



# **GENERAL CATALOG 2007-2009**

MIDDLE EAST TECHNICAL UNIVERSITY

## DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

### PROFESSORS

- ÇİLELİ, Meral: B.A., M.A., Ankara University; Associateship, University of London; Ph.D., Ankara University.  
ENGİNARLAR, Hüsnü (*Director of School of Foreign Languages*): B.A., Ankara University; M.A., METU; Ph.D., Hacettepe University.  
İÇÖZ, Nursel: B.A., M.A., Ph.D., Ankara University.  
KAŞ, Ali: B.A., Ankara University; B.A., Sciences Politiques (IEP), M.A., Ph.D., Université de Provence, Marseille-France.  
KÖNİG, Wolf (*Chairperson*): M.A., Ph.D. Phil. Universitaet Göttingen, Habil Universitaet Osnabrück.  
ZEYREK, Deniz: B.A., Hacettepe University; M.A., University of Kansas; Ph.D., Hacettepe University.

### ASSOCIATE PROFESSORS

- BEAR, Joshua M.: B.A., University of California, Berkeley; Bilim Uz., Ph.D., Hacettepe University.  
DALOĞLU, Ayşegül (*Assistant Dean of Faculty of Education*): B.A., University of Michigan; M.A., Bilkent University; Ph.D., METU.  
RUHİ, Şükriye: B.A., Université Catholique de Louvain; M.A., M.E.T.U.; Ph.D., Hacettepe University.  
SEFEROĞLU, Gölge: B.A., Boğaziçi University; M.A., Ed.M., Ed.D. Columbia University

### ASSISTANT PROFESSORS

- ALPAKIN MARTINEZ-CARO, Dürrin: B.A., M.A., Ankara University; Ph.D., Hacettepe University.  
BİRLİK, Nurten: B.A., M.A., Ph.D., Hacettepe University.  
ERÖZ, Betil: B.A., METU; M.A., Ph.D. University of Arizona.  
ÖZBEK, Nurdan: B.A., Gazi University; M.A., METU; Ph.D. Nottingham University.  
SÖNMEZ, Margaret (*Assistant Chairperson*): B.A., M.A., Oxford University; Ph.D., Durham University.  
YEMENİCİ, Alev: B.A., Ankara University; M.A., Bilkent University; Ph.D., Ankara University.

### INSTRUCTORS

- ARSLAN, Deniz: B.A., M.A., METU; Ph.D., Ankara University.  
CEDDEN-EDİBOĞLU, Gülay (*Assistant Chairperson*): M.A., Ph.D., Ankara University.  
DOYRAN, Feyza: B.A., Hacettepe University; M.A., Ph.D. METU.  
ERUYSAL, Nesrin: B.A., Hacettepe University; M.A., Ege University; Ph.D., Hacettepe University.  
GÜNDÜZ, Müge: B.A., Hacettepe University; M.A., Hacettepe University; Ed.D., University of Leicester.  
HATİPOĞLU, Ciler: B.A., M.A., Bogazici University; Ph.D., UWE, Bristol, UK  
ONARAN, Sevil: B.A., M.A., Ankara University; Ph.D., Ankara University.  
SAGIN SIMSEK, Cigdem: B.A., M.A., METU; Ph.D., Hamburg University.  
SAVAŞ, Perihan: B.A., M.A., METU; Ph.D., University of Florida  
ÜNLÜSOY, Mehmet: B.A., English College, Lefkoşa; M.A., Ph.D., İstanbul University.

**GENERAL INFORMATION:** The Department of Foreign Language Education offers a B.A. program in English Language Teaching. Taking into consideration the latest developments in the field, students are provided with a solid foundation in the English language, English literature, methodology, educational sciences and linguistics in order to make them fully qualified teachers of English in secondary schools. The Department also offers a wide selection of elective courses in literature and linguistics to students in other Faculties.



# UNDERGRADUATE CURRICULUM

## FIRST YEAR

### First Semester

FLE	133	Contextual Grammar I	(3-0)3
FLE	135	Advanced Reading and Writing I	
FLE	137	Listening and Pronunciation	(3-0)3
FLE	129	Introduction to Literature	(3-0)3
EDS	200	Introduction to Education	(3-0)3
TURK	103	Written Communication	(2-0)2
FLE	177	Second Foreign Language I	(3-0)3
IS	100	Introduction to Information Technologies and Applications	NC

### Second Semester

FLE	134	Contextual Grammar II	(3-0)3
FLE	136	Advanced Reading & Writing II	(3-0)3
FLE	138	Oral Communication Skills	(3-0)3
FLE	140	English Literature I	(3-0)3
FLE	146	Linguistics I	(3-0)3
FLE	178	Second Foreign Language II	(3-0)3
TURK	104	Oral Communication	(2-0)2

## SECOND YEAR

### Third Semester

FLE	241	English Literature II	(3-0)3
FLE	261	Linguistics II	(3-0)3
FLE	238	Approaches to ELT	(3-0)3
FLE	177	Second Foreign Language III	(3-0)3
EDS	220	Educational Psychology	(3-0)3
CEIT	319	Instructional Technology & Materials Development	(3-0)3

### Fourth Semester

FLE	218	Novel Analysis	(3-0)3
FLE	280	Oral Expression & Public Speaking	(3-0)3
FLE	262	ELT Methodology I	(3-0)3
FLE	270	Contrastive Turkish-English	(3-0)3
FLE	200	Instructional Principles & Methods	(3-0)3

## THIRD YEAR

### Fifth Semester

FLE	307	Language Acquisition	(3-0)3
FLE	304	ELT Methodology II	(3-0)3
FLE	311	Adv. Writing & Research Skills	(3-0)3
HIST	2201	Principles of Kemal Atatürk I	NC
FLE	321	Drama Analysis	(3-0)3
		Non-Departmental Elective I	(3-0)3

### Sixth Semester

FLE	308	Teaching English to Young Learners	(3-0)3
FLE	324	Teaching Language Skills	(3-0)3
HIST	2202	Principles of Kemal Atatürk II	NC
EDS	304	Classroom Management	(3-0)3
FLE	352	Community Service	(1-2) 2
EDS	416	Turkish Educational System & School Management	(3-0)3
		Non-Departmental Elective II	(3-0)3

## FOURTH YEAR

### Eighth Semester

#### Seventh Semester

FLE	405	Materials Adaptation and Development	(3-0)3
FLE	413	English Language Testing & Evaluation	(3-0)3
FLE	425	School Experience	(1-4)3
FLE	423	Translation	(3-0)3
		Departmental Elective III	(3-0)3

FLE	404	Practice Teaching	(2-6)5
FLE	426	The English Lexicon	(3-0)3
EDS	424	Guidance	(3-0)3
		Departmental Elective IV	(3-0)3

\* The department is currently working on curriculum renewal. Some changes may occur in the program.

### MINOR PROGRAMS

The aim of the minor program is to give students of METU the possibility to study a second foreign language. Basic knowledge of French or German is a precondition in entering the minor program. One objective of the minor program is to reinforce and develop knowledge of French or German. The academic objectives of the program are to give the students, according to their inclinations and interests, knowledge about French or German linguistics, French or German culture and literature, French or German for special purposes, translation, and methods of French or German language teaching.

