****

ISTANBUL TECHNICAL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

**Dual Diploma Preparatory Program**

**The 2021 – 2022 Academic Year**

**Curriculum Guide**



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**SECTION 1**

**1.1. A Brief History**

ITU Dual Diploma Preparatory Program (DDP) started in parallel with the implementation of Dual Diploma Programs in different faculties at ITU in 2003-2004 academic year. For the first four academic years between 2003 and 2007, the curriculum applied in the Undergraduate Preparatory Program (UPP) was also applied in the DDP. However, based on the different needs of the DDP students -100% English-medium instruction as opposed to 30% and having a certain part of the undergraduate education in the U.S and feedback from such different sources as the students, the instructors and the DDP coordinators both at ITU and the U.S.-the DDP started to serve apart with a curriculum specifically designed to meet the needs of the students and the Dual Degree Programs starting from 2007 – 2008 academic year. Since then, a skills-oriented curriculum mainly focusing on academic skills that the students will need in their academic lives has been applied, evaluated, and regularly updated based on the needs of the students, respective Dual Diploma Programs at ITU and the partner campuses taking into consideration the feedback from the instructors, the students, the DDP Coordinators both at ITU and the partner campuses in the USA (See Appendix A for detailed curriculum history).

**1.2. Mission Statement**

As Istanbul Technical University School of Foreign Languages (ITU SFL), our mission is to teach English to the technological leaders and entrepreneurs of the future in the field of science, technology, social sciences, and the arts and help them communicate confidently in their future educational life where English is used with the help of knowledge and skills in English they have attained in the SFL by raising responsible and self-confident individuals. In this respect, the objective of the language training program is to provide the students with sufficient language skills to follow the courses in their faculties, and to train them as productive individuals with their dynamism and contemporary values for engineering, architecture, and science education as well as the arts and social sciences so as to compete not only at a national level but also worldwide.

**1.3. Goals, Objectives and Student Learning Outcomes**

As there is not a modular system application in our program, students stay in the same level throughout the academic year, but student learning outcomes of all the levels are targeted to be at the same exit level with a slight degree of difference in their English Language proficiency.

**Listening & Speaking: Goals, Objectives and Learning Outcomes**

**Goals**

* The students will acquire necessary listening skills in order to follow and comprehend discourse such as lectures, conversations, interviews, and discussions at their programs.
* The students will develop adequate speaking skills to communicate effectively to follow academic courses at a university level.

**Objectives**

* The students will identify main ideas in a lecture.
* The students will identify important details in a lecture.
* The students will distinguish more important ideas from less important ones.
* The students will learn to use strategies to listen actively.
* The students will learn strategies to take clear notes.
* The students will use their notes to organize their ideas.
* The students will identify words and/or phrases related to the topic.
* The students will draw inferences relying on the context.
* The students will express themselves fluently.
* The students will express themselves with acceptable accuracy.
* The students will convey their ideas clearly.
* The students will participate in discussions.
* The students will analyze and synthesize information presented in different sources.
* The students will paraphrase orally what they hear and/or read.

**Learning Outcomes**

By the end of the program, the students will be able to:

* use cohesive devices to distinguish different ideas.
* identify key terms and definitions during conversations and/or lectures.
* identify cues the lecturers use when focusing on examples, cause and effect relationships, and comparison and contrast.
* make inferences based on what they hear.
* identify the lecturer’s point of view.
* use symbols and/or abbreviations to take effective notes.
* express their opinions in individual presentation of ideas.
* express their opinions in group discussions.
* use accurate linguistic structures in conveying their ideas.
* use appropriate vocabulary in conveying their ideas.
* paraphrase important information in the listening texts.
* produce a speech eliciting ideas from different sources.

\*A **listening text** refers to any lecture at the upper-intermediate level of at least 600 words

**Reading: Goals, Objectives and Learning Outcomes**

**Goal**

The goal of the use of English component of the preparatory program is for learners to be able to understand and use certain linguistic structures effectively in terms of form and function.

**Objectives**

* The students will comprehend important information and facts that are stated in a reading text.
* The students will understand the distinction between main ideas and supporting details in a reading text.
* The students will understand the meaning of a word as it is used in a reading text.
* The students will draw conclusions based on the information given within a statement or section of a reading text.
* The students will perceive ideas that are suggested but not directly stated within a reading text.
* The students will recognize the organization and purpose of a reading text.
* The students will restate ideas from another source in their own words.

**Learning Outcomes**

By the end of the program, the students will be able to:

* use context clues to figure out the meaning of a word and/or phrase in a reading text.
  + use surrounding information to understand meaning, details and/or inferences in a reading text.
* use surrounding information to determine what a pronoun, determiner, etc. refer to in a reading text.
* skim a passage for main ideas.
* scan a passage for specific information.
* paraphrase important points in a reading text.
* summarize information in a reading text.
* make and/or complete outlines of a reading text.
* categorize information in the reading text.
* infer a writer’s intention and/or purpose in a reading text.
* compare and contrast opinions and/or information from different sources.

\*A **reading text** refers to an upper-intermediate level of at least 500 words.

**Writing: Goals, Objectives and Learning Outcomes**

**Goal**

The students will develop important writing skills that will enable them to produce academic texts required in their undergraduate studies.

**Objectives**

* The students will brainstorm and organize their ideas.
* The students will use mechanics of writing appropriately.
* The students will use appropriate cohesive devices to improve their texts.
* The students will incorporate appropriate vocabulary to express ideas precisely.
* The students will write grammatically accurate basic and complex sentences.
* The students will write coherent and unified paragraphs.
* The students will learn how to paraphrase to improve their writing.
* The students will learn how to summarize to improve their writing.
* The students will write a coherent, logical and organized opinion essay with a thesis statement, introduction, body paragraphs and conclusion.
* The students will produce a written response based on the information in the reading and listening texts.

**Learning Outcomes**

By the end of the program, the students will be able to:

* make an outline.
* apply punctuation, capitalization, and spelling rules in writing appropriately.
* use parallel structures accurately and effectively.
* use a variety of conjunctions, transition signals, pronouns, and articles to improve their texts.
* use a wide range of vocabulary relevant to the text.
* use correct forms of the words.
* write texts avoiding fragments, run-on sentences, and/or comma splices.
* write a paragraph with a topic sentence containing the main idea, supporting sentences explained by supporting details and a concluding sentence summarizing the main points.
* organize their ideas using ordering styles according to the kind of paragraph to be produced.
* write a clear thesis statement that has two main parts, a topic and a controlling idea in the essay.
* use examples, specific facts, and anecdotes to improve the body paragraphs in the essay.
* write an effective concluding paragraph consisting of a summary of the main points, a restatement of the thesis statement, and/or a final comment in the essay.
* write a response identifying the main ideas and key points of a reading and a listening text.

\*An **essay** is at the upper-intermediate level and expected to contain a minimum of 300 words.

\*A **response** is at the upper-intermediate level and expected to contain between 150-225 words.

**Main Course\Basic English: Goal, Objectives and Learning Outcomes**

**Goal**

The students will attain useful and efficient linguistic structures and use them appropriately in their undergraduate studies.

**Objectives**

* The students will use linguistic structures to read and understand well-structured texts encountered in academic or social contexts.
* The students will use linguistic structures to follow and comprehend a well-organized scripted lecture and take notes.
* The students will use linguistic structures to produce coherent written and/or oral responses on academic and social topics.
* The students will attain vocabulary to comprehend academic and social reading and listening texts.
* The students will use the correct form of the words in their oral and written language production.
* The students will understand separate meanings of a word as it is used in a reading and listening text.

**Learning Outcomes**

By the end of the program, the students will be able to:

* identify the use of linguistic structures in written and oral texts.
* use the linguistic structures they have learnt in written and oral texts effectively.
* use appropriate words to convey accurate meanings in speaking and writing.
* guess the definitions of the words using context clues.
* figure out a word’s part of speech in a sentence.
* spell and pronounce each word and different forms of words correctly.
* skim and scan a passage to understand the main idea and to find specific information.
* find direct and indirect answers about part and/or whole of reading or listening texts.
* make use of complex linguistic structures to understand a reading and listening text.

**1.4. Curriculum Philosophy**

By adhering to the ITU SFL Mission Statement, the DDP offers a goal-oriented curriculum specifically designed to meet the students’ existing and anticipated needs in terms of English language proficiency throughout their undergraduate studies. While doing this, the fact that the DDP students will be completing a certain part of their education in the U.S. partner campuses as part of their undergraduate education plays an important role. Accordingly, the curriculum has been designed by taking into consideration the kind of skills they will need in their educational lives in both campuses and the program is committed to “...teach English to the technological leaders and entrepreneurs of the future in the field of science, technology, social sciences, and the arts and help them communicate confidently in their future educational life...”.

So as to achieve this, each course offered by the program has its own set of goals and objectives, which are to be met by means of the most relevant instructional materials. Each level follows the common textbooks and materials following the same syllabus with differences in the pace of courses. The methodologies applied in the program are mostly based on communicative language teaching approach with an emphasis on the oral and written production of the target language taking into consideration the different learning styles, interests, learning speed, and motivation of learners. However, as the instructors are the main correspondents with the students and there is a large number of instructors working for the DDP, a mixture of methodologies like natural approach and/or task-based approach is applied in the program based on such factors as the subject matter being covered, the students’ interest and motivation, and the facilities in the classroom (whether they allow for individual, pair and/or group work). Because of the emphasis on communication, the classrooms have been designed in such a way to allow for various types of activities; the use of different instructional materials and technologies to meet the needs of students with different learning styles.

**1.5. Program Description**

The DDP is a four-level program aiming at helping students develop their language skills and achieve proficiency in English meeting the goals and objectives of the program. The four levels are described as follows:

*B1+Level*: Upper-Intermediate

*B1 Level*: Intermediate

*A2 Level*: Pre-Intermediate

*A1 Level*: Elementary

Students who are enrolled in the DDP take a Placement Test during the week before the beginning of the fall term and placed into one of the four levels according to the scores they get in the Placement Test. The students who do not take the Placement Test are placed directly into A1 level, the lowest level of language proficiency in the program. Students are also provided the opportunity to change their level by means of Level Change Quiz at the beginning of the Fall Term. For the second semester, B1 level students are renamed as **B1+,** A2 as **B1** and A1 as **A2+**. Those who study in B1+ classes in the first term continue their education in B1+ classes.

The DDP offers an 8-month intensive English program for the students comprised of the four levels mentioned above. In each level, the program can be divided into two parts as basics and skills of English. While Basic English and Main Course classes aim at teaching linguistic structures and skills effectively in an integrated way through course books which present grammatical structures in context, the skills classes are categorized as listening & speaking, writing, and reading. The curriculum also offers the students the content preparing students for the TOEFL iBT, which is the most common test that the students take before starting their undergraduate programs. In addition, the reason why the TOEFL iBT skills and materials have been put in the curriculum as an important component that its content is more academic compared to the other international tests, and it prepares students for the university education. All levels have a curriculum which is designed to develop students’ General and Academic English and other language skills based courses in both terms. Besides, B1 level and B1+ receive the instruction of TOEFL iBT skills in both of the terms while A1 and A2 level students are offered the TOEFL iBT materials to a lesser extent in the fall term.

Each level in the program has a variety of class hours per week: in the 2021– 2022 Academic Year B1+ level students have 16 hours of instruction in both terms. B1 level students have 18 hours of instruction in the fall term and 16 hours of instruction in the spring term. A2 and A1 level students have 22 hours of instruction in the fall term, which makes it easier for them to catch up with upper levels in the program. A2 and A1 level students have 22 and 20 hours of instruction in the spring term. All the students are targeted to be at the same exit level with a little degree of difference in their language proficiency at the end of the year.

All the programs accept the scores of TOEFL iBT, which is the test offered by ETS, and some of the programs ( Textile Dev. and Marketing, Fashion Design, Civil Engineering, Bioengineering) also accept the scores of PTE Academic, an international test offered by Pearson, in order to allow students to start their programs in the following academic year. On condition that the students who receive the required score from one of the international tests at the end of the fall semester have not exceeded the absenteeism limit at the preparatory program in their first year, they can take two courses from their departments in the spring term. The ones who do not want to start their departments in the spring term may attend the Dual Diploma Preparatory Program on condition that they pay the required tuition for the program. The students who have met the language requirement for their faculties do not have to attend the Dual Diploma Preparatory Program.

The minimum scores required for each program are determined based on agreements between ITU and the partner campuses through Memorandum of Understandings (MOUs). The language proficiency scores required for the students to be able to start their undergraduate studies for both at ITU and in the U.S. are subject to change based on agreements (Please see Appendix H for the DDP Language Proficiency Requirements).

**1.6. Program Specifications and Structure**

**1.6.1. Program Specifications**

By adhering to the mission of ITU SFL, the DDP aims to provide the students whose level of English is below proficiency level with necessary language skills so that they can pursue their undergraduate studies at ITU and at the partner university without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on different components of language and TOEFL strategies.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program** | Dual Diploma Preparatory Program (DDP) | | | | | | | |
| **Levels Offered** | B1+ | | B1/B1+ | | A2/B1 | | A1/A2+ | |
| **Hours of Instruction per week** | 1st Term |  | 1st Term | 2nd Term | 1st Term | 2nd Term | 1st Term | 2nd Term |
| 16 |  | 18 | 16 | 22 | 20 | 22 | 22 |
| **Courses Offered** | Reading  Listening & Speaking  Writing  Main Course\Basic English | | | | | | | |
| **Credits Offered** | None | | | | | | | |

**1.6.2. Program Structure**

The following is the chart showing the structure of the program in each level in the fall and spring terms in the 2021 – 2022 Academic Year:

**Fall Semester**

|  |  |  |
| --- | --- | --- |
| Level | Course | The Number of Hours Allocated Weekly |
| B1+ Level  (16 hours X  14 weeks) | Reading | 4 hours |
| Writing | 4 hours |
| Listening & Speaking | 4 hours |
| Basic | 4 hours |
| B1 Level  (18 hours X  14 weeks) | Reading | 4 hours |
| Writing | 4 hours |
| Listening & Speaking | 4 hours |
| Basic | 6 hours |
| A2 Level  (22 hours X  14 weeks) | Reading | 4 hours |
| Writing | 6 hours |
| Listening & Speaking | 4 hours |
| Main Course | 8 hours |
| A1 Level  (22 hours X  14 weeks) | Reading | 4 hours |
| Writing | 6 hours |
| Listening & Speaking | 4 hours |
| Main Course | 8 hours |

**Spring Semester**

|  |  |  |
| --- | --- | --- |
| Level | Course | The Number of Hours Allocated Weekly |
| B1+ Level  (16 hours X  14 weeks) | Reading | 4 hours |
| Writing | 4 hours |
| Listening & Speaking | 4 hours |
| Basic | 4 hours |
| B1 Level  (20 hours X  15 weeks) | Reading | 4 hours |
| Writing | 6 hours |
| Listening & Speaking | 4 hours |
| Basic English | 6 hours |
| A2+ Level  (22 hours X  14 weeks) | Reading | 4 hours |
| Writing | 6 hours |
| Listening & Speaking | 6 hours |
| Basic English | 8 hours |

**1.7. Level and Course Descriptions**

There are four levels in the DDP at the beginning of the academic year: B1+ level (upper-intermediate), B1 level (intermediate), A2 level (pre-intermediate) and A1 level (elementary). Students are placed in one of these levels according to the scores they get in the Placement Test, which is given at the beginning of the academic year. The students at each level progress all through the same level in an academic year. Therefore, the same short term or long term (depending on the level: upper or lower) goals and objectives are aimed at each level, and all level students exit with the same expected learning outcomes with a small degree of variety in English proficiency. For the second semester, B1 level students are renamed as B1+, A2 as B1 and A1 as A2+. Those who study in B1+ classes in the first term continue their education in B1+ classes.

