The Graduate School of Education provides four graduate programs which cater for the needs of those who wish to become school teachers and those who are already practitioners in educational institutions in Ankara and beyond.

The M.A. in Curriculum and Instruction is designed for school teachers who are in positions of middle management, or intending shortly to move to such positions, and thus become educational leaders. It enables participants to develop the knowledge and skills to improve their own practice and assist in the professional development of colleagues within their area.

The M.A. in Management in Education enables experienced teachers, especially those working in positions of responsibility, to study part-time for a higher degree in management skills and thus improve their theory and practice.

The M.A. in Teacher Education is the largest graduate program. It is a masters-without-thesis program which prepares teachers for high school teaching. Students wishing to become teachers of English, Turkish, history, mathematics and biology are trained in a two-year program which involves considerable experience in schools in Ankara and elsewhere.

The M.A. in Teaching English as a Foreign Language (TEFL) is a one-year full-time intensive M.A. program aimed at those already teaching English in universities.

**FACULTY**

H. NECMİ AKŞİT, Assistant Professor. Ph.D., Educational Sciences, Middle East Technical University, 1998. *Teaching English as a foreign language, curriculum development, instructional design, assessment and evaluation.*

TİJEN AKŞİT, Instructor. Ph.D., Educational Science, Middle East Technical University, 2006. *Educational management, language teacher education, psychology of learning.*


JULIE MATHEWS-AYDINLI, Assistant Professor. Ph.D., McGill University, 2003. *Literacy development, culture and identity in second language reading and writing, literature in the language classroom, curriculum development.*


HANDE İŞİL İŞIK MENGÜ, Instructor. Ph.D., English Language Teaching, Hacettepe University, 2005.

JOHN O’DWYER, Director, School of English Language. Ph.D., Language Testing and Evaluation, English Language Teaching, Surrey University, 2005. *School and project management, people management, organisational learning, curriculum development, implementation and evaluation.*


SIMON PHIPPS, Deputy Director, School of English Language. M.Sc., Teaching English, Aston University, 1996. *Performance management, people management, quality management, teacher training and development, classroom observation, teaching methodology and effective teaching.*


ENGİN SEZER, Visiting Associate Professor. Ph.D., Linguistics, Harvard University, 1991. *Turkish and Turkic linguistics, old Turkish literature.*

ELİF UZEL ŞEN, Teacher Trainer, School of English Language. Ph.D., English Language Teaching, Middle East Technical University, 2002. *Teacher training and development, classroom observation, teaching methodology and effective teaching, teacher education, managing educational change.*

JODEE WALTERS, Visiting Assistant Professor. Ph.D., University of Nottingham, 2006. *Second language vocabulary acquisition, second language teaching methodology, individual differences in language learning.*


DARYL YORK, Senior Lecturer M.Sc., English Language Teaching, Aston University, 1997. School management, curriculum development, discourse analysis.

CURRICULUM AND INSTRUCTION

The program consists of eight core courses, 24 credits, which together cover the educational foundations of a school community, and the learning and teaching which goes on there. Theory and practice will be interlinked. Students will set their own experience and expertise in the context of educational theory, which itself will inform their practice in the future. Work in the classroom or other school contexts will be an essential feature of the program.

Program Goals

- To enable participants to meet the needs of the educational institutions in which they work, and to allow them to make an effective and up-to-date contribution to quality education within the secondary and primary education sectors in Turkey;
- To encourage school-based research;
- To permit participants to continue working in their institutions while working towards a higher degree.

Admission requirements

- Qualified teacher status
- At least two years teaching experience in an elementary or high school
- Official undergraduate transcript from the institution which awarded the undergraduate degree
- CGPA of 2.5 minimum for undergraduate degree
- ALES (or GRE): Minimum score of 60 on ALES. GRE combined score of 950 minimum plus 3.5 in analytical writing.
- English: minimum score of 80 KPDS, 213/80 TOEFL, 6.5 IELTS; or native English speaker
- Two reference letters. One should be from the applicant’s school director, stating permission to attend the program. One should be from a person familiar with the applicant’s academic ability.

CURRICULUM

FIRST YEAR

Autumn Semester
CI 501 Learning, Development and Cultural Context for Teaching
CI 502 Managing the Classroom

Spring Semester
CI 503 Educational Leadership and School Development
CI 504 Contemporary Issues in Curriculum Development and Evaluation

SECOND YEAR

Autumn Semester
TEFL 555 Written Academic Discourse
CI 505 Supervision and Mentoring
CI 509 Thesis Seminar I

Spring Semester
CI 507 Educational Research
CI 508 Assessing Student Learning and Progress
CI 510 Thesis Seminar II

COURSE DESCRIPTIONS

CI 501 Learning, development, and the cultural context for teaching
The course will focus on the holistic development of school students in their current cultural context. Topics for study include the development of cognitive abilities, critical, creative, and imaginative thinking. Gardner’s multiple intelligences, and cognitive and affective taxonomies. The sociology of educability will be considered: the effect of the family and home environment on a child’s development and ability to learn and achieve, as well as the impact of other social factors on development.

CI 502 Managing the classroom
The course will give a general overview of the social and psychological factors which determine or affect student behavior in educational settings. It includes systems for classroom management to maximize student learning outcomes, and techniques for meeting the varied needs of learners in a classroom, with a view to increasing motivation, managing groups, orienting students, and allowing the quality use of time in the classroom.

