

Taking these main areas of competence as a basis, the following programme outcomes have been identified by the Department of English Language Teaching for its BA programme in English Language Teaching.

### Qualifications and Programme Outcomes – English Language Teaching

Area of Competence		Sub-Competencies					
A. Linguistic Competence		A1. Using English language effectively and correctly in all language skills.	A2. Gaining awareness and differentiate different accents of English.	A3. Using English correctly within the classroom.	A4. Using Turkish correctly.	A5. Using a foreign language effectively and correctly	
Competencies in the Field of English Language Teaching	B. Planning and Organisation of English Language Teaching Processes	B1. Making appropriate plans according to the principles of teaching English as a foreign language	B2. Organizing appropriate learning environments for teaching English as a foreign language	B3. Developing and using appropriate materials for teaching English as a foreign language	B4. Using appropriate methods and techniques in teaching English as a foreign language	B5. Using technological resources in teaching English as a foreign language	B6. Recognizing students' individual needs and taking these into consideration while planning the lessons
	C. Developing Students' Language Skills	C1. Guiding students in developing effective language learning strategies	C2. Assuring that students use English language correctly and intelligibly	C3. Developing students' listening, writing, reading and speaking skills	C4. Taking students with special needs and those who need special education into consideration	C5. Making use of creative drama, short stories, novel and literary works in developing students' language skills	
	D. Assessment and Evaluation of Language Development	D1. Identifying the purposes of assessment and evaluation applications in teaching English as a foreign language	D2. Using tools and methods of assessment and evaluation in teaching English as a foreign language	D3. Interpreting results of formative assessment and evaluation and providing feedback	D4. Reflecting the results of formative assessment and evaluation onto practice		
	E. Cooperating with the School, Families and the Community	E1. Cooperating with the families in developing students' language skills	E2. Cooperating with institutions and organizations in helping students embrace the importance of using a foreign language	E3. Cooperating with the community in turning schools into cultural and learning centres	E4. Preparing and implementing projects and lesson plans using cooperative approach	E5. Providing guidance in developing school-community relations	
	F. Professional Development	F1. Identifying professional competencies	F2. Developing personally and professionally in teaching English as a foreign language	F3. Making use of scientific methods and techniques in developing professionally	F4. Projecting his/her research in relation to professional development onto his/her practice	F5. Reflecting and thinking critically about his/her professional development and projecting these onto his practice	
G. Competence in Learning		G1. Being competent in accessing, sharing and producing academic knowledge	G2. Prioritizing creative and critical thinking and reflecting these onto his/her teaching	G3. Being competent in using information technologies	G4. Having positive attitude towards life- long learning	G5. Reflecting universal values such as democracy, protecting the environment and human rights in his/her profession	
H. General Knowledge		H1. Having academic knowledge at least in one field other than English language teaching	H2. Being sensitive to and following the innovations and developments in his/her society and in the world	H3. Being open to learning about other cultures	H4. Acting professionally and ethically	H5. Implementing ideas that are supported by academic knowledge in real life contexts	