Institute: Institute of Educational Sciences

Department: English Language Teaching (PhD)

About the Department
The program leading to the PhD degree is a three year (6 semesters) program of full-time study, involving seven taught courses (21 credits), one seminar course and a dissertation. Applicants are expected to have an MA degree in English Language Teaching or a related subject. Non-standard entrants are considered on an individual basis. Applicants are expected to provide proof of their English language proficiency. For this requirement, applicants should score minimum 70 out of 100 in one of the following exams: NEU Graduate Foreign Language Exam (English); Inter-universities Council's Foreign Language Exam (ÜDS) or Civil Servants Foreign Language Proficiency Exam (KPDS). Equivalent scores in one of the internationally recognised English language proficiency tests, such as TOEFL and IELTS, are also accepted on the condition that the scores are valid within the last two years. In addition to the language proficiency requirement, in order to be able to enter the defence, successful candidates should publish or should have the acceptance for publication of at least one original article, which should be produced as a result of their dissertation studies, in a journal that is indexed in SCI (Science Citation Index), SSCI (Social Sciences Citation Index) or AHCI (Arts and Humanities Citation Index).

Mission
The principal aspiration of the Department of English Language Teaching (DELT) is training teachers and researchers who are well equipped with universal values, pluralist, analytical and critical in their opinions, self-motivated to investigate and question the matters as well as aiming to construct viable knowledge and putting it into effective use, qualified and skilful in applying the contemporary teaching methods and techniques, and competent in research, English language teaching and on the issues of linguistics. More specifically, we aim to train well qualified teachers of English and researchers who are ready to integrate in the education system and face its requirements and to inspire and lead students towards scientific research in the areas of Education, Linguistics and English Language Teaching (ELT).

Vision
The vision of the DELT is to become a department which gives equal importance to teaching and research, be preferred for its specifications and qualifications acknowledged internationally, and stand out as a leading education and research institution in the fields of Education, Linguistics and English Language Teaching (ELT).

Courses

Code	Course Name	T	P	C	ECTS
ELT 601	Current Issues In English Language Teaching	3	0	3	7.5
ELT 602	Approaches To English Language Teacher Education	3	0	3	7.5
ELT 603	English Language Teaching Curriculum	3	0	3	7.5
ELT 604	Seminar in ELT	0	0	0	7.5
ELT 605	Sociolinguistics	3	0	3	7.5
ELT 606	Program Evaluation In English Language Teaching	3	0	3	7.5
ELT 607	Instructional Design In English Language Teaching	3	0	3	7.5
ELT 608	Pragmatics And Discourse Analysis Interactive Process	3	0	3	7.5
ELT 609	Action Research	3	0	3	7.5
ELT 610	Statistical Methods In English Language Teaching	3	0	3	7.5
ELT 611	Psycholinguistics	3	0	3	7.5
ELT 612	Foreign Language Teaching And Educational Linguistics	3	0	3	7.5
ELT 613	Teacher Development In Foreign Language Teaching	3	0	3	7.5
ELT 614	Problems In Foreign Language Teaching And Learning	3	0	3	7.5
ELT 615	Recent Developments In Foreign Language Teaching	3	0	3	7.5
ELT 616	Innovative Approaches To Language Teaching	3	0	3	7.5
ELT 617	Teaching With The Internet	3	0	3	7.5
ELT 618	Literature And Foreign Language Teaching	3	0	3	7.5
ELT 619	Materials Evaluation And Development In English Language Teaching	3	0	3	7.5
ELT 620	Advanced Research Methods	3	0	3	7.5
ELT 621	Language Transfer	3	0	3	7.5
ELT 627	English Language And Linguistics	3	0	3	7.5
ELT 628	Language Acquisition	3	0	3	7.5
ELT 634	Applied Linguistics	3	0	3	7.5
ELT 638	Teaching English To Young Learners	3	0	3	7.5
ELT 639	Language Testing and Program Evaluation	3	0	3	7.5
ELT 640	Theory and Practice In Second Language Reading	3	0	3	7.5
ELT 644	Language Teaching Practice	3	0	3	7.5
ELT 699	Thesis	0	0	0	30

Course Descriptions

ELT 601	**Current Issues in English Language Teaching**	3-0-3

Issues in English language teaching cover a broad area, a variety of subjects widening from language teaching methods to several research subjects, and from subject related suggestions to various research outcomes on different issues. This course aims to explore the most substantial and functional parts of these issues and develop multi-standpoints and critical review of these issues.

