

## 2. YIL – 2. YARIYIL

<b>Course Name &amp; Code:</b> YİÖ202A English Literature II								<b>Name of the Programme:</b> ENGLISH LANGUAGE TEACHING			
Semester	Teaching Methods							Credits			
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit	
1/1	42	-	-	-	-	-	108	150	3	6	
<b>Language</b>	English										
<b>Compulsory/ Elective</b>	Compulsory										
<b>Prerequisites</b>	No										
<b>CourseContent</b>	A variety of literary texts from a range of eras and writers of British and American literature and literary works written in English; fundamental movements and periods in literature written in English, selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements.										
<b>Objectives</b>	The aim of the course is to provide the students with competence in literature and to help them to make use of it to improve language skills.										
<b>Learning Outcomes and Competences</b>	Students are expected to gain insight into literature in the framework of culture and history while acquiring literary competence										
<b>Textbook and/or References</b>	The Norton Anthology of English Literature Volume I and II, W.W. NORTON and COMPANY. New York, 1993 The Norton Anthology of American Literature Volume I and II ,Macmillan COMPANY. New York, 1980										
<b>Assessment Criteria</b>									<b>If any, mark as (X)</b>	Percent (%)	
	<b>Midterm Exams</b>										
	<b>Quizzes</b>										
	<b>Homework</b>										

	<b>Projects</b>		
	<b>Term Paper</b>		
	<b>Laboratory Work</b>		
	<b>Other</b>		
	<b>Final Exam</b>		
<b>Instructors</b>	Assist. Prof. Dr. Aslı Ö. Tarakçıoğlu ( <a href="mailto:aslnoz@gazi.edu.tr">aslnoz@gazi.edu.tr</a> ) Instructor Dr. Gülşen Altuntaş ( <a href="mailto:altuntas@gazi.edu.tr">altuntas@gazi.edu.tr</a> ) Instructor Aslıhan Özdemir, ( <a href="mailto:aslihan@gazi.edu.tr">aslihan@gazi.edu.tr</a> ) Instructor Esra Doğan, ( <a href="mailto:fdogan@gazi.edu.tr">fdogan@gazi.edu.tr</a> ) Instructor Sinem Tözüm, ( <a href="mailto:bstozum@gazi.edu.tr">bstozum@gazi.edu.tr</a> ) Instructor Nilüfer Özgür, ( <a href="mailto:nilufer@gazi.edu.tr">nilufer@gazi.edu.tr</a> )		
<b>Week</b>	<b>Subject</b>		
<b>1</b>	17th Century Literature		
<b>2</b>	Metaphysical Poetry (Donne, Herbert,)		
<b>3</b>	Cavalier Poetry (Jonson, Herrick, Marvell)		
<b>4</b>	Introduction to American Literature - Puritanism		
<b>5</b>	18th Century – Age of Enlightenment		
<b>6</b>	18th Century English Literature (Pope, Swift)		
<b>7</b>	18th Century American Literature (Paine)		
<b>8</b>	19th Century Romantic Period		
<b>9</b>	19th Century English Literature (Wordsworth, Coleridge, Keats)		
<b>10</b>	19th Century American Literature- Transcendentalism (Emerson, Whitman)		
<b>11</b>	19th Century Victorian Period- Realism		
<b>12</b>	19th Century Victorian Period (Tennyson, Browning, Dickinson)		
<b>13</b>			
<b>14</b>			

<b>Course Name &amp; Code:</b> Y11204A Linguistics II					<b>Name of the Programme:</b> ENGLISH LANGUAGE TEACHING					
Semester	Teaching Methods								Credits	
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit
1/1	42	-	-	-	-	-	108	150	3	6
<b>Language</b>	English									
<b>Compulsory/ Elective</b>	Compulsory									
<b>Prerequisites</b>	No									

