

**SULEYMAN DEMIREL UNIVERSITY**

**School of Foreign Languages**

**PREPARATORY PROGRAM**

**STAFF HANDBOOK**

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**1. INSTITUTION**

Suleyman Demirel University School of Foreign Languages is one of the academic units in SDU. There are 44 academic and 8 administrative staff working at School of Foreign Languages. The school comprises two programs: The Preparatory Program and General English Program:

**The Preparatory Program** helps students acquire the required level of English for entry into the academic programs in their chosen departments. The program is divided into 6 levels and students are placed into an appropriate level at the beginning of their studies, reflecting their level of English. Students then have between two and four semesters to complete the program.

**The Basic English** **Program** aims toimprove learners’ level of English**.** All students who don’t attend preparatory school have to take ENG 101 and ENG 102 courses in the freshman year. All students have to take ENG 101 and ENG 102 courses as part of their freshman departmental requirements. Moreover, depending on the demands of the departments, ESP and EAP courses are given. These courses can be elective or compulsory. These courses aim to improve the learners’ level of English Language as well as their level of business English in sophomore, junior and senior years for some departments.

**1.1. MISSION STATEMENT**

Our existence reason and school aims are integrated into our mission statement. Our overall aim is to contribute to the improvement of English within the university and the whole country.

* **We provide a quality learning environment for students to**
* enable them to improve their level of proficiency in English which is necessary to continue their studies in their departments,
* be competent users of English Language through which they might be able to contribute to the development of the country which is more open to foreign trade (TEPAV REPORT),
* enable them to be international individuals in the globalized world,
* help them be life-long and autonomous learners,
* improve their 21st century skills such as critical and analytical thinking, communicative skills and team-work,
* enable them to successfully adapt to university life by equipping them with necessary research skills and academic skills.
* **We provide staff with a professional working environment to**
* enable them to develop themselves professionally through the provision of personal development activities.

**1.2. VISION STATEMENT**

Command of English is an important skill leading to enhanced job prospects, especially for new entrants to the labor market. This applies even more so to emerging economies such as Turkey which need to open up to global markets (TEPAV REPORT). Therefore, our vision is

* to become a leading body in language provision to equip students with the necessary skills to become successful in their academic studies in their departments and enable them to carry out their jobs effectively to contribute to the economy of the country.

**1.3. Teaching Philosophy**

Based on our mission and vision statements, SDU preparatory school has a learner-centered teaching philosophy and gives importance to improving communicative skills of the learners as well as improving the quality of learning of all students, irrespective of their learning profile, by;

* providing the students with necessary study skills which they will need throughout their lives,
* providing the students with a transition period between high school and university so that they can realize their potential,
* providing the students with the opportunities both in class and outside class to improve their communicative skills, critical and analytical thinking skills and enhance their creativity by involving them in various projects,
* providing the students with equal opportunities to use the target language both in class and outside class,
* encouraging learner autonomy by giving them chances to take responsibility for their own learning,
* meeting the academic needs of the learners by integrating Academic English.

**1.4. Quality Management System and Quality Cycle**

SDU SFL English Preparatory School’s quality assurance policy is to ensure and sustain quality in its all departments. The continuity of the quality is checked throughout the academic year several times to evaluate the accomplishment of the school’s aims. Our school aims at enabling our learners to acquire the target language and providing them with a quality learning environment and in line with these purposes, the management closely observes teaching carried out in the school through various tools like evaluation questionnaires, peer observations and class observations. You can see those events in the chart below;

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| **Event** | **Aim** | **Responsible Unit or Person** | **Date** |
| **Student Induction Program** | To familiarize learners with the objectives, assessment system, instructors, petition forms and the campus facilities. | Accreditation Unit  Testing Unit  Curriculum and Material Development Unit  Vice Manager | September |
| **Staff Induction Program** | To familiarize the instructors with the changes in curriculum and assessment system and etc. | Vice Manager | September |
| **Staff Meetings** | To diagnose problems if any and take necessary actions**.** | All Units  Vice Manager  Manager | Once in every month |
| **Student Questionnaire** | To get feedback from the learners on lessons, course books, timetables, instructors, management and extra-curricular activities | Accreditation Unit | January and May |
| **Staff Observations** | To give feedback to the instructors on their strengths and weaknesses. | PDU | Once in each semester |
| **Appraisal Report Form** | To diagnose problems if any and make necessary changes for the next year. | Vice Manager | June |

The experienced staff does their best to blend technology with traditional methods for a better language acquisition. Our learners at all levels receive 28 lessons each week, which makes approximately 900 hours every year in prep school. The program consists of main course, listening and speaking, and reading and writing courses. Our main target is to equip our learners with the necessary skills that they will need in their departments. Moreover, our learners are provided with counseling service to help them deal with their personal problems which might prevent them from being successful. And the counseling service includes guiding learners while making appropriate study plans and setting attainable goals for themselves. As for the development of the academic staff, instructors are encouraged to attend both national and international seminars to develop their knowledge and skills and the expenses are met from the school budget. As for the management of the organization, evaluation questionnaires are conducted regularly to identify the weaknesses and strengths. The results of the questionnaires are evaluated and necessary actions are taken by the managers and responsible parties.

Quality Commission members are selected among the instructors by the management. All stakeholders (both academic and administrative staff and students) are involved in quality assurance system and from time to time meetings are organized with employee associations related to language learning.

**1.5. Organizational Chart**

There is a cyclical management system in SDU Preparatory School. Every member of the school has clear job descriptions which are in line with the post they hold. Students are in the center of management and learning.

**1.6. JOB DESCRIPTIONS**

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Presidency of Süleyman Demirel University  **Administrative Office:** Directorate  **Name of the task:** Directorate of School of Foreign Languages  **Person in charge**: Asst. Prof. Kağan Büyükkarcı |

**JOB DESCRIPTION OF THE MANAGER**

School manager is responsible to the rector and deans of departments whose students take English courses either in Preparatory School or in their departments. The manager is responsible for school office, Finance and Personnel Administration, and Health and Safety. The manager should

* give strategic direction and leadership to all aspects of budget and finance,
* strategically ensure the most efficient use of resources in support of the school’s learning objectives,
* lead, develop and manage the financial, administrative and personnel related operations at the school to ensure the correct implementation of school,
* assist in the formulation of the Strategic Plan of the School,
* assign roles to relevant people according to an agreed criteria,
* supervise the staff to ensure they fulfill their duties properly and provide assistance when needed,
* run and attend meetings regularly,
* involve line managers and instructors in decision making process,
* make the staff feel they are important for the success of the school,
* provide professional development opportunities for the staff,
* control whether successful learning takes place in the school through regular class observations and questionnaires,
* administer questionnaires regularly to evaluate learning in the school and write reports accordingly,
* provide staff with a comfortable working environment,
* treat staff equally,
* share instructor timetable with everyone,
* encourage standardization in assessment and teaching through workshops and training programs,
* provide equal opportunities to each staff.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** Vice Director  **Name of the task:** Vice Director  **Person in Charge: Kahraman Kılavuz** |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* When the director is absent from duty, substitutes
* Library Services
* External correspondence related to academic issues (Preparatory classes)
* Student affairs (Preparatory classes, Proficiency Tests for Preparatory classes, Summer School for Preparatory Classes)
* Disciplinary Procedure for Students (Preparatory Classes)
* Students’ Petitions (Preparatory Classes)
* Daily follow-up and update of the school Internet page
* To fulfill other duties assigned by the school director
* Marketing of the Preparatory School

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities
* Having the authority to give or assign orders for managers and staff at his/ her command, to check and correct the work they do, to warn if necessary, and to request information and reports

**THE CLOSEST DIRECTOR**

* Director of the School of Foreign Languages

**JOB TITLES OF SUBORDINATES**

* Instructors

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* Having the general qualifications mentioned in the Civil Servants Law No. 657 and the Higher Education Law No. 2547
* Having managerial qualifications; being capable of fulfilling the necessity of steering and administration
* Having the qualities of decision-making and problem solving which are essential to carry out his/her tasks in the best way

**RESPONSIBILITY**

* The Vice Director is responsible for the Director of the School of Foreign Languages when she/he fulfills all of the above tasks in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** Vice Director  **Name of the task:** Vice Director  **Person in Charge**: İhsan Marulcu |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* When the director is absent from duty, substitutes
* Petitions of Academic staff
* Social Events
* Ceremonies, celebrations
* Statistics
* Strategic plan
* Regulations and practices related to foreign language education and learning of Service Courses
* Additional Classes (Service Courses)
* Regulations and Practices Regarding Education and Practice (Service Courses)
* Student Affairs (Service Courses, Exemption Exams for Service Courses, Service Summer School, Erasmus, IAESTE, Mevlana Exams)
* Students’ Petitions (Service Courses)
* Daily follow-up and update of the school Internet page
* Civil Defense operations,
* To fulfill other duties assigned by the school director

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities
* Having the authority to sign
* Having the authority to give or assign orders for managers and staff at his/her command, to check and correct the work they do, to warn if necessary, and to request information and reports

**THE CLOSEST DIRECTOR**

* Director of the School of Foreign Languages

**JOB TITLES OF SUBORDINATES**

* Instructors

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* Having the general qualifications mentioned in the Civil Servants Law No. 657 and the Higher Education Law No. 2547
* Having work experience at the level required by the task
* Having managerial qualifications; being capable of fulfilling the necessity of steering and administration
* Having the qualities of decision-making and problem solving which are essential to carry out his/her tasks in the best way

**RESPONSIBILITY**

* The Vice Director is responsible for the Director of the School of Foreign Languages when she/he fulfills all of the above tasks in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Name of the task:** Instructor |

**JOB DESCRIPTION OF THE INSTRUCTORS**

All instructors in the School of Foreign Languages at Suleyman Demirel University are supposed to

* plan, prepare and deliver lessons to a range of classes,
* tailor the lessons according to the needs of the learners,
* treat each learner as an individual who has different weaknesses and strengths,
* provide the learners with learning strategies and methods,
* inform the students about outside classroom activities, websites and online materials,
* encourage the students to participate in speaking clubs held at school,
* speak in the target language at all times to maximize exposure to the target language,
* stick to the weekly planners and inform his/her partners accordingly
* liaise with his colleagues about what can be done to improve the level of the learners,
* allocate office hours for the needs of the students,
* prepare and set tests, examination papers and exercises,
* mark and provide appropriate feedback on oral and written work,
* follow the rubric while marking either oral or written production of the students,
* devise, write and produce new materials, including audio and visual resources,
* attend and contribute to training sessions,
* be open to feedback and be willing to act on the feedback,
* meet the deadlines and be punctual,
* participate in marketing events for the language school,
* prepare information for inspection visits and other quality assurance exercises.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** School Secretariat  **Name of the task:** Administrative Function of the School |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He meets the case of articles 51 / b, 51 / c of 2547 numbered Higher Education Law.
* She/He ensures that the administrative units of the higher education system work in order and properly.
* She/He conducts all administrative tasks of the school inside and outside the university, provides the necessary information to the higher authorities when required.
* She/He advises the Director of the School on the staff to be employed in the administrative unit of the School.
* She/He ensures that internal and external correspondences are carried out.
* She/He prepares and announces the agenda of The Academic General Assembly, the School Board, the School Administrative Board and the Disciplinary Committee of the School. She/He is the rapporteur of the Board Meetings. She/He prepares and implements the decisions and minutes.
* She/He ensures that college school buildings and facilities are ready to use; follows the necessary maintenance and repair works; heating, lighting, cleaning and other services.
* She/He provides compilation and updating of school-related statistics.
* She/He helps prepare the activity report of the school.
* She/He follows the examination processes and ensures that the rectorate will be informed of exam results of the academic staff to be employed in the School.
* She/He follows the practices related to the personnel rights of the staff.
* She/He supervises the duties and affairs of the administrative staff and ensures that they are trained.
* She/He informs the administrative staff and students about the legislation.
* She/He executes the registration procedures of the administrative staff.
* She/He checks and prepares for the needs of Administrative and Financial Affairs documents coming from all units and all other documents.
* She/He ensures the formation and maintenance of personnel's personal files.
* She/He plans the leaves of the staff and follows legal procedures by following the health reports.
* She/He directs the petitions from students and staff to the relevant units and meets the case.
* She/He carries out public relations, participates in the tasks related to congresses, seminars, meetings, hospitality and contributes the satisfaction of the guests with the institution.
* She/He does other duties to be given by the directorate.
* She/He prepares the school budget.
* She/He executes fulfilling the issues defined in the Article 33 of the Law Numbered. 5018.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities
* Having the authority to sign
* Using spending authority
* To have the authority to allocate tasks and guidance to the managers and the staff at her/his command, to control the work they do, to warn if necessary, to request information and report

**THE CLOSEST DIRECTOR**

* Director of the School of Foreign Languages

**JOB TITLES OF SUBORDINATES**

* Personnel, Student Affairs, Secretarial, Accounting, Movable Records Control, Purchasing, Technical Services, Managerial Secretariat, Cleaning Affairs Offices

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* Having the general qualifications mentioned in the Civil Servants Law No. 657 and the Higher Education Law No. 2547
* Having work experience at the level required by the task
* Having managerial qualifications; being capable of fulfilling the necessity of steering and administration
* Having the qualities of decision-making and problem solving which are essential to carry out his/her tasks in the best way

**RESPONSIBILITY**

* The School Secretary is responsible for the Director of the School of Foreign Languages when she/he fulfills all of the above tasks in accordance with the laws and regulations.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Office Assistant |

**BRIEF DEFINITION OF THE TASK**

To fulfill all the instructions of the School Director, to carry out communication processes and to arrange the appointments of the managerial office and not to allow any breakdowns