**1.7.1. Entry Level Descriptions for Each Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **B1+ LEVEL**  **(upper-intermediate)** | **B1 LEVEL**  **(intermediate)** | **A2 LEVEL**  **(pre-intermediate)** | **A1 LEVEL**  **(elementary)** |
| **MAIN COURSE /BASIC ENGLISH** | *Students at this level:*  can understand and use a wide range of grammatical structures; however, they have difficulty in implementing complex grammatical structures. They use linguistic structures and vocabulary to produce coherent written and/or oral responses on academic and social topics | *Students at this level:*  have control of basic grammar but have difficulty understanding and using complex structures. They use linguistic structures and vocabulary to read and understand well-structured texts encountered in academic or social contexts | *Students at this level:*  show limited control of grammar. They can use basic linguistic structures and vocabulary to get involved in communicative tasks and/or writing a simple paragraph on daily topics. | *Students at this level:*  have no or minimal control of basic grammar; however, they might produce simple learned phrases as a response to questions about personal information. |
| **READING** | *Students at this level:*  can generally comprehend, explain, and analyze information in both academic and non-academic texts. However, they need guidance in conceptualizing implied information in a text. Although they can understand the gist of a text easily, their academic vocabulary needs developing. | *Students at this level:*  can understand the main points of a text. However, they have difficulty in understanding implied information and complex linguistic structures. Although they can grasp the gist of a text, their knowledge of both academic and less common non-academic vocabulary needs to be developed.. | *Students at this level:*  can read simple texts on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing common vocabulary. | *Students at this level:*  may read and understand sentences, short dialogues and paragraphs with basic grammar and vocabulary. They have limited understanding of connected prose and might need to re-read a number of times. |
| **LISTENING&**  **SPEAKING** | *Students at this level:*  can usually understand the main ideas of a lecture and take notes based on their understanding of main ideas. However, they sometimes have difficulty understanding details and their note-taking skills need to be improved. They can generally convey their ideas in a meaningful way on a given topic and respond to questions and views of others. They can interact with a degree of accuracy, fluency, and spontaneity that makes regular interaction possible | *Students at this level:*  can understand the main points of lectures with less complicated linguistic structures. They usually have difficulty understanding details and lack effective note-taking skills. They can understand and participate in conversations on a variety of everyday subjects, but may need repetition or rewording. They show some ability to go beyond learned patterns and construct sentences with newly learned linguistic structures which might include some mechanical errors. | *Students at this level:*  can understand common words, simple phrases, and sentences containing familiar vocabulary. With some repetition, they can also figure out less common vocabulary and grammatical structures which are a little above their level. They can respond to simple questions about personal everyday activities. Also, they can express immediate needs using chunks or simple short sentences which might include mechanical errors. | *Students at this level:*  can generally understand and respond to essential phrases of classroom language and chunks used in everyday conversations. They can function minimally or not at all in English and can communicate through a few isolated words and set phrases. |
| **WRITING** | *Students at this level:*  can produce non-academic paragraphs which are generally cohesive with clearly expressed ideas supported by relevant details. Also, they can use various sentence structures with few mechanical errors in their writing. However, they need instruction on how to organize an academic paragraph and essay and use vocabulary relevant to the topic. | *Students at this level:*  can produce non-academic short paragraphs on topics which are familiar or of personal interest. Their writing might lack unity and coherence. There is some variety in sentence structure and vocabulary, but they need instruction and guidance on how to make grammatically more accurate sentences and use complex structures in their writing. They can briefly give reasons and explanations for opinions and plans; however, they need instruction on how to organize an academic paragraph and an essay and use vocabulary relevant to the topic. | *Students at this level:*  can produce simple and compound sentences which lack variety but show some control of basic grammar (e.g., present and past tense). They might bring those sentences together to form a short, simple paragraph on familiar situations which usually lacks clarity, unity, and coherence. | *Students at this level:*  may write a limited number of basic and familiar words and learned phrases. They may write about basic personal information using learned linguistic structures. Their writing is disorganized and unclear with frequent errors in spelling. |
| **SPEAKING** | *Students at this level:*  can generally convey their ideas in a meaningful way on a given topic and respond to questions and views of others. They can interact with a degree of accuracy, fluency, and spontaneity that makes regular interaction possible | *Students at this level:*  can understand and participate in conversations on a variety of everyday subjects, but may need repetition or rewording. They show some ability to go beyond learned patterns and construct sentences with newly learned linguistic structures which might include some mechanical errors. | *Students at this level:* | *Students at this level:* |

**1.7.2. Level and Course Descriptions**

**B1+ Level**

B1+ level is the upper-intermediate division in the DDP, which provides the students with the necessary reading, listening and speaking, writing, and TOEFL skills. The students in B1+ level are equipped with necessary linguistic, cultural, and study skills with a strong emphasis on language improvement to get prepared for beginning their studies not only at ITU but also at the partner universities. In addition, the students are brought up to a level of language proficiency that will enable them to achieve the required score on the TOEFL. The goal of the writing component of the DDP for students is to be able to produce free and academic writing, making use of organizational patterns, complex grammatical structures, vocabulary, and writing mechanics. To practice the writing skills covered in class, the students are given writing assignments periodically. The reading component of the DDP aims to help students be able to comprehend authentic and semi-authentic texts by making use of reading and vocabulary skills. Listening course aims to make students follow and understand a range of spoken materials; such as lectures, speeches, and interviews. The students are also encouraged to take effective notes. In speaking course, the main focus is to help students develop necessary skills for effective communication in both academic and non-academic settings.

**B1 Level**

B1 level is the intermediate division in the DDP, which aims at the presentation and practice of language at the intermediate level to upgrade the English language proficiency of students. It is an intermediate level, which aims at students with previous experience in English language learning. During the program, through a variety of learning arrangements, the students are assisted in gaining the required language and skills so that they can pursue their academic studies and use English effectively in academic and non-academic environments. The focus is on expanding students’ competence in listening, speaking, reading, and writing. The students in B-Level are exposed to complex grammatical structures and vocabulary relevant to a variety of social and academic topics. In addition, the students are brought up to a level of language proficiency that will enable them to achieve the required score on the TOEFL. The goal of the writing component of the DDP for students is to be able to produce free and academic writing, making use of organizational patterns, complex grammatical structures, vocabulary, and writing mechanics. To practice the writing skills covered in class, the students are given writing assignments periodically. The reading component of the DDP aims to help students be able to comprehend authentic and semi-authentic texts by making use of reading and vocabulary skills. Listening course aims to make students follow and understand a range of spoken materials; such as lectures, speeches, and interviews. The students are also encouraged to take effective notes. In the speaking course, the main focus is to help students develop necessary skills for effective communication in both academic and non-academic settings.

**A2 Level**

A2 level is the pre-intermediate division in the DDP, which is designed to help students strengthen their English language skills in preparation for university studies. It focuses on developing the four skills: listening, reading, writing, and speaking, emphasizing practical communication and the academic skills students need to become efficient and effective in their studies. In addition to building English language proficiency, the course learning materials give students the informational background they need to succeed in academic programs abroad. The students in A2 Level start with basic grammatical structures and vocabulary and go on to learn complex grammatical structures and vocabulary relevant to a variety of social and academic topics. In addition, the students are brought up to a level of language proficiency that will enable them to achieve the required score on the TOEFL. The goal of the writing component of the DDP for students is to be able to produce free and academic writing, making use of organizational patterns, complex grammatical structures, vocabulary, and writing mechanics. To practice the writing skills covered in class, the students are given writing assignments periodically. The reading component of the DDP aims to help students be able to comprehend authentic and semi-authentic texts by making use of reading and vocabulary skills. Listening course aims to make students follow and understand a range of spoken materials; such as lectures, speeches, and interviews. The students are also encouraged to take effective notes. In the speaking course, the main focus is to help students develop necessary skills for effective communication in both academic and non-academic settings.

**A1 Level**

A1 level is the elementary division in the DDP. This program is for students with little or no previous experience in English language learning. During the program, through a variety of learning arrangements, the students are assisted in gaining the required language skills so that they can pursue their academic studies and use English effectively in academic and non-academic environments. It encourages students to develop the four skills: listening, reading, writing, and speaking, emphasizing practical communication and the academic skills students need in order to become efficient and effective in their studies. In addition to building English language proficiency, the course learning materials give students the informational background they need to succeed in academic programs abroad. The students in A1 Level start with basic grammatical structures and vocabulary and are taken up to a level that enables them to understand social and academic written or spoken texts and produce speech or essays with complex grammatical structures and vocabulary. In addition, the students are brought up to a level of language proficiency that will enable them to achieve the required score on the TOEFL. The goal of the writing component of the DDP for students is to be able to produce free and academic writing, making use of organizational patterns, complex grammatical structures, vocabulary, and writing mechanics. To practice the writing skills covered in class, the students are given writing assignments periodically. The reading component of the DDP aims to help students be able to comprehend authentic and semi-authentic texts by making use of reading and vocabulary skills. Listening course aims to make students follow and understand a range of spoken materials; such as lectures, speeches, and interviews. The students are also encouraged to take effective notes. In the speaking course, the main focus is to help students develop necessary skills for effective communication in both academic and non-academic settings.

**1.7.3. Exit Level Descriptors**

|  |  |
| --- | --- |
|  | **ALL LEVELS (B1+, B1, A2, A1)** |
| **MAIN COURSE/BASIC ENGLISH** | At the end of the program, students are able to:   * use linguistic structures and vocabulary to read and understand well-structured texts encountered in academic or social contexts. * use linguistic structures and vocabulary to follow and comprehend a well-organized scripted lecture and take notes. * use linguistic structures and vocabulary to produce coherent written and/or oral responses on academic and social topics. * Use linguistic structures to have academic or daily conversations in communicative tasks. * Use linguistic structures to integrate the use of language into their productive tasks. |
| **READING** | At the end of the program, students are able to:   * comprehend important information and facts that are stated in a reading text. * understand the distinction between main ideas and supporting details in a reading text. * understand the meaning of a word as it is used in a reading text. * draw conclusions based on the information given within a statement or section of a reading text. * perceive ideas that are suggested but not directly stated within a reading text. * recognize the organization and purpose of a reading text. * restate ideas from another source in their own words. * produce written or oral responses integrating information from different sources.   \*A **reading text** refers to an upper-intermediate level of at least 700 words. |
| **WRITING** | At the end of the program, students are able to:   * brainstorm and organize their ideas. * use mechanics of writing appropriately. * use appropriate cohesive devices to improve their texts. * incorporate appropriate vocabulary to express ideas precisely. * write grammatically accurate basic and complex sentences. * write coherent and unified paragraphs. * paraphrase oral and written texts to improve their writing. * summarize oral and written texts to improve their writing. * write a coherent, logical and organized opinion essay with a thesis statement, introduction, body paragraphs and conclusion. * produce a written response based on the information in the reading and listening texts.   \*An **essay** is at the upper-intermediate level and expected to contain a minimum of 300 words.  \*A **response** is at the upper-intermediate level and expected to contain between 150-225 words |
| **LISTENING &**  **SPEAKING** | At the end of the program, students are able to:   * identify main ideas in listening texts. * identify important details in listening texts. * distinguish more important ideas from less important ones in listening texts. * use strategies to listen actively. * use strategies to take clear notes. * use their notes to organize their ideas. * identify words and/or phrases related to the topic. * draw inferences relying on the context. * express themselves fluently. * express themselves with acceptable accuracy. * convey their ideas clearly. * participate in discussions. * analyze and synthesize information presented in different sources.   \*A **listening Text** refers to any lecture at the upper-intermediate level approximately 500-800 words. |

**1.8. Instructional Materials**

The following is a list of instructional materials currently used in each level. Some changes are possible to be made in the academic year 2021 - 2022 according to feedback given by the students and the instructors:

**B1+ Level – Students’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |
|  | **LONGMAN PREPARATION COURSE for the TOEFL IBT TEST- 3rd EDITION** |
|  | **MASTERING SKILLS for the TOEFL IBT TEST** |

**B1+ Level Instructors’ Books and Materials**

|  |  |
| --- | --- |
|  | **Title** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |
|  | **LONGMAN PREPARATION COURSE for the TOEFL IBT TEST- 3rd EDITION** |
|  | **MASTERING SKILLS for the TOEFL IBT TEST** |

**B1/B1+ Level Students’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **UNDERSTANDING and USING ENGLISH GRAMMAR- 5th EDITION** |
|  | **LONGMAN PREPARATION COURSE for the TOEFL IBT TEST- 3rd EDITION** |
|  | **MASTERING SKILLS for the TOEFL IBT TEST** |

**B1/B1+ Level Instructors’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **UNDERSTANDING and USING ENGLISH GRAMMAR- 5th EDITION** |
|  | **LONGMAN PREPARATION COURSE for the TOEFL IBT TEST- 3rd EDITION** |
|  | **MASTERING SKILLS for the TOEFL IBT TEST** |

**A2/B1 Level Students’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **PIONEER PRE-INTERMEDIATE** |
|  | **BUILDING SKILLS FOR THE TOEFL IBT** |
|  | **LONGMAN ACADEMIC WRITING SERIES 3** |
|  | **MASTERING SKILLS FOR THE TOEFL IBT** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |

**A2/B1 Level Instructors’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **PIONEER PRE-INTERMEDIATE** |
|  | **BUILDING SKILLS FOR THE TOEFL IBT** |
|  | **LONGMAN ACADEMIC WRITING SERIES 3** |
|  | **MASTERING SKILLS FOR THE TOEFL IBT** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |
|  | **MACMILLAN ENGLISH GRAMMAR IN CONTEXT ADVANCED** |

**A1/A2+ Level Students’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **PIONEER ELEMENTARY AND PIONEER PRE-INTERMEDIATE** |
|  | **DEVELOPING SKILLS FOR THE TOEFL IBT** |
|  | **BUILDING SKILLS FOR THE TOEFL IBT** |
|  | **LONGMAN ACADEMIC WRITING SERIES 3** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |

**A1/A2+ Level Instructors’ Books**

|  |  |
| --- | --- |
|  | **Title** |
|  | **PIONEER ELEMENTARY AND PIONEER PRE-INTERMEDIATE** |
|  | **DEVELOPING SKILLS FOR THE TOEFL IBT** |
|  | **BUILDING SKILLS FOR THE TOEFL IBT** |
|  | **LONGMAN ACADEMIC WRITING SERIES 3** |
|  | **COLLINS VOCABULARY AND GRAMMAR** |
| 6. | **MACMILLAN ENGLISH GRAMMAR IN CONTEXT ADVANCED** |

**1.9. Learning, Teaching and Quality Assurance**

**ITU SFL DDP Review and Development Cycle**

How actions are taken as a result of planned review and development:

1. Needs Analysis (the DDP Coordination Office arrange meetings with instructors)
2. Planning (the DDP Coordination Office write their action plans based on Needs Analysis)
3. Implementation of the actions specified in Action Plans (by the DDP Coordination Office)
4. Evaluation (Program Evaluation Surveys prepared by SAO)
5. Making improvements based on evaluation surveys (by the DDP Coordination Office)

So as to accomplish its objectives, the DDP aims to provide effective learning and teaching environment adopting the following quality assurance methods:

* Student feedback
* Instructor feedback
* Feedback from DDP coordinators
* Detailed course specifications
* Professional development activities
* Appropriate instructional materials
* Teaching methods
* Supplementary materials prepared by the instructors on a level basis
* Library
* Instructional technologies
* Learning support
* Online interactive program
* Assessment of student learning outcomes

**Student Feedback**

Student feedback is an invaluable component in the wide array of tools that can be used to improve teaching. By gathering feedback, teaching can be adjusted to make it a better learning experience. Through careful consideration of student feedback, we can diagnose the things to be improved and make possible adjustments. There are three ways to receive feedback from the students:

* Classroom representatives’ meetings
* Feedback forms
* Online self and instructor evaluation questionnaires
* Online overall program evaluation questionnaires

*Classroom Representatives Meetings*

A classroom representative is determined at the beginning of each semester, and meetings are held with them twice a semester by the DDP Coordinator to provide a platform for students to raise any comments regarding the on-going program and make suggestions and/or complaints for improvement.

*Feedback Forms*

During the meetings with classroom representatives, the students are asked to provide oral feedback as well as written feedback through filling in forms distributed to them. The form includes such headings as the courses, teaching materials, online interactive program, and facilities. After the forms are filled in by the students, they are evaluated by the DDP Coordination Office and the feedback is taken into account while making any changes in the on-going program.

*Online Instructor Evaluation Questionnaires*

The students are asked to fill in questionnaires at the end of each semester to submit their comments regarding teaching and specifically the instructors. As those questionnaires are prepared on a course basis, feedback coming from the students provides data for instructor performance evaluation and makes indirect contribution to the evaluation of courses as well.

*Online Overall Program Evaluation Questionnaires*

The students will fill *Online Overall Program Evaluation Survey* document where they will be asked to evaluate such different components of the program as courses, curriculum, tests and physical conditions, and services provided.

**Instructor Feedback**

Instructor feedback is a key to enhancing teaching and student achievement. There are seven ways to receive feedback from instructors:

* Level meetings
* Feedback forms
* Peer observation
* Self-evaluation
* General evaluation meetings
* Overall evaluation survey

*Level Meetings*

The instructors are asked to give oral and/or written feedback regarding the instructional practices in level meetings held in five times in a term. The instructors are also asked to provide feedback and suggestions about the means of assessment, which is then reported by the DDP level coordinators to the TO for the betterment of testing practices.

*Feedback Forms*

Feedback forms are distributed to instructors twice a semester to receive written feedback regarding the pacing and the books, the interactive program, and in-house exams prepared by the TO and they provide invaluable insight while reviewing the constituent components of the curriculum.

*Peer Observations*

Peer observation is a method of gaining feedback to improve teaching skills. Instructors are to observe their peers once each term so that they can not only get familiar with new methods applied but also discuss and improve their teaching, which is considered as an invaluable means to improve student achievement.

*Self-Evaluation*

Through self-evaluation, instructors can judge the quality of their teaching based on explicit criteria for the purpose of teaching better in the future. The instructors are asked to fill out a self-evaluation form at the end of each semester, which is then evaluated together with the students’ feedback and the outcome of peer-evaluation.

