

DESCRIPTION OF FLE UNDERGRADUATE COURSES

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 134 Contextual Grammar

(3-0)3

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 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 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 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, 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 217 ELT Curriculum Design

(3-0)3

Basic concepts of curriculum; the theoretical and practical aspects of English Language Teaching (ELT) Curricula, the development of English language curriculum from past to present; ELT Curricula at institutional, national, and international levels, ELT programs at a variety of educational contexts, approaches to current English language curriculum; learning and sub-learning areas; distribution and limits of achievements by classes, relationship with other courses; the relationship between English language teaching programs; used methods, techniques, tools and materials; measurement evaluation approach; teacher qualifications, ELT instructional programs in relation to sociocultural, contextual, and global issues in ELT.

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 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 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 262 ELT Methodology I**(3-0)3**

This course is 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 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 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 337 Aspects of Bilingualism and Multilingualism**(3-0)3**

The course is aims to introduce students to various aspects of multilingualism with a cross-disciplinary perspective. The course will include linguistic, cognitive, psycholinguistic, and sociolinguistic aspects of bi-/multilingualism. Some of the topic that will be covered are definition and development of multilingualism, linguistic behaviors of multilinguals, the psycholinguistic and cognitive bases of multilingualism, societal multilingualism, language maintenance and loss, and multilingual identity.

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 nonprofit 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 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 414 Current Issues in Linguistics**(3-0)3**

The course aims to acquaint students (pre-service English language teachers) with the most recent developments in the different branches of Linguistics so that they are better prepared for their jobs as English language teachers.

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 431 ELT Practicum I**(2-6)5**

Making observations about field-specific teaching methods and techniques; experiencing individual and group micro-teaching applications, designing lesson plans and developing materials for the observed language classes, teaching and practicing language in the cooperating schools and using classroom management techniques while teaching, evaluating students work through activities and assigned materials, reflecting on teaching and observation experience.

FLE 432 ELT Practicum II**(2-6)5**

A continuation of FLE 431 ELT Practicum I. Making observations about field-specific teaching methods and techniques; experiencing individual teaching applications, designing lesson plans and developing materials for the observed language classes, teaching and practicing language in the cooperating schools and using classroom management techniques while teaching, evaluating students work through activities and assigned materials, reflecting on teaching and observation experience, 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.