p>This course is the continuation of the Specialization in English Language Teaching Methodology I in the 2nd year of teacher training program. The course content includes the following topics.</p> <p>How do people learn and so how can we teach?, teaching skills, introducing theoretical approaches to lesson planning (test-teach-test, PPP, pre-in-post, task-based learning), alternative approaches to planning lesson, ways of getting better at planning, selecting and producing appropriate English Language Teaching materials, studying and evaluating the sample lesson plans, getting down to preparation, writing lesson plans for each skill, presentation of lesson plans in the classroom.</p> <p>The course aims to enable students to design their own lesson plans considering students needs, variety, authenticity, balance of skills, subject and content, timing and flexibility, to enable students to create a sequence of lesson plans with clear aims using appropriate methods and techniques for various ages, and language levels to enable students to adapt published materials and create simple teaching materials to enable students to find the solutions for the potential problems that may be encountered when teaching to listen/read/speak/write.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assist. Prof. Muazzez YAVUZ KIRIK</p> <p>yavuzk@istanbul.edu.tr</p> <p>(0212) 440 00 00</p>

<u>COURSE NAME/ECTS Credits</u>	INOG3034-Teaching English Language and Literature I/5 ECTS
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT Department
<u>SEMESTER</u>	Fall/5 th semester

<u>CONTENT</u>	The course aims to help trainees gain the required skills to become active readers who analyze literary texts in depth and respond critically to the themes that emerge in the process of text interaction. In this context, the analysis and interpretation of the texts engender multi-facet discussions on stylistics, intertextuality, culture, gender, ideology and power. While foregrounding the notion of “deviance” in language use, the course addresses to the motives of literary experience and their implications for teaching literature with reference to alternative educational approaches. There is scope for applying different constructivist approaches to teaching literature and designing activities which foster creative thinking and writing. The course focuses on the defining features of different literary genres such as novels, short-stories, plays and poems and, towards this end, encourages learners to gain competence in identifying theme, rhyme, tone, rhythm, image, symbol, metaphor in poetry and, in a comparative frame, work on the constitutive elements of literary narratives such as setting, narrator, point of view, characterization, theme building and structural organization. Selected readings include excerpts and whole texts from a range of writers including Annita Brookner, Elizabeth Smart, Charles Dickens, James Joyce, Helen Zahavi, Daniel Defoe, William Golding, J. D. Salinger, Joyce Carol Oates, Ernest Hemingway and poems from Thomas Hardy, Hugo Williams, Wilfred Owen, Rupert Brooke, Gerda Mayer, Rudyard Kipling and Jack Anderson.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Özlem Etüş oziletus@istanbul.edu.tr +90 212 440 00 00 -13021

<u>COURSE NAME/ECTS Credits</u>	INOG3043-Teaching English Language and Literature II/4 ECTS
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT Department
<u>SEMESTER</u>	Spring / 6 th semester

<u>CONTENT</u>	This course prioritizes the development of student teachers' competencies in interpreting literary texts produced in English. Candidate teachers are encouraged to abridge theory and practice by gaining knowledge on literary theories and then learning to design their own tasks in practice. The course also focuses on language awareness and heightens interest on the way accent, dialect and language variation are reflected in literary texts produced in English with close reference to World Englishes. Intertextuality, attitudes, values, judgements and cultural elements embedded in literary texts are explored in depth, and different literary genres focusing on the same themes are commonly used for helping learners gain a comparative perspective on these emerging themes with close reference to genre-specific aspects of the chosen texts. The course particularly focuses on plays and novels and as concerns the former special emphasis is given to the interplay between staging, characterization and the pragmatic aspects of characters' interaction, i.e. Maxims of Conversation, Speech Acts, Indirect Acts, Politeness Strategies. The course also offers space for corpora studies and deconstructive readings in text production and reception. Excerpts from the works of Charles Dickens, Thomas Hardy, Daniel Defoe, Jane Austen, Peter Carey, Earnest Hemingway, J. Cartwright are used and Death Knocks by Woody Allen, Roots by Arnold Wesker, Death of a Salesman by Arthur Miller and Lord of the Flies by William Golding are covered as a whole. The students are also encouraged to share their selective readings with their peers.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Özlem Etuş oziletus@istanbul.edu.tr +90 212 440 00 00 -13021