ELT 602	**Approaches to English Language Teacher Education**	3-0-3

Several language teaching approaches have been introduced to the language teaching discipline and each of these approaches has contributed in a different way to the process of language teaching. Language teachers inevitably study and put these approaches into practice throughout their professional lives. The consciousness and awareness of when and how to use which part of which approach is a matter of the teaching skills developed throughout a methodical and scientific education. This course aims to re-examine the advancement of utilizing language teaching approaches and their involvement in the overall process of language teacher education. It also explores and discusses the main issues concerning these approaches.

ELT 603	**English Language Teaching Curriculum**	3-0-3

Curriculum can be defined as a collection of details of a teaching program. Designing a curriculum is primarily based on a systematic process including an investigation about the needs and requirements, developing objectives of the program in accordance with the needs, structuring the content of the teaching syllabus for each course included in the curriculum, deciding on the appropriate teaching materials and methods in line with the content of the syllabus for each course, deciding on the assessment and evaluation issues, and reporting the effectiveness of the curriculum with its all components. This course, therefore, aims to reconsider all the issues and factors related to designing English language teaching curriculum.

ELT 604	**Seminar in ELT**	3-0-3

In this course, students carry out detailed analysis of subjects on which they plan to focus for their dissertation. Designed as an individual-work-based course, it aims to help students carry out any preliminary work that may be necessary towards the successful completion of their dissertation.

ELT 605	**Sociolinguistics**	3-0-3

The field of sociolinguistics which is mainly concerned with the social dimension of language can be defined as the study of language and linguistic behavior as influenced by social and cultural factors. This course aims to concentrate on the language issues that are surrounded by sociolinguistic parameters and students are expected to reassess these parameters in accordance with the requirements of their studies.

ELT 606	**Program Evaluation in English Language Teaching**	3-0-3

Program evaluation in language education is essential as it constitutes the most significant analysis and diagnosis procedure of determining the weak and strong boundaries of language programs. Evaluation can be considered as the most systematic process of gathering, analysing, interpreting and reporting data. There are various types of evaluation which seeks to satisfy the needs of the researchers and administrators. Students taking this course examine the types of evaluation, methods and techniques that are primarily utilized in evaluation process.

ELT607	**Instructional Design in English Language Teaching**	3-0-3

This course aims to explore the theory and practice in the field of instructional design and devise the possible effective designs for instruction in English language teaching. The course will also focus on the methodology regarding the very essential needs of English language learners. The students are expected to work on the current research, applications and practices concerning the science of instructional design.

ELT 608	**Pragmatics and Discourse Analysis**	3-0-3

This course guides students to consider Pragmatics as a field which is primarily concerned with the process of producing language and in its producers, not just in the end-product, language. They are directed into the research of the use of language in human communication as determined by the conditions of society.

This course also familiarises students with types of descriptions of discourse such as descriptions of cohesive elements, genres features, speech acts and politeness phenomena and provide students with an opportunity to analyse written and spoken texts to investigate their features and to practise the types of descriptions listed above.

ELT 609   Action Research   3-0-3

This course aims to acquaint students with the principles and requirements of an action research. Action research is closely related with classroom research and is generally based on observations and structured applications of certain teaching materials as well as teaching techniques. Students who take this course are expected to develop and expand research skills compliant with the theory of action research.

ELT 610   Statistical Methods in English Language Teaching   3-0-3

Statistics are widely used in quantitative research in many academic disciplines. There are several research designs in English language teaching as well which require statistical analysis for the interpretation of the research data. Students who intend to carry out an experimental or quasi experimental research need to utilize certain statistical methods to process their data and explain its significance to the readers of their reports. There are a number of computer programs which are used for processing the research data. One of them, and probably the most effective of all, is SPSS (Statistical Package for the Social Sciences). Students are expected to familiarize with the fundamentals of this computer software and practice it using real research data. In general, this course seeks to introduce students all the necessary rudiments of statistics which they might need to utilize during their studies.

ELT611   Psycholinguistics   3-0-3

Psycholinguistics is the study of how the mind perceives, processes and produces language. This course explores the psychological processes and devices which are considered to be vital in language acquisition. It will also focus on the issues like the connection and relation between thought, knowledge and language and the features, the production and comprehension of language. Psychological impact on language acquisition will also be considered Students are also expected to gain an in-depth understanding of current research in psycholinguistics.

