

## ENGLISH LANGUAGE TEACHING PROGRAM INFORMATION

The English Language Teaching Program at Yeditepe University is dedicated to fostering a culture of excellence in language education. Our program is designed to equip students with the knowledge, skills, and practical experiences necessary to become highly proficient and sought-after English language educators, both nationally and internationally.

**Goals:** With a strong emphasis on quality culture, the objectives of our program include facilitating one-on-one connections between students and instructors, promoting effective utilization of information and communication technology, establishing both academic and social bonds between instructors and students, and contributing to the professional development of English language teachers through in-service education.

1. To know the theoretical and applied concepts of linguistics and the structural characteristics of English, and to use language teaching methods and techniques in light of this knowledge.
2. To understand and evaluate basic theories, principles, and methods of learning and teaching English as a foreign language, and to use appropriate language teaching methods and techniques.
3. To prepare lesson plans using appropriate teaching technology, taking into account students' needs, language levels, ages, types of intelligence, and learning styles.
4. To assess the effectiveness of ready-made course materials in relation to students' levels, ages, language proficiency, interests, and learning characteristics, and to select, use, and develop original materials accordingly.
5. To improve English reading, speaking, writing, and listening skills, and to use them at the level of accessing, sharing, and producing information both orally and in writing.
6. To effectively use Information and Communication Technologies in English education and teaching.
7. To recognize literary texts such as short stories, poems, and novels in English, and to use them in teaching language skills.
8. To evaluate the usefulness, validity, and reliability of measurement and evaluation tools and methods related to English teaching, and to use them accordingly.
9. To know the scientific research methods necessary for academic and personal development, and to have the ability to apply them in a school environment.

10. To experience and apply the subject and pedagogical knowledge and skills acquired by teacher candidates in a school environment, and to understand and implement the cultural and ethical responsibilities required by the profession.

**Objectives:** As part of the English Language Teaching program, our goal is to cultivate graduates who are highly sought after in both national and international arenas. We aim to equip them with the skills to access information through research and inquiry, while also nurturing English teachers committed to ongoing personal development. Our long term objectives are as follows:

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 made agreements with.
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 assessment reflections requested by the students in the language skills and assessment and evaluation courses in each course;
8. Developing the program outcomes survey which was first applied to students in the 2018-2019 academic year;
9. To increase our number of faculty members in the coming years, reducing the consultancy and other workloads of our current faculty members, and enabling them to engage more in academic research.
10. To strengthen our relations with our graduates.

## **PROGRAM LEARNING OUTCOMES**

1. Having the knowledge of the theoretical and practical linguistic terminology and English language's structural features and using language teaching methods and techniques accordingly.
2. Using the appropriate language teaching methods and techniques by having the knowledge of and evaluating the theories, rules and techniques of English as a foreign language learning and teaching
3. Preparing lesson plans by using appropriate instructional technologies according to the students' needs, language proficiencies, ages, types of intelligence and learning styles
4. Being able to choose, use and prepare lesson plans by evaluating the effectiveness of ready classroom materials according to the proficiency levels, ages and motivation levels of the students.
5. Improving reading, speaking, writing and listening skills in English, and using the language at the level of finding information and sharing the information through written and spoken forms, and producing the language
6. Using information and communication technologies effectively in English education and teaching.
7. Recognizing English literary works like short stories, poems and novels and using them for teaching language skills.
8. Using measurement and evaluation tools and techniques associated with English teaching through evaluating them in terms of validity and reliability.
9. Having the knowledge of scientific research methods and having the ability to use them in the school environment and to use them in evaluating themselves both academically and individually.
10. According to the field of the prospective teacher, experiencing the field-related pedagogical information and skills in the school environment, and comprehending and performing the cultural and ethical responsibilities that the profession requires.

## 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.

<b>Methods Techniques</b>	<b>Characteristics aimed to be developed</b>	<b>Characteristics related to the teaching environment</b>
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

**THE MATRIX FOR COURSE AND PROGRAM LEARNING OUTCOMES**

<b>Course Code</b>	<b>Course Title</b>	<i>PC1</i>	<i>PC2</i>	<i>PC3</i>	<i>PC4</i>	<i>PC5</i>	<i>PC6</i>	<i>PC7</i>	<i>PC8</i>	<i>PC9</i>	<i>PC10</i>
EDEN 105	Academic Reading and Writing 1					X	X	X			
EDEN 214	Linguistics 1		X	X			X	X	X		
EDEN 117	Listening and Pronunciation					X	X	X	X		
EDEN 107	Oral Communication 1					X		X	X		
EDEN 106	Academic Reading and Writing2	X	X	X		X	X	X			X
EDEN 215	Linguistics 2	X									
EDEN 108	Oral Communication 2					X		X	X		
EDEN 201	Applied Linguistics	X	X			X					X
EDEN 204	Structure of Modern English	X									X
EDEN 210	Teaching Methods in TEFL	X	X	X					X		
EDEN 202	Second Language Learning		X	X			X	X	X		
EDEN 317	TEFL: Grammar	X	X	X	X	X	X			X	X
EDEN 319	TEFL: Reading and Writing	X	X	X	X	X	X			X	X
EDEN 306	Sociolinguistics & English Education		X						X	X	
EDEN 318	TEFL: Listening and Speaking	X	X	X	X	X	X			X	
EDEN 405	Young Learners in TEFL	X	X	X	X	X	X			X	
EDEN 407	Use of Literary Texts in TEFL 1			X		X		X			
EDEN 410	Teaching Practice 1		X	X	X	X		X	X	X	X

EDEN 308	Materials Evaluation and Adaptation in TEFL		X	X	X	X			X	X	X
EDEN 423	Language Assessment in TEFL			X		X		X		X	
EDEN 428	Online Teaching Techniques in EFL		X	X	X		X		X	X	X
EDEN 412	Teaching Practice 2		X	X	X	X		X	X	X	
EDEN 404	Teacher Research in TEFL					X			X	X	
EDEN 427	Technology use for materials development in TEFL		X	X	X		X		X	X	X

### **Level of Qualification**

This department is subject to the first stage degree system having 240 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.