



T.C.

SIVAS CUMHURİYET UNIVERSITY

FACULTY OF EDUCATION



English Language Teaching Undergraduate Program

SİVAS, 2022

1ST SEMESTER						2ND SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3	MB	Educational Psychology	2	0	2	3
MB	Philosophy of Education	2	0	2	3	MB	Educational Sociology	2	0	2	3
GK	Ataturk's Principles and History of Revolution 1	2	0	2	3	GK	Ataturk's Principles and History of Revolution 2	2	0	2	3
GK	Foreign Language 1	2	0	2	3	GK	Foreign Language 2	2	0	2	3
GK	Turkish Language 1	2	0	2	3	GK	Turkish Language 2	2	0	2	3
GK	Career Planning and Development	1	0	1	2	GK	Non-core Elective 1	2	0	0	0
AE	Reading Skills1	2	0	2	2	AE	Reading Skills 2	2	0	2	3
AE	Writing Skills 1	2	0	2	2	AE	Writing Skills 2	2	0	2	3
AE	Listening and Pronunciation 1	2	0	2	3	AE	Listening and Pronunciation 2	2	0	2	3
AE	Oral Communication Skills 1	2	0	2	3	AE	Oral Communication Skills 2	2	0	2	3
AE	Contextual Grammar 1	2	0	2	3	AE	Contextual Grammar 2	2	0	2	3
Total		21	0	21	30	Total		22	0	20	30

3RD SEMESTER						4TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	School Experience 1	1	4	3	8	MB	Teaching Methods and Techniques	2	0	2	3
MB	Elective 1	2	0	2	3	MB	Elective 2	2	0	2	3
GK	Elective 1	2	0	2	3	GK	Non-core Elective 2	2	0	0	0
AE	Approaches to English Language Learning and Teaching	2	0	2	4	AE	Translation	2	0	2	5
AE	English Literature 1	2	0	2	3	AE	English Literature 2	2	0	2	5
AE	Linguistics 1	2	0	2	4	AE	Linguistics 2	2	0	2	5
AE	Critical Reading and Writing	2	0	2	2	AE	Language Acquisition	2	0	2	6
AE	Elective 1	2	0	2	3	AE	Elective 2	2	0	2	3
Total		15	4	17	30	Total		16	0	14	30

5TH SEMESTER						6TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Classroom Management	2	0	2	3	MB	Turkish Education System and School Management	2	0	2	3
MB	Measurement and Evaluation in Education	3	0	3	4	MB	School Experience 2	1	4	3	8
MB	Elective 3	2	0	2	3	MB	Elective 4	2	0	2	3
GK	Community Service Practices	1	2	2	3	GK	Elective 2	2	0	2	3
AE	Teaching English to Young Learners 1	2	2	3	5	AE	Teaching English to Young Learners 2	2	2	3	4
AE	Teaching English Language Skills 1	2	2	3	5	AE	Teaching English Language Skills 2	2	2	3	4
AE	Literature and Language Teaching	2	2	3	4	AE	Material Evaluation and Development	3	0	3	3
AE	Elective 3	2	0	2	3	AE	Elective 4	2	0	2	3
Total		16	8	20	30	Total		16	8	20	31

7TH SEMESTER						8TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Research Methods in Education	2	0	2	3	MB	Guidance and Counseling in Education	2	0	2	3
MB	Special Education and Inclusion	3	0	3	4	MB	Teaching Practice 2	2	6	5	10
MB	Teaching Practice 1	2	6	5	10	GK	Elective 4	2	0	2	3
GK	Elective 3	2	0	2	3	AE	Assessment and Evaluation in Foreign Language Teaching	2	2	3	11
AE	Technology-Enhanced Language Teaching	2	0	2	7	AE	Elective6	2	0	2	3
AE	Elective 5	2	0	2	3						
Total		13	6	16	30	Total		10	8	14	30
Fields		T		P	C	EKTS		TOTAL HOURS		PERCENTAGE	
Professional Knowledge(MB)		38		20	48	83		58		35.58	
General Culture(GK)		26		2	23	35		28		17.18	
Field Education(AE)		65		12	71	123		77		47.24	
Total		129		34	142	241		163		100%	

ELECTIVE COURSES (Theory-Practice-Credit-ECTS) (T-U-K-A)	
PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Open and Distance Learning • Collaboration and Communication with Families • Co-Teaching • Child Psychology • Textbook Analysis • Attention Deficit and Hyperactivity Disorder • Language and Speech Disorders • Educational Anthropology • Educational Law • History of Education • Morality and Ethics in Education • Digital Content Development in Education • Drama in Education • Extracurricular Activities in Education • Curriculum Development in Education 	<ul style="list-style-type: none"> • Project Preparation in Education • Critical and Analytical Thinking • Education of Hospitalized Children • Inclusive Education • Comparative Education • Microteaching • Out-of-School Learning Environments • Learning Disabilities • Individualization and Adaptation in Teaching • Sustainable Development and Education • History of Turkish Education • Adult Education and Lifelong Learning
GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Addiction and Addiction Prevention • Nutrition and Health • History and Philosophy of Science • Science and Research Ethics • Children's Rights and Protection • World Music • Economics and Entrepreneurship • Traditional Turkish Handicrafts • General Geography • Human Rights and Democracy Education • Human Relations and Communication • Internet Technologies Usage • Culture and Language • Mathematics Applications 	<ul style="list-style-type: none"> • Media Literacy • Art and Aesthetics • Sound Recording Techniques • Basic Information Technologies • Basic English • Turkish Folk Dances • Turkish Sign Language • Turkish Cultural Geography • Turkish Cultural History • Turkish Music • Turkish Art History • Geography of Turkey • History of Civilization • Three-Dimensional Design • World Geography
FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Presentation Skills • World Englishes and Cultures • Second Foreign Language 1 • Second Foreign Language 2 • British Culture and History • English Language Textbook Analysis • Drama in English Language Teaching 	<ul style="list-style-type: none"> • New Approaches in English Language Teaching • Teaching English Vocabulary • English Presentation Skills • English in Mass Communication • Assessment of Classroom Learning • Teaching Integrated Language Skills

COURSE DESCRIPTIONS FOR THE ENGLISH LANGUAGE TEACHING

UNDERGRADUATE PROGRAM

1ST SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3
MB	Philosophy of Education	2	0	2	3
GK	Ataturk's Principles and History of Revolution 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Reading Skills 1	2	0	2	2
AE	Writing Skills 1	2	0	2	2
AE	Listening and Pronunciation 1	2	0	2	3
AE	Oral Communication Skills 1	2	0	2	3
AE	Contextual Grammar 1	2	0	2	3
Total		21	0	21	30

MB	Introduction to Education (2-0-2-3)
<p>Basic concepts related to education and teaching; the aims and functions of education; the relationship of education with other fields and sciences; the legal, social, cultural, historical, political, economic, philosophical, and psychological foundations of education; methodology in educational sciences; the school and classroom as an educational and learning environment; the teaching profession and current developments in teacher training; trends in education in the twenty-first century.</p>	
MB	Philosophy of Education (2-0-2-3)
<p>The fundamental topics and problem areas of philosophy; philosophy of existence, knowledge, and ethics/values, and their relation to education; major philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: Perennialism, essentialism, progressivism, existentialist education, critical/radical education; educational views of certain philosophers from the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Ibn Sina, Al-Farabi, J. J. Rousseau, etc.); human nature, individual differences, and education; education from the perspective of certain political and economic ideologies; influential intellectual movements and education in the modernization process of Turkey; the philosophical foundations of the Turkish education system.</p>	
GK	Ataturk's Principles and History of Revolution I (2-0-2-3)
<p>The internal and external factors leading to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; intellectual movements in the late Ottoman period; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian question; the occupation of Anatolia and reactions; Mustafa Kemal Pasha's arrival in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Chamber of Deputies and the adoption of the National Pact; preparation for the National Struggle and its material and spiritual foundations; the opening and activities of the Grand National Assembly of Turkey (TBMM); the Treaty of Sèvres; struggles on the Southern and Eastern fronts; the establishment of the regular army; the Greek offensive and the battles on the Western Front; the signing of the Armistice of Mudanya; the convening of the Lausanne Conference and the signing of the Peace Treaty.</p>	