**DUTIES AND RESPONSIBILITIES**

* She/He fulfills the orders of the School Director.
* She/He arranges the appointments of the guests and officers from the same or different institutions and ensures no disruptions are caused.
* She/He communicates with related persons and institutions within the institution and/or outside the institution and prepares the required documents and correspondences for signing and approval.
* She/He provides local and long distance phone calls and keeps their records.
* She/He arranges the date and time of the meetings to be held in the Director’s Office and gets the meetings worked without a problem.
* She/He ensures the order of the Director’s Office.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* Office Assistant is responsible to the School Secretary, Vice Director and Director of the School when she/he fulfills all of the tasks above in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** School Secretariat  **Name of the task:** Personnel Affairs |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He is capable of the legislation on academic and administrative staff, follows the changes and archives.
* She/He carries out the necessary procedures in the employment process of academic and administrative personnel.
* She/He archives information about academic and administrative staff.
* She/He realizes internal and external correspondences with academic and administrative personnel.
* She/He follows the promotion of academic and administrative personnel and makes necessary correspondence.
* She/He follows the appointment, promotion and task renewal procedures of academic and administrative staff.
* She/He follows the leaving procedures of the academic and administrative personnel.
* She/He follows and concludes the resigning and retirement procedures of the academic and administrative personnel.
* She/He follows the assignments of the academic and administrative personnel in Turkey and abroad.
* She/He follows the member election procedures for the school boards.
* She/He follows the medical reports that academic and administrative staff has taken, carries out the procedures to get them to restart at the end of the period of the medical reports, to give the medical reports to the accounting service to cut back on the wages, and realizes the correspondence about the staff whose positions are in other units.
* She/He follows and archives the declaration of property of academic and administrative personnel.
* She/He follows the personal rights of the personnel such as delivery, marriage, and death.
* She/He follows and carries out the special passport request of the personnel.
* She/He does other duties to be given by the directorate.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To know the legislation related to personnel procedures
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* The Chief Staff Officer and Officer is responsible to the Secretary of the School when she/he fulfills all of the duties above that are in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** School Secretariat  **Name of the task:** Student Affairs |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He follows the education and training regulations at Süleyman Demirel University and the School of Foreign languages, applies the amendments and announces.
* She/He prepares regular monthly/termly correspondence on student affairs and presents it to the school office.
* She/He prepares the documents like the results of disciplinary inquiries of students.
* She/He prepares the documents required for the course exemption of the students.
* She/He follows student transcripts and disconnection documents of the students from Prep Classes.
* She/He fulfills all kinds of correspondence and procedures about summer school.
* She/He fulfills all kinds of correspondence with new enrollees to Foreign Language Prep Classes.
* She/He carries out correspondence about proficiency exams of Foreign Language Prep Classes.
* She/He makes all kinds of announcements concerning students.
* She/He archives of all kinds of documents related to students.
* She/He arranges the success rates at the end of each semester.
* She/He informs the students who fail to enter the exams due to excuses about the results of the decisions of the Board of Directors and follows the finalization of the examination.
* She/He executes the preparation of the academic calendar.
* She/He announces the lists of the students who are absent from the school at the end of the academic year.
* She/He determines the students who do a degree in Foreign Language Prep Classes.
* She/He announces and the exam programs each semester and informs the students.
* She/He follows registration of student information records and course grades into the student affairs system.
* She/He records the class lists and the information of the instructors who will carry out the classes.
* She/He executes all procedures related to the ERASMUS exam.
* She/He executes all procedures related to the MEVLANA exam.
* She/He executes all procedures related to the IAESTE exam.
* She/He does other duties related to her branch to be given by the directorate.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To know the legislation related to student affairs
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* The Chief Staff Officer and Officer of Student Affairs is responsible to the Secretary of the School when she/he fulfills all of the duties above that are in accordance with the laws and regulations.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Directorate of School of Foreign Languages  **Administrative Office:** School Secretariat  **Name of the task:** Secretariat |

**BRIEF DEFINITION OF THE TASK**

To make internal and external correspondence, to write Board decisions, to make correspondence and archiving to carry out all activities necessary to realize the education in accordance with objectives and principles and in line with the mission and vision determined by the senior management of SDU School of Foreign Languages in pursuance of the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He carries out the procedures of all documents coming to and going from our unit in the frame of " Document and Service Flow Chart".
* She/He performs the procedures related to the incoming documents and the duties given by the superiors.
* She/He carries out the activities of the School Council Decisions (College Board, College Administrative board, College Discipline Board), such as writing the agenda, writing the decisions and the ordering of the dockets.
* She/He fulfills the correspondence of the annual report of the unit.
* She/He takes notes and carries out correspondence of Academic Board Meeting decisions.
* She/He carries out the procedures about in house, out-of unit and external petitions that are submitted to the School in the frame of school administration basis.
* She/He follows the e-mail of the School daily.
* She/He realizes the necessary correspondence with the related academic and administrative staff for Quality Development and Evaluation of the School.
* She/He ensures the announcements related to the School.
* She/He fulfills correspondence of the commissions founded in the School, archives the task descriptions and their lists.
* She/He notifies the other units about the dates of the cultural activities and gets the posters hung on the boards.
* She/He accepts and distributes all kinds of postal documents of the academic and administrative personnel of the School.
* She/He keeps a list of the scientific and artistic activities performed by the lecturers in the units, if any, and the prizes won.
* She/He ensures the implementation and finalization of surveys on academic and administrative staff within the framework of quality assurance.
* She/He does other duties related to her branch to be given by the directorate.
* She/He archives the transactions related to her/his tasks.
* She/He evaluates the exam papers using optical reader.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To know the legislation related to correspondence and document numbering
* To have the necessary work experience to fulfill the task properly

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Accounting |

**BRIEF DEFINITION OF THE TASK**

To carry out activities in order to fulfill all necessary activities in accordance with the principles of efficiency and productivity in all the issues that concern the accounting service in the unit where she/he is charged

**DUTIES AND RESPONSIBILITIES**

* She/He realizes salary processing of academic and administrative personnel.
* She/He realizes the SSI procedures considering the dates specified in the law or on the days following the payment of salaries.
* She/He calculates the additional course and examination fees of the academic staff.
* She/He carries out the SSI procedures for the additional course fees of the academic staff taking into account the dates specified in the law (Paid instructors).
* She/He follows the fringe benefits and compensation for special services.
* She/He follows foreign language compensations of instructors.
* She/He calculates evening classes’ overtime payments of academic and administrative staff and makes tally sheets.
* She/He follows the incoming and outgoing documents in all matters dealing with the accounting service of the School.
* She/He calculates temporary or continuous duty allowances after checking all the documents of the personnel and sends them to the Directorate of Strategy Development Department (Regulation on State Expenditure Documents).
* She/He works in coordination with the personnel who is responsible for the movable goods and services for the preparation of investment and analytical budgets.
* She/He checks to see if there is enough funding available.
* She/He ensures that the expenses are in line with the budget.
* She/He ensures that expenditures comply with laws, statutes, decrees and regulations.
* She/He ensures that there are no errors in fact in all operations.
* She/He ensures the commitment and accrual documents that need to be linked to the payment order are complete.
* She/He does other duties related to her branch to be given by the directorate.
* She/He follows the processes of recruiting and realizes the procedures of part-time working students.
* She/He archives the transactions related to her/his tasks.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To know the legislation related to accounting
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* Accounting Officer is responsible to the Secretary of the School when she/he fulfills all of the duties above that are in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Purchasing |

**BRIEF DEFINITION OF THE TASK**

She/He purchases all the consumption and fixtures stuff in order to carry out all necessary activities of the school in accordance with the principles of efficiency and productivity and the objectives and principles determined by the senior management of SDU School of Foreign Languages.

**DUTIES AND RESPONSIBILITIES**

* She/He enables the transactions to purchase consumption goods and fixtures (educational materials, stationery, building maintenance and repair materials, wood and metal materials, electronic hardware and technological materials, purchasing and maintenance of machinery and equipment, etc.).
* She/He delivers the purchased portable goods and fixtures to the Portable Registry Control Clerk in order to get them recorded.
* She/He archives the documents kept during the procurement and public procurement transactions.
* She/He enables the procurement and public procurement transactions to be carried out in accordance with laws and regulations.
* She/He carries out operations related to the purchase of services.
* She/He works in coordination with the accounting service to prepare the investment and analytical budgets.
* She/He follows expenditure statements monthly in coordination with the accounting service.
* She/He does other duties related to her branch to be given by the directorate.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To know the legislation related to purchasing
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* The material procurement officer is responsible to the School Secretary when she/he fulfills all of the tasks above in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Moveable Assets Record Control |

**BRIEF DEFINITION OF THE TASK**

In order to carry out all the activities required for the school in accordance with the principles of efficiency and productivity she/he performs the necessary transactions related to registration and embezzlement of consumption and fixtures in accordance with the objectives and principles determined by the senior management of SDU School of Foreign Languages.

**DUTIES AND RESPONSIBILITIES**

* She/He informs the responsible supervisor to create founding of all commissions related to the moveable goods and concludes the processes.
* She/He determines the need of consumption and fixtures of the School.
* She/He follows the analysis and inspection of the consumption goods and fixtures that need to be inspected and/or checked.
* She/He gets the documents such as portable transaction vouchers, embezzlement vouchers, and counting minutes arranged, recorded and archived.
* She/He carries out end of year counting of portable goods and arranges the tally sheets and submits them to the Directorate of Strategy Development Department.
* She/He determines of the malfunctioned fixtures and reports them to the Value Assessment Committee.
* She/He works in coordination with the accounting service to prepare the investment and analytical budgets.
* She/He follows the expenditure charts monthly in coordination with the accounting service.
* She/He performs the tasks of the stock clerk in the absence of the stock clerk.
* She/He does other duties related to her branch to be given by the directorate.
* She/He executes the secretariat of the work safety board.
* She/He follows the periodic maintenance of fire fighting devices and cooperates with the procurement officer.
* She/He archives the transactions related to her/his tasks.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate
* To have the necessary work experience to fulfill the task properly

**RESPONSIBILITY**

* The Portable Registry and Control Officer is responsible to the Secretary of the College when she/he fulfills all of the tasks above in accordance with the laws and regulations.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Technical Service |

**BRIEF DEFINITION OF THE TASK**

To fulfill all the necessary activities in all the issues that concern the technical work in the school in order to be carried out in accordance with the principles of efficiency and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He assists in running the education and training services properly using the whole existing potential.
* She/He fulfills the activities in her/his own responsibility within the quality system of the School.
* She/He keeps records of fixtures in her/his own responsibility in terms of their calibrations, maintenance-repair and modifications.
* She/He informs the School Directorate with written reports about the deficiencies and defects encountered in the equipment which he is responsible for.
* She/He makes changes on specifications of the equipment and the changes in the places of use or gets them done with the approval of the superiors.
* She/He does the print job (Receiving the printing papers and printing ink from the stock clerk, following-up the maintenance of the printing machines regularly, printing of the exam papers under the supervision of the lecturer in charge, disposal of the leftover papers during the exam papers printing process under the supervision of the teaching staff, ensuring necessary care for the equipment, keeping all machine equipment in use).
* She/He is responsible for the maintenance and repair of the building (Realizing regular maintenance of the classrooms, offices, washbasins and other usage areas that are in use of the School in the building, following-up the heating systems and the lighting systems, repairing the dysfunctional ones immediately, informing the School Secretariat about the ones that cannot be repaired and following the process).
* She/He follows the cleaning of the School (Regular follow-up of the cleaning procedures in the service area of the building by the related staff, enabling cleaning supplies from the stock).
* She/He receives the documents (incoming and going) that belong to the School from SDU Document Office and PTT regularly.
* She/He does other duties related to her branch to be given by the directorate.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

* Cleaning Personnel

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Archiving |

**BRIEF DEFINITION OF THE TASK**

To carry out activities in order to carry out all necessary activities in accordance with the principles of efficiency and productivity in all the issues that concern the Document Archives service in the unit where she/he is charged

**DUTIES AND RESPONSIBILITIES**

* Arrangement of the School archive and end of year transactions

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate

**RESPONSIBILITY**

* She/He is responsible to the School Secretary when she/he fulfills all of the tasks above in accordance with the laws and regulations.

**ALLOCATION**

* It is distributed to the relevant units.

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| **School:** School of Foreign Languages  **The unit to which the staff is connected:** Secretariat of School of Foreign Languages  **Administrative Office:** Supporting Services  **Name of the task:** Cleaning |

**BRIEF DEFINITION OF THE TASK**

To carry out all activities necessary for all the matters dealing with her/his task at the school in accordance with the principles of effectiveness and productivity

**DUTIES AND RESPONSIBILITIES**

* She/He keeps the internal and external areas under her/his responsibility in order, clean and hygienic, maintains the arrangement in the building, its additions and floors.
* She/He ventilates the areas like classrooms, laboratories, and corridors.
* She/He delivers the documents.
* She/He concerns all the things (running water, unnecessary lights etc.) causing waste and informs the Vice Technician about the deficiencies in electricity, water systems, glasses, window frames and doors.
* She/He makes all the people coming into her/his working area happy with the institution.
* While fulfilling the procedures required by her/ his duties, she/he submits a written petition to the school administration concerning matters relating to work safety and health, and this priority cannot be ignored.

**AUTHORITY**

* To have the authority to perform the duties and responsibilities mentioned above
* To be able to use necessary equipments to realize the activities

**THE CLOSEST DIRECTOR**

* School Secretary

**JOB TITLES OF SUBORDINATES**

**EMPLOYEE QUALIFICATIONS FOR THIS JOB**

* To have the general qualifications stated in the Civil Servants Law No. 657
* To be at least a high school or an equal school graduate

**RESPONSIBILITY**

* The cleaning staff is responsible to the Secretary of the School when she/he fulfills all of the duties above that are in accordance with the laws and regulations.

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**2. UNITS**

**2.1. CURRICULUM AND MATERIAL DEVELOPMENT UNIT**

Curriculum and Material Development Unit works closely with the Testing Unit, Level Coordinators and instructors. They are primarily responsible to the Director of the SFL. The unit is in charge of;

* taking part in the preparation of new course materials and book selection,
* providing the testing unit members, level coordinators and instructors with academic guidance regarding syllabi, programs, materials and tests,
* following developments, new trends and concepts in ELT so as to make necessary changes in the curriculum and weekly planners,
* ensuring coverage of all objectives specified in the school curriculum through supplementary materials,
* informing testing unit about any changes in the curriculum and weekly planners,
* identifying weaknesses and the strengths of the course materials and books so as to redesign materials and decide which book to use in the following courses,
* identifying needs of the learners so as to redesign the curriculum and make adaptations in line with learner needs,
* providing guidance to the instructors on how to exploit the materials and the course books effectively in their classes,
* receiving feedback both from the instructors and the students on the effectiveness of the materials and course books,
* giving feedback to the instructors on how well they can exploit the materials and course books.

**2.2. TESTING UNIT**

Testing Unit works closely with Curriculum and Material Development Unit, Level Coordinators and instructors. They are primarily responsible to the Director of the SFL. Testing Unit members, in addition to their teaching loads, are in charge of;

* being aware of the workload and carrying out his duties at his best,
* improving himself by attending seminars on testing and FOAs regularly,
* being open to feedback and ready to reflect on his own performance,
* giving feedback to the instructors on the exams they prepare (instructors will not give feedback to each other),
* preparing and administering placement exams once a year and proficiency exams three times a year,
* preparing exam rules documents and duty lists to ensure a successful administration of the exams,
* assigning instructors the task of exam preparation equally including mid-term exams, pop-quizzes, achievement exams and make-up exams in the department,
* setting dates for the submission of the exams and supervising the instructors while preparing exams,
* providing the instructors with test specifications,
* finalizing exams according to test specifications and photocopying exams at least 1 week before the administration of the exams,
* supervising the development of valid and reliable exams,
* supervising the administration of exams with maximum security,
* running meetings before and after exams,
* running standardization sessions before marking of the exam papers,
* attending meetings with curriculum unit,
* informing curriculum unit about the objectives tested and the task types before preparation of the exam,
* updating instructors and the curriculum unit about any changes they plan to do in all the exams,
* doing item analysis after each exam and updating exams according to the results of item analysis,
* informing the instructors about the results of item analysis.

