



BAŞKENT UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES STAFF HANDBOOK



2019-2020

www.baskent.edu.tr

PREFACE

Dear Colleague,

This handbook has been primarily prepared to acquaint you with the policies, rules, regulations, procedures, and professional behavioral expectations of Başkent University, the School of Foreign Languages (BU-SFL). Another aim of the handbook is to speed up the orientation process of our recently recruited instructors. You are also supposed to read this handbook and know about the contents. As compulsory amendments are made to the handbook in the following semesters, you will be required to read its updated version.

Thank you in advance for all your continued support, enthusiasm, and dedication to our mission.

BAŞKENT UNIVERSITY

SCHOOL OF FOREIGN LANGUAGE (BU-SFL)

ACKNOWLEDGEMENT OF RECEIPT

I have read the “Staff Handbook” and understood the contents of this handbook, if not I have sought clarification on those issues I do not understand.

I agree to comply with the BU-SFL policies, rules, regulations, procedures, and professional behavioral expectations. I also understand that the contents of this handbook are not a contract or implied contract with staff, and that the contents can be amended, updated, added or deleted at any time.

Signed by _____

Date: _____

Signature_____

(Please submit a signed copy of this page to the Unit Secretary)

ABBREVIATIONS

ABTA: Academic Performance Data Gathering Tool

AEU: Academic English Unit

AIS: Administrative Information System

BU: Başkent University

BUOBS: Student Affairs Information System

BU-SFL: Başkent 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

TABLE OF CONTENTS

1. BAŞKENT UNIVERSITY	1
2. SCHOOL OF FOREIGN LANGUAGES	4
2.1 Mission, Vision and Values.....	4
3. ORGANISATIONAL STRUCTURE	5
3.1 Organisational Charts	5
3.2 Management Bodies, Roles and Responsibilities.....	6
3.2.1 School Administrative Board	6
3.2.2 School Board	6
3.2.3 Director.....	6
3.2.4 Vice Director	6
3.2.5 Chair of Foreign Language Department	7
3.3 Administration of Functional Units.....	8
3.3.1 BU-SFL English Preparatory Unit.....	9
3.3.1.1 Unit Head.....	9
3.3.1.2 Deputy Head	9
3.3.2 BU-SFL Academic English Unit	10
3.3.2.1 Unit Head.....	10
3.3.2.2 Deputy Head	12
3.3.3 BU-SFL Curriculum Development Unit	13
3.3.3.1 Unit Head.....	13
3.3.3.2 English Preparatory Unit Curriculum Coordinator.....	14
3.3.3.3 English Preparatory Unit Curriculum Developer	15
3.3.3.4 Academic English Unit Curriculum Coordinator	16
3.3.3.5 Academic English Unit Curriculum Developer.....	17
3.3.4 BU-SFL Test Development Unit	18
3.3.4.1 Unit Head.....	18
3.3.4.2 English Preparatory Unit Test Coordinator	21
3.3.4.3 English Preparatory Unit Test Developer.....	21

3.3.4.4 Academic English Unit Test Coordinator.....	23
3.3.4.5 Academic English Unit Test Developer	25
3.3.5 BU-SFL Teacher Training and Development Unit	27
3.3.5.1 Unit Head.....	27
3.3.5.2 Teacher Trainers	28
3.3.6 Support Staff.....	29
3.3.6.1 Communications Coordinator.....	29
3.3.6.2 Educational Planner.....	29
3.3.6.3 Public Relations Coordinator.....	30
3.3.6.4 Executive Secretary	31
3.3.6.5 Secretary of English Preparatory Unit.....	32
3.3.6.6 Secretary of Academic English Unit	34
4. TEACHING STAFF.....	35
4.1 Job Description.....	35
4.2 Professional Attitudes and Behaviours.....	36
4.3 Working Hours and Leaves of Absence	36
4.4 Record Keeping and YBS Entries	37
4.5 Assessment and Exams	39
4.6 Protecting Assets and Resources	39
4.7 Dress Code	39
4.8 Private Lessons.....	39
4.9 Disciplinary Issues	40
5. ADMINISTRATION OF BU-SFL PROGRAMS.....	40
5.1 ENGLISH PREPARATORY UNIT.....	40
5.1.1 Programs Offered by the EPU	40
5.1.2 Coordination Process in the EPU	42
5.1.2.1 Procedures Before the Prep Program Implementation	44
5.1.2.2 Planning Curriculum and Testing.....	44
5.1.2.3 Planning Class Timetables and Instructor Time Tables	45

5.1.2.4 Allocating Teaching and Administrative Duties to Instructors	45
5.1.3 Procedures Followed During Prep Program Implementation	46
5.1.3.1 Planning and Administering Meetings	46
5.1.3.2 Handling Instructor Absence	47
5.1.3.3 Record Keeping	47
5.1.3.4 Handling Incoming-Outgoing Information.....	48
5.1.3.5 Student Representatives.....	48
5.1.3.5.1 General Code for Class Student Representative Elections	49
5.2.2.5.2 Procedures on the Day of Election	49
5.1.4 Procedures After the Prep Program Implementation	50
5.1.4.1 Program Closure	50
5.1.4.2 Feedback.....	51
5.2 ACADEMIC ENGLISH UNIT.....	51
5.2.1 Programs offered by the AEU	52
5.2.2 Coordination Process in the AEU.....	52
5.2.2.1 Procedures Before the Academic Year	52
5.2.2.1.1 Planning Program Design and Syllabus	53
5.2.2.1.2 Planning, Scheduling Courses and Preparing Timetables	54
5.2.2.1.3 Registration	54
5.2.2.1.4 Assigning Teaching and Administrative Duties to Instructors.....	55
5.2.3 Procedures Followed During the Academic Year	56
5.2.3.1 Class Cancellation and Instructor Absenteeism.....	56
5.2.3.2 Organising and Administering Meetings.....	56
5.2.3.3 Handling Information	58
5.2.4 Procedures Followed at the End of the Academic Year	59
5.2.4.1 Exam Evaluation and Grading.....	59
5.3. MODERN LANGUAGES UNIT.....	60
5.3.1 Programs Offered by the MLU.....	61
5.3.2 Coordination Procedure at the MLU	62
5.3.2.1 Procedure Before the Program Implementation	62

5.3.2.2 Procedure Followed During and at the End of the Semester	62
6. BU-SFL POLICIES	63
6.1 Quality Policy	63
6.1.1 The PDCA Cycle for Continuous Improvement	64
6.1.2 BU-SFL Quality Assurance System	65
6.1.2.1 Quality Assurance Tools & Techniques	66
6.2 BU-SFL Professional Development Policy	69
6.2.1 BU-SFL Professional Development Programs	70
6.2.1.1 Induction Program	70
6.2.1.2 Workshops and Presentations	70
6.2.1.3 Reflective Teaching Practice	71
6.2.1.4 Clinical Classroom Observations by TTDU Members	71
6.2.1.4.1 Procedure for Unannounced TT Observations	72
6.2.1.4.2 The Criteria for Unannounced TT Observations	72
6.2.1.5 End-of-Year Workshop Festival	73
6.2.1.6 Attending National / International Conferences	73
6.2.1.7 Attending Day-time Graduate Programs	74
6.3 BU-SFL Performance Appraisal Policy	74
6.3.1 Classroom Observation	75
6.3.2 Student Evaluations of Instructors	75
6.3.3 BU Academic Performance Data Collection Tool (ABTA)	75
6.4 Recruitment Policy	77
6.4.1 Teaching Staff	77
6.4.1.2 Full-time Teaching Staff	77
6.4.1.3 Part Time Teaching Staff	78
6.4.1.4 Foreign Nationals	78
6.4.2 Support Staff	79
6.4.3 Staff Rights	79
6.5 BU_SFL Complaints Policy	79
6.5.1 Teaching Staff	79

6.5.2 Support Staff.....	80
6.6 BU-SFL Learner Training Policy.....	81
6.7 BU-SFL Curriculum Policy.....	82
6.7.1 Teaching and Learning Materials	85
6.7.2 Learning Objectives and Outcomes.....	86
6.8 BU-SFL Assessment Policy	86
6.8.1 Assessment Overview at the English Preparatory Program	87
6.8.2 BU-SFL English Proficiency Exam.....	87
6.8.3 BU-SFL Assessment Overview at the Academic English Program	92
6.8.4 BU-SFL Assessment Overview at Modern Languages Unit	94
6.8.5 Exam Planning and Preparation	95
6.8.5.1 Planning the Exam Content and Mechanics	95
6.8.5.2 Feedback Process of Exams and Getting Ready for Duplication	95
6.8.6 Coordinating and Organising the Exam	96
6.8.7 Exam Administration Process	97
6.8.7.1 One Hour Before the Exam	97
6.8.7.2 During the Exam.....	97
6.8.7.3 End of the Exam	98
6.8.7.4 After the Exam.....	98
6.8.8 Reliability	99
6.8.9 Validity	99
6.9 BU-SFL INVIGILATION POLICY	101
6.9.1.1 Invigilation Procedure Prior to the Exam	102
6.9.2 Invigilation Procedure During the Exam.....	102
6.9.3 Invigilation Procedure After to the Exam.....	103
6.10 BU-SFL GRADING POLICY	103
6.10.1 Grading Reading, Listening and Language Use Components of Exams.....	104
6.10.2 Grading Writing Component of Exams	104
6.10.3 Grading Speaking Component Exams	105
6.11. BU-SFL CHEATING POLICY	105
7. APPENDICES	107
APPENDIX 1	107

APPENDIX 2	124
APPENDIX 3	125
APPENDIX 4	126
APPENDIX 5	135
APPENDIX 6	136
APPENDIX 7	137
APPENDIX 8	138
APPENDIX 9	139
APPENDIX 10	140
APPENDIX 11	141
APPENDIX 12	143
APPENDIX 13	144
APPENDIX 14	145
APPENDIX 15	148
APPENDIX 16	151
APPENDIX 17	154
APPENDIX 18	156
APPENDIX 19	159
APPENDIX 20	160
APPENDIX 21	161
APPENDIX 22	162
APPENDIX 23	163
APPENDIX 24	166
APPENDIX 25	167
APPENDIX 26	168
APPENDIX 27	169
APPENDIX 28	172
APPENDIX 29	172
APPENDIX 30	173

APPENDIX 31	174
APPENDIX 32	175
APPENDIX 33	176
APPENDIX 34	177
APPENDIX 35	179
APPENDIX 36	180
APPENDIX 37	181

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 25th 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 m2 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. Mission, Vision and Values

The mission of Başkent 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.

The vision of the 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*

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. Mission, Vision, 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.

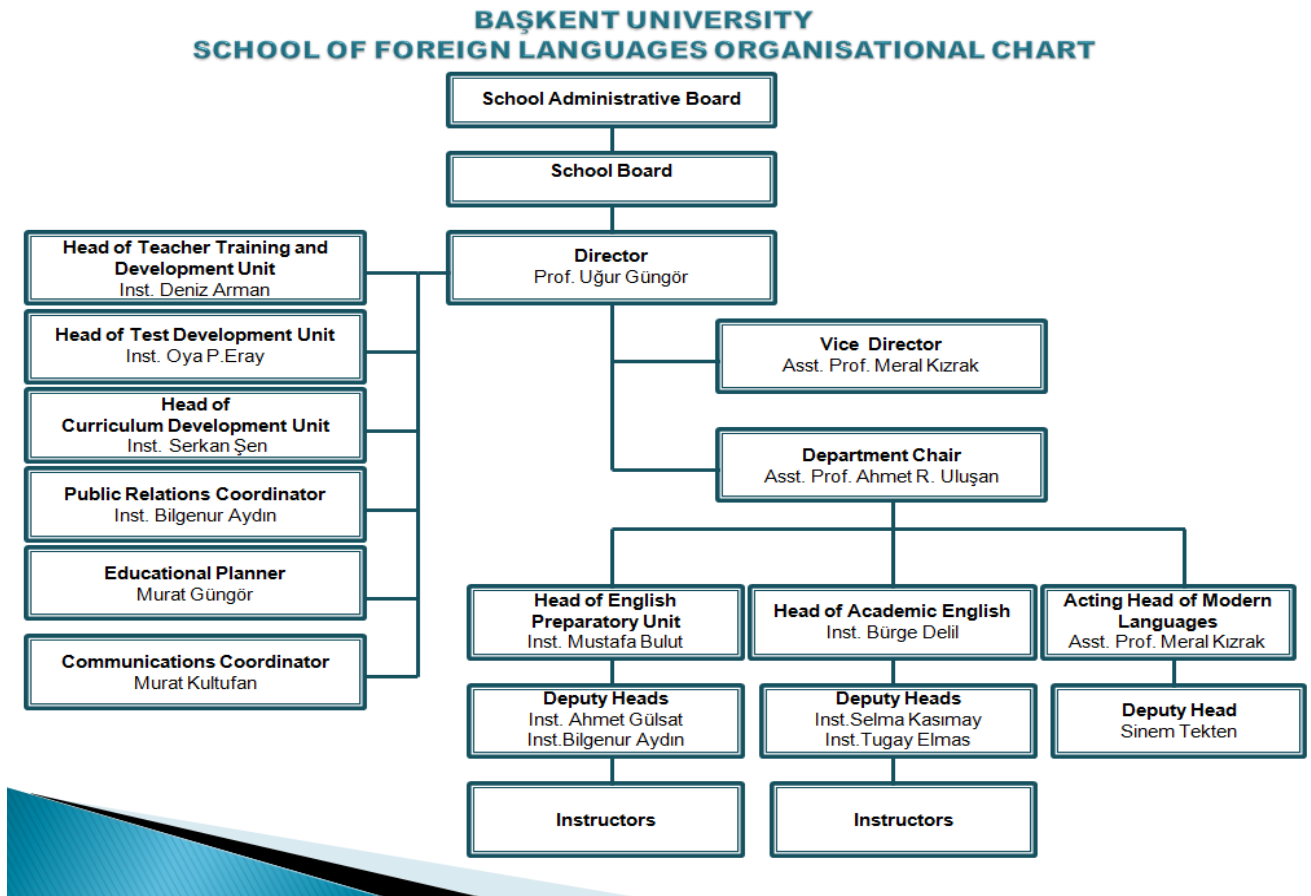
The values we have adopted reflect the values of our university:

- | | |
|---|---|
| • <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. 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.

3.1. ORGANIZATIONAL CHART



3.2. MANAGEMENT BODIES, ROLES AND RESPONSIBILITIES

3.2.1. 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.

3.2.2. 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.

3.2.3. 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

3.2.4. 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

3.2.5. 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

3.3 ADMINISTRATION OF FUNCTIONAL UNITS

3.3.1. BU-SFL English Preparatory Unit

3.3.1.1. Unit Head

English Preparatory Unit Head is responsible for the organization and coordination within the Unit and assisting learners in gaining the necessary language skills; seeking opportunities to further developing the motivating atmosphere in the Unit; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages; ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Unit Head involve:

- Identifying program needs and informing school administration in order to enhance effective teaching and learning process.
- Working in partnership with other units to ensure that schedules are developed and maintained.
- Leading the unit through effective teaching, professional vision and knowledge.
- Ensuring that education and training in the unit is conducted effectively
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Identifying the problems of the unit related to education and inform the head of the department.
- Maintaining and monitoring appropriate records of students' learning and achievements
- Participating in meetings, workshops, trainings and seminars for the purpose of conveying and gathering information required to perform functions.
- Providing support and guidance for staff within the unit.

- Maintaining that the lessons are conducted by each instructor in the unit on a regular basis
- Communicating with other units about setting up English course days and hours/schedules.
- Ensuring regular course registrations at the beginning of each academic term
- Determining the course hours/schedule and notify other units in the school.
- Preparing/distributing instructors' timetables for each academic term
- Ensuring that the lessons are distributed in a balanced way among the instructors in the unit
- Organizing and holding meetings with the unit members
- Keeping track of instructor absenteeism
- Carrying out predetermined activities to prevent nonconformities arising from instructor absenteeism.
- Determining the number of instructors needed to be employed and reporting it to the head of the department at the end of each academic year.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date
- Seeking information on departmental issues and reporting to the head when required by the head of the department
- Making sure that a variety of reports and written materials are prepared for the purpose of documenting activities and ensuring compliance with established guidelines.
- Being in charge of preparing the agenda of the unit for school executive board meetings
- Attending the school executive board meetings
- Fulfilling other duties as assigned by his/her supervisors.

3.3.1.2. Deputy Head

English Preparatory Unit Deputy head is responsible for the organization and coordination within the Unit and assisting learners in gaining the necessary language skills and seeking opportunities to further developing the motivating atmosphere in the Unit.

The duties of the Unit Deputy Head involve:

- Participating in meetings, workshops, trainings and seminars for the purpose of conveying and gathering information required to perform functions.
- Carrying out the necessary responsibility for all the activities, operations and work related to the curricular studies.
- Preparing a variety of reports and written materials for the purpose of documenting activities and ensuring compliance with established guidelines.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date.
- Fulfill duties as assigned by his/her supervisors.

The Deputy Head assists the Head mainly for the following:

- Identifying program needs and informing school administration in order to enhance effective teaching and learning process.
- Working in partnership with other units, departments/faculties to ensure schedules are developed and maintained.
- Ensuring that education and training in the unit is conducted effectively.
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Maintaining and monitoring appropriate records of students' learning and achievements.
- Providing support and guidance for staff within the unit.
- Maintaining that the lessons are conducted by each instructor in the unit on a regular basis.
- Communicating with relevant units about setting up English course days and hours/schedules.
- Informing about regular course registrations at the beginning of each academic term.
- Determining the course hours/schedule and notify other units in the school.
- Preparing/distributing instructors' timetables for each academic term.
- Ensuring that the lessons are distributed in a balanced way among the instructors in the unit.
- Organizing and holding meetings with the unit members.
- Keeping track of instructor absenteeism.
- Carrying out predetermined activities to prevent nonconformities arising from instructor absenteeism.

The Deputy Head is responsible on behalf of the Head mainly for the following:

- Leading the unit through effective teaching, professional vision and knowledge.
- Identifying the problems of the unit related to education and inform the head of the unit.
- Determining the number of instructors needed to be employed and reporting it to the head of the unit at the end of each academic year.
- Seeking information on issues related to the unit and reporting to the head when required by the head of the unit.
- Being in charge of preparing the agenda of the unit for school executive board meetings.
- Attending the school executive board meetings on behalf of the head of the unit when necessary.

3.3.2. BU-SFL Academic English Unit

3.3.2.1 Unit Head

BU-SFL Academic English Unit Head is responsible for the organization and coordination within the Unit and assisting learners in gaining the necessary language skills; seeking opportunities to

further developing the motivating atmosphere in the Unit; identifying program needs and informing school administration in order to enhance effective teaching and learning process; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages; ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Unit Head involve;

- Working in partnership with other units, departments/faculties to ensure cross-curricular links and schedules are developed and maintained.
- Leading the unit through effective teaching, professional vision and knowledge.
- Ensuring that education and training in the unit is conducted effectively.
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Identifying the problems of the unit related to education and inform the head of the department.
- Maintaining and monitoring appropriate records of students' learning and achievements.
- Participating in meetings, workshops, trainings and seminars for the purpose of conveying and gathering information required to perform functions.
- Carrying out the primary responsibility for all the activities, operations and work related to the curricular studies regarding both compulsory and elective courses.
- Providing support and guidance for staff within the unit.
- Maintaining that the lessons are conducted by each instructor in the unit on a regular basis.
- Communicating with faculties/departments about setting up English course days and hours/schedules.
- Ensuring regular course registrations at the beginning of each academic term.
- Determining the course hours/schedule and notify other units in the school.
- Preparing/distributing instructors' timetables for each academic term.
- Ensuring that the lessons are distributed in a balanced way among the instructors in the unit.
- Organizing and holding meetings with the unit members.
- Keeping track of instructor absenteeism.
- Carrying out predetermined activities to prevent nonconformities arising from instructor absenteeism.
- Determining the number of instructors needed to be employed and reporting it to the head of the department at the end of each academic year.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date.

- Seeking information on departmental issues and reporting to the head when required by the head of the department.
- Preparing a variety of reports and written materials for the purpose of documenting activities and ensuring compliance with established guidelines.
- Being in charge of preparing the agenda of the unit for school executive board meetings.
- Attending the school executive board meetings
- Fulfill duties as assigned by his/her supervisors.

3.3.2.2. Deputy Head

BU-SFL Academic English Unit Deputy Head is responsible for the organization and coordination within the Unit and assisting learners in gaining the necessary language skills ;seeking opportunities to further developing the motivating atmosphere in the Unit.

The duties of the Unit Deputy Head involve:

- Participating in meetings, workshops, trainings and seminars for the purpose of conveying and gathering information required to perform functions.
- Carrying out the primary responsibility for all the activities, operations and work related to the curricular studies regarding both compulsory and elective courses.
- Preparing a variety of reports and written materials for the purpose of documenting activities and ensuring compliance with established guidelines.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date.
- Fulfill duties as assigned by his/her supervisors.

The Deputy Head assists the Head mainly for the following:

- Leading the unit through effective teaching, professional vision and knowledge.
- Identifying the problems of the unit related to education and inform the head of the unit.
- Determining the number of instructors needed to be employed and reporting it to the head of the unit at the end of each academic year.
- Seeking information on departmental issues and reporting to the head when required by the head of the unit.
- Being in charge of preparing the agenda of the unit for school executive board meetings.
- Attending the school executive board meetings.

The Deputy Head is responsible on behalf of the Head mainly for the following:

- Identifying program needs and informing school administration in order to enhance effective teaching and learning process.
- Working in partnership with other units, departments/faculties to ensure cross-curricular links and schedules are developed and maintained.

- Ensuring that education and training in the unit is conducted effectively.
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Maintaining and monitoring appropriate records of students' learning and achievements.

3.3.3. BU-SFL Curriculum Development Unit

3.3.3.1 Unit Head

BU-SFL Curriculum Development Unit Head is responsible for the development, execution and improvement of the curricula of English Preparatory Unit, Academic English Unit and Modern Languages Unit; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages; ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Unit Head involve:

- undertaking the needs analysis studies for language education together with curriculum development unit coordinators and all curriculum development unit members and directs curriculum development studies in line with the identified needs, objectives and targets;
- conducting the process of course book selection and course material development in accordance with the identified needs, goals and objectives;
- managing the process of writing language education curriculum to be given at the beginning of each academic semester and distributing course syllabi, course abstracts, course books and supplementary course materials to the instructors by the curriculum development unit members;
- having periodic meetings with curriculum development unit coordinators throughout the academic year about the flow of programs, the effectiveness of textbooks and course materials, the feedback from curriculum development unit members, the problems occurring during the implementation of the curricula, and short and/or long term solutions to these problems;
- reporting the issues discussed during the meetings with the curriculum development unit coordinators to the members of the Academic Board;
- deciding on the curriculum evaluation calendar and supervises the evaluation process at the end of each semester. Accordingly, he makes curriculum development unit coordinators send curriculum evaluation forms via email to curriculum development unit members. Following this, he makes curriculum development unit members send the forms to relevant instructors. Finally, he makes sure the evaluation reports are written in due time.

- In light of the evaluation reports sent by the curriculum development unit coordinators, reporting the evaluation including the strengths, parts to be developed and recommendations of each education curriculum carried out at that time to the Director of Foreign Language Schools, the Head of Foreign Language Department, the Head of English Preparatory Unit, the Head of Academic English Unit and the Head of Modern Languages Unit at the end of each semester and also determining the necessary documents, books, staff, education needs and deficiencies for the next semester and offers suggestions for them;
- preparing a summer action plan with the curriculum development unit coordinators according to the decisions taken within the framework of improvement and development activities to be carried out in the curricula;
- controlling the activities for the next semester according to the summer action plan;
- participating in Academic Board meetings of the School of Foreign Languages;
- informing the curriculum development unit coordinators about the decisions taken in the Academic Board of Foreign Languages School and ensures their implementation;
- giving information about the implementation of the curricula in the School of Foreign Languages to trainee instructors during their orientations given at the beginning of each academic year;
- controlling whether the information in the information packs of each curriculum in the School of Foreign Languages is updated regularly;
- giving the undergraduate and vertical transfer students the necessary official document showing the courses they have successfully completed in the School of Foreign Languages
- providing communication and coordination with the representatives of the publishing houses used in the curricula of the School of Foreign Languages.
- fulfilling duties as assigned by his/her supervisors.

