

DESCRIPTION OF UNDERGRADUATE COURSESFLE

133 Contextual Grammar I (3-0)3

This course aims to promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures. Within the framework of a context, advanced language structures are analyzed so as to establish relations between form and text type. Synthesizing these structures, students produce advanced level texts employing these structures. The course also emphasizes interactive activities such as group and pair work.

FLE 135 Advanced Reading and Writing I (3-0)3

This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students' in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.

FLE 137 Listening and Pronunciation (3-0)3

This course aims to develop students' listening and pronunciation skills while gaining confidence in communicating in English. To develop students' receptive listening skills, it employs authentic listening materials (i.e. academic and natural-setting samples) produced by diverse communities of practice to be analyzed as communication-oriented classroom activities. Starting from basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds focused in class, the course will focus on higher level listening skills and strategies such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist through content-based activities. Students will be provided with the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production purposes. Throughout the course, students will also be exposed to aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts. This course also aims to equip student teachers with a strong sensitivity towards different accents of English language being spoken around the world. Collaborative learning through group and pair work will be encouraged.

FLE 129 Introduction to Literature (3-0)3

The course introduces students to the study of literature as a rigorous intellectual discipline introducing ways in which one might approach literature, through the practice of close reading and analysis. It seeks to develop basic strategies for critically reading and interpreting poetry, fiction, and drama, and to introduce the basics of literary analysis and critical methods associated with various literary concerns. The course also seeks to improve the students' ability to understand, appreciate, and apply knowledge of plot, character, point of view, imagery, theme, setting, irony, tone, symbol, metaphor, metonymy, conceit, paradox, hyperbole, language and dramatic elements like hamartia and catharsis when reading fiction, poetry, or drama. Texts are selected from different periods (from classical time to the modernists) and cover three main genres of literature. The course proceeds through class discussions in which the students will demonstrate an understanding of the fundamentals of literary processes and focused writing assignments in which they employ their analytical and interpretative skills.

FLE 177 Second Foreign Language I (3-0)3

Depending on the facilities of the department, student teachers may chose to learn one of the following languages to fulfill the second foreign language requirement: German, French, Italian. This course is an introduction to the basics of a second foreign language. It aims at providing student teachers with the skills required for basic communication. The aim for student teachers is to understand simple every day dialogues and basic reading texts, express themselves and ask questions in the basic spoken language. To fulfill these aims, dialogues and reading texts are utilized. Student teachers are exposed to the basic structures and vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some insights into the target culture and life style will be given.

*This course is prerequisite for Second Foreign Language II and III.

FLE 134 Contextual Grammar II (3-0)3

This course is a continuation of Contextual Grammar I. This course leads students to have a critical perspective into the advanced level structures (e.g. word classes, elements of the sentence, types of sentence, sentence fragments etc.) of different types of texts on a contextual level. Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis. Besides presenting a descriptive review of the forms and function of advanced English grammar structure, this course encourages students to develop a critical stance toward the use of these structures in various contexts. The course also emphasizes interactive activities such as group and pair work.

FLE 136 Advanced Reading & Writing II (3-0)3

This course is a continuation of Advanced Reading and Writing I. This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

FLE 138 Oral Communication Skills (3-0)3

This course offers a variety of different communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. It offers extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. As in-class activities, for the promotion of interest and motivation in communication, the course also includes discussion topics, interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking. Integrating different reading and listening texts into communication-oriented tasks, this course aims to develop students' productive skills beyond their receptive skills. By exploring components of communicative competence, this course aims to equip students with the necessary skills to become successful communicators as well as language teachers. Students will develop a good command in supra-segmental features (pitch, stress and intonation) as well as strategic competence in repairing communication breakdowns in communication on the basis of continuous feedback received throughout the course. Common pronunciation mistakes are listed by the instructor and discussed regularly so as to raise the awareness of students as future language teachers. By also utilizing theoretical and practical knowledge acquired in the listening and pronunciation course, students will be expected to deliver informative presentations individually and collaborate with a group to deliver a persuasive group presentation. Students will be acquainted with the use of audiovisual aids (OHP, power point, posters) and techniques which will help them become effective speakers.