CI 503 Educational leadership and school development
The course considers leadership skills for those who may take on administrative roles in a school. It includes skills required for effective staff motivation and the creation of a leadership team, problem analysis and decision-making, good communication, strategic planning, implementing change, utilizing a team process, and managing crises in school. In addition, leadership styles, principles of adult learning and adult motivation theory, self and peer assessment, plus coaching teachers toward increased effectiveness will be included.

CI 504 Contemporary issues in curriculum development and evaluation
The course will examine curriculum theory for elementary and high school courses of study. It will consider current trends and issues in curriculum development, the determinants of the curriculum, and conditions for curriculum change. The evaluation of the implementation of new curricula will be included. The role of the teacher, the school, other members of the school community, and the values and attitudes of society, in curriculum implementation will be studied.

CI 505 Supervision and mentoring
The course gives an in-depth introduction to the principles and techniques of supervision, giving a counseling-based approach to help teachers improve and grow in self-confidence. Students will critique the performances of videoed classroom teachers and later will work with a small number of school teachers in schools, on improving instructional delivery. It is particularly relevant in assisting those who will act as mentors for pre-service student-teachers, those who work with newly-qualified teachers in a supportive peer relationship, or who are involved in appraisal.

CI 506 Written academic discourse
The course focuses on the writing skills necessary to write a research thesis. Students work on presenting aspects of research findings in an organised and coherent manner. Skills in library research and literature reviews including the collection, analysis and processing of data are included.

CI 507 Educational research
The course is designed to introduce key concepts in quantitative and qualitative research in general. It will explore the different research methods used in educational research. Topics will include formulating research questions, reviewing the literature, synthesizing sources, selecting appropriate research designs, sampling, designing valid and reliable instruments for data gathering, and analyzing data. Action research as a qualitative approach to research will be given particular emphasis.

CI 508 Assessing student learning and progress
The course will focus on formative and summative evaluation at elementary and high school levels. It will review fundamental concepts, principles and uses of testing and assessment for monitoring the progress and achievement of school students of all ages. Participants will gain experience of devising effective means of formative assessment and recording progress, and in writing specific learning outcomes. They will compose tests, writing items to measure objective and complex outcomes, and analyzing items and examinations to guide student learning and to inform practice.
CI 509, 510 Thesis Seminars
The two thesis seminars are intended to guide the Masters students in their thesis work. Research methods, literature reviews, elaboration of topics, organization of material in relation to each student's research will be discussed, leading to a thorough consideration of, and guidance in, the preparation of the thesis. Students will make presentations of their research to date in order to share their progress and learn from each other.

CI 511 Masters Thesis

MANAGEMENT IN EDUCATION
The Masters of Arts in Management in Education is offered as a part-time program consisting of three modules: managing the organization; managing the curriculum; and managing teaching.

Program Goals
The program is designed for administrators currently working in positions of responsibility in educational institutions and for practicing teachers considering such positions. It will enable those on the program to develop the knowledge and skills to play a key role in school management, curriculum management, and staffing. As well as to develop effective teaching skills at a high level. The program aims:

• To give participants the necessary knowledge, skills, and practice to meet the needs of educational institutions and students in the university, secondary, and primary education sectors in Turkey;
• To allow participants to make an effective and contemporary contribution to quality education within the institutions in which they work;
• To permit participants to continue working in their institutions and obtain a higher degree through extended, modular study.

In the longer term, the program aims to exchange students and teachers with European universities as part of a linked network in the Socrates-Erasmus European program.

Admission requirements
• Official relevant transcripts
• ALES (Akademik Personel ve Lisansüstü Eğitimi Genel Sınavı – Academic Personnel and Postgraduate Education Entrance Examination) or GRE: Minimum score of 55 on ALES, GRE combined score of 950 minimum plus 3.5 in analytical writing.
• Proficiency in the English language
• Minimum three years of relevant full-time experience working in educational institutions
• Two reference letters.

The selection committee will be looking for candidates who:
• are at the appropriate academic level for graduate study;
• have had at least three years of relevant full-time experience working in educational institutions;
• have a suitable background in classroom teaching;
• are able to display the appropriate learning skills and disposition for extended part-time study.

Degree Requirements
Students are required to take and pass all courses in Modules 1, 2, and 3. This is a Master’s program without thesis. In order to graduate students need to submit a successful project, and are required to complete course work of at least 45 credit hours with a minimum GPA of 3.00. The program should be completed within a maximum of eight semesters.

Module 1: Managing the Organization
ME 501 Managing Organizational Processes
ME 502 Human Resource Management
ME 503 Accounting, Management and School Administration
ME 504 Computing for Organizational Needs
Elective 1

Module 2: Managing the Curriculum
ME 511 Introduction to Development and Learning
ME 512 Managing the Curriculum I
ME 513 Managing the Curriculum II
Elective 2

Module 3: Managing the Classroom
ME 521 Managing the Classroom
ME 522 Managing Learning - Methods I
ME 523 Managing Learning - Methods II
ME 524 Developing Practice I
ME 525 Developing Practice II
ME 526 Classroom Management in Action Project

COURSE DESCRIPTIONS

ME 501 Managing Organizational Processes
This course provides candidates with insights into managing the school as an organization and looks at defining goals and objectives for the school as well as how to carry out strategic and operational planning. The course will explore ways of creating an effective learning and teaching environment from an administrative perspective. Emphasis will be given to the process of introducing successful innovation within schools and to improving the processes of decision making and communication.

ME 502 Human Resources Management
This course looks at theories of effective organizations, particularly schools, and relates these to effective human resource management. Areas for study will include leadership, motivation, training and development, team work, as well as the issues of accountability, job planning and description, appraisal systems, recruitment and induction.