#### MINOR PROGRAM IN GERMAN

FLE	371	Comparative Grammar: German- Turkish I	(3-0)3
FLE	372	Comparative Grammar: German- Turkish II	(3-0)3
FLE	373	Translation from German	(3-0)3
FLE	374	Readings in German Contributions to Humanities	(3-0)3
FLE	375	History of German Culture	(3-0)3
FLE	377	Practice Teaching in German	(3-0)3
FLE	378	German Scientific Texts	(3-0)3
FLE	478	German in Business and Administration	(3-0)3
FLE	479	Logic and Methodology of Sciences	(3-0)3

FLE	473	Translation into German	(3-0)3
FLE	474	Advanced Literary Texts in German	(3-0)3
FLE	475	Methods of German Language Teaching	(3-0)3
FLE	478	German in Business and Administration	(3-0)3
FLE	479	Logic and Methodology of Sciences	(3-0)3
FLE	471	A Survey of German Literature	(3-0)3
FLE	472	Introduction to German Linguistics	(3-0)3

### DESCRIPTION OF UNDERGRADUATE COURSES

**FLE 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



## FLE 177 Second Foreign Language 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 218 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 Brontë, 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 worshipping 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 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 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 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 journals (e.g.: TESOL and INOED) and practical journals (e.g.: English Teaching Forum, ELTI, TESLI, 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 321 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 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 of 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 the following approved non-profit community based agencies:

- TEGV: Türk Eğitim Gönüllüleri Vakfı  
(<http://www.tegv.org.tr/2/default.asp>)  
CYDD: Çağdaş Yaşam Desistekleme Derneği  
(<http://www.cydd.org.tr/>)  
TGV: Toplum Gönüllüleri Vakfı  
(<http://www.tog.org.tr/>)  
TEV: Türk Eğitim Vakfı (<http://www.tev.org.tr/>)  
ACEV: Anne Çocuk Eğitim Vakfı  
(<http://www.acev.org/>)  
İLKİYAR: İlköğretim Okullarına Yardım Vakfı  
(<http://www.ilkayar.org.tr/>)  
ZİÇEV: Zihinsel Yetersiz Çocukları Yetiştirme ve Koruma Vakfı (<http://www.zicev.org.tr/>)  
ÇEKÜL: Çevre ve Kültür Değerlerini Koruma ve Tanıma Vakfı (<http://www.cekulvakfi.org.tr/>)  
TEMA: Türkiye Erozyonla Mücadele Aşçıları Derneği  
(<http://www.temavakfi.org.tr/>)  
KIZILAY (<http://www.kizilay.org.tr/>)  
AKUT: Arama Kurtarma Derneği  
(<http://www.akut.org.tr/>)  
LOSEV: Lösemili Çocuklar Vakfı  
(<http://www.losev.org.tr/>)

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**  
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

**FLE 120 History of Ideas I** (3-0)3  
This course and its sister course, History of Ideas II, were designed to provide the students of this department with an understanding of the basic ideas essential to any understanding of English literature and culture in general. Since this literature and culture are mostly based in Graeco/Latin philosophy and the Western church, this is where course 120 begins, it ends with Galileo Galilei and the beginnings of a new scientific age.

**FLE 131 History of Ideas II** (3-0)3  
This course and its sister course, History of Ideas I were designed to provide the students of this

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.

**ELECTIVES**  
department with an understanding of the basic ideas essential to any understanding of English literature and culture in general. This course starts with Descartes and Rationalism and continues chronology through to a brief introduction to Postmodernism.

**FLE 130 The Short Story** (3-0)3  
The characteristics of the short story are identified and analysed in this course, and its history and place in literature are discussed. Techniques of analyzing the short story are demonstrated and practiced. The students read and study various short stories by modern British and American writers

such as Henry James, D H Lawrence, Doris Lessing, Katherine Mansfield, Edgar Allen Poe, Saul, Oscar Wilde..

**FLE 141 English Grammar And Composition I** (3-0)3  
Understanding the relation between advanced language structures and words (lexical items) and raising awareness about the formation of the meaning by means of these language structures; analyzing advanced language structures within the scope of text type; producing advanced level texts by employing such grammatical structures in context and analysis.

**FLE 142 English Grammar And Composition II** (3-0)3  
A continuation of FLE 141 English Grammar and Composition I.

**FLE 143 Reading Skills** (3-0)3  
Presenting authentic academic texts written in the field from the point of conceptual and structural perspectives; developing reading sub-skills required for higher level thinking skills such as analysis, synthesis, and evaluation; studying academic and professional writing skills; presenting applied studying skills of the academic types such as essay, article and report.

**FLE 144 Developing Reading And Speaking Skills** (3-0)3  
Developing students' speaking and listening skills with a variety of activities including reading, reading of and listening to authentic English passages, conversations, poems etc. with emphasis on interaction-based activities.

**FLE 147 Spoken English** (3-0)3  
Employing variety of different listening texts that could be used in various discourses regarding from contemporary subjects to academic subjects, focusing on intonation, stress and sound differences, emphasizing the usages of phonetic alphabet in learning as well as production purposes; highlighting the importance of the accurate pronunciation for a language teacher.

**FLE 227 Masterpieces of World Literature I** (3-0)3  
In this course the great legends in world literature from ancient times to the seventeenth century are studied. These legends come from Asia, The Far East, the Classical world and Europe. The course provides essential readings for an understanding of the foundations of literature.

**FLE 228 Masterpieces of World Literature II** (3-0)3

This course offers choices from a range of courses in literature, in translation or in the original language, from Europe, Asia, Africa, and Latin America, from the late 17th century through to the present day. Through the study of world literature, and appreciate the diversity of other cultures and traditions different from their own. Consequently, they will be required to demonstrate a more global and historical awareness of their place in the world. Students will be required to identify specific characteristics of the various literary modes common to each national literature and literary period, and, thus, recognize the sources, qualities, and achievements of different national literatures and different literary styles and techniques.

**FLE 229 Shakespeare I** (3-0)3  
This course is an intensive study of Shakespeare's dramatic texts selected from various genres: comedy, tragedy, history and romance. The course will center around four plays, one representative example from each sub-genre. The emphasis will be on the study of the historical background of Elizabethan England, the culture in which the selected plays were written and performed, the literary style, dramatic principles and content in Shakespeare's plays such as figurative language, scene development, dialogue, monologue, soliloquy, character development, multiplicity in plot, dramatic irony, thematic elements and their universality.

**FLE 230 Shakespeare II** (3-0)3  
This course introduces students to different reading approaches to Shakespeare's plays. A continuation of FLE 229, four plays (different from the ones studied in other courses) will be studied this time in the light of recent critical practices. Students will explore how various modern critical approaches and literary theories such as semiotics, structuralism, poststructuralism, psychoanalysis, feminism, Marxism and new historicism have been applied to Shakespeare's plays and examine the connections between issues of language, self, gender, and power in Shakespearean dramatic texts and modern critical theory.

**FLE 231 Modern Drama I** (3-0)3  
This course makes a survey of the development of modern drama and studies major trends and theatrical movements of the nineteenth and twentieth centuries such as realism, naturalism,



**FILE 232 Modern Drama II (3-03)**  
This course studies plays from post World War II to the present. In this course, students will discover philosophical and aesthetic developments in contemporary drama and study how these developments are introduced as modes of expression reflecting globalization and contemporary cultural, political and economic forces and changes.

