



**BAŞKENT  
UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES  
QUALITY MANUAL**



**2019-2020**

**[www.baskent.edu.tr](http://www.baskent.edu.tr)**

## **PREFACE**

**This quality manual reflects how the quality management system at the School of Foreign Languages (BU-SFL) operates. It details the BU-SFL's quality policy, quality objectives, organizational system, policies and procedures that help coordinate the BU-SFL's activities to improve its functional effectiveness on a continuous basis. The manual's scope is, firstly, for internal use to communicate the BU-SFL's quality management system within the school so that it is understood and adhered to by all staff, and therefore, its implementation is facilitated. Its scope is also for external use to inform the BU-SFL's external stakeholders about its quality policy and quality assurance system.**

**BAŞKENT UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

## **ABBREVIATIONS**

**ABTA:** Academic Performance Data Gathering Tool

**AEU:** Academic English Unit

**AIS:** Administrative Information System

**BU:** Baškent University

**BUOBS:** Student Affairs Information System

**BU-SFL:** Baškent University School of Foreign Languages

**CDU:** Curriculum Development Unit

**CEFR:** Common European Framework of Reference

**EAP:** English for Academic Purposes

**EPE:** English Proficiency Exam

**EPU:** English Preparatory Unit

**ESAP:** English for Specific and Academic Purposes

**EBYS:** Electronic Document Management System

**FLD:** Foreign Languages Department

**GE:** General English

**GSE:** Global Scale of English

**MLU:** Modern Languages Unit

**PDCA:** Plan, Do, Check, Act

**TEG:** Teacher's Evaluation Grade

**TDU:** Test Development Unit

**TT:** Teacher Training

**TTDU:** Teacher Training and Development Unit

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## 1. BAŞKENT UNIVERSITY

Başkent University was established to address the increasing demand for higher education, to set an example with a more modern educational system, which coincided with the law no. 515 dated September 14, 1993, published in the Official Gazette on 13 January 1994, which was based on the decree law no. 515 dated September 14, 1993. The vision and insight of Prof. Dr. Mehmet Haberal, the founder and Honorary President of the university, paved the way for the establishment of the University. The Turkish Organ Transplantation and Burn Treatment Foundation (1980), the Dialysis Center (1982), the first hospital built in 1985 and the Haberal Education Foundation (1986) are all institutions that contributed to the process.

In addition to the Faculty of Medicine (Medical Specialization Education), Nursing Junior College and Biomedical Devices Technology Vocational Junior College in Bahçelievler, Ankara, the construction of Başkent University in Bağlıca Campus began and completed by the 1995-1996 academic year.

During 1998-1999 academic year, an Industrial Engineering graduate program and an Electrical and Electronics Engineering doctoral program opened in the Institute of Science and Engineering, which were the first two graduate education programs offered by the university. Additionally, at the end of the same academic year, Ayşeabla College located in Ankara began to operate under the Başkent University umbrella. Thus, all education levels, from nursery school to postgraduate studies, were carefully designed and put into action for all stakeholders.

Başkent University is one of the best and most preferred foundation universities in Turkey. It is comprised of 11 faculties, 1 state conservatory, 7 institutes, 7 vocational schools and 1 academy. As of the 2019-2020 academic year, the university embraces 16,000 students, 36,000 alumni, 1,718 faculty and 8,492 support and administrative staff.

In 1997, Başkent University became the first foundation institute of higher education in Turkey to be certified by. During the 2017-2018 academic year, the university underwent the internal and external audits necessary to be certified by the Turkish Institution for Standardization (TSE). As of March 2018, Başkent University had acclaimed of the TS EN ISO 9001:2015 certification standard. Moreover, it is worth highlighting several other examples of recognition awarded to the university including:

- Golden Quality Award New York 2013 International Quality Summit
- Platinum Quality Award Paris 2015 International Quality Summit
- Diamond Quality Award and Technology Award Frankfurt 2016 International Quality Summit



- Within the scope of the Academic Program Restructuring Studies (Bologna Process), the university, which carries the label of Diploma Attachment Label and European Credit Transfer System (ECTS) Label, was awarded a prize by NMEAB (National Medical Education Accreditation Board) enabling the reaccreditation of Faculty of Medicine in 2017
- JACIE reaccreditation (Joint Accreditation Committee ISCT-EBMT) of Adana Adult Stem Cell Transplantation and Cellular Treatment Center
- Gynaecologic Oncology Department and Advanced Stage Over Surgery Center was accredited by ESGO (European Society of Gynaecological Oncology) and EUR-ACE Label
- EEPEAA (Engineering Education Programs Evaluation and Accreditation Association) accreditation was given to the Faculty of Engineering

Başkent University provides education and health services to many different regions of the country in addition to its Bağlıca Campus in Ankara. These services are offered in Ankara, Adana and Konya, Alanya, İskenderun, İstanbul, İzmir, Sakarya, Şanlıurfa, Tokat, Yalova and Zonguldak. Physicians, nurses and paramedics working for the university attend scientific and academic meetings, sharing their knowledge and experience with the world.

Başkent University, celebrating its 25<sup>th</sup> anniversary, has always taken on the role of leader and pioneer. This is valid not only for the field of science but also for cultural and social studies. Başkent University is sensitive towards changing social needs hence raises about issues such as women's and disadvantaged groups' rights such as the disabled. It is the university's goal that its graduates are not only successful but also socially responsible professionals.

The university takes care to support cultural and historical endeavours. To exemplify, the Abdurrahim Tuncak Museum of Atatürk's House located on Bağlıca Campus preserves national memory; and the Orchestra Academic Başkent, a successful private chamber orchestra was founded by Ankara's first and only permanent professional artists on October 29, 2003. Furthermore, the Letoon and Caunus archaeological sites demonstrates the university's efforts to protect the archaeological history of Turkey by contributing to the work to keep them alive.

With its Radio, Television, Broadcasting, Communications and Advertisement Corp. and monthly magazine "Bütün Dünya"(Eng. *the Whole World*), Başkent University's media institutions provide accurate and reliable news and information. The university also publishes "Başkent University Bulletin" disseminates news about university to a wider audience and the "Başkentliyiz" magazine for the alumni. With its 12,500 m<sup>2</sup> area and 1,200 person seating capacity, the university library, which opened in 2014, is the biggest university library in Turkey.

The medium of instruction is mostly Turkish and 30% English. However, there are programs whose medium of instruction is 100% English. Such programs include: English Language Teaching, American Culture and Literature, Translation and Interpretation, Business Management, Economics, Political Science, Sociology, Medicine, Dentistry and Molecular Biology and Genetics.

### **1.1. Vision, Mission, and Values**

The vision of Başkent University is to be a home for advanced and internationally appreciated academics as well as educational and health services. The established values of Başkent University are: *Reason, Science, Scientific Productivity, Corporate Development and Institutional Identity, Work Discipline, Community Service, Objectivity, Reaching the Universal from the National, Continuous Improvement, Cooperation with Stakeholders, Team Spirit, Creativity and Innovation*. To actualize the mission of Başkent University in the most effective and desired way, three strategic action areas have been defined:

- *Scientific production*
- *Making learning perfect*
- *Responding to the society's needs*

The mission of the university is to nurture individuals who believe scientific objectivity, who have a sense of national consciousness, who are inquisitive, productive, intelligent and conscientious, who possess analytical and critical skills, who have respect for universal law, who are humanists and environmentalists, creative and innovative and who are loyal to Atatürk. Therefore, it is vital for Başkent University to promote science, education, research and development in order to support Turkish people socioeconomically, technologically and culturally, to improve human health and to help develop human and environmental rights.

## 2. SCHOOL OF FOREIGN LANGUAGES (BU-SFL)

From its establishment until 18 February 2015, the School of Foreign Languages was called the Foreign Languages Department. Each semester serving with nearly 160 language instructors, the BU-SFL is one of the largest foreign language schools in Turkey.

The BU-SFL aims to provide Başkent University students with the opportunity to learn foreign languages, particularly English, which are commonly used in the international arena. Its educational programs offer various courses to help them meet the language requirements necessary for their academic and social lives via student-centered methods and techniques.

### 2.1. Vision, Mission, and Values

Our mission is:

- to provide our students, who are our primary concern, with high quality foreign language education, which takes into account their academic and social needs
- to encourage our students to become responsible and conscientious learners, helping them manage and monitor their own learning processes
- to direct our teaching and learning activities towards fulfilling our vision by creating a team-focused work environment
- to make sure that our teaching staff adopts a sense of quality by means of efficient administrative processes
- to be aware of the expectations of our internal and external stakeholders and create opportunities to cooperate them

Our **vision** is to be a leading and exemplary foreign language education institution that creates a learning environment at an international level that is in the pursuit of truth, progress, novelty and being the best within the scope of our university's general mission, vision and strategic aims.

**The values** we have adopted reflect the values of our university:

- |   |   |
|---|---|
| • <i>Reason and Science</i>                               | • <i>Objectivity</i>                              |
| • <i>Scientific Productivity</i>                          | • <i>Reaching the Universal from the National</i> |
| • <i>Creativity and Innovation</i>                        | • <i>Continuous Improvement</i>                   |
| • <i>Work Discipline</i>                                  | • <i>Cooperation with Stakeholders</i>            |
| • <i>Community Service</i>                                | • <i>Team Spirit</i>                              |
| • <i>Corporate Development and Institutional Identity</i> |   |

### 3. BU-SFL QUALITY POLICY

The BU-SFL strives for an effective teaching-learning environment. For doing so, its foreign language education programs are continuously planned, implemented and reviewed through systematic and documented activities, and the outcomes are reflected in programs and managerial practices with the corrective and preventive changes made.

**BU-SFL's quality policy is defined and strongly driven by the following principles:**

- consistently providing a quality foreign language education for improved student success and satisfaction
- being sensitive to the changing needs and goals of students, teachers, administrative and support staff, as well as those of the university and the community
- being adherent to existing laws, regulations, and global standards
- establishing a quality-oriented and learning culture in the school that inspires staff to excel
- learning from experience and feedback gained from monitoring each and every process
- adopting a holistic approach towards quality within the school system and maintaining this stance towards its inter-related components

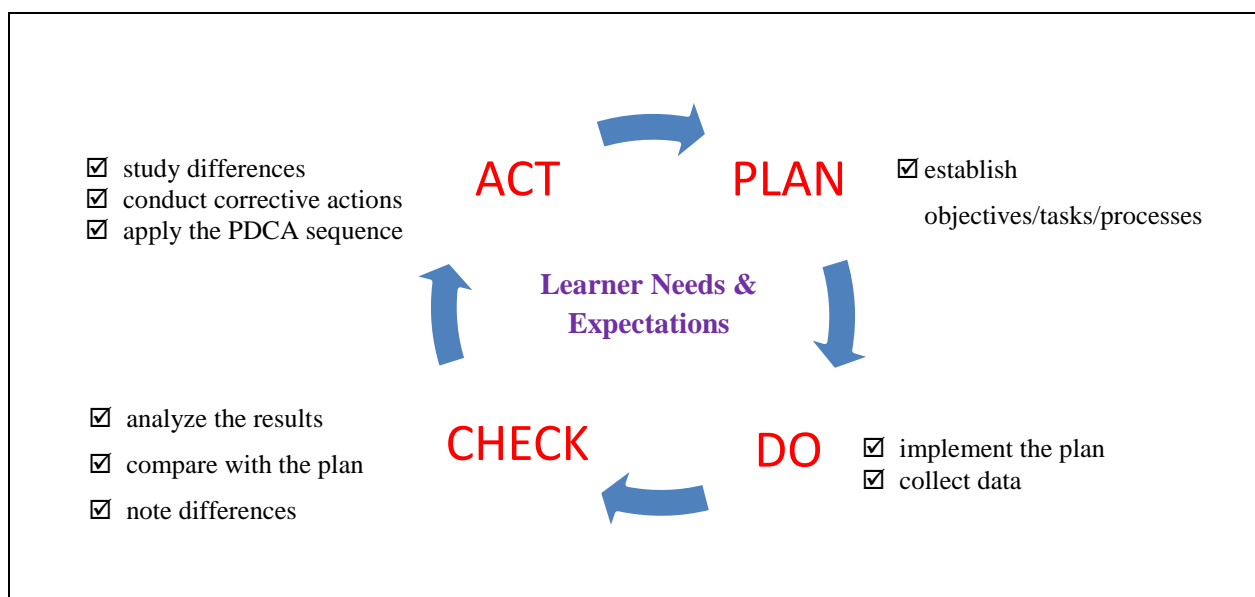
**Based on the quality policy, BU-SFL's quality objectives are as follows:**

- to communicate the quality policy and objectives to learners, staff, university faculty members and administration in order for increased stakeholder involvement
- to create and maintain a positive learning environment that helps each student feel safe, secure, valued and supported
- to meet or exceed our students' expectations through the provision of needs-based educational programs
- to design and document learning outcomes and appropriate assessment strategies to facilitate student learning, and to ensure individuals reach their full potential
- to ensure that relationships within the school are based on mutual respect, work ethics and collegial principles
- to make sure that teachers undertake effective teaching strategies underpinned by principles of best practice in pedagogy in order to maximize student learning outcomes
- to review, revise and monitor objectives, processes, procedures, documents and forms regularly to make improvements in:
  - curriculum design
  - teaching-learning materials, resources, facilities
  - assessment
  - professional development
  - classroom interactions
  - working conditions

- organizational decisions and operations
  - relations with other academic units at the university
  - ethos and overall climate
- to recruit, develop and retain qualified foreign language instructors, administrative and support staff who continually diversify their skill set to better their professionalism and expertise
  - to design, use, evaluate and continuously improve quality assurance tools and techniques in order to:
    - make sound judgments about the quality process in learning, teaching and managing
    - develop improvement plans based on these judgments
  - to have the BU-SFL’s educational programs to be accredited by an external body for quality assurance at regular intervals

### 3.1. The PDCA Cycle for Continuous Quality Improvement

Our school adopts the methodology of the PDCA Cycle (Plan, Do, Check, Act), also known as the Deming Wheel, for continuous quality improvement and accepts the fact that the cycle has no end. The Administrative body of the school is responsible for ensuring that the cycle is being implemented by each academic and administrative unit of the school in an efficient fashion.



**Adapted from:** Heyworth, F. 2013. Applications of quality management in language education. *Language Teaching*, 46:3, 281-315.

The quality cycle begins with the **Plan** step. In this step, the operational process is mapped by all unit heads and coordinators. To this end,

- needs assessment is done (e.g. needs of learners and staff)
- learning/task objectives are identified
- predicted outcomes are defined
- programs, activity timetables, and procedures are designed
- staff roles and responsibilities are delegated
- every step is documented

The **Do** phase of the cycle allows the plan to be executed. In this phase:

- planned teaching-learning program is carried out (e.g. instruction is provided following the learning objectives)
- procedures and processes are implemented
- the stakeholders are kept informed of the progress at all times
- every step is documented so as to collect data for analysis in the next step

In the **Check** step,

- evaluations of curriculum, teaching, learning and management are done
- effectiveness of the procedures, activities and processes is reviewed
- outcomes are analyzed to see whether they match the predicted ones
- areas in need of improvement are identified
- findings are documented

Based on the review results, action is taken for the next round of quality improvement efforts in the final **Act** stage:

- if the results are satisfactory and the objectives are met, then policies, processes and procedures are standardized
- if not, changes are made for improvement
- Repeat the *plan-do-check-act* steps

### 3.2. BU-SFL Quality Assurance System

The BU-SFL quality assurance system aims to measure the effectiveness of the quality management system and to develop action plans for improvement in the teaching-learning activities and organizational processes. The system also helps the administration monitor the implementation of the quality improvement cycle performed by each unit of the BU-SFL. For the attainment of quality assurance at the BU-SFL, it is vital to obtain student and teacher views on educational and organizational processes, since they are the key stakeholders to be taken into consideration for improvement in quality.

The BU-SFL employs various quantitative and qualitative tools and techniques in order to evaluate the process in the quality cycle. Unit-level and school-wide meetings are held to get continuous feedback on curriculum and assessment of the instructional programs. In addition, lesson observations, peer observations, induction programs and in-service seminars are designed to assure instructional quality. At the end of each academic year, an annual activity report on self-evaluation is prepared to make an overall review of the quality process. The outcomes of the review work are communicated to the staff, as well as the Rectorate and other interested parties. The BU-SFL's quality assurance tools and techniques are shown in detail below:

## 3.2.1 Quality Assurance Tools and Techniques

<b>What Tool / Technique</b>	<b>Why</b>	<b>Who To carry out</b>	<b>When</b>	<b>Outcome</b>
<b>1. Student Satisfaction Questionnaire (online)</b>	To receive student feedback on the quality of the total university-wise educational experience	Başkent University's Quality Commission	End of year	Analysis report submitted to the Rectorate
<b>2. Staff Satisfaction Questionnaire (online)</b>	To receive staff feedback on the university-level and school-level satisfaction	Başkent University's Quality Commission	End of year	Analysis report submitted to the Rectorate
<b>3. Student Evaluation of the Instructor Questionnaire (online)</b>	To receive student feedback on the teaching performance of particular instructors	Başkent University's Academic Performance Unit	End of Semester	Analysis report with an action plan prepared by the TTDU and submitted to the BU-SFL Board
<b>4. Student Needs Analysis Questionnaire (online)</b>	<ul style="list-style-type: none"> <li>To receive student views in order to identify their language needs, expectations, wants and interests</li> <li>To develop goals, objectives and content for a language program</li> <li>To use its data as a reference for evaluating an existing program</li> </ul>	CDU Members	Beginning of Semester (Fall&Spring)	Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board and the Unit Heads
<b>5. Student Course / Program Evaluation Questionnaire (online)</b>	To receive student views on the course content, teaching materials, course policies, assessment, etc. to review the existing program	CDU Members	End of Semester	Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board
<b>6. Instructor Course /Program Evaluation Questionnaire (online)</b>	<ul style="list-style-type: none"> <li>To receive instructor views in order to identify student language needs, wants and interests</li> <li>To develop goals, objectives and content for a language program</li> <li>To use its data as a reference for evaluating an existing program</li> </ul>	CDU Members	End of Semester	Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board
<b>7. Student Representatives Scheme</b>	To provide PREP students with the opportunity to participate in the management of quality standards within the BU-SFL and to receive their views and feedback	English Preparatory Admin Members	Twice a Semester	Meeting minutes documented and filed End of semester report submitted to the BU-SFL Board

<p><b>8. Formative and Summative Assessment Tools/Techniques (Exams, Portfolio tasks, etc.)</b></p>	<p>To evaluate students' learning process and/or to give them feedback on the achievement of the intended learning outcomes</p>	<p>TDU Members Teaching Staff</p>	<p>End of Semester  Prep Program: End of program</p>	<p>Analysis report on the exam results and end-of-semester grades prepared by TDU and submitted to the BU-SFL with an action plan</p>
<p><b>9. Professional Development Needs Analysis Questionnaire (online)</b></p>	<p>To receive instructor views to understand their needs, interests, expectations, and learning preferences in order to identify areas for development and evaluate the practices they have undergone throughout the year</p>	<p>TTDU Members</p>	<p>End of the academic year</p>	<p>Analysis report with an action plan prepared by the TTDU and submitted to the BU-SFL Board</p>
<p><b>9. Professional Development Needs Analysis Questionnaire (online)</b></p>	<p>To receive instructor views to understand their needs, interests, expectations, and learning preferences in order to identify areas for development</p>	<p>TTDU Members</p>	<p>Beginning of the academic year</p>	<p>Analysis report with an action plan prepared by the TTDU and submitted to the BU-SFL Board</p>
<p><b>10. Academic Personnel Performance Evaluation System (university wide/online)</b></p>	<ul style="list-style-type: none"> <li>• To provide teaching staff with evaluative feedback</li> <li>• to reward outstanding performance</li> </ul>	<p>Basket University Academic Performance Unit</p>	<p>End of year</p>	<p>Analysis report displayed on the website individual report given to the related instructor and his/her supervisor</p>
<p><b>11. Clinical Classroom Observations</b></p>	<p>To provide teaching staff with developmental feedback for the improvement of their teaching performance</p>	<p>TTDU Members</p>	<p>Throughout the academic year (weekly, 2-3 observations by each trainer in TTDU)</p>	<ul style="list-style-type: none"> <li>• Feedback to the instructor observed</li> <li>• End-of Semester Analysis report with an action plan prepared by the TTDU and submitted to the BU-SFL Board</li> </ul>
<p><b>12. In-House Professional Development Talks, Workshops, Seminars, Programs</b></p>	<p>To provide teaching staff with professional development opportunities related to their areas of interests/ needs</p>	<p>TTDU Members</p>	<p>Every two-three weeks, could be more frequent if induction is included</p>	<ul style="list-style-type: none"> <li>• Feedback on the sessions received from the participant instructors</li> <li>• End-of Semester Analysis report with an action plan prepared by the TTDU and submitted to the BU-SFL Board</li> </ul>



<b>13. Complaints and Suggestions Form (online)</b>	To receive instant feedback, complaints and suggestions from staff as well as students	BU-SFL Directorate	Throughout the academic year	<ul style="list-style-type: none"> <li>• BU-SFL Directorate directs the complaint/ suggestion to the related unit,</li> <li>• Any taken action is documented</li> </ul>
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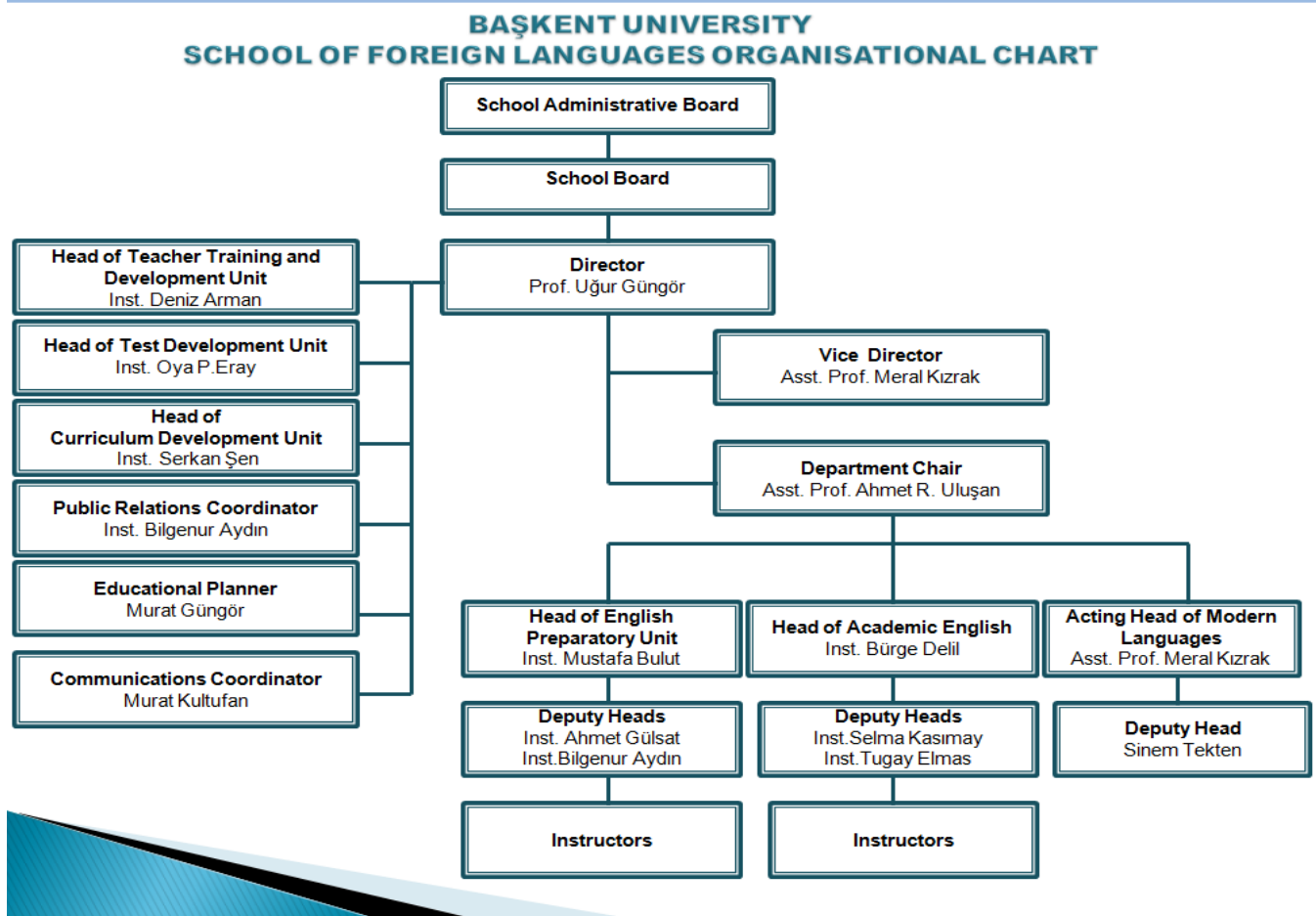
<b>MEETINGS</b>				
<b>What</b>	<b>Why</b>	<b>Who To carry out</b>	<b>When</b>	<b>Outcome</b>
<b>1. Board Meetings</b>	To oversee and evaluate the weekly activities of the BU-SFL's academic units	Board Members and Unit Heads	Every Week	<ul style="list-style-type: none"> <li>• Minutes documented and filed</li> <li>• Assignments given to the unit heads</li> <li>• Review of the previous week</li> </ul>
<b>2. Opening Ceremony of the Academic Year</b>	To review the previous year's activities of the BU-SFL, to communicate new decisions, policies, practices to staff	The Directorate	Beginning of the Academic Year	Minutes documented and filed Preventive and corrective action taken
<b>3. Meetings with the University Faculty Members</b>	<ul style="list-style-type: none"> <li>• Getting field specific resources to prepare language teaching materials</li> <li>• To share ideas about students' progress, and emerging language needs</li> </ul>	The Board (if needed) Related Unit Head-Vice Heads, CDU Members TDU Members Related Shareholders in the University	When needed	Minutes documented and filed Preventive and corrective action taken
<b>4. Standardization Meetings</b>	To ensure accurate and consistent marking	TDU members and teaching staff	After each exam	Minutes documented and filed Preventive and corrective action taken

<p><b>5. Unit Member Meetings</b></p>	<p>To review ongoing activities and make the Units' operational plans</p>	<p>EPU Administration AEU Administration MLU Administration CDU Members TTDU Members TDU Members</p>	<p>When needed</p>	<p>Minutes documented and filed Preventive and corrective action taken</p>
<p><b>6. Teaching Staff Meetings</b></p>	<ul style="list-style-type: none"> <li>• To ensure related teaching staff are informed of the action plans and decisions taken by the Board and by the Unit Admin</li> <li>• To share ideas for quality improvement in the coordination and decision taking processes</li> </ul>	<p>EPU Administration &amp;Instructors AEU Administration &amp;Instructors MLU Administration &amp;Instructors</p>	<p>Once a month</p>	<p>Minutes documented and filed Preventive and corrective action taken</p>
<p><b>7. Instructor Course /Program Evaluation Focus Group Meetings</b></p>	<p>To share ideas about students' progress and review ongoing program implementation</p>	<p>CDU Members Related Unit Head (if needed) Related Instructors</p>	<p>Every two weeks</p>	<p>Minutes documented and filed Preventive and corrective action taken</p>
<p><b>8. Cross-Units Meetings</b></p>	<p>To cooperate and share ideas about academic and administrative matters; take preventive and corrective actions</p>	<p>EPU Administration AEU Administration MLU Administration CDU Members TTDU Members TDU Members</p>	<p>When needed</p>	<p>Minutes documented and filed Preventive and corrective action taken</p>

## 4. ORGANISATIONAL STRUCTURE

The BU-SFL has one department, The Department of Foreign Languages, which is made up of the English Preparatory Unit, the Academic English Unit and the Modern Languages Unit, whose activities are coordinated by heads and deputy heads. There are also other academic units responsible for the planning, implementation, evaluation and improvement processes in the BU-SFL’s activities. The BU-SFL’s support staff carry out office work, secretarial duties, cleaning, and maintenance to help the BU-SFL create a positive teaching-learning environment. They are recruited, appointed, and supervised by Başkent University Secretary General.

### 4.1. Organisational Chart



## **4.2. Management Bodies, Roles and Responsibilities**

### **4.2.1. School Administrative Board**

The BU-SFL's administrative board consists of the director, the vice director, the department chair, and two professors from the university for a term of three years. The administrative board is responsible for supporting the director during the implementation of the decisions, ensuring the BU-SFL's instructional plans and programs are being implemented in line with the academic calendar, and taking strategic decisions on the matters that the director will bring about.

### **4.2.2. School Board**

The BU-SFL's board consists of the director, the vice director, and the department chair. The Board members hold weekly meetings and take decisions on educational and administrative activities of the BU-SFL. They oversee the assigned activities of the BU-SFL's academic units and ensure that their operations align with the overall mission and vision of the school and the university.

### **4.2.3. Director**

The BU-SFL's director is appointed by the Rector for a term of three years and mainly responsible for:

- creating a positive work setting for the staff to provide quality foreign language education
- establishing the coordination between the BU-SFL and the Rectorate as well as other units in the university
- planning, organizing, directing, managing and overseeing the BU-SFL's activities
- overseeing the activities of the administrative, teaching and support staff to ensure the expected quality standards are met
- ensuring that the academic units' activities are consistent with the overall objectives of the BU-SFL and Başkent University as well as the decisions made by BU-SFL Board
- revising and/or formulating administrative and instructional policies, and promoting their implementation
- evaluating the efficiency of BU-SFL's overall performance and applying improvements
- fulfilling duties as assigned by his/her supervisors

### **4.2.4. Vice Director**

The BU-SFL's vice director is appointed by the director for a term of three years and mainly responsible for:

- directing and facilitating the quality assurance activities
- overseeing the quality improvement systems
- coordinating the accreditation process

- assisting the BU-SFL director in following duties:
  - planning, organizing, directing, managing and overseeing the day-to-day running of the BU-SFL
  - overseeing the activities of the administrative, teaching and support staff to ensure the expected quality standards are met
  - ensuring that the academic units' activities are consistent with the overall objectives of the BU-SFL and Başkent University as well as the decisions made by BU-SFL board
  - revising and/or formulating administrative and instructional policies, and promoting their implementation
  - evaluating the efficiency of BU-SFL's overall performance and applying improvements
  - managing the relationship with the internal and external stakeholders.
  - providing guidance to the staff and resolving personnel issues in a timely manner
  - improving the conditions of teaching and learning environment at the BU-SFL
  - fulfilling duties as assigned by his/her supervisors

#### **4.2.5. Chair of Foreign Languages Department**

The BU-SFL Foreign Languages Department Chair is appointed by the Rector for a term of three years and mainly responsible for:

- supporting, holding accountable, developing, monitoring and leading a team of teachers and support staff within the Foreign Languages Department to deliver high standards of teaching and professional practice
- achieving high standards of learning, student progress, improved attainment and support and challenge for students across all key stages
- ensuring that the work of the department promotes a positive ethos and encourages social and moral responsibility through adherence to the school mission statement and aims.
- effective oversight of each member of the Department
- delegation and coordination of duties within the Department
- managing the departmental stock, teaching resources and finances efficiently in order to achieve the aims of the school and the department
- monitoring the teaching and work of the department, including the planning and preparation and delivery of lessons, the keeping of records and reports to parents
- providing written reports and other information as required
- holding departmental meetings and other activities

- overseeing the department's presence at school functions and ensuring effective communication and consultation between the department and the other units of the Başkent University.
- evaluating the efficiency and performance of the units affiliated to Foreign Languages Department, i.e. English Preparatory Unit, Academic English Unit and Modern Languages Unit
- giving guidance to the heads of the units within the department.
- coordinating the activities within the department with the activities of the other units of the BU-SFL.
- fulfilling duties as assigned by his/her supervisors

## **5. BU-SFL ENGLISH PREPARATORY UNIT**

The mission of BU-SFL English Preparatory Unit (EPU) is to help our students equip themselves with the necessary language skills and knowledge that will help them in their future academic studies. The EPU also aims to help them develop learner autonomy so that they can become more productive and successful individuals in their academic lives and professional careers. In order to achieve its mission, the EPU seeks to provide our students with a constructive learning environment so that they can strengthen their English language knowledge and skills in a communicative and productive way, as well as taking more responsibility for their own learning.

The EPU aims to:

- equip students with necessary English language skills to overcome language-based challenges that they encounter throughout their undergraduate and graduate academic studies
- provide students with a highly elaborate and dynamic communicative skills-based program which harmoniously integrates grammatical, lexical and pragmatic aspects of the English language and four skills (namely; listening, speaking, reading, and writing)
- help students become fluent both in oral and written communication and become confident in making use of these language skills in future departmental courses in which the medium of instruction is English
- endow students with learner autonomy hence making them life-long learners
- improve the quality of our teaching and learning environments in line with latest developments in the field
- provide language education using the latest approaches, methods and technological tools

**5.1. Programs Offered by the EPU**

There are three programs offered by EPU. The curriculum of these programs is prepared according to the Global Scale of English (GSE), which is a global English language standard developed by Pearson PLC, allowing teachers to measure learner progress. GSE extends the Common European Framework of Reference for Languages (CEFR) by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of speaking, listening, reading and writing within a CEFR level, using a more granular approach.

The program follows three tracks of study: Program 1, Program 2, and Program 3, each of which takes 16 weeks and includes 16 to 24 weekly teaching hours. Each class is shared by two or three instructors.

The weekly timetable for Programs 1 and 2 is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

The weekly timetable for Program 3 is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

### **Program 1 (Appendix 1)**

Program 1 is a General English course designed for students who have a limited knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of A2+ level on GSE and enhance their knowledge of English. It enhances four skills – reading, listening, writing and speaking- through challenging tasks and thus enables students to become active and autonomous learners.

In fall semesters, Program 1 population is around 600, and they are distributed into approximately 25 sections. In spring semesters, Program 1 population is around 200, and they are distributed into approximately 10 sections. Program 1 is not offered during the Summer Term. Yet, EPU offers a Summer Course during the Summer Term which aims to cover mostly Program 2 objectives. Students who have failed in Program 1 at the end of spring semester may also register for the summer course. Within the framework of the learning outcomes and competences designed for the course the objectives are as follows:

- to learn basic grammatical structures
- to gain awareness of English language and English speaking cultures
- to understand on a basic level how English functions as a language
- to speak English well enough to describe, narrate, and ask/answer questions in the present and past time about basic topics
- to comprehend English with sufficient ability to grasp the main idea and supporting details in short conversations and reading texts
- to deduce meanings from context and to comprehend more complex readings
- to practise pronunciation and intonation of English
- to write informal /formal paragraphs and letters
- to learn vocabulary to such an extent as to communicate at a basic level in everyday life

### **Program 2**

Program 2 is a General English course designed for students who have knowledge of the language at A2+ elementary level. The objective of the course is to help learners to achieve an overall English language proficiency of B1+ level on GSE and enhance their knowledge of English. It enhances four skills – reading, listening, writing and speaking- through challenging tasks and thus enables students to become active and autonomous learners so that learners can express themselves confidently in a real English – speaking environment.