ME 503 Accounting, Financial Management and School Administration
This course looks at financial resource management, accounting principles, budgeting planning and monitoring and putting these into practice. In addition, the marketing of the school with parents, and other stakeholders, project management, management evaluation, as well as practical skills to do with meetings, time management, and presentations will be covered.

ME 504 Computing for Organizational Needs
This course aims to give students the necessary skills in word processing, spreadsheet, and database management for educational purposes. The main thread will be to ensure that these are applicable to school contexts with a view to allowing computing to play a key role in creating more effective and efficient managers and institutions.

ME 505 Management in Action
The course provides students with practical experience of management skills such as chairing and participating in meetings, time management and preparing and giving presentations. Students will be observed by the visiting tutor in meetings and giving presentations.

ME 511 Introduction to Development and Learning
This course will explore the physical and psychological development of the individual with respect to contemporary theories of learning. This will include consideration of individual learning styles, the growth of cognition, personal traits and the role of affective factors in learning. The implications of these factors for the classroom, and approaches to teaching and learning in general, will be brought to the fore and reflected upon.

ME 512 Managing the Curriculum I
This course will cover concepts, processes and principles of curriculum planning, development and evaluation and is intended to help the student develop the performance competencies needed to engage in curriculum planning and decision-making as an administrator, curriculum specialist or supervisor.

ME 513 Managing the Curriculum II
This course provides a basic introduction to the field of testing and evaluation and covers basic principles, concepts and processes behind evaluation and test construction and is intended to help develop the performance competencies needed to engage in decision-making for school improvement. Prerequisite ME 512.

136
ME 514 Materials Development for Language Teaching
This course provides and in-depth look at theories of evaluation, adaptation and development of materials for language learning. It enables participants to develop their own approaches to the development of principles and procedures for the evaluation, adaptation and development materials for language learning. It also provides the opportunity for participants to develop effective skills in the application of their principles and procedures for the evaluation, adaptation and development of materials for language learning.

ME 521 Managing the Classroom
This course provides a general overview of the social and psychological factors which determine or affect student behavior in educational settings. Systems for classroom management to maximize student learning outcomes and techniques for meeting the varied needs of learners in any particular classroom with a view to increasing learning success will be explored. Themes will include increasing motivation, managing groups, orienting students, and the quality use of time in the classroom.

ME 522 Managing Learning - Methods I
This course explores teaching methods and strategies, with particular relevance for ESL/EFL, and their application to a range of teaching and learning contexts. This will include the evaluation of books which illustrate these methods and their suitability for chosen contexts. Practical application of the methods will be experienced through micro-teaching, simulation and observation. Emphasis will be given to the systematic evaluation of teaching and learning.

ME 523 Managing Learning - Methods II
This course further explores teaching methods and strategies not covered in Methods I. Again a range of pedagogical materials will be evaluated, which illustrates methods and their suitability for chosen contexts. Application of the methods will be systematically evaluated by course members in practical sessions based on peer observation, micro-teaching and visits to classrooms in a variety of educational institutions. Prerequisite ME 522.

ME 524 Developing Practice I
This course aims to introduce candidates to school organization and administration, the daily activities of a school, teachers and students, school-parent contacts, meetings, the observation of classes, specific school-related problems, teaching aids, and print resources. The course requires candidates to be attached to experienced teachers/administrators in selected educational establishments.

ME 525 Developing Practice II
This course builds on insights gained in Practice I and prepares candidates for the Classroom Management in Action course by introducing them to a systematic program of observation and application related to classroom management, student profiling, evaluation of student progress, lesson planning, group work, classroom organization, using available course-books, materials preparation and use, and micro-teaching in the classroom. Prerequisite: ME 524.

ME 526 Classroom Management in Action
This course requires candidates to teach one full day, or two half days per week, for a minimum of 12 weeks in a selected school, and to take part in post-conference meetings with their tutor to evaluate the lessons taught and share teaching experiences. Taught lessons will be observed by the visiting tutor.

ME 531 Masters Project
This project enables candidates to carry out research into an area of their choosing in consultation with the tutor related to one or more of the areas covered during the MA program. Candidates are expected to review the literature related to their chosen topic, to collect and analyze data, and to write up their findings and conclusions.

TEACHER EDUCATION
The Graduate School of Education admitted the first students to its Master’s program in Teacher Education in September 2000. This is a four-semester, Master’s-without-thesis program, leading to the award of both a Master’s degree and qualified teacher status. The program is designed to prepare graduates of selected subject areas for teaching in high schools in Turkey. The five subject areas are currently Biology, English, History, Mathematics and Turkish Language and Literature.

The program gives strong emphasis to student-teacher work in schools. School experience in partner high schools starts in the first week and continues for one day a week for two semesters in two schools for each student, extended by a block period in a third school. In teaching practice, during the second year, students become part of a school for six weeks, and practice the teaching skills they developed earlier. A particular feature of the program is an internship in US schools in the second year, made possible by the generous support of the US State Department.

This practical approach to the training of professional teachers is supported by teacher education courses which emphasize student participation in problem solving, case studies, and developmental work. In addition to educational studies, students take courses to increase their knowledge and skills in their chosen teaching subject area.

Admission:
Applicants are required to have:
• A minimum of 60 in the verbal score of the ALES exam (Akademik Personnel ve Lisansüstü Eğitimi Giriş Sınavı - Academic Personnel and Postgraduate Education Entrance Examination)
• Proficiency in the English language
• A minimum 2.5 cumulative GPA from the following four-year undergraduate degrees which are acceptable for each program:
  - Turkish Language and Literature: Turkish Language and Literature, Contemporary Turkish Dialects and Literatures
  - English: Any English-medium program
  - History: History
  - Biology: Biology

Applicants will be evaluated on the basis of their scholarly record, result of the ALES examination, proficiency in English, their letters of recommendation, and an interview.