ELT 612   Foreign Language Teaching and Educational Linguistics   3-0-3

Educational linguistics focuses on the application of linguistics to the learning of English language in accordance with the principles of educational theory and practice. The introduction of linguistics into the language teaching settings resulted in more effective and successful foreign language teaching and learning. Students taking this course will examine the principles, methods and means of applying educational linguistics into foreign language teaching and learning settings.

ELT 613   Teacher Development in Foreign Language Teaching   3-0-3

Teacher development in language teaching is an ongoing process and practice. It requires a lifelong learning and development in personal knowledge, language skills and personal teaching skills. The teachers who are concerned with developing their knowledge and skills are more successful and carry out more effective teaching practices than other teachers who do not show sufficient interest to these issues. Teachers who aim to widen their knowledge concerning the teaching of English language ought to be interested in numerous issues such as language skill development techniques, material design, language testing and program evaluation, research techniques, and principles of syllabus or program design.

ELT 614   Problems in Foreign Language Teaching and Learning   3-0-3

This course aims to guide students on how to take the initiative over the problems related to language teaching and learning, how to investigate and diagnose them, and how to produce solutions for these problems.

ELT 615   Recent Developments in Foreign Language Teaching   3-0-3

This course investigates the recent developments in foreign language teaching. Developmental process in academic fields is an ongoing and inescapable process and continues in different forms, styles and speed in accordance with the needs and requirements of the relevant participants. Students taking this course revise the developments in foreign language teaching and explore the grounds that lead to these developments.

ELT 616   Innovative Approaches to Language Teaching   3-0-3

In the last couple of decades, several approaches emerged in line with the needs of the learners. The new paradigm in education, triggered by

constructivist and connectivist learning theories, resulted in novel approaches and methods in language teaching as well. In this course, students explore the research concerning the new paradigm in education in conjunction with the new trends and approaches in language learning and teaching.

ELT 617   **Teaching with the Internet**   **3-0-3**

The internet prevails as one of the most important means of locating and incorporating knowledge into realities of life. It should also be considered as the biggest source for educational practices and research as well. Students taking this course explore the opportunities that are provided by the internet and its contribution to teaching practices.

ELT 618   **Literature and Foreign Language Teaching**   **3-0-3**

The main aim this course is to familiarize students with the possible ways of amalgamating literature with language teaching and learning. The students taking this course explore the research with reference to the incorporation of literature in language learning. The students are presented and given the opportunity to explore and observe the use of short stories, poems, plays and novels in language learning.

ELT 619   **Materials Evaluation and Development in English Language Teaching**   **3-0-3**

Teaching materials are prepared and used in accordance with the needs and objectives of the language programs. It can be a very demanding process to design and produce flawlessly functioning materials in language classrooms. However, it is perfectly possible to diagnose the weak and strong sides of teaching materials and improve them accordingly. This course aims to donate students with skills and knowledge about the procedures and requirements of materials evaluation, adaptation and development.

ELT 620   **Advanced Research Methods**   **3-0-3**

The aim of any academic research is to produce an original scientific study that contributes to the body of existing knowledge in a specific field. This course aims to give the students the necessary background in traditional and contemporary research methods to enable them to carry out such an academic project at the PhD level. For this purpose, the course covers qualitative and quantitative approaches to research as well as eclectic and mixed methodologies. The course also includes critical discussions of different research studies and their methodologies and drafting of research proposals. Students are expected to review the literature on a specific topic and analyse the scientific approaches used in these studies. In addition, they are expected to produce a comprehensive research proposal on a topic of their choice.

ELT 621   **Language Transfer**   **3-0-3**

As the psychological cornerstone of Contrastive Analysis Hypothesis, language transfer has been one of the central, and at the same time, controversial issues in Applied Linguistics, Second-Language Acquisition, and Language Teaching for quite a long time. Therefore, it is essential for Ph.D. students to grasp an in-depth knowledge of Language Transfer and related theories and to implement and apply this knowledge in their teaching career. Accordingly, this course deals with the nature of language transfer and the role it plays in Second Language Acquisition. The course covers all aspects of language transfer including phonological, morphological, syntactic, and lexico-semantics. However, at the Ph.D. level, emphasis will be given to new trends in language transfer and contrastive analysis namely the transfer of textual, discoursal and pragmatic features of mother tongue to the learning of parallel features in the target language.