**2.3. PROFESSIONAL DEVELOPMENT UNIT**

Professional Development Unit works closely with Curriculum and Material Development Unit, Level Coordinators and instructors. They are primarily responsible to the Director of the SFL. Unit members are in charge of;

* improving themselves by reading and attending conferences about the newest trends in ELT,
* improving the quality and prestige of the school,
* supporting the vision and mission of the school,
* creating an institutional culture through cooperative activities and workshops,
* maintaining good relationships with colleagues and other units/offices,
* planning, preparing and delivering high quality English language training that meets the needs of the instructors,
* running needs analysis to deal with the teaching staff needs,
* ensuring training to meet the expectations of the staff and the institution,
* monitoring progress and providing regular feedback to help manage teaching staff’s performance throughout the course, and actively promote autonomy and reflective practice,
* informing the instructors about the newest trends in ELT,
* informing the instructors about conferences and seminars,
* organizing workshops and idea sharing sessions,
* conducting evaluation questionnaires twice each year and sharing the results with the instructors and the management,
* planning and organizing observations with pre- and post-observation sessions.
* **Peer-Observation Tool**

SDU SFL –Peer Observation Document

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| --- | --- |
| **DATE:** |  |
| **Name of the Teacher:** |  |
| **Name of the Observer:** |  |
| **Type of the Lesson:** |  |
| **Focus of the Observation:** |  |
| |  |  | | --- | --- | | **STRONG POINTS** | **POINTS TO CONSIDER** | |  |  |   **Post-Observation Reflection**   * **If I were my colleague, I would …** * **While observing the class, I noticed …** * **Based on this observation, I will work on …** | |

* **Preparatory School Evaluation Form**

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| **Bölüm 1: Öz Değerlendirme**  Değerli öğrenciler, lütfen aşağıda verilen alanlarla ilgili kendinizi değerlendiriniz. Bunu yaparken, sınav sonuçlarınızı, ders içi performansınızı ve öğretim görevlilerinin geri dönütlerini göz önünde bulundurabilirsiniz. Lütfen maddeleri atlamadan tek bir seçeneği işaretleyiniz.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Skills** | **1**  **very weak**  **(çok zayıf) A** | **2**  **weak**  **(zayıf) B** | **3 adequate**  **(yeterli)C** | **4 strong**  **(iyi) D** | **5**  **very strong**  **(çok iyi) E** | | **Reading** |  |  |  |  |  | | **Listening** |  |  |  |  |  | | **Writing** |  |  |  |  |  | | **Speaking** |  |  |  |  |  | | **Grammar** |  |  |  |  |  | | **Vocabulary** |  |  |  |  |  |   **Comment: Aşağıdaki alana Hazırlık Okulu hakkındaki görüşlerinizi yazabilirsiniz. ( Dersler, öğretim görevlileri, kitaplar, PDU seminerleri …)**   |  | | --- | |  | |

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| **Bölüm 2: Öğretim Görevlisi Değerlendirme**  Değerli öğrenciler, lütfen aşağıda adı geçen/size söylenen öğretim elemanını düşünerek tüm ifadeleri onun yaptığı sıklığa göre değerlendiriniz. Değerlendirmenizin doğru sonuçları yansıtması, soruları içtenlikle yanıtlamanıza bağlı olacaktır. Yanıtlarınız tamamen gizli tutulacaktır. Lütfen maddeleri atlamadan tek bir seçeneği işaretleyiniz.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** | | Her ifadenin meydana geliş sıklığına göre beş numara bulunmaktadır. Lütfen düşüncenize en çok uyan numarayı işaretleyiniz. | | Hiç | Nadiren | Bazen | Sık Sık | Her zaman | | 1 | Öğretirken öğrencilerinde şevk uyandırır. | 1 | 2 | 3 | 4 | 5 | | 2 | Derslerini verirken yaratıcılığını kullanır. | 1 | 2 | 3 | 4 | 5 | | 3 | Fikirlerini etkili bir şekilde iletir. | 1 | 2 | 3 | 4 | 5 | | 4 | Öğrencilerine derslerle ilişkili aktiviteler sağlar. | 1 | 2 | 3 | 4 | 5 | | 5 | Konuşurken öğretme ile ilişkili sevgisi anlaşılır. | 1 | 2 | 3 | 4 | 5 | | 6 | Yönergeleri açık bir şekilde verir. | 1 | 2 | 3 | 4 | 5 | | 7 | Öğrencileri dersi değerlendirmeleri için cesaretlendirir. | 1 | 2 | 3 | 4 | 5 | | 8 | Öğrenmeyi öğrenciler için keyifli hale getirir. | 1 | 2 | 3 | 4 | 5 | | 9 | Sınıf içi tartışmalarda öğrencilerle etkileşim halindedir. | 1 | 2 | 3 | 4 | 5 | | 10 | Çeşitli öğretim stratejileri kullanır. | 1 | 2 | 3 | 4 | 5 | | 11 | Öğrencilerin değişik ihtiyaçlarına uyabilecek şekilde öğretim tarzında esneklik gösterir. | 1 | 2 | 3 | 4 | 5 | | 12 | Ders verirken her zaman hazırlıklıdır. | 1 | 2 | 3 | 4 | 5 | | 13 | Öğrenciler arasında eleştirel düşünceyi geliştirecek aktiviteler sağlar. | 1 | 2 | 3 | 4 | 5 | | 14 | Öğrencileri sorumluluk almaları için cesaretlendiren aktiviteler verir. | 1 | 2 | 3 | 4 | 5 | | 15 | Verilen dersin uzmanı olduğunu gösterir. | 1 | 2 | 3 | 4 | 5 | | 16 | Öğrencilerin öğrenme süreciyle ilgilidir. | 1 | 2 | 3 | 4 | 5 | | 17 | Öğrencileri derse katılmaları için teşvik eder. | 1 | 2 | 3 | 4 | 5 | | 18 | Sınıfta pozitif bir öğrenme ortamı oluşturur. | 1 | 2 | 3 | 4 | 5 | | 19 | Anlamadığım konularda bana yardımcı olur. | 1 | 2 | 3 | 4 | 5 | | 20 | Tüm öğrencilerin derse katılması için onları cesaretlendirir. | 1 | 2 | 3 | 4 | 5 | | 21 | Derslerinde görsel materyallerden faydalanır. | 1 | 2 | 3 | 4 | 5 | | 22 | Derslerine zamanında gelir. | 1 | 2 | 3 | 4 | 5 | | 23 | Derste İngilizce konuşur. | 1 | 2 | 3 | 4 | 5 | | 24 | Derslerinde teknoloji kullanır. | 1 | 2 | 3 | 4 | 5 | | 25 | Beni ders dışı aktiviteler konusunda bilgilendirir. | 1 | 2 | 3 | 4 | 5 | | 26 | Beni yararlı web-siteleri hakkında bilgilendirir. | 1 | 2 | 3 | 4 | 5 | | 27 | Düzenli olarak ödev verir ve kontrol eder. | 1 | 2 | 3 | 4 | 5 | | 28 | Başkalarına saygı gösterir. | 1 | 2 | 3 | 4 | 5 | | 29 | Öğrencilere karşı anlayışlıdır. | 1 | 2 | 3 | 4 | 5 | | 30 | Hareketleri tahmin edilebilirdir. | 1 | 2 | 3 | 4 | 5 | |

* **How to Use the Data from Evaluation Forms**

The questionnaires are applied twice a year and used for planning the upcoming term in Preparatory School. The data obtained at the end of the Fall Term is used to plan the Spring Term and the data obtained at the end of the Spring Term is used to evaluate the whole academic year. In addition, the end of the term data highlight the objectives of the upcoming year. It is aimed to use the data to diagnose weaknesses and strengths emerging during the academic terms and find solutions to these problems in a proper way. Moreover, the data allow assessing the whole academic year and help to design the curricula of the following year.

**The questionnaires are applied to both students and instructors:**

**1. The Questionnaires for the Students:**

a. The questionnaire includes four parts such as self evaluation, evaluation of the instructor, evaluation of the course books and students’ own thoughts on the issues which are not mentioned in the evaluation forms, and their suggestions.

b. In the first part of the evaluation form (PART A), students assess their own weaknesses and strengths on the skills of reading, listening, writing, speaking, grammar, and vocabulary knowledge. The students choose the most appropriate item according to their personal beliefs formed by their previous experiences and exam results. According to the results, the academic advisor interviews the students individually, monitors him/her, if necessary the instructor can lead the students to prepare his/her studying plan.

c. In the second part of the evaluation form (PART B), students evaluate the instructors. They answer 30 questions about the instructors. Each instructor is evaluated by the students of three different classes. In the event of getting negative results for an instructor, the director negotiates with the instructors individually, and encourages them to collaborate with the personal development unit.

d. In the third part of the evaluation form (PART C), students interpret the course books. Students are asked to answer 31 questions about the course books. They are expected to comment negative and positive features of the books. In case of the results are against the course books, a committee is formed by the skill instructors, books are revised; if necessary can be changed. According to the results of the first evaluation, books are not changed but the committee gives feedback and tries to support the book with supplementary materials.

e. In the last part of the evaluation form (PART D), students are asked to write their own comments on the instructors, courses, course books, extracurricular activities etc. They are supposed to evaluate the preparatory education overall. Actually, this part portrays whether the students’ expectations from Preparatory School are met or not. Their suggestions in this part are mainly discussed and taken into account for the following academic years.

**2. The Questionnaires for the Instructors:**

The instructors evaluate each other twice a year. They assess all Preparatory School instructors including themselves with 32 questions. In this part, multiple assessment approach is used to increase the reliability of the evaluation. Thus, the data are not obtained only from the students but also from the instructors. The results of this part are evaluated by the directorate. If necessary, they can hold private or general meetings and they make an action plan.

**3. The Questionnaire for the Vice Director (responsible for the Preparatory School):**

In this questionnaire, instructors are requested to evaluate the Vice Director’s performance with 20 questions. The results are assessed by the director. In case of any negative feedback, the director holds a private meeting and they can determine the action plan.

**3. RECRUITMENT PROCEDURE**

**3.1. EXTERNAL RECRUITMENT**

We have adequate number of national instructors and one international instructor in Prep School. There are two units in SDU SFL and if one unit is in need of instructors in case of a sudden increase in student numbers, part-time instructors can be hired and there can be an exchange of instructors between units. After an in-service training program, they can start to teach in either unit.

Staff Recruitment is proceeded according to the amendment of Law No. 2547 and of Law No. 26953 and “Regulation on Procedures and Principles for Central Examination and Entrance Examinations to be Applied at Recruitment of Teaching Staff Other than the Faculty Member” published on Official Newspaper dated 31/07/2008.

All national instructors are interviewed by a committee assigned by Rector and instructors are hired according to their exam results of ALES, YDS and the interview.

As for the international instructors, the process is different. Foreign staff is employed according to Higher Education Personnel Law No. 2914 which passed in 2006. You can see the details in the following website: *https://personel.iyte.edu.tr/yabanci-uyruklu-sozlesmeli-akademik-personelin-calistirilmasi-islemleri/*

**3.2. INTERNAL RECRUITMENT**

* **Recruitment of Curriculum and Material Development Unit Requirements**
* Staff with PHD and MA degrees will be prioritized,
* Staff with curriculum and material development background (previously worked in curriculum and material development unit or attended seminars or training programs),
* Staff who is open to feedback,
* Staff who is willing to improve himself/herself,
* Staff who has good relationships with his/her colleagues,
* Staff who is good at team work,
* Staff with at least 5 years of teaching experience.
* **Recruitment of Testing Unit Requirements**
* Staff with PHD and MA degrees will be prioritized,
* Staff with assessment and item writing background (previously worked in testing unit or attended seminars or training programs),
* Staff who is open to feedback,
* Staff who is willing to improve himself/herself,
* Staff who has good relationships with his/her colleagues,
* Staff who is good at team work,
* Staff with at least 5 years of teaching experience.
* **Recruitment of PDU**
* Staff with PHD and MA degrees will be prioritized,
* Staff with DELTA Diploma or CELTA Certificate will be prioritized,
* Staff with training experience (having class observation experience),
* Staff who is open to feedback,
* Staff who is willing to improve himself/herself,
* Staff who has good relationships with his/her colleagues,
* Staff who is good at team work,
* Staff with at least 5 years of teaching experience.

**4. CURRICULUM**

**4.1.** **Curriculum Beliefs**

Learning a second/foreign language in a non-English-Speaking environment can be very challenging due to the limited exposure to the target language that is English. Therefore, while we were designing our curriculum, we kept this fact in mind. We aim at helping our learners acquire English Language both consciously and unconsciously. We also aim at providing our learners with semi-authentic and authentic contexts through which our students can be exposed to natural use of target language. Moreover, we encourage our students to use English Language through writing and speaking tasks.

