DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

PROFESSORS

COŞKUNoğlu BEAR, Ayten (retired): B.A. Ankara University; M.A., Bryn Mawr College; Ph.D., Istanbul University.

ÇİLELİ, Meral: B.A., M.A., Ankara University; Associateship, University of London; Ph.D., Ankara University.

ENGİNARLAR, Hüsnü (Director of the School of Foreign Languages): B.A., Ankara University; M.A., METU; Ph.D., Hacettepe University.


KAŞ, Ali (retired): B.A., Ankara University; B.A., Sciences Politiques (IEP); M.A., Ph.D., Université de Provence, Marseille-France.


ZEYREK, Deniz (Head of Programme in Cognitive Science): B.A., Hacettepe University; M.A., University of Kansas; Ph.D., Hacettepe University.

ASSOCIATE PROFESSORS

BEAR, Joshua M.: B.A., University of California, Berkeley; Ph.D., Hacettepe University.

DALOĞLU, Ayşeşşül (Assistant to the President): B.A., University of Michigan; M.A., Bilkent University; Ph.D., METU.


RUHİ, Şükrüye: B.A., Université Catholique de Louvain; M.A., METU.; Ph.D., Hacettepe University.

SEFEROĞLU, Gölge (Associate Dean of the Faculty of Education): B.A., Boğaziçi University; M.A., Ed.M., Ed.D. Columbia University.

ASSISTANT PROFESSORS

ALPAKIN MARTINEZ-CARO, Dürri: B.A., M.A., Ankara University; Ph.D., Hacettepe University.

BİRLİK, Nurten: B.A., M.A., Ph.D., Hacettepe University.

ERÖZ, Betül: B.A., METU; M.A., Ph.D. University of Arizona.

HATİPOĞLU, Çiler: B.A., M.A., Boğaziçi University; Ph.D., UWE, Bristol, UK.

GRAÇANIN-YÜKSEK, Martina: B.A., University of Zagreb; M.A., Syracuse University; Ph.D., Massachusetts Institute of Technology.

GÜRBÜZ, Nurdan: B.A., Gazi University; M.A., METU; Ph.D. Nottingham University.

SAĞIN ŞİMŞEK, Çiğdem: B.A., M.A., METU; Ph.D., Hamburg University.

SÖNMEZ, Margaret: B.A., M.A., Oxford University; Ph.D., Durham University.

INSTRUCTORS

ARSLAN, Deniz: B.A., M.A., METU; Ph.D., Ankara University.

CEDDEN-EDİBOĞLU, Gülay (Vice Chairperson): M.A., Ph.D., Ankara University.

ÇOPUR-ŞALLI, Deniz: B.A., M.A., PhD, METU.

DOYRAN, Feyza (Vice Chairperson): B.A., Hacettepe University; M.A., Ph.D. METU.

GÜNÜDÜZ, Muge: B.A., M.A., Hacettepe University; Ed.D., University of Leicester.

GÜNZELİ KAÇAR, İşıl: B.A., M.A., PH.D. METU.

KARAMAN, A. Cendel: B.A., M.A. Hacettepe University; PH.D. University of Wisconsin-Madison.

ONARAN, Sevil (Coordinator of the German Minor Programme): B.A., M.A., Ph.D., Ankara University.

SAVAŞ, Perihan: B.A., M.A., METU; Ph.D., University of Florida.

YILDIZ-BAĞÇE, Hülya: B.A., M.A. METU; M.A., PH.D. University of Texas at Austin.

