



2025-2026 Academic Year
List of Courses Offered in Foreign Language
2025-2026 Akademik Yılı
Yabancı Dilde Açılacak Dersler Listesi

Institute of Educational Sciences
Eğitim Bilimleri Enstitüsü

	Department <i>Bölüm</i>	Course Code <i>Ders Kodu</i>	ECTS <i>AKTS</i>	Course Title <i>Dersin Adı</i>	Semester <i>Dönem</i>	Course Content <i>Dersin İçeriği</i>	Academic Staff <i>Dersi Veren Öğretim Elemanı</i>	Online Available <i>Çevrimiçi</i>
1	Foreign Language Education	İÖP5001	5	Foreign Language Teaching Methods	Fall	Investigation of new improvements and trends in ELT to analyse and applying them into effective teaching processes.	Prof. Dr. Binnur Genç İler	N/A
2	Foreign Language Education	İÖP5005	5	Teaching Literature in Foreign Language Classes	Fall	The use of literary genres of poetry and short stories along with the theoretical and practical scholarly discussions to support ELT methods and programs.	Assoc. Prof. Dr. F. Özlem Saka	N/A
3	Foreign Language Education	İÖP5007	5	Applied Linguistics	Fall	Includes concepts related to applied linguistics; inter-conceptual relations, first and second language acquisition, theories of first and second language acquisition, reflections of first and second language acquisition theories to approaches, methods and techniques in language teaching, the effects of geographical and social variation of a language on language teaching, the relationship between language and the brain, the biology of the human brain, methods used in studying the biology of a language, studies conducted in neurolinguistics and their effects on language teaching.	Assist. Prof. Dr. Ersen Vural	N/A
4	Foreign Language Education	İÖP5013	5	Language Acquisition Studies	Fall	Presents an overview of the theories of first and second language acquisition (e.g. behaviorism, innatism, information processing, connectionism, and the interactionist position) and focus on the developmental stages and sequences of first and target language acquisition through reading recent studies in the field of language acquisition. Through this course, students will become knowledgeable about the nature and structure of language and how first and second languages develop. Additionally, students will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, students will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.	Assoc. Prof. Dr. Mustafa Caner	N/A
5	Foreign Language Education	İÖP5017	5	Learner Identity in Foreign Language Learning	Fall	The course first introduces the students the structuralist and post-structuralist accounts in social sciences in general and language learning in particular. Next, human agency and agency of language learners in language classroom will be explored. Understanding language learning motivation will also be an important part of this course together with language learner autonomy. Finally, how language learners' identity plays a role in shaping language learners' identity will be investigated.	Assist. Prof. Dr. Simla Course	N/A
6	Foreign Language Education	İÖP5019	5	Academic Writing I	Fall	Introduction to the main and critical concepts in academic writing analysis; understanding the concept of genre with its rhetorical structure and purpose by means of awareness-raising activities. Involves analysis of the selected academic research articles and book reviews are within the course content.	Assoc. Prof. Dr. Hüseyin Kafes	N/A
7	Foreign Language Education	İÖP5021	5	Computational Linguistics and Artificial Intelligence	Fall	Presents students with the conceptual aspects of designing and conducting a research study by using artificial intelligence and linguistic coding within the context of computational linguistics. Specifically addresses critical choices concerning research questions, data collection, methods of measurements, and analysis through computational linguistics as an innovative and interdisciplinary research method. Examines areas where language and cognitive data interact through recent applied and technological research tools via artificial intelligence.	Assoc. Prof. Dr. Başak Eda Hancı-Azizoglu	N/A
8	Foreign Language Education	İÖP5023	5	Learner Psychology in Foreign Language Education	Fall	Aims to help students comprehend the role of learner psychology in foreign language learning and to gain theoretical knowledge and research experience on the psychological factors related to the learner, as well as the effects of these factors on the foreign language learning process and its outcomes. Initially introduces the basics of the psychology of language learning and different theoretical approaches to language learner psychology. Individual learner differences are addressed with current research approaches. Psychological factors that have important effects on the language learning process and success are introduced. Theoretical knowledge about psychological factors affecting learning is supported by current research through weekly readings and discussions. Research skills related to various subfields of language learning psychology (e.g., language learning motivation, anxiety, and willingness to communicate) are investigated through research projects.	Dr. Funda Ölmez Çağlar	N/A

