

AS OF 2018-2019 ACADEMIC YEAR COURSE CONTENTS OF ENGLISH LANGUAGE TEACHING UNDERGRADUATE PROGRAM

I. SEMESTER

(T U K) AKTS

EGT01 Introduction to Education

(2 0 2) (3)

Basic concepts related to education and training; aims and functions of education; relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education; methodology in educational sciences; school and classroom as an educational and learning environment; current developments in teaching profession and teacher training; trends in education in the twenty-first century.

EGT03 Sociology of Education

(2 0 2) (3)

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, etc.) and their views on education; 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, etc.) and education; development of sociology and sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan etc.); culture and education; school as a social, cultural, moral system and community.

AT109 Principles of Atatürk and History of the Turkish Revolution 1 (2 0 2) (3)

Internal and external reasons that prepared the collapse of the Ottoman Empire; innovation movements in the Ottoman Empire in the XIX. century; intellectual movements in the last period of the Ottoman Empire; political and military situation of the Ottoman Empire at the beginning of the XX. century; World War I and the Armenian issue; the occupation of Anatolia and reactions; Mustafa Kemal Pasha's departure to Samsun and his operations; the period of congresses and the organizational structure; the opening of the last Ottoman Assembly of Deputies and the adoption of the Misak-ı Milli; the preparation for the War of Independence and the material and spiritual foundations of this preparation; The opening and activities of the Grand National Assembly of Turkey; the Treaty of Sèvres; the struggles on the Southern and Eastern fronts; the establishment of the regular army, the Greek attack and the wars on the Western front, the signing of the Mudanya Armistice, the convening of the Lausanne Conference and the signing of the Peace Treaty.

YDİ107 Foreign Language 1

(2 0 2) (3)

Present tense; simple present tense; verbal, reading, writing and listening skills in these tenses; verbal skills (introducing oneself, describing something/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels in restaurants, transportation vehicles such as buses/trains, shopping places, asking questions, etc.); writing skills (writing short messages, writing poster content, filling out forms); listening skills (directions, place/person descriptions, etc.).

GK1 Turkish 1**(3 0 3) (5)**

Written language and its features; spelling and punctuation; features of written and oral expression; paragraph formation and paragraph types (introduction, body, conclusion paragraphs); ways of developing ideas (explanation, discussion, narration, description; description, exemplification, witnessing, comparison, etc.); text structure (structural features of the text, introduction-development-conclusion sections); textuality features (cohesion, coherence; purposefulness, acceptability, situationality, informativeness, intertextuality); text writing (drafting, writing, editing and sharing); writing informative-descriptive text; writing narrative text; writing descriptive text; writing argumentative and persuasive text.

GK2 Information Technologies**(3 0 3) (5)**

Information technologies and computational thinking; problem solving concepts and approaches; algorithms and flowcharts; computer systems; basic concepts of software and hardware; basics of operating systems, current operating systems; file management; utilities (third party software); word processing programs; calculation/table/graphics programs; presentation programs; desktop publishing; database management systems; web design; internet use in education; communication and collaboration technologies; safe internet use; information ethics and copyrights; effects of computers and internet on children/youth.

İNÖ110 Reading Skills 1**(2 0 2) (2)**

Comprehending different perspectives by using original reading texts such as newspapers, magazines, reviews and academic writings; acquiring high-level reading skills such as guessing the relationships between sentences and the main idea of the text, reaching the main idea and using semantic clues between sentences; gaining in-class and extracurricular reading habits; developing critical thinking skills based on synthesizing, analyzing and evaluating information.

İNÖ111 Writing Skills 1**(2 0 2) (2)**

Paragraph forms and structure; technical features of the paragraph; paragraph analysis; paragraph planning; description, comparison, discussion, narration, summary writing, interpretation; short story, review article (on book and/or film) and formal/informal letter writing.

İNÖ112 Listening and Pronunciation 1**(2 0 2) (2)**

The course includes the analysis of authentic listening materials and speech utterances taken from different contexts; it also covers phonological transcription of sound differences and problematic sounds; high-level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation; and phonological transcription.

İNÖ113 Oral Communication Skills 1**(2 0 2) (2)**

Developing the ability to communicate orally by using appropriate expressions and strategies for various oral communication situations; developing the ability to express feelings and thoughts effectively through conversation, presentation and discussion activities; developing speaking and listening comprehension skills by using current, authentic, audio, audiovisual materials.

II. SEMESTER

EGT02 Education Psychology

(2 0 2) (3)

Basic concepts of psychology and educational psychology; research methods in educational psychology; development theories, developmental areas and developmental 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.

EGT04 Philosophy of Education

(2 0 2) (3)

Basic topics and problem areas of philosophy; existence, knowledge, moral/values philosophy and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; philosophy of education and educational movements: Perennialism, essentialism, progressivism, existential education, critical/radical education; educational views of some philosophers in the Islamic world and in the West (Plato, Aristotle, Socrates, J. Dewey, Ibn-i Sina, Farabi, J. J. Rousseau, etc.); human nature, individual differences and education; education in terms of some political and economic ideologies; intellectual movements and education in the modernization process in Turkey; philosophical foundations of the Turkish education system.