**4.2. Syllabus Specifications**

**Reading Syllabus Specification**

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A1** | * Lexico-grammatical * Skills are integrated | * Developing skimming and scanning strategies * Consolidate grammar and vocabulary * Careful reading * Developing top-down and bottom-up reading strategies | * Simple, short texts * Coverage of first 700 words * Coverage of basic tenses * Adapted texts * Dialogues * Descriptions * Instructions * Narratives | * Using bilingual dictionaries * Guessing meaning from context by using pictures, title, keywords * Identifying specific information * Identifying gist * Identifying main idea * Identifying basic text genre, such as e-mails, letters, short stories | *“Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.”*  *CEFR* | *“Can understand short, simple texts containing the highest frequency vocabulary and language including a proportion of international vocabulary items.”*  *CEFR* |
| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A2** | * Lexico-grammatical * Skills are integrated | * Developing skimming and scanning strategies * Consolidate grammar and vocabulary * Careful reading * Developing top-down and bottom-up reading strategies * Raising awareness of different types of reading * Reading carefully to notice and review A1 and A2 level Grammar and Vocabulary * Understanding gist and main ideas | * Relatively simple, short, semi-authentic and adapted texts * Coverage of first 1400 words * Coverage of Pre-Intermediate level Grammar and Vocabulary * Adapted texts * Dialogues * Descriptions * Instructions * Narratives | * Using bilingual dictionaries * Making simple predictions by using pictures, title, keywords * Identifying specific information * Identifying gist * Identifying main idea * Identifying basic text genre, such as e-mails, letters, short stories | *“Can understand short, simple texts containing the highest frequency vocabulary and language including a proportion of international vocabulary items.”*  *CEFR* | *“Can identify specific information in simpler written materials, short articles describing events.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B1** | • Skills-based | * Developing skimming and scanning strategies * Developing top-down and bottom-up reading strategies * Developing fluency in reading * Developing awareness of text types and structures * Further developing reading skill | * Semi-authentic & authentic texts * Medium-length texts * Informative, descriptive and narrative texts * Coverage of first 2000 words * Graded readers | * Identifying gist * Identifying specific information * Identifying text coherence * Understanding purpose of texts * Referencing * Inferencing * Extensive reading of graded readers outside of class * Noticing the grammar structures and lexis used by the writer to convey his ideas | *“Can recognize significant points and straight forward factual texts on familiar subjects.”*  *CEFR* | *“Can find and understand relevant information in every day material e.g. letters.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B2** | • Skills-based | * Further developing skimming and scanning strategies * Further developing top-down and bottom-up reading strategies * Further developing reading skills * Developing fluency in reading * Reading to develop grammatical competence, vocabulary and morphology * Developing interaction between text and the reader * Further developing sub-skills of reading | * Coverage of first 2500 words * Longer texts * More complex semi-authentic texts * Authentic texts * Descriptive, informative, discursive and literary texts * Newspapers, magazines, reports, short stories etc. | * Understanding gist * Understanding the specific information * Referencing * Understanding the purpose of texts * Understanding the main ideas and supportive ideas * Identifying writer’s attitude and tone * Identifying audience * Interpreting graphs and charts * Extensive reading of graded readers outside of class | *“Can identify the main conclusions in clearly signaled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.”*  *CEFR* | *“Can scan longer texts in order to located desired information and gather information from different parts of a text or from different texts in order to fulfill a specific tasks.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **C1** | • Skills-based | * Further developing skimming and scanning strategies * Further developing top-down and bottom-up reading strategies * Reading to become competent and fluent readers in target language * Reading to develop grammatical competence, vocabulary, morphology to allow interaction between reader and the text * Reading to develop skill of writing | * Extended, more complex, semi-authentic & authentic texts * Descriptive, informative, narrative, literary and discursive texts * Short stories * Newspapers, magazines * Articles * Essays * Advertisements * Reports | * Understanding gist * Understanding specific information * Referencing * Understanding the purpose of texts * Distinguishing between main ideas and supporting details * Understanding audience * Identifying text genre * Evaluating and reacting to a text * Transferring written information into oral form * Extensive reading outside class | *“Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.”*  *CEFR* | *“Can read with a large degree of independence, adopting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.”*  *CEFR*  *“Has a broad active reading vocabulary, but may experience difficulty with low frequency idioms.”*  *CEFR* |

**Listening Syllabus Specification**

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A1** | * Lexico-grammatical | * Careful listening * Consolidate grammar and vocabulary | * Non-authentic texts * Simple, short and slow texts * Dialogues * Monologues * Questions * Statements * Descriptions * Instructions * Adjacent pairs * 1-3 minutes length texts * Coverage of first 700 hundred words | * Identifying function of short statements * Identifying gist * Identifying specific information in short conversations and monologues * Identifying speakers, context and topic * Understanding simple classroom instructions * Noticing word stress and sentence stress * Noticing intonation with simple questions and statements | *“Can start to follow speech which is slow and carefully articulated and with long pauses in order to assimilate meaning.”*  *CEFR* | *“Can follow speech which is slow and carefully articulated and with long pauses in order to assimilate meaning.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A2** | * Lexico-grammatical | * Listening carefully * Language consolidation * Listening to develop skill of speaking | * Non-authentic texts * Simple, short and slow texts * Dialogues * Monologues * Questions * Statements * Descriptions * Instructions * Narratives * Adjacent pairs * 3-5 minutes length texts * Coverage of first 1400 hundred words | * Identifying function of short statements * Identifying gist * Identifying specific information in short conversations and monologues * Identifying speakers, context and topic * Understanding simple classroom instructions * Noticing word stress and sentence stress * Noticing intonation with simple questions and statements | *“Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping and local geography, employment) provided speech is clearly and slowly articulated.”*  *CEFR* | *“Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B1** | * Skills-based | * Further developing listening skill and sub-skills of listening * Developing top-down processing * Language consolidation * Listening to further develop skill of speaking | * Medium-length, more complex, slightly faster texts * 5-8 minutes length texts * Coverage of first 2000 words * Short talks * Discussions of two and more speakers * Monologues * Descriptions * Narratives * Instructions | * Identifying specific information * Identifying gist * Identifying main ideas and supporting details * Identifying relation between speakers * Guessing meaning from contextual clues * Identifying the purpose of listening text by noticing the lexis and grammatical structures used in the listening text * Recognizing sentence stress, word stress and intonation * Distinguishing sounds | *“Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. including short narratives.”*  *CEFR* | *“Can generally follow the main points of extended discussion provided speech is clearly articulated in standard accent.”*  *CEFR* |
| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B2** | * Skills-based | * Further developing listening skill and sub-skills of listening * Developing top-down processing * Language consolidation * Listening to further develop skill of speaking * Developing fluency in listening * Raising awareness of different accents | * Longer, more complex, faster texts * 8-15 minutes length texts * Coverage of first 2500 words * Dialogues * Monologues * Descriptions * Narratives * Semi-authentic texts | * Identifying specific information * Identifying gist * Identifying main ideas and supporting details * Identifying relation between speakers * Guessing meaning from contextual clues * Identifying the purpose of listening text by noticing the lexis and grammatical structures used in the listening text * Recognizing sentence stress, word stress and intonation * Distinguishing sounds * Transferring oral input into spoken output | *“Can take notes as a list of key points during a straight forward talk provided the topic is familiar and the talk is both formulated in simple language and delivered in clearly articulated standard speech.”*  *CEFR* | *”Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Texts** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **C1** | * Skills-based | * Enabling students to become competent and fluent listeners * Making students aware of different genres * Language consolidation * Listening to further develop the skill of speaking | * Longer, more complex, faster, extended texts * 8-20 minutes length texts * Coverage of first 3000 words * Semi-authentic & authentic texts * Dialogues * Monologues * Descriptions * Narratives * Discussions of two and more people | * Identifying specific information * Identifying gist * Identifying main ideas and supporting details * Identifying relation between speakers * Guessing meaning from contextual clues * Identifying signposting in a structured talk or a presentation * Distinguishing between fact and opinion * Identifying the purpose of listening text by noticing the lexis and grammatical structures used in the listening text * Recognizing sentence stress, word stress and intonation * Distinguishing sounds * Transferring oral input into spoken output | *“Can understand a clearly structured talk on a familiar subject and can take notes on points which are important even though she/he misses some information.”*  *CEFR* | “*Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialogue and talk.”*  *CEFR* |

**Writing Syllabus Specification**

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A1** | * Lexico-grammatical | * Developing habit of writing * Communicating in a written way * Consolidating level grammar and vocabulary objectives | * Simple, short dialogues * Short e-mails and letters * Simple short descriptions, narratives by using elementary vocabulary and basic tenses * Job application | * Brainstorming * Planning * Sequencing ideas * Copying modals * Learning from teacher feedback * Acting on teacher feedback * Using bilingual dictionary | *“Can write simple isolated phrases and sentences.”*  *CEFR* | *“Can write simple phrases and sentences about themselves and other people, where they live and what they do, likes and dislikes.”*  *CEFR*  *“Can link words or groups of words with very basic connector like and, but, then.”*  *CEFR* |
| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A2** | * Lexico-grammatical | * Developing habit of writing for language development purposes * Identifying a sense of flow of ideas in a written text * Consolidating grammar and vocabulary * Developing written communication skills | * Simple, short dialogues * Short e-mails and letters * Simple short descriptions, narratives by using elementary and pre-intermediate vocabulary and basic tenses * Job application * Blogs * Simple short messages | * Outlining * Drafting * Copying and adapting modals * Using basic linkers * Learning from teacher feedback and acting on feedback * Using bilingual dictionary * Sequencing ideas and details | *“Can write a series of simple phrases and sentences about their family, living conditions, educational background.”*  *CEFR*  *“Can write short simple descriptions of people, places and possessions.”*  *CEFR*  *“Can write a simple story.”*  *CEFR* | *“Can write about everyday aspects of his/her environment, habits, routines in linked sentences”*  *CEFR*  *“Can write very short basic descriptions of events, past activities, and personal experiences.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B1** | * Skills-based | * Developing skills of writing in addition to consolidating language * Further developing written communication skills * Identifying text types, audience, style and register * Developing top-down processing * Developing strategies in terms of planning organization * Raising awareness of essay structure | * Medium-length more complex paragraphs, descriptions, narratives * E-mails, messages * Advice letters * Book and film review * Web post * Opinion paragraphs * Advantage-disadvantage paragraphs * Compare-contrast paragraphs | * Analyzing and adapting modals * Identifying topic sentence, supporting details and conclusion sentence * Brainstorming, planning, outlining, and organizing ideas * Implementing organizational features in a written outcome * Differentiating between facts and opinions * Using appropriate grammar and vocabulary points according to purpose and audience * Editing according to the feedback * Using mono-lingual dictionary | *“Can write straightforward connected texts on a range of familiar subjects.”*  *CEFR*  *“Can write about experiences, feelings and reactions in simple connected texts.”*  *CEFR* | *“Can write straightforward detailed descriptions on a range of familiar subjects.”*  *CEFR*  *“Can narrate a story and write a description of an event-real or imagined.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B2** | • Skills-based | * Developing fluency in writing * Further developing top-down processing * Producing thesis statements and topic sentences * Being aware of different types of essays and acting accordingly * Consolidating grammar and vocabulary | * Longer and more complex descriptions, narratives, messages, letters * Informative and argumentative essays * Advantage-disadvantage, compare-contrast, cause-effect, problem solution essays | * Analyzing and adapting different modals * Using lexical and grammatical cohesion * Brainstorming, planning, outlining, organizing ideas, drafting, and editing * Acting on teacher feedback * Using appropriate style and register for effective written communication * Using level grammar and vocabulary objectives | *“Can write longer and complex essays on various topics.”*  *CEFR* | *“Can develop an argument well enough to be followed without difficulty most of the time.”*  *CEFR*  *“Can express thoughts on more abstract and cultural topics.”*  *CEFR*  *“Can give and defend his/her opinion about factual information.”*  *CEFR* |
| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **C1** | * Skills-based | * Developing fluency in writing * Becoming competent and fluent writers * Further using top-down processing * Raising awareness of different types of genres * Consolidating language * Raising awareness of academic writing features | * Extended texts * More complex descriptions, narratives, messages, letters * Argumentative and informative essays by using C1 level grammar and vocabulary * Academic essays | * Using appropriate style and register according to the purpose and audience * Brainstorming, planning, outlining, organizing ideas, drafting, and editing * Acting on teacher feedback * Using level grammar and vocabulary objectives | *“Can write an essay which develops an argument, expressing a point of view, giving reasons in support of or against a particular point of view.”*  *CEFR* | *“Can write an essay which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.”*  *CEFR* |

**Speaking Syllabus Specification**

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A1** | * Lexico-grammatical * Functional | * Developing the skill of speaking * Consolidating grammar and vocabulary | * Classroom language * Simple, short sentences * Simple, short dialogues * Simple, short descriptions * Simple, short monologues | * Repeating and drilling the modal * Asking for clarification * Asking for repetition * Learning from teacher feedback | *“Can produce simple mainly isolated phrases about people and places.”*  *CEFR*  *“Can describe himself/herself, what he/she does or where he/she lives.”*  *CEFR*  *“Can make an introduction and use basic greetings and leave-taking expressions.”*  *CEFR*  *“Can ask how people are and react to news.”*  *CEFR* | *“Can ask and answer simple questions, initiate and respond to simple statements in areas of interest or familiar topics.”*  *CEFR*  *“Can ask and answer questions about themselves and other people.”*  *CEFR*  *“Can use simple everyday polite forms of greeting and address.”*  *CEFR*  *“Can say what he/she likes and dislikes.”*  *CEFR*  *“Can express how he/she feels in very simple terms.”*  *CEFR* |
| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **A2** | * Lexico-grammatical * Functional | * Further developing skill of speaking * Consolidating grammar and vocabulary * Raising awareness of the importance of spoken communication | * Simple short sentences * Dialogues * Rehearsed talks and descriptions using elementary and pre-intermediate level vocabulary and grammar structures | * Repeating and drilling the modal * Agreeing and disagreeing * Asking for repetition * Asking for clarification * Expressing feelings * Maintaining simple communication | *“Can describe his/her family, living conditions, educational background, present or most recent job.”*  *CEFR*  *“Can describe people, places, and possessions in simple terms.”*  *CEFR*  *“Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.”*  *CEFR* | *“Can describe everyday aspects of his/her environment.”*  *CEFR*  *“Can give a short rehearsed, basic talk on a familiar subject.”*  *CEFR*  *“Can describe plans and arrangements, habits, routines, past activities and personal experiences.”*  *CEFR*  *“Can agree and disagree with others.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B1** | * Skills-based | * Further developing skill of speaking * Consolidating grammar and vocabulary * Developing fluency in speaking * Raising awareness of the importance of word stress, sentence stress, intonation, and connected speech | * Medium-length, more complex dialogues, descriptions, and conversations * Simple oral presentations * Informative and descriptive talks * Discussions of two and more people | * Analyzing and modeling spoken texts * Initiating and maintaining conversation * Agreeing and disagreeing * Asking for repetition * Asking for clarification * Responding to questions * Using communicative competence strategies (use of fillers, connected speech, and word coinage) * Learning from teacher feedback * Using appropriate style and register according to the audience and purpose * Self-correction | *“Can give straightforward descriptions on a variety of familiar subjects.”*  *CEFR*  *“Can ask and answer questions and exchange ideas and information on familiar topics.”*  *CEFR*  *“Can give detailed account of experiences, describing feelings, and reactions.”*  *CEFR* | *“Can briefly give reasons and explanations for personal opinions, plans, and actions.”*  *CEFR*  *“Can give a short rehearsed presentation on a topic, briefly give reasons and explanations for opinions, plans, and actions.”*  *CEFR*  *“Can express belief, opinion, agreement and disagreement politely.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **B2** | * Skills-based | * Developing fluency in speaking * Further developing sub-skills of speaking * Encouraging intelligible pronunciation of words * Raising awareness of the importance of word stress, sentence stress, intonation, and connected speech * Consolidating grammar and vocabulary | * Longer, more complex dialogues, conversations, descriptions by using previous level vocabulary and grammar objectives and level grammar and vocabulary objectives * More complex and structured presentations * Discussion of two and more people | * Using turn-taking strategies effectively * Expressing point of view clearly * Using communicative competence strategies (use of fillers, connected speech, and word coinage) * Signposting * Learning from teacher feedback * Using appropriate style and register according to the audience and purpose * Self-correction | *“Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.”*  *CEFR*  *“Can compare and contrast alternatives, discussing what to do where to go, etc.”*  *CEFR* | *“Can develop an argument well enough to be followed without difficulty most of the time.”*  *CEFR*  *“Can give a prepared straightforward presentation on a familiar topic.”*  *CEFR*  *“Can enter unprepared into conversations on familiar topics.”*  *CEFR*  *“Can express thoughts on more abstract topics.”*  *CEFR* |