3.3.3.2 English Preparatory Unit Curriculum Coordinator

BU-SFL English Preparatory Unit Curriculum Coordinator is responsible for developing and revising specific programs for Preparatory Unit, assisting Curriculum Development Coordinator in planning, coordinating the work of Prep Unit Curriculum Developers.

The duties of the Curriculum Coordinator involve:

- developing and revising specific programs for Preparatory Unit by assisting Curriculum Development Head
- assisting Curriculum Development Head in conducting needs analysis, analysing coursebooks and setting objectives
- coordinating Preparatory Unit Curriculum Developers by preparing operational plans
- monitoring the work carried out by group members and checking the quality of materials produced by group members

- assisting Curriculum Development Head in designing and developing Summer School programs
- being in coordination with the Testing Unit to ensure effective delivery of the curriculum
- organizing the distribution of programs to the instructors and relevant materials
- contributing to program evaluation by getting feedback from all interested parties
- maintaining channels of communication within the Unit and the School by attending regular meetings and giving feedback to Curriculum Development Head
- fulfilling other job related duties as required by his/her supervisors

3.3.3.3 English Preparatory Unit Curriculum Developer

BU-SFL English Preparatory Unit Curriculum Developer is responsible for preparing and coordinating English Preparatory program curriculum; being in contact with instructors and other units continuously and providing supplementary material support during the year.

The duties of the English Preparatory Unit Curriculum Developer involve:

- listing the coursebooks that are going to be used in English Preparatory Program and distributing them to the instructors by signing
- identifying / preparing and distribute course outline and content, pacing, goals and objectives of the program, in-class teaching materials to the related parties
- organizing the files of in-class supplementary materials that are going to be used and make them ready for use
- gathering feedback from the instructors on in-class teaching materials and pacing and to inform them about it
- announcing the changes in the program to the instructors and other units orally or written
- supporting the instructors when choosing in-class supplementary materials
- looking for sources for extra supplementary materials
- making the appropriate sources ready for classroom use by adapting and categorizing them as visual, audio and written
- filling the written supplementary materials according to their levels
- uploading the audio and visual supplementary materials to online database
- having the supplementary materials photocopied and distributing them to the instructors when necessary
- preparing extra supplementary materials (visual, audio, written), having them photocopied and to distribute them
- checking the appropriateness of in-class supplementary materials prepared by the instructors with regard to student profile i.e. level/expectations/short and longer term needs

- participating in the weekly meetings of Curriculum Development Unit
- preparing revision materials periodically and distributing them
- proofreading the exams prepared by Test Development Unit, checking their appropriateness in terms of the curriculum and presenting feedback orally
- compiling English Preparatory Program Summer School booklets and having them published in requested numbers
- giving online program evaluation forms to the instructors, preparing an evaluation report in the light of the feedback given and presenting the report to the English Preparatory Unit program Development Coordinator at the end of each academic term
- revising the preparatory program in the light of the feedback given during the term and at the end of the term
- coordinating summer school program (arranging the classrooms, providing classroom keys for the teachers, preparing the list of substitute teachers, preparing the pay checklist, distributing the booklets to the instructors and students)
- preparing summer school pacing and in-class supplementary materials
- getting oral feedback from the instructors teaching in summer school related to the program and materials and revising the program
- fulfilling duties as assigned by his/her supervisors.

3.3.3.4. Academic English Unit Curriculum Coordinator

Academic English Unit Curriculum Coordinator is responsible for the development, execution and improvement of the curriculum of Academic English Programme.

The responsibilities of the Coordinator involve:

- together with Curriculum Development Head, undertaking the needs analysis studies for language education and directing curriculum development studies in line with the identified needs, objectives and targets.
- together with Curriculum Development Head, developing and conducting the process of course book selection and course material development in accordance with the identified needs, goals and objectives identified through needs assessment procedure.
- at the beginning of each academic semester, managing the process of writing and distributing the course syllabi, course abstracts and distributing the course books and course materials by the Academic English Curriculum Developers and ensuring their implementation.
- before the exams managing the process of uploading revision materials to electronic media by the Academic English Curriculum Developers.
- having periodic meetings with the Academic English Curriculum Developers throughout the academic year about the flow of programs, effectiveness of textbooks and course materials,

feedback, the problems occurring during the implementation of the curricula and short and/or long term solutions to these problems.

- conducting the evaluation process at the end of each academic semester. S/he sends curriculum evaluation forms via e-mail to the Academic English Curriculum Developers and makes them send these forms to the instructors and ensures its implementation.
- together with Curriculum Development Head, preparing a summer action plan according to the decisions taken within the framework of improvement and development activities to be carried out in the curricula,
- together with Curriculum Development Head, controlling the activities for the next semester according to the summer action plan.
- informing the Academic English Curriculum Developers about the decisions taken in the Academic Board of Foreign Languages School and ensures their implementation.
- fulfilling duties as assigned by his/her supervisors.

3.3.3.5. Academic English Unit Curriculum Developer

BU-SFL Academic English Unit Curriculum Developer is responsible for developing, conducting and enhancing the particular academic English program and its course materials; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages and ensuring the quality standards within the Unit are maintained and enhanced. The duties of the Curriculum Developer involve:

- developing and conducting course book selection and material production process in line with the aims and objectives identified through needs assessment procedure.
- At the beginning of every academic semester, preparing the pacing, course outline and course materials. Also, in light of emerging needs, expectations, aims and objectives, reviewing materials, updates them and/or prepares new materials.
- Photocopying the course materials according to the number of the instructors and distributes these materials and course books to the instructors. At the end of the semester, collecting the course books from the instructors.
- During the semester keeping in contact with the instructors. S/he answers the questions with regard to the specific program, and gets feedback from them with regard to the functioning of the program.
- keeping in contact with the Academic English Unit Program Development Coordinator through regular meetings with regard to any issues emerging in the implementation of the program.
- At the end of each academic semester, photocopying evaluation forms, distributing them to the instructors and collects them. S/he writes a report where she collates the data received from

the instructors regarding the effectiveness of the particular program and presents the report to the Academic English Unit Program Development Coordinator

- In the light of all formative and summative assessment conducted throughout the semester, implementing the plans of action aiming towards the further improvement of the program.
- proofreading exams and gives feedback with regard to their suitability to test knowledge and skills targeted in the program.
- preparing summer school program. S/he prepares the pacing, course outline, and course materials, and distributes them to the instructors. S/he meets the emerging needs and deals with the problems encountered in the implementation of the program.
- fulfilling duties as assigned by his/her supervisors.

3.3.4. BU-SFL Test Development Unit

3.3.4.1. Unit Head

BU-SFL Test Development Unit Head is responsible for coordinating the preparation of reliable and valid examinations in the English Preparatory Unit and Academic English Unit ; coordinating all examination-related activities in the School of Foreign Languages to ensure efficient and effective operation of examinations including invigilation, marking and grade entering processes; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages and ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Unit Head involve:

I. PRIMARY RESPONSIBILITIES:

- Coordinates the preparation of reliable and valid examinations in the English Preparatory Unit and Academic English Unit.
- Coordinates all examination-related activities in the School of Foreign Languages to ensure efficient and effective operation of examinations.
- Submits the Exam coordination Unit's Activity Report to SFL board weekly.
- Attends weekly SFL Board meetings, informs board members of the completed and planned activities of the Exam Coordination Office.
- Receives feedback, at the end of each academic year, from the lecturers of the English Language Unit and Academic English Unit, prepares and submits a report to Unit Heads and the Head of SFL.
- Works in coordination with Unit and other Heads in hiring new test writers and provides training to the exam unit members through the feedback sessions.
- Fulfills duties as assigned by his/her supervisors.

II. RESPONSIBILITIES PRIOR TO THE EXAM

- Determines the weighting of the exam and skills it should measure in alignment with course content and objectives together with Programme Coordinator, Heads of Units and other stakeholders.
- Determines the dates and time of all exams in SFL together with Unit Exam Coordinators and informs instructors and students once getting the consent of stakeholders.
- Ensures that the previously planned exam venues of the examinations to be conducted in the Academic English Unit are sent to faculties and announced on the SFL Web page.
- Contacts the staff responsible for placing the announcements on the Başkent University Web page.
- Informs testers of the stages of each exam by preparing and sharing the Operation Plan.
- Proofreads first and second draft of the exams prepared by testers and gives detailed feedback as to the necessary changes.
- Checks whether the necessary changes suggested by the Programme Development Unit members have been handled effectively.
- General Exam Coordinator proofreads all the exams (and quizzes and speaking exams) prepared by the English Preparatory Unit Test Development Unit in addition to the Placement and Proficiency Exams administered all through the academic year as well as the exams administered in the Academic English Unit.
- Ensures that all the exams prepared at SFL are duplicated/reproduced in the Exam Photocopy Center and packed; and that the exam packs are securely kept until the exam date.
- Supervises the archiving process of the exams administered every academic year for a period of 5 years.

III. PLANNING THE EXAM

- Ensures that all instructors and students are informed as to the exam content prior to the exam date.
- Collects the instructor's schedules, lists of classes and courses offered from Heads at the beginning of each term.
- Prepares invigilation lists and exam procedures. Informs instructors by sending their invigilation duties by email and announcing on the department notice boards and WhatsApp groups.
- Ensures that all exam venues are organized in a suitable way to administer the exam by "Kurum Ev İdaresi".
- Informs the University School Bus Directorate as to how many students will arrive at the university on the exam day so that all the necessary arrangements are made.
- Informs the Cafeteria Services as for the exams administered on weekends.

IV. CONDUCTING THE EXAMS

- Ensures that the tester and the Exam Coordinator are ready one hour before the exam and inspects whether the Exam Center is open and exam packs are brought to the Exam Center (D121).
- Checks as the invigilators sign the sign up sheets.
- Substitutes absent invigilators and makes necessary changes.
- Inspects the exam rooms once all the exam packs are handed out and the exam starts. Solves any problem encountered or directs it to the Heads.
- Submits to the SFL Director, numerical figures as how many students entered the exam on a given session as of the thirty minutes of the exam.
- In case of a problem such as one that is pertaining to an item in the exam, decides whether or how to correct the problematic item, informs all invigilators and exam rooms with the help of the standbys.
- In case of copying by a student, ensures that the SFL Cheating Code is applied and the Incident Report Form is filled and related Unit Head and the Director.
- Closes the Exam Center once the exam is over and testers receive all exam packs.

V. AFTER THE EXAM

- 1. In case of cheating, the General Exam coordinator ensures that the case is assessed by a commission consisting of invigilators, Heads and Exam Coordinator. The cheating material, exam paper(s) and incident report form are examined and the case is reported to the student's faculty and departments.
- Supervises the standardization process of every exam by the testers responsible.
- Ensures that the exams are evaluated marked reliably.
- Once scoring is over, supervises the process of announcing the exam scores to students as the exam papers are taken to classes to give students the chance to see their mistakes and get feedback.
- Liaises with a range of stakeholders before the exam results of highstakes general exams such as the Placement and Proficiency Exam, the Placement and Proficiency Exam for transfer students or post graduate students are announced through the BUOBS or Students Affairs with the approval of the Rectorate.
- Inspects the issues relating to appeals and supervises remarking and signs the "Maddi Hata Formu" for grades "altered" or "unaltered."
- Checks overtime expenses lists prepared by the Academic English Unit Exam Coordinator if the exam is conducted on a weekend and submits the lists to the approval of the Director.

Checks whether these approved lists are sent to the Accounting Services before the 20th of every month so that the invigilators' overtime payments are paid on time.

3.3.4.2. English Preparatory Unit Test Coordinator

BU-SFL English Preparatory School Test Coordinator is responsible for planning and carrying out all testing processes within the English Preparatory Unit; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages and ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Test Coordinator involve:

- planning the Assessment Design processes within the designed Curriculum of the English Preparatory Program in accordance with the relevant legislation.
- instructing the Testing Unit members for the necessary preparation of the exams, quizzes, homework, projects, portfolio etc. planned in the Assessment Design.
- maintaining the development of the necessary rubrics and scales for testing tools and ensuring their correct implementation with standardization meetings.
- making the necessary improvements on the testing tools according to reliability and validity measurements.
- archiving all the testing tools and all the related marking, evaluation and invigilation processes.
- working in coordination with YADYOK Testing Coordinator, English Preparatory Unit Head and English Preparatory Curriculum Unit.
- managing the result appeal processes.
- upon the request of supervisors, reporting on the statistics related to testing processes.
- when necessary, contacting the Student's Registrar Office and the Computer Center.
- carrying out or managing any other additional tasks assigned by supervisors.
- fulfilling duties as assigned by his/her supervisors.

3.3.4.3. English Preparatory Unit Test Developer

BU-SFL English Preparatory Unit Test Developer is responsible for being responsible for the preparation and security of all English Preparatory Exams and monitoring invigilation and marking.

The responsibilities of the Test Developer involve:

- According to the operation plan determined by the General Examination Coordinator, testing members share the tasks among themselves re. writing up of/production of exams
- Each testing member does a resource search for the section s/he is responsible for and writes exam questions.
- The created sections are merged and matched to the exam format.

- Testing members hold a feedback meeting by examining the combined exam.
- The first draft is formed as a result of the feedback and the draft is delivered to the English Preparatory Unit Test Development Coordinator and the General Examination Coordinator.
- A feedback meeting is held with the coordinators regarding the first draft of the examination on the date specified in the operation plan.
- In the direction of the received feedback, testing members go through the second drafting process.
- At a date determined by the General Exam Coordinator on the operation plan, a feedback meeting on the second draft of the examination is held.
- Final drafts are prepared in line with the feedback received and copies are delivered to the coordinators and to the Curriculum Development Unit
- A feedback Meeting is held with Curriculum Development Unit
- In the direction of all feedback, testing members finalize the test so that the test will be ready-to-print.
- The final draft of the exam is converted into two separate booklets as in 00 and 11.
- Testing members come together to prepare and check the answer keys to both booklets.
- Testing members prepare the guideline for the exam, copy and put them into the class files.
- Testing members copy the exams by going to the Exam Photocopy Centre according to the
- previously planned appointment date.
- The duplicated examinations are made into booklets by the testers, which are individually
- blended and stapled.
- Prepared exams and other required documents are placed according to the numbers in the exam packages and the packages are sealed.
- For the exams which have a speaking section, picture files and other necessary documents are prepared and kept in a safe place until the examination day.
- Exam packages are handed over to the instructors prior to the exam at a specified time, who will be proctoring during the exam, at the Examination Center (D110) in return for a signature on the examination day.
- Once all the exam packages are delivered, Testing members walk through the examination halls to ensure that the exam has started and been maintained safely and properly. In addition, they ensure that the exam is conducted in a special room for the students with disabilities. These students are given additional time, if necessary.
- Before the exam is over, Testing members walk through the classes and collect extra booklets, documents and CDs (if there are any).
- At the end of the exam, testing members check the content of each exam package they have received from the proctors in return for a signature and make sure that the number of booklets

and optics (if there are any) matches with the number of students. In addition, the voice recorders and the keys of the classrooms are also collected in return for a signature on speaking exam days.

- If the exam includes an optical form, two of the Testing members get an appointment for the optical forms to be graded using the relevant machine.
- For the examinations that do not contain optical form (but have a writing section, open-ended and short-answer questions) exam packages are submitted to the instructors for the first marking session.
- Testing members are responsible for the exam to be graded in a standardized way.
- After the first marking session, the exam packs are collected in a secure way in the examination centre until the second marking session is done.
- For the second marking session, exam packages are again delivered to the instructors on the pre-announced time and place.
- Throughout the marking session, Testing members are responsible for managing the session and the grading in a standardized manner.
- At the end of the second marking session, report cards are distributed and the grades are written on them by the instructors and announcements are made to enter the grades onto the online system until the specified date.
- The report cards collected from the instructors and answer keys are placed in the examination packages and delivered to the responsible instructor on the previously determined date to be taken to the classes. The exam packages are taken back at the end of the class hour.
- By examining the bills of exception received during the appeal period, the examinations are re-evaluated and concluded.
- At the end of the academic year, Testing members collect and archive all documents and report cards regarding the exams and students.
- They also fulfill duties as assigned by his/her supervisors.

3.3.4.4. Academic English Unit Test Coordinator

BU-SFL Academic English Unit Test Coordinator is responsible for planning, organizing, supervising and coordinating all the exams of the Academic English Unit before, during, and after each exam; managing the staff performance in line with the policies, rules and regulations of the university and the School of Foreign Languages and ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Test Coordinator involve:

- At the beginning of each term, having a meeting with the head of the Academic English Unit, Curriculum Development Unit Coordinator, Academic English Unit Test Development Unit Coordinator, and test developers to discuss and specify the language skills to be tested and their points and percentages based on the course contents and objectives.
- specifying the dates and hours of the exams with the testing unit coordinator and head of the Academic English unit and after having the confirmation of the Head of the Unit, announcing them to the teachers and the students.
- sharing the operation plan which shows the procedure of exam preparation with the testing unit members.
- proofreading the exams and makes the necessary alterations and sharing them with the testers.
- proofreading the exams for the second time in order to see whether the corrections or/and the alterations have been made or not and sharing her ideas and suggestions with the testers.
- organizing the testing unit members to announce the exam contents to the teachers of the Academic English unit.
- preparing the signature list on which the teachers will sign while taking and giving back the exam packs.
- arriving at the unit one hour earlier on the exam day, opening the exam center, and organizing and monitoring the testing unit members who take the exams from the testing unit to the exam center.
- supervising the testing unit members while the exam packs are distributed to and taken back from the teachers in order to make sure that both processes take place efficiently.
- After the exam starts, supervising the exam process together with the testing unit members. If there is a problem concerning the exam or the students or anything related to the exam process, trying to solve it, and/or informing the Academic English Unit and the Test development Unit Coordinator of the problem.
- If a mistake in the exam paper, which may cause the students to give a wrong answer is identified during the exam, making sure that it is corrected in all of the classes.
- In case of cheating, following the procedure and informing the Academic English Unit.
- At the end of the exam, closing the exam center after all the exam packs are returned.
- watching the evaluation process of each and every exam starting with the standardization meetings.
- deciding on the length of the evaluation process of the exams with the testing unit members, and ensuring that the teachers announce the exam results all at once.
- during the appeal period to exam results, ensuring that testers remark the exam papers which are appealed; approving and signing the appeal forms.

- submitting the signature list s/he has prepared for the exams taken place out of working hours and days to the Testing Unit coordinator.
- fulfilling duties as assigned by his/her supervisors.

3.3.4.5. Academic English Unit Test Developer

Providing students with exemption exams, mid-term exams, final exams, make-up exams, single course exams (including the exams made for the special treatment students) in accordance with the aims and objectives stated in the content of the course curriculum, The unit is in charge of designing, planning, preparing all the above-mentioned examinations and also implementing the copying, collating and packing processes of the exam papers. The unit also makes sure that all these processes are carried out in utmost secrecy and all the security measures are taken.

The duties of the Test Developer involve:

- Designing, planning, preparing the exemption examinations (including the exams made for the special treatment students) in accordance with the aims and objectives stated in the content of the current course curriculum, and also implementing the copying, collating and packing processes of them at the beginning of each respective academic year. Making sure that all these processes are carried out in utmost secrecy and all the security measures are taken. Planning a standardization meeting in advance and carrying it out before evaluation of the exam papers by the related instructors. Realization of all kinds of information sharing about the procedures and processes with all the parties involved prior to, during and in the aftermath of the examinations.
- Dealing with issues relating to appeals after the exam results have come out, re-marking of the papers appealed. After all the alterations - if any- are made, presenting the results to the Head of Exam Coordination Unit in a printed document for approval.
- Preparation of the first draft of the mid-term, final, special treatment and make-up examinations for those who miss examinations through illness or who require special consideration, and delivering them to the Head of Exam Coordination Unit one month in advance for the essential suggestions and alterations.
- Submitting the second draft with the necessary changes made in line with the feedback and suggestions given by the Head of Exam Coordination Unit.
- Finalizing the exam draft into an exam booklet in line with the feedback and suggestions given by the Head of Exam Coordination Unit and making it two separate booklets with the places of the questions and the choices changed.

- Copying of the examination papers in sufficient quantities at the Examination Copy Centre with an appointment made earlier before the reproductions of the exams. Ensuring all examination papers and stationary are delivered safely to the School of Foreign Languages Testing Centre with a strict security and collating of the exam booklets before they are put into envelopes and sealed and stored accordingly.
- Enclosing the exam packs with a seating plan, an incident report form, an attendance list and with all the necessary legal documents along with the exam booklets.
- Preparing and attaching an information tag on the exam envelopes, on which all the necessary information about that particular exam is stated such as the name and code of the exam, the place of the exam to be carried out, when to be carried out, duration, the total number of students who are to take the exam and students who are not to take the exam due to unattendance and other problems.
- Ensuring that all necessary stationary and materials and other requirements are provided for the examinations on the exam day. Organizing the distribution of the exam packs to the proctors before the exam time and constant observation of the venues and implementation of the exam together with the Head of Exam Coordination Unit. In case of any problem, redirecting those to the Head of Exam Coordination Unit for action to be taken.
- Taking the numerical information given by the stand-by proctors about the number of the students taking the exam and sharing the information with the Head of Exam Coordination Unit.
- Providing the necessary information flow through stand-by proctors within all the exam venues, proctors and students in line with the Head of Exam Coordination Unit suggestions in case of mistake in the exam papers which prevents the students from answering that specific question while the exam is in progress.
- Receiving the exam packs from the proctors, making sure that the numbers match, and organizing the exam packs into shelves for a safe storage when the exam is over by all means.
- Planning a standardization meeting in advance and carrying it out before the exam booklets are started to be evaluated by the related instructors after the midterm and final exams have been completed. Realization of all kinds of information sharing about the procedures and processes with all the parties involved prior to, during and in the aftermath of the examinations.
- Dealing with issues relating to students who miss examinations through illness or who require special consideration and accompanying into processes of these students in taking their exams and in evaluating their exam papers.

- Dealing with issues relating to appeals after the exam results have come out, remarking of the papers appealed, after all the alterations - if any- are made, presenting the results to the Head of Exam Coordination Unit in a printed document “Appeal Form” for approval.
- Preparation of the Summer School Exams and implementation of the Summer School examination operations.
- Sorting out the examinations given within that specific term and putting them into archive at the end of each and every term.
- Fulfilling duties as assigned by his/her supervisors.

3.3.5 BU-SFL Teacher Training and Development Unit

3.3.5.1 Unit Head

BU-SFL Teacher Training and Development Unit Head is responsible for managing and overseeing all the operations of Teacher Training and Development Unit ; monitoring and helping with the implementation and design of Teacher Training and Development Programs in line with the needs of the instructors; identifying the recent topics in the field of education and in the area of English Language Teaching; assisting in the conducting of relevant research and organize conferences in collaboration with the Directorate of School of Foreign Languages, departments, and other coordination units; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages and ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Unit Head involve:

- controlling all kinds of documentation provided by/submitted to the Teacher Training and Development Unit
- setting the objectives of Teacher Training and Development Unit and prepare the action plan
- determining the performance standards for Teacher Training and Development Unit members
- monitoring performance of the unit members and organize annual appraisal meetings for them
- holding meetings with the unit members on a regular basis
- evaluating the work of Teacher Training and Development Unit
- To contribute to the development of newly recruited instructors through orientation program and induction programs
- To conduct a certain number of classroom observations at certain intervals throughout the academic year and monitor the observations conducted by unit members
- To make recommendations for improvement according to the outcome of clinical classroom observations
- To observe instructors and give feedback to the relevant heads about their performance
- To take part in the recruitment process of new instructors

- To organize the courses to be given or presentations to be made by the experts from other institutions
- To take part in these courses as trainer or manager when necessary
- To attend regular meetings with the director, vice-director, heads and other coordinators and identify the needs in the field of teacher training
- To support other coordination units when necessary
- To provide the instructors or school members willing to conduct research with support and guidance they might need
- To organize forums where instructors have the opportunity to present their research papers
- To make the necessary announcements regarding the conferences to be held
- To take active part in the organization of the conferences held by the School of Foreign Languages
- To fulfil duties as assigned by his/her supervisors

3.3.5.2 Teacher Trainers

BU-SFL Teacher Trainer is responsible for providing support to the Unit Head for training and development-related work; coordinating in-service programs addressing the needs of the instructors in the School to enhance the quality of instruction.