In fall semesters, Program 2 population is around 400, and they are distributed into approximately 15 sections. In spring semesters, Program 2 population is around 500, and they are distributed into approximately 22 sections. EPU offers a Summer Course during the Summer Term which aims to cover mostly Program 2 objectives. Students who have failed in Program 2 at the end of



spring semester may also register for the summer course. Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- to gain awareness of English language and English speaking cultures
- to cope flexibly with problems in everyday life (e.g. problems related to travelling on public transport, enrolling in a course, making travel arrangements)
- to keep a conversation going and/or to enter unprepared into a conversation
- to read and respond to various texts
- to deduce meanings from context and comprehend complex texts
- to produce connected texts on topics which are familiar or of personal interest
- to expand their knowledge of vocabulary for comprehension and production
- to link grammatical structures to their usage pattern and related language functions
- to practise pronunciation and intonation of English

### **Program 3**

This course aims at developing the language skills that are specified above in Program 2. This is a special course for the students of 100% English medium instruction Faculty of Medicine and Faculty of Dentistry programs. Its overall objective is to help learners to focus more on productive skills of English.

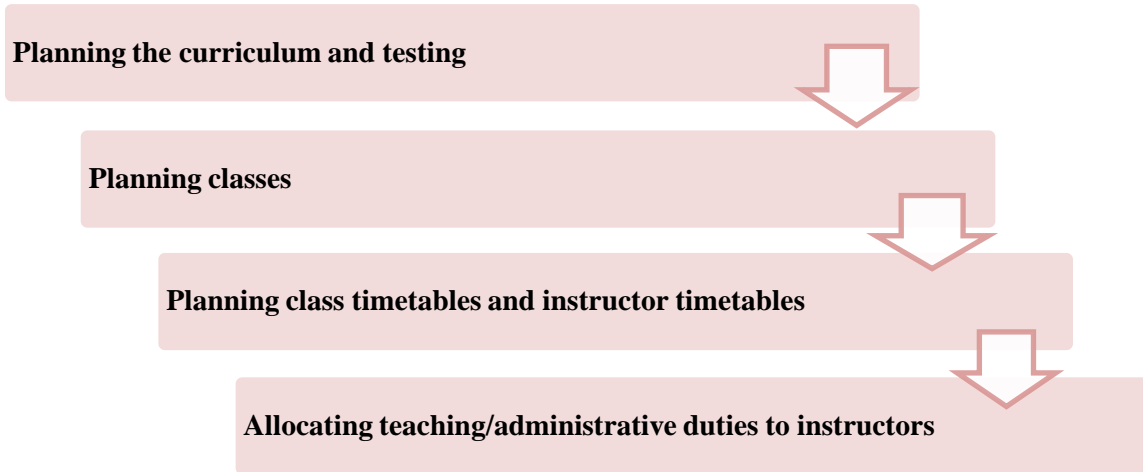
Program 3 is for the students who start the fall semester in Program 2 and finish Program 2 successfully at the end of the fall semester. Program 3 is not offered in fall semesters. In spring semesters, Program 3 population is around 20, and they are grouped into maximum 2 sections. Program 3 is not offered during the Summer Term. Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- to read and respond to various academic texts
- to deduce meanings from context and comprehend complex texts
- to produce academic texts on topics which are common in their field of study
- to expand their knowledge of vocabulary for comprehension and production
- to cope with the challenges in academic life (e.g. taking notes during lectures, explaining ideas and views, delivering short presentations)
- to keep an academic conversation going and/or to enter unprepared into an academic conversation

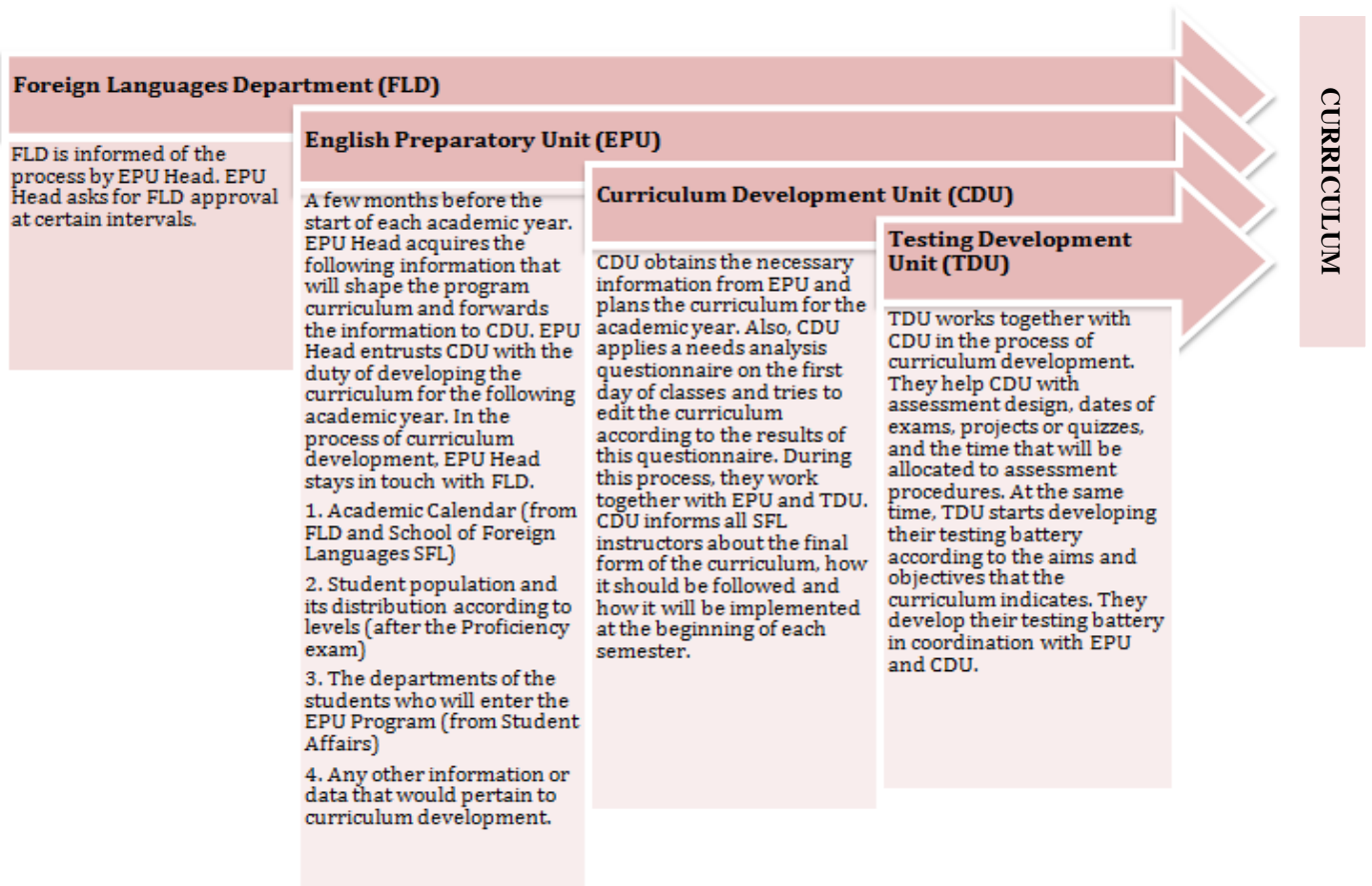
**5.2. Coordination Process in the EPU**

**5.2.1. Procedures Before the Prep Program Implementation**

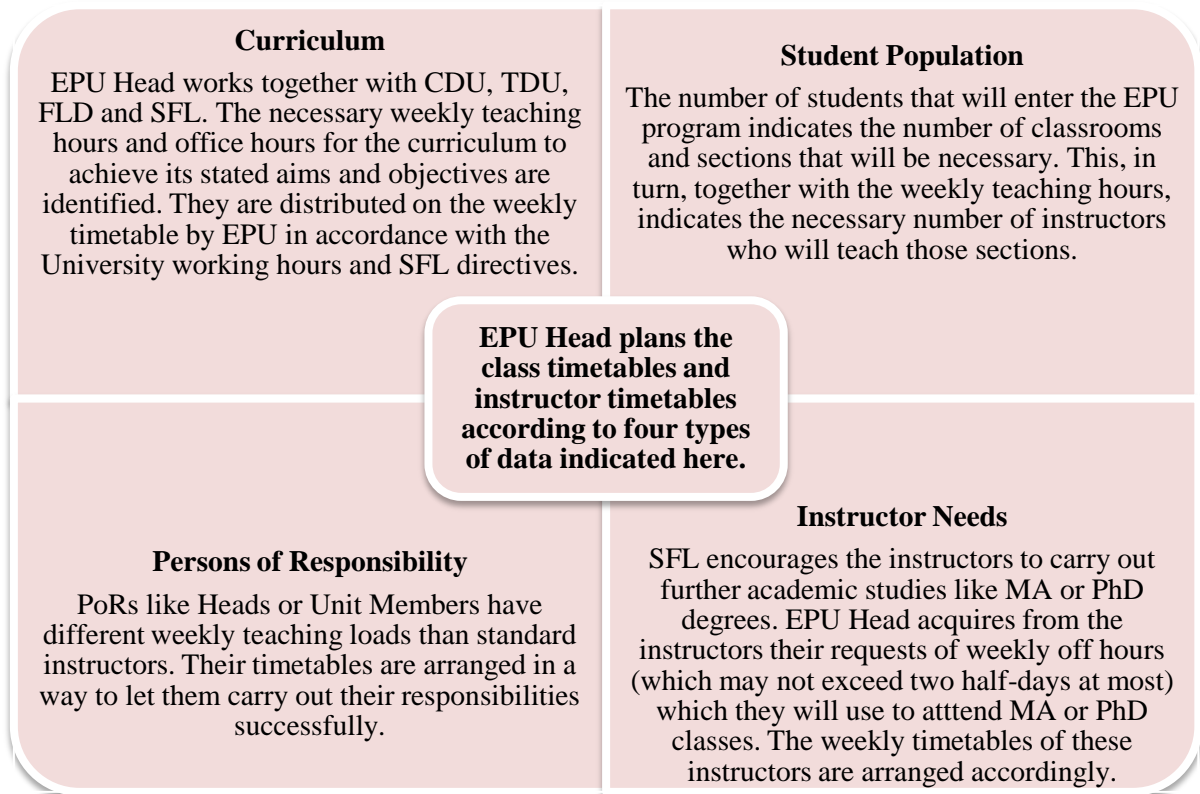
At the start of each academic year, EPU follows the procedures below to prepare its English Preparatory Program for implementation.



**5.2.1.1. Planning Curriculum and Testing**

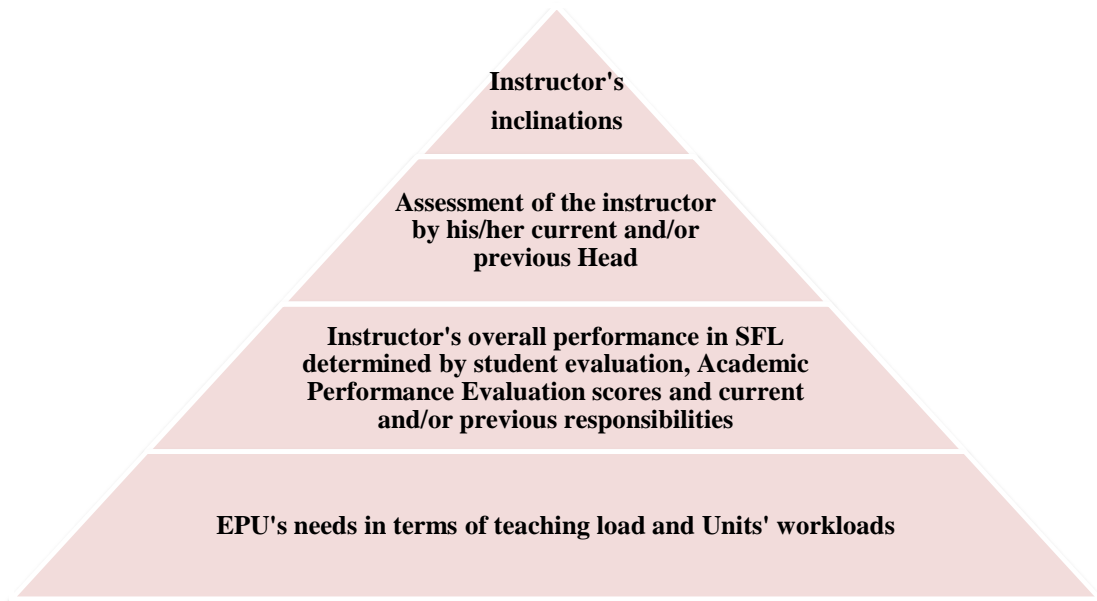


**5.2.1.2. Planning Class Timetables and Instructor Timetables**



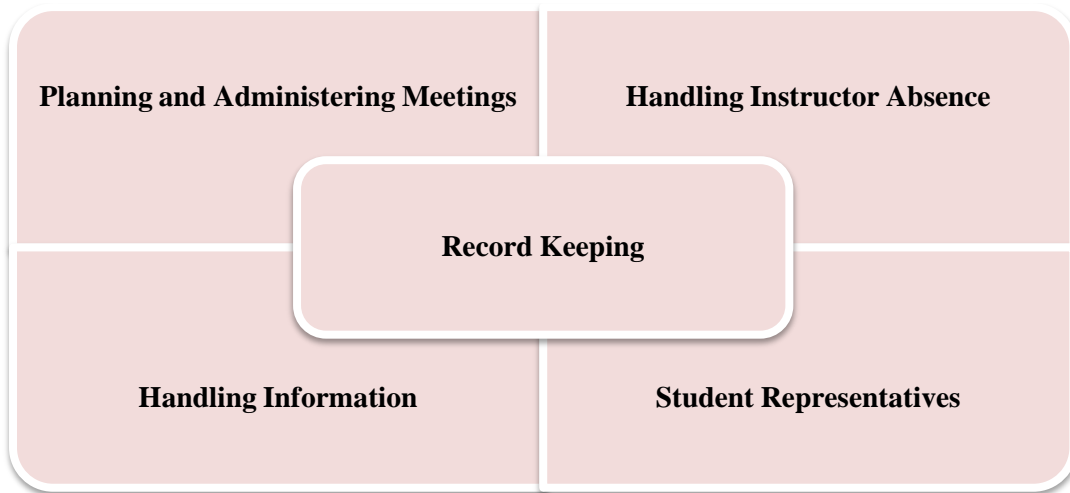
**5.2.1.3. Allocating Teaching / Administrative Duties to Instructors**

The EPU Head, with the approval of FLD and the BU-SFL Board, allocates teaching and administrative duties to different instructors in accordance with the criteria indicated in the pyramid below. From bottom to top, the pyramid indicates the importance of the criteria in this process.

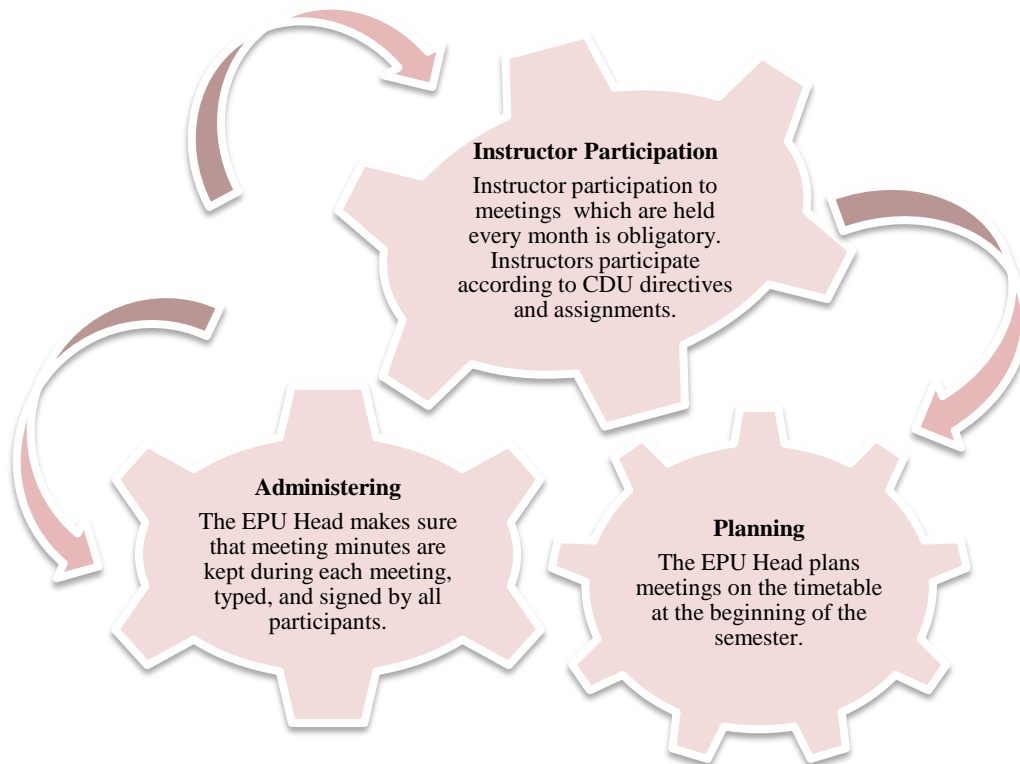


**5.2.2. Procedures Followed During Prep Program Implementation**

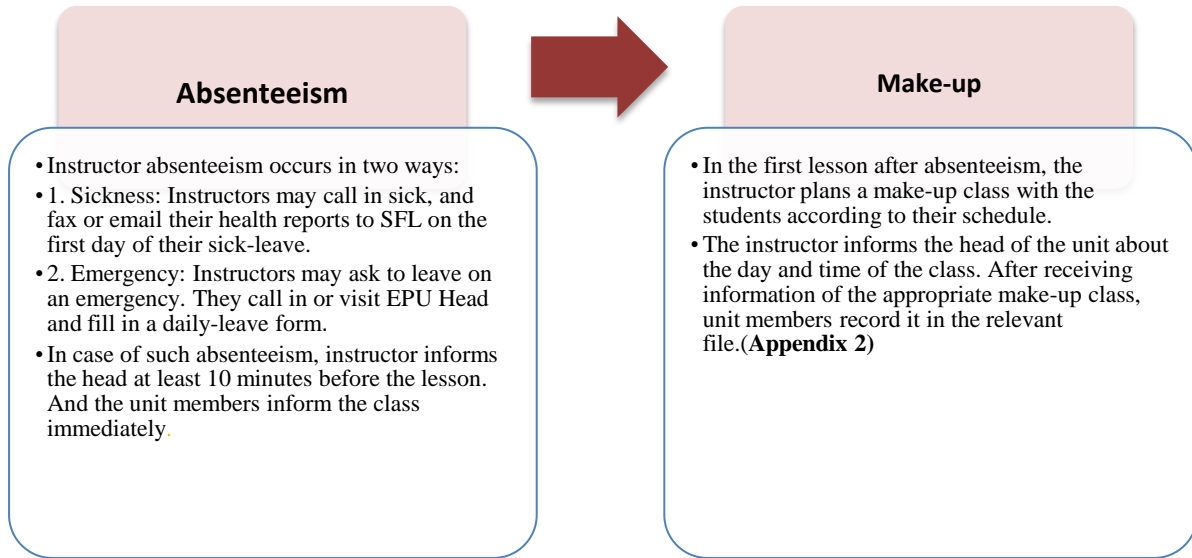
Once the English Preparatory Program is ready for implementation, the EPU Head carries out the following procedures to monitor and manage the program implementation process.



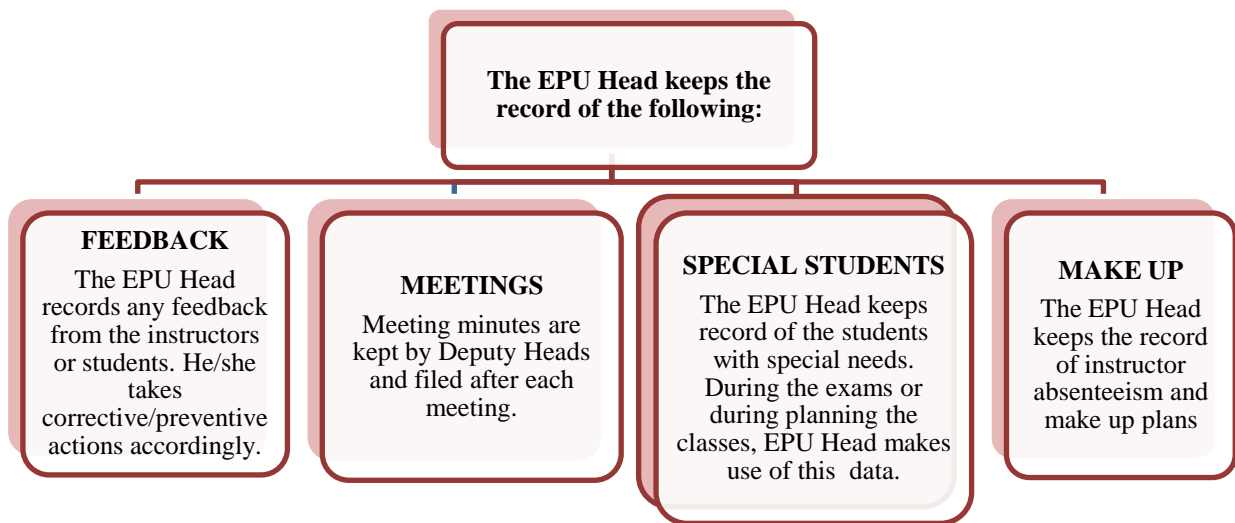
**5.2.2.1. Planning and Administering Meetings**



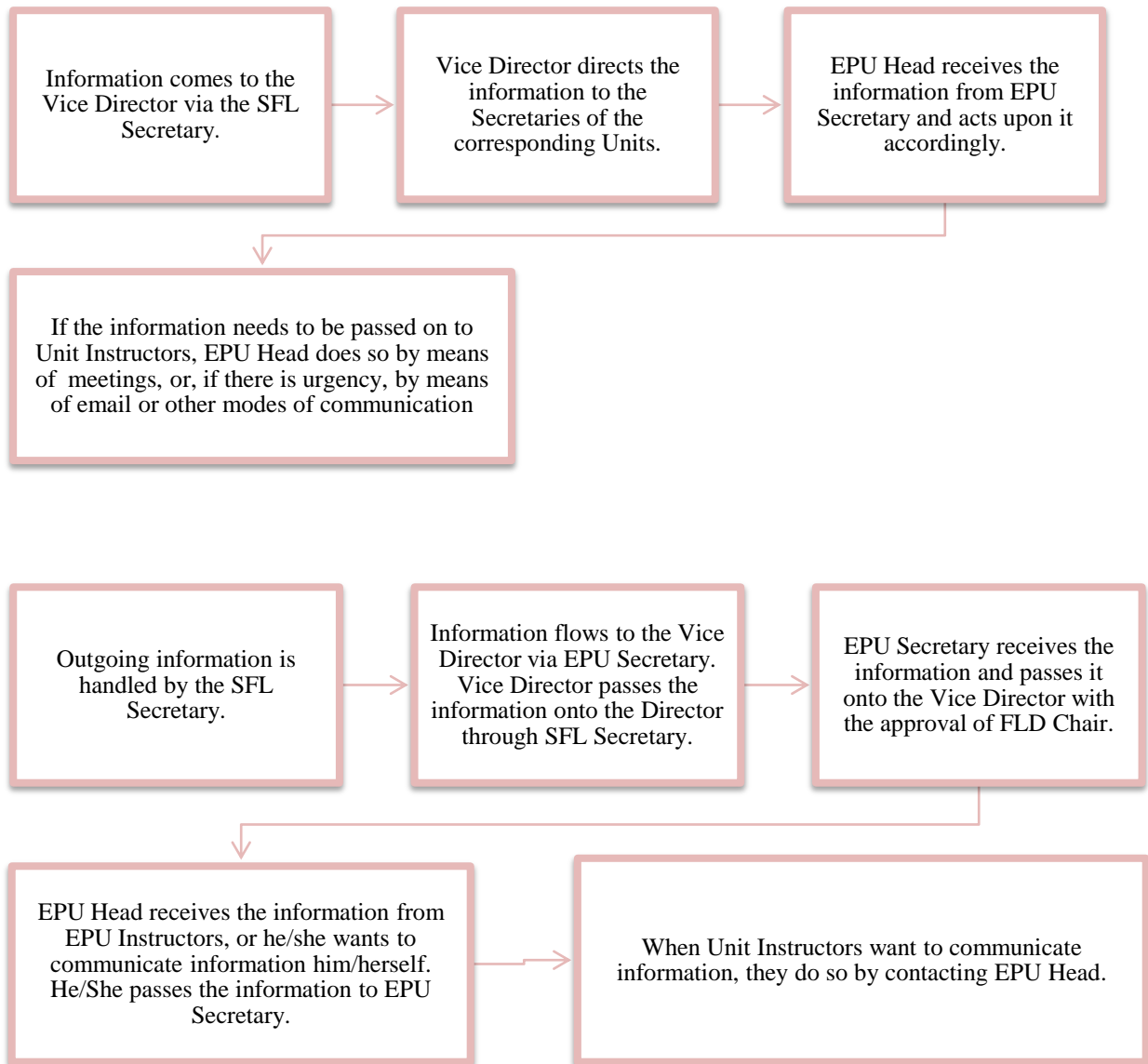
**5.2.2.2 Handling Instructor Absence**



**5.2.2.3. Record Keeping**



**5.2.2.4. Handling Incoming – Outgoing Information**



**5.2.2.5. Student Representatives**

Student representatives are mainly responsible for acting as a contact person who help communicate the feedback of their classmates regarding EPU curriculum, units and facilities to the EPU administrators. Each class is supposed to elect a representative at the beginning of the semester through the voting process EPU frames. EPU administrators hold two meetings in a semester with the representatives. The overall objective of these meetings is mainly to improve EPU services and improve the teaching and learning environment. The minutes of these meetings are kept by the EPU. The outcomes are shared with the BU-SFL Board.

**5.2.2.5.1 General Code for Class Student Representative Elections**

1. A few weeks into the semester, each class elects one of themselves as the Student Representative of this class.
2. At least three days before the election, the time and date of the election is announced in the classrooms and the students start considering their options.
3. The Preparatory Program Student Representative (who represents all the students enrolled in the Program in the University platform) cannot also be a Class Student Representative due to the workload two duties may bring, which in turn may adversely affect the student's success.
4. Students who want to be a Class Representative must campaign until the date of the election. There will not be a separate nomination process. The candidates must campaign outside teaching hours.
5. At least 60% of the total class population must be present for the election. If there are fewer students in the classroom, the election is postponed until the next teaching hour when the required number will be ready.
6. Students who are not in the classroom during the election lose their voting rights and in their absence the elected Student Representative shall also represent them. They do not have the right to challenge the selected Student Representative.
7. Student Representation duty starts as soon as election is through. The Student Representatives will attend the meetings that will be held each month at the dates to be announced by the EPU.

#### **5.2.2.5.2 Procedures on the Day of Election**

1. The election will be managed by the instructor who is teaching that hour. (Even if this instructor is a substitute Instructor.)
2. Students in the classroom are counted. If at least 60% of the total class size is in the classroom, the election takes place.
3. If there are not enough students in the classroom, the election is postponed until the number of students is sufficient.
4. The instructor asks the class representative candidates to stand up and say their names and surnames. The names of the candidates are written on the whiteboard.
5. Each student votes for one of the candidates by writing his/her name on a piece of paper, and then s/he folds the paper and waits.
6. The instructor himself/herself collects the papers from the students one by one by visiting each student. (The instructor must not use a different method to collect the papers. He/she must do it personally.)
7. The instructor counts the votes on the papers and writes the number of votes they have received before writing the candidate names on the board.
8. The candidate who has obtained the majority of votes shall be declared a Class Student Representative.

9. The instructor fills out the relevant form (**Appendix 3**), and all students sign the form by filling in their student numbers, first and last names.

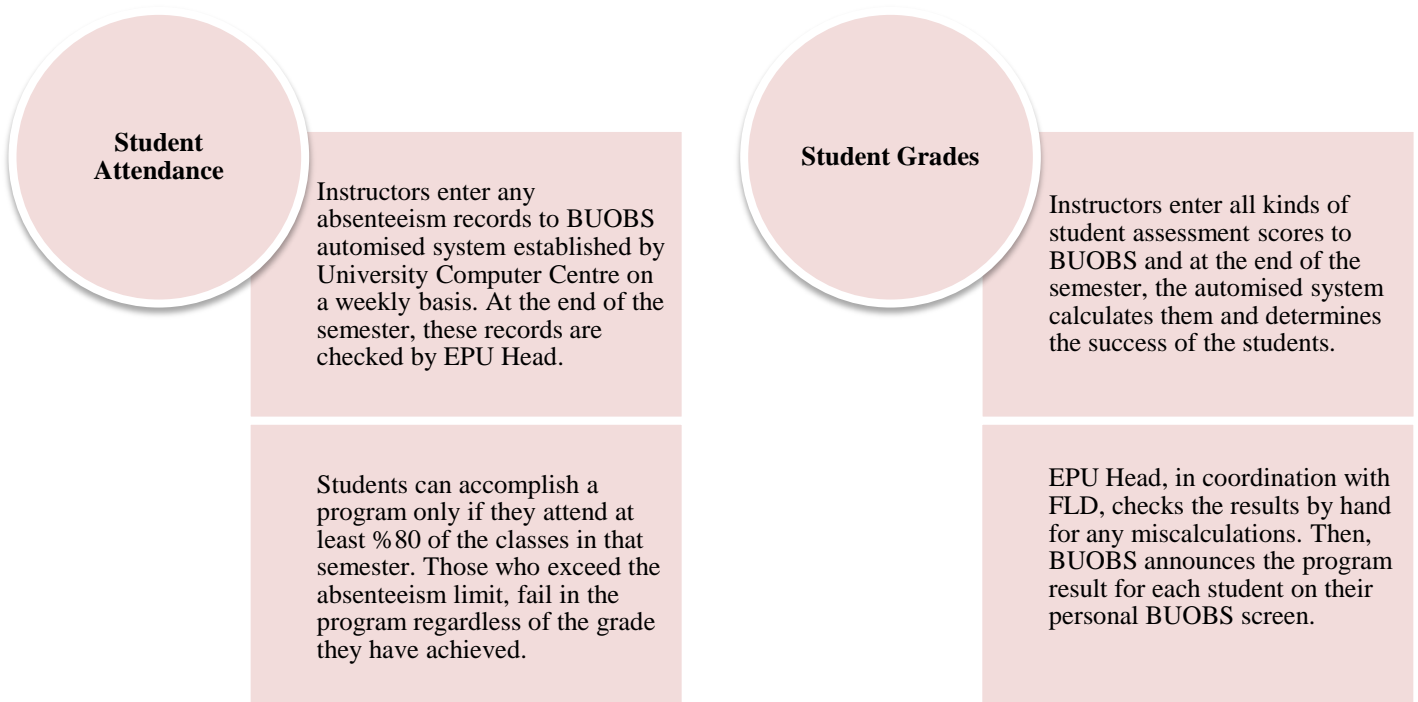
10. At the end the teaching hour, the form will be delivered to the English Preparatory Unit by the instructor himself/herself personally.

11. The instructors must not make any comments regarding the candidates or the outcome of the election or intervene in the election process in any way.

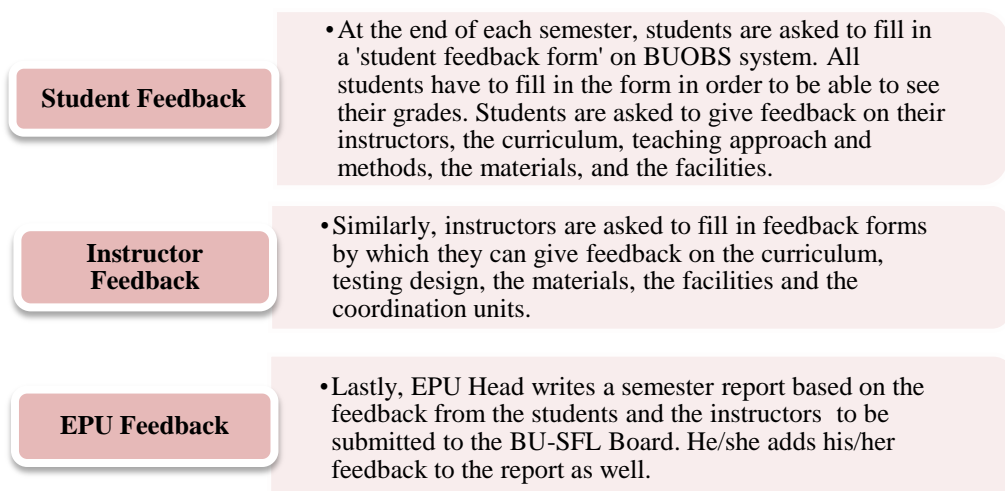
### 5.2.3. Procedures After the Prep Program Implementation

At the end of each semester, EPU follows the procedures below to close the program.

#### 5.2.3.1. Program Closure



#### 5.2.3.2. Feedback





## 6. BU-SFL ACADEMIC ENGLISH UNIT

Academic English Unit (AEU), established as a department affiliated to the BU-SFL, is responsible for providing mainly three educational programs to those students who are studying in Turkish, %30 English or %100 English medium undergraduate programs in Başkent University. Therefore, its mission is to offer English courses to further develop students' academic skills, to support their studies and to prepare them for their career and to help them become life-long learners. These courses, prepared through the collaboration of English teachers, faculty members, administrators and students, aim to provide our students with individual development opportunities through English language instruction by using the skills acquired and to guide them towards becoming resourceful, innovative and enterprising individuals.

The AEU aims to:

- provide both students and teachers with a positive learning environment in which they can thrive
- offer need-specific and up-to-date content with the highest quality possible
- endow students with essential language skills with which they can distinguish themselves in academic and business contexts
- help students develop learner autonomy so that they become life-long learners
- implement instructional technologies to improve the quality of education
- seek and apply the latest trends to language teaching

### 6.1. Programs Offered by the AEU

The AEU offers three different English programs to Başkent University students; General English (GE), English for Academic Purposes (EAP) and English for Specific and Academic Purposes (ESAP). (**Appendix 4**)

#### **General English Program**

GE is a program which aims to improve students' English language by developing lexical and grammatical knowledge and four language skills (reading, listening, speaking and writing). Learning outcome for vocational school students who do not attend preparatory classes is A1, whereas for four-year program students the outcome is B1+.