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| **Level** | **Syllabus Type** | **Objectives** | **Type of Outcome** | **Sub-skills** | **Mid-level Expectations** | **End-of-level Expectations** |
| **C1** | * Skills-based | * Further developing skill of speaking * Further developing sub-skills of speaking * Enabling them to become competent and fluent speakers * Raising awareness of different genres * Raising awareness of the importance of intonation, connected speech, signposting * Consolidating grammar and vocabulary * Encouraging intelligible pronunciation of words | * Extended texts * More complex dialogues, conversations, descriptions by using previous level vocabulary and grammar objectives and level grammar and vocabulary objectives * More complex, well-structured oral presentations * Discussions of two and more people * Debates | * Using turn-taking strategies effectively * Expressing point of view clearly * Using communicative competence strategies (use of fillers, connected speech, and word coinage) * Giving opinions by justifying and exemplifying * Signposting * Learning from teacher feedback * Using appropriate style and register according to the audience and purpose * Self-correction * Using non-verbal communication strategies | *“Can develop a clear argument expanding and supporting his/her point of view at some length with relevant examples.”*  *CEFR*  *“Can take an active part in informal discussions in familiar topics.”*  *CEFR* | *“Can give clear, detailed descriptions on a wide range of subjects related to his/her academic area.”*  *CEFR*  *“Can construct a chain of reasoned argument.”*  *CEFR*  *“Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view.”*  *CEFR*  *“Can account for and sustained his/her opinions in discussions by providing explanations and comments.”*  *CEFR* |

**Grammar Syllabus Specifications**

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A1** | * To Be( Positive/Negative/Question/ Contractions | * Existence, facts and truths | * Personal information * Simple descriptions | “*Has a very basic range of simple expressions about personal details and needs of a concrete type.”*  *CEFR*  *“Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.”*  *CEFR*  *“Can link words or groups of words with very basic linear connectors.”*  *CEFR* |
| * Yes/No Questions * Short Answers with Be * Information Questions with Be | * Existence, facts and truths | * Personal information * Simple descriptions * Information about self/others |
| * A/An * A/An + Noun * Have | * Possession * Simple descriptions * Reference | * Simple descriptions * With all nouns |
| * Demonstratives (This, That, These, Those) * Possessives and Whose | * Reference * Possessions | * Simple descriptions * With all nouns * Personal belongings and relations |
| * Descriptive Adjectives | * Job descriptions * Personal descriptions * Place, things descriptions | * Jobs, people, places, things * Nationalities |
| * Prepositions of Place and Time | * Time of events * Position of objects | * Personal information * Describe details of places |
| * There is / There are * Positive/Negative/Question | * Existence * Facts, truths | * Personal information * Simple description * Cities, hotels |
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| * Simple Present ( Positive and Negative) * Adverbs of Frequency | * Habits * Routines * Facts | * Information about self/own life and daily life |

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A1** | * Simple Present Yes/No Questions * Short Answers | * Yes/No Qs–habits, routines, facts | * Ask/Answer simple Yes/No Qs |  |
| * Simple Present Information Questions * Questions with How Often | * WH Qs –simple detail * Habits, routines | * Ask/Answer simple WH Qs about people, things, time, places, etc * Frequency expressions |
| * Conjunctions ( And, But, Or, Because) | * Addition and contrast of nouns/ideas | * Connect words, phrases, and clauses * Contrast words, phrases, and clauses |
| * Simple Past Statements * Regular/Irregular Verbs | * Completed actions in the past | * Past experiences and events |
| * Simple Past Questions * Simple Past Yes/No Questions * Simple Past Information Questions | * Yes/No Qs – simple information * WH Qs – simple detail | * Ask/Answer simple Yes/No questions about past experiences and events * Ask/Answer simple WH questions about people, things, time, places, etc. |
| * Simple Past of Be * Positive/Negative/Questions | * Existence in the past | * Personal information * Simple descriptions about self/others |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A1** | * Past Time Clauses with When/Before/After | * Sequencing of finished actions in the past | * Main clause/Time clause * Ordering past events |  |
| * Count and Noncount Nouns * How Much/How Many | * Existence * Availability | * Types of nouns * Units of measure * Fruits/vegetables /names of food and drink |
| * Quantifiers ( Some/ Any/ A lot of/ A little/ A few/ Much/   Many) | * Existence * Availability * Quantity | * Describe amount /number of things * Loanwords, cultural shift |

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A2** | * Articles (A/ An/ The) * No Article | * 2nd  mention of nouns | * Emphasizing nouns previously mentioned – a/an/the/- * No article with geographical places and languages | “*Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants/needs, requests for information.”*  *CEFR*  *“Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulate about themselves and other people, what they do, places, possessions, etc.”*  *CEFR*  *“Has a limited repertoire of short memorized phrases covering predictable survival situations: frequent breakdowns and misunderstandings in non-routine situations.”*  *CEFR* |
| * Possessive Pronouns * Indefinite Pronouns | * Possession * Vagueness | * Personal belongings, relations, etc. * Someone, everyone, etc. * Something, everything, etc. |
| * Imperatives | * Instructions, directions, advice | * Public signs and advertisements * Forms and websites * Texts with instructions (manuals, recipes, labels, etc.) * Texts with advice (magazine articles, leaflets, etc.) |
| * Ability and Possibility (Can/ Could/ Be Able To) | * Ability * Possibility | * Talking about ability or possibility in the present * Talking about ability or possibility in the past * Contrasting past/present abilities |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A2** | * Requests (Can/ Could/ Would) * Permission (Can/ Could/ May) | * Requests/Polite requests * Permission/Polite permission | * Making and answering formal/informal requests * Asking for formal/informal permission to do things | *“Has a repertoire or basic language which enables him/her to deal with everyday situations and predictable content, though he/she will generally have to compromise the message and search for words.”*  *CEFR*  *“Uses some simple structures correctly, but still systematically makes basic mistakes (e.g. tends to mix tenses and forget agreement), although the meaning is usually clear.”*  *CEFR* |
| * Present Progressive (Positive/ Negative/ Question) * Difference between Present Progressive and Simple Present | * Current events/actions * Repeated actions * Temporary events * Permanent Situations * Non-active/Stative Verbs | * Activities in progress * Current activities happening around now * Information about self/own life and daily life * Present time expressions like *right now, at the moment* and *today* * Frequency adverbs like *often, never, every week* * Stative verbs like *love, know, want* |
| * Past Progressive * Difference between Past Progressive and Past Simple * Time Clauses | * Events in progress in the past * Interrupted events | * Talking about past experiences * Narratives * When/While |

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A2** | * Present Perfect | * Indefinite past * Recent past * Unfinished past | * Asking/answering questions about previous experiences at any time in one’s life (ever, never, already, etc.) * Duration of past actions/states relevant to now (for, since, how long, etc.) * Recently finished actions (just, yet, etc.) |  |
| * Subject and Object Pronouns * Questions about the Subject and Object | * Reference * Who and What questions | * Using subject and object pronouns to replace noun and noun phrases * Asking/answering questions about subjects and objects |
| * Adjectives and Adverbs of Manner * Very / Too | * Modify noun * Modify verb * Strengthen the statements | * Giving information about nouns and verbs * Regular/irregular adverbs * Difference between very and too * Linking verbs, e.g. be, get, seem, etc. |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **A2** | * Comparative adjectives and Adverbs | * Similarity/differences | * Comparing people, object, places, etc. * Comparing actions * Irregular comparatives |  |
| * Superlative Adjectives and Adverbs | * Similarity/differences | * Comparing people, object, places, etc. * Comparing actions * Irregular superlatives |

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| --- | --- | --- | --- | --- |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1** | * Present Simple | * Scheduled events | * Timetables | *“Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies, interests, work, travel, current events, but lexical limitations cause repetition and even difficult with formulation at times.”*  *CEFR*  *“Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.”*  *CEFR* |
| * Present Continuous | * Current events/ actions | * Current activities happening around now |
| * Simple Past * Used to | * Action in finished period * Habitual past actions | * Past actions during a period in the past which is finished * Discussing childhoods |
| * Present perfect * Simple past vs. present perfect | * Indefinite past * Experiences at a definite time in the past * Experiences within a time period up to the present | * Describing past personal experiences * Describing previous experiences at any time in your life |
| * Present perfect continuous | * Recent activity | * Discussing someone’s activities lately |
| * Past perfect | * First of two past actions | * Narratives involving a series of actions |
| * Infinitives and Gerunds | * Likes and dislikes * Infinitive of purpose * Depends on lexis | * Hobbies, activities, purposes of things * Level verbs, expressions |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1** | * Future Tenses ( Going To/ Will/ Was going to) | * Future plans/intentions/predictions * Predictions/expectations/spontaneous decisions * Future arrangements * Unfulfilled intentions | * Own future plans * Predicted future actions (I think, I suppose, I guess, etc.) * Own definite plans * Intended actions which did not happen |  |
| * Modals and adverbs of Possibility   Might/ may/ could/ must  Maybe/ perhaps/ probably/ definitely | * Possibility | * Degrees of certainty * Adverbs for levels of certainty, e.g. perhaps, definitely etc. |
| * Must   Need to  Have to  Have got to  Had better  Ought to  Should  Can / can’t  Be (not) allowed to  Can/ could/ would/ would you mind? | * Necessity/ obligation * Suggestion * Strong advice * Permission * Prohibition * Request | * Do’s and don’ts * Discussing common rules * Offering solutions to problems, strong suggestions to solve problems * Making requests and responding to requests |
| * Used to * Get-be used to | * Habitual past actions * Adaptation | * Talking about the changes in life situations |

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1** | * Passive Sentences (Present/Past/future) * Causatives | * Present and past facts * Emphasis on agent * Persuasion | * Comparing active/passives * Details of present, past, and future actions * Details about experiences |  |
| * If Clauses Type 1/ 2/ 3 | * Probability/ possibility * Hypothetical situations | * Outcomes of actions * Unreal present, unlikely future * Advice * Impossible past situations |
| * Relative Clauses | * Defining * Non-defining | * Giving necessary information * Giving further details |
| * Reported speech | * Requests and statements | * Discussing statements other people made |
| * Comparatives of adverbs | * Similarity and differences | * Comparing actions |
| * Tag questions | * Emphasis | * Seeking agreement |

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| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| ta  **B1** | * Intensifiers | * Emphasis | * Describing people, events and the world |  |
| * Linkers | * Exemplification * Contrast * Cause and effect * Argument | * Linking actions with results, comparing ideas, giving supporting details |

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| --- | --- | --- | --- | --- |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1+/ B2** | * Present Perfect | * Indefinite past * How many / How much/ How often..? * First of two actions in the future | * Unique experiences in life * Sequence of tasks to be completed | *“Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.”*  *CEFR*  *“Shows a relatively high level of grammatical control. Does not make mistakes which lead to misunderstanding.”*  *CEFR*  *“Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.”*  *CEFR* |
| * Present Perfect Continuous | * Recently completed actions * Repeated activities which started recently | * Giving reasons for present conditions and states * Describing hobbies and activities which started recently |
| * Past Perfect * Past Perfect Continuous | * Earlier completed actions * The effects of an earlier activity * State/ action verbs | * Telling stories |
| * Future Continuous * Future Perfect * Future perfect continuous | * Actions in progress around a particular time in future * Completed action in the future | * Future plans and actions, completed actions in the future * Actions continuing up to a fixed point in the future |
| * 3rd Conditional * Mixed conditionals * Wish + * If only… | * Hypothetical past * Present result/ past action * Hypothetical present/ future/ past * Regrets | * Impossible/ Hypothetical past situations/ actions * Unreal present/ future/ past situations * Strong wish or past regrets |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1+/ B2** | * Would * Be/ get used to | * Repeated past habits * Past states * Adaptation | * Giving details of past habits/ states * Becoming accustomed to the changes in life | *“Good grammatical control; occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.”*  *CEFR*  *“Can use a variety of linking words effectively to mark clearly the relationship between ideas.”*  *CEFR* |
| * Didn’t have to/ need to * Modals of deduction * Should + have+ V3 | * Lack of obligation * Past deduction/ certainty * Past regrets / criticism | * Describing past events/ experiences/ * Possible action based on evidence * Past regrets/ criticizing past actions |
| * Passives * Causatives (have/ get) | * Emphasis on agent * Emphasis on process * Emphasis on result * Emphasis on services | * Details of important actions * Things done for you * Experiences which are caused by other people * Results of an activity |
| * Reported speech * Reported questions * Reporting verbs | * Report without exact words | * Reporting events, conversations, general truths and situations |
| **Level** | **Level Objectives** | **Meaning-Function** | **Use - Context** | **CEFR Expectations** |
| **B1+/ B2** | * Relative clauses | * Defining * Non-defining | * Giving essential information * Giving extra information |  |
| * Participle clauses | * Cause/ effect * Sequence of events | * Giving details about states and actions |
| * Gerund and Infinitives | * Depends on lexis * Sense verbs | * Identifying the functions of   gerunds and infinitives  in a sentence   * Using infinite/gerund and its structures in speech * Naming some verbs that are followed by a gerund or an infinitive |
| * Linkers | * Condition * Addition * Contrast * Cause and effect * Comparison | * Subordinate clauses with *if, when, unless, as soon as, as long as, provided, in case* to talk about facts and things * Linking actions with results, comparing ideas, describing supporting details |

**5. ASSESSMENT**

**5.1. Assessment Approach, Tools and Methods**

* **Assessment Approach**

As SDU SFL, we adopt embedded assessment methods as we strongly believe that embedded assessments utilize existing student course work as both a grading instrument as well as data for assessing SFL. We also believe that embedded assessments can assess individual student performance, the course, or the program if the information is aggregated and we apply formative or summative, quantitative or qualitative assessment methods.

Our assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Several methods should be used to assess student learning outcomes. We are using several methods because relying on only one method to provide information about the program will only reflect a part of students’ achievement. Therefore, we adopt both direct and indirect assessment methods.

* **Assessment Tools**

Below are some examples of assessment tools which we use throughout the year:

* Course exams,
* Course assignments/projects Essays,
* Class observations,
* Monitoring the performance of the students in class.

While designing our assessment tools we keep the following questions in mind.