Degree Requirements: Completion of the curriculum below, with a minimum GPA of 3.00 overall. Satisfactory completion of school experience and teaching practice in partner schools.

CURRICULUM
BIOLOGY TEACHING
FIRST YEAR
Autumn Semester
MBG 452 Practical Biology
TE 508 Introduction to Educational Science
TE 517 Turkish Educational System and School Management
TE 524 Guidance
TE 532 Biology Teaching Methods I
TE 552 School Experience I in Biology
BTE 501 Biology Curriculum Review I

Spring Semester
TE 519 Classroom Management
TE 520 Instructional Technology and Materials Design
TE 542 Biology Teaching Methods II
TE 562 School Experience II in Biology
BTE 502 Biology Curriculum Review II
TE 523 Teaching Theory of Knowledge

Summer School
TE 509 Developmental Psychology
TE 510 Curriculum and Instruction
### SECOND YEAR

#### Autumn Semester
- **TE 518**: Measurement and Evaluation
- **TE 525**: Learning and Teaching: Theory and Approach
- **TE 572**: Teaching Practice in Biology

#### Spring Semester
- **TE 521**: History of Political and Educational Philosophy
- **TE 526**: Subject Area Research Project
- **ENG 404**: English for Philosophy of Education

### TURKISH LANGUAGE AND LITERATURE TEACHING

#### FIRST YEAR

#### Autumn Semester
- **TE 508**: Introduction to Educational Science
- **TE 517**: Turkish Educational System and School Management
- **TE 524**: Guidance
- **TE 533**: Turkish Language Teaching Methods
- **TE 553**: School Experience I in Turkish Lang and Lit. Elective (1)
- **TE 555**: School Experience I in Mathematics

#### Spring Semester
- **TE 519**: Classroom Management
- **TE 520**: Instructional Technology and Material Design
- **TE 543**: Turkish Literature Teaching Methods
- **TE 563**: School Experience II in Turkish Lang and Lit.
- **TE 523**: Teaching Theory of Knowledge Elective (3)

#### Summer School
- **TE 509**: Developmental Psychology
- **TE 510**: Curriculum and Instruction

### SECOND YEAR

#### Autumn Semester
- **TE 518**: Measurement and Evaluation
- **TE 525**: Learning and Teaching: Theory and Approach
- **TE 573**: Teaching Practice in Turkish Lang and Lit.

#### Spring Semester
- **TE 521**: History of Political and Educational Philosophy
- **TE 526**: Subject Area Research Project
- **ENG 404**: English for Philosophy of Education

### HISTORY TEACHING

#### FIRST YEAR

#### Autumn Semester
- **IR 439**: Turkish Foreign Policy I
- **TE 508**: Introduction to Educational Science
- **TE 517**: Turkish Educational System and School Management
- **TE 524**: Guidance
- **TE 534**: History Teaching Methods I
- **TE 554**: School Experience I in History Elective (1)

#### Spring Semester
- **IR 440**: Turkish Foreign Policy II
- **TE 519**: Classroom Management
- **TE 520**: Instructional Technology and Materials Design
- **TE 544**: History Teaching Methods II
- **TE 564**: School Experience II in History
- **TE 523**: Teaching Theory of Knowledge

### SECOND YEAR

#### Autumn Semester
- **TE 518**: Measurement and Evaluation
- **TE 525**: Learning and Teaching: Theory and Approach
- **TE 574**: Teaching Practice in History

#### Spring Semester
- **TE 521**: History of Political and Educational Philosophy
- **TE 526**: Subject Area Research Project
- **ENG 404**: English for Philosophy of Education

### MATHEMATICS TEACHING

#### FIRST YEAR

#### Autumn Semester
- **MTE 501**: Mathematics Curriculum Review I
- **MTE 503**: Computer Technology in Mathematics Education
- **TE 508**: Introduction to Educational Science
- **TE 517**: Turkish Educational System and School Management
- **TE 524**: Guidance
- **TE 535**: Mathematics Teaching Methods I
- **TE 555**: School Experience I in Mathematics

#### Spring Semester
- **MTE 502**: Mathematics Curriculum Review II
- **TE 519**: Classroom Management
- **TE 520**: Instructional Technology and Material Design
- **TE 545**: Mathematics Teaching Methods II
- **TE 565**: School Experience II in Mathematics
- **TE 523**: Teaching Theory of Knowledge

### SUMMER SCHOOL
- **TE 509**: Developmental Psychology
- **TE 510**: Curriculum and Instruction

### COURSE DESCRIPTIONS

#### TE 508 Introduction to Educational Science
Basic concepts in education. Relationship of education to other disciplines (the philosophical, social, legal, psychological, economic and political foundations of education). History of educational science. Major trends in educational science in the 21st century; Research methods in educational science. Structure and characteristics of the Turkish education system. Role of teachers in education. Characteristics of the teaching profession. Developments and practices in teacher education.

#### TE 509 Developmental Psychology

#### TE 510 Curriculum and Instruction
Basic concepts. Theoretical foundations of curriculum development in education (historical, philosophical, psychological and social foundations). Curriculum design in education and models. The process of curriculum development (planning, preparing a proposal, piloting and evaluating, ensuring continuity) Instructional principles. Importance and benefits of studying regularly and methodically. Planning instruction (unit by unit yearly plans, sample daily plans and activities). Instructional methods and techniques, and their delivery. New trends in education and instruction (for example, effective learning, multiple intelligences, constructivism, lifelong learning, creative thinking). Duties and responsibilities of teachers in improving the quality of teaching.

