



BURSA ULUDAĞ UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



**INTEGRATED CURRICULUM DEVELOPMENT
AND COORDINATION UNIT
Handbook**



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1. GOAL

This handbook is prepared to guide the members of the Integrated Curriculum Development and Coordination Unit (ICCU) in the process of designing the Preparatory Program at Bursa Uludağ University School of Foreign Languages (BUUSFL). The goals of the ICCU members include determining the objectives and outcomes of the curriculum, evaluating the results of the needs analysis and CEFR outcomes, selecting the materials together with the school instructors, designing the general framework of the preparatory program, evaluating the curriculum, identifying the roles of the instructors and students, designing proficiency and placement tests which assess the students' level of competence related to the goals and objectives outlined in the program syllabus.

2. MISSION

The ICCU aims to design a language learning program which enables students to have the general language skills which they need in their academic studies and everyday conversations in a learner-oriented and communicative atmosphere using innovative technologies. While designing and implementing the language-learning programs, the unit also focuses on the needs of the students, and works in accordance with the educational philosophy of the institution as well as its lifelong learning vision.

3. VISION

The vision of ICCU is to prepare students to be individuals who are able to continue learning by identifying, developing, and implementing a plan to achieve their further language learning goals and who can employ innovative and cooperative techniques while accomplishing these goals.

4. CORE VALUES

The unit is guided by the following core values:

Collective Wisdom and Participation

Encouraging unit members to be involved in decision making processes at every level while preserving their unique characteristics and ideals and taking into account the perspectives and opinions of all stakeholders.

Commitment to Ethical Values

Ensuring that the unit pays attention to legal, scientific, and moral values in unit activities.

Institutional Belonging

Guaranteeing the satisfaction of instructors, students, and unit members appreciating their feedback, and promoting the development of new ideas by considering diverse perspectives and suggestions with an open mind.

Quality Focus

Working to enhance integrated curriculum development and coordination, thereby fostering a culture of academic excellence and continuous improvement within the unit.

Innovation and Entrepreneurship

Facilitating the transition of new ideas and initiatives into valuable, high-impact outcomes and practices.

Respect and Sensitivity to the Environment

Paying attention to protecting, sustaining, and improving the environment.

Respect for Universal and Local Values

Ensuring that unit members adopt a respectful and sensitive attitude towards universal and societal values in line with the university's duties and responsibilities.

Support for Socioeconomic and Cultural Development

Contributing to local and societal development with academic knowledge accumulation and sensitivity to global and regional issues.

Quality and Collaboration in Research and Development

Conducting high-quality research and development activities within the unit to generate unique value and intellectual property, in close cooperation with instructors, students, and language professionals.

5. THE ORGANIZATIONAL STRUCTURE

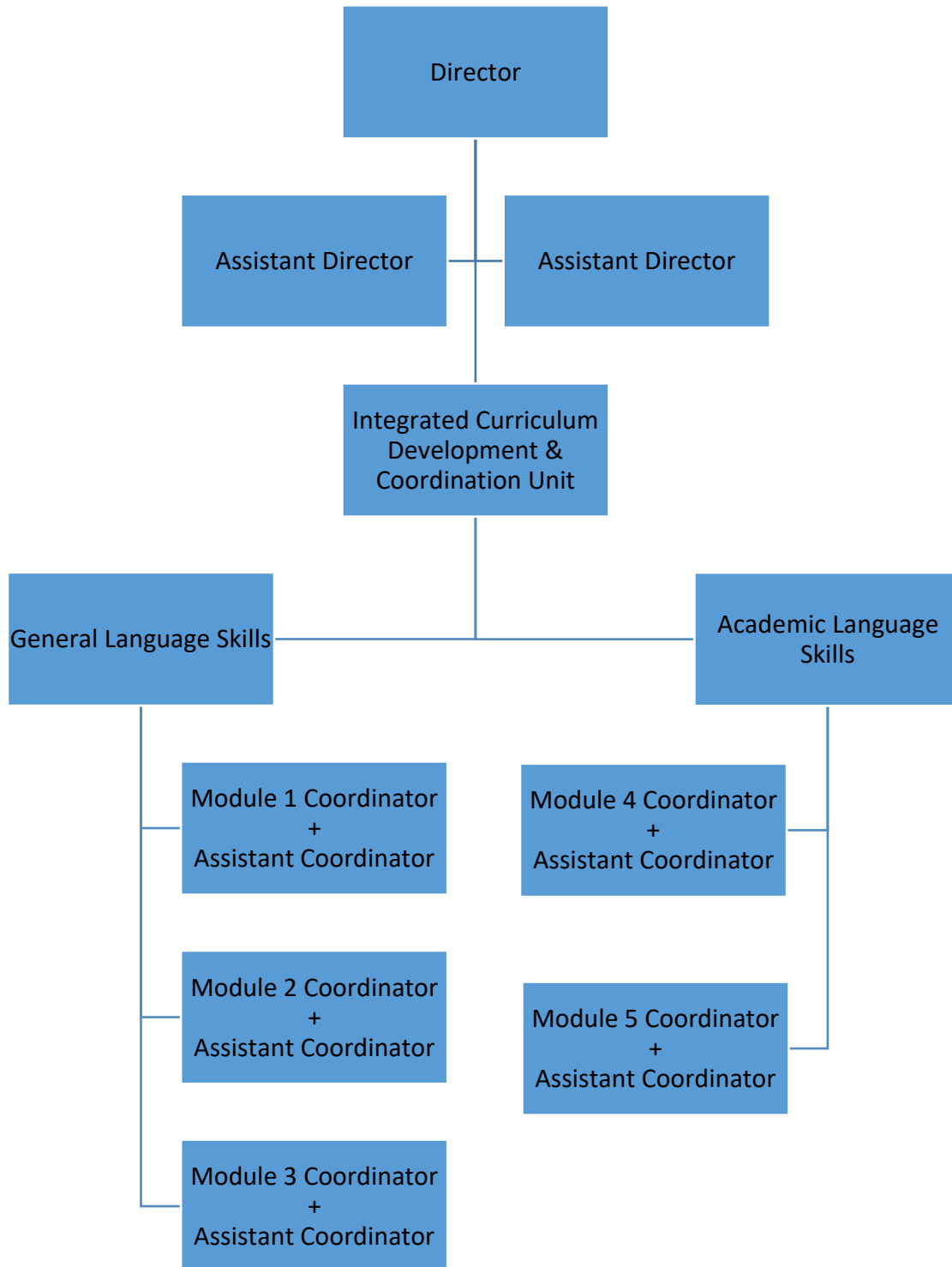


Figure 1: The Organizational Structure of ICCU

6. THE EDUCATIONAL PHILOSOPHIES AND APPROACHES OF THE UNIT

In accordance with the BUUSFL educational philosophy, which makes use of the learning theory *Constructivism* along with *Behaviourism* and *Cognitivism*, the unit regards students as unique individuals who have their own social and cultural backgrounds and also their own learning styles and strategies. They learn best by “constructing” knowledge out of their experiences, so they must be autonomous and collaborative learners who play an active role in their own learning process. In addition, instructors must have the role of facilitators who help students get to their own understanding of the language learning and use.

The unit also aims to design a curriculum based on the *action-oriented approach*. The language program intends to enable students to act in real-life cases by expressing themselves and completing different types of tasks in the target language (CEFR-Companion Volume, 2018). The program also focuses on providing the students with an effective learning environment and opportunities to acquire and develop the 21st century skills which include communication, creativity and innovation, time management, collaborative work, critical thinking and problem solving, digital literacy, and academic honesty.

In addition, as life-long learning is one of the values of BUUSFL, we also intend to provide our students with academic language skills beside every-day language skills, which helps them to take the responsibility of their learning both in their academic and daily lives as graduates.

7. PILLARS OF THE CURRICULUM DESIGN APPROACH

The six pillars of curriculum design approach are as follows:

The Philosophy, Vision and Mission of BUUSFL: The foundations of educational philosophy of BUUSFL basically aim to help students benefit from the preparatory program ultimately. The unit is committed to the philosophy, vision and mission of BUUSFL and develops a program by harmonizing the fundamentals of BUUSFL’s educational philosophy with its vision and mission.

The Common European Framework of Reference (CEFR): CEFR, which provides clear interpretation of language proficiency levels across Europe and in the world, is used for determining the language proficiency levels at BUUSFL. With the aid of this framework, language learners can understand their existing and desired level. It also aids the school to use clear and uniform standards in the courses and tests. The unit regularly holds refresher training sessions for the instructors to ensure that everyone is aware of the same standards and assessment criteria based on CEFR. The standard and tailored language tests are always based on this framework.

Learner Autonomy: As language learning involves a lot of self-study, the language program in BUUSFL helps students develop an independent way of studying and using English in and out of class. It is important for students to actively use the language themselves, to learn from their own mistakes and to learn from others. Therefore, students actively work on the language individually, in pairs or in groups inside and outside the classroom by performing different tasks.

A Rich Learning Environment: A rich language learning environment is created for the students in BUUSFL. The learning process is guided and planned in a way that the students practise, learn, produce and reflect on their language use and learning in and out of class. The course materials at BUUSFL include not only course books but also various online exercises and activities which are offered to the students to help them improve their language skills.

Technology-based Learning: At BUUSFL, each classroom is equipped with essential technological devices which provide students with audio-visual materials. Being an indispensable element of the program, technology also contributes to a blended learning environment.

Effective Instructors: The instructors at BUUSFL create a positive educational atmosphere in which students are respected and regarded as unique individuals. Thanks to their effective classroom management skills, the instructors captivate attention and offer students consolidation, motivation and challenge to improve their learning process. The instructors, who are experts in their fields, receive various trainings organized by the CPD unit to keep up with the latest trends in ELT (see the CPD Unit Handbook).

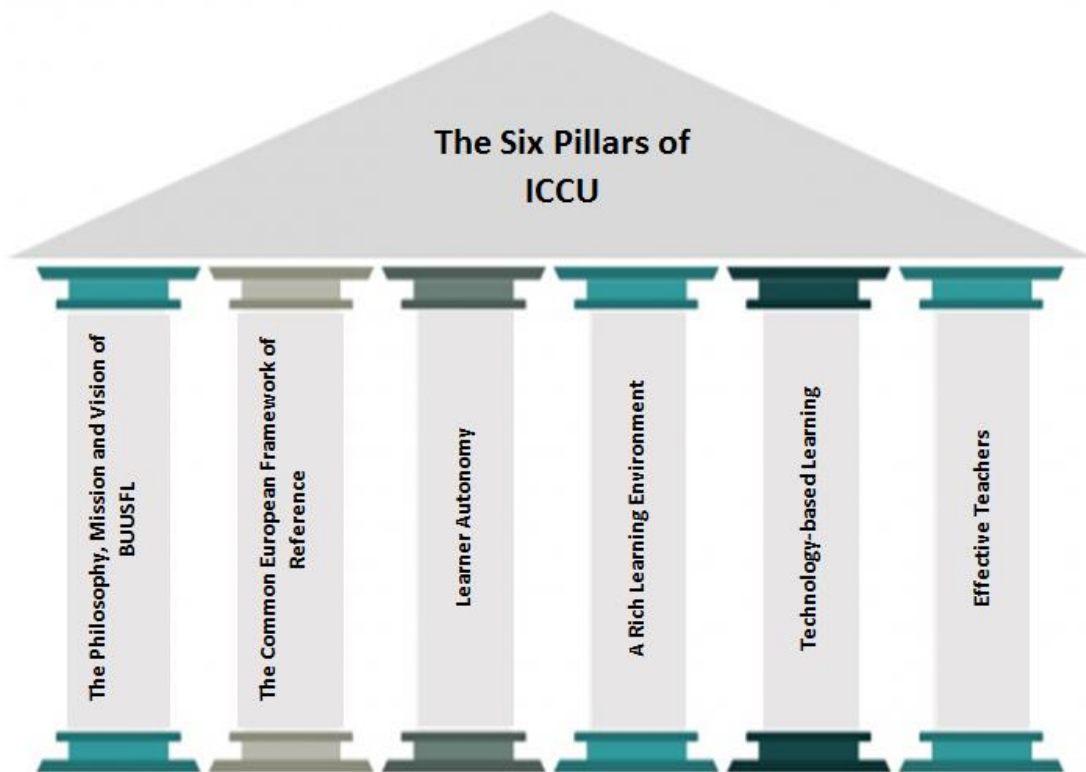


Figure 2: Pillars of ICCU

8. THE BEHAVIORAL QUALITIES OF THE INTEGRATED CURRICULUM DEVELOPMENT AND COORDINATION UNIT MEMBERS

In order to maintain the core values of both the school and the unit with success, the members of the unit should possess the following behavioural qualities:

- commitment to the educational philosophy, mission, and vision of BUUSFL,
- professional attitude to all aspects of work,
- a self-driven, can-do attitude with the ability to work autonomously,
- ability to work under pressure and deal with challenges in a positive way,
- ability to be an effective and collaborative team member,
- ability to manage time wisely and effectively,
- ability to communicate clearly and positively within the unit and with other instructors,
- critical thinking and problem solving skills,
- ability to seek out and harness the views and contributions of others,
- ability to build positive individual and organizational relationships.

9. THE SPECIFIC STEPS FOLLOWED IN DESIGNING THE CURRICULUM OF THE PREPARATORY PROGRAM

While designing the curriculum of the Preparatory Program, certain steps are followed. First of all, the philosophy and pillars of the unit are determined in accordance with the philosophy of BUUSFL. Next, the cycle which starts with needs analysis and finishes with the implementation of the curriculum, as seen in *Figure 3*, is followed, and each step is evaluated to make necessary changes and improvements.

