

FACULTY OF EDUCATION
ENGLISH LANGUAGE TEACHING UNDERGRADUATE PROGRAM
COURSE CONTENTS
(BEFORE 2018)

YEAR I SEMESTER I

IOP 101 CONTEXTUAL GRAMMAR I (3-0-4)

This course aims to promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures. Within the framework of a context, advanced language structures are analyzed so as to establish relations between form and text type. Synthesizing these structures, students produce advanced level texts employing these structures. The course also emphasizes interactive activities such as group and pair work.

IOP 103 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.

IOP 105 LISTENING AND PRONUNCIATION I (3-0-3)

This course aims to develop students' listening and pronunciation skills while gaining confidence in communicating in English. It employs authentic listening materials and speech samples used in different discourses in order to be analyzed as communication-oriented classroom activities. Starting from basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds focused in class, the course will focus on higher level listening skills and strategies by integration of reading and writing to the course curriculum through content-based activities. Students will be provided with 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 purposes. Collaborative learning through group and pair work will be encouraged.

IOP 107 ORAL COMMUNICATION SKILLS I (3-0-5)

This course offers a variety of different communication-oriented speaking activities such as discussions; individual presentations and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. By exploring components of communicative competence, this course aims to equip students with the necessary skills to become successful communicators

as well as language teachers. Students will utilize the theoretical and practical knowledge acquired in listening and pronunciation courses in delivering brief informative, persuasive presentations. Students will develop a good command in supra-segmental features (pitch, stress and intonation) as well. Besides, students will be acquainted with the use of audiovisual aids (OHP, power point, posters) and techniques which will help them become effective speakers.

IOP 109 COMPUTER SKILLS I (2-2-5)

This course will focus on subjects such as information technologies, basic concepts of software and hardware, operational systems, word processing programs, spreadsheets, database access, internet use in education, effects of information technologies on society.

IOP 111 EFFECTIVE COMMUNICATION SKILLS (3-0-3)

This course will focus on subjects such as definition of interpersonal communication; communications system, characteristics of communication, effective listening and feedback, factors hindering communication, factors facilitating communication, the role of attitudes and feelings in communication, conflicts and conflict resolution in communication, factors involved in communication with students, instructors, and parents.

IOP 113 TURKISH I: WRITTEN COMMUNICATION (2-0-2)

This course will focus on subjects such as characteristics of written language and communication; fundamental differences between written and spoken language; communication: written and oral; and subjective and objective communication; paragraph, paragraph styles; definition of texts, types of texts (informative and literary); essay writing.

IOP 115 INTRODUCTION TO EDUCATIONAL SCIENCES (3-0-5)

This course will focus on subjects such as essential concepts of teaching; social, psychological, philosophical and historical aspects of education; historical account of educational sciences; research methods in education; Turkish education system; characteristics of teaching profession; practices and developments in teacher training.

FIRST YEAR SEMESTER II

IOP 102 CONTEXTUAL GRAMMAR II (3-0-4)

This course is a continuation of Contextual Grammar I. This course leads students to have a critical perspective into the 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. Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis. Besides presenting a descriptive review of the forms and function of advanced English grammar structure, this course encourages students to develop a critical stance toward the use of these structures in various contexts. The course also emphasizes interactive activities such as group and pair work.

IOP 104 ADVANCED READING AND WRITING II (3-0-3)

This course is a continuation of Advanced Reading and Writing I. This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

IOP 106 LISTENING AND PRONUNCIATION II (3-0-3)

This course is a continuation of Listening and Pronunciation I, this course will focus on basic skills and principles of listening and phonetics. A variety of different authentic listening texts and academic presentations will be utilized to develop students' receptive listening skills. This course includes such sub-skills of listening as note-taking, predicting, and extracting specific and detailed information, guessing meaning from context, and getting the gist. Throughout the course, students will be exposed to aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts. This course also aims to equip student teachers with a strong sensitivity towards different accents of English language being spoken around the world. Collaborative learning through group and pair work will be encouraged.

IOP 108 ORAL COMMUNICATION SKILLS II (3-0-5)

This course is a continuation of Oral Communication Skills I. It offers extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. Integrating different reading and listening texts into communication-oriented tasks, this course aims to develop students' productive skills beyond their receptive skills. The course includes discussion topics, interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking thus promoting interest and motivation in communication. Common pronunciation mistakes are listed and discussed so as to raise the awareness of students as future language teachers. It also aims to develop students' strategic competence to be utilized in repairing communication breakdowns as communication.