*General Evaluation Meetings*

General evaluation meetings are conducted at the beginning and through the end of each semester by the DDP Coordinator to receive feedback from the instructors about the current applications in the program in terms of curriculum, testing, and the effect of regulations on the on-going program and the instructors’ feedback is considered invaluable for quality and improvement. Also, the outcomes of reviews are shared with the instructors during those meetings.

*Overall Evaluation Survey*

The instructors are asked to fill in overall evaluation surveys for evaluating the current practices in terms of curriculum and testing. The instructors are also asked about their feedback regarding supplementary materials used and the facilities provided through questionnaires. Those questionnaires are then evaluated by the SAO to provide an insight while making any changes in the current practices in terms of curriculum.

**Feedback from DDP Coordinators**

DDP Coordination Meetings are held in ITU, and all the DDP coordinators join those meetings to discuss about the current issues and suggested practices. Moreover, DDP Coordination Meetings which serve for the purpose of improving communication between partner campuses and provide a platform for the exchange of ideas for betterment are conducted every year and all the Turkish and American partner campus coordinators attend those meetings. During those meetings, oral feedback is gathered from the DDP coordinators regarding the current situation of students in terms of language proficiency and the skills which need to be developed.

**Detailed Course Specifications**

There is a detailed course specification for each course taught in the DDP. The course specification sets out the aims of the course, the skills and knowledge to be gained at the completion of that specific course and how it is taught and assessed. In the framework of detailed course specifications, the following have been identified for each course in the DDP:

1. Entry level descriptions of each level
2. Course descriptions of each level
3. Exit level descriptors

**Professional Development Activities**

Professional Development is an integral component of instructor development. It is an ongoing activity designed to increase levels of expertise and understanding. It should, where possible, be a process that works individually with the strengths and needs of a specific instructor in order to create higher capability and understanding.

Peer observation process is also applied in the program so that the instructors will benefit from each other’s tools, materials and methodologies. The observees have the opportunity to improve themselves based on the feedback they get from the observer.

Moreover, the PDU conducts workshops, seminars, and conferences where the DDP instructors may attend so as to improve themselves in terms of innovations in the field, new methods, and methodologies, etc.

Apart from these, TOEFL iBT Workshops are held in every semester to make our instructors competent while applying the curriculum in class.

**Appropriate Instructional Materials**

The books to be used are determined based on feedback given by the instructors and the students via the class representative meetings conducted by the DDP coordinator. The DDP Coordinator and DDP level coordinators make the final revision of the books based on feedback. As the book selection is done based on goals and objectives of a specific course, the instructional materials serve for the needs of the students. Since there is always a search for the use of the most appropriate instructional materials in the program to meet the objectives specified, the instructional materials are regularly reviewed gathering feedback from the instructors and students. After the decision on which books to be used, the DDP Coordinator gets in touch with respective publishers and orders the books before the beginning of each academic year. The decisions about the use of online interactive program and installation of other computer-based programs are made in the same way. The books used in the academic year 2021 – 2022 are as follow:

**B1+ LEVEL**

**Fall Term (16 hours)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Writing | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Listening & Speaking | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Basic English | Collins Vocabulary and Grammar for the TOEFL Test | 4 hours |

**B1/B1+ LEVEL**

**Fall Term (18 hours)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Writing | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Listening & Speaking | Longman  Preparation Course for the TOEFL IBT Test -3rd Edition | 4 hours |
| Basic English | Understanding and Using English Grammar -5th Edition | 6 hours |

**Spring Term (16 hours) (Renamed as B1+ Level in Spring Term)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Mastering Skills for the TOEFL IBT Test | 4 hours |
| Writing | Mastering Skills for the TOEFL IBT Test | 4 hours |
| Listening & Speaking | Mastering Skills for the TOEFL IBT Test | 4 hours |
| Basic English | Understanding and Using English Grammar -5th Edition | 4 hours |

**A2 / B1 LEVEL**

**Fall Term (22 hours)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Building Skills for the TOEFL iBT | 4 hours |
| Listening & Speaking | Building Skills for the TOEFL iBT | 4 hours |
| Main Course | Pioneer Pre-Intermediate | 8 hours |
| Writing | Longman Academic Writing Series 3 | 6 hours |

**Spring Term (20 hours) (Renamed as B1 Level in Spring Term)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Mastering Skills for the TOEFL iBT | 4 hours |
| Listening & Speaking | Mastering Skills for the TOEFL iBT | 4 hours |
| Writing | Mastering Skills for the TOEFL iBT | 6 hours |
| Basic English | Collins Vocabulary and Grammar for the TOEFL Test | 6 hours |

**A1/A2 LEVEL**

**Fall Term (22 hours)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours** |
| Reading | Building Skills for the TOEFL iBT | 6 hours |
| Listening & Speaking | Building Skills for the TOEFL iBT | 4 hours |
| Main Course | Pioneer Elementary  Pioneer Pre-Intermediate | 8 hours |
| Writing | Longman Academic Writing Series 3 | 4 hours |

**Spring Term (22 hours) (Renamed as A2+ Level in Spring Term)**

|  |  |  |
| --- | --- | --- |
| **Name of the Course** | **Book** | **Hours Allocated** |
| Reading | Developing Skills for the TOEFL iBT | 4 hours |
| Listening & Speaking | Developing Skills for the TOEFL iBT | 4 hours |
| Writing | Developing Skills for the TOEFL iBT | 6 hours |
| Basic English | Collins Vocabulary and Grammar for the TOEFL Test | 8 hours |

**Teaching Methods**

Communicative Language Teaching Approach is the basis of the program’s teaching philosophy as it encompasses various methods, motivations for learning English, and the needs of individual classrooms and students themselves. In the ITU DDP, this kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves.  It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

*Teaching Strategies*

* Create an environment where learners feel secure and are prepared to take risks
* Build on the knowledge, skills, and understandings that students bring to the learning context
* Build on the linguistic understandings students have of their own language
* Use themes and topics which are relevant to learners’ particular needs
* Focus on purposeful communicative activities which are comprehensible and appropriate to the learner’s age and needs
* Generally, teach the macro skills of listening, speaking, reading, and writing in an integrated way, although at times there may be a need to focus on a particular aspect of one e.g. pronunciation, listening to specific instructions
* Focus on developing learners’ oral language skills for oral language development and to support writing
* Support the learners’ language skills development by building on their prior knowledge
* Explicitly teach new language (vocabulary, text types, grammar, sound knowledge, pronunciation, and intonation) in the context of a theme or topic
* Use pair and group work and peer tutoring to maximize language interaction in a low stress environment and to encourage risk taking
* Provide cognitive and effective feedback
* Use an experiential approach to provide meaningful contexts whenever deemed necessary
* Use visual cues wherever necessary to clarify and reinforce concepts
* Recycle language to ensure its learning
* Ensure that assessment tasks, activities, and criteria are relevant to the student’s stage of English language development

*Classroom Activities*

* Information gap activities where learners have to exchange information to complete a task
* Opinion gap activities where learners share and discuss their own personal feelings, attitudes or preferences about ideas or topics
* General communicative activities e.g. games, group work, discussions, and debates
* Everyday classroom interactions
* Picture sequences and photographs to build a story
* Cloze activities to focus on comprehension or on different aspects of language
* Jointly constructing texts with peers
* Editing and proofreading
* Picture sequences, photos, and other visual stimuli in the early stages of writing development

*Instructional Media*

* Netbooks
* Whiteboard
* Audio CDs
* CD Players
* E-Books
* Computer Lab
* CD-ROMs
* Online Tools

**Supplementary Materials Prepared by the Instructors on a Level Basis**

Supplementary materials play an important role in teaching effectively. Based on this fact, the instructors are required to prepare supplementary materials when assigned by the DDP Coordination Office. Then, the instructor shares his/ her material with the other instructors online through the DDP mail group [uolp\_hazirlik@itu.edu.tr](mailto:uolp_hazirlik@itu.edu.tr) and level coordinators archive the supplementary materials for future reference or application. Instructors can access edited versions of these materials through NINOVA.

**Library**

The instructors may benefit from the library as the library includes reference books, TOEFL related materials, and course books. The instructors who would like to carry out engaging classroom activities may find various resources appropriate for their students' level. Instructors are also welcome to recommend resources for the SFL library, where there are various resource books, which are of good quality. There is also an Instructor Resource Center in the DDP Coordination Office, where there are resource books for instructors’ use.

**Instructional Technologies**

Every classroom in the DDP is equipped with CD players, projections, and sound systems. There is also wireless internet connection within the whole building, providing opportunity for integrating technology into classroom activities. All the instructors – except for the part-time instructors – have netbooks and they can make use of technology by means of their netbooks. Part-time instructors can use the netbooks kept in the DDP Coordination Office whenever they like. Also, there are two laboratories, one of which serves as an ETS approved official iBT center and the other is used for the laboratory hours integrated into the curriculum. There are multimedia programs installed on computers and the computers have internet access in the laboratory, which provides the students a platform for further practice. Every class has two hours of laboratory every week, and the students are welcome if they would like to make use of the laboratory outside of class hours.

**Learning Support**

Apart from the instructional technologies made use of to facilitate student learning, learning support services are provided to the students. Learning Support Services provide learning and study skills resources for all students who wish to enhance their academic experience in preparing to meet their educational goals.  These services include:

* Consultation with instructors
* University library
* Independent Learning Center (ILC)

The student focus of the ILC is designed to encourage autonomy in the learning process. The ILC is located in room D221 and the staff can be reached at [ilc@itu.edu.tr](mailto:ilc@itu.edu.tr). The ILC offers a variety of programs and services to support students in their language development, both online during distance learning and in person when on-campus classes resume. All of the ILC online resources can be reached at [http://ilc.itu.edu.tr](http://ilc.itu.edu.tr/)

WRITING ASSISTANCE APPOINTMENTS are one-to-one sessions with a teacher to help students improve their academic writing, by appointment only.

STUDY SKILLS MENTORING APPOINTMENTS are one-to-one sessions with a teacher to help students develop their study skills, learn study strategies, and find study resources, by appointment only.

ONLINE STUDY LINKS are resources for studying English that the ILC has determined are useful for students in our programs.

WORKSHOPS and other educational events are held periodically throughout the school year. These events are announced through Ninova and the ILC website.

When on-campus classes resume, the ILC study space allows for comfortable individual or group study with the use of a variety of print and digital materials. The center has several computers for educational use only.

**Assessment of Student Learning Outcomes**

At the beginning of each academic year, assessment methods and the dates are determined and announced on the SFL web page, Student Handbook and Instructor Handbook. According to this, all levels are formally assessed with the same assessment method, which shows variety in difficulty, on the same day.

As all the exams given to students throughout the academic year have to match the content of the curriculum, the DDP TO is provided with *Testing Checklists,* prepared by the DDP Level Coordinators, which indicate the course content to be tested for each exam. In addition to this, there is a continuous cooperation between the DDP Level Coordinators and the DDP TO to make sure that the course content is appropriately tested to monitor if the students are achieving the student learning outcomes as specified. The exams prepared by the TO are proofread not only by the proofreaders assigned for each level, but also by level coordinators.

Student learning outcomes are formally assessed through Quizzes, Mid-Year exam, End-Year exam, speaking exams, writing assignments, pop quizzes and ultimately the TOEFL IBT and PTE Academic.

**1.10. Placement and Level Change**

**1.10.1. Placement**

* All the students who do not have a valid score are required to take the Placement Test (Please see Appendix H for the DDP Language Proficiency Requirements).
* The Placement Test includes 71 multiple-choice questions (5 listening questions, 10 Vocabulary, 20 Use of English questions, 20 Cloze Test questions and 16 reading questions). The Placement Test was expanded in the Fall 2020 to include more skills and revised in Fall 2021 to better assess the students’ overall level of English.
* The test is administered once in the week before the DDP classes start to every new student; it might also be administered for those who are admitted on additional quota at a later time.
* The students’ level of English is determined through TOEFL-like multiple choice questions in the Listening, Vocabulary Use of English and Reading Section.
* Because the aim of the test is to separate the students into appropriate levels, each section of the Placement Test begins with easier questions, starting at the high beginner / low pre-intermediate level, and moves on to more challenging questions.
* Based on the results of the exam, students are divided into four levels, from B1+ level (the highest level) to A1 level (the lowest level).

The cut-off points for the 2021-2022 Academic Year Placement Test are as follows:

|  |  |
| --- | --- |
| *Score in the Placement Test* | *Level the Student is Placed into* |
| 83 – 100 | B1+ -Level |
| 70 – 82 | B1 -Level |
| 55 – 69 | A2 -Level |
| 0 – 54 | A1 -Level |

**1.10.2. Level Change**

After the Placement Test, the students have a chance to request a transfer to a different level. After attending classes for approximately two weeks, students can change their level entering the Level Change Quiz, which is prepared on a level basis by the DDP TO and graded by the instructors. The students who score 70 or over can move one level higher whereas the ones who score 90 or over can be placed into two levels higher based on the results of the Level Change Quiz. The students can go one or two levels lower based on their instructors’ discretion. Performance in the writing section is considered of paramount importance while determining the right level for the student.

The students who wish to go to a lower level will be allowed to do so only with the consent of their instructors. The ones that wish to move to one or two upper levels will take the Level Change Quiz usually administered at the completion of the second week of the first term. They will change levels depending on their scores from that quiz.

**1.11. Assessment and Exemption**

**1.11.1. Assessment**

The formal means of assessment applied in the DDP follows a fair and highly structured scheme. To measure a student’s performance, different exams are held throughout an academic year. In addition to this, the performance of the student is evaluated by the instructors according to the student’s participation in class activities. Another component of assessment is the grades that the students receive from weekly online support materials. Exam dates are determined in advance and students are notified of the exam dates in the academic calendar which is available in the Student Handbook and on the website. Students who have a valid doctor’s report for their absence in at least one of the midterm exams, the midyear, the end year, or two of the speaking exams can take make-up exams. The make-up exam grades are calculated out of 100. Grades allocated for the exams held during the academic year are as follows:

|  |  |
| --- | --- |
| **For All Levels in Fall Term\***  Midterm Exam 20%  Speaking Exams 20%  Mid-Year 25%  Quizzes 15%  Student Performance 20% | **For All Levels in Spring Term\***  Midterm Exam 20%  Speaking Exams 20%  End-Year 25%  Quizzes 15%  Student Performance 20% |

\*The students are entitled to have an average of 50 in order to be able to attend the classes in their first year of study.

*Midterm Exams*

There is one Midterm Exam each semester. There is no teaching before or after the midterm exams. Midterm Exams test all the skills and materials covered in class till the time of the exam. A Midterm Exam consists of Use of English, Vocabulary, Reading Comprehension, Listening, and Writing sections for A1 and A2 levels in Fall Term. B1 and B1+ level Midterm exams include all the sections except the Use of English part.

*Mid- Year and End- Year Exams*

At the end of the first term, the students are given the Mid- Year Exam, and at the end of the second term, End-Year Exam is administered. Both exams include all the skills and materials covered throughout the related term.

*Speaking Exams*

To test the students’ skills to express themselves orally, the students are given two speaking exams each term. Each Speaking Exam makes up 10% of the overall grade.. These exams are graded by two instructors.

*Performance Scores*

This grade is made up of two parts.

*Writing Assignment:* The students will be given 10 assignments each term and the assignments will be evaluated by the writing instructor. This component makes up 10% of the performance grade.

*Pop Quiz*: In each semester, 10 pop quizzes are administered to the students assessing different skills except for writing to make sure that students study regularly and to monitor their progress. This component makes up 10% of the performance grade.

*Quizzes*

Quizzes constitute 10% of the overall grade. The instructors are supposed to give two quizzes to students during each term and their success is reported to serve as a means for overall evaluation.

Question Types for common exams are as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EXAM TYPE** | **USE OF ENGLISH** | **VOCABULARY** | **READING** | **WRITING** | **LISTENING** |
| **MIDTERM EXAMS** | * Multiple choice * Rewrite exercises * Fill in the blanks * Identifying errors | * Fill in the blanks * Multiple choice | * Guess the meaning of vocabulary * Reference * Finding the main idea * Inference * Tr * ue / False * Completing summaries & charts * Sentence Insertion | * Writing an opinion paragraph * Independent Essays * Integrated Essays * Unity & Coherence | * Sentence completion * Multiple Choice * True/ False * Completing a Chart |
| **MID-YEAR** | * Multiple Choice * Identifying errors | * Multiple Choice * Fill in the blanks | * Guess the meaning of vocabulary * Reference * Finding the main idea * True / False * Inference * Completing summaries & charts * Sentence Insertion | * Writing an opinion paragraph * Independent Essays * Integrated Essays | * Sentence completion * Multiple Choice * True/ False * Completing a Chart |
| **END-YEAR** | * Multiple choice * Identifying errors | * Multiple choice * Fill in the blanks | * Guess the meaning of vocabulary * Reference * Finding the main idea * True / False * Inference * Completing summaries & charts * Sentence Insertion | * Independent Essays * Integrated Essays | * Sentence completion * Multiple Choice * True/ False * Completing a Chart |
| **QUIZZES** | * Multiple Choice * Making sentences and questions using the prompts * Rewrite exercises * Fill in the blanks | * Fill in the blanks * Multiple choice | * Guess the meaning of vocabulary * Reference * Finding the main idea * Inference * True / False * Completing summaries & charts   Sentence Insertion |  | * Sentence completion * Multiple Choice * True/ False * Completing a Chart |

**1.11.2. Exemption**

The DDP students getting the sufficient score determined via agreements with partner campuses before the registration time around September are exempt from the DDP for the whole academic year. However, a student who succeeds the required score till January before the registration time of the spring semester is exempt from the spring semester of the academic year.

