

İndirilme Tarihi

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THB 224 - PROFESSIONAL ENGLISH II - Fen Edebiyat Fakültesi - Türk Halk Bilimi Bölümü

General Info

Objectives of the Course

The aim of this course is to develop students' basic English communication skills. The course aims to provide a balanced understanding of basic grammatical structures, vocabulary, listening, speaking, reading, and writing skills necessary for daily life. The aim is for students to achieve the A1 level of the European Language Portfolio and be able to use basic English in both academic and professional settings.

Course Contents

The course is based on the Gold Experience book. Topics include: • Grammar: The verb "to be," present simple, present continuous, past simple, questions, imperatives. • Vocabulary: Introductions, family, countries and nationalities, daily activities, leisure time, food and drink, travel, health, clothes, shopping. • Communication skills: Greetings, giving personal information, asking for directions, ordering, talking about the past, making simple future plans. • Listening and speaking: authentic dialogues, short texts, role-playing activities. • Reading and writing: short texts, forms, emails, stories.

Recommended or Required Reading

Gold Experience - Pearson

Planned Learning Activities and Teaching Methods

• Narration and Question-Answer: Introduction to grammar and vocabulary, and production of examples with active student participation. • Listening Activities: Listening to passages from books and digital materials, fill-in-the-blanks, true-false exercises. • Speaking Activities: Dialogues in pairs, in-class role-playing, daily speaking practice. • Reading Activities: Short dialogues, reading texts and stories, summarizing, and answering questions. • Writing Activities: Simple dialogues, postcards, emails, journaling, and story writing. • Group Activities: Word games, quizzes, and problem-solving activities.

Recommended Optional Programme Components

Active Participation: Regular attendance and active involvement in classroom activities (role plays, group work, presentations) facilitate learning. English-Speaking Environment: Speaking English as much as possible during the course is encouraged to enhance communication skills.

Instructor's Assistants

Ali Nail Beyce

Presentation Of Course

The course is conducted for a total of 3 hours per week. The language of instruction is English. The teaching process includes lectures, discussions, role plays, group work, task-based learning, audio-visual materials. Students are expected to attend classes regularly, actively participate in classroom activities, and apply the knowledge they acquire in practice.

Dersi Veren Öğretim Elemanları

Inst. Ali Nail Beyce

Program Outcomes

1. Students can describe their daily lives and shopping habits using present simple tense in simple and clear sentences.
2. Students can use basic vocabulary related to shopping, entertainment, and school in appropriate contexts.
3. Students can find specific information in short texts about prices, services, and entertainment activities.
4. Students can understand listening texts about shopping centres, schools, and directions in town and select correct information.
5. Students can talk about simple past events using past simple tense in short spoken statements.
6. Students can distinguish between an ongoing past action and a completed action using past continuous and past simple structures.
7. Students can compare places or services using comparative and superlative adjectives.
8. Students can express their feelings and preferences about entertainment activities using simple sentences.

Weekly Contents

| Order | PreparationInfo | Laboratory TeachingMethods | Theoretical | Practise |
|-------|---|---|--|--|
| 1 | Students' prior knowledge about school life, school places, and past school experiences | Communicative Language Teaching, task-based learning, context-based vocabulary teaching, inductive grammar teaching | Basic concepts related to school and education; school places, school life, and past simple tense (regular and irregular verbs) - Unit 3 | Listening, reading, speaking, and short writing activities about school life and first day at school; describing past school experiences |

