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| **ENGLISH LANGUAGE TEACHING PROGRAM INFORMATION**

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| **Goal:** With the importance given to the quality culture, the aims of our program are to make students have one-to-one connection with the instructors, use information and communication technology effectively, set up an academic and a social link between the instructor and the student, and contributes to the field in terms of in-service education of English language teachers. |

**Objective:** As the English Language Teaching program, our objective is to raise graduates preferred in national and international fields,to reach information by researching and inquiring, and raise English teachers aiming continuous personal development. 1. From the 2020-2021 academic year, within the framework of the IB Teaching Certificate Program, to train graduates preferred both nationally and internationally;2. To contribute to the teaching of Turkish as a foreign language within the framework of the Certificate Program in Teaching Turkish to Foreigners, which will be put into effect as of the second semester of the 2019-2020 academic year;3. To provide the students of the Department of English Language Teaching with the special education teaching program which started to accept students in the fall semester of 2019-2020, to teach English to the children in need of special education;4. To educate our students as pre-service teachers who have advanced computer and technology literacy skills and who can make use of all kinds of technology and prepare effective course materials;5. To provide more comprehensive in-service training to the environmental schools with which we have agreed;6. To increase the number of courses that will enable our students to gain in-class experience in İSTEK schools, and to further develop the application module in our teacher education program;7. To integrate the critical, reflective assessment texts requested by the students in the language skills and assessment and evaluation courses in each program;8. Developing the program outcomes survey which was first applied to students in the 2018-2019 academic year;9. To increase the number of our faculty members in the coming years, to reduce the consultancy and other workloads of our current faculty members and to make more academic studies;To strengthen our relations with our graduates.**PROGRAM LEARNING OUTCOMES** |

1. Should develop a good command of concepts in linguistics (phonology, morphology, syntax, semantics, pragmatics, and discourse) both in theory and practice as they can be effectively used in teaching EFL.
2. Should develop the ability to use appropriate language teaching methods and techniques by critically examining the theories behind the processes of learning and teaching EFL.
3. Should be able to prepare lesson plans that would accommodate learner factors such as biological (age and gender), cognitive (intelligence and its types, and aptitude), social (culture), and contextual (available technology, learning facilities, and instructional materials).
4. Should develop a native like command of language skills and components in both receptive and productive modes of communication.
5. Should be able to use information and communication technologies effectively in EFL context.
6. Should be prepared to use English literary works such as short stories, poems, and novels that would help improve the process of teaching language skills.
7. Should be able to develop and implement appropriate assessment tools and techniques that would enhance student learning with creating a dynamic learning oriented assessment environment.
8. Will develop a good command of the knowledge of scientific research methods (quantitative, qualitative, and mixed) and the ability to interpret and implement the findings to improve both teaching and learning processes.
9. Should develop a reasonable command of the linguistic, cultural, and ethical responsibilities of the teaching profession by experiencing practice teaching in real pedagogical contexts at schools.

**Education Methods and Techniques**

 The teaching - learning methods and strategies are selected in a way that aims the development of the students’ skills such as lifelong learning, teaching, presentation, creative and critical thinking, collaborative working, and effective utilization of technology.

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| **Methods Techniques** | **Characteristics aimed to be developed** | **Characteristics related to the teaching environment** |
| Lecturing | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation | Standard classroom technologies, multimedia tools, projector, computer, overhead projector |
| Role playing | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Standard classroom technologies, multimedia tools, projector, computer, overhead projector |
| Presentation | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. |  |
| Problem Solving | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Standard classroom technologies, special hardware |
| Case study | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. |  |
| Simulation | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. |  |
| Seminar | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Standard classroom technologies, multimedia tools, projector, computer, overhead projector |
| Group work | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Standard classroom technologies, multimedia tools, projector, computer, overhead projector |
| Individual work | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Real or artificial environment that will allow observation  |
| Panel | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Real or artificial environment that will allow observation |
| Guest speaker | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Standard classroom technologies, multimedia tools, projector, computer, overhead projector, special hardware  |
| Brainstorming | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Internet databases, library databases, e-mail, online conversation,Web based discussion forums |
| Exercise | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. |  |
| Experiment | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Special hardware |
| Observation | Cognitive characteristics such as listening, interpretation and commenting and proficiencies specific to the affective field such as awareness development and value system formation; psychomotor characteristic such as imitation and skill development. | Internet databases, library databases, e-mail  |
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**THE MATRIX FOR COURSE AND PROGRAM LEARNING OUTCOMES**