AİT110 Principles of Atatürk and History of the Turkish Revolution 2

(2 0 2) (3)

Revolutions in the political field (abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); revolutions in the social field (Hat Revolution, closure of Islamic monastery and zawiyas, Calendar, Clock and Surname Law); revolutions in the field of education and culture (Tevhid-i Tedrisat Law, Alphabet Revolution, Turkish History and Language Revolution); revolutions in the field of law; attempts and reactions to the transition to multi-party life in the Atatürk period (the establishment and closure of the Progressive Republican Party, the Sheikh Said rebellion and the assassination attempt on Atatürk); attempts to transition to multi-party political life in the Atatürk period (the establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policy in the Republican period (Izmir Economic Congress); Turkish foreign policy in the Atatürk period (Population Exchange, membership to the League of Nations, Balkan Treaty and Sadabat Pact); Turkish foreign policy in the Atatürk period (Montreux Straits Convention, Hatay's inclusion to the Motherland, Turkey's bilateral relations with other countries); Definition and scope of Atatürk's intellectual system and Atatürk's principles; Turkey after Atatürk, Democratic Party's years of power, Turkey in 1960s and 1970s, Turkey's foreign policy after 1960.

YDİ108 Foreign Language 2

(2 0 2) (3)

Past tense; future tense; modals (can, could, may, must, etc.); speaking, reading, writing and listening skills in these tenses and modals; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, posters/poster texts, etc.); writing skills (writing text messages, giving written directions, writing e-mails/invitations, etc.); listening skills (weather reports, recipes, etc.).

GK3 Turkish 2**(3 0 3) (5)**

Characteristics of academic language and writing; using definitions, concepts and terms in academic writing; objective and subjective expression; structure and types of academic texts (articles, reports, scientific abstracts, etc.); writing arguments and proposals (verifying, defending or opposing an idea); formal features of scientific reports and articles; steps of report writing; explanation, discussion, establishing intertextual relationships, citing sources (citation and footnote, bibliography); title writing, summarizing, keyword writing; ethical principles to be considered in scientific writing; academic text writing practices.

İNÖ120 Reading Skills 2**(2 0 2) (2)**

Inductive and deductive inference and comprehending the meaning between the lines; comprehending direct and indirect, literal and figurative meanings by examining the information in the reading texts; expressing personal opinions about the texts read in short oral and written form; understanding the fact that the meaning that the reader inferred and the meaning that the author intended may be different from each other.

İNÖ121 Writing Skills 2**(2 0 2) (3)**

Reading to write, writing to be read; raising awareness about the practices to be done before, during and after writing; rewriting by paraphrasing; the ability to revise what they have written; self-evaluation of what they have written; peer evaluation; essay and assignment report writing.

İNÖ122 Listening and Pronunciation 2**(2 0 2) (3)**

Listening sub-skills such as note-taking, making predictions, accessing specific and detailed information, making sense of context, understanding the essence of content; phonetics; focus on authentic listening materials with a variety of English accents taken from a variety of fields such as interviews, films, songs, lectures, television programs and news broadcasts.

İNÖ123 Oral Communication Skills 2**(2 0 2) (3)**

Development of advanced oral communication skills; development of the ability to express feelings and thoughts appropriately through oral activities such as interviews, presentations and discussions; development of advanced speaking and listening comprehension skills through the introduction and application of techniques and strategies for listening comprehension.

İNÖ124 The Structure of English**(2 0 2) (2)**

Development of advanced oral communication skills; development of the ability to express feelings and thoughts appropriately through oral activities such as interviews, presentations and discussions; development of advanced speaking and listening comprehension skills through the introduction and application of techniques and strategies for listening comprehension.

III. SEMESTER**EGT07 Teaching Principles and Methods****(2 0 2) (3)**

Basic concepts related to teaching principles and methods; teaching-learning principles, models, strategies, methods and techniques; setting goals and objectives in teaching; content selection and organization in teaching and learning; teaching materials; planning of teaching and teaching plans; theories and approaches related to teaching; effective school teaching, learning and success in learning; evaluation of classroom learning.

EGT05 Instructional Technologies**(2 0 2) (3)**

Information technologies in education; teaching process and classification of instructional technologies; theoretical approaches to instructional technologies; new trends in learning approaches; current literacies; instructional technologies as tools and materials; design of instructional materials; designing thematic instructional materials; creating a domain-specific object storage, instructional material evaluation criteria.

EGTS Elective 1**(2 0 2) (4)****GKS Elective 1****(2 0 2) (3)****İNÖS Elective 1****(2 0 2) (4)****İNÖ230 English Learning and Teaching Approaches****(2 0 2) (3)**

Meaning of learning and teaching English; purpose and basic principles of English teaching; history of English teaching; reflections of learning and teaching approaches on English teaching; basic skills in English teaching; examples of classroom practice; current trends and problems in English teaching; components of effective English teaching; social, cultural and economic perspectives on English teaching.

İNÖ231 English Literature 1**(2 0 2) (4)**

The cultural history of British and American literature and literature originally written in English; basic terms and techniques used in textual analysis; major textual genres; major movements and periods; the content and style of various genres of short stories, poems, plays and novels from different periods; the contribution of literature to our understanding of life; critical analysis and interpretation of texts and literary arts.