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.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>133 Contextual Grammar I (3-0)3</td>
<td>134 Contextual Grammar II (3-0)3</td>
</tr>
<tr>
<td>135 Advanced Reading and Writing I (3-0)3</td>
<td>136 Advanced Reading &amp; Writing II (3-0)3</td>
</tr>
<tr>
<td>137 Listening and Pronunciation (3-0)3</td>
<td>138 Oral Communication Skills (3-0)3</td>
</tr>
<tr>
<td>129 Introduction to Literature (3-0)3</td>
<td>140 English Literature I (3-0)3</td>
</tr>
<tr>
<td>200 Introduction to Education (3-0)3</td>
<td>146 Linguistics I (3-0)3</td>
</tr>
<tr>
<td>103 Written Communication (2-0)2</td>
<td>178 Second Foreign Language II (3-0)3</td>
</tr>
<tr>
<td>100 Introduction to Information Technologies</td>
<td>TURK 104 Oral Communication (2-0)2</td>
</tr>
<tr>
<td>and Applications NC</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 241 English Literature II (3-0)3</td>
<td>FLE 218 Novel Analysis (3-0)3</td>
</tr>
<tr>
<td>FLE 261 Linguistics II (3-0)3</td>
<td>FLE 280 Oral Expression &amp; Public Speaking (3-0)3</td>
</tr>
<tr>
<td>FLE 238 Approaches to ELT (3-0)3</td>
<td>FLE 262 ELT Methodology I (3-0)3</td>
</tr>
<tr>
<td>FLE 277 Second Foreign Language III (3-0)3</td>
<td>FLE 270 Contrastive Turkish-English Methods (3-0)3</td>
</tr>
<tr>
<td>EDS 220 Educational Psychology (3-0)3</td>
<td>FLE 200 Instructional Principles &amp; Methods (3-0)3</td>
</tr>
<tr>
<td>CEIT 319 Instructional Technology &amp; Materials</td>
<td></td>
</tr>
<tr>
<td>Development (3-0)3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 307 Language Acquisition (3-0)3</td>
<td>FLE 308 Teaching English to Young Learners (3-0)3</td>
</tr>
<tr>
<td>FLE 304 ELT Methodology II (3-0)3</td>
<td></td>
</tr>
<tr>
<td>FLE 311 Adv. Writing &amp; Research Skills</td>
<td>FLE 324 Teaching Language Skills (3-0)3</td>
</tr>
<tr>
<td>Departmental Elective II (3-0)3</td>
<td></td>
</tr>
<tr>
<td>HIST 2201 Principles of Kemal Atatürk II (3-0)3</td>
<td>HIST 2202 Principles of Kemal Atatürk II NC</td>
</tr>
<tr>
<td>FLE 321 Drama Analysis Non-Departmental Elective I</td>
<td>EDS 304 Classroom Management (3-0)3</td>
</tr>
<tr>
<td>(3-0)3</td>
<td>FLE 352 Community Service (1-2)2</td>
</tr>
<tr>
<td></td>
<td>EDS 416 Turkish Educational System &amp; School</td>
</tr>
<tr>
<td></td>
<td>Management (3-0)3</td>
</tr>
<tr>
<td></td>
<td>Non-Departmental Elective II (3-0)3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 405 Materials Adaptation and Development</td>
<td>FLE 404 Practice Teaching (2-6)5</td>
</tr>
<tr>
<td>FLE 413 English Language Testing &amp; Evaluation</td>
<td>FLE 426 The English Lexicon (3-0)3</td>
</tr>
<tr>
<td>FLE 425 School Experience Departmental Elective III</td>
<td>EDS 424 Guidance (3-0)3</td>
</tr>
<tr>
<td>(3-0)3</td>
<td>Departmental Elective IV (3-0)3</td>
</tr>
<tr>
<td>FLE 423 Translation</td>
<td></td>
</tr>
<tr>
<td>Departmental Elective III (3-0)3</td>
<td></td>
</tr>
</tbody>
</table>

* 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 language. The academic 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 (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 choose 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 everyday dialogues and basic reading texts, express themselves and ask questions in the basic spoken language. To fulfill these aims, dialogues and reading texts are utilized. Student teachers are exposed to the basic structures and vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some insights into the target culture and life style will be given.

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

FLE 134 Contextual Grammar II (3-0-3)
This course is a continuation of Contextual Grammar I. This course leads students to have a critical perspective into the advanced level structures (e.g. word classes, elements of the sentence, types of sentence, sentence fragments etc.) of different types of texts on a contextual level.

Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar with guidance in their function and usage. Using methods such as error analysis or discourse analysis. Besides presenting a descriptive review of the forms and function of advanced English grammar structure, this course encourages students to develop a critical stance toward the use of these structures in various contexts. The course also emphasizes interactive activities such as group and pair work.