#### **English for Academic Purposes**

EAP is a B1 level program that aims to teach academic English. The program includes courses which are designed to develop four language skills and an integrated academic language competence. In these courses, students are encouraged to become autonomous in terms of using the language in their major. Learning outcome for these courses is B1+.

**English for Specific and Academic Purposes**

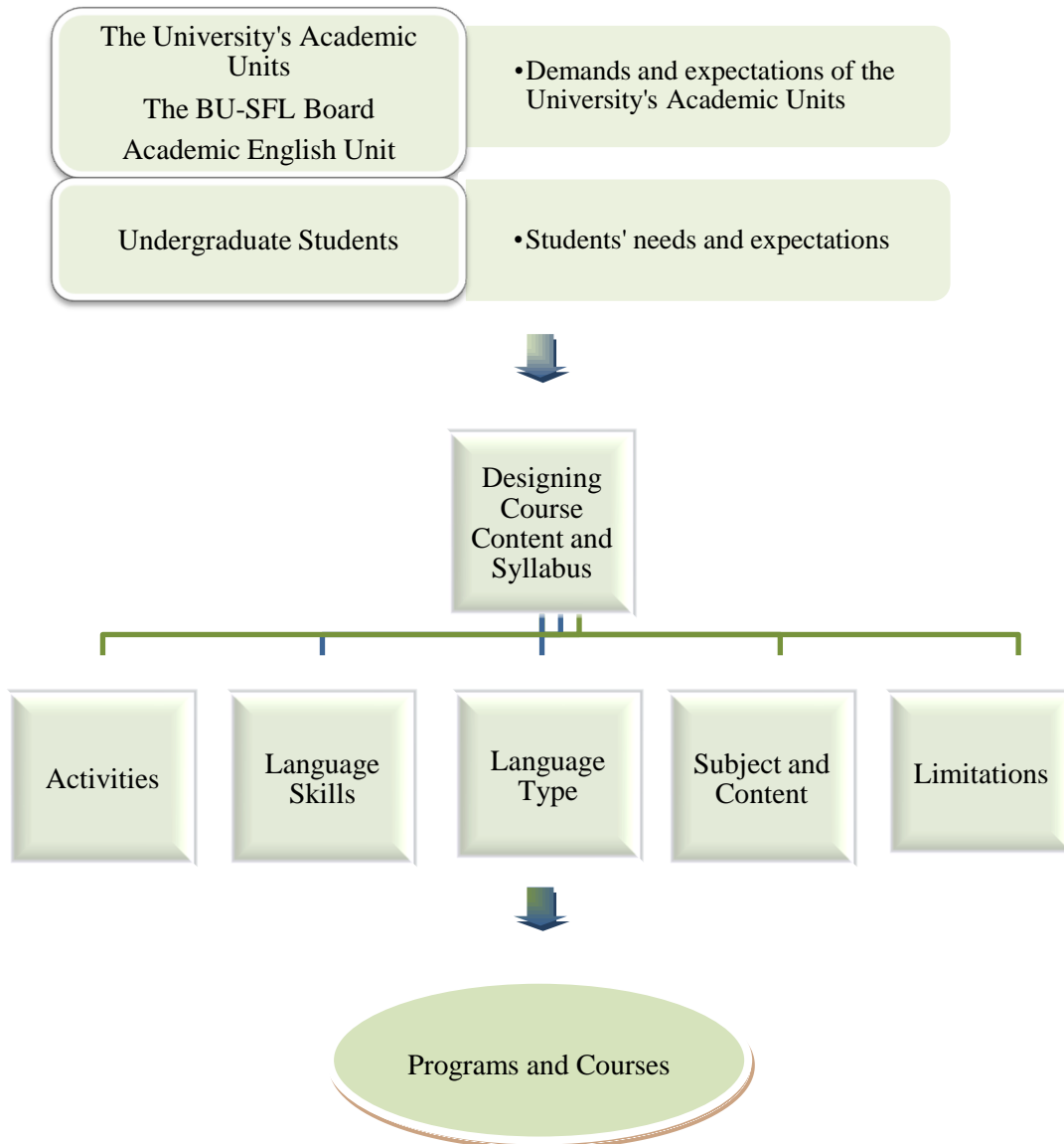
ESAP is a B1+ program which aims to teach professional and academic English. The courses are designed to develop four basic language skills and academic and field-specific language in an integrated manner. Besides the field specific courses, the program comprises such courses as Presentation Skills, Translation and Advanced Reading, Writing and Listening. In these courses, students are encouraged to become autonomous in terms of using the language in their major. Learning outcome for these courses is B2.

**6.2. Coordination Process in the AEU**

**6.2.1. Procedures before the Academic Year**

At the start of each academic year, the AEU follows the procedures below to prepare its language programs for implementation.

**6.2.1.1. Planning Program Design and Syllabus**



**6.2.1.2. Planning, Scheduling Courses and Preparing Timetables**

Head of the Unit and Deputy Heads  
 Educational Planner  
 Public Relations Coordinator  
 The University's Academic Units

- 1st and 2nd year programs are requested from departments. 3rd and 4th year classes are not included in the process at this stage.

Head of the Unit and Deputy Heads  
 Educational Planner

- Programs submitted by the departments are written manually on course schedule sheets (**Appendix 5**)

Head of the Unit and Deputy Heads  
 Educational Planner  
 Instructors

- After the number of students is determined, sections are formed according to departments for each course.
- The number of instructors who are in charge of administrative, testing and curriculum duties and those who will only attend classes is determined.
- Appropriate course groupings and matching are done according to available classrooms and courses.
- Teaching programs are prepared for curriculum and testing coordinators and for those who attend classes only. Programs do not include instructor name at this stage.

BU-SFL Board  
 Head of the Unit and Deputy Heads  
 Educational Planner  
 Public Relations Coordinator  
 Curriculum and Development Unit  
 Instructors

- Names of the instructors and classroom numbers are written on course schedule sheets under the supervision of Department of Foreign Languages. In doing so, appropriate changes are made based on instructor performance evaluations.
- A meeting is held a week before the start of each academic semester. Course schedules are distributed to instructors.

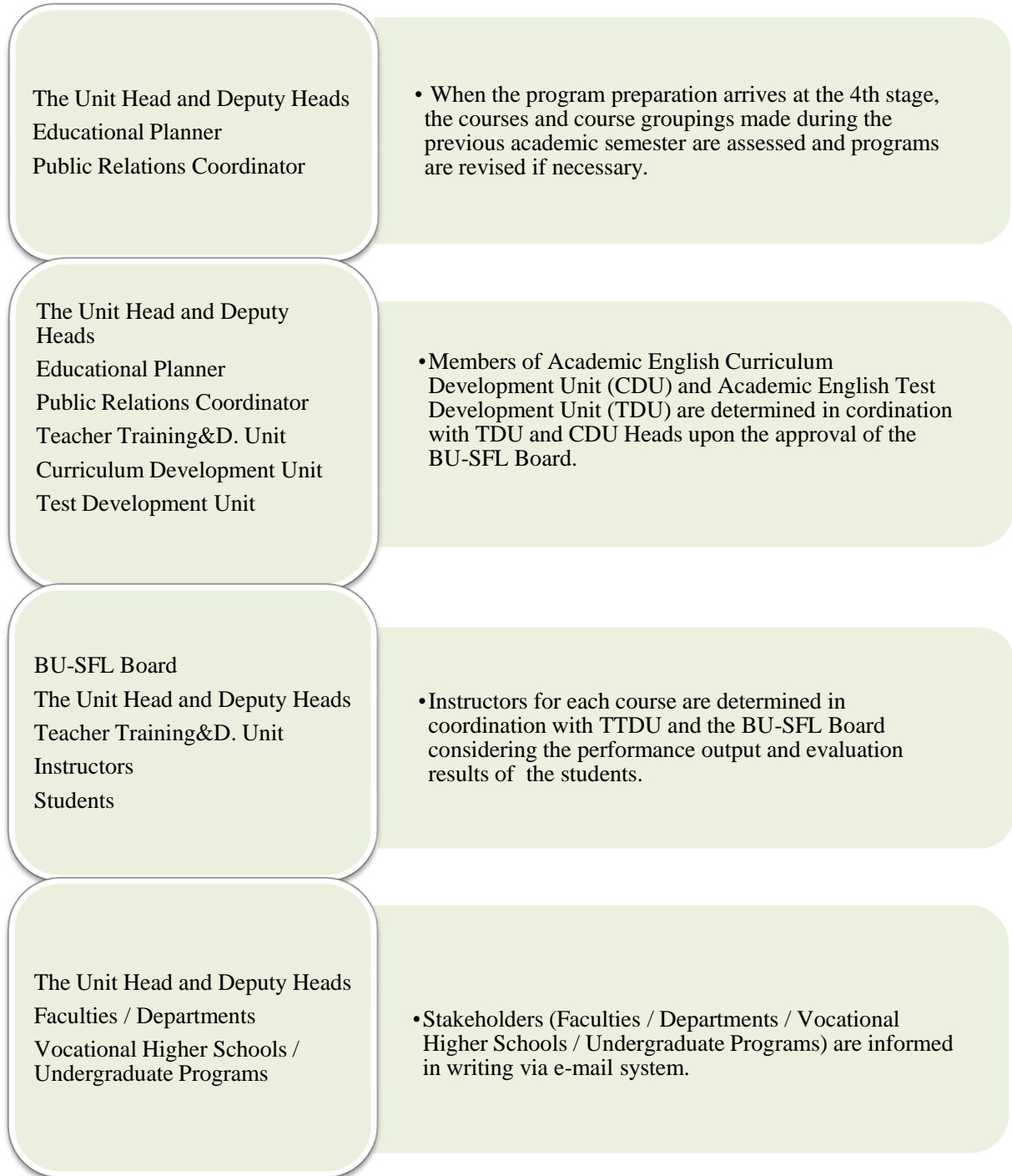
**6.2.1.3. Registration**

Head of the Unit and Deputy Heads  
 Educational Planner  
 Students  
 The University's Academic Units  
 The University's IT Center  
 Student Registrar Office

- The courses and sections to be opened in the upcoming academic term determined during the scheduling stage are transferred to the Information Package before the registration is opened. These include course schedules, classroom and section numbers, but names of instructors who will be in charge of courses are not included.
- When the online registration system is on, students are provided with guidance in selecting the appropriate courses and sections by the Academic English Unit.
- When necessary, the quota of sections is increased or sections are closed / opened.
- Course schedules are updated according to the number of sections opened and closed after the online student registration is over.
- Students are allowed to switch between sections only in case of course overlap so that there is no problem in the quota during the add-drop period.

**6.2.1.4. Assigning Teaching and Administrative Duties to Instructors**

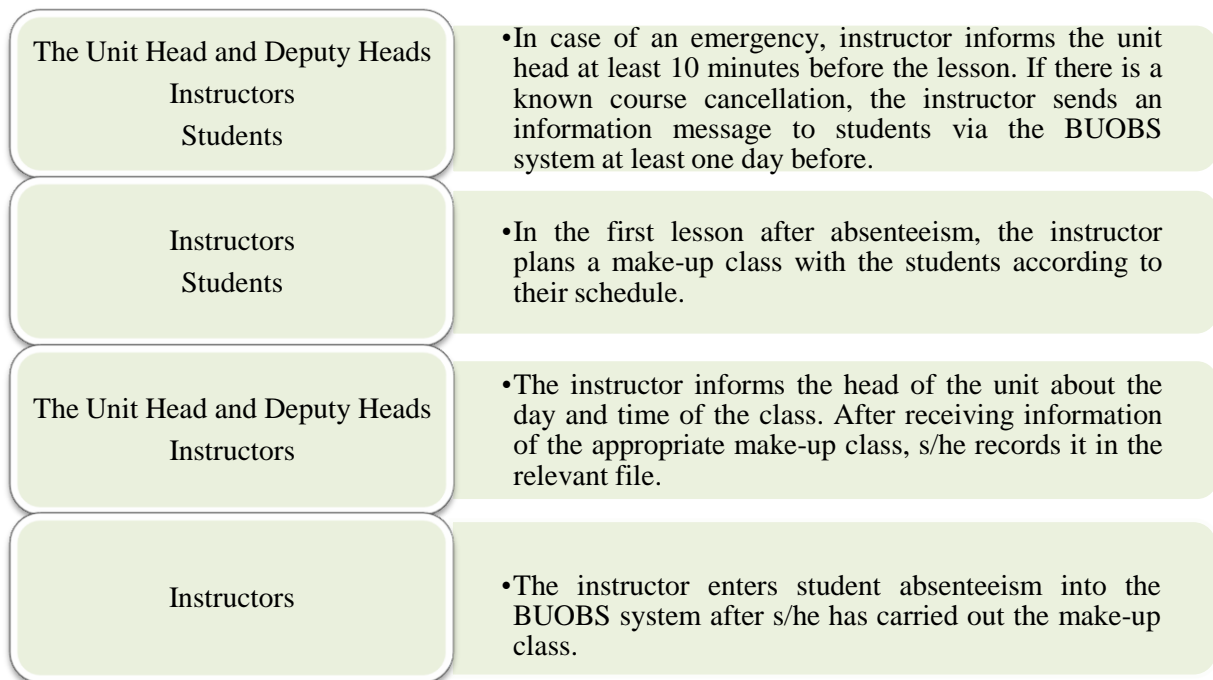
After the number of instructors required for these courses is approved by the BU-SFL Board, duties are assigned according to the objectives, outputs and feedback received.



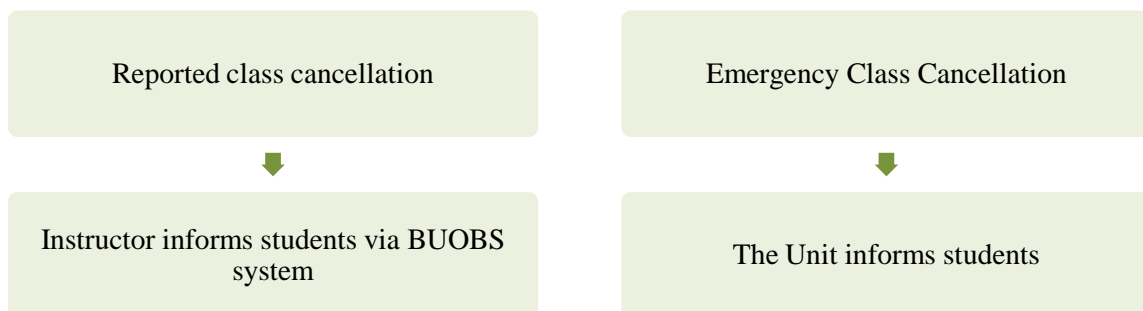
**6.2.2. Procedures Followed During the Academic Year**

**6.2.2.1. Class Cancellation and Instructor Absenteeism**

Unless there is an emergency, instructors carry out lessons according to their weekly schedule. (Appendix 6,7). For each course cancelled, the lecturer is obliged to schedule a make-up lesson. (Appendix 8)



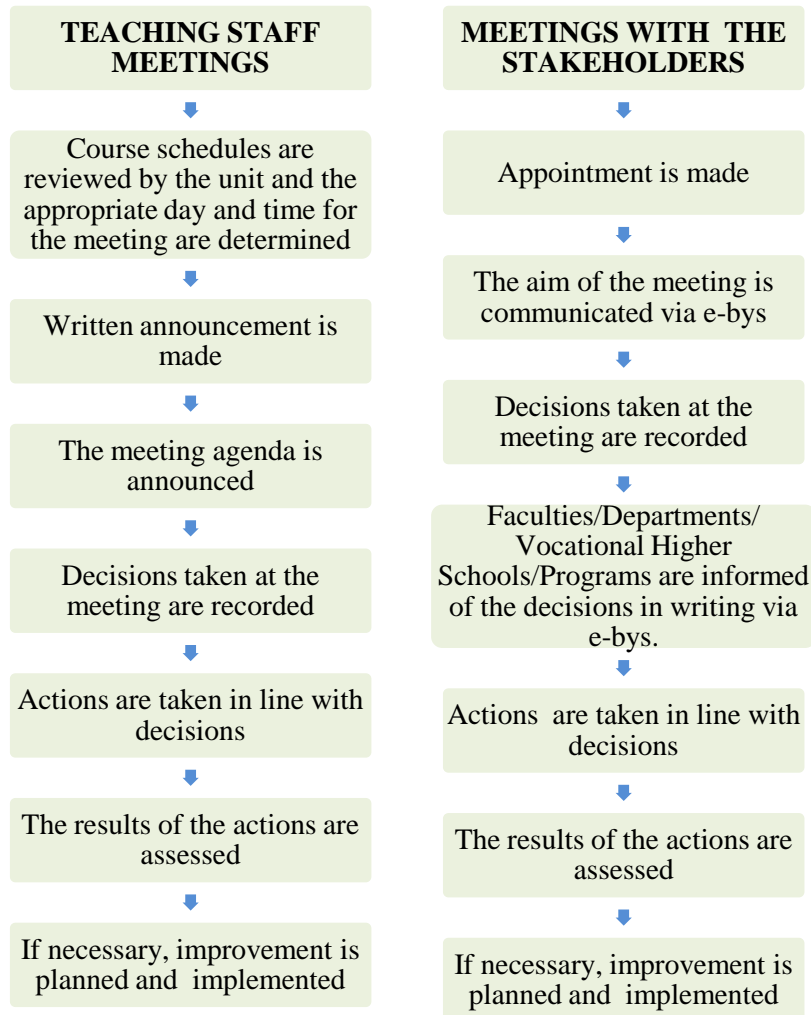
**Class Cancellation**



**6.2.2.2. Organizing and Administering Meetings**

Various regular meetings are held at the beginning, during and after each academic term. These meetings are mainly arranged within units as well as with the other stakeholders at the university. These meetings help to ensure the continuity of the quality of education. They also aim to assess whether the objectives are being achieved and match the mission and vision of the unit based on the

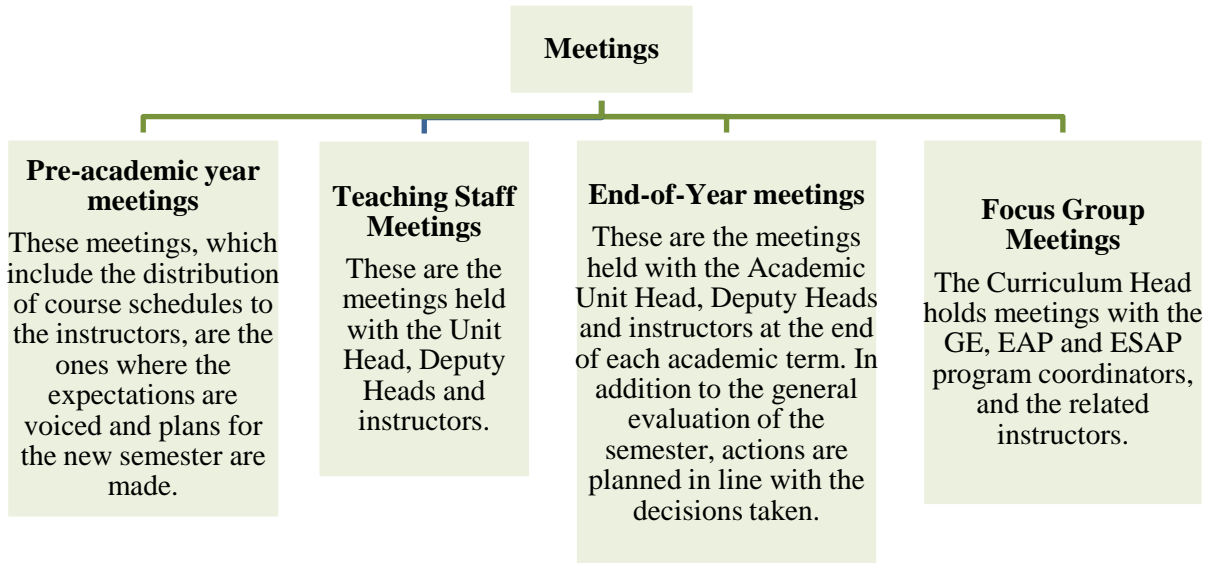
output obtained. By doing so, the Academic English Unit pursues continuous improvement in the direction of feedback received. (**Appendix 9**)



**Stakeholders**

- Teaching Staff Meetings: AEU administration and instructors
- Meetings with the Stakeholders: Academic English Unit Head and Assistant Heads, Faculties /Departments, Vocational Higher Schools / Programs, instructors and faculty members

Teaching staff meetings can be categorized under 3 main headings:



### 6.2.2.3. Handling Information

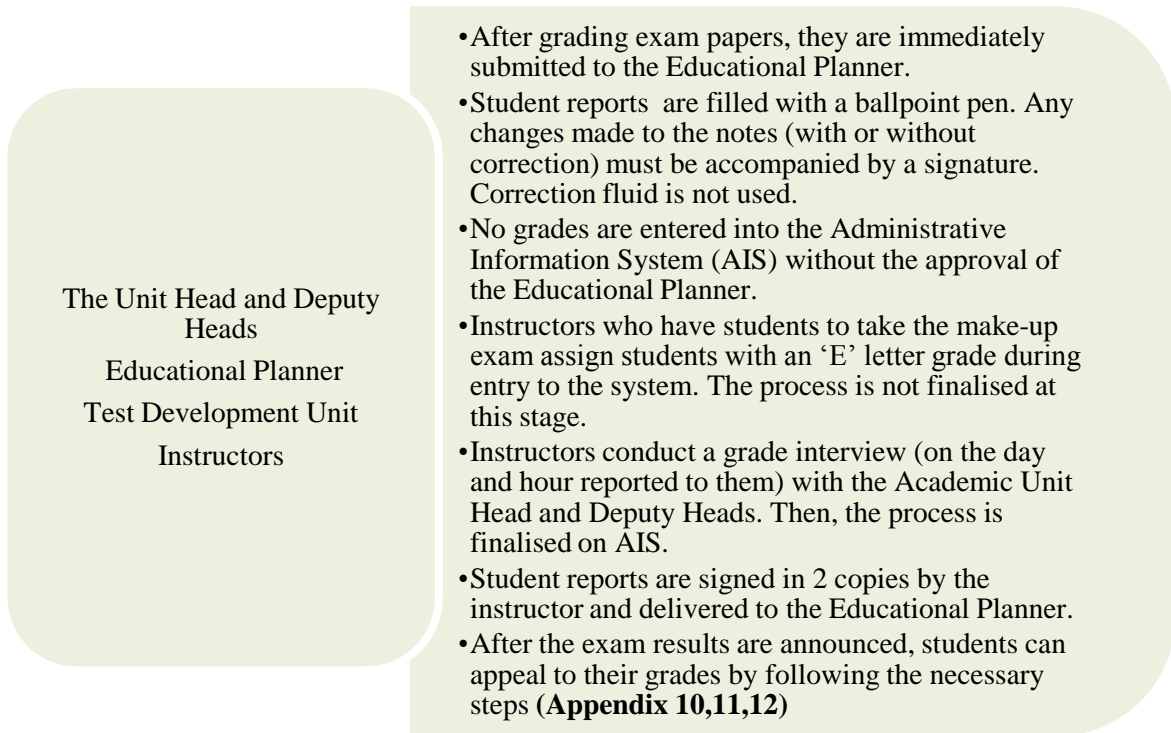
BU-SFL Board  
The Unit Head and Assistants  
Secretary of Academic English Unit  
Test Development Unit  
Faculties / Departments  
Vocational Higher Schools / Programs  
Instructors  
Students

- Incoming correspondences are directed to the Unit Head by the BU-SFL Vice Director.
- Once correspondences are examined, they are processed in two separate groups: health / report documents and other correspondences.
- Student health / report documents are not processed and deducted from absenteeism if the report is not issued by a medical committee according to section 4, article 25 of Education and Examination Regulation of Başkent University. However, if there is a health report that corresponds to the exam day and time and if it is approved by the university health center and sent with faculty / department approval, the Test Development Unit is informed to give the relevant student a make-up exam.
- Correspondences received from other faculties / departments, vocational higher schools / programs, units or centers of the university are evaluated and new action plans are made in line with the feedback and as a result necessary written information is provided after the approval of the BU-SFL Board.

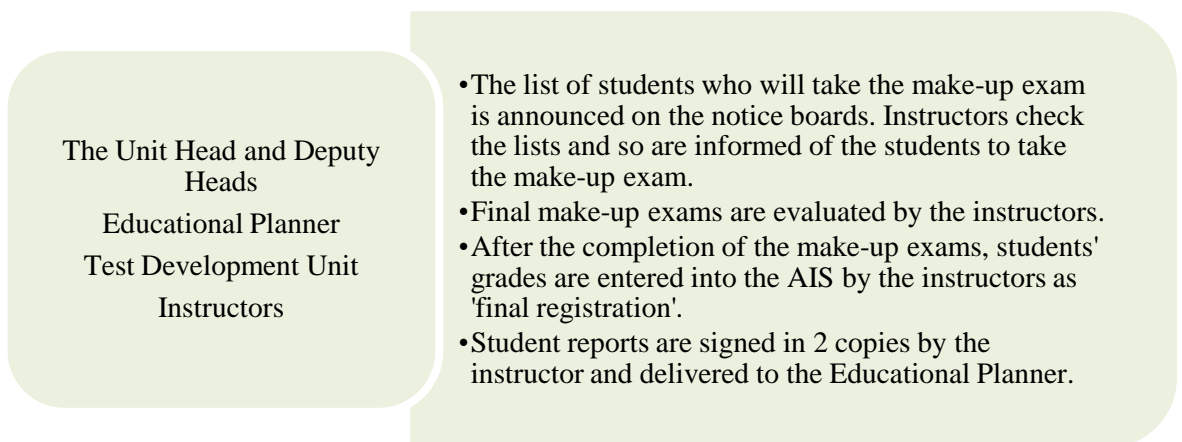
### 6.2.3. Procedures Followed at the End of the Academic Year

#### 6.2.3.1. Exam Evaluation and Grading

At the end of each academic term, the exam evaluation process is as follows:



At the end of each academic term, the steps taken for the make-up exam process are given below:





## Summer School Program

### Planning

- Procedures for the end of academic year are carried out at this stage for summer school.

### Implementing

- Summer school is divided into two terms. Each term consists of 4 weeks of instruction.

### Closing

- Procedures stated above for before and during academic year are also carried out for summer school.
- At the end of academic year, instructors are asked to submit their request of summer course by filling out the Summer School Request form. (**Appendix 13**)

## 7. BU-SFL MODERN LANGUAGES UNIT

Modern Languages Unit offers a variety of foreign language courses - other than English - to encourage our undergraduate students to develop their ability to communicate confidently and successfully in an international context. (**Appendix 14**) The unit sees its role as one that prepares our students to become informed global citizens. It continuously strives to add value to the School of Foreign Languages by designing new or updated instructional programs that take into account Başkent University students' needs and goals. The mission of the MLU is:

- to provide students with daily communication skills in one or more foreign languages
- to contribute to students' academic, social and personal development by providing opportunities for them to broaden their horizon by experiencing new and different languages and cultures
- to promote cultural understanding by offering insights into the lifestyle of other countries through the medium of its language
- to help them improve study skills and develop appropriate strategies to express themselves with increasing confidence, creativity and independence.

Our vision is to become a unit promoting linguistic diversity in our university, to encourage the teaching of a wide-range of foreign languages spoken worldwide, and to contribute to our graduates' career advancement at national and international levels.

### 7.1. Programs Offered by the MLU

The MLU offers elective foreign language courses with 8 different levels, each of which is covered with a one semester / 14 week-syllabus. Each course lasts three hours a week. The curriculum includes German, Arabic, Azerbaijani, Chinese, French, Spanish, Italian and Russian courses, and students can enroll in one or more to enhance their linguistic abilities and cultural understanding. However, the courses require prerequisites so that students will have to complete a lower level language course before they are accepted into the next level.

These courses are all taken for credit, but the Level 1 and Level 2 courses of each language program provide both credit and non-credit options. In addition to credit and non-credit electives, the Modern Languages Unit delivers compulsory Italian courses to State Conservatory students. Arabic and French have been added to the curriculum as of the 2017-2018 academic year as a result of the feedback given by students during the 2016-2017 academic year.

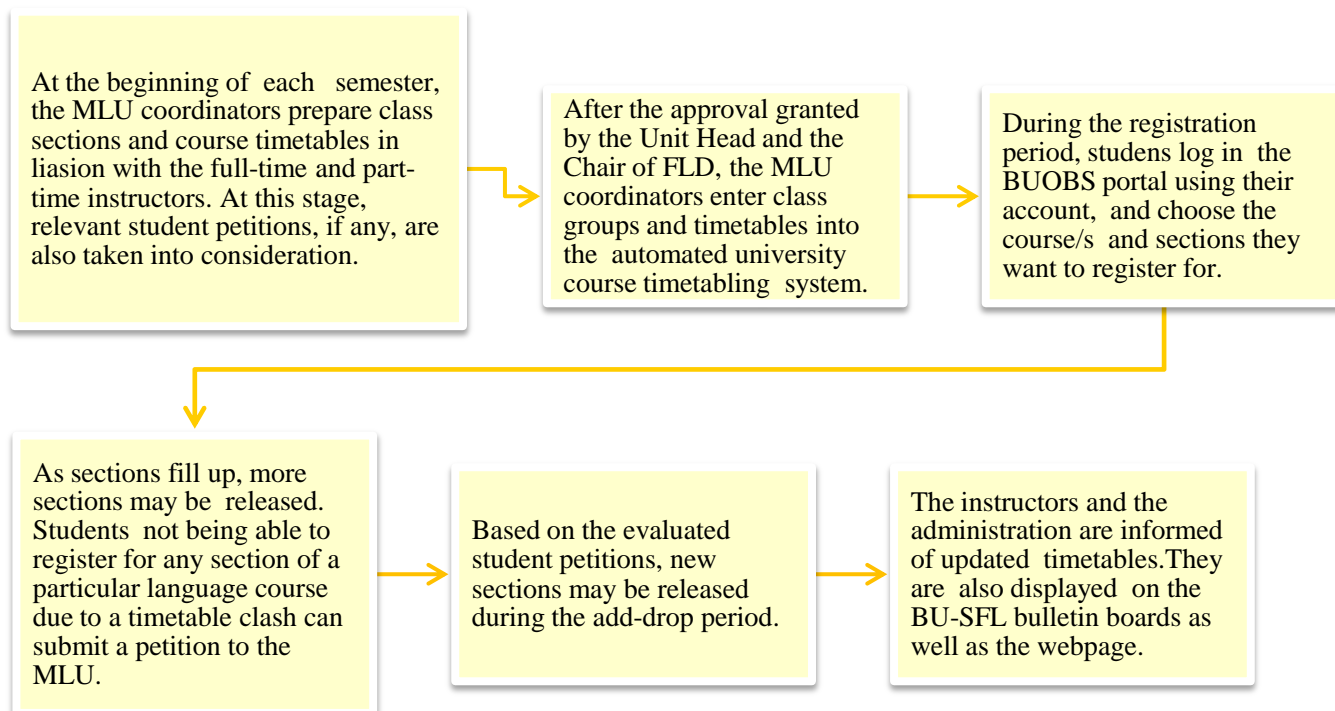
At the MLU, there are eight full-time and part-time language instructors and each language program is implemented by one or two of them. Given the small number of teaching staff at the MLU,

coordination processes are easier to follow and in most cases instructors can directly liaise with the Unit Head, TDU, and CDU or take their own initiative to improve their teaching activities.

As for the learning outcomes of the curriculum, students who have successfully completed an 8-course-program are expected to achieve the A2 level as defined by the Common European Framework of Reference (CEFR). (**Appendix 15**) Through engaging and challenging lessons, students develop their listening, speaking, writing, and reading skills; expand their vocabulary; as well as, acquiring a sense of cultural competence. They are encouraged to become autonomous learners, taking an active role in their learning process, and using the target language actively through communicative activities provided by the instructors. Language instruction is carried out using book series or compiled materials, designed in accordance with CEFR standards, and modern audio-visual course materials to help enrich learning.

## 7.2. Coordination Procedure at the MLU

### 7.2.1. Procedure before the Program Implementation



## STUDENT AFFAIRS INFORMATION SYSTEM (BUOBS)

**7.2.2. Procedures Followed During and at the End of the Semester**

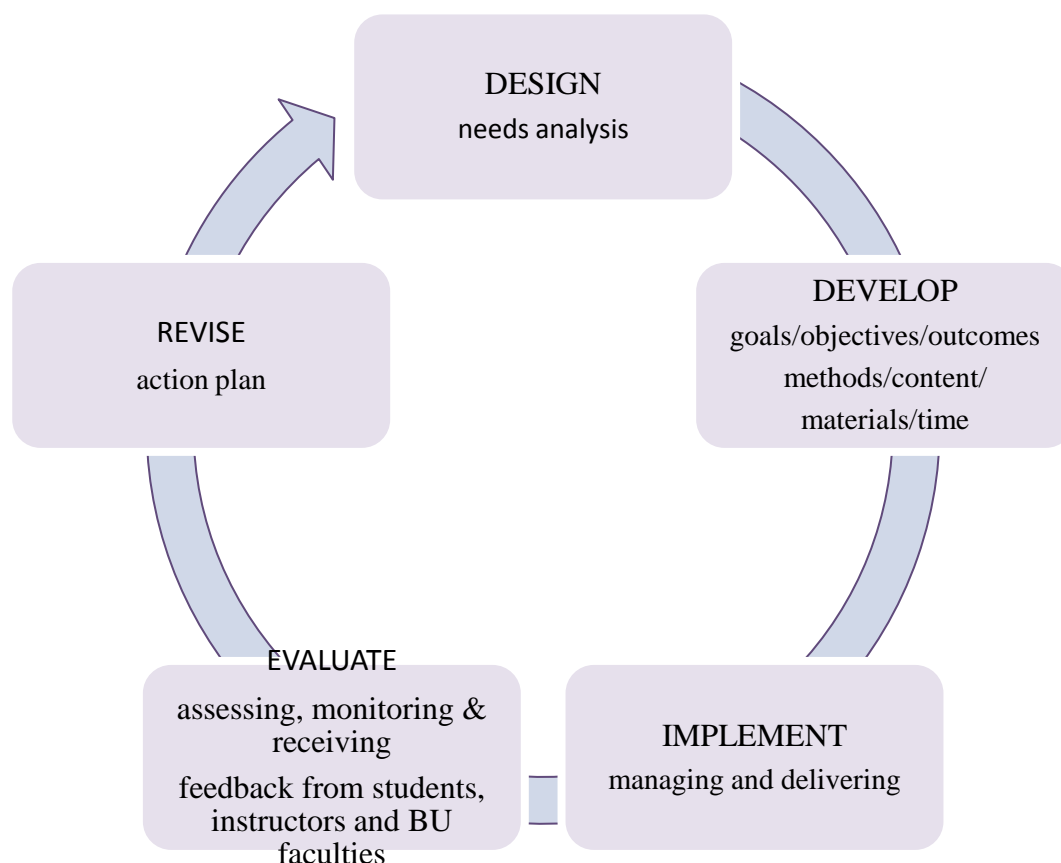
During and at the end of the semester, MLU coordination procedures are implemented as those for the AEU.

