**COURSE CONTENTS**

**COMPULSORY COURSES**

**Scientific Research Methods and Publication Ethics;**

In this course, students will be provided with all the basic knowledge that will contribute to the qualitative research process, from formulating ideas to data analysis and interpretation. In the course, students will be expected to generate research questions, conduct a literature review, distinguish different sample types, and use a variety of data collection methods. The general aim of the course is to enable students to conduct qualitative research. Furthermore, they will comprehend the basic knowledge about the ways of collecting and analyzing data which is necessary to conduct qualitative research.

**Seminar;**

Presentation and discussion of selected topics from the field of English language teaching. Under the supervision of an instructor, seminar studies aim to gain hands-on experience on the subject by conducting independent research and to build public speaking skills by explaining the subject. Determining the subject of the study, researching secondary sources, and using them in the study, field research, preparing the draft study in view of the information obtained, making the necessary corrections, and completing the report in accordance with the report writing rules and finally presenting and discussing the report to the audience constitute the scope of this course.

Presentation and discussion of selected topics from the field of English Language Teaching. In seminar studies conducted under the supervision of an instructor, it is aimed to gain experience in this subject by conducting independent research and developing the ability to speak in front of the public by explaining the subject. Determining the subject of the study, researching secondary sources and using them in the study, field research, preparing the draft study in the light of the information obtained, making the necessary corrections and completing the report in accordance with the report writing rules and finally presenting and discussing the report to the audience constitute the scope of this course.

**ELECTIVE COURSES**

**Teaching Language Skills;**

Explaining and discussing the teaching methods, techniques, and materials of listening, speaking, reading comprehension, and writing skills in a foreign language with examples.

**Research Methods;**

In this course, students will be introduced to various quantitative research techniques and will be able to conduct research using the technique required for their studies.

**English Learning Theories and Teaching Methods;**

Examination and evaluation of approaches, methods, and techniques in language learning and English teaching theories, and discussion of their classroom applications.

**Language Learning and Teaching in the Post-Method Era;**

From grammar-translation to individual variation, English language teaching methods have evolved over a long period of time, and some experts have argued that the methods are almost entirely effective within their own contexts and environments. Therefore, it is very important for teachers to choose and apply methods based on their teaching context. The main purpose of this course is to inform teachers about specific learning and teaching contexts and to emphasize the eclectic concept of the teacher that has emerged in the post-method period. The eclectic concept of teaching sees each teacher as a researcher of his or her own classroom. By becoming familiar with this concept, teachers will be able to apply the research methods they have learned more effectively in the classroom, which in turn will improve student learning.

**21st-Century Language Teaching;**

This course covers the post-method era in foreign language teaching and current issues emerging in this period as well as innovative theories and teaching methods presented in language teaching. By discussing new approaches to language teaching alongside traditional methods, this course aims to enable participants to think critically about how to apply what they have learned in their own teaching contexts.

**Linguistics;**

Analyzing the basic theories of second language acquisition in terms of second language development and learning.

**Classroom Management;**

Presenting various classroom management strategies, such as the role of the teacher and students in the classroom and analyzing and organizing classroom management strategies.

**Material Assessment and Adaptation;**

The theory and principles of course materials design and the main arguments for and against the use of textbooks; the relationship between method, ideology and the textbook author; the format for the selection of course materials: learner language proficiency, learnability, ease of use, cultural context, appropriateness of communicative interaction and language use, authentic, real-world contextualized materials based on corpora that help learners 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. A key objective of this course is to enable participants to develop an understanding of textbook evaluation and the selection of textbooks that are appropriate for their purpose; to provide them with the skills necessary for developing teaching materials, and to assist them in developing materials that are appropriate for their own language teaching environment.

**Assessment and Evaluation in Education;**

Assessment and evaluation techniques in language teaching and analyzing and interpreting the answer options in the processes to be followed in preparing different types of exams suitable for different statistical methods.

**Career Development;**

This course is designed to develop students' competencies by reinforcing their professional knowledge and skills; to increase their interest, attitude, and motivation toward the teaching profession. The objective of this course is to equip students with the ability to examine current theories, models, principles, methods and techniques, rules, and characteristics associated with the process of teaching and learning assessment.

**Children’s Literature;**

Conducting studies on children's literature; folklore, poetry, story, fiction and prose writing; examining child development in relation to literature.

**Alternative Assessment;**

Designing process-based tasks and criteria; various types of assessment; project and file assessment; classroom assessment tasks and grading criteria. The goal of this course is to introduce participants to process-oriented tasks and evaluation assessment, as well as emphasize the importance of using assessment to facilitate learning.

**Social Emotional Learning in Foreign Language Teaching;**

This course aims to introduce students to the theories and strategies of social-emotional learning in foreign language teaching. Major areas of discussion include Social Emotional Learning (SEL), components of SEL; students' SEL needs, and the pedagogical implications of research on language teaching. The main aim of this course is to teach pre-service teachers what social and emotional learning is and the theories of social and emotional learning, to teach the five main skills proposed by CASEL, self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and to enable them to develop their own methods and apply them in the classroom.