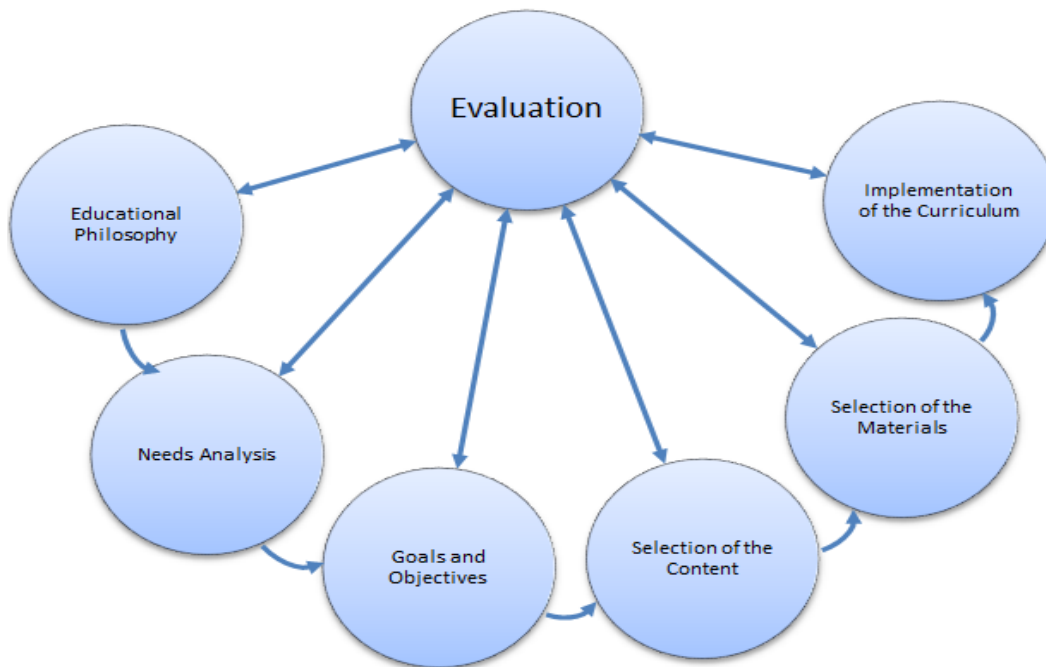


Figure 3: Cycle in Designing the Curriculum

9.1 General Framework of the Educational Philosophy of BUUSFL

General Framework of the Educational Philosophy of BUUSFL, which is composed of various learning theories such as *Constructivism*, *Behaviourism* and *Cognitivism*, sheds light on the curriculum design approach of the unit. The framework of the curriculum is also guided by action-oriented approach and supported by 21st century skills and life-long learning.

9.2 Needs Analysis

While designing the Curricula of the Preparatory Program, the administration conducts a needs analysis questionnaire with the students via the school website, also focus group student meetings are organized. In addition, a different questionnaire is applied to graduate students who have completed their degrees in their faculties via the university website.

9.3 Learning Goals and Objectives

The learning goals and objectives of the program are generated by evaluating the results of needs analysis and CEFR outcomes (See Section 15).

9.4 Selection of the Content

The educational philosophy of the school, the results of needs analysis, learning goals and objectives, students' ages and interests are the main pillars of the content selection process. The content selection process is also guided by the five criteria of content selection, that is, significance, utility, validity, learnability and feasibility (Ornstein & Hunkins, 1998). Therefore, the course materials with the suitable content that meets the above-mentioned criteria are initially examined.

9.5 Selection of the Materials

Firstly, the sample materials (course books and graded readers) are collected from publishers. They are introduced to all the instructors, and each of them is expected to give feedback by using the pre-arranged "Content and Material Selection Criteria" (See Appendix 3). The unit then prepares a detailed report about the proposed course materials using the feedback collected from each instructor. The report is presented to the Executive Board, and the final decision is given by them.

9.6 Implementation of the Program and Modular System

In order to achieve the planned learning goals and objectives of the curriculum, the programs are implemented in a modular system, which is designed as a total of **5 different modules**, with **two modules** in the fall and spring terms and **one module** in the summer term. Each module lasts 7 or 8 weeks. The duration of each module is shown in the table below. The student's compulsory attendance is determined on the basis of the module, and 80% attendance over the total course hours is required for each module.

Based on the results of the placement test and needs analysis conducted at the beginning of the preparatory class, the following modules are offered at our school (See Table 1 and Table 2).

Students who begin their preparatory education in the fall semester are placed in the module appropriate for their level.

Module	Level	Target	Weekly Class Hour	Total
Module I	Elementary Level Language Skills (A2)	English for General Purposes	24	8 weeks
Module II	Pre-Intermediate Level Language Skills (B1)	English for General Purposes	24	7 weeks
Module III	Intermediate Level Language Skills (B1+)	English for General Purposes	24	7 weeks
Module IV	Upper-Intermediate Level Language Skills (B1+)	English for Academic Purposes	24	7 weeks
Module V	Advanced Level Language Skills (B2)	English for Academic Purposes	24	7 weeks

Table 1: BUUSFL Modular System for the English Program

Module	Level	Target	Weekly Class Hour	Total
Module I	Beginner Level Language Skills (A1.1-A1.2)	French for General Purposes	24	8 weeks
Module II	Elementary Level Language Skills (A1.2-A2.1)	French for General Purposes	24	7 weeks
Module III	Elementary Level Language Skills (A2.1-A2.2)	French for General Purposes	24	7 weeks
Module IV	Pre-Intermediate Level Language Skills (A2.2-B1.1)	French for General Purposes	24	7 weeks

Table 2: BUUSFL Modular System for the French Program

Module	Level	Target	Weekly Class Hour	Total
Module I	Beginner Level Language Skills (A1)	German for General Purposes	24	8 weeks
Module II	Elementary Level Language Skills (A2.1)	German for General Purposes	24	7 weeks
Module III	Pre-Intermediate Level Language Skills (A2.2)	German for General Purposes	24	7 weeks
Module IV	Pre-Intermediate Level Language Skills (B1.1)	German for Academic Purposes	24	7 weeks

Table 3: BUUSFL Modular System for the German Program

Table 4 below shows the modules that can be offered each semester.

	Fall Term	Spring Term	Summer Term
Module I	√	√	-
Module II	√	√	-
Module III	√	√	-
Module IV (Minimum Exit Level for Preparatory Program)	-	√	√
Module V	-	√	-

Table 4: Semester Distribution of Modules

As shown in Table 4, students can enrol in 3 different modules in the fall semester, 5 different modules in the spring semester, and one module in the summer term.

9.7 Evaluation

At the end of every academic year, the unit revises and updates the program according to the data collected from the needs analysis questionnaires conducted with the BUUSFL students and the graduates (see the Quality Unit Handbook), program evaluation questionnaires applied both to the students and to the instructors at BUUSFL (see Appendices 2&3), and reports from group and coordinator meetings. Additionally, feedback collected from SWOT analysis and student focus group meetings organized by the administration is analysed in the evaluation process. After the results are shared with the executive board, if any change in the program is required, it is proposed to the University Senate.

10. DUTIES AND RESPONSIBILITIES OF THE MEMBERS OF THE INTEGRATED CURRICULUM DEVELOPMENT AND COORDINATION UNIT

ICCU works in cooperation with the Testing Unit, Standardization Unit, Material Development Unit, and Continuing Professional Development Unit members. The responsibilities of this unit include curriculum development, coordination between the unit and the instructors, and the design of proficiency and placement tests with test specifications (see *Figure 4*).

Curriculum Development	Coordination & Cross Unit Reflection	Testing (Placement & Proficiency Exams)
Evaluating the results of the needs analysis applied by the administration	Holding meetings with the instructors to inform them on the program goals and materials at the beginning of each module	Preparing and designing the specifications of placement and proficiency tests
Setting program goals and objectives	Preparing a file including materials such as course syllabus, portfolio tasks, rubrics etc. and providing each instructor with the file	Writing the test items
Selecting course content and materials suitable for the program	Communicating with administration and instructors regarding issues that arise	Proofreading and editing the test items
Developing syllabi for general and academic courses	Deciding on meeting agendas and informing the group leaders and instructors	Preparing the booklets, PowerPoint slides and listening tracks of the tests
Designing the writing and speaking portfolio tasks together with their assessment criteria	Organising meetings with group leaders on a regular basis	Having the booklets printed and packed with optical forms and test takers' signature lists
Scheduling writing and speaking portfolio tasks and online homework	Submitting level and group meeting reports as well as weekly tracking sheets to the administration at the end of each quarter	Preparing the answer keys of the tests
Giving feedback on the achievement tests generated by the Testing Unit to make sure that the content of each test aligns with the learning outcomes	Being in touch with the Standardization Unit to organise norming sessions for grading the writing part of the exam	

Evaluating the program by questionnaires, focus group meetings and assessment results	Attending meetings and norming sessions with the Standardization Unit and the Testing Unit for the norming sessions of the assessment tools generated by the Testing Unit	
Including topics related to environmental issues, sustainability, and global citizenship in lessons	Collaborating with the Testing Unit members by proofreading and giving feedback on the test items and assessment tools generated by the Testing Unit	
	Communicating with the Student Social Activities Unit in planning the dates of events and activities carried out by the unit as well as preparing the orientation presentation for students	
	Communicating with the Material Development Unit to coordinate and review preparations for Digital Syllabi and Proficiency mock exams	
	Interacting with CPD Unit to meet the needs of the instructors arising from the implementation and evaluation of the curriculum	
	Collaborating with the Quality Unit to enhance the program by revising and updating questionnaires	
	Communicating with the Student Affairs Office to facilitate and oversee the administration of Proficiency and Placement exams.	
	Keeping in touch with publishers to familiarise instructors and students with the digital platforms and tools	
	Collaborating with the Digital Services Unit to form an AATS document for assessment	

Figure 4: Duties and Responsibilities of the ICCU Members

11. DUTIES AND RESPONSIBILITIES OF THE INSTRUCTORS

- Providing students with accurate course descriptions in the class before starting a module
- Communicating the course goals and objectives at the beginning of each module
- Informing the students in their classes on the evaluation process, i.e., in-class participation criteria, online LMS homework, portfolio assessment, quizzes, end-of-module exams, and the contribution of each component to the final grade
- Giving students information on any requirements related to regular course attendance and participation
- Encouraging students to be motivationally and behaviourally active in achieving the instructional goals
- Filling in the lesson tracking sheet so as to inform the instructor and the students about the parts in the course book and extra activities done
- Evaluating examinations and other portfolio tasks with sufficient and constructive feedback in a gentle way and on time to enhance learning experience
- Returning examinations, permitting students to review their exams, and requesting clarification of grades within the given time
- Entering students' grades to the AATS (Attendance and Assessment Tracking Sheet) sent by the Digital Services Unit and turning in exam documents to the Testing Office within the given time following each exam
- Being prepared for all classes and starting and ending classes at scheduled times
- Scheduling and keeping a reasonable number of office hours or appointment times for student conferences (The minimum number of office hours or appointment times are defined by the administration)
- Leaving the classroom and equipment in good order (i.e., boards cleaned, chairs arranged, electronic equipment shut off)
- Taking part in staff meetings, group meetings, and meetings with coordinators by giving their viewpoints about the items on the meeting agenda
- Maintaining effective communication with and among other instructors and units
- Being available for professional development sessions
- Invigilating achievement, placement, and proficiency exams by paying utmost attention to the exam regulation rules and guidelines
- Promoting and upholding principles of equality, diversity, and inclusion in their teaching practices and interactions with students
- Providing guidance, feedback, and support throughout the course, ensuring a balanced learning experience that integrates both technological resources and human interaction
- Promoting ethical and responsible use of AI to embed in effective and creative learning experiences

12. DUTIES AND RESPONSIBILITIES OF THE STUDENTS

- Attending classes regularly and on time with necessary course materials
- Being motivated to participate in-class activities eagerly and share opinions in class discussions
- Completing the assigned online homework on time with attention to work quality
- Being autonomous learners and taking responsibility for their own learning by taking part in out-of-class activities, doing their portfolio tasks, and making use of the Self-Access Centre
- Leaving the classroom and equipment in good condition
- Communicating in a careful and respectful manner with instructors, peers and other members of the school
- Demonstrating academic integrity and honesty in their works
- Being sensitive to the fact that there will be various cultural and linguistic backgrounds as well as different political and religious beliefs in the learning context

13. GROUP SYSTEM

Collaboration and standardization are significant to both the unit and BUUSFL. In order to achieve standardization while implementing both in-class and out-of-class curriculum, a group system has been designed. Each group consists of four instructors, one of whom is responsible for leading the group as can be seen in *Figure 5*. Each member of the group, except for the group leader, has the duty of advising students from one of the three classes.

In each group, there are four instructors responsible for three classes. Three instructors teach in classes at a time, so one instructor in the group can serve as a substitute teacher in case one instructor cannot attend the class. The group, as a team, has to implement the curriculum, decide on advisees, assign and track online homework and portfolios, cooperate with the students, set the office hours, grade exam papers and hold group meetings regularly.

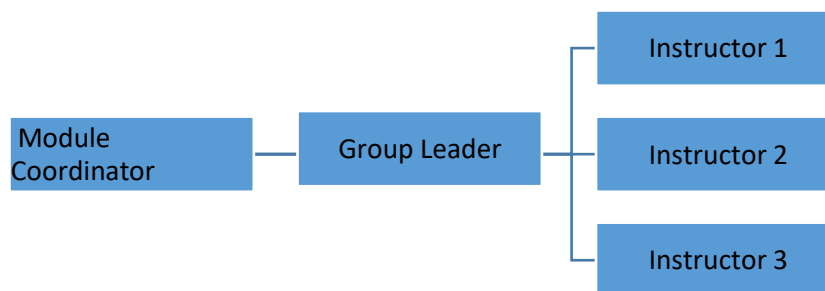


Figure 5: Group System

The group system implementation may change in French and German Programs due the number of students and classes in the programs.

13.1 Duties and Responsibilities of the Group Leader

For each quarter, a different member of the group is in charge of leading. The responsibilities of the group leader include:

- Leading the group meetings
- Writing the meeting reports and sending them to the coordinator
- Making sure each instructor creates an account on the online teaching platform, opening a class for the all three classes, and adding students to the classes
- Sharing the tracking sheets on the online platform and ensuring that each group member fills them in upon completing their classes
- Conveying the announcements and the necessary documents to the students
- Ensuring that the group members follow the weekly scheme and announcements
- Creating speaking pairs for the end-of-module exam and notifying students and instructors
- Ensuring that the instructors in their groups grade the exams on time and enter their grades on the lists

13.2 Duties and Responsibilities of the Advisors

Each instructor except for the group leader serves as an academic advisor for students. Advisors inform students about the program. The advisors act in accordance with the mission, values, and goals of the BUUSFL. The responsibilities of the advisors include:

- Creating an account on the online teaching platform, opening a class for the advisees, and adding their advisees to the class,
- Creating an LMS account of the course book, opening a class on the platform and inviting their advisees to the class by sharing their class code
- Ensuring that all their advisees have joined their classes on LMS
- Monitoring the advisees' progress on the LMS platform in accordance with the due dates on the syllabus
- Assigning the portfolio tasks on the online platform
- Grading their advisees' tasks and announcing the grades to the students on the online platform

14. COURSE CONTENTS

The course contents of the program are generated by evaluating the results of needs analysis and CEFR outcomes. The contents of each course are described in weekly schemes in Course Syllabi and shared with the instructors and the students.

