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ÇANAKKALE ONSEKİZ MART UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**PRE-SERVICE AND IN-SERVICE EFL TEACHERS' VIEWS
ON THE GENERAL KNOWLEDGE ELECTIVE
COURSES OF THE ELT DEPARTMENT:
SUGGESTED SYLLABUS FOR THE MOST PREFERRED COURSE**

MASTER THESIS

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Pre-service and In-service EFL Teachers' Views on the General Knowledge Elective Courses of the ELT Department: Suggested Syllabus for the Most Preferred Course

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Yüksek lisans tezi olarak sunduğum "Pre-service and In-service EFL Teachers' Views on the General Knowledge Elective Courses of the ELT Department: Suggested Syllabus for the Most Preferred Course" adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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Özet

Ahu Akbay

İngilizce Öğretmen Adaylarının ve Öğretmenlerinin İngiliz Dili Eğitimi Anabilim Dalındaki Genel Kültür Seçmeli Dersleri Hakkındaki Görüşleri: En Çok Tercih Edilen Ders İçin Öğretim Programı Önerisi

Yükseköğretim Kurulu (YÖK) seçmeli derslerin yüzdeliklerini artırarak öğretmen yetiştirme programlarının müfredatlarını güncellemiştir. Bu güncelleme kapsamında, YÖK Meslek Bilgisi (MB), Genel Kültür (GK) ve Alan Eğitimi (AE) seçmeli derslerinin sayıları, adları ve içeriklerindeki dağınıklıkları giderip, her bir alan için ortak seçmeli ders havuzu oluşturmuştur. Yapılan değişiklikler yeni seçmeli derslerin açılmasını gerekli hale getirdiği için, bu çalışmanın odak noktası olmuştur.

Bu çalışmanın amacı İngilizce öğretmen adaylarının ve öğretmenlerinin en çok tercih ettiği 4 GK seçmeli dersini ve bu dersleri seçmelerini belirleyen kriterleri bulmak ve en çok tercih edilen GK seçmeli dersi için "İngilizce Öğretmen Adaylarının ve Öğretmenlerinin İngiliz Dili Eğitimi Anabilim Dalındaki Genel Kültür Seçmeli Dersleri Hakkındaki Görüşleri: En Çok Tercih Edilen Ders İçin Öğretim Programı Önerisi" adı altında bir öğretim programı tasarlamaktır.

İki aşamadan oluşan bu çalışmada hem nicel hem nitel veri toplamak amacıyla iki ayrı karma yöntem kullanılmıştır. Çalışmanın ilk aşamasında keşfedici sıralı karma yöntemden yararlanılmıştır. Araştırmacı tarafından 45 devlet üniversitesindeki İngiliz Dili Eğitimi bölümlerinin müfredatları incelenerek Genel Kültür seçmeli ders havuzlarındaki derslerin içerik analizi yapılmış ve bir anket geliştirilmiştir. Anket 1093 İngilizce öğretmen adayı ve

öğretmenine çevrimiçi olarak uygulanmıştır. Geçerlik ve güvenirliğin sağlanması amacıyla veri çeşitlemesi deseni yapılmıştır. Nitel veri Microsoft Excel, nicel veri de SPSS 21.0 ile analiz edilmiştir. Çalışmanın ikinci aşamasında dönüştürücü karma yöntemden yararlanılmıştır. Araştırmacı tarafından üniversitelerin farklı bölümlerinde yer alan Diksiyon dersi öğretim programları ve Diksiyon ile ilgili kaynak kitaplar incelenerek içerik analizi yapılmış ve bir anket geliştirilmiştir. Anket 114 İngilizce öğretmen eğitimcisine çevrimiçi olarak uygulanmıştır. İkinci aşamada geçerlik ve güvenirliğin sağlanması için veri çeşitlemesi deseni ve SPSS kullanılmıştır. Nitel veri Microsoft Excel, nicel veri de SPSS 21.0 ile analiz edilmiştir.

İlk aşama kapsamında, İngilizce öğretmen adaylarının ve öğretmenlerinin en çok tercih ettiği 4 GK dersi 'Diksiyon', 'Etkili Sunum Becerileri', 'İnsan İlişkileri ve İletişim' ve 'Kültür ve Dil' olarak tespit edilmiştir. 'Kişisel ilgi ve gereksinimlere uygunluğu' katılımcılar tarafından GK seçmeli ders tercihlerini belirleyen en önemli kriter olarak belirtilmiştir. Çalışmanın ikinci aşamasında elde edilen sonuçlardan, Diksiyon dersine konu temelli öğretim programı önerisi için 18 konu belirlenmiştir. Çalışma sonucunda ortaya çıkan diğer bulgulara dayanarak çalışmanın sonunda öneriler sunulmuştur.

Anahtar Kelimeler: İngilizce öğretmen adayları ve öğretmenleri, genel kültür seçmeli dersleri, öğretim programı önerisi, diksiyon.

Abstract

Ahu Akbay

Pre-service and In-service EFL Teachers' Views on the General Knowledge Elective Courses of the ELT Department: Suggested Syllabus for the Most Preferred Course

The Council of Higher Education (CoHE) has updated the curriculums of teaching programmes recently by increasing the percentage of the elective courses. As a part of this current refom, the CoHE classified all similar elective courses under one specific title and content and formed elective course pools for professional teaching knowledge (PTK), subject area knowledge (SAK) and general knowledge (GK). This change became the focus of the present study as it necessitated new elective courses to be opened.

The aim of the study is to find out the four most preferred GK elective courses among pre-service and in-service English as foreign language (EFL) teachers and the criteria that determine their preferences and to design a syllabus for the most preferred GK elective course under the title of "Pre-service and In-service EFL Teachers' Views on the General Knowledge Elective Courses of the ELT Department: Suggested Syllabus for the Most Preferred Course".

The study, which incorporated two phases, used two separate mixed methods research designs to gather both qualitative and quantitative data. In the first phase of the study, mixed method sequential exploratory research design was carried out. Having reviewed the curriculums of ELT departments of all 45 state universities, the researcher made a document analysis on the GK electives and developed a questionnaire. The questionnaire was conducted to 1093 pre-service and in-service EFL teachers online by snowball sampling. In order to maintain validity and reliability, triangulation was used for data collection. The qualitative

data was analysed by Microsoft Excel and the quantitative data was analysed by Statistical Package for Social Sciences (SPSS) 21.0. Mixed method sequential transformative research design was used in the second phase of the study. Having reviewed the syllabi of various departments on Diction course and books related to Diction, the researcher made a document analysis and developed a questionnaire. The questionnaire was administered to 114 English language teacher educators online. In order to maintain validity and reliability, triangulation was used for data collection and SPSS was used for data analysis. The qualitative data was analysed by Microsoft Excel and the quantitative data was analysed by SPSS 21.0.

Within the scope of the first phase of the study, the findings indicated that the four most preferred GK elective courses were 'Diction', 'Presentation Skills', 'Human Relations and Communication' and 'Language and Culture'. 'Personal needs and interests' was stated as the most important criterion that determines the participants' preference of GK elective courses. From the results of the second phase of the study, 18 topics were specified to suggest a topic-based syllabus for 'Diction'. Based on the findings of the study, some implications for ELTPs and for further research were presented at the end of the study.

Keywords: Pre-service and in-service EFL teachers, general knowledge elective courses, suggested syllabus, diction.

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Abbreviations

CoHE: Council of Higher Education

ECTS: European Credit Transfer and Accumulation System

EFL: English as a Foreign Language

ELT: English Language Teaching

ELTP: English Language Teaching Program

EU: European Union

GK: General Knowledge

MoNE: Ministry of National Education

PTK: Professional Teaching Knowledge

RQ: Research Question

SAK: Subject Area Knowledge

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

Chapter I: Introduction

Introduction

The first chapter introduces background information, aim of the study with research questions, the significance, the assumptions, the limitations, and the design of the study. Besides, curriculum, syllabus, English language teaching (ELT) curriculum reforms in Turkey and studies on suggested syllabi in the ELT departments are presented under the title of review of literature.

Background of the Study

Many changes and innovations along with the process of adaptation to the European Union (EU) and in association with the Bologna process have been introduced in the area of language education. English language teaching programs (ELTP) have been updated in 1997, 2006 and recently in 2018 under the coordination of the Council of Higher Education (CoHE). Besides the document 'General Competencies for Teaching Profession (2017-2023)' developed by the Ministry of National Education (MoNE) in 2017, scientific research studies on the application of the programmes, procedural evaluations and educational reports have been taken into advisement.

In 2016, some regulations related to professional teaching knowledge (PTK) and enhancing the percentage of general knowledge (GK) courses were required due to defective points in the system. In addition to this, universities were granted authorization in terms of determining nearly 25% of the courses apart from the obligatory courses in the programmes. As a consequence of these regulations, teaching programmes at universities consisted of 50-60% of subject area knowledge (SAK), 25-30% of PTK, and 15-20% of GK courses.

In 2018, the CoHE examined the existing teacher education programmes in terms of their learning outcomes, weekly course hours, their national and European Credit Transfer and Accumulation System (ECTS) and declared another regulation.

According to the recent regulation announced by CoHE:

- A common core curriculum has become possible for all ELTPs.

- ELTPs are formed of three major areas that are PTK by 34%, SAK by 48%, GK by 18%.

- The percentage of elective courses has been increased up to 25% within the scope of Bologna process.

- The CoHE formed an elective course pool and categorized all similar lessons under one specific title in order to avoid ambiguity for the elective courses.

- Eighteen courses were identified as 'GK Electives' equivalent of 12 ECTS credits throughout the four-year programme. (CoHE, 2018a).

Aim of the Study and Research Questions

This two-phased study investigates pre-service and in-service English as foreign language (EFL) teachers' views on GK elective courses. The first phase of the study tries to find out the four most preferred elective courses among pre-service and in-service EFL teachers and the criteria that determine their preferences. In the second phase, it is aimed to design a syllabus for the most preferred GK elective course.

RQ1 What is the most important criterion that determines the participants' preferences of the GK elective courses?

RQ2 What are the 4 most preferred GK elective courses?

RQ2a Is there a significant difference in terms of gender and course choice?

RQ2b Is there a significant difference in terms of service status and course choice?

RQ3 Which topics should constitute the syllabus of the most preferred GK elective?

Significance of the Study

There have been changes and updates in ELTPs in accordance with the process of adaptation to the EU and in association with the Bologna process in 1997, 2006 and recently

in 2018. Due to the recent change in 2018, CoHE declared some regulations in ELTPs increasing the percentage of elective courses and by forming an elective course pool and categorizing all similar lessons under one specific title. This change necessitated new elective courses to be opened. The needs of pre-service teachers and the experiences of in-service teachers are really important to be considered before offering new GK elective courses. Therefore, this research study is significant as it takes the needs of the pre-service teachers and the experiences of the in-service teachers into consideration.

Having determined the most preferred GK course 'Diction', the researcher conducted a document analysis by reviewing the syllabi of all universities on Diction. In 22 universities, there were 25 departments which taught Diction including Turkish Language Teacher Education, Primary School Education, Pre-School Education, Child Development, Cinema and Television, Media and Communication, Communication Design and Management, Business Administration, Turkish Language and Literature, Comparative Literature and Guidance and Psychological Counselling except for English Language Teaching. This proves that a syllabus on Diction will be really useful for the teacher educators in ELT Departments.

Another important issue is that the MoNE announced that they designed a project called 'Önce Türkçe' which aims to 'train teachers on the usage of Turkish and diction'. The project includes training 7 thousand teachers initially and about 400 thousand teachers in the sequel on 'effective communication', 'body language', and 'diction' (MoNE, 2019).

Assumptions of the Study

This research study revealed a number of assumptions. Firstly, both questionnaires conducted in both phases are assumed to be objective and reliable to carry out the real opinions of the pre-service and in-service EFL teachers and teacher educators not causing any misunderstandings. In other words, the research study is assumed to be reliable and valid in all terms including the questionnaires and choice and opinions of all the participants.

Limitations of the Study

In the first phase of the study, online curriculums of the ELT departments of state universities were reviewed. However, the curriculums of the ELT departments of private and foundation universities were not reviewed. The research study of the first phase is limited to 1093 pre-service and in-service teachers all around Turkey.

The second phase of the study is limited to the sampled number of participants. Only 114 English language teacher educators participated in the study. Moreover, the syllabus suggested for diction is a topic-based one.

Design of the Study

The first chapter introduces background information, aim of the study with research questions, the significance, the assumptions, the limitations, and the design of the study. Besides, curriculum, syllabus, ELT curriculum reforms in Turkey and studies on suggested syllabi in the ELT departments are presented under the title of review of literature.

Chapter two explains the methodology of the research study starting with the design of the research. As the study consists of two phases; participants, instruments together with the procedures for data collection and analysis are presented in two separate sections.

Chapter three presents the findings of the questionnaires by explaining each research question in detail.

Finally, the last chapter discusses the results of the current study in line with the findings of previous studies. In addition to the conclusion, some implications for the ELTPs and for further research are provided in this chapter.

Review of Literature

Curriculum and syllabus. Curriculum and syllabus are two different terms although they have been controversial in terms of definition. In short, curriculum covers all activities in

school whereas syllabus only comprises the content of a lesson with the lists of what materials are going to be tutored and how it will be evaluated (Hoesny, 2013).

   Curriculum. The term 'curriculum' derived from the Latin word 'currõ' "carried directly over into English, meaning 'a running', 'a race', 'a course' or with secondary meanings of 'a race-course', 'a career'" (Egan, 2003, p. 10). It has been in presence since early 1800s, although the first professional use arose in America almost a century later. Henceforth, the term has been defined and definitions have been dominated by different aspects ever since. The term is traditionally defined from a narrow perspective in terms of its original meaning and equate the term with *a course of study or a text* - those items that establish the course. In this sense, according to Bestor (1956, p. 40), "the curriculum must consist of 'disciplined study' in five areas: (1) English (grammar, literature and writing), (2) mathematics, (3) the sciences, (4) history, (5) foreign languages". Similarly, Stern (1983, p. 434) defined the term in its restricted sense as "the course of study or content in a particular subject".

   These definitions were right but unsatisfactory for many educators as 'curriculum' was more than a product. As the population of students and schools increased, and new courses were added to the curriculum, teachers and officials realized the differences among learners. As a result, the definition of the term started to expand and specialists in the field began to separate various kinds of curriculums as "planned and unplanned and technical and practical learnings" (Wiles & Bondi, 2002, p. 30). In this sense, Bobbitt (1924, p. 10) defined the curriculum in two ways: "(1) it is the range of experiences, both indirect and direct, concerned in unfolding the abilities of the individual, or (2) it is a series of consciously directed training experiences that the schools use for completing and perfecting the individual". In addition to Bobbitt, other writers continued defining the term from the same perspective and emphasized *experience* in their definitions. Caswell and Campbell (1935, p. 66) focused on "the

socializing function of the schooling experience" and stated the school curriculum was "all of the experiences children have under the guidance of the school". In a definition proposed by Doll (1970, p. 9) almost the same aspect was addressed: Curriculum was more than a product and seen as a process of "all of the experiences that learners have under the auspices of the school". Tanner and Tanner (1980, p. 102) stated that "the learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners' continuous wilful growth in personal-social competence".

By the mid-1950s it was realized that students had experiences not planned by the school as well (Wiles & Bondi, 2002). However, the definitions were still affected by those aspects of the curriculum that were planned during that period. In this regard, Tyler (1957, p. 79) defined curriculum as "all of the learning of students which is planned by and directed by the school to attain its educational goals". Similarly, Saylor, Alexander, and Lewis (1981, p. 8) suggested that "curriculum is a plan for providing sets of learning opportunities for persons to be educated". Accordingly, McNeil (2008, p. 12) pointed out that "a curriculum is usually thought of as a course of study or plan for what is to be taught in an educational institution". Another definition was that the curriculum "is a program the school offers to its students" and it consisted of a "pre-planned series of educational hurdles and an entire range of experiences a child has within the school" (Eisner, 2002, p. 27).

In addition to all these aspects, the performance of educational programs was another concern and "this focus, often referred to as *accountability* in schools, has pushed the definition of the curriculum toward an emphasis on *ends or outcomes*" (Wiles & Bondi, 2002, p. 31). In this sense, Tyler (1949, as cited in Ornstein and Hunkins, 2004, p. 10) suggested that "a curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends". Similarly, Taba (1962, p. 10) stated that "a

curriculum usually contains a statement of aims and specific objectives" and pointed out "it includes a programme of evaluation of the outcomes". Johnson (1967, p. 130) also highlighted that "curriculum does not prescribe the means, i.e., the activities, materials or even the instructional content" but it is "concerned with ends". Accordingly, Popham and Baker (1970, p. 48) identified curriculum as "all planned learning outcomes for which the school is responsible added that the term refers to the desired consequences of instruction". Tanner and Tanner (1975, p. 45) also referred outcomes while defining the term as "curriculum is a plan that describes the necessary and insufficient 'means' for achieving particular learning 'ends'".

The definition of the term has evolved over time, and has still been defined as it is clear that the term is open to a variety of definitions; in its narrowest sense it is synonymous with the term 'syllabus' and in the broader sense it refers to "all aspects of the planning, implementation and evaluation of an educational program, the why, how and how well together with the what of the teaching-learning process" (Richards and Renandya, 2002, p. 70). The broader sense of this definition is similar to what Nunan (1988, p. 8) suggested for the term: "curriculum is concerned with the planning, implementation, evaluation, management, and administration of education programmes". Candlin (1984, p. 31) earlier highlighted that "curriculim is concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners" with a broader definition considering teachers and learners. In this sense, Marsh and Willis (2003, p. 4) incorporated the previous aspects of the term and defined curriculum as "all the experiences in the classroom (which are) planned and enacted," noting, however, there is a diversity between what is scheduled by the school and performed by the teacher, and Ornstein and Hunkins (2004, p. 11) would add "what is learned by students". Furthermore, it was suggested that "the curriculum must consider the smells and sounds of the classroom, the

intuitive judgments and hunches of the teacher, and the needs and interests of the students that evolve" (Ornstein & Hunkins, 2004, p. 12).

Parkay, Anctil, and Hass (2006, p. 3) stated that "none of the preceding views of curriculum are adequate in terms of the needs and trends that will characterize our lives in the future" and "there is no "right" definition of curriculum" and suggested a definition, which they called "useful":

> The curriculum is all of the educative experiences learners have in an educational program, the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society. (Parkay et al., 2006, p. 3)

Syllabus. The term 'syllabus' derived from the Late Latin word and means 'list' (Lewis & Short, 1879). Henceforward, there have been some definitions on the term which associate with the original meaning *list*. For instance, Wilkins (1981, p. 83) defined the term as "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process". As well as Wilkins, Nunan (1988, p.159) used the term *order* to refer to the original meaning while defining syllabus as "a specification of what is to be taught in a language programme and the order in which it is to be taught". Ur (2012, p. 186) similarly identified the term as "an ordered and accountable public document with a comprehensive list of content items". Furthermore, Richards (2001, p. 2) stated that a syllabus is "a specification of the content of a course of instruction and lists what will be taught and tested". As well as the former definitions, Marsh & Willis (2003, p. 12) addressed the term *list* and defined syllabus as "typically a listing of content to be taught in a single course, although sometimes it is supplemented with a small number of general aims and objectives and some preferences for particular types of student activities".