The duties of the Teacher Trainer involve:

helping the Unit Head / substituting the Coordinator for her:

- To control all kinds of documentation provided by/submitted to the Teacher Training and Development Unit
- To set the objectives of Teacher Training and Development Unit and prepare the action plan
- To determine the performance standards for Teacher Training and Development Unit members
- To evaluate the work of Teacher Training and Development Unit
- To contribute to the development of newly recruited instructors through orientation program and induction programs
- To conduct a certain number of classroom observations at certain intervals throughout the academic year and monitor the observations conducted by unit members
- To make recommendations for improvement according to the outcome of clinical classroom observations
- To observe instructors and give feedback to the relevant heads about their performance
- To take part in the recruitment process of new instructors

- To organize the courses to be given or presentations to be made by the experts from other institutions
- To take part in these courses as trainers or when necessary
- To support other coordination units when necessary
- To provide the instructors or school members willing to conduct research with support and guidance they might need
- To organize forums where instructors have the opportunity to present their research papers
- To make the necessary announcements regarding the conferences to be held
- To take active part in the organization of the conferences held by the School of Foreign Languages
- To attend annual appraisal meetings held by the Coordinator
- To attend Unit meetings on a regular basis actively
- To fulfill duties as assigned by his/her supervisors.

3.3.6 Support Staff

3.3.6.1 Communications Coordinator

BU-SFL Communications Coordinator is responsible for representing the School of Foreign Languages in the University Corporate Communication Committee and establishing better communication with all stakeholders via the up-dated school webpage.

The duties of the Communications Coordinator involve:

- Keeping web pages of the School up-to-date
- Updating announcements
- Keeping a list of important dates
- Fulfilling duties as assigned by his/her supervisors

3.3.6.2 Educational Planner

BU-SFL Educational Planner is responsible for preparing and recording student class lists and exam rooms, giving technical assistance to the other units and preparing relevant statistical data.

The duties of the Educational Planner involve:

- Preparing lists of students to take courses from English Preparatory Unit and Academic English Unit at the beginning of each term in accordance with the results of Proficiency Exam and Exemption Exams.
- Preparing class lists, weekly attendance lists, grade sheets, instructor course lists for English Preparatory and Academic English Units.
- Preparing attendance lists for the exams to be held.
- Recording exam results and preparing reports.

- Carrying out “BUOBS” operations
- Preparing statistical data of students taking English for Specific Purposes Courses at the end of each term to show their performance as to their classes, program/major.
- Preparing statistical data of students taking English Preparatory Unit courses at the end of each term to show their performance as to their classes, program/major.
- Preparing statistical data as requested by the managers.
- Ensuring grades given by instructors are sent to University’s Student Registrar's Office.
- Giving technical assistance to the relevant Units in preparation and dissemination of exams/materials.
- Giving technical assistance to the relevant Unit in planning and preparation of programs and teaching timetables of instructors of Academic English Unit at the beginning of each term.
- Carrying out tasks related to Academic English Unit Exemption Exams through coordinating with the University Computer Center for the formation of classrooms, recording grades.
- Carrying out documentation and correspondence tasks related to the recruitment process of instructors
- Being responsible for any tasks and duties within the frame of accountability.

3.3.6.3 Public Relations Coordinator

BU-SFL Public Relations Coordinator is responsible for ensuring coordination of public relations; leading the publicity programme during the University Open Days and ensuring the quality standards within the Unit are maintained and enhanced.

The duties of the Publi Relations Coordinator involve:

- Preparing publicity programme of instructors during the University Open Days, which is held in each academic semester and at the end of the Academic Year, in July and August.
- Collaborating with the Başkent University Public Relations Office and providing up to date information to be used during the University Open Days
- Contacting with instructors and constantly updating the University Open Days programme according to their course schedule and annual leaves.
- Collaborating with the English Preparatory Unit, the Academic English Unit and the Modern Languages Unit, which provide up-to-date documents
- Participating in the meetings to inform the instructors of the procedures to be followed during the

- Organizing meetings to inform instructors about the University Open Days in collaboration with the other academic units of the School of Foreign Languages
- Preparing videos, slide shows, and information packs to be used for the information desk during the University Open Days
- Overseeing the School of Foreign Languages information desk during the University Open Days
- Fulfilling duties as assigned by his/her supervisors.

3.3.6.4 Executive Secretary

BU-SFL Executive Secretary is responsible for carrying out all office work and secretarial duties in the Directorate, arranging correspondence with the related stakeholders, and informing relevant parties of the Directorate's messages.

The duties of the Executive Secretary involve:

- Organizing official and non-official correspondence of the Director
- Presenting the Director the signature folder
- Arranging the appointments of the Director and reminding them about the appointments
- Welcoming visitors of the Director
- Directing visitors without appointment to the Vice Director or to Foreign Languages Department Head
- Keeping the Directorate Office organized
- Directing visitors with appointments to the Directorate Office when the Director is not available
- Managing the Director's letters, invitations etc.
- Answering and screening all phone calls to the Director
- Arranging the Director's annual leave forms
- Preparing power of attorney documents, when necessary
- Coordinating the Directorate meetings
- Ensuring the proper distribution of incoming documents upon the instruction of the Vice Director
- Paying attention to her appearance considering the representative role of the Directorate
- Being careful about the confidentiality
- Writing up the Board decisions, instructed by the Director, Vice Director and Foreign Languages Department Head
- Arranging attachment documents of Board Decisions.

- Writing promotion decisions, instructed by the instructions of the Director, Vice Director and Foreign Languages Department Head
- Arranging Personnel Information Documents and Files
- Making necessary announcements about weekly staff meetings to the Vice Director, Foreign Languages Department Head and Coordinators
- Gathering meeting agenda from the units of the school for weekly staff meetings, distributing it to the members of the Board, and after the meeting having the members sign the minutes.
- Assisting the Internal Inspection Coordinator with the preparation of ISO internal investigation reports.
- Preparing documents and tables displaying teaching workload of instructors (see Table 16) for the Higher Education Board's investigation purposes
- Preparing a table (see Table 18) displaying instructor's attendance at national/international scientific events for Higher Education Board Inspection purposes
- Preparing a table consisting of the period during which managers, the members of the School Board and the Managing Board are to be on duty for Higher Education Board Investigation purposes
- Informing the Rectorate about the Director's attendance to scientific meetings
- Fulfilling duties as assigned by his/her supervisors.

3.3.6.5 Secretary of English Preparatory Unit

BU-SFL Secretary of English Preparatory Unit is responsible for carrying out all the office work and secretarial duties related to the Academic English Unit and arranging communication and correspondence between the Unit members and the Unit Head.

The duties of the Secretary of English Preparatory Unit involve:

- Keeping instructor time off records of English Preparatory Unit, monitoring relevant sign up sheets and filing/archiving them.
- Copying of class attendance lists of English Preparatory Unit, putting them in class files, archiving attendance records.
- Filling in necessary forms of instructors teaching Personnel English Courses given by instructors of English Preparatory Unit.
- Monitoring the efficient delivery of documents sent to/from English Preparatory Unit.
- Monitoring documents of English Preparatory Unit on EBYS and following initialed/signed documents.
- Communicating with the University Housekeeping Unit, Transportation Unit and other units about the exams of English Preparatory Unit.

- Informing the Penal Institution regarding convict students' attendance, exam dates and class timetables.
- Filling in student sheets demanding to be treated in the University Health Center.
- Receiving student petitions asking reevaluations of their exams, informing Test Development Unit regarding these and informing the relevant student at the end of the reevaluation process about their grades.
- Receiving student health reports, sharing them with Test development Unit and filing them.
- Presenting students of Hacettepe University Husbik Department their Proficiency Exam result document.
- Giving students Preparatory Program Certificate as they finish the program.
- Sending instructor forms demanding their payroll to Personnel Department.
- Having members sign the decisions of the Board alternately.
- Arranging notice boards, putting relevant notices and announcements as appropriate.
- Sending general announcements to instructors via email.
- Putting documents and parcels sent to instructors to their pigeon holes.
- Using the fax machine on demand for instructors.
- Diagnosing items needed and filling in demand forms for stationery.
- Checking substitution work within English Preparatory Unit and disseminating information as needed.
- Acting as typist during investigation meetings in the School.
- Arranging investigation files, having relevant parties sign the documents and archiving the documentation.
- Ensuring the Directorate and Heads are informed about the relevant calls and messages received.
- Guiding people seeking information about the program and students and ensuring they reach the Units/instructors if/when necessary.
- Informing stakeholders about the Preparatory Program and directing them to the relevant parties.
- Directing petitions from students/instructors to the relevant parties.
- Checking renovation work within the School. Informing relevant parties about any malfunction.
- Taking delivery of official documents and archiving them.
- Handing in invitations/documents sent to all managers.
- Carrying out any relevant task given by the School of Foreign Languages Director, Heads and Coordinators.
- Fulfilling duties as assigned by his/her supervisors.

3.3.6.6 Secretary of Academic English Unit

BU-SFL Secretary of Academic English Unit is responsible for carrying out office work and secretarial duties related to the Academic English Unit and arranging communication and correspondence between the Unit members and the Unit Head.

The duties of the Secretary of Academic English Unit involve:

- Keeping instructor time off records of Academic English Unit and filing/archiving them through Excel documentation.
- Filling in the annual leave forms of Academic English Unit, keeping a copy of the forms and sending the original version to the Personnel Department.
- After having a signed copy by the Director of School of Foreign Languages of health reports belonging to Academic English Unit instructors, sending the original version to Personnel Department.
- Filling in forms for any malfunction, breakdown or missing equipment in offices and classrooms.
- Filing original versions of documents that are printed/copied with initials and sending copies of these to Heads.
- Putting any posters/announcements reaching the School to places as appropriate.
- Putting documents and parcels sent to Academic English Unit instructors to their pigeon holes and reminding their posts to these instructors when/if necessary.
- Ensuring stationery and any other office related material requested are delivered to storage and to secretarial and checking the request forms.
- Corresponding between Academic English Unit and the Directorate through EBYS and following initialed documents.
- Keeping a record of classes delayed in Excel folders upon hearing from relevant Heads, also putting the information of these on relevant classroom doors.
- Putting course schedule on classroom doors at the beginning of the term.
- Filing all class attendance documents on a weekly basis.
- Preparing exam attendance lists of Academic English Unit (fall and spring terms) and putting them on ground and second floor boards.
- Communicating with the University Housekeeping Unit to ensure the set up of classrooms prior to exams, also informing the Transportation Unit and other units about the exam days and time.
- Preparing Academic English Unit Instructors Summer School Assignment lists.
- Sending e-mails to academics and administrative personnel working at the University on special days.

- In line with the instructions of Test Development Coordinatorship forming a photocopying timetable of final exam papers and sending a copy of it to Photocopying Unit in the Rectorate.
- Preparing and submitting the Director of the School daily time off requests of instructors.
- Corresponding among relevant units to coordinate the recruitment process of instructors, directing them to Personnel Department when and if necessary.
- Preparing sheets and having instructors sign these sheets for fixture/movable property in offices.
- Having relevant Faculty sign decisions taken by the Board.
- Preparing a print of Erasmus Proficiency Exam result documents of students signed by the Director of School of Foreign Languages.
- Responding to calls to the School, answering student questions about Academic English Unit and directing students to relevant instructors.
- Arranging monthly salary supplement forms of instructors teaching Personnel English Courses given by the School and having them sign these documents.
- Arranging salary supplement forms of instructors invigilating/proctoring at weekends.
- Ensuring announcements by the School are sent to all academics via email.
- Handing in invitations/documents sent to all managers.
- Purchasing tea/coffee and related food/beverages, preparing a list of expenditure.
- Making sure the Directorate and the managers are informed about all the calls and messages received.
- Carrying out any relevant task given by the School of Foreign Languages Director, Heads and Coordinators.
- Fulfilling duties as assigned by his/her supervisors.

4. TEACHING STAFF

4.1. Job Description

The BU-SFL instructors are mainly responsible for providing quality language instruction, preparing lessons, developing materials, assessing student performance, and improving continuously their professional skills and abilities. They also have responsibilities in curriculum development, textbook selection and administrative activities.

The BU-SFL instructors have a variety of qualifications. In addition to countless certificates, the majority of instructors have an MA degree, and some are getting their PhD degrees in various disciplines. Having a post-graduate degree is encouraged by the BU-SFL management; however, the priority of the instructors should be placed on their work responsibilities.

The duties of the Instructor involve:

- implementing the curriculum and teaching-learning program as planned
- taking learners' immediate and longer term needs into account during instructional activities
- designing/planning, preparing i.e. selecting, adapting, producing, redesigning materials when and if necessary and teaching lessons bearing in mind the very learner profile.
- assisting learners in developing an understanding of the aims, principles and norms of the School and University.
- closely monitoring and checking student performance.
- being available for individual students during office hours that are determined at the beginning of a new course.
- attending sessions organized by TTDU regularly for professional/academic development, which also include orientation/induction programs specifically targeting newly recruited instructors.
- providing feedback on the teaching and learning practices like the implementation of the curriculum, exams, using the right tools, instruments and channels in order to contribute to quality enhancement.
- collaborating and cooperating with partners and colleagues through exchanging ideas, experiences and by taking part in any relevant work such as peer observation and team teaching in that sense.
- welcoming TTDU members or BU-SFL management for in-class observation purposes.
- guiding students to enable them to reach their full potential for intellectual growth.

4.2. Professional Attitudes and Behaviors

The BU-SFL's expectations from the instructors are:

- ✓ to develop and maintain positive and professional relationships with supervisors, colleagues, students, and the wider community
- ✓ to demonstrate non-defensive receptivity to feedback and suggestions
- ✓ to act with honesty, integrity, openness and fairness in all aspects of their work
- ✓ to be sensitive to the need for confidentiality and discretion where appropriate
- ✓ to demonstrate respect for cultural values and diversity
- ✓ to improve their teaching practice by engaging with student progress, learning theory, curriculum development, professional development activities, and research
- ✓ to work within the framework of relevant legislation, regulations and policies

4.3. Working Hours and Leaves of Absence

Legal working hours of full-time instructors are defined by the Rectorate aligned with the related rules of Labour Law. BU-SFL management has the responsibility of ensuring that the instructors obey the working hours, being 9.00 a.m. to 5.00 p.m. with a break of one hour, from Monday to Friday. Instructors may also be assigned exam invigilation duties on weekends. Part-time

teaching staff are employed for the full semester to teach a prescribed number of hours each week, so their working hours are flexible. However, they are obliged to attend meetings, in-house training sessions, and take part in exam invigilation duties.

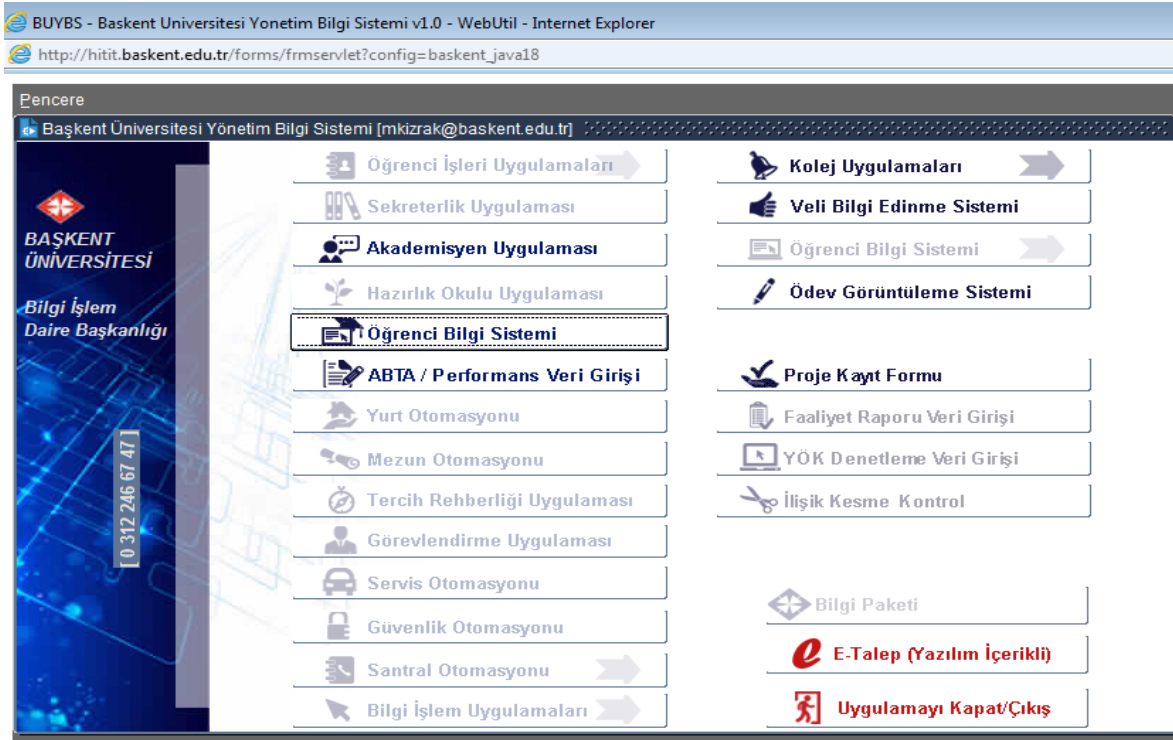
Full-time teaching staff should also schedule at least two office hours to meet with students. During office hours, students can ask for extra help with the course content or seek clarification of materials presented in class. Office hours should be informed of students in order to have them feel supported and cared.

Teaching loads of the instructors are planned by the related unit administration considering their coordinating duties or graduate studies, if any. Instructors can also be given other work-related tasks assigned by the Rectorate or the BU-SFL management, such as doing translation, designing a course, writing test items or delivering a seminar presentation.

Each class lasts 50 minutes, with a 10-minute break. Instructors are required to start and end classes on time. They cannot cancel a class or change its schedule or location without the consent of the related Unit Head. In case of a health problem, they should submit their medical report to the BU-SFL Directorate and inform the related Unit Head immediately so that their classes can be rescheduled or substituted by another instructor. Instructors can also request a leave of absence due to conference attendance, and personal or family related reasons. The related Unit Head and the Directorate give due consideration regarding the request prior to approving or denying it. In case of repeated short term or unauthorized absence, the BU-SFL reserves the right to consider taking legal action (please see Recruitment Policy section for further details).

4.4. Record Keeping and YBS Entries

Each instructor is given a user name and a password by Başkent University Information Processing Center to login the YBS portal (<https://www.baskent.edu.tr/tr/akademik>). Due to confidentiality reasons, please do not share your password with anyone.



The YBS has sub-sections, one of which is for teaching staff (Akademisyen Uygulaması -AU) to enter data related to student attendance, exam scores or end-of-semester grades. Instructors are obliged to enter the attendance data for each student in a particular teaching session into the AU on a weekly basis. After entering attendance the data into the AU system, instructors (Academic English Unit) are required to leave their class attendance list to the designated room at the end of their teaching.

Students who are not able to attend a lesson but given a formal permission by his/her faculty should be marked “permitted”. On the other hand, they cannot be marked as absent due to their unacceptable behavior or lack of course obligations. Instructors also need to fill in the report cards with exam scores of students and then enter the data into the AU system.

Since the classes in the English Preparatory Unit are shared by two or more instructors, record-keeping responsibilities are taken on equally by the partner instructors. Each partner should leave the class folder to the designated room at the end of their teaching for his/her partner(s) to pick it up later. They are required to share notes with their partner(s) on the class file telling the salient points covered/taught during class hours to ensure the execution of the day-to-day side of the syllabus, and at a macro level, to make sure nothing left out from the curriculum.

The YBS portal has also another sub-section called ABTA, an automated academic performance appraisal system. Into the ABTA full-time teaching staff should enter data regarding their

academic and administrative activities performed in an academic year, such as teaching time completed, papers presented, books written, or responsibilities carried out in the BU-SFL functional units.

4.5. Assessment and Exams

Instructors are responsible for contributing to exam administration processes which include organizing the exam venues and groups of students, and assigning invigilators. In addition to invigilating the exam venues, they are required to mark exam papers objectively according to rubrics and answer keys provided during standardization meetings and approved by instructors who attend these meetings. After marking, they are required to take exam papers to the related classroom to give feedback to students at the specified time, assuring that students do not use their phones or do not make any changes to the exam material.

Instructors are also responsible for checking their e-mails and unit notice boards for any announcement of invigilation duties and exam procedures. It is of utmost importance that invigilators are well-informed and act in accordance with the procedures of each exam. Moreover, they are expected to maintain the anonymity and confidentiality of the TDU members and the Testing Office.

4.6. Protecting Assets and Resources

The BU-SFL assets should never be used for personal gain, and or for illegal activities. If instructors become aware of theft, misuse or waste of the school's property, they should immediately inform the related unit administration. Instructors are also required to treat teaching tools and materials given to them by the BU-SFL administrative units with utmost care. Should a tool or material be needed or needs repairing, instructors can contact the related unit's secretary. Supplies that are entrusted to the instructor should be returned to the related unit after use.

4.7. Dress Code

Since the choice of clothing is an important aspect of communication that can positively or negatively influence the teaching-learning environment, instructors are expected to dress professionally and choose a work outfit appropriate in an educational institution. To illustrate, having visible piercings and tattoos or wearing cut-off shorts and flip-flops are regarded as inappropriate dressing at Başkent University.

4.8. Private Lessons

Tutoring at another institution not affiliated with Başkent University, or offering private lessons to Başkent University students are strictly forbidden.

4.9. Disciplinary Issues

In case of staff misconduct, such as a violation of work rules, regulations or policies of BU-SFL, disciplinary procedures defined in the Başkent University's "Disciplinary Policy and Procedures" are followed. Please see the related document at <https://www.baskent.edu.tr/tr/icerik/mevzuat/baskent-universitesi-yonergeleri/87>.

5. ADMINISTRATION OF BU-SFL PROGRAMS

5.1. 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

5.1.1. 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.