## 8. BU-SFL CURRICULUM POLICY

The main curriculum policy of the BU-SFL is to align the educational programs with the mission and vision of the university. It aims to have the learners gain necessary skills and knowledge that they need to use the target language efficiently. To reach this objective, the BU-SFL's Curriculum Development Unit (CDU) makes sure that the following instructional principles are taken into consideration in the language programs (**Appendix 16**):

- to enable the learners to improve the necessary linguistic knowledge and skills so that they will be able to use the target language in daily, academic and professional life and in a learning environment for the use of four language skills – reading, listening, writing and speaking,
- to have the learners gain self-confidence and motivation they will need while learning the target language,
- to provide the learners with effective studying strategies and language learning abilities so that they will be trained as individuals who are responsible for their own learning,
- to provide a positive learning environment where the learners take an active role and are in interaction with their peers and teachers in language learning process,
- to familiarize the learners with the culture of the target language and broaden their horizons
- to achieve high level learning outcomes such as problem solving, creative and critical thinking in the language learning process,
- to enable the learners to use English as a tool to carry out the tasks and responsibilities,
- to encourage the learners to have knowledge of the world through self discovery,

At the BU-SFL, curriculum development follows a cyclical process which encompasses different stages in order for the continuous improvement in language instruction.



The curriculum cycle starts with a needs analysis process in which students, instructors, and other faculties at Baškent University participate during the design of a language curriculum. According to the assessment conducted in the light of the resulting needs, overall goals, specific objectives, student learning outcomes, methods, and content are determined, and course materials are developed. The programs considering the features and needs of the particular departments are documented, and the documents are distributed to the instructors at the beginning of each academic year. In accordance with the feedback received from the instructors in the meetings held throughout the academic year and from the students, necessary modifications are made to the curriculum by the curriculum development subcommittees.

The appropriateness of the supplementary course materials prepared by the CDU subcommittees and instructors teaching the courses is checked. Feedback with regard to the congruence between the examinations prepared throughout the academic year and the programs in terms of course objectives, student learning outcomes, content, scope, and level is continuously provided. At the end of each academic semester, programs are evaluated by the instructors and students. The results of the program evaluation are reported, and additional course materials, personnel and training needs for the following term are identified. Furthermore, the preparations and practices related to the activities to be conducted in accordance with summer term action plans are carried out and supervised. Sources of feedback affecting the decision-making process in the CDU are learners, instructors (**Appendix 17,18**), the other academic units of the BU-SFL and the University.

The design, implementation, evaluation, and ongoing improvement of the BU-SFL's language educational programs are carried out by the Curriculum Development Unit, main responsibilities of which include:

- carrying out needs analysis and designing courses, as well as making systematic revisions in the curricula of English Preparatory Unit, Academic English Unit, and Modern Languages Unit
- contributing to the provision of quality instructional materials to students and instructors by:
  - selecting materials from currently available sources
  - producing materials to meet the course objectives and students' learning needs
  - revising, adding, developing materials
  - distributing materials to relevant groups and classes
- acting as a communication channel by:
  - supplying information and feedback to students and instructors on all issues related to curriculum
  - collecting feedbacks, comments, opinions, criticisms, evaluations of students and instructors
  - being in contact with other units such as testing, teacher training and development to maintain effective communication

The CDU conducts a needs assessment procedure involving students, instructors and faculty members. After getting the results, the CDU defines goals and objectives and decides on the skills, sub-skills, functions, language, and content to focus on in the course designed. At material selection stage, it tries to select materials from currently available sources and to compensate for the shortcomings of the course book by some supplementary materials prepared by the curriculum development unit members. At the beginning of each academic year, each curriculum unit member responsible for a specific program prepares and distributes the syllabus to the instructors who will be teaching the course. The Course Syllabus includes specifically these:

- A general information about the name and code, level, course hours, classroom, prerequisites and co-requisites of the course
- A general information about the name, e-mail, office number, office phone, and office hours of the instructor
- Course Description
- Objectives
- Course materials
- Method of instruction
- Course policies (Attendance/Requirements, Assessment, Grading, Grading Scale)

- Weekly schedule

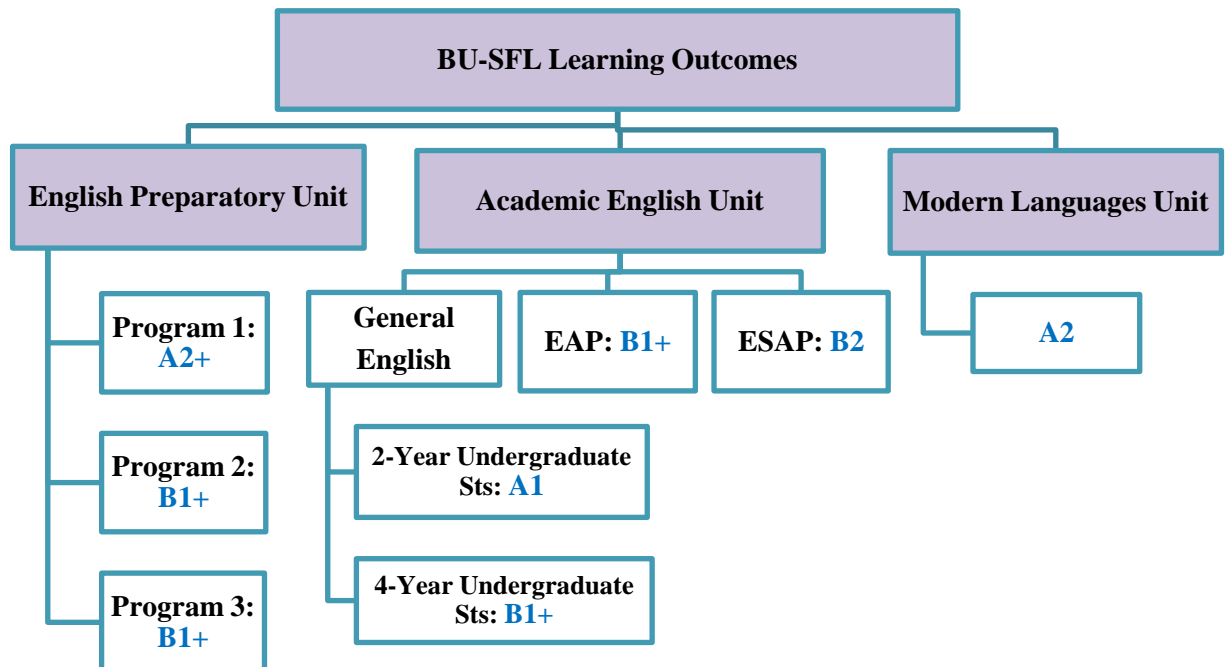
### 8.1. Teaching and Learning Materials

The main aim of the BU-SFL is to ensure that BU graduates of all academic programs of BU are equipped with language skills which will enable them to follow the literature in their fields of study and communicate effectively both in written and spoken modes. In line with this, the BU-SFL uses a variety of materials such as course books, workbooks, online materials and supplementary materials in order to achieve the learning outcomes. Different books obtained through publishers and all supplementary materials prepared by Curriculum Development Unit Members are used during instructional activities. Extra printed and online resources such as graded readers and videos, to be used at different levels, both in and outside the classroom, are also parts of our teaching materials portfolio.

The BU-SFL also believes that foreign language learning should not be limited to the classroom instruction. We aim to encourage blended learning method—the combination of traditional face-to-face learning systems with computer based technologies. For example, in the English preparatory program, students use online resources and develop their language skills by becoming autonomous learners.

### 8.2. Learning Objectives and Outcomes

The BU-SFL programs set realistic learning outcomes compatible with the GSE and CFR. The overview of the learning outcomes is as follows:





## **9. BU-SFL ASSESSMENT POLICY**

The aim of the BU-SFL assessment policy is to ensure that assessment is used as a tool to provide fair and equitable assessment practices, support curriculum planning, promote student learning and trace students' progress in their language learning experience. The assessment policy applies to all coursework programs offered by the BU-SFL and all staff undertaking teaching and assessment.

At the BU-SFL there is not only testing for assessing learner outcomes but also testing for learning. Thus, a variety of assessment tools are constructed and administered to serve different purposes in different programs. These include progress tests, achievement tests, placement tests the proficiency exam.

The BU-SFL has a Test Development Unit, which is responsible for the implementation of the assessment policy. The TDU designs, administers, evaluates, and improves the overall assessment activities and procedures at the BU-SFL language programs.

### **9.1. Assessment Overview at the English Preparatory Program**

At the BU-SFL English Preparatory Program, student performance is assessed by means of a variety of instruments used in each semester: progress tests, quizzes, a portfolio, online tasks and teacher's evaluation grade (TEG). A score obtained from each constitutes a student's overall score.

For Program 1, there are four progress tests each semester. Students are given a progress test every month and a quiz every two weeks. For Program 2, three progress tests are given during a semester and an English Proficiency Exam at the end of the semester. All other assessment components are the same as Program 1. The assessment of Program 3 is carried out by means of three progress tests, three quizzes, a portfolio, online component of the book and a TEG.

Once the progress tests and quizzes are marked, the results are announced in classes by the instructors so that students receive feedback on the objectives they couldn't achieve in the exams. This is especially done to reinforce their learning in those areas; in other words, the objective of testing for learning is fulfilled. While quizzes (generally uninformed) are given to assess learner outcomes in specific objectives, progress tests are more comprehensive. They include a larger group of objectives in addition to testing reading, writing, listening and speaking skills.

As for portfolios, students are expected to complete three tasks every semester. These portfolios include mainly the writing components in the syllabus and student progress in a given task is assessed. In order to help students develop their reading skills, graded readers are included in the curriculum. These readers are not studied in the classroom in any way but students' reflections on these readers are blended with writing portfolio tasks. All portfolio tasks students complete are stored by the TDU as soft copies for further reference and appeals.

Student learning is reinforced by means of the online component of the course book. Students are expected to complete the tasks assigned for each unit in the online component and thus they are assigned a score for the tasks they complete. The final component from which students obtain a score that is included in their overall assessment is Teacher's Evaluation Grade (TEG). Each student is given a TEG according to the criteria. ( **Appendix 19, 20**)

## **9.2. BU-SFL English Proficiency Exam**

The BU-SFL English Proficiency Exam (EPE) is a high-stakes test that aims to measure students' general language proficiency with regard to the learning outcomes defined by the GSE. Students who pass the exam qualify for studying in their departments and are considered to have a sufficient language proficiency to follow English medium instruction and academic resources in their fields of study. The EPE mainly consists of questions that measure reading, writing, listening, speaking skills and use of language in line with the GSE objectives.

The English Proficiency Exam is administered mainly three times a year: in September, January and June. The exam is administered to new students who enrol in the university in September and to students who complete Program 2 in January and June. Moreover, transfer students who enrol in the university sit the exam throughout the academic year. In order to pass the EPE, students in departments where the medium of instruction is partially English should get 60, students in departments where the medium of instruction is English should get 70, and students in the Faculty of Medicine or Dentistry, where the medium of instruction is English, should get 80 and at least 50% of the speaking section score in the EPE. These base scores are determined by a decision taken at the Baškent University Senate. The instruments included in the assessment design, their weightings, examples and different scenarios for the three different types of medium of instruction at EPU are explained in the table below.

### **BU-SFL ENGLISH PREP UNIT GENERAL ASSESSMENT DESIGN**

#### **PROGRAM 1**

For all students, the achievement base score is 70 (seventy) points out of 100 (one hundred) points in Program 1.

<b>STUDENT ASSESSMENT IN A SEMESTER</b>	
PT1	25
PT2	45
PT3 (SPEAKING ONLY)	20
PT4	45

QUIZ 1	10
QUIZ 2	10
QUIZ 3	10
QUIZ 4	10
PORTFOLIO	15
TEACHER'S EVALUATION GRADE	5
ONLINE STUDY	5
<b>TOTAL</b>	<b>200 POINTS</b>
<b>CONVERTED TOTAL</b>	<b>200/2=100 POINTS</b>

Example: Deniz and Ali have the following scores:

	<b>DENİZ</b>	<b>ALİ</b>
PT1	15	10
PT2	35	30
PT3 (SPEAKING ONLY)	16	15
PT4	30	25
QUIZ 1	9	3
QUIZ 2	6	4
QUIZ 3	4	7
QUIZ 4	7	6
PORTFOLIO	10	10
TEACHER'S EVALUATION GRADE	5	5
ONLINE STUDY	5	5
<b>TOTAL</b>	<b>142</b>	<b>120</b>
<b>CONVERTED TOTAL</b>	<b>142/2=71POINTS</b>	<b>120/2=60 POINTS</b>

In this case, as Deniz's semester average 71 is above the achievement base score 70, she has completed PROGRAM 1 successfully and will continue with PROGRAM 2.

Ali's semester average 60, on the other hand, is below the achievement base score 70, he has not completed PROGRAM 1 successfully and will repeat PROGRAM 1.

*Students are allowed to take make- up exams only for PTs and the Proficiency Exam provided that they bring a valid medical report.*

**PROGRAM 2**

To be eligible for the Proficiency Exam in Program 2, ALL students must have a semester average of at least 60 (sixty) out of 100 (one hundred), otherwise they will not be able to take the Proficiency Exam and will have to repeat Program 2.

For those whose semester average is at least 60;

30% of the semester average and 70% of the Proficiency Exam score are added. According to this assessment design, the achievement base score for

- departments where the medium of instruction is partly English (%30) is: 60
- departments where the medium of instruction is English is: 70
- the Faculty of Medicine and Dentistry is: 80 - on the condition that the student should get at least 50% of the speaking score in the Proficiency Exam.

<b>STUDENT ASSESSMENT IN A SEMESTER</b>	
PT1	40
PT2(SPEAKING SECTION INCLUDED)	50
PT3 (SPEAKING SECTION INCLUDED)	45
QUIZ 1	10
QUIZ 2	10
QUIZ 3	10
QUIZ 4	10
PORTFOLIO	15
TEACHER'S EVALUATION GRADE	5
ONLINE STUDY	5
<b>TOTAL</b>	<b>200 POINTS</b>
<b>CONVERTED TOTAL</b>	<b>200/2=100 POINTS</b>

Example:

Ayşe has the following scores:

PT1	35
PT2(SPEAKING SECTION INCLUDED)	42
PT3 (SPEAKING SECTION INCLUDED)	33
QUIZ 1	7
QUIZ 2	6
QUIZ 3	8
QUIZ 4	10
PORTFOLIO	15
TEACHER'S EVALUATION GRADE	5
ONLINE STUDY	5
<b>TOTAL</b>	<b>166 POINTS</b>
<b>CONVERTED TOTAL</b>	<b>166/2=83 POINTS</b>

As Ayşe's semester average 83, is above the achievement base score 60, she is able to take the Proficiency Exam and assuming that she gets 80 in the Proficiency Exam:

30% of Ayşe's semester average 83 and 70% of her Proficiency Exam score 80 are added:

$$\frac{83 \times 30}{100} + \frac{80 \times 70}{100} = 80,9$$

100      100

According to this result,

1. If Ayşe is enrolled in a programme where the medium of instruction is partly English (%30), the achievement base score is 60 out of 100. This means she has completed Program 2 successfully and will continue with her enrolled program.
2. If Ayşe is enrolled in a program where the medium of instruction is English, the achievement base score is 70 out of 100. This means she has completed Program 2 successfully and will continue with her enrolled program.
3. If Ayşe is enrolled in the Faculty of Medicine or Dentistry, the achievement base score is 80 out of 100. In that case, if Ayşe gets 50% of the speaking section score in the Proficiency Exam, she could continue with her enrolled program. However, if she gets less than 50% of the speaking section score in the Proficiency Exam, she has to repeat Program 2 even if her overall score is above the achievement base score.

### **Types of Scoring and Bringing Scores Together**

In the English Prep Unit, there are two types of scoring in exams administered throughout the year: machine-scored and hand-scored. In exams containing multiple choice items, answers are coded on optic answer sheets, which are then machine scored in the IT department. On the other hand, exams containing short-answer, open-ended and production type questions etc. are hand-scored by instructors.

After the exams are graded by instructors, the scores are entered in student reports. The Test Development Unit then randomly selects 3 exam papers to ensure that the calculation/ grading is done correctly. Then the student report cards collected by the TDU are transferred to the SFL-Educational Planner. The Educational Planner copies the scores onto Excel. If there is a writing section or a speaking section in the exam, which is scored by the instructors, the writing/speaking scores of each student are transferred to the Excel as well. All scores obtained from exams are entered in the data base managed by the Educational Planner and an overall score for each student is calculated. At this point, all data is double-checked to ensure correct entry.

The Testing Unit again randomly selects 3 exam papers to ensure that the calculation/grading is carried out correctly.

### **9.3. Assessment Overview at the Academic English Program**

The courses at the Academic English Unit generally have a midterm exam, a final exam, and a teacher's evaluation grade component in the evaluation process throughout each semester of the academic year. Some courses also have a presentation exam component. Midterm exams are administered at the end of the 8th week of the term, whereas, the final exams are given once the semester is over.

General English (GE) and English for Academic Purposes (EAP) courses have Exemption exams at the beginning of the academic year. However, there are no exemption exams for English for Specific and Academic Purposes (ESAP) courses.

## BU-SFL ACADEMIC ENGLISH UNIT ASSESSMENT DESIGN

<b>1<sup>ST</sup> YEAR EAP COURSES</b>				
ENG 143-144 ENG 199/180 (=ENG143) ENG 102	Midterm: %40	Final: %50	Presentation: %5 Teacher's Evaluation: %5	EXEMPTION EXAM
<b>1<sup>ST</sup> YEAR General English COURSES</b>				
ENG 127-128 ENG 125-126 ENG 142-242 As of 2018-2019 Academic Year, ENG 131-132 is equivalent to ENG 125-126.	Midterm: %30	Final: %60	Teacher's Evaluation: %10	EXEMPTION EXAM
ENGE 101-102	Midterm: %40	Final: %50	Teacher's Evaluation: %10	EXEMPTION EXAM
ENGE 103-104	Midterm: %40	Final: %50	Presentation: %5 Teacher's Evaluation: %5	NO EXEMPTION EXAM
<b>2<sup>ND</sup> YEAR General English COURSES</b>				
ENG 225-226 ENG 283-299 As of 2018-2019 Academic Year, ENG 231-232 is equivalent to ENG 225-226	Midterm: %30	Final: %60	Teacher's Evaluation: %10	EXEMPTION EXAM
ENG 280	Midterm: %30	Final: %60	Teacher's Evaluation: %10	EXEMPTION EXAM
<b>2<sup>ND</sup> YEAR ESAP COURSES</b>				
CENG 243-244 HENG 243-244 FENG 243-244 LENG 243-244 SENG 243-244 TENG 243-244 YDL 243-244 MENG 243-244 BENG 243-244 SENG 203-204	Midterm: %40	Final: %50	Presentation: %5 Teacher's Evaluation: %5	NO EXEMPTION EXAM
ENG 200	Midterm: %40	Final: %50	Teacher's Evaluation: %10	NO EXEMPTION EXAM
ENG 206	Midterm: %40	Final: %50	Presentation : %5 Teacher's Evaluation: %5	NO EXEMPTION EXAM
<b>3<sup>RD</sup> YEAR COURSES</b>				
ENG 300/330 (ESAP)	Midterm 1 (Reading): %25	Midterm 2 (Listening): %25 Midterm 3 (Speaking): %25	Final (Writing): %25	NO EXEMPTION EXAM

ENG 310/306 (English for Specific and Academic Purposes)	Midterm: %40	Final: %50	Presentation : %5 Teacher's Evaluation: %10	NO EXEMPTION EXAM
ENG 311-312 ENG 350 LENG 305-306 (TRANSLATION)	Midterm: %40	Final: %50	Teacher's Evaluation: %10	NO EXEMPTION EXAM
ENG 350 Advanced Reading, Writing, Listening (ESAP) For students who are subject to 2015-2016 Academic Year catalog and after.	Midterm: %40	Final: %50	Teacher's Evaluation: %10	NO EXEMPTION EXAM
For students who are subject to the catalog before 2015-2016 Academic Year, the courses listed below are equivalent to: ENG 367-368	Midterm: %40	Final: %50	Teacher's Evaluation: %10	EXEMPTION EXAM
<b>4<sup>TH</sup> YEAR COURSES</b>				
ENG 425-426 (General English)	Midterm: %30	Final: %60	Teacher's Evaluation: %10	EXEMPTION EXAM
ENG 400 ENG 430/460 Presentation Skills (ESAP)	Midterm: 20%	Project Work-Group Presentation: %30 Individual Presentation : %40	Teacher's Evaluation: %10	NO EXEMPTION EXAM
For students who are subject to the catalog before 2015-2016 Academic Year, the courses listed below are equivalent to: ENG 425-426	Midterm: %40	Final: %50	Teacher's Evaluation: %10	EXEMPTION EXAM

\*The departments where the medium of instruction is English have **no** Exemption Exams.

Similar to the English Prep Unit, in the Academic English Unit, Midterm and Final exam scores in addition to TEG and presentation scores are entered in student report cards by instructors. Then the student report cards are submitted to the SFL-Educational Planner. The Educational Planner copies the scores onto an Excel sheet in the SFL-database. The program (Excel) calculates an overall score for each student and each student's score is checked to avoid miscalculations. Meanwhile, TDU randomly selects exam papers to ensure that the calculation/grading is done correctly. Finally, a letter grade that constitutes a score is assigned to each student by the instructors in the BU online system (BUOBS).

#### 9.4. Assessment Overview at Modern Languages Unit

Midterm exams and finals are designed individually by each instructor according to the course objectives defined. Thus; the question types may differ among different language courses but basically, reading, writing, listening and speaking skills in addition to language use are tested in all



exams administered in the Modern Languages Unit. Midterm exams are administered during the 8th week of the term, whereas, the finals are given at week16 or the end of the term. Students are given a quiz one or two weeks prior to midterm and final exams in order to assess students’ knowledge of the target language. The course instructor decides on the day the quiz is given. When assigning the final grade of the student, the instructor gives a Teachers Evaluation Grade (TEG) which accounts for % 10 of the total grade. The TEG is assigned by considering the students classroom participation and homework completed through the term. Assessment Design at the MLU is as follows:

**MODERN LANGUAGES UNIT ASSESSMENT DESIGN**

<b>COURSE OFFERED</b>	<b>MIDTERM EXAM</b>	<b>QUIZZES</b>	<b>TEACHER’S EVALUATION GRADE</b>	<b>FINAL EXAM</b>
<b>ARABIC</b>	%30	2x Quizzes: Each %5	In-class Participation/ Homework: % 10	% 50
<b>AZERBAIJANESE</b>				
<b>CHINESE</b>				
<b>FRENCH</b>				
<b>GERMAN</b>				
<b>ITALIAN</b>				
<b>RUSSIAN</b>				
<b>SPANISH</b>				

Exams at SFL-Modern Languages Unit are hand-scored by instructors. At the end of each term, all scores obtained from the Midterm and Final exams, two quiz scores and TEG are calculated by the instructor and a final grade is assigned to each student. The final grade is then entered in the BU online database (BUOBS) by each instructor. The final grade is saved in the system until the grades are announced by the Student Affairs according to a date predetermined and announced in the academic calendar.

## 9.5. Exam Planning and Preparation

### 9.5.1. Planning the Exam Content and Mechanics

The weighting and the skills the exam should measure in alignment with course content and course objectives are determined by the Head of TDU, Unit Test Coordinator, TDU member(s) and the Unit Head upon approval of the BU-SFL Board. Ex: Midterm:40 points, Final:50 points, Presentation:5 points, TEG:5 points, etc.

The exam dates, time and venues are determined by the Head of TDU and Unit Test Coordinator and Unit Head. They are announced by the Head of TDU on billboards, by emails and in meetings upon approval of the BU-SFL Board.

The exam dates and time are sent to the faculties and the exam announcements are placed on the SFL web page by the Head of TDU or Unit Test Coordinator by contacting the communications coordinator.

### 9.5.2. Feedback Process of Exams and Getting Ready for Duplication

The steps below are applied to Progress tests, quizzes, Placement-Proficiency Exams in addition to the Summer School Exams in the Prep TDU and all Midterms, Finals, Make-Ups, Exemption Exams and Single-Course Exams in the Academic English TDU as well.

Head of TDU shares the Operation Plan with TDU members.

Head of TDU/ Unit Test Coordinator proofreads the First Draft of the exam, makes the necessary corrections, gives feedback to TDU members and offers suggestions for improvement.

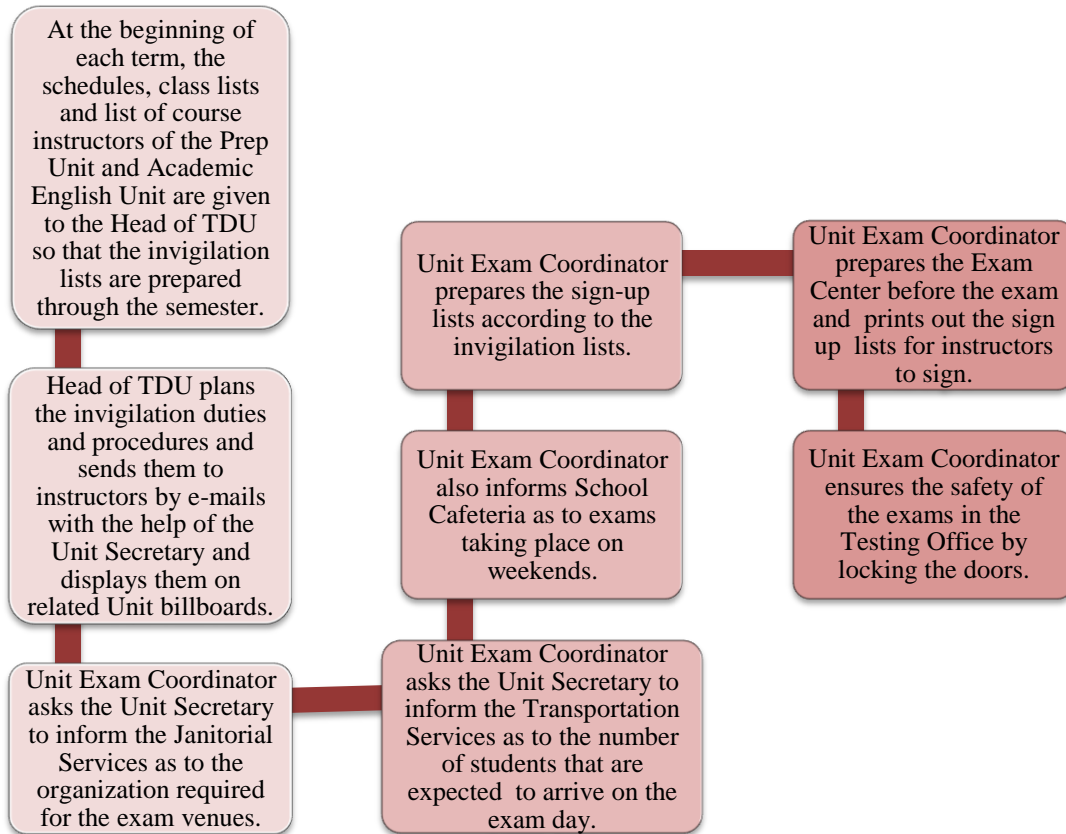
The Second Draft of the exam is proofread to check whether the necessary alterations have been made.

TDU members get feedback from CDU as for the internal verification of the exam.

The Final Draft of the exam approved by the Unit Heads and Head of TDU/Unit Test Coordinator is sent to be duplicated in the B.U Exam Photocopy Center with TDU members.

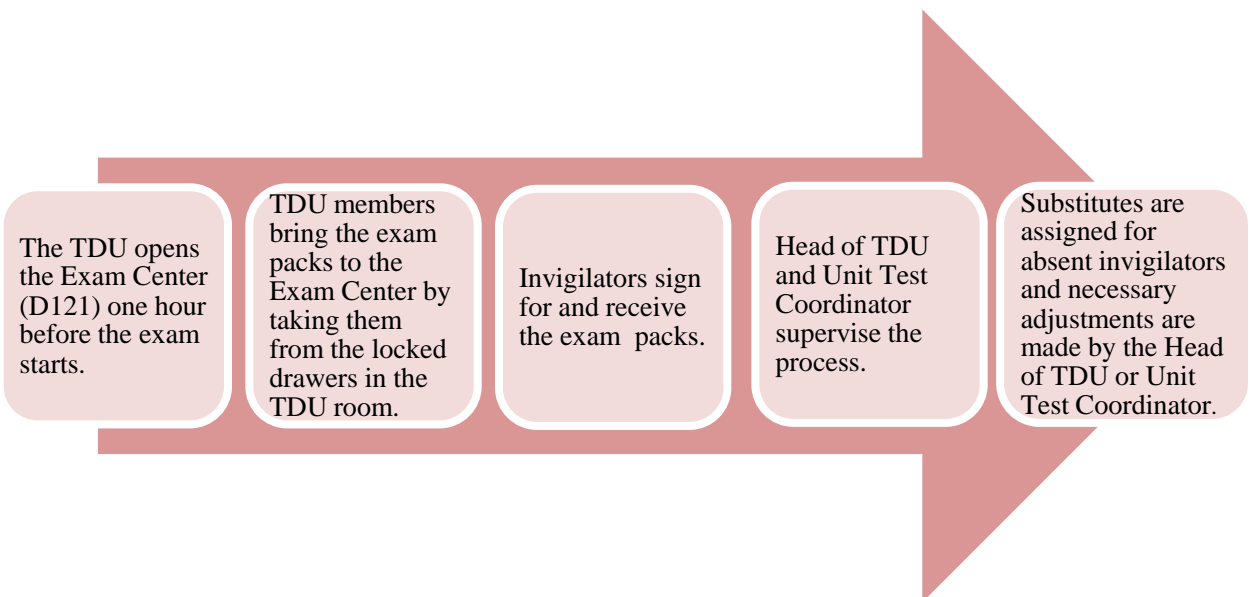
The Final Draft must be sealed with the TDU seal by the Head of TDU before duplication.

**9.6. Coordinating and Organizing the Exam**



**9.7. Exam Administration Process**

**9.7.1. One hour before the exam**



### 9.7.2. During the Exam

The Head of TDU supervises and observes the exam process, the exam venues and corridors together with TDU members. Solves any problems related to the exam or else directs it to the related Unit Head.



Head of TDU submits the number of students who take the exam to the Director of SFL within half an hour.



If an important mistake in the test items is detected during the exam, Head of TDU ensures that announcements to correct the mistake are made to all exam rooms and students with the help of standby invigilators.



In case of cheating, all members of the TDU ensure that the cheating procedure is implemented. The related Unit Head is informed so that necessary action is taken.

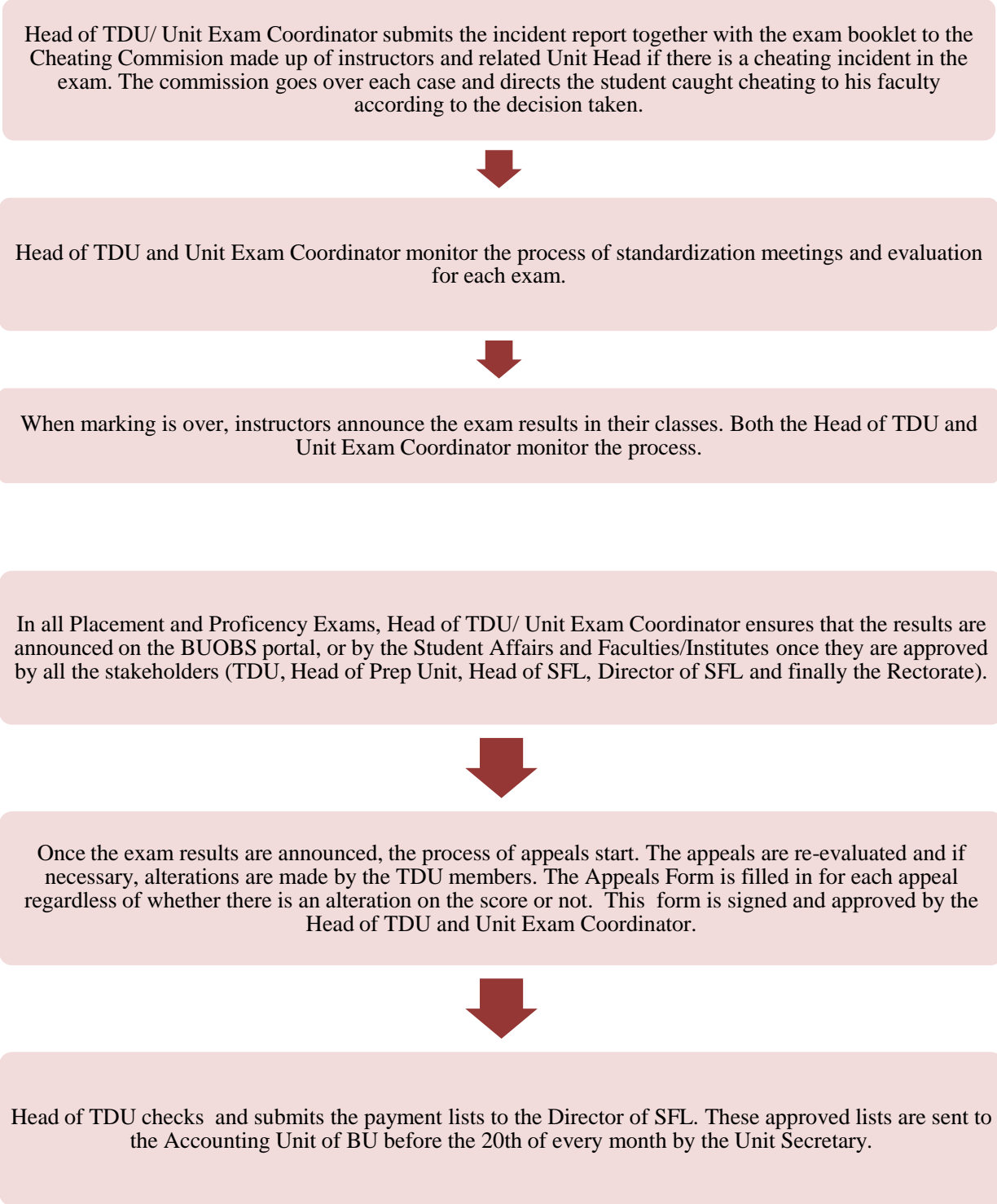
### 9.7.3. End of the Exam

Invigilators hand in the packs and sign the sign up sheet.



The Exam Center is closed at the end of the exam and all the exam packs are handed in to the TDU.