İNÖ232 Linguistics 1**(2 0 2) (3)**

basic concepts of linguistic analysis; concepts of the nature, structure and use of language with the help of awareness raising, error analysis on language learners' data, case studies and comparative analysis of native and foreign languages; components of language as a system; linguistic acquisition and pragmatics, sub-branches of linguistics, types of grammar, linguistic universals, linguistic creativity, linguistic causality, sign languages, artificial languages and interlanguage communication; brain and language, lateralization and handedness, evolution of language, models of human language functioning, research on language use and language disorders (e.g. simultaneous listening test, split brain, WADA test); phonology, acoustic, affective and speech phonology, speech organs, phonemes, vowels and consonants, international phonological alphabet, diphthongs, triphthongs, manner and place of utterance; phonology, sound patterns, similarity, dissimilarity, binding, consonant clusters, consonants, suprasegmentation, stress and melody; semantics, analysis of meaning components, semantic relations, meaning and reference, collocation.

İNÖ233 Critical Reading and Writing 1**(2 0 2) (3)**

To be able to summarize and/or report on selected current studies in the field of English language teaching; to be able to examine studies in their own context and to localize knowledge;

to be able to compare and synthesize texts advocating different views on the same subject and to be able to produce their own original texts.

IV. SEMESTER

EGT08 Research Methods in Education

(2 0 2) (3)

Basic concepts and principles of research methods; research process (recognizing the problem, identifying the problem and sample, data collection and analysis, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, theses and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling, data collection, data analysis in qualitative research; validity and security in qualitative research; article or thesis review, evaluation and presentation; preparing a research report in accordance with research principles and ethics; action research in education.

EGT06 History of Turkish Education

(2 0 2) (3)

Subject, method and sources of the history of Turkish education; education in the first Turkish states; education in the first Muslim Turkish states; education in the Seljuks of Turkey and Anatolian Beyliks; education in the Ottoman Empire: Education system until the first reform movements; education in Turkish states outside the Ottoman geography in the 13-18th centuries; reform movements in education in the Ottoman Empire until Tanzimat; the establishment of the modern education system from Tanzimat to the Republic; reorganization of traditional education; education in other Turkish states and communities in Eurasia in the 19th-20th centuries; education in the period of national struggle; education in the Republic of Turkey: Foundations, structure, establishment and development of Turkish education system; teacher training process from the beginning to today; education in the 21st century in the Turkic world; common goals, language and alphabet unity, common history writing studies.

EGTS Elective 2

(2 0 2) (4)

GKS Elective 2

(2 0 2) (3)

İNÖS Elective 2

(2 0 2) (4)

İNÖ240 English Teaching Programs

(2 0 2) (3)

Basic concepts related to curricula; the development of English curricula from the past to the present; the approach, content and skills that the current English curriculum aims to develop; learning and sub-learning areas; the distribution and boundaries of achievements according to classes, their relationship with other courses; the relationship between English curricula between levels; methods, techniques, tools and materials used; measurement and evaluation approach; teacher competencies.

İNÖ241 English Literature 2

(2 0 2) (4)

British and American literature and authors and works from different periods of literature originally written in English; periods and main movements of literature written in English; basic

concepts, terms, techniques in these literatures using sample texts from various periods; literary, philosophical and scientific movements.

İNÖ242 Linguistics 2

(2 0 2) (3)

Error analysis, case study and comparative analysis of native and foreign language data from language learners and concepts related to the nature, structure and use of language; morphology: dependent and independent morphemes, compounds, inflectional and derivational morphemes, morphosyntactic analysis, grammatical language typing, hierarchical internal structure analysis of words, morphosyntactic phonological variability; syntax: lexical categories, phrases, clauses, clause structures, alternating generative grammar, administration and binding, minimalist program, member structure, role; pragmatics: demonstration, inference, principles of speech, speech act and subtlety; sociolinguistics: dialect, section, style; discourse: criteria of textuality, cohesion elements, discourse connections, functions, discourse status, institutional discourse.

İNÖ243 Language Acquisition

(2 0 2) (3)

Theories of first and second language acquisition (behaviorism, innateness, information processing, connectionist models, interactional approach); stages and processes of first and second language development; case studies, comparative analysis of first and target language use from corpus data, comparison of second language acquisition in children and adults through recordings and transcriptions of second language interaction in the classroom, developmental stages in first language acquisition, stages of morpho-syntactic development in second language, second language acquisition processes, learner characteristics in second language acquisition and individual differences in final acquisition (e.g.; personality influence, language ability, intelligence, age of acquisition, motivation and attitude, learner preferences and beliefs), differences in second language and foreign language learning contexts (e.g.: natural and formal educational settings).

V. SEMESTER

EGT11 Classroom Management

(2 0 2) (3)

Basic concepts of 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 behavior in the classroom, communication and interaction process in the classroom; student motivation in the classroom; time management in the classroom; teacher as an instructional leader in the classroom; management of teacher-parent conferences; creating a positive classroom and learning climate; case studies on classroom management according to school levels.

EGT12 Morals and Ethics in Education

(2 0 2) (3)

Basic concepts and theories related to morality and ethics; ethical principles, ethical rules, business and professional ethics/ethics; teaching profession with its social, cultural, moral, ethical aspects; ethical principles in the process of education, teaching, learning and evaluation; ethical principles in relations with educational stakeholders (employers/administrators, colleagues, parents, professional organizations and society); moral/ethical responsibilities of education/school administrators, parents and students; unethical behaviors in business and professional life; ethical regulations related to public administration, education and teachers in Turkey; unethical behaviors, ethical dilemmas, problems and solutions in school and education;

moral/ethical education and ethics committees in schools; school principal and teacher as a moral/ethical leader.