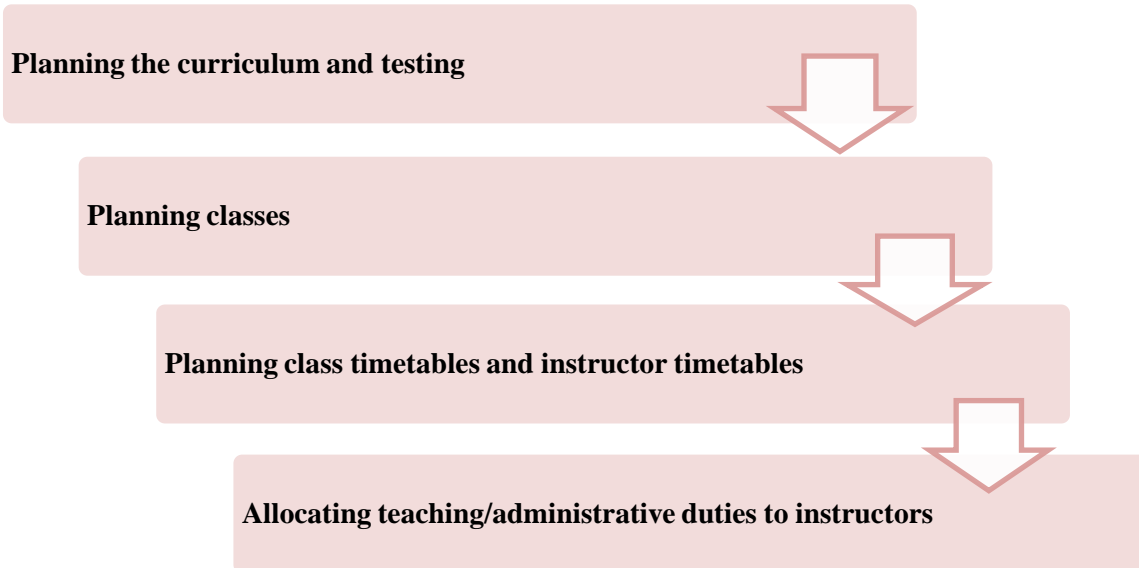
Program 3 is for the students who start the fall semester in Program 2 and finish Program 2 successfully at the end of the fall semester. Program 3 is not offered in fall semesters. In spring semesters, Program 3 population is around 20, and they are grouped into maximum 2 sections. Program 3 is not 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

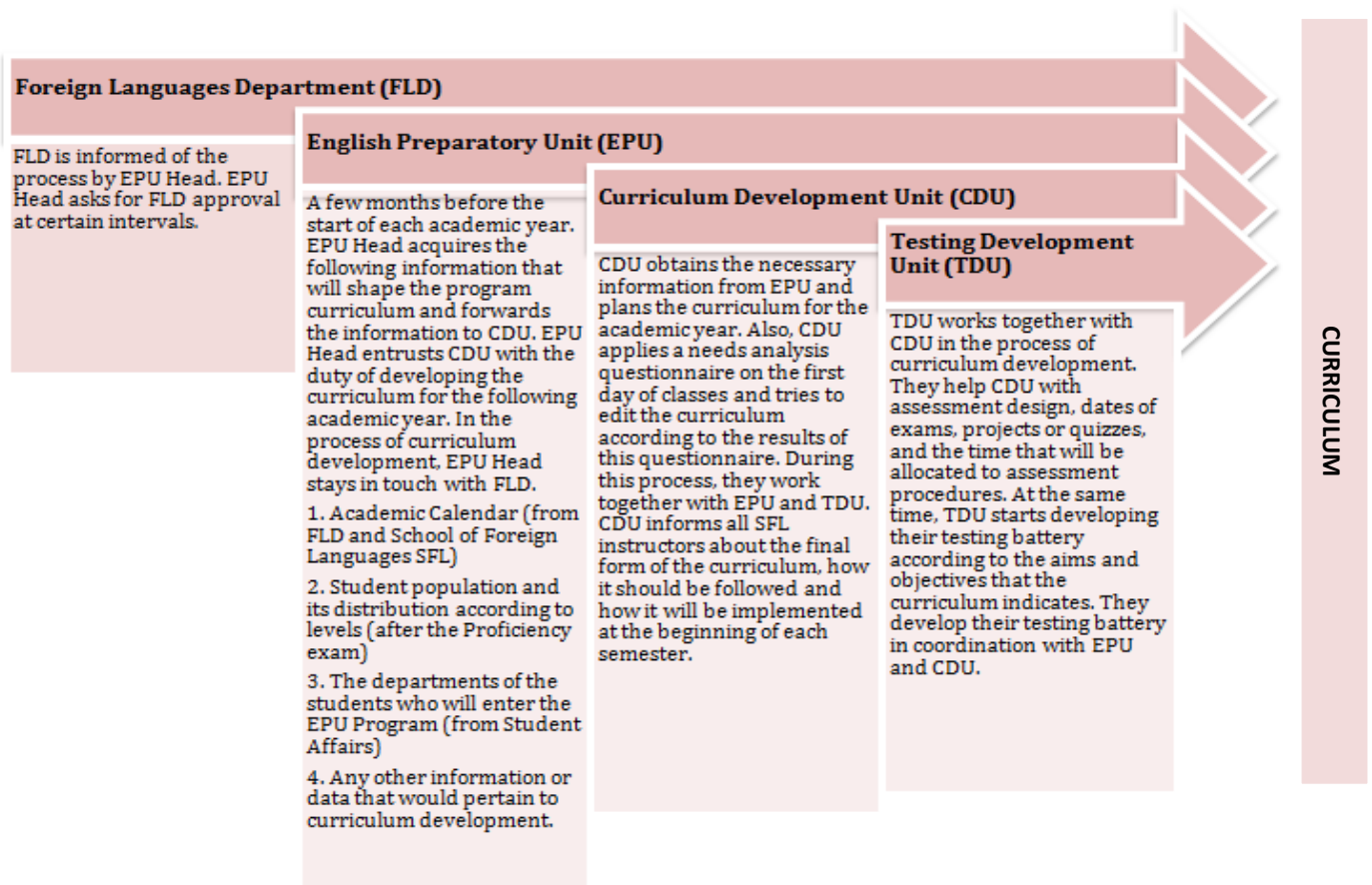
5.1.2. Coordination Process in the EPU

5.1.2.1. Procedures Before the Prep Program Implementation

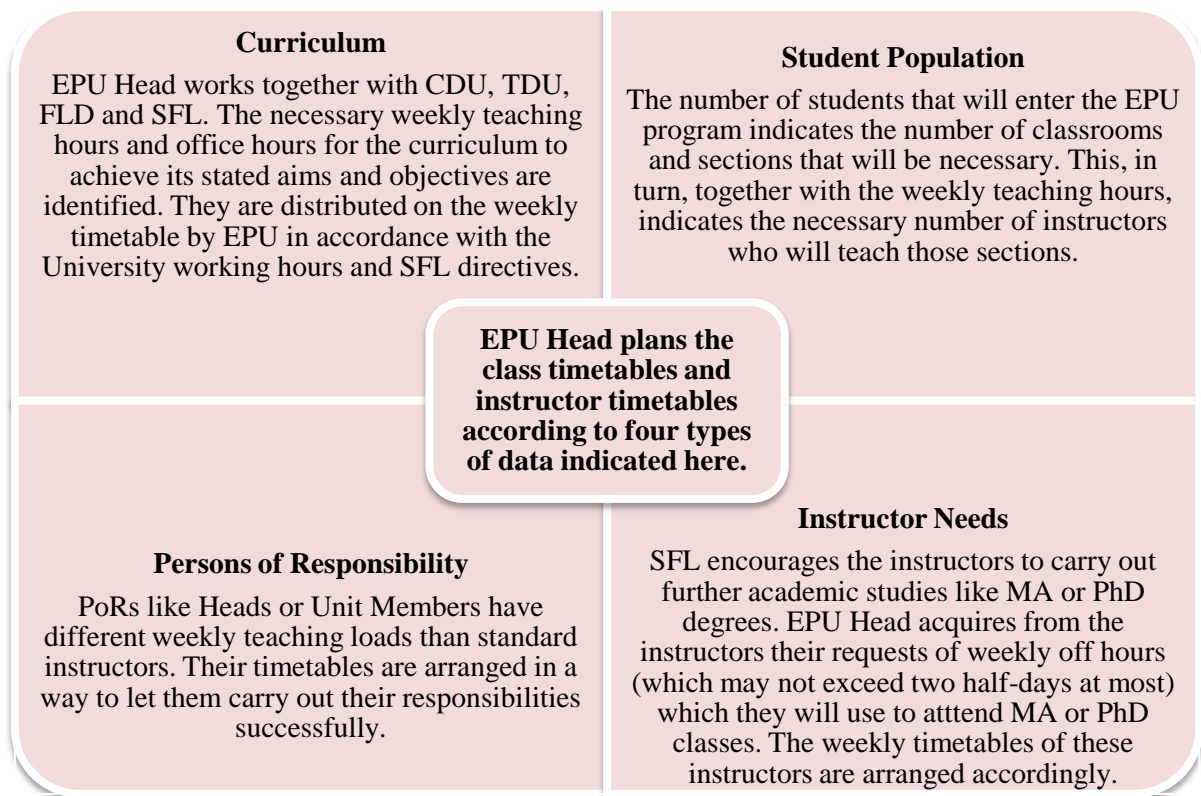
At the start of each academic year, EPU follows the procedures below to prepare its English Preparatory Program for implementation.



5.1.2.2. Planning Curriculum and Testing

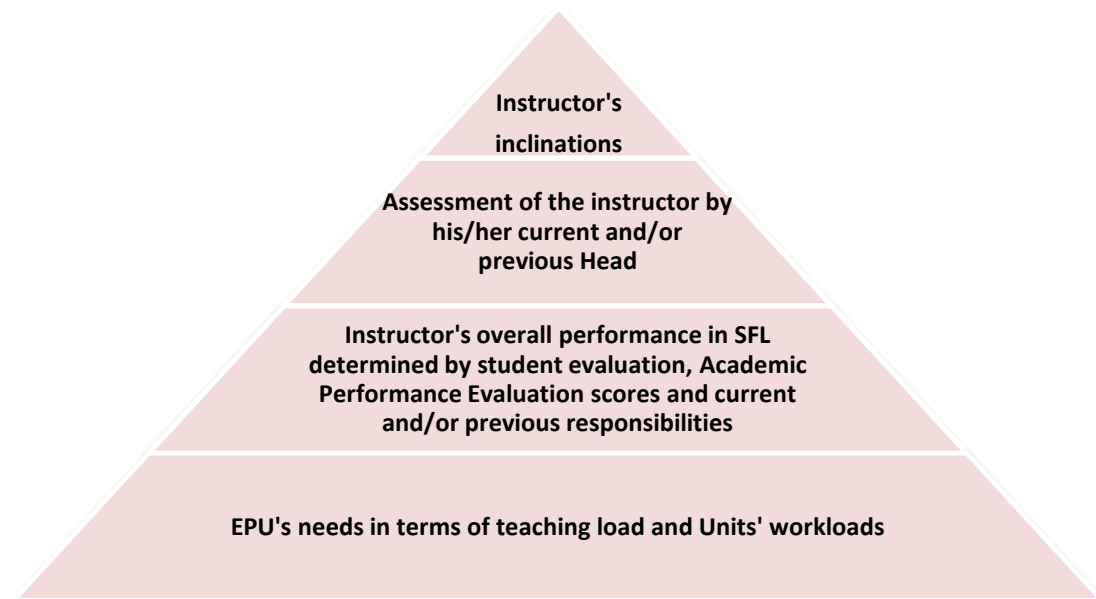


5.1.2.3. Planning Class Timetables and Instructor Timetables



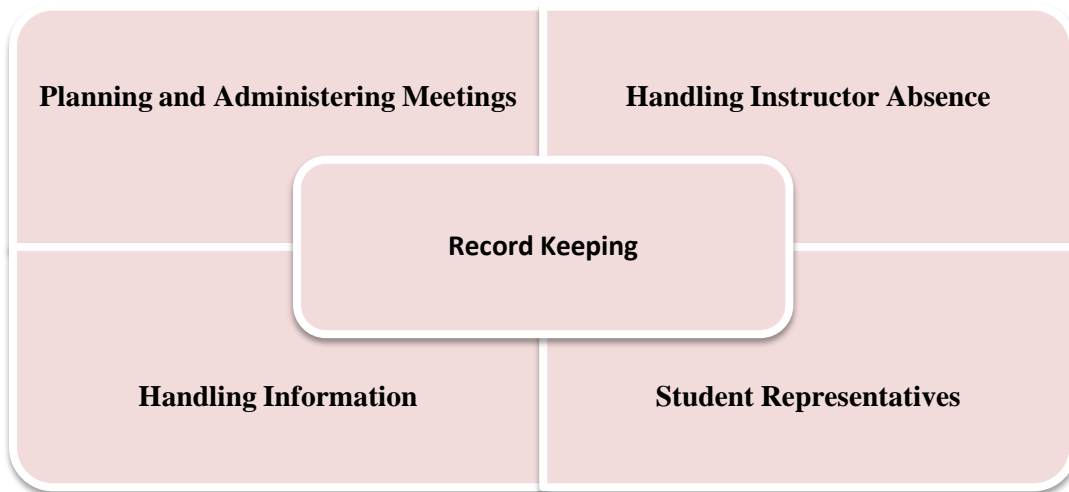
5.1.2.4. Allocating Teaching / Administrative Duties to Instructors

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.

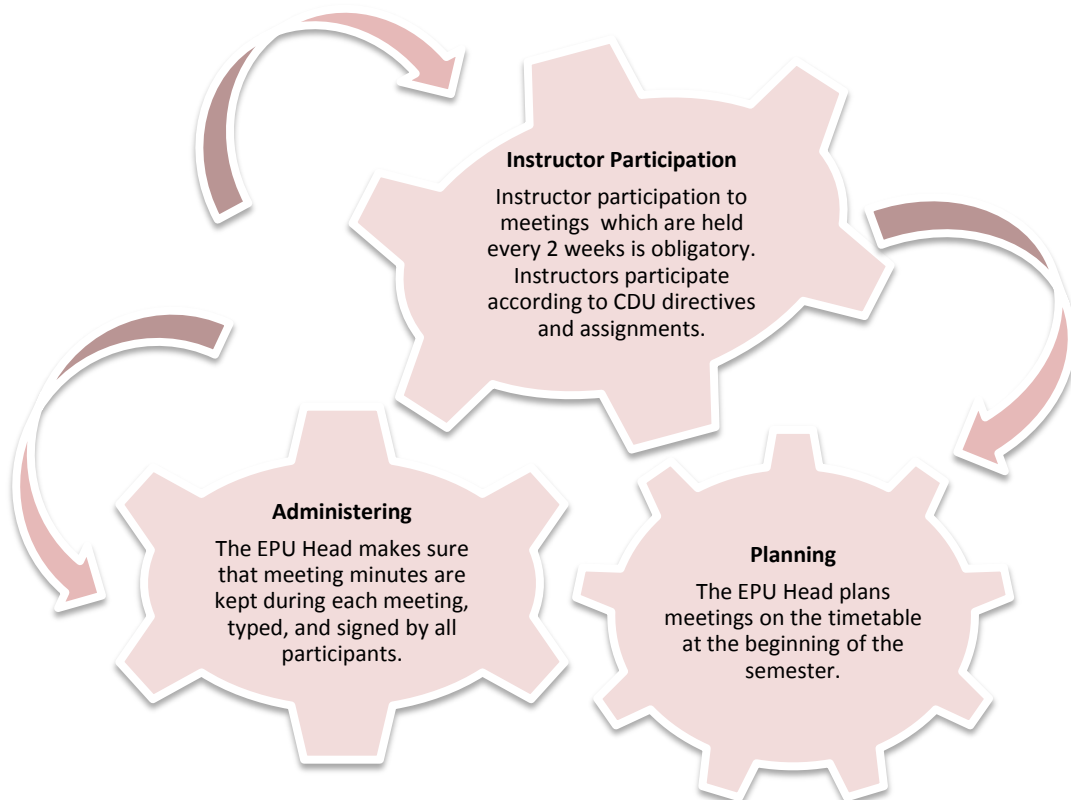


5.1.3. Procedures Followed During Prep Program Implementation

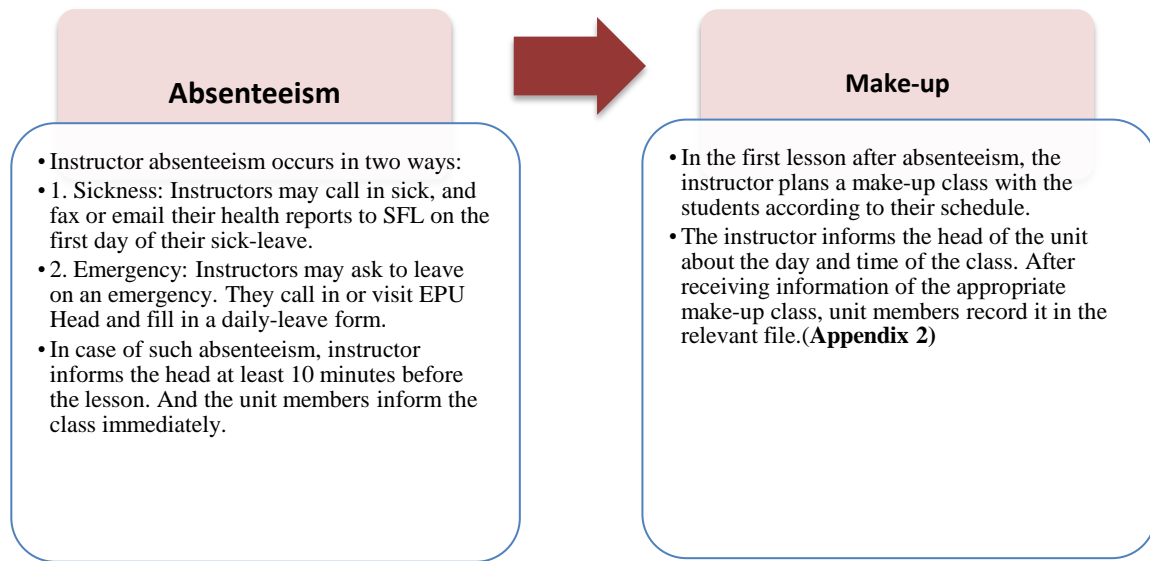
Once the English Preparatory Program is ready for implementation, the EPU Head carries out the following procedures to monitor and manage the program implementation process.



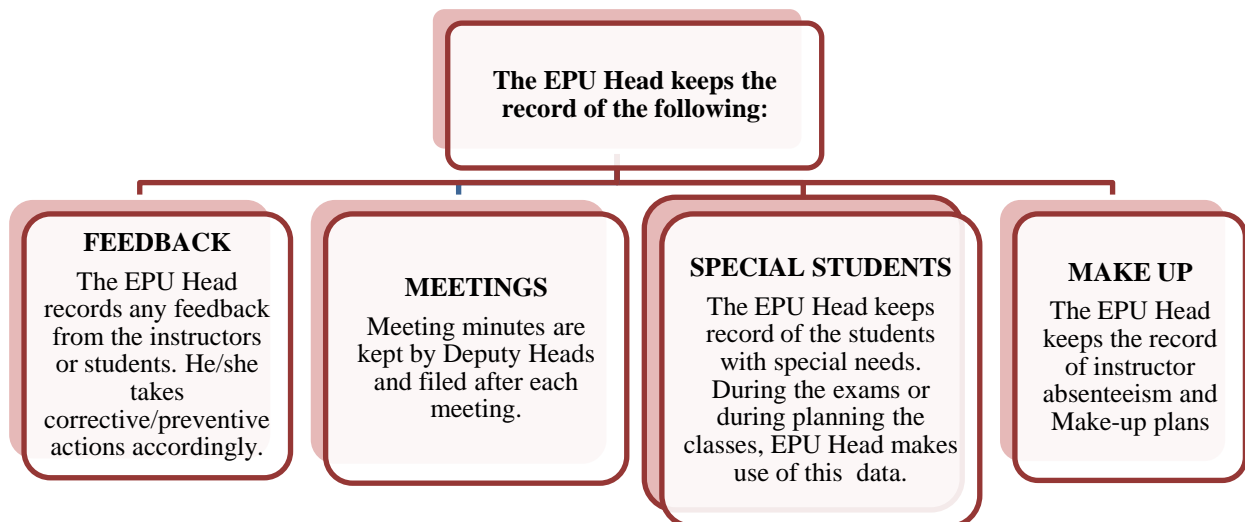
5.1.3.1. Planning and Administering Meetings



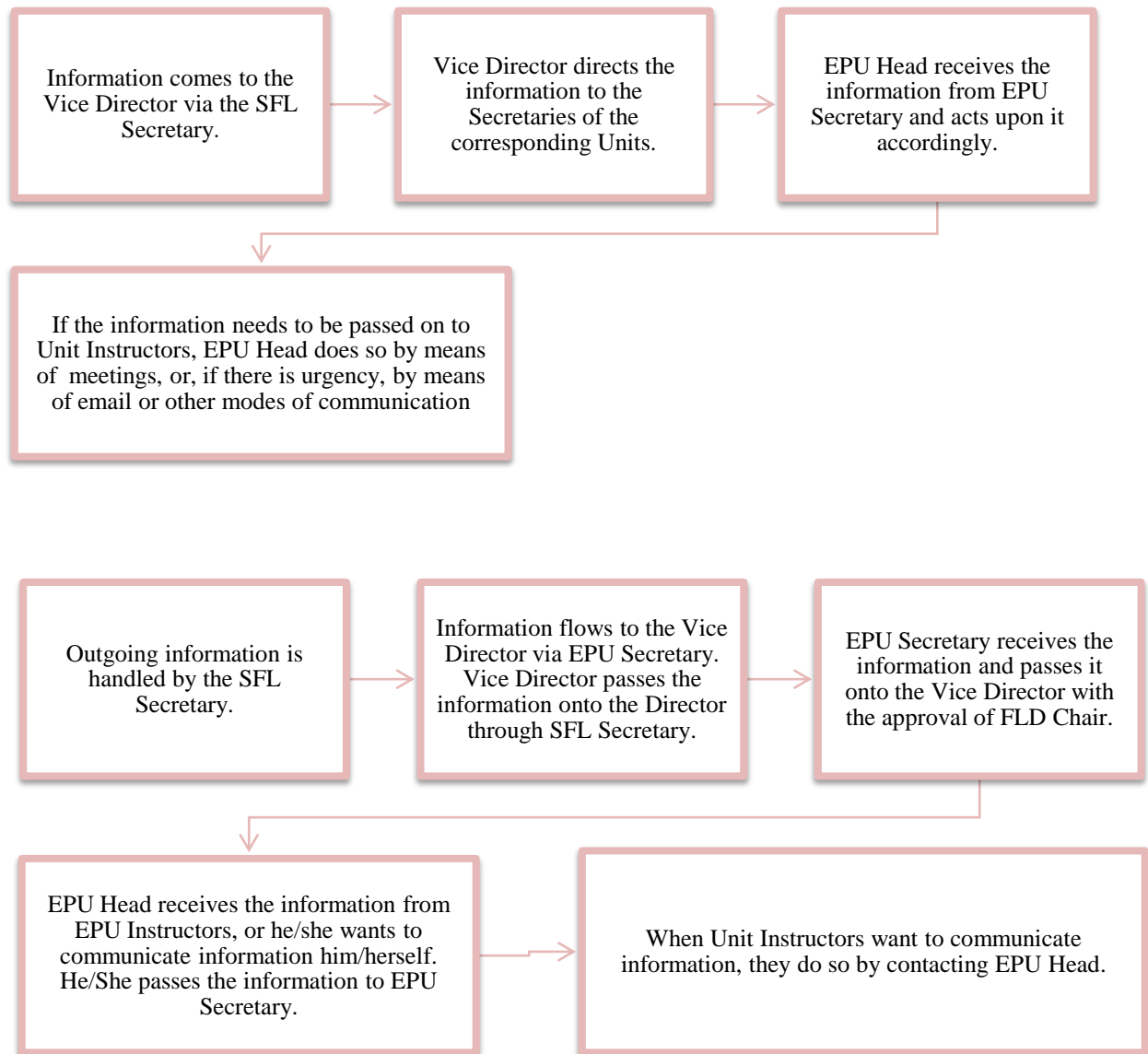
5.1.3.2 Handling Instructor Absence



5.1.3.3. Record Keeping



5.1.3.4. Handling Incoming – Outgoing Information



5.1.3.5. 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.

5.1.3.5.1 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.