Syllabus stands for more than its original meaning in terms of teaching and learning as it is clear from the definitions. It is a comprehensive term which deals with the teaching and learning processes and how they are carried out. As Breen (1984, p. 54) stated that it is "a plan of what is to be achieved through our teaching and our students' learning". It is seen as a tool for the classroom and defined as "an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom" (Yalden, 1984, p. 14). Similarly, Widdowson (1984, p. 26) implied that "syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning" and added that a syllabus "should allow learners to negotiate their own progress through communicative activities in class with the minimum intervention from the teacher" in terms of the learning process.

On the other hand, Candlin (1984, p. 31) reframed the term and unlike Widdowson, he defined syllabus as "a social construction produced interdependently by teachers and learners. It is concerned with the specification and planning of what is to be learnt". Accordingly, Strevens (1977, p. 25) indicated that the syllabus is "partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach". Prabhu (1987, p. 87) also considered syllabus as "specification of what is to be learnt" and remarked that "syllabus is a form of support to the teaching activity that is to be carried out in the classroom and a form of guidance in the construction of appropriate lesson plans" in terms of teaching. Syllabus is seen as a guide for teachers while organizing their teaching and classroom activities and in this regard Hadley (2001, p. 18) suggested a similar definition for the term: "a syllabus is an endorsement of a specific set of sociolinguistic and philosophical beliefs regarding power, education and cognition that guide a teacher to structure his or her class in a particular way". In another definition, syllabus was addressed as a guide for students besides being a guide for teachers:

A syllabus is a personal document as well as a professional one. A syllabus reflects the instructor's feelings, attitudes, and beliefs about the subject matter as well as about the students in the class. By making those opinions salient, a syllabus can serve as a guide to the instructor as much as a guide to the class. (Parkes & Harris, 2002, p. 59)

In addition to all these aspects, the *objectives and outcomes* of syllabus were another concern and they were addressed directly. Hutchinson and Waters (1987, p. 80) defined syllabus as follows: "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance". In this sense, another definition is "a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level" (Dubin and Olshtain, 2000, p. 35). Another concern was *testing* as a part of syllabus while defining the term and Stern (1984, p. 5) addressed *testing* and indicated that a syllabus is "a statement of the subject matter, topics or areas to be covered by the course leading to the particular examination". As well as Stern, Altman and Cashin (1992, p. 3) identified that "a syllabus lets students know what the course is about, why the course is taught, where it is going, and what will be required for them to be successful in the course".

In addition to all the definitions above, an outstanding description was made by Van Lier, who visualized syllabus as a 'Triptik'. He used 'Triptik' as a useful metaphor for an ideal syllabus:

A collection of maps with information and options, a guide, but one which leaves the students the freedom to stop where they want to, to travel alone for a while or in groups, to go off on some tangent if it seems interesting, but always coming back to the main road, and keeping the destination in mind. (Van Lier, 1996, p. 20)

He explained his metaphor in detail and stated that:

The syllabus -as Triptik- does not tell you where (and how far, how fast) you want to go, it gives you the advice and assistance that you ask for. Neither does it evaluate the trip or comment on the traveler's (or travelers') experiences along the way. The syllabus, like the Triptik, is neutral, indifferent, though designed for a specific occasion. It lays out the options and points to the landscape. Syllabus is not the journey. Experience, appreciation, criticism, and so on, are not laid down in the syllabus, they are merely made available by it, and brought to it by the learners. An ideal syllabus as suggested by the Triptik is only relevant if it is based on the three principles of awareness, autonomy, and authenticity. In other words, the syllabus is a set of tools that allows the curriculum to unfold, as a process, it is a mediating concept between curriculum and classroom action. (Van Lier, 1996, p. 20)

ELT curriculum reforms in Turkey. Language policy in Turkey has gone through many innovations and reforms after the transfer of teacher training function to universities in 1982. These innovations and reforms intended to adjust to the EU and Bologna process in terms of education. ELTPs were updated in 1997, 2006 and 2018 under the coordination of CoHE. Throughout each updating process, commissions were formed and a field scanning was performed besides the scientific researches on the application of the programmes, the evaluations of the procedures and educational reports. Furthermore, the overview of the reforms made in ELTPs, and remarkable studies carried out during this period on curriculum development is as follows.

Before the 1997 ELT curriculum reform. Unified model of higher education was introduced by CoHE in 1982, "integrating all academies and teacher training institutions into the universities" (Güven, 2008, p. 627). This movement authorized CoHE as the core of the decision-making process dealing with financial, administrative, and educational issues of Turkish universities. In other words, all staff, logistics, innovations and curricula related to

teacher education programmes were assembled under a single roof in order to compromise the contradictions related to teacher education policies (Binbaşıoğlu, 1995). Nevertheless, full transition to education faculties or universities took more than a decade for three-year foreign language high schools and four-year teacher training colleges (Altan, 1998). Additionally, looking through the curricula of ELTPs in Turkey, Salı (2008) highlighted that there was an incompatibility among the first ELTPs and Faculties of Education in terms of their content and practices. Despite the divergence, one major feature was obvious in 1983-1984 programme (see Appendix A) that the curriculum was formed of the content courses aiming at improving students' grammatical and structural knowledge rather than educational or general knowledge courses.

The 1997 ELT curriculum reform. As a result of the cooperation of the MoNE and CoHE in 1997, Turkish educational system experienced drastic changes regarding the English language policy which was at the nation's agenda in order to reform the ELT practice in Turkey. "Since the new curriculum required skilled teachers who would be able to meet the needs of their students, one major innovation that took place was to do with the curriculum of education faculties" (Sarıçoban & Sarıçoban, 2012, p. 32-33). In the new design, the curriculum of teacher education programmes was enhanced by involving more practice time and professional knowledge (Sağlam & Kürüm, 2005). While methodology courses were increased in number, teaching practice time was upgraded to provide more hands-on experience for student teachers (Kırkgöz, 2005). In this sense, 'School Experience I' course which required pre-service teachers to "go to schools and experience teaching" and "observe the classroom and do some related tasks" and 'School Experience II' course which required pre-service teachers to "go to schools to see the routines of the school and classroom" were introduced to ELT Departments' curriculum (İnceçay, 2011, p. 189). Additionally, the introduction of 'Teaching English to Young Learners' course to ELT Departments'

curriculum was very apt and to the point as the same reform combined primary and secondary education, extending the primary education to 8 years and introducing English at the 4th grade in primary schools. With this eight-year compulsory primary education, the need for English language teachers increased and resulted in the initiation of Turkey's first distance English language teacher education programme. Gültekin (2006, p. 112) comments on the initiation of the program and states that "considering the realities of our country, distance education was regarded as the most reasonable solution to meet the urgent need for English teachers without ignoring quality".

According to Kırkgöz (2007, p. 221), the "1997 curriculum stands as a landmark in Turkish history because, for the first time, it introduced the concept of the 'communicative approach' into ELT". The curriculum promoted a student-centered learning rather than a traditional teacher-centered view by assigning teachers wider range of responsibilities such as promoting the use of the target language, developing positive attitude towards English language learning and acting as facilitators of the learning process. Under the impact of globalization, English became very prominent in Turkey and this caused an expanding effect on teacher education programmes as well. In order to prepare prospective teachers for the developing world standards to be able to align themselves with the profession of teaching, the study of phonetics and grammatical structures were substituted for more of a language-teaching based curriculum based on "pedagogical grammar, discourse analysis, classroom-based research, curriculum and syllabus design and language testing" (Altan, 1998, p. 410).

Although this was claimed to be the most outstanding update till then and 1998-1999 curriculum (see Appendix B) seemed to have taken the criticisms into consideration, the number of SAK courses were 32, PTK courses were 9, and GK courses were only 9 out of 50 courses in total. There was not much reference to elective courses in general; however, it was stated that elective courses had to be chosen from other departments so as prospective

teachers can equip themselves parallel with their needs, interests and wishes. In the curriculum, five courses equivalent of thirteen credits were identified as electives, and among these five courses maximum two of them could be given in the field under unavoidable circumstances.

The 2006 ELT curriculum reform. "Policies enacted in 1997 called for continual adjustments on Turkish foreign language education system, leading to a number of further changes, just beginning in 2005 and continuing until the present time" (Kırkgöz, 2009, p. 14). The defectives of the previous reform were tried to be fixed and adjusted while further regulations were pursued by CoHE.

The most outstanding aspect of the newly adjusted curriculum (see Appendix C) was that it was divided into three main categories and consisted of 34 SAK courses (50-60%), 13 PTK courses (25-30%), and 11 GK courses (15-20%).

As well as the preceding program in use from 1998 to 2006, the new program also puts emphasis on teaching "methodology and practice components" (Kırkgöz, 2007, p. 221; Toköz Göktepe, 2015, p. 135; Seferoğlu, 2006, p. 369). The total number of class hours of the courses amounts to 175, 143 hours of which are devoted to the theory-based, and 32 to the practice-based courses including teaching practice, computer skills, special teaching methods and so forth (Karakaş, 2012). The new curriculum included newly added compulsory courses such as 'Second Foreign Language', 'Listening and Pronunciation' and 'Community Service Practices'. The introduction of 'Second Foreign Language' course was a bid to train pre-service EFL teachers "in the diversity of languages and cultures" and broaden their horizons (Karakaş, 2012, p. 6). Offering a 'Community Service Practices' course was of great prominence in teacher education as "education programs are expected to equip individuals with social responsibility and sensitivity to social problems" (Korkmaz & Cesur, 2018, p. 10). Another important improvement in terms of courses was updating 'Computing' course, which

was elective in the preceding program as compulsory. This was an opportunity for student teachers to engage in technology and integrate technology in teaching. "This inclusion of an information and technology component in the new curriculum is in recognition of skills identified in the European Profile for Language Teacher Education" (Toköz Göktepe, 2015, p. 137).

The recent curriculum also focuses on "a communicative view to ELT, highlighting once more the facilitator role of the teacher in the learning process" as it was also in 1997 curriculum (Kırkgöz, 2007, p. 224). Student teachers were expected to "participate in classroom activities" and "take on a greater degree of responsibility for their own learning" (Richards, 2006, p. 5). CoHE suggested a curriculum and gave authority to faculties to make changes up to 25% in their program for the first time. This warrant enabled faculties to offer elective courses considering the needs of their students. Karakaş (2012, p. 9) argued that "the small number of elective courses was seen to exert a negative influence on variability of courses in the curriculum", as the new program offered only three elective courses and all these electives were SAK courses. In this sense, Sanlı (2009) suggested increasing the range of elective courses on offer.

Karakaş raised a series of suggestions for the improvement of the ELTPs in Turkey as follows:

- Most importantly, the program needs to be updated according to the changing face of English, with the addition of a well-defined philosophy of teacher education.

- Culture-specific courses should be offered since it forms an essential part of teachers' knowledge base.

- Practice teaching should be given added strength through increasing the time for classroom observation and allowing for more micro-teaching activities in schoolrooms as supplementary to the theoretical courses.

- The program should be based on an 'integrative model' of teacher education, which includes a reflective practice component.

- The courses introduced in the program should be equivalently directed towards different competencies (e.g. linguistics, pedagogic, management skills etc.) needed by future English language teachers.

- Teacher-trainees should have a say in matters regarding the evaluation of the program, and this must be an integral element of the program. (Karakaş, 2012, p. 9-10)

The 2018 ELT curriculum reform. Turkey is passing through a period of reform and conversion in ELT systems in order to meet its objective of keeping up with the European system of language education and "adapting its existing system to new educational norms", especially in the ELT curriculum (Kırkgöz, 2007, p. 227). Besides the European system, remarkable technological improvements also required qualified language teachers and up-to-date curriculums. In order to meet these requirements, reforms on teacher education programs were implemented in 1997 and 2006.

After these reforms, in 2016, CoHE started to plant the seeds of a new reform in education due to the defective points of the existing program. Within the scope of this, the current teaching programs were reviewed and evaluated in terms of their purposes, learning outcomes, weekly course hours, national and ECTS credits. As a result of the evaluation, deficiencies of the current system were identified and in 2018, CoHE declared another reform in teacher education programs.

Some ultimate regulations regarding the implementation of the recent reform are as follows: (CoHE, 2018a)

- The programs will come into effect in 2018-2019 academic year with the first year students. Students who are already enrolled in a program will continue with the former program.

- The semesters, national and ECTS credits of compulsory and elective courses in the new program will not be changed on any account.

- Except for 'Teaching Practice I' and 'Teaching Practice II', PTK and GK courses are equivalent among all teaching programmes. Other equivalences among the programmes are to be determined by relevant committees.

- Except for 'Teaching Practice I' and 'Teaching Practice II', PTK courses are to be planned and run by Department of Educational Sciences.

- Besides 'Teaching Practice I' and 'Teaching Practice II', SAK courses are to be planned and run by the departments.

- GK courses are to be planned and run by coordinatorships (coordination units), which will be formed by faculty administrations. (CoHE, 2018a)

In terms of curriculum, the most outstanding regulation was that a common core curriculum was enabled for all ELTPs. The new curriculum (see Appendix D) consisted of three major areas, which are PTK by 34%, SAK by 48%, GK courses by 18%. The total number of class hours of the courses decreased to 155, whereas the percentage of elective courses were increased up to 25% in the framework of Bologna process.

In terms of elective courses, the most significant change in the program was that an elective course pool was formed and all similar courses were classified under one specific title in order to avoid ambiguity. In the elective course pool, 22 courses were identified as 'PTK electives', 13 courses were identified as 'SAK electives', and 18 courses were identified as 'GK electives'. In this new system, universities are required to open minimum 6 different elective courses for each area in every semester, as students are supposed to pick 6 courses from 'PTK electives' and 'SAK electives' and 4 courses from 'GK electives' throughout their degree programmes. Within the scope of this regulation, universities were also granted authorization in terms of opening up to 6 more courses for 'PTK' and 'SAK' areas, in

addition to the elective courses pool suggested by CoHE on condition that they apply to CoHE within the stated time. Since universities need consent from CoHE, they are expected to give reasons and course descriptions in accordance with the needs, interests and demands of students. Moreover, SAK electives are required to be directly associated with teaching the subject area. On the other hand, there are not any constraints related to GK electives and no consent is needed while opening courses in the mentioned area.

Studies on suggested syllabi in the ELT departments. Many studies have been conducted to suggest a syllabus for teachers, policy makers and curriculum designers. Most of these studies aim to fill a gap, remedy the deficiencies or bring a new perspective to the current system. In these circumstances, both students' and teachers' needs, interests and wishes have an impact on the design of the syllabi for the courses as they are the part of the system.

In a study carried out by Yanç (2002), an 'Advanced Reading' course syllabus for the first year first semester students in ELT departments was developed. A needs analysis was carried out by the researcher to determine the needs and interests of both students and teachers. 409 students and 39 instructors participated in the study. A teachers' and a students' questionnaire were used to collect data and a syllabus consisting of 10 units was prepared in accordance with the needs and interests of the students and teachers.

Saraç (2003) conducted another study and suggested a syllabus for the teaching of 'Poetry' course in ELT departments. As 'Poetry: Analysis and Teaching' was added to the curriculum of ELT departments as a compulsory course, the need of a syllabus suggestion arose. Therefore, the researcher prepared a syllabus based upon an evaluation of the needs and interests shared and differentiated among a target group of students taking the course. In the light of the data collected through a questionnaire, the last version of the syllabus was developed.

Gündüz (2005) also carried out a study and suggested a syllabus for the 'Introduction to British Literature I' course after investigating not only the present condition and syllabi in use but also the opinions, ideas and needs of students in ELT departments of education faculties. 266 students and 6 lecturers contributed to the data collection through questionnaires and interviews. As a result of the study, an alternative definition to CoHE's definition for the course was offered and a syllabus with definite aims and objectives allied to an eight-unit course book with course materials covering the course goals and objectives was suggested by the researcher.

Another study belongs to Ekşi (2008), who developed a syllabus at B2 level in accordance with the standards defined in CEF for the preparatory classes of Gazi University ELT Department. A study skills questionnaire, B2 'Can Do' statements, and an interest checklist were administered to obtain a profile of ELT preparatory students. Having analysed the data gathered and discussed the shortcomings of the current programme for ELT classes, the researcher suggested a syllabus for ELT preparatory year.

In a study conducted by Altay (2008), a syllabus for the 'Advanced Writing Skills' course at ELT departments was developed. A questionnaire was given to lecturers from ELT departments of Hacettepe University and Gazi University and a students' questionnaire was administered to second grade ELT students of Hacettepe University. In accordance with the data collected, the researcher suggested a syllabus.

Akman Yeşilel (2012) carried out a study and suggested a syllabus for the 'Effective Communication Skills' course for the pre-service English language teachers at Gazi University. The data gathered via a variety of scales throughout the study. On the one hand, a 'Teacher Communication Behaviour Student Questionnaire' was administered to high school students to explain their views on their English language teachers' communication skills and on the other side their teachers were asked to evaluate their own communication skills by the

help of 'Do You Communicate Positively?' and 'İletişim Becerileri Envanteri'. The pre-service language teachers and the instructors who deliver 'Effective Communication Skills' course were given a checklist on communication skills topics to decide on modules of the syllabus. In the lights of the data collected, a syllabus was developed and implemented on the first grade pre-service English teachers at Gazi University. The process was tested by the researcher and the results showed that the suggested syllabus contributed to communication skills of the pre-service language teachers. Bearing these studies in mind, a suggested syllabus for the most preferred GK elective was aimed to be developed in this study.

Chapter Summary

In this chapter, background information, the aim of the study with research questions, the significance, the assumptions, the limitations, and the design of the study were provided. Besides, curriculum, syllabus and the overview of the reforms made in ELTPs in 1997, 2006 and 2018 were presented with remarkable studies carried out during this period on curriculum development in a detailed way. Moreover, studies on suggested syllabi in the ELT departments were presented under the title of review of literature.

Chapter II: The Methodology

Introduction

This chapter includes three sections each of which aims to provide information about the design and the two phases of the study. The first section introduces research design. The second section explains the first phase of the study including participants, instruments, and the procedures for data collection and data analysis. As the study consists of two phases, the third section presents the second phase of the study. In this section, participants, instruments, and the procedures for data collection and data analysis of the second phase of the study are explained.

Research Design

The current study incorporated two phases which adopted two separate mixed methods research designs to gather both qualitative and quantitative data. Creswell (2014, p. 177) calls it the "multiphase mixed methods" as several mixed methods projects are conducted throughout the study "for a single overall purpose". This type of research was adopted by the researcher as the study required two phases to determine the most preferred GK elective course among pre-service and in-service EFL teachers initially and design a syllabus for the most preferred course.

In the first phase of the study, both qualitative and quantitative research methods are used to gather data needed for the second phase of the study. Dörnyei (2007, p. 24) states that qualitative research involves "data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods". He defines quantitative research as "data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods" (Dörnyei, 2007, p. 24). The researcher adopted the mixed methods sequential exploratory research design in the first phase of the study as the researcher first began by exploring with qualitative data collection

and analysis and then used the findings in a second quantitative stage. In other words, the qualitative data collection and analysis was followed by the quantitative data collection and analysis that was built on the results of the qualitative stage (Creswell, 2014, p. 276). Figure 1 below visualizes the process of mixed methods sequential exploratory research design.

Figure 1. Mixed methods sequential exploratory research design (Cresswell, 2014, p. 270).

In the figures 1, 2 and 3, some notations and labels were used which were first developed by Morse (1991) to convey the procedures were improved by Tashakkori and Teddlie (1998) and Plano Clark (2005, as cited in Creswell, 2014) as follows:

- QUAL and QUAN capitalization indicates an emphasis or priority on the quantitative or qualitative data, analysis, and interpretation in the study. In a mixed methods study, the qualitative and quantitative data may be equally emphasized, or one may be more emphasized than the other. Capitalization indicates that an approach or method is emphasized. Lowercase indicates lesser priority or emphasis on the method.