GK	Foreign Language I (2-0-2-3)
<p>Present continuous tense; simple present tense; verbal, reading, writing, and listening skills in these tenses; verbal skills (introducing oneself, describing something/a place, giving directions, question and answer patterns regarding personal information); reading skills (reading lists/labels in restaurants, on buses/trains etc., in shopping places, asking questions, etc.); writing skills (writing short messages, writing poster content, filling out forms); listening skills (listening to directions, descriptions of places/people, etc.).</p>	
GK	Turkish Language I (2-0-2-3)
<p>The fundamental characteristics of written language and written communication; the basic differences between written and spoken language. Expression: written and oral expression; subjective expression, objective expression; paragraphs and types of paragraphs (introduction, development, conclusion paragraphs). Definition of text and text types (informative texts, literary texts); conditions of textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity, intertextuality). Written expression (written composition: free writing, planned writing); stages of planned writing (topic, limiting the topic, purpose, point of view, determining main and supporting ideas; preparing an outline, page layout); theoretical knowledge on informative texts (petitions, letters, news, decisions, announcements/advertisements, minutes, reports, official correspondence, scientific writings); studies on examples and writing practices; outlining and summarizing a text; correcting language and expression errors in written practices.</p>	
GK	Career Planning and Development (1-0-1-2)
<p>The concept of career, career planning and its stages; individual career development, formulating a career strategy; career planning model, career options in relevant teaching fields; resume preparation and types of resumes, CV format and examples, points to consider when preparing a CV; cover letters, letters of introduction, job interviews, their purposes, methods and types, interview preparation and stages; situations that may be encountered in interviews; question types, body language/non-verbal cues.</p>	
AE	Reading Skills 1 (2-0-2-2)
<p>Developing higher-level reading skills using authentic reading texts such as newspapers, magazines, reviews, and academic articles; understanding different perspectives; predicting connections between sentences and the main idea of a text; identifying the main idea and using semantic clues between sentences; fostering in-class and out-of-class reading habits; developing critical thinking skills based on synthesis, analysis, and evaluation of information.</p>	
AE	Writing Skills 1 (2-0-2-2)
<p>Sentence types, faulty sentence structures, pre-writing planning and organization, textual coherence, essay writing, creating an essay outline, writing thesis statements, organizing introduction, body, and conclusion paragraphs, ensuring coherence within an essay, writing descriptive, comparison, and cause-and-effect essays.</p>	
AE	Listening and Pronunciation 1 (2-0-2-3)
<p>Analysis of authentic listening materials and spoken expressions taken from various contexts; phonetic transcription of sound differences and problematic sounds; advanced listening skills; basic listening and speaking components such as vowels, consonants, word stress, and intonation; phonetic transcription practice.</p>	

AE	Oral Communication Skills 1 (2-0-2-3)				
Developing oral communication skills by using appropriate expressions and strategies for various speaking situations; improving the ability to express opinions and emotions effectively through dialogues, presentations, and discussion activities; enhancing speaking and listening comprehension skills using contemporary and authentic audio and audiovisual materials.					
AE	Contextual Grammar 1 (2-0-2-3)				
Parts of speech and sentence elements in English; the relationship between context and structure; tense, modality, aspect, voice, and their appropriate use in context; creating meaning through linguistic structures and the meanings these structures convey in different contexts.					
2ND SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Educational Psychology	2	0	2	3
MB	Educational Sociology	2	0	2	3
GK	Ataturk's Principles and History of Revolution 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Non-core Elective 1	2	0	0	0
AE	Reading Skills 2	2	0	2	3
AE	Writing Skills 2	2	0	2	3
AE	Listening and Pronunciation 2	2	0	2	3
AE	Oral Communication Skills 2	2	0	2	3
AE	Contextual Grammar 2	2	0	2	3
	Total	22	0	20	30

MB	Educational Psychology (2-0-2-3)
Basic concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, developmental domains and processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of educational and learning processes; motivation in the learning process.	
MB	Educational Sociology (2-0-2-3)
Basic concepts of sociology: society, social structure, social fact, social event, etc.; pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and their educational views; education from the perspective of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, etc.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and educational sociology in Turkey (Ziya Gokalp, Ismail Hakkı Baltacıoğlu, Nurettin Topcu, Mumtaz Turhan, etc.); culture and education; the school as a social, cultural, moral system and community.	

GK	Ataturk's Principles and History of Revolution II (2-0-2-3)
<p>Political reforms (Abolition of the Sultanate, Proclamation of the Republic, Abolition of the Caliphate, etc.); social reforms (Hat Law, Closure of Dervish Lodges and Monasteries, Laws on Calendar, Time and Surname); educational and cultural reforms (Law on Unification of Education, Alphabet Reform, Turkish History and Language Reforms); legal reforms; attempts to transition to multi-party life in the Atatürk era and reactions (Establishment and closure of the Progressive Republican Party, Sheikh Said Rebellion and the assassination attempt on Atatürk); attempts to transition to multi-party political life in the Atatürk period (Establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policy in the Republican era (Izmir Economic Congress); Turkish foreign policy in the Atatürk period (Population Exchange, Membership to the League of Nations, Balkan Entente and Saadabad Pact); Turkish foreign policy in the Ataturk period (Montreux Straits Convention, Annexation of Hatay to the Motherland, Turkey's bilateral relations with other countries); definition and scope of the Ataturkist thought system and Atatürk's principles; Turkey after Atatürk, the Democrat Party years in power, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.</p>	
GK	Foreign Language II (2-0-2-3)
<p>Past tense; future tense; modals (can, could, may, must, etc.); speaking, reading, writing, and listening skills in these tenses and modals; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, poster texts, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).</p>	
GK	Turkish Language II (2-0-2-3)
<p>The fundamental characteristics of spoken language and oral communication. Oral expression; basic features of speaking skills (using natural language and body language); basic principles of good speech; basic characteristics of a good speaker (stress, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (selection and limitation of the topic; determining purpose, point of view, main and supporting ideas, planning, writing the text; delivery of the speech). Types of speech I (conversations, interviews, self-introduction, answering questions, celebrating important events like New Year, birthdays, holidays, etc.; giving directions, talking on the phone, applying for a job, job interviews, radio and TV speeches, participating as a speaker in cultural or artistic programs, etc.). Making impromptu speeches on various topics, working on sample speeches and oral expression practices, correcting language and expression errors.</p>	
GK	Non-core Elective I (2-0-0-0)
<p>This course encompasses the course determined by the Rectorate of Sivas Cumhuriyet University and selected by the students, and its course content.</p>	
AE	Reading Skills 2 (2-0-2-3)
<p>Working on making inferences through inductive and deductive reasoning and understanding implied meanings; analyzing information in reading texts to comprehend direct and indirect, literal and figurative meanings; expressing personal opinions briefly in oral and written form about the texts read; understanding that the meaning inferred by the reader may differ from the meaning intended by the writer.</p>	
AE	Writing Skills 2 (2-0-2-3)
<p>Reading for writing and writing for being read; raising awareness about the practices carried out before, during, and after writing; rewriting through elaboration; revising written work; self-assessment of writing; peer assessment; writing summary and commentary essays and argumentative essays.</p>	

AE	Listening and Pronunciation 2 (2-0-2-3)
Sub-skills of listening such as note-taking, predicting, obtaining specific and detailed information, inferring meaning from context, and understanding the gist; phonetics; a focus on authentic listening materials that include various English accents from different sources such as interviews, films, songs, lectures, TV programs, and news broadcasts.	
AE	Oral Communication Skills 2 (2-0-2-3)
Developing advanced oral communication skills; improving the ability to express thoughts and feelings appropriately through verbal activities such as interviews, presentations, and discussions; developing advanced speaking and listening comprehension through the introduction and practice of techniques and strategies for understanding spoken language.	
AE	Contextual Grammar 2 (2-0-2-3)
Advanced linguistic structures frequently used in higher-level texts, such as sentence elements, sentence types, and sentence constituents; evaluating problematic English grammar structures through context-based and error-analysis approaches in terms of their functions and uses; descriptive analysis of advanced English grammar structures and their usage in different contexts.	