**FILE 233 Literature and Society I (3-0)3**

Examining literature as social evidence and testimony, this course deals with literary work which provide a variety of commentaries on our insights into the societies which produced them. Literature is taken as both a product of and a commentary on its social environment, which provides as much relevant information indirectly as it does directly and literally; various theoretical models for analysing these sometimes complex interactions are introduced in this course, and students are expected to use these theories in their analyses of the set texts. A selection of important literary texts from different societies is used, including works by some of the following: *Monica Ali, Atwood, Malcolm Bradbury, Beecher-Stowe, Chekhov, Coetzee, Dostoevsky, George Eliot, Flaubert, Gaskell, Henry James, Yasar Kemal, Kipling, Thomas Mann, Henry Miller, Toni Morrison, Pamuk, Tolstoy, Twain, Zola.*

**FLE 234 Literature and Society II (3-0)3**

This course looks at the influence that literature has on society as well as the ways in which it reflects or challenges social norms, such themes as 'honour and heroism', 'religion', 'women', 'poverty', 'colonialism', 'individuality', and 'integration and alienation' are studied in relation to famous and influential works of literature. In addition, the material production of literature, history of textual

**FILE 235 Modern Fiction I (3-0)**

**FILE 255** Modernism: Fiction 1 (3-03)

This course focuses on British prose fiction from 1900 to the Second World War. After an introduction to the philosophical, political and economic background and to the arguments of Modernism, some of the main characteristics of Modernist art and of modern fiction in more general terms are studied in relation to works by such writers as James, Conrad, Wells, Bennett, Woolf, Joyce, Mansfield, Forster, Greene. The extent to which modern literary theories are responses to Modernist Fiction is discussed.

**FILE 236 Modern Fiction II**

**FILE 256 Modern Fiction II** (3-0/3)  
A number of works of later 20th century and contemporary British fiction are studied in depth paying attention to issues of contemporaneity and difficulties of evaluating very recent literature, the course to include sustained discussion of the rise and development of postmodernism and the problem of a literary canon. Set texts to include works by some of the following writers: Beckett, Doris Lessing, Spack, Fowles, Golding, Carter, Lodge, Byatt, Rushdie, Barnes, Ackroyd.

**FLE 239 From the Epic to the Novel I**

(3-03)

In this course a study of classic epics leads to identification and delineation of important epic motifs. These motifs are then traced through significant examples of later epics and romances. Up to and including major works of the Renaissance period. This course will include discussion of the following works: *The Iliad*, *The Odyssey*, *Aeneid*, *Beowulf*, *Don Quixote*, *Gargantua and Pantagruel*, *Paradise Lost*. Students are expected to read the complete versions of a number of these and to be familiar with the general argument and some extracts of others. These works will be discussed both formally and thematically.

**FILE 240 From the Epic to the Novel II**

In this course students are required to carry out close study and analysis of novels showing epic or epic-like motifs and themes from the eighteenth century to the present. Such works as *Tristram Shandy*, *Moby Dick*, *Ulysses*, *War and Peace*, and *The Magic Mountain* are studied in this respect.

**245 Turkish Phonetics and Morphology**

**File Morphology**  
(3-0)3  
Linguistic approaches to the study of sound and form units of languages; description of the phonetic and morphological units of Turkish making comparisons for teaching a foreign language.

**246 Turkish Syntax and Semantics**

**(3-0)3**  
The linguistic analysis and description of Turkish sentence structures; arranging materials for teaching Turkish sentence structure with a linguistic approach; the application of modern approaches to semantics to the analysis of the Turkish language; the contribution of semantics to the teaching of Turkish.

**251 Creative Reading (3-0)3**

"Creative Reading" is a web-based reading course that is composed of four modules. The presentation of each module has two stages. In the first stage, students read the section entitled "Strategies for Effective Reading" which basically focuses on reading strategies that aim to develop students' reading skills, providing information on various reading strategies such as contextual clues, figurative/lexical language, and tips on how to use them. At this stage students do exercises in the form of completing sentences or answering questions through which they revise the topics introduced. In the second stage, students use the skills they learned in a meaningful and communicative context. At this stage, students read stories and various articles to answer questions with a focus on comprehension of the text and the new vocabulary items. These reading materials are enriched with music, animations and pictures to provide a challenging and communicative learning and practice environment.

**FLE 253 Modern Poetry I (3-0)3**

This course will explore the shifting meanings of "modern" and "British" within poetic practice, charting a literary history from the late nineteenth to the late twentieth century. The first several weeks of the course will treat some of the currents that gave rise to modernist poetry in Britain, including "movements" such as Imagism and Vorticism, and the new kinds of experience brought about by World War I. The middle part of the course will be centrally concerned with two major figures of "high" modernism, T.S. Eliot and W.B. Yeats. The final part of the course will deal largely with responses to and articulations within the terms set out by modernist poetry: for example, W.H. Auden's "diagnosis" of English culture between the wars, Irish, Scots, Welsh poets' negotiation of minority cultures within British modernity, and

**FILE 254 Modern Poetry II**  
This course is designed to provide students with a comprehensive study of modern poetry, focusing on the works of major poets from the late 19th century to the present. The course will explore the evolution of poetic forms, themes, and styles, and will include a significant amount of reading and discussion of primary texts. (3-0)3

**254 Modern Poetry II** (3-0)3  
This course is designed to read and discuss a range of important American poems representing the cultural and

**Modern American Poetry II**  
(3-0-3)  
This course is designed to read and discuss a range of important American poems representing the cultural and regional diversity of American Literature. We will focus a good deal of attention on Wallace Stevens, William Carlos Williams, Ezra Pound, H.D., and Robert Duncan. This course will help students understand and appreciate Modern American Poetry through the study of the most important practitioners of poetry locating them in their historical and social context.

**FLE 255** Selections from American Literature I

**Literature I (3-0)3**  
This course surveys the literary, cultural, philosophical, religious, social and economic dimensions of the Pre-colonial, Revolutionary, Romantic, early 19th century periods through a chronological study of major authors and their writing. Included on the reading list are Anne Bradstreet, Edward Taylor, Washington Irving, James Fenimore Cooper, William Cullen Bryant, Henry Wadsworth Longfellow, Oliver Wendell Holmes, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne and Herman Melville.

**FILE 256 Selections from American Literature II (3-0)3**

This course will focus on historical survey of American literature from the mid-19th century through the 20th century. This course will include Walt Whitman, Emily Dickinson, Mark Twain, Stephen Crane, Edwin Arlington Robinson, Willa Cather, Sherwood Anderson, William Faulkner, Ernest Hemingway, Gertrude Stein, Ezra Pound, Marianne Moore, e.e.cummings, Wallace Stevens, James Baldwin, Denise Levertov, Adrienne Rich, Saul Bellow, Arthur Miller, Tennessee Williams, Alan Ginsberg, J.D. Salinger, John Barth, Toni Morrison, and Louis Erdrich. Students will identify and explain the social, religious, philosophical, and economic forces behind literary movements.

**FILE 257 Psychological Trends in Literature I (3-0)3**

This course examines the interrelationships between literature and psychoanalysis. The idea of this course is to introduce students to psychoanalysis and to psychoanalytically informed ways of reading and interpreting texts. Readings will include a



selection from the short stories of Edgar Allan Poe, E.T.A. Hoffman, Mary Shelley's *Frankenstein*, Henry James's *The Turn of the Screw*, and R. L. Stevenson's *Dr. Jekyll and Mr. Hyde*. Students will focus on the convergences between these works and various essays written by Sigmund Freud, Carl Gustav Jung, Otto Rank, Sándor Ferenczi, Melanie Klein and Jacques Lacan.

#### FLE 258 Psychological Trends in Literature II (3-0)3

This course will survey important texts in post-Lacanian psychoanalytic texts and literature that invites a psychoanalytic approach. In this course students will familiarize themselves with some of the key concepts of Helene Cixous, Luce Irigaray, Julia Kristeva, Slavoj Žižek and Judith Butler. They will also examine the texts written by Shoshana Feiman, Gayatri Chakravorty Spivak, Peter Brooks, Louis Althusser and Fredric Jameson and learn how to extrapolate meaning from literary texts such as James Joyce's *Ulysses* and Virginia Woolf's *Mrs Dalloway*.