<u>COURSE NAME/ECTS Credits</u>	Teaching Language Skills II/ 4
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	6

<u>CONTENT</u>	Teaching Language Skills II course is designed to teach techniques used in and stages of teaching reading, writing and grammar to language learners at various ages and language proficiency levels. Another objective of the course as the continuation of Teaching Language Skills I course is making learners aware of the integration of language skills while teaching, principles of lesson planning and teaching techniques of specific skills for a variety of proficiency levels. At the end of the semester learners are required to apply the theoretical information they have had through the semester to their materials design and lesson planning processes and teaching.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Gülay KIRAY 440 00 00 (13030) gkiray@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	Translation: Turkish-English ECTS 4
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Education Faculty
<u>SEMESTER</u>	6
<u>CONTENT</u>	<p>This course is the continuation of the translation course introduced in the second year of Teacher Training Program. It tries to build up its theoretical framework on the second year discussion of translation theories and text-types, language functions and translation.</p> <p>The course mainly aims at giving the senior ELT students an insight on translation as an “end” versus translation as a “means” of teaching English. The course aims at teaching and practicing the intricacies of translation from Turkish into English under the heading of translation as an end with text samples of main text types. The course aims to introduce the ways and procedures for using translation in English language teaching. The course aims to give ELT senior trainees a chance to have an overall idea about contrastive analysis, error analysis and remedial teaching through translation courses in ELT.</p> <p>The place of translation in ELT, The relation between the use of translation in ELT and Error Analysis, Contrastive Analysis and Remedial Teaching techniques, Translation workshops in groups.</p>

<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Muazzez YAVUZ KIRIK yavuzk@istanbul.edu.tr (0212) 440 00 00
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<u>COURSE NAME/ECTS Credits</u>	MATERIALS ADAPTATION AND DEVELOPMENT IN LANGUAGE TEACHING / 5 ECTS CREDITS
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION / FOREIGN LANGUAGES EDUCATION DEPARTMENT / ELT DIVISION
<u>SEMESTER</u>	7 th SEMESTER
<u>CONTENT</u>	<p>This course aims to introduce the technological and classical language teaching materials. Later students are required to use, adapt or change these materials in their presentation lessons. Students learn the advantages, disadvantages and potential problems of these materials and then they are expected to present a microteaching with these ELT materials. They also learn in this course how to adapt, change or create materials appropriate for the level and needs of the students.</p> <p>Theory and principles of ELT materials design (e.g.: selecting, adapting, developing and evaluating materials) adapting or developing materials for language teaching: adapting ELT 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.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Ramazan Zengin rzengin@istanbul.edu.tr (+90 212) 440 00 00 – (ext.) 130 30

<u>COURSE NAME/ECTS Credits</u>	PROFESSIONAL DEVELOPMENT / 4
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YÜCEL FACULTY OF EDUCATION DEPARTMENT OF FOREIGN LANGUAGE TEACHING DIVISION OF ENGLISH LANGUAGE TEACHING

<u>SEMESTER</u>	7
<u>CONTENT</u>	<i>Professional Development</i> is an elective course and designed for the fourth year students (candidate teachers) who are interested in learning about making progress in the field (and the teaching profession) in general. Specifically, this course focuses on assisting students who have more than adequate prior knowledge of foreign language teaching to better understand the teaching profession and to familiarize themselves with the stages and processes they are likely to experience in their profession. The course initially focuses on the “profession” and “development” as the key concepts and makes comparisons with the related concepts of amateurship, craft, training and education. It, afterwards, addresses the professional development models and processes so that students as candidate teachers will explore the teaching profession process with a systematized perspective in order to feel more competent whilst making decisions at various stages in the profession. For candidate teachers to develop an individual professional development plan, the course also provides academic background such as strategies and techniques.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL /PHONE)</u>	ASSIST. PROF. DR. OĞUZ CİNCİOĞLU oguzcin@istanbul.edu.tr / ext: 13015