- Quan and Qual stand for quantitative and qualitative, respectively, and they use the same number of letters to indicate equality between the forms of data.

- An arrow — → — indicates a sequential form of data collection; one form (e.g., qualitative data) builds or connects with the other (e.g., quantitative data). (Creswell, 2014, p. 279)

In the second phase of the study, mixed method sequential transformative research design was carried out as Creswell (2009, p. 212) defined sequential transformative strategy in mixed methods research as "a two-phase project with a theoretical lens (e.g., gender, race,

social science theory) overlaying the procedures, with an initial phase (either quantitative or qualitative) followed by a second phase (either qualitative or quantitative) that builds on the earlier phase". Having obtained the result of the first phase of the study, the researcher used the qualitative research as an initial stage, followed by the quantitative research that was built on the earlier stage. Figure 2 below helps to see the process of mixed methods sequential transformative research design.

Figure 2. Mixed methods sequential transformative design (Cresswell, 2009, p. 209).

As Creswell (2009) stated, the combination of qualitative and quantitative research provides an expanded understanding of research problems, and there is more insight to be gained from this combination, the researcher used mixed methods research in the study.

First Phase of the Study

The first phase of the study used mixed methods sequential exploratory research design and it can be summarized in a figure.

Phase	Procedure	Products
Qualitative Data Collection	Document Analysis: • Online ELT curriculums of state universities (N:45) • Reviewing CoHE's suggested ELT curriculum	• Elective courses opened in state universities • 18 GK electives suggested by CoHE
Qualitative Data Analysis	• Combining similar courses under one title • Sorted and filtered by name in Microsoft Excel	• The most frequent elective courses • Frequency tables
Connecting Qualitative and Quantitative Phases	• Analysing the frequency tables, 28 GK electives were derived from the qual phase	• A questionnaire consisting of 36 items with 3 parts
QUANTITATIVE Data Collection	• Piloting to teacher educators & in-service teachers (N:14) • Snowball sampling: Google forms web-based survey (N:1093)	• Nominal (categorical) item scores
QUANTITATIVE Data Analysis	• Frequencies and cross tabulations • Pearson's chi-square test	• Descriptive statistics • Inferential statistics
Interpretation of the Qualitative and QUANTITATIVE Results	• Interpretation and explanation of qual & QUAN results	• Discussions • Implications for the ELTPs • Implications for further research

Figure 3. Visual model for mixed methods sequential exploratory design procedures (adapted from Ivankova et al., 2006).
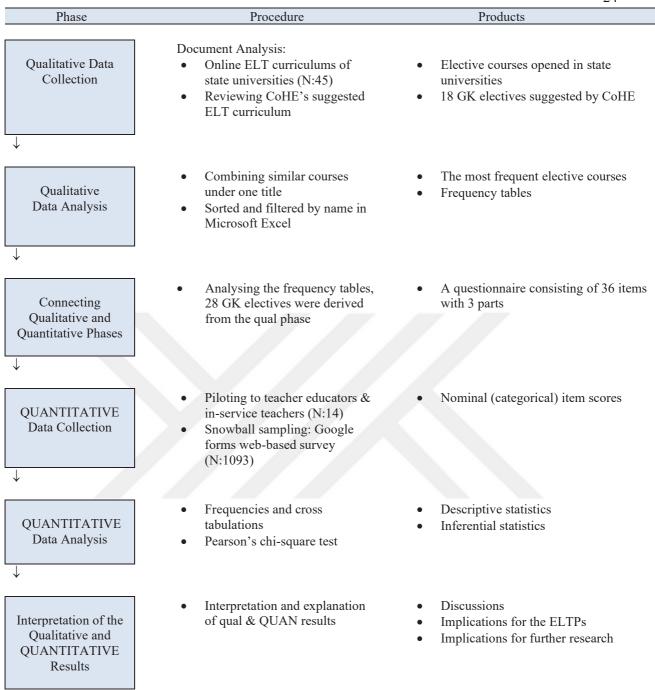
Participants. As the main purpose of the study is to design a suggested syllabus for ELT departments, the participants of the study were pre-service and in-service EFL teachers. In-service teachers were also the participants of the study to benefit from their perceptions

considering their invaluable work experience in the field. Table 1 shows the distribution of gender and service status of the participants in the first phase of the study.

Table 1

The Distribution of Gender and Service Status in the Study (N=1093)

		N	%
Gender	Male	260	23.8
	Female	833	76.2
Service Status	In-service	657	60.1
	Pre-service	436	39.9

1093 pre-service and in-service EFL teachers got involved in the first phase of the study all around Turkey voluntarily by means of snowball sampling. In terms of gender, 833 (76.2%) of the participants were female and 260 (23.8%) participants were male. In terms of service status, 436 (39.9%) of the participants were pre-service teachers and 657 (60.1%) participants were in-service teachers. A pilot study was carried out with 10 in-service teachers and 4 teacher educators from ELT departments.

Instruments. In order to gather information for the quantitative part of the study, a questionnaire was developed by the researcher consisting of 36 items with 3 parts. The first part which consisted of personal information aimed to find out the gender and service status of the participants. Having 5 items, the second part sought to elicit the major criterion that determine the preferences of the participants while choosing GK elective courses. Based on the fact that students are required to pick 4 courses from 'GK electives' throughout their degree programmes stated by CoHE, in the final part of the questionnaire the participants were asked to choose 4 elective courses out of 28. The 'other' option was added to the

questionnaire considering the possibility that the participants might have different opinions or interests. The questionnaire (see Appendix E1 and E2 for English version) was formed as a web-based survey with Google Forms and intended to reveal which 4 GK electives were preferred by the participants in order to determine the most preferred GK elective.

Data collection procedure. Due to the mixed methods sequential exploratory research design, both qualitative and quantitative data were collected throughout the first phase of the study. As a part of the qualitative data collection, a document analysis which is "a standardized process for revising or analyzing document or reports—both paper-based and online materials" was conducted (Köksal & Ulum, 2018, p. 164). GK elective courses stated in the online curriculums of the ELT departments of 45 state universities in Turkey were reviewed. 700 elective courses were found and listed in 37 of the universities reviewed. There were not any GK elective courses or GK electives were not stated in the online curriculums of the 8 state universities reviewed.

In terms of quantitative data collection, a questionnaire was developed after analysing the data obtained in the qualitative part of the study. A pilot study was conducted to 10 in-service teachers and 4 teacher educators from ELT departments online in order to identify any possible problems or deficiencies with content, wording or lay out. As a result of the pilot study, there were not any deficiencies, so the questionnaire was administered to 1093 pre-service and in-service EFL teachers online by snowball sampling for about one month.

In terms of validity and reliability, triangulation was used for data collection (See Figure 4). As Bryman (2004, p. 1142) defined "triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings". Besides triangulation, before the pilot study, the researcher consulted two experts to make sure if any changes or revisions were needed.
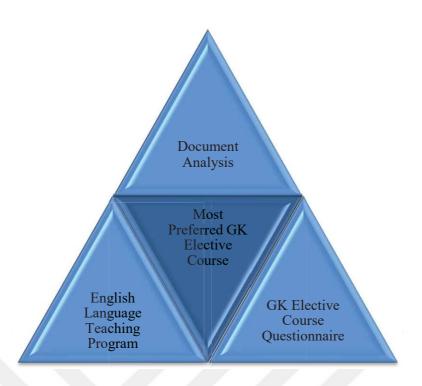
Figure 4. Visual model of triangulation design for data collection (first phase of the study).

In order to find the most preferred GK elective course, the data was collected through document analysis from the online curriculums of the ELT departments of state universities first. Having reviewed the 'English language teaching program' published by CoHE and removed some courses which were changed as compulsory, the GK Elective Course Questionnaire was developed by the researcher. Having conducted a pilot study, the instrument was administered to pre-service and in-service teachers who participated in the first phase of the study.

Data analysis. As the mixed methods sequential exploratory research design was used in the first phase of the study, both qualitative and quantitative data were collected and they both required separate and sequential analyses.

Having done a document analysis, 700 elective courses were derived from the online curriculums of the ELT departments of state universities. In terms of qualitative data analysis, the researcher used Microsoft Excel as Meyer and Avery (2009, p. 110) clearly stated that

"Excel's 'crunching' ability is not limited to numerical calculations. Rather its logical functions can provide significant aid in qualitative analysis". Firstly, 700 courses were transcribed into Microsoft Excel and a list of courses was formed. Then the researcher sorted and filtered the courses with the same title. After analysing the 'English language teaching program' published by CoHE, 'Community Service Practices', 'Foreign Language' and 'Information Technology' courses were removed from the list as they became 'compulsory' with regard to the 2018 ELT curriculum reform. 461 different elective courses were determined out of 700 courses (see Appendix F). Similar courses were filtered and combined under one title and Microsoft Excel was used to analyse the prevalence of these courses. A 'GK elective course pool' with 28 electives with a frequency of 3 and more was formed including 18 GK electives suggested by CoHE in 2018 (see Appendix G). The questionnaire for the quantitative part of the study was developed by the researcher with these 28 electives from 'GK elective course pool'.

As a part of the quantitative data analysis, the data collected through the questionnaire was typed into SPSS 21.0. Frequency distributions were provided as part of the descriptive statistics. Cross tabulations and Pearson's Chi-Square test were also run as part of inferential statistics to analyse the data obtained from the questionnaire.

Second Phase of the Study

The second phase of the study used mixed methods sequential transformative research design and it can be summarized in a figure.
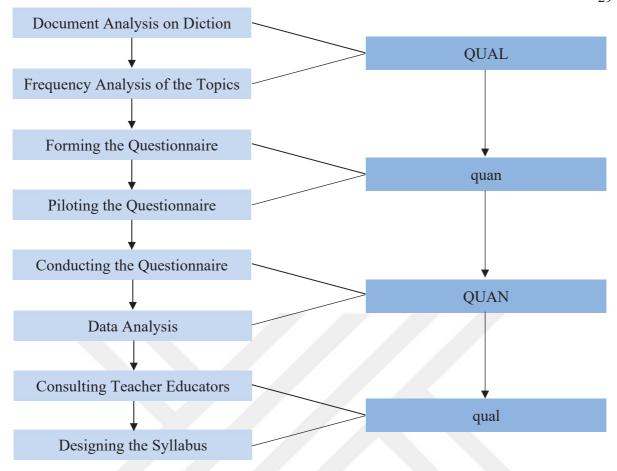
Figure 5: Visual model for mixed methods sequential transformative design procedures.

Participants. As the study aimed to design a suggested syllabus for the ELT departments, the participants of the quantitative part of the second phase were English language teacher educators to benefit from their perceptions and experience in the field. 114 English language teacher educators working at Turkish universities participated voluntarily in the second phase of the study. Before the pilot study, the questionnaire was reviewed and revised by a Turkish language teacher educator who teaches Diction. The pilot study was also carried out online with 28 English language teacher educators in ELT departments. In the qualitative part of the second phase of the study, the researcher consulted four teacher educators working in the Faculty of Education at Çanakkale Onsekiz Mart University. The three of the teacher educators are in the ELT department and chosen particularly as one of them taught 'Presentation Skills', whereas the other teaches 'Listening and Pronunciation'.

One of the teacher educators is in the Turkish Language Teacher Education department and chosen particularly as she gives courses on 'Speech' and 'Diction' and has written a book on 'Diction'.

Instruments. As the most preferred GK elective course by the participants in the first phase of the study was Diction, the second phase intended to design a suggested syllabus for the course. In order to gather the topics for the course, a document analysis was done and the data obtained from the document analysis was used to form a questionnaire. The Diction questionnaire was developed by the researcher consisting of 28 topics in a 5-point Likert Scale rating from 'not important' to 'very important'. There was also the 'other' option as the last item in the questionnaire. The Diction questionnaire (see Appendix H) was formed as a web-based survey with Google Forms and intended to determine the importance of the topics in terms of the course in ELT departments.

In order to verify the reliability of the Diction questionnaire administered to English language teacher educators, SPSS was used by the researcher. Table 2 presents the result.

Table 2

Cronbach's Alpha Values of Diction Questionnaire

Instrument	Alpha Reliability	n		
		Valid	Excluded	Total
Diction questionnaire	.956	114	0	114

The result indicated that Cronbach's alpha value is .956, which means that Diction questionnaire is reliable according to Büyüköztürk (2006) who recommends levels of .70 or higher for scales like these.

Data collection procedure. As the second phase of the study used mixed methods sequential transformative research design, both qualitative and quantitative data were collected in the second phase. In terms of qualitative data collection, a document analysis was done by reviewing the syllabi of state, private and foundation universities on Diction as it was the most preferred GK elective course by the participants in the first phase of the study. 291 topics were found in 25 departments of 22 universities (see Appendix I). Some of the departments in the document analysis included Turkish Language Teacher Education, Primary School Education, Pre-School Education, Child Development, Cinema and Television, Media and Communication, Communication Design and Management, Business Administration, Turkish Language and Literature, Comparative Literature, and Guidance and Psychological Counselling. The researcher also reviewed the books on Diction to collect data for the questionnaire which aimed to determine topics for the suggested syllabus in the study. 204 topics were obtained from 17 books on Diction (see Appendix J). 495 topics were gathered and listed from the universities and books in total.

After the qualitative data analysis, a questionnaire was developed by the researcher consisting of 29 items in a 5-point Likert Scale rating from 'not important' to 'very important' as a part of the quantitative data collection. The participants were intended to rate the importance of the topics for the course. There was the 'other' option in the questionnaire considering the possibility that the participants might want to add different topics which were not offered in the questionnaire. Having consulted to a Turkish language teacher educator before conducting the pilot study, the questionnaire was revised and two topics which have the same meaning were combined under one title and the number of the topics in the questionnaire decreased to 28. The pilot study was carried out online with 28 teacher educators in ELT departments to detect any potential problems with content, wording or lay out. Some participants of the pilot study indicated that the topics in the questionnaire would

better be both in Turkish and English in order to eliminate the misunderstandings. They stated that some terms were unfamiliar to them as they were Turkish terms related to the field. Therefore, the researcher added the English equivalents of the Turkish terms to the questionnaire and formed a web-based survey with Google Forms. The link for the improved form of the questionnaire was sent to the participants by email so that the participants would participate in the study if they wanted and they would be anonymous due to the web-based survey. It took over two months to conduct the questionnaire and gather data for the study.

In order to maintain validity, triangulation was used for data collection (See Figure 6). The purpose in research is using "two or more aspects of research to consolidate the design to increase the ability to read the findings" (Campbell & Fiske, 1959; Denzin, 1970; Polit & Hungler, 1995, as cited in Thurmond, 2001, p. 253). In addition to triangulation, before the application of the pilot study, the researcher consulted to an expert and made the necessary revisions and changes on the questionnaire.
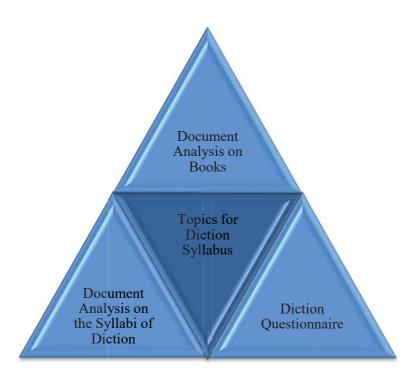

Figure 6. Visual model of triangulation design for data collection (second phase of the study).

Data analysis. The mixed methods sequential transformative research design, which is based on collecting both qualitative and quantitative data sequentially, requires both types of analyses; qualitative data analysis and quantitative data analysis.

The qualitative data gathered from the universities and books were typed into Microsoft Excel and 495 topics were obtained in total. Same topics were combined under one title and filtered resulting in 138 different topics (see Appendix K). The prevalence of these 138 topics were analysed by Microsoft Excel (Meyer & Avery, 2009) and 29 topics were derived from the list with a frequency of 3 and more.

The quantitative data collected through the questionnaire conducted to English language teacher educators were transferred into SPSS 21.0 and quantitative analysis was done through SPSS. Descriptive statistics were applied in terms of the research questions and the mean values and the standard deviation of the items were calculated. The scale was divided into five categories ranging from '1.00-1.79 = not important, 1.80-2.59 = slightly important, 2.60-3.39 = moderately important, 3.40-4.19 = important and 4.20-5.00 = very important' (Hemmati & Mojarrad, 2016) and the results were analysed accordingly.

Chapter Summary

In this chapter, research design and the two phases of the study including participants, instruments, the procedures for both qualitative and quantitative data collection and analyses were clarified in detail.

Chapter III: Findings

Introduction

This chapter presents the findings of the research study. In terms of the first phase, the GK Elective Course Questionnaire is to be examined in detail in order to find out the four most preferred GK elective courses among pre-service and in-service EFL teachers and the most important criterion that determines their preferences in the light of the first two research questions. In terms of the second phase, the Diction questionnaire is to be examined to design a syllabus for the most preferred elective course in the light of the third research question.

RQ1 What is the most important criterion that determines the participants' preferences of the GK elective courses?

RQ2 What are the 4 most preferred GK elective courses?

RQ2a Is there a significant difference in terms of gender and course choice?

RQ2b Is there a significant difference in terms of service status and course choice?

RQ3 Which topics should constitute the syllabus of the most preferred GK elective?

Results of the Study

The findings of the two questionnaires are investigated under the research questions.

Results of research question 1. RQ1 What is the most important criterion that determines the participants' preferences of the GK elective courses?

So as to find out the most important criterion that determines the pre-service and in-service EFL teachers' preferences of the GK elective courses, the participants were asked to pick the major criterion in the second part of the questionnaire and descriptive statistics were calculated. Table 3 displays the frequency distributions of the participants' opinions.

Table 3

The Criteria Stated by the Participants in Their Preferences of GK Electives (N = 1093)

Criteria	f	%
Personal Needs and Interests	628	57.5
Contribution to Professional Development	343	31.4
Lecturer	88	8.1
Course Title	32	2.9
Other	2	0.2
Total	1093	100

As shown in table 3 above, the most important criterion that determines pre-service and in-service EFL teachers' preferences of the GK elective courses is their 'personal needs and interests' with a frequency of 628 (57.5%) among 1093 participants. The 'contribution to professional development' is the second most important criterion that determines the participants' preferences with a number of 343 participants and constituted 31.4% of the total. Only 32 participants (2.9%) stated that they consider the 'course title' while choosing a GK elective course.

Two participants stated that there are 'other' criteria while preferring GK electives. One of them specified that they would choose courses 'which do not require hard work and are easy to pass', whereas the other indicated that 'they cannot choose a course, they are enrolled in courses available instead'.

Results of research question 2. RQ2 What are the four most preferred GK elective courses?

In order to determine the four most preferred GK elective courses among pre-service and in-service EFL teachers, the participants were asked to choose 4 courses out of 28 GK electives from the GK Elective Course Questionnaire. The frequency distributions of all 28 courses are stated in Table 4.