15. LEVEL-BASED RATIONALE AND CEFR-BASED CURRICULUM GOALS AND OBJECTIVES OF THE PROGRAMS

15.1 English Program

15.1.1 General Language Skills

In this strand of the curriculum, three CEFR-based levels, A2, B1 and B1+, are covered in three different courses which focus on general language skills.

15.1.1.1 Module 1

Course Description

This seven-week A2 General English Course (168 hours) aims to provide learners of English as a foreign language with language knowledge and skills described in A2 levels of the Common European Framework of Reference for Languages (CEFR).

The course's content will be delivered face-to-face in the classroom (16 lessons per week) and synchronously (8 lessons per week) on the Microsoft Teams Platform, which Bursa Uludağ University officially recognizes for online courses.

The course is also planned to align with the institution's philosophy and the CEFR's action-oriented approach and assist students in acquiring 21st-century skills to become lifelong, autonomous, and self-reflective learners.

Course Objectives

The main objectives of this course are to enable learners to become independent language users who can

- understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- catch the main point in short, clear, simple messages and announcements.
- read very short, simple texts.
- find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables.
- understand short simple personal letters.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- handle very short social exchanges but may not understand enough to keep the conversation going.
- use simple techniques to start, maintain, or end a short conversation.

- use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job.
- narrate a story or relate the plot of a book or film and describe their reactions.
- write short, simple notes and messages relating to matters in areas of immediate need.
- write a very simple personal letter, for example thanking someone for something.
- fill in forms with personal details, for example entering a name, nationality, and address on a hotel registration form.
- convey simple, predictable information of immediate relevance, getting across key points.
- act as an intermediary in very short informal conversations, provided the speakers are willing to repeat or rephrase what they say.
- explain the main points of simple texts on familiar subjects.
- translate into L2 very simple, everyday expressions related to areas of immediate relevance.
- initiate, maintain, and close simple face-to-face conversations.
- ask for attention.
- ask for clarification when he/she does not understand.
- perform and respond to basic language functions, such as information exchange and requests.
- use simple polite forms appropriately (e.g., please, thank you).
- handle very short social exchanges using everyday polite forms of greeting and address.

Ref. Council of Europe, “Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume” (2020).

15.1.1.2 Module 2

Course Description

This seven-week B1 General English course (168 hours) aims to provide learners of English as a foreign language with language knowledge and skills described at the B1 levels of the Common European Framework of Reference for Languages (CEFR).

The course's content will be delivered face-to-face in the classroom (16 lessons per week) and synchronously online (8 lessons per week) on the Microsoft Teams Platform, which Bursa Uludağ University officially recognizes for online courses.

The course is also planned to align with the institution's philosophy and the CEFR's action-oriented approach and assist students in acquiring 21st century skills to become lifelong, autonomous, and self-reflective learners.

Course Objectives

The main objectives of this course are to enable learners to become independent language users who can

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- understand the main points of recorded materials on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- understand texts that consist mainly of high-frequency everyday or job-related language.
- communicate using connected phrases in a simple way in order to describe experiences and events, dreams, hopes & ambitions.
- briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe their reactions.
- use a repertoire of structures for frequently used “routines” and patterns associated with more predictable situations with reasonable accuracy.
- use a good range of vocabulary related to familiar topics and everyday situations.
- understand the description of events, feelings and wishes in personal letters.
- produce straightforward connected text on topics that are familiar or of personal interest.
- deal with most situations likely to arise while travelling in an area where the language is spoken.
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- interact about experiences, events, impressions and feelings, provided beforehand.
- ask for or give simple clarifications and can respond to comments and questions in some detail.
- interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.
- convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.
- help define a task in basic terms and ask others to contribute their expertise.
- invite other people to contribute, to clarify the reason(s) for their views or to elaborate on specific points they have made.
- ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.
- support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.
- communicate the main sense of what is said on subjects of personal interest, provided speakers articulate clearly and can pause to plan how to express things.

Ref. Council of Europe, “Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume” (2020).

15.1.1.3 Module 3

Course Description

This seven-week B1+ General English Course (168 hours) aims to provide learners of English as a foreign language with language knowledge and skills described in B1 levels of the Common European Framework of Reference for Languages (CEFR).

The course's content will be delivered face-to-face in the classroom (16 lessons per week) and synchronously on the Microsoft Teams Platform (8 lessons per week), which Bursa Uludağ University officially recognizes for online courses.

The course is also planned to align with the institution's philosophy and the CEFR's action-oriented approach and assist students in acquiring 21st century skills to become lifelong, autonomous, and self-reflective learners.

Course Objectives

The main objectives of this course are to enable learners to become independent language users who can

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- produce straightforward connected text on topics that are familiar or of personal interest.
- deal with most situations likely to arise while traveling in an area where the language is spoken.
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- interact about experiences, events, impressions and feelings, provided beforehand.
- ask for or give simple clarifications and can respond to comments and questions in some detail.
- interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.
- convey information given in clear, well-structured informational texts on familiar subjects or of personal or current interest.
- help define a task in basic terms and ask others to contribute their expertise.
- invite other people to contribute, to clarify the reason(s) for their views or to elaborate on specific points they have made.
- ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.
- support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.
- communicate the main sense of what is said on subjects of personal interest, provided speakers articulate clearly and can pause to plan how to express things.

- generally follow the main points of extended discussion around them, provided people articulate clearly in standard language.
- give or seek personal views and opinions in an informal discussion with friends.
- express the main point they want to make comprehensibly.
- exploit a wide range of simple language flexibly to express much of what they want to.
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- to cope flexibly with problems in everyday life.
- deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.
- take messages communicating enquiries, explaining problems.
- provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.
- explain why something is a problem.
- summarize and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.
- carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended
- describe how to do something, giving detailed instructions.
- exchange accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
- take some initiative in an interview/consultation (e.g., to bring up a new subject) but is very dependent on the interviewer in the interaction.
- ask someone to clarify or elaborate on what they have just said.

Ref. Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume" (2020).

15.1.2 Academic Language Skills

In this strand of the curriculum, two CEFR-based levels, B1+ and B2, are covered in two different courses which focus on academic language skills.

15.1.2.1 Module 4

Course Description:

The aim of this seven-week B1+ Academic English Course (168 hours) is to provide learners of English as a foreign language with academic language knowledge and skills in B1+ level described in Common European Framework of Reference to Languages (CEFR).

The content of the course will be delivered both face to face in the classroom (16 lessons per week) and synchronously (8 lessons per week) on Microsoft Teams Platform, which is officially recognized by Bursa Uludağ University for online courses.

The course is also planned to be in line with the philosophy of the institution and the CEFR's action-oriented approach and to assist students to acquire 21st century skills in order to become lifelong, autonomous and self-reflective learners.

Course Objectives

The main objectives of this course are to enable learners to become independent language users who can

- understand the main points of clear standard speech on familiar matters related to their interest and most general topics.
- understand the main points of recorded materials on current affairs or topics of personal or professional interest.
- understand not only simple connected texts on familiar matters but also clear detailed texts on a wide range of subjects.
- maintain interaction and get across what they want to, in a range of contexts, and exchange quantities of information.
- give a viewpoint on a topical issue providing reasons and explanations as well as giving the advantages and disadvantages of various options.
- present simple and clear descriptions on a wide range of subjects related to their fields of interest.
- write texts in some detail on a wide range of familiar subjects related to their fields of personal or professional interest.
- connect phrases in a simple way to describe experiences and events.
- use higher-order thinking skills (HOTS) to develop their understanding of the target language and foster the ability to think more critically about the information presented in the academic environment.
- mediate written, visual, and oral materials, concepts, create relationships, resolve conflict, and manage and enhance communication.
- use a repertoire of structures in familiar contexts, with reasonable accuracy and generally good control.
- use a good range of vocabulary for matters connected to their interest and most general and academic topics.

Ref. Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume" (2020).

15.1.2.2 Module 5

Course Description

This eight-week B2 Academic English course (160 hours) aims to provide learners of English as a foreign language with academic language knowledge and skills at the B2 level described in the Common European Framework of Reference to Languages (CEFR).

The course is also planned to align with the institution's philosophy and the CEFR's action-oriented approach and assist students in acquiring 21st-century skills to become lifelong, autonomous, and self-reflective learners. By aligning course outcomes with the CEFR descriptors, learners are assured that they are presented with clearly defined and attainable objectives throughout their language acquisition journey. The descriptors furnish comprehensive guidelines delineating the linguistic skills and proficiencies requisite at the A2+, B1, and B1+ levels, facilitating precise calibration of institutional offerings. This framework enables accurate monitoring of learners' advancement and facilitates targeted intervention. Such an approach engenders transparency and uniformity in assessment procedures and empowers learners to discern their aptitudes and areas necessitating enhancement. Ultimately, adopting CEFR descriptors as the cornerstone of course outcomes ensures the provision of a structured and rigorous language learning milieu, equipping learners with the requisite understanding for real-world communicative endeavors and future linguistic pursuits.

The content of the course will be delivered both face-to-face in the classroom (16 lessons per week) and synchronously (8 lessons per week) on the Microsoft Teams Platform, which Bursa Uludağ University officially recognizes for online courses.

Course Objectives

The main objectives of this course are to enable learners to become independent language users who can

- understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- understand the majority of videos and recorded materials in standard dialect.
- read articles and reports related to contemporary problems in which the writers present their opinions and have particular viewpoints.
- interact with a degree of fluency and spontaneity on various subjects related to their field of interest.
- actively participate in discussions in familiar contexts, accounting for and sustaining their views.
- present clear, detailed descriptions of various subjects related to their field of interest.
- explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options and providing reasons and explanations.
- connect phrases in a detailed way to describe experiences and events.
- write clear, detailed texts on a wide range of subjects related to their interests.

- write different types of essays, passing on information or giving reasons in support of or against a particular point of view, analyzing the causes and effects of a situation or an event
- use a repertoire of structures in simple and complex sentence patterns, with reasonable accuracy and generally good control
- use a good range of vocabulary to complete sentence level contexts on matters connected to fields and general topics
- use higher-order thinking skills (HOTS) to develop their understanding of the target language, and also foster the ability to think more critically about the information presented in the academic environment
- mediate written, visual, and oral materials and concepts to create relationships, resolve conflict, enhance communication.

Ref. Council of Europe, “Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume” (2020).

15.2 French Program

15.2.1 Module 1

Nom du cours: A1 Cours de FLE

DESCRIPTION DU COURS

L'objectif de ce cours de FLE de niveau A1 de huit semaines (192 heures) est de fournir aux apprenants de FLE les connaissances et compétences linguistiques décrites dans les niveaux A1 du Cadre européen commun de référence pour les langues (CECRL).

Le contenu du cours sera dispensé à la fois en présentiel en classe (16 leçons par semaine) et de manière synchrone (8 leçons par semaine) sur la plateforme Microsoft Teams, qui est officiellement reconnue par l'Université Bursa Uludağ pour les cours en ligne.

Le cours est également conçu pour être en accord avec la philosophie de l'institution et l'approche actionnelle du CECR, afin d'aider les étudiants à acquérir des compétences du 21^e siècle, les encourageant à devenir des apprenants autonomes, autoréflexifs et engagés dans l'apprentissage tout au long de la vie.

RÉSULTATS DU COURS

Tout au long de ce cours, les apprenants atteindront une gamme de résultats reflétant leur maîtrise croissante du français aux niveaux A1 du CECR.

L'objectif principal du cours est de permettre aux apprenants de devenir des usagers élémentaires du FLE et d'acquérir les compétences suivantes :

En compréhension orale, l'apprenant est capable de

- comprendre, au sujet d'elles-mêmes et de leur famille (identité, lieu et date de naissance, âge, composition de la famille), des mots familiers, des expressions très courantes, insérés dans des textes très simples, si les gens parlent lentement et distinctement;
- comprendre des questions simples au sujet d'elles-mêmes et de leur famille;
- identifier les paramètres d'une situation de communication claire, inscrite dans la vie quotidienne.
- comprendre des mots familiers, des expressions très courantes ainsi que des énoncés très simples au sujet d'elles-mêmes, de leur famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement

En compréhension écrite, l'apprenant est capable de

- reconnaître des noms, des expressions et des mots courants.
- reconnaître des noms, des expressions et des mots courants ;
- suivre des indications brèves et simples
- comprendre des messages simples.
- comprendre des questions simples au sujet d'elles-mêmes, de leur famille et de l'environnement
- concret et immédiat
- identifier les paramètres d'une situation de communication claire, inscrite dans la vie quotidienne.

En production orale, l'apprenant est capable de

- communiquer de façon simple, à condition que l'interlocuteur parle lentement et distinctement et
- se montre coopératif ;
- utiliser des phrases simples pour se présenter, décrire leur lieu d'habitation ;
- utiliser les expressions élémentaires de salutations et de congé.
- communiquer de façon simple à condition que l'interlocuteur parle lentement et distinctement et se montrer coopératif
- poser des questions simples sur des sujets familiers (famille, lieu de vie, activité professionnelle,
- loisirs, goûts), ainsi que répondre à de telles questions
- utiliser les expressions élémentaires de salutations et de congé.

En production écrite, l'apprenant est capable de

- compléter un formulaire ;
- écrire quelques phrases et expressions simples sur elles-mêmes ou leur environnement proche, en s'appuyant sur un matériel donné ;
- compléter un formulaire ;
- écrire un texte personnel court et simple sur elles-mêmes ou leur environnement proche, en s'appuyant sur un matériel donné.

Au niveau de la compétence de médiation de texte, l'apprenant est capable de

- Transmettre des informations très simples à l'oral et à l'écrit ;
- Traiter un texte à l'oral et à l'écrit ;
- Traduire à l'oral et à l'écrit des mots et des expressions simples et courants ;
- Exprimer une réaction personnelle à l'égard des textes créatifs

Au niveau de la compétence de médiation de concept, l'apprenant est capable de

- Travailler de façon coopérative dans un groupe ;
- Faciliter la coopération dans une interaction avec des pairs ;
- Coopérer pour construire du sens ;
- Mener un groupe de travail ;
- Gérer des interactions ;
- Susciter un discours conceptuel.

Au niveau de la compétence de la médiation de la communication (interculturalité et diversité et inclusivité), l'apprenant est capable de

- Établir un espace pluriculturel ;
- Accepter la diversité des profils ;
- Accepter qu'il puisse y avoir des désaccords et savoir y faire face ;
- Utiliser des expressions simples et courantes et du non verbal pour faciliter la communication.

Ref. Council of Europe, Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume (2020).