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| **Course Code** | **Course Title** | *PÇ1* | *PÇ2* | *PÇ3* | *PÇ4* | *PÇ5* | *PÇ6* | *PÇ7* | *PÇ8* | *PÇ9* | *PÇ10* |
| EDEN 113 | Reading Skill 1 |  |  |  |  | X | X | X |  |  |  |
| EDEN 115 | Writing Skill 1 |  |  |  |  | X | X | X |  |  |  |
| EDEN 117 | Listening and Pronunciation 1 |  |  |  |  | X | X | X |  |  |  |
| EDEN 119 | Oral Communication Skill 1 |  |  |  |  | X |  | X |  |  |  |
| EDEN 111 | Structure of English |  |  | X |  |  |  |  |  |  | X |
| EDEN 114 | Reading Skill 2 |  |  |  |  |  |  | X |  |  |  |
| EDEN 116 | Writing Skill 2 | X | X | X |  |  |  | X |  |  | X |
| EDEN 118 | Listening and Pronunciation 2 |  |  |  |  |  |  |  | X |  | X |
| EDEN 120 | Oral Communication Skill 2 |  |  |  |  |  |  | X | X |  |  |
| EDEN 214 | Linguistics 1 |  | X | X |  |  | X | X | X |  |  |
| EDEN 216 | Critical Reading and Writing |  | X | X |  |  | X | X | X |  |  |
| EDEN 213 | English Teaching Programs |  |  | X |  |  |  |  |  |  | X |
| EDEN 215 | Linguistics 2 |  |  |  |  |  |  |  |  | X | X |
| EDEN 217 | Language Acquisition |  | X | X |  |  | X |  | X |  |  |
| EDEN 307 | Teaching English to Young Learners 1 |  |  | X |  |  |  |  |  | X |  |
| EDEN 310 | Teaching English Skills 1 |  | X |  | X |  |  |  |  | X |  |
| EDEN 313 | Language and Literature Teaching 1 |  |  | X |  | X |  |  |  |  |  |
| EDEN 309 | Teaching English to Young Learners 2 |  |  | X | X | X |  | X | X | X | X |
| EDEN 311 | Teaching English Skills 2 |  | X | X |  |  | X | X |  |  |  |
| EDEN 315 | Language and Literature Teaching 2 |  |  | X |  | X |  |  |  |  |  |
| EDEN 410 | Teaching Practice 1 |  |  | X | X | X |  | X | X | X | X |
| EDEN 414 | Developing Course Content in English Language Teaching |  | X | X |  |  | X |  | X |  |  |
| EDEN 420 | Translation | X | X |  |  |  |  |  |  |  |  |
| EDEN 412 | Teaching Practice 2 |  |  | X | X | X |  | X | X | X | X |
| EDEN 422 | Guidance in School |  |  | X |  |  |  |  |  | X |  |
| EDEN 416 | Exam Preparation in Foreign Language |  | X |  | X |  |  |  |  | X |  |

**Level of Qualification**

This department is subject to the first stage degree system having 243 AKTS credits in the field of the Applied Linguistics and ELT.  When the program is completed successfully and the program proficiencies are satisfied, the undergraduate degree in the field is obtained.

**Admission Requirements**

The student wanting to register to the department is obliged to complete the processes determined by ÖSYM within the framework of the academic and legal legislation of the university / to succeed in the examinations. A student starting his/her education in domestic or foreign equivalent program can apply for undergraduate transfer. The acceptance of the students is examined before the term starts by considering the conditions of each student and the degree to which they apply and is evaluated specially. The students coming from abroad within the content of the student exchange programs approved by the university and whose constraints are determined with an agreement can take the courses given in English. If the student has the Turkish grammar proficiency, s/he can also register to any Turkish course mentioned in the Course Plan.

**Employment opportunities of the graduates and transition to the upper level:** Our graduates can mainly work in the schools affiliated to the Ministry of National Education as English language teachers.

**Graduation Conditions:** There is not special term-end examination or final examination period which is required to be made at the end of the academic year or following the completion of the program to obtain the degree / complete the program. At the same time, at the end of every term, generally following the just the end of the term, there are two week term-end examinations. Also, for the graduation, it is required that the student should realize the requirements of the observation course in the schools and should realize 60-hour practicum successfully. The experiences to be obtained with the practicum and required workload have been considered within the content, application and workloads of the related courses in the program.