5.1.3.5.2 Procedures on the Day of Election

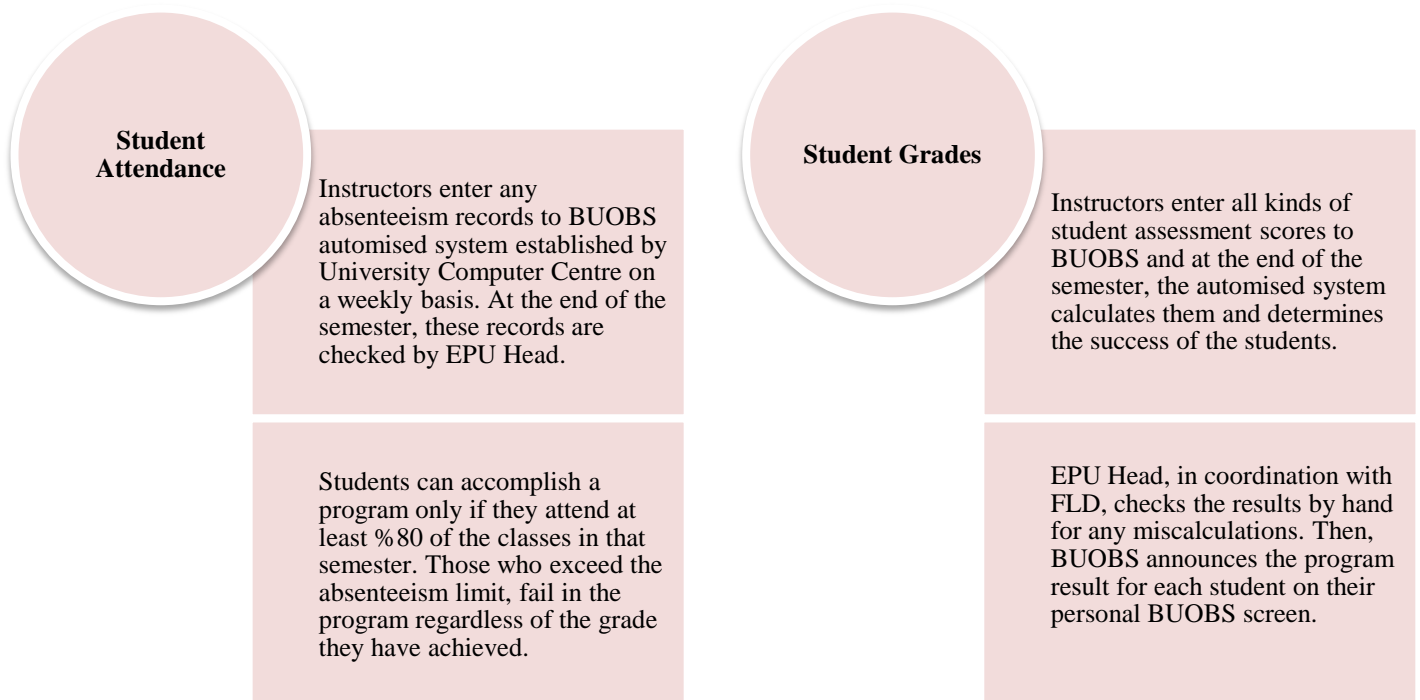
1. The election will be managed by the instructor who is teaching that hour. (Even if this instructor is a substitute Instructor.)
2. Students in the classroom are counted. If at least 60% of the total class size is in the classroom, the election takes place.
3. If there are not enough students in the 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 vote 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.

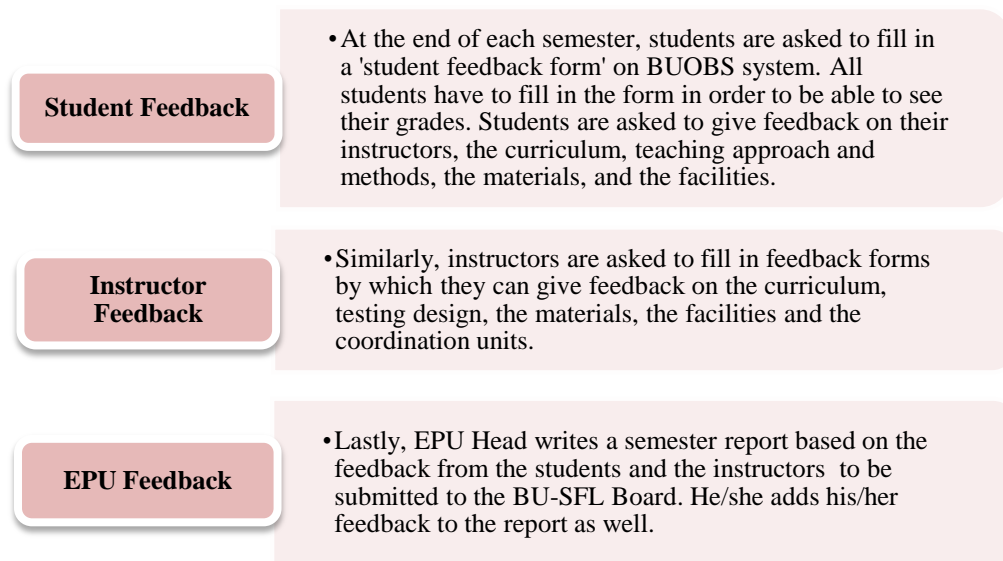
5.1.4. Procedures After the Prep Program Implementation

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

5.1.4.1. Program Closure



5.1.4.2. Feedback



5.2. 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

5.2.1. 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

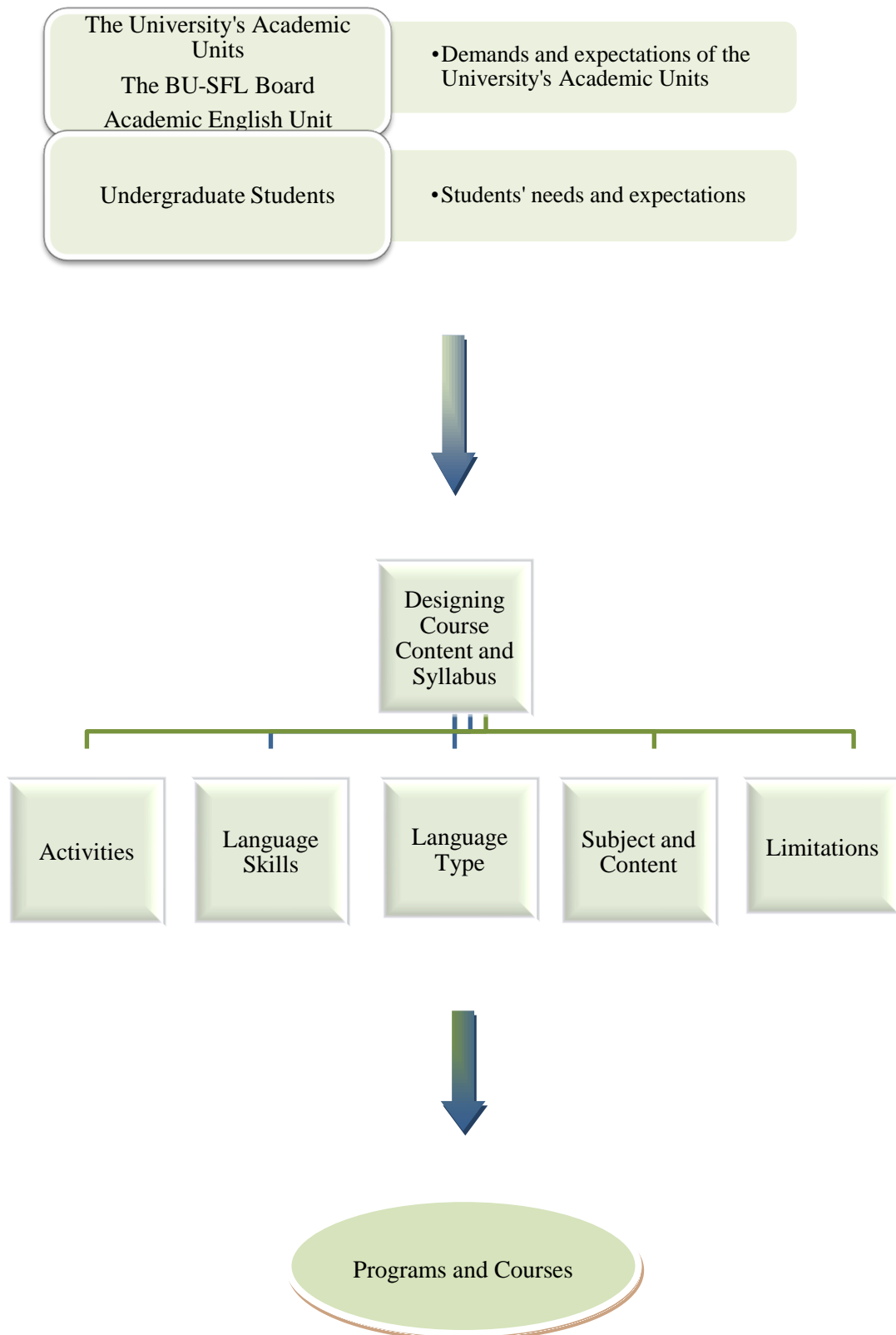
ESAP is a B1+ program which aims to teach professional and academic English. The courses are designed to develop four basic language skills and academic and field-specific language in an integrated manner. Besides the field specific courses, the program comprises such courses as Presentation Skills, 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.

5.2.2. Coordination Process in the AEU

5.2.2.1. 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.

5.2.2.1.1. Planning Program Design and Syllabus



5.2.2.1.2. 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.

5.2.2.1.3. 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.

5.2.2.1.4. 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.

<p>The Unit Head and Deputy Heads Educational Planner Public Relations Coordinator</p>	<ul style="list-style-type: none"> • When the program preparation arrives at the 4th stage, the courses and course groupings made during the previous academic semester are assessed and programs are revised if necessary.
<p>The Unit Head and Deputy Heads Educational Planner Public Relations Coordinator Teacher Training&D. Unit Curriculum Development Unit Test Development Unit</p>	<ul style="list-style-type: none"> •Members of Academic English Curriculum Development Unit (CDU) and Academic English Test Development Unit (TDU) are determined in coordination with TDU and CDU Heads upon the approval of the BU-SFL Board.
<p>BU-SFL Board The Unit Head and Deputy Heads Teacher Training&D. Unit Instructors Students</p>	<ul style="list-style-type: none"> •Instructors for each course are determined in coordination with TTDU and the BU-SFL Board considering the performance output and evaluation results of the students.
<p>The Unit Head and Deputy Heads Faculties / Departments Vocational Higher Schools / Undergraduate Programs</p>	<ul style="list-style-type: none"> •Stakeholders (Faculties / Departments / Vocational Higher Schools / Undergraduate Programs) are informed in writing via e-mail system.

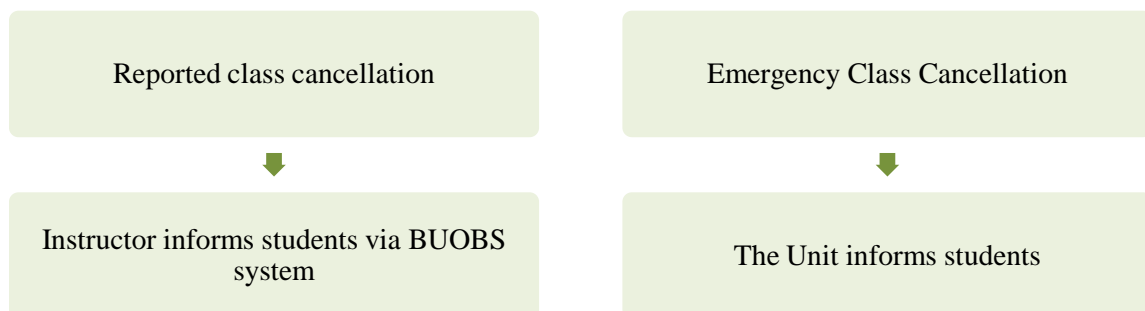
5.2.3. Procedures Followed During the Academic Year

5.2.3.1. 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)

The Unit Head and Deputy Heads Instructors Students	<ul style="list-style-type: none"> •In case of an emergency, instructor informs the unit head at least 10 minutes before the lesson. If there is a known course cancellation, the instructor sends an information message to students via the BUOBS system at least one day before.
Instructors Students	<ul style="list-style-type: none"> •In the first lesson after absenteeism, the instructor plans a make-up class with the students according to their schedule.
The Unit Head and Deputy Heads Instructors	<ul style="list-style-type: none"> •The instructor informs the head of the unit about the day and time of the class. After receiving information of the appropriate make-up class, s/he records it in the relevant file.
Instructors	<ul style="list-style-type: none"> •The instructor enters student absenteeism into the BUOBS system after s/he has carried out the make-up class.

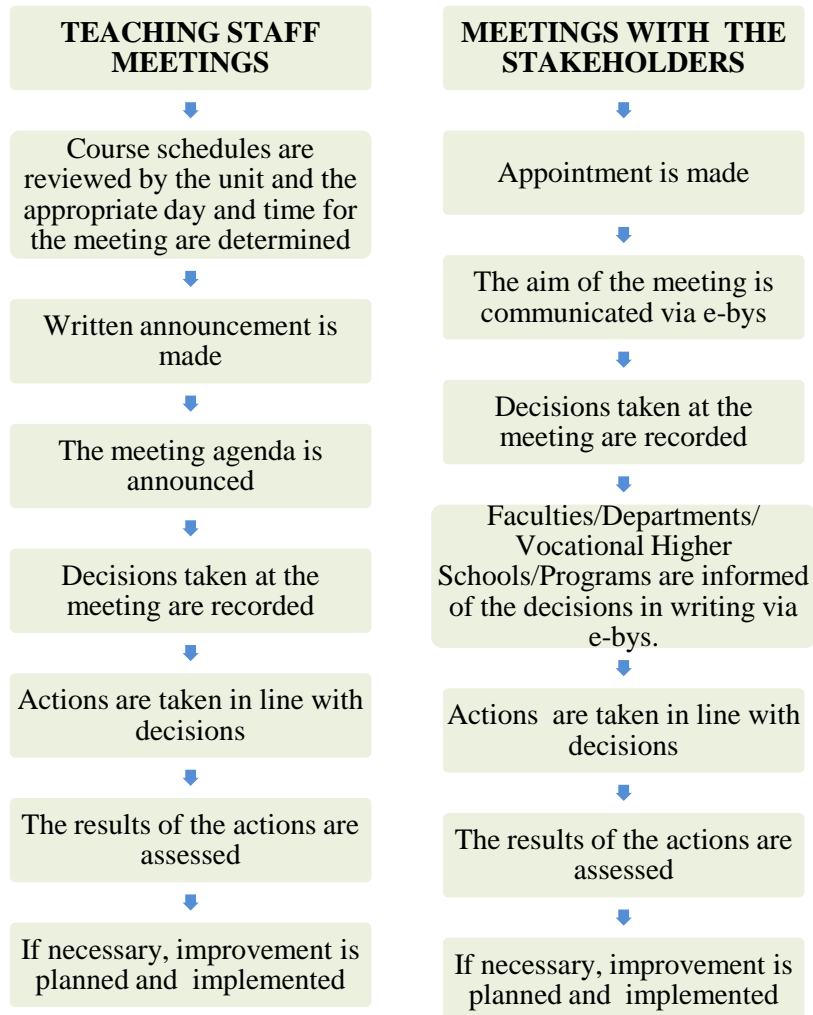
Class Cancellation



5.2.3.2. 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

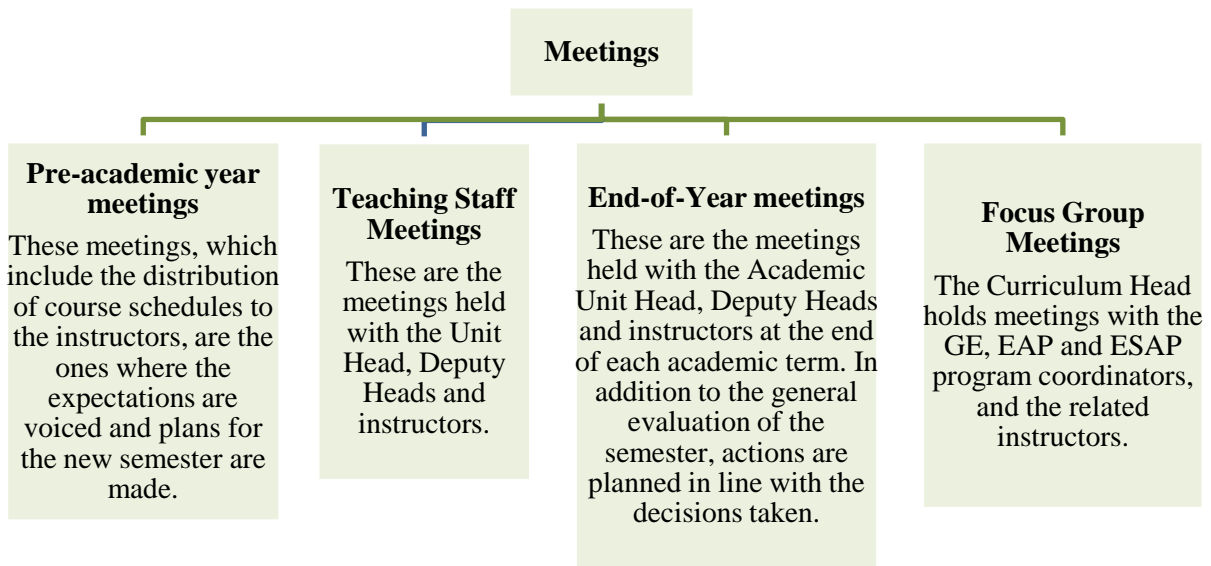
output obtained. By doing so, the Academic English Unit pursues continuous improvement in the direction of feedback received. (**Appendix 9**)



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:



5.2.3.3. 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.

5.2.4. Procedures Followed at the End of the Academic Year

5.2.4.1. Exam Evaluation and Grading

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

The Unit Head and Deputy
Heads
Educational Planner
Test Development Unit
Instructors

- After grading exam papers, they are immediately submitted to the Educational Planner.
- Student reports are filled with a ballpoint pen. Any changes made to the notes (with or without correction) must be accompanied by a signature. Correction fluid is not used.
- No grades are entered into the Administrative Information System (AIS) without the approval of the Educational Planner.
- Instructors who have students to take the make-up exam assign students with an 'E' letter grade during entry to the system. The process is not finalised at this stage.
- Instructors conduct a grade interview (on the day and hour reported to them) with the Academic Unit Head and Deputy Heads. Then, the process is finalised on AIS.
- Student reports are signed in 2 copies by the instructor and delivered to the Educational Planner.
- After the exam results are announced, students can appeal to their grades by following the necessary steps (**Appendix 10,11,12**)

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

The Unit Head and Deputy
Heads
Educational Planner
Test Development Unit
Instructors

- The list of students who will take the make-up exam is announced on the notice boards. Instructors check the lists and so are informed of the students to take the make-up exam.
- Final make-up exams are evaluated by the instructors.
- After the completion of the make-up exams, students' grades are entered into the AIS by the instructors as 'final registration'.
- Student reports are signed in 2 copies by the instructor and delivered to the Educational Planner.

Summer School Program

Planning	Implementing	Closing
<ul style="list-style-type: none"> •Procedures for the end of academic year are carried out at this stage for summer school. 	<ul style="list-style-type: none"> •Summer school is divided into two terms. Each term consists of 4 weeks of instruction. 	<ul style="list-style-type: none"> •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)

5.3 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.

5.3.1. 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.

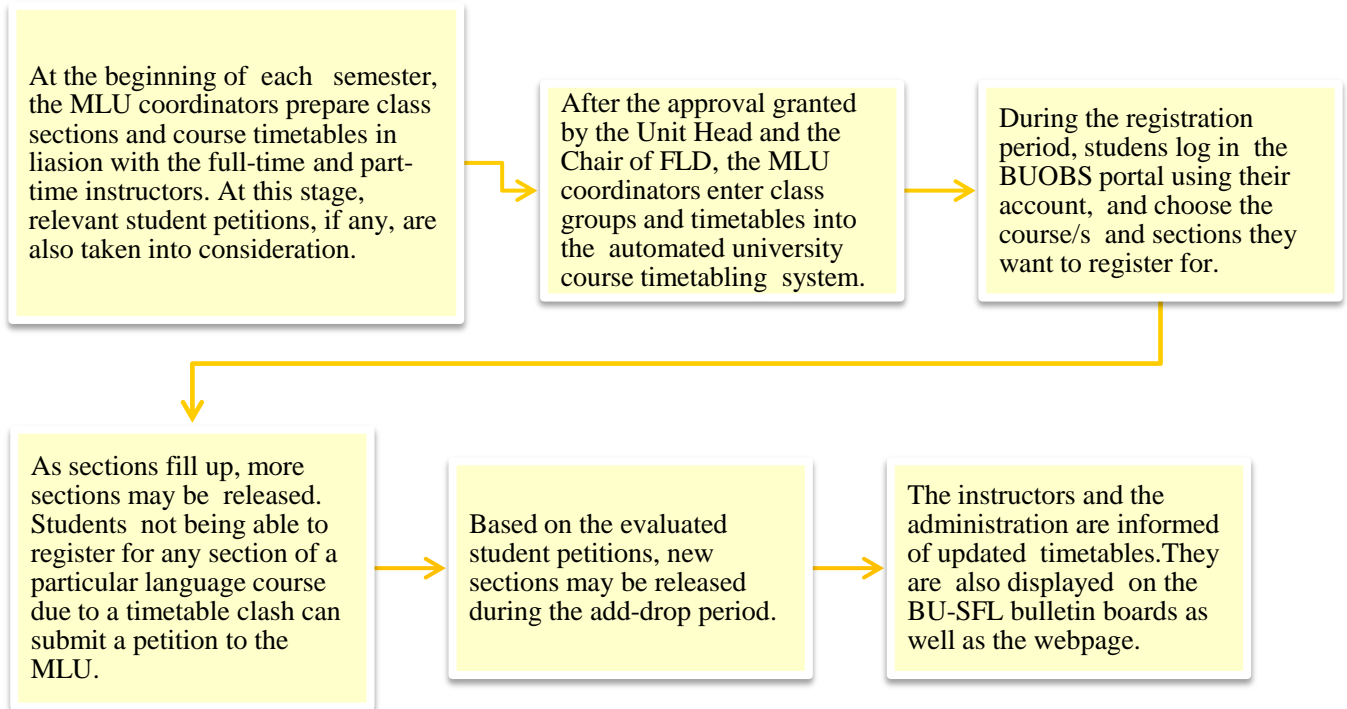
These courses are all taken for credit, but the Level 1 and Level 2 courses of each language program provide both credit and non-credit options. In addition to credit and non-credit electives, the Modern Languages Unit delivers compulsory Italian courses to State Conservatory students. Arabic and French 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.

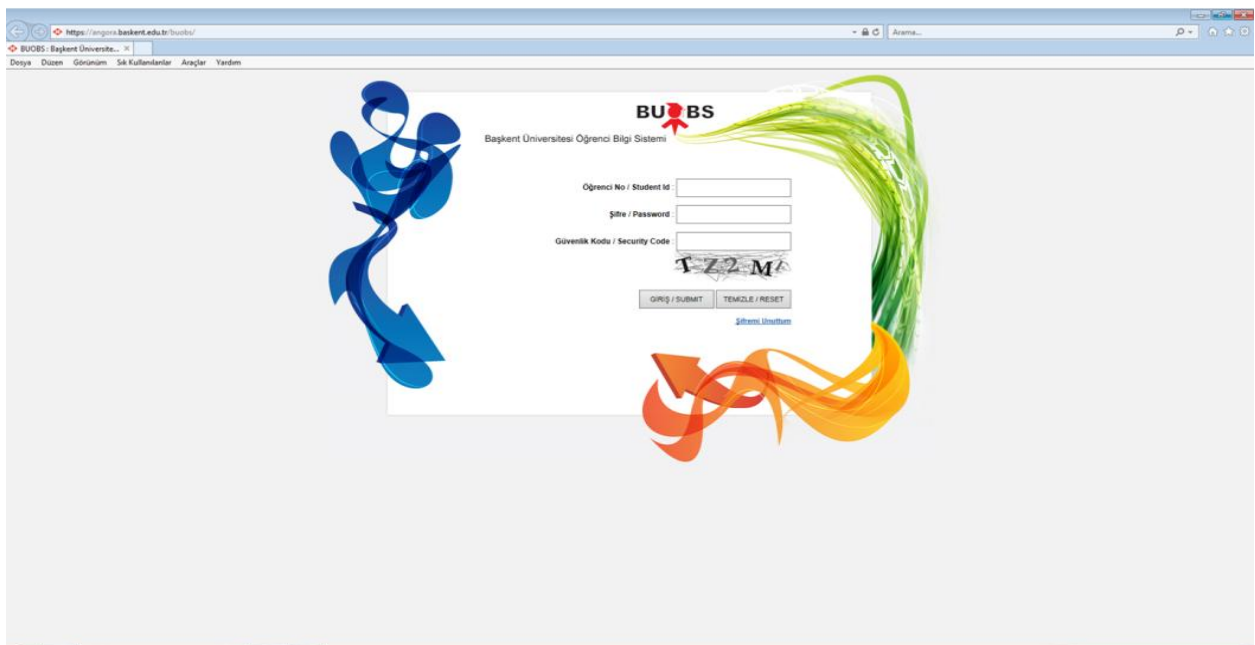
As for the learning outcomes of the curriculum, students who have successfully completed an 8-course-program are expected to achieve the A2 level as defined by the Common European Framework of Reference (CEFR). **(please see Appendix 15 for a sample syllabus)** Through engaging and challenging lessons, 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.