#### FLE 259 Moral and Social Aspects in Children's Literature I (3-0)3

This course provides an introduction to different theories and differing views as to the determinants of morality and different aspects of moral development. The major current approaches to moral development are discussed with examples of application in child literature from the Victorian period up to the present.

#### FLE 260 Moral and Social Aspects in Children's Literature II (3-0)3

In this course children's literature is examined as a source for promoting moral and social development. Through close study of key texts in developmental psychology and children's literature, further theoretical tools are presented and personal skills are developed in the identifying and interpreting of moral aspects of text and narrative.

#### FLE 263 History of the Theatre I (3-0)3

This course introduces students to the origins of theatre through intensive reading and analysis of plays from ancient Greece and Rome in their theatrical and social contexts and examines the contributions of these plays to contemporary drama. In this course, the origins of Greco-Roman drama and typical structures and subject matters of tragedy and comedy will be studied, these distinguishing characteristics will be identified and analyzed as they are seen in the selected plays, the relationship between the nature and role of drama in society will be discussed and through readings, lectures, and discussions the influence of past styles, conventions

and theatrical theory on Western modern drama and dramatic criticism will be explored.

#### FLE 264 History of the Theatre II (3-0)3

This course is a study of the development of theatre through the Middle Ages with emphasis on English drama of the Medieval period. Selected mystery and morality plays will be read and analyzed to understand the world view which they represent and the society which produced them. In this course, students will become familiar with the main types and themes of Medieval drama and discover the position and function of drama in the Medieval period and the relationship of art to society. They will also explore and express the connections between Medieval drama and drama in subsequent periods.

#### FLE 267 The Short Story in World Literature I (3-0)3

Following a brief study of the nature of this literary form, a comprehensive collection representing the most outstanding short stories written in the past hundred years by English and American writers is examined. This course is designed to develop an appreciation of short story and to provide the students with an understanding of its processes. Students will be exposed to the common elements of short story and its terminology and the historical development of the genre through an analysis of individual short stories; their style and structure. The course also offers brief background notes on the authors, the contextual forces that influenced their orientations; and on the significance of the plays in the context of Western literature. The course will be taught through a combination of readings, and discussions in which the students will demonstrate an understanding of the elements of the short story, its historical development and the major themes of the short story.

#### FLE 268 The Short Story in World Literature II (3-0)3

This course covers short stories from world literature written in or translated into English (Irish, Russian, Indian, African, Australian, Canadian ...). Dating from early 19th century to the post-colonial period written by a diverse range of English-speaking authors and authors from different languages. In addition to examining the literature of these writers, the course is designed to explore the biographical and historical context in which they produced as well as the social and philosophical implications of their messages. This course also aims at a contrastive analysis of generic types: short story vs. novel, short story vs. essays, and short story vs. diary; and how they inform each other, and thus, offers the students the opportunity to

consider the relationships between works of literature. The course will be taught through a combination of readings, and discussions in which the students will demonstrate an understanding of the elements of the short story, its historical development and the major themes of the short story.

#### FLE 271 Comparative English-German Language Structure I (3-0)3

German grammar, German grammar compared to English grammar. Language training in German.

#### FLE 272 Comparative English-German Language Structure II (3-0)3

A continuation of FLE 271.

#### FLE 273 Reading Comprehension and Writing in German I (3-0)3

Developing reading and writing skills. Textual practice of grammatical knowledge.

#### FLE 274 Reading Comprehension and Writing in German II (3-0)3

A continuation of FLE 273.

#### FLE 275 Modern Language Use I (3-0)3

Language training in German with focus on the standard language. Lexical and structural problems in the process of communication.

#### FLE 276 Modern Language Use II (3-0)3

A continuation of FLE 275.

#### FLE 279 Introduction to Comparative Linguistics (3-0)3

The genealogical classification of the languages of the world. The topological classification of the languages of the world. Different explanations of the relationship between languages. The Indo-European language group. The Germanic language group. Universal grammar and language diversity.

#### FLE 281 General Linguistics I (3-0)3

Features and functions of human communication, components of language and methods of linguistic analysis with emphasis on transformational models. Study of major transformational rules. Not open to students majoring in English Language Teaching.

#### FLE 282 General Linguistics II (3-0)3

Analysis of phonological components of language. Brief survey of linguistic change and language variation. Language acquisition. Not open to students majoring in English Language Teaching.

#### FLE 285 Language and Culture (3-0)3

Beginning with a discussion of language as a social institution, this course treats various aspects of the reciprocal relationship between language and culture, including language and social setting, language and nationalism, naming and world view, linguistic taboos, and national language policy.

#### FLE 286 Language and Society I (3-0)3

Basic sociolinguistic concepts: language and socialization, language and social setting, plurilingualism and verbal repertoire.

#### FLE 287 Beginner Italian (3-0)3

Greetings, descriptions, Simple Present Tense, Simple Past Tense, Future Tense, and the fundamentals of the Italian language. Analysis of simple grammar structures and elementary conversation skills. *Prerequisite:* No prior experience with Italian language.

#### FLE 288 Elementary Italian (3-0)3

Developing reading and writing skills of the students who have already taken 251. Italian language as used in everyday situations. Further studies on Italian grammar taught through dictation, translation and reading exercises. *Prerequisite:* FLE 251 Beginner Italian

#### FLE 289 Language and Society II (3-0)3

Basic sociolinguistic concepts: attention, perception, memory; the actual production and processing of language.

#### FLE 291 Comparative English-French Language Structure I (3-0)3

A beginners' course in French language with focus on grammar. Knowledge of English grammar is presupposed and will be used in explaining the grammatical structure of French.

#### FLE 292 Comparative English-French Language Structure II (3-0)3

A continuation of FLE 291.

#### FLE 293 Reading Comprehension and Writing in French I (3-0)3

Developing reading and writing skills and textual practice of grammatical knowledge.

#### FLE 294 Reading Comprehension and Writing in French II (3-0)3

A continuation of FLE 293.



**FLE 295 Post-Colonial and the Third World Literature (3-0)3**

This course has a twofold aim. First, it explores literary texts written by authors born into the colonial and imperialist discourse. Second, the course focuses on texts written by authors who live(d) in a colonized country. The course will discuss literary texts against the background of theoretical formulations, historical, linguistic, geographical and cultural contexts with an emphasis on race, sex, gender and identity; and how they are represented and problematized. The students will also discuss different definitions of postcolonialism and related terms such as related terms such as cosmopolitanism, hybridity, diaspora, and nationalism with references to theoretical texts created by Edward Said, Homi Bhabha, Gayatri Spivak, Benedict Anderson and others. Texts will be drawn from a variety of genres (e.g. fiction, poetry, autobiography, drama, travel writing, essays, film) and from several countries.

**FLE 305 The English Renaissance (3-0)3**

This course offers an intensive study of works by English Renaissance playwrights exclusive of Marlowe and Shakespeare. The focus will be on the structure, style and dramatic forms of the selected plays and their relation to political history and Renaissance thought. This course aims to help students gain a critical perspective of historical and social forces which contributed to the development of such genres as revenge tragedy and city comedy and to enable them to understand the homogenised concept of "the Renaissance" through varieties of textual, social and ideological construction of human experience in plays by Kyde, Dekker, Jonson, Webster, Middleton, Ford, and others.