15.2.2. Module 2

Nom du cours: A1.2/A2.1 Cours de FLE

DESCRIPTION DU COURS

L'objectif de ce cours de FLE de niveau A1.2/A2.1 de sept semaines (168 heures) est de fournir aux apprenants de FLE les connaissances et compétences linguistiques décrites dans les niveaux A1.2/A2.1 de sept semaines (168 heures) est de fournir aux apprenants de FLE les connaissances et compétences du Cadre européen commun de référence pour les langues (CECRL).

Le contenu du cours sera dispensé à la fois en présentiel en classe (16 leçons par semaine) et de manière synchrone (8 leçons par semaine) sur la plateforme Microsoft Teams, qui est officiellement reconnue par l'Université Bursa Uludağ pour les cours en ligne.

Le cours est également conçu pour être en accord avec la philosophie de l'institution et l'approche actionnelle du CECR, afin d'aider les étudiants à acquérir des compétences du 21e siècle, les encourageant à devenir des apprenants autonomes, auto-réflexifs et engagés dans l'apprentissage tout au long de la vie.

RÉSULTATS DU COURS

Tout au long de ce cours, les apprenants atteindront une gamme de résultats reflétant leur maîtrise croissante du français aux niveaux A2.1 du CECR.

L'objectif principal du cours est de permettre aux apprenants de devenir des usagers élémentaires du FLE et d'acquérir les compétences suivantes :

En compréhension orale, l'apprenant est capable de

- Démontrer sa compréhension du vocabulaire relatif à la famille, aux achats, à l'environnement immédiat et au travail
- Suivre des directives et des instructions simples
- Reconnaître l'élément principal de nouvelles télévisées
- Démontrer sa compréhension d'une communication orale lorsque l'interlocuteur parle lentement et clairement
- Démontrer sa compréhension de messages clairs et simples sous forme d'annonces publiques, comme dans une gare ou un aéroport

En compréhension écrite, l'apprenant est capable de

Lire des textes courts et très simples qui présentent des informations prévisibles utilisant du vocabulaire courant

- Démontrer sa compréhension de courts messages écrits de nature personnelle (courriels, clavardage, cartes postales, etc.)
- Reconnaître l'essentiel des informations dans des dépliants, des catalogues, des programmes d'activités, des brochures publicitaires, etc.
- Démontrer sa compréhension de signes et panneaux courants
- Interpréter correctement les faits décrits dans des articles informatifs simples dont le sujet est connu
- Suivre un mode d'emploi ou des directives écrites simples
- Interpréter un règlement rédigé simplement

En production orale, l'apprenant est capable de

A - Prendre part à une conversation avec des échanges très brefs, simples et directs portant sur des sujets connus

- Demander ou répondre à des questions simples au sujet d'un événement passé, comme l'heure et l'endroit d'une fête
- Demander et offrir des directions
- Poser des questions simples, ou y répondre, sur des sujets connus (le domicile, le travail, les loisirs, ce qu'il aime et ce qu'il n'aime pas, etc.)
- Communiquer dans des situations quotidiennes (au restaurant, à la banque, au magasin, etc.)
- Comprendre un discours clair et standard qui lui est adressé sur un sujet familier, à condition de pouvoir demander de répéter ou reformuler de temps à autre
- Inviter, ainsi qu'accepter et refuser une invitation poliment
- Discuter de projets avec d'autres personnes
- Offrir et accepter des excuses

B - S'exprimer oralement en continu pour décrire en termes simples des personnes de son entourage, son environnement immédiat et son quotidien)

- Se décrire ainsi que sa famille, sa maison, son lieu de résidence, ses loisirs et ses intérêts
- Décrire ses activités quotidiennes, personnelles ou professionnelles
- fournir des informations de base sur un sujet que je connais bien (équipe sportive, musique, etc.)

- Exprimer simplement et de façon compréhensible s'il aime ou n'aime pas quelque chose, et expliquer pourquoi
- Décrire brièvement son travail et ses études en recourant à du vocabulaire connu
- Décrire brièvement ses projets de fin de semaine ou de vacances

En production écrite, l'apprenant est capable de

Écrire des notes et des messages simples et cohérents sur des sujets connus

- Écrire une lettre personnelle très simple
- Exprimer des remerciements et des excuses
- Écrire une suite de phrases simples sur sa famille, ses conditions de vie, sa formation et son travail
- Décrire son quotidien et son environnement
- Décrire brièvement un événement, des activités passées et des expériences personnelles
- Écrire des souhaits dans une carte ou sous forme de courriels
- Indiquer clairement des informations personnelles dans un questionnaire ou un formulaire

Au niveau de la compétence de médiation de texte, l'apprenant est capable de

- Peut transmettre (en langue source) ce qui est dit dans une annonce claire (en langue cible) portant sur des sujets familiers courants, même s'il/si elle doit parfois simplifier le message et chercher ses mots.
- Peut transmettre (en langue source) une information précise et importante donnée dans des textes courts et simples, sur des étiquettes de produits et des notices (écrits en langue cible) concernant des sujets familiers.
- Peut transmettre (en langue source) ce qui est dit dans des messages, des consignes et des annonces courts, clairs et simples, s'ils sont formulés lentement et clairement dans une langue simple (en langue cible).
- Peut transmettre (en langue source), de façon simple, une série d'instructions courtes et simples, si elles sont énoncées clairement et lentement (en langue cible).
- Peut transmettre par écrit (en langue source)* des informations précises présentes dans de courts textes informatifs simples (écrits en langue cible), à condition qu'ils portent sur des sujets concrets et familiers et soient écrits en langue courante et simple.
- Peut énumérer (en langue source) les points principaux de messages et d'annonces courts, clairs et simples (écrits en langue cible), à condition qu'ils soient formulés lentement et clairement.

- Peut énumérer (en langue source) des informations précises dans des textes simples (écrits en langue cible) portant sur des sujets ordinaires concernant des intérêts ou des besoins immédiats.
- Peut interpréter et décrire (en langue source) des visuels simples portant sur des sujets familiers (par ex. une carte météo, un organigramme de base) (avec le texte en langue cible), même si des pauses, de faux départs et des reformulations sont évidents dans son discours.
- Peut rapporter (en langue source) les points principaux de programmes d'actualités simples (en langue cible) de la TV ou la radio traitant d'événements, de sport, d'accidents, etc., si les sujets sont familiers et énoncés lentement et clairement.
- Peut rapporter, en phrases simples (en langue source), les informations données dans des textes bien structurés courts et simples (écrits en langue cible), comportant des illustrations ou des tableaux.
- Peut résumer (en langue source) le(s) point(s) important(s) de courts textes informatifs simples (en langue cible) portant sur des sujets familiers.
- Peut transmettre (en langue source) les points principaux de textes oraux et écrits courts, clairement structurés et simples (en langue cible), palliant son répertoire limité par différents moyens (gestes, dessins, mots empruntés à d'autres langues)
- Peut lister (en langue source), les informations importantes de textes courts et simples (en langue cible), s'ils portent sur des sujets concrets et familiers et s'ils sont écrits dans une langue courante simple.
- Peut prélever et reproduire des mots et des expressions-clés ou de courts énoncés dans un texte court qui reste dans les limites de sa compétence et de son expérience.
- Peut utiliser (en langue source) un langage simple pour présenter des textes écrits courts sur des sujets courants et familiers, (en langue cible), avec un vocabulaire très fréquent ; le texte est compréhensible malgré des erreurs.
- Peut transcrire des textes courts imprimés ou rédigés en écriture manuelle lisible.
- Peut assurer (en langue source), une traduction orale approximative de textes écrits (en langue cible), courants, courts et simples (par ex. des rubriques de prospectus, des messages, des instructions, des lettres ou des courriels).
- Peut assurer (en langue source), une traduction orale simple et sommaire de textes écrits (en langue cible), courts et simples (par ex. des messages sur des sujets familiers), et saisir les points les plus importants.
- Peut assurer (en langue source), une traduction orale simple et sommaire d'informations courantes sur des sujets familiers, rédigées (en langue cible) en phrases simples (par ex. des nouvelles de personnes, de courtes histoires, des adresses, des messages ou des instructions).

- Peut prendre de simples notes lors d'une présentation/manifestation quand le sujet est familier et prévisible, que le présentateur/la présentatrice fait des mises au point et donne le temps de prendre les notes.
- Peut exprimer ses réactions vis à vis d'une œuvre et faire part simplement de ses impressions et de ses idées.
- Peut décrire ce que ressent un personnage et en expliquer les raisons.
- Peut indiquer de façon simple quels aspects d'une œuvre l'intéressent particulièrement.
- Peut dire s'il/si elle a ou non aimé une œuvre et expliquer pourquoi de façon simple.
- Peut expliquer de façon simple ce qu'il/elle a ressenti au sujet d'une œuvre littéraire ou d'une œuvre d'art.
- Peut sélectionner des passages simples qu'il/elle a particulièrement aimés dans une œuvre littéraire et les citer.
- Peut identifier et décrire brièvement, avec des formules toutes faites simples, les thèmes et les personnages clés de récits courts et simples en langage quotidien très simple comportant des situations familières

Au niveau de la compétence de médiation de concept, l'apprenant est capable de

La médiation de concepts doit favoriser le travail en équipe, la co-construction de sens au sein d'un groupe et l'inclusion de tou(te)s dans les discussions et décisions.

- Faciliter la coopération dans les interactions avec des pairs

- Peut participer à la réalisation de tâches communes simples, si les participant(e)s parlent lentement et l'aident à y prendre part et à exprimer ses propositions.
- Peut participer à la réalisation de tâches communes simples, demander aux participant(e)s ce qu'ils/elles pensent, faire des propositions et comprendre les réponses, à condition qu'il/elle puisse, de temps à autre, demander de répéter ou de reformuler

- Coopérer pour construire du sens

- Peut, en posant les bonnes questions, s'assurer que la personne à qui il/elle parle comprend ce qu'il/elle veut dire.
- Peut faire des remarques simples et éventuellement poser des questions pour montrer qu'il/elle suit.
- Peut faire des propositions simples de façon à faire avancer la discussion.

- Diriger le travail de groupe

- Peut donner des consignes très simples à un groupe de travail collectif et aider si nécessaire aux formulations
- Peut demander l'avis de quelqu'un sur une idée donnée

Au niveau de la compétence de la médiation de la communication (interculturalité et diversité et inclusivité), l'apprenant est capable de

- Peut contribuer à un échange interculturel, demander, avec des mots simples, aux gens de s'expliquer et de clarifier ce qu'ils/elles ont dit, et exploiter son répertoire limité pour exprimer son accord, inviter, remercier, etc.
- Agir en tant qu'intermédiaire dans des situations informelles (avec des ami(e)s et des collègues)
- Peut communiquer (en langue source) le sens général de ce qui est dit (en langue cible) dans des situations quotidiennes, en suivant les conventions culturelles de base et en transmettant les informations essentielles, à condition que les interlocuteurs énoncent clairement, dans une langue standard, et qu'il/elle puisse demander de répéter et de clarifier.
- Peut communiquer (en langue source) le point principal de ce qui est dit (en langue cible) dans des situations quotidiennes prévisibles, transmettre de part et d'autre des informations au sujet de besoins et de souhaits personnels à condition que les interlocuteurs l'aident à formuler.
- Faciliter la communication dans des situations délicates et des désaccords
- Peut se rendre compte d'un désaccord entre interlocuteurs ou de difficultés dans une interaction et adapter des expressions simples, mémorisées, pour rechercher un compromis ou un accord.

Ref. Council of Europe, Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume (2020).

15.2.3 Module 3

Nom du cours: A2 Cours de FLE

DESCRIPTION DU COURS

L'objectif de ce cours de FLE de niveau A2 de sept semaines (168 heures) est de fournir aux apprenants de FLE les connaissances et compétences linguistiques décrites dans les niveaux A2 du Cadre européen commun de référence pour les langues (CECRL).

Le contenu du cours sera dispensé à la fois en présentiel en classe (16 leçons par semaine) et de manière synchrone (8 leçons par semaine) sur la plateforme Microsoft Teams, qui est officiellement reconnue par l'Université Bursa Uludağ pour les cours en ligne.

Le cours est également conçu pour être en accord avec la philosophie de l'institution et l'approche actionnelle du CECR, afin d'aider les étudiants à acquérir des compétences du 21^e siècle, les encourageant à devenir des apprenants autonomes, auto-réflexifs et engagés dans l'apprentissage tout au long de la vie.

RÉSULTATS DU COURS

Tout au long de ce cours, les apprenants atteindront une gamme de résultats reflétant leur maîtrise croissante du français aux niveaux A2 du CECR.

L'objectif principal du cours est de permettre aux apprenants de devenir des usagers élémentaires du FLE et d'acquérir les compétences suivantes :

En compréhension orale, l'apprenant est capable de

- comprendre des phrases isolées et des expressions fréquemment utilisées, en relation avec des domaines immédiats de priorité (par exemple : informations personnelles et familiales simples, achats, environnement proche, travail) ;
- comprendre un échange qui porte sur l'expression d'une impression, d'un sentiment, d'un goût, d'un accord ou d'un désaccord, en des termes simples ;
- suivre des directives et des instructions claires et précises.

En compréhension écrite, l'apprenant est capable de

- comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines immédiats de priorité (par exemple : informations personnelles et familiales simples, environnement proche) ;
- trouver une information particulière prévisible dans un document courant, une publicité simple (pas trop connotée, c'est-à-dire pas trop marquée par le contexte dans lequel elle s'inscrit; la compréhension du document ne dépend donc pas de la connaissance de ce contexte), un prospectus, un courriel, etc. ;
- comprendre globalement le contenu de lettres personnelles courtes et simples.

En production orale, l'apprenant est capable de décrire ou présenter simplement des gens, des conditions de vie, des activités quotidiennes, ce qu'il/elle aime ou pas, par de courtes séries d'expressions ou de phrases non articulées.

a- S'exprimer oralement en continu

L'apprenant peut:

- Raconter une histoire ou décrire quelque chose par une simple liste de points.