<u>COURSE NAME/ECTS Credits</u>	SCHOOL EXPERIENCE 7 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	VII
<u>CONTENT</u>	This course aims for the prospective teachers to experience how theory relates to practice in English language teaching through observation and analysis in formal classroom settings. In an effort to get prospective teachers acquainted with the institutional structure of primary and secondary schools in Turkey, the course focuses on observing English language teachers in actual teaching and raising awareness of teacher roles in the classroom; experiencing first-hand the utilization of theoretical knowledge in real life teaching situations. Students are asked to evaluate a variety of materials used in teaching English as a foreign language, analyzing different teaching styles geared for the benefit of varying learner profiles at different levels, observing different assessment forms and instruments used in teaching English as a foreign language and designing tasks for the teaching of different language skills. Course content will also include theoretical knowledge and classroom practice on topics such as language awareness, teacher’s meta-language, the cultural aspect of the English lesson, error treatment and autonomy and authority.

<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Dilek Inal E-mail: inald@istanbul.edu.tr
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<u>COURSE NAME/ECTS Credits</u>	Coursebook Evaluation/ 4
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	7
<u>CONTENT</u>	Coursebook Evaluation course is designed to make learners able to evaluate coursebooks used at schools using coursebook selection and evaluation criteria and taking environmental factors into consideration. At the end of the semester learners are required to develop an understanding of evaluating and adapting the coursebooks compatible with teaching aims. To this end, each topic will be studied theoretically with class discussions to make students activate their background information on language teaching field for one week and the other week will be spent on application of guidelines to some sample coursebooks as case studies. At the end of the semester learners will have the opportunity to analyze the coursebooks, used at their host schools, with any of the criteria they have studied during the semester.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Gülay KIRAY 440 00 00 (13030) gkiray@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	INOG4048- Applied Linguistics: Pragmatics and Discourse/3 ECTS
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ELT Department
<u>SEMESTER</u>	Fall/7 th semester

<p><u>CONTENT</u></p>	<p>The course is designed to help student teachers gain an in-depth understanding of how product and process based approaches to discourse define form and function in language use and offer different analytical tools for research. Within this context, Conversation Analysis, Interactional Sociolinguistic, Pragmatics, Critical Discourse Analysis, Corpus-based Approaches and Media Discourse are some of the research areas covered in theory and supported with examples from the respective field of research. There is particular emphasis on the social aspect of Discourse and Pragmatics with close reference to the co-operative principle, the maxims of conversation, relevance theory, politeness theory & the maxims of politeness and the notion of face. The course also addresses to the dynamic interplay between Discourse, Culture and Identity and, in a critical frame, introduces the concepts of otherization, stereotyping, ideology and power. There is also scope for a comprehensive discussion and practice on the impact of communication technologies on language use with its implications on multiliteracy education. Identifying the features of varying genres in new media technologies, the learners are encouraged to work on the distinctive features of planned and unplanned discourses and develop an awareness of how meanings are conveyed through various discursive choices. The overall aim of this course is to expose students to a wide range of authentic texts and foster interaction with these texts in terms of meaning, communicative value, type, form and function.</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Assistant Professor Özlem Etüş oziletus@istanbul.edu.tr +90 212 440 00 00 -13021</p>

<p><u>COURSE NAME/ECTS Credits</u></p>	<p>Gender Issues/ 4</p>
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	Fall
<u>CONTENT</u>	<p>This course is designed to explore the study of gender in the field of education. The topics included will discuss what patriarchy, gender, feminism, women's rights movement, gender equality, and gender bias are. After revealing the meaning of those topics they will be examined in the "classroom environment" through texts supplied for reading, observation projects, and movies.</p> <p>The aim of the course is to open new perspective in the minds of the prospective English teachers in terms of gender equality in the society and in the language classroom.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Şükran Güvenç Çetinkol

