

**Institute:**Institute of Educational Sciences

**Department:** English Language Teaching (MA)

### About the Department:

The Master of Arts (MA) program in English Language Teaching (ELT) is designed to provide students with the opportunity of acquiring theoretical knowledge and practical experience in ELT. The programme consists of two possible tracks. In the first track, the students can opt to take 8 courses and complete a thesis over a period of two years. In the second track, which does not require students to write a thesis, enables students to complete 10 courses and a small research project over three academic semesters (1.5 years). Each course is worth 3 credits. The Seminar, Thesis and the Project (for non-thesis) are non-credit courses. In order for students to complete the thesis programme, they need to complete 21 credits (7 courses) together with the two non-credit courses, i.e. the Seminar and the Thesis. In order to complete the non-thesis programme, the students need to complete 30 credits (10 courses), plus the Project (non-credit). The MA programme also enables students to specialise in one of the following fields of study by offering a variety of elective courses. Students should complete at least 2 courses within their selected field of study to be able to receive their award in one of the following fields: Teaching English as a Foreign Language, Professional Practice, Literature, and Linguistics.

### 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:

- (a) to train well qualified teachers of English and researchers who are ready to integrate in the education system and face its requirements and,
- (b) 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

Courses Code	Courses	T	P	C	ECTS
<b>Compulsory courses</b>					
ELT516	Advanced Research Techniques	3	0	3	7.5
ELT 518	Language Teaching Practice	3	0	3	7.5
ELT 505	Seminar in ELT (Project in Non-Thesis Track)	-	-	0	7.5
ELT 550	Thesis (Only for Thesis Track)	-	-	0	30
<b>Elective courses</b>					
ELT 501	English Language and Linguistics	3	0	3	7.5
ELT 502	Innovative Approaches to Language Teaching	3	0	3	7.5
ELT 503	Teaching and Learning in the Language Classroom	3	0	3	7.5
ELT 504	English Syntax	3	0	3	7.5
ELT 506	Language Transfer	3	0	3	7.5
ELT 507	Translation Theory and Language Teaching	3	0	3	7.5
ELT 508	Applied Linguistics	3	0	3	7.5
ELT 509	Psycholinguistics	3	0	3	7.5
ELT 510	Discourse Analysis	3	0	3	7.5
ELT 511	Sociolinguistics	3	0	3	7.5
ELT 512	Literature in English Language Teaching	3	0	3	7.5
ELT 513	Advanced Writing Skills	3	0	3	7.5
ELT 514	British Poetry	3	0	3	7.5
ELT 515	Stylistics	3	0	3	7.5
ELT 517	Language Acquisition	3	0	3	7.5
ELT 519	Micro-Discourse Analysis	3	0	3	7.5
ELT 523	Key Themes in Contemporary Fiction	3	0	3	7.5
ELT 526	Research Statistics in Language Teaching	3	0	3	7.5
ELT 527	British Novel	3	0	3	7.5
ELT 528	ELT Curriculum	3	0	3	7.5
ELT 532	Language Testing and Programme Evaluation	3	0	3	7.5
ELT 538	Teacher Development	3	0	3	7.5
ELT 542	Cultural Studies	3	0	3	7.5
ELT 546	Pragmatics	3	0	3	7.5

ELT 558	Textual Analysis & Writing	3	0	3	7.5
ELT 582	Contemporary American Poetry	3	0	3	7.5

