



**NEAR EAST UNIVERSITY**

**ENGLISH LANGUAGE TEACHING  
COURSE CATALOGUE**

**2019-2020**

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## Overview

This catalogue contains information about English Language Teaching undergraduate and graduate programs, and has been prepared in order for all relevant people to have access to detailed information about our programs.

Starting with the Bologna Process and spreading to all areas of higher education, and the most important effect of this is in accordance with the change process that we feel in teacher education programs, our training program, which we have prepared with the aim of training teachers who can think critically, express themselves well, master their field, develop communication skills and integrate them into their profession by following technological developments that are needed in the educational models of the twenty-first century, coincides with the curriculum approved by the Council of Higher Education of the Republic of Turkey at many levels. In addition, our programs aim to train graduates who can both use and teach English as a world language, with the Common European Framework of Reference for Languages. In this regard, our graduates can find jobs in different fields of linguistics and educational sciences around the world, as well as pursue their academic careers.

We are happy to share with you this catalogue where you can find our program details, course contents and other details about our department.

**Assoc. Prof. Dr. Çise Çavuşođlu**  
*English Teaching Department*  
*Head of Department*

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## **General Information about the Faculty**

The missions guided by the Atatürk Faculty of Education are as follows:

- To train individuals (lecturers, educational specialists, educational consultants, human resources educators, educational technologists, training directors) who are responsive to people, society, nature; comprehend their own role and that of their profession in social and educational development; gain professional competence and ethical responsibility; perceives continuous development as a way of life; adopt a scientific way of thinking and working; observe public benefits; can think creatively and critically, and educational needs at local and international levels,
- To develop learning environments where students can discuss their educational problems, create solutions and express themselves freely,
- To provide an environment that is aware of its social responsibilities; cares about the quality of its academic work; is open to an interdisciplinary approach; shares knowledge; bases its evaluations on academic criteria; supports productivity and creative thinking, and to create a culture that will make it permanent,
- To organize meetings such as national and international congresses, symposiums, panels, conferences and workshops in interaction and cooperation with various sub-disciplines of educational sciences and other social sciences; to effectuate theoretical and applied research projects, and to popularise them,
- To provide a physical and technological environment that facilitates the access to information, communication and interaction of students, academic and administrative staff,
- To perpetuate all the academic and methodical activities that are carried out with an honest, open, democratic and participatory understanding.

### **Vision**

To be a faculty that trains qualified teachers needed at national and international levels who research the educational problems of society on the basis of individuals' educational rights, equality and respect for human rights; develops solutions and is a pioneer in determining policies in this direction; presents their knowledge to the national and international academic community, public and private institutions, non-governmental organisations and individuals, by contributing to the production of knowledge through institutional and applied research in the field of education. In addition, it is aimed to train specialists with graduate programs in all areas where educational services are needed.

## Duration of the Program

### **Bachelor's Degree**

The Bachelor's Program of the English Language Teaching Department consists of a total of 4 years, 8 terms and 66 courses, which are divided into four groups as profession-related, field-related, general culture and elective courses.

There are also master's and doctoral programs conducted by the English Language Teaching Department. The information in this catalogue includes information about the Bachelor's program. You can find brief information about these programs carried out under the Institute of Educational Sciences below.

### **Master's Degree**

The English Language Teaching Master's program (MA in ELT) gives importance to gaining theoretical knowledge and practical experience in research in the field of English Language Teaching. There are two different programs at the master's level - with and without thesis. In the first option, students can complete the program within a two-year period by taking 8 courses and writing a thesis. As for the second program, a non-thesis master's program is applied, which does not require students to write a thesis, which they can complete by taking 10 courses and preparing a small research project. Students can take a minimum of 2 and a maximum of 4 courses each semester.

Our master's program with dissertation consists of 4 academic terms. In order for students to complete the program with thesis, they must complete 7 courses consisting of 3 credits (21 credits in total), a seminar and a thesis. In this program, seminars and dissertations are non-credit courses. Courses and seminars can be completed in two academic semesters, but the overall average must be 3.00/4.00 and all courses (including the seminar) must be completed in order to start the thesis.

In order to complete the program without a thesis, students must complete 30 credits (10 courses) and a project (non-credit). A course can also be taken together with the project. In this way, there is the opportunity to complete the program in 3 academic semesters (in 1.5 years).

There are 2 compulsory courses that must be taken in English Language Teaching Master's Programs. All other courses are taken as electives. Students have the opportunity to specialize in the areas they study and can specialize in one of the following areas within their chosen field of study: Teaching English as a Foreign Language, Professional Practice, Literature and Linguistics.

Prospective students must get at least C from the Near East University English Proficiency Exam. Apart from this, it is also accepted to have the scores specified in the Near East University Graduate Education Regulation from UDS, KPDS or other language proficiency exams accepted by the Higher Education Council or to have the scores specified in the NEU Graduate Education Regulations in internationally accepted English language proficiency exams such as TOEFL and IELTS.

### **Doctorate Degree**

The program leading to the doctoral degree is a full-time educational program of at least three years (6 semesters) and consists of courses (21 credits), a seminar and a thesis. PhD candidates are expected to have a master's degree in one of the English language fields (English language teaching, linguistics, literature, etc.). The applications of the candidates who apply from outside the field are evaluated individually. Prospective students must get at least C from the Near East University English Proficiency Exam. Apart from these, it is also accepted to have the scores specified in the Near East University Graduate Education Regulation from UDS, KPDS or other language proficiency exams accepted by the Higher Education Council or to have the scores specified in the NEU Graduate Education Regulations in internationally accepted English language proficiency exams such as TOEFL and IELTS.

## **Type of Education**

The type of education is full time. 40% of the training program is designed to be online and 60% is designed to be face-to-face.

The medium of instruction is English.

## **General Information About the Program And The Educational Method**

The Department of English Language Teaching was one of the first departments founded at Near East University along with the English Language Literature Department. The first head of department was Prof. Dr. Fuat Altunkaya. Between 2003-2020, Prof. Dr. Mustafa Kurt was the head of the department, and in August 2020, Assoc. Prof. Dr. Çise Çavuşoğlu was appointed to this position.

The department was accredited by Pearson Edexcel in 2016 and was accredited by the Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) in the 2018-2019 academic year. The department also has master's and doctoral programs.

The medium of instruction is English and equal emphasis is placed on teaching and research. The program, consisting of 8 semesters, aims to train good and experienced experts in their field who will be able to closely follow the developments in the fields of information and technology. In this context, the English Language Teaching Department aims to train teachers and researchers who can think pluralistically and critically, research, question everything, internalise the processes of creating and using information effectively, are capable of applying modern teaching methods, have mastered the English language, English teaching and linguistics with universal values under the leadership of scientific research, as well as gain knowledge and skills in this direction. Appropriate teaching methods and assessment are used for each course in the program. In order to achieve the objectives of the program, it is emphasized that students should conduct theoretical courses as well as practices.

The academic staff of the English Language Teaching Department consists of experts and experienced lecturers in the field, and the courses taught in the department are offered by lecturer who are experts in the given field.

Educational programs are necessary for the education of individuals who can produce technology and provide production to a sustainable and liveable society beyond being a user of the technology they will encounter in the near future. We can say that the aims of the programs are student-centered and are planned by considering the needs of the students.

The aims aimed at providing students with the necessary cognitive, sensory and psychomotor skills are realized to a large extent. For example, in the Community Service Practices course, students visit organizations that help those in need in the community and help those people through activities. This improves their sense of awareness.

The professional competence of students is especially developed in the courses of School Experience and Teaching Practice. In these courses, students are sent to practice schools where they are first allowed to observe the lecturer of the course, the responsibilities of school administrators, their roles and the course environment, and then explain the course themselves. Before explaining the lesson, it is ensured that they prepare lesson plans taking into account that there are different levels of students in the class. In the last two terms, with their contributions to the English Teaching to Different Groups project, which was prepared in cooperation with different non-governmental organisations as the English Language Teaching Department, prospective teachers are provided with the opportunity to teach English to students of different age groups from various socio-economic levels, ethnicities and cultures in their classrooms and the opportunity to gain experience.

## **Earned Degree**

English Teacher (Bachelor's degree according to the Bologna system, BA (Bachelor of Arts))

## Level of Education

Studies and recommendations made within the Bologna Process are based on the principles and standards published in the European Quality Assurance Principles and Standards Report in the Field of Higher Education published in 2005 by the European Association for Quality Assurance in Higher Education (ENQA) provide service at the quality level. In addition, the English Language Teaching Bachelor's program has been organized in accordance with the 6th Level (undergraduate degree) qualifications framework established as a result of the Higher Education Qualifications Framework writing studies of the Higher Education Supervision and Accreditation Council of the Turkish Republic of Northern Cyprus. This framework is as follows:

CHART (Source: <https://yodak.gov.ct.tr/%C3%87a%C4%B1%C5%9Fma-Gruplar%C4%B1>)

TRNC 6th Level (Undergraduate Education) Qualifications	HIGHER EDUCATION QUALIFICATIONS	FRAMEWORK (TRNC-HEQF)
TRNC-HEQF LEVEL	KNOWLEDGE	SKILLS
6 BACHELOR'S	<ol style="list-style-type: none"> <li>1. To comprehend advanced theoretical (theory, principles and generalizations) and factual information related to the field of education with a critical approach</li> </ol>	<ol style="list-style-type: none"> <li>1. To use advanced skills acquired in relation to the field of study</li> <li>2. To solve complex and/or unexpected problems faced by students related to the field of study</li> <li>3. To solve the problems defined about the field of study with an innovative approach</li> </ol>
		<b>COMPETENCES</b> (Take responsibility and work independently) <ol style="list-style-type: none"> <li>1. To conduct advanced work related to the field of study independently and autonomously</li> <li>2. To evaluate the advanced knowledge and skills gained in relation to the field of study with a critical approach</li> <li>3. To share thoughts and solutions to problems related to the field of study by using information and communication technologies by supporting them with quantitative and qualitative data</li> <li>4. To take responsibility for meeting the professional development of individuals or team members in relation to the field of work</li> </ol>

<p>EQF-LLL: 6. Level</p> <hr/> <p>QF-EHEA: 1. Level</p>		<p>based on research and evidence</p> <p>4. To adapt the skills gained in relation to the field of study to situations that require innovation and expertise</p>	<p>5. To take responsibility for decision-making in relation to an unexpected situation that occurs in the working environment</p> <p>6. To manage professional or technical projects or activities with complex features</p> <p>7. To act in accordance with these values by internalizing professional/academic ethical values</p> <p>8. To communicate in the field using a foreign language at least at the General Level of the European Language Portfolio B1</p> <p>9. To communicate by considering intercultural differences</p> <p>10. To use the knowledge and skills gained about the field of study in a way that will benefit the society</p> <p>11. To determine and meet the appropriate learning requirements for the level</p>
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# Terms of Admission Requirements

## Student Admission

Click on the following link for the admission conditions for Turkish and Turkish Cypriot students to the English language teaching program: <http://aday.neu.edu.tr/lisans-ve-onlisans/>

You can find the admission conditions for foreign students at the following link: <http://aday.neu.edu.tr/undergraduate-applications/?lang=en>

Requirements for Registration of Turkish Students:

To be placed in the 4-year programs and 2-year programs of our university by obtaining adequate points as a result of the university entrance exams organised by the Student Selection and Placement Center (SSPC) of the Council of Higher Education of the Republic of Turkey is sufficient. Also, in order to be able to choose the Special Talent Departments, it is enough to get a base score and a score on any of the Transition to Higher Education Examination score types of the university entrance exam organised by SSPC.

### Required documents for registration at Near East University:

- Original high school diploma
- 12 passport photographs
- Copy of the birth certificate
- Certificate of Residence
- Undergraduate Placement Exam Document (hard copy)

Turkish students who completed high school abroad and students who completed their secondary education abroad (Except for the TRNC and the Republic of Turkey) who want to study at our university can apply for registration with their registration cards and the high school diploma equivalence certificate they will receive from the Ministry of National Education without interrupting their education.