5.3.2. Coordination Procedure at the MLU

5.3.2.1. Procedure before the Program Implementation



STUDENT AFFAIRS INFORMATION SYSTEM (BUOBS)



5.3.2.2. 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.

6. BU-SFL POLICIES

6.1 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

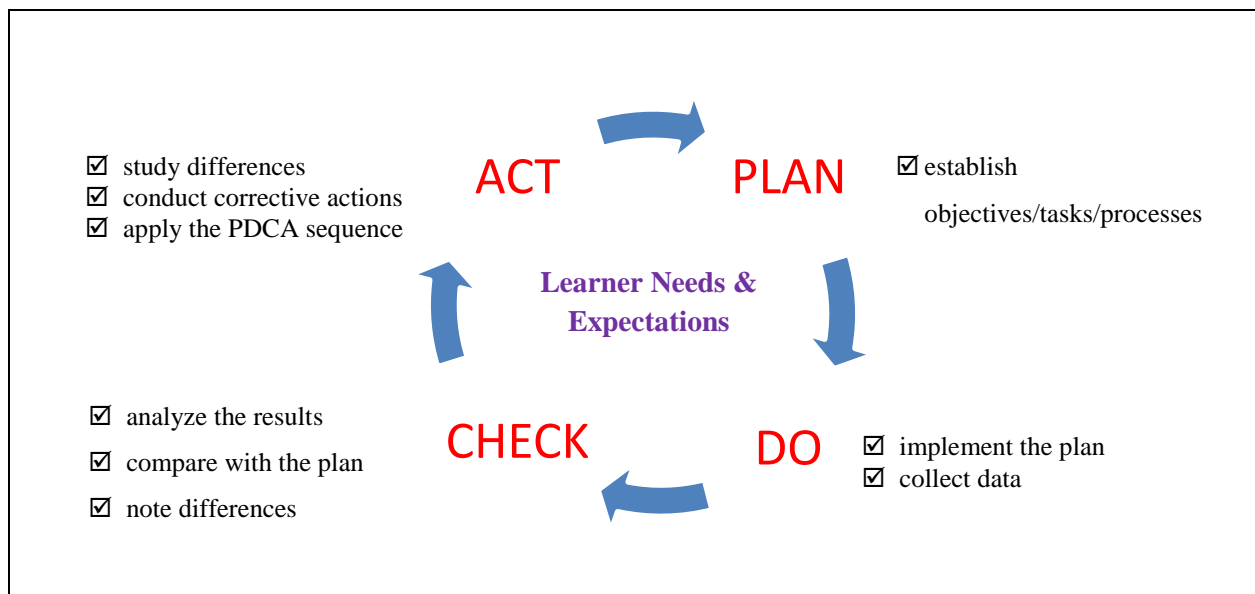
Based on the quality policy, BU-SFL's quality objectives are as follows:

- 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

6.1.1. 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

6.1.2. 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:

6.1.2.1 Quality Assurance Tools and Techniques

What Tool / Technique	Why	Who To carry out	When	Outcome
1. Student Satisfaction Questionnaire (online)	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
2. Staff Satisfaction Questionnaire (online)	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
3. Student Evaluation of the Instructor Questionnaire (online)	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
4. Student Needs Analysis Questionnaire (online)	<ul style="list-style-type: none"> To receive student views in order to identify their language needs, expectations, wants and interests To develop goals, objectives and content for a language program To use its data as a reference for evaluating an existing program 	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
5. Student Course / Program Evaluation Questionnaire (online)	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
6. Instructor Course /Program Evaluation Questionnaire (online)	<ul style="list-style-type: none"> To receive instructor views in order to identify student language needs, wants and interests To develop goals, objectives and content for a language program To use its data as a reference for evaluating an existing program 	CDU Members	End of Semester	Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board
7. Student Representatives Scheme	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	Every month	Meeting minutes documented and filed End of semester report submitted to the BU-SFL Board

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

13. Complaints and Suggestions Form (online)	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"> • BU-SFL Directorate directs the complaint/ suggestion to the related unit, • Any taken action is documented
---	--	--------------------	------------------------------	---

MEETINGS				
What	Why	Who To carry out	When	Outcome
1. Board Meetings	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"> • Minutes documented and filed • Assignments given to the unit heads • Review of the previous week
2. Opening Ceremony of the Academic Year	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
3. Meetings with the University Faculty Members	<ul style="list-style-type: none"> • Getting field specific resources to prepare language teaching materials • To share ideas about students' progress, and emerging language needs 	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
4. Standardization Meetings	To ensure accurate and consistent marking	TDU members and teaching staff	After each exam	Minutes documented and filed Preventive and corrective action taken

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

6.2 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.

6.2.1. BU-SFL Professional Development Programs

6.2.1.1. 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**).

6.2.1.2. 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.

6.2.1.3. 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.

6.2.1.4. 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.

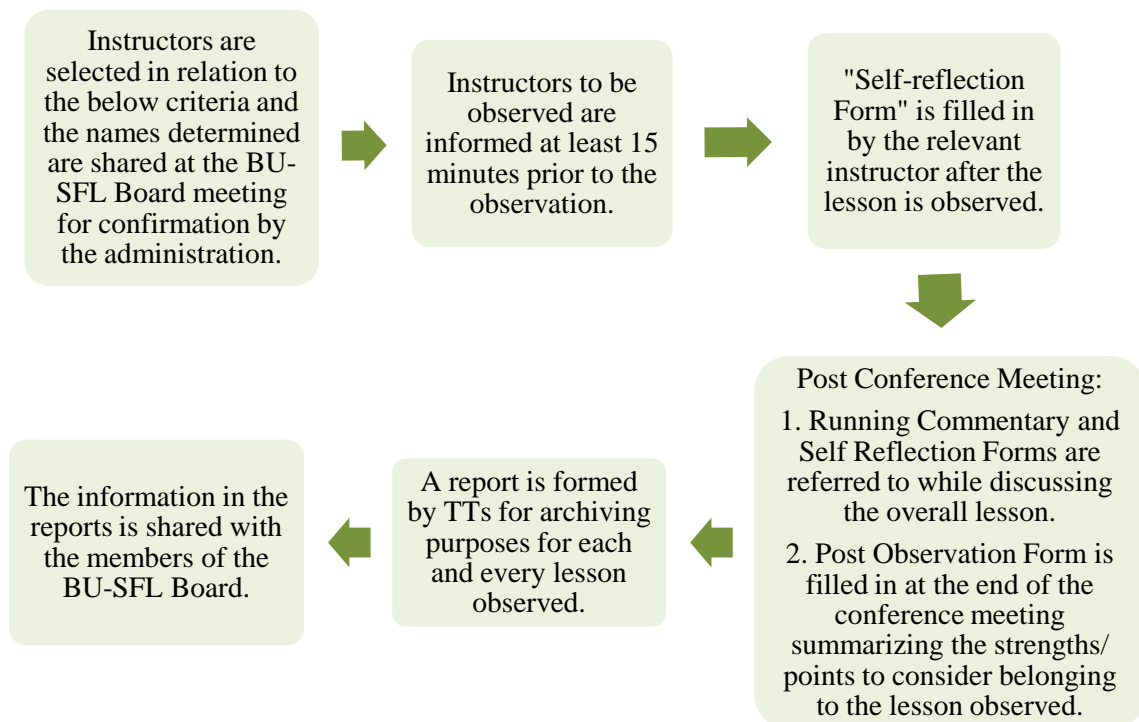
TT observation procedure is as follows:

- 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.

6.2.1.4.1. Procedure for Unannounced TT Observations



6.2.1.4.2 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

6.2.1.5 End-of-Year 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 Yildirim 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.

6.2.1.6. 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

6.2.1.7. 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.

6.3. 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 Başkent University Academic Performance Data Collection Tool (ABTA). Particularly the data of the first two sources are closely monitored as part of TTDU practices.

6.3.1. 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**)

6.3.2. 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 Başkent 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 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 for details).

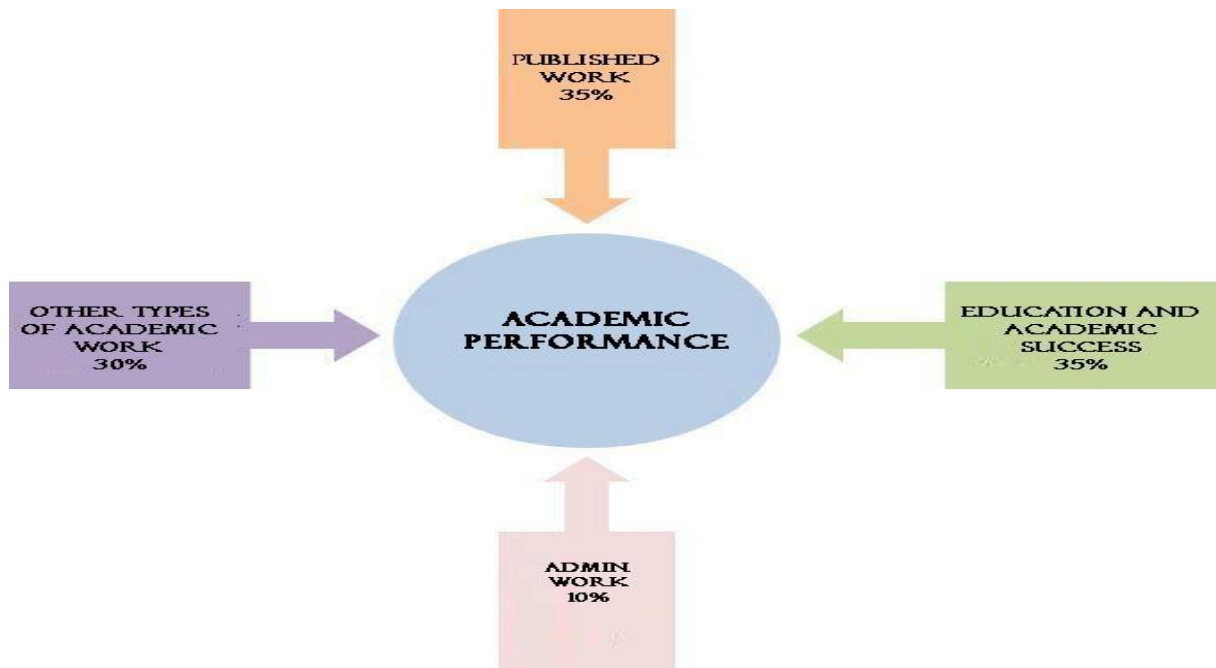
6.3.3. BU Academic Performance Data Collection Tool (ABTA)

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

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

Performance Score	Level of Performance
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

6.4. BU-SFL RECRUITMENT POLICY

6.4.1. 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.

6.4.1.2. 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.

6.4.1.3. 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.

6.4.1.4. 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.

6.4.2. Support Staff

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

6.4.3. 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.

6.5. BU-SFL COMPLAINTS POLICY

6.5.1. 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

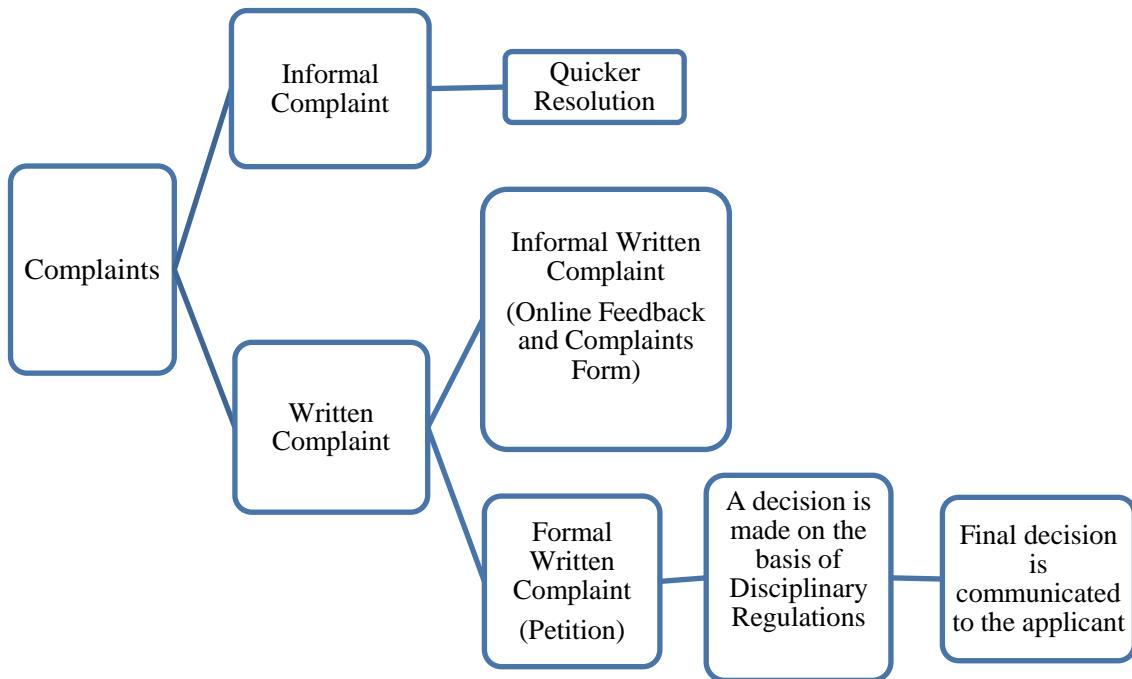
and

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:



6.5.2. 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 for details)



BAŞKENT ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU

**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>

6.6. 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.

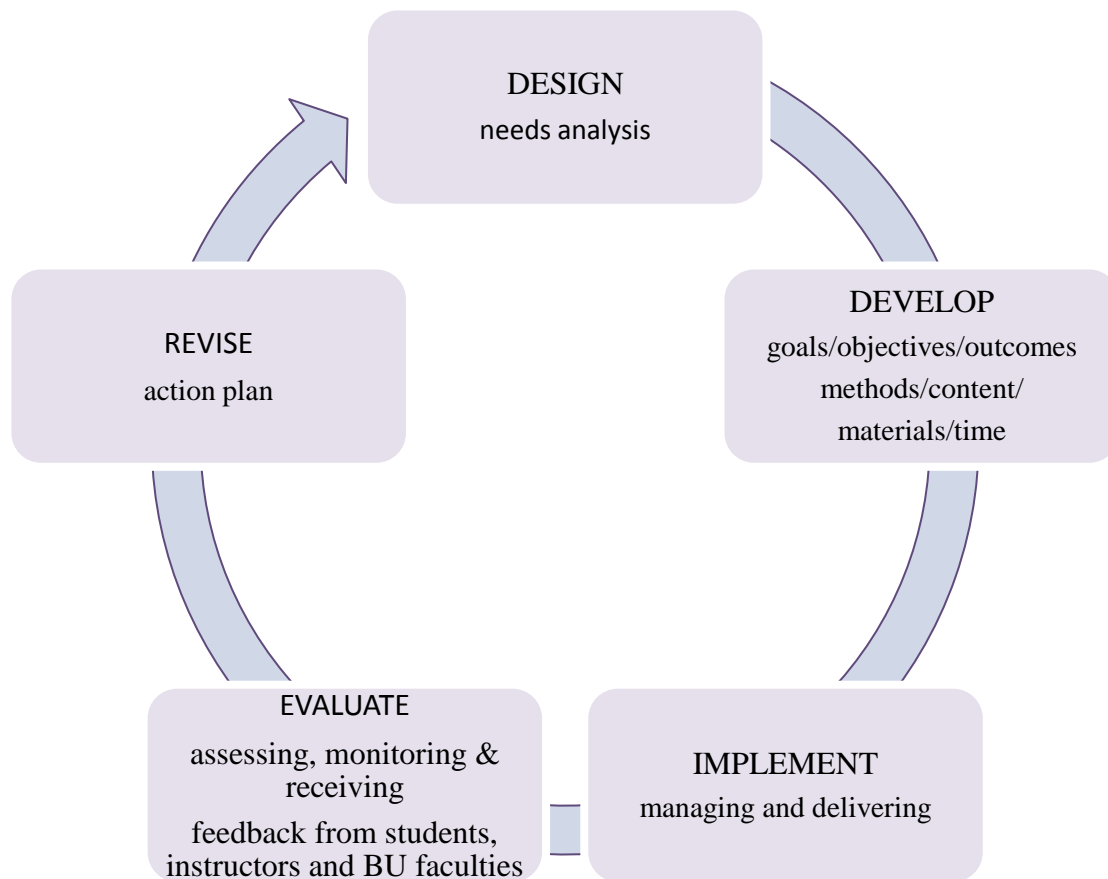
6.7 BU-SFL CURRICULUM POLICY

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 Başkent 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

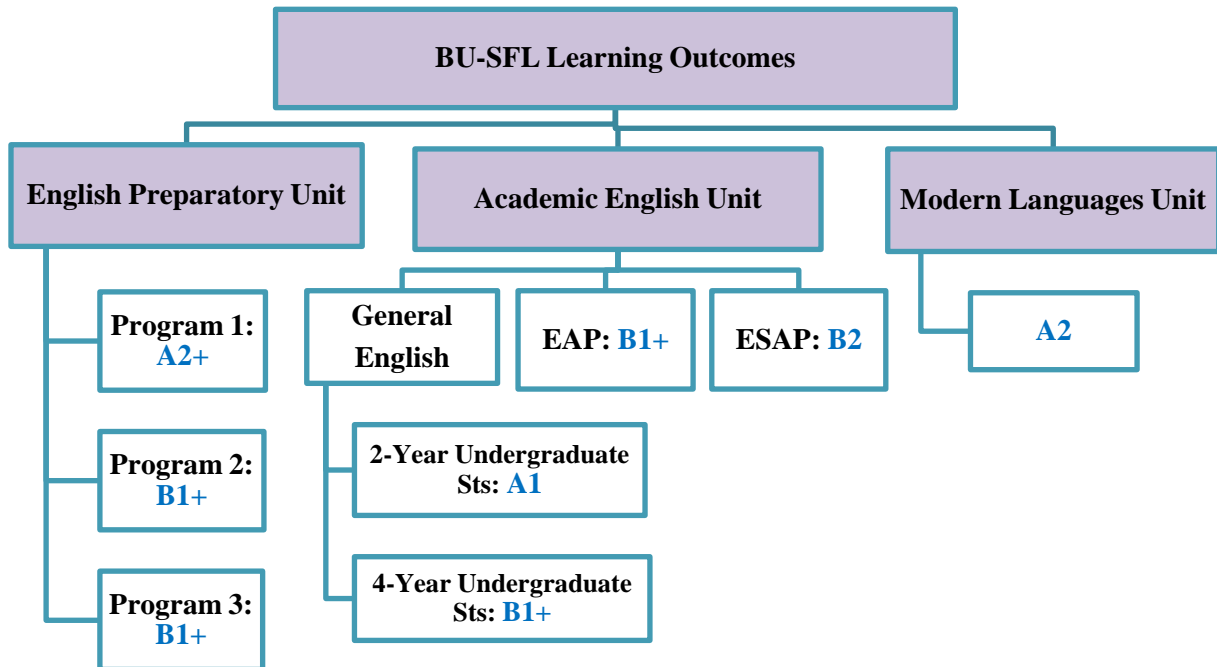
6.7.1. Teaching and Learning Materials

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.

6.7.2. 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:



6.8. 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 and proficiency exams.

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.

6.8.1. 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 as soft copies for further reference and appeals by the TDU.

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 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**)

6.8.2. 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 Baskent 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.

STUDENT SEMESTER IN A SEMESTER	
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' EVALUATION GRADE	5
ONLINE STUDY	5
TOTAL	200 POINTS
CONVERTED TOTAL	200/2=100 POINTS

Example: Deniz and Ali have the following scores:

	DENİZ	ALİ
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 EVALUATION GRADE	5	5
ONLINE STUDY	5	5
TOTAL	142	120
CONVERTED TOTAL	142/2=71POINTS	120/2=60 POINTS

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.

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

Example:

Ayşe has the following scores:

PT1	35
PT2	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
TOTAL	166 POINTS
CONVERTED TOTAL	166/2=83 POINTS

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:

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

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.

6.8.3. 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

1ST YEAR EAP COURSES				
ENG 143-144 ENG 199/180 (=ENG143)	Midterm: %40	Final: %50	Presentation: %5 Teacher's Evaluation: %5	EXEMPTION EXAM
1ST YEAR General English COURSES				
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
2ND YEAR General English COURSES				
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
2ND YEAR ESAP COURSES				
CENG 243-244, HENG 243-244, FENG 243-244, LENG 243-244, SENG 243-244, TENG 243-244, YDL 243-244, MENG 243-244	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
3RD YEAR COURSES				
ENG 300/330 (ESAP)	Midterm 1 (Reading): %25	Midterm 2 (Listening): %25 Midterm 3 (Speaking): %25	Final (Writing): %25	NO EXEMPTION EXAM
ENG 310 (not opened this academic year) (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. ENG 331-332, ENG 351-352, ENG 323-324, ENG 383-384	Midterm: %40	Final: %50	Teacher's Evaluation: %10	EXEMPTION EXAM
4TH YEAR COURSES				
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 ENG 431-432 ENG 413-414 ENG 423-424 ENG 461 ENG 463	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).

6.8.4. 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

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

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.

6.8.5. Exam Planning and Preparation

6.8.5.1. 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.

6.8.5.2. 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.