* Does assessment method/instrument answer (assessment) questions?
* Does it yield the information/data needed to understand how students learn and what can be improved?
* What revisions might be necessary?
* Are there other or additional assessment tools that are needed?
* **Assessment Methods of SDU SFL**

|  |  |  |
| --- | --- | --- |
| **TOOLS** | **DESCRIPTION** | **METHOD** |
| **EVALUATION OF LEARNING QUESTIONNAIRE** | It is applied twice in one academic year. One is carried out at the end of fall semester and the other is administered at the end of spring semester. Students answer several questions about teachers, books, exams and homework, etc. | * Indirect * Embedded (Both qualitative and quantitative) * Summative and formative |
| **CLASS OBSERVATIONS** | Each semester instructors observe a class and share their ideas about students’ performance in their post conference meetings. | * Indirect |
| **MONITORING LEARNERS’ IN-CLASS PERFORMANCE** | It is of crucial importance for us to observe student progress through in-class discussion activities or through written outcomes. Instructors liaise with their partners who share the same classes in their level meetings and take necessary actions. We also give Instructor Evaluation Grade at the end of each semester. | * Indirect * Direct * Formative |
| **PROJECT ASSIGNMENTS,ORAL PRESENTATIONS and WRITTEN OUTCOMES** | Students are asked to write a paragraph or an essay as a part of Reading-Writing Lesson. Students are given written feedback and oral feedback. They are assessed as complete or incomplete.  They are also supposed to do oral presentations or mini-projects as a part of Speaking-Listening Course. Their performance is graded according to a checklist. | * Direct * Formative |
| **PROGRESS TESTS** | Students take a progress test at the end of each unit as a part of Main Course Lesson. Both students and instructors can learn about the progress of the learners. | * Direct * Formative |
| **TASK BOOK** | Task books include various activities which are designed by the Curriculum Unit. The students are supposed to do the tasks either in class or outside class. They are assessed as complete or incomplete. | * Direct * Formative |
| **QUIZZES** | We administer 4 pop-up quizzes in each semester. | * Direct * Formative |
| **MIDTERM EXAMS** | We administer two midterm exams which cover all skills in semester one. And we administer one midterm exam in semester two. | * Direct * Formative |
| **PROFICIENCY EXAM (Exit Exam)** | We administer two proficiency exams. One of them is at the end of second semester and the other one is at the beginning of Academic Year. | * Direct * Summative |

**5.2. Overview of the Exams**

* **SDU ENGLISH PROFICIENCY EXAMINATION (SDU-EPE)**

**Purpose of EPE**

SDU English Proficiency Examination (EPE) is a test designed to assess the English language proficiency level of the students who are entitled to undertake their undergraduate studies at Süleyman Demirel University. The aim of EPE is to determine whether the test taker’s proficiency in English is sufficient to perform communicative tasks in English, at a level that will enable them to follow the courses offered in their respective fields of study and fulfill the requirements of the courses with relative ease (C1 level for the departments of ELT & ELL, B1 for the other departments) Thus, the SDU-EPE is mainly concerned with assessing students’ proficiency in Reading, Listening, Writing and Speaking through various tasks, understanding written and oral academic texts, their ability to follow lectures, as well as their competence in composing academic texts of varying lengths.

**Components of SDU-EPE**

SDU-EPE consists of two stages, each administered on a separate day. Test takers are expected to take both stages. The scores obtained from the two stages make up the final EPE score.

**Stage One**, administered on the first day in three separate sessions. It comprises selected multiple choice type questions, which are machine scored.

The weighs allocated to each sessions and the time allowed are given in Table 1.

Table 1 *The EPE Content of Stage I*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage I** | | | | |
| **The morning session** | **Component** | **Number of Questions** | **Weigh** | **Time** |
| Use of English (Vocabulary and Grammar) | 50 questions | %40 | ˷ 50 minutes |
| **The afternoon sessions** | Listening | 25 questions | %30 | ˷ 40 minutes |
| Reading | 25 questions | %30 | ˷ 50 minutes |

Stage One of SDU-EPE determines whether a candidate may take the second stage of the test or not. The students of ELT and ELL departments who take at least **60 points** and the students of other departments who take at least **50 points** in the first stage **can take the Stage Two** of the EPE. The final SDU-EPE score of those candidates who do not qualify for the second stage of the test will be whatever they have scored on the first stage of the test.

**Stage Two**, administered on the second day in two separate sessions. It comprises a writing task and two speaking tasks. The raters go through standardization before each grading session. Each task is graded by two raters, and by a third rater if there need be.

The weighs allocated to each sessions and the time allowed are given in Table 2.

Table 2 *The EPE Content of Stage II*

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage II** | | | |
| **The morning session** | **Component** | | **Time** |
| Writing | 1 Task | ˷ 50 minutes |
| **The afternoon sessions** | Speaking | 2 Tasks | ˷ 5-10 minutes |

The scores of all sessions consist the final score of EPE. The weighs allocated to each session is equally **%20**. The tests takers are supposed to take at least **70** to pass the exam.

Table 3 *Weighs for the Final Score of EPE*

|  |  |
| --- | --- |
| **Test** | **Weigh** |
| Use of English | %20 |
| Listening | %20 |
| Reading | %20 |
| Writing | %20 |
| Speaking | %20 |

**Reporting of the SDU-EPE Scores**

The score obtained on the entire exam will be announced in approximately 5 days as of the exam date. The scores are announced on the following web page: [*http://ydyo.sdu.edu.tr/*](http://ydyo.sdu.edu.tr/)

**STAGE I**

**Session 1 (Duration: 50 minutes / 50 questions)**

**USE of ENGLISH**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Use of English** (Vocabulary and Grammar) | - Choose the alternative that best completes each sentence in the paragraph (cloze test).  - Choose the alternative that best completes the sentence.  - Choose synonym/antonym for the underlined word in the sentence. | To assess the candidate’s ability to decode simple, compound and complex sentences and to detect correct, appropriate language structures, vocabulary and discourse markers, to recognize words that are commonly used in entry-level academic texts.  Also, to assess the candidate’s awareness of the essentials and intricacies of English grammar, including tenses, prepositions, and stylistic variations of certain structures. | 25 vocabulary and 25 grammar questions.  - 3 cloze test texts with 13 questions.  - 31 sentence-level questions.  - Synonym/antonym in the sentence: 6 questions. | Multiple choice with  3/4 options  - sentence completion  - paragraph completion  - synonym/ antonym  (scored by an optical reader). |

**Session 2 (Duration: about 40 minutes / 25 questions)**

**LISTENING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | | **Number of Questions** | **Question Type** |
| **Listening Comprehension** | Conversation is an audio recording. You will listen to a dialogue between two people and answer the questions. | Interviews | To assess candidate’s ability to  - follow a conversation, to identify specific information on a range of topics  - distinguish between facts and opinions.  - understand problem/solution and cause/effect relationship  - understand implied meanings and speaker’s point of view  - understand advise and instructions  - understand the main reasons for or against an idea  - follow topic development and identify its purpose,  - distinguish between facts and opinions and to understand main ideas, supporting details, implied meanings  - identify attitude, mood, tone, viewpoints,  - understand paraphrasing or summarizing | 3 interviews with 18 questions. | Multiple choice with 3/4 options (scored by an optical reader). |
| Lecture is an audio recording. You will listen to a monologue between and answer the questions. | Lectures | 1 lecture with 6 questions. |

\**For items in these sections, you will hear three interviews and a lecture. You will hear each one twice. As you listen, choose the alternative that best answers each question or completes each statement. Before you listen to each one, you will have 30 seconds to look at the questions and alternatives.*

**Session 3 (Duration: 50 minutes / 25 questions)**

**READING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | | **Number of Questions** | **Question Type** |
| **Reading Comprehension** | Choose the alternative that best completes each sentence or thought. | Sentence Completion | To assess the candidate’s ability to recognize the relationship between ideas in a text and to recognize and interpret cohesive devices for linking different parts of a text. | 3 | Multiple choice with 3/4 options (scored by an optical reader). |
| Choose the alternative that best completes each paragraph. | Paragraph  Completion | To assess the candidate’s ability to recognize the relationship between ideas in a text, discourse organization and transitions that tie ideas to one another in a paragraph. | 3 |
| Choose the alternative that does not support the given topic sentence. | Supporting Ideas | To assess the candidate’s ability to recognize ideas that support a given topic sentence. | 2 |
| Choose the alternative which best answers the question or completes the statement about the text. | Text Comprehension | To assess the candidate’s ability to understand the main/specific ideas in a text and answer comprehension questions about it, to distinguish between different levels of information, to identify the purpose of a text, to understand the author’s point of view, to make out inferred meaning and o guess word meaning. | 5 texts of varying lengths accompanied by 17 questions. |

**STAGE II**

**Session 1 (Duration: 50 minutes / 1 Task)**

**WRITING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Writing an Essay** | Write an essay approximately 220 (+/- 10) words within the given topic.  You are expected to develop your own ideas.  Make sure you write well-organized paragraphs and all your ideas are relevant to the topic.  The paragraph will be graded according to: the content, the organization and the range and accuracy of vocabulary and grammar equally. | To assess the candidate’s ability to  - use correct, appropriate and expended range of language structures, vocabulary and discourse features that relates to a variety of topic areas in writing  - follow the conventions of standard written English  - logically organize, define, explain, compare or contrast information to produce cohesive and coherent piece of writing  - follow the conventions of spelling, punctuation and capitalization | 1 Task | 1 essay approximately 220 words (scored by a group of experienced raters in accordance with the rubric provided. The raters are trained in using the rubric for grading in a standardization session. Each paper is graded by two co-raters or more. ) |

**Session 2 (Duration: 5-10 minutes/ 2 Tasks)**

**SPEAKING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Speaking** | Make a description of a given term/ person/ place/ time/ situation/ feeling/ experience, etc. on the topic card including the given details for one to two minutes without being interrupted. Before you talk, you’ll have two minutes to think about what you’re going to say. You can make some notes if you wish. | To assess the candidate’s ability to  - use correct, appropriate and expended range of language structures, vocabulary and discourse features that relates to a variety of topic areas in speaking  - follow the conventions of standard spoken English  - logically describe, define, explain, exemplify, compare or contrast information to produce cohesive and coherent piece of speaking  - follow the conventions pronunciation and fluency | 1 instruction  2 or 3 questions. | 1prepared speaking task,  1 unprepared interactive task (scored by a group of experienced raters in accordance with the rubric provided. The raters are trained in using the rubric for grading in a standardization session. Each paper is graded by two co-raters or more. ) |
| Answer the questions asked by the examiner. |

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| --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | | **Number of Questions** | | **Question Type** |
| **Reading Skills** | Choosing the best topic sentence in a paragraph | To assess the candidate’s ability to recognize the best topic sentence that completes a given paragraph | | 2 | | 20 Multiple Choice Questions with 3/4 options  (scored by an optical reader) |
| Choosing the best concluding sentence in a paragraph | To assess the candidate’s ability to recognize the best ideas that concludes a given paragraph | | 2 | |
| Choosing the supporting sentence which does not support the given topic sentence | To assess the candidate’s ability to recognize ideas that support a given topic sentence | | 2 | |
| Choosing the correct order to make a meaningful paragraph | To assess the candidate’s ability to recognize the relationship between ideas in a text and to recognize and interpret cohesive devises for linking different parts of a text | | 2 | |
| Choosing the irrelevant sentence in the given paragraph | 1 | |
| understanding the details in a text | Text Comprehension | To assess the candidate’s ability to understand the main/specific ideas in a text and answer comprehension questions about it, to identify the purpose of a text, to understand the writer’s point of view, to make out inferred meaning and to guess word meaning. | 8 | 2 texts  of varying lengths accompanied by 11 questions |
| guessing the meaning from the context | 1 |
| using grammar to guess meaning | 1 |
| understanding the main idea | 1 |

* **Specifications of A Sample Midterm Exam**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Writing** | Writing a cause or an effect essay, approximately 250-300 (+/- 10) words within the given topic Developing their own ideas to write well-organized five paragraphs –an introductory paragraph, three developmental paragraphs, a conclusion paragraph in the essay | To assess the candidate’s ability to  - use correct, appropriate and expanded range of language structures and vocabulary  - follow the conventions of a cause or an effect essay  - logically organize, explain ideas to give causes and effects  - follow the conventions of spelling, punctuation and capitalization | 1 Task | 1 essay approximately 250-300 words (scored by a group of experienced raters in accordance with the rubric provided  The raters are trained in using the rubric for a grading standardization session. Each paper is graded by two co-raters or more. If the difference between the grades of two raters is more than 3 out of 15, paper is assessed by another rater, too.) |

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| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Use of English**  **(Vocabulary and Grammar)** | - Choosing the best word to complete the sentence  - Choosing the best word to complete the paragraph (cloze test) | To assess the candidate’s ability to decode simple, compound and complex sentences and to detect correct, appropriate language structures (future time clauses and conditions, multi-word verbs, present perfect simple and continuous, used to and would, obligation and permission, future probability, future perfect and future continuous) | 15 | Multiple choice with 3/4 options |
| - Choosing the best word to complete the sentences  - Choosing the best answer which cannot complete the sentence  - Choosing the best word to complete the paragraph (cloze test) | to assess the candidate’s ability to decode character adjectives, words connected with trying and succeeding, cause and result, natural world difficulty, sport, ability and achievement expressions with get, make, face, up and adjectives describing attitude | 25 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Listening** | Listening to an audio recording of the sentences once to choose the option when hearing /j/ or /w/ sound as a linking sound between two words | To assess candidate’s ability to  - follow a conversation to identify specific information on animals and the environment  - distinguish between /j/ and /w/ sounds as a linking sound between words.  - understand problem/solution and cause/effect relationship  - understand main reasons for or against an idea  - follow topic development and identify its purpose  - understand main ideas, supporting ideas | 5 sentences 5 with questions | Multiple choice with 3/4 options (scored by an optical reader) |
| Listening to a presentation about cell phone use twice to choose the best answer | 1 presentation with 6 questions |
| Note-Taking: Listening to a lecture about animal communication and take notes. After listening to the lecture, candidates answer the questions based on their notes. | 1 lecture with a note taking part |

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| --- | --- | --- | --- | --- |
| **Session** | **Task** | **Objectives** | **Number of Questions** | **Question Type** |
| **Speaking Skills** | Instant Speech: Answering the questions asked by the examiner without any preparation time | To assess the candidate’s ability to  - use correct, appropriate and expanded range of language structures, signposting language and vocabulary that relates to a variety of topic areas in speaking.  - follow the conventions of standard spoken English,  - logically express general beliefs, introduce examples, organize information, analyze opinions, form arguments and counterarguments, to produce cohesive and coherent piece of speaking  - follow the conventions of pronunciation and fluency | Three short questions for the instant-speech task | 1 unprepared speaking task, 1 prepared speaking task (scored by a group of experienced raters in accordance with the rubric provided. The raters are trained in using the rubric for a grading standardization session. Each paper is graded by two co-raters or more. If the difference between the grades of two raters is more than 3 out of 15, paper is assessed by another rater, too.) |
| Prepared Speech: After prepared for two minutes, developing arguments and counterarguments to a provided situation or opinion | 1 situation to agree or disagree with reasons and explanations |

**5.3. Exam Preparation Process**

Testing office coordinators organize a meeting with the testing office members. They inform the members about exam specifications and organize the job allocations. Accordingly, testing members prepare the relevant parts of the exams in line with exam specifications and course content. Then, the proof reading stages start. First drafts of the exams are edited by testing office members and then exams are finalized.