#### TE 517 Turkish Educational System and School Management
Aims and basic principles of the Turkish education system. Legal aspects of education. Structure and operation of the Turkish education system. Theories and processes of management. School organization and management. School administration related to staff, students, teaching and management. Community involvement in schools.

#### TE 518 Measurement and Evaluation
Role and significance of measurement and evaluation in education, fundamental concepts of measurement and evaluation,
TE 520 Instructional Technology and Materials Design
Concepts of instructional technology, characteristics of various instructional technology. Role and use of instructional technology in the process of teaching, identification of teaching needs in the classroom/school, appropriate planning and management of technology use, using technology to develop 2-D and 3-D materials, developing teaching tools (workbooks, activity design, OHP transparencies, slides, visual media tools such as DVD, VCD and computer based tools). Analyzing educational software, evaluating teaching tools of varying quality, internet and distance education, principles of visual design, research pertaining to the effectiveness of teaching materials, the state of instructional technology for teaching in Turkey and the wider world.

TE 521 History of Political and Educational Philosophy
The course introduces students to philosophical thinking about the relationship between human nature, society, and education. It focuses on the study of key texts in the history of philosophy and educational thought including Plato's Republic, Rousseau's Emile, and the writings of John Dewey. There is a strong emphasis on the development of students' critical reasoning skills, and on doing philosophy rather than merely reading about it. Students are encouraged to take responsibility for their own learning throughout the course, and to think about the implications of the views discussed for their own pedagogical practice.

TE 522 Understanding Arguments
Language and argument. The basic structure of arguments. Validity, truth, soundness. The formal analysis of arguments: Propositional logic, categorical logic, predicate logic. Inductive reasoning, Probabilistic reasoning. Fallacies. Paradoxes. Areas of argumentation: legal, moral, scientific, philosophical. Throughout the course, there is emphasis on the uses of language in everyday reasoning.

TE 523 Teaching Theory of Knowledge
The course begins with a general introduction to the problem of knowledge and then moves on to examine the central role of language, perception and logic. It thus lays the foundation for the critical examination of truth claims in various disciplines. The areas to be examined will include, but not be limited to, science, mathematics, history, ethics, aesthetics, and psychology. The approach of the course will be hands-on throughout. There will be a variety of readings and audiovisual materials to help students develop their analytical abilities.

TE 524 Guidance
Fundamental concepts, student support services, the role of guidance and counseling in student support services, principles of guidance, principles and development of guidance, types of guidance and counseling, services, techniques, organization and personnel, recent developments in the field, techniques for getting to know students, counselor-teacher cooperation, guidance duties of the teacher.

TE 525 Learning and Teaching: Theory and Approach
Fundamental concepts (theory, principle, law, method, technique, strategy, tactic, style, model and approach), theories of learning and teaching, deductive and didactic theories of teaching, theorists in the field, moving from method to strategy, learning strategies, classifications of learning strategies, teaching strategies, classifications of teaching strategies, style-strategy interaction, learning-teaching styles and style-centered teaching design, examples of practical strategies for the provision of effective teaching, approaches such as problem based learning project based learning, story based learning, scenario based learning, practical applications.

TE 526 Subject Area Research Project
Preparing an academic research project on a topic chosen from the student's subject area, data collection, data analysis, evaluation, writing up and presentation.

TE 531 English Teaching Methods I
The course explores, with practical examples, and with reference to current research, the teaching of English at high school level. It considers all relevant teaching methods, and their application to a range of teaching/learning contexts. Students will engage in extensive reflection on the methods and applications considered.

TE 532 Biology Teaching Methods I
The course explores, with practical examples, and with reference to current research, the teaching of biology at high school level. It considers all relevant teaching methods, and their application to a range of teaching/learning contexts. Students will engage in extensive reflection on the methods and applications considered.

TE 533 Turkish Language Teaching Methods
The course explores, with practical examples, and with reference to current research, the teaching of Turkish language at high school level. It considers all relevant teaching methods, and their application to a range of teaching/learning contexts. Students will engage in extensive reflection on the methods and applications considered.

TE 534 History Teaching Methods I
The course explores, with practical examples, and with reference to current research, the teaching of history at high school level. It considers all relevant teaching methods, and their application to a range of teaching/learning contexts. Students will engage in extensive reflection on the methods and applications considered.

TE 535 Mathematics Teaching Methods I
The course explores, with practical examples, and with reference to current research, the teaching of mathematics at high school level. It considers all relevant teaching methods, and their application to a range of teaching/learning contexts. Students will engage in extensive reflection on the methods and applications considered.

TE 541 English Teaching Methods II
This course is a continuation of TE 531. It continues the developmental work of TE 531 in the teaching of English. Students gain further understanding of the teaching and learning methods which may be used with different groups of students, and of the context in which learning is set. There will be further practical applications and classroom experience.

TE 542 Biology Teaching Methods II
This course is a continuation of TE 532. It continues the developmental work of TE 532 in the teaching of biology. Students gain further understanding of the teaching and learning methods which may be used with different groups of students, and of the context in which learning is set. There will be further practical applications and classroom experience.