9	Foreign Language Education	İÖP5026	5	Digital Innovation and Special Topics in ELT	Fall	Examines the impact of digital technologies on teaching and learning. It explores various learning tools, including mobile phones, virtual learning environments, digital games, robotics, and immersive and augmented reality environments. It provides insights on selecting suitable digital tools, assisting students in learning with these tools in both in-person and online settings, and predicting the future of teaching and learning. This module is designed to help develop an understanding of the tools, methods, and cultural characteristics involved in researching language learning. It will teach learners how to design research to understand and evaluate current and future examples of digital teaching and learning. The weekly topics include theories and strategies of learning, transformation in digital teaching & learning methodologies, digital teaching and learning research methods, leadership in learning design and technology, learner-centered instructional design, developing learning experiences with design thinking, sustainability in digital education, critical digital pedagogy, digital acculturation, digital learner identities, social contexts of digital learning (e.g., Internet of Things, VR, AR, robotics etc.), digital pedagogy and new literacies, and assessing digital learning.	Dr. Fatma Şeyma Koç	N/A
10	Foreign Language Education	İÖP5004	5	Program and Materials Development in ELT	Spring	Investigation of new syllabus designs for establishing new language materials, theory and principles to analyse and create innovative language learning and teaching programs.	Prof. Dr. Binnur Genç İltir	N/A
11	Foreign Language Education	İÖP5006	5	Discourse Analysis	Spring	Introduces the theories of discourse analysis of both written and spoken texts and recent research in these areas. Through theories and research, the students are expected to analyse the authentic use of English in these two mediums. In addition, taking the language class as a community and classroom language and a specific discourse, the students are expected to analyse classroom language and suggest ways of improving their classroom practices as language teachers. The students are invited to analyse their own experiences as language teachers to this end.	Assist. Prof. Dr. Simla Course	N/A
12	Foreign Language Education	İÖP5012	5	Measurement and Evaluation Studies in Foreign Language Education	Spring	Presents basic concepts and critical principles and constructs of classroom-based measurement and evaluation. Different types of tests and testing (e.g. proficiency, achievement, diagnostic and placement tests, direct and indirect testing, discrete point and integrative testing, norm referenced and criterion referenced testing, objective testing and subjective testing, communicative language testing) and various types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available assessment types (e.g.: portfolio, self-assessment, learner diaries) are among the topics of this critical course.	Assoc. Prof. Dr. Özlem Saka	N/A
13	Foreign Language Education	İÖP5016	5	Technology and Language Teaching	Spring	Aims to raise students' awareness on the design and use of ICT resources in language teaching and learning environments. The objective of the course is to provide the background that will help students, as a teacher, administrator or language learner, make informed decisions about the use of technology inside and outside the classroom over the next decade. Additionally, this course on CALL or TELL will cover the theoretical and practical aspects of using technology to promote language teaching and learning. Moreover, this course will survey current classroom practices in technology-assisted language learning, examine their pedagogical rationale, and give students hands-on practice creating and delivering technology-based lessons in accordance with their own teaching interests. This course seeks to help students gain an ability to integrate knowledge of the use of technology into a language learning environment; an understanding of commonly practiced techniques for creating and orchestrating stimulating and relevant activities, particularly those generating authentic student interaction; as well as conducting research on the technology use in language classrooms.	Assoc. Prof. Dr. Mustafa Caner	N/A
14	Foreign Language Education	İÖP5020	5	Current Issues in Language Teaching	Spring	Aims to help raise learners' awareness to critically approach current issues in teaching and learning English as a foreign/second language scientifically. It involves the presentation and discussion of research articles chosen by students from the assigned journal list on predetermined topics such as teacher training, EFL, SLA, pragmatic competence, classroom discourse, etc. Involves presentations and discussions of research articles chosen by students from the assigned journal list on predetermined topics.	Assoc. Prof. Dr. Hüseyin Kafes	N/A
15	Foreign Language Education	İÖP5022	5	Cognitive Linguistics and Foreign Language Education	Spring	Investigates the cognitive structures of linguistic elements of a second language through the basic factors that shape the process of learning a subsequent language after first language acquisition is examined.	Assist. Prof. Dr. Ersen Vural	N/A
16	Foreign Language Education	İÖP5024	5	Academic Writing II	Spring	Explores academic writing as a scientific genre within recent research writing techniques and applications. Analyzes novel rhetorical approaches to be able to write a research thesis by adapting to globally accepted and scientifically proven writing skills.	Assoc. Prof. Dr. Başak Eda Hancı-Azizoglu	N/A
17	Foreign Language Education	İÖP5025	5	Teacher Psychology in Foreign Language Education	Spring	Aims to help students comprehend the importance of teacher psychology in foreign language learning and teaching, and to gain theoretical knowledge and research experience on the impact of different teacher psychological factors on the foreign language teaching process and results. In the course, basic concepts related to the psychology of language learning and teaching are explained, and the importance of teacher psychology in the foreign language teaching process is emphasized. Language teacher individual differences are discussed along with their theoretical foundations. Discussions about language teacher individual differences are supported with current research methods and results. The relationships among these psychological factors and their reflections on the language teaching process are discussed. Research skills related to this field of study are developed through guided research projects carried out by students during the semester.	Dr. Funda Ölmez Çağlar	N/A