FLE 140 English Literature I (3-0)3

This course offers a broad overview of major English works from the Anglo-Saxon period (ca. 600-1100) through the 17th century, and introduces the students to the intensive examination of literary texts in various genres with references to the cultural, philosophical, scientific, and ethical context they were written in. It involves discussion of some of the most influential critical schools of thought which shaped the general features of the texts. By the end of the course the students are expected to perform a reasonable close reading by analyzing the literary and figurative elements in poetry, fiction and drama in the relevant literary periods. The course also provides a kind of background for their professional and intellectual development; and imparts skills of interpretation, analysis, research and writing that are useful in a broad range of professional activities. The course gives them the opportunity to practice and improve different reading skills strategies and to increase their existing vocabulary base. The course proceeds through class discussions in which the students will demonstrate an understanding of the fundamentals of literary processes and focused writing assignments in which they put their analytical and interpretative skills at work and apply the principles of different writing styles.

FLE 146 Linguistics I (3-0)3

An introduction to the basic concepts in linguistics. Components of language as a system: phonology; morphology; semantics and syntax. Linguistic competence and performance; the arbitrariness of the linguistic sign; linguistic creativity; language universals. The anatomy of the brain and language; brain lateralization and handedness; and language processing. Semantics: componential analysis; semantic relations; collocational meaning; thematic relations. Pragmatics and discourse analysis: speech act theory; the Cooperative Principle; politeness and speech acts; formal aspects of discourse; cohesion; discourse and the context of situation.

FLE 178 Second Foreign Language II (3-0)3

This course is a continuation of "Second Foreign Language I". It aims at providing communicative tasks for student teachers to communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and life style will be given through the use of authentic materials.

*This course is prerequisite for second foreign language III

FLE 241 English Literature II (3-0)3

This course offers a broad overview of major English works from the end of 17th century up to the present time. As in the Survey of English Literature I, the cultural, philosophical, scientific, and ethical background of the texts is explored in detail with references to some of the most influential critical schools of thought. The course seeks to give the students an appreciation of literary texts in various genres written in the last three hundred years. As this is the continuation of Survey of English Literature I, the students can see how works written in different times can inform each other and the literary works written at present; and they can relate their readings of past literature to 20th century context. As a result of successful completion of this course, the students will be able to:

* Acquire an awareness of the methods of literary analysis and critical methods associated with various literary concerns by analyzing the literary and figurative elements in poetry, fiction and drama in the relevant literary periods.

*Recognize the names and works of creative individuals from each time period;

*Explain the important literary features of each period;

*Recognize concepts from each period and relate these to individuals and their works;

*Analyze specific genres and interpret selected works.

The course proceeds through class discussions and focused writing assignments.

FLE 261 Linguistics II (3-0)3

A continuation of Linguistics I. Phonetics: branches of phonetics; the difference between orthography and speech; articulatory phonetics; consonants and vowels; diphthongs and triphthongs in English. Phonology: phonemes; allophones; distinctive features; minimal pairs; phonetic and phonological transcription; phonological processes; suprasegmental phonology. Morphology: morphemes and allomorphs; bound and free morphemes; word structure; affixes; morphological typology of languages; types of words and word formation processes. Syntax: syntactic constituents and constituent analysis; transformational-generative grammar; phrase structure; clause structure analysis.