## COURSE DESCRIPTION

<b>ELT501</b>	<b>English Language and Linguistics</b> Through a scientific approach, this course presents students with theoretical, descriptive and comparative concepts relation to language from a linguistic perspective.	<b>3-0-3</b>
<b>ELT 502</b>	<b>Innovative Approaches to Language Teaching</b> This course aims to comprehensively analyse the approaches, methods and techniques used in language teaching. Special emphasis will be put on English language teaching and relevant approaches will be discussed.	<b>3-0-3</b>
<b>ELT 503</b>	<b>Teaching and Learning in the Language Classroom</b> This course provides graduate students with the opportunity of acquiring theoretical knowledge and practice in teaching language skills. It also presents a detailed analysis of the major approaches, methods and techniques employed in the field.	<b>3-0-3</b>
<b>ELT 504</b>	<b>English Syntax</b> This course is intended to give students comprehensive and analytical information about English Syntax. To achieve this aim, transformational grammar is utilised.	<b>3-0-3</b>
<b>ELT 505</b>	<b>Seminar in ELT (Project in Non-Thesis Track)</b> In this course, students carry out detailed analysis of subjects on which they plan to focus for their theses. 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 theses.	<b>0-0-0</b>
<b>ELT 506</b>	<b>Language Transfer</b> This course presents a comprehensive and original account of the native language transfer and its role in second language learning. It also surveys a large body of literature and examines data from many different languages.	<b>3-0-3</b>
<b>ELT 507</b>	<b>Translation Theory</b> This course presents a body of literature on translation theory, strongly influenced by modern linguistics. The purpose is to show that translation consists of transferring the meaning of the source language into the receptor language; this is done by going from the form of the first language to the form of a second language by way of semantic structure.	<b>3-0-3</b>
<b>ELT 508</b>	<b>Applied Linguistics</b> 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.	<b>3-0-3</b>
<b>ELT 509</b>	<b>Psycholinguistics</b> Psycholinguistics examines the process through which the brain detects, processes, and generates language. This course examines the psychological processes and methods that take place during language acquisition. In addition, it questions the relationship between the structural features of the language, thoughts, information and language production and understanding. The psychological effects of language acquisition are reviewed. At the end of this course, students will develop their knowledge in the field by analysing current research studies in psycholinguistics in depth.	<b>3-0-3</b>
<b>ELT 510</b>	<b>Discourse Analysis</b> This course aims to help students to see pragmatics not only as a field of study that focuses on a product as a result of language production but also as a field that examines the processes through which language is produced/used and those who produce/use it. Students are guided to study how language is used in human interactions under different social conditions. This course also introduces students to relevant discursive definitions, such as elements of style, speech acts and politeness. It gives the students the opportunity to analyse and discover specific characteristics of spoken and written texts, and more specifically, to explore these in the light of aforementioned definitions..	<b>3-0-3</b>
<b>ELT 511</b>	<b>Sociolinguistics</b> This course aims to analyse language use in social interactions and different social contexts not only through linguistic analysis, but also through an analysis of socio-cultural variables, such as the gender, educational background, and power relations. Students are expected to cover significant studies in the literature and carry out small-scale studies. It also provides students with the opportunity to carry out linguistic and sociolinguistic analyses at macro- and micro-levels.	<b>3-0-3</b>
<b>ELT 512</b>	<b>Literature in English Language Teaching</b> The main aim of this course is to introduce students with possible ways of merging language teaching with literature and literary texts. Students who take this course are expected to investigate research studies which focus on the use of literature in language teaching. Students have the opportunity to study ways of incorporating short stories, poems, drama and novels in	<b>3-0-3</b>