All the students can take TOEFL iBT tests to start their faculties. TOEFL iBT is conducted by ETS via the Internet. The ITU DDP is also an official TOEFL iBT Testing Center and administers TOEFL iBT Exams on specific times of the year in the Atrium Building. Students have more chances of taking TOEFL iBT as it is administered more frequently. For the required language proficiency scores in all the DDPs, see Appendix H. PTE is also accepted as an alternative to TOEFL tests in some of the programs for the students to be exempt from the DDP.

**1.12. Exiting and Repeating the Program**

**1.12.1 Exiting the Program**

Students may exit the DDP at any time once they obtain the minimum TOEFL iBT or PTE Academic scores as required by their departments.

**1.12.2 Repeating the Program**

The students who cannot succeed within one year at the DDP do not have to attend the program for a second year; however, they may register in the DDP in their second year as well on condition that the quota DDP allows and the students pay the tuition for that specific academic year.

**1.13. Rules and Procedures**

**1.13.1. Student Responsibilities and Attendance Policies and Procedures**

The most significant part of learning process in the DDP is to follow the lessons on a regular basis. Students are also expected to participate in all class activities, to make sure that class materials are with them, to submit their assignments on time, and to have a positive attitude.

Attendance is obligatory in the DDP. Students are obliged to attend at least 70% of their classes. The school announces the limit of absenteeism for each level (each division has different weekly class hours) in the beginning of each academic year through the Student Handbook and the website. Students who exceed this limit are called “absent” students, and they cannot attend any further classes. All excuses including social and sports- related activities, medical reports from state hospitals for less than 20 days (except for reports from Health Boards) are considered within the 30% limit of absenteeism. The social and sports activities approved by our university are deducted from the student’s absenteeism records. Medical reports for less than 20 days only excuse the student for absenteeism from the exams, but it is not deducted from the absenteeism records.

The limit of absenteeism for the 2021– 2022 Academic Year is as follows:

|  |  |  |
| --- | --- | --- |
|  | **FALL TERM** | **SPRING TERM** |
| **B1+ LEVEL** | 70 | 71 |
| **B1 LEVEL** | 77 | 89 |
| **A2 LEVEL** | 95 | 89 |
| **A1 LEVEL** | 95 |  |

These absenteeism hours are term based. Any hours left from the fall term cannot be transferred to the absenteeism hours of the spring term.

When the students who are in the first year of their study at the Dual Diploma Preparatory Program get a minimum score out of the international tests, can they be exempted from the preparatory program in that academic year on condition that they have not exceeded the absenteeism limit.

\*The regulations for the DDP students are available at [www.sis.itu.edu.tr](http://www.sis.itu.edu.tr)

**1.13.2 Make-up Exams**

Students who fail to take a Midterm Exam, Mid-Year or End-Year Exam and have medical reports can have the make-up exam at the end of the semester. This exam is graded out of 100.

**1.13.3. Classroom Discipline**

1. The students are expected to be punctual.
2. Students are responsible for the inventory stock within the school building and the classroom. Students have to compensate for any damage they cause.
3. Students are required to switch their mobiles off during the class hours. They are also required to submit their mobiles to the responsible proctor during major exams. Otherwise, it will be considered cheating.
4. In spite of the warnings, if a disruptive student does not change his/her attitude, the class instructor informs the DDP Coordination Office for disciplinary action.
5. All students are bound to articles of ITU Academic Regulations and Higher Education Student Discipline Regulations, which are applied in case of a disciplinary matter.

**1.14. Useful Websites**

<http://www.mec-3.com/itu>

<http://www.americancorpus.org>

http://dictionary.cambridge.org

<http://www.onelook.com>

<http://thesaurus.reference.com>  
[http://www.testmagic.com](http://www.testmagic.com/test/ViewTopicsOfEssays6.asp)

http://www.english-test.net/toefl  
[http://www.esl-lab.com](http://www.esl-lab.com/)  
[http://www.manythings.org](http://www.manythings.org/)  
[http://www.1-language.com](http://www.1-language.com/)  
[http://www.nonstopenglish.com](http://www.nonstopenglish.com/)

[http://www.usingenglish.com](http://www.usingenglish.com/)  
[http://www.onestopenglish.com](http://www.onestopenglish.com/)  
<http://www.englishclub.com>

<http://www.eltweb.com>

<http://www.eslmonkeys.com>  
<http://internationaleflcafe.com>

<http://englishpage.com>  
<http://www.eslpartyland.com/default.htm>  
<http://members.aol.com/eslkathy/esl.htm>  
<http://www.handoutsonline.com>

<http://www.tesol.net>

<http://www.esl-lounge.com>  
<http://english-zone.com>  
<http://www.easyenglish.com>  
<http://www.tefl.net>  
<http://www.eslgo.com>  
<http://www.edhelper.com>  
<http://www.eslcity.com/english>  
[http://www.learnenglish.org.uk](http://www.learnenglish.org.uk/)  
<http://www.englisch-hilfen.de/en>  
<http://www.bbc.co.uk/worldservice/learningenglish>  
[http://www.ets.org/toefl](http://www.ets.org/toefl/index.html)  
[http://www.ets.org/toeic](http://www.ets.org/toeic/)

[http://www.toeiccity.com](http://www.toeiccity.com/)  
[http://www.ieltshelpnow.com](http://www.ieltshelpnow.com/)  
[http://supervoca.net](http://supervoca.net/)  
[http://www.everythingesl.net](http://www.everythingesl.net/)  
[http://libraryspot.com](http://libraryspot.com/)  
[http://www.edufind.com](http://www.edufind.com/)  
<http://www.refdesk.com/factgram.html>

<http://www.udel.edu/eli/grammar.html>  
[http://www.englishdaily626.com](http://www.englishdaily626.com/)

[http://www.breakingnewsenglish.com](http://www.breakingnewsenglish.com/)  
[http://www.puzzlechoice.com](http://www.puzzlechoice.com/)

[http://parapal-online.co.uk](http://parapal-online.co.uk/)

[http://www.speak-read-write.com](http://www.speak-read-write.com/)  
[http://www.word2word.com](http://www.word2word.com/)  
[http://www.englishmaterials.com](http://www.englishmaterials.com/)  
[http://www.teflgames.com](http://www.teflgames.com/)

<http://www.dailygrammar.com/archive.shtml>  
<http://www.e-mesh.com/index.html>  
[http://free-esl-gg.com](http://free-esl-gg.com/)  
<http://eslus.com/eslcenter.htm>  
[http://www.englishtestprep.com](http://www.englishtestprep.com/)  
[http://www.tolearnenglish.com](http://www.tolearnenglish.com/)  
[http://www.englishhorizon.com](http://www.englishhorizon.com/)  
[http://www.world-english.org](http://www.world-english.org/)  
[http://www.examenglish.com](http://www.examenglish.com/)  
[http://www.eslgold.com](http://www.eslgold.com/)  
[http://www.eflnet.com](http://www.eflnet.com/)  
[http://a4esl.org](http://a4esl.org/)

http://esl.about.com   
<http://www.stuff.co.uk/toefl.htm>  
<http://www.graduateshotline.com/sampletoefl.html>  
<http://www.testden.com/challenge/free-toefl.asp>  
<http://www.gettoefl.com/>

<http://www.learn4good.com/languages/spec_english_toefl.htm>

http://www.testinfo.net/toefl/test.htm

**SECTION 2**

**2.1. The Curriculum Committee**

The Curriculum Committee is responsible for providing guidance, advocacy, and supervision by ensuring that the curriculum is academically sound, comprehensive, and responsive to the evolving mission and goals of the DDP and educational needs of the students. This committee is comprised of the DDP Coordinator, and two level coordinators, one of whom is responsible for A and B- levels, and the other for C and D- levels.

DDP Coordinator





Coordinator of B1+ and B1 Levels

Coordinator of A2 and A1 Levels

**2.2. Curriculum Committee Responsibilities**

The Curriculum Committee, which comprises the DDP Coordinator, and two Level Coordinators, assists in the development of educational programs in accordance with the philosophy, policies, and objectives of the DDP.

The Responsibilities of the DDP Coordinator:

* Responsible to the Director
* Responsible for academic counselling
* Attends meetings held by the Administration
* Holds regular meetings with DDP instructors, level coordinators and classroom representatives
* Completes monthly status reports on any related staff or academic issues and gives it to the Director and the Rectorate, if deemed necessary
* Formatively reviews the curriculum of DDP program through evaluation in cooperation with a small task force for each course
* Formatively reviews curriculum and proposes changes and/or adjustments to ensure consistency through the relative teaching staff
* Oversees the implementation of the curriculum
* Prepares teaching schedules for DDP program
* Responsible for the updating and maintenance of the DDP Web site
* Oversees the implementation of instructor and student surveys conducted by the SAO
* Responsible for the student and staff orientation programs at the beginning of each academic year
* Prepares an academic calendar for office work, deadlines, and meetings with instructors, related offices, and level coordinators

The Responsibilities of the DDP Level Coordinators:

* Responsible to the DDP Coordinator
* Attends the following meetings:

1. Meetings with instructors to keep track of how the program is running: i.e., whether everybody is on schedule, whether the material is considered adequate, and whether the testing is in line with the curriculum, etc. receive written feedback from the instructors to this effect
2. Regular meetings held by the DDP Coordinator to communicate information and to contribute to long-term decision making

* Writes a report to the DDP Coordinator concerning the outcomes of level meetings
* Acts as a communication conduit between the Academic Offices and instructors
* Solves test-related problems with the Test Office
* Proof-reads exams of the levels which they are responsible for
* Aids the DDP Coordinator in the preparation of the summer school program and the following year’s academic program
* Formatively reviews curriculum of Prep Programs in co-operation with the DDP Coordinator when necessary
* Ensures availability of all necessary teaching material (CD’s, books, etc)
* Works in concert with all program offices to develop the program
* Helps with the update and maintenance of the Prep Program web site
* Decides which materials to prepare after faculty meetings
* When necessary prepares materials for his/her own level
* Guides instructors in using materials effectively
* Prepares an academic calendar for office work, deadlines, and meetings with instructors and offices

**APPENDICES**

**Appendix A: DDP Curriculum History**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Academic Year*** | ***Description*** | | ***Changes Made*** | ***Reason For Change*** | | | |
| 2003 – 2004 | The curriculum applied in the UPP was also applied in the DDP. | | \*As ITU Proficiency Exam was an alternative for the DDP students apart from TOEFL, the same curriculum was applied in both programs. | | | | |
| 2004 – 2005 | The curriculum applied in the UPP was also applied in the DDP. | |
| 2005 – 2006 | The curriculum applied in the UPP was also applied in the DDP. | |
| 2006 – 2007 | The curriculum applied in the UPP was also applied in the DDP. | | \*TOEFL course books started to be used as supplementary materials. | | | | \*Following demand from instructors and students, and as TOEFL is a requirement to start their faculties, it was decided that the Proficiency Exam should not be given as an alternative to the DDP students and the course content should be based on integrated skills to help students achieve in TOEFL.  \*Delegates from the partner campuses in the USA visited the SFL and wrote a report based on their observations and recommended that a DDP coordinator prepare a separate curriculum designed specifically to serve for the DDP students be assigned.  \*The students not attending classes caused drawbacks in the curriculum. |
| ***Academic Year*** | ***Description*** | | ***Changes Made*** | | | | ***Reason For Change*** |
| 2007 – 2008 | The DDP started to serve apart and the curriculum was rearranged according to the goals to be achieved and students’ needs. | | \*DDP coordinators were assigned.  \*A separate curriculum was prepared.  \*Free Laboratory hours were integrated into the curriculum.  \*Pacing schedules were formed on a level basis.  \*90% attendance became compulsory.  \*A detailed document on how to prepare exams on a level basis was prepared and distributed to instructors. | | | | \*Following the report from the partner campuses and feedback from the instructors and students, changes were implemented.  \*The reason to prepare a detailed document for the exams was to help the instructors to prepare exams considering the course content and the question types and instructions applied in TOEFL. |
| 2008 – 2009 | Following feedback taken from the instructors and students in the 2007 – 2008 academic year and with the cooperation of the coordinators of the program, changes were made in the curriculum in line with the new regulations for the DDP students. | | \*Curriculum was improved by changing some of the course books and materials.  \*Laboratory hours became an integrated part of the curriculum with allocated course hours and laboratory schedule prepared in parallel with the curriculum applied.  \*A more systematic approach to implication of curriculum and the parallelism between the course content and tests gained importance.  \*Supplementary materials were integrated into the curriculum to support and improve it.  \*A week of revision was integrated into the curriculum to give the instructors and students a chance to catch up with the curriculum, if they were behind it.  \*The in-house exams started to be prepared by the TO.  \*As it was stated by the instructors that free laboratory hours did not work, new multimedia programs were purchased specifically for laboratory use and installed on computers. | | | | \*Based on oral feedback received from the students and the instructors through the end of 2007-2008 academic year, changes were implemented.  \*As it was observed throughout the 2007-2008 academic year that as it was not obligatory to take the in-house exams, the students faced with problems, which caused the failure of most of them in their first year of English instruction, attendance and average grade became compulsory to be eligible for taking the TOEFL ITP for students and accordingly the instructors and students started to follow a more systematic way to learning.  \*As the new laboratory in the Atrium Building was appropriate for a more systematic program, there was a need to prepare a separate laboratory schedule in parallel with the curriculum.  \*Because of the intensity of the program and taking into consideration the diversity in individual learning speed, a week of revision was integrated into the curriculum. |
| ***Academic Year*** | ***Description*** | | ***Changes Made*** | | | ***Reason For Change*** | |
| 2009 – 2010 | Following feedback taken from the instructors and the students in 2008 – 2009 academic year, some new components that were thought to be of high level of importance were integrated into the program and some of the course materials were changed. | | \*There were changes in the allocated time for different courses.  \*Separate writing courses were integrated into the curriculum.  \*Writing assignments became compulsory.  \*Academic vocabulary courses were integrated into the curriculum.  \*TOEFL strategies courses were integrated into the curriculum.  \*An interactive program (CAMPUS) was integrated into the curriculum.  \*Instructors started to prepare supplementary materials for the courses.  \*Readers were integrated into the curriculum.  \*The instructors started to prepare supplementary materials.  \*Accreditation process started and some changes were made accordingly. | | | \*All the changes applied were based on feedback received from instructors and students.  \*As writing is of paramount importance, and it was taught in an integrated manner within *Integrated Skills* and *TOEFL* courses till then, it was decided that it should be taught as a separate course with appropriate time allocation and there should be assignments that the writing instructors follow and grade for improving students’ written work and motivate them.  \*It was decided that having *Academic Vocabulary* as a separate course in which students would have a textbook teaching academic vocabulary in context through authentic texts would bring a lot of advantages to the students to improve their reading skills.  \*Based on the demand by the students and taking the instructors’ feedback into account, *TOEFL Strategies Courses* which aimed at helping the students become aware of the question types and content of the exam were integrated into the curriculum.  \*Considering multiple intelligence, an alternative way to stimulate the students’ interest in learning English, an interactive program, where the students were given the opportunity to practice what they learn in class in a week, was integrated into the curriculum and its pacing was prepared in parallel with the curriculum.  \*As the Test of Written English (TWE), which had not been compulsory for students to be able to start their faculties, was made compulsory depending on the fact that it will always be a part of students’ personal and academic lives, writing courses were given more importance and integrated into the program as separate courses.  \*To assist students in improving their reading skills, learner autonomy and their reading habit, readers specifically selected for each level for the fall and spring terms were integrated into the curriculum. | |
| ***Academic Year*** | ***Description*** | ***Changes Made*** | | | ***Reason For Change*** | | |
| 2010 – 2011 | The same curriculum philosophy and design has been maintained with some improvements. | \*Following written and oral feedback received from instructors and students throughout the 2009 – 2010 academic year, some of the books were changed.  \*The time allocation for different courses was changed.  \*The audio components for the course books *Contemporary Topics, NorthStar,* and *TOEFL* were changed into MP3 format by publishers and installed on the instructors’ netbooks to facilitate their use of technology in the classroom.  \*The timing of *Academic Vocabulary Course* was changed, and it was integrated into curriculum for lower levels as well based on feedback from instructors and students.  \*The collection and grading of writing assignments became more systematic.  \*TOEFL strategies courses were integrated into TOEFL courses.  \*Peer and self-evaluation process was initiated as a tool for professional development and as a constituent component of instructor performance evaluation.  \*The time allocation for TOEFL courses was increased in lower levels based on feedback by students and instructors.  \*It was decided that the students be offered TOEFL PBT courses as an elective in the spring term.  \*Writing exams were initiated.  \*Accreditation process has continued. | | | \*It was stated in the feedback from the instructors and the students that the time allocation for especially grammar and listening and speaking courses should be changed for improving the program.  \*It was stated in the feedback from instructors and the students about the 2009 – 2010 academic year that the academic vocabulary course should be part of the curriculum for all levels of instruction and taught in upper levels in the fall term; and in lower levels in the spring term.  \*The writing skill was given more emphasis, and the instructors had better chance to follow the students’ written work more closely to be able to provide better assistance to them.  \*As the content of strategies courses was similar to that of the TOEFL course, based on feedback from the instructors, the TOEFL strategies started to be taught within TOEFL courses.  \*The instructors reported having difficulty finding and/or keeping CDs accompanying the course books and they needed a more effective way to have the audio materials together with them.  \*As there were differences in the way the instructors collected and graded writing assignments, they were provided with list of students to check whether the student has turned in the assignments and asked to submit the lists to the DDP Coordination Office at the end of the term.  \*To test whether the students have gained necessary writing skills as offered in the objectives of the program, it was decided that the students be given one writing exam each semester.  \*As the instructor performance was evaluated based on student evaluation only, it was decided that getting feedback from more sources would increase the reliability of results. Also, peer observation was considered a very effective way for not only performance evaluation but also professional development as it lays the ground for exchange of methods, techniques and strategies by means of observing peers. | | |
| ***Academic Year*** | ***Description*** | ***Changes Made*** | | | ***Reason For Change*** | | |
| 2011 – 2012 | Formal needs analysis was conducted taking feedback from ITU DDP lecturers, partner campus lecturers, the DDP students. | \*Presentation skill was incorporated into the existing curriculum and a presentation schedule stating the dates and important deadlines was prepared and topics were suggested on a level basis.  \*Academic vocabulary was incorporated as supplements to Listening & Speaking and Writing Courses.  \*Speaking topics including proposed academic vocabulary were created.  \*Sample student paragraphs and essays were integrated into the existing curriculum on a level basis.  \*Supplementary materials were prepared to improve the way the students make complex sentences.  \*The reading skills ‘finding important information in a text, inference and understanding implied information in a reading text’ were given more weight in the program.  \*As academic vocabulary gained more importance due to feedback from ITU and partner campuses and the students themselves, among various vocabulary websites, ‘Quizlet’ was further evaluated to see whether it is applicable in the program and it started to be used in the program.  \*Focus on Vocabulary 2, based on feedback, revision exercises for every three units in FOV 2 were prepared for the students to have a chance to see academic vocabulary from different units all together in context. | | | \*The formal needs analysis revealed that the students need presentation skills both at ITU and in partner campus universities.  \*As some of the students mentioned having difficulty producing the language because of lack of academic vocabulary, it was given more weight in the program.  \*Because of the emphasis on academic vocabulary not only by lecturers but also by students, as a guide to instructors to shape their speaking activities, the instructors were given lists of academic vocabulary so that they could encourage their students to speak about in accordance with the proposed vocabulary.  \*The students also mentioned having difficulty making complex sentences.  \*The feedback revealed that the students need more emphasis on specific reading skills. Accordingly, supplementary materials which allow students to practice these skills more were incorporated into curriculum.  \*The instructors suggested that although there is sufficient number of vocabulary exercises for FOV 2, there is a need for revision exercises to give the students a chance to practice academic vocabulary further. | | |