As a result of the Placement and Scholarship Ranking Examination held every year, Turkish Cypriot students can be placed in the departments of the Near East University's Associate and Bachelor's degree programs, taking into account the number of quotas of their preferred department and the score they received in the exam. Extensive information on this issue can also be obtained from the Student Affairs Registration and Admission Office of Near East University.

### Required Documents During Registration

- Photocopy of Identity Card
- The original High School diploma or the original graduation certificate
- 12 biometric photographs
- Pre-registration + semester social event fee will be charged.
- Candidates on the waiting list are eligible to register instead of candidates who have not registered between the specified dates.

## **Development and Success of the Student**

The average time for students to complete the English Language Teaching program is 8 semesters. In order to pass each semester on time, each student's grade point average (Grade Point Average: GPA) must be at least 2.00 out of 4.00. In order to continue their education in the departments, students must achieve at least the following grade point averages at the end of the semester.

4th semester minimum CGPA (Cumulative Grade Point Average) 1.50

5th semester minimum CGPA 1.60

6th semester minimum CGPA 1.70

7th semester minimum CGPA 1.80

8th semester minimum CGPA 2.00 (at least 2.00 in all following semesters)

Students with an average lower than the above mentioned minimum general average are given an "Academic Inadequacy Warning". This warning means that if the student does not achieve the required average in the next semester, they will not be allowed to continue their education. Students who receive a warning can enrol in courses up to 60% of the required credit for the new semester. In addition to the courses they have taken in the new semester and the courses they have taken FF, FD, U or W before, these students must also take the courses they have taken before in DC or DD in order to increase their CGPA. If a student who has received a warning wants to take an elective course that they have taken DC or DD before, they can take the same elective course or another elective course equivalent to that course in the department. In such cases, that course is not considered a "new course".

The English Language Teaching Department also provides academic counselling services to its students. Each student in the department is assigned an academic advisor who helps them with academic and non-academic issues throughout their university life. The academic advisor keeps track of the course choices of the student they advise, and is responsible for all academic problems and is in charge of finding the necessary solutions.

Each lecturer has 5 hours of office hours per week for the development and success of the students. During these hours, students are guided through their courses and academic research. The purpose of office hours is to provide students with maximum assistance and guidance regarding their courses and research, to enable them to be more successful in their studies and to increase their performance.

The learning difficulties of the students are determined by the Evaluation Questionnaire held at the end of each semester. Evaluation questionnaires are examined by the Department's management, and the learning difficulties of the students are eliminated with the precautions taken.

## **Requirements for Graduation**

For graduation, students must complete all credits by taking the compulsory and elective courses in the 4-year program. There are 66 courses consisting of a total of 148 credits in the four-year program. The credit system of the Near East University is a rating system organized according to theoretical and practical courses (<https://neu.edu.tr/rektorluk-ve-idari-personel/yonetmelikler/lisans-egitim-ogretim-yonetmeligi/?lang=tr>). This credit is equivalent to 240 ECTS in terms of the European Credit and Transfer System (ECTS).

ECTS is a credit system designed to facilitate the mobility of students. Since the ECTS credit system covers all the in-school and out-of-school activities that the student performs in order to be successful in a course, the mobile student can carry the ECTS credits they earn to their own university and this credit is added to the credits they receive from their program. ECTS supports the learning process of the student because it is a student-centered system. ECTS is one of the cornerstones of the Bologna Process. ECTS is also a tool that can be used for planning, reviewing and developing an educational program. As a result, the program is made more transparent. ([http://ec.europa.eu/education/ects/ects\\_en.htm](http://ec.europa.eu/education/ects/ects_en.htm))

In order for the student to graduate, they must be successful in every course and their general academic average (cumulative grade point average-CGPA) must be at least 2 (two) out of 4 (four).

## **Graduation Examinations**

In order for students to graduate from any department, their graduation exam CGPA must be at least 2.00. If a student has successfully completed all their courses, but their GPA is below 2.00, they can request a Graduation Make-up Exam. Students can request a Graduation Make-up Exam for up to three courses. The amount to be paid for these exams for each course varies each semester.

## **Graduation Ceremony**

Students who have completed all their courses and have a CGPA of 2.00 and above are eligible to graduate. The graduation ceremony is held twice a year, separately for each semester. The cost of renting a robe for the graduation ceremony is determined by Near East Bank every semester. Students can rent or buy according to their wishes. If the students who rent their robes return the rental receipt to Near East Bank, the payment they make will be refunded to them.

## **Conversion of United States Credits to ECTS**

The most important difference between ECTS and the US credit system is that ECTS is based on student workload, while the US credit system is based on the student's theoretical and practical hours. In studies, it has been concluded that 1 ECTS is equivalent to 1.67 US credits in general.

However, this rate may vary in different universities in the USA. (<http://www.mastersportal.eu/articles/1110/what-you-need-to-know-about-academic-credit-systems-in-the-us.html> ).

## **Admission Requirements for Undergraduate Transfer**

Undergraduate transfer to the English Language Teaching program is carried out within the framework of the rules specified in the Undergraduate Transfer Regulation of Near East University. This regulation can be found here: <https://neu.edu.tr/wp-content/uploads/2020/02/20/YD%C3%9C-Yatay-Ge%C3%A7i%C5%9F-Y%C3%B6netmeli%C4%9Fi-Feb-20.02.2020.pdf>

## Exams, Evaluation and Grading

Teaching methods and assessment-evaluation techniques, the connection between teaching and learning processes, and the connections between the objectives of each course and the learning experiences provided in the course used for each lesson in the program can be followed from the syllabus.

The format of the questions in the context of midterm and final assessments depends on the course content and, depending on the content of the course and the decision of the instructor, students may be evaluated in the form of a written exam. If the course is a performance-dependent course, the instructor may decide not to implement the final exam. Instead, students can be given a presentation or a project preparation or application assignment. These can be counted instead of the final exam. At the end of the presentation and project submission, students are given feedback on their performance. Feedback is usually given during office hours on a one-on-one basis. Assignments submitted late are generally not accepted. If a student submits an assignment late, it is at the discretion of the instructor whether the late-submitted assignment is accepted or not accepted by the instructor, or whether some points are removed from the assignment.

### Success status as a result of the evaluation

Students are evaluated according to their work and performance, and they are subjected to different types of evaluation according to the conditions of each course. Types of assessments include written exams, presentations, project assignments, events, and practices. The evaluation distribution of each course may be different. However, the overall grade distribution is the same. The overall grade distribution is as follows.

 NEAR EAST UNIVERSITY		
GRADE BREAKDOWN		
POINTS	LETTER GRADE	CREDIT
90-100	AA	4
85-89	BA	3.5
80-84	BB	3
75-79	CB	2.5
70-74	CC	2
60-69	DC	1.5
50-59	DD	1
0-49	FF	0

In addition to the letter grades above, students may receive a Satisfactory (S) or Unsatisfactory (U) grade from non-credit courses. If a student fails to complete the requirements of the course in the current time frame, they are asked to contact the instructor of the course and provide them with an Incomplete grade (I). This means that the student must complete any missing assignments, exams, or coursework within two weeks of submission of grades. At the end of this process, the I grade is replaced with the grade corresponding to the student's total score. If the student fails to complete the required studies, the I grade is automatically changed to the FF grade at the beginning of the next semester.

## **Professional Profiles of Graduates**

Students who have graduated from the Department of English Language Teaching can work in their preferred state or private schools (preschool, primary school, secondary school, high school). In addition to these, they can teach in private teaching institutions, language centres, work as translators and participate in universities as lecturers. They can also work in the private sector in accordance with their interests. Moreover, they can pursue an academic career by continuing their education.

## **Program Manager**

Assoc. Prof. Dr ise avuřođlu (Head of Department)

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## Program Requirements

Prospective teachers who have graduated from the Department of English Language Teaching are expected to have the following qualifications.

Competence Area		Sub-Competencies					
Qualifications in the Field of English Language Teaching	A. Language Proficiency	A1. To use English effectively and accurately in all language skills	A2. To distinguish and be aware of different variations of English in the world	A3. To use English correctly in the classroom	A4. To use Turkish effectively and accurately	A5. To use a foreign language effectively and accurately	
	B. Planning and Organizing English Language Teaching Processes	B1. To plan in accordance with English teaching	B2. To organize learning environments suitable for teaching English	B3. To produce and use materials and resources suitable for the English teaching process	B4. To use methods and techniques suitable for the English teaching process	B5. To use technological resources in teaching English	B6. To identify personal needs of students and reflect them in the curriculum
	C. Improving Students' Language Skills	C1. To help students develop effective language learning strategies	C2. To enable students to use English correctly and clearly	C3. To improve listening/observing, writing, reading and speaking skills of students	C4. To make practices that take into account students with special needs for English language teaching	C5. To improve students' language skills with the help of literary works such as creative drama, short stories and novels	
	D. Monitoring and Evaluating Language Development	D1. To determine the purposes of assessment and evaluation practices related to English teaching	D2. To use assessment and evaluation instruments and methods in teaching English	D3. To interpret assessment results aimed at determining the language development of students and provide feedback	D4. To reflect the results of assessment and evaluation to determine the language development of the students in their practices		

	<b>E. Cooperation with the School, Family and Community</b>	<b>E1. To cooperate with families in the development of students' language skills</b>	<b>E2. To cooperate with relevant institutions, organizations and people such that students understand the importance of using a foreign language</b>	<b>E3. To cooperate with the society in making the school a cultural and learning centre</b>	<b>E4. To prepare and implement a project /training plan with a collaborative approach</b>	<b>E5. To help to improve school-community relations</b>	
	<b>F. Providing professional development</b>	<b>F1. To determine their professional qualifications</b>	<b>F2. To provide personal and professional development related to English language teaching</b>	<b>F3. To use scientific research methods and techniques in practices for professional development</b>	<b>F4. To reflect their research on the development of the issue in their practice</b>	<b>F5. To think deeply and critically for the purpose of professional development and reflect on their practice</b>	
<b>G. Learning Competency</b>		<b>G1. To be competent in accessing, sharing and producing academic knowledge</b>	<b>G2. To care about creative and critical thinking and teach it to students.</b>	<b>G3. To use advanced computer and information technologies</b>	<b>G4. To demonstrate a positive attitude towards lifelong learning</b>	<b>G5. To reflect universal and ethical values such as environmental protection, democracy, human rights in their work</b>	
<b>H. General Culture</b>		<b>H1. To have academic knowledge in at least one field other than their main field</b>	<b>H2. To be sensitive and follow the innovations and developments in the world and in society</b>	<b>H3. To be open to learning about different cultures</b>	<b>H4. To act professionally and ethically in the environments they participate in</b>	<b>H5. To implement ideas supported by academic knowledge</b>	