3RD SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Approaches to English Language Learning and Teaching	2	0	2	4
AE	English Literature 1	2	0	2	3
AE	Linguistics 1	2	0	2	4
AE	Critical Reading and Writing	2	0	2	2
AE	Elective 1	2	0	2	3
Total		15	4	17	30

MB	School Experience I (1-4-3-8)
Systematic familiarization with school administration and instructional organization; school management, regularly ongoing activities in schools; familiarization with school facilities; observation of in-class activities; appropriate reporting; conducting observations and gaining experience.	
AE	Approaches to English Language Learning and Teaching (2-0-2-4)
The meaning of learning and teaching English; aims and basic principles of English language teaching; history of English language teaching; reflections of learning and teaching approaches on English instruction; core skills in English teaching; examples of in-class practices; current trends and issues in English language teaching; components of effective English instruction; social, cultural and economic perspectives on English language teaching.	

AE	English Literature 1 (2-0-2-3)				
The cultural history of English, American, and other literatures originally written in English; basic terms and techniques used in text analysis; major literary genres; significant movements and periods; content and form of short stories, poems, plays and novels from different periods; contributions of literature to our understanding of life; critical analysis and interpretation of texts and literary devices.					
AE	Linguistics 1 (2-0-2-4)				
Basic concepts of linguistic analysis; awareness building, concepts related to the nature, structure and use of language supported by learner data, error analysis, case studies and comparative L1–L2 analyses; components of language as a system; linguistic competence and performance; subfields of linguistics; types of grammar; linguistic universals; linguistic creativity; arbitrariness; sign languages, artificial languages and interspecies communication; brain and language, lateralization and handedness, the evolution of language, models of human language processing; research on language use and language disorders (e.g. dichotic listening tests, split-brain studies, WADA test); phonetics, acoustic, auditory and articulatory phonetics; speech organs; phonemes; vowels and consonants; the International Phonetic Alphabet; diphthongs, triphthongs; manner and place of articulation; phonology, sound patterns, assimilation, dissimilation, liaison, consonant clusters, voicing, suprasegmentals, stress and intonation; semantics, componential analysis, semantic relations, semantic features, sense and reference, collocation.					
AE	Critical Reading and Writing (2-0-2-2)				
Summarizing and/or reporting current studies selected from the field of English language education; analyzing studies within their contextual framework and contextualizing information; comparing texts that present different viewpoints on the same issue and synthesizing them to produce original written work.					
4TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Methods and Techniques	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-core Elective 2	2	0	0	0
AE	Translation	2	0	2	5
AE	English Literature 2	2	0	2	5
AE	Linguistics 2	2	0	2	5
AE	Language Acquisition	2	0	2	6
AE	Elective 2	2	0	2	3
	Total	16	0	14	30

MB	Teaching Methods and Techniques (2-0-2-3)
Basic concepts related to teaching principles and methods; teaching–learning principles, models, strategies, methods, and techniques; setting instructional goals and objectives; selection and organization of content for effective teaching and learning; use of instructional materials; lesson and curriculum planning; theories and approaches to teaching; factors affecting learning in effective schools; strategies for promoting student success; and assessment of classroom learning outcomes.	

GK	Non-core Elective 2 (2-0-0-0)
This course encompasses the course determined by the Rectorate of Sivas Cumhuriyet University and selected by the students, and its course content.	
AE	Translation (2-0-2-5)
This course offers Turkish-English and English-Turkish translations in various text types; examines the relationship between grammatical structure and context in the translation process; aims to increase pre-service teachers' awareness of similarities and differences between the two languages; emphasizes the compatibility between translation approaches and text types.	
AE	English Literature 2 (2-0-2-5)
Authors and works from different periods of English and American literature and literature originally written in English; periods and major movements of literature written in English; key concepts, terms, and techniques illustrated through sample texts from various periods; literary, philosophical, and scientific movements.	
AE	Linguistics 2 (2-0-2-5)
Error analysis based on learners' data, case studies, comparative analyses of native and target languages, and concepts related to the nature, structure, and use of language; morphology: bound and free morphemes, compounds, inflectional and derivational morphemes, morphological analysis, morphological typology, hierarchical structure of words, morphophonemic variation; syntax: word classes, phrase, clause, sentence structures, transformational-generative grammar, government and binding, minimalist program, constituency, grammatical roles; pragmatics: deixis, implicature, conversational principles, speech acts and politeness; sociolinguistics: dialect, register, style; discourse: textuality criteria, cohesion devices, discourse relations and functions, discourse context, institutional discourse.	
AE	Language Acquisition (2-0-2-6)
First and second language acquisition theories (behaviorism, innatism, information processing, connectionist models, interactionist approach); developmental stages and processes in the first and target language; case studies, corpus-based comparative analyses of native and target language use, comparisons of child and adult second language acquisition through classroom interaction recordings and transcripts; developmental stages in first language acquisition; morphosyntactic development in second language learning; learner variables and individual differences in ultimate attainment (e.g., personality, language aptitude, intelligence, age of acquisition, motivation and attitude, learner preferences and beliefs); differences between second language and foreign language learning contexts (e.g., naturalistic and formal settings).	

5TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Classroom Management	2	0	2	3
MB	Measurement and Evaluation in Education	3	0	3	4
MB	Elective 3	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Teaching English to Young Learners 1	2	2	3	5
AE	Teaching English Language Skills 1	2	2	3	5
AE	Literature and Language Teaching	2	2	3	4
AE	Elective 3	2	0	2	3
Toplam		16	8	20	30