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| ***Academic Year*** | ***Description*** | ***Changes Made*** | ***Reason For Change*** |
| 2012 – 2013 | The same curriculum philosophy and design has been maintained with some improvements. | \*Based on feedback from the instructors and students throughout the 2011 – 2012 academic year, some of the books were changed.  \*Based on feedback from the instructors and the students throughout the previous academic year, time allocation for some of the courses was changed.  \*Vocabulary Revision materials for Academic Vocabulary Course were prepared and uploaded to NINOVA by level coordinators to be used as supplements for the vocabulary course.  \*The writing skills included in TOEFL and writing courses separately were matched in an effective way so as to enhance the students understanding of specific writing skills.  \*As integrated speaking is an important component of the TOEFL iBT, integrated speaking exercises were prepared and integrated speaking exams were integrated into the academic calendar. | \*The students and the instructors mentioned complaint regarding the content of some of the books in the curriculum and suggested that they be replaced by better alternatives.  \*Some of the instructors and students expressed their concerns in catching up with the proposed curriculum because they thought they especially the vocabulary course should be allocated more hours of instruction.  \*The instructors stated that the students needed further practice with the vocabulary they learned so it was decided that the students should be given vocabulary revision worksheets for every three units of the course book being used for the Academic Vocabulary Course.  \*As sometimes the students had difficulty in contextualizing information they learned in terms of writing, it was decided that the content of the writing courses be matched in a more effective way so that the student would have a better chance of practicing what they learned in one course in the other and thus learn much better. |
| ***Academic Year*** | ***Description*** | ***Changes Made*** | ***Reason For Change*** |
| 2013 – 2014 | The same curriculum philosophy and design has been maintained with some improvements. | \*Supplementary vocabulary materials were incorporated into Integrated Skills courses for A and B levels and into Listening & Speaking courses for C & D levels.  \*The format and content of quizzes were changed. Instead of two quizzes, 2 cumulative exams and 1 writing exam, 3 monthly exams testing different skills (writing, reading and listening) were incorporated into the program. The percentages of in-house exams were changed accordingly.  \*Some of the coursebooks were changed:  *Grammar in Context 2 & 3*  *Writing to Communicate 2*  *Longman Preparation Course for TOEFL ( A&B)*  \*Complete Guide to the TOEFL iBT started to be used in the first semester in A and B levels.  \*Instead of the speaking skills 5 & 6 presented in the Longman preparation Course for TOEFL iBT supplementary materials started to be used for TOEFL course for C & D levels in the spring semester.  \*Practice TOEFL tests were incorporated into TOEFL course for A & B levels in the spring semester.  \*Writing instructors started to be provided with lists of vocabulary taught in Listening & speaking and integrated skills courses. | \*As vocabulary is very important in foreign language learning to equip the students with the necessary skills for their academic life and based on feedback by instructors and students, it was decided students be provided with extra vocabulary materials.  \*As there were separate exams for testing different skills, it was decided that all the skills except for speaking be tested in the same exam and the number of exams be decreased.  \*The students and instructors suggested that some of the coursebooks should be replaced by better alternatives and some should be used in different semesters.  \*As the units 5 & 6 presented in the Longman Preparation Course for TOEFL iBT were not sufficient in equipping the students with those skills tested in TOEFL iBT, it was decided that those units be supplemented with extra materials.  \*The students and instructors stated in their feedback that the students need some practice with TOEFL.  \*Based on feedback and the importance of vocabulary, it was decided that students be provided some more opportunity to use the words they learn in other courses. |

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| ***Academic Year*** | ***Description*** | ***Changes Made*** | ***Reason For Change*** |
| 2014 – 2015 | The same curriculum philosophy and design has been maintained with some improvements. | \*Some of the coursebooks were changed:  *Contemporary Topics*  *Reading for the Real World 3 Second Edition*  *Focus on Vocabulary 2*  *Complete Guide to the TOEFL iBT*  *Mastering Skills for TOEFL iBT*  \*Supplementary vocabulary materials were removed from A and B Level Fall Term Listening & Speaking Course.  \*Supplementary vocabulary materials were incorporated into Fall Term Integrated Skills courses for C and D levels.  \*Additional supplementary structure materials were added into Spring Term Structure Courses for C and D Levels.  \*Supplementary vocabulary materials were removed from C and D Level Fall Term Listening & Speaking Course. | \*The students and instructors suggested that some of the coursebooks should be replaced by better alternatives and some should be used in different semesters.  \*The instructors suggested that as A and B Level Integrated Skills course include vocabulary materials, supplementary vocabulary materials should be phased out from other courses in these levels.  \*As in Fall Term the curriculum did not include any vocabulary materials in C and D Levels, supplementary vocabulary materials were incorporated into Fall Term Integrated Skills courses.  \* The instructors suggested that Structure Courses should be supported by more materials.  \*The instructors suggested that as C and D Level Integrated Skills course include vocabulary materials, supplementary vocabulary materials should be phased out from other courses in these levels. |

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| ***Academic Year*** | ***Description*** | ***Changes Made*** | ***Reason For Change*** |
| 2015 - 2016 | The same curriculum philosophy and design has been maintained with some improvements. | \*Some of the course books were changed:  *Skillful 2*  *Pathways 3 & 4*  \*Supplementary vocabulary materials and Essential Academic Vocabulary book were replaced by some other supplementary vocabulary materials in C & D Level Integrated Skills Course in the Fall and Spring Term.  \* Extra listening practices for ITP preparation were added to all level programs in the first term.  \* The exercises to be assigned weekly on the Campus Program were revised to match them with the students’ needs in all levels.  \* For A&B Levels, new exercises were added to the Campus Program for the last 4 weeks of fall term. | \*The students and instructors suggested that some of the course books should be replaced by better alternatives and some should be used in different semesters.  \*In accordance with the feedback from instructors, supplementary vocabulary materials were replaced by better alternatives.  \* The instructors suggested that the students need to familiarize with the listening items tested in TOEFL ITP exams.  \* The instructors suggested that some TOEFL iBT Lecture Listening should be added to A & B levels, and some exercises should be changed in C&D levels, as well.  \* The instructors informed that some students take IELTS Exam, so it would be better to add exercises for IELTS Exam in addition to TOEFL exercises to Campus Program. |

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| --- | --- | --- | --- |
| 2016 - 2017 | The same curriculum philosophy and design has been maintained with some improvements. | \*Materials for IELTS were removed from all level programs in both semesters.  \*The name of the ‘Integrated Skills’ course has been revised as ‘Reading’.  \* The name of the course, ‘TOEFL& Lab’ has been renamed as ‘Exam& Lab’  \*Some of the course books were changed:  *Northstar Integrated Skills*  *Academic Encounters 3 & 4*  *SAS 2*  *Grammar Dimensions 3*  For spring term, Next Generation Grammar 4 book has been added to the curriculum in the place of supplementary materials.  \* Extra listening practices for NOTE-TAKING were added to all level programs in the first term.  \* The exercises to be assigned weekly on the Campus Program were revised to match them with the students’ needs in all levels.  \* Integrated Writing assignments for B1 and B1+ levels were changed for Fall and Spring terms. For A1and A2 levels, some writing assignments were changed for Spring term.  \* The names of the levels changed as A1, A2, B1 and B1+ which used to be D,C,B and A respectively.  \* There will be PBT/ITP and IBT classes for A1 and A2 levels in the Spring Term. | \*IELTS Exam has been removed from the equivalence table.  \* to make the course more comprehensible in terms of improving the students’ Reading Skills.  \*to include IELTS exam materials. (This modification was made before the decision related to the removal of IELTS from the equivalence table was taken by the Administrative Board in September.)  \*The students and instructors suggested that some of the course books should be replaced by better alternatives and some should be used in different semesters.  \* The instructors suggested that the students need to improve their note taking skills.  \* The instructors suggested that some Toefl iBT Lecture Listening should be added to B1 & B1+ levels, and some exercises should be changed in A1&A2 levels, as well.  \*The previous writing assignment topics were not varied enough to prepare students for the TOEFL iBT.  \*The names of the levels changed in order to be in accordance with UPP and CEFR.  \* The students and instructors suggested that it could be much better if there will be two kinds of TOEFL classes because some students prefer TOEFL ITP while some prefer TOEFL iBT. |
| 2017-2018 | Considering the feedback taken from the teachers and the students through the surveys conducted on both semesters of 2016-2017 academic year, and the success rates received by Statistical Analysis Office, the overall curriculum has been renewed for all levels. | \*The overall curriculum has been redesigned. Accordingly, materials for TOEFL ITP have been removed from all level programs in both semesters, and the content and the material including TOEFL iBT skills and strategies have been increased to a considerable extent.  \*Some of the course books have been changed:  *NorthStar Listening and Speaking 2 (for A2)*  ***Northstar*** *Listening and Speaking* ***4***  ***Northstar*** *Listening and Speaking* ***5***  ***Focus on Grammar 2***  ***Focus on Grammar 3***  ***Speed Up***  *Next Generation Grammar 3*  *Next Generation Grammar 4*  ***Focus Reading and Vocabulary 3***  ***Focus Reading and Vocabulary 4***  ***Focus On Vocabulary 2***  \*The hours allocated for the classes and the divisions of classes have been changed.  \*Extra listening practices for note-taking have been added into A1, B1 and B1+ level curriculum.  \*The exercises to be assigned weekly on the Campus Program have been revised to match them with the students’ needs in all levels.  \*Writing Assignments for all levels have been updated for Fall and Spring terms. The number of the exams and the allocated percentages have been changed.  \*Monthly Exams have been changed into Midterm Exams and the number of the Speaking Exams have been doubled for each term. Also, the presentation assignment has been removed, so the percentage of the writing assignments has been increased to 20 % accordingly. In order to offer the students an opportunity to experience the test, a TOEFL iBT Mock Test has been added to the grading system for the spring term. | \*TOEFL ITP has been removed from the equivalence table in accordance with the decision made in the University Administrative Board Meeting.  \*As the students and the instructors suggested that some of the course books should be replaced by better alternatives, the following books have been included in the curriculum as the course books.  \*The program has been divided into two parts as basics and skills of English and the curriculum has been designed accordingly.  \*As the Listening and Speaking course book for A1 level stayed the same, the curriculum is aimed to be enriched with supplementary note-taking materials. For B1 and B1+ levels, as the Listening and Speaking course book starts with TOEFL iBT tasks right at the beginning of the terms, the pacing is targeted to introduce the note-taking skills to the students at the beginning of each term.  \*As the curriculum applied has been redesigned, the exercises have been chosen in accordance with the new pacing.  \*The curriculum applied has been redesigned according to changes in the program.  \*As the evaluation of success in the Preparatory Program has been changed and TOEFL ITP has been removed from the equivalence table, the grading system has been adapted accordingly. |
| 2018-2019 | Considering the feedback taken from the teachers and the students through the surveys conducted on both semesters of 2017-2018 academic year, and the success rates received by Statistical Analysis Office, the overall curriculum has been revised for all levels. | \*The overall curriculum has been revised and the content and the material including academic skills and TOEFL iBT strategies have been increased to a considerable extent.  \*Some of the books have been changed:  *New Books:*  *Building Skills for the TOEFL iBT (A1-A2)*  *New Language Leader Elementary (A1)*  *New Language Leader Pre-Intermediate (A1-A2)*  *Mastering Skills for the TOEFL iBT (A2+/ B1)*  *Understanding and Using English Grammar (upper-intermediate to advanced)*  *New Language Leader Pre-Intermediate (B1)*  *Cambridge EAP Upper Intermediate (B1+)*  *Mastering Skills for the TOEFL iBT (B1)*  *Complete Guide to TOEFL IBT (B1+)*  \*The hours allocated for the classes and the divisions of classes have been changed.  \* Some ineffective supplementary materials are to be eliminated; the effective ones are to be categorized. The number of the supplementary materials including the content of the academic skills and TOEFL iBT strategies are to be increased in the weekly pacing of A1-A2 levels.  \* Extra listening practices for note-taking have been added into A1, B1 and B1+ level curriculum.  \* Writing Assignments for all levels have been updated for Fall and Spring terms. The number of the exams and the allocated percentages stayed the same.  \* Exam percentages and the numbers of the exams stayed same.  \* Instead of the interactive campus program, two quizzes are added to the program with %10 percentages. | \*As the students and the instructors suggested that some of the course books should be replaced by better alternatives, the following books have been included in the curriculum as the course books and the TOEFL Test books.  \*Since the instructors and students suggested more allocated time for especially lower level classes and some B level instructors stated that students need to practice speaking skills and strategies in a more detailed way in both of the semesters, the curriculum has been designed accordingly and the weekly hours have been changed.  \*Since the instructors stated that the supplementary materials on TOEFL iBT given to A level students during the fall term in the previous semester were helpful in terms of introducing the academic skills and test strategies, that content has been increased.  \*The curriculum is aimed to be enriched with supplementary note-taking materials.  \*In regard to the feedbacks taken from the students and instructors, the campus program was found ineffective and not enough in terms of the TOEFL IBT test. Thus, it was excluded from the curriculum and two quizzes have been added to make the program more effective. |
| 2019-2020 | Considering the feedback taken from the teachers and the students through the surveys conducted on both semesters of 2018-2019 academic year, and the success rates received by Statistical Analysis Office, the overall curriculum has been revised for all levels. | \*The overall curriculum has been revised and the content and the material including academic skills and TOEFL iBT strategies have been increased to a considerable extent.  \*Some of the books have been changed:  *New Books:*  *Pioneer Elementary&Pre-Intermediate (A1)*  *Pioneer Pre-Intermediate (A2)*  *Pioneer B2 (B1)*  *Pioneer C1/C1+ (B1+)*  *Macmillan English Grammar in Context Advanced (A2+, B1, B1+)*  *Developing Skills for TOEFL IBT (A2+, B1)*  \*The hours allocated for the classes and the divisions of classes have been changed.  \* Some ineffective supplementary materials are to be eliminated; the effective ones are to be categorized. The number of the supplementary materials including the content of the academic skills and TOEFL iBT strategies are to be increased in the weekly pacing of A1-A2 levels.  \* Extra listening practices for note-taking have been added into A1, B1 and B1+ level curriculum.  \* Writing Assignments for all levels have been updated for Fall and Spring terms. The number of the exams and the allocated percentages stayed same.  \* Exam percentages and the numbers of the exams stayed same. | \*As the students and the instructors suggested that some of the course books should be replaced by better alternatives, the following books have been included in the curriculum as the course books and the TOEFL Test books.  \*Since the instructors and students suggested more allocated time for especially lower level classes and some B1+ level instructors stated that students need to practice speaking skills and strategies in a more detailed way in both of the semesters, the curriculum has been designed accordingly and the weekly hours have been changed.  \*The curriculum is aimed to be enriched with supplementary note-taking materials. |
| 2020-2021 | Considering the feedback taken from the teachers and the students through the surveys conducted on both semesters of 2019-2020 academic year, and the success rates received by Statistical Analysis Office, the overall curriculum has been revised for all levels. | \*The overall curriculum has been revised and the content and the material including academic skills and TOEFL iBT strategies have been increased to a considerable extent.  \*Some of the books have been changed:  *New Books:*  *Longman Preparation Course for the TOEFL IBT Test-3rd Edition*  *Understanding and Using English Grammar-5th Edition*  *Developing Skills for TOEFL IBT (A2+, B1)*  \*The hours allocated for the classes and the divisions of classes have been changed.  \* Some ineffective supplementary materials are to be eliminated; the effective ones are to be categorized. The number of the supplementary materials including the content of the academic skills and TOEFL iBT strategies are to be increased in the weekly pacing of A1-A2 levels.  \* Extra listening practices for note-taking have been added into A1, B1 and B1+ level curriculum.  \* Writing Assignments for all levels have been updated for Fall and Spring terms. The number of the exams and the allocated percentages changed.  \* Exam percentages and the numbers of the exams changed. | \*As the students and the instructors suggested that some of the course books should be replaced by better alternatives, the following books have been included in the curriculum as the course books and the TOEFL Test books.  \*Since the instructors and students suggested more allocated time for especially lower level classes and some B1+ level instructors stated that students need to practice speaking skills and strategies in a more detailed way in both of the semesters, the curriculum has been designed accordingly and the weekly hours have been changed.  \*The curriculum is aimed to be enriched with supplementary note-taking materials.  \*\*In order to increase students' motivation and participation in the lessons, and make their adaptation process easier after the pandemic, the number of the exams and their percentages have been adjusted accordingly. |
| 2021-2022 | Considering the feedback taken from the teachers and the students through the surveys conducted on both semesters of the 2020-2021 academic year, and the success rates received by Statistical Analysis Office, the overall curriculum has been revised for all levels. | \*The overall curriculum has been revised and the content and the material including academic skills and TOEFL iBT strategies have been increased to a considerable extent.  \*One of the books have been changed:  *New Book* *:*  *Collins Vocabulary and Grammar for the TOEFL Test*  \*The hours allocated for the classes and the divisions of classes have remained the same. .  \* Some ineffective supplementary materials are to be eliminated; the effective ones are to be categorized. The number of the supplementary materials including the content of the academic skills and TOEFL iBT strategies are to be increased in the weekly pacing of A1-A2 levels.  \* Extra listening practices for note-taking have been added into A1, B1 and B1+ level curriculum.  \* Writing Assignments for all levels have been updated for Fall and Spring terms. | \*As the students and the instructors stated that the course books which were used in the previous academic fall term are very effective, the books stayed the same. One of the course books will be replaced by better alternatives. The following book has been included in the curriculum as the course books and the TOEFL Test books.  Collins Vocabulary and Grammar for the TOEFL Test  The reason why this book has been chosen instead of Understanding and Using English Grammar book used in the previous spring term is that it gives explanations and exercises on the target exam in a more focused way. Therefore, students are going to be more knowledgeable and get more motivated.  \*Since the instructors and students suggested more allocated time for especially lower level classes and some B1+ level instructors stated that students need to practice speaking skills and strategies in a more detailed way in both of the semesters, the curriculum has been designed accordingly and the weekly hours have been changed.  \*The curriculum is aimed to be enriched with supplementary note-taking materials. |