## Course List

	<b>Course Code</b>	<b>Course Name</b>
1.	<b>EDE101</b>	<b>Introduction to Education</b>
2.	<b>EDE103</b>	<b>Educational Sociology</b>
3.	<b>AIT101</b>	<b>Atatürk's Prin. And History of Turkish Revolution I</b>
4.	<b>SFL101</b>	<b>Foreign Language I</b>
5.	<b>TUR101</b>	<b>Turkish Language I</b>
6.	<b>COM101</b>	<b>Computer Technologies</b>
7.	<b>DEL103</b>	<b>Reading Skills I</b>
8.	<b>DEL101</b>	<b>Writing Skills I</b>
9.	<b>DEL107</b>	<b>Listening and Pronunciation I</b>
10.	<b>DEL105</b>	<b>Oral Communication Skills I</b>
11.	<b>EDE102</b>	<b>Educational Psychology</b>
12.	<b>EDE104</b>	<b>Educational Philosophy</b>
13.	<b>AIT102</b>	<b>Atatürk's Prin. And History of Turkish Revolution II</b>
14.	<b>SFL102</b>	<b>Foreign Language II</b>
15.	<b>TUR102</b>	<b>Turkish Language II</b>
16.	<b>DEL104</b>	<b>Reading Skills II</b>
17.	<b>DEL102</b>	<b>Writing Skills II</b>
18.	<b>DEL108</b>	<b>Listening and Pronunciation II</b>
19.	<b>DEL106</b>	<b>Oral Communication Skills II</b>
20.	<b>DEL110</b>	<b>English Syntax</b>
21.	<b>EDE201</b>	<b>Principles and Methods of Teaching</b>
22.	<b>EDE203</b>	<b>Educational Technologies</b>
23.	<b>FLE209</b>	<b>ELECTIVE I</b>
24.	<b>FLE211</b>	<b>ELECTIVE I</b>
25.	<b>FLE213</b>	<b>ELECTIVE I</b>
26.	<b>FLE201</b>	<b>Approaches to Teaching and Learning English</b>
27.	<b>DEL109</b>	<b>English Literature I</b>
28.	<b>DEL205</b>	<b>Linguistics I</b>
29.	<b>FLE207</b>	<b>Critical Reading and Writing</b>

30.	<b>EDE202</b>	<b>History of Turkish Education System</b>
31.	<b>EDE206</b>	<b>Research Methods in Education</b>
32.	<b>FLE210</b>	<b>ELECTIVE II</b>
33.	<b>FLE212</b>	<b>ELECTIVE II</b>
34.	<b>FLE214</b>	<b>ELECTIVE II</b>
35.	<b>FLE202</b>	<b>English Language Teaching Curriculum</b>
36.	<b>FLE204</b>	<b>English Literature II</b>
37.	<b>FLE206</b>	<b>Linguistics II</b>
38.	<b>FLE208</b>	<b>Language Acquisition</b>
39.	<b>EDE301</b>	<b>Classroom Management</b>
40.	<b>EDE303</b>	<b>Ethics in Education</b>
41.	<b>FLE309</b>	<b>ELECTIVE III</b>
42.	<b>FLE311</b>	<b>ELECTIVE III</b>
43.	<b>FLE313</b>	<b>ELECTIVE III</b>
44.	<b>FLE303</b>	<b>Teaching English to Young Learners I</b>
45.	<b>FLE305</b>	<b>Teaching English Language Skills I</b>
46.	<b>FLE307</b>	<b>Teaching Language and Literature I</b>
47.	<b>EDE302</b>	<b>Assessment and Evaluation in Education</b>
48.	<b>EDE304</b>	<b>Turkish Education System and School Management</b>
49.	<b>FLE310</b>	<b>ELECTIVE IV</b>
50.	<b>FLE312</b>	<b>ELECTIVE IV</b>
51.	<b>FLE314</b>	<b>ELECTIVE IV</b>
52.	<b>FLE304</b>	<b>Teaching English to Young Learners II</b>
53.	<b>FLE306</b>	<b>Teaching English Language Skills II</b>
54.	<b>FLE308</b>	<b>Teaching Language and Literature II</b>
55.	<b>EDE401</b>	<b>Teaching Practice I</b>
56.	<b>EDE403</b>	<b>Special Education and Inclusion</b>
57.	<b>FLE405</b>	<b>ELECTIVE V</b>
58.	<b>EDE405</b>	<b>Community Service Applications</b>
59.	<b>FLE407</b>	<b>ELECTIVE V</b>
60.	<b>FLE401</b>	<b>Course Development in ELT</b>
61.	<b>FLE403</b>	<b>Translation</b>
62.	<b>EDE402</b>	<b>Teaching Practice II</b>
63.	<b>EDE404</b>	<b>Counselling in Schools</b>
64.	<b>FLE404</b>	<b>ELECTIVE VI</b>

65.	<b>FLE406</b>	<b>ELECTIVE VI</b>
66.	<b>FLE402</b>	<b>Test Preparation in English Language Teaching</b>

## Course Descriptions

The course contents of the **First Semester** are as follows;

**Introduction to Education (Compulsory Course, Profession-Related, Course Code:EDE101)** Basic concepts of education; aims and functions of education; the relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education; method in educational sciences; school and classroom as an educational and learning environment; current developments in the teaching profession and teacher training; educational trends in the 21st century.

**Educational Sociology (Compulsory Course Profession-Related, Course Code:EDE103)** Basic concepts of sociology: Society, social structure, social phenomenon, social event etc.; pioneers of sociology (Ibn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber et al.) and educational views; education in terms of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change etc.) and education; social institutions (family, religion, economy, politics) and education; The development of sociology and sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan et al.); culture and education; School as a social, cultural, moral system and community.

**Atatürk's Principles and History of Turkish Revolution 1 (Compulsory Course, General Culture, Course Code: AIT101)** Internal and external reasons that led to the collapse of the Ottoman Empire; Innovation movements in the Ottoman Empire in the 19th century; The way of thinking of ideas in the last period of the Ottoman Empire; The political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian issue; Invasion of Anatolia and reactions; Atatürk's departure to Samsun and his activities; congress period and organisation; the opening of the last Ottoman, the first Turkish parliament and the acceptance of the National Pact; Preparation for the National Struggle and the material and moral foundations of this preparation; The opening and activities of the GNAT; The Treaty of Sevres; the struggles on the Southern and Eastern front lines; the establishment of the regular army, the Greek Attack and the wars on the Western front, the signing of the Armistice of Mudania, the convening of the Lausanne Conference and the signing of the Peace Treaty.

**Foreign Language 1 (Elective Course, General Culture, Course Code: FRE101/GER101/GRE101)** Present continuous tense; simple present tense; verbal, reading, writing and listening skills in these tenses; verbal skills (introducing oneself, being able to describe something/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels and asking questions in restaurants, buses, trains, shopping places, etc.); writing skills (writing text messages, writing poster content, filling out forms); listening skills (directions, place/person directions, etc.).

**Turkish 1 (Compulsory Course, General Culture, Course Code: TUR 101)** Written language and its features; spelling and punctuation; features of written and oral expression; paragraph creation and paragraph types (introduction, body, conclusion); ways of developing thinking (explanation, discussion, narration, description; definition, exemplification, witnessing, comparison, etc.); text structure (structural features of the text, introduction-body-conclusion sections); textuality features (cohesiveness, coherence; purposefulness, acceptability, contingency, informational, intertextuality); writing text (drafting, writing, editing and sharing); writing informative-explanatory text; writing a narrative text; writing a descriptive text; writing an argumentative and persuasive text.

**Information Technologies (Compulsory Course, General Culture, Course Code: COM101)** Information technologies and computational thinking; problem solving concepts and approaches; algorithm and flowcharts; computer systems; basic concepts of software and hardware; basics of operating systems, current operating systems; file management; utility programs (third party software); word processing programs; calculation/table/graph programs; presentation programs; desktop publishing; database management systems; Web designing; internet use in education; communication and collaboration technologies; safe internet use; IT ethics and copyrights; The effects of computers and internet on children/youth.

**Reading Skills 1 (Compulsory Course, Field-Related, Course Code: DEL103)** Comprehension of different perspectives by using authentic reading pieces such as newspapers, magazines, reviews and academic articles; gaining high-level reading skills such as predicting the connections between sentences and the main idea of the article, reaching the main idea and using semantic clues between sentences; gaining the habit of reading in and out of the classroom; development of critical thinking skills based on the research, analysis and evaluation of knowledge.

**Writing Skills 1(Compulsory Course, Field-Related, Course Code: DEL101)** Paragraph forms and structure; technical characteristics of the paragraph; paragraph analysis; making a paragraph plan; producing text, writing summary, interpretation with description, comparison, discussion, narration types; writing short stories, reviews (on books and/or films) and formal/informal letters.

**Listening and Pronunciation 1(Compulsory Course, Field-Related, Course Code: DEL107)** Authentic listening materials and speech phrases taken from different contexts are analyzed; it also covers sound differences and phonological transcription of problematic sounds; high-level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation, and phonological transcription studies are done.

**Verbal Communication Skills 1(Compulsory Course, Field-Related, Course Code: DEL105)** Developing verbal communication skills using appropriate expressions and strategies for various verbal communication situations; improving the ability to express feelings and thoughts effectively through mutual conversation, presentation and discussion activities; Developing speaking and listening comprehension skills by using current, original, auditory, audio-visual materials.

The course contents of the **Second Semester** are as follows;

**Educational Psychology (Compulsory Course, Profession-Related, Course Code: EDE102)** Basic concepts of psychology and educational psychology; research methods in educational psychology; development theories, areas of development and development processes; individual differences in development; basic concepts of learning; factors affecting learning; learning theories within the framework of education-learning processes; motivation in the learning process.

**Teaching Philosophy(Compulsory Course, Profession-Related, Course Code: EDE104)** Basic subjects and problem areas of philosophy; philosophy of existence, knowledge, morals/values and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytical philosophy) and education; educational philosophy and educational movements: Perennialism, essentialism, progressivism, existential education, critical/radical education; Educational views of some philosophers (Plato, Aristotle, Socrates, J. Dewey, İbn-i Sina, Farabi, J. J. Rousseau etc.) in

the Islamic world and in the West; human nature, individual differences and education; education in terms of some political and economic ideologies; The movements of thought and education that are effective in the modernization process in Turkey; Philosophical foundations of the Turkish education system.

**Atatürk's Principles and History of Turkish Revolution 2 (Compulsory Course, General Culture, Course Code: AIT102)** Reforms made in the political field (abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); social reforms (hat reform, closure of lodges and Islamic monasteries, Calendar, Clock and Surname Law); reforms in the field of education and culture (Tevhid-i Tedrisat Law, Alphabet Revolution, Turkish History and Language Revolution); reforms in the field of law; Attempts to transition to multi-party life in the Atatürk period and reactions (establishment and closure of the Progressive Republican Party, Sheikh Said rebellion and assassination attempt on Atatürk); Attempts to transition to multi-party political life in the Atatürk period (establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policies in the Republican era (İzmir Economic Congress); Turkish foreign policy in the Atatürk period (Population Exchange, membership to the League of Nations, Balkan Entente and Sa'dabad Pact); Turkish foreign policy in the Atatürk period (Montreux Convention, Hatay's accession to the Motherland, Turkey's bilateral relations with other countries); Definition, scope and principles of Atatürk's thought system; Turkey after Atatürk, the ruling years of the Democrat Party, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.

**Foreign Language 2 (Elective Course, General Culture, Course Code: FRE102/GER102/GRE102)** Past tense; future tense; modal verbs (can, could, may, must, etc.); speaking, reading, writing and listening skills in these tenses and modes; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipe, poster text, etc.); writing skills (writing text messages, giving written directions, writing e-mails/invitations, etc.); listening skills (weather report, recipe, etc.).

**Turkish 2 (Compulsory Course, General Culture, Course Code: TUR102)** Features of academic language and writing; using definitions, concepts and terms in academic writings; objective and subjective expression; structure and types of academic texts (articles, reports and scientific abstracts, etc.); writing a claim, proposition (justifying, defending, or opposing an idea); formal features of scientific reports and articles; the steps of writing a report; explanation, discussion, establishing intertextual relations, citing references (citing and footnotes, bibliography); writing titles, summarizing, writing keywords; ethical principles to be considered in scientific writings; academic writing practices.

**Reading Skills 2(Compulsory Course, Field-Related, Course Code: DEL104)** Making inferences and understanding the meaning between the lines by means of generalisation and deduction; to comprehend direct and indirect, plain and figurative meanings by examining the information in reading texts; to be able to convey personal opinions to the texts read in short verbal and written forms; Understanding the fact that the meaning the reader deduces and the meaning intended by the author may differ from each other.