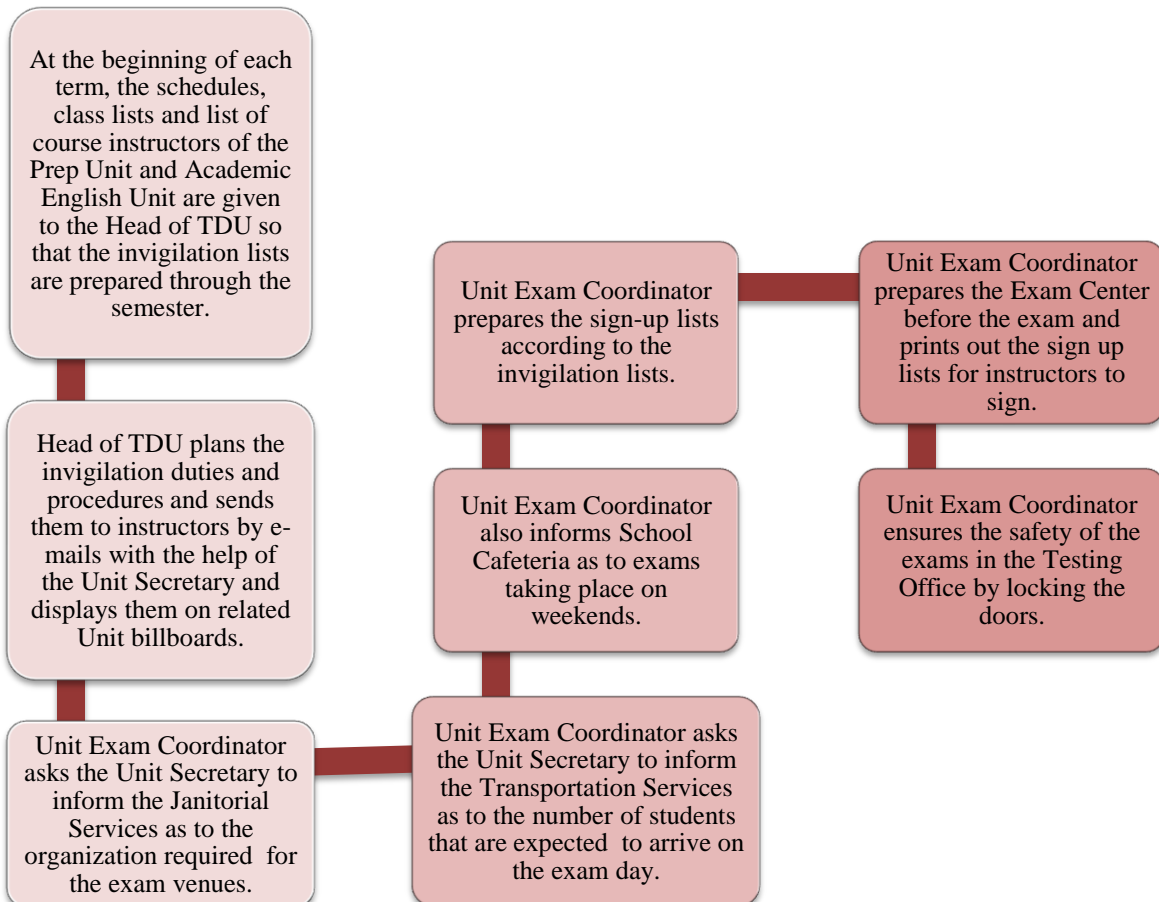
The Second Draft of the exam is proofread to check whether the necessary alterations have been made.

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.

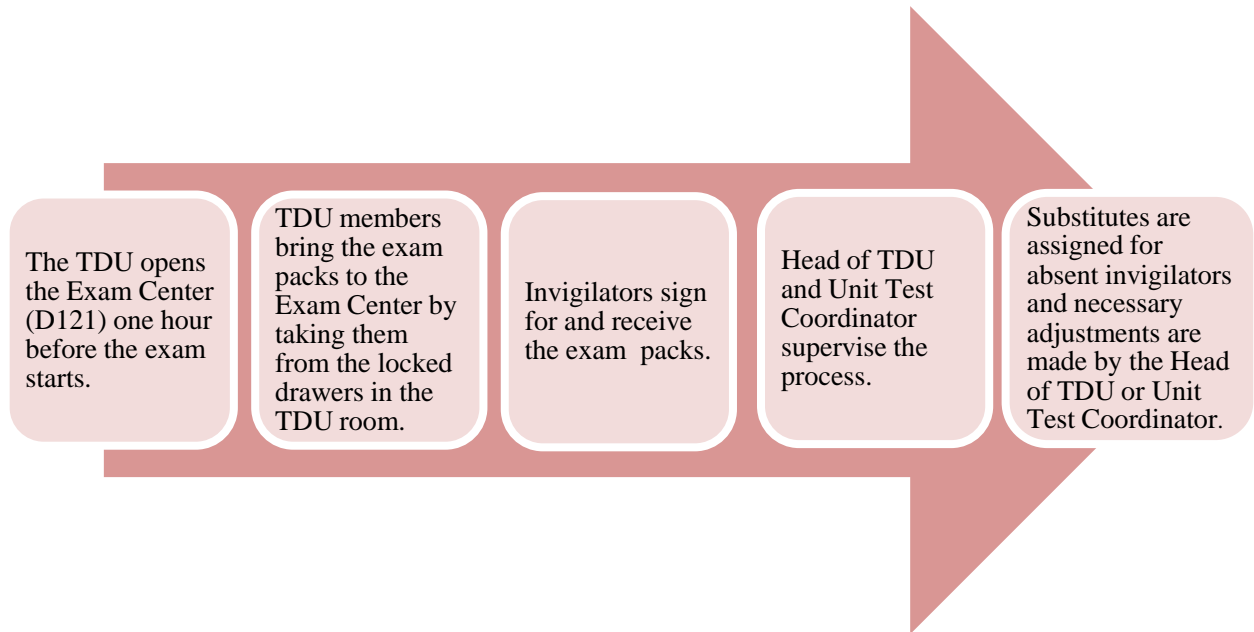
The Final Draft must be sealed with the TDU seal by the Head of TDU before duplication.

6.8.6. Coordinating and Organizing the Exam

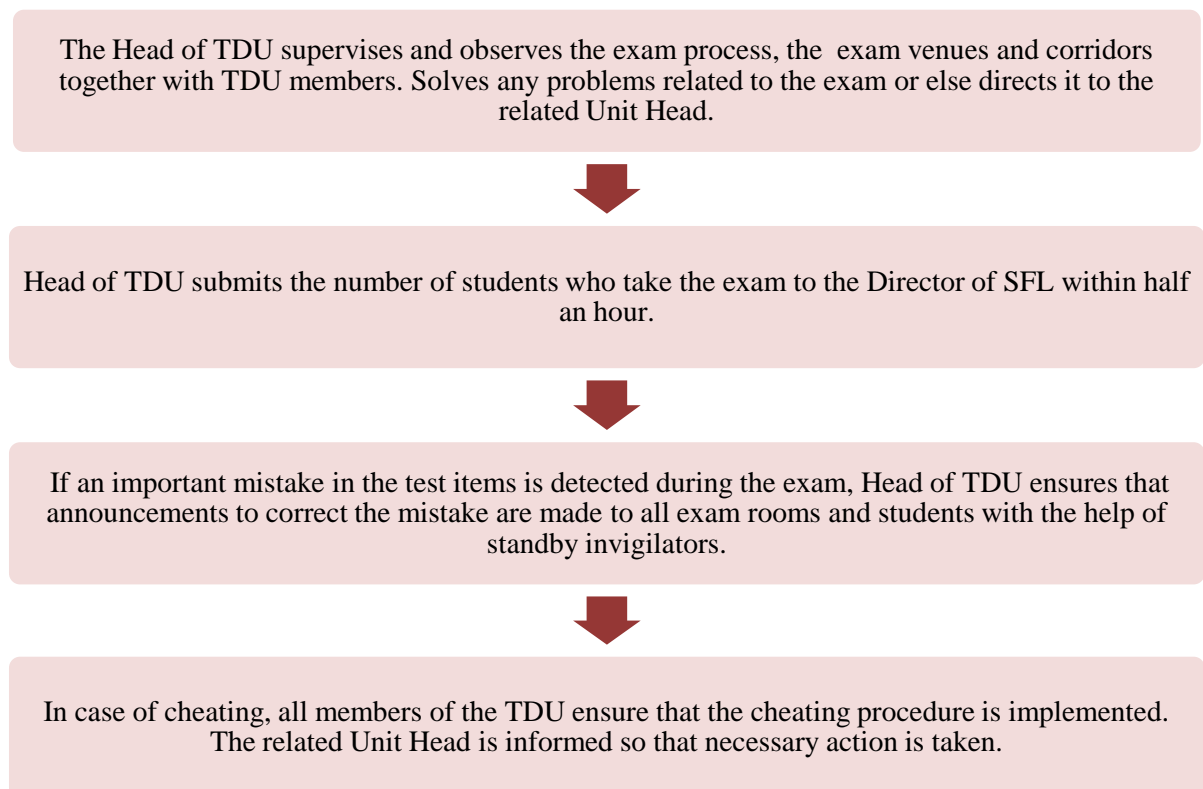


6.8.7. Exam Administration Process

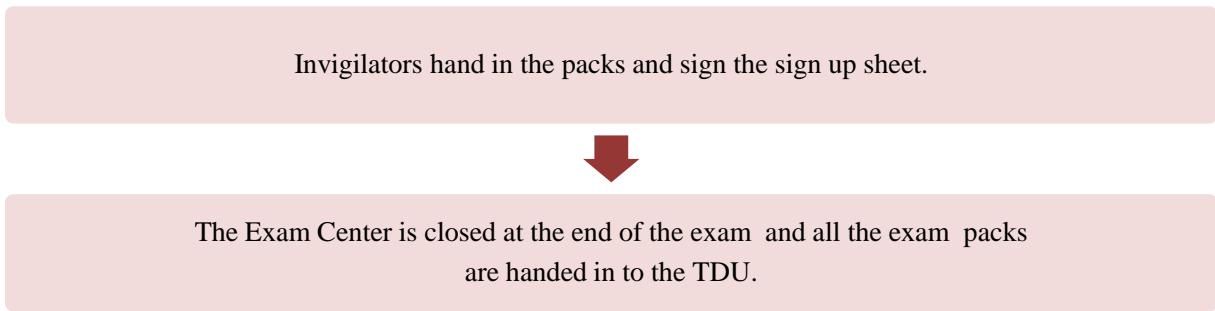
6.8.7.1. One hour before the exam



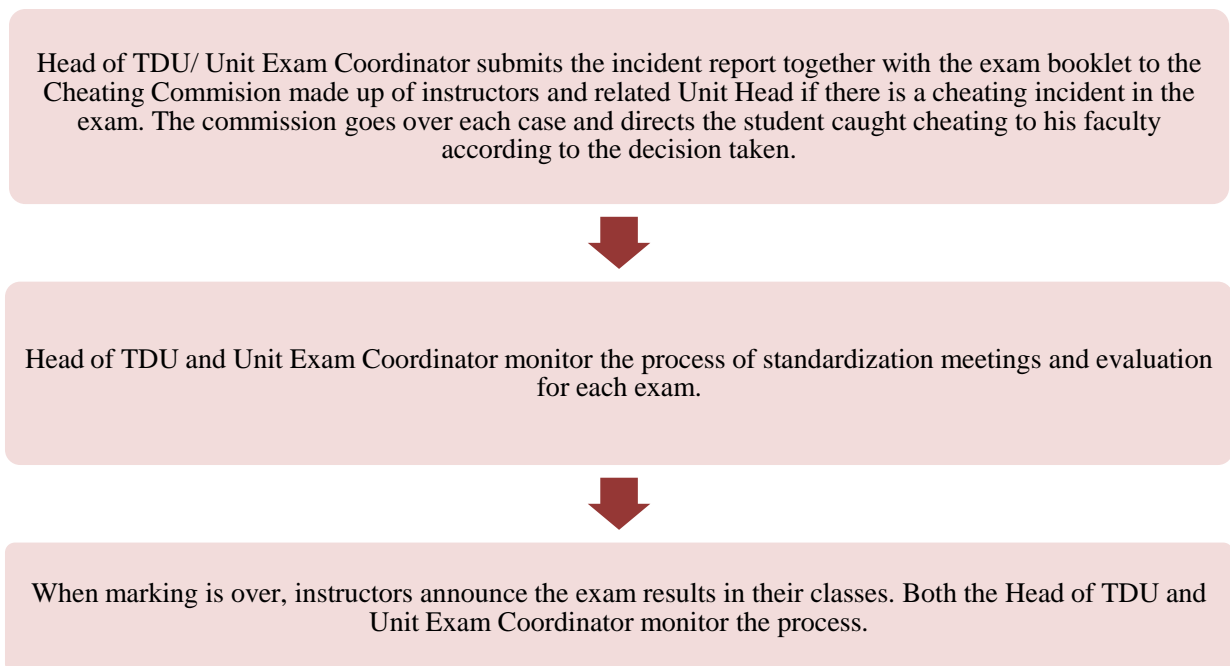
6.8.7.2. During the Exam



6.8.7.3. End of the Exam



6.8.7.4. After the exam



In all Placement and Proficiency Exams, Head of TDU/ Unit Exam Coordinator ensures that the results are announced on the BUOBS portal, or by the Student Affairs and Faculties/Institutes once they are approved by all the stakeholders (TDU, Head of Prep Unit, Head of SFL, Director of SFL and finally the Rectorate).



Once the exam results are announced, the process of appeals start. The appeals are re-evaluated and if necessary, alterations are made by the TDU members. The Appeals Form is filled in for each appeal regardless of whether there is an alteration on the score or not. This form is signed and approved by the Head of TDU and Unit Exam Coordinator.



Head of TDU checks and submits the payment lists to the Director of SFL. These approved lists are sent to the Accounting Unit of BU before the 20th of every month by the Unit Secretary.

6.8.8. Reliability

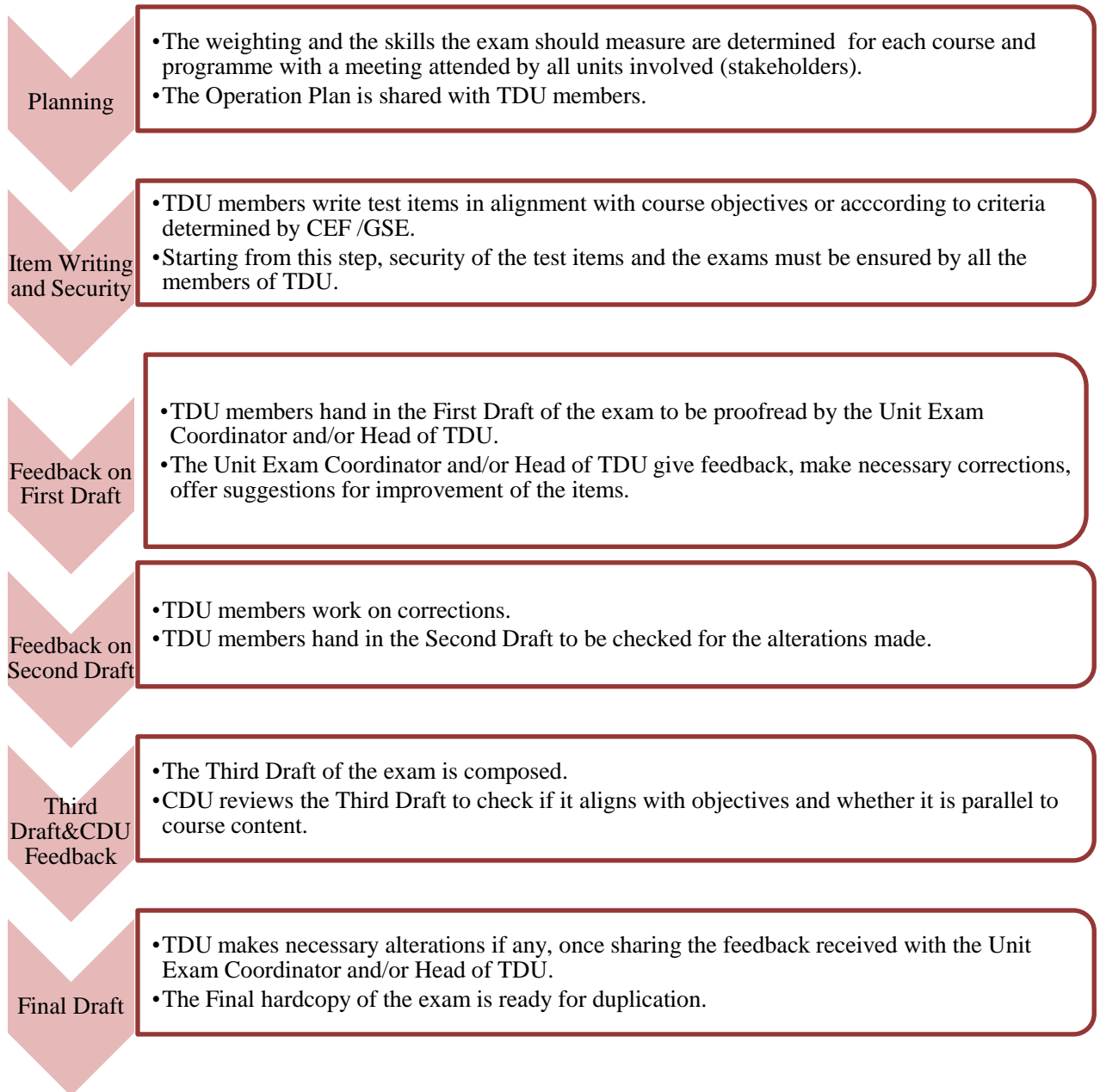
Tests at the BU-SFL determine whether students pass or fail or whether they are eligible to pass to their departments once displaying their language proficiency. Since such important decisions are taken as a result of the exams administered, it is very important for the instruments to be reliable. Therefore, 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.)

6.8.9. Validity

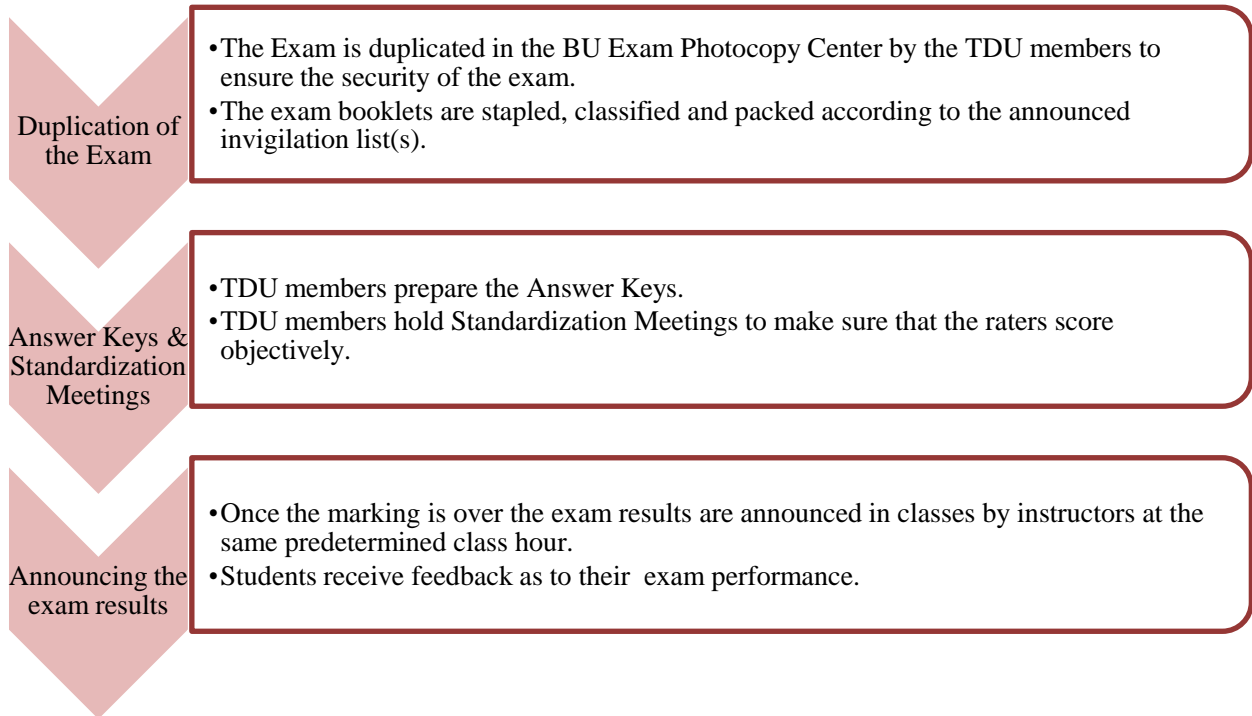
If an exam measures what it aims to measure then it is considered to be valid. In order to achieve validity, progress tests at the BU-SFL are in alignment with course objectives. This is achieved by constructing the exams parallel to the objectives of the course and by using a table of specifications. 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)

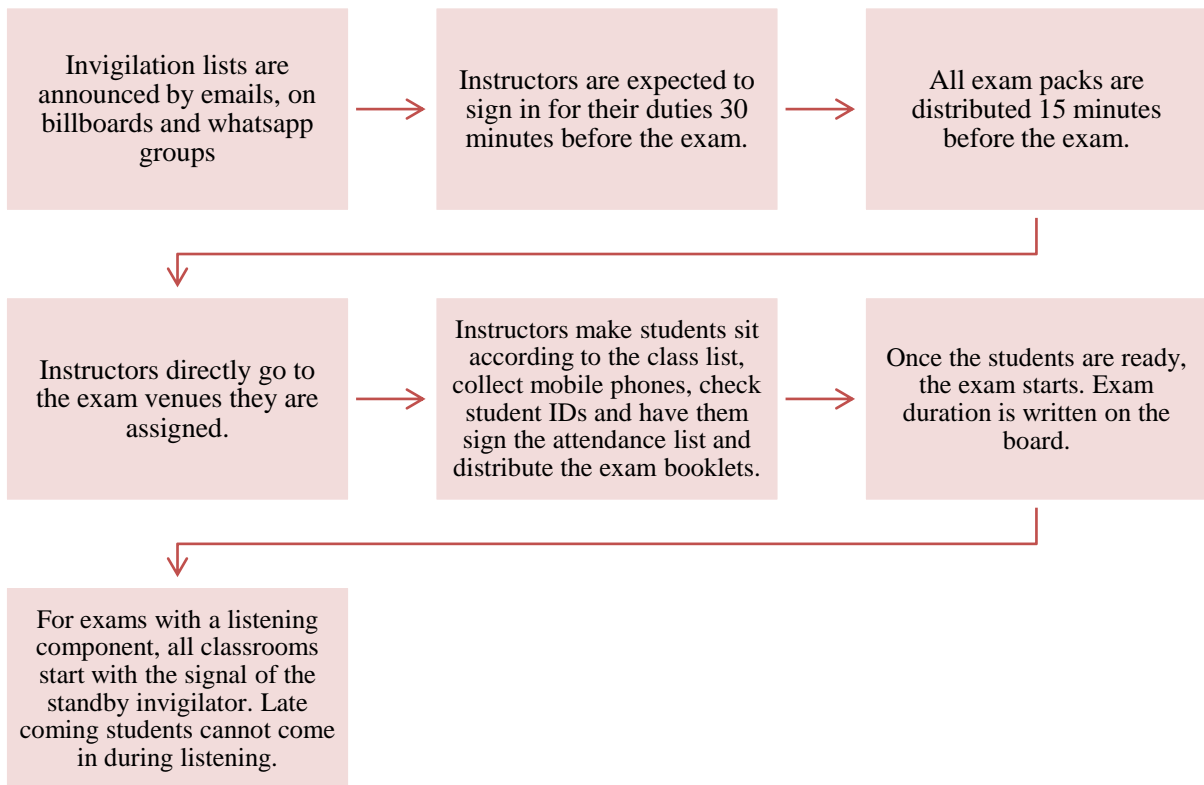


The internal verification of the exams constructed in the Prep Unit and Academic English Unit follow all the stages above while the Modern Languages Unit, which has a limited number of instructors in every language, also conforms to standards of the TDU in terms of content and format. Exams constructed 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.

6.9. BU-SFL INVIGILATION POLICY

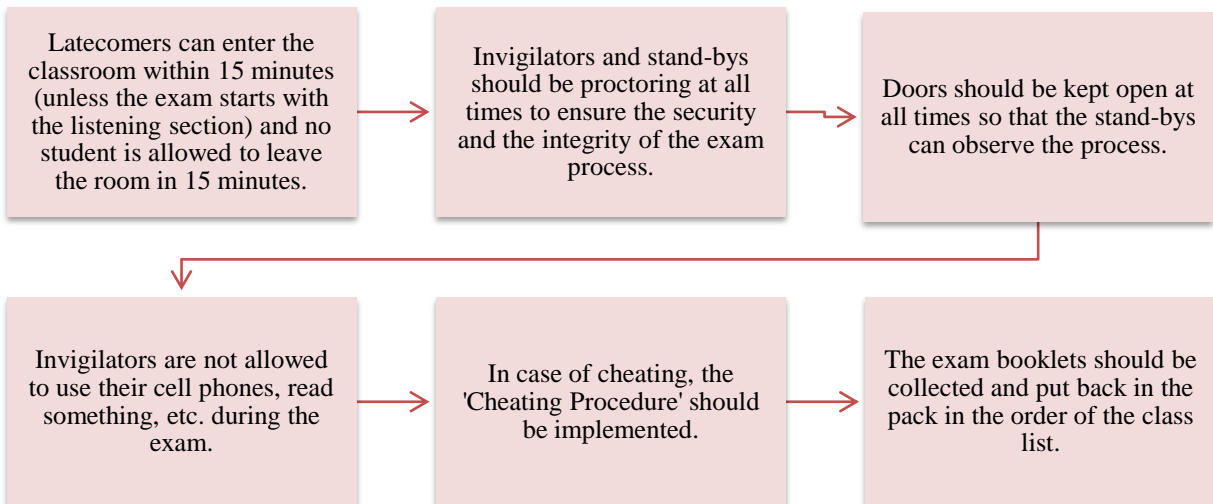
The base motive underlying the invigilation policy at BUSFL is to administer exams not only in an environment which fosters the security of the exam, but also a fair atmosphere for each student taking the exam by setting standards for every exam. To control the homogeneity of each exam venue in as much 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.