<u>COURSE NAME/ECTS Credits</u>	CURRENT APPROACHES IN LANGUAGE TEACHING / 3 ECTS CREDITS
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION / FOREIGN LANGUAGES EDUCATION DEPARTMENT / ELT DIVISION
<u>SEMESTER</u>	8 th SEMESTER

<u>CONTENT</u>	This course covers the modern and current approaches that are widely used in the world. So far students had been given information about the traditional methods. In this course students will read and discuss about the current trends and methods that are used in the world and in Turkey. Moreover they will discuss about the advantages and disadvantages of each method and technique. They will be also asked how to pick up the best methods and technique(s) in different teaching environments
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assist. Prof. Ramazan Zengin rzengin@istanbul.edu.tr (+90 212) 440 00 00 – (ext.) 130 30

<u>COURSE NAME/ECTS Credits</u>	COMPARATIVE EDUCATION / 2
<u>FACULTY / DEPARTMENT</u>	HASAN ALİ YÜCEL FACULTY OF EDUCATION DEPARTMENT OF FOREIGN LANGUAGE TEACHING DIVISION OF ENGLISH LANGUAGE TEACHING
<u>SEMESTER</u>	8
<u>CONTENT</u>	<i>Comparative Education</i> (CE) is a 2-credit course and aims at introducing the broad field of comparative education. At the beginning, an overview of the theoretical underpinnings and common approaches to CE along with the very general characteristics of CE will be discussed. Seminars, thus, are designed to examine the fundamentals and main characteristics of the field of CE. After a general exploration of major theoretical issues, the course opens several issues up for discussion, including the topics of young learners, changing paradigms in education, digital literacy, lifelong learning, feminist pedagogy, and education systems in Turkey and round the globe.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	ASSIST. PROF. DR. OĞUZ CİNCİOĞLU oguzcin@istanbul.edu.tr / ext: 13015

<u>COURSE NAME/ECTS Credits</u>	CULTURE STUDIES 3 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	VIII

<u>CONTENT</u>	Following an exploration of the fundamental concept of “culture” and related terms such as “intercultural”, “small cultures” and “cultural awareness”, this course aims to acquaint the future English language teachers with current discussions on the subject of culture in its essentialist and non-essentialist form, discuss representation of culture(s), images, and stereotyping. It will also focus on discussions of how different cultures have come to influence one another through different means and help learners adopt an intellectual stance that is multi-faceted, analytical and critical.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Jacob Minniear E-mail:

<u>COURSE NAME/ECTS Credits</u>	TEACHING PRACTICE 12 (ECTS credits)
<u>FACULTY / DEPARTMENT</u>	HASAN ALI YUCEL FACULTY OF EDUCATION
<u>SEMESTER</u>	VIII
<u>CONTENT</u>	This course aims for the pre-service teachers to plan and actualize their own English lessons at different levels after successfully completing their in-class observations in the School Experience course. To this end, the course content is drawn to enable prospective teachers to plan lessons geared towards a variety of aims and objectives, adapt and/or design course material in relation to the levels and needs of the learners and learn ways to become flexible with the lesson plan only to respond correctly to the needs and requirements of the learners. Also included will be discussion and practical work on topics such as assigning homework, peer assessment, preparing portfolios, lesson phases and transitions, and dealing with breakdowns in the lesson.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Assistant Professor Dilek Inal E-mail: inald@istanbul.edu.tr

<u>COURSE NAME/ECTS Credits</u>	INOG4056- Elective III: Critical Thinking in Foreign Language Education /3 ECTS
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT Department