ELT 627   **English Language and Linguistics**   **3-0-3**

The course introduces students to basic concepts of Linguistics and methods of analysing language. A variety of topics are explored, among which phonetics, phonology, morphology, syntax, language and society, brain and language, etc. The students are asked to research using reliable sources and come up with valuable information about chosen topics.

ELT 628   **Language Acquisition**   **3-0-3**

Since methods of second language teaching are generally based on theories of first language acquisition it is essential for ELT students to develop a sound understanding of the nature of First Language Acquisition. Accordingly, the purpose of this course is to familiarize graduate students with the nature and processes of L1 Acquisition. The course will cover all aspects of linguistic development, i.e. phonology, morphology, syntax, and semantics, and since children use language to establish communication with caregivers and others in their immediate environment some discussion will also be devoted to the development of pragmatics and communicative competence. Although this

course is primarily concerned with mother tongue acquisition during infancy and childhood most topics in the syllabus will be related to aspects of SLA. Finally, since the majority of world's population is bilingual issues of bilingualism will also be dealt with in this course.

ELT 634	**Applied Linguistics**	**3-0-3**

In this course, students examine existing research studies that focus on language, language users and its uses within the scope of applied linguistics, and the interaction of language with its social, cultural and physical surroundings.

ELT 638	**Teaching English to Young Learners**	**3-0-3**

The aim of Teaching English to Young Learners (TEYL) is to provide students with knowledge and skills for teaching English as a second or foreign language to young learners. It aims to broaden teachers' knowledge and skills to successfully teach young learners, including both theoretical and practical aspects of TEYL, as teaching young learners can be very different from teaching teenagers and adults. Although, this course concentrates on the teaching of English to young learners, it is also suitable for teachers of other languages who would like to develop their language teaching skills and practice. On successful completion of the course, students will be able to demonstrate awareness of the variety in the educational backgrounds and cultures of young learners and of the context in which teaching is taking place; understand young learners' cognitive, affective and social development at different stages and the different learning styles and preferences which young learners bring to learning English; understand the importance of planning for effective teaching which addresses young learners' needs and interests; assessment and evaluation of young learners.

ELT 639	**Language Testing and Programme Evaluation**	**3-0-3**

The first part of the course introduces students to different perspectives on testing, pinpointing the importance of both objective and subjective tests as well as characteristics of a good test; presents different classifications of tests used in the EFL classroom; requires students to have a go in designing their own tests for EFL classrooms (after discussing dos and don'ts and seeing models of tests); and familiarizes them with different aspects of assessment that can be used in the EFL classroom. The second part of the course is dedicated to programme evaluation. Students learn about a systematic curriculum development perspective, an approach that focuses on the planning, development, implementation and evaluation phases of language programmes.

ELT 640	**Theory and Practice in Second Language Reading**	**3-0-3**

This course is designed to provide an overview of the major theories and models regarding second language reading processes and instruction. By covering theoretical underpinnings for conceptualizing and analyzing L2 reading competence, teachers can enhance and improve instruction in the field. Researchers and graduate students, on the other hand, can benefit by situating their research within theoretical frameworks. In addition to the theories and models, the course covers the components of reading ability, reviews research on L2 reading, highlights the role of metacognitive processes in strategic reading and delves into individual differences (what characteristics define good and bad readers).

ELT 644	**Language Teaching Practice**	**3-0-3**

Language teaching practice course is designed to analyse the structural and operational associations between the learning theories (objectivism, instructivism, behaviorism, cognitivism, humanism, constructivism and connectivism) and language learning methodologies and elucidate how these have influenced and shaped the language teaching praxis. During the course, the graduate students will be guided to scrutinise and reconsider their knowledge and perceptions regarding learning strategies, motivation, lesson planning, syllabus, classroom management, materials, assessment, technology, teaching listening, teaching pronunciation, teaching speaking, teaching grammar, teaching vocabulary, teaching reading, and teaching writing. Through discussions and the materials presented in the course, it is hoped that the graduate students will develop a better understanding of the learning practices employed in the language classrooms.

ELT 699	**Dissertation**	**0-0-0**

As part of their PhD dissertation, students are expected to design and carry out an original research study that will have both theoretical and practical implications and a significant contribution to the field. In light of the courses

they take during their PhD studies and guidance they receive from their supervisors, students are expected to select a focus within the field of English Language Teaching or an interdisciplinary topic that would include English Language Teaching, and carrying out empirical research in this area.