FLE 238 Approaches to ELT (3-0)3

This course presents basic issues and processes in ELT course design. It focuses on identifying the difference among approach, method and technique and the significance of these concepts in course design. A critical overview of methods and approaches taking a historical perspective is presented: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia,

Communicative Approach, the Natural Approach. Student teachers will discover and synthesize classroom application possibilities of such methods through designing micro-teaching of activities associated with them. A portion of the course also focuses on current issues and practices in ELT course design, selecting the appropriate approach suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP. It outlines current foreign language teaching trends such as constructivist approach, content-based instruction, task-based instruction, problem-based teaching, multiple intelligences, whole language approach and corpus-based applications of language teaching and designing micro-teaching of activities associated with them. This course aims to raise awareness of issues of culture and classroom second/foreign language learning, of technology use in language classrooms, and of the need for developing communicative and intercultural competencies for the language learner and teacher of the globalized world and designing micro-teaching of activities associated with them.

FLE 277 Second Foreign Languages III (3-0)3

This course is a continuation of Second Foreign Language II. It aims at further developing student teachers' reading and oral skills. Authentic texts of different genres will be studied in order to focus on more complex grammatical structures and advanced level vocabulary items. Student teachers are expected to make short oral presentations, produce role-plays, watch short extracts of movies in the target language and participate in simple discussions on a related topic in class and write letters and e-mails of greeting, complaint, response etc., diary entries and short paragraphs and essays. Further insights into the target culture and life style will be given through authentic classroom materials and research tasks.

FLE 221 Drama Analysis (3-0)3

This course studies the characteristics of drama as a type of literature, types of drama and major trends in modern drama through close reading and analysis of plays from the Renaissance through the modern period by such playwrights as Marlowe, Shakespeare, Chekhov, Beckett and Ayckbourn. In this course, students will study and identify the elements of drama that distinguish it from other genres, read and identify individual playwrights representative of diverse theatrical expressions, examine social, religious, and philosophical forces that developed each trend, compare the contents and structures of the selected plays and discuss them in relation to each other.

FLE 280 Oral Expression & Public Speaking (3-0)3

This course is an introduction to public speaking and focuses on development of practical skills for effective communication. It emphasizes fundamental stages of speech preparation and delivery including adopting and developing audio and visual aids. Throughout the course, students will deliver extended presentations as an outcome of extensive reading and research. Samples of successful presentations will be analyzed in terms of the appropriateness of content, form, and audiovisual aids. The course also aims to foster students' oral and written language skills in job-related situations such as interviewing, socializing, telephoning, presenting information, holding meetings as well as CV and application writing.

FLE 262 ELT Methodology I (3-0)3

This course focuses on designing and conducting needs analysis on language learner needs (e.g.: situational, objective, subjective and language needs), writing objectives that reflect these needs and designing course syllabus at the macro level and writing lesson plans at the micro level. An overview of different lesson stages (i.e.: Presentation, Practice and Production) and approaches to lesson planning and course design will be presented. Student teachers will become familiar with various syllabus types and criteria for the selection of appropriate syllabus type according to the needs of the learners, age of the learners and aims of the course; standards-based teaching, proficiency descriptors, English language proficiency standards and guidelines, Common European Framework and the European Language Portfolio ; and identity issues.

FLE 270 Contrastive Turkish-English (3-0)3

An introduction to the contrastive analysis of Turkish and English. Comparing English and Turkish with respect to their phonetic, morphological, syntactic and semantics systems. Phonetics: Consonants and vowels; word stress. Syntax: the structure of the simple clause; phrase structure; embedding. Semantics: tense, aspect and modality in Turkish and English; the perfective and non-perfective aspect; epistemic and deontic modality.

FLE 200 Instructional Principles & Methods (3-0)3

This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.

FLE 304 ELT Methodology II (3-0)3

This course is a continuation of ELT Methodology I. Taking a learner-centered teaching model as a guide, it emphasizes application of classroom-based research, teacher directed research and action research for the purposes of diagnosing learners' language related needs and developing remedial teaching activities. Student teachers will design lesson plans based on current trends with a focus on principles of learner monitoring and role of learner assessment in lesson planning and micro-teach these lessons. In order to foster ongoing professional development, student teachers will be informed of the national and international professional organizations (e.g.: TESOL and INGED) and practical journals (e.g.: English Teaching Forum, ELTJ, TESLJ, and TESL Reporter) as a resource to their future teaching. Selected articles from such journals on the previously mentioned issues on language teaching pedagogy and methodology will be discussed.