MB	Classroom Management (2-0-2-3)
<p>Basic concepts of classroom management; the physical, social, and psychological dimensions of the classroom; classroom rules and discipline; models of classroom discipline and management; managing student behavior, communication, and interaction within the classroom; student motivation; time management; the teacher as an instructional leader; management of parent-teacher meetings; creating a positive classroom and learning climate; case studies on classroom management at different school levels.</p>	
MB	Measurement and Evaluation in Education (3-0-3-4)
<p>The role and importance of measurement and evaluation in education; basic concepts; educational measurement tools and their characteristics; traditional assessment tools (written exams, short-answer exams, true-false tests, multiple-choice tests, matching tests, oral exams, assignments); types of evaluation and tools for comprehensive student assessment (observation, interview, performance assessment, portfolios, research papers, research projects, peer assessment, self-assessment, attitude scales); psychometric properties of measurement tools (validity, reliability, usability); assessment of cognitive, affective, and psychomotor characteristics; sources and types of measurement error; validity and reliability analyses; statistical techniques for item and test analysis; basic statistical procedures; descriptive statistics (measures of central tendency and dispersion); graphical (bar graphs, frequency polygons, histograms, line graphs) and tabular (cross-tabulations) representations; characteristics of the normal distribution and standard scores (z and T scores); standard error and confidence intervals; Bloom's taxonomy; writing questions suitable for different test types (written, oral, short-answer, true-false, multiple-choice) based on Bloom's taxonomy; development and implementation processes of achievement tests and scales.</p>	
GK	Community Service Practices (1-2-2-3)
<p>Concepts of community, community service practices, and social responsibility; social responsibility projects from social and cultural perspectives; identifying current social issues; designing projects to address identified problems; voluntary participation in social responsibility projects individually or in groups; engaging in such projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, and symposiums as an attendee, speaker, or organizer; evaluating the outcomes of social responsibility projects.</p>	
AE	Teaching Foreign Languages to Children 1 (2-2-3-5)
<p>Differences between young learners (ages 5–12) and older learners regarding language structure, skills, and subskills, and common misconceptions about young learners; learning styles (visual, auditory, kinesthetic) and strategies (e.g., metacognitive, cognitive, socio-affective); activities for teaching vocabulary, language skills, and structures (e.g., puzzles, stories, games, simulations); development of visual-auditory materials (e.g., pictures, realia, cartoons, puppets, songs); selection, sequencing, adaptation, and evaluation of teaching points appropriate for learners' language level and cognitive-affective development.</p>	

AE	Teaching English Language Skills 1 (2-2-3-5)
<p>Stages and techniques for teaching listening, speaking, pronunciation, and vocabulary; developing language awareness and teaching skills for learners of different ages and proficiency levels; principles and techniques for lesson planning according to proficiency levels.</p>	
AE	Literature and Language Teaching (2-2-3-4)
<p>Focuses on the use of literature in language teaching; short stories and novels selected from English and American literature and works originally written in English, and their distinct features compared to other genres; approaches to using literature with learners at different proficiency levels; integrating literature and language teaching in theory and practice through short stories and novels; analyzing literary texts with attention to content richness and linguistic features; exploring culture teaching through literature in areas such as: comparative and contrastive aspects of native and target language cultures; proverbs and idioms; culturally embedded expressions; social structures, roles, and relationships; customs and traditions; beliefs, values, taboos, superstitions; political, historical, and economic background; cultural institutions; figurative meaning, connotation, and use of humor.</p>	

6TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Turkish Education System and School Management	2	0	2	3
MB	School Experience 2	1	4	3	8
MB	Elective 4	2	0	2	3
GK	Elective 2	2	0	2	3
AE	Teaching English to Young Learners 2	2	2	3	4
AE	Teaching English Language Skills 2	2	2	3	4
AE	Material Evaluation and Development	3	0	3	3
AE	Elective 4	2	0	2	3
Toplam		16	8	20	31

MB	Turkish Education System and School Management (2-0-2-3)
<p>The formation of education systems and the structure of the Turkish education system; fundamental laws regulating the Turkish education system; the central, provincial, and overseas organization of the Ministry of National Education; levels of instruction in the Turkish education system; human resources, physical, technological, and financial resources in the Turkish education system; reform and innovation initiatives in the Turkish education system; organization and management theories and processes; school as a social system and organization; human resource management; student personnel affairs; tasks related to education and teaching; tasks related to school administration; school, environment, community, and family relations; current discussions and trends regarding the Turkish education system and schools.</p>	
MB	School Experience II (1-4-3-8)
<p>Systematic familiarization with school administration and instructional organization; school management, regularly ongoing activities in schools; familiarization with school facilities; observation of in-class activities; appropriate reporting; conducting observations and gaining experience.</p>	
AE	Teaching English to Young Learners2 (2-2-3-4)
<p>Different syllabus types for early learners (ages 5–12) (story-based, content-based, theme-based, task-based); effective use of children’s literature within the chosen syllabus type, classroom management, language presentation, and exercises.</p>	
AE	Teaching English Language Skills 2 (2-2-3-4)
<p>Detailed examination of different stages and techniques of teaching reading, writing, and grammar; development of language awareness and teaching skills for learner groups of different ages and language proficiency levels; principles and techniques of lesson planning appropriate for different proficiency levels.</p>	
AE	Material Evaluation and Development in English Language Teaching (3-0-3-3)
<p>Theory and principles of material design in English teaching (e.g., selection, adaptation, development, and evaluation of materials); format for selecting teaching materials: student language proficiency, learnability, ease of use, cultural content, appropriateness of communicative interaction and language use, authentic materials situated in real-world contexts that support interaction among students and with the teacher; adaptation and development of materials for language teaching; teacher candidates design their own teaching and supplementary materials according to appropriate methods, student level, needs, and existing school environment; current English Language Teaching approaches for material evaluation and material design.</p>	

7TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Research Methods in Education	2	0	2	3
MB	Special Education and Inclusion	3	0	3	4
MB	Teaching Practice I	2	6	5	10
GK	Elective 3	2	0	2	3
AE	Technology-Enhanced Language Teaching	2	0	2	7
AE	Elective 5	2	0	2	3
Total		13	6	16	30

MB	Research Methods in Education (2-0-2-3)
<p>Basic concepts and principles related to research methods; the research process (noticing a problem, determining the research problem and sample, data collection and analysis, interpreting results); general characteristics of data collection tools; data analysis and evaluation; access to articles, theses, and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling in qualitative research, data collection, data analysis; validity and reliability in qualitative research; reviewing, evaluating, and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education.</p>	
MB	Special Education and Inclusion (3-0-3-4)
<p>Basic concepts related to special education, principles and historical development of special education; legal regulations concerning special education; groups with special needs and their characteristics (language and speech disorders, attention deficit and hyperactivity disorder, intellectual disability, learning disability, emotional and behavioral disorders, visual impairment, hearing impairment, autism spectrum disorder, physical and health-related disabilities, gifted and talented, disadvantaged groups); educational identification and assessment process; support services in special education; the inclusive education model in special education; preparing and implementing Individualized Education Programs (IEP); individualizing instruction and making adaptations; supporting language and speech skills; natural teaching strategies; collaboration and communication with families; effective strategies in classroom management and behavior management; teamwork and collaboration.</p>	
MB	Teaching Practice I (2-6-5-10)
<p>Making observations on subject-specific teaching methods and techniques; conducting individual and group micro-teaching applications using special teaching methods and techniques specific to the field; developing subject-specific activities and materials; preparing learning environments, managing the classroom, conducting assessment, evaluation, and reflection.</p>	
AE	Technology-Enhanced Language Teaching (2-0-2-7)
<p>Basic concepts and practices related to technology-assisted language teaching; the historical development of computer-assisted language learning, the use of Web 2.0 tools in the language classroom, mobile-assisted language learning, online language teaching materials, learning management systems, online assessment and evaluation tools.</p>	

8TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Guidance and Counseling in Education	2	0	2	3
MB	Teaching Practice 2	2	6	5	10
GK	Elective 4	2	0	2	3
AE	Assessment and Evalution in Foreign Languge Teaching	2	2	3	11
AE	Elective6	2	0	2	3
Total		10	8	14	30