Table 4

Frequency Distribution of the Four Most Preferred GK Electives (N=1093)

Elective Courses	f	%
Diction	553	50,6
Presentation Skills	507	46,4
Human Relations and Communication	423	38,7
Language and Culture	354	32,4
Professional English	302	27,6
Mythology	210	19,2
Turkish Sign Language	208	19,0
First Aid	187	17,1
Nutrition and Health	155	14,2
Career Planning and Development	141	12,9
History and Philosophy of Science	134	12,3
Art and Aesthetics	129	11,8
Democracy and Human Rights	115	10,5
Science and Research Ethics	113	10,3
Media and Communication	110	10,1
Cinema History	102	9,3
Media Literacy	99	9,1
Sports	86	7,9
Contemporary Turkish Literature	86	7,9
Understanding and Overcoming Addiction	71	6,5
Economics and Entrepreneurship	56	5,1
Turkish Folk Dances	42	3,8
Turkish Cultural Geography	42	3,8
Music History	42	3,8
Traditional Turkish Handicrafts	34	3,1
Turkish Art History	26	2,4
Traditional Turkish Music	19	1,7
Traffic	18	1,6

As shown in table 4 above, the most preferred GK elective course is 'Diction' with a frequency of 553 (50.6%) among 1093 participants. 'Presentation Skills' is the second most preferred GK elective course with a number of 507 participants and constituted 46.4% of the total. 'Human Relations and Communication' is the third most preferred elective with a number of 423 participants and constituted 38.7% of the total. The fourth most preferred elective is 'Language and Culture' with a frequency of 354 (32.4%).

In addition to the courses stated in the questionnaire, participants also added some courses for the 'other' option. 'Digital Learning', 'Fairy Tales in World Literature', 'History of Technology' and 'Ottoman Architecture' were the courses indicated by the participants.

Results of sub-RQs of research question 2. RQ2a Is there a significant difference in terms of gender and course choice?

Table 5

GK Electives 'Comparatively' Preferred by Male Participants (N=1093)

Elective Courses		Male		Female		Total	X^2	df	p
		f	%	f	%				
Economics and Entrepreneurship	Preferred	29	11.2	27	3.2	56			
	Not Preferred	231	88.8	806	96.8	1037	25.521	1	.000
	Total	260	100%	833	100%	1093			
History and Philosophy of Science	Preferred	49	18.8	85	10.2	134			
	Not Preferred	211	81.2	748	89.8	959	13.758	1	.000
	Total	260	100%	833	100%	1093			
Science and Research Ethics	Preferred	47	18.1	66	7.9	113			
	Not Preferred	213	81.9	767	92.1	980	22.039	1	.000
	Total	260	100%	833	100%	1093			
Sports	Preferred	51	19.6	35	4.2	86			
	Not Preferred	209	80.4	798	95.8	1007	64.942	1	.000
	Total	260	100%	833	100%	1093			
Traffic	Preferred	11	4.2	7	0.8	18			
	Not Preferred	249	95.8	826	99.2	1075	14.063	1	.000
	Total	260	100%	833	100%	1093			

A chi-square test was performed and significant difference was found in terms of participants' gender in Economics and Entrepreneurship, [X^2 (1, N = 1093) = 25.521, p = .000], History and Philosophy of Science [X^2 (1, N = 1093) = 13.758, p = .000], Science and Research Ethics [X^2 (1, N = 1093) = 22.039, p = .000], Sports [X^2 (1, N = 1093) = 64.942, p =.000], Traffic [X^2 (1, N = 1093) = 14.063, p = .000].

A chi-square was applied to find out if there is any difference between participants' preferences of course choice in terms of their gender. The results above indicated that there is significant difference in terms of participants' gender and course choice. As stated in Table 5

above, male participants preferred courses such as 'Economics and Entrepreneurship', 'History and Philosophy of Science', 'Science and Research Ethics', 'Sports' and 'Traffic'.

Table 6

GK Electives 'Comparatively' Preferred by Female Participants (N=1093)

Elective Courses		Male		Female		Total	X^2	df	p
		f	%	f	%				
Art and Aesthetics	Preferred	14	5.4	115	13.8	129			
	Not Preferred	246	94.6	718	86.2	964	13.499	1	.000
	Total	260	100%	833	100%	1093			
Turkish Sign Language	Preferred	20	7.7	188	22.6	208			
	Not Preferred	240	92.3	645	77.4	885	28.461	1	.000
	Total	260	100%	833	100%	1093			
Human Relations and Communication	Preferred	83	31.9	340	40.8	423			
	Not Preferred	177	68.1	493	59.2	670	6.606	1	.010
	Total	260	100%	833	100%	1093			
Language and Culture	Preferred	69	26.5	285	34.2	354			
	Not Preferred	191	73.5	548	65.8	739	5.331	1	.021
	Total	260	100%	833	100%	1093			
Traditional Turkish Handicrafts	Preferred	3	1.2	31	3.7	34			
	Not Preferred	257	98.8	802	96.3	1059	4.334	1	.037
	Total	260	100%	833	100%	1093			

A chi-square test was performed and significant difference was found in terms of participants' gender in Art and Aesthetics, [X^2 (1, N = 1093) = 13.499, p = .000], Turkish Sign Language [X^2 (1, N = 1093) = 28.461, p = .000], Human Relations and Communication [X^2 (1, N = 1093) = 6.606, p = .010], Language and Culture [X^2 (1, N = 1093) = 5.331, p = .021], Traditional Turkish Handicrafts [X^2 (1, N = 1093) = 4.334, p = .037].

A chi-square was carried out to reveal if there is any difference between participants' preferences of course choice in terms of their gender. The results above showed that there is significant difference in terms of participants' gender and course choice. As shown in Table 6 above, female participants preferred courses such as 'Art and Aesthetics', 'Turkish Sign Language', 'Human Relations and Communication', 'Language and Culture' and 'Traditional Turkish Handicrafts'.

RQ2b Is there a significant difference in terms of service status and course choice?

Table 7

GK Electives 'Comparatively' Preferred by In-service Teachers (N=1093)

Elective Courses		In-service Teacher		Pre-service Teacher		Total	X²	df	p
		f	%	f	%				
Media Literacy	Preferred	79	12.0	20	4.6	99			
	Not Preferred	578	88.0	416	95.4	994	17.598	1	.000
	Total	657	100%	436	100%	1093			
Human Relations and Communication	Preferred	277	42.2	146	33.5	423			
	Not Preferred	380	57.8	290	66.5	670	8.314	1	.004
	Total	657	100%	436	100%	1093			
Contemporary Turkish Literature	Preferred	64	9.7	22	5.0	86			
	Not Preferred	593	90.3	414	95.0	1007	7.970	1	.005
	Total	657	100%	436	100%	1093			
Professional English	Preferred	200	30.4	102	23.4	302			
	Not Preferred	457	69.6	334	76.6	791	6.509	1	.011
	Total	657	100%	436	100%	1093			
Presentation Skills	Preferred	325	49.5	182	41.7	507			
	Not Preferred	332	50.5	254	58.3	586	6.287	1	.012
	Total	657	100%	436	100%	1093			
Language and Culture	Preferred	231	35.2	123	28.2	354			
	Not Preferred	426	64.8	313	71.8	739	5.779	1	.016
	Total	657	100%	436	100%	1093			
Turkish Folk Dances	Preferred	32	4.9	10	2.3	42			
	Not Preferred	625	95.1	426	97.7	1051	4.717	1	.030
	Total	657	100%	436	100%	1093			
Media and Communication	Preferred	76	11.6	34	7.8	110			
	Not Preferred	581	88.4	402	92.2	983	4.114	1	.043
	Total	657	100%	436	100%	1093			

A chi-square test was performed and significant difference was found in terms of participants' service status in Media Literacy, [X^2 (1, N = 1093) = 17.598, p = .000], Human Relations and Communication [X^2 (1, N = 1093) = 8.314, p = .004], Contemporary Turkish

Literature [X^2 (1, N = 1093) = 7.970, p = .005], Professional English [X^2 (1, N = 1093) = 6.509, p = .011], Presentation Skills [X^2 (1, N = 1093) = 6.287, p = .012], Language and Culture [X^2 (1, N = 1093) = 5.779, p = .016], Turkish Folk Dances [X^2 (1, N = 1093) = 4.717, p = .030], Media and Communication [X^2 (1, N = 1093) = 4.114, p = .043].

A chi-square was applied to show if there is any difference between participants' preferences of course choice in terms of their service status. The results above revealed that there is significant difference in terms of participants' service status and course choice. As stated in Table 7 above, in-service teachers preferred courses such as 'Media Literacy', 'Human Relations and Communication', 'Contemporary Turkish Literature', 'Professional English', 'Presentation Skills', 'Language and Culture', 'Turkish Folk Dances' and 'Media and Communication'.

Table 8

GK Electives 'Comparatively' Preferred by Pre-service Teachers (N=1093)

Elective Courses		Service Status				Total	X^2	df	p
		In-service Teacher		Pre-service Teacher					
		f	%	f	%				
Art and Aesthetics	Preferred	51	7.8	78	17.9	129			
	Not Preferred	606	92.2	358	82.1	964	25.822	1	.000
	Total	657	100%	436	100%	1093			
Music History	Preferred	12	1.8	30	6.9	42			
	Not Preferred	645	98.2	406	93.1	1051	18.119	1	.000
	Total	657	100%	436	100%	1093			
Sports	Preferred	34	5.2	52	11.9	86			
	Not Preferred	623	94.8	384	88.1	1007	16.480	1	.000
	Total	657	100%	436	100%	1093			
History and Philosophy of Science	Preferred	66	10.0	68	15.6	134			
	Not Preferred	591	90.0	368	84.4	959	7.507	1	.006
	Total	657	100%	436	100%	1093			
Turkish Sign Language	Preferred	111	16.9	97	22.2	208			
	Not Preferred	546	83.1	339	77.8	885	4.873	1	.027
	Total	657	100%	436	100%	1093			
Diction	Preferred	315	47.9	238	54.6	553			
	Not Preferred	342	52.1	198	45.4	540	4.625	1	.032
	Total	657	100%	436	100%	1093			
First Aid	Preferred	100	15.2	87	20.0	187			
	Not Preferred	557	84.8	349	80.0	906	4.141	1	.042
	Total	657	100%	436	100%	1093			

A chi-square test was performed and significant difference was found in terms of participants' service status in Art and Aesthetics, $[X^2 (1, N = 1093) = 25.822, p = .000]$, Music History $[X^2 (1, N = 1093) = 18.119, p = .000]$, Sports $[X^2 (1, N = 1093) = 16.480, p = .000]$, History and Philosophy of Science $[X^2 (1, N = 1093) = 7.507, p = .006]$, Turkish Sign

Language [X^2 (1, N = 1093) = 4.873, p = .027], Diction [X^2 (1, N = 1093) = 4.625, p = .032], First Aid [X^2 (1, N = 1093) = 4.141, p = .042]

A chi-square was carried out to find out if there is any difference between participants' preferences of course choice in terms of their service status. The results above indicated that there is significant difference in terms of participants' service status and course choice. As shown in Table 8 above, pre-service teachers preferred courses such as 'Art and Aesthetics', 'Music History', 'Sports', 'History and Philosophy of Science', 'Turkish Sign Language', 'Diction' and 'First Aid'.

Results of research question 3. RQ3 Which topics should constitute the syllabus of the most preferred GK elective?

English language teacher educators' opinions on the content of the suggested syllabus for the most preferred elective course were asked by using 5-point Likert scale. There were 28 topics and teacher educators were asked to rate these topics considering their importance in terms of the Diction course.

Table 9

Topics for the Most Preferred Elective Course 'Diction' (N=114)

Topics	Mean	SD
Communication Skills	4,6930	,75407
Language	4,6316	,68179
Presentation Skills	4,5789	,75134
Body Language	4,5263	,77814
Practice	4,5175	,71930
Public Speaking Practice	4,5088	,74365
Oral Narratives	4,4825	,80080
Extemporaneous and Impromptu Speeches	4,4649	,77779
Vocabulary	4,4386	,80962
Fluency	4,4123	,83942
Gestures and Mimics	4,3947	,84789
Pronunciation	4,3860	,90728
Oratory	4,3772	,89631
Stress and Intonation	4,3333	,81650
Basics of Diction	4,3246	,87740
Phonetics	4,2368	,92462
Articulation	4,2018	,85373
Punctuation	4,1579	,95546
Pause	4,1404	,90110
Rate of Speech	4,0877	,97365
Improvisation	4,0526	,77393
Linking	3,9298	,93808
Breathing Training	3,9211	1,03175
Speech Terminology and Types of Speech	3,8860	1,01108
Vowels and Consonants	3,8509	,96149
Diaphragmatic Breathing Exercises	3,7719	1,01349
Speech Disorders	3,7632	,99825
Textual Analysis (Practice)	3,7456	1,01154

Descriptive statistics were applied in terms of the RQ3 and mean values of each item were calculated as shown in Table 9. As the scale was divided into five categories and the mean value over 4.20 indicated 'very important', 17 topics were determined as 'very important' out of 28 topics (Hemmati & Mojarrad, 2016).

In addition to the topics stated in the questionnaire, participants also added some topics for the 'other' option. *Communication strategies*, *use of humour*, *formulaic chunks* and *cultural awareness* considering body language, gestures and mimics as they have different meanings in different cultures, were the topics stated as 'other' in the questionnaire by the participants.

Chapter Summary

In this chapter, findings of the study in accordance with the research questions were covered. The results of the statistical analysis were given in details for each research question.

Chapter IV: Discussion, Conclusion and Implications

Introduction

In this chapter, summary of the results is discussed with the findings of previous studies which are in line with the current study. Besides the conclusion of the study, some implications for the ELTPs and for further research are presented.

Discussion and Conclusion

RQ1 revealed that the most important criterion that determines pre-service and in-service EFL teachers' preferences of the GK elective courses is their 'personal needs and interests' with a frequency of 628 (57.5%) among 1093 participants. The study has the same findings with Adams and Salome (2014), Babad and Tayeb (2003), Daly and Last (2017), Dawson and O'Connor (1991), Dellar (1994), Demir (1996), Hennessy, Hernandez, Kieran, and McLoughlin (2010), Kerin, Harvey, and Crandall (1975), Ossipov (2000), Palmer, Burke, and Aubusson (2017), Purcell, Dunnion, and Loughran (2010), Sabir, Ahmad, Ashraf, and Ahmad (2013), Samara (2015), Stiles-Clarke and MacLeod (2016), Tezcan and Gümüş (2008) and Ulusoy et al. (2012)'s studies in which participants stated their *needs or interests* as one of the important determinants in choosing a course. As students enroll in many courses throughout their education and these courses are mostly compulsory, they can make the most of the opportunity and choose as they wish when they are given a chance. The best part of this is asserted by Howorth (2001, p. 28) who suggested that "students who choose out of interest will learn more, enjoy more and spend more hours studying and as a bonus they may also get higher grades because they will have a better understanding of the subject". Since the courses are GK electives in the study, it is comprehensible for the participants to consider their needs and interests in the first place.

Participants also reported that the second most important criterion that determines their preferences is the 'contribution to professional development' in the same vein with the

findings of Hennessy et al. (2010), Kerin et al. (1975), Kolarova and Kolarova (2017), Sabir et al. (2013), Ulusoy et al. (2012). Moreover, 'lecturer' was another criterion preferred by a few participants with a frequency of 88 (8.1%) whereas in studies conducted by Altunbay (2018), Babad and Tayeb (2003), Kerin et al. (1975), Leventhal, Abrami, Perry and Breen (1975), Samara (2015) and Tezcan and Gümüş (2008), it was indicated as one of the major considerations in students' course selections.

RQ2 aimed to explore the four most preferred GK elective courses among pre-service and in-service EFL teachers. The findings (see Table 4) revealed that 'Diction' is the most preferred GK elective course among the participants in consideration of their *personal needs and interests*. This result is directly in line with the findings of studies conducted by Başaran and Erdem (2009), Eyüp (2013), İnal and Büyükyavuz (2013), İşcan and Karagöz (2016), İşcan, Karagöz, and Almalı (2017), Kana (2015), Katrancı and Kuşdemir (2015), Selanik Ay (2015), Sevim and Varışoğlu (2012) and Yelok and Sallabaş (2009) in education faculties which revealed pre-service teachers' needs on *oral communication, speaking* and *diction*. Besides these studies, Karakelle (2005), Kuram and Çiftçi (2018) and Sadiku (2015) directly addressed the importance and necessity of *diction* in teaching profession. In addition to all these, some studies carried out by Akkaya (2012), Arslan (2012), Baki and Kahveci (2017) and Güvey Aktay (2019) suggested 'Diction' as a course in teaching curriculums.

As diction is the way of saying or expressing words clearly and it is mostly related to language and speaking, teachers but especially language teachers are in need of diction. Sanderson (1983) portrays a good language teacher as someone who has clear and good pronunciation, stress and intonation. Moreover, Hoque (2009) highlights that a good language teacher should be a very good speaker with good communication skills. Gürzap (2011) declares that a teacher with poor and incorrect speaking cannot convey knowledge to his

students no matter what or how much he knows. His words enunciate the significance of diction for teachers.

In addition to 'Diction', findings of the study revealed that participants preferred 'Presentation Skills'. The importance of *presentation skills* in the language classroom was stated in Alshare and Hindi (2004), Brooks and Wilson (2015), Çalışoğlu (2019), Temizkan (2017) and Živković (2014).

Another course preferred by pre-service and in-service teachers in terms of GK electives was 'Human Relations and Communication'. Studies conducted by Baykara Pehlivan (2005), Brosh (1996), Doğan (2009), Şahin Baltacı (2018) and Taşdemir, Taşdemir, Buyuran, and Cesur (2016) indicated that *human relations and communication* has an important role in teaching. Besides, Dilekmen, Başçı, and Bektaş (2008) and Öztürk Yılmaztekin (2015) suggested courses on *communication* in teaching curriculums.

'Language and Culture' as being the fourth course preferred by the participants is a prominent issue and studies carried out by Ali, Kazemian, and Mahar (2015), Alptekin (2002), Byram and Risager (1999), Choudhury (2014), Er (2006), Göçer (2013), Gürler (2018), Kızılaslan (2010), Risager (2000), Stern (1992), Tran and Pham (2017), Tseng (2002) and Yaman (2017) laid stress on *language and culture* and confirmed the importance of *culture* in terms of language teaching.

As speaking is the most frequently used communication tool not only for people but also for teachers in classroom, 'Diction' is not an unexpected finding in the study. Besides, the other three courses preferred by the participants are directly related to speaking and communication and also interrelated with *diction*. Many studies carried out by Baki and Kahveci (2017), Başaran and Erdem (2009), İşcan and Karagöz (2016), Kana (2015) and Katrancı and Kuşdemir (2015) revealed pre-service teachers' concern about speaking especially in public. In definitions of an effective or ideal teacher made by students and

researchers, speaking and communication skills were emphasized (Başaran & Baysal, 2016; Durukan & Maden, 2010; Kahramanoğlu & Bay, 2016; Kılıç, Kaya, Yıldırım, & Genç, 2004; Özkan & Arslantaş, 2013; Öztürk Yılmaztekin, 2015; Taşkaya, 2012; Tatar, 2004; Yanpar Yelken, Çelikkaleli, & Çapri, 2007).

RQ2a researched whether there was a significant difference between participants' genders in terms of their course choice. The findings showed that male participants preferred courses such as 'Economics and Entrepreneurship', 'History and Philosophy of Science', 'Science and Research Ethics', 'Sports' and 'Traffic'. These results were similar to those of previous studies Colley and Comber (2003), Colley, Comber, and Hargreaves (1994), Dawson and O'Connor (1991), Dellar (1994), Hällsten (2010), Handley and Morse (1984), Van der Vleuten, Jaspers, Maas, and Van der Lippe (2016) and Woolnough (1994) in finding a preference for physical education and science among male students. Female participants preferred courses such as 'Art and Aesthetics', 'Turkish Sign Language', 'Human Relations and Communication', 'Language and Culture' and 'Traditional Turkish Handicrafts'. These results were in the same vein with the previous studies Colley and Comber (2003), Colley et al. (1994), Dawson and O'Connor (1991), Dellar (1994), Hällsten (2010), Kordaki and Berdousis (2013) and Pitt (1973) in finding a preference for art, language, humanities and social sciences among female students.