**9.7.4. After the exam**



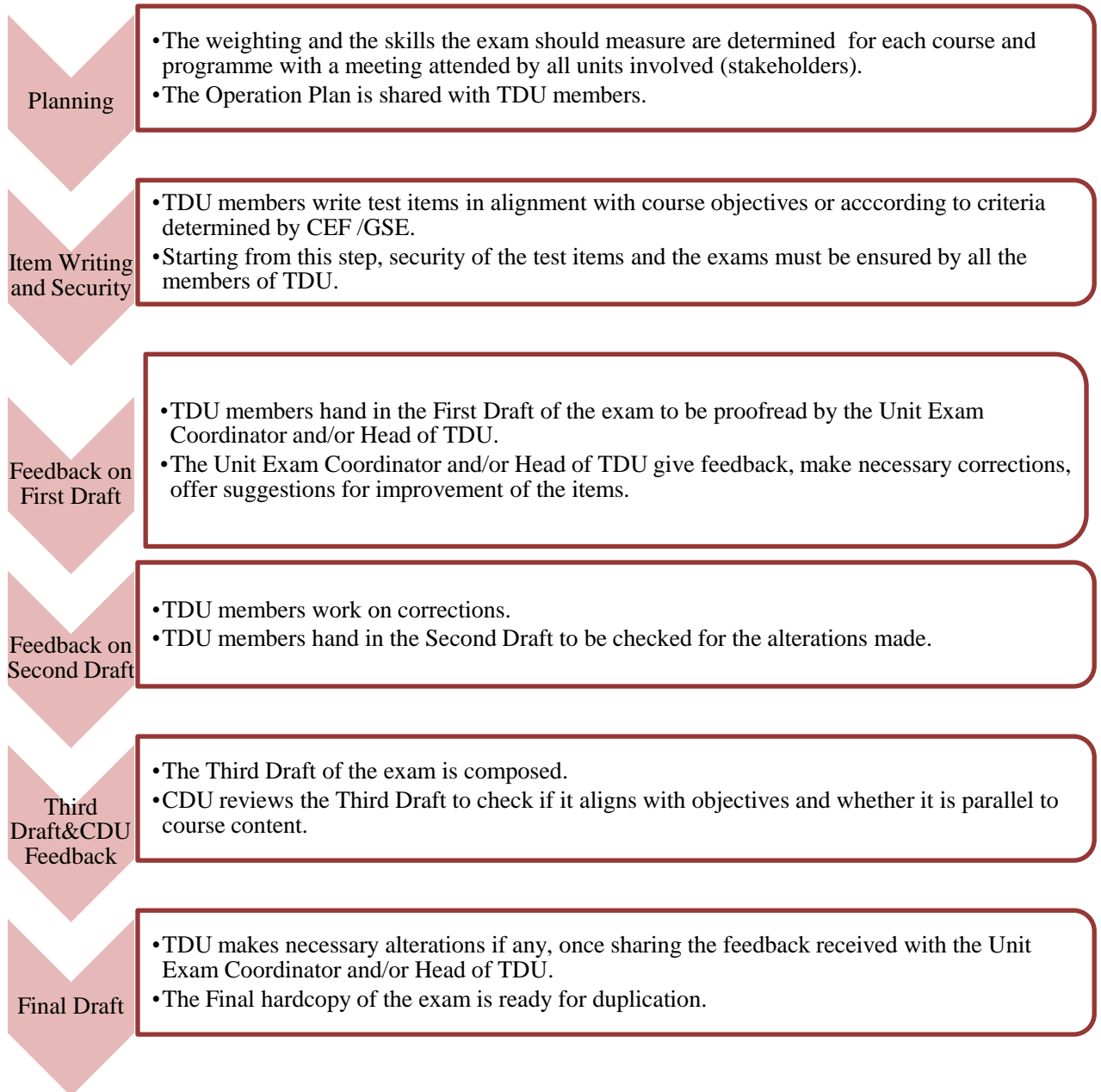
## 9.8. Reliability

Tests at the BU-SFL determine whether students pass or fail or whether they are eligible to pass to their departments once displaying their language proficiency. Since such important decisions are taken as a result of the exams administered, it is very important for the instruments to be reliable. Therefore, in order to say that the scores obtained from exams at the SFL are consistent; in other words, reliable, test construction goes through a lengthy process not only to ensure the internal consistency which involves using items that permit objective scoring, reviewing items, familiarizing students with test content and format by giving guidelines, but also to guarantee interrater reliability such as training raters and conducting standardization meetings and using multiple raters and detailed rubrics especially for scoring subjective items (such as writing or speaking components.)

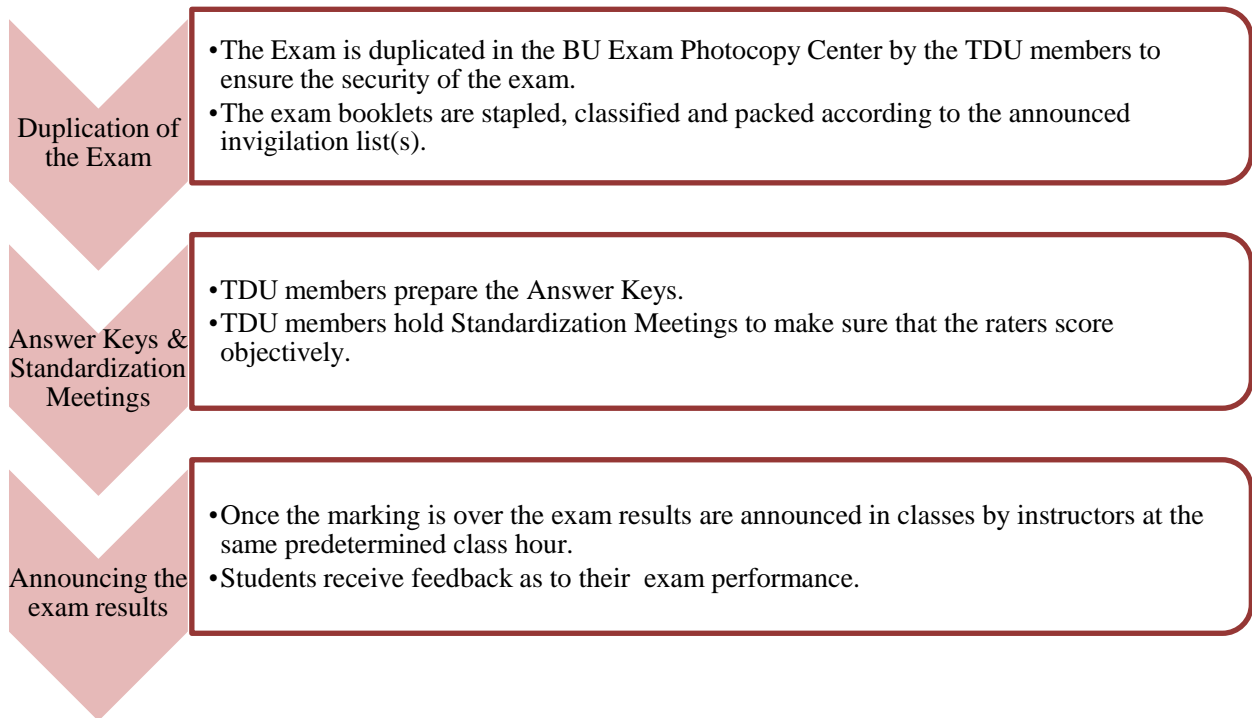
## 9.9. Validity

If an exam measures what it aims to measure then it is considered to be valid. In order to achieve validity, progress tests at the BU-SFL are in alignment with course objectives. This is achieved by constructing the exams parallel to the objectives of the course and by using a table of specifications. Thus, the exams measure what they claim to measure and are; therefore, considered to be valid. As for constructing the BU English Proficiency Exam, the criteria of Common European Framework of Reference for Languages (CEFR) and more recently the Global Scale of English (GSE) are taken into consideration. GSE is a revised and more detailed version of the CEFR and it focuses on expected student behaviours at levels identified (A1-A2-B1-B2-C1) for the four skills: reading, writing, listening and speaking and grammar. Focusing on the ‘can do statements’ in the GSE makes it easier for item writers to construct test items that correspond to a learning outcome or objective.

Validity of exams at BUSFL is achieved by going through several steps in internal verification:



(continues on next page)



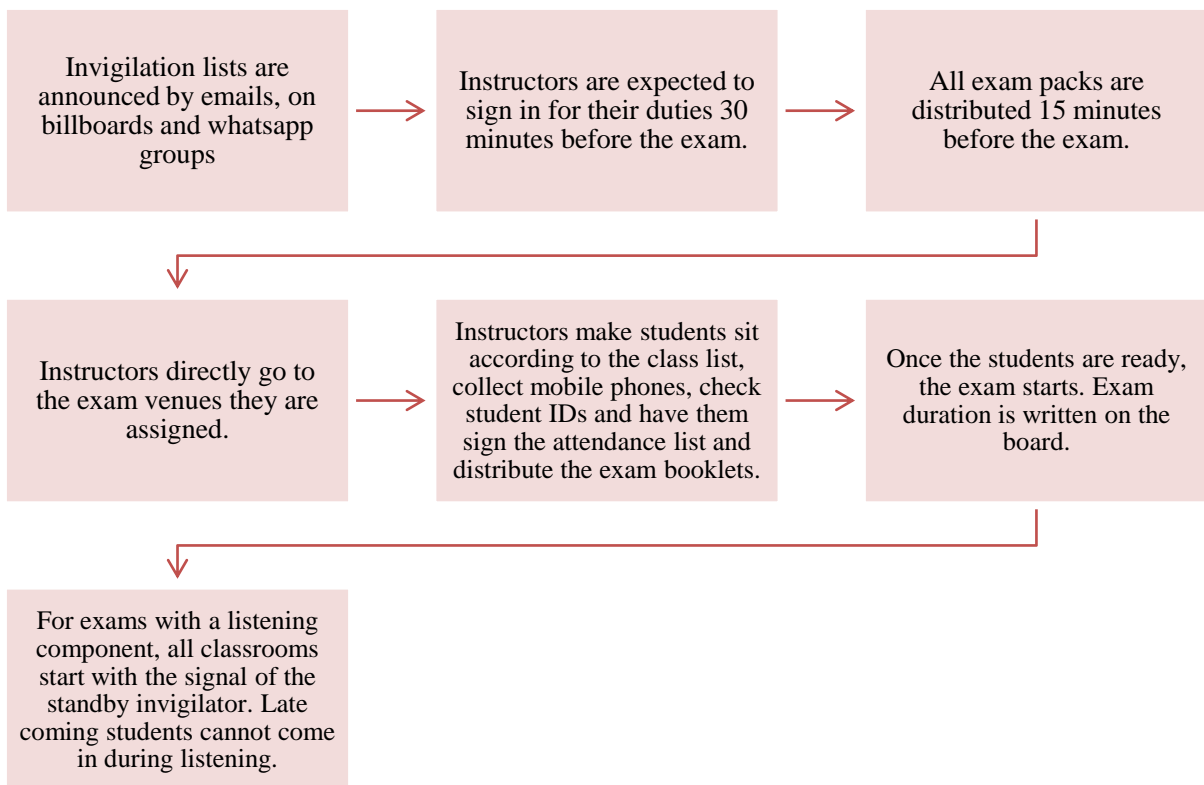
The internal verification of the exams constructed in the Prep Unit and Academic English Unit follow all the stages above while the Modern Languages Unit, which has a limited number of instructors in every language, also conforms to standards of the TDU in terms of content and format. Exams constructed in the Modern Languages Unit all have reading, writing, listening and language use sections. Similarly, the weightings of the midterm and final exams are parallel to the ones in the Academic English Unit. Every exam constructed in the Modern Languages Unit, just like all other exams, is approved by the seal of TDU prior to duplication.



## 10. BU-SFL INVIGILATION POLICY

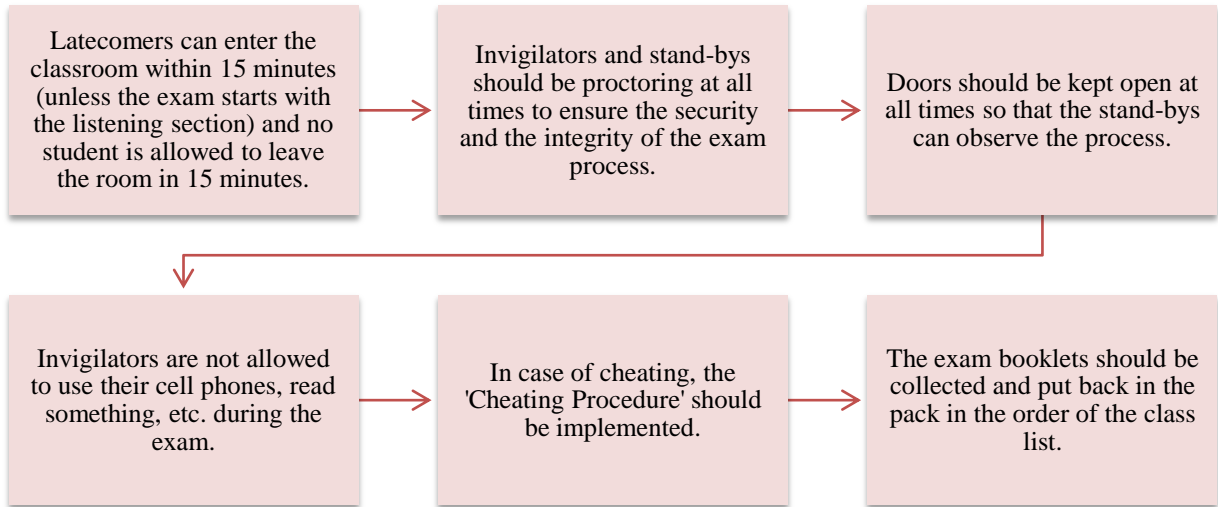
The base motive underlying the invigilation policy at BUSFL is to administer exams not only in an environment which fosters the security of the exam, but also a fair atmosphere for each student taking the exam by setting standards for every exam. To control the homogeneity of each exam venue in as much as possible there are different sets of invigilation procedures for instructors to follow. Mainly these fall into three categories: activities carried out prior to the exam, during the exam and after the exam.

### 10.1. Invigilation Procedure Prior to the Exam



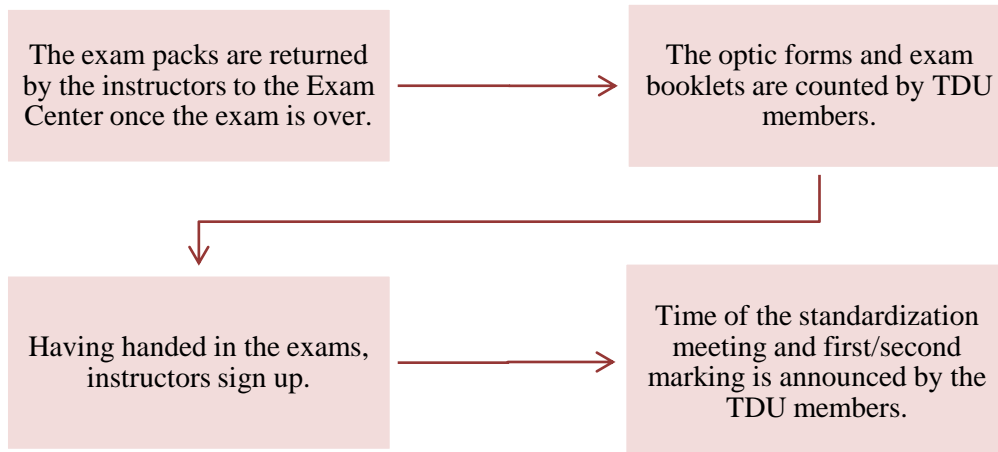
\*See Appendix 21 for Sample Invigilation List

**10.2. Invigilation Procedure During the Exam**



(Appendix 22)

**10.3. Invigilation Procedure After the Exam**

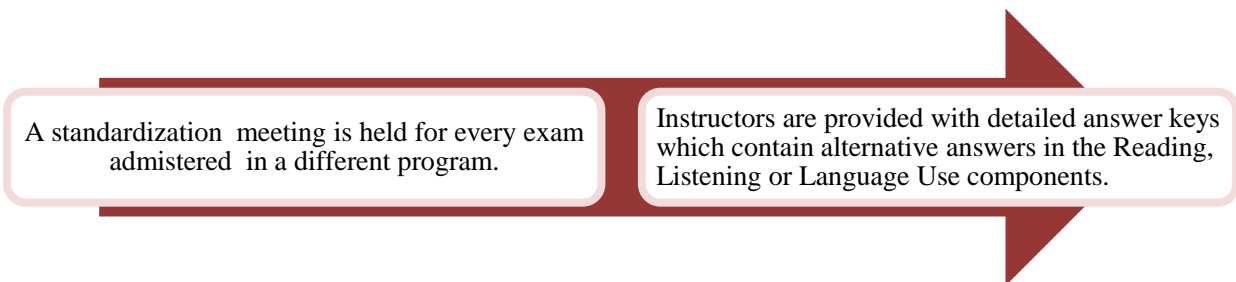


## 11. BU-SFL GRADING POLICY

The main goal of the grading policy at the BU- SFL is to provide a reliable measure of students' progress at different programs offered. Assigning reliable scores not only enhances the objectivity of the assessment process, but also aids teaching and learning by providing feedback to instructors and students. In order to achieve objectivity in measuring students knowledge of English, detailed answer keys in addition to different sets of grading criteria are used at the BU-SFL for assessing different skills. Grading procedures for different skills fall into three categories:

1. Grading the Reading, Listening and Language Use Components of Exams: These exams consist of short answer, long answer and/or multiple choice item types. The objectivity in scoring is achieved through answer keys containing alternative answers. (See details at 11.1)
2. Grading the Writing Component of Exams: Because marking may be subjective, grading the writing component requires a checklist or a rubric so as to ensure the reliability of the score assigned. (See details at 11.2).
3. Grading the Speaking Component of Exams: Marking of the Speaking component may be subjective; therefore, in order to reduce the error component of the grade assigned, several actions are taken. These include sessions conducted for training assessors throughout the year in addition to using a detailed rubric. See details at 11.3.

### 11.1. Grading Reading, Listening and Language Use Components of Exams



A standardization meeting is held for every exam administered in a different program.

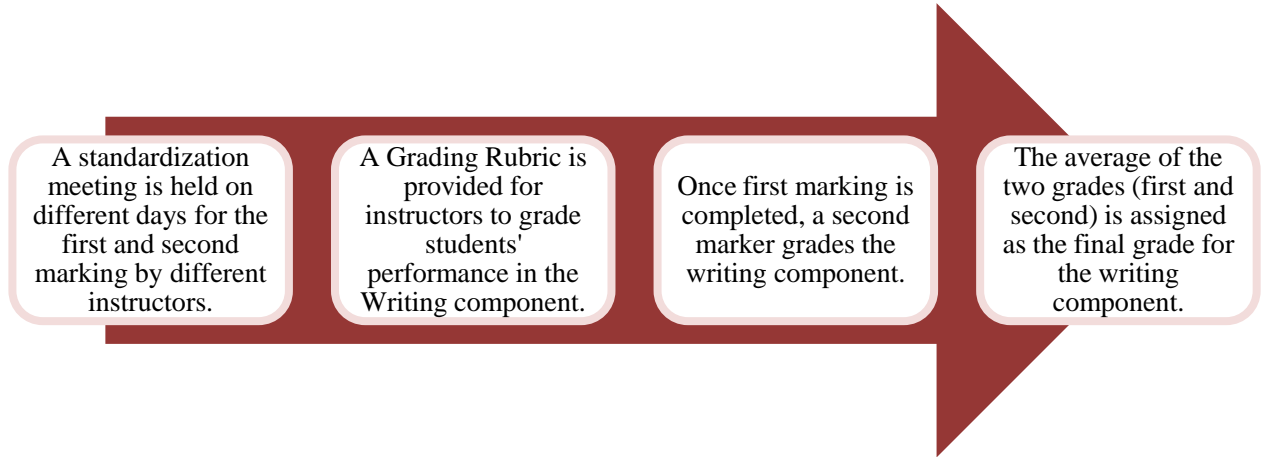
Instructors are provided with detailed answer keys which contain alternative answers in the Reading, Listening or Language Use components.

#### BU-SFL Academic English Unit TDU Reading Comprehension Exam Standardization and Marking Procedure

In the Academic English Unit, the reading component of the exams is mainly constructed by forming short-answer comprehension questions, vocabulary guessing questions and reference questions. Since the answers of the comprehensions are open-ended, grading requires a fair marking procedure. In order to ensure fairness in marking the exam papers, the TDU arranges a standardization meeting for the instructors. Under the supervision of the standardization leader, who is a TDU member responsible from the exam, instructors come together and go over the answer key of the exam. They discuss possible answers to any one of the comprehension questions different than the ones in the answer key,

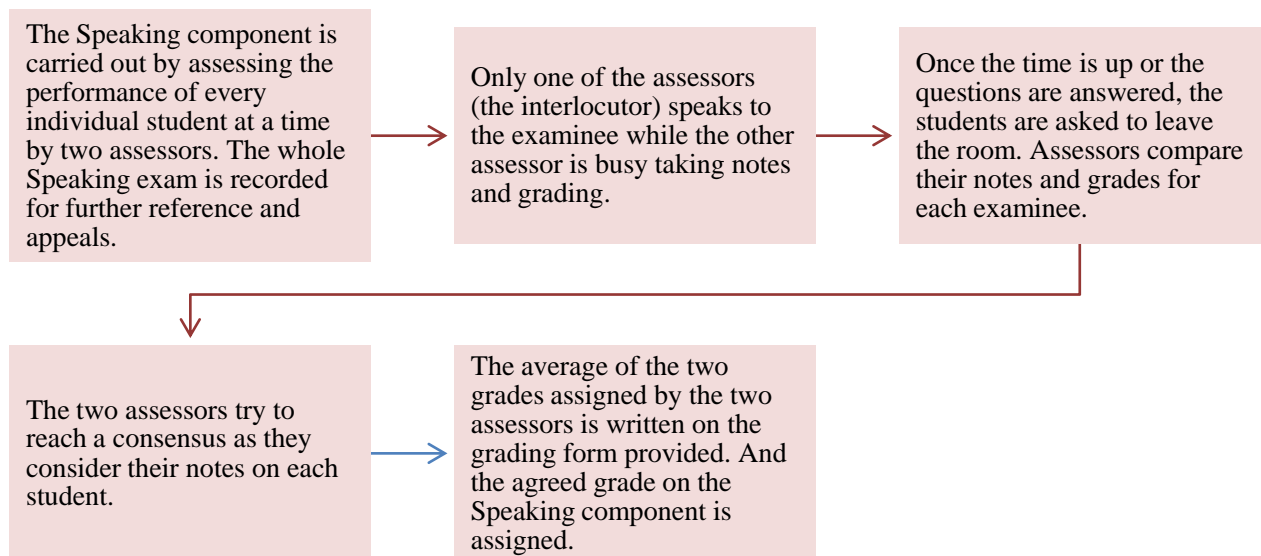
the instructors are asked their opinion; and if the answer is found to be appropriate by a majority of instructors, the alternative answer is added to the answer key by the standardization leader. The instructors assign a score for this answer.

### 11.2. Grading Writing Component of Exams



\* See **Appendix 23, 24, 25** for detailed Writing Evaluation Procedures.

### 11.3. Grading Speaking Component of Exams



\* See **Appendix 26** for detailed Speaking Procedures.

Once grading ends, instructors fill out student report cards and give them to the Educational Planner so that each report card is entered manually in SFL's system.

## 12. BU-SFL CHEATING POLICY

Students at Başkent University are obliged to obey rules, procedures and warnings during exams or else disciplinary action will follow.

In case of cheating at the BU- SFL, the cheating procedure is implemented according to the approved directive (Article 5 and Article 6) of the Başkent University Senate dated February 19, 2018.

According to the directive of Başkent University, the following actions are considered as ‘cheating’:

- referring to any written material or source which is not permitted during the exam
- intentionally looking at or attempting to look at the exam paper of another student
- showing one's exam paper to another student
- any kind of verbal or written communication between students
- sharing materials including pencils, erasers, calculators etc. during the exam
- using electronic devices with a function to store and show information such as a mobile phone, i-pad or an i-watch

According to the Cheating Procedure if a student is caught cheating s/he is warned and informed that an incident report will be held. Any evidence of cheating is withheld by the invigilators and a TDU member is called in to make sure the procedure is implemented. The student caught cheating is not asked to go out of the classroom. S/he can stay until the end and complete the exam. Head of TDU is informed.

Once the exam is over, invigilators submit the incident report, the student’s exam booklet, and any piece of evidence withheld to the Head of TDU or Unit Exam Coordinator. The related Unit Head is informed so that necessary action is taken.

In the following days the TDU brings the Cheating Commission together. The Cheating Commission is made up of invigilators, instructors and the related Unit Head. The commission goes over each case and directs the student caught cheating to his/her faculty if he is to be found guilty of cheating in the exam in the light of the evidence withheld and invigilators heard.

The student’s faculty opens and carries out a formal investigation. If it is decided against the student then disciplinary penalties are given to the student as mentioned in the Student Discipline Regulations. Penalties may include but are not limited to warning, reprimand, and suspension for a period of one week or longer.

## **13. BU-SFL PROFESSIONAL DEVELOPMENT POLICY**

The BU-SFL supports its teaching staff to grow individually and professionally and to increase their efficacy. Its professional development policy is implemented by the Teacher Training and Development Unit (TTDU), which provides a variety of professional development activities to suit the needs and interests of the instructors. The unit equips the instructors with skills and techniques to stimulate a passion for lifelong learning, professional development and collaboration in a positive atmosphere. Among the TTDU's responsibilities are:

- to design and deliver pre-service and in-service teacher training and development programs
- to acquaint teachers with the most recent developments in ELT methodology, pedagogy and instructional practices
- to provide training and supervision in peer coaching work, such as classroom observations, video coaching and team teaching activities
- to organize and conduct clinical classroom observations for developmental purposes
- to plan, coordinate and deliver workshops and presentations (in-house and others) according to the needs, interests and expectations of the instructors
- to encourage and support instructors to participate in national and international workshops, seminars and conferences
- to evaluate instructional and institutional needs of the school throughout the year and design action plans for improvement

At the end of each academic year, a questionnaire which is composed of two sections is carried out. The first section aims to gather reliable data that reflect the evaluation of the teaching staff on the practices conducted by the TTDU; the second section aims to analyse their needs for the upcoming academic year. (Appendix 27). Based on the evaluation, needs and interests of the instructors an action plan is developed and implemented for the following academic year. Beside the end-of-year questionnaire on its overall activities, the TTDU collects feedback from the attending instructors on each professional development session delivered by the invited speakers, BU-SFL instructors, or TTDU members in order to assess whether the session is in link with the expectations and needs

### **13.1. BU-SFL Professional Development Programs**

#### **13.1.1. Induction Program**

At the beginning of each academic year newly recruited teaching staff are required to participate in an induction program. The program provides new members with the information about the BU-SFL's organizational units and their operational systems. New teachers are also required to attend the in-service training program implemented throughout the academic year- it should be noted here that attending sessions of this program depends on their teaching schedule. This program aims to focus on the crucial areas of English Language Teaching including skills and language teaching as well as

classroom management, lesson planning and learning styles and strategies. The sessions are organized as input sessions and reflective micro-teaching components when necessary.. Besides these, it is intended that instructors feel attached to their profession and their new institution. At the end of the program, instructors give feedback so that the program can be modified accordingly at regular intervals. (**Appendix 28**).

### **13.1.2. Workshops and Presentations**

As part of the in-service training programs, a number of workshops and presentations are conducted throughout the academic year by TTDU members, instructors at Başkent University and guest speakers. The topics of these sessions are selected from the feedback/data collected from the instructors by several means such as questionnaires, meetings and data gathered from classroom observations or the academic studies of the teaching staff. These sessions shed a light to several aspects and components of teaching and learning like effective language teaching, classroom management as well as to issues of ongoing personal development of instructors. Instructors are autonomous in their decisions as to which sessions they are going to attend, however, they are required to attend at least four sessions in one academic year. The procedure for attending/delivering sessions is as follows:

- The instructors who volunteer to conduct workshops and presentations, inform TTDU at the beginning of the semester
- TTDU shares the abstract, place and date of each session with the academic staff
- Instructors sign in for the sessions they would like to attend (**Appendix 29**)
- Session leaders make necessary arrangements
- A feedback form for these sessions is sent to the participants. (**Appendix 30**)
- The feedback is shared with the presenter.

### **13.1.3. Reflective Teaching Practice**

Reflective teaching practices constitute an opportunity for instructors to help each other collect useful information about their teaching experiences. Peer observations, video-coaching, team-teaching are among the fundamental activities that promote teacher collaboration, collegiality, self-awareness and critical reflection on one's own teaching.

Each term, instructors are paired by TTDU depending on varying parameters. Every instructor is expected to engage in one reflective teaching practice each term, focusing on a different aspect of classroom teaching. The type and focus of the practice and the tools provided by TTDU for data collation should be selected by mutual agreement. TTDU members are available for consultation and guidance whenever needed throughout the process. During the completion of the activities, pairs work

together through a process of pre-observation, observation, and post-observation meetings, where instructors give each other constructive feedback.

#### **13.1.4. Clinical Classroom Observations by TTDU Members**

These observations done by TTDU members mainly intend to provide support for teachers in developing their teaching skills as required and to facilitate effective and quality teaching and learning. Teacher Training (TT) observations can have immediate practical benefits for individual teachers as well as long term benefits for the language program and the School/University as a whole.

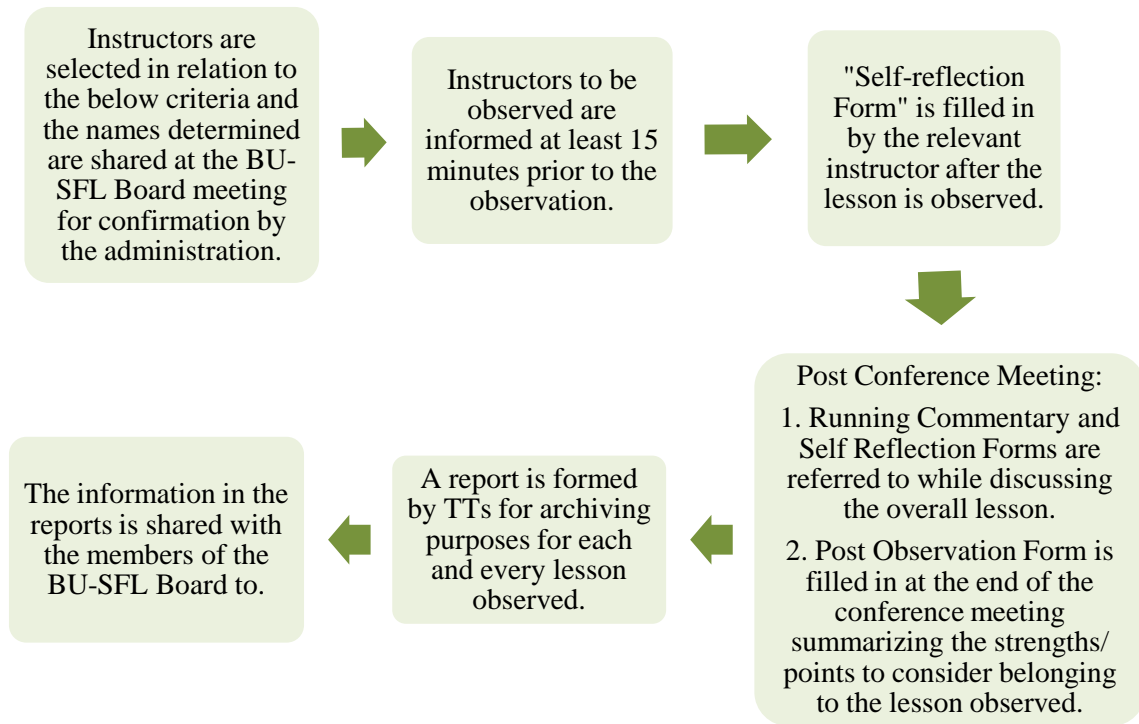
TT observation procedure is as follows:

- TTs design an observation schedule each semester and conduct pre-announced or unannounced observations depending on the institutional and individual needs detected with the help of several sources.
- In general, each pre-announced observation has the following three phases:
  - Pre-observation meeting: The observer and the observee get together as scheduled, talk about the class profile in relation to their performance and students' learning behaviour. They go through the lesson plan and fill in the relevant form together. **(Appendix 31)**
  - Observation: TT visits the class planned, observes a 50 minute lesson, keeps up a running commentary. **(Appendix 32)**
  - After the lesson, the observee fills in the reflection form provided. **(Appendix 33)**
  - Post-observation meeting: The observee and TT talk about the lesson referring to the reflection form and fill in the relevant form. **(Appendix 34)** A further action plan is devised. Another TT observation is agreed upon if required.

The information regarding the observation is kept confidential. Please note that the unannounced TT observations follow a similar pattern except for Step 1 stated above and a more detailed pattern for such observations can be found below.



#### 13.1.4.1. Procedure for Unannounced TT Observations



#### 13.1.4.2. The Criteria for Unannounced TT Observations

- Newly recruited instructors having undergone the process of pre-announced observation
- Instructors who have not been observed for 3 or more years
- Instructors who seem to perform below standards (according to several resources of feedback like learner evaluations)
- Instructors who have not been teaching for some time for different reasons (e.g. maternal leave)
- Instructors who have not taught a specific course for a long time/who are going to teach a particular course for the first time

#### 13.1.5 End-of-Year Workshop Event

Each academic year, an end-of-year event with a theme concentrating on an aspect of education; teaching and learning of English is organized by the TTDU and a committee, composed of a voluntary group of instructors at the School of Foreign Languages. This is an activity that aims to provide instructors with the opportunity to experience organizing a mini conference and giving presentations to their colleagues. In time, this activity has gained a more collaborative and international dimension with more participants from other educational institutions -namely TOBB University, THK University and Yıldırım Beyazıt University- under the theme of "Unity in Diversity". This theme offers the opportunity to include a wide range of topics in the conference program that are of personal and professional interest to foreign language teachers. The presentation language at the conference can be

either English or Turkish. The topics that can be presented as a talk, a workshop or a poster within the scope of the conference include but are not limited to:

- Business English (BE)
- Teacher Development (TD)
- Learner Autonomy (LA)
- Media/Video (MED)
- Information and Communication Technology (ICT)
- Literature & Cultural Studies (LCS)
- Research (RES)
- Teacher Training & Education (TTed)
- Educational Leadership & Management (ELTM)
- Pronunciation (PRON)
- Global Issues (GI)
- Curriculum Design (CD)
- EAP/ESP
- Testing, Evaluation (TE)
- Materials (M)
- Classroom Applications (CA)
- Teaching Language Skills (TLS)
- Advising in Language Learning (ALL)
- Linguistics
- Personal Development.