<b>CourseContent</b>	Error analysis of language learners' production data, case studies, and comparative analysis of native and target languages; morphology; free and bound morphemes, compounds, inflectional morphology, derivational morphology, morphemic analysis, morphological typology of languages, analysis of the internal hierarchical structure of words, morphophonological variation; syntax: word categories, phrase and clause structure, transformational-generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicature, conversational maxims, speech acts and politeness. sociolinguistics; dialects, register, style; discourse: criteria for textuality, types of cohesive devices, discourse connections, functions, the discourse situation, institutional discourse, and similar topics.		
<b>Objectives</b>	Teaching semantics, pragmatics, sociolinguistics, historical linguistics and history of linguistics		
<b>Learning Outcomes and Competences</b>	Students will be sensitive to the fields of semantics, pragmatics, sociolinguistics, historical linguistics and history of linguistics; they will develop skills to follow the reflections of these fields on actual language use and to reflect them on language teaching. They will form an awareness of the universal properties of language.		
<b>Textbook and/or References</b>	<ol style="list-style-type: none"> <li>1. Akmajian, A. and et als. Linguistics: An Introduction to Language and Communication, Cambridge, MIT Pres, 1995.</li> <li>2. Yule, G. Pragmatics, Oxford, Oxford University Pres, 2000.</li> <li>3. Aksan, D. Anlambilim, Ankara, Engin Yayınevi, 1999.</li> <li>4. Hudson, Grover, Essential Introductory Linguistics, Blackwell, 2000.</li> </ol>		
<b>Assessment Criteria</b>		<b>If any, mark as (X)</b>	<b>Percent (%)</b>
	<b>Midterm Exams</b>		
	<b>Quizzes</b>		
	<b>Homework</b>		
	<b>Projects</b>		
	<b>Term Paper</b>		
	<b>Laboratory Work</b>		
	<b>Other</b>		
	<b>Final Exam</b>		
<b>Instructors</b>	Prof. Dr. Güler Ülkü ( <a href="mailto:gulku@gazi.edu.tr">gulku@gazi.edu.tr</a> ) Asst. Prof. Dr. Cemal Çakır ( <a href="mailto:ccakir@gazi.edu.tr">ccakir@gazi.edu.tr</a> ) Ayhan Cemal Kaya, MA ( <a href="mailto:ayhank@gazi.edu.tr">ayhank@gazi.edu.tr</a> )		
<b>Week</b>	<b>Subject</b>		

1	Semantics, meaning types, denotation, connotation
2	Semantic relations and properties
3	Speech, speech acts
4	Context, S-P-E-A-K-I-N-G model
5	Politeness concepts and strategies
6	Revision
7	Mid-tem exam
8	Language varieties, standard language
9	Variety, variable, variant, dialect, pidgin, creole, lingua franca
10	Euphemism, convergence, divergence, code-switching, style, history of
11	linguistics
12	Origins of languages, genetic relationship, language families, protolanguage
13	Discussion, general evaluation
14	Revision

<b>Course Name &amp; Code:</b> YI1206A Approaches to ELT II								<b>Name of the Programme:</b> ENGLISH LANGUAGE TEACHING			
Semester	Teaching Methods								Credits		
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit	
1/1	42	-	-	-	-	-	108	150	3	6	
<b>Language</b>	English										
<b>Compulsory/ Elective</b>	Compulsory										
<b>Prerequisites</b>	No										
<b>CourseContent</b>	Current issues and practices in ELT course design, appropriate approaches suitable to learner needs based on current distinctions such as ESL, EFL, EIL, ESP, EAP; 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; culture and classroom second/ foreign language learning, technology use in language classrooms, and communicative and intercultural competencies for the language learner and teacher of the globalized world.										
<b>Objectives</b>	To introduce the teacher trainees to the principles and techniques of the language teaching methods and approaches. To enable the trainees to understand the differences between and among these language teaching methods and approaches. To enrich trainees' language teaching philosophies and intuitions. To get the trainees to practice the techniques of various language teaching methods.										
<b>Learning Outcomes and Competences</b>	Trainees' intuitions and philosophies about language teaching will be improved. Our trainees will be aware of the factors such as teacher's roles, learner's roles, materials, techniques, learning theory, language theory, evaluation, etc, which affect language learning/teaching and they will also learn some classroom										