**Appendix B: THE 2021-2022 ACADEMIC YEAR DDP ACTION PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project | How | Who | When | Review of Results |
| Mission and goals | Student Achievement Data  Meetings  Faculty Number  Surveys (students and instructors)  Oral and written feedback  Exam analysis | Administration  School Secretary  Academic Offices | Throughout the academic year |  |
| Goals and objectives and syllabi for each course | Reviewing oral and written feedback from different parties through such different means of evaluation as student achievement data, evaluation reports of students and instructors, feedback forms from student representatives and instructors, minutes of level meetings, placement results, enrollment figures | DDP Coordinator and level coordinators | June 2021 |  |
| Teaching materials:  Course books and teaching materials | Oral and written feedback both from the students and instructors on course books and materials, information received from publishers | DDP Coordinator and level coordinators | Throughout the academic year |  |
| Teaching methods and methodologies | Online faculty and student surveys | DDP Coordination Office  SAO | At the end of each term |  |
| Classroom representative meetings | DDP Coordinator Office  DDP  Students | Once a month in both of the semesters |  |
| In-service trainings | PDU, DDP Coordination Office | Throughout the academic year |  |
| Observations | DDP Coordination Office | Every term |  |
| Teaching Techniques and Activities | Online faculty and student surveys  In-service trainings | DDP Coordination Office | Throughout the academic year |  |
| Student learning outcomes | Oral and written feedback both from the students and instructors on   * allocated class hours, * assignments, * in-house exams, * online assignments | DDP Coordination Office  TO  SAO | In the beginning of academic year |  |
| Promotional materials | | | | |
| * Student Handbook | Based on the changes made in the program and oral and written feedback from students and faculty | DDP Coordinator | June 2021- September 2021 |  |
| * Webpage | Based on the changes made in the current practices and feedback from student and faculty surveys | DDP Coordinator | Throughout the academic year |  |
| * Curriculum Guide | Based on the changes made in the program | DDP Coordinator and level coordinators | June 2021- September 2021 |  |
| Orientation materials and activities | | | | |
| Pre-Arrival Orientation | Information sessions,  meetings and presentations | DDP coordinator, ITU International Office,  The SUNY Office, ITU Communication Office | February 2021-July 2021 |  |
| * 1st Day Orientation | Presentations | DDP Coordinator  ILC  PCG Center  Students from previous years | In the beginning of the fall term |  |
| * Question-answer session | DDP coordinator, DDP level coordinators, The director of SUNY in Turkey, the coordinator of International Office at ITU, the coordinators of the DDP programs at ITU,  DDP students | On irregular basis |  |
| * On-going orientation | * Meetings | DDP Coordination office & student reps | On irregular basis |  |
| * Information and motivation sessions | DDP Coordinator |  |  |
|  | DDP Coordinator |  |  |
| * Teacher orientation | * Instructor’s handbook * Meetings | DDP Coordinator, level coordinators | Throughout the academic year |  |
| ADMINISTRATION ACTIVITIES | | | | |
| * Review of feedback forms for student representatives and instructors | Based on the changes made in the current practices | DDP coordinator and level coordinators | Throughout the academic year |  |
| * Review of DDP Language Requirements | Reviewing oral and written feedback from different parties through such different means of evaluation as student achievement data, meetings with the partner campus representatives, evaluation reports of students and instructors, feedback forms from student representatives and instructors, minutes of level meetings, placement results, enrollment figures | The DDP Coordinators, The DDP Preparatory Program Coordinator, Partner Campus Coordinators, Administration | June 2021-September 2021 |  |
| * Updating Regulations | Based on proposed changes in the existing program | DDP Coordinator  Administrator of Student Affair Office | January 2021- September 2021 |  |
| * Preparation of course, instructors schedule | Based on the feedback on previous semesters and the academic calendar of 2021-2022 academic year | DDP Coordinator | September 2021( fall term)  January 2022( spring term) |  |
| * Organization of levels and classes | Based on the enrollment data, number of students and placement test results, based on the feedback on previous semesters | Administration  DDP Coordinator  Staff for student affairs | September 2021 ( fall term)  January 2022 ( spring term) |  |
| * Means of Communication:     Ninova    Webmail  Website | Based on course goals and objectives, student learning outcomes and syllabi | DDP Coordinator, Level coordinators, the staff | Throughout the academic year |  |
| CURRICULAR ACTIVITIES | | | | |
| * Review of feedback forms for student representatives and instructors | Based on the changes made in the current practices and feedback | DDP Coordinator and level coordinators | Throughout the academic year |  |
| * Preparation of overall pacing for both terms in parallel with   revised curriculum | Based on course goals and objectives, student learning outcomes and syllabi | Level coordinators in coordination with the DDP Coordinator | June-September 2021 |  |
| * Preparation of weekly pacing in parallel with   revised curriculum | Based on course goals and objectives, student learning outcomes and syllabi | Level coordinators in coordination with the DDP Coordinator | September 2021 (fall term)  January 2022 (spring term) |  |
| * Preparation of New Supplementary Materials | Based on course goals and objectives, student learning outcomes and syllabi | Level coordinators and instructors | September 2021-December 2021(fall term)  January 2022- May 2022 (spring term) |  |
| * Selection of weekly online exercises | Based on course goals and objectives, student learning outcomes and syllabi | Level coordinators | Throughout the academic year |  |
| * Review of pacing of both terms for all levels | Based on the feedback received from the instructors and students | DDP Coordinator and level coordinators | Throughout the academic year |  |
| TESTING | | | | |
| * Preparing testing checklists &guidance for tasks on a level basis | Based on the student learning outcomes, the course syllabi and the exam schedule | Level Coordinators  Testing Office | September 2021-(for fall semester  January-2022(for spring semester) |  |
| * Placement Test | Based on the CEFR standards for language ability | Testing Office | September 2021 |  |
| * Review of testing document for TO | Based on revised pacing and oral and written feedback received by teachers and students | DDP Coordinator, level coordinators, TO | Throughout the academic year |  |
| * Preparing a testing schedule | Based on revised pacing and oral and written feedback received by teachers and students, 2021-2022 academic calendar | DDP coordinator and level coordinators | September 20 |  |
| * Proofreading tests | Based on revised pacing and oral and written feedback received by teachers and students | level coordinators and instructors | Before the exams |  |
| EVALUATION | | | | |
| * Preparation of course, instructors and program evaluation schedule for fall term | Based on 2019-2020 academic calendar and feedback | DDP Coordinator in coordination with level coordinators | In the beginning of academic year |  |
| * Faculty Performance Evaluation | * Evaluating the student surveys * Evaluating the faculty surveys * Evaluating the peer-observation surveys | DDP Coordinator | * Meetings are done when deemed necessary * Evaluating the student surveys (every semester) * Evaluating the faculty surveys (every semester)   Overall, all these surveys are evaluated at the end of the academic year. |  |
| * Review of online overall evaluation questionnaires for students and instructors | Based on the changes made in the current practices and feedback | DDP Coordinator and level coordinators | October 2021 ( fall term)  February 2022 ( spring term) |  |
| * Analyzing the results | Based on the student the goals of the program, learning outcomes, the course syllabi | Administration  DDP Coordinator and level coordinators | At the end of each term |  |

**Appendix C: The 2021 – 2022 Academic Year DDP Evaluation Schedule – Fall Term**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates | Type of Evaluation | Required Action | Responsible  Parties | Important Notes |
| October 25 -November 05 | Peer Evaluation | Determining the instructors who will observe each other’s classes. | DDP Coordinator and Level Coordinators | The office will choose the instructors who teach the same kind of course. If no instructors teaching the same course available, instructors can observe an instructor teaching the same level. |
| November 08 -November 19 | Peer Evaluation | Observing peers and filling out the online peer evaluation form | All the instructors teaching in the DDP | The instructors will be provided their codes by the DDP Coordination Office. For the smooth running of the process, all the instructors must obey the deadlines. Otherwise, their peer evaluation grade will not be included in the overall performance evaluation. |
| December 06- December 10 | Self-Evaluation | Evaluating oneself based on the criteria specified by the DDP Coordination Office and filling out the online Self Evaluation Form | All the instructors teaching in the DDP | The instructors will be provided their codes by the DDP Coordination Office. The instructors are requested to obey the deadlines strictly; otherwise, their self-evaluation grade will not be included in the overall performance evaluation. |
| December 20-24 | Self and Instructor Performance Evaluation | The students’ evaluation of their own performance together with their instructors’ performance based on specified criteria by the DDP Coordination Office. | All DDP Students | The students will be evaluating their own and their instructors’ in the guidance of the DDP Coordination Office personnel. The instructors will be asked to wait outside the lab while the students are filling out the forms. If a student is absent on the day of the evaluation, the instructors are requested to direct that specific student to the DDP Coordination Office when s/he shows up for a class |
| January 10- January 14 | Overall Program Evaluation | Evaluating the constituent components of the program (curriculum, assessment measures, facilities, interactive program, equipment and supplies, etc.) | All the instructors teaching in the DDP | The instructors are requested to obey the deadlines strictly; otherwise, their opinions for the improvement of constituent components of the program will not be taken into consideration while doing the general review. |
| January 17-January 21 | Overall Program Evaluation | Evaluating the constituent components of the program (curriculum, assessment measures, facilities, interactive program, equipment and supplies, etc.) | All DDP Students | The students will be evaluating constituent components of the program in the lab in the guidance of the DDP Coordination Office personnel. The instructors will be asked to wait outside the lab while the students are filling out the forms. If a student is absent on the day of the evaluation, the instructors are requested to direct that specific student to the DDP Coordination Office when s/he shows up for a class. |

**2021 – 2022 Academic Year DDP Evaluation Schedule – Spring Term**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates | Type of Evaluation | Required Action | Responsible  Parties | Important Notes |
| March 07-March 18 | Peer Evaluation | Determining the instructors who will observe each other’s classes. | DDP Coordinator and Level Coordinators | The office will choose the instructors who teach the same kind of course. If no instructors teaching the same course available, instructors can observe an instructor teaching the same level. |
| March 21- – April 01 | Peer Evaluation | Observing peers and filling out the online peer evaluation form | All the instructors teaching in the DDP | The instructors will be provided their codes by the DDP Coordination Office. For the smooth running of the process, all the instructors must obey the deadlines. Otherwise, their peer evaluation grade will not be included in the overall performance evaluation. |
| April 11-April 22 | Self-Evaluation | Evaluating oneself based on the criteria specified by the DDP Coordination Office and filling out the online Self Evaluation Form | All the instructors teaching in the DDP | The instructors will be provided their codes by the DDP Coordination Office. The instructors are requested to obey the deadlines strictly; otherwise, their self-evaluation grade will not be included in the overall performance evaluation. |
| April 25 –May 07 | Self and Instructor Performance Evaluation | The students’ evaluation of their own performance together with their instructors’ performance based on specified criteria by the DDP Coordination Office. | All DDP Students | The students will be evaluating their own and their instructors’ in the guidance of the DDP Coordination Office personnel. The instructors will be asked to wait outside the lab while the students are filling out the forms. If a student is absent on the day of the evaluation, the instructors are requested to direct that specific student to the DDP Coordination Office when s/he shows up for a class |
| May 09 – May 21 | Overall Program Evaluation | Evaluating the constituent components of the program (curriculum, assessment measures, facilities, interactive program, equipment and supplies, etc.) | All the instructors teaching in the DDP | The instructors are requested to obey the deadlines strictly; otherwise, their opinions for the improvement of constituent components of the program will not be taken into consideration while doing the general review. |
| May 23 – June 03 | Overall Program Evaluation | Evaluating the constituent components of the program (curriculum, assessment measures, facilities, interactive program, equipment and supplies, etc.) | All DDP Students | The students will be evaluating constituent components of the program in the lab in the guidance of the DDP Coordination Office personnel. The instructors will be asked to wait outside the lab while the students are filling out the forms. If a student is absent on the day of the evaluation, the instructors are requested to direct that specific student to the DDP Coordination Office when s/he shows up for a class. |