- décrire les aspects de son environnement quotidien tels que les gens, les lieux, l'expérience professionnelle ou scolaire.
- faire une description brève et élémentaire d'un événement ou d'une activité.
- décrire des projets et préparatifs, des habitudes et occupations journalières, des activités passées et des expériences personnelles.
- décrire et comparer brièvement, dans une langue simple, des objets et choses lui appartenant.
- expliquer en quoi une chose lui plaît ou lui déplaît.
- décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date.
- décrire les gens, lieux et choses en termes simples.
- dire ce qu'il/elle sait bien faire et ce qu'il/elle fait moins bien (par ex. en sport, pour les jeux, ses compétences, ses matières à l'école).
- parler brièvement de ses projets de fin de semaine ou de vacances.
- donner des consignes simples pour aller d'un endroit à un autre en utilisant des expressions simples telles que « tournez à droite », « allez tout droit », « d'abord », « ensuite », « et puis ».
- donner les raisons pour lesquelles il/elle aime ou n'aime pas quelque chose, et indiquer ses préférences en faisant des comparaisons de façon simple et directe:
- présenter son point de vue en termes simples à condition que l'interlocuteur soit patient.
- faire de très brèves annonces préparées avec un contenu prévisible et appris de telle sorte qu'elles soient intelligibles pour des auditeurs attentifs.
- faire un bref exposé préparé sur un sujet relatif à sa vie quotidienne, donner brièvement des justifications et des explications pour ses opinions, ses projets et ses actes.
- faire face à un nombre limité de questions faciles.
- faire un bref exposé élémentaire, répété, sur un sujet familier.
- Peut répondre aux questions qui suivent si elles sont simples et directes, et à condition de pouvoir faire répéter et se faire aider pour formuler une réponse.

b- Participer à une interaction orale : l'apprenant ..

- peut établir un contact social : salutations et congé, présentations, remerciements.
- peut généralement comprendre un discours standard clair, qui lui est adressé, sur un sujet familier, à condition de pouvoir faire répéter ou reformuler de temps à autre.
- peut participer à de courtes conversations dans des contextes habituels sur des sujets généraux.

● peut dire en termes simples comment il/elle va et remercier. Peut demander à quelqu'un de lui rendre un service (par ex. de lui prêter quelque chose), et peut proposer de rendre un service et répondre si quelqu'un lui demande un service. Peut gérer de très courts échanges sociaux mais peut rarement soutenir une conversation de son propre chef bien qu'on puisse l'aider à comprendre si l'interlocuteur en prend la peine. Peut utiliser des formules de politesse simples et courantes pour s'adresser à quelqu'un ou le saluer. Peut bavarder simplement avec ses pairs, ses collègues ou des membres d'une famille d'accueil, poser des questions sur des sujets très habituels et comprendre les réponses. Peut faire et accepter une offre, une invitation et des excuses. Peut exprimer ce qu'il/elle ressent en utilisant des expressions toutes faites très élémentaires. Peut dire ce qu'il/elle aime ou non. **DISCUSSION INFORMELLE** (entre amis) Peut généralement reconnaître le sujet d'une discussion extérieure si elle se déroule lentement et clairement en sa présence. Peut échanger des opinions et comparer les choses et les gens en utilisant un langage simple. Peut discuter du programme de la soirée ou du week-end. Peut faire des suggestions et réagir à des propositions. Peut exprimer son accord ou son désaccord à autrui. Peut discuter simplement de questions quotidiennes si l'on s'adresse directement à lui/elle, clairement et simplement. Peut discuter de l'organisation d'une rencontre et de ses préparatifs. Peut, d'une manière limitée, exprimer des opinions.

En production écrite, l'apprenant est capable de :

- comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines immédiats de priorité (par exemple : informations personnelles et familiales simples, environnement proche) ;
- trouver une information particulière prévisible dans un document courant, une publicité simple (pas trop connotée, c'est-à-dire pas trop marquée par le contexte dans lequel elle s'inscrit; la compréhension du document ne dépend donc pas de la connaissance de ce contexte), un prospectus, un courriel, etc. ;
- comprendre globalement le contenu de lettres personnelles courtes et simples.

Au niveau de la compétence de médiation de texte, l'apprenant est capable de

- Transmettre des informations très simples à l'oral et à l'écrit
- Traiter un texte à l'oral et à l'écrit
- Traduire à l'oral et à l'écrit des mots et des expressions simples et courants
- Exprimer une réaction personnelle à l'égard des textes créatifs

Au niveau de la compétence de médiation de concept, l'apprenant est capable de

- Travailler de façon coopérative dans un groupe
- Faciliter la coopération dans une interaction avec des pairs
- Coopérer pour construire du sens
- Mener un groupe de travail
- Gérer des interactions
- Susciter un discours conceptuel

Au niveau de la compétence de la médiation de la communication (interculturalité et diversité et inclusivité), l'apprenant est capable de

- Établir un espace pluriculturel
- Accepter la diversité des profils
- Accepter qu'il puisse y avoir des désaccords et savoir y faire face
- Utiliser des expressions simples et courantes et du non verbal pour faciliter la communication

Ref. Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume" (2020).

15.2.4 Module 4

Nom du cours : B1.1 Cours de FLE

DESCRIPTION DU COURS

L'objectif de ce cours de FLE de niveau B1.1 de sept semaines (168 heures) est de fournir aux apprenants de FLE les connaissances et compétences linguistiques décrites dans les niveaux B1.1 du Cadre européen commun de référence pour les langues (CECRL).

Le contenu du cours sera dispensé à la fois en présentiel en classe (16 leçons par semaine) et de manière synchrone (8 leçons par semaine) sur la plateforme Microsoft Teams, qui est officiellement reconnue par l'Université Bursa Uludağ pour les cours en ligne.

Le cours est également conçu pour être en accord avec la philosophie de l'institution et l'approche actionnelle du CECR, afin d'aider les étudiants à acquérir des compétences du 21^e siècle, les encourageant à devenir des apprenants autonomes, auto-réflexifs et engagés dans l'apprentissage tout au long de la vie.

RÉSULTATS DU COURS

Tout au long de ce cours, les apprenants atteindront une gamme de résultats reflétant leur maîtrise croissante du français aux niveaux B1.1 du CECR.

L'objectif principal du cours est de permettre aux apprenants de devenir des usagers élémentaires du FLE et d'acquérir les compétences suivantes :

En compréhension orale, l'apprenant doit être capable de

- comprendre les points essentiels d'un message quand un langage clair et standard est utilisé et s'il
- s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. ;
- comprendre des informations factuelles, un court récit ;
- suivre les points principaux d'un exposé développé par exemple dans une émission radio
- identifier le type de message entendu, découvrir l'objectif de communication poursuivi par l'auteur du message.

En compréhension écrite, l'apprenant doit être capable de

- comprendre tous types d'écrits rédigés essentiellement dans une langue courante, lorsqu'il s'agit de domaines familiers (le travail, l'école, les loisirs), de descriptions d'événements, d'expressions de sentiments ;
- comprendre les points essentiels d'un texte (un article de journal, par exemple) quand un langage
- clair et standard est utilisé, s'il s'agit de choses familières ;
- saisir la progression d'une pensée.

En production orale, l'apprenant doit être capable de

- prendre part, sans préparation, à une conversation sur des sujets familiers ou d'intérêt personnel ou
- qui concernent la vie quotidienne ;
- émettre un point de vue personnel (sur un film, un livre lu, etc.), exprimer leur accord ou leur
- désaccord, exprimer leurs réactions et les expliquer ;
- développer une argumentation simple, articuler un discours oral.

En production écrite, l'apprenant est capable de :

- écrire un texte articulé simplement mais correctement, sur des sujets familiers ou qui les intéressent.
- exposer un problème, développer une opinion et formuler une demande claire et précise.

Au niveau de la compétence de médiation générale, l'apprenant ..

- peut établir une collaboration avec des personnes d'autres milieux, montrer de l'intérêt et de l'empathie en posant des questions simples et en y répondant, formuler et répondre à des suggestions, demander si les participants sont d'accord, et proposer d'autres choix :
- peut transmettre les points principaux de textes longs en langage simple et portant sur des sujets d'ordre personnel, à condition qu'il/elle puisse vérifier le sens de certaines expressions :
- peut présenter des personnes de différents milieux, montrer qu'il a conscience que certaines questions peuvent être perçues différemment et inviter d'autres personnes à apporter leur expertise et leur expérience :
- peut transmettre les informations données dans des textes informatifs clairs et bien structurés liés à des sujets d'ordre familial, personnel ou courant, en ayant de temps en temps des problèmes de formulation dus à son lexique limité.

Ref. Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume" (2020).

15.3 German Program

15.3.1 General Language Skills

15.3.1.1. Module 1

Name des Kurses: DAF – A1

KURSBESCHREIBUNG

Ziel dieses achtwöchigen A1-Kurses für DaF (192 Stunden) ist es, Lernenden von Deutsch als Fremdsprache Sprachkenntnisse und -fertigkeiten zu vermitteln, die in den A1-Stufen des Gemeinsamen Europäischen Referenzrahmens für Sprachen (GER) beschrieben sind.

Der Inhalt des Kurses wird sowohl präsenz im Klassenzimmer (16 Unterrichtseinheiten pro Woche) als auch synchron (8 Unterrichtseinheiten pro Woche) auf Microsoft Teams - Plattform vermittelt, die von der Bursa Uludag Universität offiziell für Online-Kurse anerkannt ist.

Der Kurs soll außerdem im Einklang mit der Philosophie der Institution und dem handlungsorientierten Ansatz des GER stehen und den Studierenden dabei helfen, Kompetenzen des 21. Jahrhunderts zu erwerben, um lebenslange, autonome und selbstreflexive Lernende zu werden.

Die Studierenden werden während dieses Kurses Deutschkenntnisse erwerben, die dem A1-Niveau entsprechen. Im Laufe dieses Kurses werden die Studierenden eine Reihe von Lernzielen im Sinne des GER A1 erwerben.

KURS-LERNZIELE

Die Lernziele dieses Kurses bestehen darin, den Lernenden die Möglichkeit zu geben, unabhängige Sprachlerner zu werden, die dazu in der Lage sind

- vertraute, alltägliche Ausdrücke und ganz einfache Sätze verstehen und verwenden zu können, die auf die Befriedigung konkreter Bedürfnisse zielen.
- sich und andere vorstellen und anderen Leuten Fragen zu ihrer Person stellen zu können - z. B. wo sie wohnen, was für Leute sie kennen und was für Dinge sie haben- und kann auf Fragen dieser Art Antwort geben.
- sich auf einfache Art verständigen zu können, wenn die Gesprächspartner/innen langsam und deutlich sprechen und bereit sind zu helfen.
- vertraute Wörter und ganz einfache Sätze verstehen zu können, die sich auf ihn/sie selbst, seine/ihre Familie oder auf konkrete Dinge um ihn/sie herum beziehen, vorausgesetzt, es wird langsam und deutlich gesprochen.
- einzelne vertraute Namen, Wörter und ganz einfache Sätze verstehen zu können, z. B. auf Schildern, Plakaten oder in Katalogen.
- sich auf einfache Art verständigen zu können, wenn sein/ihr Gesprächspartner bereit ist, etwas langsamer zu wiederholen oder anders zu sagen, und ihm/ihr dabei hilft zu formulieren, was er/sie zu sagen versucht.
- einfache Fragen stellen und beantworten zu können, sofern es sich um unmittelbar notwendige Dinge und um sehr vertraute Themen handelt.
- einfache Wendungen und Sätze gebrauchen zu können, um Leute, die er/sie kennt, zu beschreiben und um zu beschreiben, wo er/sie wohnt.
- eine kurze einfache Postkarte schreiben zu können, z. B. Feriengrüße.
- auf Formularen, z. B. in Hotels, Namen, Adressen, Nationalität usw. eintragen zu können.

- ein sehr begrenztes Repertoire an Wörtern und Wendungen haben zu können, die sich auf Informationen zur Person und einzelne konkrete Situationen beziehen.
- nur eine begrenzte Beherrschung von einigen wenigen einfachen grammatischen Strukturen und Satzmustern in einem auswendig gelernten Repertoire zeigen zu können.
- ganz kurze, isolierte, weitgehend vorgefertigte Äußerungen benutzen zu können.
- Fragen zur Person stellen und auf entsprechende Fragen Antwort geben zu können.
- sich auf einfache Art verständigen zu können, doch ist die Kommunikation völlig davon abhängig, dass etwas langsamer wiederholt, umformuliert oder korrigiert wird.
- Wörter und Wortgruppen durch einfache Konnektoren wie „und“ oder „dann“ verknüpfen zu können.
- einfache, vorhersehbare Informationen vermitteln zu können, die in kurzen, einfachen Texten wie Schildern und Hinweisen, Plakaten und Programmen vermittelt werden.
- einfache Wörter /Zeichen und Signale verwenden zu können, um sein/ihr Interesse an einer Idee zu zeigen und zu bestätigen.

Ref. „Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen.“ (2020).

15.3.1.2.Module 2

Name des Kurses: DAF – A2.1

KURSBESCHREIBUNG

Ziel dieses siebenwöchigen A2.1 - Kurses für DaF (168 Stunden) ist es, Lernenden von Deutsch als Fremdsprache Sprachkenntnisse und -fertigkeiten zu vermitteln, die in den A2.1-Stufen des Gemeinsamen Europäischen Referenzrahmens für Sprachen (GER) beschrieben sind.

Der Inhalt des Kurses wird sowohl präsenz im Klassenzimmer (16 Unterrichtseinheiten pro Woche) als auch synchron (8 Unterrichtseinheiten pro Woche) auf Microsoft Teams - Plattform vermittelt, die von der Bursa Uludag Universität offiziell für Online-Kurse anerkannt ist.

Der Kurs soll außerdem im Einklang mit der Philosophie der Institution und dem handlungsorientierten Ansatz des GER stehen und den Studierenden dabei helfen, Kompetenzen des 21. Jahrhunderts zu erwerben, um lebenslange, autonome und selbstreflexive Lernende zu werden.

Die Studierenden werden während dieses Kurses Deutschkenntnisse erwerben, die dem A2.1 - Niveau entsprechen. Im Laufe dieses Kurses werden die Studierenden eine Reihe von Lernzielen im Sinne des GER A2.1 erwerben.

KURS-LERNZIELE

Die Lernziele dieses Kurses bestehen darin, den Lernenden die Möglichkeit zu geben, unabhängige Sprachlerner zu werden, die dazu in der Lage sind

- jemanden ansprechen zu können.
- Wendungen und Wörter verstehen zu können, wenn es um Dinge von ganz unmittelbarer Bedeutung geht (z.B. ganz grundlegende Informationen zu Person, Familie, Einkaufen, Arbeit, nähere Umgebung), sofern deutlich und langsam gesprochen wird.
- im Allgemeinen das Thema von Gesprächen, die in seiner/ ihrer Gegenwart geführt werden, erkennen zu können, wenn langsam und deutlich gesprochen wird.
- im Großen und Ganzen kurzen, einfachen Gesprächen folgen zu können, wenn diese sehr langsam und deutlich geführt werden.
- das Wesentliche von kurzen, klaren und einfachen Durchsagen und Mitteilungen verstehen zu können.

