NEAR EAST UNIVERSITY
Department of English Language Teaching

Mission and Vision

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. 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 Linguistics and English Language Teaching (ELT).

Aims

As the Department of ELT, we aim to educate future teachers who strive to construct viable knowledge and put it into effective use, are qualified and skilful in applying the contemporary teaching methods and techniques and are competent in English language teaching and on the relevant issues of linguistics

Objectives

Our specific objectives include;

(a) training well qualified teachers of English who are ready to integrate in the education system and face its requirements and,
(b) inspiring and leading students towards scientific research in the areas of Linguistics and ELT.

In this respect, our programme consists of 55 courses in total, 47% of which are field-related courses, 29% are profession-related courses and 24% are general culture courses. Overall, 27% of the courses within these categories are electives.

English Language Teaching: General Field-Related Competencies

According to the National Qualifications Framework for Higher Education in Turkey (NQF-HETR), which was developed by the Higher Education Council (HEC) in Turkey, the graduates of teacher training higher education institutions should have the following competencies:

NQF-HETR Teacher Education and Educational Sciences – Fundamental Competencies **UNDERGRADUATE Programmes**					
		COMPETENCIES			
KNOWLEDGE **(Theoretical – Factual)**	**SKILLS** **(Cognitive – Practical)**	**Competence in Independent Work and Taking Responsibilities**	**Competence in Learning**	**Competence in Communications and Social Interaction**	**Field-Related Competence**
1. Based on his/her competencies acquired during secondary education, s/he comprehends field-related concepts and the relationships between them. 2. Is knowledgeable about the nature, source, limits, accuracy, reliability and validity of knowledge. 3. Can discuss the methods of scientific knowledge production. 4. Is knowledgeable about the curricula, teaching strategies, methods and techniques, as well as assessment and evaluation procedures within his/her field. 5. Is knowledgeable about developmental and learning characteristics and difficulties of students. 6. Recognises national and international cultures.	1. Can use advanced sources of knowledge in relation to his/her field. 2. Conceptualises situations and facts about his/her field, examines them using scientific methods and techniques and assesses and discusses the relevant data. 3. Identifies and analyses problems related to his/her field and can develop evidence and research-based solutions to these. 4. Taking into account the students' developmental characteristics, individual differences and the focus and objectives of the teaching point, s/he can implement the most appropriate teaching strategies, methods and techniques. 5. Develops materials that are appropriate to his/her field of teaching and the needs of the students. 6. Evaluates the learning outcomes using different multi-modal methods.	1. Takes responsibility in individual as well as group works and completes the task in an effective way. 2. Knows himself/herself as an individual; uses his/her creative and strong attributes and develops his/her weak sides. 3. Takes responsibility and initiative individually and as a group member to solve unanticipated and complex problems faced during practice.	1. Evaluates the information and skills s/he gains in a critical way. 2. Identifies his/her learning needs and directs self-learning. 3. Develops a positive attitude towards life-long learning. 4. Uses ways of obtaining knowledge effectively.	1. Actively participates in artistic and cultural activities. 2. Shows that s/he is sensitive towards important contemporary events/developments in her/his society and the world and follows these developments. 3. Plans and implements professional projects and activities for the society that s/he lives in with an awareness of social responsibility. 4. Informs people and institutions about issues in his/her field. 5. Supports his ideas and proposals for solutions to problems with qualitative and quantitative data and shares these with both people who are experts and who are not in the field. 6. Uses at least one foreign language at B1 level to follow the developments in his/her field and can communicate with his/her colleagues. 7. Can use computer and information technologies at the advanced level of European Computer Driving Licence 8. Lives in different cultures and adapts to the social life.	1. Is an example to the society with his/her appearance attitudes, actions and behaviours. 2. Acts according to democracy, human rights, social, scientific and professional ethical values. 3. Acts according to and participates in quality management and processes. 4. Communicates with individuals and relevant institutions in order to create and sustain a safe school environment. 5. Has enough awareness in environmental protection and work safety. 6. Is aware of the national and universal sensitivities mentioned in the Basic Law of National Education. 7. Acts in accordance with the laws, bi-laws and regulations in relation to his duties, rights and responsibilities in his field and as an individual.

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. Competence in the Field of English Language		A1. Using English language effectively and correctly in all communications	A2. Awareness and use of English in contextually appropriate ways	A3. Using Turkish correctly / Acquiring basic communicative skills in Turkish	A4. Using a foreign language effectively and correctly	A5. Awareness and differentiating World Englishes	A6. Understanding and appreciating various literary works available in English language
Competencies in the Field of English Language Teaching	**B. Planning and Organisation of English Language Teaching Processes**	B1. Recognizing students' individual and special needs and taking these into consideration while planning the lessons	B2. Making appropriate plans according to the principles of teaching English as a foreign language.	B3. Using appropriate methods and techniques in teaching English as a foreign language	B4. Organizing appropriate face-to-face and virtual learning contexts for teaching English as a foreign language	B5. Developing and using appropriate materials for teaching English as a foreign language	B6. Identifying digital tools and materials which can be used in teaching English as a foreign language
	C. Developing Students' Language Skills	C1. Developing students' listening, writing, reading and speaking skills as well as grammar and vocabulary	C2. Assuring that students use English language correctly and intelligibly	C3. . Guiding students in developing their communicative, linguistic, and socio-cultural competences	C4. Providing students with appropriate feedback regarding their linguistic performances	C5. Making use of creative drama, short stories, novel and literary works in developing students' language skills	C6. Using digital and technological resources appropriately in developing students' language skills
	D. Assessment and Evaluation of Language Development	D1. Identifying and differentiating various 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	D5. Integrating peer and self-evaluation for students	D6. Integrating digital assessment tools to be used for both formative and summative assessment
	E. Building Partnership with Stakeholders	E1. Cooperating with the families in developing students' language skills	E2. Cooperating with individuals, 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 ELT projects that would contribute to the linguistic diversity within the community	E5. Cooperating with relevant parties in guiding and counselling students	
	F. Professional Development	F1. Identifying professional competencies and needs in teaching English as a foreign language	F2. Developing personal and professional competencies 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	F6. Participating in mentoring and peer evaluation practices
G. Competence in Learning		G1. Being competent in accessing, sharing and producing academic knowledge	G2. Prioritizing creative, critical and reflective thinking	G3.Having positive attitude towards life-long learning	G4. Contributing to co-construction of knowledge by linking prior learning to new learning contexts	G5. Reflecting universal values such as democracy, protecting the environment and human rights in his/her profession	G6. Working collaboratively to promote learning processes
H. Competence in Technology		H1. Awareness of various digital technologies	H2. Critical awareness and literacies with regard to digital communication tools	H3. Awareness in digital ethics	H4. Using information technologies competently		
I. General Knowledge		I1. Having academic knowledge at least in one field other than English language teaching	I2. Being sensitive to and following the innovations and developments in his/her society and in the world	I3. Being open to learning about other cultures languages	I4. Acting professionally and ethically	I5. Implementing ideas that are supported by academic knowledge in real life contexts	