**Appendix D: Needs, Goals, Objectives, and Assessment Tools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **NEEDS** | **GOALS** | **OBJECTIVES** | **ASSESSMENT TOOLS** |
| **BASIC ENGLISH-MAIN COURSE** | Students need to be able to use complex grammatical structures and vocabulary relevant to a variety of social and academic topics. | The students will attain useful and efficient linguistic structures and use them appropriately in their undergraduate studies. | By the end of the program, students will be able to:   * use linguistic structures and vocabulary to read and understand well-structured texts encountered in academic or social contexts * use linguistic structures and vocabulary to follow and comprehend a well- organized scripted lecture and take notes * use linguistic structures and vocabulary to produce coherent written and/or oral responses on academic and social topics   \*The **linguistic structures** to be achieved are the learning outcomes specified for the structure course. | * Midterm Exams * Speaking Exams * Mid-Year Exam * End-Year Exam * Quizzes * Pop Quizzes * Performance Rubrics |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **NEEDS** | **GOALS** | **OBJECTIVES** | **ASSESSMENT TOOLS** |
| **READING SKILLS** | Students need to be able to read and comprehend academic texts by using reading and vocabulary skills effectively. | The students will be equipped with necessary reading skillsthat will allow them to comprehend academic texts on various academic topics to pursue their undergraduate studies. | By the end of the program, students will be able to:   * comprehend important information and facts that are stated in a reading text. * understand the distinction between main ideas and supporting details in a reading text. * understand the meaning of a word as it is used in a reading text. * draw conclusions based on the information given within a statement or section of a reading text. * perceive ideas that are suggested but not directly stated within a reading text. * recognize the organization and purpose of a reading text.   \***A Reading Text** refers to an upper-intermediate level of about 500 words. | * Midterm Exams * Speaking Exams * Mid-Year Exam * End-Year Exam * Quizzes * Pop Quizzes * Performance Rubrics |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **NEEDS** | **GOALS** | **OBJECTIVES** | **ASSESSMENT TOOLS** |
| **WRITING** | Students need to be able to create texts making use of writing skills necessary in academic writing. | The students will develop important writing skills that will enable them to produce academic texts required in their undergraduate studies. | By the end of the program, students will be able to:   * brainstorm and organize their ideas. * use mechanics of writing appropriately. * use appropriate cohesive devices to improve their texts. * incorporate appropriate vocabulary to express ideas precisely. * write grammatically accurate basic and complex sentences. * write coherent and unified paragraphs. * learn how to paraphrase to improve their writing. * learn how to summarize to improve their writing. * write a coherent, logical and organized opinion essay with a thesis statement, introduction, body paragraphs and conclusion. * produce a written response based on the information in the reading and listening texts.   \***An essay** is at upper-intermediate level and expected to contain minimum 300 words.  \***A response** is at upper-intermediate level and expected to contain between 150-225 words. | * Writing Assignments * Midterm Exams * Mid-Year Exam * End-Year Exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **NEEDS** | **GOALS** | **OBJECTIVES** | **ASSESSMENT TOOLS** |
| **LISTENING & SPEAKING** | Students need to be able to understand spoken materials in various academic and social topics and demonstrate ability to express themselves in a variety of social and academic texts. | The students will acquire necessary listening skills in order to follow and comprehend discourse such as lectures, conversations, interviews and discussions, and they will develop adequate speaking skills to communicate effectively to follow academic courses at university level. | By the end of the program, students will be able to:   * identify main ideas * identify important details * distinguish more important ideas from less important ones * learn to use strategies to listen actively * learn strategies to take clear notes * use their notes to organize their ideas * identify words and/or phrases related to the topic * draw inferences relying on the context * express themselves fluently * express themselves with acceptable accuracy * convey their ideas clearly * participate in discussions * analyze and synthesis information presented in different sources   **\*A listening Text** refers to any lecture of upper-intermediate level of at least 600 words. | LISTENING   * Midterm Exams * Mid-Year Exam * End-Year Exam * Quizzes * Pop Quizzes * Performance Rubrics   SPEAKING   * In-class performance (e.g. group discussions, debates) * Speaking Exams * Performance Rubrics |

APPENDIX E

SCOPE AND SEQUENCE: B1+ LEVEL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| B1+ LEVEL | **BASIC ENGLISH** | **READING** | **WRITING** | **LISTENING & SPEAKING** |
| * Use the past simple and present perfect to talk about experiences, * Write simple and compound sentences, * Write compound sentences using coordinators, * Identify and use general, academic, and technical vocabulary. * Understand and take notes on key information, * Understand main ideas in paragraphs and longer texts, * Recognize cohesion in a paragraph, * Identify common academic nouns, * Ask for and give definitions and short explanations, * Recognize cohesive language, * Write a paragraph that includes definition using relative clauses, * Understand and use evaluate and classifying adjectives, * Identify context, * Use noun phrases in descriptions, * Identify main points and descriptive language, * Use adverbials, to add context and support information to a sentence, * Identify different positions in a lecture, * Identify supporting arguments, * Take notes on a student presentation, * Use noun phrases to summarize ideas, * Build word families using affixes, * Use report structures, * Identify examples and explanations, * Use essay verbs, * Understand and use references to visual information, * Refer to other people’s ideas, * Use linking expressions, * Analyaze descriptions of similarity and difference, * Compare and contrast different pieces od research, * Identify and evaluate authorial stance, * Use comparative and contrasting structures, * Identify and analyze maximizing and minimizing language, * Present arguments for and against, * Identify main arguments, * Identify and use the language of problems and solutions, * Use wh- structures to signal and focus key points, * Recognize and notice down cause and effect relations in a lecture, * Understand key cause and effect language, * Identify related ideas and use cautious language, * Identify stance in cause and effect relationships, * State cause and effect connections through appropriate language. | In texts appropriate to the level on a variety of topics both academic and general:   * Skim and scan for key information * Identify and express main ideas and details to understand important points * Leave out less important details and summarize information * Paraphrase important points in a reading * Make inferences * Complete outlines and categorize information * Use surrounding information to understand meaning, details, and inferences * Recognize a writer’s attitude * Summarize a text and relate it to a listening on the same topic * Contrast opinions from two sources | * Write paragraphs with a topic sentence containing the main idea, supporting sentences explained by supporting details, and a concluding sentence summarizing the main points * Turn the paragraphs into an essay composed of an introductory paragraph, supporting paragraphs, and a concluding paragraph * Write a clear thesis statement that has two main parts: a topic and a controlling idea * Identify types of introductory paragraphs and use them in essays * Improve body paragraphs with examples, specific facts, and anecdotes * Write paragraphs using cohesion, coherence, and unity skills * Write an effective concluding paragraph consisting of a summary of the main points, a restatement of the thesis statement and / or a final comment * Eliminate irrelevant ideas * Make outlines * Use cohesive devices like connectors, pronouns, and articles to improve their essays * Avoid using fragments, run-on sentences, and comma splices * Use mechanics such as punctuation in their essays * Write well-organized opinion essays * Identify and extract the main ideas and details from a written and a spoken passage, and then to reproduce this information in coherent writing | In listening passages appropriate to the level   * Make predictions about what the lecturer will cover before listening * Listen for main ideas and details * Identify topics through questions * Use sequence markers to distinguish different ideas and better organize their notes * Identify cues to understand problems and possible solutions to those problems * Recognize rhetorical questions and make guesses about the listening text * Identify the lecturer’s point of view * Come up with different ways of taking notes using symbols and abbreviations * Organize main ideas and details while note-taking * Identify cues the lecturers use when focusing on examples, cause and effect relationships, and comparison and contrast * Identify key terms and definitions during lectures * Summarize and paraphrase what they hear and relate it to a reading * Take place in discussions * Ask for clarification or confirmation * Express their opinions to agree or disagree in a discussion or conversation * Offer a fact or give examples * Paraphrase oral and written text |

SCOPE AND SEQUENCE: B1 LEVEL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **B1 LEVEL** | **BASIC ENGLISH** | **READING** | **WRITING** | **LISTENING & SPEAKING** |
| * Revise continuous and perfect aspect, * Learn idioms and collocation, * Revise present perfect simple and continuous, * Revise indirect questions, * Learn adverbs, * Identify similarities and differences, * Discuss solutions to problems, make a short presentation, * Learn the key language of agreeing and disagreeing, polite questions, * Revise quantifiers, * Definite and zero articles, * Learn prefix self- and abstract nouns, * Use idioms to talk about experiences, * Learn key language of emphasis and comparison, * Understand key words and essay writing, * Revise future continuous and, going to, present continuous, * Revise future perfect simple, future simple, * Learn medical terms and personality adjectives, * Learn stressed syllables, * Make recommendations, * Revise modal verbs and ways of expressing ability, possibility and obligation (past and future), * Learn words from the text, * Make future predictions, * Learn key language of meetings and summarizing, * Write a describing information in a table using comparative and contrasting structures. * Revise used to, would and get used to, * Learn genres and idiomatic expressions, * Learn the key language of persuading, * Revise the passive, * Learn prefixes, * Interpret ideas and compare features, * Discuss and share information on a certain topic, * Key language of talking about requirements, * Revise verb patterns and causatives, * Learn collocations and abstract nouns, * Revise ungradable adjectives and position of adverbs, * Learn adverb and adjective collocation and order of adjectives, * Justify opinions and identify arguments, * Justify opinions, * Learn the key language of discussing implications and offering counter arguments, * Revise relative clauses and reduction of relative clauses, * Learn word formation and idioms with mind, * Learn the key language of giving and reacting to advice, * Revise reported speech and reporting verbs, * Learn adjectives related with culture, * Revise first, second, third and mixed conditionals, * Learn opposites (prefixes). | In texts appropriate to the level on a variety of topics both academic and general:   * Skim and scan for key information * Identify and express main ideas and details to understand important points * Leave out less important details and summarize information * Paraphrase important points in a reading * Make inferences * Complete outlines and categorize information * Use surrounding information to understand meaning, details, and inferences * Recognize a writer’s attitude * Summarize a text and relate it to a listening on the same topic * Contrast opinions from two sources | * Write paragraphs with a topic sentence containing the main idea, supporting sentences explained by supporting details, and a concluding sentence summarizing the main points * Turn the paragraphs into an essay composed of an introductory paragraph, supporting paragraphs, and a concluding paragraph * Write a clear thesis statement that has two main parts: a topic and a controlling idea * Identify types of introductory paragraphs and use them in essays * Improve body paragraphs with examples, specific facts, and anecdotes * Write paragraphs using cohesion, coherence, and unity skills * Write an effective concluding paragraph consisting of a summary of the main points, a restatement of the thesis statement and / or a final comment * Eliminate irrelevant ideas * Make outlines * Use cohesive devices like connectors, pronouns, and articles to improve their essays * Avoid using fragments, run-on sentences, and comma splices * Use mechanics such as punctuation in their essays * Write well-organized opinion essays * Identify and extract the main ideas and details from a written and a spoken passage, and then to reproduce this information in coherent writing | In listening passages appropriate to the level   * Make predictions about what the lecturer will cover before listening * Listen for main ideas and details * Identify topics through questions * Use sequence markers to distinguish different ideas and better organize their notes * Identify cues to understand problems and possible solutions to those problems * Recognize rhetorical questions and make guesses about the listening text * Identify the lecturer’s point of view * Come up with different ways of taking notes using symbols and abbreviations * Organize main ideas and details while note-taking * Identify cues the lecturers use when focusing on examples, cause and effect relationships, and comparison and contrast * Identify key terms and definitions during lectures * Summarize and paraphrase what they hear and relate it to a reading * Take place in discussions * Ask for clarification or confirmation * Express their opinions to agree or disagree in a discussion or conversation * Offer a fact or give examples * Paraphrase oral and written text |

SCOPE AND SEQUENCE: A2 LEVEL

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| --- | --- | --- | --- | --- |
| **A2 LEVEL** | **BASIC ENGLISH/ MAIN COURSE** | **READING** | **WRITING** | **LISTENING & SPEAKING** |
| * Use simple present tense with frequency words. * Form wh- questions. * Contrast the simple present and the present continuous tense. * Use the future tenses with *will* and *be going to*. * Use the simple past tense. * Recognize the habitual past with *used to*. * Use possessive forms of nouns and possessive adjectives. * Recognize reflexive pronouns. * Contrast count and non-count nouns. * Recognize articles and indefinite pronouns. * Recognize quantity expressions. (some, any, a lot of, much, many, a few, several, a little) * Recognize adjectives. * Use comparative and superlative adjectives. * Use *as….as*, *the same....as*. * Contrast adjectives and adverbs. * Use time words and time clauses. * Recognize non-action verbs. * Recognize the past continuous tense. * Contrast simple past and past continuous tense. * Use modals for permission, requests, desires, offers, advice, necessity and possibility. (can, may, might, could, should, ought to, had better, have to, don’t have to, must, would like) * Use and differentiate between simple, progressive, and perfect modals. * Use present perfect tense. * Use present perfect continuous tense. * Use passive forms * Contrast the simple past and the present perfect tense. * Use past perfect tense * Contrast the past perfect and past perfect continuous * Use if and wish clauses * Recognize gerunds and infinitives. * Contrast used to and be used to. * Use adjective clauses. * Use gerunds and infinitives correctly after verbs. * Use participle clauses * Use reported speech correctly * Use causative verbs * Use noun clauses * Use participles, relative and adverbial clauses and reduce those clauses | In texts appropriate to the level on a variety of topics both academic and general:   * Skim and scan for key information * Identify and express main ideas and details to understand important points * Leave out less important details and summarize information * Paraphrase important points in a reading * Make inferences * Complete outlines and categorize information * Use surrounding information to understand meaning, details, and inferences * Recognize a writer’s attitude * Summarize a text and relate it to a listening on the same topic * Contrast opinions from two readings | * Form simple sentences * Use sentence connectors and subordinators * Apply capitalization, punctuation and spelling rules * Form compound, complex and compound-complex sentences * Use parallel structures effectively * Avoid using fragments, run-on sentences, choppy sentences, stringy sentences, and comma splices * Make a detailed outline * Make topic sentences, supporting sentences, and concluding sentences * Form a paragraph. (cause/effect& compare/contrast paragraphs) * Use transition signals to guide the reader from one idea to the next * Write a well-organized essay using introduction and thesis statement, body paragraphs and a concluding paragraph. (Opinion essay) * Use appropriate vocabulary based on the kind of paragraph and essay * Use transition signals between paragraphs to show how one paragraph is related to another * Identify and extract the main ideas and details from a written and a spoken passage, and then to reproduce this information in coherent writing | In listening passages appropriate to the level   * Make predictions about what the lecturer will cover before listening * Listen for main ideas and details * Identify topics through questions * Use sequence markers to distinguish different ideas and better organize their notes * Identify cues to understand problems and possible solutions to those problems * Recognize rhetorical questions and make guesses about the listening text * Identify the lecturer’s point of view * Come up with different ways of taking notes using symbols and abbreviations * Organize main ideas and details while note-taking * Identify cues the lecturers use when focusing on examples, cause and effect relationships, and comparison and contrast * Identify key terms and definitions during lectures * Summarize and paraphrase what they hear and relate it to a reading * Take place in discussions * Ask for clarification or confirmation * Express their opinions to agree or disagree in a discussion or conversation * Offer a fact or give examples * Paraphrase oral and written text |

SCOPE AND SEQUENCE: A1 LEVEL

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| --- | --- | --- | --- | --- |
| **A1 LEVEL** | **BASIC ENGLISH/ MAIN COURSE** | **READING** | **WRITING** | **LISTENING & SPEAKING** |
| * Recognize the Present of “Be”. * Use count nouns and proper nouns. * Identify descriptive adjectives. * Use prepositions of time and place. * Recognize the simple present tense. * Use connectors such as “but”, “and”, “so”. * Form wh- questions. * Use possessive forms of nouns and possessive adjectives * Identify demonstratives * Recognize there is and there are * Use present progressive tense. * Use subject and object pronouns; direct and indirect objects * Use articles * Contrast count and non-count nouns * Use simple past tense and past of “Be”. * Contrast present progressive and simple present tense * Recognize non-action verbs. * Use the future tenses will and be going to * Use quantity expressions. (some, any, much, many) * Use comparative and superlative adjectives * Use adverbs of manner * Use modals for permission, requests, desires, offers, advice, necessity and possibility. (can, may, might, could, should, ought to, had better, have to, don’t have to, must, would like) * Use and differentiate between simple, progressive, and perfect modals * Use present perfect tense * Use present perfect continuous tense * Use passive forms * Use past perfect tense * Contrast the past perfect and past perfect continuous * Use if and wish clause * Use reported speech correctly * Use causative verbs * Use noun clauses. * Use participles, relative and adverbial clauses and reduce those clauses | In texts appropriate to the level on a variety of topics both academic and general:   * Skim and scan for key information * Identify and express main ideas and details to understand important points * Leave out less important details and summarize information * Paraphrase important points in a reading * Make inferences * Complete outlines and categorize information * Use surrounding information to understand meaning, details, and inferences * Recognize a writer’s attitude * Summarize a text and relate it to a listening on the same topic * Contrast opinions from two readings | * Form simple sentences * Use sentence connectors and subordinators * Apply capitalization, punctuation and spelling rules * Form compound, complex and compound-complex sentences * Use parallel structures effectively * Avoid using fragments, run-on sentences, choppy sentences, stringy sentences, and comma splices * Make a detailed outline * Make topic sentences, supporting sentences, and concluding sentences * Form a paragraph. (cause/effect& compare/contrast paragraphs) * Use transition signals to guide the reader from one idea to the next * Use appropriate vocabulary based on the kind of paragraph * Identify and extract the main ideas and details from a written and a spoken passage, and then to reproduce this information in coherent writing | In listening passages appropriate to the level   * Make predictions about what the lecturer will cover before listening * Listen for main ideas and details * Identify topics through questions * Use sequence markers to distinguish different ideas and better organize their notes * Identify cues to understand problems and possible solutions to those problems * Recognize rhetorical questions and make guesses about the listening text * Identify the lecturer’s point of view * Come up with different ways of taking notes using symbols and abbreviations * Organize main ideas and details while note-taking * Identify cues the lecturers use when focusing on examples, cause and effect relationships, and comparison and contrast * Identify key terms and definitions during lectures * Summarize and paraphrase what they hear and relate it to a reading * Take place in discussions * Ask for clarification or confirmation * Express their opinions to agree or disagree in a discussion or conversation * Offer a fact or give examples * Paraphrase oral and written text |