MB	Guidance and Counseling in Education (2-0-2-3)
<p>The place of guidance and psychological counseling (GPC) services in education; the philosophy, purpose, principles of the developmental guidance model and the program (comprehensive developmental GPC program); basic services/interventions; the role and function of teachers in classroom guidance; competencies to be acquired in educational, vocational, personal, and social areas within the scope of GPC services; collaboration between school administrators and teachers and guidance teachers/psychological counselors; preparation and implementation of classroom GPC plans and programs.</p>	
MB	Teaching Practice 2 (2-6-5-10)
<p>Observing subject-specific teaching methods and techniques; conducting micro-teaching applications using special teaching methods and techniques specific to the field; independently planning a lesson; developing lesson-related activities and materials; preparing learning environments; managing the classroom, conducting assessment, evaluation, and reflection.</p>	
AE	Assessment and Evalution in Foreign Languge Teaching (2-2-3-11)
<p>Types of tests and measurement methods used for different age groups and language proficiency levels in language skill instruction; principles for assessing and evaluating language skills; question types used to measure reading, writing, listening, speaking, vocabulary, and grammar proficiency; test preparation techniques and evaluation criteria; preparation of various sample questions and test evaluation studies.</p>	

ELECTIVE COURSES (Theory-Practice-Credit-ECTS)	
PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Open and Distance Learning • Collaboration and Communication with families • Co-Teaching • Child Psychology • Textbook Analysis • Attention Deficit and Hyperactivity Disorder • Language and Speech Disorders • Educational Anthropology • Educational Law • History of Education • Morality and Ethics in Education • Digital Content Development in Education • Drama in Education • Extracurricular Activities in Education • Curriculum Development in Education • 	<ul style="list-style-type: none"> • Project Preparation in Education • Critical and Analytical Thinking • Education of Hospitalized Children • Inclusive Education • Character and Values Education • Comparative Education • Microteaching • Museum Education • Out-of-School Learning Environments • Learning Disabilities • Individualization and Adaptation in Teaching • Sustainable Development and Education • History of Turkish Education • Adult Education and Lifelong Learning

Professional Knowledge Elective Course Descriptions

Open and Distance Learning (2-0-2-3)

Basic concepts and philosophy of open and distance learning; development of distance education worldwide; development of distance education in Turkey; roles of learners and guides in distance education; technologies used in distance education; management of open and distance education; classroom management and its components in open and distance learning; open educational resources and global trends; massive open online courses; personalized learning environments; problems related to open and distance education and their solutions; open and distance education applications in teacher training; developing individual instructional materials and student support services in open and distance education; determining teaching strategies for different learning situations; research and evaluation in distance education.

Collaboration and Communication with Families (2-0-2-3)

Basic concepts related to family; family as a system; children with special needs within the family life cycle; emotional stages experienced by families with children with special needs; importance of collaboration with families; legal, philosophical, and practical reasons for collaboration with families; foundations of family-centered approach; components of family-centered practices; basic principles in collaborating with families; strategies for collaborating with families; verbal and non-verbal communication skills in communicating with families; empathetic and customized listening skills; skills for referring families to special education services and effectively informing them about children with special needs; managing crisis moments with families; encouraging family involvement; skills for effectively using communication channels with families (face-to-face structured and unstructured interviews, phone calls; daily and weekly messages, communication notebooks, class newspapers, emails, etc.).

Co-Teaching (2-0-2-3)

Basic concepts related to co-teaching; definition of co-teaching; importance of co-teaching; historical development of co-teaching; co-teaching in Turkey and the world; factors directly affecting co-teaching; collaboration between family, teacher, and student; co-teaching models; one teacher, one observer model; one teacher, one assistant model; station teaching model; parallel teaching model; alternative teaching model; team teaching model.

Child Psychology (2-0-2-3)

Basic concepts, history, and methods of child psychology; developmental periods; prenatal development; developmental areas and characteristics in infancy; developmental areas and characteristics in early childhood; developmental areas and characteristics in late childhood; the child within the family structure; the child within the school system; adjustment and behavioral problems in childhood; children with special needs.

Textbook Analysis (2-0-2-3)

Physical, educational, visual design, and language expression features and standards required in textbooks; compliance of textbook content with the curriculum; examination of existing textbooks in terms of content, language, suitability to student level, format, attractiveness, contribution to meaningful learning, ease of use in teaching, etc.

Attention Deficit and Hyperactivity Disorder (2-0-2-3)

Definition and characteristics of Attention Deficit and Hyperactivity Disorder (ADHD); core symptoms of ADHD (inattention, hyperactivity, and impulsivity); effects of ADHD on children socially, emotionally, and academically; causes of ADHD; risk factors in the development of ADHD; types of ADHD; approaches to children with ADHD; guidance for students with ADHD; education of children with ADHD; ensuring school-family collaboration.

Language and Speech Disorders (2-0-2-3)

Basic features of language; views on language acquisition; definition and classification of language and speech disorders; organs effective in speech; causes and prevalence of language and speech disorders; characteristics of children with language and speech disorders; classification of communication disorders; types of communication disorders; education of children with language and communication disorders.

Educational Anthropology (2-0-2-3)

Subject matter, basic concepts, history, and method of anthropology; basic approaches in socio-cultural anthropology; education from an anthropological perspective and basic concepts of educational anthropology: culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture, etc.; cultural foundations and functions of education; intercultural differentiation, education, and learning; school as a living space; school cultures and ethnographies; media, mass communication tools, popular culture, and education; globalization, cultural interaction, cultural literacy, and education; education in oral and written literary works in Turkish culture and civilization history; roles of parents and children in Turkish family structure.

Educational Law (2-0-2-3)

Basic concepts of law and administrative law; sources of administrative law; rights and duties in administration; Convention on the Rights of the Child and Universal Declaration of Human Rights; administrative and judicial supervision of teachers; basic laws establishing and regulating the Turkish Education System; duties, rights, and responsibilities of education stakeholders.

History of Education (2-0-2-3)

Education in the Ancient period (in ancient Egypt, Mesopotamia, Anatolia, Indian, Chinese, Ancient Greek, and Roman civilizations); education in Eastern, Western, and Islamic societies in the Middle Ages and Modern Era; Renaissance, Reformation, Enlightenment Movements, and education; education in the Industrial Age and Modern Period; relations between Islamic culture/civilization and Western civilization; emergence of nation-states and development of national education systems; postmodern society debates and education; basic changes and transformations in education worldwide from ancient times to the present.

Morality and Ethics in Education (2-0-2-3)

Basic concepts and theories related to morality and ethics; ethical principles, ethical rules, business and professional ethics/morality; teaching profession with its social, cultural, moral, ethical aspects; right to education and learning; ethical principles in the process of education, teaching, learning, and evaluation; ethical principles in relationships with education stakeholders (employers/administrators, colleagues, parents, professional organizations, and society); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behaviors in business and professional life; ethical regulations related to public administration, education, and teachers in Turkey; unethical behaviors in school and education, ethical dilemmas, problems, and solutions; moral/ethics education in school and ethics committees; school principal and teacher as a moral/ethical leader

Digital Content Development in Education (2-0-2-3)

Overview of content development in digital environments; visuals in digital content development; animations/effective presentations in digital content development; assessment-evaluation activities in digital content development; collaborative tools in digital content development.

Drama in Education (2-0-2-3)

Basic concepts of drama and creative drama (drama, creativity, creative drama, play and theatre pedagogy, communication-interaction, role-playing, improvisation, action, dramatic play, children's theatre, puppetry, mime, etc.); stages, dimensions, and elements of creative drama; role-playing and improvisation; history of creative drama; relationship between social events and creative drama; application steps of drama in education; resources that can be used in drama in education; preparation and implementation of creative drama lesson plans; contribution of drama to individual and social development.

Extracurricular Activities in Education (2-0-2-3)

Formal curriculum and extracurricular activities/hidden curriculum concepts in education; approaches related to hidden curriculum; cognitive and affective domain learnings and hidden curriculum; school as a ritual place; school ceremonies as extracurricular activities in school; importance and management of social, cultural, sports, and artistic activities in school; place and importance of hidden curriculum in values education; extracurricular activities (commemorations, celebrations, gatherings, graduations, etc.) in terms of values education.