#### **13.1.6. Attending National / International Conferences**

This policy aims to promote consistency in approving attendance of instructors at national/international conferences, seminars and workshops. It also ensures that all educational and scientific events attended by instructors are directly related to their job functions and hence contribute to their professional development. All procedures concerning this matter align with Başkent University Rules and Regulations for Attending Scientific Meetings.

The procedure for attending educational events for the academics in the School of Foreign Languages is as follows:

- The instructor writes a petition (**Appendix 35**) and submits it to the relevant Unit Head
- The Head informs the Directorate about the organization of the make-up lessons or substitution
- The Directorate sends the petition to the Rectorate and informs the instructor about the notification
- The Instructor's expenses are covered by Başkent University with regard to the related regulation
- The Instructor attending these events may be asked to share his/her experiences with other colleagues

#### **13.1.7. Attending Day-time Graduate Programs**

In line with the University mission and vision, BU-SFL is an organization that fully supports life-long learning and professional development of all its staff. Bearing this in mind, it is believed that

through creating and sustaining a learning environment for all its stakeholders, the School can become a place where everyone can contribute to their own development at the same time enhancing the intellectual capital of the institution. To this end, instructors and administrative personnel willing to take graduate courses e.g. as part of an M.A. program are requested to follow the below procedure:

- At the beginning of each Academic Term, relevant staff hand in their petitions (**Appendix 36**) to the Unit secretary.
- Petitions mentioned above state the time-off requested (this could be up to two half-days in a week)
- Petitions contain an appendix in the form of an official document taken from the universities where the graduate courses take place
- The appendix includes the timetable of the graduate courses to be attended with the autography of the relevant supervisor
- Petitions are submitted to the Unit Head to be evaluated at the Board Meeting.
- The staff are informed about the result of their petition and their working schedules are organized accordingly for the term.

## 14. BU-SFL PERFORMANCE APPRAISAL POLICY

BU-SFL gives particular importance to overcoming any kind of academic deficiency or inconvenience in order to enhance performance and thus professional development. To this end, a reasonable number of data sources are resorted to regularly to shed light on the evaluation and improvement of all staff as well as the practices carried out in TTDU.

Performance appraisal system builds on three data collection tools: Classroom Observation, Student Evaluations of Instructors and Bařkent University Academic Performance Data Collection Tool (ABTA). Particularly the data of the first two sources are closely monitored as part of TTDU practices.

### 14.1. Classroom Observation

As mentioned earlier, classroom observations are organized and conducted as planned to improve the quality instruction. The procedure to collect and collate relevant data is as follows:

- TTs keep a record of the data gathered from classroom observations to be reported to the Directorate by the end of each term as well as at the Board Meetings held regularly.
- The observation data is interpreted by TTs in terms of three main criteria: strong points, areas to be reconsidered, and suggestions for improvement. ( **Appendix 33, 37**)

### 14.2. Student Evaluations of Instructors

Student evaluations of instructors are considered as another valuable source of data to increase teaching performances of instructors. All procedures concerning this matter align with Bařkent University Principles of Academic Performance Measurement and Evaluation System (see [www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme\\_yong\\_17.pdf?birim=101&menu\\_id=51](http://www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme_yong_17.pdf?birim=101&menu_id=51) for details). The related procedure is as follows:

- Students evaluate the instructional practices by the end of each semester through an online questionnaire
- The classroom average is taken into consideration when placing an instructor under a category stating performance in numerical form

(see [www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme\\_yong\\_17.pdf?birim=101&menu\\_id=51](http://www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme_yong_17.pdf?birim=101&menu_id=51) for details).

### 14.3. BU Academic Performance Data Collection Tool (ABTA)

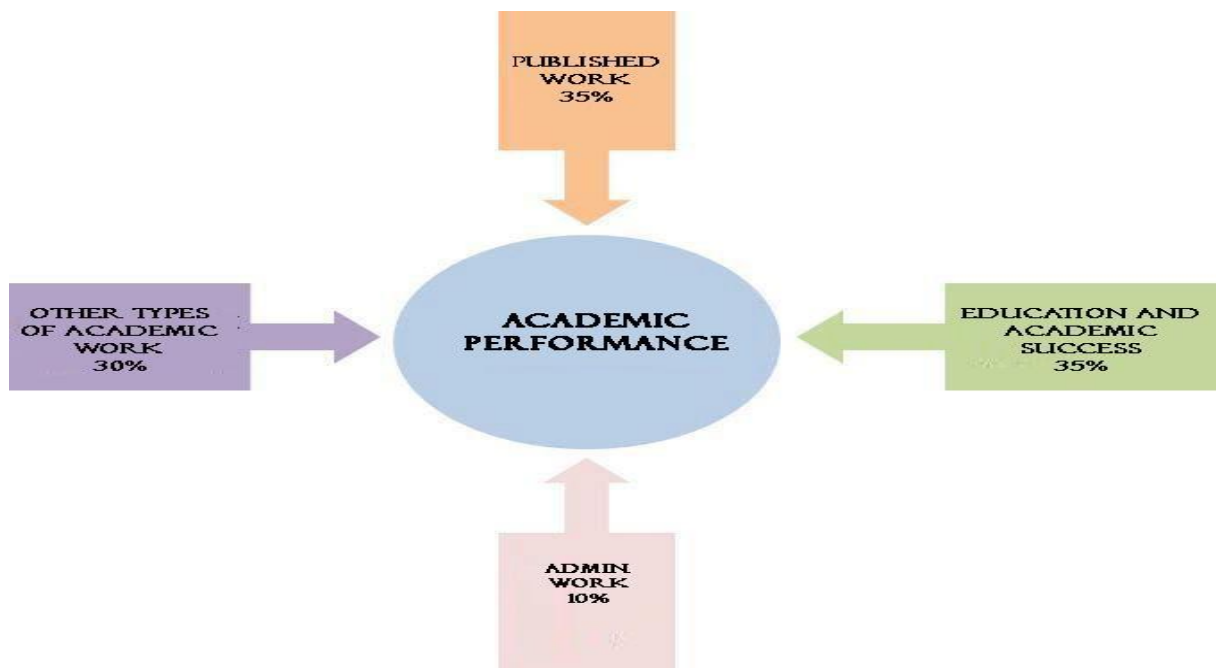
ABTA serves as an online system that provides performance data entry. In addition to the above-mentioned data (see 7. d. 1. 1, 7.d.1.2), all the academic work and academic/administrative duties of the faculty are recorded on this system for institutional purposes for future reference. Here

all information is gathered under specified categories within academic units (schools, faculties, institutions, and so on) as well as under those of the university in a greater extent.

The BU-SFL’s instructors are evaluated through ABTA in an academic year in relation to certain practices such as published work, administrative work, education and academic success, other types of academic work. The components to enter and record data on the system can be found on [www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme\\_yong\\_17.pdf?birim=101&menu\\_id=51](http://www.baskent.edu.tr/belgeler/mevzuat/yonerge/akademikolcme_yong_17.pdf?birim=101&menu_id=51)

The BU-SFL’s instructors who perform with scores within the top performance category during a particular period are given a financial reward by the Rectorate. Below, the respective categories and scores appointed specifically for the School of Foreign Languages can be found. The scores are collected and recorded through the aforementioned tool designed for Academic Performance Evaluation at the University.

**Academic Performance Evaluation at Başkent University**



As has been mentioned beforehand, The BU-SFL’s instructors are evaluated through ABTA in a different manner, which creates an opportunity for them to be monitored by their own academic and administrative operations specifically within an academic year. This creates equity in the university and a higher chance to access the financial reward mentioned above. The relevant scaling system is below.

**Instructor Performance Scales at the BU-SFL**

<b>Performance Score</b>	<b>Level of Performance</b>
141 + points	Category 1
131-140 points	Category 2
121-130 points	Category 3
111-120 points	Category 4
101-110 points	Category 5
81-100 points	Category 6
0-80 points	Category 7

## 15. BU-SFL LEARNER TRAINING POLICY

The BU-SFL aims to make sure that students are given effective guidance and training before academic years start. Therefore, at the beginning of every academic year, three orientation programs are offered to our new students:

The first orientation program is called “*Introduction to University Life*”, being implemented university-wide. It has been designed by the university senior management as a compulsory course and takes three days. This orientation program helps new students become familiar with their departments and social, cultural, health, and sports facilities available to them in the campus. New students can adjust quickly to their new environment and the university life by taking place in the activities organized. The program also informs students about information services, student affairs, security and library services. In addition to these events, concerts and social activities are organized to make students feel motivated. Some of the points relating this program are as follows:

- This three-day program starts with a general opening at the theatre with the participation of all new students
- To be successful, students are required to follow the activities planned and shown in the timetables
- Grading is done properly and is based on the number of participation in the events
- Students receive letter grades at the end of the program according to their attendance at the specified events
- Students who take F from the course have to repeat this course the following year

The second orientation which is carried out at the School of Foreign Languages focuses mainly on the language programs offered. Throughout this orientation program, the BU-SFL attaches great importance to raising students’ awareness of the importance of knowing a foreign language for their academic and social purposes. Also, students are informed about all the academic details of their units. They meet their instructors, get syllabuses and student’s handbooks and become familiar with the procedures for exams, assessments, assignments, and attendance. In this way, new students become acquainted with the courses, materials and each other before the implementation of the program. During this orientation period, students are especially familiarized with the followings:

- Programs offered
- Key principles for teaching and learning
- The timetables and important dates
- Teaching materials used and procedures for getting them
- Assessment tools and related procedures.

Apart from this orientation program; throughout the academic year, our students are free to consult the instructors who are appointed at the beginning of each academic semester during designated days and hours. Furthermore, students can consult the administration and assigned instructors on condition that they need any assistance regarding the program.



## 16. BU-SFL RECRUITMENT POLICY

### 16.1. Teaching Staff

The BU-SFL recruits Language Instructors, Doctor Faculty Members and Assistant Professors in accordance with the legislation and regulations of the Council of Higher Education of Turkey (YÖK). The academic staff recruitment procedures differ in three ways as for permanent, foreign and contracted/part time staff. Appointment procedures comply with the Higher Education Law issued 2547.

#### 16.1.2. Full-time Teaching Staff

The BU-SFL Directorate determines the number of positions for permanent staff at the beginning or, if necessary, in the middle of the semester and sends an official letter to the Secretary General. The Secretary General transfers the staff request to the Personnel Department for the approval of the Rector. If the approval is granted by the Rector, the Personnel Department informs the BU-SFL Foreign Languages about the approval. Then the staff vacancy is announced on the related web page of the Council of Higher Education and applications are received.

- Preliminary selection of the applicants: According to Article 10 of the above mentioned Regulation, the examination jury makes a preliminary selection. The jury invites the candidates on the short list which includes ten times the number of vacancy for language instructors by taking 40% of the ALES test (Academic Personnel and Post Graduate Education Entrance Exam) score and 60% of the YDS (Language Proficiency Exam) into consideration within the scope of the fourth clause of Article 6 of the Regulation mentioned above. Short-listed candidates, then, take entrance exams.
- Entrance exams are conducted in written and oral forms to measure the level of knowledge about the declared field by the jury specified in the Regulation mentioned above. The applicants' achievement score is calculated by taking the arithmetic average of the oral and written exams. Exam results are announced on the web page indicated in the vacancy announcement. Those who score less than 60 points after the oral exam are considered unsuccessful and cannot progress to the evaluation stage.
- Evaluation: In accordance with Article 12 of the aforesaid Regulation, the exam jury evaluates the exam.
- Candidates who are entitled to be appointed are announced on the basis of their achievement score in accordance with Article 13 of the Regulation. A substitute candidate list is also announced
- Appointment procedure is initiated by the Personnel Department upon the approval of the Rectorate. A copy of the appointment letter is also sent to the BU-SFL.

- Newly appointed staff are invited to the Personnel Department for the preparation of the required documents, and the work contract and SGK (Social Security Institution) transactions are carried out
- After the two months trial period, the staff are employed permanently with an indefinite term contract.

### **16.1.3. Part Time Teaching Staff**

Resumes of candidates who have applied the BU-SFL in person or via e-mail are evaluated by the BU-SFL Board. The applicants must have at least a bachelor's degree, preferably a master's degree on the field to be appointed. If there is an unfilled position, they are called for an interview by the BU-SFL Board members. After the evaluation of their teaching experience, references, and interview performance, the appointment procedures are initiated according to the Higher Education Law No. 2547 and the related articles of the Labor Law No. 4857., upon the Rector's approval. If the appointed staff are invited to the Personnel Department for the preparation of documents, the work contract and SGK transactions are carried out.

### **16.1.4. Foreign Nationals**

Resumes of foreign nationals who have applied the BU-SFL in person or via e-mail are evaluated by the BU-SFL Board. The applicants must have at least a bachelor's degree, preferably a master's degree on the field to be appointed. They are, then, appointed with the recommendation of the BU-SFL Administrative Board upon the Rector's approval. Appointment procedures are made according to Article 34 of the Higher Education Law No. 2547. The Ministry of Interior is informed through the Higher Education Board of the appointment in order for the staff to receive work and residence permit. After the two months trial period, the staff are employed permanently with an indefinite term contract. The Council of Higher Education is annually informed of the extension of the work period.

## **16.2. Support Staff**

The recruitment procedures are carried out by the Personnel Department with the approval of the Rector's Office.

## **16.3. Staff Rights**

- Paid leaves are given to the staff in case of paternity, marriage, maternity, and death of a family member.
- Staff are entitled to use paid annual leaves, periods of which are specified by the Labor Law No. 4857.

- Unpaid leaves can be granted when applied by the staff and if approved by the BU-SFL Administrative Board. The leaves may include the postpartum leaves and those for special reasons.
- Hourly leave of absence from work can also be asked by the staff. The decision is at the immediate supervisor's discretion.
- The severance pay rights concerning the resignation due to marriage, military service and retirement are carried out within the framework of the Labor Law No. 4857.
- In the event of resignation, the provisions of the employment contract of the employee and the Labor Law No. 4857 are taken into consideration.

## 17. BU-SFL COMPLAINTS POLICY

### 17.1. Teaching Staff

BU-SFL gives particular importance to teaching staff's views and constructive criticism. Instructors can raise any issue with their immediate supervisors. If they have a specific complaint, they may bring it informally for a quicker resolution or write a petition to be submitted to the Directorate. If the issue is critical, an investigation is launched. Based on the university's discipline regulation, evidence is collected and reviewed; and witnesses, if any, are listened to. A final decision is made on the basis of this regulation.

Please see

[https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/disiplinsucyog\\_18.pdf?dil=TR&birim=101&menu\\_id=51](https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/disiplinsucyog_18.pdf?dil=TR&birim=101&menu_id=51)

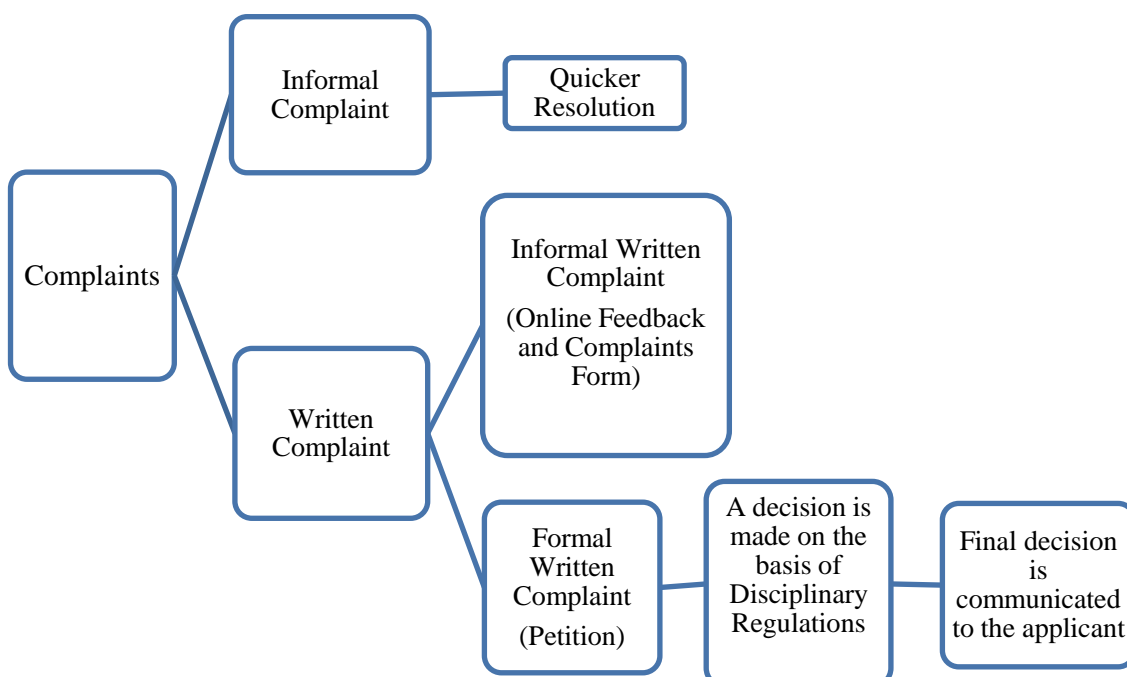
and

[http://www.yok.gov.tr/web/guest/icerik//journal\\_content/56\\_INSTANCE\\_rEHF8BIsfYRx/10279/17706](http://www.yok.gov.tr/web/guest/icerik//journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/17706)

for details.

Another option to be followed may be to fill in the Complaints and Suggestion Form accessible on the BU-SFL website or use the QR code pinned on the bulletin boards that direct them to the website. These forms can be sent anonymously or with personal information if a quicker response is asked by the applicant. The complaints and the feedback are evaluated by the Directorate and the outcome is communicated to the related party.

The complaint procedure is shown below:



## 17.2. Support Staff

Support staff members of the BU-SFL are also encouraged to share their ideas, requests or complaints formally or informally. If they submit their requests or complaints in writing to the Directorate, a formal complaint procedure is implemented according to the related disciplinary regulations.

(see [https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/disiplinsucyog\\_18.pdf?dil=TR&birim=101&menu\\_id=51](https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/disiplinsucyog_18.pdf?dil=TR&birim=101&menu_id=51) for details)



**BAŞKENT ÜNİVERSİTESİ**  
**YABANCI DİLLER YÜKSEKOKULU**

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**DİLEK VE ŞİKAYETLERİNİZİ BİZE**  
**ULAŞTIRMANIZ BİR QR KODA BAKAR**

**SUGGESTION AND COMPLAINT CORNER**



**ÖĞRENCİLER İÇİN**



**ÇALIŞANLAR İÇİN**

Dilek ve şikayet formuna web sitemizi ziyaret ederek de ulaşabilirsiniz  
<http://eldbu.baskent.edu.tr>

## 18. APPENDICES

### APPENDIX 1 THE EPU PROGRAM 1

#### English Preparatory Program:

#### A Sample Course Curriculum File for English Prep Unit Program 1

Fall 2019-2020

<b>Course</b>	ENG 100 (Program 1)
<b>Hours</b>	24 hours a week
<b>Level</b>	A2+
<b>Prerequisites and/or Co-requisites</b>	None

#### Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

#### Course Description:

This course aims to teach general English. It is a course for students who have limited knowledge of the language. The objective of the course is to help learners to achieve overall English language proficiency of A2+ and enhance their knowledge of English. It enhances four skills – reading, listening, writing and speaking- through challenging tasks and thus enables students to become active and autonomous learners.

#### Objectives:

Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- to learn basic grammatical structures
- to gain awareness of English language and English speaking cultures
- to understand a basic level how English functions as a language

- to speak English well enough to describe, narrate, and ask/answer questions in the present and past time about basic topics
- to comprehend English with sufficient ability to grasp the main idea and supporting details in short conversations and reading texts
- to deduce meanings from context and to comprehend more complex readings
- to practise pronunciation and intonation patterns of English
- to write informal/ formal paragraphs and letters
- to learn vocabulary to such an extent as to communicate at a basic level in everyday life

**Course Materials:**

**- Student's Book:**

- Eales, F. & Oakes, S. (2016). Speakout Starter Flexi (2<sup>nd</sup> Ed). Pearson Education Limited.  
Eales, F. & Oakes, S. (2017). Speakout Elementary (2<sup>nd</sup> Ed). Pearson Education Limited.  
Clare, A. & Wilson, JJ. (2017). Speakout Pre-intermediate(2<sup>nd</sup> Ed).. Pearson Education Limited.

**-Student's Workbook:**

- Eales, F. & Harrison, L. & Oakes, S. (2015). Speakout Elementary(2<sup>nd</sup> Ed). Pearson Education Limited.  
Clare, A. & Williams, D. & Wilson, JJ. (2015). Speakout Pre-intermediate(2<sup>nd</sup> Ed). Pearson Education Limited.

**-Skills book:**

- Beaumont, J. & Yancey, A.J. (2015). North Star Reading and Writing 1(3<sup>rd</sup> Ed). Pearson Education Limited.

**-Readers:**

Level 1 and Level 2

**Method of Instruction:**

- Face to face instruction
- Communicative approach and integration of skills

**Course Policies:**

**Attendance/Requirements:** Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes. Each student must bring the course-book, workbook and skill-book to class in order to follow the course effectively. Using cell phones during class is strictly forbidden.

**Assessment:** For ALL students, the achievement base score is 70 (seventy) points out of 100 (one hundred) points in Program 1.

PT1	25 pts
PT2	45pts
PT3 (SPEAKING ONLY)	20 pts
PT4	45 pts
QUIZ 1	10 pts
QUIZ 2	10 pts
QUIZ 3	10 pts
QUIZ 4	10 pts
PORTFOLIO	15 pts
TEACHER EVALUATION	5 pts
ONLINE STUDY	5 pts
TOTAL	200 POINTS
CONVERTED TOTAL	200/2=100 POINTS

### **Student Learning Outcomes**

Program 1 intends to prepare students to be able to demonstrate the following abilities:

#### **READING**

- Can identify basic factual information in very simple texts
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support
- Can identify specific information in simple letters, brochures and short articles
- Can understand rules and regulations (e.g. safety) if expressed in simple language
- Can make basic inferences from simple information in a short text
- Can understand the main information from simple diagrams (e.g. graphs, bar charts)
- Can understand simple factual titles and headlines relating to common events
- Can identify specific information in a simple factual text
- Can understand short, simple personal emails and letters
- Can derive the probable meaning of simple, unknown words from short, familiar contexts
- Can make basic inferences or predictions about text content from headings, titles or headlines
- Can search the internet for specific every day or work-related information
- Can discuss and respond to the content of the text orally and in written

#### **LISTENING**

- Can understand basic personal details if given carefully and slowly
- Can follow speech which is very slow and carefully articulated, with long pauses
- Can understand simple language related to prices and quantities
- Can follow short, simple social exchanges



- Can understand the time of day when expressed to the quarter hour
- Can recognise simple formal and informal greetings
- Can extract key factual information such as prices, times and dates from short, clear, simple announcements
- Can recognise phrases and content words related to familiar topics e.g. shopping, local geography
- Can recognise when speakers agree in a conversation conducted slowly and clearly
- Can extract key factual information such as prices, times and dates from a recorded telephone message
- Can identify the main points of TV news items reporting events, accidents etc. where the visual supports the commentary
- Can derive the probable meaning of simple, unknown words from short, familiar context

### **SPEAKING**

- Can establish basic social contacts with simple, polite greetings and farewells
- Can ask where other people are in a limited way
- Can ask and answer simple questions in areas of immediate need or on very familiar topics
- Can ask and answer question about basic plans and intentions
- Can communicate in routine tasks requiring simple, direct exchanges of information
- Can ask for the spelling of a word, or for the word to be written down
- Can use brief everyday expressions to ask for and give personal details
- Can exchange personal details (e.g. where they live, things they have
- Can give an extended description of everyday topics (e.g. people, places, experiences)
- Can give a short description of their home, family and job, given some help with vocabulary
- Can give and ask for simple directions from X to Y on foot or by public transport
- Can ask and answer simple questions about people they know in a limited way
- Can say their own age and ask someone about their age
- Can express how they are feeling using very basic fixed expressions
- Can make very basic suggestions with support
- Can express belief, opinion, agreement and disagreement politely
- Can follow speech which is very slow and carefully articulated, with long pauses
- Can ask for a drink or food in a limited way
- Can make and accept offers
- Can use simple phrases to order a meal
- Can ask and talk about very basic symptoms
- Can ask for basic advice using simple language

- Can use brief, everyday expressions to describe wants and needs, and request information
- Can describe very basic similarities or differences with support
- Can tell the time of day to the quarter hour
- Can tell a story or describe something
- Can ask very simply for repetition when they don't understand
- Can describe a person's likes and dislikes using very simple language
- Can initiate and respond to simple statements on very familiar topics
- Can describe habits and routines
- Can explain what they like or dislike about something
- Can exchange personal details (e.g. where they live, things they have)
- Can make and accept a simple apology
- Can ask and answer questions about what they do at work and in their free time
- Can explain what they like or dislike about something
- Can use a limited range of fixed expressions to describe objects, possessions, or products
- Can participate in short conversations in routine contexts on topics of interest
- Can give simple opinions using basic fixed expressions
- Can make a short rehearsed announcement on a familiar topic
- Can make and respond to suggestions
- Can answer simple questions and respond to simple statements in an interview
- Can express opinions using simple language
- Can ask and answer questions about past times and activities
- Can make simple, direct comparisons between two people or things by using common adjectives

## **WRITING**

- Can write the letters of the alphabet in upper and lower case
- Can complete simple forms with basic personal details
- Can use an apostrophe when writing contractions
- Can write short, simple notes, emails and postings to friends
- Can write simple sentences about their family and where they live
- Can write simple sentences about things that they and other people have
- Can use very basic connectors like and, but, so and then
- Can write simple sentences about someone's life and routines
- Can use simple linkers to describe sequence such as first, then, finally
- Can write short, simple notes, emails and postings to friends
- Can write short basic descriptions of places, people or things

- Can use basic punctuation e.g. commas, full stops, question marks
- Can write a description of a simple, everyday process e.g. a recipe
- Can write short basic descriptions of past events and activities
- Can write about everyday things e.g. people, places, job or study in linked sentences
- Can write simple sentences about personal interests
- Can make simple comparisons between people, places or things
- Can write simple sentences about what they and other people do
- Can write simple sentences about someone's work and duties
- Can write a basic paragraph containing a topic sentence and related details, if provided with a model
- Can give personal details in written form in a limited way
- Can signal contrast in a simple text with a limited range of language

**Table of Specifications (Program 1)**

	<i>SPEAKOUT STARTER FLEXI</i>					<i>SPEAKOUT ELEMENTARY</i>											
	LANGUAGE USE					LANGUAGE USE											
Prep Program Grammar &Function Objectives	UNITS					UNITS											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
present be: I/you	√					√											
present be: he/she/it	√					√											
give personal information	√																
present be: you/we/they		√				√											
possessive adjectives		√				√											
making suggestions		√														√	
this/that/these/those			√			√											
possessive 's			√			√											
ordering in a restaurant/cafe			√							√							
present simple: I/you/we/they				√			√										
present simple: he/she/it				√			√										
telling the time				√													
present simple questions: he/she/it					√		√										
adverbs of frequency					√			√									
asking for information					√		√										
making requests							√										
have/has got								√									
making arrangements								√									
there is/are									√								
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12

can for possibility									√									
shopping									√									
countable/uncountable nouns										√								
how much/ how many; quantifiers										√								
was/were											√							
past of be: past simple											√							
asking follow-up questions											√							
comparatives												√						
superlatives												√						
giving directions												√						
present continuous													√					
present simple and continuous													√					
recommending													√					
can/can't for ability														√				
have to/ don't have to																		
articles: a/an/the/ no article															√			
apologising															√			
be going to, would like to																	√	
will, won't might(not), may(not) for possibility																	√	
should/shouldn't																		√
adverbs																		√
offering to help																		√
present perfect																		√
present perfect and past simple																		√
telephoning																		√

	<b>NORTHSTAR</b>							
	<b>1</b>							
	<b>LANGUAGE USE</b>							
<b>Prep Program Grammar &amp;Function Objectives</b>	<b>UNITS</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
present of be: I/you	√							
present of be: he/she/it	√							
give personal information								
present of be: you/we/they	√							

possessive adjectives								
making suggestions								
this/that/these/those								
possessive 's								
ordering in a restaurant/cafe								
present simple: I/you/we/they	√		√					
present simple: he/she/it	√		√					
telling the time								
present simple questions: he/she/it			√					
adverbs of frequency								
asking for information								
making requests								
have/has got								
making arrangements								
there is/are				√				
can for possibility					√			
shopping								
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
countable/uncountable nouns								
how much/ how many; quantifiers								
past of be: was/were		√		√		√		
past simple		√				√		
asking follow-up questions								
comparatives							√	
superlatives								
giving directions								
present continuous								
present simple and continuous								
recommending								
can/can't for ability					√			
articles: a/an/the/ no article								
apologising								
be going to, would like to								
may(not), will, might(not), won't for possibility					√			
should/shouldn't								
adverbs								
offering to help								
present perfect								
present perfect and past simple								
telephoning								
very, too, enough								√

	<i><b>SPEAKOUT STARTER FLEXI</b></i>					<i><b>SPEAKOUT ELEMENTARY</b></i>												
	<b>READING</b>					<b>READING</b>												
<b>Prep program Reading Objectives</b>	<b>UNITS</b>					<b>UNITS</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
identifying basic factual information	√	√	√	√	√													
understanding the general meaning of a material with visual support				√	√	√	√	√	√	√	√	√	√	√			√	
finding specific information in letters, etc.							√						√	√			√	√
understanding rules and regulations																√		
making basic inferences																		
understanding main information from diagrams, etc.																		
understanding factual titles and headlines																		
identifying specific information																		
understanding personal emails and letters																		
deriving meaning of unknown words																		
making inferences/predictions from headlines, etc.																		
searching the internet for specific information																		
discussing and responding to the content of the text orally and in written																		

	<i><b>SPEAKOUT STARTER FLEXI</b></i>					<i><b>SPEAKOUT ELEMENTARY</b></i>												
	<b>LISTENING</b>					<b>LISTENING</b>												
<b>Prep program Listening Objectives</b>	<b>UNITS</b>					<b>UNITS</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
understanding personal details	√	√																
following slow speech	√	√	√	√	√					√								
understanding simple			√															

language related to price/quantities																		
understanding and following short, simple social exchanges				√		√	√	√	√	√	√		√	√	√	√		
understanding the time of the day				√														
extracting key information such as prices, times, etc.																		
recognising formal and informal greetings						√												
recognising phrases and content words related to familiar topics									√	√	√	√	√		√	√		
recognising when speakers agree in a conversation												√						
extracting key factual information such as prices, times, etc.																		√
identifying main points of TV news items, etc.																		√
deriving the meaning of simple, unknown words from short context																		

	<i><b>SPEAKOUT STARTER FLEXI</b></i>					<i><b>SPEAKOUT ELEMENTARY</b></i>												
	<b>SPEAKING</b>					<b>SPEAKING</b>												
<b>Prep program Speaking Objectives</b>	<b>UNITS</b>					<b>UNITS</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
establishing basic social contacts	√																	
asking where other people are						√												
asking and answering simple questions	√	√		√	√	√	√			√	√							
asking for the spelling of a word	√					√												
exchanging personal details	√																	
giving a short description of their home, family etc.	√																	

asking and answering questions about past times activities											√	√			√		
asking and answering questions about the people they know/things they have		√	√					√									
saying their own age and asking about their age		√															
expressing how they are feeling using basic expressions		√															√
making basic suggestions with support		√															
making comparisons												√					
giving an extended descriptions of every day topics								√	√	√		√					√
communicating in routine tasks requiring simple, direct exchanges of information							√				√		√				
using brief everyday expressions to ask for and give personal details						√											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
following a slow speech																	
asking for and providing every day goods and services									√								
asking for a drink or food in a limited way			√														
asking and answering about basic plans and intentions												√			√		
using simple phrases to order a meal			√	√						√							
using everyday expressions to describe wants and needs, and request information			√	√	√												
describing basic				√													



similarities or differences with support																	
telling the time/ a story				√						√			√			√	√
asking for repetition when they don't understand				√													
describing a person's likes and dislikes				√													
initiating and responding to simple statements					√		√										
describing habits and routines					√		√						√				
explaining what they like or dislike																	
exchanging personal details																	
asking and answering questions about what they do in their free time and at work							√	√		√							
explaining what they like or dislike about something																	
using a limited range of fixed expressions to describe objects, etc.																	
participating in short conversations on topics of interest																	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
giving simple opinions using fixed expressions																	
making a short rehearsed announcement on a familiar topic																	
making and excepting offers																	√
asking and talking about very basic symptoms																	√
asking for basic advice using simple language																	√
making and excepting a simple apology														√			

expressing belief, opinion, agreement and disagreement													√			
giving simple directions												√				
making and responding to suggestions												√		√		
answering simple questions and responding to simple statements in an interview											√				√	
expressing opinions using simple language																

	<i>SPEAKOUT STARTER FLEXI</i>					<i>SPEAKOUT ELEMENTARY</i>											
	WRITING					WRITING											
Prep program Writing Objectives	UNITS					UNITS											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
writing the letters of the alphabet in lower/upper case	√					√											
completing simple forms with basic personal details	√					√											
using an apostrophe when writing contractions		√															
writing short, simple notes, emails and posting to friends		√			√		√								√	√	
writing simple sentences about someone’s life and routines			√	√				√			√						
using simple linkers and linkers to describe sequence				√	√		√							√		√	√
writing short basic descriptions of places, people or things			√					√	√		√						
using basic punctuation e.g. commas, full stops, question marks									√								

writing a description of a simple, everyday process e.g. a recipe											√							
writing short basic descriptions of past events and activities											√	√						√
writing about everyday things e.g. people, places, etc.												√			√			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
writing sentences about personal interests													√					
making simple comparisons between people, places or things													√					
writing simple sentences about what they and other people do																		
writing simple sentences about someone's work and duties																		
writing a basic paragraph containing a topic sentence and related details																		
giving personal details in written form																		
signalling contrast in a simple text with a limited range of language																		
writing the concluding sentence or sentences of a basic paragraph																		

	<b><i>NORTH STAR 1</i></b>							
	<b>READING</b>							
<b>Prep program Reading Objectives</b>	<b>UNITS</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
identifying basic factual information								

understanding the general meaning of a material with visual support					√			
identifying specific information in letters, etc.	√	√	√	√	√	√	√	
understanding rules and regulations								
making basic inferences from simple information in a short text	√	√	√	√	√	√	√	√
understanding main information from diagrams, etc.		√						
understanding factual titles and headlines relating to common events		√				√		
identifying specific information in a simple factual text	√	√	√					√
understanding personal emails and letters					√			
deriving meaning of unknown words								√
making inferences/predictions from headlines, etc.					√			√
searching the internet for specific information								
discussing and responding to the content of the text orally and in written								

	<i><b>NORTH STAR 1</b></i>							
	<b>SPEAKING</b>							
<b>Prep program Speaking Objectives</b>	<b>UNITS</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
explaining what they like or dislike	√							
exchanging personal details	√							
asking and answering questions about what they do in their free time and at work	√							
explaining what they like or dislike about something		√						
using a limited range of fixed expressions to describe objects, etc.			√					
participating in short conversations in routine contexts on topics of interest			√					
giving simple opinions using basic fixed expressions				√	√	√		√
making a short rehearsed announcement on a familiar topic				√				
making and responding to suggestions					√			
answering simple questions and responding to simple statements in an interview					√			
expressing opinions using simple language						√	√	

	<i><b>NORTH STAR 1</b></i>							
	<b>WRITING</b>							
<b>Prep program Writing Objectives</b>	<b>UNITS</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
writing the letters of the alphabet in lower/upper case								
completing simple forms with basic personal details								
using an apostrophe when writing contractions								
writing short, simple notes, emails and posting to friends								
writing simple sentences about someone's life and routines								
using simple linkers to describe sequence								
writing short basic descriptions of places, people or things	√	√		√				
using basic punctuation e.g. commas, full stops, question marks		√						
writing a description of a simple, everyday process e.g. a recipe								
writing short basic descriptions of past events and activities					√	√		
writing about everyday things e.g. people, places, etc. in linked sentences	√	√	√	√	√	√	√	√
writing sentences about personal interests								
making simple comparisons between people, places or things	√			√			√	√
writing simple sentences about what they and other people do	√							
writing simple sentences about someone's work and duties		√						
writing a basic paragraph containing a topic sentence and related details			√					
giving personal details in written form					√			
signalling contrast in a simple text with a limited range of language							√	
writing the concluding sentence or sentences of a basic paragraph								√

**APPENDIX 2 MAKEUP TRACKING FORM**

**BASKENT UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

**ENGLISH PREPARATORY UNIT**



**BAŞKENT ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU**

**İNGİLİZCE HAZIRLIK BİRİMİ**

**..... Academic Year ..... Term Makeup Form**

<b>No</b>	<b>Date</b>	<b>Time</b>	<b>Class Hour</b>	<b>Class Code</b>	<b>Instructor's Name</b>	<b>Makeup Details (Time &amp; Date)</b>
1						
2						
3						
4						
5						
6						
7						

**APPENDIX 3 CLASS STUDENT REPRESENTATIVE DECLARATION FORM**  
**BASKENT UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES ENGLISH PREPARATORY UNIT**

As the students of the Preparatory Program section that is specified below, we hereby declare (*Ss Number*) ..... / (*Name&Surname*)..... as our elect Class Student Representative who will represent us at the meetings held by School of Foreign Languages, English Preparatory Unit or other sub-units.