IOP 110 LEXICAL COMPETENCE (3-0-3)

This course aims to raise students' understanding of the relation between lexical items and structural forms as well as expanding their vocabulary knowledge by focusing on the components of word formation including prefixes and suffixes. Students also learn idioms, collocations, slang, euphemisms, neologisms, proverbs and phrasal verbs to help them to

better explore, review, play with and enhance their spoken and written expression. Throughout the course, students will engage in interactive content-based tasks such as problem-solving activities, error analysis, and journals writing to increase their vocabulary span.

IOP 112 COMPUTER SKILLS II (2-2-5)

This course will focus on subjects such as basic concepts, elements, and theoretical basis of computer-assisted language learning; standard formats employed in computer-assisted teaching; e-learning practices; negative effects of computer and of internet on younger generation and precautions.

IOP 114 TURKISH II: ORAL COMMUNICATION (2-0-2)

This course will focus on subjects such as characteristics of spoken language and of oral communication; oral communication; main features of speaking skill (use of colloquial and body language); essential principles of “good” speech (stress, a tone of voice, pausing, diction etc.); types of speech: spontaneous versus formal speech.

IOP 116 EDUCATIONAL PSYCHOLOGY (3-0-5)

This course will focus on subjects such as the relation between education and psychology; the definition of educational psychology; basic concepts of learning and development; human development in various aspects (physical, intellectual, emotional, social etc.) factors involved in learning process (motivation, individual differences, group dynamics etc.); learning approaches; reflections of theories on teaching process; effective learning.

SECOND YEAR SEMESTER III

IOP 201 ENGLISH LITERATURE I (3-0-4)

This introductory course includes brief cultural history of British and American literature and literary works written in English, fundamental terms and techniques used while studying a literary text, introduction to the major genres and styles in literature, and introduction to the movements and periods in literature in English. Students analyze the content and style of various literary texts such as short story, poem, drama and novel representing different periods and genres of English literature. This course also focuses on developing an appreciation for literature’s contribution to our understanding of life. Students use literary tools to analyze and critically evaluate the works they have read. This course, through classroom discussions, aims to help students gain a critical perspective towards the texts. Students also analyze literary arts used in these texts and interpret them so as to make deductions, inferences and evaluations.

IOP 203 LINGUISTICS I (3-0-5)

This course gives an introduction to the basic concepts in linguistic analysis; understanding 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 topics under investigation are 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.

IOP 205 APPROACHES TO ELT I (3-0-5)

This course presents basic issues and processes in ELT course design. It focuses on identifying the difference among approach, method and technique and the significance of these concepts in course design. A critical overview of methods and approaches taking a historical perspective is presented: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, the Natural Approach. Student teachers will discover and synthesize classroom application possibilities of such methods through designing micro-teaching of activities associated with them.

IOP 207 ENGLISH-TURKISH TRANSLATION (3-0-5)

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.

IOP 209 CONTEXT-DEPENDENT LANGUAGE USE (3-0-3)

This course aims at providing communicative tasks for students to actually communicate in English. Authentic materials of different genres, specific contexts and situations will be studied in order to focus on commonly occurring patterns, culture specific expressions and advanced level vocabulary items for effective communication. Listening is an important component of the course and is integrated especially with speaking. Because the audio-visual materials could be an excellent framework for skills practice and could provide learners with real-life situations, sections from the movies of different genres, videos specifically designed for this course, newspapers, magazines and short stories will be used to scaffold pragmatic awareness and appropriate language use in varied communicative contexts.

IOP 211 INTERCULTURAL COMMUNICATION (2-0-2)

This course is designed to help the students to understand the main elements of intercultural communication and the main cultural, psychological, social and environmental influences that are involved in this process. The course aims to develop an intercultural communication

perspective that includes the comprehension of himself/herself as part of a culture, and the awareness about the impact of one's own culture in communication.

IOP 213 TEACHING PRINCIPLES AND METHODS (3-0-4)

This course will focus on subjects such as basic concepts of teaching; teaching and learning principles; preparing and developing samples of yearly, unit, and daily plans; teaching and learning styles and strategies; teaching methods and techniques; teaching materials, teacher competencies.