**Writing Skills 2 Compulsory Course, Field-Related, Course Code: DEL102)** Reading to write, writing to be read; raising awareness about the practices to be done in the pre-, during and post-writing stages; rewriting with paraphrasing; the ability to review their writing; self-evaluation of what you have written; peer review; composition and homework report writing.

**Listening and Pronunciation 2(Compulsory Course, Field-Related, Course Code: DEL108)** It is focused on original listening materials containing different English accents taken from various fields such as interviews, movies, songs, lectures, television programs and news

broadcasts with listening sub-skills like taking notes, making predictions, accessing certain and detailed information, extracting meaning from context, understanding the essence of the content.

**Verbal Communication Skills 2(Compulsory Course, Field-Related, Course Code: DEL106)** Developing advanced verbal communication skills; developing the ability to express feelings and thoughts appropriately through verbal activities such as interviews, presentations and discussions; Developing advanced speaking and hearing comprehension skills through the introduction and practice of hearing comprehension techniques and strategies.

**English Structure (Compulsory Course, Field-Related, Course Code: DEL110)** Word and sentence structure of English; simple, compound and complex sentence structures; tense, mode, aspect, voice of verb and their use in accordance with the context.

The course contents of the **Third Semester** are as follows;

**Instructional Technologies (Compulsory Course, Profession-Related, Course Code: EDE203)** Information Technologies in Education; teaching process and classification of instructional technologies; theoretical approaches to instructional technologies; new directions in learning approaches; current literacy; instructional technologies as tools and materials; design of teaching materials; designing thematic teaching materials; field-specific object knowledge creation, teaching material evaluation criteria.

**Principles and Methods of Teaching (Compulsory Course, Profession-Related, Course Code: EDE201)** Basic concepts of teaching principles and methods; teaching-learning principles, models, strategies, methods and techniques; setting goals and objectives in teaching; content selection and arrangement in teaching and learning; teaching materials; instructional planning and instructional plans; theories and approaches to teaching; effective school teaching, success in learning; evaluation of classroom learning.

**Approaches to Learning and Teaching English (Compulsory Course, Profession-Related, Course Code: FLE201)** The meaning of learning and teaching English; The purpose and basic principles of teaching English; the history of teaching English; reflections of learning and teaching approaches on teaching English; Basic skills in teaching English; in-class application examples; Current trends and problems in English teaching; components of an effective English language teaching; A social, cultural and economic perspective on teaching English.

**English Literature 1(Compulsory Course, Field-Related, Course Code: DEL109)** Cultural history of American literature and other English-language literature; basic terms and techniques used in text analysis; main text types; important movements and periods, the content and style of works such as short stories, poems, plays and novels belonging to different periods; the contributions of literature to our understanding of life; critical examination and interpretation of texts and literary arts.

**Linguistics 1 (Compulsory Course, Field-Related, Course Code: DEL205)** Basic concepts of linguistic analysis; concepts related to the nature, structure and use of language with the help of awareness raising, misanalysis of language learners' data, case studies and comparative mother tongue and foreign language analyses; components of language as a system; linguistic competence and performance, sub-branches of linguistics, types of grammar, universals of language, linguistic creativity, linguistic causation, sign languages, artificial languages and communication between living things; research on brain and language, lateralization and handedness, language evolution, human language functioning patterns, language use; and language disorders (e.g., simultaneous listening test, split brain, WADA

test); phonetics, acoustics, affective and pronunciation phonetics, speech organs, phonemes, vowels and consonants, international phonology alphabet, diphthong, triple vowel, form and place of pronunciation; phonology, sound samples, analogy, dissimilarity, conjugation, consonant clusters, consonants, suprasegmental, stress and melody; semantics, analysis of semantic components, semantic relations, semantic relation, meaning and reference, collocation.

**Critical Reading and Writing (Compulsory Course, Field-Related, Course Code: FLE207)** To analyze, summarize and/or report current studies selected from the field of English language education; to examine studies in their context and localise knowledge; to compare the texts advocating different views on the same subject and to produce their own original texts by examining them.

The course contents of the **Fourth Semester** are as follows;

**History of Turkish Education (Compulsory Course, Profession-Related, Course Code: EDE202)** The subject, method and sources of Turkish education history; education in the first Turkish states; education in the first Muslim Turkish states; Education in Turkey Seljuks and Anatolian Principalities; Education in the Ottoman Empire: The education system until the first innovation movements; Education in the Turkish states outside the Ottoman geography between the 13th-18th century; Innovation movements in education in the Ottoman Empire until the Tanzimat; The establishment of the modern education system from the Tanzimat era to the Republic; reorganization of traditional education; Education in other Turkish states and communities in Eurasia between the 19th-20th century; Education in the period of national struggle; Education in the Republic of Turkey: The foundations, structure, establishment and development of the Turkish education system; teacher training process from the beginning to the present; Education in the Turkish world in the 21st century; common goals, language and alphabet unity, joint history writing exercises.

**Research Methods in Education (Compulsory Course, Profession-Related, Course Code: EDE206)** Basic concepts and principles related to research methods; research process (recognizing the problem, identifying the problem and the sample, collecting and analyzing data, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, dissertation and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research patterns; sampling in qualitative research, data collection, data analysis; validity and safety in qualitative research; article or dissertation review, evaluation and presentation; preparing a research report in accordance with research principles and ethics; activity research in education.

**English Language Teaching Programs (Compulsory Course, Field-Related, Course Code: FLE202)** Basic concepts related to curricula; The development of the English course curriculum from past to present; the approach and content of the current English curriculum, and the skills it aims to develop; learning and sub-learning areas; distribution and limits of achievements according to classes, their relationship with other courses; the relationship between the English course curriculum between the levels; the methods, techniques, tools and materials that are used; assessment and evaluation approach; teacher qualifications.

**English Literature 2(Compulsory Course, Field-Related, Course Code: FLE204)** Authors and works from different periods of English-language literature and American literature; Periods and main movements of literature written in English, basic concepts, terms, techniques in these literatures by using sample texts from various periods; literary, philosophical and scientific movements.

**Linguistics 2(Compulsory Course, Field-Related, Course Code: FLE206)** Error analysis of language students' data, case studies and comparative mother tongue and foreign language analyses and concepts related to the nature, structure and use of language; morphology: dependent and independent morphemes, inflectional and derivational morphemes, morphological analysis, morphological language typing, analysis of hierarchical internal structures of words, morphological phonology variability; syntax: word categories, phrase, sentence structures, transformative generative grammar, management and context, minimalist program, role; pragmatics: notation, intuition, principles of speech, speech action and politeness; sociolinguistics; mouth, section, style; discourse: criteria of textuality, cohesion elements, discourse connections, functions, discourse situation, institutional discourse.

**Language Acquisition (Compulsory Course, Field-Related, Course Code: FLE208)** First and second language acquisition theories (behaviourism, innatism, information processing, connectionist models, interactional approach); developmental stages and processes of mother tongue and target language; case studies, comparative analysis of native and target language uses from corpus data, comparison of second language acquisition in children and adults through transcription and recordings of classroom second language interaction, developmental stages in mother tongue acquisition, morpho-syntactic developmental stages in second language, second language acquisition processes, second language acquisition processes learner characteristics in language acquisition and individual differences in final outcome (for example; personality influence, language ability, intelligence, acquisition age, motivation and attitude, learner preferences and beliefs), differences in second language and foreign language learning contexts (for example: natural and formal education environments).

The course contents of the **Fifth Semester** are as follows;

**Classroom Management (Compulsory Course, Profession-Related, Course Code: EDE301)** Basic concepts related to classroom management; physical, social and psychological dimensions of the classroom; classroom rules and discipline in the classroom; models of classroom discipline and management; management of student behaviour in the classroom, the process of communication and interaction in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; management of teacher-parent meetings; creating a positive classroom and learning environment; Case studies on classroom management according to school levels.

**Morals and Ethics in Education (Compulsory Course, Profession-Related, Course Code: EDE303)** Basic concepts and theories about morals and ethics; ethical principles, ethical rules, business and professional morals/ethics; the teaching profession with its social, cultural, moral and ethical aspects; ethical principles in education, training, learning and evaluation; ethical principles in relations with education sharers (employers/managers, colleagues, parents, professional organisations and society); moral/ethical responsibilities of education/school administrators, parents and students; unethical behaviours in business and professional life; Ethical regulations regarding public administration, education and teachers in Turkey; unethical behaviours, education, ethical dilemmas, problems and solutions in school; moral/ethics education in school and ethics committees; school principal and teacher as a moral/ethical leader.

**Teaching Foreign Languages to Children 1(Compulsory Course, Field-Related, Course Code: FLE303)** The differences between early age language learners (5-12 years old) and other age learners (in terms of learning language structure, skills and sub-skills) and misconceptions about early age learners; learning styles (visual, auditory and affective) and

strategies (e.g.: metacognition, cognition, socio-affective) of early learners; developing activities for teaching vocabulary, language skills, language structure (e.g.: puzzles, stories, games and simulations), audio-visual tools (e.g.: pictures, real objects, cartoons, puppets and songs); selection, sequencing, material adaptation and evaluation of teaching points suitable for learners' language levels and cognitive and affective development.

**Teaching English Language Skills 1(Compulsory Course, Field-Related, Course Code: FLE305)** Different phases and techniques of listening, speaking, pronunciation and vocabulary teaching; developing language awareness and teaching skills for learners of different ages and language proficiency; lesson planning principles and techniques suitable for different proficiency levels.

**Language and Literature Teaching 1(Compulsory Course, Field-Related, Course Code: FLE307)** The focus is on the use of literature in language teaching; Examples of short stories and novels selected from works of English and American literature and those whose original language is English, and the different features of these two genres from other genres; different approaches to the use of literature with young people and adults at all language levels; integration of literature and language teaching in these two literary genres (short story and novel) in terms of theory and practice, examining literary texts by taking into account the richness of content and linguistic features; examination of culture teaching methods in the specified areas through the use of short stories and novels: objects and products in the main and target language and culture in terms of comparative and opposition; adages and idioms, stereotypes with cultural values; social structures, roles and relations; customs/traditions/habits; beliefs, values, prohibitions and taboos, superstitions peculiar to societies; political, historical and economic background; cultural institutions; metaphorical/associative connotation, use of humour.

The course contents of the **Sixth Semester** are as follows;

**Assessment and Evaluation in Education (Compulsory Course, Profession-Related, Course Code: EDE302)** The place and importance of assessment and evaluation in education; basic concepts of assessment and evaluation; psychometric (validity, reliability, usefulness) properties of assessment tools; development and implementation of achievement tests; interpreting test results and giving feedback; analysis of test and item scores; evaluation and grading.

**Turkish Education System and School Administration (Compulsory Course, Profession-Related, Course Code: EDE304)** The formation of education systems and the structure of the Turkish education system; Basic laws regulating the Turkish education system; Central, provincial and foreign organisation of the Ministry of National Education; Educational levels in the Turkish education system; Manpower, physical, technological and financial resources in the Turkish education system; Reform and innovation initiatives in the Turkish education system; Organisation-management theories and processes; school as a social system and organisation; Human resources management; student personnel affairs; jobs related to education and training; jobs related to school management; relations of school, environment, community and family; Current discussions and trends about Turkish education system and school.

**Teaching Foreign Languages to Children 2(Compulsory Course, Field-Related, Course Code: FLE304)** Different curriculum types (story-based, content-based, theme-based, task-based) for early learner (5-12 age) groups; effective use, classroom management, language presentation and exercises of children's literature in the chosen curriculum

**Teaching English Language Skills 2(Compulsory Course, Field-Related, Course Code: FLE306)** Detailed examination of different stages and techniques of reading, writing and grammar teaching; improving language awareness and teaching skills for groups of learners of varying ages and language proficiency; lesson planning principles and techniques suitable for different proficiency levels.