6.9.1. Invigilation Procedure Prior to the Exam



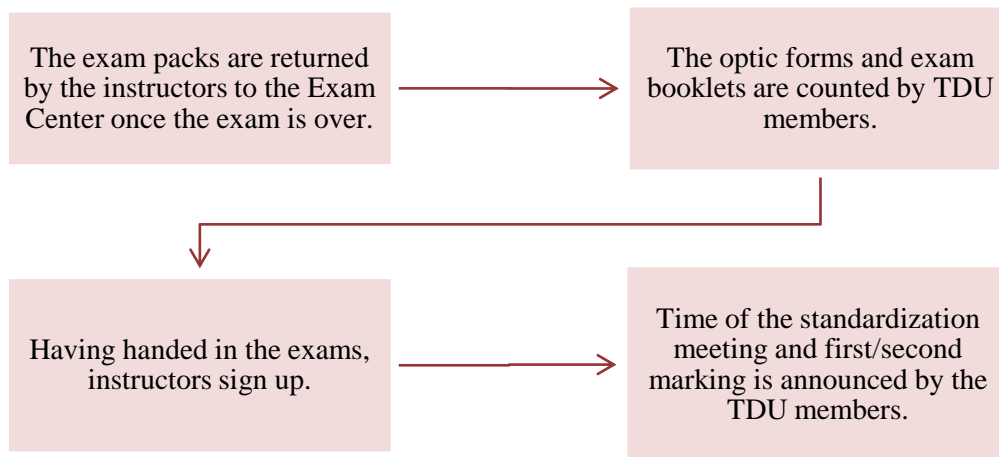
*See **Appendix 21** for Sample Invigilation List

6.9.2. Invigilation Procedure During the Exam



(Appendix 22)

6.9.3. Invigilation Procedure After the Exam

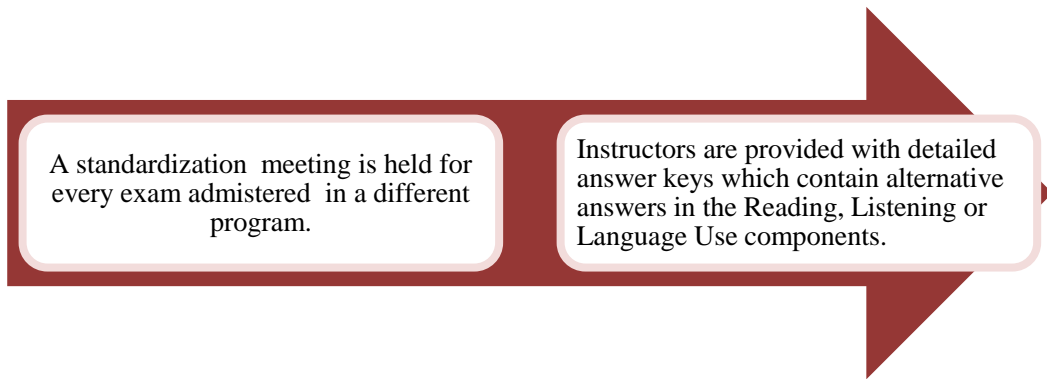


6.10. BU-SFL GRADING POLICY

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.

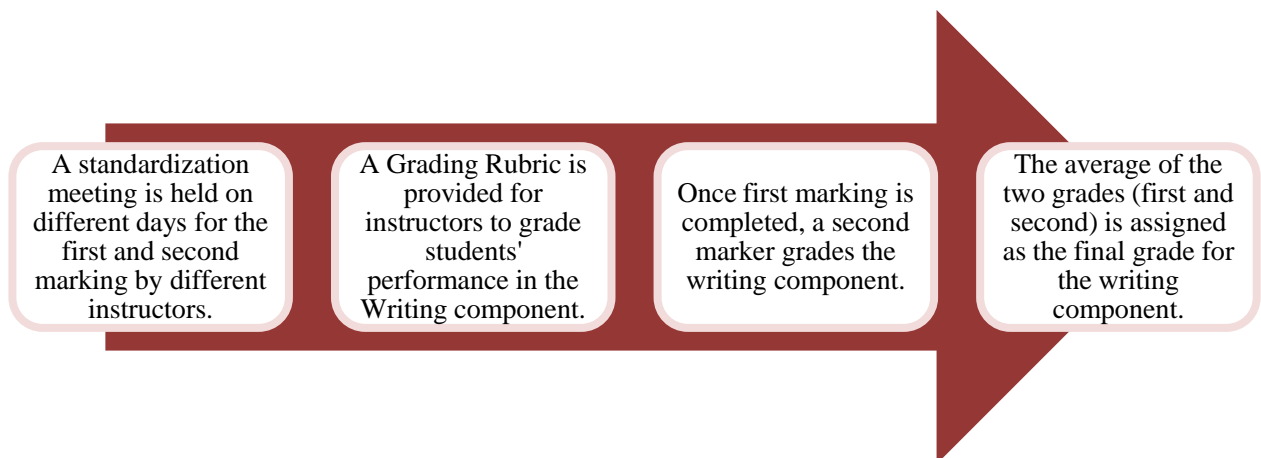
6.10.1. Grading Reading, Listening and Language Use Components of Exams



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

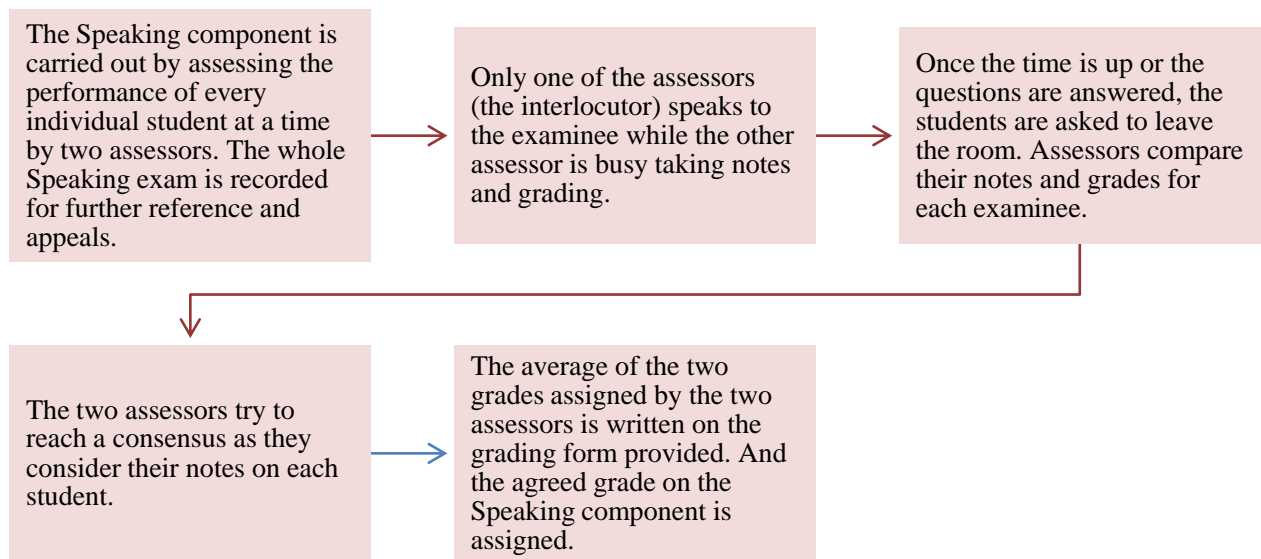
In the Academic English Unit, the reading component of the exams is mainly constructed by forming short-answer comprehension questions, vocabulary guessing questions and reference questions. Since the answers of the comprehensions are open-ended, grading requires a fair marking procedure. In order to 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.

6.10.2. Grading Writing Component of Exams



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

6.10.3. 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.

6.11. 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.

7. APPENDICES

APPENDIX 1 THE EPU PROGRAM 1

English Preparatory Program:

A Sample Course Curriculum File for English Prep Unit Program 1

Fall 2019-2020

Course	ENG 100 (Program 1)
Hours	24 hours a week
Level	A2+
Prerequisites and/or Co-requisites	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 (2nd Ed). Pearson Education Limited.

Eales, F. & Oakes, S. (2017). Speakout Elementary (2nd Ed). Pearson Education Limited.

Clare, A. & Wilson, JJ. (2017). Speakout Pre-intermediate(2nd Ed).. Pearson Education Limited.

-Student's Workbook:

Eales, F. & Harrison, L. & Oakes, S. (2015). Speakout Elementary(2nd Ed). Pearson Education Limited.

Clare, A. & Williams, D. & Wilson, JJ. (2015). Speakout Pre-intermediate(2nd Ed). Pearson Education Limited.

-Skills book:

Beaumont, J. & Yancey, A.J. (2015). North Star Reading and Writing 1(3rd 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																		√

	NORTHSTAR							
	1							
	LANGUAGE USE							
Prep Program Grammar &Function Objectives	UNITS							
	1	2	3	4	5	6	7	8
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								
	1	2	3	4	5	6	7	8
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>SPEAKOUT STARTER FLEXI</i>					<i>SPEAKOUT ELEMENTARY</i>											
	READING					READING											
Prep program Reading Objectives	UNITS					UNITS											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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>SPEAKOUT STARTER FLEXI</i>					<i>SPEAKOUT ELEMENTARY</i>											
	LISTENING					LISTENING											
Prep program Listening Objectives	UNITS					UNITS											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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>SPEAKOUT STARTER FLEXI</i>					<i>SPEAKOUT ELEMENTARY</i>											
	SPEAKING					SPEAKING											
Prep program Speaking Objectives	UNITS					UNITS											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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						√											
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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																	
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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.												√			√		
	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
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																	

	<i>NORTH STAR 1</i>							
	READING							
Prep program Reading Objectives	UNITS							
	1	2	3	4	5	6	7	8
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>NORTH STAR 1</i>							
	SPEAKING							
Prep program Speaking Objectives	UNITS							
	1	2	3	4	5	6	7	8
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>NORTH STAR 1</i>							
	WRITING							
Prep program Writing Objectives	UNITS							
	1	2	3	4	5	6	7	8
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**Substitution Tracking Form**

BASKENT UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
ENGLISH PREPARATORY UNIT



BAŞKENT ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU
İNGİLİZCE HAZIRLIK BİRİMİ

...../..... Academic Year Term Substitution Form

Number	Date	Time	Class Hour	Class Code	Instructor's Name	Substituted By
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

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.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

APPENDIX 4 Programs and courses offered

PROGRAMS	COURSES	COURSE DESCRIPTION	FACULTY/ DEPARTMENTS	LEARNING OUTCOME
GENERAL ENGLISH	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+

GENERAL ENGLISH	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

ENGLISH FOR ACADEMIC PURPOSES	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	Upper-intermediate level English for Specific Purposes course which caters to the needs of first 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	B1+

ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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

ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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

ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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

ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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

ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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.		
ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES	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**

	MON	TUE	WED	THU	FRI
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					

APPENDIX 6 INSTRUCTOR TIME TABLE

ACADEMIC ENGLISH TEACHING TIMETABLE
GROUP
2019-2020 FALL SEMESTER

	MON	TUE	WED	THU	FRI
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					

APPENDIX 7 Instructor Absenteeism Tracking Form

ÖĞRETİM GÖREVLİSİ DEVAMSIZLIK TAKİP FORMU

[illegible]

APPENDIX 8 Instructor Time-off Request Form

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

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**

TOPLANTI TUTANAĞI	
Birim	
Tarih	
Gündem	
Alınan Kararlar	
Katılımcılar	

APPENDIX 10 Exam Results Appeal Form**BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
AKADEMİK İNGİLİZCE BİRİMİ**

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

DEĞERLENDİRME SONUCU (Komisyon tarafından doldurulacaktır)		
<p>Yukarıda bilgileri belirtilen öğrencinin yaptığı itiraz üzerine, sınav kâğıdı <input type="checkbox"/> / cevap kâğıdı <input type="checkbox"/> / ses kaydı <input type="checkbox"/></p> <p>Komisyonumuzca yeniden incelenmiş/değerlendirilmiş ve itiraz konusu notunun:</p>		
<p>Puanı değişmemiştir. <input style="width: 40px; height: 20px;" type="text"/></p>		
<p>Puanında değişiklik olmuştur: <input style="width: 40px; height: 20px;" type="text"/></p>	<p>Önceki puanı: <input style="width: 40px; height: 20px;" type="text"/></p>	<p>Düzeltilmiş puanı: <input style="width: 40px; height: 20px;" type="text"/></p>
<p>Öğretim Elemanı Adı – Soyadı</p>	<p>Öğretim Elemanı Adı – Soyadı</p>	<p>Öğretim Elemanı Adı – Soyadı</p>
<p>İmza</p>	<p>İmza</p>	<p>İmza</p>
<p>İnceleme / Değerlendirme tarihi: / /</p>		

APPENDIX 11 Grade Correction Form

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

(continues on next page)

DERS SORUMLUSU**BÖLÜM BAŞKANI**

Adı Soyadı :

Adı Soyadı :

İmza :

İmza :

**ONAY
DEKAN/MÜDÜR**

--

.... / / 20...

*Not: Dekan/Müdür imzası üzerine Fakülte/MYO//Enstirü mührü basılması gereklidir.***Açıklama :**

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.

FORM NO.. BÜ-E/Oİ/FRM/004 Rev. Tar. 02.01.2013 Uyg. Tar. 22.03.2001

**APPENDIX 12 Exam Results Evaluation Form****BAŞKENT ÜNİVERSİTESİ**

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.

	Adı Soyadı	Güz (25 Haz.-20 Tem.)	Bahar (30 Temmuz – 03 Eylül)	İmza	Açıklama (varsa)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

APPENDIX 14
ELECTIVE AND COMPULSORY COURSES

COURSE NAME	LEVEL		COURSE NAME	LEVEL
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
COURSE NAME	LEVEL		COURSE NAME	LEVEL
ALM 111 German I	Level 1		CIN 111 Chinese I	Level 1
ALM 119 German I	Level 1		CIN 119 Chinese I	Level 1
ALM 112 German II	Level 2		CIN 112 Chinese II	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	Level 1		AZE 119 Azerbaijani I	Level 1
ARB 112 Arabic II	Level 2		AZE 112 Azerbaijani II	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	Level 1		RUS 119 Russian I	Level 1
FRA 112 French II	Level 2		RUS 112 Russian II	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	Level 1		ITA 119 Italian I	Level 1
ESP 112 Spanish II	Level 2		ITA 112 Italian II	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 öğrenciye 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 iletişimdir 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 sınava 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"> • Program 1 (ENG 100) • Program 2 (ENG 101) • Program 3 	<ul style="list-style-type: none"> • <i>Speakout Flexi Starter, Elementary, Pre-int, and Intermediate</i> (CB+WB+SM) • <i>Northstar Reading and Writing 1, 2, 3</i> • My English lab (self-study)
ACADEMIC ENGLISH UNIT (AEU)	
General English Program (GE)	Materials
ENGE 101 / 102: Foreign Language 1 / 2	<ul style="list-style-type: none"> • <i>Speakout Flexi Starter</i> (CB+WB+SM)
ENG 125 / 126: Basic English I / Basic English II	<ul style="list-style-type: none"> • <i>New Headway 4th Edition Beginner</i> (CB+WB+SM)
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"> • <i>New Headway 4th Edition Elementary</i> (CB+W+SM)
ENG 367 / 368: Basic English V / Basic English VI	<ul style="list-style-type: none"> • <i>New Headway 4th Edition Pre-intermediate</i> (CB+WB+SM)
ENG 425 / 426: Basic English VII / Basic English VIII	<ul style="list-style-type: none"> • <i>New Headway 4th Edition intermediate</i> (CB+WB+SM)
English for Academic Purposes Program (EAP)	Materials
ENG 102 / 143 / 144: Academic English I / Academic English II ENGE 103 / 104: English for Academic Purposes I / English for Academic Purposes II ENG 180, ENG 199: Advanced English I	<ul style="list-style-type: none"> • <i>Oxford EAP B1+SM</i>
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</i> , Garnet Pb. + SM
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</i> , Garnet Pb. + SM
CENG 243 / 244: English for Academic and Specific	Compiled Reading Booklet & Writing

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

Spanish: ESP 111/112/113	Español Lengua Viva 1
Spanish : ESP 114/115/116	Español Lengua Viva 2
Spanish :ESP 117/118	Español Lengua Viva 3
French: FRA 111/112/113/114/115/116/117/118/119/219	Édito, Méthode de français Grammaire essentielle du français
Arabic: ARB 111/112/113/114/115/116/117/118/119/219	Arapça I, Açık öğretim Fakültesi, Yazar: Prof.Dr. Rahmi ER, Doç. Dr. Derya Adalar Subaşı
Chinese:	Pratik Çince-I Prof. Dr. Bülent Okay
Azerbaijani: AZE 111/112/113/114/115/116/117/118/119/219	<i>Azərbaycn 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:

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

Any concerns about the pacing:

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

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

NAME	SIGNATURE

<ul style="list-style-type: none"> appropriateness of the difficulty level of the tasks for the particular student profile? (e.g., too easy, too difficult, the right level) 					
--	--	--	--	--	--

APPENDIX 18 PROGRAM EVALUATION FORM

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

CDU PROGRAM EVALUATION FORM

GROUP	
NAME OF THE TEACHER	
CLASSES TAUGHT	

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.

QUESTIONS	YES	NO	TO SOME EXTENT	COMMENTS	SUGGESTIONS FOR IMPROVEMENT
STUDENTS					
<ul style="list-style-type: none"> Did the students have any motivation problems? 					
<ul style="list-style-type: none"> Did the students participate in the lessons? 					
<ul style="list-style-type: none"> Was the students' attitude towards the course positive? 					
THE COURSEBOOK					
→What are your reflections regarding the main coursebook? Is the book effective in terms of the <ul style="list-style-type: none"> suitability of the objectives to the particular student profile? 					
<ul style="list-style-type: none"> 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) 					

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

<ul style="list-style-type: none"> physical layout of the course-book? (e.g. what do you think about the use of visuals, font, size, easiness to follow the course-book?) 					
TEACHER'S HANDBOOK					

→ Does the teacher's handbook provide teachers with the guidance they need?					
--	--	--	--	--	--

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

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

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	
TOTAL (OUT OF 25)	

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.)	
TOTAL (OUT OF 25)	

ONLINE STUDY*

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

** 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/ 2019-2020**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.

General Exam Coordinator:	OYA PERİM ERAY
Exam Coordinator:	GÜLİZ ULUDAĞ
Exam Unit Directors:	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	- Addresses almost all prompt requirements - Very good expansion of ideas (with examples/further details where necessary) - No repetition and/or irrelevance
3	Satisfactory	- Addresses prompt requirements for the most part - Satisfactory expansion of ideas (with some examples/details where necessary) - Very little repetition and/or irrelevance
2	Adequate	- Shares some features of bands 3 and 1
1	Poor	- Addresses very little in terms of prompt requirements - Poor expansion of ideas (with almost no examples/details where necessary) - Too much repetition and/or irrelevance
0	No achievement	- Prompt requirements are not addressed/addressed completely wrongly - No expansion of ideas

ADEQUACY OF ORGANIZATION

2	Good	- Good organization of ideas - Ideas are easy to follow and effectively linked within/across the paragraph(s) - The message is communicated in a logical way
1	Adequate	- Ideas are somehow organized (some evidence of organization) - Some evidence of link between ideas and they are somehow followed within/across the paragraph(s) - There is somehow a logic in the way the message is communicated
0	No organization	- Almost no evidence of organization - There is difficulty in following the ideas and they are almost never linked within/across the paragraph(s)

ADEQUACY OF LANGUAGE USE

3	Good	- Almost no mistakes or inappropriateness in target grammar and lexis - A good range of structures and lexis - An attempt to use high level grammar and lexis with some mistakes
2	Satisfactory	- Some mistakes in and/or inappropriate uses of target grammar and lexis - Some range of structures and lexis - Mistakes do not interfere with the message communicated
1	Poor	- Many errors in and/or inappropriate uses of target grammar and lexis - Limited range of structures and lexis - Great difficulty in understanding the message communicated
0	Not understandable	- Serious inaccuracy and/or inappropriateness in target grammar and lexis - Almost no range of structures and lexis - Full of breakdowns in communication

MECHANICAL ACCURACY

1	Good	- Almost no spelling and/or punctuation mistakes - Nothing hinders the message communicated
0,5	Adequate	- Some mistakes in spelling and/or punctuation - Only minor effects on the message communicated
0	Inaccurate	- Very low standard in spelling and/or punctuation - Major effects on the message communicated

- * 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.: 1st marker “7” , 2nd marker “8” = take “8”
 - 2 points – take the middle score; e.g.: 1st marker “6” , 2nd 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

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

2019-20 ACADEMIC YEAR PROFESSIONAL DEVELOPMENT UNIT END-OF-YEAR QUESTIONNAIRE

Dear Colleagues,

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.

Thank you very much for all your support,

TTDU

Please select your unit:

A- English Preparatory Unit

B- Academic English Unit

C- Modern Languages Unit

SECTION 1:

1. This section is related to the professional development practices held this academic year.

1.a. Things I liked about the sessions delivered by TTDU members/the instructors/invited speakers:

1.b. Things that need to be reconsidered about the sessions delivered by TTDU members/the instructors/invited speakers:

1.c. Please select 1- I totally disagree. 2. Not sure, 3.I agree 4.I totally agree as appropriate.

- Sessions contributed to my professional development.

1, 2, 3, 4

- Sessions contributed to my personal development.

1, 2, 3, 4

1.d. Things I liked about class observations carried out by TTDU members:

1.e. Things that need to be reconsidered about class observations carried out by TTDU members:

1.f. Please select 1- I totally disagree. 2. Not sure, 3.I agree 4.I totally agree as appropriate.

-Class observations contributed to my professional development

1, 2, 3, 4

1.g. Things I liked about reflective teaching practices (peer observation, video coaching, team teaching) coordinated by TTDU members:

1.h. Things that need to be reconsidered about reflective teaching practices (peer observation, video coaching, team teaching) coordinated by TTDU members:

1.i. Please select 1- I totally disagree. 2. Not sure, 3.I agree 4.I totally agree as appropriate.

- Reflective teaching practices contributed to my professional development.

1, 2, 3, 4

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- Teaching Four Skills

4- 21st Century Skills (Problem Solving, Creativity, Critical Thinking etc.)

5- Language Acquisition

6- Material Development

7- Teaching Vocabulary

8- Learner Autonomy

9- English for Academic Purposes/English for Specific Purposes

10- Testing and Assessment

11- Personal Development

12-Teaching Grammar

13- Extra-curricular Activities

14- Other (Please indicate):-----

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

My expectations from class observations are as follows:

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

My expectations from reflective 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 reconsidered:

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.	

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

Observer:			Teacher:	
Date:		Time:		
Class code:		Class size:	Room:	
Aim(s) of the Lesson:				
STAGE & TIME	INTERACTION PATTERNS	WHAT TEACHER DOES	WHAT STUDENTS DO	OBSERVER'S QUESTIONS AND COMMENTS

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

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

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

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