The difference between genders in terms of course choice seems reasonable as gender has an impact on individuals' interests, attitudes and motivation. Therefore, gender identity influences not only the profession but also the selection of subjects that are perceived by the students to be related to those professions (Dellar, 1994). Male participants tend to choose subjects conventionally associated with their gender like Economics, Science, Sports and Traffic and female participants tend to choose subjects conventionally associated with their gender like Art and Aesthetics, Human Relations and Communication, Language and Culture

and Traditional Turkish Handicrafts. Handley and Morse (1984) express that this tendency is related to gender-role perceptions and belief of male dominance in the field of science, which ends up with females' timid attitude toward science.

RQ2b investigated whether there was a significant difference between participants' service status in terms of course choice. The results indicated that in-service teachers preferred courses such as 'Human Relations and Communication', 'Language and Culture', 'Professional English', 'Presentation Skills', 'Media Literacy', 'Contemporary Turkish Literature', 'Turkish Folk Dances' and 'Media and Communication'. The first four courses can be correlated with their needs in their professions and their school experience whereas the latter four can be associated with their pure interests. Pre-service teachers preferred courses such as 'Art and Aesthetics', 'Music History', 'Sports', 'History and Philosophy of Science', 'Turkish Sign Language', 'Diction' and 'First Aid'. The first four electives can be associated with pre-service teachers' areas of personal interest or their being in quest of fun besides schooling, while the latter three courses can point to their personal needs or concern about their professional development.

These findings are in line with Gürler's (2018, p. 206) study in which ELT trainers suggested adding "cultural courses and lessons that can benefit the teaching profession" whereas pre-service teachers suggested adding "music to motivate prospective teachers and courses to activate physically" to the ELT program.

RQ3 sought to find out the topics that should constitute the syllabus of the most preferred GK elective course 'Diction'. '*Communication skills, language, presentation skills, body language, practice, public speaking practice, oral narratives, extemporaneous and impromptu speeches, vocabulary, fluency, gestures and mimics, pronunciation, oratory, stress and intonation, basics of diction, phonetics and articulation*' were evaluated as 'very important' topics by the participants. 'Communication skills' is the highest ranked topic with

a mean value of 4.69 (SD = .754). Similarly, studies carried out by Akpınar (2009), Brosh (1996), Çalışkan and Yeşil (2005), Majid, Jelas, Azman, and Rahman (2010), Milli and Yağcı (2016), Selanik Ay (2015), Sönmez (1992) and Üstünsel (2011) also focused on the importance of *communication skills* in teaching. Another topic directly related to communication skills is 'body language' with a mean value of 4.52 (SD = .778). Bağcı (2008), Baş (2010), Başaran and Erdem (2009), Çalışkan and Yeşil (2005), Karakelle (2005), Katrancı and Kuşdemir (2015) and Yang (2017) studied and highlighted the necessity of *body language* in teaching and Üstünsel (2011) also suggested a course on *communication skills and body language* in the curriculums of education faculties in the light of the study she conducted. 'Gestures and mimics' is another important topic in the findings of the study which was also stated in Aktaş and Gündüz (2009), Cruickshank, Bainer, and Metcalf (1999), Çalışkan and Yeşil (2005), Eyüp (2013), Güvey Aktay (2019), Karakelle (2005) and Yang (2017)'s studies in teaching context. 'Pronunciation' is another prominent topic that was found out and Ağca (1999), Akkaya (2012), Başaran and Erdem (2009), Doğan (2009) and Sanderson (1983)'s studies referred to the significance of *pronunciation*. In addition to pronunciation, Ağca (1999), Akkaya (2012), Başaran and Erdem (2009), Sanderson (1983), Selanik Ay (2015) and Töreyin (1992) highlighted the impact of *stress* and *intonation* in terms of effective speech.

In addition to the topics derived from the questionnaire, 'voice and breathing' was added to the suggested syllabus after consulting teacher educators (see Appendix L1 and L2). The studies conducted by Ağca (1999), Aktaş and Gündüz (2009), Bağcı (2008), Başaran and Erdem (2009), Eyüp, B. (2013), İşcan et al. (2017), Töreyin (1992) and Üstünsel (2011) support teacher educators' opinions on teaching *voice* and Güvey Aktay (2019) and Katrancı and Kuşdemir (2015)'s studies sustain teacher educators' opinions on teaching *breathing*. In

addition to all these studies, Akkaya (2012), Baki and Kahveci (2017) and Kuram and Çiftçi (2018) indicated the importance of *voice* and *breathing* in diction education.

Implications for the ELTPs

Regarding the criterion preferred by the participants, 'GK elective pool' should be formed according to pre-service teachers' personal needs and interests. In order to identify pre-service teachers' needs and interests, a needs / interest analysis might be beneficial before forming a 'GK elective pool'. More elective courses should be offered in the ELTPs so that pre-service teachers may have a wide range of course choice.

Movchan and Zarishniak (2017) claimed that higher education is a period in which students can and should affect the content of the subject according to their individual and professional interests concerning their future career. Students' interests either personal or professional ought to be regarded not only when offering elective courses but also in designing curriculum. Bim (2005, as cited in Movchan & Zarishniak, 2017) also stressed the importance of students' participation in establishing an instructional context according to their needs and interests. In the light of this notion, Wilhelm and Comegys (2004, p. 14) made a point that "a greater understanding of course choice may assist faculty and administrators in the development of decision support systems that will help students to make better choices and thus lead to greater student satisfaction with the educational experience".

Four most preferred GK elective courses indicated that participants of the study are in need of courses related to speaking. There are many studies which emphasized the same requisite. Considering this, more courses on speaking should be offered in order to meet this requirement.

Since there was a significant difference between participants' genders in terms of course choice, courses should be offered in consideration of the gender ratio in departments. There was also a significant difference between participants' service status in terms of course

choice. It can be concluded that the experience of in-service teachers affected their course choice. Regarding this difference, it is reasonable that pre-service teachers may have different needs and interests in different grades. Elective courses should be offered considering each grade respectively.

It is really essential to give weight to GK elective courses, since pre-service teachers are expected to graduate from their departments as someone who:

- understands and identifies universal, national and local culture,

- is a role model with their personality in terms of cultural, ethical and moral values,

- graduates as technologically literate,

- becomes a teacher researcher. (CoHE, 2018b)

By means of GK electives, pre-service teachers may answer to the description stated by CoHE above.

In the light of the findings of RQ3, 17 topics were determined as 'very important'. Having consulted to two experts, one more topic was added and a suggested syllabus (see Appendix L1 and L2) was designed for 'Diction'. ELT programs can make use of this syllabus in their programmes.

Implications for Further Research

1. Within the literature, elective courses and the criteria of choosing these courses are under-investigated area of research in Turkey. Uygur, Yanpar Yelken, and Akay (2018, p. 852) addressed this deficiency in their study and indicated that "there is no study analyzing the knowledge, needs and interests of teacher candidates studying in faculties of education in Turkey". In order to gain new perspectives on this subject, further research is recommended.

2. In the first phase of the study, only the online curriculums of the ELT departments of state universities were reviewed. The curriculums of the ELT departments of private

and foundation universities can also be reviewed to increase the alternatives in terms of electives.

3. The current study only considered the gender of pre-service teachers but did not specify their grades or other demographic information. Further research can be applied to students by specifying other demographic information so that the results may vary and end up with new findings.

4. This study aimed to find out the four most preferred GK elective courses among pre-service and in-service EFL teachers and the most important criterion that determines their preferences and design a syllabus for the most preferred GK elective course. Further research can also shed light on the other two major areas PTK and SAK.

5. The current study was administered to participants all around Turkey by snowball sampling. 1093 pre-service and in-service EFL teachers participated in the study. Further research can be carried out with more participants in order to gain comprehensive data on the issue.

6. Interdisciplinary studies are suggested as GK elective course pool constitutes courses from different disciplines.

Hopefully, the current study may arouse the interests of the researchers on course choice either elective or compulsory as there are many aspects that need to be explored.

Chapter Summary

This chapter provided the results of the current study with the findings of previous studies. Discussions of findings as well as the conclusion of the study and implications for both ELTPs and further research were presented.

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Appendices

Appendix A: English Language Teacher Education Curriculum: 1983-1984 (Salihoğlu, 2012, p. 166)

Course	Grade I		Grade II		Grade III		Grade IV	
Semesters	**1st**	**2nd**	**1st**	**2nd**	**1st**	**2nd**	**1st**	**2nd**
English Grammar I-II-III-IV-V-VI	4	-	2	2	2	2	-	-
Reading and Analysing Texts I-II-III-IV	4	-	3	3	-	-	-	-
Speaking I-II-III-IV	4	4	4	4	-	-	-	-
Writing I-II-III-IV-V-VI	3	3	2	2	2	2	-	-
Phonetics I-II	2	2	-	-	-	-	-	-
Turkish Grammar I-II	2	2	-	-	-	-	-	-
Introduction to Linguistics I-II	-	-	-	-	3	3	-	-
Structure of English I-II	-	-	2	2	-	-	-	-
Translation English- Turkish I-II-III-IV-V-VI-VII-VIII	2	2	2	2	2	2	2	2
Translation Turkish- English I-II-III-IV-V-VI-VII-VIII	-	-	2	2	2	2	2	2
History of English Literature I-II-III-IV-V-VI	-	-	2	2	2	2	2	2
English History and Geography I-II	-	-	2	2	-	-	-	-
History of English Language I-II	-	-	-	-	-	-	2	2
Comparative Turkish- English Grammar I-II	-	-	-	-	3	3	-	-
Selections from English Literature I-II	-	-	-	-	3	3	-	-
Semantics I-II	-	-	-	-	-	-	2	2
Selections from Contemporary English Literature I-II	-	-	-	-	-	-	3	3
Introduction to Education	3	-	-	-	-	-	-	-
Educational Sociology	-	3	-	-	-	-	-	-
Educational Psychology	-	-	3	-	-	-	-	-
Educational Programs and Teaching Methods	-	-	-	3	-	-	-	-
Testing and Evaluation in Education	-	-	-	-	3	-	-	-
Educational Technology	-	-	-	-	-	3	-	-
Educational Counselling	-	-	-	-	-	-	3	-
Management in Education	-	-	-	-	-	-	-	3
Approaches in Teaching English	-	-	-	-	-	-	-	One month
Applications in Teaching English	-	-	-	-	-	-	-	1
Turkish Language I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
Turkish History and Revolutions I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
Electives- PE or Fine Arts I-II-III-IV-V-VI-VII-VIII	1	1	1	1	1	1	1	1
Total	27	27	27	27	25	25	23	19

Appendix B: English Language Teacher Education Curriculum: 1997 Reform (Salı, 2008, p.

279)

COURSES- 1ST YEAR	
1ST TERM	**2ND TERM**
English Grammar I	English Grammar II
Speaking I	Speaking II
Reading I	Reading II
Writing I	Writing II
Turkish I: Writing	Turkish I: Speaking
Atatürk's Principles and Turkish History of Revolution I	Atatürk's Principles and Turkish History of Revolution II
Introduction to Teaching	School Experience I
	Elective I
2ND YEAR	
3RD TERM	**4TH TERM**
Advanced Reading	Advanced Writing
Introduction to English Literature I	Introduction to English Literature II
Language Acquisition	Approaches and Methods in ELT
Computer	Introduction to Linguistics I
Turkish Phonetics and Morphology	Turkish Syntax and Semantics
Human Development and Learning	Instructional Planning and Evaluation
3RD YEAR	
5TH TERM	**6TH TERM**
Introduction to Linguistics II	Research Skills
Analysis and Teaching of Short Stories	Teaching English to Young Learners
English- Turkish Translation	Analysis and Teaching of Novels
ELT Methodology I	ELT Methodology II
Instructional Technology and Material Development	Classroom Management
4TH YEAR	
7TH TERM	**8TH TERM**
English Language Testing and Evaluation	Turkish- English Translation
Analysis and Teaching of English Drama	Analysis and Teaching of English Poetry
Material Evaluation and Adaptation	Psychological Counselling
Coursebook Evaluation	Teaching Practice
School Experience II	
	Total Credits: 143

Appendix C: English Language Teacher Education Curriculum: 2006 Reform (Salı, 2008, p. 280)

COURSES- 1ST YEAR	
1ST TERM	**2ND TERM**
Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Turkish I: Writing	Lexical Competence
Computer I	Turkish II: Speaking
Effective Communication	Computer II
Introduction to Education	Educational Psychology
2ND YEAR	
3RD TERM	**4TH TERM**
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English- Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Research Methodology
History of Turkish Education	ELT Methodology I
Teaching Principles and Methods	Instructional Technology and Material Design
3RD YEAR	
5TH TERM	**6TH TERM**
Teaching English to Young Learners I	Teaching English to Young Learners II
ELT Methodology II	Turkish- English Translation
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language I	Second Foreign Language II
Drama	Assessment and Evaluation
Classroom Management	Practices in Social Services
4TH YEAR	
7TH TERM	**8TH TERM**
ELT Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Comparative Education
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Psychological Counselling	Turkish Education and School Administration
School Experience	Teaching Practice
Special Education	Elective II
Elective I	Elective III
	Total Credits: 159

Appendix D: English Language Teacher Education Curriculum (English Translation): 2018

Reform (CoHE, 2018a)

COURSES- 1ST YEAR	
1ST TERM	**2ND TERM**
Introduction to Education	Educational Psychology
Educational Sociology	Educational Philosophy
Atatürk's Principles and History of Revolution I	Atatürk's Principles and History of Revolution II
Second Foreign Language I	Second Foreign Language II
Turkish I	Turkish II
Information Technology	Reading Skills II
Reading Skills I	Writing Skills II
Writing Skills I	Listening and Pronunciation II
Listening and Pronunciation I	Oral Communication Skills II
Oral Communication Skills I	Structure of English
2ND YEAR	
3RD TERM	**4TH TERM**
Instructional Technology	History of Turkish Education
Teaching Principles and Methods	Research Methods
Elective I (TPK)	Elective II (TPK)
Elective I (GK)	Elective II (GK)
Elective I (SAK)	Elective II (SAK)
Approaches to ELT	English Language Teaching Programmes
English Literature I	English Literature II
Linguistics I	Linguistics II
Critical Reading and Writing	Language Acquisition
3RD YEAR	
5TH TERM	**6TH TERM**
Classroom Management	Testing and Evaluation in Teaching
Morals and Ethics in Education	Turkish Education and School Administration
Elective III (TPK)	Elective IV (TPK)
Elective III (GK)	Elective IV (GK)
Elective III (SAK)	Elective IV (SAK)
Teaching English to Young Learners I	Teaching English to Young Learners II
Teaching Language Skills I	Teaching Language Skills II
Literature and Language Teaching I	Literature and Language Teaching II
4TH YEAR	
7TH TERM	**8TH TERM**
Teaching Practice I	Teaching Practice II
Special and Inclusive Education	School Counselling
Elective V (TPK)	Elective V (TPK)
Community Service Practices	Elective V (SAK)
Elective V (SAK)	Testing in English Language Teaching
School Experience	
Translation	
	Total Credits: 155

Appendix E1: GK Elective Course Questionnaire (Turkish Version)

Değerli Katılımcı,

Yükseköğretim Kurulu, İngiliz Dili Eğitimi Bölümü Lisans Programı süresince 4 'Genel Kültür' dersinin seçmeli olarak alınmasını 2018-2019 akademik yılında kayıtlanan öğrenciler için zorunlu kılmıştır.

Bu form, İngilizce öğretmeni ve öğretmen adaylarının İngiliz Dili Eğitimi Lisans Programı seçmeli ders tercihlerini belirlemeyi amaçlamaktadır.

Formda yer alan 'Genel Kültür' ders tercihlerinizi belirtip gönüllü olarak katkıda bulunduğunuz için teşekkür ederiz. Vereceğiniz bilgiler sadece bu araştırma için kullanılacaktır.

---

1. **Kişisel Bilgiler**
   Cinsiyetiniz
   Kadın   Erkek
   Durumunuz
   İngilizce Öğretmeni /Öğretim Elemanı
   İngilizce Öğretmen Adayı (İngiliz Dili Eğitimi Öğrencisi)

---

2. **Genel Kültür seçmeli ders tercihinizi belirleyen en önemli kriteri seçiniz.**
   Dersi veren Öğretim Elemanı
   Dersin Adı
   Kişisel ilgi ve gereksinimlere uygunluğu
   Mesleki gelişime katkısı
   Diğer
   Belirtiniz: ....
3. **"Genel Kültür" Seçmeli ders grubundan 4 tanesini seçiniz.**
   Bağımlılık ve Bağımlılıkla Mücadele
   Beslenme ve Sağlık
   Bilim Tarihi ve Felsefesi
   Bilim ve Araştırma Etiği
   Çağdaş Türk Edebiyatı
   Diksiyon
   Ekonomi ve Girişimcilik
   Etkili Sunum Becerileri
   Geleneksel Türk El Sanatları
   İlk Yardım
   İnsan Hakları ve Demokrasi Eğitimi
   İnsan İlişkileri ve İletişim
   Kariyer Planlama ve Geliştirme
   Kültür ve Dil

Medya Okuryazarlığı
Medya ve İletişim
Mesleki İngilizce
Mitoloji
Müzik Tarihi
Sanat ve Estetik
Sinema Tarihi
Spor
Trafik Bilgisi
Türk Halk Oyunları
Türk İşaret Dili
Türk Kültür Coğrafyası
Türk Musikisi
Türk Sanat Tarihi
Diğer   Belirtiniz: ....

Anketimize ilginiz için teşekkür ederiz.

Appendix E2: GK Elective Course Questionnaire (English Version)

Dear Participant,

In 2018, the Council of Higher Education made some regulations in English Language Teaching Programmes, and consequently students are required to take 4 "General Knowledge Electives" as part of their degrees. Considering the recent changes in ELT programmes, this questionnaire was designed to project a view on the preferences of pre-service and in-service EFL teachers.

Your sincere and volunteer contributions are of great importance for the reliability of the study. Your responses will be kept confidential and never associated with your name.

1. **Personal Information**
   Gender
   Female   Male
   Service Status
   English Teacher / Lecturer
   Pre-service English Teacher (Only English Language Teaching Students)

2. **Please tick the major criterion for your preference of "General Knowledge Electives".**
   Lecturer
   Course Title
   Personal Needs and Interests
   Contribution to Professional Development
   Other
   Please indicate: ....
3. **Please choose 4 "General Knowledge Electives".**
   Understanding and Overcoming Addiction
   Nutrition and Health
   History and Philosophy of Science
   Science and Research Ethics
   Contemporary Turkish Literature
   Diction
   Economics and Entrepreneurship
   Presentation Skills
   Traditional Turkish Handicrafts
   First Aid
   Democracy and Human Rights
   Human Relations and Communication
   Career Planning and Development
   Language and Culture
   Media Literacy
   Media and Communication
   Professional English

Mythology
Music History
Art and Aesthetics
Cinema History
Sports
Traffic
Turkish Folk Dances
Turkish Sign Language
Turkish Cultural Geography
Traditional Turkish Music
Turkish Art History
Other   Please indicate: ……………………………………………………………

Thanks for your contribution.