FLE 307 Language Acquisition (3-0)3

Theories, comparison, and illustration of native and foreign languages; stages of language development and acquisition; learning grammar and other components of language; models of foreign language learning; learner characteristics; using language and learning stages and processes in the teaching of a foreign language.

FLE 308 Teaching English to Young Learners (3-0)3

The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching.

FLE 311 Advanced Writing and Research Skills (3-0)3

The teaching and application of scientific research methods and techniques; having students do small scale research in their own fields and evaluating their work.

FLE 315 Novel Analysis (3-0)3

The years from the Great Exhibition (1851) to the Second Reform Bill (1867) were a period of enormous vitality in the English novel. Major works by Dickens, Thackeray, Charlotte Bronte, Trollope, George Eliot, Gaskell, and others capitalized on the burgeoning of serial publication and circulating libraries; on unprecedented growth of consumer capitalism at home and imperial dominance abroad; on worshipful audiences ranging from distinguished literary critics, to eminent leaders of society and politics, to vast numbers of middle and lower class readers. The result was a novel of confident power and narrative scope. By focusing on this period, we are able to survey many of the major authors of Victorian fiction while attending closely to a specific set of historical developments, class relations, and gender issues. The aim of the course is to instruct the students about the characteristics of novel as a literary genre and to show the classroom techniques for teaching the realist novel and to introduce them to the Victorian novel by close study of major texts from this period.

FLE 324 Teaching Language Skills (3-0)3

This course concentrates on building language awareness and teaching skills through a detailed study of techniques and stages of teaching listening, speaking, pronunciation, reading, writing, grammar and vocabulary to language learners at various ages and language proficiency levels. Student teachers will design individual and/or group micro-teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

FLE 352 Community Service (1-2)2

In cooperation with national non-governmental organizations, throughout this course student teachers participate in community service to meet certain educational and social needs of local communities in order to develop their critical thinking abilities, their commitment and values, and the skills they need for effective citizenship. Driven by a philosophy of experiential learning, student teachers may take a service or a project option. For the former option, student teachers are to commit to a minimum 15 hours of community service during the term at an approved non-profit community based agency. For the latter option, with the guidance of a mentor, student teachers are expected to develop and implement small-scale educational problem-based projects in cooperation with primary and secondary level educational institutions in their local surroundings.

FLE 404 Practice Teaching (2-6)5

Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field.

FLE 405 Materials Adaptation and Development (3-0)3

Continuation of FLE 304, enabling students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing.

FLE 413 English Language Testing and Evaluation (3-0)3

Types of tests; test preparation techniques for the purpose of measuring various English language skills; the practice of preparing various types of questions; evaluation and analysis techniques; statistical calculations.

FLE 426 The English Lexicon (3-0)3

An in-depth analysis of the relation between lexical semantics, clause structure and discourse in English, with a focus on aspects of English grammar that are problematic for second language learners. Argument structure: types of verbs and passivisation. Lexical aspect and discourse: types of lexical aspect; aspect in discourse; adverbial modification. The syntax and the semantics of the noun phrase in English: definiteness, quantifiers, subject-verb agreement; definiteness; specificity; genericness.

FLE 423 Translation (3-0)3

This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into Turkish and Turkish texts into English. Besides translation activities from diverse areas, within a contrastive analysis framework, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text paying attention to the idiosyncrasies regarding the unique nature of Turkish and English and its comparison to their own translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be strongly encouraged.

FLE 425 School Experience (1-4) 3

This course aims to prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Student teachers have observation and application tasks that they carry out in a primary or secondary school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management; preparing and using worksheets; effective use of textbooks; effective questioning skills; explaining.