APPENDIX F: TOEFL iBT Proficiency Scale

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| --- | --- |
| **READING SKILLS** | |
| **LEVEL** | **PERFORMANCE** |
| HIGH  (22 – 30) | Test takers who receive a score at the HIGH level typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.  Test takers who score at the HIGH level typically:   * have a very good command of academic vocabulary and grammatical structure; * can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex; * can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and * can abstract major ideas from a text, even when the text is conceptually dense and contains complex language. |
| INTERMEDIATE  (15 - 21) | Test takers who receive a score at the INTERMEDIATE level typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.  Test takers who receive a score at the INTERMEDIATE level typically:   * have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary; * have a very good understanding of grammatical structure; * can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense; * can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text; and * can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense. |
| LOW  (0 - 14) | Test takers who receive a score at the LOW level typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.  Test takers who receive a score at the LOW level typically:   * have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent; * have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text; * have difficulty identifying the author’s purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and * can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding. |
|  |  |
| **LISTENING SKILLS** | |
| **LEVEL** | **PERFORMANCE** |
| HIGH  (22 – 30) | Test takers who receive a score at the HIGH level typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas and/or making sense of unexpected or seemingly contradictory information.  When listening to lectures and conversations like these, test takers at the HIGH level typically can:   * understand main ideas and important details, whether they are stated or implied; * distinguish more important ideas from less important ones; * understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process); * recognize how pieces of information are connected (for example, in a cause-and-effect relationship); * understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and * synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information. |
| INTERMEDIATE  (14 - 21) | Test takers who receive a score at the INTERMEDIATE level typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.  When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can:   * understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced; * understand how information is being used (for example, to provide support or describe a step in a complex process); * recognize how pieces of information are connected (for example, in a cause-and-effect relationship); * understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and * synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation. |
| LOW  (0 -13) | Test takers who receive a score at the LOW level typically understand the main idea and some important details of conversations. However, test takers at the low level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.  Test takers at the LOW level typically can:   * understand main ideas when they are stated explicitly or marked as important, but may have difficulty understanding main ideas if they are not stated explicitly; * understand important details when they are stated explicitly or marked as important, but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers; * understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important; and * make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated. |

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| **SPEAKING SKILLS**  Speaking about Familiar Topics | |
| **LEVEL** | **PERFORMANCE** |
| GOOD  (3.5 – 4.0) | The responses indicate an ability to communicate the test taker’s personal experiences and opinions effectively in English. Overall, the speech is clear and fluent. The use of vocabulary and grammar is effective with only minor errors. The ideas are generally well developed and expressed coherently. |
| FAIR  (2.5 – 3.0) | The responses indicate the test taker is able to speak in English about personal experiences and opinions in a mostly clear and coherent manner. The speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent the test taker from elaborating fully on his/her ideas, but they do not seriously interfere with overall communication. |
| LIMITED  (1.5 -2.0) | The responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding because of noticeable problems with pronunciation, grammar and vocabulary. While the test taker is able to respond partially to the questions, s/he is not able to fully develop ideas, possibly due to limited vocabulary and grammar. |
| WEAK  (0 – 1.0) | The responses are incomplete. They contain little or no content and are difficult for listeners to understand. |

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| **SPEAKING SKILLS**  Speaking about Campus Situations | |
| **LEVEL** | **PERFORMANCE** |
| GOOD  (3.5 – 4.0) | The responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, the responses are clear and coherent, with only occasional errors of pronunciation, grammar or vocabulary. |
| FAIR  (2.5 – 3.0) | The responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. The test taker is able to convey relevant information about conversations, newspaper articles and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication. |
| LIMITED  (1.5 -2.0) | The responses indicate that the test taker has some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on. While he/she is able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent him/her from fully expressing his/her ideas. Problems with pronunciation make it difficult for listeners to understand the test taker at times. |
| WEAK  (0 – 1.0) | The responses are incomplete. They include little or no information about the topic. The speech is often difficult for listeners to understand, and the meaning is unclear. |

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| **SPEAKING SKILLS**  Speaking about Academic Course Content | |
| **LEVEL** | **PERFORMANCE** |
| GOOD  (3.5 – 4.0) | The responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. The speech is mostly clear and fluent. The test taker is able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. S/he is able to talk about key information and relevant details with only minor inaccuracies. |
| FAIR  (2.5 – 3.0) | The responses demonstrate that the test taker is able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, the speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. The use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate. |
| LIMITED  (1.5 -2.0) | In your responses, the testtaker is able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, s/he includes few relevant or accurate details. It is sometimes difficult for listeners to understand the responses because of problems with grammar, vocabulary and pronunciation. Overall, the test taker is able to respond in a general way to the questions, but the amount of information in his/her responses is limited and the expression of ideas is often vague and unclear. |
| WEAK  (0 – 1.0) | The responses are incomplete. They include little or no information about the topic. The speech is often difficult for listeners to understand, and the meaning is unclear. |

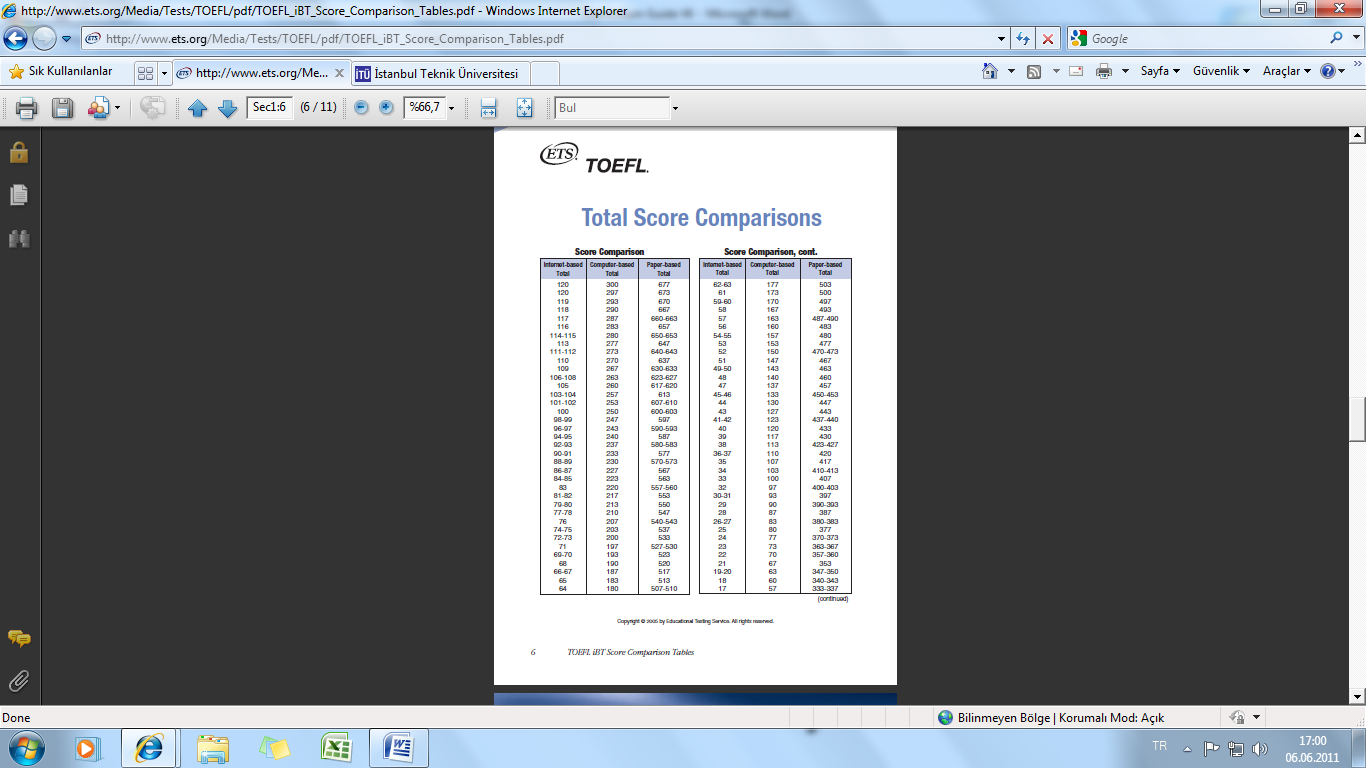
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| --- | --- |
| **WRITING SKILLS**  Writing Based on Reading and Listening | |
| **LEVEL** | **PERFORMANCE** |
| GOOD  (4.0 – 5.0) | The test taker responded well to the task, relating the lecture to the reading. Weaknesses, if there are any, might have to do with:   * slight imprecision in the summary of some of the main points, and/or * use of English that is occasionally ungrammatical or unclear. |
| FAIR  (2.5 – 3.5) | The test taker responded to the task, relating the lecture to the reading, but the response indicates weaknesses, such as:   * an important idea or ideas may be missing, unclear or inaccurate; * it may not be clear how the lecture and the reading passage are related; and/or * grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |
| LIMITED  (1.0 -2.0) | The response was judged as limited due to:   * failure to understand the lecture or reading passage; * deficiencies in relating the lecture to the reading passage; and/or * many grammatical errors and/or very unclear expressions and sentence structures. |

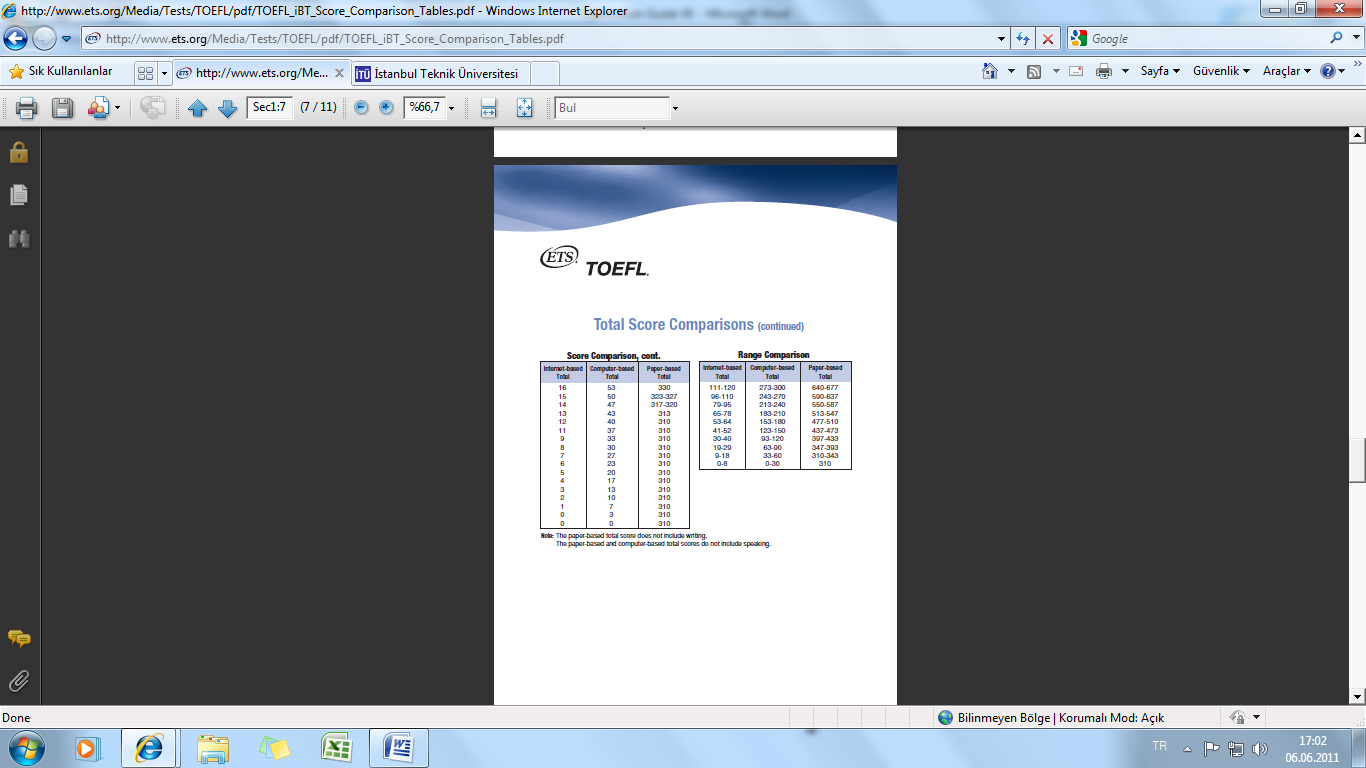
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| --- | --- |
| **WRITING SKILLS**  Writing Based on Knowledge and Experience | |
| **LEVEL** | **PERFORMANCE** |
| GOOD  (4.0 – 5.0) | The test taker responded with a well-organized and developed essay. Weaknesses, if there are any, might have to do with:   * use of English that is occasionally ungrammatical, unclear or unidiomatic, and/or * elaboration of ideas or connection of ideas that could have been stronger. |
| FAIR  (2.5-3.5)  FAIR  (2.5 – 3.5) | The test taker expressed ideas with reasons, examples and details, but the response indicated weaknesses, such as:   * s/he may not provide enough specific support and development for his/her main points; * his/her ideas may be difficult to follow because of how s/he organizes his/her essay or because of the language s/he uses to connect his/her ideas; and/or * grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |
| LIMITED  (1.0 -2.0) | The test taker attempted to express his/her opinion, but his/hr response indicates notable deficiencies, such as:   * his/her response contains insufficient detail; * his/her ideas and his/her connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or * his/her response is only marginally related to the question that was asked. |

Source: [www.ets.org](http://www.ets.org)

**Toe**

**APPENDIX G: TOEFL iBT Score Comparison Table**

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**APPENDIX H: 2021 – 2022 DDP Language Proficiency Requirements**

1. **Valid English Exams and Minimum Scores for Dual Diploma (DDP) Programs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program | \*TOEFL IBT | TOEFL IBT Home Edition | \*\*PTE Academic | Valid for | CONDITIONAL ADMISSION |
| SUNY New Paltz | 74 | 74 | - | 2 Years | *There is no conditional admission..* |
| Business |
| SUNY Fashion Institute of Technology | 80 | 80 | 53 | 2 Years | *There is no conditional admission..* |
| Textile Development and Marketing |
| Fashion Design |
| SUNY Maritime  College | 79 | - | - | 2 Years | *Conditional Admission: TOEFL IBT 72*  Students will be considered to have fulfilled the English language proficiency requirements on taking SUNY Maritime College Eng. 90 F Introduction to College Writing Course and getting a score of C or over. |
| Marine Technology Management Engineering |
| Marine Transportation Management Engineering |
| SUNY Binghamton | 83 | 83 | - | 2 Years | *There is no conditional admission..* |
| Information Systems Engineering |
| Industrial Engineering |
| SUNY Buffalo | 79 | 79 | 55 | 2 Years | *There is no conditional admission..*  The students are required to get overall 55 and at least 50 from sub-scores (the communicative skills) from PTE Academic. |
| Civil Engineering |
| Montana State  University | 71 | - | 48 | 2 Years | *There is no conditional admission..* |
| Bioengineering |
| New Jersey Institute of Technology | 79 | - | - | 2 Years | *There is no conditional admission..* |
| Electronics and Communication Engineering |
| Strathclyde University, UK | 79 | - | 55 | 2 Years | *There is no conditional admission.*  The students are required to get overall 55 and at least 50 from sub-scores (the communicative skills) from PTE. |
| Naval Architecture and Marine Engineering |
| Azerbaijan University of Architecture and Construction (AzMIU) | 65 | - | - | 2 Years | *There is no conditional admission.*  Students can start their departments by getting 60 from ITU Proficiency Exam. |
| Civil Engineering |

\* In accordance with the decision of University Senate No: 914 on 15.12.2011, TOEFL IBT scores which are taken in Turkey in order to be submitted for admission to undergraduate and graduate programs of our university will only be valid if they are taken from examination centers of state and foundation universities as of 2012-2013 academic year.

\*\* In accordance with the decision of University Senate No. 657 on 08.08.2017, PTE Academic Examination scores taken in Turkey will only be valid if they are taken from examination centers of state and foundation universities as of 2018-2019 academic year.