TE 543 Turkish Literature Teaching Methods
This course is a continuation of TE 533. It continues the developmental work of TE 533 in the teaching of Turkish language and literature. Students gain further understanding of the teaching and learning methods which may be used with different groups of students, and of the context in which learning is set. There will be further practical applications and classroom experience.
TE 544 History Teaching Methods II
This course is a continuation of TE 534. It continues the developmental work of TE 534 in the teaching of history. Students gain further understanding of the teaching and learning methods which may be used with different groups of students, and of the context in which learning is set. There will be further practical applications and classroom experience.

TE 545 Mathematics Teaching Methods II
This course is a continuation of TE 535. It continues the developmental work of TE 535 in the teaching of mathematics. Students gain further understanding of the teaching and learning methods which may be used with different groups of students, and of the context in which learning is set. There will be further practical applications and classroom experience.

TE 551 School Experience I in English
One day a week in a high school under the daily supervision of an experienced school teacher who acts as mentor. Students use structured activities which involve lesson observation and interviews to understand the organization and daily work of the school. They analyze particular teaching skills, and consider whole school issues. There is a one-hour seminar which consolidates the work done in school.

TE 552 School Experience I in Biology
One day a week in a high school under the daily supervision of an experienced school teacher who acts as mentor. Students use structured activities which involve lesson observation and interviews to understand the organization and daily work of the school. They analyze particular teaching skills, and consider whole school issues. There is a one-hour seminar which consolidates the work done in school.

TE 553 School Experience I in Turkish Lang and Lit
One day a week in a high school under the daily supervision of an experienced school teacher who acts as mentor. Students use structured activities which involve lesson observation and interviews to understand the organization and daily work of the school. They analyze particular teaching skills, and consider whole school issues. There is a one-hour seminar which consolidates the work done in school.

TE 554 School Experience I in History
One day a week in a high school under the daily supervision of an experienced school teacher who acts as mentor. Students use structured activities which involve lesson observation and interviews to understand the organization and daily work of the school. They analyze particular teaching skills, and consider whole school issues. There is a one-hour seminar which consolidates the work done in school.

TE 555 School Experience I in Mathematics
One day a week in a high school under the daily supervision of an experienced school teacher who acts as mentor. Students use structured activities which involve lesson observation and interviews to understand the organization and daily work of the school. They analyze particular teaching skills, and consider whole school issues. There is a one-hour seminar which consolidates the work done in school.

TE 561 School Experience II in English
Students spend one day a week in a school, under the daily supervision of their mentor. They teach classes, as well as working on structured activities related to teaching and the school environment. There is a one-hour seminar which consolidates the work done in school.

TE 562 School Experience II in Biology
Students spend one day a week in a school, under the daily supervision of their mentor. They teach classes, as well as working on structured activities related to teaching and the school environment. There is a one-hour seminar which consolidates the work done in school.

TE 563 School Experience II in Turkish Lang and Lit
Students spend one day a week in a school, under the daily supervision of their mentor. They teach classes, as well as working on structured activities related to teaching and the school environment. There is a one-hour seminar which consolidates the work done in school.

TE 564 School Experience II in History
Students spend one day a week in a school, under the daily supervision of their mentor. They teach classes, as well as working on structured activities related to teaching and the school environment. There is a one-hour seminar which consolidates the work done in school.

TE 565 School Experience II in Mathematics
Students spend one day a week in a school, under the daily supervision of their mentor. They teach classes, as well as working on structured activities related to teaching and the school environment. There is a one-hour seminar which consolidates the work done in school.

TE 571 Teaching Practice in English
Students spend an extended period in a school, under the supervision of their school mentor and faculty supervisor. Students become members of the school for this period. They work with teachers, they attend meetings and extra-curricular activities, they observe lessons, and teach full lessons in the English department. The course includes tutorials and seminars which assist students in the planning and evaluation of their school work and allows them to share experience.

TE 572 Teaching Practice in Biology
Students spend an extended period in a school, under the supervision of their school mentor and faculty supervisor. Students become members of the school for this period. They work with teachers, they attend meetings and extra-curricular activities, they observe lessons, and teach full lessons in the English department. The course includes tutorials and seminars which assist students in the planning and evaluation of their school work and allows them to share experience.

TE 573 Teaching Practice in Turkish Lang and Lit
Students spend an extended period in a school, under the supervision of their school mentor and faculty supervisor. Students become members of the school for this period. They work with teachers, they attend meetings and extra-curricular activities, they observe lessons, and teach full lessons in the English department. The course includes tutorials and seminars which assist students in the planning and evaluation of their school work and allows them to share experience.

TE 574 Teaching Practice in Turkish History
Students spend an extended period in a school, under the supervision of their school mentor and faculty supervisor. Students become members of the school for this period. They work with teachers, they attend meetings and extra-curricular activities, they observe lessons, and teach full lessons in the English department. The course includes tutorials and seminars which assist students in the planning and evaluation of their school work and allows them to share experience.

TE 575 Teaching Practice in Mathematics
Students spend an extended period in a school, under the supervision of their school mentor and faculty supervisor. Students become members of the school for this period. They work with teachers, they attend meetings and extra-curricular activities, they observe lessons, and teach full lessons in the English department. The course includes tutorials and seminars which assist students in the planning and evaluation of their school work and allows them to share experience.

BTE 501 Biology Curriculum Review I
The major areas of biology will be reviewed in detail for ecology, animal physiology, and biological classification. They will be related closely to the high school curriculum and the demands made on high school teachers and students. Both the Ministry of Education and IGCSE syllabuses will be covered.
Students will be required to extend and update their subject knowledge by consideration of the school biology curriculum, advanced level school test questions, and textbooks both in Turkish and English.