Testing office members are supposed to submit the finalized versions of the exams at least ten days before the administration day of the exam.

**5.4. Invigilation Duties**

|  |  |
| --- | --- |
| **When** | **BEFORE THE EXAM** |
|  | Go to your exam room.   * Check the room to see whether the seats are arranged if there is anything that might allow for cheating and that you have a CD player which is working. * Inform the Testing Office if any of these conditions are not met. |
| **…** | Go to the meeting room (A202), collect the exam packs and check the pack content. |
| **…-…** | * Take a pen, a board marker and post-it (for students’ phones – if needed) with you to the exam room. * Go to the assigned exam room with the exam pack. * In the listening session, check the audio recording by playing the instructions at the beginning. Do not play it longer than 5 seconds. If there is a problem with it, inform the stand-by teacher immediately. * Check the **students’ ID cards**, see if the ID belongs to the student and have them sign the attendance list with a pen. If there are any students who do not have their student ID’s with, inform the stand-by teacher immediately. * Write the duration of each session as well as the duration of the entire exam on the board. * Do not allow students to take food and drink other than water into the exam room. * Ask students to leave their cell phones on teacher’s desk (by writing their names on them). |
| **…** | * Distribute the optic forms (before reading the exam rules below) so that the students fill in the necessary parts. |
| **…** | **Read the exam rules below aloud:**   * **Exams today consist of four sessions, which are Use of English (Gr. And Voc.), Reading, Listening and Writing.** * **You are not allowed to leave the exam in the first 15 minutes.** * **Please do not talk to other students during the exam and do not ask the examiners any questions about the content of the exam.** * **As your exam will be assessed according to your answers on the optical form, be sure that you mark your answers on the optical form. No extra time will be given to transfer your answers to the answer sheet –except for listening exam.** * **Now, on your answer sheets, please fill in your student ID numbers, write your names, surnames, and bubble the letter of your booklet and the required boxes according to your answers.** * **Please use only pencils to mark the optical form.** * **Make sure you submit your exam documents to the instructor in the room before you leave.** * **If you are one of the last two students in the exam room, you have to wait until the other student finishes the exam.** * **Upon any attempt of cheating, your exam will be considered as invalid.** * **During the exam, you will not be allowed to exchange pencils, erasers, sharpeners, tissues and so on.** |
| **…** | * Distribute the exam papers and optical forms. * Make sure the students do **NOT** view the exam paper before you start the exam. * Have students write their names, surnames and ID numbers on the optical form and exam paper. * Tell the students **“Check the pages in your booklet by following the page numbers.”** * Walk around the students and make sure they have filled in the required information. * Tell the students **“No student may leave during the first 15 minutes of the exam.”** |
| **…**  ***Use of English*** session starts. | * Start the exam. |
|  | **DURING THE EXAM** |
| **… – …** | * Take the attendance signatures using a pen. * Admit the late students to the room and distribute them the answer sheet and exam booklets.   ***(Please do not admit any students to the exam room after ....)*** |
| **…** | * Remind the remaining time by telling the students that **“You have 10 minutes left.”** * Make sure that there are ***at least two students*** in the exam room until the end of the exam. * Write **“absent”** for the absent students on the attendance list. |
| **…**  *Use of English* session finishes. | * Announce that the exam is over. * Collect the exam papers and optical forms one by one without letting them stand up. * Hand the students’ mobile phones back one by one. * Let them know the second session of the exam is **Reading** which starts at … . |
| **…** | * Go to the exam room. * Ask students to leave their cell phones on teacher’s desk. * Distribute the optical forms so that the students fill in the necessary parts. * Distribute the exam papers. * Make sure the students do **NOT** view the exam paper before you start the exam. * Have students write their names, surnames and ID numbers on the exam paper. * Tell the students **“Check the pages in your booklet by following the page numbers.”** * Walk around the students and make sure they have filled in the required information. * Tell the students **“No student may leave during the first fifteen minutes of the exam.”** |
| **…**  ***Reading*** session starts. | * Start the exam. |
|  | **DURING THE EXAM** |
| **…-…** | * Admit the late students to the room and distribute them the answer sheet and exam booklets. ***(Please do not admit any students to the exam room after ... .)*** * Take the attendance signatures using a pen. |
| **…** | * Remind the remaining time by telling the students that **“You have 10 minutes left.”** * Make sure that there are ***at least two students*** in the exam room until the end of the exam. * Write **“absent”** for the absent students on the attendance list. |
| **…**  *Reading* session finishes. | * Announce that the exam is over. * Collect the exam papers and optical forms one by one without letting them stand up. * Hand the students’ mobile phones back one by one. * Let them know the next part of the exam is **Listening and Writing session** which starts at … . **Remind them late students will not be let in the Listening Exam session.** |
| **…** | * Take a CD-player with you. Make sure your CD and the CD-player works well. * Go to the exam room. * Ask students to leave their cell phones on teacher’s desk (by writing their names on them). * Distribute **the exam papers** for the listening. * **Distribute the optical forms.** * Have students write their names, surnames and ID numbers on the exam paper. * Tell the students **“Check the pages in your booklet by following the page numbers.”** * Tell the students **“No student may leave before the exam finishes.”** * **Take the attendance signatures** using a pen. * **Do not let the late students in after the exam starts.** |
| **…**  ***Listening*** session starts. | * Distribute the question papers of the exam – not the optical forms- to the students. * Start the exam, announcing the students have 2 minutes to read the questions. (You can shorten the time if necessary – as a precaution against cheating) **After 2 minutes, play the recording.** |
|  | **DURING THE EXAM** |
|  | * When listening to recordings is over, announce that the **students have 1 minute** to transfer their answers on the optical form. (You can shorten the time if necessary– as a precaution against cheating.) |
| **…** (estimated time) *Listening* session finishes. | * Announce the listening exam is over and the writing exam is going to start. * Collect the exam papers and optical forms one by one without letting them stand up. * Don’t let any students leave the exam room. |
| **…** (estimated time) | * Distribute the writing exam papers. * Make sure the students do **NOT** view the exam paper before you start the exam. |
| **…**  ***Writing*** session starts. | * Start the exam. |
|  | **DURING THE EXAM** |
| **…-…** | * Admit the late students to the room and distribute them the exam papers. ***(Please do not admit any students to the exam room after … .)*** * Take the attendance signatures using a pen. |
| **…** | * Remind the remaining time by telling the students that **“You have 10 minutes left.”** * Make sure that there are ***at least two students*** in the exam room until the end of the exam. * Write **“absent”** for the absent students on the attendance list. |
| **…** | * Announce that the exam is over. * Collect the exam papers one by one without letting them stand up. * Hand the students’ mobile phones back one by one. * Let them know the speaking exams start tomorrow and they can check their exam day and time and place on the student boards. |
|  | **REMINDERS** |
|  | * After the exam papers are distributed, do not allow the students to leave the exam room. (No restroom visit!) * Do **not translate/explain the instructions** for the exam tasks in Turkish. * Do not **answer students’ questions** about the exam content or the instructions. * Avoid **distracting the students** by using cell-phones, reading, talking with colleagues etc. during the exam. * If you notice a student with a cell phone, tablet or a personal computer, take his/her exam paper and write the student’s name and his/her student ID number as an incident report. * Do not provide extra time for the late comers. |

**5.5. Marking Duties**

* **Writing Exam Marking**

Testing coordinators prepare a duty list and inform the instructors about when and where to take the exam papers. All instructors are expected to take and submit the exam papers on time.

Each exam paper is graded by two different markers. First and second markers grade the papers separately without seeing each other’s grade. They are supposed to submit the exam papers and grade sheets to the testing office on time. Testing coordinators check the grades and take the average and if the discrepancy between two graders is more than three points, a third marker is assigned to reassess those papers.

* **Speaking Exam Marking**

Three examiners are responsible for conducting the exam in each class. Two of them are raters who sit widely spaced on the left and right and only mark the candidates. One examiner is the coordinator, who sits in the middle and doesn’t mark. S/he is responsible for the candidates’ signatures, voice recording on the mobile phone and carrying out the exam by giving necessary instructions and addressing the questions. The voice of the candidate is recorded with their names. During the exam, examiners are supposed to have at least two breaks and take a rest. At the end of the exam, the assessors take the average of the grades under the supervision of the interlocutor. If the discrepancy between two grades is more than three points, the third assessor reassesses those performances.

**5.6. Rubrics**

* **Writing Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **CONTENT**  **(relevance to the task and development of ideas)** | Answers the question fully by providing supporting ideas (relevant examples and explanations) thus informing and captivates the reader  No redundant ideas & unnecessary repetition  No need for mind-reading | Shares features of Band 3 and Band 5. | Displays an attempt to answer the question by providing somehow relevant and sufficient examples and explanations  But includes some problems in developing ideas requiring some mind-reading  Some repetition and irrelevant ideas | Shares features of Band 1 and Band 3. | Displays almost no attempt to answer the question – OR the content is slightly relevant to the topic  Most examples are irrelevant or very limited without explanations  Many redundant ideas & unnecessary repetition |
| **ORGANIZATION**  **(conventions of the genre,**  **connection between ideas,**  **sequencing of ideas)** | Displays an essay development by organizing ideas into paragraphs properly  Displays a full control of the genre efficiently (thesis statement & topic sentences. etc.)  Includes a wide range of cohesive devices and linkers with accuracy  Ideas flow smoothly | Displays a sense of essay development by organizing ideas into paragraphs  Displays awareness of the conventions of the genre (introduction, topic sentences, etc.)  Displays some accuracy and range in using linkers and cohesive devices to connect ideas with occasional mistakes  Displays some jumpiness disrupting the connection between ideas and choppy at times | Displays a limited or no sense of essay development and conventions of the genre  Includes considerably inaccurate and inadequate use of cohesive devices  Considerable jumpiness with unclear ideas |
| **LANGUAGE**  **(accuracy and range in vocabulary and grammar)** | Displays strong command of basic and complex structures with almost no mistakes  Includes a wide range of vocabulary accurately with almost no inaccuracies in word choice | Displays some accuracy and range of basic structures and vocabulary with occasional mistakes  Includes almost no mistakes that hinder communication  Displays a mix of simple and complex sentence structures | Displays limited accuracy and range when using basic structures and vocabulary with frequent mistakes  Includes too many mistakes that hinder communication - needs mind reading mostly  Relies only on basic structures - no attempt to use complex structures |

GROUND RULES:

1. If the content is totally irrelevant, the CONTENT is graded as 0 (zero) and accordingly, it is graded as 0 (zero) from ORGANIZATION and LANGUAGE. In that case, it requires a third rater evaluation.
2. If the content is slightly relevant to the topic, the CONTENT is graded as 1(one). In that case, it is graded as 0, (zero) 1 or 2 from other sections.
3. If MECHANICS (punctuation, capitalization and spelling) are considerably inaccurate and improper, reduce 1 point from the overall grade.

* **Speaking Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **CONTENT** | effectively developed topic with clear relevant and sufficient use of examples, arguments, explanations and details    arouses the interest of the listener(s) | a well-developed topic with clear, relevant, sufficient examples, explanations, arguments and details  but  not fully elaborated points at times | responses with somewhat developed ideas, examples and explanations | limited and insufficient development of ideas  frequent repetition and irrelevance | almost no responses  or  irrelevant, little or no explanations |
| **PRONUNCIATION** |  |  | almost no pronunciation mistakes  includes a wide range of pronunciation features | can generally be understood throughout,  though mispronunciation of basic vocabulary reduces clarity at times | mispronunciations are frequent and hinder communication |
| **FLUENCY** |  |  | almost no hesitations and/or pauses  a fluent flow of speech | some hesitations and pauses  average flow of speech | long, noticeable pauses and/or hesitations between words/sentences  slow flow of speech mostly or no flow |
| **USE of LANGUAGE** |  | frequent use of complex structures and proper vocabulary to this level  consistently accurate structures and vocabulary with very rare “slips” | use of mix of simple and complex structures and vocabulary with some variety  mostly accurate structures and vocabulary but some minor mistakes only in complex sentences | frequent dependence on simple structures; very rare use of complex structures and vocabulary  frequent errors which may lead to misunderstanding | almost no range of structures and vocabulary  inaccurate use of simple structures and vocabulary, often hindering communication |

GROUND RULES:

1. If the “Content” grade is 1 (one), the performance is graded as 0 (zero) or 1 (one) from the other sections.
2. If the question is paraphrased once (for C classes) /twice (for A classes) or/and for clarification an exemplification, explanation is made or some clues are given, reduce 1 point from the overall grade.
3. If there is no utterance at all, it is graded as 0 (zero) overall.

**5.7. Exam Verification Process**

* In SDU SFL all written and oral exam grades are verified through second and third marking processes. For detailed information please see 5.5.
* Multiple choice exams are scored by the optical reader and the grades are entered by the instructors into OBS (Student Information System). The instructors should check the grades twice as the system requires temporary recording first. Then, the system allows the instructors to save the grades permanently.

**6. STAFF-RELATED ISSUES**

**6.1. Record-keeping**

**▪ Class Files**

Attendance Sheets and Homework Grade Sheets should be kept in class files of each instructor until the end of each semester. These must be kept up-to-date to provide a detailed record in case of a legal issue.

**▪ Exam Scores**

All exam results including midterms and quizzes are stored in OBS (Student Information System). All instructors are supposed to record the exam results in one week after the administration day of the exam. It is important that these are kept accurately as it is not possible to make changes in the grades after they are saved.

**6.2. Work Hours**

All Prep Program instructors are expected to work minimum 12 hours a week. However, all instructors are supposed to be at school on preparation days and seminar or workshop days. Weekly classroom teaching hours may vary throughout the academic year. In addition to teaching in the classroom, the instructor is expected to fulfill all other responsibilities such as attending meetings to discuss teaching- and learning-related issues in their classes, attending standardization sessions, and invigilating/marking for institutional exams. This is outlined in the relevant preparatory program instructor job description.

**6.3. Absenteeism from Work**

Working rules and regulations stipulate that all members of staff notify the school of any urgent absenteeism.

It is imperative that any member of academic staff is required to inform the vice-director with information about the reason for absence.

For planned absenteeism, staff members are requested to fill in the ‘Administrative Leave Request Form’ explaining the reason for the request and any class/work make-up plan if applicable. Filled in forms should be submitted to the vice-director who will pass them to the Directorate for final decision.

Instructors are requested to bring in or send a sick note within 3 days of illness. The University requires a medical report from a SGK/State Hospital. In exceptional circumstances, a medical report from a private hospital may be acceptable at the discretion of the Directorate.

▪ **Legal Leave**

All legal leaves are given according to the Labor Legislation. 25.

**▪ Maternity Leave**

Female personnel are given 8 weeks leave prior to delivery; the date to be based on a SGK hospital report.

To obtain this report the member of staff should get a “visit paper” from the University’s Personnel Department and apply to the SGK hospital with this paper and SGK ID card.