FLE 136 Advanced Reading & Writing II (3-0-3)
This course is a continuation of Advanced Reading and Writing I. This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

FLE 138 Oral Communication Skills (3-0-3)
This course offers a variety of different communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. It offers extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. As in-class activities, for the promotion of interest and motivation in communication, the course also includes discussion topics, interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-
provoking. Integrating different reading and listening texts into communication-oriented tasks, this course aims to develop students’ productive skills beyond their receptive skills. By exploring components of communicative competence, this course aims to equip students with the necessary skills to become successful communicators as well as language teachers. Students will develop a good command in suprasegmental features (pitch, stress and intonation) as well as strategic competence in repairing communication breakdowns in communication on the basis of continuous feedback received throughout the course. Common pronunciation mistakes are listed by the instructor and discussed regularly so as to raise the awareness of students as future language teachers. By also utilizing theoretical and practical knowledge acquired in the listening and pronunciation course, students will be expected to deliver informative presentations individually and collaborate with a group to deliver a persuasive group presentation. Students will be acquainted with the use of audiovisual aids (OHP, power point, posters) and techniques which will help them become effective speakers.

FLE 140 English Literature I (3-0-3)
This course offers a broad overview of major English works from the Anglo-Saxon period (ca. 600-1100) through the 17th century, and introduces the students to the intensive examination of literary texts in various genres with references to the cultural, philosophical, scientific, and ethical context they were written in. It involves discussion of some of the most influential critical schools of thought which shaped the general features of the texts. By the end of the course the students are expected to perform a reasonable close reading by analyzing the literary and figurative elements in poetry, fiction and drama in the relevant literary periods. The course also provides a kind of background for their professional and intellectual development; and imparts skills of interpretation, analysis, research and writing that are useful in a broad range of professional activities. The course gives them the opportunity to practice and improve different reading skills strategies and to increase their existing vocabulary base. The course proceeds through class discussions in which the students will demonstrate an understanding of the fundamentals of literary processes and focused writing assignments in which they put their analytical and interpretative skills at work and apply the principles of different writing styles.

FLE 146 Linguistics I (3-0-3)
An introduction to the basic concepts in linguistics. Components of language as a system: phonology; morphology; semantics and syntax. Linguistic competence and performance; the arbitrariness of the linguistic sign; linguistic creativity; language universals. The anatomy of the brain and language; brain lateralization and handedness; and language processing. Semantics: componential analysis; semantic relations; collocational meaning; thematic relations. Pragmatics and discourse analysis: speech act theory; the Cooperative Principle; politeness and speech acts; formal aspects of discourse; cohesion; discourse and the context of situation.

FLE 178 Second Foreign Language II (3-0-3)
This course is a continuation of “Second Foreign Language I”. It aims at providing communicative tasks for student teachers to communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and life style will be given through the use of authentic materials.

*This course is a prerequisite for Second foreign language III

FLE 241 English Literature II (3-0-3)
This course offers a broad overview of major English works from the end of 17th century up to the present time. As in the Survey of English Literature I, the cultural, philosophical, scientific, and ethical background of the texts is explored in detail with references to some of the most influential critical schools of thought. The course seeks to give the students an appreciation of literary texts in various genres written in the last three hundred years. As this is the continuation of Survey of English Literature I, the students can see how works written in different times can inform each other and the literary works written at present and they can relate their readings of past literature to 20th century context. As a result of successful completion of this course, the students will be able to:
* Acquire an awareness of the methods of literary analysis and critical methods associated with various literary concerns by analyzing the literary and figurative elements in poetry, fiction and drama in the relevant literary periods.
* Recognize the names and works of creative individuals from each time period;
* Explain the important literary features of each period;
* Recognize concepts from each period and relate these to individuals and their works;
* Analyze specific genres and interpret selected works.

The course proceeds through class discussions and focused writing assignments.

**FLE 261 Linguistics II** (3-0-3)
A continuation of Linguistics I. Phonetics: branches of phonetics; the difference between orthography and speech; articulatory phonetics; consonants and vowels; diphthongs and triphthongs in English. Phonology: phonemes; allophones; distinctive features; minimal pairs; phonetic and phonological transcription; phonological processes; suprasegmental phonology. Morphology: morphemes and allomorphs; bound and free morphemes; word structure; affixes; morphological typology of languages; types of words and word formation processes. Syntax: syntactic constituents and constituent analysis; transformational-generative grammar; phrase structure; clause structure analysis.