BTE 502 Biology Curriculum Review II
The major areas of biology will be reviewed in detail for plant physiology, genetics, biotechnology and evolution. They will be related closely to the high school curriculum and the demands made on high school teachers and students. Both the Ministry of Education and IGCSE syllabuses will be covered. Students will be required to extend and update their subject knowledge by consideration of the school biology curriculum, advanced level school test questions, and textbooks both in Turkish and English.

MTE 501 Mathematics Curriculum Review I
This course provides students with knowledge and experience to assist them to become effective mathematics teachers. The major areas of mathematics taught in school will be reviewed in detail and related to the high school curriculum, focusing on grades 9 and 10. The skills covered include knowledge of the appropriate level of mathematical content and relevancy, together with a working knowledge of school mathematics text books, and the application of these skills in the classroom. National standards in mathematics will be discussed.

MTE 502 Mathematics Curriculum Review II
This course is a continuation of MTE 501. The major areas of mathematics taught in school will be reviewed in detail and related to the high school curriculum, focusing on grades 10 and later. Students gain further understanding of mathematics content, relevancy, and the application of these skills in the classroom. Discussion of national standards in mathematics will continue.

MTE 503 Computer Technology in Mathematics Education
The course will equip student-teachers with the skills to use computer technology to teach secondary mathematics. These skills will be used to create lesson plans, classroom demonstrations and teaching/learning materials that clarify topics in the mathematics curriculum. The topics covered will include algebra, geometry, trigonometry, calculus, probability, discrete math and other areas.

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

The Master of Arts Program in Teaching English as a Foreign Language (TEFL) at Bilkent University was established in 1988 to enhance the quality of English language instruction in Turkey. Bilkent University, the Turkish Fulbright Commission and the United States Embassy cooperated to establish the program.

**Program Goals**
Graduates of the Program benefit in many ways. In addition to the opportunity to study at an English-medium university and thereby improve their English, the program strives to provide graduates with the following:

- Improvement of classroom teaching and testing based on a thorough understanding of linguistic theory and language learning;
- Enhanced understanding of general educational principles;
- Improved familiarity with current developments in educational technology;
- Development of research skills for the systematic analysis of issues related to language teaching; and
- Opportunity to develop professional contacts within the Turkish and international TEFL communities.

**Admission Requirements:** Admission to the Bilkent MA TEFL Program is competitive. The program is demanding in its academic requirements. Applicants accepted to the program are expected to maintain their personal commitment to academic and professional advancement throughout the heavy load of courses, assignments, and a thesis compressed into eleven months.

Applicants are required to submit the following:

- A completed application form. Application forms are available from the MA TEFL office, Bilkent University, Building G, Room G 269. Phone: (+90) 312 266 43 90.
- Proof of an undergraduate degree.
- Two letters of recommendation - one from the applicant's rector, dean, or department head stating that the candidate will have permission and support to attend the program, and a second from a person familiar with the applicant's academic ability.
- Academic transcripts, ALES (Akademik Personel ve Lisansüstü Eğitimi Giriş Sınavı – Academic Personnel and Postgraduate Education Entrance Examination) score of 60 or higher, and GPA calculation.
- A personal statement.

The application process also includes an English proficiency test and a personal interview.

In selecting students, the Admissions Committee looks for candidates who:

- are at the appropriate academic level for graduate study,
- are currently teaching English as a foreign language and have at least two years of full-time teaching experience,
- can make appropriate arrangements with their home institutions for leave. It is the candidate's responsibility to be sure his or her institution will grant a release with support for the year's program,
- can transfer the knowledge and experience they gain in the MA TEFL Program to their home institutions.

**Degree Requirements:** The Bilkent MA TEFL Program includes successful completion of the required courses and a thesis, to be completed in one academic year and the following summer. The curriculum is based on the theoretical and practical concerns of teaching English as a foreign language in Turkey and other foreign language settings.

**Courses focus on four major components**

**Description and analysis of the English language**

- **TEFL 503** Linguistics: The Nature of Language
- **TEFL 506** Sociolinguistics

**Language acquisition theory and its implications for the classroom**

- **TEFL 510** Second Language Acquisition

**Language teaching methodology, curriculum development, and testing**

- **TEFL 521** Language Testing
- **TEFL 523** Literature and Culture in EFL
- **TEFL 525** Practicum
- **TEFL 528** Curriculum Development and Evaluation
- **TEFL 530** Materials Development
- **TEFL 556** Seminar in TEFL

**Research methodology and practice**

- **TEFL 551** Research Seminar I
- **TEFL 552** Research Seminar II
- **TEFL 553** Research Seminar III
- **TEFL 554** Thesis Writing
- **TEFL 555** Written Academic Discourse

**COURSE DESCRIPTIONS**

**TEFL 501 Second Language Acquisition**

Theories of second language acquisition. Students analyze both qualitative and quantitative research studies conducted in the past 30 years.

**TEFL 503 Linguistics: The Nature of Language**

Foundations in linguistics with an emphasis on basic terminology, concepts, and analysis. Main topics include phonetics, phonology, morphology, syntax, semantics, and pragmatics. Discussion focuses on their relevance and
application to second language acquisition and foreign language teaching, in particular, teaching English in Turkey.

**TEFL 506 Sociolinguistics**
Examination of linguistic variation in English among social groups due to region, socio-economic status, gender, ethnicity, and age, especially as this variation relates to language learning. Linguistic registers, standard and non-standard dialects, language attitudes, and attitudes toward language learning are also treated.