- grundlegende Anweisungen verstehen zu können, die sich auf Zeiten, Daten Zahlen, usw. und auf Routineaufgaben und -aufträge beziehen.
- in einem Interview verstehen zu können, was Menschen darüber sagen, was sie in ihrer Freizeit tun und was sie besonders gerne oder nicht gerne tun, sofern sie langsam und deutlich sprechen.
- kurze, einfache Texte zu vertrauten konkreten Themen verstehen zu können, in denen gängige alltags- oder berufsbezogene Sprache verwendet wird.

- einen einfachen persönlichen Brief, eine E-Mail oder Posting verstehen zu können, in denen über vertraute Themen gesprochen wurde (wie z.B. Freunde oder Familie) oder Fragen zu solchen Themen gestellt wurden.
- gebräuchliche Zeichen und Schilder an öffentlichen Orten wie Straßen, Restaurants, Bahnstationen oder am Arbeitsplatz verstehen zu können, z.B. Wegweiser, Gebotsschilder, Warnungen vor Gefahr.

- die Hauptpunkte kurzer Texte zu Alltagsthemen verstehen zu können (z.B. Lebensstil, Hobbys, Sport, Wetter).
- eine einfache Beschreibung von Menschen, Lebens- oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben zu können, und zwar in kurzen, listenhaften Abfolgen aus einfachen Wendungen und Sätzen.
- über Aspekte des eigenen alltäglichen Lebensbereichs berichten zu können, z.B. über Leute, Orte, Erfahrungen in Beruf oder Ausbildung.
- erklären zu können, was er/ sie an etwas mag oder nicht mag.
- sagen zu können, was sie er gut oder nicht gut kann (z.B. Sport, Spiele, Fertigkeiten, Fächer).
- einfache Anweisungen geben zu können, wie man von einem Ort zum anderen kommt, indem er/ sie elementare Ausdrücke verwendet wie „rechts abbiegen“ und „weiter geradeaus“ zusammen mit Konnektoren zum Ausdruck von zeitlichen Abfolgen wie „zuerst“, „dann“ und „danach“.
- eine Reihe einfacher Wendungen und Sätze verfassen und mit Konnektoren wie „und“, „aber“ oder „weil“ verbinden zu können.
- eine einfache Geschichte erzählen zu können (z.B. über Ferienerlebnisse oder über das Leben in einer fernen Zukunft).

Ref. „Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen.“ (2020).

15.3.1.3.Module 3

Name des Kurses: DAF – A2.2

KURSBESCHREIBUNG

Ziel dieses siebenwöchigen A2.2 - Kurses für DaF (168 Stunden) ist es, Lernenden von Deutsch als Fremdsprache Sprachkenntnisse und -fertigkeiten zu vermitteln, die in den A2.2-Stufen des Gemeinsamen Europäischen Referenzrahmens für Sprachen (GER) beschrieben sind.

Der Inhalt des Kurses wird sowohl präsenz im Klassenzimmer (16 Unterrichtseinheiten pro Woche) als auch synchron (8 Unterrichtseinheiten pro Woche) auf Microsoft Teams - Plattform vermittelt, die von der Bursa Uludag Universität offiziell für Online-Kurse anerkannt ist.

Der Kurs soll außerdem im Einklang mit der Philosophie der Institution und dem handlungsorientierten Ansatz des GER stehen und den Studierenden dabei helfen, Kompetenzen des 21. Jahrhunderts zu erwerben, um lebenslange, autonome und selbstreflexive Lernende zu werden.

Die Studierenden werden während dieses Kurses Deutschkenntnisse erwerben, die dem A2.2 - Niveau entsprechen. Im Laufe dieses Kurses werden die Studierenden eine Reihe von Lernzielen im Sinne des GER A2.2 erwerben.

KURS-LERNZIELE

Die Lernziele dieses Kurses bestehen darin, den Lernenden die Möglichkeit zu geben, unabhängige Sprachlerner zu werden, die dazu in der Lage sind

- Tagebucheinträge verfassen zu können, welche Aktivitäten (z.B. Alltagsroutinen, Ausflüge, Sport, Hobbys), Menschen und Orte beschreiben, und dabei elementaren, konkreten Wortschatz sowie einfache Wendungen und Sätze mit einfachen Konnektoren wie „und“, „aber“ und „weil“ verwenden zu können.
- eigene Eindrücke und Meinungen zu Themen von persönlichem Interesse (z.B. Lebensweisen und Kultur, Geschichten) äußern und dabei elementare Alltagswörter und Ausdrücke verwenden zu können.

- ohne übermäßige Mühe in einfachen Routinegesprächen zurechtkommen zu können; Fragen stellen und beantworten zu können und in vorhersehbaren Alltagssituationen Gedanken und Informationen zu vertrauten Themen austauschen zu können.
- im Allgemeinen verstehen zu können, wenn in deutlich artikulierter Standardsprache (auch in Gebärdensprache) über vertraute Dinge gesprochen wird, vorausgesetzt, sie/er kann ab und zu darum bitten, etwas zu wiederholen oder anders zu formulieren.
- jemanden einladen und auf Einladungen reagieren zu können.
- in einfacher Sprache Meinungen austauschen und Dinge und Menschen vergleichen zu können.
- im allgemeinen informellen Diskussionen im Rahmen des eigenen Fachgebiets wechselnden Themen folgen zu können, wenn langsam und deutlich gesprochen wird.
- diskutieren zu können, was man als Nächstes tun sollte, Vorschläge machen und auf Vorschläge reagieren zu können.
- in vorhersagbaren Alltagssituationen mit jemandem interagieren (z.B. auf einem Postamt, auf dem Bahnhof, in einem Geschäft) und dabei ein breites Spektrum einfacher Wörter und Wendungen verwenden zu können.
- Fragen zu Plänen und Absichten stellen und entsprechende Fragen beantworten zu können.
- in einem Interview einfache Fragen beantworten und auf einfache Feststellungen reagieren zu können.
- kurze, einfache, formelhafte Notizen abfassen zu können, wenn es um unmittelbar notwendige Dinge geht.
- per SMS, E-Mail oder in kurzen Briefen Informationen austauschen und dabei auf die Fragen einer anderen Person antworten zu können (z.B. zu einem Produkt oder zu einer Aktivität).
- kurze einfache Notizen und Mitteilungen formulieren zu können, die sich auf unmittelbare Bedürfnisse beziehen.
- in Gesprächen eine unterstützende Rolle übernehmen zu können, sofern andere Teilnehmer / innen an Gesprächen langsam sprechen und einer oder mehrere von ihnen einem dabei helfen, etwas beizutragen und Vorschläge zu machen.

- spezifische Informationen schriftlich weitergeben zu können (in Sprache B), die in einfachen, informativen Texten (in Sprache A) enthalten sind, sofern es sich um konkrete, vertraute Themen handelt, die in einfacher Alltagssprache verfasst sind.

Ref. „Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen.“ (2020).

15.3.2 Academic Language Skills

15.3.2.1.Module 4

Name des Kurses: DAF – B1.1

KURSBESCHREIBUNG

Ziel dieses siebenwöchigen B1.1 - Kurses für DaF (168 Stunden) ist es, Lernenden von Deutsch als Fremdsprache Sprachkenntnisse und -fertigkeiten zu vermitteln, die in den B1.1-Stufen des Gemeinsamen Europäischen Referenzrahmens für Sprachen (GER) beschrieben sind.

Der Inhalt des Kurses wird sowohl präsenz im Klassenzimmer (16 Unterrichtseinheiten pro Woche) als auch synchron (8 Unterrichtseinheiten pro Woche) auf Microsoft Teams - Plattform vermittelt, die von der Bursa Uludag Universität offiziell für Online-Kurse anerkannt ist.

Der Kurs soll außerdem im Einklang mit der Philosophie der Institution und dem handlungsorientierten Ansatz des GER stehen und den Studierenden dabei helfen, Kompetenzen des 21. Jahrhunderts zu erwerben, um lebenslange, autonome und selbstreflexive Lernende zu werden.

Die Studierenden werden während dieses Kurses Deutschkenntnisse erwerben, die dem B1.1 - Niveau entsprechen. Im Laufe dieses Kurses werden die Studierenden eine Reihe von Lernzielen im Sinne des GER B1.1 erwerben.

KURS-LERNZIELE

Die Lernziele dieses Kurses bestehen darin, den Lernenden die Möglichkeit zu geben, unabhängige Sprachlerner zu werden, die dazu in der Lage sind

- unkomplizierte Sachinformationen über gewöhnliche alltags- oder berufsbezogene Themen verstehen und dabei die Hauptaussagen und Einzelinformationen erkennen zu können, sofern klar artikuliert und in einer vertrauten Varietät gesprochen wird.

- die Hauptpunkte verstehen zu können, wenn in deutlich artikulierter Standardsprache oder in einer vertrauten Varietät über vertraute Dinge gesprochen wird, denen man normalerweise bei der Arbeit, in der Ausbildung oder der Freizeit begegnet; kann auch kurze Erzählungen verstehen.
- im Allgemeinen den Hauptpunkten von längeren Gesprächen folgen zu können, sofern die in seiner/ihrer Gegenwart geführt werden, sofern deutlich artikuliert und in Standardsprache oder einer vertrauten Varietät gesprochen wird.
- die Hauptpunkte ein einem unkomplizierten Vortrag (z.B. bei einer Stadtrundfahrt) verstehen zu können, wenn deutlich und relativ langsam gesprochen wird.
- detaillierten Wegbeschreibungen folgen zu können.
- die Hauptpunkte und wichtige Details in Geschichten und anderen Erzählungen (z.B. in der Schilderung eines Urlaubs) verstehen zu können, sofern langsam und deutlich gesprochen wird.
- vielen Filmen folgen zu können, deren Handlung im Wesentlichen durch Bild und Aktion getragen wird und deren Sprache klar und unkompliziert ist.
- unkomplizierte persönliche Briefe, E Mails oder Posting verstehen zu können, die eine verhältnismäßig detaillierte Schilderung von Ereignissen und Erfahrungen enthalten.
- unkomplizierte Sachtexte in Zeitschriften, Broschüren und im Internet überfliegen zu können.
- in klar geschriebenen argumentativen Texten die wesentlichen Schlussfolgerungen erkennen zu können.
- einfache Gedichte und Liedtexte verstehen zu können, die in unkomplizierter Sprache und unkompliziertem Stil geschrieben sind.
- die Bedeutung eines Textabschnitts erschließen zu können, indem der Text als Ganzes einbezogen wird.
- einer kurzen Erzählung folgen und vorhersagen zu können, was als Nächstes geschehen wird.

- relativ flüssig eine unkomplizierte, aber zusammenhängende Beschreibung zu Themen aus dem eigenen Interessensgebiet geben zu können, wobei die einzelnen Punkte linear aneinandergereiht werden.
- Gefühle über etwas, das er/ sie erlebt hat, klar Ausdrücken und Gründe nennen zu können, die diese Gefühle erklären.
- reale und erfundene Ereignisse schildern zu können.
- beschreiben zu können, wie sie/ er etwas macht, und kann genaue Anweisungen geben.
- sagen zu können, ob sie/ er einverstanden ist mit dem, was jemand anders getan hat, und Gründe nennen, die diese Meinung rechtfertigen.
- eine vorbereitete Präsentation zu einem vertrauten Thema innerhalb des eigenen Fachgebiets geben und dabei Ähnlichkeiten und Unterschiede umreißen zu können (z.B. zwischen Produkten, Ländern/ Regionen, Plänen).

Ref. „Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen.“ (2020).

16. EVALUATION AND FEEDBACK MECHANISMS

Since the beginning of the 21st century, the implementation of more authentic ways of assessment has enabled instructors to put the learner in the centre not only in the learning process but also in the assessment process. At BUUSFL, the learners are placed in the centre of the program in terms of their needs, individual differences, learning styles and linguistic backgrounds. The application of process-oriented assessment ways, such as writing and speaking portfolios and Learning Management Systems, enable both the instructor and, more ideally, the learner to monitor the learning process. Learner autonomy is also a key element that is aimed to be achieved at BUUSFL; therefore, along with the traditional ones, alternative assessment types are applied. The assessment types applied at BUUSFL are as follows:

16.1 Quizzes and End-of-Module Exams

Quizzes and end-of-module exams aim at evaluating all the language skills, reading, writing, listening, and speaking, in an integrated way with the language use assessed directly and/or indirectly. They also take into consideration the sub-skills which the course books emphasize, work on, and try to develop. In the exams, the students are required to recognize and produce the target language in real life like situations and contexts.

Students' exam papers are graded according to answer keys and rubrics prepared by the Testing Unit (see the Testing Unit Handbook). If any disagreement about the answer key of the tests arises

among the instructors, the Standardization Unit and the Testing Unit take the necessary actions. If there is a large discrepancy between grades of open-ended test items, a negotiation session is set. In such a case, the final grade is determined by the Standardization Unit (see the Standardization Unit Handbook).

16.2 Online Homework

The students are required to do online activities on the student's application of the course book in order to practise the target language out of class. Each student's performance is graded according to the LMS reports.

16.3 Portfolios

The students are required to complete a speaking portfolio in English and German preparatory programs. The speaking portfolio consists of *speaking practice tasks*, which are graded quantitatively and *speaking assessment tasks*, which are graded qualitatively according to rubrics prepared by the unit members. In addition, the students must write a letter of reflection for their speaking portfolios at the end of the quarter.

The students are also required to complete a writing portfolio during the course in English and German preparatory programs. The writing portfolio consists of two types of writing tasks, *writing practice tasks*, which are graded quantitatively, and *writing assessment tasks* which are graded qualitatively according to rubrics prepared by the unit members. In addition, the students must write a letter of reflection for their writing portfolios at the end of the quarter.

In the French preparatory program, there are three different portfolio applications (speaking, writing, reading) for each module as an extracurricular language activity. These activities can be implemented face to face in the classroom or via Microsoft Teams.

While the students' portfolio tasks are assessed, rubrics prepared by the unit are used. Afterwards, tracking and grading sheets are filled in by the instructors. In the grading process, the instructors aim to provide positive, timely, constructive and non-judgmental feedback besides acting ethically and fairly.

16.4 Individual Performance Grade

The students' in-class performance is based on variables such as preparation for class, bringing required materials, class participation, attendance, punctuality, etc. The students' individual performance grades are determined with the agreement of all the instructors in the group.

17. PLACEMENT AND PROFICIENCY EXAMS

The placement exam is applied to the students at the beginning of the education year. It is designed in a way that the overall test is graded out of 100 points and aims to place the new students in the correct language modules which are based on CEFR.