<u>SEMESTER</u>	Spring/8 th semester
<u>CONTENT</u>	<p>This elective course aims to engage students in reflective work for defining critical thinking and help them develop an awareness of certain barriers to critical thinking such as socio-centrism, egocentrism, relativistic thinking, stereotyping and conformism. The students are expected to gain hands-on experience in distinguishing fact from opinion and reasoning from unwarranted-assumptions by working on a wide range of texts. When focusing on argument- non-argument texts, the students are encouraged to identify and evaluate the constitutive parts of an argument, distinguish weak from strong ones by applying criteria-based investigation tools, and also identify different types of arguments. While addressing different approaches to critical thinking, the course places special emphasis on the tools of systematic-functional grammar for unveiling how ideologies, elements of persuasion and the issue of power become embedded in the discursive construction of texts with close reference to the dynamic interaction between various semiotic resources. For improving critical media literacy, students work on different media releases such as bulletins and ads, and also find the opportunity to analyze political discourse in newspaper articles and presidential speeches. In this frame, there is scope for discussion and critical analysis on gender and discourse as well. One further focus of the course is critical pedagogy: in the light of their practicum based experiences, research-informed views and classroom discussions, student teachers engage in group-work to reflect on possibilities and restraints in fostering critical thinking in language education.</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assistant Professor Özlem Etuş oziletus@istanbul.edu.tr +90 212 440 00 00 -13021</p>

<u>COURSE NAME/ECTS Credits</u>	Assessment and Evaluation in English Language Teaching
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Education Faculty
<u>SEMESTER</u>	8

<u>CONTENT</u>	<p>The course is designed to introduce students to the conceptual basis of language testing, different types of tests for different language skills, writing different item types for language tests, administering and scoring language tests, evaluation techniques and statistical calculations.</p> <p>It is also the intention of this course to examine the existing standard tests of English and focus on their specifications. By the end of the course students are expected to create their own language tests for a particular skill, purpose and group in a given curriculum.</p> <p>Course Contents: There are weekly seminar topics as outlined in the course syllabus. Each discussion includes the theoretical background and is supported by various examples of language tests and item types. Students are given opportunity to apply the theoretical knowledge of testing in their own examination and creation of tests, which they will prepare in groups.</p> <p>Introduction to teaching and testing- the effect of testing on teaching/learning, the purposes of testing, Kinds of tests and testing-the characteristics of tests: Proficiency / Achievement / Diagnostic / Placement, Types of test item- Informal and Formal assessment, Formative and Summative assessment, Approaches to language testing - Discrete Point vs Integrative, Norm-referenced vs Criterion-referenced, Objective vs Subjective testing, Communicative language testing /Performance- based Assessment, Traditional and Alternative assessment, Validity and Reliability- how to make test more reliable, Grammar, Pronunciation, Vocabulary testing- working on samples, creating tests for a particular purpose and group, Testing Communication Skills- Reading; limited response, sentence and passage comprehension, Question techniques for beginners and advanced students, Testing Communication Skills- Writing; limited response, guided writing, free writing, Evaluating students writing- analytical, holistic, Testing Communication Skills- Listening; limited response, testing extended communication, Testing Communication Skills- Speaking; limited response, guided techniques, oral interviews</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	<p>Assist. Prof. Muazzez YAVUZ KIRIK</p> <p>yavuzk@istanbul.edu.tr</p> <p>(0212) 440 00 00</p>

<u>COURSE NAME/ECTS Credits</u>	Community Service/ 6
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education/ ELT
<u>SEMESTER</u>	Spring

<u>CONTENT</u>	The aim of this course is to equip the prospective teachers with knowledge and awareness about the importance of community service. Besides this in the scope of this course students are expected to develop the skills to determine current problems in society and prepare projects to solve them. Students are also required to attend panels, conferences, seminars, congresses and symposiums as speakers or organizers so that they will gain the ability to communicate effectively when needed. A close relationship with the non-governmental organizations will help them understand better the volunteer spirit in the tasks developed for community services.
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Şükran Güvenç Çetinkol

<u>COURSE NAME/ECTS Credits</u>	Teaching English to Young Learners 2 /5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	5