**Language and Literature Teaching 2(Compulsory Course, Field-Related, Course Code: FLE308)** The focus is on the use of literature in language teaching; Examples of short stories and novels selected from works of English and American literature and those whose original language is English, and the different features of these two genres from other genres; different approaches to the use of literature with young people and adults at all language levels; integration of literature and language teaching in these two literary genres (short story and novel) in terms of theory and practice, examining literary texts by taking into account the richness of content and linguistic features; examination of culture teaching methods in the specified areas through the use of short stories and novels: objects and products in the main and target language and culture in terms of comparative and opposition; adages and idioms, stereotypes with cultural values; social structures, roles and relations; customs/traditions/habits; beliefs, values, prohibitions and taboos, superstitions peculiar to societies; political, historical and economic background; cultural institutions; metaphorical/associative connotation, use of humour.

The course contents of the **Seventh Semester** are as follows;

**Teaching Practice (Compulsory Course, Profession-Related, Course Code: EDE401)1** Making observations about field-related teaching methods and techniques; making individual and group micro-teaching practices using field-related special teaching methods and techniques; field-related activity and material development; preparing teaching environments, managing the classroom, assessing, evaluating and reflecting.

**Special Education and Inclusion (Compulsory Course, Profession-Related, Course Code: EDE403)** Basic concepts of special education; principles and historical development of special education; legal regulations on special education; diagnosis and evaluation in special education; individualisation of teaching; inclusion and support special education services; participation of the family in education and cooperation with the family; characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies and behaviour management in classroom management.

**Community Service Practices (Compulsory Course, General Culture, Course Code: EDE405)** Community, Community Service Practices and social responsibility concepts; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of identified social problems; voluntarily taking part in social responsibility projects individually and as a group; participating in social responsibility projects in various institutions and organisations; participating in scientific events such as panels, conferences, congresses, symposiums as an audience member, speaker or organiser; Evaluating the results of social responsibility projects.

**Course Content Development in Teaching English (Compulsory Course, Field-Related, Course Code: FLE401)** The theory and principles of course content and materials design in English teaching (e.g.: content and material selection, adaptation, development and evaluation in English teaching) and basic views for and against the use of English course books; the relationship between method, ideology and textbook author; format for the selection of course content and materials: learner's language proficiency, learnability, ease of use,

cultural content, appropriateness of communicative interaction and language use, corpus-based authentic, real-world context-based tools that help students interact with each other and with the teacher; adapting and developing materials for language teaching, adapting textbook materials to specific learning needs and teaching environments, prospective English language teachers designing their own teaching materials and auxiliary materials according to the appropriate method, student level, needs and current school environment; Evaluation of English content and materials, language materials and textbook evaluation criteria related to the use of English textbook in the classroom environment, and current methods on content and material design.

**Translation (Compulsory Course, Field-Related, Course Code: FLE403)** Within the scope of this course, Turkish to English and English to Turkish translations are offered in different text types; grammatical structure and context relations are examined in the translation process; it is aimed to increase the awareness of teacher candidates about the similarities and differences between the two languages; The harmony between translation approaches and text types is emphasized.

The course contents of the **Eighth Semester** are as follows;

**Teaching Practice 2 (Compulsory Course, Profession-Related, Course Code: EDE402)** Making observations about field-related teaching methods and techniques; making individual and group micro-teaching practices using field-related special teaching methods and techniques; field-related activity and material development; preparing teaching environments, managing the classroom, assessing, evaluating and reflecting.

**Guidance in Schools (Compulsory Course, Profession-Related, Course Code: EDE404)** The place of psychological counselling and guidance (PCG) services in education; philosophy, purpose, principles and program (comprehensive developmental PCG program) of the developmental guidance model; essential services/interventions; role and function of teachers in classroom guidance; Competencies to be gained in educational, vocational, personal and social areas within the scope of PCG services; cooperation between school administrators and teachers, guidance counsellor and psychological counsellor; Preparation and implementation of classroom PCG plans and programs.

**Exam Preparation and Evaluation in English Teaching (Compulsory Course, Field-Related, Course Code:EDE402)** Exam types and assessment methods used for different age groups and language levels in language skills teaching; principles for assessing and evaluating language skills; types of questions used to assess reading, writing, listening, speaking, vocabulary and grammar levels; exam preparation techniques and assessment criteria; preparation of various question samples and exam evaluation studies.

**Profession-Related Electives** are as follows;

**Open and Distance Learning:** Basic concepts and philosophy of open and distance learning; development of distance education in the world; The development of distance education in Turkey; learner and guide roles in distance education; technologies used in distance education; management of open and distance education; classroom management and its

components in open and distance learning; open educational resources and trends in the world; massive open online courses; personalised learning environments; problems related to open and distance education and their solutions; open and distance education practices in teacher training; individual teaching material development and student support services in open and distance education; determining instructional strategies for different learning situations; research and evaluation in distance education.

**Child Psychology:** Basic concepts, history and methods of child psychology; prenatal development; developmental areas and characteristics of infancy; early childhood development areas and characteristics; recent childhood development areas and characteristics; child within the family structure; child within the school system; childhood adjustment and behaviour problems; children with special needs.

**Attention Deficit and Hyperactivity Disorder:** Definition and characteristics of attention deficit and hyperactivity disorder (ADHD); The main symptoms of ADHD (attention deficit, hyperactivity and impulsivity); The effects of ADHD on the child in terms of social, emotional and school success; Causes of ADHD; Risk factors in the formation of ADHD; ADHD types; Approaches to children with ADHD; Guiding students with ADHD; education of children with ADHD; Ensuring school-family cooperation.

**Educational Law:** Basic concepts of law and administrative law; sources of administrative law; rights and duties in management; Convention on the Rights of the Child and the Declaration of Human Rights; administrative and judicial supervision of teachers; The basic laws establishing and regulating the Turkish Education System; duties, rights and responsibilities of education sharers.

**Educational Anthropology:** Subject, basic concepts, history and method of anthropology; basic approaches in social-cultural anthropology; anthropological education and basic concepts of educational anthropology such as culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture etc.; cultural foundations and functions of education; intercultural differentiation, education and learning; school as a living space, school cultures and ethnographies; media, mass media, popular culture and education; globalization, cultural interaction, cultural literacy and education; Education in oral and written literary works in the history of Turkish culture and civilization; The roles of parents and children in Turkish family structure.

**Education History:** Education in ancient history (Ancient Egypt, Mesopotamia, Anatolian, Indian, Chinese, Ancient Greek and Roman civilizations); Education in Eastern, Western and Islamic societies in the Middle Ages and the New Age; Renaissance, Reformation, Enlightenment and education; Education in the Industrial Age and the Modern Period; The relations of Islamic culture and civilisation with Western civilisation; the emergence of national states and the development of national education systems; post-modern society discussions and education; Fundamental changes and transformations in education in the world since ancient times.

**Drama in Education:** Basic concepts of drama and creative drama (drama, creativity, creative drama, play and theatre pedagogy, communication-interaction, role playing, improvisation, action, dramatic play, children's theatre, puppetry, pantomime etc.); stages, dimensions and elements of creative drama; role playing and improvisation; history of creative drama; relationship between social events and creative drama; practice steps of drama in education; resources that can be used in drama in education; preparation and implementation of the creative drama lesson plan; Contribution of drama to individual and social development.

**Extracurricular Activities in Education:** Formal curriculum and extracurricular activities/hidden curriculum concepts in education; approaches to hidden curriculum; cognitive and affective learning and hidden curriculum; school as a place of ritual; school ceremonies as extra-curricular activities; the importance and management of social, cultural, sportive and artistic activities at school; the place and importance of the hidden curriculum in values education; extracurricular activities (commemoration, celebration, meeting, graduation, etc.) in terms of values education.

**Curriculum Development in Education:** Basic concepts of program development; theoretical foundations of program development; types of programs; philosophical, social, historical, psychological and economic foundations of curriculum; Program development and features of the program; phases of program development; the core elements of the program (objective, content, process, evaluation) and the relationships among the elements; classification of objectives and their relationship to program elements; content editing approaches; identifying training needs; program development process and models; curriculum design approaches; program evaluation models; program literacy; duties and responsibilities of teachers in the development of curricula; Features of the Ministry of National Education (MNE) curriculum; implementation of curricula; New approaches and trends in curriculum development in the world and in Turkey.

**Project Preparation in Education:** Project concept and project types; curriculum and project-based learning; project programs in schools (TÜBİTAK, EU and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of the scientific method in the project; project report preparation and development; finalizing the project report; project evaluation and review of best practices; project presentations, poster and brochure design techniques.

**Critical and Analytical Thinking:** Basic concepts and definitions; the brain as a thinking organ, thinking and ways of thinking; involuntary thinking and its characteristics; voluntary thinking and its characteristics; methods of voluntary thinking; critical and analytical thinking; basic characteristics and criteria of critical and analytical thinking, stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

**Education of Hospitalized Children:** Developmental characteristics, interests and needs, mental states of hospitalized children according to age groups; interaction between hospital staff, child and family; hospital preparatory education, diagnosis, treatment and preparation for surgery; games, music, art, drama, mathematics, story, etc. for hospitalized children. preparing and implementing an activity plan; Interaction between hospital schools and terminally ill children, their families and staff.

**Inclusive Education:** Inclusivity and its content; definition, content and importance of inclusive education; legal basis for inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices such as characteristics that differentiate students, effective communication, language used, psycho-social support, differentiation of teaching and examples, methods and techniques, planning of instruction, inclusion in course materials and selection of inclusive activities; lesson design applications.

**Character and Value Education:** Conceptual framework such as character, personality/personality, value, virtue, morality, temperament; character development and education; family, environment and school in character development and education; definition and classification of values; the sources of values and their individual, social, cultural, religious, moral foundations; character and value education approaches and practices; intercultural differentiation and coexistence culture in character and value education; character and value education in terms of educational philosophy and goals; teaching methods and techniques in character/value education; the crisis of values and education in modern and multicultural societies; value education in the human-cultural development process; Examples of values education from the history of Turkish education and culture, values education practices and research in Turkey; teacher as a role model in character and value education.

**Comparative Education:** Definition, scope and history of comparative education; method and research in comparative education; Comparing the education systems of different countries in terms of structure, curriculum, school levels, human resources, financing of education, specialization in education, policy making in education, planning and implementation; gender, social justice and equality in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalisation and internationalisation in education; international examinations, institutions and organisations related to education

**Micro:** Teaching basic concepts and principles of effective teaching and learning; teachers' professional competence, attitudes, roles and behaviours; preparation of planning lesson; scope, benefits and limitations of microteaching method; preparing active learning activities appropriate to the subject; exemplary lecture practices in the classroom; video recording of lecture presentations; evaluation of the course using the recordings; development of prepared activities and lectures.

**Museum Education:** Definition and characteristics of the museum, exhibition in museums; museum and education; types of museums; the development of Turkish museology; an overview of the history of museology in the world; the relationship between museums, art, culture and civilization; museums and art education; museums and society; the contribution of museums to historical consciousness; protecting historical artifacts; Contemporary museology in the world and in Turkey.

**Out-of-School Learning Environments:** Out-of-school education and learning concepts; scope and importance of out-of-school learning; teaching in out-of-school settings; teaching methods, techniques (project-based learning, station technique, etc.) and teaching materials suitable for out-of-school learning environments; out-of-school learning environments (museums, science centres, zoos, botanical gardens, planetariums, industrial establishments, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation and evaluation of out-of-school learning activities.

**Learning Disability:** Definition, characteristics and classification of learning disability: Educational, psychological, medical factors; prevalence and incidence; causes of learning difficulties; early intervention; response model to intervention; screening/diagnosis: medical, developmental and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; scientifically based applications; supporting reading, writing and math skills; supporting non-academic skills.