**FLE 238 Approaches to ELT** (3-0-3)
This course presents basic issues and processes in ELT course design. It focuses on identifying the difference among approach, method and technique and the significance of these concepts in course design. A critical overview of methods and approaches taking a historical perspective is presented: Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Community Language Learning, Suggestopedia, Communicative Approach, the Natural Approach. Student teachers will discover and synthesize classroom application possibilities of such methods through designing micro-teaching of activities associated with them. A portion of the course also focuses on current issues and practices in ELT course design, selecting the appropriate approach suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP. It outlines current foreign language teaching trends such as constructivist approach, content-based instruction, task-based instruction, problem-based teaching, multiple intelligences, whole language approach and corpus-based applications of language teaching and designing micro-teaching of activities associated with them. This course aims to raise awareness of issues of culture and classroom second/foreign language learning, of technology use in language classrooms, and of the need for developing communicative and intercultural competencies for the language learner and teacher of the globalized world and designing micro-teaching of activities associated with them.

**FLE 277 Second Foreign Languages III** (3-0-3)
This course is a continuation of Second Foreign Language II. It aims at further developing student teachers' reading and oral skills. Authentic texts of different genres will be studied in order to focus on more complex grammatical structures and advanced level vocabulary items. Student teachers are expected to make short oral presentations, produce role-plays, watch short extracts of movies in the target language and participate in simple discussions on a related topic in class and write letters and e-mails of greeting, complaint, response, etc., diary entries and short paragraphs and essays. Further insights into the target culture and life style will be given through authentic classroom materials and research tasks.

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

FLE 270 Contrastive Turkish-English (3-0)3
An introduction to the contrastive analysis of Turkish and English. Comparing English and Turkish with respect to their phonetic, morphological, syntactic and semantics systems. Phonetics: Consonants and vowels; word stress. Syntax: the structure of the simple clause; phrase structure; embedding. Semantics: tense, aspect and modality in Turkish and English; the perfective and non-perfective aspect; epistemic and deontic modality.

FLE 200 Instructional Principles & Methods (3-0)3
This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.

FLE 304 ELT Methodology II (3-0)3
This course is a continuation of ELT Methodology I. Taking a learner-centered teaching model as a guide, it emphasizes application of classroom-based research, teacher directed research and action research for the purposes of diagnosing learners' language related needs and developing remedial teaching activities. Student teachers will design lesson plans based on current trends with a focus on principles of learner monitoring and role of learner assessment in lesson planning and micro-teach these lessons. In order to foster ongoing professional development, student teachers will be informed of the national and international professional organizations (e.g.: TESOL and INGED) and practical journals (c.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 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 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:
- ÇYDD: Çağdas Yaşamı Destekleme Derneği (http://www.cyyd.org.tr/
- TGV: Toplum Göünüllüleri Vakfı (http://www.tog.org.tr/)
- TEV: Türk Eğitim Vakfı (http://www.tev.org.tr/)
- AÇEV: Anne Çocuk Eğitim Vakfı (http://www.accev.org/)
- İLKAYAR: 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 Kültürl Değerlerini Koruma ve Tanıtma Vakfı (http://www.cekuvakfi.org.tr/)
- TEMA: Türkiye Erozyonla Mücadele Ağaclandırması ve Doğal Varlıklar Koruma Vakfı (http://www.teva.org.tr/)
- KIZILAY (http://www.kizilay.org.tr/)
- AKUT: Arama Kurtarma Derneği (http://www.akut.org.tr/)
- LÖSEV: 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 (2-6-5)**
Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field.

**FLE 405 Materials Adaptation and Development (3-0-5)**
Continuation of FLE 304, enabling students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing.

**FLE 413 English Language Testing and Evaluation (3-0-3)**
Types of tests; test preparation techniques for the purpose of measuring various English language skills; the practice of preparing various types of questions; evaluation and analysis techniques; statistical calculations.

**FLE 426 The English Lexicon (3-0-3)**
An in-depth analysis of the relation between lexical semantics, clause structure and discourse in English, with a focus on aspects of English grammar that are problematic for second language learners. Argument structure: types of verbs and passivisation. Lexical aspect and discourse: types of lexical aspect; aspect in discourse; adverbial modification. The syntax and the semantics of the noun phrase in English: definiteness, quantifiers, subject-verb agreement; definiteness; specificity; genericness.