EGTS Elective 3 (2 0 2) (4)

GKS Elective 3 (2 0 2) (3)

İNÖS Elective 3 (2 0 2) (4)

İNÖ350 Teaching English to Young Learners 1 (3 0 3) (5)

Differences between early language learners (5-12 years) and learners of other ages (in terms of learning language structure, skills and sub-skills) and misconceptions about early language learners; learning styles (visual, auditory and affective) and strategies (e.g. metacognitive, cognitive, socio-cognitive) of early language learners; activities for teaching vocabulary, language skills, language structure (e.g.: puzzles, stories, games and simulations), audiovisual metacognition, cognition, socio-affective); developing activities (e.g.: puzzles, stories, games and simulations), audio-visual aids (e.g.: pictures, real objects, cartoons, puppets and songs) for teaching vocabulary, language skills, language structure; selecting, sequencing, adapting and evaluating teaching points according to learners' language levels and cognitive and affective development.

İNÖ351 Teaching English Language Skills 1 (3 0 3) (5)

Different phases and techniques of listening, speaking, phonics and vocabulary teaching; development of language awareness and teaching skills for learners of different ages and language proficiency levels; principles and techniques of lesson planning for different proficiency levels.

İNÖ352 Language and Literature Teaching 1 (2 0 2) (3)

Focus on the use of literature in language teaching; examples of short stories and novels selected from British and American literature and works originally written in English, and the different characteristics 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 stories and novels) in terms of theory and practice, analyzing 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 native and target languages and cultures from comparative and contrastive perspectives; proverbs and idioms, stereotypes carrying cultural values; social structures, roles and relations; traditions/customs/ customs; beliefs, values, prohibitions and taboos, superstitions specific to societies; political, historical and economic background; cultural institutions; figurative/ connotative connotation, use of humor.

VI. SEMESTER

EGT09 Turkish Education System and School Management (2 0 2) (3)

The formation of education systems and the structure of the Turkish education system; basic laws regulating the Turkish education system; central, provincial and foreign organization of

the Ministry of National Education; education 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; organization-management theories and processes; school as a social system and organization; management of human resources; student personnel affairs; affairs related to education and training; affairs related to school management; school, environment, society and family relations; current debates and trends related to the Turkish education system and school.

EGT10 Testing and Evaluation in Education (2 0 2) (3)

The place and importance of measurement and evaluation in education; basic concepts of measurement and evaluation; psychometric (validity, reliability, usefulness) properties of measurement tools; development and application of achievement tests; interpretation of test results and giving feedback; analysis of test and item scores; evaluation and grading.

EGTS Elective 4 (2 0 2) (4)

GKS Elective 4 (2 0 2) (3)

İNÖS Elective 4 (2 0 2) (4)

İNÖ360 Teaching English to Young Learners 2 (3 0 3) (5)

Different syllabus types (story-based, content-based, theme-based, task-based) for early learners (5-12 years); effective use of children's literature in the selected syllabus type, classroom management, language presentation and exercises.

İNÖ361 Teaching English Language Skills 2 (3 0 3) (5)

Detailed examination of the different phases and techniques of teaching reading, writing and grammar; development of language awareness and teaching skills for groups of learners of different ages and language proficiency; principles and techniques of lesson planning for different proficiency levels.

İNÖ362 Language and Literature Teaching 2 (2 0 2) (3)

Focus on the use of literature in language teaching; analysis of selected examples of poetry and plays from British and American literature and works originally written in English, and the features that distinguish these two genres from other literary genres; activities to draw attention to the richness of the content of literary texts; the use of poetry and plays and the teaching of cultural elements: objects and products of the native and target language and culture from comparative and contrastive perspectives; proverbs and idioms, stereotyped expressions carrying cultural values; social structures, roles and relationships; customs/traditions/customs; beliefs, values, prohibitions and taboos, superstitions specific to societies; political, historical and economic background; cultural institutions; figurative/conversational connotation, use of humor.

VII. SEMESTER

EGT14 Special Education and Inclusion (2 0 2) (3)

Basic concepts related to special education; principles and historical development of special education; legal regulations related to special education; diagnosis and evaluation in special

education; individualization of teaching; inclusion and support special education services; family participation in education and cooperation with family; characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies in classroom management and behavior management.

EGT15 Practice Teaching 1

(2 6 5) (12)

Making observations about field-specific teaching methods and techniques; making individual and group micro-teaching applications using field-specific special teaching methods and techniques; developing field-specific activities and materials; preparing teaching environments, managing the classroom, measuring, evaluating and reflecting.

EGTS Elective 5

(2 0 2) (4)

İNÖS Elective 5

(2 0 2) (4)

İNÖ470 Developing Course Content in ELT

(3 0 2) (4)

Theories and principles of course content and materials design in English language teaching (e.g: selection, adaptation, development and evaluation of content and materials in English language teaching) and the main arguments for and against the use of English language textbooks; the relationship between method, ideology and textbook author; the 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, authentic, real-world contextualized, holistically based materials that help learners interact with each other and with the teacher; adaptation and development of materials for language teaching, adapting textbook materials to specific learning needs and instructional contexts, English language teacher candidates designing their own teaching aids and teaching aids according to the appropriate method, student level, needs and the current school environment; English content and materials evaluation, language materials and textbook evaluation criteria for the use of English textbooks in the CLT classroom, and current HLT methods on content and materials design.