| Order | Preparation Info | Laboratory | Teaching Methods | Theoretical | Practise |
|-------|--|------------|---|---|--|
| 2 | Students' prior knowledge about school life, school places, and past school experiences | | Communicative Language Teaching, task-based learning, context-based vocabulary teaching, inductive grammar teaching | Basic concepts related to school and education; school places, school life, and past simple tense (regular and irregular verbs) - Unit 3 | Listening, reading, speaking, and short writing activities about school life and first day at school; describing past school experiences |
| 3 | Students' prior knowledge about past school memories, first day at school experiences, and daily school routines | | Task-based learning, speaking-focused instruction, peer interaction-based learning, process-based writing activities | Past simple questions and short answers; sequencing school experiences and organizing events chronologically - Unit 3 | Speaking and descriptive writing activities about the first day at school and different school days; question-answer activities about past experiences |
| 4 | Students' prior knowledge about past school memories, first day at school experiences, and daily school routines | | Task-based learning, speaking-focused instruction, peer interaction-based learning, process-based writing activities | Past simple questions and short answers; sequencing school experiences and organizing events chronologically - Unit 3 | Speaking and descriptive writing activities about the first day at school and different school days; question-answer activities about past experiences |
| 5 | Students' everyday experiences with shopping, comparing prices, and finding directions in town | | Communicative Language Teaching, task-based learning, context-based vocabulary teaching, visual-supported language teaching | Basic concepts related to shopping and services in a town; price expressions, shopping verbs, and comparative & superlative adjectives Unit 4 | Creating shopping dialogues, comparing prices, asking for and giving directions; writing a short review about a favourite shop |
| 6 | Students' everyday experiences with shopping, comparing prices, and finding directions in town | | Communicative Language Teaching, task-based learning, context-based vocabulary teaching, visual-supported language teaching | Basic concepts related to shopping and services in a town; price expressions, shopping verbs, and comparative & superlative adjectives Unit 4 | Creating shopping dialogues, comparing prices, asking for and giving directions; writing a short review about a favourite shop |
| 7 | Students' everyday experiences with shopping and comparing prices | | Communicative Language Teaching, context-based vocabulary teaching, visual-supported teaching, question-answer technique | Basic concepts of shopping and shopping vocabulary; price expressions and introduction to comparative adjectives Unit 4 | Creating shopping dialogues, comparing product prices, and short speaking activities about shopping |
| 8 | | | | Mid-term | |
| 9 | Students' everyday experiences with shopping and comparing prices | | Communicative Language Teaching, context-based vocabulary teaching, visual-supported teaching, question-answer technique | Basic concepts of shopping and shopping vocabulary; price expressions and introduction to comparative adjectives Unit 4 | Creating shopping dialogues, comparing product prices, and short speaking activities about shopping |
| 10 | Students' prior knowledge about weekend activities, entertainment experiences, and past activities | | Communicative Language Teaching, task-based learning, visual-supported teaching, context-based grammar instruction | Types of entertainment and weekend activities; past continuous and past simple tenses and their combined use Unit 4 | Activities on describing past entertainment activities, talking about weekend experiences, and expressing feelings and preferences |

| Order | PreparationInfo | Laboratory | TeachingMethods | Theoretical | Practise |
|-------|--|------------|---|--|--|
| 11 | Students' prior knowledge about weekend activities, entertainment experiences, and past activities | | Communicative Language Teaching, task-based learning, visual-supported teaching, context-based grammar instruction | Types of entertainment and weekend activities; past continuous and past simple tenses and their combined use Unit 4 | Activities on describing past entertainment activities, talking about weekend experiences, and expressing feelings and preferences |
| 12 | Students' prior knowledge about favourite entertainment activities, weekend habits, and past entertainment experiences | | Discussion-based learning, cooperative learning, role-play activities, communication-focused language production | Interpreting past entertainment experiences; giving opinions and making comparisons about past events Unit 5 | Comparing different entertainment activities, giving opinions about favourite weekend activities, short speaking and writing tasks based on past experiences |
| 13 | Students' prior knowledge about past entertainment experiences, weekend memories, and personal preferences | | Task-based learning, speaking-focused instruction, peer interaction-based learning, process-based writing activities | Using past continuous and past simple together; describing past events in more detail Unit 5 | Activities on describing past entertainment experiences in detail, explaining feelings and preferences with reasons, and producing short written texts |
| 14 | Students' prior knowledge about past entertainment experiences, weekend memories, and personal preferences | | Task-based learning, speaking-focused instruction, peer interaction-based learning, process-based writing activities | Using past continuous and past simple together; describing past events in more detail Unit 5 | Activities on describing past entertainment experiences in detail, explaining feelings and preferences with reasons, and producing short written texts |
| 15 | Students' accumulated vocabulary knowledge, grammar structures, and real-life communication experiences gained throughout the term | | Mixed revision activities, task-based learning, station technique, gamification, communication-focused revision tasks | General revision of vocabulary, grammar, and communicative functions related to school life, shopping, and entertainment (past simple, past continuous, comparative & superlative adjectives, functional speaking) (Revision) | Speaking, listening, reading, and short writing activities about school experiences, shopping situations, and entertainment activities; general revision tests and communicative group tasks |
| 16 | Students' prior knowledge about their own school and lessons. Unit 3 | | Communicative Language Teaching (CLT), visual-supported teaching, word matching | Basic concepts of school and education; school-related vocabulary | Matching and multiple-choice activities about school places and subjects |
| 17 | Students' basic grammatical awareness to express past experiences. Unit 3 | | Task-based learning, inductive approach, speaking- and writing-focused activities | Past simple tense: regular-irregular verbs, questions and short answers; sequencing events | Short speaking and writing tasks about the first day at school and past school events |
| 18 | Students' basic grammatical awareness to express past experiences. Unit 3 | | Task-based learning, inductive approach, speaking- and writing-focused activities | Past simple tense: regular-irregular verbs, questions and short answers; sequencing events | Short speaking and writing tasks about the first day at school and past school events |
| 19 | Students' real-life experiences with shopping, comparing prices, and finding directions in town. Unit 4 | | Communicative Language Teaching, task-based learning, visual and context-based vocabulary teaching | Basic concepts of shopping and services in a town; comparative and superlative adjectives | Shopping dialogues, price comparisons, asking for and giving directions, and short written review tasks |
| 20 | Students' real-life experiences with shopping, comparing prices, and finding directions in town. Unit 4 | | Communicative Language Teaching, task-based learning, visual and context-based vocabulary teaching | Basic concepts of shopping and services in a town; comparative and superlative adjectives | Shopping dialogues, price comparisons, asking for and giving directions, and short written review tasks |