Curricular Development in Education (2-0-2-3)

Basic concepts related to curriculum development; theoretical foundations of curriculum development; types of curricula; philosophical, social, historical, psychological, and economic foundations of curricula; curriculum development and characteristics of curricula; stages of curriculum development; basic elements of curriculum (objective, content, process, evaluation) and relationships between elements; classification of objectives and their relationship with curriculum elements; content organization approaches; determination of educational needs; curriculum development process and models; curriculum design approaches; curriculum evaluation models; curriculum literacy; duties and responsibilities of teachers in developing curricula; characteristics of MoNE curricula; implementation of curricula; new approaches and trends in curriculum development in the world and Turkey.

Project Preparation in Education (2-0-2-3)

Concept of project and project types; curricula and project-based learning; project programs in schools (TÜBİTAK, EU, and others); topic selection for projects; literature review; logical framework in projects; project planning and management; application of scientific method in projects; preparing and developing project reports; finalizing project reports; project evaluation and examination of good examples; project presentations; poster and brochure design techniques.

Critical and Analytical Thinking (2-0-2-3)

Basic concepts and definitions; brain as the organ of thinking; thinking styles and classification of thinking; involuntary thinking and its characteristics; voluntary thinking and its characteristics; methods of voluntary thinking; critical and analytical thinking; basic characteristics and criteria of critical and analytical thinking; stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

Education of Hospitalized Children (2-0-2-3)

Developmental characteristics, interests, needs, and psychological states of hospitalized children according to age groups; interaction between hospital staff, child, and family; preparatory education for hospitalization, preparation for diagnosis, treatment, and surgery; preparing and implementing activity plans (play, music, art, drama, mathematics, story, etc.) for hospitalized children; interaction between hospital schools and children with terminal illnesses, their families, and staff.

Inclusive Education (2-0-2-3)

Inclusion and the content of inclusion; definition, content, and importance of inclusive education; legal bases of inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices; characteristics that differentiate students; effective communication; language used and psycho-social support; differentiating instruction and examples, methods, and techniques; planning instruction, inclusivity in lesson materials, and selection of inclusive activities; lesson design practices.

Character and Values Education (2-0-2-3)

Character, personality, value, virtue, morality, temperament, etc.; character development and education; family, environment, and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious, moral foundations; approaches and practices in character and values education; intercultural differentiation and culture of coexistence in character and values education; character and values education in terms of educational philosophy and goals; teaching methods and techniques in character/values education; values crisis and education in modern and multicultural societies; values education in the process of human-cultural development; examples from Turkish education and cultural history related to values education; values education practices and research in Turkey; teacher as a role model in character and values education.

Comparative Education (2-0-2-3)

Definition, scope, history of comparative education; method and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school levels, human resources, financing of education, privatization in education, policy making, planning, and implementation in education; gender, social justice, and equality in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalization and internationalization in education; international exams, institutions, and organizations related to education.

Microteaching (2-0-2-3)

Basic concepts and principles related to effective teaching and learning; professional competencies, attitudes, roles, and behaviors of teachers; preparing lesson plans; scope, benefits, and limitations of the microteaching method; preparing active learning activities suitable for the subject; sample teaching practices in the classroom; video recording of lesson presentations; evaluating lessons using recordings; improving prepared activities and lesson presentations.

Museum Education (2-0-2-3)

Definition and characteristics of museums; exhibition in museums; museum and museum education; types of museums; development of Turkish museology; an overview of the history of museology in the world; relationship between museum, art, culture, and civilization; museum and art education; museum and society; contribution of museums to historical consciousness; protecting historical artifacts; contemporary museology in the world and Turkey.

Out-of-School Learning Environments (2-0-2-3)

Definition, characteristics, and classification of learning disabilities: educational, psychological, medical factors; prevalence and incidence; causes of learning disabilities; early intervention; response to intervention model; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; evidence-based practices; supporting reading, writing, and mathematics skills; supporting non-academic skills.

Learning Disabilities (2-0-2-3)

Definition, characteristics, and classification of learning disabilities: educational, psychological, medical factors; prevalence and incidence; causes of learning disabilities; early intervention; response to intervention model; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; evidence-based practices; supporting reading, writing, and mathematics skills; supporting non-academic skills.

Individualization and Adaptation in Teaching (2-0-2-3)

Concept of individualization and its importance in education; requirements for individualization: curriculum-based assessment, rough assessment, preparing criterion-referenced measurement tools, rules to be followed in assessment; determining long-term and short-term instructional goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusive/integration classrooms.

Sustainable Development and Education (2-0-2-3)

Concept of sustainability and its fields of use; sustainability in terms of social sciences and natural sciences; sustainability in the context of social change; education and sustainability; future of humanity and sustainability; migration, poverty, and inequality; sustainable environment; ecology, global environmental problems, and sustainability; sustainable society in harmony with nature; population, economic system, and natural environment; technological developments, consumption habits, and environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

History of Turkish Education (2-0-2-3)

Subject, method, and sources of Turkish education history; education in the first Turkish states; education in the first Muslim Turkish states; education in the Seljuk Turks and Anatolian Beyliks; education in the Ottoman Empire: education system until the first modernization movements; education in Turkish states outside the Ottoman geography in the 13th-18th centuries; modernization movements in education in the Ottoman Empire until the Tanzimat; establishment of the modern education system from the Tanzimat to the Republic; reorganization of traditional education; education in other Turkish states and communities in Eurasia in the 19th-20th centuries; education during the national struggle period; education in the Republic of Turkey: foundations, structure, establishment, and development of the Turkish education system; teacher training process from its beginning to the present; education in the Turkic world in the 21st century; common goals, language and alphabet unity, common history writing studies.

Adult Education and Lifelong Learning (2-0-2-3)

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education, etc.); historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; purpose, scope, and historical development of lifelong learning; lifelong learning practices in the Turkish education system.

GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Addiction and Addiction Prevention • Nutrition and Health • History and Philosophy of Science • Science and Research Ethics • Children's Rights and Protection • World Music • Economics and Entrepreneurship • Traditional Turkish Handicrafts • General Geography • Human Rights and Democracy Education • Human Relations and Communication • Internet Technologies Usage • Culture and Language • Mathematics Applications 	<ul style="list-style-type: none"> • Media Literacy • Art and Aesthetics • Sound Recording Techniques • Basic Information Technologies • Basic English • Turkish Folk Dances • Turkish Sign Language • Turkish Cultural Geography • Turkish Cultural History • Turkish Music • Turkish Art History • Geography of Turkey • History of Civilization • Three-Dimensional Design • World Geography

GENERAL CULTURE ELECTIVE COURSE DESCRIPTIONS

Addiction and Addiction Prevention (2-0-2-3)

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in family, peer group, and societal context that prepare individuals for substance addiction process; communication skills with addicted children, adolescents, and adults; role of social work in addiction; models related to addiction; addiction prevention efforts; consequences of addiction; national policy and strategy methods in combating addiction; reintegration process.

Nutrition and Health (2-0-2-3)

Natural and healthy nutrition; combating obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; combating addiction (tobacco, alcohol, substance addiction, etc.); traffic, disaster, and first aid.

History and Philosophy of Science (2-0-2-3)

Science, philosophy, scientific method; Ancient Greek, Medieval Europe, Scholastic philosophy and science; science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relationships between science, scientism, ideology, ethics, and religion; science and paradigms; Vienna and Frankfurt schools of thought; critiques of science in the 20th and 21st centuries.