**TEFL 510 Language Testing**
Theoretical and practical considerations in the construction, use, and critical evaluation of both classroom and standardized tests of language proficiency. Students are acquainted with basic concepts of validity and reliability, as well as a variety of different kinds of tests and testing techniques.

**TEFL 521 EFL Methodology**
Discussion of the major foreign language teaching methods in their historical contexts, as well as individual language skills and integrated skills. Current areas of concern in ESL/EFL are also examined, and key EFL/ESL terminology is reviewed.

**TEFL 523 Literature and Culture in EFL**
Exploration of various issues involved in the teaching of culture and literature in the TEFL classroom, along with pedagogical implications. Particular focus is on such issues as the appropriate choice of materials and the incorporation of web-based tools to enhance cultural and literacy awareness.

**TEFL 525 Practicum**
Different topics related to classroom teaching and classroom-centered research, including instructional observation, practice teaching, and in-class data collection and analysis. Projects based on these topics are assigned during the semester.

**TEFL 528 Curriculum Development and Evaluation**
Principles of course design, implementation, and evaluation. The role of the teacher in the curriculum process is central to the course. Small projects and papers relating to students’ experiences will provide skills in developing and evaluating curricula.

**TEFL 530 Materials Development**
Selection, adaptation, development, evaluation, and implementation of lesson plans, textbooks, and other materials for different teaching situations. Students become familiar with a variety of materials. Opportunities are provided for critiquing, developing, and adapting materials for a wide range of contexts and target groups.

**TEFL 551 Research Seminar I**
Introduction to skills in library research and research methodology including the collection, analysis, and processing of data. Issues of methodology are examined for their applicability to critiquing published research and to conducting original research in language-learning environments. Both quantitative and qualitative research traditions are examined.

**TEFL 552 Research Seminar II**
More detailed examination of skills in library research and research methodology including the collection, analysis, and processing of data. Issues of methodology are examined for their applicability to conducting original research in language-learning environments.

**TEFL 553 Research Seminar III**
Advanced skills in library research and research methodology including the collection, analysis, and processing of data. Specific focus is on production of individual theses.

**TEFL 554 Thesis Writing**
Focus on presenting aspects of research findings in an organized and coherent manner. Students receive critical feedback from peers and their instructor on their thesis. The emphasis is on improvement of academic discourse appropriate to complete the program thesis successfully.

**TEFL 555 Writing Academic Discourse**
Focus on developing essential skills for effective writing. Meta-discussion of readings and exercises will help develop students' own abilities to teach academic writing.

**TEFL 556 Seminar in TEFL**
In-depth exploration of and innovative approaches to topics of importance in the field of TEFL. The course may be divided into two eight-week seminars to allow expanded coverage of the issues. Specific topics to be determined by the instructor(s).

**SAMPLE OF RECENT PUBLICATIONS**


- A. Ateşkan, “Fakülte-Okul İşbirliği ile Çevre Eğitiminin Yayınlanması,” accepted for publication in Proceedings of the Seventh National Science and Mathematics Education Conference


- J. Mathews-Aydinli, E. Aydinli, “Periphery theorizing for truly internationalized discipline: spinning IR theory out of Anatolia,” accepted for publication in Review of International Studies


* J. Mathews-Aydinli, “Problem Based Learning and Adult English Language Learners,” CAELA Brief, Washington, DC: Center for Applied Linguistics (April 2007)


* J.O'Dwyer, Formative Evaluation for Organisational Learning, Peter Lang, Frankfurt am Main (2008)


Faculty Profile:
Dr. Margaret Sands, Director, Graduate School of Education

Margaret Sands joined Bilkent University in 2000 as the Director of the Graduate School of Education. She holds a B.Sc. in Botany and PGCE from London University; and Ph.D. from Nottingham University. She began her career as a school teacher in a London comprehensive school, and became head of department in an independent school. Then she joined the University of Nottingham as a teacher educator and later became Director of the Nottingham University PGCE program.

In 1994 she was appointed to lead the Technical Assistance of the YÖK component of the Government of Turkey’s World Bank National Education Development Project, aiming at the development of teacher education in Turkey’s faculties of education. The project published 23 books in the Teacher Education Series, set up a partnership scheme between faculties and schools, and piloted standards and an accreditation system for teacher education programs.

Dr. Sands has worked for UNDP, UNESCO, the World Bank, and the Asian Development Bank in many countries as a science educator, government adviser, and project manager. In England, she was Chief Examiner for Advanced Level Biology for the Joint Matriculation Board, served on national committees concerned with education, and was Ofsted inspector of schools.

She is the author, co-author or editor of over 40 books on education, school biology, teacher training and assessment, and of journal articles. Two of her edited books have won national awards in the UK.

Faculty Profile:
Dr. Julie Mathews-Aydinli, Assistant Professor, Graduate School of Education, MA TEFL Program

Julie Mathews-Aydinli received her Ph.D. in Second Language Education from McGill University. After coming to Turkey as a Fulbright scholar in 2000, she joined the faculty of Bilkent University’s MA TEFL program in 2001. She later spent two years on leave as a senior researcher at the Center for Applied Linguistics in Washington DC, and returned to Bilkent University in 2006 to assume the position of MA TEFL Program Director. Dr. Mathews-Aydinli’s research interests are in the areas of genre analysis of discipline-specific discourse -in particular that of International Relations, socio-cultural factors affecting the acquisition and maintenance of second language writing skills, and the role of English language teaching as a public diplomacy tool. Her publications have appeared in journals such as International Studies Perspectives, Higher Education, Adult Education Quarterly, and the Review of International Studies.