| Order | PreparationInfo | Laboratory | TeachingMethods | Theoretical | Practise |
|-------|---|------------|--|--|--|
| 21 | Students' real-life experiences with shopping, comparing prices, and finding directions in town. Unit 4 | | Communicative Language Teaching, task-based learning, visual and context-based vocabulary teaching | Basic concepts of shopping and services in a town; comparative and superlative adjectives | Shopping dialogues, price comparisons, asking for and giving directions, and short written review tasks |
| 22 | Students' real-life experiences with shopping, comparing prices, and finding directions in town. Unit 4 | | Communicative Language Teaching, task-based learning, visual and context-based vocabulary teaching | Basic concepts of shopping and services in a town; comparative and superlative adjectives | Shopping dialogues, price comparisons, asking for and giving directions, and short written review tasks |
| 23 | | | | Mid-term | |
| 24 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 25 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 26 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 27 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 28 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 29 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |
| 30 | Students' everyday experiences with entertainment activities and past tense usage | | Communicative Language Teaching, task-based learning, visual-supported listening and speaking activities | Types of entertainment and weekend activities; past tense structures (past simple, past continuous) and their uses | Matching, multiple-choice, speaking, and short writing activities about past films watched and activities done. Unit 5 |

Workload

| Activities | Number | PLEASE SELECT TWO DISTINCT LANGUAGES |
|--|--------|--------------------------------------|
| Vize | 1 | 1,00 |
| Final | 1 | 1,00 |
| Derse Katılım | 14 | 4,00 |
| Uygulama / Pratik | 14 | 4,00 |
| Ara Sınav Hazırlık | 1 | 2,00 |
| Küçük Grup Çalışması | 2 | 1,00 |
| Ödev | 10 | 3,00 |
| Uygulama / Pratik Sonrası Bireysel Çalışma | 8 | 2,00 |

Assesments

| Activities | Weight (%) |
|------------|------------|
| Ara Sınav | 40,00 |
| Final | 60,00 |

Türk Halk Bilimi Bölümü / TÜRK HALK BİLİMİ X Learning Outcome Relation

| | P.O. 1 | P.O. 2 | P.O. 3 | P.O. 4 | P.O. 5 | P.O. 6 | P.O. 7 | P.O. 8 | P.O. 9 | P.O. 10 | P.O. 11 | P.O. 12 | P.O. 13 | P.O. 14 | P.O. 15 | P.O. 16 | P.O. 17 | P.O. 18 | P.O. 19 | P.O. 20 | P.O. 21 | P.O. 22 | P.O. 23 | P.O. 24 | P.O. 25 | |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| L.O. 1 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 2 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 3 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 4 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 5 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 6 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 7 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |
| L.O. 8 | | | | | | | | | | | | | 5 | | | | | | | | | | | | | |

Table :

- P.O. 1 :** Türk Halk Bilimi tezli yüksek lisans programı mezunları, alana/disipline ilişkin temel ve genel bilgiye sahip olurlar.
- P.O. 2 :** Halkbilimine dair belli başlı teorileri ve uygulamaları öğrenmiş olacaklardır.
- P.O. 3 :** Halkbilimi teori ve kuramlarını epistemolojik temelleri ile öğrenerek mesleki yaşamlarında topladıkları malzemeye uygulayabileceklerdir.
- P.O. 4 :** Halk kültürüne dair geliştirilen yaklaşım ve yöntemler hakkında bilgi sahibi olacaklar ve bu yöntemlere uygun ders planları ve aktiviteleri hazırlayıp uygulayabileceklerdir.
- P.O. 5 :** Türk Halk Bilimi tezli yüksek lisans programı mezunları, halk bilgisi ürünlerinin yaratım, aktarım ve icra süreçlerini kavrayarak halk hayatına ilişkin değişim-dönüşümleri çözümleyeceklerdir.
- P.O. 6 :** Türk halk bilgisi alanındaki kuram ve yöntemler konusunda yüksek seviyede bilgi sahibidirler ve bu alandaki problemlere metodolojik ve analitik bir şekilde yaklaşım çözüm önerisi sunabilirler.
- P.O. 7 :** Toplumla dair bilgi üretirler ve ürettikleri bilgiyi karşılaşılan ekonomik, sosyal ve teknolojik problemlerin çözümünde kullanırlar.
- P.O. 8 :** Kültüre ait temel unsurları çözümleyebilecek ve bunlardan elde ettikleri çıkarımlarla toplumun kimliğini koruyan bilgi kanallarının korunmasında aktif rol alarak toplumsal kimliğimizin korunmasına hizmet edeceklerdir.