IOP 215 ADVANCED TEXT ANALYSIS (ELECTIVE-I) (2-0-2)

This course aims to help students develop reading skills to understand texts of different genres, enable them to gain skills to analyze and synthesize message in the texts, and to develop vocabulary expansion skills. For these goals in mind, authentic texts of various genres will be studied in class and out of class.

IOP 219 CULTURE SPECIFIC EXPRESSIONS AND LEXICAL COMPETENCE I (ELECTIVE-I) (2-0-2)

Although lexical competence has a crucial role in foreign language teaching context, it is usually ignored. Therefore, this course aims to improve students' lexical competence, which involves not only knowledge of vocabulary but also the ability to use them appropriately.

SECOND YEAR SEMESTER IV

IOP 202 ENGLISH LITERATURE II (3-0-4)

This course is a continuation of English Literature I. It explores a variety of literary texts from a range of eras and writers of British and American literature and literary works written in English, accordingly. Students will have the chance to practice their knowledge about key terms and concepts by analyzing literary texts in order to identify these concepts and their use in a text. The course will provide a solid foundation about the fundamental movements and periods in literature written in English. Through the use of selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements in these literatures will be examined. Student teachers are expected to prepare focused writing assignments for designated topics.

IOP 204 LINGUISTICS II (3-0-5)

This course is a continuation of Linguistics I. An elaboration on further topics in linguistics is presented by way of awareness raising activities, error analysis of language learners' production data, case studies, and comparative analysis of native and target languages. The topics under investigation are: 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.

IOP 206 APPROACHES TO ELT II (3-0-5)

As a continuation of Approaches to ELT I, this course focuses on current issues and practices in ELT course design, selecting the appropriate approach suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP. It outlines 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 and designing micro-teaching of activities associated with them. This course aims to raise awareness of issues of culture and classroom second/foreign language learning, of technology use in language classrooms, and of the need for developing communicative and intercultural competencies for the language learner and teacher of the globalized world and designing micro-teaching of activities associated with them.

IOP 208 LANGUAGE ACQUISITION (3-0-5)

This course presents an overview of the theories of first and second language acquisition (e.g.: behaviorism, innatism, information processing, connectionism, the interactionist position) and focuses on the 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). Lectures, group and pair work activities will be utilized.

IOP 210 RESEARCH METHODS (2-0-3)

In this course, students are expected to learn research methods and techniques and to apply what they have learned through doing small scale research in their own fields and assessing their work.

IOP 212 SPECIAL TEACHING METHODS I (2-2-4)

This course aims to enable students develop necessary skills to make needs analysis, to write objectives, to design syllabus, and to prepare lesson plans. The course will introduce criteria of English language competencies and European Language portfolio. Moreover, it intends to focus on the basic concepts of applied linguistics; to study the relationships among approaches to language learning and teaching, lesson planning and classroom management; and to enable students to attain skills necessary to teach various language skills.

IOP 214 INSTRUCTIONAL TECHNOLOGY AND MATERIALS DESIGN (2-2-2)

This course will focus on subjects such as features of a variety of instructional technologies, their role and application in teaching; developing instructional materials through instructional technology (worksheets, transparencies, slides, video, computer-based materials) and assessment of various materials; internet and e-learning; advances in technology employed in Turkey and in the world.

IOP 216 PROCESS WRITING (ELECTIVE-II) (2-0-2)

This course aims at helping students become better able to accomplish and reflect the phases of the process writing: pre-writing, outlining, drafting, revising, and editing and writing the final draft.

IOP 220 CULTURE SPECIFIC EXPRESSIONS AND LEXICAL COMPETENCE II (ELECTIVE-II) (2-0-2)

Although lexical competence has a crucial role in foreign language teaching context, it is usually ignored. Therefore, this course aims to improve students' lexical competence, which involves not only knowledge of vocabulary but also the ability to use them appropriately.

IOP 222 ENTERPRISING TEACHING I (ELECTIVE-II) (2-0-2)

The aim of the course to understand what enterprising is, how it relates to education and to how it is expressed in a school environment. The course also aims to support students' entrepreneurial initiatives.