İNÖ471 Translation

(3 0 2) (3)

Within the scope of this course, Turkish-English and English-Turkish translations are proposed in different text types; the relationship between grammatical structure and context in the translation process is examined; it is aimed to increase the awareness of prospective teachers about the similarities and differences between the two languages; the harmony between translation approaches and text types is emphasized.

VIII. SEMESTER

EGT13 Guidance in Schools

(2 0 2) (3)

The place of guidance and psychological counseling (RPD) services in education; philosophy, purpose, principles and program of developmental guidance model (comprehensive developmental RPD program); basic services / interventions; role and function of teachers in classroom guidance; competencies to be gained in educational, professional, personal and social areas within the scope of RPD services; cooperation between school administrators and teachers

and guidance counselors and psychological counselors; preparation and implementation of classroom RPD plans and programs.

EGT16 Practice Teaching 2

(2 6 5) (12)

Making observations related to field-specific special teaching methods and techniques; making micro-teaching applications using field-specific special teaching methods and techniques; planning a lesson independently; developing activities and materials related to the course; preparing teaching environments; managing the class, measuring, evaluating and reflecting.

EGTS Elective 6

(2 0 2) (4)

İNÖS Elective 6

(2 0 2) (4)

İNÖ480 Exam Preparation and Evaluation in ELT

(3 0 3) (4)

Types of exams and measurement methods used for different age groups and language levels in language skills teaching; principles for measuring and evaluating language skills; question types used in measuring reading, writing, listening, speaking, vocabulary and grammar levels; exam preparation techniques and evaluation criteria; preparation of various question samples and exam evaluation studies.

GKS Community Service

(1 2 2) (3)

Concepts of society, community service practices and social responsibility; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of identified social problems; taking part in social responsibility projects as a volunteer individually and as a group; participating in social responsibility projects in various institutions and organizations; participating in scientific activities such as panels, conferences, congresses, symposiums as audience, speakers or organizers; evaluating the results of social responsibility projects.

FIELD EDUCATION ELECTIVES

İNÖS01 Language and Society

(2 0 2) (4)

Basic concepts and technical terms in the context of language-society relationship; geographical and social differences in linguistic communities; the relationship between social strata and linguistic communities; changes in language; language and culture; language planning.

İNÖS02 World Englishes and Culture

(2 0 2) (4)

The use of English as an international language, English as a lingua franca and the different uses of English around the world; the reflections of the use of English as an international language on English language teaching and teacher training; developing students' awareness of the relationship between language and culture and examining the place of culture in language teaching; evaluating cultural elements by examining materials such as textbooks, literary works, films, TV programs and advertisements.

İNÖS03 Pragmatics and Language Teaching**(2 0 2) (4)**

Information about basic pragmatics concepts and models; applying subtlety theory to English language teaching; preparing materials for teaching case-dependent words in English.

İNÖS04 English Textbook Review**(2 0 2) (4)**

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

İNÖS05 Drama in English Language Teaching**(2 0 2) (4)**

Definition and meaning of the term drama; psycho-drama, creative drama, educational drama, socio-drama, etc. concepts; drama-game relationship; history of drama practices in education; structure and implementation stages of drama in education; drama environment and teacher qualifications; evaluation of drama; drama examples suitable for the educational objectives of the field, development and implementation of examples.

İNÖS06 Designing Materials in ELT**(2 0 2) (4)**

Using field-specific instructional technologies; software types and purposes of use; design and development principles of materials to be used in teaching the field; determination of material needs; designing two- and three-dimensional teaching materials; worksheets; transparencies; development of teaching materials such as VCD, DVD, MP3 and MP4 files; evaluation of in-class applications for different teaching materials.

İNÖS07 Current Approaches to Teaching English**(2 0 2) (4)**

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

İNÖS08 English Vocabulary Teaching**(2 0 2) (4)**

It focuses on helping students to analyze the relationships between English vocabulary, semantics and discourse and to develop their ability to teach English vocabulary using an integrated language skills approach; students are given the opportunity to evaluate the varieties of English words, the ways in which words are formed and the different meanings of words in context; elements of vocabulary teaching in the classroom and the various types of texts, resources such as dictionaries and corpora, and vocabulary teaching techniques that can be used in the classroom are covered; the course also focuses on exams that can be used to measure English vocabulary knowledge and teaching/learning strategies to support students' vocabulary learning.

İNÖS09 English in Mass Communication**(2 0 2) (4)**

Students will be able to recognize the types of international mass media, both print and electronic, such as newspapers and magazines; be aware of the special language elements in English in international mass media and develop their skills in using them; gain the ability to analyze and analyze letters to the editor, articles and columns, find the main idea and write reports; will be able to compare the validity and reliability of news and articles in mass media with different views and societies; will be able to write short news, headlines, advertisements, letters to the editor using the style, vocabulary and grammar structures used in mass media; will also analyze how the target language uses its language while reflecting its own culture.