Science and Research Ethics (2-0-2-3)

Science, nature of science, development, and scientific research; concept of ethics and ethical theories; research and publication ethics; unethical behaviors and ethical violations in the research process; ethical problems related to authorship and copyright; biased publication, editorship, peer review, and ethics; publication ethics and unethical behaviors in the publication process; legal regulations and boards related to research and publication ethics; procedures to be followed in detecting ethical violations; common research and publication ethics violations and methods to prevent them.

Children's Rights and Protection (2-0-2-3)

Children's rights and child protection laws; family and child welfare; child neglect; child abuse; protective measures against child neglect and abuse; rights and protection of children in need of protection; rights and protection of children with special needs; planning cooperation on children's rights and protection; creating projects to protect children's rights.

World Music (2-0-2-3)

Recognizing historical and current music cultures in world countries; recognizing internationally accepted music genres; learning about characteristics of music from various regions of the world and geographical, cultural, religious, social, economic, and political factors that impart these characteristics; gaining comparative knowledge about music cultures and traditions worldwide; developing ability to recognize and describe various societies and their music traditions.

Economics and Entrepreneurship (2-0-2-3)

Basic concepts of economics and economic systems; basic concepts of business and business management; establishment of businesses, objectives, and legal structure; management processes and functions in businesses; human resources and other resource management; entrepreneur and entrepreneurship concepts, success factors in entrepreneurship; entrepreneurship culture, entrepreneurship process, and types of entrepreneurship; career planning, original ideas, unusual examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises; management processes and functions in small businesses; business idea development, innovation, business planning, elements of business plan, writing and presentation; preparing an entrepreneurship project in a specific field and topic.

Traditional Turkish Handicrafts (2-0-2-3)

Terms and concepts related to traditional Turkish arts; importance of traditional Turkish arts; contributions to individual, society, and national economy; historical development of traditional Turkish arts (Huns, Gokturks, Uyghurs, Seljuks, Principalities, and Ottoman Period); Ahi organization and Guild Organization; institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpet-rug, fabric, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver, gold, etc.) arts; wood (kündekari, carving, and mother-of-pearl inlay) arts; tile-ceramic and stonework arts; education, production, and marketing of traditional Turkish arts.

General Geography (2-0-2-3)

Development of geography science and processes of gaining scientific identity; formation of the earth and geological history, internal structure, shape, movements, and resulting consequences; shaping of the earth's surface and factors effective in this process (geomorphology); world atmosphere and climate system (climatology); distribution, characteristics, and effects of underground and surface waters (hydrography); soil geography (formation, types, distribution, soil problems); plant geography (classification, growing environment conditions, distribution), map knowledge.

Semiotics (2-0-2-3)

Basic concepts of linguistics and semiotics; the relationship between semiotics and communication; types of signs; contemporary semioticians and semiotic theories; skills for establishing effective communication.

Human Rights and Democracy Education (2-0-2-3)

Concept of human rights and historical development; types of human rights; understandings of democracy, principles, approaches, and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary education curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

Human Relations and Communication (2-0-2-3)

Definition and classification of interpersonal relationships; theoretical approaches related to interpersonal relationships (psychoanalytic, attachment, contemporary theories); theoretical approaches related to interpersonal relationships (social, psychological, cognitive theories); interpersonal relationships as a developmental process (infancy and childhood periods, adolescence and adulthood periods); factors effective in interpersonal relationships; gender, gender roles, and interpersonal relationships; self-adaptation and self-disclosure in interpersonal relationships; communication and communication errors; effective communication skills; interpersonal problems, conflict, and conflict resolution approaches; human relations in terms of intercultural differentiation.

Internet Technologies Usage (2-0-2-3)

Internet and web technologies; historical development of distance education; online and blended learning models; classification of web technologies; Web 2.0 tools characteristics and usage; advantages and disadvantages of Web 2.0 tools; Web 3.0 tools characteristics; advantages and disadvantages of Web 3.0 tools; designing and producing instructional content with web tools; evaluation of instructional content developed with web tools; assessment and evaluation with web tools.

Culture and Language (2-0-2-3)

Basic concepts related to language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture from individual and societal perspectives; culture as unifying and divisive; enculturation, acculturation, cultural diffusion, and adaptation; culture in terms of cognitive, symbolic, structural-functional approaches; language as a system of symbols; language and language acquisition from individual perspective; effect of language on human consciousness; relationship between culture, language, cognition, and reality; function of language in carrying knowledge and culture, establishing social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions on mutual interaction of changes in culture and language; national cultures; globalization, multilingualism, and multiculturalism.

Media Literacy (2-0-2-3)

Information literacy; conscious use of internet and social media; effects of social media on individuals; power to spread information and mislead; power to spread news; media and perception management; legal rights and responsibilities regarding media and internet: copyright, personality rights, information privacy, privacy violation; language use in media; value and quality analysis of news; popular culture; gender roles in media; consumption culture and advertisements; stereotyping in media.

Art and Aesthetics (2-0-2-3)

Art, fine arts, craft, and culture; art and education; art, creativity, and artwork; philosophy of art and aesthetics; art and aesthetic theories; art criticism; art history, art in pre-modern, modern, and post-modern periods; art and social context; art and daily life; Turkish-Islamic art aesthetics and artworks; position of art and artisan in social change process; development of art in Turkey; contemporary understandings of art; civilization building and art; art, aesthetics, and morality.

Sound Recording Techniques (2-0-2-3)

Understanding the nature of sound; learning correct microphone placement considering sound propagation and acoustics, and using recording tools; understanding audio file formats and making proportional selections to pre-recording needs; sound recording in different environments from simple structures to studios; microphones and their characteristics; recording software; sound recording and microphone techniques.

Basic Information Technologies (2-0-2-3)

Information technologies and computational thinking; problem-solving concepts and approaches; algorithms and flow charts; basic concepts related to computer systems, software, and hardware; fundamentals of operating systems; current operating systems; file management; utility programs (third-party software); word processing programs; calculation/spreadsheet/graphic programs; presentation programs; desktop publishing; database management systems; web design; internet usage in education; communication and collaboration technologies; secure internet usage; informatics ethics and copyright; effects of computer and internet on children/youth.

Turkish Folk Dances (2-0-2-3)

Definition of folklore; rhythm and perception studies; play and folk dance, figure studies; figure studies containing regional differences in folk dances; learning regional figures of bar type; learning regional figures of halay and spoon type; learning regional figures of horon and karşılama type; learning regional figures of zeybek type; studies on the style and performance ways of learned dances; staging folk dances; staging types and differences.

Turkish Sign Language (2-0-2-3)

Basic concepts related to sign language; Turkish sign language, history, and characteristics; letters in Turkish sign language, phonetics, internal structure of signs, simultaneity and sequence; hand alphabet in terms of phonetics; morphology in sign language, formation and shaping of signs; word classes and pronouns; syntax in sign language, word order; sentence types and question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; conversational practice in Turkish sign language.

Turkish Cultural Geography (2-0-2-3)

Culture, human, and society; Turkish culture and Turkish civilization; first ethnographic sources about Turks; Turkish states in history; state, administrative, military, and social structure in Turks; folk beliefs and mythology in Turks; human-space relationship in Turks; oral, written, and material culture in Turks; family structure in Turks; demographic and cultural consequences of migrations in Turkish history; spread areas of Turkish culture and its impact on neighboring geographies; tangible and intangible cultural heritage of Turkey; transmission of natural and cultural heritage to future generations.