**FLE 312 19th Century English Literature (3-0)3**

19th century English essays, novels, poems and drama are studied as interacting with the debates and discoveries of the long Victorian era. The social, political, scientific and philosophical discussions of the period are introduced through the works of such key figures as John Stuart Mill, Karl Marx and Charles Darwin. Taking these and other issues into consideration, the students are required to read works by Matthew Arnold, the Brontë sisters, Robert and Elizabeth Browning, Thomas Carlyle, Wilkie Collins, Charles Dickens, George Eliot, Thomas Hardy, Ruskin, the Rossetts, Walter Scott, G. B. Shaw, Mary Shelley, Tennyson, W. M. Thackeray, and Oscar Wilde.

**FLE 313 Discourse Analysis for Language Teachers (3-0)3**

Functional analysis of language; Methods of analyzing spoken and written language; Interaction in the classroom setting.

**FLE 314 History of the English (3-0)3**

Sentence structure, word formation, semantics, phonology (pronunciation change), spelling, dialectal & socio-linguistic variation. The general approach is chronological, through studies of selected passages from different times.

**FLE 315 Practical Applications in Language Testing (3-0)3**

Communicative and integrative testing of four major language skills through lectures, analysis and comparison of sample tests, workshops on test production and study visits to the testing centers of major institutions in the vicinity.

**FLE 316 Seminar in Advanced Composition (3-0)3**

Useful hints/tips on thesis writing and paraphrasing and students' professional needs, concentrating on editing and revision strategies, grading and critical evaluation of student essays, and letter/resume writing.

**FLE 317 Error Analysis in ELT (3-0)3**

Examining the errors frequently made by learners in the English learning process emphasis on classification of common errors, the origins of learners' errors and the ways to help learners correct their errors.

**FLE 318 Audio-Visual Aids in ELT (3-0)3**

Introducing different kinds of visual aids which improve the language teaching and learning process. Students will be shown why the aid is useful, how to use it, and to which language items the aid is best applied. Recommended for FLE students who are ready to do their practice teaching.

**FLE 319 Discourse Analysis for Translation (3-0)3**

The use of discourse analysis to understand the characteristics of texts; translating various types of texts from English to Turkish; discussing problematic points in translation and finding ways of dealing with them.

**FLE 320 Phonetics for Learners of English (3-0)3**

An introduction to the basic concepts of articulatory phonetics; the use of this knowledge in the description and classification of English sounds; helping students to produce and perceive English to become better communicators.

**FLE 325 Selections from the English Novel I (3-0)3**

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 18th and the 19th Century novels through the close study of major texts from these periods. The 18th century, of course, embraces its proper hundred years, but the period is often more generously stretched to include the Restoration era--the last forty years of the 17th century following the return of Charles II to the throne--and even the first two decades of the 19th century. The Napoleonic Wars comprised a series of global conflicts fought during Napoleon Bonaparte's imperial rule over France (1805-1815). They formed to some extent an extension of the wars sparked by the French Revolution of 1789. Nationalism would shape the course of much of future European history; its growth spelled the beginning of some nations and states and the end of others.

**FLE 326 Selections from the English Novel II (3-0)3**

In the twentieth century, scientific discoveries, better communications and faster transportation transformed the world in those hundred years more than any time in the past. It was a century that started with steam powered ships as the most sophisticated means of transport, and ended with the space shuttle. As a result of technological, medical, social, ideological, and political innovation, in the twentieth century the life expectancy and the quality of living changed a lot. Arguably more technological advances occurred in any 10 year period following World War I than the sum total of new technological development in any previous century. War reached an unprecedented scale and level of sophistication; in the Second World War (1939-1945) alone, approximately 57 million people died, mainly due to massive improvements in the field of weapons. Scientific discoveries such as the theory of relativity and quantum physics radically changed the worldview of many people. 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 20th and 21st Century novels through the close study of major texts from these

period, from the modernist novel to the postcolonial novel. Major authors may include James, Conrad, Woolf, Joyce, Forster, Lawrence, Orwell, Beckett, Golding, Fowles, Spack, Murdoch, Lessing, Rushdie, Carter, Ishiguro, Barnes.

**FLE 327 World Mythology (3-0)3**

This course is designed to acquaint students with some of the world's most influential mythology. The students will explore the theory of myth and the use of myth in art, literature and film. During the course, students will study the myths from different cultures: Classical Greek, Roman mythology, Celtic mythology, Scandinavian mythology, Sumerian mythology, Native American mythology, Near Eastern mythology, African mythology and Oriental mythology.

**FLE 329 Structure and Content in Prose Narrative Literature (3-0)3**

While investigating the relationship between "realism" and verisimilitude, this course provides an introduction to the main theories and techniques of narratology and stylistics. For narratology the theories of Todorov, Booth, Bal, Genette and Fludernick are studied, while Rimón-Kenan's work is used as the main centralizing text for the class. The main stylisticians referred to are Lodge and Short. Bringing insights from these theorists together, analyses of various novels and short stories are made.

**FLE 332 The Restoration and the Enlightenment (3-0)3**

In this course the interactions between the literature of the long eighteenth century and its cultural contexts are examined. The theories of Hobbes and Locke, and the work of Newton and the Royal Society in England, and the theories and work of Descartes, Rousseau, Voltaire, Diderot, and Montesquieu in France are discussed; the many social, philosophical and political changes started in this period are introduced through readings of selections from these thinkers' writings (including letters and diaries). The literature of the period is studied with close reading of set texts, and attention is paid to all genres and many text types, to include verse, prose, the novel, satire, diaries, early biographies, the essay and journalism. Especially important among the literary figures studied here are Dryden, Swift, Pope, Addison, Steele, Johnson, and Voltaire. While concentrating on the ideas of the period, the course also examines the extent to which this period paves the way for Romanticism philosophically and artistically.



**FLE 376 Development of Communicative Competence in German (3-0)3**

Communicative grammar of German including speech acts, communicational routines, and discourse analysis.

**FLE 379 Introduction to Cognitive Linguistics (3-0)3**

Models for the acquisition, processing, and application of human knowledge as the object of cognitive sciences. Cognitive linguistics as the investigation of the acquisition, processing, and application of language knowledge. Grammar as a model of human language knowledge. Relations to artificial intelligence.

**FLE 396 Development of Communicative Competence in French (3-0)3**

A course in the communicative grammar of French including speech acts, communicational routines and discourse analysis.

**FLE 406 Poetry Analysis (3-0)3**

This class is an introduction to English and American poetry. We will study poems from the Renaissance to the present day. Poets to be read include Shakespeare, Donne, Marvell, Coleridge, Wordsworth, Keats, Bradstreet, Emerson, Whitman, Dickinson, Yeats, Eliot, Frost, Williams and Stevens.

**FLE 407 The Novel: Analysis II (3-0)3**

The aim of the course is to further instruct the students about the characteristics of the novel as a literary genre and to show the classroom techniques for teaching 19th, 20th and 21st Century novels through the close study of major texts from these

periods. Major authors may include Bronte, Dickens, Eliot, Conrad, Joyce, Woolf, Forster, Lawrence, Orwell, Amis, Lessing, Rushdie.

**FLE 411 The 20th Century English Novel (3-0)3**

The literature of the 20th century has an overwhelming preoccupation with the self, the nature of consciousness, and the processes of perception. Literature is often subjective, and personal and internal. Authors are concerned with the fragmentation of both experience and thought. Many employ stream-of-consciousness: the fluid, associational, often illogical, sequence of the ideas, feelings and impressions of a single mind as seen in the works of Virginia Woolf and James Joyce. This course will include: presentation of the characteristics of novel as a literary genre, approaches to analyzing the novel analysis considering of the work of major novelists and classroom techniques for teaching the novel and practical applications

**FLE 476 Lexical Structure and Word Formation in German (3-0)3**

The morpho-syntactic structure of German including morpho-phonemic structure, derivation and composition of words, semantic structure, and loan influence.