THIRD YEAR SEMESTER V

IOP 301 TEACHING ENGLISH TO YOUNG LEARNERS I (2-2-5)

This course gives an overview of the difference between young learners (K-6) and learners at other ages (in terms of learning of language structures, skills and sub-skills) and misconceptions about young learners. The aim of the course is to help student teachers identify learner styles (e.g., visual, auditory, kinesthetic) and strategies (e.g., meta cognitive, cognitive, socio affective) of young learners and developing 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; select and sequence teaching points and adapt and evaluate materials according to the cognitive and affective development and language level of the learners; to outline classroom management techniques necessary for teachers of young learner classrooms; to emphasize the importance of collaborative learning and interaction through group and pair work, and of ways to encouraging young learners to respect each other's learning styles and strategies, and sharing responsibility for self and others learning.

IOP 303 SPECIAL TEACHING METHODS II (2-2-4)

In this course, students are required to reflect the acquired skills in ELT into their micro-teaching activities in classrooms, and to evaluate the quality of instruction. In order to foster the professional development of teacher candidates, some national and international professional organizations (TESOL, INGED etc.) and some periodicals (ELTS, TESLJ, TESL Reporter, etc.) will be introduced to students. The students are required to discuss the issues concerning language teaching in the selected articles.

IOP 305 TEACHING LANGUAGE SKILLS I (2-2-5)

This course concentrates on building language awareness and teaching skills through a detailed study of techniques and stages of teaching listening, speaking, pronunciation and vocabulary to language learners at various ages and language proficiency levels. Student teachers will design individual and/or group micro-teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety of proficiency levels.

IOP 307 LITERATURE AND LANGUAGE TEACHING I (3-0-5)

This course concentrates on the analysis of examples from British and American short stories and novels and those which are originally produced in English; and identification of the distinctive features of short stories and novels. Student teachers will explore different approaches to using literature with teenage and adult learners at all levels; examining ways in which the teaching of literature and language can be integrated in these two genres (short story and novel) and exploring theoretical and practical dimensions of this integration. This course will provide linguistic and artistic enrichment by teaching the analysis of literary texts as content and as context. Through this course, student teachers will also investigate how culture teaching is possible through short stories 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. Moreover, the course will sensitize the students towards social issues by presenting techniques on how to enrich the literary text through prose, underlining the importance of using activities based on literary texts to create an awareness of one's contribution to society. This course also touches upon the examination and evaluation of literary texts as motivating language material.

IOP 309 SECOND FOREIGN LANGUAGE I (2-0-3)

Depending on the facilities of the department, the student teachers may have the option of learning one of the following languages as a second foreign language requirement: German, French, Spanish, Italian, Arabic, Japanese, Chinese, Russian or Greek.

This course is an introduction to the basics of a second foreign language. It aims at providing student teachers with the skills required for basic communication. The aim for student teachers is to understand simple every day dialogues and basic reading texts, express themselves and ask questions in the basic spoken language. To fulfill these aims, dialogues and reading texts are utilized. Student teachers are exposed to the basic structures and

vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some insights into the target culture and life style will be given.

IOP 311 CREATIVE DRAMA AND PRACTICES IN LANGUAGE TEACHING (2-2-4)

This course will focus on subjects such as definition of drama, the use of drama as a method developing scope for creativity in foreign language teaching; adaptation and self confidence; imagination and expression; reinforcement of creative imagination; developing independent thinking skills; expressing thoughts in group Works; cooperation in communication and mutual influence; arousing public sentiment; diagnosis of inner emotions; improving verbal and nonverbal communication skills; acquaintance with marvelous pieces of all kinds of music.

IOP 313 CLASSROOM MANAGEMENT (2-0-4)

In this course students will cover a wide variety of issues related to classroom management such as social and psychological factors influencing student behavior, classroom rules and procedures, time management in class, classroom organization, motivation and communication, creating a positive environment, overcoming misbehavior that occurs in classroom

THIRD YEAR SEMESTER VI

IOP 302 TEACHING ENGLISH TO YOUNG LEARNERS II (2-2-5)

This course is a continuation of Teaching English to Young Learners I. The intent of the course is analyzing how to design young learner course syllabuses focusing on the applicability of different syllabus types (e.g., story-based, content-based, theme-based, task-based) and the effective ways to make use of child literature within a chosen syllabus. Analysis and discussions of video recordings of young learner classrooms with reference to classroom management, presentation of language and practice in class will be utilized. Student teachers will design a course and/or materials for a chosen syllabus type teaching activities and assessment practices for a diverse range of young learners (K-6).