**Date:** ...../...../..... **Time:** .....:..... **Classroom:** ..... **Section:** PR..... - .....

**Managing Instructor:** .....

**Signature:** .....

No.	Student No.	Name Surname	Signature
1.			
2.			
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26.			

**APPENDIX 4 PROGRAMS AND COURSES OFFERED**

<b>PROGRAMS</b>	<b>COURSES</b>	<b>COURSE DESCRIPTION</b>	<b>FACULTY/ DEPARTMENTS</b>	<b>LEARNING OUTCOME</b>
<b>GENERAL ENGLISH</b>	ENG 125/126	Beginner level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Faculty of *Education Science and Letters *Fine Arts, Design and Architecture *Economics and Administrative Sciences *Communications *Health Sciences *Commercial Sciences	A1
	ENG 225/226	Elementary level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Faculty of *Education *Science and Letters *Fine Arts, Design and Architecture *Economics and Administrative Sciences *Communications *Health Sciences *Commercial Sciences	A1+
	ENG 367/368	Pre-intermediate level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Faculty of *Education *Science and Letters *Fine Arts, Design and Architecture *Economics and Administrative Sciences *Communications *Health Sciences *Commercial Sciences	A2+



<b>GENERAL ENGLISH</b>	ENG 425/426	Intermediate level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Faculty of *Education *Science and Letters *Fine Arts, Design and Architecture *Economics and Administrative Sciences *Communications *Health Sciences *Commercial Sciences	B1+
	ENG 127/128	Beginner level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Vocational School of *Social Sciences *Health Sciences  State Conservatory	A1
	ENG 142/242	Beginner level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Vocational School of Technology	A1
	ENGE 101/102	Beginner level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	Faculty of Education (except Program of Guidance and Psychological Counselling)	A1
	ENG 283/299	Beginner level general English course. Focuses on all four skills of language: listening, speaking, reading and writing.	State Conservatory	A1

<b>ENGLISH FOR ACADEMIC PURPOSES</b>	ENG 143/144	English for Academic Purposes course at B1 level. The course is designed to improve four main skills and academic language in an integrated manner. ENG 144 is English for Academic Purposes course at B1 level, whose pre-requisite course is ENG 143. The course is designed to improve four main skills and academic language in an integrated manner.	Faculty of *Fine Arts, Design and Architecture *Science and Letters *Education *Communications *Health Sciences *Economics and Administrative Sciences *Law	B1+
	ENG 102	English for Academic Purposes course at B1 level. The course is designed to improve four main skills and academic language in an integrated manner.	Faculty of Dentistry	B1+
	ENGE 103	ENGE 103 is an Academic English course which is designed to cater to the needs of freshman students who study at departments of Baškent University where the medium of instruction is English. This course mainly focuses on all four skills of language: listening, speaking, reading and writing. ENGE 104, whose prerequisite is ENGE 103, is an Academic English course which is designed to cater to the needs of freshman students who study at departments of Baškent University where the medium of instruction is English.	Sociology and Molecular Biology Departments	B1+
	ENG 145	This course aims to teach academic English and basics of medical English at beginner and elementary levels. The objective is to help learners enhance their knowledge of English and improve their four language skills.	Faculty of Medicine	A2

<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	CENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. CENG 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is CENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Communications	B2
	MENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. MENG 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is MENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Economics and Administrative Sciences	B2
	TENG 243/ 244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. TENG 244 is an English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is TENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Commercial Sciences	B2

<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	LENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. LENG 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is LENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Law	B2
	SENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. SENG 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is SENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Science and Letters	B2
	YDL 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. YDL 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is YDL 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Education	B2

<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	HENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. HENG 244 is an English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is HENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Health Sciences	B2
	FENG 243/244	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 144. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. FENG 244 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is FENG 243. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Fine Arts, Design and Architecture	B2
	ENG 245	Intermediate level English for Specific Purposes course which caters to the needs of second year students of Baškent University Faculty of Medicine. The course focuses on all four skills of language: listening, speaking, reading and writing. Lexical studies and grammar are also dealt with both for recognition and production purposes.	Faculty of Medicine	B2

<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	ENG 345	Upper- intermediate level English for Specific Purposes course which caters to the needs of third year students of Baškent University Faculty of Medicine. The course focuses on all four skills of language: listening, speaking, reading and writing. Lexical studies and grammar are also dealt with both for recognition and production purposes. Language and skills are not only improved but also practiced in an integrated manner. Writing particularly emphasizes academic essay and medical report production.	Faculty of Medicine	of B2
	SENG 203/204	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENGE 104. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. SENG 204 is an English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is SENG 203. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Science and Letters Sociology Department	B2
	BENG 203/ 204	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENGE 104. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner. BENG 204 is English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is BENG 203. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Science and Letters Molecular Biology Department	B2

<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	ENG 200	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 199. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Engineering	B2
	ENG 206	English for Specific and Academic Purposes course at B1+ level, whose pre-requisite course is ENG 102. The course is designed to improve four main skills and academic and discipline-related language in an integrated manner.	Faculty of Dentistry	B2
	ENG 306/310	Upper-intermediate course which aims to equip the students of the dentistry faculty with the knowledge and skills necessary to prepare and make an effective presentation. The main goals of the course are to learn and apply the key procedures for preparing and making a presentation.	Faculty of Dentistry	B2
	ENG 300	Upper-intermediate course which aims to improve sub-skills of reading, listening, writing, and speaking on the basis of TOEFL-IBT question types. The main objectives of the course are to learn the meaning and use of language associated with different text types using appropriate strategies to work out meaning, write academic paragraphs and essays, sum up information in oral form, and express opinions and ideas in oral form.	Faculty of *Economics and Administrative Sciences *Commercial Sciences *Communications *Science and Letters	B2
	ENG 350	Upper-intermediate course which aims to equip students with the techniques and strategies necessary to translate academic texts of various structures and level of difficulty into English and Turkish. The course aims to develop students' ability to read and understand academic	Faculty of *Economics and Administrative Sciences *Commercial Sciences *Communications *Science and Letters	B2

		texts, translate them into Turkish and English, and enhance their knowledge of academic vocabulary.		
<b>ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES</b>	ENG 400	Upper-intermediate course which aims to equip the students with the knowledge and skills necessary to prepare and make an effective presentation. The main goals of the course are to learn and apply the key procedures for preparing and making a presentation (organization, language use, and body language), analyse and evaluate the real presentations in light of their own knowledge and experiences and express their viewpoints.	Faculty of *Economics and Administrative Sciences *Commercial Sciences *Communications *Science and Letters	B2
	ENG 450	Upper-intermediate course which aims to develop the knowledge and skills necessary to write articles in accordance with the rules of academic writing in terms of tone, style, organization, and content. The main objective of the course is to develop the skills of proper summarizing, explaining, describing, making a citation, critical analysing, and synthesizing with the use of authentic reading materials such as articles, essays, research reports, books, etc.	Faculty of *Science and Letters *Economics and Administrative Sciences	B2



**APPENDIX 5 COURSE SCHEDULE SHEET**

**COURSE: 2019-2020 SPRING SEMESTER**

	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
<b>09.00 - 09.50</b>					
<b>10.00 - 10.50</b>					
<b>11.00 - 11.50</b>					
<b>12.00 - 12.50</b>					
<b>13.00 - 13.50</b>					
<b>14.00 - 14.50</b>					
<b>15.00 - 15.50</b>					
<b>16.00 - 16.50</b>					

**APPENDIX 6 INSTRUCTOR TIME TABLE**

**ACADEMIC ENGLISH TEACHING TIMETABLE**  
**GROUP**  
**2019-2020 FALL SEMESTER**

	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
<b>09.00 - 09.50</b>					
<b>10.00 - 10.50</b>					
<b>11.00 - 11.50</b>					
<b>12.00 - 12.50</b>					
<b>13.00 - 13.50</b>					
<b>14.00 - 14.50</b>					
<b>15.00 - 15.50</b>					
<b>16.00 - 16.50</b>					

**APPENDIX 7 INSTRUCTOR ABSENTEEISM TRACKING FORM****ÖĞRETİM GÖREVLİSİ DEVAMSIZLIK TAKİP FORMU**

INSTRUCTOR	CLASS(ES) MISSED			MAKE-UP CLASS(ES)			OTHER MEASURES TAKEN
	CODE	DATE	TIME	CODE	DATE	TIME	

**APPENDIX 8 INSTRUCTOR TIME-OFF REQUEST FORM**

<b>BASKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES</b>		<b>BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU</b>
<b>ACADEMIC ENGLISH UNIT</b>		<b>AKADEMİK İNGİLİZCE BİRİMİ</b>
<b>ÖĞRETİM ELEMANI İZİN ONAY FORMU</b>		

İzin İsteyen Öğretim Elemanının

Adı Soyadı : .....

İzinli Olmak İstedığı Tarih ve Saat : .....

İzin Gerekçesi : .....

Öğretim Elemanı İmzası :

Bölüm Başkanı Adı Soyadı :

İzin Talebi Onaylandı :

Onaylanmadı :

Tarih : .....

İmza :

**APPENDIX 9 MEETING MINUTES FORM****YABANCI DİLLER YÜKSEKOKULU****AKADEMİK İNGİLİZCE BİRİMİ**

<b>TOPLANTI TUTANAĞI</b>	
<b>Birim</b>	
<b>Tarih</b>	
<b>Gündem</b>	
<b>Alınan Kararlar</b>	
<b>Katılımcılar</b>	

**APPENDIX 10 EXAM RESULTS APPEAL FORM****BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU  
AKADEMİK İNGİLİZCE BİRİMİ**

<b>MADDİ HATA DİLEKÇESİ</b>	
<b>DİLEKÇE SAHİBİ ÖĞRENCİNİN (Tüm alanların doldurulması zorunludur)</b>	
Adı / Soyadı	:
Öğrenci Numarası	:
Cep Telefonu	:
Eposta Adresi	:
Kuru	:
Şubesi	:
Derslik Numarası	:
Dersi Veren Öğretim Elemanları	:
<b>DİLEKÇE METNİ (Tüm alanların doldurulması zorunludur)</b>	
İtiraz ettiği sınavın adı veya kodu	:
İtiraz ettiği sınavın tarihi	:
<b>İtiraz konusu:</b>	
Öğrenci İmza:	

<b>DEĞERLENDİRME SONUCU (Komisyon tarafından doldurulacaktır)</b>		
Yukarıda bilgileri belirtilen öğrencinin yaptığı itiraz üzerine, sınav kâğıdı <input type="checkbox"/> / cevap kâğıdı <input type="checkbox"/> / ses kaydı <input type="checkbox"/> Komisyonumuzca yeniden incelenmiş/değerlendirilmiş ve itiraz konusu notunun:		
Puanı değişmemiştir.	<input type="checkbox"/>	
Puanında değişiklik olmuştur:	<input type="checkbox"/>	Önceki puanı: <input type="checkbox"/> Düzeltilmiş puanı: <input type="checkbox"/>
Öğretim Elemanı Adı – Soyadı	Öğretim Elemanı Adı – Soyadı	Öğretim Elemanı Adı – Soyadı
İmza	İmza	İmza
İnceleme / Değerlendirme tarihi: ..... / ..... / .....		

**APPENDIX 11 GRADE CORRECTION FORM**

<b>BAŞKENT ÜNİVERSİTESİ NOT DEĞİŞİKLİK FORMU</b>			
Akademik Yıl : 20..... / 20.....	Güz <input type="checkbox"/>	Bahar <input type="checkbox"/>	Yaz Okulu <input type="checkbox"/>
	Bütünleme <input type="checkbox"/>	Diğer <input type="checkbox"/>	
<b>ÖĞRENCİ BİLGİSİ</b>			
Adı Soyadı	:	.....	
Numarası	:	.....	
T.C. Kimlik No	:	.....	
Bölüm/Program	:	.....	
<b>DERS BİLGİSİ</b>			
Dersin Adı	:	.....	
Dersin Kodu	:	.....	
Dersin Şubesi	:	.....	
<b>NOT BİLGİSİ</b>		<b>Açıklama</b>	
<b>Değişiklik Nedeni :</b>	<input type="checkbox"/>	Sınav sonucuna itiraz	:
.....			
<input type="checkbox"/>		“E” notunun değişmesi	:
.....			
<input type="checkbox"/>		Yanlış not verilmesi	:
.....			
<input type="checkbox"/>		Diğer	:
.....			
<b>Daha önce bildirilen notu :</b>	<input type="text"/>	<b>Yeni Notu :</b>	<input type="text"/>

(continues on next page)

<b>DERS SORUMLUSU</b>	<b>BÖLÜM BAŞKANI</b>
Adı Soyadı : .....	Adı Soyadı :
.....	
İmza : .....	İmza :
.....	
<b>ONAY</b>	
<b>DEKAN/MÜDÜR</b>	
<div style="border: 1px solid black; width: 200px; height: 40px; margin: 0 auto;"></div>	
.... / ..... / 20...	
<i>Not: Dekan/Müdür imzası üzerine Fakülte/MYO//Enstirü mührü basılması gereklidir.</i>	
<b>Açıklama :</b>	
<b>Sınavlara itiraz ve Mazeret sınavları Başkent Üniversitesi Önlisans ve Lisans Eğitim Öğretim ve Sınav Yönetmeliği'nin 18. ve 19. maddelerine göre, Lisansüstü Sınav Yönetmeliği'nin ise 27. Ve 28. Maddelerine göre düzenlenir. Yukarıdaki maddelerde belirtilen süreler dışında bildirilen not değişiklikleri işleme konulmaz.</b>	
FORM NO.. BÜ-E/Oİ/FRM/004 Rev. Tar. 02.01.2013 Uyg. Tar. 22.03.2001	





BAŞKENT ÜNİVERSİTESİ

## APPENDIX 12 EXAM RESULTS EVALUATION FORM

Doküman no :BÜ-E/Ö-İD-M-FRM-100
Sayfa Sayısı : 1/1
Revizyon No : 01
Uygulama Tarihi : 16.01.2013

**BAŞKENT ÜNİVERSİTESİ**  
**YABANCI DİLLER YÜKSEKOKULU**  
**AKADEMİK İNGİLİZCE BİRİMİ**  
**SINAV SONUÇLARINA İTİRAZ DEĞERLENDİRME FORMU**

İtiraz eden Öğrencinin Adı ve Soyadı

.....

Numarası

.....

Fakültesi / Yüksekokulu

.....

Bölümü

.....

Dersin Kodu ve Adı

.....

Dersin Şubesi

.....

Sınav Tarihi

.....

**DEĞERLENDİRME SONUCU**

Yukarıda adı, soyadı ve numarası belirtilen öğrencinin yaptığı itiraz üzerine sınav kâğıdı Komisyonumuz tarafından yeniden incelenmiş ve itiraz konusu olan notun:

Puanı değişmemiştir Puanında değişiklik olmuştur : Önceki notu Düzeltilmiş notu 

Ders sorumlusu Öğretim Elemanı

Öğretim Elemanı

Öğretim Elemanı

Adı – Soyadı

Adı – Soyadı

Adı – Soyadı

İmza

İmza

İmza

Tarih ..... / ..... / .....

**APPENDIX 13 SUMMER SCHOOL DUTY REQUEST FORM**

**BAŞKENT ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU  
AKADEMİK İNGİLİZCE YAZ OKULU  
Öğretim Görevlisi Görev İstek Formu**

Aşağıda belirttiğim tarihler arasında Yaz Okulu Programında görev almak istiyorum. Gereğini arz ederim.

	<b>Adı Soyadı</b>	<b>Güz (25 Haz.-20 Tem.)</b>	<b>Bahar (30 Temmuz – 03 Eylül)</b>	<b>İmza</b>	<b>Açıklama (varsa)</b>
1.					
2.					
3.					
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5.					
6.					
7.					
8.					
9.					
10					

**APPENDIX 14 ELECTIVE AND COMPULSORY COURSES**

<b>COURSE NAME</b>	<b>LEVEL</b>		<b>COURSE NAME</b>	<b>LEVEL</b>
ALM 111 German I	Level 1		CIN 111 Chinese I	Level 1
ALM 119 German I (non-credit)	Level 1		CIN 119 Chinese I(non-credit)	Level 1
ALM 112 German II	Level 2		CIN 112 Chinese II	Level 2
ALM 219 German II(non-credit)	Level 2		CIN 219 Chinese II(non-credit)	Level 2
ALM 113 German III	Level 3		CIN 113 Chinese III	Level 3
ALM 114 German IV	Level 4		CIN 114 Chinese IV	Level 4
ALM 115 German V	Level 5		CIN 115 Chinese V	Level 5
ALM 116 German VI	Level 6		CIN 116 Chinese VI	Level 6
ALM 117 German VII	Level 7		CIN 117 Chinese VII	Level 7
ALM 118 German VIII	Level 8		CIN 118 Chinese VIII	Level 8
ARB 111 Arabic I	Level 1		AZE 111 Azerbaijani I	Level 1
ARB 119 Arabic I(non-credit)	Level 1		AZE 119 Azerbaijani I(non-credit)	Level 1
ARB 112 Arabic II	Level 2		AZE 112 Azerbaijani II	Level 2
ARB 219 Arabic II(non-credit)	Level 2		AZE 219 Azerbaijani II(non-credit)	Level 2
ARB 113 Arabic III	Level 3		AZE 113 Azerbaijani III	Level 3
ARB 114 Arabic IV	Level 4		AZE 114 Azerbaijani IV	Level 4
ARB 115 Arabic V	Level 5		AZE 115 Azerbaijani V	Level 5
ARB 116 Arabic VI	Level 6		AZE 116 Azerbaijani VI	Level 6
ARB 117 Arabic VII	Level 7		AZE 117 Azerbaijani VII	Level 7
ARB 118 Arabic VIII	Level 8		AZE 118 Azerbaijani VIII	Level 8
FRA 111 French I	Level 1		RUS 111 Russian I	Level 1
FRA 119 French I(non-credit)	Level 1		RUS 119 Russian I(non-credit)	Level 1
FRA 112 French II	Level 2		RUS 112 Russian II	Level 2
FRA 219 French II(non-credit)	Level 2		RUS 219 Russian II(non-credit)	Level 2
FRA 113 French III	Level 3		RUS 113 Russian III	Level 3
FRA 114 French IV	Level 4		RUS 114 Russian IV	Level 4

FRA 115 French V	Level 5	RUS 115 Russian V	Level 5
FRA 116 French VI	Level 6	RUS 116 Russian VI	Level 6
FRA 117 French VII	Level 7	RUS 117 Russian VII	Level 7
FRA 118 French VIII	Level 8	RUS 118 Russian VIII	Level 8
ESP 111 Spanish I	Level 1	ITA 111 Italian I	Level 1
ESP 119 Spanish I(non-credit)	Level 1	ITA 119 Italian I(non-credit)	Level 1
ESP 112 Spanish II	Level 2	ITA 112 Italian II	Level 2
ESP 219 Spanish II(non-credit)	Level 2	ITA 219 Italian II(non-credit)	Level 2
ESP 113 Spanish III	Level 3	ITA 113 Italian III	Level 3
ESP 114 Spanish IV	Level 4	ITA 114 Italian IV	Level 4
ESP 115 Spanish V	Level 5	ITA 115 Italian V	Level 5
ESP 116 Spanish VI	Level 6	ITA 116 Italian VI	Level 6
ESP 117 Spanish VII	Level 7	ITA 117 Italian VII	Level 7
ESP 118 Spanish VIII	Level 8	ITA 118 Italian VIII	Level 8

**APPENDIX 15 ITALIAN I SYLLABUS**

**BAŞKENT ÜNİVERSİTESİ**  
**Yabancı Diller Yüksek Okulu**  
**Modern Diller Birimi**  
**Ders İzlenesi - Güz 2019-2020**

Dersin Adı / Kodu	Temel İtalyanca I / ITA 111
Kredi/AKTS	1/1
Düzey	Başlangıç (A1)
Dersin Türü:	Seçmeli
Dersin Süresi:	1 Dönem /14 Hafta
Dersin Önkoşulları ya da Eş Koşulları:	Yok
Haftalık Ders Saati	3
Ders Saatleri	-
Sınıf	-
Öğretim Görevlisi	Sinem Tekten
E-mail	sinemtekten@baskent.edu.tr
Ofis	D-13
Telefon	0312 246 66 66 / 1376
Ofis Saatleri	Hafta içi 09:00 – 17:00

**Ders Tanımı:**

ITA 111, genel İtalyancayı öğretmeyi amaçlayan temel düzeyde (A1) bir derstir. Bu ders, öğrencilerin, İtalyanca dil ve kelime bilgilerini edinmelerini, dört dil becerisini (okuma, dinleme, konuşma ve yazma) geliştirmelerini ve CEFR'ye uygun olarak genel İtalyanca dil yeterliliğine sahip olmalarını sağlamayı hedefler. Ayrıca gerekli sosyo-kültürel öğelerle öğrenciyi tanıştırmak, yabancı dil kullanımında büyük önem taşıyan bilgi, beceri ve özgüveni kazanabilmesi için öğrenciyi rehberlik eder.

**Amaçlar:**

- İtalyan kültürü ve coğrafyası ile ilgili farkındalık geliştirmeye başlamak.
- İtalyancanın bir dil olarak nasıl çalıştığını temel düzeyde anlamaya başlamak.
- Tanışma ve selamlaşma cümleleri kurabilmek. Basitçe kendini tanıtabilmek.
- Telefon numarası , yaş, uyruk, hatır sorabilmek ve cevaplayabilmek.
- İtalyan alfabesini ve temel okunuş kurallarını tanımak.
- İtalyanca kelimelerin telafuzu ve tonlaması ile ilgili farkındalık geliştirmeye başlamak.
- 0-100 arası sayıları tanımak.
- Basit cümlelerle telefon konuşması yapabilmek, dinlediğinde kavrayabilmek.
- İkamet yeri ve adres sorma soruları oluşturabilmek ve bu durumlara uygun yanıtlar için ifadeler öğrenmek.
- Fiziksel tasvir cümleleri kurabilmek. Kendini veya başkasını tanıtan kısa paragraflar yazabilmek.
- Resmi dil (Formale) kullanarak sorular sorabilmek ve cevaplayabilmek.
- Temel okuma ve dinleme becerilerini geliştirmek
- Temel dilbilgisi yapılarını öğrenmek.

**Ders Gereçleri:**

Ders Kitabı: Nuovo Progetto Italiano 1a, Libro dello studente. *Edizioni Edilingua* (2013)

Alıştırma Kitabı: Nuovo Progetto Italiano 1a, Quaderno degli esercizi. *Edizioni Edilingua* (2013)

Ek materyaller

**Öğretim Yöntemi:**

Tüm dil becerileri eklektik (derleme) ve iletişimsel metotlar ile geliştirilir

**Ders Politikaları:**

**Sınıf İçi Kurallar:** Sınıf dışında İtalyan dilini duyma ve kullanma olanağınız sınırlı olabileceğinden dolayı, derslerin ana odağı iletişimidir ve sınıf içinde mümkün olduğunca hedef dil İtalyancayı konuşmaya dikkat ederiz. Bu nedenle teorik bilgilerin yanı sıra özellikle pratik çalışmalar ile öğrenci, dili aktif kullanması için teşvik edilmektedir. Öğrenciden de sınıf içinde yalnızca İtalyanca konuşması beklenir. Ek açıklamalara ihtiyaç duyarsanız ya da ders içeriği ile doğrudan ilişkili olmayan konular üzerine görüşmek isterseniz ders öncesi ve sonrasında veya ofis saatleri içerisinde ilgili Öğretim Görevlisi ile görüşebilirsiniz.

**Katılım/Gereksinimler:** Öğrencilerin düzenli olarak katılım göstermeleri ve zamanında derse gelmeleri beklenmektedir. Öğrencilerin derslerin en az yüzde 70'ine katılmaları gerekmektedir (toplam 12 saatten fazla derse gelmeme durumu olduğunda başarısızlığa yol açabilir). Her öğrenci dersi etkili bir şekilde takip edebilmek için ders kitabını, çalışma kitabını ve varsa ek materyallerini sınıfa getirmelidir. Ders esnasında cep telefonu ya da diğer mobil cihazlar kullanılmamalıdır.

**Değerlendirme:** Ara sınav, final sınavı ve 2 quiz ile performansınız değerlendirilecektir. Kopya çekilmesi durumunda ilgili yönerge gereği disiplin işlemleri başlatılır. Herhangi bir sınavı kaçırmamız durumunda onaylanmış bir sağlık raporu veya mazeretinizi kanıtlayan başka bir resmi belge sunmazsanız telafi sınavına girmeniz mümkün olmayacaktır.

**Sınav Kuralları:** Sınavın ilk 15 dakikası ve son 10 dakikası sınıftan dışarı çıkılmaz. Geç gelen öğrenciler sınavın ilk 15 dakikası sınavına alınabilir. Geç gelen öğrenciye ek süre verilmez. Öğrenciler sınav süresince sınıftan dışarı çıkamazlar. Öğrenciler sınav süresince birbirlerinden kalem, silgi ve benzeri malzeme alışverişinde bulunamazlar. Sınıfa sınavda kullanılacak araç gereç dışında herhangi bir iletişim aracının (cep telefonu ve bilgi depolama/ gösterme özelliklerine sahip elektronik cihazlar, ders notu, kitap, vb.) getirilmesi durumunda, bunların sınav gözetmenine teslim edilmesi zorunludur. Sınav sırasında, kullanılmasına izin verilmemiş bir kaynaktan yararlanılması, bir başka öğrencinin kağıdına bakılması, öğrenciye sınav kağıdı gösterilmesi ya da öğrenciler arasında yazılı, sözlü herhangi bir bilgi alışverişi ve benzer eylemler kopya olarak değerlendirilir. Bu durumlarda öğrencinin kağıdını teslim etmesi gerekmektedir. Bunu takiben gözetmen(ler) olayın içeriğini özetleyen Sınav Disiplin Tutanağı'nı doldurur. Öğrenciler, sınav süresince sınav düzenine dair kural, talimat ve uyarılara uygun davranmakla yükümlüdürler. Aksi bir davranış durumunda haklarında disiplin hükümleri uygulanır.

Notlandırma:

Ara Sınav	Final	Quiz	Derse Katılım/Ödevler
30%	50%	%5 - %5	10%

**Notlandırma Ölçeği:**

Harf Notu	Katsayı	Puan (100 puan üzerinden)
A	4.0	95-100
A-	3.7	89-94
B+	3.3	83-88
B	3.0	76-82
B-	2.7	71-75
C+	2.3	66-70
C	2.0	60-65
C-	1.7	57-59
D+	1.3	53-56
D	1.0	50-52
F1	0.7	0-49
F2	0	Devamsız

**2019-2020 Güz Dönemi Haftalık Programı  
(ITALIAN I -WEEKLY SCHEDULE)**

1. Hafta		Sillabo del corso + Informazione generale sulla lingua e cultura italiana
2. Hafta		Unita'0: Presentarsi. Salutarsi. L'alfabeto italiano. Chiedere e dire il significato di una parola. Chiedere e dire come si scrive una parola. I numeri 0-10. Chiedere e dire il numero di telefono.
3. Hafta		Unita'0: La fonologia- le regole di pronuncia. I sostantivi/ gli aggettivi/ Accordo sostantivi aggettivi.
4. Hafta		Unita'0: Articolo determinativo. Articolo indeterminativo
5. Hafta		Unita'0: Costruire le prime frasi complete. Chiedere e dire nazionalità'. I pronomi personali soggetto. Indicativo presente di "essere"
6. Hafta		Unita'0: QUIZ 1. Indicativo presente di "avere". I numeri 10-100. Chiedere e dire l'età'.
7. Hafta		Unita'0: Ripasso generale. Canzone. Gioco con il verbo avere.
8. Hafta		ESAME MEDIO TERMINE
9. Hafta		Unita' 1: Le tre coniugazioni dei verbi (-are/-ere/-ire)/ Indicativo presente: verbi regolari. Parlare al telefono
10. Hafta		Unita' 1: Esercizi con indicativo presente verbi regolari.
11. Hafta		Unita' 1: Forma di cortesia. Chiedere e dare informazioni. Formare mini dialoghi (role-play).
12. Hafta		Unita' 1: Descrivere L'aspetto fisico e il carattere. Gioco.
13. Hafta		Unita' 1: QUIZ 2. Gli interrogativi.
14. Hafta		Unita' 1: Ripasso generale

## APPENDIX 16 PROGRAMS AND COURSE MATERIALS

ENGLISH PREPARATORY UNIT (EPU)	
Programs	Materials
<ul style="list-style-type: none"> <li>• Program 1 (ENG 100)</li> <li>• Program 2 (ENG 101)</li> <li>• Program 3</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Speakout Flexi Starter, Elementary, Pre-int, and Intermediate</i> (CB+WB+SM)</li> <li>• <i>Northstar Reading and Writing 1, 2, 3</i></li> <li>• My English lab (self-study)</li> </ul>
ACADEMIC ENGLISH UNIT (AEU)	
General English Program (GE)	Materials
ENGE 101 / 102: Foreign Language 1 / 2	<ul style="list-style-type: none"> <li>• <i>Speakout Flexi Starter</i> (CB+WB+SM)</li> </ul>
ENG 125 / 126: Basic English I / Basic English II	<ul style="list-style-type: none"> <li>• <i>New Headway 4<sup>th</sup> Edition Beginner</i> (CB+WB+SM)</li> </ul>
ENG 127 / 128: Basic English I / Basic English II	
ENG 142: Basic English I	
ENG 225 / 283- 226 / 299: Basic English III / Basic English IV	<ul style="list-style-type: none"> <li>• <i>New Headway 4<sup>th</sup> Edition Elementary</i> (CB+W+SM)</li> </ul>
ENG 367 / 368: Basic English V / Basic English VI	<ul style="list-style-type: none"> <li>• <i>New Headway 4<sup>th</sup> Edition Pre-intermediate</i> (CB+WB+SM)</li> </ul>
ENG 425 / 426: Basic English VII / Basic English VIII	<ul style="list-style-type: none"> <li>• <i>New Headway 4<sup>th</sup> Edition intermediate</i> (CB+WB+SM)</li> </ul>
English for Academic Purposes Program (EAP)	Materials
<p>ENG 102 / 143 / 144: Academic English I / Academic English II</p> <p>ENGE 103 / 104: English for Academic Purposes I / English for Academic Purposes II</p> <p>ENG 180, ENG 199: Advanced English I</p>	<ul style="list-style-type: none"> <li>• <i>Oxford EAP B1+SM</i></li> </ul>
English for Specific and Academic Purposes Program (ESAP)	Materials
MENG 243 / 244: English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	<i>English for Management, Garnet Pb. + SM</i>
TENG 243 / 244: English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	Compiled Reading Booklet & Writing Booklet
LENG 243 / 244: English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	<i>English for Law, Garnet Pb. + SM</i>



<b>CENG 243 / 244:</b> English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	Compiled Reading Booklet & Writing Booklet
<b>SENG / YDL 243 / 244:</b> English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	Compiled Reading Booklet
<b>HENG 243 / 244:</b> English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	Compiled Reading Booklet
<b>FENG 243 / 244:</b> English for Academic and Specific Purposes 1 / English for Academic and Specific Purposes 2	Compiled Reading Booklet & Writing Booklet
<b>ENG 200:</b> Advanced English II	<i>English for Careers, Engineering + SM</i>
<b>ENG 206:</b> English for Specific Purposes II (Reading)	Compiled CDU Materials
<b>ENG 145</b>	Headway Academic Skills Intro+L1+L2+SM
<b>ENG 245 / 345</b>	Compiled CDU Materials
<b>ENG 306/ 310:</b> English For Professional Purposes III	Compiled CDU Materials
<b>ENG 300 :</b> TOEFL	Compiled CDU Materials
<b>ENG 350:</b> Translation	Compiled CDU Materials
<b>ENG 400:</b> Presentation Skills	Compiled CDU Materials
<b>ENG 450:</b> Advanced Academic Writing Skills	Compiled CDU Materials
<b>MODERN LANGUAGES UNIT (MLU)</b>	
<b>Programs</b>	<b>Materials</b>
<b>German: ALM111/119/112/219</b>	Menschen A.1.1 Kurs- und Arbeitsbuch
<b>German: ALM 113/114</b>	Menschen A1.2 Kurs- und Arbeitsbuch
<b>German: ALM 115/116</b>	Menschen A2.1 Kurs- und Arbeitsbuch
<b>German: ALM 117/118</b>	Menschen A2.2 Kurs- und Arbeitsbuch
<b>Italian: ITA 111/112/113/119/219</b>	Nuovo Progetto Italiano 1a
<b>Italian: ITA 114/115/116</b>	Nuovo Progetto Italiano 1b
<b>Italian: ITA 117/118</b>	Nuovo Progetto Italiano 2a
<b>Italian: DKS 361/362/469/470</b>	L'italiano nell'aria 1
<b>Russian: RUS111/112/113/114/119/219</b>	Doroga v Rossiyu 1