**FLE 496 Lexical Structure and Word Formation in French (3-0)3**

A course in the morpho-syntactic structure of French, including morpho-phonemic structure, derivation and composition of words, semantic structure, and loan influence.

**DESCRIPTION OF COURSES IN THE MINOR PROGRAM IN GERMAN LANGUAGE**

**FLE 371 Comparative Grammar: German -Turkish I (3-0)3**

Comparison of the categories of finite verb, subject and predicate, verb tenses modality, gender of verb, declination of nouns, article, pronoun, adverb, relative clauses, adjectival, nominal phrases, and related grammatical topics in the two languages under consideration.

**FLE 372 Comparative Grammar: German -Turkish II (3-0)3**

Comparison of the categories of subject, direct and indirect object, case, subject-and object-sentences, modal auxiliary verbs, sentence connectives, questions, indirect questions, temporal clauses, conditional clauses, infinitives, and related

grammatical topics in the two languages under consideration.

**FLE 373 Translation from German (3-0)3**

Translations from German into Turkish and/or English. Special problems in translating literary, philosophical, scientific, and commercial texts, lexical and structural problems in the translation process.

**FLE 374 Readings in German Contributions to Humanities (3-0)3**

Readings texts of a high intellectual level from representative writers of philosophy, humanities, and social sciences in different centuries.

# GRADUATE PROGRAMS AT THE DEPARTMENTS OF ENGLISH LANGUAGE TEACHING AND ENGLISH LITERATURE

**AIMS AND OBJECTIVES OF GRADUATE PROGRAMS:** The M.A. and Ph.D. programs in ELT introduce major theoretical and methodological issues in English Language Teaching and provide students with a firm foundation in the theoretical and applied aspects of the field. Both programs focus on current issues in teaching and learning languages and professional development of language teachers.

The M.A. and Ph.D. programs in ELIT aim at providing students with a thorough knowledge of English literature from the Middle Ages to our day; outstanding writers and their major works are studied, and the relationships between literature and intellectual trends and between literature and social issues are investigated. Students are expected to develop a critical approach to literature; they are taught the literary theories from Plato to Post-structuralism. The program prepares those who intend to teach English literature in high schools where the medium of instruction is English and those who intend to become research assistants in the English Literature Departments of universities.

**CAREER OPPORTUNITIES:** Our graduates from ELT can work as curriculum specialists, program administrators and testers in educational institutions, or as translators. Our graduates from ELIT can work as English teachers in high schools, preparatory schools of universities, and as research assistants in the English Departments of universities.

## GRADUATE CURRICULUM

### M.A. PROGRAM IN ENGLISH LANGUAGE TEACHING

#### *Required Courses*

ELT	590	Seminar in English Language Teaching	NC
ELT	599	Master's Thesis	NC
ELT	801-850	Special Studies	NC

#### *Elective Courses*

ELT	506	Second Language Acquisition	(3-0)3	ELT	522	Lexical Semantics	(3-0)3
ELT	507	Curriculum Development for English for Specific Purposes	(3-0)3	ELT	525	Approaches Methods and Techniques in ELT I	(3-0)3
ELT	509	Literature in the Teaching of English	(3-0)3	ELT	526	Approaches Methods and Techniques in ELT II	(3-0)3
ELT	513	Linguistics for English Language Teaching	(3-0)3	ELT	528	Instructional Technology in ELT	(3-0)3
ELT	517	Materials Evaluation and Development in ELT	(3-0)3	ELT	529	Brain-based Learning and Language Teaching	(3-0)3
ELT	518	English Language Testing	(3-0)3	ELT	530	Modern Theory of Grammar	(3-0)3
ELT	520	English-Turkish Contrastive Analysis	(3-0)3	ELT	531	Cognitive Linguistics	(3-0)3
ELT	521	Cultural Aspects of Language Teaching	(3-0)3	ELT	541	Language Acquisition	(3-0)3
				ELT	561	Linguistics and Formal Languages	(3-0)3



## Ph.D. PROGRAM IN ENGLISH LANGUAGE TEACHING

### *Required Courses*

ELT	699	Ph.D. Dissertation	NC
ELT	901-950	Special Studies	NC

### *Elective Courses*

ELT	601	Current Issues in English Language Teaching	(3-0)3	ELT	607	Instructional Design in English Language Teaching	(3-0)3
ELT	602	Approaches to English Language Teacher Education	(3-0)3	ELT	608	Pragmatics and Discourse Analysis	(3-0)3
ELT	603	English Language Teaching Curriculum	(3-0)3	ELT	609	Classroom Research	(3-0)3
ELT	604	Seminar in Applied Linguistics	(3-0)3	ELT	610	Statistical Methods in English Language Teaching	(3-0)3
ELT	605	Sociolinguistics	(3-0)3	ELT	611	Psycholinguistics	(3-0)3
ELT	606	Program Evaluation in English Language Teaching	(3-0)3				

## M.A. PROGRAM IN ENGLISH LITERATURE

### *Required Courses*

ELIT	590	Seminar in English Literature	NC
ELIT	599	Master's Thesis	NC
ELIT	801-850	Special Studies	NC

### *Elective Courses*

ELIT	503	Milton	(3-0)3	ELIT	516	Literature in the Middle Ages	(3-0)3
ELIT	504	Spencer	(3-0)3	ELIT	517	Literature in the Renaissance	(3-0)3
ELIT	505	20th Century British Novel I	(3-0)3	ELIT	518	Literature in the 17th Century	(3-0)3
ELIT	506	20th Century British Novel II	(3-0)3	ELIT	519	Literature in the Restoration and the 18th Century	(3-0)3
ELIT	507	20th Century British Drama	(3-0)3	ELIT	520	The Victorians	(3-0)3
ELIT	508	Shakespearean Drama	(3-0)3	ELIT	521	Literature in the 20th Century	(3-0)3
ELIT	509	Approaches to Literary Criticism	(3-0)3	ELIT	522	Backgrounds of Modern Criticism	(3-0)3
ELIT	510	The Rise and Development of the English Novel	(3-0)3	ELIT	523	Highlights of American Literature	(3-0)3
ELIT	511	The Romantic Period	(3-0)3	ELIT	529	Psychological Aspects of Literature	(3-0)3
ELIT	513	20th Century British Poetry	(3-0)3				
ELIT	514	Chaucer	(3-0)3				
ELIT	515	The Victorian Novel	(3-0)3				



## Ph.D. PROGRAM IN ENGLISH LITERATURE

### *Required Courses*

ELIT	699	Ph.D. Dissertation	NC
ELIT	901-950	Special Studies	NC

### *Elective Courses*

ELIT	604	Interactions Between English and Other European Literatures	(3-0)3	ELIT	611	Contemporary Literary Theory	(3-0)3
ELIT	606	Psychology and Literature	(3-0)3	ELIT	618	Women and Writing	(3-0)3
ELIT	607	Non-Western Contemporary Literatures	(3-0)3	ELIT	619	Literature and Science	(3-0)3
ELIT	609	Research Methodology in Literary Studies	(3-0)3	ELIT	620	Selected Works from Turkish and English Literatures	(3-0)3
ELIT	610	Literary Genres and Inter- Generic Relations	(3-0)3	ELIT	621	Fiction: Selected Works	(3-0)3
				ELIT	622	Drama: Selected Works	(3-0)3
				ELIT	623	Poetry: Selected Works	(3-0)3