At the hospital, the prospective mother is given a report which shows the probable date of delivery and the beginning date of the pregnancy leave.

A photocopy of the report is then given to the school at the beginning of the leave and the original is kept by the mother.

Female personnel are given 8 weeks leave after normal delivery. Before being discharged from the hospital, copies of the Birth Report should be obtained.

After the birth, the report which was given before the beginning of pregnancy leave by the SGK hospital, and a copy of the birth report, should be taken to the SGK hospital with a second “visit paper” which is to be obtained from the Personnel Department.

The mother may be granted up to two-year unpaid leave starting from the end of the maternity leave.

**▪ Feeding Leave**

According to the Labor Legislation, those mothers who work a full day (8 hours) are entitled to have 1.5 hours of feeding leave per day for one year. However, as instructors do not work 8 hours a day, this may not be applied to the academic staff in the University.

Staff members with positions of responsibility can negotiate with their managers which form the feeding leave can take.

**▪ Honeymoon Leave**

Three days leave are granted including the wedding day (these days should be used immediately following the wedding).

▪ **Leave for Fathers**

A father is granted three days leave after the birth of his child.

**▪ Marriage of Offspring**

Two days leave is granted for the marriage of a staff member’s child. The staff member applies in writing to their vice-director giving as much notice as possible.

**▪ Compassionate Leave**

In the case of death of a family member (child, spouse, father, mother, brother or sister) three days leave is granted.

**6.4. Professional Development Policy**

In SDU SFL, all instructors are encouraged to improve themselves professionally. In order to ensure this, we provide staff with a professional work environment which offers them opportunities for personal and professional development. Some of these opportunities are;

* a flexible timetable,
* peer-observations,
* ISS Sessions,
* regular development slots (workshops, presentations, discussions),
* instructor evaluation forms,
* orientation program for the new instructors,
* workshops, seminars and guest speakers.

We expect the staff to contribute to institutional and professional development by

* participating in staff development and other training programs as and when required,
* willingly accepted to be evaluated by the students, managers and colleagues,
* contributing to the positive working atmosphere in the Teaching Unit and the school,
* participating in the establishment and maintenance of an ‘open door’ policy, which includes class visits and classroom observations.

**6.5. New Instructor Orientation**

*Responsible Authority:* Managers, PDU (Professional Development Unit**)**

* **Purpose**

To provide new full-time and part-time instructors an orientation session to enable them to familiarize themselves with the institutions, its vision, mission, values, teaching approaches, assessment procedures and organizational structure.

* **Scope**

This policy applies to all new instructors both national and international.

* **Policy**
  1. The New Instructor Orientation meetings provide an overview of the institution’s vision, mission and values, assessment procedures, teaching approaches and organizational structure.  The meetings are held by the units separately. The new instructors are supposed to visit the units at preparatory school and learn about the key policies.
  2. All new instructors are provided with the Staff Handbook which includes detailed information about the institution.
  3. There is a body system to support the new instructors. PDU members accompany the new instructors for a week.
  4. There is an open-door policy in our institution. New instructors can observe classes to have a better understanding of the teaching approaches of the school. PDU members are supposed to let new instructors observe their own classes. And PDU members can also observe their classes for developmental purposes.
* **Procedure**

|  |  |
| --- | --- |
| **ACTION** | **RESPONSIBILITY** |
| **1. Planning Orientation Program** | PDU-MANAGEMENT |
| 1.1. Assign a body to the new instructor. | PDU |
| 1.2. Schedule a class observation program for the new instructor. | PDU |
| **2. Supervising the process** | PDU |
| 2.1. Ensure that newly hired instructors attend the meetings with the units at preparatory school. | PDU |
| 2.2. Provide assistance to the new instructors when needed. | PDU |
| 2.3. Write a report on the adaptation process of the new instructors and submit the report to the management. | PDU |

**7. STUDENT-RELATED ISSUES**

**7.1. Institutional Ground Rules**

In the school, students have the right to

* express themselves freely,
* expect respect for their individuality,
* make complaints and write petitions ( See Student Handbook),
* use the school’s and the university’s facilities,
* receive quality tuition,
* be treated fairly.

**7.2. Student Code of Discipline**

In the school, students are requested not to

* endanger the safety and well-being of others,
* behave inappropriately,
* disrupt activities, teaching and learning,
* damage school property.

It is every student's responsibility to learn and observe the Higher Education Council Student Disciplinary Rules and Regulations. These Rules and Regulations can be accessed at:

[*http://www.yok.gov.tr/web/guest/icerik//journal\_content/56\_INSTANCE\_rsRqRmHtxKK6*](http://www.yok.gov.tr/web/guest/icerik//journal_content/56_INSTANCE_rsRqRmHtxKK6)

**▪ Smoking**

In accordance with law no. 4207, smoking is not allowed in buildings. Inform building security.

**▪ Students creating a disturbance outside the class**

Report to the vice-director.

**▪ Fighting**

If you see fighting on campus, inform security.

▪ **Vandalism**

In class—writing on desks, walls, etc.—or in the corridor, point out that you have noticed and suggest that it is not repeated. If it is persistent, report to the vice-director who will decide on the necessary action.

**▪ Cheating and Plagiarism**

If students use ideas or expressions from various published sources, they are required to acknowledge them properly. If there is any suspicion of plagiarism in any homework or continuous assessment tasks, these tasks will not be accepted until a full inquiry has been undertaken. If plagiarism is confirmed, disciplinary action will be taken against the student(s) committing and/or assisting with the act of plagiarism. The Higher Education Council Student Disciplinary Rules and Regulations can be accessed at:

*http://www.yok.gov.tr/web/guest/icerik/-/journal\_content/56\_INSTANCE\_rsRqRmHtxKK6/10279/17960*

**▪ Cheating**

Disciplinary action will be taken against any student who submits required course work, or any part of required coursework, written by another person, or copied partly or entirely from another student’s work, or who gives his/her own work, or any component thereof, to another student, or who hands in previously submitted work (even if it is the student's own) in the form of new work. The Higher Education Council Student Disciplinary Rules and Regulations can be accessed at:

[*http://www.yok.gov.tr/web/guest/icerik//journal\_content/56\_INSTANCE\_rsRqRmHtxKK6/10279/17960*](http://www.yok.gov.tr/web/guest/icerik//journal_content/56_INSTANCE_rsRqRmHtxKK6/10279/17960)

**7.3. Students with Special Needs**

During class allocation, management liaises with Student Services to ensure that students with physical disabilities are placed in ground floor classes. These students are also assigned to the instructors who can be easily reached in is his/her office.

**7.4. Student Complaints**

Students can find more information about how to make a complaint in the Student Handbook.

**8. RESOURCES**

Blended learning is encouraged. The classrooms are equipped with projectors, smart boards, mp3 players and other technological devices. Moreover, we have two language labs sponsored by YOK (Council of Higher Education).

Psychological guidance, health care, support services etc. are provided by the Directorate of Health, Culture and Sports Department of our University.

Facilities and infrastructures for students (dining halls, dormitories, sports areas, technology-equipped work areas, etc.) are available.

Sufficient and easily accessible learning opportunities for our students who require a special approach are met by all means of our school.

**▪ Stationery**

Instructors are able to order stationery through their managers. They can also use the stationary available at school.

**▪ Printing and photocopy services**

Each staff room is equipped with a computer which is connected to a printer for small printing jobs. There is one printer located in photocopy room and can be accessed by the instructors for bulk copying.

**▪ Computers**

Each instructor in SDU SFL is provided with a computer. Instructors are responsible for their own virus/malware protection, and will be required to pay for any damage to or loss of that computer.

**▪ Classroom resources**

Ceiling-mounted data projectors are available in most classrooms. All classrooms have internet access. If you have been allocated a classroom without a projector, please speak to your vice-director about swapping your class with one of the others in the school.

**▪ Computer lab**

There are two computer labs in the building. Please contact the vice-director to book this room.

**▪ East Campus Library**

The East Campus Library is located in Ertokus Bey Building and provides opportunities for students to work independently towards acquiring the necessary language and skills to follow their studies both in the preparatory program and their departments. A comprehensive collection of ELT vocabulary, grammar, reading, listening and writing books are available for students to study.

* **Physical and Human Resources**

Academic and administrative staff resources for students are managed by considering the career process, knowledge and experience of employees.

To increase the productivity of our employees, support for their careers is given. In line with the continuation and improvement of the status of our employees in their job satisfaction, necessary support is provided by the management.

Personnel who work in the units providing administrative and support services in our school are provided with in-service trainings by the university at certain intervals and seminars etc. organized by professional organizations taking financial resources into account to update their professional knowledge and skills.

Utilizing the public resources allocated to our school, the accrual units use them effectively and efficiently. The management of movable and immovable resources is carried out by the authorities by taking into consideration the efficiency principles of the portable registration and control authorities.

The authorizing officers shall not control or ensure that the transactions and records relating to the movements are carried out in accordance with the procedure; intentional, negligent, or negligent consequences of any damage, loss, or omission that may be caused. In 2017, 2 tons of paper was reevaluated for the purpose of contributing to the school budget and brought about 600 TL income to our university budget and contributed to the saving of 32 trees.

**9. EMERGENCIES**

**9.1. IN CASE OF FIRE**

This instruction is prepared on the basis of the Regulation on Emergency Situations at Workplaces and the relevant articles of the Regulation on the Protection of Buildings from Fire.

**9.1.1. Working Principles of Firefighting Rescue Crew**

* She/He should not panic in any fire and rescue incident and must carry out extinguishing and rescue work without endangering her/him or another person.
* She/He must immediately interfere with the fire in the areas and departments in which she/he is responsible to extinguish the fire and to prevent it from spreading. In this study, the closest team member should take the fire extinguisher and take the wind behind it. She/He
* should cut off the seal of the device,
* should pull the device pin,
* should spray the chemical coming out of the hose to the front and bottom of the flame and go on extinguishing the fire by keeping the flames back,
* shouldn’t use water mist extinguisher to extinguish the fires of electrical appliance, cable, board, generator etc. Dry powder type of fire extinguishers should be used.
* The orders of the fire and rescue team chief must be fulfilled during and after the fire.
* She/He should attend fire trainings and fire drills arranged periodically in the workplace.
* She/He must keep the fire precautions taken in the workplace under constant control. She/He should inform the fire chief and rescue crew chief about the defects he has detected.
* She/He should check the fire escape routes and provide their availability in ordinary cases.
* She/He should help the fire brigade and other rescue teams.

**Name/ Surname Responsibility Contact Details**

1. Muhammet CULUS Fire Crew Chief 05446319647

2. Satılmış ÇELEBİ Fire Crew Asst. Chief 05336500843

3. Fadime PARLAKYILDIZ Fire Crew Personnel 05066472040

**9.1.2. Working Principles of First Aid Crew**

* She/He must follow the instructions of the team chief.
* She/He should count all employees according to the list when she/he has to evacuate the building.
* If necessary, she/he should help workers evacuate the building.
* She/He should provide the necessary first aid by determining the names and conditions of the injured and the patients until they receive medical first aid or they are hospitalized.
* The first aid material should be brought to the emergency collection area and she/he should make the necessary intervention.
* She/He should identify the severe ones and ask for an ambulance and send them to the hospital.
* She/He should participate in training activities in the workplace.
* She/He should keep first-aid measures taken in the workplace under control, and she/he should report the defects identified to the first aid chief.

**Name/ Surname Responsibility Contact Details**

1. Mustafa KAHYA First Aid Crew Chief 05424814306

2. Hacer SARIBAŞ First Aid Crew Personnel 05336581108

**9.1.3. Working Principles of Rescue Crew**

* She/He should check the fire escape routes and provide their availability in ordinary cases.
* She/He should help people evacuate workplace.
* She/He should provide the transfer of people first affected by the fire to the first aid crew at the time of fire.
* She/He should deliver the negotiable instruments which are precious files, documents, computers, etc. to the chief.
* She/He should participate in training and exercises related to fire precautions.
* She/He should assist in the evacuation of working personnel and material in areas where the fire can spread.
* The orders of the fire and rescue team chief must be fulfilled during and after the fire.

**Name/ Surname Responsibility Contact Details**

1. İsmail Murat Benli Rescue Crew Chief 05532963292

2. Zübeyde MEKE Rescue Crew Asst. Chief 05462627675

3. Halime C.ONAY Rescue Crew Personnel 05333802055

**9.1.4. Working Principles of Guard Detail**

* She/He should protect the items and documents saved by the rescue team, avoid panic and chaos due to fire.

**Name/ Surname Responsibility Contact Details**

1. Ahmet EKİNCİ Fire Crew Chief 05435791228

2. Mehmet MARAŞLI Fire Crew Asst. Chief 05412753000

3. Sermin ASLAN Fire Crew Personnel 05364887719

**EMERGENCY TELEPHONE NUMBERS**

|  |  |
| --- | --- |
| **Emergency Ambulance Services** | **112** |
| **Fire** | **110** |
| **Police** | **155** |
| **Gendarmerie (military police)** | **156** |
| **Municipal Police** | **153** |
| **Power Cut** | **186** |
| **Water Cut** | **185** |
| **Gas Power Failure** | **187** |
| **Provincial Disaster and Emergency Directorate** | **(0246) 224 20 42** |

**9.1.5. FIRE EXTINGUISHER INSTRUCTIONS**

* Pull the pin.
* Aim the nozzle at the base of the fire. Hitting the tops of the flame with the extinguisher won’t be effective. You got to smother the sucker at its base.
* Squeeze the trigger. In a controlled manner, squeeze the trigger to release the agent.
* Sweep from side to side. Sweep the nozzle from side to side until the fire is put out. Keep aiming at the base while you do so. Most extinguishers will give you about 10-20 seconds of discharge time.

**9.1.6. INSTRUCTOR RESPONSIBILITIES**

* Ask the students to take their valuables (purse, wallet etc.) and follow you in single file.
* Calmly but firmly direct students to the nearest exit. Do not let them remain in the building behind you as you calmly walk to the nearest exit.
* Do not allow students to use elevators. Calmly and firmly direct them to use stairways to exit the building.
* Report to emergency personnel as they arrive and inform them of any students that you suspect may still be in the building. Also advise them of any emergency conditions or problems that you observed as you exited the building.
* Continue to calmly assist in moving students to a safe distance from the building as you move away yourself. Attempt to prevent any students from returning to the building until emergency personnel have advised you that it is safe to do so.After you have exited the building call 110 on the nearest available cellular phone to ensure that the fire has been reported.

**9.2. IN CASE OF POWER-CUT**

In case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity for the building. If a short term power outage turns into a long term one at any times, instructors should

* help students in darkened work areas move to safety,
* check elevators to determine if anyone is trapped inside. If so, instructors should immediately call for help; should not attempt to force open doors and rescue them.  They should wait for a qualified elevator mechanic,
* unplug desktop computers, equipment, and appliances during the outage,
* shut down any equipment or process that could be hazardous if the power suddenly returns.