<b>Russian: RUS 115/116/117/118</b>	Doroga v Rossiyu 2
<b>Spanish: ESP 111/112/113</b>	Español Lengua Viva 1
<b>Spanish : ESP 114/115/116</b>	Español Lengua Viva 2
<b>Spanish :ESP 117/118</b>	Español Lengua Viva 3
<b>French: FRA 111/112/113/114/115/116/117/118/119/219</b>	Édito, Méthode de français Grammaire essentielle du français
<b>Arabic: ARB 111/112/113/114/115/116/117/118/119/219</b>	Arapça I, Açık öğretim Fakültesi, Yazar: Prof.Dr. Rahmi ER, Doç. Dr. Derya Adalar Subaşı
<b>Chinese:</b>	Pratik Çince-I Prof. Dr. Bülent Okay
<b>Azerbaijani: AZE 111/112/113/114/115/116/117/118/119/219</b>	<i>Azərbaycan Dili</i> , G.Rəhimova, E. Fərəcullayeva, M.Qurbanova, R. Həbibli (Ana ders kitabı) <i>Ə.Dəmirçizadə Müasir Azərbaycan Dili</i> <i>B.Xəlilov Müasir Azərbaycan Dili</i>

**APPENDIX 17 FOCUS GROUP MEETING FORM**

**BAŞKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES  
CURRICULUM DEVELOPMENT UNIT**

**FOCUS GROUP MEETINGS**

**Group:**

**Date:** \_\_\_\_\_

Teacher 's Name	Class Code	Please write the <u>unit</u> / <u>section</u> / <u>page</u> number that you have covered so far

**Any problems concerning the physical conditions and technological equipment in the classrooms:**

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**Any problems concerning the course materials in terms of level (cognitive or linguistic difficulty), content (topic, language, length, etc.), and nature of activities:**

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**Any concerns about the pacing:**

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**Any concerns about the students (attitude to learning, motivation, participation, etc.)**

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**Any new ideas or adaptations that worked well during the delivery of the program:**

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NAME	SIGNATURE

**APPENDIX 18 PROGRAM EVALUATION FORM**

**BAŞKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES  
CURRICULUM DEVELOPMENT UNIT**

**CDU PROGRAM EVALUATION FORM**

<b>GROUP</b>	
<b>NAME OF THE TEACHER</b>	
<b>CLASSES TAUGHT</b>	

**Dear Colleagues,**

**Please write your comments about the following questions in the space provided by considering the implementation process of the program in your classes during the academic term.**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>TO SOME EXTENT</b>	<b>COMMENTS</b>	<b>SUGGESTIONS FOR IMPROVEMENT</b>
<b>STUDENTS</b>					
<ul style="list-style-type: none"> <li>• Did the students have any motivation problems?</li> </ul>					
<ul style="list-style-type: none"> <li>• Did the students participate in the lessons?</li> </ul>					
<ul style="list-style-type: none"> <li>• Was the students' attitude towards the course positive?</li> </ul>					
<b>THE COURSEBOOK</b>					
→What are your reflections regarding the main coursebook? Is the book effective in terms of the <ul style="list-style-type: none"> <li>• suitability of the objectives to the particular student profile?</li> </ul>					
<ul style="list-style-type: none"> <li>• appropriateness of the content to the student profile? (e.g., relevance of the topic, tasks and activities to the needs and interests of the particular learners)</li> </ul>					

<ul style="list-style-type: none"> <li>• appropriateness of <b>the difficulty level</b> of the tasks for the particular student profile? (e.g., too easy, too difficult, the right level)</li> </ul>					
<ul style="list-style-type: none"> <li>• sufficiency of activities to practice the skills / knowledge of                             <ul style="list-style-type: none"> <li>- listening,</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>- speaking,</li> </ul>					
<ul style="list-style-type: none"> <li>- reading,</li> </ul>					
<ul style="list-style-type: none"> <li>- writing</li> </ul>					
<ul style="list-style-type: none"> <li>- vocabulary,</li> </ul>					
<ul style="list-style-type: none"> <li>- the study skills in the course-book ?</li> </ul>					
<ul style="list-style-type: none"> <li>• integration of the skills? (e.g., are there enough opportunities to integrate all four skills?)</li> </ul>					
<ul style="list-style-type: none"> <li>• maintenance of continuity? (e.g., is the successful completion of prior activities a pre-requisite for the succeeding ones? Are activities sequenced logically?)</li> </ul>					
<ul style="list-style-type: none"> <li>• sequencing of the tasks? (e.g., do the tasks move from simple and familiar to the more complex and less familiar?)</li> </ul>					
<ul style="list-style-type: none"> <li>• consideration of learning style differences (e.g., do the tasks address different learning styles)</li> </ul>					
<ul style="list-style-type: none"> <li>visual</li> </ul>					
<ul style="list-style-type: none"> <li>auditory</li> </ul>					
<ul style="list-style-type: none"> <li>kinesthetic?</li> </ul>					

<ul style="list-style-type: none"> <li>• <b>physical layout</b> of the course-book? (e.g. what do you think about the use of visuals, font, size, easiness to follow the course-book?)</li> </ul>					
<b>TEACHER'S HANDBOOK</b>					
→ Does the teacher's handbook provide teachers with the <b>guidance</b> they need?					

QUESTIONS	YES	NO	TO SOME EXTENT	COMMENTS	SUGGESTIONS FOR IMPROVEMENT
<b>SUPPLEMENTARY MATERIALS</b>					
→What are your reflections regarding the supplementary materials prepared by CDU?					
<ul style="list-style-type: none"> <li>• Are they <b>relevant</b> to students' level, needs, and wants?</li> </ul>					
<ul style="list-style-type: none"> <li>• Do they <b>compensate</b> for the weaknesses of the main course-book</li> </ul>					
a. <b>sufficiently</b> (e.g., are there <i>enough</i> learning activities for reinforcement?)					
b. <b>efficiently</b> (e.g., are the learning activities <i>effective</i> for reinforcement?)					
<ul style="list-style-type: none"> <li>• Is the <b>layout</b> of the materials appropriate?</li> </ul>					
<b>USE OF EDUCATIONAL TECHNOLOGY</b>					
<ul style="list-style-type: none"> <li>• Were you able to use the <b>technology</b> and <b>equipment</b> - <b>sufficiently</b>,</li> </ul>					
- <b>effectively</b> ? (If no, please specify the problems.)					

<b>PACE OF THE PROGRAM</b>					
<ul style="list-style-type: none"> <li>Was the <b>pace</b> of the program manageable? (If not, please specify.)</li> </ul>					

Any other comments and suggestions concerning the program:



**APPENDIX 19 PREP PROGRAMME TEACHER EVALUATION CRITERIA**

Use the following criteria to grade your students on their performance throughout the programme.

Always= 5      Usually= 4      Often= 3      Sometimes= 2      Rarely=1      Never=0

**ATTITUDE TO LEARNING, PARTICIPATION AND PREPARATION**

ITEMS	GRADES
1. Actively participates in class tasks and activities	
2. Adheres to the class code of conduct	
3. Comes to class well equipped, well organized and ready to learn	
4. Is cooperative and promotes a positive learning atmosphere in class	
5. Is motivated and has the necessary study skills of an independent learner	
<b>TOTAL (OUT OF 25)</b>	

**HOMEWORK**

ITEMS	GRADES
1. Hands in homework on time	
2. Homework presented is adequate to task (content)	
3. Homework presented is accurate (punctuation, target structure, etc.)	
4. Homework presented indicates an effort put in	
5. Homework presented is high of quality (legible, neat, proper layout, appropriate organization, coherence, etc.)	
<b>TOTAL (OUT OF 25)</b>	

**ONLINE STUDY\***

ITEM	GRADE
1. Fulfils the requirements of the tasks and activities assigned by the programme and/or the teacher	
<b>TOTAL (OUT OF 50)</b>	

*\* Dear Colleague,*

*While evaluating your students' progress with regard to Online Study, you need to attach a printed copy of your class' SCORES REPORT.*

**APPENDIX 20 TEACHER'S EVALUATION GRADE LIST**

**PREP TEACHER'S EVALUATION GRADE LIST**

Teacher's Name: \_\_\_\_\_

Class Code : \_\_\_\_\_

	Student Name	Attitude to learning, Participation & Preparation					Homework					On-Line Study	TOTAL
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

**APPENDIX 21 SAMPLE INVIGILATION LIST**

**BASKENT UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
ENGLISH PREPARATORY DEPARTMENT  
PLACEMENT AND PROFICIENCY EXAM  
INVIGILATION LIST**

**Semester:** FALL/**Exam Date:****Exam Centre:** D121 (Self-Access)**Exam Time:** 14.00-16.30

All **invigilators and stand-bys** are expected to **report to the exam center latest by 13:30** on the exam day and pick up their exam packs by signing up the delivery form. They then go directly to their exam rooms. After the exam, the packs should be submitted back by signing up the same form. Since both invigilators/stand-bys have the same responsibilities and both are expected to sign up, it is preferred that they report together at both instances.

<b>General Exam Coordinator:</b>	OYA PERİM ERAY
<b>Exam Coordinator:</b>	GÜLİZ ULUDAĞ
<b>Exam Unit Directors:</b>	AYŞENUR UZUN, SELMA KÖKSAL, İPEK YAVUZ, CEREN TEK.

**APPENDIX 22 PROFICIENCY EXAM INVIGILATION PROCEDURE**

**BASKENT UNIVERSITY  
ENGLISH PREPARATORY DEPARTMENT  
TEST DEVELOPMENT UNIT  
PROFICIENCY EXAM  
PROCEDURES**

**Semester:** FALL /

**Exam Date:**

**Exam Time:** 14.00-16.30

**Exam Centre:** Self-Access (D121)

Each exam pack includes:  
Booklets)

Exam booklets 1 & 2 (00 & 11) (Separate Wr

- Optic answer sheets
- CDs with instructions
- Exam report & Seating plan
- Class list (Students sign-up sheet)
- Exam procedures

Stand-bys' pack includes:

- Back-up exam booklet copies & CDs
- Extra optic answer sheets
- Back-up exam report & seating plan
- Exam procedures

**Please bring a CD Player.** This exam includes a listening section.

**Report to the exam centre latest by 13:30-13:45** with your co-invigilator to take your pack. Count the booklets in your pack, then sign up the delivery sheet together and **go directly to your assigned exam room**. Get your students seated, collect all the cell phones **turned-off**. Have the students sign the attendance sheet and write 'ABSENT' for absent students. Don't put any other mark except than that (wait until after 15 minutes for latecomers before writing ABSENT).

Five minutes to the exam, distribute **BOOKLET 1** by checking 00 and 11 distribution. It should be as follows:

booklet 00
booklet 11

booklet 11
booklet 00

booklet 00
booklet 11

Have the students fill in the necessary parts on their booklet covers and on their optic sheets and check if there are any missing pages. Check if all the students filled in their covers and optics correctly. The answers will be written on the optic sheets, the answers on the booklets will not be taken into consideration. Students should not write anything on the booklets (except for the writing section).

Optic form should be filled in as follows:

AY: Booklet code 00 or 11.

YIL: 89

KOD: Please check each student's optic sheet. They should be coding in the class code which is written on the exam pack under the sticker.

ÖĞRENCİ NO: Student number (if they don't have student numbers, leave empty)

ADI-SOYADI: Name and surname with a space in between (for students with two or more names, one is enough; if the students name and surname don't fit, write and code as much as you can)

**When your classroom is ready for the exam, one of the invigilators should stand at the door to signal the stand-bys that they are ready. All classrooms start the exam together with the stand-by's signal and the exact exam timing will be determined according to that.** Latecomers can be accepted only within **15** minutes and no one is allowed to leave the exam room until after **30** minutes. Latecomers will not get any extra time. Also, there will be no break between BOOKLET 1 and BOOKLET 2. If a student leaves the classroom, he/she cannot come back.

Students cannot leave the exam room in the last **10 minutes** of the exam. Ensure that you are left in the exam room with at least two students. Ask a second student to stay in the room even if there are two invigilators. Ask for help from the stand-bys or Test Development Unit members if there is a problem.

Allocated time for BOOKLET 1 is 50 minutes. When the time is over, first collect BOOKLET 1 and then distribute BOOKLET 2 and the WRITING BOOKLET. BOOKLET 1 and BOOKLET 2 types must match for each student. If a student got '00' for BOOKLET 1, he/she must get '00' for BOOKLET 2 as well. **That is of UTMOST IMPORTANCE.**

When your classroom is ready for BOOKLET 2, one of the invigilators should stand at the door again to signal the stand-bys that they are ready. All classrooms start BOOKLET 2 together with the stand-by's signal and the exact exam timing will be determined according to that.

**BOOKLET 2 starts with LISTENING SECTION.** All the instructions, repetitions and the silent gaps are recorded on the CDs. Invigilators will not interfere with the CD until it says '**THIS IS THE END OF LISTENING SECTION.**' Allocated time for BOOKLET 2 is 100 minutes. There is no separate optic form for BOOKLET 2. Students will continue with the same optic form.

Students are not allowed to use the restrooms during the exam.

Don't share your opinions about the exam or about the answers with your students during or after the exam.

Both invigilators should be in their assigned classrooms at all times, except in cases of an emergency. If there is an emergency, don't leave your room without informing the stand-bys; a stand-by will take on your invigilation duty.

After the listening section ends, open the doors. Keep the doors open at all times (except for the listening section) so that the stand-bys can observe the process.

Invigilators and stand-bys should be proctoring at all times. Please **do not** use your cell phones, read something, etc. during the exam. Stand-bys should walk around checking on the classrooms to ensure the security and the integrity of the exam process.

At the end of the exam, make sure to fill out the exam report & seating plan. Collect the exam booklets and optic sheets and put them back in the pack in the order of your class list. **Separate 00 and 11 optic sheets.** Extra booklets and optics should be on the top.

**Both invigilators have the same responsibilities at all times.**

**APPENDIX 23 WRITING ASSESSMENT RUBRIC****BAŞKENT UNIVERSITY-ENGLISH PREP UNIT TDU****WRITING RUBRIC****ADEQUACY OF CONTENT**

4	Good	<ul style="list-style-type: none"> <li>- Addresses almost all prompt requirements</li> <li>- Very good expansion of ideas (with examples/further details where necessary)</li> <li>- No repetition and/or irrelevance</li> </ul>
3	Satisfactory	<ul style="list-style-type: none"> <li>- Addresses prompt requirements for the most part</li> <li>- Satisfactory expansion of ideas (with some examples/details where necessary)</li> <li>- Very little repetition and/or irrelevance</li> </ul>
2	Adequate	<ul style="list-style-type: none"> <li>- Shares some features of bands 3 and 1</li> </ul>
1	Poor	<ul style="list-style-type: none"> <li>- Addresses very little in terms of prompt requirements</li> <li>- Poor expansion of ideas (with almost no examples/details where necessary)</li> <li>- Too much repetition and/or irrelevance</li> </ul>
0	No achievement	<ul style="list-style-type: none"> <li>- Prompt requirements are not addressed/addressed completely wrongly</li> <li>- No expansion of ideas</li> </ul>

**ADEQUACY OF ORGANIZATION**

2	Good	<ul style="list-style-type: none"> <li>- Good organization of ideas</li> <li>- Ideas are easy to follow and effectively linked within/across the paragraph(s)</li> <li>-The message is communicated in a logical way</li> </ul>
1	Adequate	<ul style="list-style-type: none"> <li>- Ideas are somehow organized (some evidence of organization)</li> <li>- Some evidence of link between ideas and they are somehow followed within/across the paragraph(s)</li> <li>-There is somehow a logic in the way the message is communicated</li> </ul>
0	No organization	<ul style="list-style-type: none"> <li>- Almost no evidence of organization</li> <li>- There is difficulty in following the ideas and they are almost never linked within/across the paragraph(s)</li> </ul>

**ADEQUACY OF LANGUAGE USE**

3	Good	<ul style="list-style-type: none"> <li>- Almost no mistakes or inappropriateness in target grammar and lexis</li> <li>- A good range of structures and lexis</li> <li>- An attempt to use high level grammar and lexis with some mistakes</li> </ul>
2	Satisfactory	<ul style="list-style-type: none"> <li>- Some mistakes in and/or inappropriate uses of target grammar and lexis</li> <li>- Some range of structures and lexis</li> <li>- Mistakes do not interfere with the message communicates</li> </ul>
1	Poor	<ul style="list-style-type: none"> <li>- Many errors in and/or inappropriate uses of target grammar and lexis</li> <li>- Limited range of structures and lexis</li> <li>- Great difficulty in understanding the message communicated</li> </ul>
0	Not understandable	<ul style="list-style-type: none"> <li>- Serious inaccuracy and/or inappropriateness in target grammar and lexis</li> <li>- Almost no range of structures and lexis</li> <li>- Full of breakdowns in communication</li> </ul>

**MECHANICAL ACCURACY**

1	Good	<ul style="list-style-type: none"> <li>- Almost no spelling and/or punctuation mistakes</li> <li>- Nothing hinders the message communicated</li> </ul>
0,5	Adequate	<ul style="list-style-type: none"> <li>- Some mistakes in spelling and/or punctuation</li> <li>- Only minor effects on the message communicated</li> </ul>
0	Inaccurate	<ul style="list-style-type: none"> <li>- Very low standard in spelling and/or punctuation</li> <li>- Major effects on the message communicated</li> </ul>

- \* If response is off-topic, score “0” (consult a TDU observer).
- \* If response is partially-irrelevant, score “1” or “0” for content; grade the rest according to the criteria.
- \* If 15% outside the word limits, subtract one point (-1) from overall score.
- \* If response contains long stretches of language items copied from the prompts/the example/other parts of the exam, subtract one point (-1) from content.
- \* While marking the writing parts, if the difference between the two markers’ scores is/are:
  - 1 point – take the higher score; e.g.: 1<sup>st</sup> marker “7” ,2<sup>nd</sup> marker “8” = take “8”
  - 2 points – take the middle score; e.g.: 1<sup>st</sup> marker “6” , 2<sup>nd</sup> marker “8” = take “7”
  - 3/3+ points – grade the paper together one more time and try to reach a conclusion, and/or consult TDU

**APPENDIX 24 WRITING GRADING LIST**

561-B-PT1

BASKENT UNIVERSITY  
 ENGLISH PREPARATORY DEPARTMENT  
 TESTING DEVELOPMENT UNIT  
 WRITING GRADING LIST

Semester: FALL / 2015-2016

\_\_\_\_\_ marker(s): \_\_\_\_\_

CLASS CODE: \_\_\_\_\_

\_\_\_\_\_

	Student	Content / 4	Organ. / 2	Lang. Use / 3	Mech. / 1	TOTAL / 10
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						



**APPENDIX 25 PROGRAM 1 AND PROGRAM 2 WRITING GRADING SCALE**

	<b>GRAMMAR</b> (Range/Control)	<b>VOCABULARY</b> (Range/Appropriacy /Pronunciation)	<b>FLUENCY</b> (Flow of speech)	<b>COMMUNICATION</b> (Response and delivery /Support needed)
<b>5</b> Good	<ul style="list-style-type: none"> <li>- Uses a <b>wide range of grammatical structures</b></li> <li>- Shows <b>very good control over simple grammatical structures</b> with <b>almost no errors</b></li> <li>- Makes <b>occasional surface mistakes</b> which <b>do not impede communication</b></li> </ul>	<ul style="list-style-type: none"> <li>- Uses a <b>wide range of vocabulary</b></li> <li>- Uses words/phrases <b>accurately and appropriately.</b></li> <li>- Has <b>very good control of phonological features</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Fluent and rarely pauses</b></li> <li>- <b>Maintains a flow of speech without trying hard</b></li> </ul>	<ul style="list-style-type: none"> <li>- Delivers <b>to-the-point response at all times</b> and <b>tries to elaborate</b> on his/her response</li> <li>- Needs <b>almost no prompting or support</b></li> </ul>
<b>4</b>	Shares features with bands 3 & 5.			
<b>3</b> Sufficient	<ul style="list-style-type: none"> <li>- Uses <b>some range of grammatical structures</b></li> <li>- Shows <b>sufficient control of simple grammatical structures</b> with <b>some errors</b></li> <li>- Errors <b>occasionally disrupt communication</b></li> </ul>	<ul style="list-style-type: none"> <li>- Uses <b>some range of vocabulary</b></li> <li>- Simple <b>words/phrases are generally correct but not always appropriately used</b></li> <li>- <b>Some mispronunciations</b> causing <b>only occasional difficulties in understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>- Manages short sentences with <b>some pauses and seldom long hesitations</b></li> <li>- <b>The flow of speech is affected to some extent</b></li> </ul>	<ul style="list-style-type: none"> <li>- Delivers <b>sufficient and relevant response</b></li> <li>- Requires <b>prompting and support from time to time</b>, but manages to communicate</li> <li>- <b>Understands and follows tasks /instructions/questions with no difficulty</b></li> </ul>
<b>2</b>	Shares features with bands 1 & 3.			
<b>1</b> Limited	<ul style="list-style-type: none"> <li>- Uses a <b>limited range of grammatical structures</b> to talk about topics</li> <li>- Has <b>great difficulty in forming structures</b></li> <li>- <b>Constant errors obstruct communication</b></li> </ul>	<ul style="list-style-type: none"> <li>- Uses <b>limited vocabulary</b></li> <li>- Makes <b>inappropriate word choices</b></li> <li>- Has <b>very limited control of phonological features</b> and understood only with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Communication is impeded by long pauses and hesitations</b></li> <li>- <b>Reformulations are frequent, cannot express himself/herself</b></li> </ul>	<ul style="list-style-type: none"> <li>- There is <b>almost no response</b> and/or little response provided is <b>irrelevant</b></li> <li>- Requires <b>additional prompting</b> and a <b>lot of support</b></li> <li>- Has <b>considerable difficulty understanding tasks/instructions/questions</b></li> </ul>
<b>0</b>	Below Standard			

**APPENDIX 26 SPEAKING TEST FRAME**

AMER-İDÖ-MTI SPEAKING TEST FRAME

WARM-UP (0:30 minute - Not marked)
------------------------------------

(Please do not speak in Turkish whatever the reason is once the student enters the exam room.)

Interlocutor: Good morning/afternoon. Welcome. Please take a seat. What is your name and surname?

Student: ...

Interlocutor: My name is \_\_\_\_\_ and this is \_\_\_\_\_ (indicating the other assessor in the room). During the test, please speak only in English, loudly and clearly.

PART I – QUESTION AND ANSWER (2:00 minutes)
---

Interlocutor: O.K Now I will ask you some questions.

(Start the timer.)

(The interlocutor is to ask one question from Group 1 and one question from Group 2 below.)

PART II – PICTURE CARD (4:00 minutes – 1:00 for preparation & 2:30 – 3:00 for speaking)
---

Interlocutor: Thank you. Now look at the pictures on card, number (the number of the card), and read the situation under the pictures. You have 1 minute to think. Then, you will talk about the pictures and the situation. (If the student starts right away, please warn him/her at least one time: “You have time to think.”)

...

Interlocutor: Time is up! You can start talking about the situation.

**NOTE TO INTERLOCUTOR:** Each picture card has some prompts written on it. You may remind those prompts to the students if they are stuck. OR You can further prompt the student with the following questions/statements. Since each picture represents a different situation, questions should be chosen accordingly:

Why ...? Why not ...?

What about the ...?

Can you give reasons for your choice?

Interlocutor: Thank you. This is the end of the test. Can I get the picture file back, please? You can go out. Have a nice day.

(Stop the timer.)

(Please DO NOT speak/comment before the student leaves the room. Please do not answer any questions students may ask nor comment on their performance in any way.)

**APPENDIX 27 PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS FORM**

<p style="text-align: center;"><b>2019-20 ACADEMIC YEAR</b> <b>PROFESSIONAL DEVELOPMENT UNIT END-OF-YEAR QUESTIONNAIRE</b></p> <p><i>Dear Colleagues,</i></p> <p><i>This questionnaire consists of two sections. The first section focuses on your comments on the practices conducted by the TTDU; the second section aims to analyse your needs for the upcoming year.</i></p> <p><i>Thank you very much for all your support,</i></p> <p><i>TTDU</i></p> <p>Please select your unit:</p> <p>A- English Preparatory Unit</p> <p>B- Academic English Unit</p> <p>C- Modern Languages Unit</p> <p><b>SECTION 1: Questions in this section are related to the professional development practices held this academic year.</b></p> <p>a) Please comment briefly on the sessions delivered by TTDU members/the instructors/invited speakers.</p> <p>_____</p> <p>_____</p> <p>_____.</p> <p>a.1.)Please select 1- I totally disagree. 2. Not sure, 3.I agree 4.I totally agree as appropriate.</p> <p>1. Sessions contributed to my professional development.</p> <p>1, 2, 3, 4</p> <p>2. Sessions contributed to my personal development.</p> <p>1, 2, 3, 4</p> <p>b) Please comment briefly on class observations carried out by TTDU members.</p> <p>_____</p> <p>_____</p> <p>_____.</p> <p>c) Please comment briefly on reflective teaching practices (peer observation, video coaching, team teaching) coordinated by TTDU.</p> <p>_____</p> <p>_____</p>
--

---

SECTION 2: Questions in this section are related to your expectations related to professional development practices for the upcoming academic year.

a) Please write your expectations briefly from the sessions to be planned and delivered

My expectations from these sessions are as follows:

---

---

---

b) Please select the topic(s)/area(s) that you would like these sessions to concentrate on.

- 1- Classroom Management
- 2- Educational Technologies
- 3- Reading Skills
- 4- Writing Skills
- 5- Speaking Skills
- 6- Listening Skills
- 7- 21<sup>st</sup> Century Skills (Problem Solving, Creativity, Innovation and so on)
- 8- Grammar and Vocabulary
- 9- Material Development
- 10- Language Acquisition
- 11- Autonomy
- 12- English for Academic Purposes/English for Specific Purposes
- 13- Testing and Assessment
- 14- Personal Development
- 15- Academic Writing Skills
- 16- Social Projects
- 17- Graduate Studies
- 18- Common European Framework
- 19- Extra-curricular Activities
- 20- Educational Management
- 21- Other (Please indicate):-----

c) Please write your expectations briefly on class observations carried out by TTDU members.

My expectations from these observations are as follows:

---

---

---

d) Please write your expectations briefly on reflective teaching practices (peer observation, video coaching, team teaching)

My expectations from these practices are as follows:

---

---

---

**APPENDIX 28 SESSION FEEDBACK FORM**

**IN-SERVICE TRAINING FEEDBACK FORM**

Things I liked about the induction program:

Things that need to be considered:

**APPENDIX 29 TTDU SESSIONS ATTENDANCE SHEET**

**BAŞKENT UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
2019-2020 TTDU SESSIONS**

**DATE:****TIME:****PLACE:****SESSION TITLE:****SPEAKER:**

NAME & SURNAME	SIGNATURE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

**APPENDIX 30 SESSION FEEDBACK FORM**

**Title of the session:**

**Presenter:**

**Things you liked about the session:**

**Things that need to be reconsidered:**



**APPENDIX 31 PRE-OBSERVATION FORM**

**TTDU  
PRE-OBSERVATION FORM  
(GÖZLEM ÖNCESİ FORMU)**

TEACHER: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

CLASS CODE: \_\_\_\_\_ ROOM: \_\_\_\_\_ CLASS SIZE: \_\_\_\_\_

DATE OF THE OBSERVATION: \_\_\_\_\_

TIME OF THE OBSERVATION: \_\_\_\_\_

**LESSON-PLANNING CHECKLIST**                      **YES**                      **NO**                      **NEEDS TO BE**

**REVISED**

**1. LAYOUT**

-Does the lesson plan have a professional layout?                                                                 

-Does it bear evidence of careful planning?                                                                 

**2. AIMS AND OBJECTIVES**

-Are the lesson aims and objectives clear, specific and relevant to the curriculum goals?                                                                 

**3. PROCEDURE AND STAGES**

-Is there a logical progression in the procedure and smooth transition between the stages?                                                                 

-Are the specific aims and estimated time of each activity clearly stated?                                                                 

**4. INTERACTION PATTERNS**

-Does the lesson plan include and appropriate variety of interaction patterns?                                                                 

**5. EXTRA MATERIALS AND AIDS**

-Are the copies of extra materials/ aids and answer keys attached?                                                                 

**ADDITIONAL COMMENT(S):** \_\_\_\_\_

**POST- OBSERVATION MEETING:**

**PLACE..... DATE..... TIME:.....**

**APPENDIX 32 LESSON OBSERVATION FORM**

<b>Observer:</b>			<b>Teacher:</b>	
<b>Date:</b>		<b>Time:</b>		
<b>Class code:</b>		<b>Class size:</b>	<b>Room:</b>	
<b>Aim(s) of the Lesson:</b>				
<b>STAGE &amp; TIME</b>	<b>INTERACTI ON PATTERNS</b>	<b>WHAT TEACHER DOES</b>	<b>WHAT STUDENTS DO</b>	<b>OBSERVER'S QUESTIONS AND COMMENTS</b>

**APPENDIX 33 SELF EVALUATION FORM**

**LESSON REFLECTION QUESTIONS**

1. Considering the aim of your lesson, do you think your teaching was in line with the stated learning outcomes? To what extent did the students learn what was intended? How do you know?

2. Do you think the lesson was satisfactory enough in terms of

- a. Planning and preparation                      Yes                       To some extent                       No

Comments on reasons:

**b.** General atmosphere                      Yes               To some extent               No

Comments on reasons:

**c.** Lesson delivery                      Yes               To some extent               No

Comments on reasons:

**3.** What three things were you happy with?

**a.** .....

**b.** .....

**c.** .....

**4.** What three things were you less happy with?

**a.** .....

**b.** .....

**c.** .....

**5.** Did you discover anything new about your teaching/ class after this lesson?

**6.** If you had the opportunity to teach the same lesson again, what would you do differently?

Why?

**APPENDIX 34 POST OBSERVATION FEEDBACK FORM**

<b>Observer:</b>	<b>Teacher:</b>			
<b>Date:</b>	<b>Time:</b>			
<b>Any Further Relevant Information about Class and Local Conditions</b>				
<b>OBSERVATION CRITERIA</b>	<b>COMMENTS</b>			
<b>General Style, Teacherly Presence, and Rapport</b>				
<b>Voice- Audibility, Ability to Project (varied tone and intonation)</b>				
<b>Command of Language</b>				
<b>Giving Instructions</b>		<b>Not Observed</b>	<b>More Emphasis Recommended</b>	<b>Accomplished</b>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interaction Patterns</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Error Correction</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Discipline</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Managing Classroom Space and Monitoring</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Use of Instructional Materials/Aids</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Use of Instructional Technology</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Questioning Techniques (graded,directed, appropriate, wait time, etc.)</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Elicitation and Giving Feedback</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Progress Through the Lesson (smooth transition between the stages)</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ability to Encourage Use of L<sub>2</sub></b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ability to Provide Opportunities for Active Learning and Student Autonomy</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Involvement and Encouragement of Learners</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achievement of Aim(s)</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Further Agreed Action &amp; Teacher Comments</b>	<p><b>Teacher's Signature</b>  <b>Teacher Trainer's Signature</b></p>			

**APPENDIX 35 PETITION FOR ATTENDING A CONFERENCE**

BAŞKENT ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

..... BİRİM BAŞKANLIĞI'NA

..... tarihleri arasında ..... (ülke)'nin  
..... şehrinde yapılacak olan ..... adlı  
konferansa ..... başlıklı sözlü / poster bildiri ile katılmak istiyorum.

Söz konusu konferansa yolluklu, yevmiyeli ve katılım ücretinin ödenerek görevlendirilmem için gereğini saygılarımla arz ederim.

Tarih:

Ad-Soyad:

İmza:

Ekler :

1. İngilizce – Türkçe Kabul yazısı
2. İngilizce – Türkçe Sunum Özeti
3. İngilizce – Türkçe Katılım Ücreti

**APPENDIX 36 PETITION FOR GRADUATE STUDIES**

BAŞKENT ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

..... BİRİM BAŞKANLIĞI'NA

..... / ..... Akademik Yılı ..... döneminde aşağıda detayları verilen  
Yüksek Lisans / Doktora programına tam zamanlı / özel öğrenci olarak kabul edilmiş bulunmaktayım.  
Lisansüstü derslerime katılabilmem için ekte belirtilen gün ve saatlerde izinli sayılmak istiyorum.

Gereğini bilgilerinize saygılarımla arz ederim.

Tarih:

Adı – Soyadı:

İmza:

Ekler: Danışman Onaylı Lisansüstü Ders Programı

Üniversite Adı :

Program Adı :

Derece Seviyesi :

**APPENDIX 37 TT OBSERVATION DATA FORM****TT OBSERVATION DATA**

<b>NAME OF THE TEACHER</b>	<b>STRONG POINTS</b>	<b>AREAS TO BE RECONSIDERED</b>	<b>SUGGESTIONS</b>
<b>1. XXX</b>	<ul style="list-style-type: none"> <li>• Effective, clear and comprehensible communication in the classroom</li> <li>• Personalization of examples</li> <li>• Encouraging ss in the target language</li> <li>• Ability to address different learning styles</li> <li>• Use of variety of techniques in teaching vocabulary</li> <li>• Use of realia in teaching vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Wait-time could have been more for some tasks.</li> <li>• More variety could've been added to interaction patterns and eliciting techniques</li> <li>• T could have used technology in a more balanced way, she could have monitored ss closely.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Peer observation</li> <li>• Video-coaching</li> </ul>
<b>2. XXX</b>	<ul style="list-style-type: none"> <li>• Good rapport/ relaxed atmosphere</li> <li>• Clear explanations</li> <li>• Pertinent questions to elicit answers</li> <li>• Good exploitation of the revision materials</li> <li>• Ability to spot the problematic points and elaborate on them</li> <li>• Effective use of WB</li> <li>• Involvement of all ss</li> <li>• Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• More variety could've been added to interaction patterns and eliciting techniques</li> <li>• Use of L1 could've been reduced in order to challenge the ss</li> <li>• Teacher talking time could have been less in the lesson.</li> <li>• Teaching environment could have been designed in a more learner-centred way.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Peer observation</li> <li>• Audio-video recording</li> </ul>