**Individualizing and Adapting Education:** The concept of individualization and its importance in education; things to be done for individualization, such as curriculum-based

evaluation, rough evaluation, preparation of criteria-dependent measurement tools, rules to be followed in evaluation; determining long-term and short-term teaching goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting teaching; Examples of individualization and adaptation in inclusion/integration classes.

**Sustainable Development and Education:** The concept of sustainability and its usage areas; sustainability in terms of social and natural sciences; sustainability in the context of social change; education and sustainability; future of humanity and sustainability; immigration, poverty and inequality; sustainable environment; ecology, global environmental issues and sustainability; sustainable society in harmony with nature; population, economic system and natural environment; technological developments, consumption habits and environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

**Adult Education and Lifelong Learning:** Definition and scope of adult education; concepts (continuing education, public education, non-formal education, vocational education etc.) related to adult education; Historical development of adult education in Turkey; approaches and models in adult education; adults and learning; purpose, scope and historical development of lifelong learning; Lifelong learning practices in Turkish education system.

**General Culture Electives** are as follows;

**Fighting Addiction and Addiction:** Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in the family, peer group and social context that prepare the person for substance abuse; communication skills in dependent children, adolescents and adults; the role of social work in addiction; models of addiction; addiction prevention efforts; consequences of addiction; national policy and strategy methods in the fight against addiction; readjustment process.

**Nutrition and Health:** Natural and healthy nutrition; fighting obesity; food additives; healthy living and exercise; Growth and development; healthy sex life; fight against addiction (tobacco, alcohol, substance abuse, etc.); traffic, disaster and first aid. History and Philosophy of Science, philosophy, scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; Science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the age of enlightenment; classification of sciences; relations between science, scientism, ideology, ethics and religion; science and paradigms; Vienna and Frankfurt schools of thought; science criticism in the twentieth and twenty-first centuries.

**Science and Research Ethics:** Science, the nature of science, its development and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behaviours and ethical violations in the research process; ethical issues of authorship and copyright; biased publication, editorial, review and ethics; publication ethics and unethical behaviour in the publication process; legislation and committees related to research and publication ethics; ways to detect ethical violations; common research, publication ethics violations and methods to prevent them.

**Economy and Entrepreneurship:** Basic concepts of economics and economic systems; basic concepts of business and business management; establishment, aims and legal structure of the business; management processes and functions in businesses; management of human resources and other resources; entrepreneur and entrepreneurship concepts, success factors in entrepreneurship; entrepreneurial culture, entrepreneurial process and

entrepreneurship types; career planning, original ideas, extraordinary examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized businesses; management processes and functions in small businesses; business idea development, innovation, business planning, elements of business plan, writing and presentation; preparing a project on entrepreneurship in a specific field and subject.

**Traditional Turkish Handicrafts:** Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; their contributions to the individual, society and national economy; Historical development of traditional Turkish arts (Huns, Göktürks, Uyghurs, Seljuks, Principalities and Ottoman Periods); Ahi Community and Guild Organization; Institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpet-rug, fabric, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver and gold etc.) arts; wood (kündekari, carving and mother-of-pearl inlay) arts; tile-ceramic and stonework arts; education, production and marketing of traditional Turkish arts.

**Human Rights and Democracy:** Education Concept of human rights and its historical development; types of human rights; understanding of democracy, principles, approaches and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary school education program and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

**Human Relations and Communication:** Definition and classification of interpersonal relations; theoretical approaches to interpersonal relations (psychoanalytic, attachment, contemporary theories); theoretical approaches about interpersonal relations (social, psychological, cognitive theories); interpersonal relations as a developmental process (infancy and childhood, adolescence and adulthood); factors affecting interpersonal relations; gender, gender roles and interpersonal relationships; self-adaptation and self-disclosure in interpersonal relationships; communication and communication errors; effective communication skills; interpersonal problems, conflict and conflict resolution approaches; human relations in terms of intercultural differentiation.

**Career Planning and Development:** Concept of career, career planning and stages; individual career development, creation of career strategy; career planning model, career options in related teaching fields; CV preparation and CV types, CV format and examples, points to be considered in CV preparation; cover letters, introductory letters, job interviews, objectives, methods and types, interview preparation and interview stages; situations that may be encountered in negotiations; question types, body language, physical signs.

**Culture and Language:** Basic concepts of language and culture; sources and elements of culture; oral and written culture; material and nonmaterial culture; culture in individual and social terms; culture as a unifier and a divider; acculturation, cultural diffusion and adaptation; culture in terms of cognitive, symbolic, structural-functional approaches; language as a system of symbols; individual language and language acquisition; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language to transfer knowledge and culture, to establish social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions of the interplay of changes in culture and language; national cultures; globalisation, multilingualism and multiculturalism.

**Media Literacy:** information literacy; conscious use of the internet and social media; effects of social media on individuals; power to disseminate and mislead; news dissemination power; media and perception management; legal rights and responsibilities for the media and the Internet; Copyright; personality right; information privacy; breach of privacy; language use in the media; value and quality analysis of news; popular culture; roles of men and women in the media; consumer culture and advertisements; stereotyping in the media.

**Professional English:** Basic English reading-writing-listening skills; basic concepts of child development and stages; basic concepts related to basic education and secondary education; basic concepts of educational sciences; examples of student-parent-teacher dialogue; listening and understanding of academic texts (Youtube, TeacherTube, Tedx talks etc.); verbal skills for professional development (vocabulary, phrases, etc.); writing skills (writing a petition, preparing a report, creating a CV, writing a text message, creating lesson goals, etc.); reading skills (reading written texts using web 2.0 tools, etc.); Translation studies in the related teaching field.

**Art and Aesthetics:** Arts, fine arts, crafts and culture; arts and education; art, creativity and work of art; philosophy of art and aesthetics; theories of art and aesthetics; art criticism; art history, art in pre-modern, modern and post-modern periods; art and social context; art and everyday life; Turkish-Islamic art-aesthetics and works of art; the position of art and craftsman in the process of social change; The development of art in Turkey; understanding of art today; civilization building and art; art, aesthetics and morals.

**Turkish Folk Dances:** Definition of folklore; rhythm and perception studies, dance and folk dance-figure studies; regional differences in folk dances, figure studies, local figures, learning bar type local figure, learning Halay, Horon and greeting type local figure learning, Zeibek type local figure learning; studies on the attitude and playing styles of learned games; staging of folk dances, staging types and differences.

**Turkish Sign Language:** Basic concepts of sign language; Turkish sign language, its history and characteristics; letters in Turkish sign language; phonetics; internal structure of the sign, simultaneity and succession; hand alphabet in terms of phonetics; morphology in sign language, structuring and shaping of the sign; word classes and pronouns; syntax in sign language; word order, sentence types; question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; Conversation with Turkish sign language.

**Turkish Cultural Geography:** Culture, people and society; Turkish culture and Turkish civilization; The first ethnographic sources about the Turks; Turkish states in history; State, administrative, military and social structure in Turks; Folk beliefs and mythology in Turks; Relationship between human and environment in Turks; Oral, written and material culture in Turks; Family structure in Turks; Demographic and cultural consequences of migrations in Turkish history; The spread of Turkish culture and its effect on neighbouring geographies; The tangible and intangible cultural heritage of Turkey; transfer of natural and cultural heritage to future generations.

**Turkish Music:** Musical elements of Turkish communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals and holidays, etc.), mythological elements in Turkish Folk Music repertoire, types of music existing in Turkish States and Communities, Turkish Folk Music in the historical process, and the development of Turkish Art Music; interplay of different musical traditions and styles; examination of instruments, composers, performers and sample works.

**Turkish Art History:** Art styles from Hun Art to Gokturk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Principalities and Ottoman periods; Comparison of

architectural, sculpture and painting examples from these periods; Turkish art works and artists from the Art of the Republic Period to the present.

**Field-Related Electives** are as follows;

**Language and Society:** Basic concepts and technical terms in the context of Language-Society relationship; geographic and social classes in linguistic communities; the relationship between social strata and linguistic communities; changes in language; language and culture; language planning.

**World English and Culture:** Use of English as an international language, English as a common language and different uses of English around the world; Reflections of the use of English as an international language on teaching English and teacher training; developing students' awareness of the relationship between language and culture, and examining the place of culture in language teaching; Evaluation of cultural elements by examining materials such as textbooks, literary works, films, TV programs and advertisements.

**Pragmatics and Language Teaching:** Knowledge of basic pragmatics concepts and models; applying subtlety theory to English language teaching; Preparation of material for teaching situational utterances in English.

**English Textbook Review:** Physical, educational, visual design and language expression features that should be in the textbook, and standards; the suitability of the contents of the textbooks to the program; examining some of the existing textbooks in terms of content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, and ease of use in teaching.

**Drama in English Teaching:** Definition and meaning of drama; concepts such as psychodrama, creative drama, educational drama and socio-drama etc.; relationship between drama and play; history of drama practices in education; the structure and application stages of drama in education; drama environment and teacher qualifications; evaluation of drama; Developing and applying drama examples, examples suitable for the educational purposes of the field.

**Material Design in English Teaching:** Using field-related instructional technologies; software types and uses; design and development principles of materials to be used in teaching the field; determining material needs; designing two- and three-dimensional teaching materials; worksheets; transparencies; Development of teaching materials such as VCD, DVD, MP3 and MP4 files etc.; Evaluation of classroom practices for different teaching materials.

**New Approaches in English Teaching:** Approaches suitable for different student needs such as course design and English as a second/foreign/international/special purpose/academic language in English Language Teaching; contemporary practices such as constructivist approach, content-oriented, task-oriented, problem-oriented, corpus-oriented language teaching, multiple intelligences and holistic language approach; second/foreign language teaching and the importance of culture in language teaching, the use of technology in language classes, the place of communication in the developing world and intercultural interaction.

**English Vocabulary Teaching:** It focuses on analyzing the relationships between English vocabulary, semantics and discourse, and developing skills in teaching English words with an integrated language skills approach; students are given the opportunity to evaluate English word variants, word formation and different meanings of words in context; elements of

teaching vocabulary in the classroom and various types of texts that can be used in the classroom, resources such as dictionary and collection, and vocabulary teaching techniques are covered; This course also focuses on exams that can be used to assess English vocabulary and teaching/learning strategies that support students' vocabulary learning.

**English in Mass Media:** Students will be able to recognise both written and electronic international mass media such as newspapers, magazines and their types; will be aware of the special language elements in English in international mass media and develop their ability to use them; will gain the ability to analyse editorial letters, articles and columns, to find the main idea and to write reports; will be able to compare the validity and reliability of news and articles in mass media with different opinions and societies; will write short news, headlines, advertisements, editorial letters using the stylistic, vocabulary and grammatical structures used in mass media; will also analyse with examples how the target language uses its language while reflecting its own culture.

**Evaluation of Classroom Learning:** Assessment tools used in education and their characteristics; Tools based on traditional approaches such as written exams, short answer exams, true or false type tests, multiple choice tests, matched tests, oral exams; Observation, interview, performance evaluation, student product file, research papers, research projects, peer assessment, self-assessment, attitude scales, tools for getting to know the student; Points to be considered in the evaluation of student success; assessment and grading of learning outcomes.

**Sociolinguistics and Language Teaching:** In this course, which is defined as the study of language in the context of the society in which it is spoken, information is given about the fields and forms of sociolinguistics; students are taught that there are different uses of language in society and how they vary by region, social class and ethnicity; At the end of the course, students will be able to comprehend how language use changes in a society and how language teaching is related to sociolinguistics.

**Discourse Analysis and Language Teaching:** At the end of the course, prospective English language teachers will be able to analyze the coherence of texts by examining actual language use in different types of discourse in their language skills and teaching practice; they can discuss the contribution of coherence and coherence in the text by examining their place in language teaching; they can explain the connection between discourse analysis and language teaching.