**FLE 423 Translation (3-0-3)**
This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into Turkish and Turkish texts into English. Besides translation activities from diverse areas, within a contrastive analysis framework, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text paying attention to the idiosyncrasies regarding the unique nature of Turkish and English and its comparison to their own translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and
importance of translation in language learning and teaching and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be strongly encouraged.

**FLE 425 School Experience (1-4) 3**

This course aims to prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills.

**ELECTIVES**

**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 Greco/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 130 The Short Story (3-0)3**

The characteristics of the short story are identified and analyzed 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, Saki, Oscar Wilde.

**FLE 140 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.

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.

**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, students will be expected to recognize, understand, and appreciate the diversity of other cultures and societies and the intrinsic value of national literary 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, symbolism, expressionism, surrealism, and the absurd through close reading of representative selection of plays by Ibsen, Strindberg, Shaw, Pirandello, Brecht, O'Neill, Ionesco, Pinter, Stoppard and others. In this course, students will examine changes in the social and political role of drama, identify the influences that formed modern drama, read and evaluate samples of plays written in different periods and countries from the perspectives of content and dramatic form, apply critical thinking skills to analyse the connections among them and study how each play responds to the historical and cultural context in which it was written.

FLE 232 Modern Drama II (3-0-3)
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.

FLE 233 Literature and Society I (3-0-3)
Examining literature as social evidence and testimony, this course deals with literary works which provide a variety of commentaries on and 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, Yasir 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 'bourgeoisie', '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 transmission, and sociology of the text are examined and issues such as official and unofficial censorship, popular literature and the Canon, performance and criticism are discussed.
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 177, FLE 178, FLE 277.

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)

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 world view, language and nationalism, naming and word magic, 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, pluralialism 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 FLE 177, FLE 178 and FLE 277. Italian language -as used in everyday situations. Further studies on Italian grammar taught through dictation, translation and reading exercises.
Prerequisite: FLE 177, FLE 178 and FLE 277

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, and 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 Kyd, 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 Bronte sisters, Robert and Elizabeth Browning, Thomas Carlyle, Wilkie Collins, Charles Dickens, George Eliot, Thomas Hardy, Ruskin, the Rossettis, 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 19thCentury 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 periods, from the modernist novel to the postcolonial novel. Major authors may include James, Conrad, Woolf, Joyce, Forster, Lawrence, Orwell, Beckett, Golding, Fowles, Spark, 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 Fludernik are studied, while Rimon 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 paved 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 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 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.
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 ELT 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 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

<table>
<thead>
<tr>
<th>ELT</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT</td>
<td>590 Seminar in English Language</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>ELT</td>
<td>599 Master's Thesis</td>
<td>NC</td>
</tr>
<tr>
<td>ELT</td>
<td>801-850 Special Studies</td>
<td>NC</td>
</tr>
</tbody>
</table>

Elective Courses

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

441
The concept of literary criticism and its applications involve different approaches in different periods and contexts. This is reflected in the development of literary theories and the understanding of literature. The rise of the Romantic period in the 19th century resulted in a new emphasis on the individual and the subjective experience. This was reflected in the works of writers such as Victorians and their prominence in the English literature.

The concept of the "author" and the relationship between literature and society is a common theme in literary studies. The literature of the 20th century, in particular, dealt with the themes of social and political issues, as seen in the works of figures such as Marlowe, Dryden, Pope, Fielding, and others. The concept of "genre" is also important in the study of literature, as it helps to categorize and understand the different types of texts produced in different periods.

The relationship between literature and social issues is evident in the works of notable figures such as Virginia Woolf, James Joyce, and D.H. Lawrence. The concept of "inter-generic" and "inter-disciplinary" is also important in the study of literature, as it helps to understand the connections between different types of texts and the different disciplines that influence them.

The concept of "literature as a science" is also important in the study of literature, as it helps to understand the different methods and approaches used in the study of literature. The concept of "literature as a tool" is also important, as it helps to understand the different ways in which literature can be used to understand and manipulate society.
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