The proficiency exam is applied to the students who have the right to take it as described in the school's Quality Handbook. It is also designed in a way that the overall test is graded out of 100 points and aims to test the students' language skills in B1+ CEFR level, which is the desired exit level of BUUSFL. The exam includes Language Use, Reading, Listening, Writing, and Speaking parts. Each of these parts has its own test specifications.

17.1 Test Specifications

The test specifications of placement and proficiency exams are designed according to the learning goals and objectives of the program and on the basis of the CEFR descriptors. They inform the students and the instructors about the content of the tests. In addition, they serve as a guide for the test designers. Two separate specification tables are prepared for placement and proficiency tests (see Appendices 4 and 5).

17.2 Proofreading

The placement and proficiency exams are proofread by the members of the ICCU members. For the multiple-choice test items, a multiple choice test item guideline is used (see Appendix 7). For the writing and speaking parts of the exam, proof-readers pay attention to whether essay types and speaking topics in the exams are appropriate and targeted in the syllabi of the courses. In addition, it is ensured that the content of the essays and the given pictures and descriptions of the speaking topics are appropriate for the interests and ages of students. Lastly, the language in the writing and speaking parts is checked to make sure that it is grammatically and lexically correct.

17.3 Applying the Written Part of the Exams

Application of the written parts of the exams requires three basic steps as explained in *Figure 6*.

Before the exam

The exam dates are determined and announced at the beginning of each academic year by the administration.

The test is prepared by the unit members.

The exam specifications are shared with the students.

A mock exam for proficiency test prepared by the Material Development Unit is given to the students.

During the exam

Invigilators collect the exam papers from the unit.

Students are admitted to the exam halls. They are seated according to the pre-arranged classroom lists.

Students' identities are verified.

The instructions pertaining to the exam are read out.

The exam papers and optical forms are distributed.

Students are asked to check the exam papers for any missing pages.

The exam starts at the same time in all exam halls.

After the exam

The exam papers and optical forms are collected.

The exam envelope including all test materials is handed in to the unit.

The grading procedure starts.

17.4 Grading the Written Part of the Exams

The following steps as listed in *Figure 7* are taken in order to maintain inter-rater reliability, confidentiality and security.

In case of exam cheating and plagiarism, the case is sent to the Executive Board of BUUSFL.

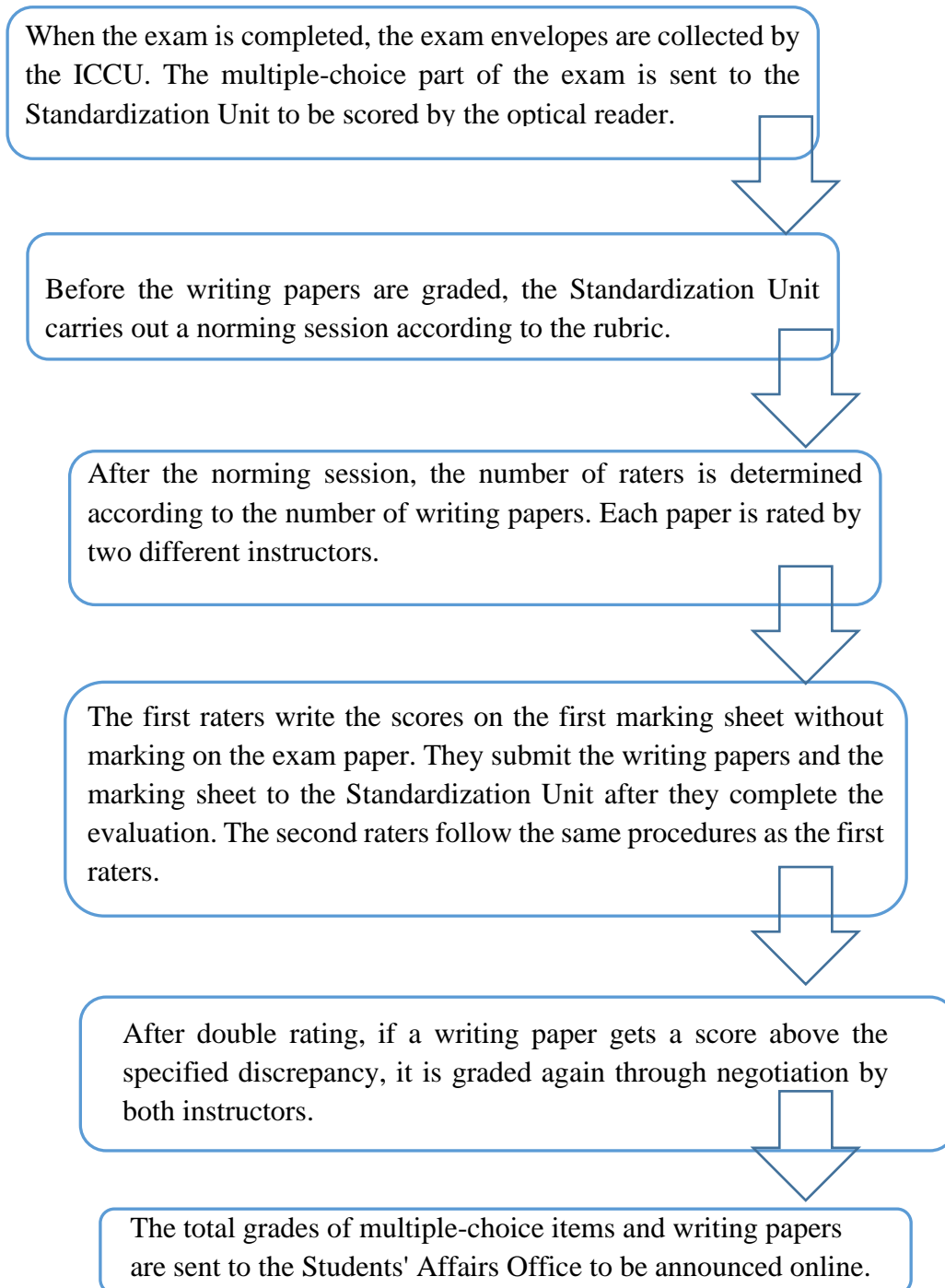


Figure 7: Placement and Proficiency Exams Grading Steps

Also, if a student objects to their exam result, s/he has to write a petition of objection to the executive board of BUUSFL within three workdays after the announcements of the exam results. The final decision is given by the Executive Board.

17.5 Written Part Exam Rules for Students

- Students must be in their classes at least 30 minutes before the scheduled time.
- The late comers are permitted to sit the exam if they arrive within the first 45 minutes of the exam, but they are not given any extra time.
- Students must have their student identity cards with them.
- Students must turn off their mobile phones and put them in the box on the teacher's desk.
- Use of any electronic devices (smart watch, iPod, MP3 players, etc.) is forbidden during the exam.
- Food and drinks, other than water, are not permitted.
- Students must have no revision notes, notes of any kind, or course books on their desks.
- Students must fully comply with the instructors' directions during the exam.
- Students must check their exam papers to ensure that everything is fine (e.g. missing pages or something which cannot be read).
- They must also make sure they fill in the necessary information (name, surname, student number, class) in the exam booklets and the optical forms.
- Students cannot ask any questions about the content of the exam paper.
- Students are not permitted to leave the exam within the first 45 minutes of the exam even if they have finished.
- Students cannot talk to other students during the exam. They cannot be involved in any unfair or dishonest practice. Any suspected cheating will be dealt with immediately. Disciplinary/legal action will be taken against those who attempt to cheat, and their exam results will be invalid.
- Necessary action will also be taken against cheating incidents determined during the assessment process.

17.6 Written Part Exam Rules for Invigilators

Before the exam:

- Each invigilator must be present in the classroom 30 minutes earlier (at the latest) before the exam and check the equipment (computer, sound system, etc.).
- They must be sure there is an appropriate distance between desks in the exam room.
- They must make sure mobile phones are collected before the exam.
- They must make sure the test takers are seated according to the order on the attendance sheet.
- They must check students' identity cards and make sure that their photos on identity cards are up-to-date and recognizable.

- Each invigilator must write the exam start and finish time on the board.
- They must make sure all students sign their names on the attendance sheet before the exam starts.
- They must warn the students before the exam that any attempt of cheating and plagiarism will invalidate their exam instantly. Any case of cheating and plagiarism must be reported as written to the administration with the evidence.
- They must follow all the instructions in the exam checklist prepared by the unit, and written rules on the envelope must be read aloud to the test takers before the exam starts.

During the exam:

- Each invigilator must be fully present in the exam room and direct their close attention to test takers to prevent cheating.
- There should be no exchange of items.
- Apart from giving exam instructions, there should be no communication or cooperation in the exam room, either from the invigilator to or between test takers.
- For the listening part, they must carefully follow the steps and instructions in the exam checklist prepared by the unit.
- All the classroom doors should remain open during the exam period except for the listening part.
- Students are allowed to enter the exam in the first 45 minutes.
- Invigilators must ensure that the latecomers sign the attendance sheet before they leave the classroom.

After the exam:

- Each invigilator must make sure that the exam file includes all the exam papers - the exam booklets, optical forms, writing papers - and the attendance sheet signed by all the students.
- Each invigilator must submit the exam file to the unit.

17.7 Applying the Spoken Part of the Exams

Before the exam:

- Two instructors are assigned for this part of the exam. Only one of them performs as the interlocutor while both of them grade the performances of the students.
- They receive the exam documents via email from the coordinators and go to the classroom 30 minutes earlier.
- When they go to the classroom, they make sure the computer is connected to the Internet, and they have downloaded the exam's PPT file.
- The interlocutors check the camera and the microphone of the computer to make sure recordings can be done properly.
- Before starting the exam, students show their ID cards or passports.
- The interlocutors open the PPT file.

- The interlocutors start the exam.

During the exam:

- There is an interlocutor's guide for the interlocutor to follow during the exam.
- The guide acts as a script to read. The interlocutors follow the guide strictly, without any changes, additions or omissions. They must not translate or paraphrase anything written on the guide.
- In case the candidates do not speak at all, they read the exam questions and use the prompts given. They must not give extra prompts or ask different questions.
- The interlocutors do not let the students take notes.
- The order of the steps proceeds as follows:
 - The candidate enters the room and shows their ID.
 - The interlocutor shares the screen (PPT).
 - The interlocutor starts to record the exam.
 - The interlocutor follows the guide strictly.
 - The candidate leaves the meeting.

After the exam:

- Both of the instructors grade the candidate's performance based on the given criteria.
- The instructors negotiate if they have points above the specified discrepancy.
- They take the average of the grades and write the final grade on the scoring sheet.
- The instructors wait for the next candidate to enter the room.
- The interlocutors upload the exam recordings and the scoring sheet to the link shared by the Standardization Unit.

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Appendix 1: Content and Materials Selection Criteria

CONTENT AND MATERIALS SELECTION CRITERIA

Dear Instructors,

This questionnaire has been prepared to obtain your perceptions on the content and the materials suitable for our curriculum objectives. As you are an essential part of our system, it is very important for us that you give your opinions on the presented/selected content and the materials objectively and correctly. The answers and results will be kept confidential.

The criteria are made up of eight parts.

No.	Criteria	S t r o n g l y a g r e e	A g r e e	N e i t h e r a g r e e n o r d i s a g r e e	D i s a g r e e	S t r o n g l y d i s a g r e e
1.	General Aims and Approaches					

	<ul style="list-style-type: none"> The aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners. 	5	4	3	2	1
	<ul style="list-style-type: none"> The materials of the coursebook are in line with the syllabus. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook is flexible and it allows different teaching and learning styles. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook is suited to the learning/teaching situation at BUUSFL. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook is comprehensive and it covers most or all of what is needed. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook is a good resource for students and teachers. 	5	4	3	2	1
2.	Design and Organization					
	<ul style="list-style-type: none"> The content of the coursebook is organized well for learners and teachers (e.g. according to structure, function, topics, skill, etc.). 	5	4	3	2	1
	<ul style="list-style-type: none"> The content of the coursebook is sequenced well (e.g. on the basis of complexity, 'learnability', usefulness, etc.) 	5	4	3	2	1
	<ul style="list-style-type: none"> The grading and progression in the coursebook are suitable for the learners. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook allows the students to complete the work needed to meet any external syllabus requirements. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook has adequate recycling and revision. 	5	4	3	2	1

	<ul style="list-style-type: none"> The coursebook provides a reference section for grammar, vocabulary etc. 	5	4	3	2	1
	<ul style="list-style-type: none"> The materials are suitable for individual study. 	5	4	3	2	1
3.	Language Content					
	<ul style="list-style-type: none"> The course book covers the main grammar items appropriate to each level. 	5	4	3	2	1
	<ul style="list-style-type: none"> The materials of vocabulary are adequate in terms of quantity and range, emphasis placed on vocabulary development, and strategies for individual learning. 	5	4	3	2	1
	<ul style="list-style-type: none"> The materials of pronunciation work are adequate in terms of individual sounds, word stress, sentence stress, and intonation. 	5	4	3	2	1
	<ul style="list-style-type: none"> The language style and language appropriacy are matched with social situations. 	5	4	3	2	1
4.	Skills					
	<ul style="list-style-type: none"> All four skills are adequately covered in the coursebook and in line with the course aim and syllabus requirements. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook has adequate materials for integrated skill work. 	5	4	3	2	1
	<ul style="list-style-type: none"> Reading passages and associated activities are suitable for students' levels, interests, etc. 	5	4	3	2	1

	<ul style="list-style-type: none"> Listening materials are well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension of the students. 	5	4	3	2	1
	<ul style="list-style-type: none"> Material for spoken English (dialogues, role plays, etc.) are well designed to equip learners for real-life interactions. 	5	4	3	2	1
	<ul style="list-style-type: none"> Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles. 	5	4	3	2	1
5	Topics					
	<ul style="list-style-type: none"> The coursebook has sufficient materials of genuine interest to the learners. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook has enough variety and range of topics. 	5	4	3	2	1
	<ul style="list-style-type: none"> The topics help expand the students' awareness and enrich their experience. 	5	4	3	2	1
	<ul style="list-style-type: none"> The topics are sophisticated enough in content, yet within the learners' language level. 	5	4	3	2	1
	<ul style="list-style-type: none"> The coursebook makes the students able to relate to the social and cultural contexts. 	5	4	3	2	1
	<ul style="list-style-type: none"> Other groups are represented in the coursebook with reference to ethnic origin, occupation, disability, etc. 	5	4	3	2	1
6.	Methodology					

	<ul style="list-style-type: none"> • Approach/approaches that are taken by the coursebook is/are appropriate to the learning/teaching situation at BUUSFL. 	5	4	3	2	1
	<ul style="list-style-type: none"> • Level of the students that can be expected from the coursebook matches with the students' learning styles and expectations. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The techniques used for presenting/practising new language items are suitable for the learners' level. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The communicative abilities are developed well in the coursebook. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook expects the students to take a degree of responsibility for their own learning (e.g. by setting their own individual learning targets). 	5	4	3	2	1
7.	Teacher's Books					
	<ul style="list-style-type: none"> • The coursebook provides adequate guidance for the teachers who will be using the coursebook and its supporting materials. 	5	4	3	2	1
	<ul style="list-style-type: none"> • Teacher's books are comprehensive and supportive. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook adequately covers teaching techniques, language items such as grammar rules and culture-specific information. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The writers of the coursebook set out and justify the basic premises and principles underlying the materials. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The answer keys for exercises are provided by the coursebook. 	5	4	3	2	1

8.	Practical Considerations					
	<ul style="list-style-type: none"> • The coursebook has a reasonable price and represents good value for money. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The quality of the coursebook is good (e.g. strong and long-lasting, attractive in appearance). 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook is easy to obtain for students and instructors. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook is up-to-date (e.g. published within the past 10 years). 	5	4	3	2	1
	<ul style="list-style-type: none"> • The objectives are specified explicitly in the coursebook. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook has supporting online materials/tests and e-format to be used in class. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The coursebook can easily be integrated into technology, thereby allowing for individual study out of class. 	5	4	3	2	1
	<ul style="list-style-type: none"> • The publishers of the coursebook provide technical support for its online services (e.g. support for digital services, call centre). 	5	4	3	2	1

(Adapted from: “Choosing your Course book” Cunningsworth, 1995)

Appendix 2: Program Evaluation Questionnaire for Students

Dear Students,

Our questionnaire has been prepared to sustain our educational quality and get your perceptions on BUUSFL curriculum. As you are an important part of our system, it is very important for us that you answer the questions objectively and correctly. The answers and results will be kept confidential.