Appendix F: Elective Courses of ELT Departments of State Universities

AB-Türkiye İlişkileri
Afetler ve Afet Yönetimi
Aile İçi Sorunlar
Aile Planlaması
Akademik Amaçlı Okuma
Akıllı Binalar
Aktif ve Uygun Ses Kullanım Teknikleri
Aktüerya
Alternatif Ölçme
Alternatif Turizm
Amerikan Kültür Tarihi
Anadolu Seramik Sanatının Gelişimi
Anadolu'nun Kültürel Mirası
Anlatım Becerileri
Anne ve Baba Eğitimi
Antik Kentler
Araştırma ve Rapor Yazma Teknikleri
Araştırma Yöntem ve Teknikleri
Arkeoloji ve Yerbilimleri
Arkeolojide Temsil ve Anlatı
Arkeolojik Belgelerde Sinematografi
Aromatik Bitkiler ve Alternatif Tıp
Astronominin Temel Kavramları
Aşırı Koşullarda Fizyoloji
Avrupa Birliği ve Türkiye
Avrupa Standartlarına Göre Resmi Yazışma Formları
Avrupa Tarihi
Avrupa'nın Görsel Belleği
Bağımlılık ve Bağımlılıkla Mücadele
Bankacılığa Giriş
Batı Sanatı Tarihi
Beslenme Davranışı Bozuklukları
Beslenme İlkeleri ve Menü Planlama
Beslenme ve Sağlık
Bilgi Sistemleri Analizi
Bilgisayar Destekli 3d Çizim
Bilgisayar Destekli Çizim
Bilgisayarlı Görsel Tasarım
Bilim Felsefesi
Bilim Tarihi
Bilim Tarihi ve Felsefesi
Bilim ve Araştırma Etiği
Bilimsel Araştırma Yöntemleri
Bilimsel Çalışmalarda Hayvan Kullanımı

Bilimsel Kültürel Etkinlikler
Bilişim Etiği
Bilişim Hukuku
Bilişim ve Etik
Bilişim ve İletişim Teknolojileri
Bilişimde Güvenlik ve Etik
Borsada Uygulamalı Yatırım
Bulaşıcı Hastalıklar
Cam Tasarım
Caz Müziği
Cinsel Gelişim ve Yaşam
Coğrafyada Okul Dışı Etkinlikler
Coğrafyada Okul İçi Etkinlikler
Contrastive English-Turkish Phonology And Morphology
Cumhuriyet Devri Resim Sanatı
Cumhuriyet Dönemi Türk Tiyatrosu
Çağdaş Amerıkan Edebıyatından Seçmeler
Çağdaş Türk Edebiyatı
Çağdaş Türk Edebiyatı
Çağdaş Video Uygulamaları
Çağdaş Yönetim Teknikleri
Çağlar Boyu Müzik
Çalışma İktisadı ve İktisadi Demografi
Çalışma ve Toplum
Çevirmenler İçin Türkçe
Çevre Eğitimi
Çevre Koruma
Çevre Tasarımında Katılım
Çevre ve Enerji
Çini Uygulamaları
Çocuk Hakları ve Eğitimi
Çocukta Düşünme Becerilerini Geliştirme
Çoksesli Koro
Darboğaz Yönetimi
Davranış Bilimine Giriş
Davranış Bilimleri
Değerler Eğitimine Giriş
Demokrasi Kuramları
Deney Hayvanlarında Moleküler Görüntüleme Teknikleri
Depremle Yaşamak
Dış Ticarette Yazışma Teknikleri
Dijital Dünya ve İnovasyon
Diksiyon
Din Eğitimi Politikaları
Din Eğitiminde Güncel Meseleler
Din ve Kültür

Dizel Motorları

Doğa ve Edebiyat

Doğu Akdeniz Uygarlıkları

Doğu ve Batı Düşüncesi

Dördüncü Sanayi Devrimi: Endüstri 4.0

Dünya Ekonomisi

Dünya Müzikleri

Düşünme Eğitimi

Ebeveynliğe Hazırlık

Ebru Sanatı

E-Devlet Uygulamaları

Ege Türküleri

Ege Yöresi Halk Oyunları

Eğitim Felsefesi

Eğitim Filmleri

Eğitim Politikaları

Eğitim Sisteminin Güncel Sorunları

Eğitimde Bireysel Farklılıklar

Eğitimde Kariyer Geliştirme

Eğitimde Teknoloji Entegrasyonu

Eğitsel Oyun Tasarımı

Eğitsel Oyunlar

Eko Turizm

Ekoloji ve Çevre Bilimi

Ekonometri

Ekonomi ve Girişimcilik

Elektrik Motorları ve Sürücüleri

Elektronik Pazarlama

Eleştirel Düşünme

Emek Göçünün Uluslararası Hareketliliği ve Gelişmeler

Endülüs Medeniyeti

Endüstri İlişkileri

Endüstri İlişkilerinde Yeni Gelişmeler

Endüstriyel Pazarlama

Endüstriyel Serigrafi Baskı

Endüstriyel Tasarım Tarihi

Enerji Verimliliği Yönetimi

Enerji Yönetimi

Engelliler İçin Beden Eğitimi ve Spor

Erken Akdeniz ve Avrupa Uygarlıkları Sanatı

Ermeni Sorunu Tarihi

Etkili Sunum Becerileri

European Comminication Course (Avrupa İletişim Semineri)

Ev Tipi Soğutma Sistemleri

Farklı Kültürlerde Beslenme

Felsefi Düşünce

Fen Eğitimde Okul Dışı Öğrenme
Fen Eğitiminde Alternatif Değerlendirme
Film Türleri
Film ve Edebiyat
Filmlerle Etkili Öğretmenlik
Finansal Okuryazarlık
Finansta Kantitatif Teknikler
Fizik ve Felsefe
Fiziksel Aktivite ve Sağlık
Fonasyonun Nörofizyolojisi
Fotoğraf Çekim Teknikleri
Fotoğraf Tarihi
Geçmişten Geleceğe Çalışma İlişkileri
Geleneksel Türk El Sanatları
Geleneksel Türk Sanat Müziği
Geleneksel ve Tamamlayıcı Tıp
Gen Teknolojisinin Toplumsal Etkileri
Genel Süs Bitkileri
Genetiğe Giriş
Genetik Kaynaklarımız
Gıda Güvenliği
Gıda Katkı Maddeleri
Gıda ve Turizm İşletmeleri
Girişimcilik ve Proje Yönetimi
Girişkenlik
Görsel Programlama
Grafik ve Tasarım
Güncel Dini Meseleler
Güncel Konular
Güncel Siyasi Sorunlar
Güncel Sosyal Politika Sorunları
Günlük Yaşamda Kimya Uygulamaları
Haberleşme Teknolojileri
Halkla İlişkiler
Halkla İlişkiler ve Tanıtım
Hastanelerde Veri Toplama ve Çözümleme
Hastanelerde Yonetim ve Organizasyon
Hayat Boyu Eğitim
Hayatımızda Kimya
Hayatımızdaki Kuantum Fiziği
Helal ve Sağlıklı Yaşam
History Of Modern Art
Hobi Robot Yapımı
Hukukun Temel Kavramları
Humik Asit ve Uygulama Alanları
Hz. Peygamberin Hadisleri

İdari Coğrafya
İktisadi Demokrasi Açısından Çok Ortaklı Anonim Şirketler
İktisadi Düşünceler Tarihi
İktisat Sosyolojisi
İleri Osmanlı Türkçesi
İlk İhtilaflar ve İslamın Siyasi Mezhepleri
İlk Yardım
İlkokulda Çağdaş Öğretim Yaklaşımları
İngiliz Dili Eğitiminde Kariyer Planlama
İnkılap Tarihi
İnsan Hakları ve Demokrasi Eğitimi
İnsan İlişkileri ve İletişim
İnsan Kaynakları Yönetim ve Planlaması
İnsan Kaynakları Yönetimi
İnsan, Toplum ve Eğitim
İnternet ve Toplum
İslam Düşünce Tarihi (10.-15. Yy.)
İslam Düşüncesi
İslam Teolojisinin Temel Meseleleri
İslam ve Toplum
İslamda Felsefi Düşüncenin Doğuşu
İslamın Temel İlkeleri
İslamın Yayılışı Tarihi (7.-8. Yy)
İstanbul Tarihi
İstanbul ve Edebiyat
İş Gücü Geliştirme Politikaları ve İstihdam
İş Güvenliği
İş Hukuku
İş Sağlığı ve Güvenliği
İşitme Fizyolojisi ve Elektrofizyolojik Değerlendirmeleri
İşletme ve Personel Hijyeni
İşletme Yönetimi
İşletmecilik
Jimnastik
Kadın/Cinsiyet Çalışmaları
Kalite Güvencesi ve Standartlar
Kamu Maliyesi
Kamu Politikaları
Kamusal Harcamaların Etkinliği ve Verimliliği
Karar Destek Sistemleri
Kariyer Planlama ve Geliştirme
Kaynaştırma Destek Eğitim Hizmetleri
Kentleşme Politikaları
Kimya Eğitiminde Nanoteknoloji
Kimyada Beceri Eğitimi
Kimyasal, Biyolojik, Radyolojik ve Nükleer (Kbrn) Tehditler ve Korunma

Kişisel Başarı Yöntemleri
Kişisel Gelişim
Klasik Diplomasi
Klasik Müzik Dağarcığı
Kongre ve Toplantı Yönetimi
Konuk Giriş Çıkış İşlemleri
Koro (Thm)
Koro (Tsm)
Kritik Analitik Düşünce Becerileri
Kriz Yönetimi
Kur'an Kıssalarının Çağdaş Yorumu
Kuran Kültürü
Kurumsal İletişim
Kurumsal Raporlama
Kuş Gözlemciliği ve Fotoğrafçılığı
Kuyruk Teorisi
Kültür Çalışmaları
Kültür ve Dil
Kültür, Dil ve Çeviri Uygulamaları
Kültürel Evrim
Kültürümüzde Hadis
Küresel Ekonomik Gelişmeler ve Türkiye Ekonomisi
Küresel İşgücü Piyasaları Analizleri
Küresel Kamusal Mallar
Küreselleşme Sürecinde Sendikalar
Küreselleşme, Milliyetçilik ve Azınlıklar
Laboratuar Güvenliği
Liderlik ve Öğretmen Liderliği
Lojistik Bilgi Sistemleri
Mali Sosyoloji
Malzemelerin Geri Kazanımı
Marka Yönetimi
Matematik
Matematik Eğitiminde Yaratıcı Drama
Matematik Tarihi
Matematik ve Origami
Matematik ve Sanat
Matematik ve Teknoloji
Matematik ve Yaşam
Matematiksel Metotlar
Matematikte Popüler Konular
Medya Okuryazarlığı
Medya ve Din
Medya ve İletişim
Mehter ve Mehteran Uygulamaları
Meslek Hastalıkları

Mesleki Bilgisayar
Mesleki İngilizce
Metin Çözümleme
Mevlana Düşüncesi
Milli Şuur ve Türk İslam Medeniyet Tasavvuru
Mistik Düşünce
Mitoloji
Mobil Uygulama Geliştirme
Modern Dönem İnanç Problemleri
Modern İş Yaşamı
Modern Ortadoğu'nun Oluşumu
Modern Toplumlarda Aile ve Din
Modern Türkiye'nin Oluşumu
Mukayeseli Dünya Tarihi
Mühendislik Etiği
Mühendislikte Ar-Ge
Müzakere Yöntemleri
Müzik Eğitiminde Orff Yaklaşımları
Müzik Evreni
Müzik Tarihi
Nota Bilgisi
Nükleer Bilim ve Teknolojisi
Okulda Halkla İlişkiler
Okullarda Bilişim Yönetim Sistemleri
Okuma ve Beyin
Operasyon Analizi ve Planlama
Osmanlı Hat Sanatı
Osmanlı Malî ve Diplomatik Belgelerinin Değerlendirilmesi
Osmanlı Medeniyeti
Otantik Öğrenme Uygulamaları
Oyun Teorisi
Oyunlarla Operasyon Yönetimi
Öğrenci Merkezli Öğretim Becerileri
Öğretmen Yetiştirme
Öğretmenlik Etiği
Ölçme Materyalleri Geliştirme
Örgüt ve Yönetim Geliştirme
Özelleştirme ve Deregülasyon
Parafiskal Kurumlar
Peyzaj Bitkileri
Popüler Müzik ve Toplum
Problem Çözme Teknikleri
Proje Döngüsü Yönetimi
Proje Hazırlama Yöntemleri ve Teknikleri
Psikoloji
Psikoloji ve Din

Regülasyon Ekonomisi
Reklam ve Yayıncılık
Reklamcılık
Renklerin Gücü ve Kullanımı
Resim
Resim Teknikleri
Resmi Yazışmalar ve Rapor Yazma
Ritim ve Devinimlerle Müzikli Oyunlar
Romanlarda Tarih Kurgusu ve Tarihsel Algı
Sağlıklı Yasam ve Spor
Sağlığın Korunması ve Geliştirilmesi
Sağlık Yönetimi
Sağlıklı Cinsel Gelişim ve Mahremiyet Eğitimi
Sanat Tarihi
Sanat ve Eleştirel Düşünce
Sanat ve Estetik
Sanayi Devrimi
Savaş Cerrahisi ve Hemşirelik Bakımı
Seçme Metinler
Sektörel Analiz
Senaryo Yazımı
Seramik Teknik Dekorları
Seramik Torna Şekillendirme
Siber Psikoloji ve Eğitim
Sindirim Sistemi Fizyopatolojisi ve Deneysel Modeller
Sinema Tarihi
Sistematik Tasarım
Siyasal İdeolojiler
Siyasi Tarih
Siyasi Tarih (Ortadoğu Siyasi Tarihi)
Soğutma Tekniği
Sosyal Ağ Analizi
Sosyal Devlet-Sosyal Siyaset
Sosyal Güvenlik Sisteminde Gelişmeler
Sosyal Hukukta Güncel Sorunlar
Sosyal Medya ve Öğrenme
Sosyal Medyaya Giriş
Sosyal Miy (Müş.İliş.Y.)
Sosyal Sorumluluk
Sosyal Sorumluluk Uygulamaları
Sosyoloji
Spor
Spor Kültürü ve Olimpizm
Spor ve Oyun Eğitimi
Spor Yönetimi
Sportif Balıkçılık

Sporun ve Oyunların Fiziği
Stokastik Süreçlerin İlkeleri
Sürücü Araç Tekniği
Takım Dinamikleri
Tarım Ekonomisi
Tarih ve Kimlik
Tartışma Becerileri
Tasavvuf Müziği
Teknik Resim
Teknoloji Felsefesi
Teknoloji Yönetimi ve Arge
Temel Bilgisayar Donanımı
Temel Ekonometri
Temel Elektrik
Temel Osmanlı Türkçesi
Temel Spor Uygulamaları
Test Geliştirme
Tıbbi Coğrafya
Tıbbi İngilizce
Tıbbi Tercüme
Tıpta Bilimsel Okur Yazarlık
Tiyatro
Toplam Kalite Yönetimi
Toplu Pazarlık Stratejisi ve Taktikleri
Toplu Ses Eğitimi
Toplumsal Cinsiyet Eşitliği
Trafik Bilgisi
Trafik Güvenliğinde Peyzaj Tasarımının Önemi
Turizm İşletmeciliği
Turizm İşletmeciliği ve Gastronomi
Turkish Syntax (Türkçe'nin Yapısı)
Tüketici Hakları ve Tüketicinin Korunması
Türk Demokrasi Tarihi
Türk Dış Politikası
Türk Dokuma Sanatı Tarihi
Türk Eğitim Tarihi
Türk Halk Edebiyatı
Türk Halk Müziğine Giriş
Türk Halk Oyunları
Türk İşaret Dili
Türk Kimya Sanayii İçin Girişimcilik
Türk Kültür Coğrafyası
Türk Kültür Tarihi
Türk Maden Sanatı
Türk Musikisi
Türk Mutfak Tarihi

Türk Müziği Korosu
Türk Müziğinde Toplu Uygulama
Türk Resim Sanatı Tarihi
Türk Sanat Tarihi
Türk Sanatı
Türk Yönetim Tarihi
Türkçenin Güncel Sorunları
Türkiye ve AB'nin Karşılaştırmalı Sosyal Yapısı
Türkiye´nin Kültür Varlıkları ve Tarihi Eserleri
Türkiye'nin Biyolojik Çeşitliliği
Türkiye'nin Modernleşme Tarihi
Türkiye'nin Siyasal ve Yönetim Yapısı
Türkiye'nin Yönetim Yapısı
Uluslararası Dağıtım Kanalları
Uluslararası Ekonomi Hukuku
Uluslararası Güncel Sorunlar
Uluslararası İletişimde Çevirinin Rolü
Uluslararası İlişkiler
Uluslararası Kurumlar ve Türkiye
Uluslararası Örgütler
Uluslararası Pazarlama
Uluslararası Ticaret
Uluslararası Ticaret Hukuku
Uygulamalı Girişimcilik
Üç Boyutlu Tasarım
Vergi Hukuku ve Türk Vergi Sistemi
Vestibüler Sistem Fizyolojisi
Video Yapımı
Vücut Kimyası
Web Tabanlı Ticaret
Web Tasarımı
Web Teknolojileri
Yabancı Dilde Sözlü İletişim
Yalın Üretim ve Japon İş Kültürü
Yangın Güvenliği
Yaratıcı Etkinlik Tasarımı
Yaratıcı Proje Geliştirme
Yaşam Boyu Öğrenme
Yaşam Boyu Spor
Yaşam Kalitesi
Yaşamımızdaki Kimyasallar
Yaşayan Dünya Dinleri
Yazışma ve Protokol Kuralları
Yeni Hizmet Tasarımı
Yeni Medya
Yeni Sosyal Hareketler ve İktidar

Yenilenebilir Enerji Kaynakları
Zaman Yönetimi
Zehir ve Zehirlenmeler

Appendix G: GK Elective Courses Suggested by CoHE in 2018 (CoHE, 2018b)

Bağımlılık ve Bağımlılıkla Mücadele
Beslenme ve Sağlık
Bilim Tarihi ve Felsefesi
Bilim ve Araştırma Etiği
Ekonomi ve Girişimcilik
Geleneksel Türk El Sanatları
İnsan Hakları ve Demokrasi Eğitimi
İnsan İlişkileri ve İletişim
Kariyer Planlama ve Geliştirme
Kültür ve Dil
Medya Okuryazarlığı
Mesleki İngilizce
Sanat ve Estetik
Türk Halk Oyunları
Türk İşaret Dili
Türk Kültür Coğrafyası
Türk Musikisi
Türk Sanat Tarihi

Appendix H: Diction Questionnaire

Dear Lecturer,

I'm writing to you to get an opinion on how to design a syllabus for the elective course 'Diction'. In the first phase of my thesis study, the specified course was found the most preferred one by the participants. Therefore, in the second phase, I am in an endeavour to design a syllabus by collecting data from English language teacher educators working at Turkish universities. In this sense, I would like to invite you to complete the questionnaire below.

Could you please evaluate the following topics according to their importance in ELT (not important=1, slightly important=2, moderately important=3, important=4, very important=5)

Thanks in advance for sharing your extensive knowledge and support.