	language teaching.	
<b>ELT 513</b>	<b>Advanced Writing Skills</b> The course aims to provide students with the opportunities to practice in conceiving, composing and polishing essays, articles and reviews on largely controversial cultural, political, social, historical, artistic and literary subjects. As an outcome, the students are expected to generate materials professional enough for publication, using appropriate citations and referencing styles.	<b>3-0-3</b>
<b>ELT 514</b>	<b>British Poetry</b> Various aspects of British poetry are studied and its elements are analysed by focusing on different literary periods. The role of poetry is discussed and related to the structure of language.	<b>3-0-3</b>
<b>ELT 515</b>	<b>Stylistics</b> Stylistics studies the features of situational distinctive uses of language and tries to establish principles capable of accounting for the particular choices made by individual and social groups in their use of language. General stylistics, literary stylistics and phonostylistics are the topics considered.	<b>3-0-3</b>
<b>ELT 516</b>	<b>Advanced Research Techniques</b> This course is designed to emphasise different scientific methods, their characteristics and concepts. It attempts to guide students in terms of understanding the processes and principles involved in designing and conducting a scientific research study, as well as helping them practice finding reliable sources and making appropriate citations in order to write an academic paper and a master's thesis. At the end of the course, students develop their skills in preparing empirical research proposals.	<b>3-0-3</b>
<b>ELT 517</b>	<b>Language Acquisition</b> 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.	<b>3-0-3</b>
<b>ELT518</b>	<b>Language Teaching Practice</b> 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.	<b>3-0-3</b>
<b>ELT 519</b>	<b>Micro-discourse Analysis</b> Focusing on natural language use in everyday interactions, this course aims to give students the opportunities to carry out linguistic analyses by employing the principles of discourse analysis and conversational analysis. While aiming at improving students linguistic analytical skills in research, the course also strives to encourage students to look at interactions specifically taking place in educational settings from a critical perspective. Students are expected to collect spoken data from natural conversations, discuss these during analysis sessions that will be conducted during class hours, and come up with conclusions in the light of theoretical frameworks that will be covered in class.	
<b>ELT 523</b>	<b>Key Themes in Contemporary Fiction</b> The crisis of representation, which has undoubtedly intensified in recent years, is perhaps nowhere more obvious than in the study of fiction. This unit aims to make a critical exploration of three selected dystopian texts produced in the last century in an attempt to re-examine and demystify the notions of <i>contemporary</i> and <i>fiction</i> . The course has a comparative perspective and will explore a number of themes in relation to the response of contemporary literature to the political and cultural contexts of the period. While this unit will map the primary texts within their discursive contexts, the boundaries of these contexts themselves will be subject to scrutiny.	<b>3-0-3</b>
<b>ELT526</b>	<b>Research Statistics in Language Teaching</b> 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	<b>3-0-3</b>

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.

<b>ELT 527</b>	<b>British Novel</b> The aim of the course is to introduce the MA student ways of improving language abilities through literary discussions, carrying out researches and producing ideas. The student is expected to read one or two novels in order to do presentations and to write out papers.	<b>3-0-3</b>
<b>ELT528</b>	<b>ELT Curriculum</b> 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.	<b>3-0-3</b>
<b>ELT 532</b>	<b>Language Testing and Programme Evaluation</b> 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.	<b>3-0-3</b>
<b>ELT 538</b>	<b>Teacher Development</b> This course deals with the importance of permanently developing teacher' professional competence. This brings into discussion a multitude of facets of the EFL teacher's job. Topics ranging from students and their needs and wants, to teachers and their diverse responsibilities (planning, teaching skills, teaching linguistic competence, etc.) are discussed during the course. An important place in the course is allocated to classroom research.	<b>3-0-3</b>
<b>ELT 542</b>	<b>Cultural Studies</b> This course aims to look at the relationships between culture, communication, identity and language from a late modernist perspective and analyse the impact of transnational processes such as mass migration on the practice of language teaching. Especially focusing on teaching and learning of English in different contexts around the world, the course aims to discuss issues around multi/plurilingualism and identities through the perspective of cultural studies.	<b>3-0-3</b>
<b>ELT 546</b>	<b>Pragmatics</b> The course presents an approach to Pragmatics that considers the main topics in the particular tradition of work. This is the largely Anglo-American linguistic and philosophical tradition that builds directly on approaches to language of both the logical and 'ordinary language' variety. A special consideration is given to aspects that connect the theoretical knowledge about Pragmatics to the field of English Language Teaching.	<b>3-0-3</b>
<b>ELT 547</b>	<b>Teaching English to Young Learners</b> 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.	<b>3-0-3</b>
<b>ELT 550</b>	<b>Thesis</b> As part of their MA thesis, students individually work to design and carry out an empirical study to be presented to a group of jury members, who will be selected based on certain criteria and their expertise in the field. In light of the courses they take during their MA studies and guidance they receive from their supervisors, students are expected to contribute to the field of knowledge by selecting 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.	<b>0-0-0</b>