**Critical Discourse;**

The course will begin with a discussion of the theoretical and methodological traditions in the field of Critical Discourse Analysis, and then will focus on the analysis of oral, written, and visual texts with some critical approaches. Critical Discourse Analysis examines how social and power relations, identities, and knowledge are constructed through the use of language and written, visual, and spoken texts in social settings.

**Stylistics and Syntactic Discourse Analysis;**

Examination of the relationship between language use and context; discussion of different types of texts, oral and written, literary and non-literary, and their characteristics.

**Academic Writing;**

The academic writing course enhances students' ability to write proficiently across multiple disciplines. This course teaches the structure and content of professional research. The objective of this course is to foster the growth of students' critical thinking abilities and enhance their proficiency in academic writing, allowing them to produce research reports and articles that align with professional standards. This course covers contemporary, descriptive, argumentative, and analytical writing in the field of science literature.

**Comparative World Cultures;**

Students will gain a comprehensive understanding of the significant contributions made by various cultural traditions, arts, and humanities from around the world. This course examines the thematic content of world art, literature, music, and philosophy, providing a continuum of knowledge of world cultural traditions.

**Individual Differences in SLA;**

This course will familiarize students with contemporary topics in the field of foreign language education and equip them with the skills to critically evaluate these issues through the lens of individual learners. Special attention will be paid to student contributions to language learning, including the critical aspects of students' individual perspectives and the examination of students themselves from multiple perspectives. Other topics which will be addressed in this course are the identity of the language learner; a critical analysis of the individuality of language learners; emotionality in language learning; and the pedagogical implications of research on learners themselves in language teaching methodology. The objective of this course is to acquaint students with contemporary challenges in the field of language education and empower them to critically analyze these challenges from an individual student's standpoint. Another aim of the course is to raise students' awareness of the critical aspects of individual learner differences and their contribution to language learning, including the examination of students themselves from multiple perspectives.

**Contemporary Topics in ELT;**

This course covers the post-method era in foreign language teaching and current issues emerging in this period and innovative theories and teaching methods presented in language teaching. The primary objective of this course is to explore the post-method approach and the principles that have emerged after the era of traditional teaching methods. Additionally, it aims to empower students to formulate their own approaches and implement them effectively in real classroom situations.

**History of Civilization;**

The effects of ancient life on the shape of our lives today; gaining the ability to determine a clearer worldview and paradigms by evaluating human history from the Neolithic Age to the Ancient Greek period.

**Teaching Foreign Languages to Young Learners;**

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. The purpose of this course is to facilitate students in acquiring knowledge about various syllabus models, as well as equip them with the ability to design and execute language instruction activities and lesson plans that are appropriate for children aged 5-12 years.

**Drama in English Teaching;**

The aim of this course is to strengthen skill-oriented lesson plans in foreign language teaching classes with techniques consisting of verbal and theatrical activities and to gain the ability to develop materials to support these lessons. Definition and meaning of the term drama; psycho-drama, creative drama, educational drama, socio-drama, etc. concepts; drama-game relationship; structure and implementation stages of drama in education; drama environment and teacher qualifications; evaluation of drama; drama examples suitable for the educational purposes of the field, development, and implementation of examples.

**Literature in English Teaching;**

Examples of short stories and novels selected from literary works 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 of the native and target language and culture from a comparative and contrastive perspective; proverbs and idioms, stereotypes conveying cultural values; social structures, roles and relationships; 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.

**Information and Communication Technologies (ICT) in Foreign Language Teaching;**

The integration of technology in English Language teaching appears to be unavoidable, and it's crucial for educators to have a grasp of online educational platforms like Web 2.0 and incorporate these technological tools within their instructional environments. The objective of this course is to acquaint teachers with pertinent technologies and teach them to create online content by means of illustrative material projects.

**Quantitative Research Methods;**

This course is designed to demonstrate the importance of scientific research. The primary goal is to provide students with an understanding of research methodologies, enabling them to engage in a critical assessment of the prevailing academic literature. Another objective of the course is to emphasize alternative methods, thereby affording the student the opportunity to select the method most suitable for their chosen research topic. The application of research techniques and alternative research methods are of great importance within the scope of this course. Moreover, this course allows students to develop their own research topics for their graduation projects, which they have to submit according to the new curriculum program.

**Basic Statistics;**

Teaching basic statistical concepts and basic statistical methods; descriptive statistics: Definition and basic concepts of statistics, nature of statistical research, compilation and summarization of statistical data as well as measures of central tendency and measures of dispersion. Normal distribution. Confidence intervals. Statistical decision making: Hypothesis testing. Chi-square tests: Contingency tables. Independence testing. Simple regression and correlation.