## DESCRIPTION OF GRADUATE COURSES M.A. PROGRAM IN ENGLISH LANGUAGE TEACHING

- ELT 506 Second Language Acquisition (3-0)3**  
Surveying current research in language acquisition with special emphasis on similarities and differences between child and adult language, between native and foreign language acquisition
- ELT 507 Curriculum Development for English for Specific Purposes (3-0)3**  
Curriculum development and course design as applied to ESP; language functions, notions and speech acts; principles of functional /notional or communicative syllabus strategies and techniques; designing structural interviews and questionnaires; discourse analysis and teacher training for ESP.
- ELT 509 Literature in the Teaching of English (3-0)3**  
Significant contributions of literature to the process and purpose of learning English as a foreign language; poetry, prose and drama in the EFL classroom; approaches to selecting texts for different levels of learners.
- ELT 513 Linguistics for English Language Teaching (3-0)3**  
Contributions of linguistics to the field of foreign language teaching; current approaches to the linguistic analysis of English.
- ELT 517 Materials Evaluation and Development in ELT (3-0)3**  
Reviewing methods of evaluating language teaching materials and adaptation techniques and applying evaluation and adaptation criteria to materials currently employed; determining appropriate discovery procedures for developing effective language teaching materials through applied research.
- ELT 518 English Language Testing (3-0)3**  
Major aspects of English language testing: item analysis and interpretation of test scores; subjective and objective tests; procedures in preparing different kinds of test items appropriate for testing different language skills; practice in item writing and statistical methods.
- ELT 520 English-Turkish Contrastive Analysis (3-0)3**  
Introducing current approaches to contrastive analysis; comparing and contrasting English and Turkish in the areas of phonetics and phonology, syntax and semantics with special emphasis on problem areas in language teaching and learning.
- ELT 521 Cultural Aspects of Language Teaching (3-0)3**  
Providing language teachers with a basis for introducing a cultural component into their teaching; significance of culture in teaching



English as a foreign language; perspectives on how language and culture interact, and on the significant distinction between understanding and participating in a foreign culture.

**ELT 522 Lexical Semantics (3-0)3**  
History of lexical semantics, arguments and theta-roles; lexical conceptual structures; verb classes and alternations; lexical aspects; events; unaccusativity; ergativity; linking from lexicon to syntax.

**ELT 525 Approaches, Methods and Techniques in ELT I (3-0)3**  
Examining major approaches to, methods and techniques of English language teaching; studying linguistic and psychological theories behind them; practical applications of techniques for teaching various language skills, specifically listening and speaking.

**ELT 526 Approaches, Methods and Techniques in ELT I (3-0)3**  
A continuation of ELT 525, practical work on English language teaching by focusing on the techniques in teaching grammar, vocabulary, reading and writing; discussion and evaluation of applications of approaches, methods and techniques.

**ELT 528 Instructional Technology in English Language Teaching (3-0)3**  
Current developments in the use of instructional technology in language teaching; use of computers, interactive video, television and video in language teaching; approaches to the design, evaluation, development and application of English language teaching courseware by using instructional technology.

**ELT 529 Brain-based Learning and Language Teaching (3-0)3**  
Introducing a new paradigm, known as brain-compatible or brain-based learning, providing language teachers with research from the discipline of neuroscience, biology and psychology to design brain-compatible materials and a brain-based curriculum that encompass the role of emotions,

patterns, meaningfulness, enriched environments, body rhythms, attention span of the brain and rest, attitudes, stress and relaxation, learner states, trauma, multiple ways of brain-compatible assessment, music, movement, memory, retrieval of information, perception, meaning construction, cognition, nonconscious learning, motivation, creativity, nutrition and brain-gym in the language classroom.

**ELT 530 Modern Theory of Grammar (3-0)3**  
This course will examine the theory of generative grammar in its minimalist version. The empirical adequacy of generative grammar as a system of mental representations is one of the main topics of investigation in the course.

**ELT 531 Cognitive Linguistics (3-0)3**  
The course will examine models for acquisition, processing and application of knowledge as the object of cognitive linguistics, and investigate the cognitive aspects of the different branches linguistics.

**ELT 541 Language Acquisition (3-0)3**  
The nature of child language; universal grammar; theories and research methods in the acquisition of phonology, morphology, syntax, and semantics; an overview of second language acquisition.

**ELT 561 Linguistics and Formal Languages (3-0)3**  
The course aims at investigating language as a knowledge-based process. It elaborates the relationship between formal language theory and natural language and relates language theory to its computational machinery.

**ELT 590 Seminar in English Language Teaching NC**  
Preparation towards M.A. thesis proposal through prescribed readings; written or oral presentation of the work developed.

**ELT 599 Master's Thesis NC**

**ELT 801-850 Special Studies NC**

## Ph.D. PROGRAM IN ENGLISH LANGUAGE TEACHING

**ELT 601 Current Issues in English Language Teaching (3-0)3**  
Concerns of the language teaching profession worldwide as currently being discussed and debated in professional literature. The political and intellectual roots of ELT, social, economic and

cultural influences on ELT, the debate over communicative language teaching, and the relation of current theory and research to actual classroom practice.



**ELT 602 Approaches to English Language Teacher Education**  
(3-0)3

Overview of major issues in teacher education through promoting research on the design and implementation of teacher education and training programs; action research, and models of teacher supervision; training the trainers.

**ELT 603 English Language Teaching Curriculum**  
(3-0)3

Current approaches to ELT curriculum design and development. The procedures involved in designing and developing syllabuses for teaching English as a foreign language. Practical work on aspects of syllabus design with special emphasis on primary and secondary education EFL curricula.

**ELT 604 Seminar in Applied Linguistics**  
(3-0)3

Current understanding of applied linguistics; use of linguistic theories in understanding language of actual use; linguistic accounts of real world problems.

**ELT 605 Sociolinguistics**  
(3-0)3

A survey of sociolinguistic theories and research findings which illuminate the learning and use of English as a foreign language, with particular emphasis on practical applications.

**ELT 606 Program Evaluation in English Language Teaching**  
(3-0)3

Concepts of measurement and evaluation; preparation and use of measurement tools in evaluation and decision-making; models of program evaluation; processes of evaluation; standards for the evaluation of effectiveness of instruction, courses, syllabuses, materials; applying these to hypothetical/real cases with a view of accountability in English language education.

**ELT 607 Instructional Design in English Language Teaching**  
(3-0)3

Current theory and practice in the field of instructional design and practice in creating

effective designs for instruction in English language teaching by selecting and using current techniques according to the specific needs of the learners. Research work, applications and paper presentations.

**ELT 608 Pragmatics and Discourse Analysis**  
(3-0)3

Current theories, issues, concepts and research techniques specific to pragmatics and discourse analysis with a view of language as an interactive process.

**ELT 609 Classroom Research**  
(3-0)3

A comprehensive overview of recent classroom-centered research and its implications for teaching and learning of languages; classroom research methods; teacher talk; learner behavior; teacher and student interaction; learning outcomes; directions in research and teaching.

**ELT 610 Statistical Methods in English Language Teaching**  
(3-0)3

Basic statistical concepts and tools such as types of variables and data in ELT studies; ways of measuring differential outcomes of empirical/comparative language studies through applying these to projects and interpreting the results for their implications to ELT. Statistical packages on computer.

**ELT 611 Psycholinguistics**  
(3-0)3

Current issues and theories in psycholinguistics focusing mainly on language and cognition, language acquisition, language processing, biological foundations of language, language disorders, and bilingualism.