	applications of various methods and will gain them as teacher behavior in order to make use of them in their teachings.		
<b>Textbook and/or References</b>	1. Larsen-Freeman, D. (2003). <u>Techniques and Principles in Language Teaching</u> . Oxford: Oxford University Press. 2. Richards, J. C. & Rodgers, S. T. (1990). <u>Approaches and Methods in Language Teaching: A description and analysis</u> . Cambridge: Cambridge University Press..		
<b>Assessment Criteria</b>		<b>If any, mark as (X)</b>	Percent (%)
	<b>Midterm Exams</b>		
	<b>Quizzes</b>		
	<b>Homework</b>		
	<b>Projects</b>		
	<b>Term Paper</b>		
	<b>Laboratory Work</b>		
	<b>Other</b>		
	<b>Final Exam</b>		
<b>Instructors</b>	Asst. Prof. Dr. İskender H. Sarıgöz ( <a href="mailto:iskender@gazi.edu.tr">iskender@gazi.edu.tr</a> ) Asst. Prof. Dr. Nurgun Akar ( <a href="mailto:nurakar@gazi.edu.tr">nurakar@gazi.edu.tr</a> ) Instructor Meral Duygan ( <a href="mailto:mduygan@gazi.edu.tr">mduygan@gazi.edu.tr</a> ) Instructor Dr. Gültekin Boran ( <a href="mailto:gboran@gazi.edu.tr">gboran@gazi.edu.tr</a> )		
<b>Week</b>	<b>Subject</b>		
<b>1</b>	Learner based approach		
<b>2</b>	Classroom applications to learner based approach		
<b>3</b>	Constructivism		
<b>4</b>	Classroom applications to constructivism		
<b>5</b>	Content-based Approach		
<b>6</b>	Classroom applications to Content-based Approach		
<b>7</b>	Task-based Approach		
<b>8</b>	Classroom applications to Task-based Approach		
<b>9</b>	Problem based approach		
<b>10</b>	Classroom applications to Problem based approach		
<b>11</b>	Whole Learning, Multiple Intelligence and Holistic learning		
<b>12</b>	Classroom Applications to Whole Learning, Multiple Intelligence and Holistic learning		
<b>13</b>	The importance of culture, and technology in ELT		
<b>14</b>			

Course Name & Code: YI208A Language Acquisition					Name of the Programme: ENGLISH LANGUAGE TEACHING					
Semester	Teaching Methods							Credits		
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit
1/1	42	-	-	-	-	-	108	150	3	6
<b>Language</b>	English									
<b>Compulsory/ Elective</b>	Compulsory									
<b>Prerequisites</b>	No									
<b>CourseContent</b>	Theories of first and second language acquisition (e.g.: behaviorism, innatism, information processing, connectionism, the interactionist position) and developmental stages and sequences of first and target language acquisition; case studies, comparative analysis of the use of native and target languages in corpus data (e.g.: CHILDES database), recordings and/or transcriptions of real second language classroom interaction will be employed for the analysis of first and second language acquisition; comparison of second language acquisition in children and in adults; identifying developmental sequences in first language acquisition; stages in second language morpho-syntactic development; processes in second language acquisition; learner characteristics and individual variation in ultimate attainment in second language acquisition (e.g.: role of personality, language aptitude, intelligence, age of acquisition, motivation and attitudes, learner preferences and beliefs); differences between second language acquisition and foreign language learning contexts (e.g.: natural vs. instructional settings).									
<b>Objectives</b>	Theories of acquiring and learning native and foreign languages; their comparison and exemplification; phases of language development and language acquisition; the use of language development and learning processes in teaching a foreign language									
<b>Learning Outcomes and Competences</b>	Students will understand the theories of acquiring and learning native and foreign languages; their comparison and exemplification; They will study phases of language development and language acquisition; They will learn the use of language development and learning processes in teaching a foreign language									
<b>Textbook and/or References</b>	1. Owens, Robert E. Language Development: An Introduction. New York Marrel Publishing. 1988.									
<b>Assessment Criteria</b>									<b>If any, mark as (X)</b>	Percent (%)
	<b>Midterm Exams</b>									
	<b>Quizzes</b>									