**Teaching Integrated Language Skills:** Learning teaching methods and techniques that will enable prospective teachers to teach communicative language skills in an integrated manner within a lesson plan; It focuses on how to integrate reading, speaking, listening and writing skills in a lesson plan, especially in the adolescent and adult classroom, and how to integrate language elements such as grammar, vocabulary and pronunciation, if any, into this skill-based lesson plan.

## First(1st) Year Courses

The first year Fall semester courses are as follows;

	Course name	Credit	ECTS		Lab	Practice	Learning Skills
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Course Code				Course Hour			PS	KR	C	I
EDE101	Introduction to Education	2	3	2	0	0	0	1	1	0
EDE103	Educational Sociology	2	3	2	0	0	0	1	1	0
AIT101	Atatürk's Prin. And History of Turkish Revolution I	2	3	2	0	0	0	0	0	0
SFL101	Foreign Language I	2	3	2	0	0	0	0	1	0
TUR101	Turkish Language I	3	5	3	0	0	0	0	0	0
COM101	Computer Technologies	3	5	3	0	0	0	0	1	0
DEL103	Reading Skills I	2	2	2	0	0	0	0	1	0
DEL101	Writing Skills I	2	2	2	0	0	0	0	1	1
DEL107	Listening and Pronunciation I	2	2	2	0	0	0	0	1	0
DEL105	Oral Communication Skills I	2	2	2	0	0	0	0	1	0

The first year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hour	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE102	Educational Psychology	2	3	2	0	0	0	1	1	0
EDE104	Educational Philosophy	2	3	2	0	0	0	1	1	0
AIT102	Atatürk's Prin. And History of Turkish Revolution II	2	3	2	0	0	0	0	0	0
SFL102	Foreign Language II	2	3	2	0	0	0	0	1	0
TUR102	Turkish Language II	3	5	3	0	0	0	0	0	0
DEL104	Reading Skills II	2	2	2	0	0	0	0	1	0
DEL102	Writing Skills II	2	3	2	0	0	0	0	1	1
DEL108	Listening and Pronunciation II	2	3	2	0	0	0	0	1	0
DEL106	Oral Communication Skills II	2	3	2	0	0	0	0	1	0
DEL110	English Syntax	2	2	2	0	0	0	0	1	0

## Second (2nd) Year Courses

The second year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hour	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE201	Principles and Methods of Teaching	2	3	2	0	0	0	0	1	1
EDE203	Educational Technologies	2	3	2	0	0	0	0	1	1
FLE209	ELECTIVE I	2	4	2	0	0	0	0	1	0
FLE211	ELECTIVE I	2	4	2	0	0	0	0	1	0
FLE213	ELECTIVE I	2	3	2	0	0	0	0	1	0
FLE201	Approaches to Teaching and Learning English	2	3	2	0	0	0	0	1	1
DEL109	English Literature I	2	4	2	0	0	0	0	1	0
DEL205	Linguistics I	2	3	2	0	0	0	1	1	0
FLE207	Critical Reading and Writing	2	3	2	0	0	1	0	1	0

The second year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hour	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE202	History of Turkish Education System	2	3	2	0	0	0	0	1	0
EDE206	Research Methods in Education	2	3	2	0	0	0	0	1	1
FLE210	ELECTIVE II	2	4	2	0	0	0	0	1	0
FLE212	ELECTIVE II	2	4	2	0	0	0	0	1	0
FLE214	ELECTIVE II	2	3	2	0	0	0	0	1	0
FLE202	English Language Teaching Curriculum	2	3	2	0	0	0	0	1	0
FLE204	English Literature II	2	4	2	0	0	0	0	1	0
FLE206	Linguistics II	2	3	2	0	0	0	1	1	0
FLE208	Language Acquisition	2	3	2	0	0	0	1	1	0

## Third(3rd) Year Courses

The third year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hour	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE301	Classroom Management	2	3	2	0	0	1	0	1	0
EDE303	Ethics in Education	2	3	2	0	0	1	0	1	0
FLE309	ELECTIVE III	2	4	2	0	0	0	0	1	0
FLE311	ELECTIVE III	2	4	2	0	0	0	0	1	0
FLE313	ELECTIVE III	2	3	2	0	0	0	0	1	0
FLE303	Teaching English to Young Learners I	3	5	3	0	0	0	0	1	1
FLE305	Teaching English Language Skills I	3	5	3	0	0	0	0	1	1
FLE307	Teaching Language and Literature I	2	3	2	0	0	0	0	1	0

The second year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hour	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE302	Assessment and Evaluation in Education	2	3	2	0	0	0	0	1	0
EDE304	Turkish Education System and School Management	2	3	2	0	0	0	0	1	0
FLE310	ELECTIVE IV	2	4	2	0	0	0	0	1	0
FLE312	ELECTIVE IV	2	4	2	0	0	0	0	1	0
FLE314	ELECTIVE IV	2	3	2	0	0	0	0	1	0
FLE304	Teaching English to Young Learners II	3	5	3	0	0	0	0	1	1
FLE306	Teaching English Language Skills II	3	5	3	0	0	0	0	1	1
FLE308	Teaching Language and Literature II	2	3	2	0	0	0	0	1	0

## Fourth(4th) Year Courses

The fourth year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hours	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE401	Teaching Practice I	5	10	2	0	6	0	0	2	1
EDE403	Special Education and Inclusion	2	3	2	0	0	1	0	1	0
FLE405	ELECTIVE V	2	4	2	0	0	0	0	1	0
EDE405	Community Service Applications	2	3	1	0	2	0	0	1	2
FLE407	ELECTIVE V	2	4	2	0	0	0	0	1	0
FLE401	Course Development in ELT	3	3	3	0	0	0	0	1	0
FLE403	Translation	3	3	3	0	0	0	0	1	0

The fourth year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Course Hours	Lab	Practice	Learning Skills			
							PS	KR	C	I
EDE402	Teaching Practice II	5	15	2	0	6	0	0	3	1
EDE404	Counselling in Schools	2	3	2	0	0	1	0	1	0
FLE404	ELECTIVE VI	2	4	2	0	0	0	0	1	0
FLE406	ELECTIVE VI	2	4	2	0	0	0	0	1	0
FLE402	Test Preparation in English Language Teaching	3	4	2	0	0	0	0	1	1

PS: Problem Solving KR: Knowledge Reinforcer C: Corrective I: Instructive

# Example of Diploma Supplement

Diploma No:	Diploma Date:																															
<b>1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION</b>																																
1.1. <i>Family name(s):</i> 1.2. <i>Given name(s):</i>	1.3. <i>Place and date of birth:</i> 1.4. <i>Student identification number:</i>																															
<b>2. INFORMATION IDENTIFYING THE QUALIFICATION</b>																																
2.1. <i>Name of the qualification and (if applicable) the title conferred</i> BACHELOR OF ARTS, B.A. 2.2. <i>Main field(s) of study for qualification</i> ENGLISH LANGUAGE TEACHING 2.3. <i>Name and status of awarding institution</i> YAKIN DOĞU ÜNİVERSİTESİ, PRIVATE UNIVERSITY	2.4. <i>Name and type of institution administering studies</i> SAME AS 2.3. 2.5. <i>Language(s) of instruction/examinations</i> ENGLISH																															
<b>3. INFORMATION ON THE LEVEL OF THE QUALIFICATION</b>																																
3.1. <i>Level of qualification</i> First Cycle (Bachelor's Degree)	3.2. <i>Official length of program</i> Normally 4 Years (excluding 1 year English Preparatory School, if necessary), 2 semesters per year, 16 weeks per semester																															
3.3. <i>Access requirement(s)</i> Admission of Turkish nationalities to higher education is based on a nation-wide Student Selection Examination (ÖSS) administered by the Higher Education Council of Turkey (YÖK). Admission of Turkish Republic of Northern Cyprus nationals is based on the Near East University Entrance and Placement Exam for Turkish Cypriots. Admission of foreign students is based on their high school credentials. Proof of English language proficiency is also required.																																
<b>4. INFORMATION ON THE CONTENTS AND RESULTS GAINED</b>																																
4.1. <i>Mode of study</i> Full-Time	4.2. <i>Programme requirements</i> A student is required to have a minimum CGPA of 2.00/4.00 and no failing grades (below DD).																															
4.3. <i>Objectives</i> The department aims to train 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 English language teaching and on the issues of linguistics. It specifically aims to train well qualified teachers of English 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 Linguistics and ELT.	4.4. <i>Programme details and the individual grades/marks obtained</i> Please see the next page.																															
4.5. <i>Grading scheme, grade translation and grade distribution guidance:</i> For each course taken, the student is assigned one of the following grades by the course teacher. For A.Sc., B.Sc. or B.A. degrees, students must obtain at least DD or S from each course and have a CGPA of not less than 2.00 out of 4.00 and have completed all the courses and summer practices in the program. For graduate degrees, students must obtain at least CC or S from each course for M.Sc. and M.A., at least BB for Ph.D. They also need to have a CGPA of 3.00 to graduate. The student's standing is calculated in the form of a Graduate Point Average (GPA) and Cumulative Grade Point Average (CGPA) and is announced at the end of each semester by the Registrar's Office. The total credit points for a course are obtained by multiplying the coefficient of the final grade by the credit hours. In order to obtain the GPA for any given semester, the total credit points are divided by the total credit hours. The averages are given up to two decimal points. Students who obtain a CGPA of 3.00-3.49 at the end of a semester are considered as "Honour Students" and those who obtain a CGPA of 3.50-4.00 at the end of a semester are considered as "High Honour Students" and this is recorded in their academic report. The letter grades, the quality point equivalents are:																																
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Percentage</th> <th style="text-align: left;">Course Coefficient</th> <th style="text-align: left;">Grade</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>4</td> <td>AA</td> </tr> <tr> <td>85-89</td> <td>3.5</td> <td>BA</td> </tr> <tr> <td>80-84</td> <td>3</td> <td>BB</td> </tr> <tr> <td>75-79</td> <td>2.5</td> <td>CB</td> </tr> </tbody> </table>	Percentage	Course Coefficient	Grade	90-100	4	AA	85-89	3.5	BA	80-84	3	BB	75-79	2.5	CB	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Percentage</th> <th style="text-align: left;">Course Coefficient</th> <th style="text-align: left;">Grade</th> </tr> </thead> <tbody> <tr> <td>70-74</td> <td>2</td> <td>CC</td> </tr> <tr> <td>60-69</td> <td>1.5</td> <td>DC</td> </tr> <tr> <td>50-59</td> <td>1</td> <td>DD</td> </tr> <tr> <td>0-49</td> <td>0</td> <td>FF</td> </tr> </tbody> </table>	Percentage	Course Coefficient	Grade	70-74	2	CC	60-69	1.5	DC	50-59	1	DD	0-49	0	FF	
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4.6 <i>Overall classification of the award</i> CGPA: /4.00																																
<b>5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION</b>																																
5.1. <i>Access to further study</i> May apply to second cycle programmes.	5.2. <i>Professional status conferred</i> This degree enables the graduates to teach English in public and private institutions.																															
<b>6. ADDITIONAL INFORMATION</b>																																

**6.1. Additional information**

The department is accredited by EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs) for its quality standards.