- P.O. 9 :** Kùltùrler arası iletiřim kurmada, farklı kùltùrlerin algılanmasında ve yorumlanmasında gereken donanımı kazanarak bunları kullanabileceklerdir.
- P.O. 10 :** Yapılan özgùn akademik çalıřmalarla Tùrk Halk Bilimi disiplinine yenilik getirebilecek bilimsel sonuçlara ulařabilirler.
- P.O. 11 :** Alanıyla ilgili karřılařtıđı problemlerin çözümünde bilgisayar teknolojilerini kullanır.
- P.O. 12 :** İlgili alanında veya toplumun diđer kesimleriyle sözlü ve yazılı iletiřim olanaklarını kullanarak profesyonel düzeyde eleřtirel olarak iletiřim kurabilir.
- P.O. 13 :** Bir yabancı dil kullanarak alana ait konularda meslektařlarıyla iletiřim kurabilir.
- P.O. 14 :** Alanıyla ilgili çalıřmalara katılır.
- P.O. 15 :** Mesleki gelişmeleri izler ve bu gelişmelere katkı sađlar.
- P.O. 16 :** Disiplin içi ve disiplinler arası takım çalıřması yapar.
- P.O. 17 :** Sahada derleme, gözlem ve anket çalıřmaları yapar.
- P.O. 18 :** Alanıyla ilgili edindiđi kuramsal ve uygulamalı bilgileri, eđitim-öđretim, arařtırma ve topluma hizmet alanlarında uygular.
- P.O. 19 :** Yařam boyu öđrenmeye iliřkin olumlu tutum geliřtirir.
- P.O. 20 :** Alanıyla ilgili sosyal, kùltürel ve sanatsal etkinliklere katılır ve bu tür etkinlikleri düzenler.
- P.O. 21 :** Alanıyla ilgili yaptıđı çalıřmaları ilgili kiři, kurum ve kuruluşlarla paylařır.
- P.O. 22 :** Beřeri bilimler alanında sosyal, kùltürel hakların evrenselliđini destekler, sosyal adalet bilinci kazanır, tarihî ve kùltürel mirasa sahip çıkar.
- P.O. 23 :** Kalite yönetimi ve süreçlerine uygun davranır ve katılır.
- P.O. 24 :** Bilimsel bilgiyi açık ve yetkin biçimde aktarabilir.
- P.O. 25 :** Sanatsal ve sportif konulara iliřkin bireysel yeteneklerini geliřtirir.
- L.O. 1 :** Öđrenciler, günlük yařamlarına ve alışveriř alışkanlıklarına iliřkin konuları present simple tense kullanarak basit ve anlaşılır cümlelerle ifade edebilir.
- L.O. 2 :** Öđrenciler, alışveriř, eđlence ve okul temalarına ait temel kelimeleri dođru bağlamda kullanabilir.
- L.O. 3 :** Öđrenciler, fiyatlar, hizmetler ve eđlence aktiviteleriyle ilgili kısa metinlerde spesifik bilgiyi bulabilir.
- L.O. 4 :** Öđrenciler, alışveriř merkezi, okul ve řehir içi yön tarifleriyle ilgili dinleme metinlerini anlayarak dođru bilgiyi seçebilir.
- L.O. 5 :** Öđrenciler, geçmiřte yařanan basit olayları past simple tense kullanarak kısa sözlü ifadelerle anlatabilir.
- L.O. 6 :** Öđrenciler, geçmiřte devam eden bir eylemi ve onu kesen olayı past continuous ve past simple yapılarıyla ayırt edebilir.
- L.O. 7 :** Öđrenciler, bir yerin veya hizmetin özelliklerini comparative ve superlative adjectives kullanarak karřılařtırabilir.
- L.O. 8 :** Öđrenciler, sevdikleri ve sevmedikleri eđlence aktivitelerini basit cümlelerle ifade ederek duygu ve tercihlerini paylařabilir.