18	Foreign Language Education	İÖP5027	5	Interculturality and Intercultural Education	Spring	Explores the cultural and intercultural challenges faced by English language teachers in today's increasingly interconnected world, characterized by growing transnationalism, multiculturalism, and rapid evolution in lingua franca usage and English teaching. This course aims to encourage teachers to develop an understanding of their teaching practice as intercultural and to express, through informed, experience-based, and context-sensitive methodologies, how their teaching responds to the cultural and intercultural complexities that they face in their setting. Weekly topics include theorizations of intercultural citizenship education, approaches to understanding culture, politeness and face systems, culture shock and sojourner adaptation, macro forces and influences (e.g., globalisation), micro-level interaction (e.g., the role of language and intercultural communication in everyday discourses, in representations, in the role of power, in the engendering of identities, in the role of the teacher), ethnocentrism and stereotyping as barriers to intercultural communication, interdisciplinary research (e.g., drawing on research from Philosophy, Political Science and Sociology), written intercultural communication, schema in text interpretation and intercultural communication, intercultural communicative competence, global citizenship, multialectal competence, and symbolic competence, an intercultural perspective on the English language teaching, and intercultural language learner identity.	Dr. Fatma Şeyma Koç	N/A
19	Foreign Language Education	İÖP5028	5	Inquiries in Foreign Language Learning	Spring	Aims specifically to look into the current research in understanding foreign language learning and teaching. Thus, it aims to help the students develop an understanding of language learning process as a cognitive, social and complex dynamic system. To this end, the course looks into how we research the language learning- teaching process. The course looks into foreign language learning in three main phases. In the first phase, the positivistic and cognitive approaches in inquiring the language learning process are introduced. The students are assigned readings on current research in foreign language learning operating within this paradigm. The second phase of this course looks into both longitudinal and non-longitudinal research investigating language learners as individuals in interaction with wider social structures. This research includes, but is not limited to, multilingualism, digitally mediated L2 learning, language learner motivation, second language acquisition, language learning experiences, pragmatics, discourse analysis, and corpus linguistics. The final phase of the course focuses on understanding language learners as complex dynamic agents and their language learning trajectories. To this end, research on language learning experience, second language acquisition and affect and motivation in second language learning are investigated within the framework of complex dynamic systems theory.	Assist. Prof. Dr. Simla Course	N/A