Turkish Cultural History (2-0-2-3)

Migrations of Turks from their homeland Central Asia; pre-Islamic Turkish history and culture; examination of examples from cultural heritage; Turks' acceptance of Islam and examination of post-Islamic cultural assets.

Turkish Music (2-0-2-3)

Music elements of Turkish communities living in Central Asia and Anatolia; Turkish mythology (human, creation, religious rituals, festivals, etc.); mythological elements in Turkish Folk Music repertoire; music types existing in Turkish States and Communities; development of Turkish Folk Music and Turkish Art Music throughout historical process; mutual interaction of different traditions and styles related to music; combined examination of instruments, composers, performers, and sample works.

Turkish Art History (2-0-2-3)

Comparative examination of art styles from Hun Art to Gokturk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Principalities, and Ottoman periods, and architectural, sculpture, and painting examples from these periods; evaluation of Turkish artworks and artists from the Republican Period to the present.

Geography of Turkey (2-0-2-3)

Location and position of Turkey; physical characteristics of Turkey (geology and geomorphology, climate, hydrographic characteristics, soil structure, vegetation); socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, mining, industry, transportation, tourism, trade).

History of Civilization (2-0-2-3)

Concept of civilization and introduction of basic concepts related to this concept; changes undergone by humans in both physical and cultural aspects in prehistoric and historical periods, and effects of this change process on the present. Examination of civilizations put forward by humanity from past to present: Mediterranean, Mesopotamia, Egypt, Far East, Indian, Central America (Aztec-Inca Civilizations), Central Asian Steppe Civilizations, and Western Civilization (Europe, America).

Three-Dimensional Design (2-0-2-3)

The primary aim of the course is to enable designs dependent on aesthetic values to take form by gaining three-dimensional thinking and visualization ability. The Three-Dimensional Design course provides gaining visualization, abstract thinking, and problem-solving ability by making three-dimensional arrangements and artistic forms using the possibilities of clay or other materials, and also ensures development of visual language. Three-Dimensional Design opens a way for artistic expression by developing form knowledge and creating creative three-dimensional forms. In the course, basic art education is provided as a guide for finding creative solutions in other areas of life. Three-Dimensional Design, besides providing important contribution to the formation of individual style and creativity, opens the way to benefit from the possibilities of three-dimensional form in artistic expression.

World Geography (2-0-2-3)

Examination of physical (landforms, climate, vegetation, hydrography, and soil characteristics), human (population and settlement characteristics), and economic geography characteristics (agriculture, industry, mining, trade, tourism, etc.) of Asia, Europe, North America, South America, Oceania, and Africa continents in general outlines; examination of general geographical characteristics of some countries with high economic power and in economic, political, and cultural relations with Turkey (such as Germany, Russian Federation, United States of America, Brazil, Australia, Azerbaijan, and South Africa) located in these continents; Antarctica continent.

FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)

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|---|---|
| <ul style="list-style-type: none">• Communication Skills• World Englishes and Culture• Second Foreign Language 1• Second Foreign Language 2• English Culture and History• Analysis of English Textbooks• Drama in English Language Teaching | <ul style="list-style-type: none">• New Approaches in English Language Teaching• Teaching English Vocabulary• English Presentation Skills• English in Mass Communication• Assessment of In-Class Learning• Teaching Integrated Language Skills |
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Field Education Elective Course Descriptions

Presentation Skills (2-0-2-3)

Skills required to speak in front of an audience; all stages and dimensions of preparing and delivering a speech; preparing and presenting presentations based on extensive reading and research; examining successful presentations in terms of content, form, and audiovisual elements; verbal and written communication skills for professional settings such as interviews, socialization, phone calls, presentations, meeting management, and writing resumes and application letters.

World Englishes and Culture (2-0-2-3)

Use of English as an international language, English as a lingua franca, and different global uses of English; implications of English as an international language on teaching and teacher education; developing students' awareness of the relationship between language and culture; examining the role of culture in language teaching; evaluation of cultural elements in textbooks, literary works, films, TV programs, and advertisements.

Second Foreign Language 1 (2-0-2-3)

Past and future tenses, moods; speaking, reading, writing, and listening skills in these tenses and moods; verbal skills (e.g., asking questions in restaurants, ordering food); reading skills (internet weather reports, recipes, posters, etc.); writing skills (short messages, giving written directions, emails/invitations); listening skills (weather reports, recipes, etc.).

Second Foreign Language 2 (2-0-2-3)

Complex sentence structures, conjunctions, noun case endings (nominative, genitive, dative, accusative, instrumental, locative), motion verbs, reading, writing, and listening skills; verbal skills (texts, dialogues); presentations, text translations, subtitled films in the target language, short commentaries.

English Culture and History (2-0-2-3)

Overview of society, culture, religion, identity, economy, and geography in the United Kingdom; introduction to UK history and general features; contemporary cultural differences, including language, minority rights, and migration policies; overview of health, justice, commerce, education, and governance systems in the UK.

Analysis of English Textbooks (2-0-2-3)

Main arguments for and against textbook use; relationship between method, ideology, and textbook authorship; formal, educational, visual design, and language expression standards in textbooks; alignment of textbook content with curriculum; evaluation of existing textbooks in terms of content, language, student level, format, appeal, contribution to meaningful learning, and ease of use in teaching; criteria for textbook evaluation in English language teaching classrooms; adapting textbooks and materials to specific learning needs and teaching contexts.

Drama in English Language Teaching (2-0-2-3)

Definition and meaning of drama; concepts such as psychodrama, creative drama, educational drama, socio-drama; relationship between drama and play; structure and stages of drama in education; drama environment and teacher qualifications; assessment of drama; development and implementation of drama examples suitable for educational objectives.

New Approaches in English Language Teaching (2-0-2-3)

Goals and basic principles of English teaching; history of English teaching; impact of learning and teaching approaches on English instruction; classroom application examples and critical evaluation; discussion of ongoing issues in English teaching; social, cultural, and economic perspectives on English teaching.

Teaching English Vocabulary (2-0-2-3)

Focus on analyzing relationships between vocabulary, semantics, and discourse, and developing skills for teaching vocabulary using an integrated language skills approach; students explore word types, formation, and context-dependent meanings; elements of classroom vocabulary teaching; use of texts, dictionaries, corpora, and teaching techniques; assessment of vocabulary knowledge and strategies to support learning.

English Presentation Skills (2-0-2-3)

Teaching effective presentation skills; designing presentations suitable for the target audience, presentation stages, effective openings and closings, visual design, smooth delivery, voice use, eye contact; engaging techniques such as video, sound effects, storytelling; strategies for Q&A sessions; evaluation of individual presentations based on effective use of learned elements.

English in Mass Communication (2-0-2-3)

Students recognize both written and electronic international mass media, their types, and specific language features in English; develop skills in analyzing and interpreting editorials, articles, and columns; identify main ideas and write reports; evaluate reliability and validity of news and articles, comparing different perspectives and societies; produce short news items, headlines, advertisements, and editorials; analyze how target language reflects its own culture.

Assessment of In-Class Learning (2-0-2-3)

Assessment tools and features in education; traditional approaches: written exams, short-answer tests, true/false tests, multiple-choice tests, matching tests, oral quizzes; tools for holistic assessment: observation, interviews, performance assessment, student portfolios, research papers, projects, peer evaluation, self-assessment, attitude scales; key considerations in evaluating student success; assessing learning outcomes and grading.

Teaching Integrated Language Skills (2-0-2-3)

Focuses on teaching candidates how to integrate communication skills in a lesson plan; especially in adolescent and adult classes, integrates four language skills (reading, speaking, listening, writing) into a single lesson plan; incorporates grammar, vocabulary, and pronunciation if relevant, to create a skill-based teaching plan.