İNÖS10 Assessment of Learning in the Classroom**(2 0 2) (4)**

Measurement tools used in education and their properties; tools based on traditional approaches: Written exams, short answer exams, true-false type tests, multiple choice tests, matching tests, oral examinations; tools for getting to know the student in multiple ways: Observation, interview, performance assessment, student product file, research papers, research projects, peer assessment, self-assessment, attitude scales; issues to be considered in the evaluation of student achievement; evaluation of learning outcomes and grading.

İNÖS11 Sociolinguistics and Language Teaching**(2 0 2) (4)**

In this course, sociolinguistics is defined as the study of language in the context of the society in which it is spoken; students are given information about the fields and forms of sociolinguistics; students are informed that there are different uses of language in society and how they vary according to region, social classes and ethnic origins; at the end of the course, students will be able to understand how language use varies in a society and how sociolinguistics is related to language teaching.

İNÖS12 Discourse Analysis and Language Teaching**(2 0 2) (4)**

At the end of the course, prospective English teachers will be able to analyze coherence and coherence in texts by examining real language use in different discourse genres; discuss the contribution of coherence and coherence to language teaching; explain the connection between discourse analysis and language teaching.

İNÖS13 Integrated Language Skills Teaching**(2 0 2) (4)**

Teacher candidates will learn teaching methods and techniques that will enable them to teach communicative language skills within a lesson plan and in an integrated manner; how to integrate reading, speaking, listening and writing skills within a lesson plan, especially in the adolescent and adult classroom, how to integrate language elements such as grammar, vocabulary and pronunciation into this skill-based lesson plan, if there are any in the course objectives.

GENERAL CULTURE ELECTIVES**GKS01 Addiction and Fight Against Addiction****(2 0 2) (3)**

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 addiction; communication skills in addicted children, adolescents and

adults; the role of social work in addiction; models related to addiction; addiction prevention efforts; consequences of addiction; national policy and strategy methods in combating addiction; readjustment process.

GKS02 Nutrition and Health (2 0 2) (3)

Natural and healthy nutrition; combating obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; combating addiction (tobacco, alcohol, substance abuse, etc.); traffic, disaster and first aid.

GKS03 Science History and Philosophy (2 0 2) (3)

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.

GKS04 Ethics in Science and Research (2 0 2) (3)

Science, the nature and development of science and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behaviors and ethical violations in the research process; ethical problems related to authorship and copyright; biased publication, editing, refereeing and ethics; publication ethics and unethical behaviors in the publication process; legal legislation and committees related to research and publication ethics; ways to detect ethical violations; common research and publication ethics violations and methods to prevent them.

GKS05 Economy and Entrepreneurship (2 0 2) (3)

Basic concepts of economics and economic systems; basic concepts of business and business management; establishment, objectives and legal structure of business; management processes and functions in businesses; management of human resources and other resources; entrepreneur and entrepreneurship concepts, success factors in entrepreneurship; entrepreneurship culture, entrepreneurship process and entrepreneurship types; career planning, original ideas, extraordinary examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises; management processes and functions in small enterprises; business idea development, innovation and innovation, making a business plan, elements of a business plan, writing and presentation; preparing a project on entrepreneurship in a specific field and subject.

GKS06 Traditional Turkish Handcrafts (2 0 2) (3)

Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; contributions to the economy of the individual, society and the country; historical development of traditional Turkish arts (Huns, Gokturks, Uighurs, Seljuks, Seljuks, Principalities and Ottoman Period); Ahilik and Lonca Organization; institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and construction 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 inlaid) arts; tile-ceramic and stone embroidery arts; education, production and marketing of traditional Turkish arts.

GKS07 Human Rights and Democracy Education

(2 0 2) (3)

The concept of human rights and its historical development; types of human rights; democracy conceptions, principles, approaches and human rights; democracy education and democratic education; family and democracy education; education as a human right; pre-school education and democracy education; primary school curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

GKS08 Human Relations and Communication

(2 0 2) (3)

Definition and classification of interpersonal relationships; theoretical approaches to interpersonal relationships (psychoanalytic, attachment, contemporary theories); theoretical approaches to interpersonal relationships (social, psychological, cognitive theories); interpersonal relationships as a developmental process (infancy and childhood, adolescence and adulthood); factors affecting interpersonal relationships; 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.

GKS09 Career Planning

(2 0 2) (3)

Career concept, career planning and its 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, letters of introduction, job interview, aims, methods and types, interview preparation and interview stages; situations that may be encountered in interviews; question types, body language, gestures.

GKS10 Culture and Language

(2 0 2) (3)

Basic concepts related to language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture from individual and social perspectives; culture as unifying and separating; culturalization, acculturation, cultural diffusion and adaptation; culture in terms of cognitive, symbolic, structural-functional approaches; language as a system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language to convey knowledge and culture, to establish social relations and communication; the development and transmission of language and culture; national identity and language; the dynamics of changes in culture and language; discussions on the interaction of changes in culture and language; national cultures; globalization, multilingualism and multiculturalism.

GKS11 Media Literacy

(2 0 2) (3)

Information literacy; conscious use of the internet and social media; the effects of social media on individuals; information dissemination and misleading power; news dissemination power; media and perception management; legal rights and responsibilities regarding media and

internet; copyright; personality rights; information privacy; privacy violation; language use in the media; news value and quality analysis; popular culture; male and female roles in the media; consumer culture and advertisements; stereotyping in the media.