	<b>Homework</b>		
	<b>Projects</b>		
	<b>Term Paper</b>		
	<b>Laboratory Work</b>		
	<b>Other</b>		
	<b>Final Exam</b>		
<b>Instructors</b>	Asst. Prof. Dr. İskender Sarıgöz ( <a href="mailto:iskender@gazi.edu.tr">iskender@gazi.edu.tr</a> ) Asst. Prof. Dr. Müge Taviş ( <a href="mailto:mgtavil@yahoo.com">mgtavil@yahoo.com</a> ) Instructor Arzu Şarlanoğlu Vural ( <a href="mailto:vuralarzu@yahoo.com">vuralarzu@yahoo.com</a> ) Instructor Burtay Hatice Eroğlu ( <a href="mailto:burtayeroglu@yahoo.com">burtayeroglu@yahoo.com</a> )		
<b>Week</b>	<b>Subject</b>		
<b>1</b>	Introduction to the course		
<b>2</b>	The Territory		
<b>3</b>	The Territory		
<b>4</b>	Language Development Models: Behaviorism		
<b>5</b>	Language Development Models: Psycholinguistic Theory; Syntactic Model		
<b>6</b>	Language Development Models: Psycholinguistic Theory; Semantic/Cognitive M.		
<b>7</b>	Midterm Week		
<b>8</b>	Language Development Models: Sociolinguistic Theory		
<b>9</b>	Cognitive and Perceptual Bases of Early Language		
<b>10</b>	Cognitive and Perceptual Bases of Early Language		
<b>11</b>	The Social and Communicative Bases of Early Language		
<b>12</b>	The Social and Communicative Bases of Early Language		
<b>13</b>	Early Language Learning		
<b>14</b>	Early Language Learning		

<b>Course Name &amp; Code:</b> Scientific Research Skills					<b>Name of the Programme:</b> ENGLISH LANGUAGE TEACHING					
Semester	Teaching Methods								Credits	
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit
1/1	42	-	-	-	-	-	108	150	3	6
<b>Language</b>	English									
<b>Compulsory/ Elective</b>	Compulsory									
<b>Prerequisites</b>	No									

<b>CourseContent</b>			
<b>Objectives</b>			
<b>Learning Outcomes and Competences</b>			
<b>Textbook and/or References</b>			
<b>Assessment Criteria</b>		<b>If any, mark as (X)</b>	<b>Percent (%)</b>
	<b>Midterm Exams</b>		
	<b>Quizzes</b>		
	<b>Homework</b>		
	<b>Projects</b>		
	<b>Term Paper</b>		
	<b>Laboratory Work</b>		
	<b>Other</b>		
	<b>Final Exam</b>		
<b>Instructors</b>			
<b>Week</b>	<b>Subject</b>		
<b>1</b>	Introduction		
<b>2</b>	Approaches to research in social sciences		
<b>3</b>	Scientific thinking skills		
<b>4</b>	Types of research		
<b>5</b>	Library skills		
<b>6</b>	Web-based academic resources		
<b>7</b>	Midterm		
<b>8</b>	APA and other academic writing styles		
<b>9</b>	Analyzing academic genres		
<b>10</b>	Thesis proposals		
<b>11</b>	Statistics in social sciences		
<b>12</b>	Feedback session for theses		
<b>13</b>	Feedback session for theses		
<b>14</b>	Final		

<b>Course Name &amp; Code:</b> ELT Methodology I							<b>Name of the Programme:</b> ENGLISH LANGUAGE TEACHING			
Semester	Teaching Methods							Credits		
	Lecture	Prac..	Lab.	Project			Other	Total	Credit	ECTS Credit
1/1	42	-	-	-	-	-	108	150	3	6
<b>Language</b>	English									
<b>Compulsory/ Elective</b>	Compulsory									
<b>Prerequisites</b>	No									
<b>CourseContent</b>	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 micro level; an overview of different lesson stages (i.e.: Presentation, Practice and Production) and approaches to lesson planning and course design; various syllabus types and criteria for the selection of appropriate syllabus type according to the learner needs, learner age 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.									
<b>Objectives</b>										
<b>Learning Outcomes and Competences</b>										
<b>Textbook and/or References</b>										
<b>Assessment Criteria</b>									<b>If any, mark as (X)</b>	Percent (%)
	<b>Midterm Exams</b>									
	<b>Quizzes</b>									
	<b>Homework</b>									
	<b>Projects</b>									
	<b>Term Paper</b>									
	<b>Laboratory Work</b>									
	<b>Other</b>									

	<b>Final Exam</b>		
<b>Instructors</b>	Assist.Prof.Dr. Nurgun Akar( <a href="mailto:nurakar@gazie.du.tr">nurakar@gazie.du.tr</a> ), Assist.Prof.Dr.Paşa Tefvik Cephe ( <a href="mailto:pcephe@gazi.edu.tr">pcephe@gazi.edu.tr</a> ), Assist.Prof.Dr.Zekiye Müge TaviI ( <a href="mailto:mtavil@gazi.edu.tr">mtavil@gazi.edu.tr</a> ), Assist.Prof.Dr.Gültekin Boran (gboran@gazie.edu.tr)		