**ELT 699 Ph.D. Dissertation**  
NC

**ELT 901-950 Special Topics**  
NC

**M.A. PROGRAM IN ENGLISH LITERATURE**

**ELIT 503 Milton**  
(3-0)3

A critical study of selected works of John Milton including *Paradise Lost*, *Paradise Regained*, *L'Allegro*, *Il Penseroso*, and *Comus*.

**ELIT 504 Spencer**  
(3-0)3

Spencer's works, especially *The Faerie Queene*, will be discussed in a critical and theoretical perspective.

**ELIT 505 20th Century British Novel I**  
(3-0)3

Significant novels of Conrad, Woolf, Joyce, Lawrence and Forster will be examined critically.

**ELIT 506 20th Century British Novel II**  
(3-0)3

Works of significant novelists from the thirties through the Post-War period to the present day will be studied.

**ELIT 507 20th Century British Drama**  
(3-0)3

In-depth study of trends and works in modern British drama, including plays by Osborne, Bond, Pinter, Arden, and other significant dramatists.

**ELIT 508 Shakespearean Drama**  
(3-0)3

In-depth study of selected major Shakespearean plays.

**ELIT 509 Approaches to Literary Criticism**  
(3-0)3

After a brief review of approaches to literature before the twentieth century, this course concentrates upon developments in literary criticism in the twentieth century. The approach used is conceptual rather than historical; the concepts of literature in the major contemporary movements of literary criticism and the assumptions concerning the study of literature underlying these movements are studied in representative texts. Examples of applications of the approaches discussed to literary texts are also included in the course.

**ELIT 510 The Rise and Development of the English Novel**  
(3-0)3

After an introduction to the background of the English novel and its beginning in the eighteenth century, novels by Defoe, Richardson, Fielding, Sterne and other significant writers are studied in depth.

**ELIT 511 The Romantic Period**  
(3-0)3

Significant characteristics of the Romantic period and Romanticism will be discussed and selected works of prose and poetry will be studied. Among the authors to be considered are Burns, Coleridge, Wordsworth, Lamb, Hazlitt, Blake, Scott, De Quincey, Byron, Shelley, Keats.

**ELIT 513 20th Century British Poetry**  
(3-0)3

Significant characteristics of modern English poetry will be studied with emphasis on selected works of major poets.

**ELIT 514 Chaucer**  
(3-0)3

Chaucer's role in the development of English literature and a study of his major works including *The Canterbury Tales* and *Troilus and Criseyde*.

**ELIT 515 The Victorian Novel**  
(3-0)3

Representative examples of the Victorian novel are studied and criticized as a means of achieving a complete understanding of selected authors' attitudes towards the basic human and social issues of the Victorian Period.

**ELIT 516 Literature in the Middle Ages**  
(3-0)3

Representative texts are used to study the courtly love and romance traditions, verse romances and Medieval drama.

**ELIT 517 Literature in the Renaissance**  
(3-0)3

Characteristics of the Renaissance spirit as reflected in English literature are studied in selected works of drama, poetry and prose. (To include texts by Sidney, Spenser, Marlowe, Dekker, Middleton, Shakespeare).

**ELIT 518 Literature in the 17th Century**  
(3-0)3

Representative works and genres are studied in the context of social and intellectual trends of the period. (To include works by Milton, Donne, Marvell, Johnson, Behn, etc.)

**ELIT 519 Literature in the Restoration and the 18th Century**  
(3-0)3

Representative works and genres are studied in the context of the social and intellectual trends of the period. (To include works by Pope, Dryden, Swift, Johnson, Fielding, Defoe, etc.)

**ELIT 520 The Victorians**  
(3-0)3

Representative examples of the poetry and prose of the Victorian Age are studied as a means of understanding and evaluating the social, moral and scientific issue of this period. (To include works by Arnold, Huxley, Ruskin, Dickens, G. Eliot, Oscar Wilde, Tennyson, Browning, Butler, etc.)

**ELIT 521 Literature in the 20th Century**  
(3-0)3

Major non-fictional works, such as biographies, autobiographies, essays, letters and travel writings are studied as a means of investigating social, cultural and intellectual issues of the period.



**ELIT 522 Backgrounds of Modern Criticism (3-0)3**

This course concentrates on the development of Literary Theory from the Classical Age of Greece to the Modern Period. The approach used is historical as well as conceptual. Major texts necessary for an understanding of modern criticism are read and discussed. The focus is on the theoretical aspect. Practical criticism is not a part of this course.

**ELIT 523 Highlights of American Literature (3-0)3**

Texts by major literary figures of the 19th and 20th century are studied with a critical approach to give the students a taste of American Literature and culture with its specifically American themes and concerns.

**ELIT 529 Psychological Aspects of Literature (3-0)3**

After basic concepts, theories and trends of psychology are introduced, representative literary works are studied in the light of these trends.

**ELIT 590 Seminar in English Literature**

Preparation towards M.A. thesis proposal through prescribed readings; written or oral presentation of the work developed. NC

**ELIT 599 Master's Thesis**

NC

**ELIT 801-850 Special Studies (4-2)NC**

**Ph.D. PROGRAM IN ENGLISH LITERATURE**

**ELIT 604 Interactions Between English and Other European Literatures (3-0)3**

Interactions between English literature and Spanish, Italian, French, German and Russian Literatures from the Middle Ages to 20th century. This interaction is be studied in the light of social, political economic changes and philosophical and literary trends.

**ELIT 606 Psychology and Literature (3-0)3**

Analysis of the literary text as a key to the mechanisms of the psyche, the relationship between the text and author and reader. The texts are also studied as a part of a more general problem of dealing with the constitution of the self and its relationship with the other.

**ELIT 607 Non-Western Contemporary Literatures (3-0)3**

An introduction to contemporary Non-Western literatures with an emphasis on multicultural and multiethnic writers. The texts include the works of writers who write in English to reach a wider audience, as well as those translated into English. Emphasis on different authors in different semesters.

**ELIT 609 Research Methodology in Literary Studies (3-0)3**

Development of a disciplined and consistent approach to literary research, with emphasis on problems of locating, analyzing and interpreting data.

**ELIT 610 Literary Genres and Inter-Generic Relations (3-0)3**

Major narrative literary genres and inter-generic relations. Non-literary causes behind genres, and common formal literary devices among genres and their transformations.

**ELIT 611 Contemporary Literary Theory (3-0)3**

Recent literary theoretical concerns and their bearing upon writing, reading and criticism of literature. It examines, among others, the theoretical positions of new psychoanalytic, Marxist, feminist, deconstructionist, phenomenological and new historicist criticism.

**ELIT 618 Women and Writing (3-0)3**

The relationship between women and the idea of "author" and "authority". How women writers try to find a space for writing in their own terms and the strategies they develop to be recognized in the male-dominated world of writing and publishing. The work of prominent feminist theorists as well as a wide selection of creative writers are examined.

**ELIT 619 Literature and Science (3-0)3**

The impact of scientific discoveries and theories on literature studied with an interdisciplinary approach.

**ELIT 620 Selected Works from Turkish and English Literature (3-0)3**

A study of Turkish and British works evincing similar generic and content features. Emphasis on different genres in different semesters.



**ELIT 621 Fiction: Selected Works (3-0)3**  
A study of fiction as a literary genre through  
representative works from different periods.

**ELIT 622 Drama: Selected Works (3-0)3**  
A study of drama as a literary genre through  
representative works from different periods.

**ELIT 623 Poetry: Selected Works (3-0)3**  
A study of verse forms and types through  
representative works from different periods.

**ELIT 699 Ph.D. Dissertation NC**

**ELIT 901-950 Special Topics NC**