Ins. Ahu Akbay

Çanakkale Onsekiz Mart University

School of Foreign Languages

0286 218 00 18 / 4004

		1	2	3	4	5
1	Beden dili / Body Language					
2	Boğumlama / Articulation					
3	Diksiyonla İlgili Temel Bilgiler / Basics of Diction					
4	Dil / Language					
5	Diyafram çalışmaları / Diaphragmatic Breathing Exercises					
6	Doğaçlama / Improvisation					
7	Durak / Pause					
8	Etkili Sunum Teknikleri / Presentation Skills					
9	Hazırlıklı ve Hazırlıksız Konuşmalar / Extemporaneous and Impromptu Speeches					
10	Hitabet / Oratory					
11	İletişim Becerileri / Communication Skills					
12	Jestler ve Mimikler / Gestures and Mimics					
13	Konuşma Bozuklukları / Speech Disorders					
14	Konuşma hızı / Rate of Speech					
15	Konuşma Terminolojisi ve Konuşma Türleri / Speech Terminology and Types of Speech					
16	Metin değerlendirme / Textual Analysis (Practice)					

17	Nefes / Breathing training					
18	Noktalama / Punctuation					
19	Ses bilgisi (Fonetik) / Phonetics					
20	Sözakımı / Fluency					
21	Sözcük (kelime) / Vocabulary					
22	Sözlü anlatım / Oral Narratives					
23	Telaffuz / Pronunciation					
24	Topluluk Önünde Konuşma Denemeleri / Public Speaking Practice					
25	Ulama / Linking					
26	Uygulama Çalışmaları / Practice					
27	Ünlüler ve ünsüzler / Vowels and consonants					
28	Vurgu ve Tonlama / Stress and Intonation					

Other (Please specify)

…………………………………………………………………………………………………...

Appendix I: Topics Derived from the Syllabi of Diction Course in Universities

Üniversite / Bölüm - Ders	Konu Başlığı
Adnan Menderes Üniversitesi - Diksiyon	Türkiye'de Verilen Konuşma Eğitiminin Kapsamı
	Sesin Oluşması, Fizyolojisi, Yüksekliği, Tanısı, Perdeleri, Harf, Ünlüler ve Ünsüzler Başlıkları
	Türkçedeki Ses Değişiklikleri, Seslerin Özellikleri, Türkçede Görülen Başlıca Ses Olayları
	Vurgu ve Tonlama, Konuyla İlgili Örnek Uygulamalar
	Sözlü Anlatım, Sözlü Anlatımda Dikkat Edilmesi Gereken Noktalar
	Türkçeyi Güzel Kullanma, Sözcükleri Anlam ve Biçim Özelliklerine Uygun Olarak Cümle ve Metin İçinde Kullanma
	Sözlü Anlatım Türleri
	İyi Bir Konuşmacının Sahip Olması Gereken Özellikler
	Konuşma Yetersizlikleri, Karşılıklı Konuşmalar, Topluluk Karşısında Konuşma
Adnan Menderes Üniversitesi / Gazetecilik - İletişimde Dil ve Diksiyon	Dil, Diksiyon ve Telaffuz, İletişimde Dil Diksiyon ve Telaffuzun Önemi
	Türk Dili ve Yapısal Özellikleri
	Metinler Üzerinde Öğrencilerin Konuşma Kusurlarının Tespit Edilmesi
	Diyafram Kontrolü ve Nefes Alıp Verme Kontrolünün Öğretilmesi
	Türk Dilinde Sesli ve Sessiz Harfler
	Bağlaçların Telaffuzu
	Konuşma ve Yazı Dili Arasındaki Temel Farklar
	Metin Üzerinde Uygulama Çalışması
	Fiillerle Noktalama
	Haber ve Program Metinlerinin Uygulanması
	Kamera Önünde Haber Sunumu
	Kamera Önünde Program Sunumu
Altınbaş Üniversitesi / Sivil Havacılık ve Kabin Hizmetleri - Diksiyon	Topluluk Önünde Konuşma Denemeleri
	Diksiyon ve Güzel Konuşma
	Boğumlama Çalışmaları ve Doğru Ses Çıkarma
	Diyafram Nefesi ve Nefes Alma Çalışmaları
	Konuşma Sırasında Sıkça Yapılan Yanlışlar
	Konuşmada Doğru Nefes Alma
	Düz Ünlülerin ve Yuvarlak Ünlülerin Telaffuzları ile İlgili Hece-Kelime-Cümle Alıştırmaları
	Türkçede Okunuşları Yazılışından Farklı Kelimeler ve Telaffuzları
	Tekerleme Çalışmaları
	Ünsüzlerin Seslendirilmesinde Dikkat Edilmesi Gereken Sorunlu Harfler
Anadolu Üniversitesi / Çocuk Gelişimi - Diksiyon ve Beden Dili	Uyum Kurma ve Uygulamalara Hazırlık
	Konuşma Biçimi ve Üslubu
	Baş, Yüz ve Göz Hareketleri
	Eller ve Kollar
	Ayaklar ve Bacaklar

	Gövdenin Kullanımı
	Mekanın Kullanımı
	Eşyanın Kullanımı
	Sözel ve Gövdesel Hitap
Ankara Üniversitesi - Diksiyon Eğitimi ve Güzel Konuşma	Dil
	Konuşma Terminolojisi ve Konuşma Türleri
	Ses Organları, Nefes, Diyafram
	Türkçenin Ses Özellikleri
	Dilde Moda İfadeler
	Boğumlanma
	Vurgu
	Tonlama, Durak, Durgu, Ezgi
	Etkili Sunum
	Hitabet
	Beden Dili ve İmaj
Atılım Üniversitesi - Diksiyon	Beden Dili
	Doğaçlama
	Doğru Bilinen Yanlışlar
	Doğru Sesletimin Önemi
	Sesin Etkili Kullanımı, Soluma Alıştırmaları
	Yazı Dili ile Konuşma Dili Arasındaki Ayrımlar
	İş Hayatında Etkili Konuşma ve Sunum
	Sunum Teknikleri
	Nefes Eğitimi
	Noktalama İşaretleri
	Ünlülerin Doğru Sesletimi ve <ğ> ile Kullanımı
	Ünsüzlerin Doğru Sesletimi
	Tonlama
	Vurgu
Başkent Üniversitesi / İletişim Tasarımı - Doğru Konuşma (Diksiyon)	Diksiyon Bozuklukları
	Doğru Türkçe: Dil Özellikleri ve Kullanımı
	Ses ve Soluk: Sistem Bilgisi / Türkçenin Sesleri
	İmaj ve Beden Dili: Etki, Kimlik ve Etiket
	Boğumlama Araçları ve Boğumlama Noktaları
	Etkili Konuşmacı Özellikleri
	Etkili Sunum
	Konuşma Eylemi ve İletişim
	Konuşmayı Etkileyen Unsurlar
	Konuşmayı Kurgulama
	Sözlü Sunum
	Vurgu, Tonlama ve Entonasyon / Konuşma Dili ve Yazı Dili
Ege Üniversitesi / Türkçe Öğretmenliği -	Aktif Tanışma Yöntemleriyle Bireyler Arası İletişim Kavramına Giriş
	Diksiyon İçin Hazırlanan Metinler Üzerinde Çalışmalar
	Beden Dilinin Önemi ve Anlamları. Uygulamalı Olarak Tartışma

Beden Dili ve Diksiyon	Beden Duruşu ve Nefes Çalışmaları
	Nefes Çalışmaları
	Nefes ve Ses Çalışmaları
	Öğrenci Sunumları, Bireysel Süpervizyon ve Mikro Öğretim Çalışmaları
	Ses, Vurgu, Tonlama Çalışmaları
Hacettepe Üniversitesi / Seçmeli Ders Havuzu - Diksiyon	Beden Dili
	Doğaçlama
	Doğru Bilinen Yanlışlar
	Doğru Sesletimin Önemi
	İş Hayatında Etkili Konuşma ve Sunum
	Sunum Teknikleri
	Nefes Eğitimi
	Noktalama İşaretleri
	Sesin Etkili Kullanımı, Soluma Alıştırmaları
	Ünlülerin Doğru Sesletimi ve <ğ> ile Kullanımı
	Ünsüzlerin Doğru Sesletimi
	Tonlama
	Vurgu
	Yazı Dili ile Konuşma Dili Arasındaki Ayrımlar
Işık Üniversitesi / Sinema TV - Diksiyon ve Etkili Konuşma	Dil Nedir? Nasıl Ortaya Çıkmış ve Evrilmiştir?
	Nasıl ve Neden Konuşuruz? Diller Nasıl Sınıflandırılır?
	Fonetik, Diksiyon ve Dil Terimleriyle İlgili Açıklamalar. Nasıl Konuşuyoruz?
	Türkçe Fonetik: Vokaller ve Konsonlar, Çıkak Yerleri, Örnekler
	Vokallerle İlgili Açıklamalar
	Türkçe Konsonlarla İlgili Açıklamalar
	Sesleri Uzatan ve İncelten İmler, Kesme İşareti ve Kullanıldığı Yerlerle İlgili Örnekler
	Ulama Tekniği ve Pratik
	Vurgular ve Pratik
	Metin Değerlendirme ve Deşifre Çalışmaları
	Söyleyiş Yanlışları
	Yabancı Dillerden Gelen Sözcük ve Kavramlarla İlgili Açıklamalar
	Topluluk Önünde Konuşma ve Retorik Sanatıyla İlgili Açıklamalar
	Verilen Konu Üzerinde Doğaçlama Çalışması
İstanbul Aydın Üniversitesi / Okul Öncesi Öğretmenliği - Diksiyon	Kuvvetsizlik, Ses Titremeleri
	Ses Bükümü
	Diksiyon Sanatının Önemi
	Dil ve Diksiyon
	Durak, Ton
	Durak, Ton Alıştırmaları
	Doğru Nefes Almak (Doğru Soluk Alıp Verme)
	Ses Bilgisi (Fonetik) -Selen
	Ses Bilgisi (Fonetik) -Sesin Çıkarılması

İstanbul Medipol Üniversitesi - Diksiyon Eğitimi	Konuşmacının Özellikleri; Bireyin Kendini İfade Süreci; İnsan ve Stres İlişkisi
	Anlaşılır Ses Çıkarma; Boğumlama
	Anlaşılır Ses Çıkarma; Heceleri Doğru ve Yerinden Vurgulama; Boğumlama
	Dil ile İlgili Genel Bilgiler; Düzeltme İşareti; Türkçenin Ünlü Sesleri
	Cümle Vurgusu; Durak
	Doğru Nefes; Diyafram; Nefes ve Ses Güçlendirme
	Söyleyiş Yanlışları, Birbiriyle Karıştırılan Sözcükler, Yabancı Kökenli Sözcüklere Türkçe Karşılıklar
	Sözcük (Kelime) -Kelime Vurgusu; Ulama
	(Ğ) ; Daralma
	Ğ
	Türkçenin Ünsüz Sesleri; Benzeşme
	Tonlama
	Vurgu, Kelime Vurgusu
İstanbul Üniversitesi- Fonetik ve Diksiyon	Konuşma Kuralları, İyi Konuşmanın Özellikleri, Başarılı Konuşma Yöntemleri
	İstanbul Türkçesi'ne Giriş, 'E' Harfi Çalışması, Dilde Yabancılaşma
	İyi Sesin Özellikleri, Ses Geliştirme Yöntemleri
	Sesleri Doğru Çıkarma Çalışmaları, Tekerlemeler
	Diksiyona Hazırlık Bilgileri
	Diksiyon
	Vurgu Nedir? Çeşitleri, Örnekler
	Metin Değerlendirme
	Şiir Çalışması (Ses Ayarları)
	Haber Nasıl Okunur? Radyoda Haber, TV'de Haber
	Spiker Nedir? Sunucu Nedir?
	Program Sunumu, Radyoda Müzik Programı Nasıl Sunulur? TV'de Show Programı Nasıl Sunulur?
İzmir Ekonomi Üniversitesi / Medya ve İletişim - İletişimde Dil ve Diksiyon	Türk Dilinin Daraltma Özelliği, Metin Üzerinden Çalışma
	Dil ve Diksiyonun İletişimdeki Önemi, Dersin İçeriği ve Amacı, Derste Kullanılacak Kaynaklar Hakkında Bilgi
	Doğaçlama Konuşma Uygulaması
	Fiillerle Noktalama
	Konuşmanın 3 Temel Ögesinden Birisi Olan Nefes Alıp Verme ve Uygulamaları
	Haber ve Program Metinleri Üzerinden Uygulama
	Kamera Karşısında Uygulama, Haber ve Program Sunumu
	Konuşmanın İkinci Ögesi Olan Artikülasyon ve Tekerleme Uygulamaları
	Konuşmanın Üçüncü Ögesi Olan Ses ve Ses Uygulamaları
	Öğrencilerin Seçtikleri Metinler Üzerinden Konuşma Örneklerinin Sunumu ve Konuşma Defektlerinin Tespiti
	Türk Dilinde Bağlaçlar ve Bağlaç Uygulamaları
	Sesli ve Sessizler

	Türk Dilinde Vurgu, Metin Üzerinden Çalışma
Kahramanmaraş Sütçü İmam Üniversitesi / İşletme - Diksiyon	Kişilerde Konuşma Hızı
	Ses Kusurlarının İncelenmesi ve Nedenleri
	İyi Konuşmanın Tanımlanması ve Özellikleri
	Konuşmada Kelimeleri Yanlış Kullanım
	Soluk Alma, Solunum Alıştırmalarının Gösterilmesi ve Uygulaması
	Ses Bilgisi (Fonetik) -Sesin Nitelik Bakımından İncelenmesi
	Seslerin Söylenişleri
	Harf Telaffuzları
	Ses Telaffuz Hataları Gevşeklik Gınlama
	Telaffuzda Tutukluk ve Islıklama
	Diksiyonda Vurgu
Marmara Üniversitesi - Diksiyon ve Fonetik I	Konuşmanın Fizyolojisi
	Konuşma ve Şarkı Solunumu
	Konuşma Solunumunda Bozukluklar
	Konuşma Dilinin Özellikleri
	Konuşma Biçimleri
	Günlük Konuşma
	Anlatım Konuşması
	Konferans Konuşması
	Okuma Konuşması
	Konuşmada Perde
	Konuşmada Süre
	Konuşmada Ton
	Konuşmada Ezgi
	Konuşmada Vurgu
Marmara Üniversitesi- Diksiyon ve Fonetik II	Diksiyon Nedir
	Fonetik Üzerine Bilgiler
	Uluslararası Fonetik Alfabe
	Fonetik Yazım Nasıl Okunur
	Fonetik Yazımda Diğer İşaretler
	Konuşma Sesleri
	Dil- Dudak Ünlüleri
	Temel (Kardinal) Ünlüler
	Birleşik Ünlüler
	Geniz- Nötr Ünlüler
	Türkiye Türkçesinin Ses Özellikleri
	Türkçenin Fonetik Yapısı
	Türkçede Ünlü Oluşumu Fizyolojisi
	Türkçede Ünsüzlerin Oluşumu
Muğla Sıtkı Koçman Üniversitesi / Türkçe	Sesteki Genel Kusurları Giderme ve Sesi Geliştirmeye Yönelik Çalışmalar
	Hazırlıklı Konuşmalar
	Hazırlıksız (Günlük) Konuşmalar

Öğretmenliği - Diksiyon	Konuşma Becerisini Geliştirmek Amacıyla Atılması Gereken Adımlar
	Konuşma Esnasında ve Sonrasında Yapılması Gerekenler
	Konuşma Öncesinde Yapılması Gerekenler
	Konuşma ve Konuşmanın Unsurları
	Doğru Nefes Alıp Verme Uygulamaları
	Soluk Denetimi
	Ses Bilgisi (Fonetik) -Sesin Oluşumu ve Ses Üretim Organları
	Sözlü Anlatımda Üslûp
	Uygulamalar
	Tonlama ve Cümlelerin Söylenişindeki Ton Değişikliklerinin Anlamla İlgisi
	Vurgu ve Durak ile İlgili Uygulamalar
Muğla Sıtkı Koçman Üniversitesi / Türk Dili ve Edebiyatı - Diksiyon	Türkçe'de Ses, Hece, Vurgu ve Kelime Kavramlarının Değerlendirilmesi (Örnek Çalışmalar)
	Diksiyon Nedir? Kelimelerin Doğru Telâffuz Edilmesi Neden Gereklidir? Diksiyonda İleri Tekniklere İhtiyaç Var Mıdır?
	Diksiyonu Etkileyen Faktörler: Okuma, Dinleme, Gözlem ve Buluş Diksiyon Bozukluk ve Yetersizliklerinin Başlıcaları: Mahallî Ağızla Konuşma, Anlatım Yetersizliği, Kavrayış Eksikliği, Dağınık ve Gereksiz Konuşma, Kural Bilmeme ve Çekingenlik, Konuşurken Gereksiz El ve Kol Hareketleriyle Telâffuza Yönelen Dikkati Dağıtma, Ses Yetersizliği
	Kültür Dili Kavramı ve İstanbul Türkçesi
	Konuşma Kurallarını Bilmemekten Doğan Yanlışlıklar
	Konuşmada Argo, Kaba ve Çirkin Kelimeler Kullanma ve Sakıncaları (Örnek Çalışmalar)
	Konuşurken Yapılan Yanlışlıklar, Kakofoni, Dil Sürçmeleri, Gereğinden Fazla Yutkunma, Geniş Aralık Verme, Harf ve Heceleri Yutma Örnek Çalışmalar
	Ses Bilgisi (Fonetik) -Ses Eğitimi ve Konuşma Teknikleri Selamlaşma, Hatır Sorma, Tanışma ve Tanıştırma, Soru Sorma-Cevap Verme, Kutlama, Başsağlığı, Özür Dileme ve Telefonla Konuşma Âdâbı ve Teknikleri.
	Söyleyiş ve Diksiyonla İlgili Çeşitli Metin Okumaları Yapma Metinler Üzerinde Konuşurken Uygulamalarla Yönlendirme ve Düzeltmeler Yapma
	Nükte ve Hazırcevaplılık Üzerine Değerlendirmeler Yapma Günlük Konuşma, Telefon Konuşması, Karşılıklı Diyalog ve Selamlaşmada Diksiyon (Örnek Çalışmalar)
	Radyo Programında Konuşma Yapma ve Diksiyon Uygulamaları
	Televizyon Programında Konuşma Yapma ve Diksiyon Uygulamaları
	Diksiyonda Tonlama ve Vurgu
Nevşehir Hacı Bektaş Veli Üniversitesi / Sınıf Öğretmenliği - Diksiyon	Güzel Konuşmanın Önemi
	Güzel Konuşmaya Hazırlık
	İfadenin Kuvvetlendirilmesi
	Duraklama
	Etkili Konuşma (Etkin İfade Biçimleri)