GKS12 Vocational English

(2 0 2) (3)

Basic English reading-writing-listening skills; basic concepts of child development and stages; basic concepts of basic education and secondary education; basic concepts related to 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, patterns, etc.); writing skills (writing a petition, preparing a report, creating a CV, writing a text message, creating lesson objectives, etc.); reading skills (reading written texts using web 2.0 tools, etc.); Translation studies in the related teaching field.

GKS13 Art and Aesthetic

(2 0 2) (3)

Art, fine arts, craft and culture; art and education; art, creativity and the work of art; philosophy of art and aesthetics; theories of art and aesthetics; art criticism; art history, art in pre-modern, modern and postmodern periods; art and social context; art and everyday life; Turkish-Islamic art-aesthetics and works of art; the position of art and craftsmen in the process of social change; the development of art in Turkey; contemporary conceptions of art; civilization building and art; art, aesthetics and morality.

GKS14 Turkish Folk Games

(2 0 2) (3)

Definition of folklore; rhythm and perception studies, game and folk dance-figure studies; local differences in folk dances, figure studies, local figures, bar type local figure learning, halay and spoon type local figure learning, horon and welcome type local figure learning, zeybek type local figure learning; studies about the attitude and ways of playing the learned dances; staging of folk dances, staging types and differences.

GKS15 Turkish Sign Language

(2 0 2) (3)

Basic concepts related to sign language; Turkish sign language, its history and features; letters in Turkish sign language; phonology; internal structure of the sign, simultaneity and succession; hand alphabet in terms of phonology; 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; mutual conversation with Turkish sign language.

GKS16 Turkish Cultural Geography

(2 0 2) (3)

Culture, human and society; Turkish culture and Turkish civilization; The first ethnographic sources about Turks; Turkish states in history; State, administrative, military and social structure in Turks; Folk beliefs and mythology in Turks; The relationship between human and space in Turks; Oral, written and material culture in Turks; Family structure in Turks; Demographic and cultural consequences of migrations in Turkish history; Spreading areas of Turkish culture and its impact on neighboring geographies; Tangible and intangible cultural heritage of Turkey; Transfer of natural and cultural heritage to future generations.

GKS17 Turkish Music**(2 0 2) (3)**

Music elements of Turkish communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals and festivals, etc.), mythological elements in Turkish Folk Music repertoire, music genres existing in Turkish States and Communities, development of Turkish Folk Music and Turkish Art Music in the historical process; mutual interaction of different traditions and styles related to music; instruments, composers, performers and sample works.

GKS18 Turkish Art History**(2 0 2) (3)**

Art styles from Hun Art, Gokturk, Uighur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Principalities and Ottoman period, architecture, sculpture and painting examples of these periods are examined comparatively; Starting from the Republican Period Art, today's Turkish artworks and artists.

PROFESSIONAL KNOWLEDGE ELECTIVES**EGTS01 Open and Distance Education****(2 0 2) (4)**

Basic concepts and philosophy of open and distance learning; development of distance education in the world; 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; personalized learning environments; problems related to open and distance education and their solutions; open and distance education applications in teacher training; individual teaching material development and student support services in open and distance education; determining teaching strategies for different learning situations; research and evaluation in distance education.

EGTS02 Child Psychology**(2 0 2) (4)**

Basic concepts, history and methods of child psychology; prenatal development; developmental areas and characteristics of infancy; developmental areas and characteristics of early childhood; developmental areas and characteristics of late childhood; child in family structure; child in school system; childhood adjustment and behavior problems; children with special needs.

EGTS03 Attention Deficit and Hyperactivity Disorder**(2 0 2) (4)**

Definition and characteristics of attention deficit and hyperactivity disorder (ADHD); basic symptoms of ADHD (attention deficit, hyperactivity and impulsivity); effects of ADHD on the child in terms of social, emotional and school success; causes of ADHD; risk factors in the formation of ADHD; types of ADHD; approach to children with ADHD; guidance of students with ADHD; education of children with ADHD; ensuring school-family cooperation.

EGTS04 Educational Law**(2 0 2) (4)**

Basic concepts of law and administrative law; sources of administrative law; rights and duties in administration; Convention on the Rights of the Child and Declaration of Human Rights; administrative and judicial supervision of teachers; basic laws establishing and regulating the Turkish Education System; duties, rights and responsibilities of educational stakeholders.

EGTS05 Anthropology of Education**(2 0 2) (4)**

Subject, basic concepts, history and methodology of anthropology; basic approaches in social-cultural anthropology; anthropological aspects of education and basic concepts of educational anthropology: Culture, acculturation, 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; roles of parents and children in Turkish family structure.

EGTS06 Education History**(2 0 2) (4)**

Education in Antiquity (Ancient Egypt, Mesopotamia, Anatolia, India, China, Ancient Greece and Rome); education in Eastern, Western and Islamic societies in the Middle Ages and New Age; Renaissance, Reformation, Enlightenment Movements and education; education in the Industrial Age and Modern Period; relations of Islamic culture and civilization with Western civilization; the emergence of national/nation states and the development of national education systems; post-modern society debates and education; the main changes and transformations in education in the world since ancient times.