IOP 304 TURKISH-ENGLISH TRANSLATION (3-0-5)

Being the counterpart of English-Turkish Translation, this course will rely on both theoretical as well as practical grounds. Adopting a contrastive analysis method, students evaluate the effectiveness of a translation paying attention to the idiosyncrasies regarding the unique nature of Turkish and English. 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.

IOP 306 TEACHING LANGUAGE SKILLS II (2-2-5)

This course is a continuation of Teaching Language Skills I. This course concentrates on building language awareness and teaching skills through a detailed study of techniques used in and stages of teaching reading, writing, and grammar to language learners at various ages

and language proficiency levels. Student teachers will design individual and/or group micro teaching activities focusing on the integration of the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

IOP 308 LITERATURE AND LANGUAGE TEACHING II (3-0-5)

This course is a continuation of Literature and Language Teaching I. It concentrates on the characteristics of poetry and drama as a literary genre; approaches to analyzing ways to use contemporary poetry and drama from British, American literature and those which are originally produced in English, employing activities that help students analyze literature as context and as content. The course elaborates on ways in which the teaching of literature and language can be integrated in these two genres (poetry and drama) and explores theoretical and practical dimensions of this integration. Through this course, student teachers will investigate how teaching cultural and social issues is possible 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. This course also touches upon the examination and evaluation of literary texts as motivating language material. Application of various language based activities to literary texts through peer teaching will be utilized.

IOP 310 SECOND FOREIGN LANGUAGE II (2-0-3)

This course is a continuation of beginning level of second foreign language. It aims at providing communicative tasks for student teachers to actually communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and life style will be given through the use of authentic materials.

IOP 312 PUBLIC SERVICE (1-2-3)

In this course, students are expected to gain basic knowledge and skills to work for social services; to identify the common problems of the society; and to suggest solutions for dealing with those problems. Moreover, they will actively involve in panel discussions, conferences, congresses, and symposiums.

IOP 314 TESTING AND EVALUATION (3-0-4)

This course will focus on subjects such as types of tests; test preparation techniques for the purpose of assessing various English language skills; the practice of preparing various types of questions; evaluation and analysis techniques; statistical calculations.

FOURTH YEAR SEMESTER VII

IOP 401 MATERIALS ADAPTATION AND DEVELOPMENT IN FOREIGN LANGUAGE TEACHING (3-0-6)

This course focuses on acquainting student teachers with the theory and principles of ELT materials design (e.g.: selecting, adapting, developing and evaluating materials) and equipping student teachers with the basic arguments for and against the use of coursebooks in the classroom. Student teachers will be sensitized to the relation between methodology, ideology and the coursebook writer. This course emphasizes issues related to 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. The following issues related to adapting or developing materials for language teaching are also taken up: adapting coursebook materials to particular learning needs and teaching contexts, and designing their own teaching materials and supplementing materials parallel to the methodology, to the level and needs of the students and to present school environment. Student teachers engage in the discussion of issues related to evaluation of materials and text books used in EFL classroom settings, are familiarized with language material and textbook evaluation criteria and ways to relate materials design to current ELT methodology.

IOP 403 SECOND FOREIGN LANGUAGE III (2-0-3)

This course is a continuation of Second Foreign Language II. It aims at further developing student teachers' reading and oral skills. Authentic texts of different genres will be studied in order to focus on more complex grammatical structures and advanced level vocabulary items. Student teachers are expected to make short oral presentations, produce role-plays, watch short extracts of movies in the target language and participate in simple discussions on a related topic in class and write letters and e-mails of greeting, complaint, response etc., diary entries and short paragraphs and essays. Further insights into the target culture and life style will be given through authentic classroom materials and research tasks.

IOP 405 ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION I (2-0-3)

This course will focus on subjects such as foundation and development of Modern Turkey; War of Independence; the collapse of Ottoman Empire and the foundation of the Republic of Turkey, Principles and Revolutions of M. K. Atatürk.

IOP 407 SCHOOL EXPERIENCE (1-4-6)

The aim of this course is to make the teacher candidates familiar with various aspects of school, students and the teaching profession under the supervision of an instructor. The main activities suggested for this course are school organization and administration, daily activities in school, group activities, a student's daily school life, a teacher's daily school life, school-family corporation, observation of main and subsidiary courses school problems, materials and written sources, portfolio preparation and various other aspects of teaching profession.