**6.2. Sources for further information**

Faculty web site

<http://www.neu.edu.tr/en/node/6183>

Department web site <http://english.neu.edu.tr/>

University web site <http://www.neu.edu.tr>

The Council of Higher Education of Turkey

<http://www.yok.gov.tr>

Higher Education Planning, Evaluation Accreditation and Coordination of North Cyprus Council Web site <http://www.ncyodak.org>

EPDAD web site

<https://epdad.org.tr/>

**4.4. Program details and the individual grade/marks obtained:**

1 (1 <sup>st</sup> Semester)						2 (2 <sup>nd</sup> Semester)					
Course Code	Course Name	CR	ECTS	Status	Grade	Course Code	Course Name	CR	ECTS	Status	Grade
EDE101	Introduction to Education	2	3	Compulsory		EDE102	Educational Psychology	2	3		
EDE103	Educational Sociology	2	3	Compulsory		EDE104	Educational Philosophy	2	3		
AIT101	Atatürk's Prin. And History of Turkish Revolution I	2	3	Compulsory		AIT102	Atatürk's Prin. And History of Turkish Revolution II	2	3		
SFL101	Foreign Language I	2	3	Elective		SFL102	Foreign Language II	2	3		
TUR101	Turkish Language I	3	5	Compulsory		TUR102	Turkish Language II	3	5		
COM101	Computer Technologies	3	5	Compulsory		DEL104	Reading Skills II	2	2		
DEL103	Reading Skills I	2	2	Compulsory		DEL102	Writing Skills II	2	3		
DEL101	Writing Skills I	2	2	Compulsory		DEL108	Listening and Pronunciation II	2	3		
DEL107	Listening and Pronunciation I	2	2	Compulsory		DEL106	Oral Communication Skills II	2	3		
DEL105	Oral Communication Skills I	2	2	Compulsory		DEL110	English Syntax	2	2		
		22	30	<b>GPA</b>				21	30	<b>GPA</b>	

3 (3 <sup>rd</sup> Semester)						4 (4 <sup>th</sup> Semester)					
Course Code	Course Name	CR	ECTS	Status	Grade	Course Code	Course Name	CR	ECTS	Status	Grade
EDE201	Principles and Methods of Teaching	2	3	Compulsory		EDE202	History of Turkish Education System	2	3	Compulsory	
EDE203	Educational Technologies	2	3	Compulsory		EDE206	Research Methods in Education	2	3	Compulsory	
FLE209	ELECTIVE I	2	4	Elective		FLE210	ELECTIVE II	2	4	Elective	
FLE211	ELECTIVE I	2	4	Elective		FLE212	ELECTIVE II	2	4	Elective	
FLE213	ELECTIVE I	2	3	Elective		FLE214	ELECTIVE II	2	3	Elective	
FLE201	Approaches to Teaching and Learning English	2	3	Compulsory		FLE202	English Language Teaching Curriculum	2	3	Compulsory	
DEL109	English Literature I	2	4	Compulsory		FLE204	English Literature II	2	4	Compulsory	
DEL205	Linguistics I	2	3	Compulsory		FLE206	Linguistics II	2	3	Compulsory	
FLE207	Critical Reading and Writing	2	3	Compulsory		FLE208	Language Acquisition	2	3	Compulsory	
		18	30	<b>GPA</b>				18	30	<b>GPA</b>	

5 (5 <sup>th</sup> Semester)						6 (6 <sup>th</sup> Semester)					
Course Code	Course Name	CR	ECTS	Status	Grade	Course Code	Course Name	CR	ECTS	Status	Grade
EDE301	Classroom Management	2	3	Compulsory		EDE302	Assessment and Evaluation in Education	2	3	Compulsory	
EDE303	Ethics in Education	2	3	Compulsory		EDE304	Turkish Education System and School Management	2	3	Compulsory	
FLE309	ELECTIVE III	2	4	Elective		FLE310	ELECTIVE IV	2	4	Elective	
FLE311	ELECTIVE III	2	4	Elective		FLE312	ELECTIVE IV	2	4	Elective	
FLE313	ELECTIVE III	2	3	Elective		FLE314	ELECTIVE IV	2	3	Elective	
FLE303	Teaching English to Young Learners I	3	5	Compulsory		FLE304	Teaching English to Young Learners II	3	5	Compulsory	
FLE305	Teaching English Language Skills I	3	5	Compulsory		FLE306	Teaching English Language Skills II	3	5	Compulsory	
FLE307	Teaching Language and Literature I	2	3	Compulsory		FLE308	Teaching Language and Literature II	2	3	Compulsory	
		18	30	<b>GPA</b>				18	30	<b>GPA</b>	

7 (7 <sup>th</sup> Semester)						8 (8 <sup>th</sup> Semester)					
Course Code	Course Name	CR	ECTS	Status	Grade	Course Code	Course Name	CR	ECTS	Status	Grade
EDE401	Teaching Practice I	5	10	Compulsory		EDE402	Teaching Practice II	5	15	Compulsory	
EDE403	Special Education and Inclusion	2	3	Compulsory		EDE404	Counselling in Schools	2	3	Compulsory	
FLE405	ELECTIVE V	2	4	Elective		FLE404	ELECTIVE VI	2	4	Elective	
EDE405	Community Service Applications	2	3	Compulsory		FLE406	ELECTIVE VI	2	4	Elective	
FLE407	ELECTIVE V	2	4	Elective		FLE402	Test Preparation in English Language Teaching	3	4	Compulsory	
FLE401	Course Development in ELT	3	3	Compulsory							
FLE403	Translation	3	3	Compulsory							
		19	30	<b>GPA</b>				14	30	<b>CGPA</b>	

**TOTALCREDITS 148 - ECTS 240**

## 7. CERTIFICATION OF THE SUPPLEMENT

- 7.1. *Date* :
- 7.2. *Name and Signature* : Ümit Serdaroğlu
- 7.3. *Capacity* : Registrar
- 7.4. *Official stamp or seal* :

## 8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The basic structure of the North Cyprus Education System consists of four main stages as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programs whereas primary education is a compulsory 8 year program for all children beginning from the age of 6. The secondary education system includes “General High Schools” and “Vocational and Technical High Schools”.

The Higher Education System in North Cyprus is regulated by the Higher Education Planning, Evaluation, Accreditation and Coordination Council (Yükseköğretim Planlama, Denetleme, Akreditasyon ve Koordinasyon Kurulu – YÖDAK). Established in 1988, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization. The higher education institutions are established within the framework of the Higher Education Law. All programs of higher education should be accredited by YÖDAK.

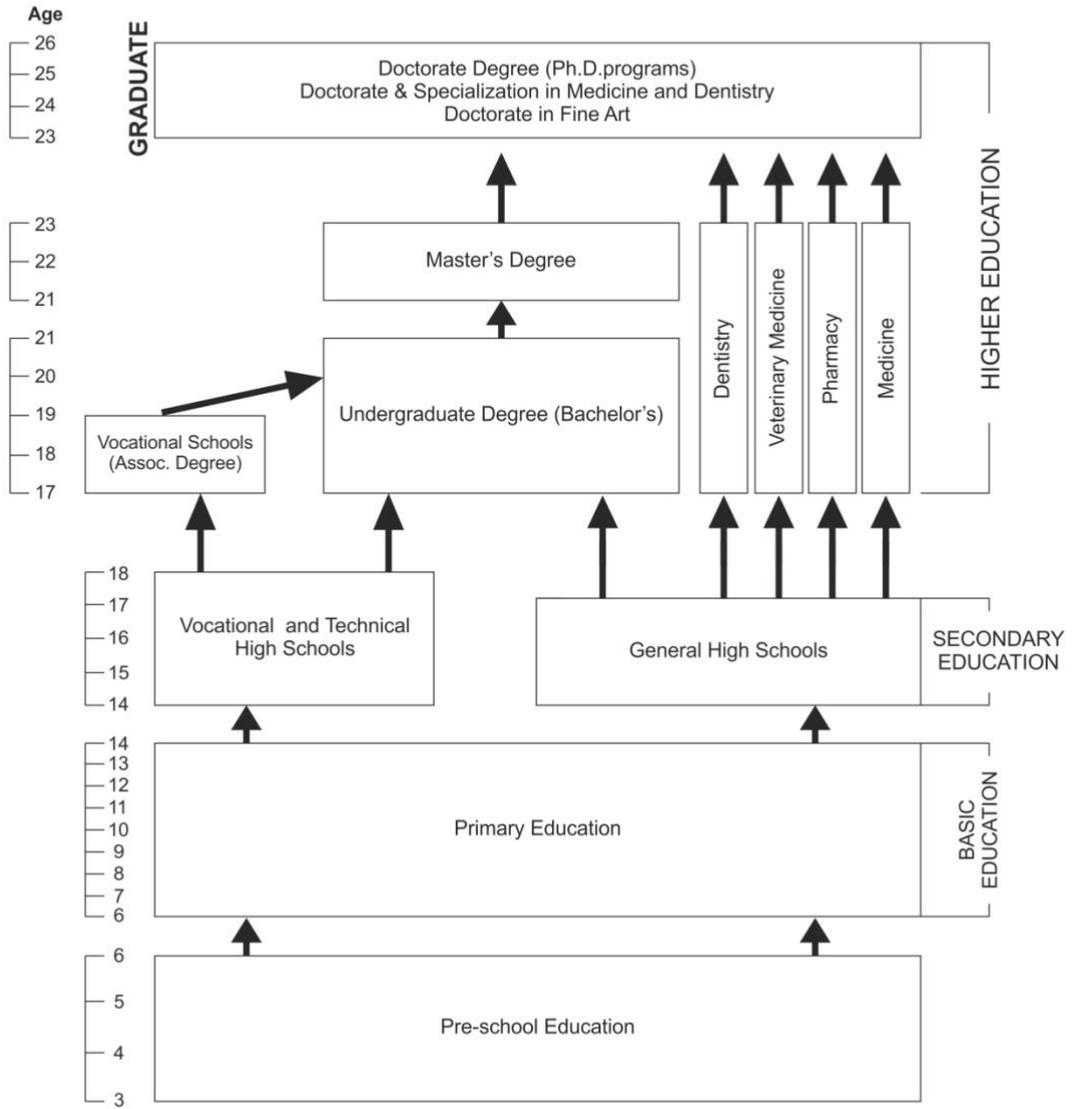
Higher education in North Cyprus comprises all post-secondary higher education programmes, consisting of short, first, second, and third cycle degrees in terms of terminology of the Bologna Process. The structure of North Cyprus higher education degrees is based on a two-tier system, except for dentistry, pharmacy, medicine and veterinary medicine programmes which have a one-tier system. The duration of these one-tier programmes is five years except for medicine which lasts six years. The qualifications in these one-tier programmes are equivalent to the first cycle (bachelor degree) plus secondary cycle (master degree) degree. Undergraduate level of study consists of short cycle (associate degree) - (önlisans derecesi) and first cycle (bachelor degree) - (lisans derecesi) degrees which are awarded after the successful completion of full-time two-year and four-year study programmes, respectively.

Graduate level of study consists of second cycle (master degree) – (yükseklisans derecesi) and third cycle (doctorate) – (doktoraderecesi) degree programmes. Second cycle is divided into two sub-types named as master without thesis and master with thesis. Master programmes without thesis consists of courses and semester project. The master programmes with a thesis consist of courses, a seminar, and a thesis. Third cycle (doctorate) degree programmes consist of completion of courses, passing a qualifying examination and a doctoral thesis. Specializations in dentistry, accepted as equivalent to third cycle programmes are carried out within the faculties of dentistry. Specialization in medicine, accepted as equivalent to third cycle programmes are carried out within the faculties of medicine, and university hospitals and training hospitals operated by the Ministry of Health.

Universities consist of graduate schools (institutes) offering second cycle (master degree) and third cycle (doctorate) degree programmes, faculties offering first cycle (bachelor degree) programmes, four-year higher schools offering first cycle (bachelor degree) degree programmes with a vocational emphasis and two-year vocational schools offering short cycle (associate degree) degree programmes of strictly vocational nature.

Second cycle degree holders may apply to third cycle programmes if their performance at the first cycle degree level is exceptionally high and their national central Graduate Education Entrance Examination (ALES) score is also high and their application is approved. The doctoral degree is conferred subject to at least one publication in a cited and refereed journal.

## GENERAL STRUCTURE OF THE NORTH CYPRUS EDUCATION SYSTEM



**END OF THE CATALOGUE**