<u>COURSE NAME/ECTS Credits</u>	Narrative Skills / 4 ECTS Credits
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<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Department
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<u>SEMESTER</u>	3
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<u>CONTENT</u>	<p>CONTENTS AND FORMAT</p> <p>This course aims to inform the students about viewpoints papers, to explain practically the required steps in order to write viewpoints and argument papers, to present various examples and examine them in terms of their structures and contents, to identify the patterns of organizations, to develop students' skills that they will be able to write viewpoints and argument papers in which they can display their ideas and views on current issues.</p> <p>-At the end of the lesson students are expected to be able to express the ideas and views on a specific topic effectively in written and oral language, to be able to use patterns of organizations effectively and efficiently both in oral and written communication, to be able to support their views with examples and citations, to develop their written and spoken expressive skills that are required to be able to support their views with examples and citations and to be able to display opposing views and refute them.</p> <p>Students are expected to attend regularly (%70), to participate actively as required, and to contribute actively to class discussions. Assignments may be expected in advance of a lecture, and will define</p>
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<u>CONTENT</u>	<p>CONTENTS AND FORMAT</p> <p>The general aim of Teaching English to Young Learners 2 is to provide a comprehensive understanding of the educational policies of Ministry of Education regarding teaching English to children and practical ways of teaching English to young learners.</p> <p>Specific course topics include teaching listening, speaking, reading and writing skills with reference to segregated and integrated skills teaching approaches, teaching grammar, teaching vocabulary, using songs in teaching English to young learners, using games in teaching English to young learners, using technology and designing and developing materials for young learners, and assessment in teaching English to young learners.</p> <p>Students are expected to participate in the lesson actively by taking part in pair and group work discussions, preparing teaching materials and giving presentations.</p> <p>ASSESSMENT</p> <p>Course assessment is based on attendance (5%), participation (5%), two “reflection report” homework assignments (10% each), a midterm exam (30%), a final exam (40%), and an in-class presentation and lesson plan (10%).</p>
<u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u>	Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015

<u>COURSE NAME/ECTS Credits</u>	Teaching English to Young Learners 1 /5 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Teaching Department
<u>SEMESTER</u>	5

<u>COURSE NAME/ECTS Credits</u>	Narrative Skills / 4 ECTS Credits
<u>FACULTY / DEPARTMENT</u>	Hasan Ali Yücel Faculty of Education / English Language Department
<u>SEMESTER</u>	3

<u>CONTENT</u>	<p>CONTENTS AND FORMAT</p> <p>This course aims to inform the students about viewpoint papers, to explain practically the required steps in order to write viewpoint and argument papers, to present various examples of viewpoint and argument papers, to examine them in terms of their structures and contents, to analyze the patterns of organizations, to develop students' skills that they will be able to write viewpoints and argument papers in which they can display their ideas and views on current issues.</p> <p>-At the end of the lesson students are expected to be able to express the ideas and views on a specific topic effectively in writing.</p>
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<p><u>CONTENT</u></p>	<p>CONTENTS AND FORMAT</p> <p>The general aim of Teaching English to Young Learners 1 is to provide a comprehensive understanding of how children learn foreign languages and what methods, means, and resources should be utilized in the process.</p> <p>Specific course topics include the theoretical background of early childhood education, how first language acquisition and second language learning theories are related in terms of teaching foreign languages to children, the differences between young learners and adults and how they reflect on the subfields of teaching process like material design and development, methodology suitable for young learners such as total physical response and task based methodology, learning and teaching each of the four language skills, the role of the teacher in the young learner classroom, lesson planning, classroom management, and utilizing ideal resources. Students are expected to participate in the lesson actively by taking part in pair and group work discussions, preparing teaching materials and giving presentations.</p> <p>ASSESSMENT</p> <p>Course assessment is based on attendance (5%), participation (5%), two “reflection report” homework assignments (10% each), a midterm exam (30%), a final exam (40%), and an in-class presentation and lesson plan (10%).</p>
<p><u>NAME AND CONTACT INFORMATION OF PROFESSOR (EMAIL / PHONE)</u></p>	<p>Asst. Prof. İrfan Bulut _irfanbulut25@gmail.com +90 440 00 00 – 13015</p>