	Konuşma Teknikleri
	Örnek Hitabet Dinleme ve Tartışma
	Hitabet Çeşitleri
	Hitabet Sanatı
	Konuşma Kusurları
	Nefes ve Ses Eğitimi
	Ulama
	Tonlama
	Vurgulama
Niğde Ömer Halisdemir Üniversitesi / Rehberlik ve Psikolojik Danışmanlık - Diksiyon	Ölçünlü Dil, Ölçünlü Türkçenin Özellikleri
	Seslerin Çıkış Yerleri
	Türkçenin Söyleyiş Özellikleri, Yanlış Söyleyişleri Düzeltme
	Beden Dili ile Konuşmanın Uyumunu Sağlaması
	Konuşma Dilinin Özellikleri
	Ses Bilgisi (Fonetik) -Ses ve Nefes Kullanımı
	Ses Bilgisi (Fonetik) -Ses, Sesin Tanımı ve Türkçede Sesler
	Sesletim Alıştırmaları: Şiir Okuma
	Sesletim Alıştırmaları: Tekerlemeler
	Sesletim Alıştırmaları: Topluluk Karşısında Sunum Yapma, Metin Okuma, Ezberden Metin Okuma vb.
	Cümlelerde Vurgu ve Ezgi
Selçuk Üniversitesi / Karşılaştırmalı Edebiyat - Diksiyon	Değişik Konularda Hazırlıksız Konuşma Yapma
	Hazırlıksız ve Hazırlıklı Konuşma
	Hazırlıklı ve Hazırlıksız Konuşmalar -Hazırlıklı Konuşmanın Aşamaları (Konunun Seçimi ve Sınırlandırılması Amaç, Bakış Açısı, Ana ve Yan Düşüncelerin Belirlenmesi, Planlama, Metni Yazma Konuşmanın Sunuluşu)
	İyi Bir Konuşmanın Temel İlkeleri İyi Bir Konuşmacının Temel Özellikleri (Vurgu, Tonlama, Duraklama Diksiyon vb.)
	Konuşma Türleri: (Karşılıklı Konuşmalar, Söyleşi, Kendini Tanıtma, Soruları Yanıtlama, Yılbaşı, Doğum, Bayram vb. Önemli Bir Olayı Kutlama, Yol Tarif Etme, Telefonla Konuşma, İş İsteme, Biriyle Görüşme/Röportaj Yapma, Radyo ve Televizyon Konuşmaları, Değişik Kültür, Sanat Programlarına Konuşmacı Olarak Katılma vb.)
	Konuşmalardaki Dil ve Anlatım Yanlışlarını Düzeltme
	Sözlü Anlatım Konuşma Becerisinin Temel Özellikleri (Doğal Dili ve Beden Dilini Kullanma)
	Sözlü Anlatım Uygulamaları
	Sözlü Dilin ve Sözlü İletişimin Temel Özellikleri
	Uygulamalı Çalışma
Süleyman Demirel Üniversitesi / Gazetecilik - Diksiyon	İletişimde Dil ve Söylemin Önemi, Dersin İçeriği ve Amacı, Ders Kapsamında Kullanılacak Kaynaklar
	Konuşmanın Üç Temel Unsurundan Biri Olan "Solunum", Solunum Egzersizleri
	Konuşmanın İkinci Unsuru Olan "Eklemleme", Dil Burgusu Egzersizleri Yapmak

	Konuşmanın Üçüncü Unsuru Olan "Ses", Sesli Uygulama
	Ünlüler ve Ünsüzler
	Türk Dili ile İrtibat; İrtibat Uygulaması Yapma
	Türkçenin Daraltıcı Özelliği; Metin Okurken
	Sözlü Noktalama İşaretleri
	Haber ve Program Kopyalarını Uygulama
	Hazırlıksız Konuşma Uygulaması
	Kamera Uygulaması, Haber ve Program Açıklama
Van Yüzüncü Yıl Üniversitesi / Turizm Rehberliği - Etkili Anlatım Teknikleri ve Diksiyon	Anlaşılır Ses Çıkarma
	Düzgün Cümle Kurma
	Türkçenin Özellikleri ve Kuralları
	Etkili Konuşma Planı Yapma
	Ses Bilgisi (Fonetik) -Ses Kontrolü
	Heceleri Doğru Vurgulama
Yıldız Teknik Üniversitesi / Türkçe Eğitimi - Ses Eğitimi ve Diksiyon-	İletişim Kavramı
	Diyafram Çalışmaları
	Beden Dili
	Boğumlama
	Durak
	Gevşeme Çalışmaları
	Hitabet Türleri
	Konuşma Becerisi
	Konuşmanın Fiziksel Unsurları
	Konuşmanın Zihinsel Unsurları
	Nefes Eğitimi
	Ses Bilgisi (Fonetik) -Ses Eğitimi
	Tonlama

Appendix J: Topics Derived from Books on Diction

Kitap - Yazar	Konu Başlıkları
Alıştırmalı Diksiyon Sanatı – Şenbay (1991)	Diksiyon Sanatının Önemi
	Ses
	Ses Olayı
	Solunum
	Selen
	Durak
	Ton
	Kelime
	Kelimenin Elemanları
	Söyleniş
	Boğumlama
	Ulama
	Sağdeyi
	Sözakımı
	Canlılığın Mekanizması
	Noktalama
	Sesin Bükümleri
	Sözakımı Konusunda Bazı Öğütler
	Anlatım
	Jest
Diksiyon 10 Derste Güzel Konuşma Sanatı – Kaplan (2013)	Kelime Anlamı
	Alfabemizdeki Sesleri Tanıyalım
	Ruhsal-Bedensel Gevşeme ve Rahatlık
	Dilkökü Kuvvetlendirme Çalışmaları
	Tekerleme Nasıl Çalışılmalıdır?
	İki Nefeste İstiklal Marşı
	Konuşma ve Okuma
	Etkin Şekilde Hızlı Okuma Teknikleri ve Okuma Hızımız
	Kolay Metinler Okuma
	Ağır Metinleri Okuma
Diksiyon Etkili Konuşma Teknikleri – Elik (2012)	Dil Nedir?
	Yapılarına Göre Dil Grupları
	Türkçede Fonetik
	Alfabe
	Diksiyon
	Diyafram Nedir? Ne İşe Yarar?
	Doğru Nefes Almak
	Rezonans Çalışması
	Sesimizi Tanıyalım
	Seslere Bakış
	Boğumlanma (Artikülasyon) Hataları
	Boğumlanma Alıştırmaları
	Vurgu

	Tonlama
	Etkili Konuşma Teknikleri
	Ulama
	Söz Akımı
	Okuma Çalışmaları
Diksiyon Güzel ve Etkili Konuşma Sanatı – Okur (2013)	Diksiyon Nedir?
	Ses Organları ve Sesin Oluşumu
	Diksiyon ve Solunum
	Gevşeme
	Ses Bilgisi (Fonetik)
	Türkiye Türkçesinin Ünlü ve Ünsüzleri
	Boğumlanma (Artikülasyon)
	Açıklık
	Tonlama
	Vurgu
	Durak (Söz Noktalaması)
	Dilimizdeki Bazı Ses Olayları ve Bunların Konuşmaya Etkisi
	Ulama
	Ulama Alıştırmaları
	Anlamca Birbirine Karıştırılan Kelimeler
	Yanlış Telaffuz Edilen Kelimeler
Diksiyon ve Konuşma Eğitimi – Topçuoğlu Ünal & Özden (2018)	Konuşma Sanatı (Diksiyon)
	Nitelikli Bir Konuşmada Bulunması Gerekenler
	Konuşmanın Unsurları
	Konuşma Organları
	Nefes
	Ses ve Seslendirme
	Ton
	Durak
	Ulama
	Vurgu
	Seslendirme Alıştırmaları
	Nitelikli Konuşmacının Özellikleri
	Beden Dili
	Dış Görünüş
	Jestler (Davranışlar)
	Topluluk Karşısında Heyecan ve Korku Duyma
	Konuşma Bozuklukları
	Hazırlıksız Konuşmalar
	Hazırlıklı Konuşmalar
	Türkçe Eğitiminde Konuşma
Dil ve Diksiyon (Yazılı ve Sözlü Anlatım Bozuklukları) – Akbayır (2011)	Yazılı Anlatım Bozuklukları
	Sözlü Anlatım Bozuklukları
	Yazım Kuralları ve Noktalama İşaretleriyle İlgili Sorunlar
	Noktalama İşaretleri
Güzel Konuşma Sanatı	Diksiyon

(Diksiyon, Hitabet) – Göçgün (2006)	Türkçe'de Sesler Konuşurken Nelere Dikkat Etmeliyiz Tarihte Büyük Hatipler Ünlü Türk Hatipleri Uygulama Çalışmaları Hitabet Karşılıklı Konuşma Örnekleri Çeşitli Konularda Seçilmiş Manzum Parçalardan Örnekler
Konuşma Dili ve Türkçe'nin Söyleyiş Sözlüğü – Ergenç (2002)	Konuşma Dilinin Özellikleri (Features Of Spoken Language) Türkiye Türkçesinin Ses Özellikleri (Phonetic Features Of Turkish Spoken İn Turkey) Türkiye Türkçesinin Söyleyiş Sözlüğüne İlişkin Belirlemeler (Points Concerning The Pronunciation Dictionary Of Turkish Spoken İn Turkey) Sözlüğün Kullanım Kılavuzu (Guide To The Use Of The Dictionary)
Konuşma Eğitimi – Kurudayıoğlu (2011)	Konuşma Konuşma Süreci ve Konuşmanın Unsurları Ses ve Sese Ait Özellikler Etkili ve Etkisiz Konuşmaya Ait Özellikler Konuşma Eğitimi Temel Beceriler ve Konuşma Eğitimi Konuşma Eğitiminde Ölçme ve Değerlendirme Konuşma Eğitimi Uygulamaları
Konuşma Eğitimi (Sözlü Anlatım) – Temizyürek, Erdem & Temizkan (2012)	İletişim Süreci ve İletişim Becerileri Sözsüz İletişim ve Beden Dili Konuşma ve Konuşmanın Unsurları Diksiyon Konuşma Dili Açısından Türkçe'nin Özellikleri Konuşma Bozuklukları ve Tedavisi Konuşma Türleri Konuşma Becerisi Konuşma Becerisinde Ölçme ve Değerlendirme
Konuşma Sanatı Diksiyon – Özdem (2003)	Konuşmak, Aklımızı Kullanma Sanatı Konuşmayı Oluşturan Temel Etmenler ve Konuşmanın Temel İlkeleri Sözcük ve Biçim Bilgisi Vurgu Konuşmanın Aktarımı Konuşma Türleri
Konuşma Sanatı (Diksiyon - Fonetik - Retorik) – Evliyaoğlu (1973)	Konuşma'nın Tarihçesi Konuşma'nın Önemi Konuşma Sanatı'nın Önemi Konuşma Sanatı'nı Besleyen Kaynaklar Konuşma'nın Temeli: Dil Konuşma'nın Anotomisi Konuşma Türleri

	Etkili Konuşma
	Etkili Konuşma'nın Mekanizması
	Konuşurken Nelere Dikkat Edilmeli
	Güzel Konuşma Tekniğinin İlkeleri
	Söz Sanatları
	Anlatım Tekniği
	Fonetik
	Konuşma Bozuklukları
	Fonetik Uygulama
	Diksiyon
	Sözcükler
	Söz ve Ses Akımı
	Soluk Noktalaması
	Yazım Noktalaması
	Sözcük ve Cümle Müziği
	Ses'in Anlamı
	Konuşma Biçimi
	Hareket
	Yüklemleme
	Diksiyon Planlaması
	Mimik ve Jest
	Uygulama
	Halkla İlişkiler'de Konuşma
Konuşma Tekniği – Çevik (2002)	Solunum
	Ses
	Harfler
	Söyleniş ve Boğumlanma
	Ulama
	Vurgu
	Anlatım
	Konuşma Hızı
	Konuşurken Yanlış Kullanılan Bazı Sözcükler
Ses Bilimi ve Diksiyon – Güler & Hengirmen (2005)	Ses Bilimi (Fonetik)
	Ses Bilimi (Fonetik)
	Türkçede Sesler
	Türkçede Ses Benzeşmeleri
	Türkçenin Bürünsel Özellikleri
	Diksiyon (Diksiyon Bilgisi)
	Diksiyon Bilgisi
	Ses- Ses Olayı
	Sözcük (Kelime)
	Söz Akımı ve Anlatım
	Beden Dili
Söz Söyleme ve Diksiyon – Gürzap (2011)	Dil
	İnsan
	Konuşan İnsan

	Konuşma
	Diksiyon
	Dinleme
	Topluluk Önünde Yapılan Konuşmalar
	Söyleyiş Yanlışları
	Genel Çalışmalar
Söz Söyleme ve Konuşma Sanatı Diksiyon– Şahin (2012)	İletişim Sanatı
	Sözlü, Yazılı ve Sözsüz İletişim
	İletişimde Dikkat Edilmesi Gerekenler
	Dilin Oluşumu
	Dilin Elemanları
	Dil Yanlışları
	Yazım Hataları
	Noktalama Hataları
	Ses ve Nefes
	Tonlama
	Ses ve Konuşmanın Beş Öğesi
	Ses ve Söyleyiş Kusurları
	Konuşma Hızı
	Metin Değerlendirme
	Kekemelik
	Okuma Kılavuzu
Söz ve Diksiyon Sanatı – Şenbay (2011)	Konuşmacı
	Konu
	Konuşma Üzerinde Temel Çalışmalar
	Sözlü Anlatımı Sağlamak
	Söz ve Diksiyon Terimleri Sözlüğü

Appendix K: Filtered Topics Derived from Books and Syllabi of Diction Course in Universities

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Açıklık
Ağır metinleri okuma
Aktif tanışma yöntemleriyle bireyler arası iletişim kavramına giriş
Alfabe
Anlamca birbirine karıştırılan kelimeler
Anlaşılır Ses Çıkarma
Baş, yüz ve göz hareketleri
Beden dili
Boğumlama
Canlılığın mekanizması
Çeşitli konularda seçilmiş manzum parçalardan örnekler
Diksiyon
Diksiyon bozuklukları
Diksiyon için hazırlanan metinler üzerinde çalışmalar
Dil
Dilkökü kuvvetlendirme çalışmaları
Dinleme
Dış görünüş
Diyafram çalışmaları
Doğaçlama
Doğru bilinen yanlışlar
Doğru Sesletimin önemi
Doğru Türkçe: Dil özellikleri ve kullanımı
Durak
Düzgün cümle kurma
Eşyanın kullanımı
Etkili Sunum Teknikleri
Etkin şekilde hızlı okuma teknikleri ve okuma hızımız
Fiillerle noktalama
Genel çalışmalar
Geniz- nötr ünlüler
Gevşeme
Gövdenin kullanımı
Güzel konuşmanın önemi
Güzel konuşmaya hazırlık
Haber Nasıl Okunur? Radyoda Haber, TV'de Haber
Halkla İlişkilerde Konuşma
Hareket
Harfler
Hazırlıklı ve Hazırlıksız Konuşmalar
Hitabet
İfadenin kuvvetlendirilmesi
İki nefeste İstiklal Marşı

İletişim Becerileri
İnsan
İstanbul Türkçesi'ne Giriş, 'e' Harfi Çalışması, Dilde Yabancılaşma
Jestler ve Mimikler
Karşılıklı Konuşma Örnekleri
Kekemelik
Kolay metinler okuma
Konu
Konuşan insan
Konuşma
Konuşma becerisi
Konuşma biçimi
Konuşma Bozuklukları
Konuşma dili açısından Türkçe'nin özellikleri
Konuşma Eğitimi
Konuşma hızı
Konuşma organları
Konuşma Terminolojisi ve Konuşma Türleri
Konuşma ve konuşmanın unsurları
Konuşma ve okuma
Konuşma ve şarkı solunumu
Konuşma ve yazı dili arasındaki temel farklar
Konuşma'nın anotomisi
Konuşma'nın önemi
Konuşma'nın tarihçesi
Konuşma'nın temeli: Dil
Konuşmacı
Konuşmacının özellikleri; bireyin kendini ifade süreci; insan ve stres ilişkisi
Konuşmada perde
Konuşmada süre
Konuşmanın Unsurları
Konuşurken nelere dikkat edilmeli
Kuvvetsizlik, ses titremeleri
Mekanın kullanımı
Metin değerlendirme
Metinler üzerinde öğrencilerin konuşma kusurlarının tespit edilmesi
Nasıl ve neden konuşuruz? Diller nasıl sınıflandırılır?
Nefes
Nitelikli bir konuşmada bulunması gerekenler
Nitelikli konuşmacının özellikleri
Noktalama
Okuma çalışmaları
Okuma kılavuzu
Okuma konuşması
Ölçünlü dil, ölçünlü Türkçenin özellikleri
Program Sunumu, Radyoda Müzik Programı Nasıl Sunulur? TV'de Show Programı Nasıl

Sunulur?

Rezonans çalışması

Ruhsal-bedensel gevşeme ve rahatlık

Sağdeyi

Ses bilgisi (Fonetik)

Ses bükümü

Ses kusurlarının incelenmesi ve nedenleri

Ses ve seslendirme

Ses ve Soluk: Sistem bilgisi / Türkçenin sesleri

Sesin etkili kullanımı, soluma alıştırmaları

Sesin oluşması, fizyolojisi, yüksekliği, tanısı, perdeleri, harf, ünlüler ve ünsüzler başlıkları

Seslerin çıkış yerleri

Sesteki genel kusurları giderme ve sesi geliştirmeye yönelik çalışmalar

Söyleniş

Söz sanatları

Söz ve diksiyon terimleri sözlüğü

Sözakımı

Sözcük (kelime)

Sözel ve gövdesel hitap

Sözlü anlatım

Sözlüğün kullanım kılavuzu (Guide to the Use of the Dictionary)

Spiker Nedir? Sunucu Nedir?

Tarihte büyük hatipler

Telaffuz

Ton

Topluluk karşısında heyecan ve korku duyma

Topluluk Önünde Konuşma Denemeleri

Türk dilinin daraltma özelliği, metin üzerinden çalışma

Türkçe Eğitiminde Konuşma

Türkçe konsonlarla ilgili açıklamalar

Türkçe'de ses, hece, vurgu ve kelime kavramlarının değerlendirilmesi

Türkçenin bürünsel özellikleri

Türkçenin daraltıcı özelliği; metin okurken

Türkçenin özellikleri ve kuralları

Türkçeyi güzel kullanma, sözcükleri anlam ve biçim özelliklerine uygun olarak cümle ve metin içinde kullanma

Türkiye Türkçesinin söyleyiş sözlüğüne ilişkin belirlemeler (Points concerning the pronunciation dictionary of Turkish spoken in Turkey)

Türkiye'de verilen konuşma eğitiminin kapsamı

Ulama

Uluslararası fonetik alfabe

Ünlü Türk hatipleri

Ünlüler ve ünsüzler

Uygulama Çalışmaları

Vokallerle ilgili açıklamalar

Vurgu ve Tonlama

Yabancı dillerden gelen sözcük ve kavramlarla ilgili açıklamalar

Appendix L1: Suggested Syllabus for the Most Preferred Course: Diction (English Version)

Weeks	Topics
1.	Language
	Basics of Diction
2.	Voice and Breathing
3.	Pronunciation
	Phonetics
4.	Articulation
	Stress and Intonation
	Fluency
5.	Vocabulary
	Body Language
	Gestures and Mimics
6.	Oral Narratives
7.	Extemporaneous and Impromptu Speeches
	Oratory
8.	Communication Skills
9.	Presentation Skills
10.	Midterm
11.	Public Speaking Practice
12.	Public Speaking Practice
13.	Practice
14.	Practice

Appendix L2: Suggested Syllabus for the Most Preferred Course: Diction (Turkish Version)

Haftalar	Konular
1.	Dil
	Diksiyonla İlgili Temel Bilgiler
2.	Ses ve Nefes Kullanımı
3.	Telaffuz
	Ses bilgisi (Fonetik)
4.	Boğumlama
	Vurgu ve Tonlama
	Sözakımı
5.	Sözcük (kelime)
	Beden dili
	Jestler ve Mimikler
6.	Sözlü anlatım
7.	Hazırlıklı ve Hazırlıksız Konuşmalar
	Hitabet
8.	İletişim Becerileri
9.	Etkili Sunum Teknikleri
10.	Arasınav
11.	Topluluk Önünde Konuşma Denemeleri
12.	Topluluk Önünde Konuşma Denemeleri
13.	Uygulama Çalışmaları
14.	Uygulama Çalışmaları