EGTS07 Drama in Education**(2 0 2) (4)**

Basic concepts of drama and creative drama (drama, creativity, creative drama, play and theater pedagogy, communication-interaction, role playing, improvisation, action, dramatic play, children's theater, puppetry, mime, etc.); stages, dimensions and elements of creative drama; role playing and improvisation; history of creative drama; social events and creative drama relationship; application steps of drama in education; resources that can be used in drama in education; preparation and implementation of creative drama lesson plan; contribution of drama to individual and social development.

EGTS08 Extracurricular Activities in Education**(2 0 2) (4)**

Concepts of formal curriculum and extracurricular activities / implicit curriculum in education; approaches related to implicit curriculum; cognitive and affective domain learning and implicit curriculum; school as a place of ritual; school ceremonies as extracurricular activities in school; the importance and management of social, cultural, sportive and artistic activities in school; the place and importance of implicit curriculum in values education; extracurricular activities (commemoration, celebration, meeting, graduation etc.) in terms of values education.

EGTS09 Program Development in Education**(2 0 2) (4)**

Basic concepts related to curriculum development; theoretical foundations of curriculum development; types of curriculum; philosophical, social, historical, psychological and economic foundations of curricula; characteristics of curriculum development and curricula; stages of curriculum development; basic elements of curriculum (objectives, content, process, evaluation) and relationships between elements; classification of objectives and their relationship with curriculum elements; content arrangement approaches; determination of educational needs; curriculum development process and models; curriculum design approaches; curriculum evaluation models; curriculum literacy; duties and responsibilities of teachers in the

development of curricula; characteristics of MEB curricula; implementation of curricula; new approaches and trends in curriculum development in the world and in Turkey.

EGTS10 Project Preparation in Education (2 0 2) (4)

Project concept and project types; curricula and project-based learning; project programs in schools (TUBITAK, EU and others); topic selection for the project; literature review; logical framework in the project; project planning and management; application of scientific method in the project; project report preparation and development; finalizing the project report; project evaluation and examination of good examples; project presentations, poster and brochure design techniques.

EGTS11 Critical and Analytical Thinking (2 0 2) (4)

Basic concepts and definitions; the brain as an organ of thinking, ways of thinking and grouping 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.

EGTS12 Education for Hospitalized Children (2 0 2) (4)

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; preparing and implementing activity plans such as games, music, art, drama, mathematics, stories, etc. for hospitalized children; interaction between hospital schools and terminally ill children, their families and staff.

EGTS13 Inclusive Education (2 0 2) (4)

Inclusion and the content of inclusion; inclusive education: definition, content and importance; legal bases of 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 action plans for inclusive education; inclusive education practices: characteristics that differentiate students, effective communication, language used, psycho-social support, differentiating instruction and examples, methods and techniques, planning instruction, inclusion in course materials and selection of inclusive activities; course design practices.

EGTS14 Character and Value Education (2 0 2) (4)

Conceptual framework: Character, personality/personality, value, virtue, morality, morality, temperament, temperament, etc.; character development and education; family, environment and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious, moral foundations; character and value education approaches and practices; intercultural differentiation and culture of living together in character and value education; character and value education in terms of educational philosophy and goals; teaching methods and techniques in character/value education; values

crisis and education in modern and multicultural societies; value education in the process of human-cultural development; examples of value education from Turkish educational and cultural history, values education practices and research in Turkey; teacher as a role model in character and value education.

EGTS15 Comparative Education

(2 0 2) (4)

Definition, scope and history of comparative education; methods and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school levels, human resources, financing of education, privatization in education, policy making, planning and implementation in education; 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; globalization and internationalization in education; international exams, institutions and organizations related to education.

EGTS16 Micro Teaching

(2 0 2) (4)

Basic concepts and principles of effective teaching and learning; professional competence, attitudes, roles and behaviors of teachers; preparing lesson plans; scope, benefits and limitations of micro teaching method; preparing active learning activities suitable for the subject; sample lecturing practices in the classroom; video recording of lecture presentations; evaluation of the lesson by using the records; development of prepared activities and lectures.

EGTS17 Museum Education

(2 0 2) (4)

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

EGTS18 Out-of-School Learning Environments

(2 0 2) (4)

Concepts of out-of-school education and learning; the scope and importance of out-of-school learning; teaching in out-of-school environments; 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 centers, zoos, botanical gardens, planetariums, industrial organizations, 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.

EGTS19 Learning Disability

(2 0 2) (4)

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

EGTS20 Individualizing and Adapting Instruction**(2 0 2) (4)**

The concept of individualization and its importance in education; what needs to be done for individualization: curriculum-based assessment, rough assessment, preparing criterion-dependent assessment tools, rules to be followed in assessment; determining long-term and short-term teaching objectives; arrangements that can be made in classrooms and schools for inclusion / integration; adapting teaching; examples of individualization and adaptation in inclusion / integration classes.

EGTS21 Sustainable Development and Education**(2 0 2) (4)**

The concept of sustainability and its areas of use; sustainability in terms of social sciences and sciences; sustainability in the context of social change; education and sustainability; the future of humanity and sustainability; migration, poverty and inequality; sustainable environment; ecology, global environmental problems 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.

EGTS22 Adult Education and Lifelong Learning**(2 0 2) (4)**

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