IOP 409 EDUCATIONAL COUNSELING (3-0-5)

This course will focus on subjects such as aims of personality services for students, their role within education, introduction to service fields, general principles, recognizing and directing the student, collecting and spreading information, psychological consulting, placing, observing, consulting, and orientation.

IOP 411 INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING(2-0-7)

This course aims to familiarize students with research that has aimed at accounting for individual differences and learning difficulties in foreign language learning.

FOURTH YEAR SEMESTER VIII

IOP 402 ENGLISH LANGUAGE TESTING AND EVALUATION (3-0-6)

This course presents an overview of basic concepts, principles and constructs of classroom-based assessment. It focuses on the identification of 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). Student teachers are expected to prepare language tests for different age groups, different proficiency levels and various learner styles. Student teachers are familiarized with test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner. The course also promotes the understanding and 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). The course also covers stages of test construction, carrying out item analysis and interpretation of test scores, assessing standardized tests (e.g., TOEFL, IELTS and exams accredited by the Council of Europe for the European Language Portfolio), teacher-prepared language tests and achieving beneficial backwash.

IOP 404 ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION II (2-0-3)

This course will focus on subjects such as foundation and development of Modern Turkey; War of Independence; the collapse of Ottoman Empire and the foundation of the Republic of Turkey, Principles and Revolutions of M. K. Atatürk.

IOP 406 PROFESSIONAL DEVELOPMENT IN ELT (2-0-5)

This course will include what professional development is and why it is important for teachers to be engaged in professional development throughout their teaching careers. Giving practical advice and concrete examples, and pursuing professional development will show how even

busy teachers can engage in professional development practices both within their teaching institutions and within the profession as a whole.

The course also aims to encourage participants in their commitment to a high standard of professional development and growth by promoting professional collegiality.

IOP 408 TURKISH EDUCATION SYSTEM AND SCHOOL MANAGEMENT (2-0-3)

This course will focus on subjects such as historical development of the Turkish Education System (Pre-Islamic Period, Seljukian and Ottoman Period, Republic Period), Turkish National Education System (Pre-school Education, Primary and Secondary School Education, High School Education, Diffused Education), Legal Basis of Turkish Education System (General Goals, Special Goals, Basic Principles of Turkish National Education, Principles regulating Turkish National Education System, organizational structure of Turkish Education System), problems of the Turkish Education System.

IOP 410 PRACTICE TEACHING (2-6-10)

This course will focus on subjects such as consolidating the skills necessary for teaching English at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills in order to develop a professional view of the ELT field, and portfolio preparation.

IOP 412 SELECTIONS FROM THE WORLD LITERATURE (ELECTIVE-III) (2-0-3)

The purpose of the course is to give students a basic introduction to the World Literature and to develop in them an appreciation of “good” literature. This course will involve the readings of and commenting on some major literary texts in English in a broad range from various periods.

IOP 414 CRITICAL READING (ELECTIVE-III) (2-0-3)

This course is for students to learn to read critically, and explore texts that are regarded as ‘critical’ or essential reading. It aims at introducing students to some key concepts in criticism and theory and enabling them to study, appreciate, and enjoy literary texts.

IOP 416 TEXT LINGUISTICS (ELECTIVE-III) (2-0-3)

The aim of the course is to provide students with a general knowledge on the text linguistics and to enable them to analyze various types of texts using approaches developed in text linguistics. In this course, basic concepts, scope and approaches in discourse analysis, standards of textuality, information structure and textuality, referring expressions in discourse and their relations to cohesion and coherence, the concepts of genre and genre analysis, corpus-based text analysis are the topics to be covered.

IOP 422 ENTERPRISING TEACHING II (ELECTIVE-III) (2-0-3)

This course is a follow up of Enterprising Teaching I. The course aims to help students understand what entrepreneurship is, why it became so important, types of entrepreneurs, the relationship between entrepreneurship and education, who enterprising teachers are, and how

to raise more enterprising individuals with enterprising mind sets. Four weeks of theoretical lecturing will be followed 10 weeks of performance based group presentations by the students. Students will be encouraged to do projects generally related to education and specifically to English language teaching.