The questionnaire is made up of seven parts. Please select the number that best represents your opinion for each item in each part:

(5) Strongly agree; (4) Agree; (3) Neither agree nor disagree; (2) Disagree; (1) Strongly disagree

Sevgili Öğrenciler,

Anketimiz, eğitim ve öğretim kalitemizi sürdürürebilmek ve siz öğrencilerimizin ihtiyaçlarına cevap vermek üzere hazırlanmıştır. Sizler öğretim sistemimizin merkezini oluşturduğunuz için vereceğiniz cevapların doğru ve tarafsız olması oldukça önemlidir. Cevaplar ve sonuçlar tamamen gizli tutulacaktır.

Anket yedi bölümden oluşmaktadır. Lütfen her bölümdeki ifade için fikrinizi en doğru yansıtan sayıyı seçiniz:

(5) Kesinlikle katılıyorum; (4) Katılıyorum; (3) Kararsızım ; (2) Katılmıyorum; (1) Kesinlikle katılmıyorum

	St ro ng ly ag re e K es inl ikl e ka tl ty or u m	A gr ee K atı ly or u m	N eit he r ag re e no r di sa gr ee K ar ar sız ım	Di sa gr ee K atı lm ty or u m	St ro ng ly di sa gr ee K es inl ikl e ka tl mı yo ru m
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A) The Program / Program

<p>1) I think the program motivates us to learn English.</p> <p>1) Programın bizi İngilizce öğrenmeye motive ettiğini düşünüyorum.</p>	5	4	3	2	1
<p>2) I think the program has sufficient time for revision.</p> <p>2) Programda tekrar için yeterince zaman olduğunu düşünüyorum.</p>	5	4	3	2	1
<p>3) I think the duration of each lesson (45 mins.) is sufficient.</p> <p>3) Ders sürelerinin (45 dk) yeterli olduğunu düşünüyorum.</p>	5	4	3	2	1

<p>4) I think the program has been designed in a way that encourages us to actively participate in the lessons.</p> <p><i>4) Programın bizleri derslere aktif olarak katılmaya teşvik edecek şekilde tasarlandığını düşünüyorum.</i></p> <p>5) I think the program has been designed in a way that helps us familiarize ourselves with AI and foster learner digital literacy.</p> <p><i>5) Programın yapay zekayı tanımamıza ve dijital okuryazarlığımızı geliştirmemize yardımcı olacak şekilde tasarlandığını düşünüyorum.</i></p>	5	4	3	2	1
<p>6) I think the program helps us develop our speaking skills.</p> <p><i>6) Programın konuşma becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>7) I think the program helps us develop our writing skills.</p> <p><i>7) Programın yazma becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>8) I think the program helps us develop our listening skills.</p> <p><i>8) Programın dinleme becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>9) I think the program helps us develop our reading skills.</p> <p><i>9) Programın okuma becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1

<p>10) I think the program helps us develop our vocabulary.</p> <p><i>10) Programın kelime dağarcığımızı geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>11) I think the program helps us develop our grammar.</p> <p><i>11) Programın dil bilgisi bilgimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>12) I think the program will help me with my departmental courses.</p> <p><i>12) Programın bölüm derslerime katkı sağlayacağını düşünüyorum.</i></p>					
<p>13) I think I am aware of the objectives of the program.</p> <p><i>13) Programın hedeflerinin farkında olduğumu düşünüyorum.</i></p>	5	4	3	2	1
<p>14) I think it is transparent and beneficial to share the syllabus with us at the beginning of each quarter.</p> <p><i>14) Müfredatın her çeyrek başında bizimle paylaşılmasının şeffaf ve faydalı olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>15) I think the revisions, guiding and explanations in Online Advisory Hour on Fridays help me to study in a systematic way.</p> <p><i>15) Cuma günleri Çevrimiçi Danışmanlık derslerindeki tekrar çalışmaları, bilgilendirme ve açıklamaların sistemli çalışmama yardımcı olduğunu düşünüyorum.</i></p>	5	4	3	2	1

<p>16) I think the activities in the Digital Syllabus are helpful as they give me the opportunity to practise what I have learned.</p> <p><i>16) Dijital Müfredat alıştırma larının öğrendiklerimi pratik yapma şansı verdiği nden faydalı olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>17) I think Mock Exams, which are held before the end of module exams, are good chances for me to see the level of my learning outcomes.</p> <p><i>17) Çeyrek sonu ve modül sonu sınavlarından önce yapılan deneme sınavlarının, kazanımlarımın seviyesini gösterdiği için iyi birer fırsat olduğunu düşünüyorum.</i></p>	5	4	3	2	1
B) Course Materials / Ders Materyalleri (Voices A2, A2-B1, B1)					
<p>1) I think the course books are up to date.</p> <p><i>1) Ders kitaplarının güncel olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>2) I think the course books are appropriate for our level of English.</p> <p><i>2) Ders kitaplarının İngilizce seviyemize uygun olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>3) I think the units (topics) in the course books appeal to our interests.</p> <p><i>3) Ders kitaplarındaki ünitelerin (konuların) ilgilerimize hitap ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>4) I think the course books are motivating to study.</p> <p><i>4) Ders kitaplarının çalışmaya motive edici olduğunu</i></p>	5	4	3	2	1

<i>düşünüyorum.</i>					
<p>5) I think the course books encourage us to do research.</p> <p><i>5) Ders kitaplarının bizi araştırma yapmaya teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>6) I think the course books cover all four skills (listening, reading, writing, speaking) adequately.</p> <p><i>6) Ders kitaplarının dört beceriyi (dinleme, okuma, yazma, konuşma) yeterli düzeyde kapsadığını düşünüyorum.</i></p>	5	4	3	2	1
<p>7) I think the course books cover the language elements (grammar and vocabulary) adequately.</p> <p><i>7) Ders kitaplarının dil öğelerini (gramer ve kelime) yeterli düzeyde kapsadığını düşünüyorum.</i></p>	5	4	3	2	1
<p>8) I think the course books have adequate recycling and revision.</p> <p><i>8) Ders kitaplarının yeterli düzeyde yeniden kullanım ve tekrar içerdiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>9) I think the course books promote diversity.</p> <p><i>9) Ders kitaplarının çeşitliliği teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>10) I think the course books promote equality.</p> <p><i>10) Ders kitaplarının eşitliği teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1

<p>11) I think the coursebooks cover sustainability issues (such as environmental, cultural, and economic awareness).</p> <p><i>11) Ders kitaplarının sürdürülebilirlik konularını (çevresel, kültürel, ekonomik farkındalık gibi) kapsadığını düşünüyorum.</i></p>	5	4	3	2	1
C) Course Materials / Ders Materyalleri (Skillful 2 and 3)					
<p>1) I think the course books are up-to-date.</p> <p><i>1) Ders kitaplarının güncel olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>2) I think the course books are appropriate for our level of English.</p> <p><i>2) Ders kitaplarının İngilizce seviyemize uygun olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>3) I think the units (topics) in the course books appeal to our interests.</p> <p><i>3) Ders kitaplarındaki ünitelerin (konuların) ilgilerimize hitap ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>4) I think the course books are motivating to study.</p> <p><i>4) Ders kitaplarının çalışmaya motive edici olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>5) I think the course books encourage us to do research.</p> <p><i>5) Ders kitaplarının bizi araştırma yapmaya teşvik ettiğini</i></p>	5	4	3	2	1

<i>düşünüyorum.</i>					
<p>6) I think the course books cover all four skills (listening, reading, writing, speaking) adequately.</p> <p><i>6) Ders kitaplarının dört beceriyi (dinleme, okuma, yazma, konuşma) yeterli düzeyde kapsadığını düşünüyorum.</i></p>	5	4	3	2	1
<p>7) I think the course books cover the language elements (grammar and vocabulary) adequately.</p> <p><i>7) Ders kitaplarının dil öğelerini (gramer ve kelime) yeterli düzeyde kapsadığını düşünüyorum.</i></p>	5	4	3	2	1
<p>8) I think the course books have adequate recycling and revision.</p> <p><i>8) Ders kitaplarının yeterli düzeyde yeniden kullanım ve tekrar içerdiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>9) I think the course books promote diversity.</p> <p><i>9) Ders kitaplarının çeşitliliği teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>10) I think the course books promote equality.</p> <p><i>10) Ders kitaplarının eşitliği teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>11) I think the coursebooks cover sustainability issues (such as environmental, cultural, and economic awareness).</p> <p><i>11) Ders kitaplarının sürdürülebilirlik konularını (çevresel, kültürel, ekonomik farkındalık gibi) kapsadığını düşünüyorum.</i></p>	5	4	3	2	1

D) Portfolio Assessment / Portfolyo Değerlendirmesi

<p>1) I think the assessment and practice tasks in the writing portfolio help us improve our writing skills in English.</p> <p>1) <i>Yazma portfolyosundaki değerlendirme ve pratik görevlerinin yazma becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>2) I think the writing portfolio includes tasks which help us familiarize ourselves with AI.</p> <p>2) <i>Yazma portfolyosununun yapay zeka kullanımına alışmamızı sağlayan görevler içerdiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>3) I think the writing portfolio includes tasks which assist our language learning process to foster learner autonomy.</p> <p>3) <i>Yazma portfolyosununun otonom dil öğrenme sürecimizi destekleyen görevler içerdiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>4) I think the writing portfolio includes tasks which assist our language learning process to foster learner digital literacy.</p> <p>4) <i>Yazma portfolyosununun dijital okuryazar olmamızı destekleyen ve dil öğrenme sürecine yardımcı olan görevler içerdiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>5) I think writing portfolio tasks motivates us to perform in writing more.</p> <p>5) <i>Portfolyo görevlerinin bizi daha fazla yazmaya motive ettiğini düşünüyorum.</i></p>	5	4	3	2	1

<p>6) I think the assessment and practice tasks in the speaking portfolio help us improve our speaking skills in English.</p> <p>6) <i>Konuşma portfolyosundaki değerlendirme ve pratik görevlerinin konuşma becerimizi geliştirmemize yardım ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>7) I think speaking portfolio tasks motivate us to speak more in English.</p> <p>7) <i>Portfolyo görevlerinin bizi daha fazla konuşmaya motive ettiğini düşünüyorum.</i></p>	5	4	3	2	1
<p>8) I think reflection letters create awareness for us in our own language learning process.</p> <p>8) <i>Özdeğerlendirme mektubunun (reflection letter) kendi öğrenme sürecimiz hakkında farkındalık yarattığını düşünüyorum.</i></p>	5	4	3	2	1
<p>9) I think <i>Microsoft Teams</i> is an effective platform to follow portfolio tasks and monitor our progress.</p> <p>9) <i>Microsoft Teams'in portfolyo görevlerini takip etmek ve gelişimimizi izlemek için etkili bir platform olduğunu düşünüyorum.</i></p>	5	4	3	2	1
E) In-Class Participation / Ders İçi Katılım					
<p>1) I think the In-Class Participation Grade encourages us to participate more in the lessons.</p> <p>1) <i>Ders içi katılım notunun bizi derse daha fazla katılmaya teşvik ettiğini düşünüyorum.</i></p>	5	4	3	2	1

<p>2) I think the In-Class Participation Grade, which is 2 points in total, is appropriate.</p> <p>2) <i>Toplamda 2 puan olan ders içi katılım notunun uygun olduğunu düşünüyorum.</i></p>	5	4	3	2	1
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F) Online Programs (LMS) and Tools / Çevrimiçi Programlar ve Araçlar					
<p>1) I think the online programs (Spark and Macmillan) help me learn English better.</p> <p>1) <i>Çevrimiçi programların (Spark ve Macmillan) İngilizce'yi daha iyi öğrenmeme yardımcı olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>2) I find online programs (Spark and Macmillan) useful for revising the topics in the course books.</p> <p>2) <i>Çevrimiçi programların (Spark ve Macmillan) ders kitabında işlenen konuların tekrarı için faydalı olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>3) Allocating grades for doing the exercises in online programs (Spark and Macmillan) encourages me to practise more.</p> <p>3) <i>Çevrimiçi programlardaki (Spark and Macmillan) alıştırmalar için not verilmesi beni daha fazla pratik yapmaya teşvik ediyor</i></p>	5	4	3	2	1
<p>4) I think online tools (Quizizz, Quizlet, and Google Forms) help me practise different language skills.</p> <p>4) <i>Çevrimiçi araçların (Quizizz, Quizlet ve Google Forms) farklı dil becerilerimi pratik etmeme yardımcı olduğunu düşünüyorum.</i></p>	5	4	3	2	1
<p>5) I think <i>Microsoft Teams</i> is an effective tool as a means of communication with instructors.</p>	5	4	3	2	1

5) *Microsoft teams programının öğretim görevlileriyle iletişim açısından etkili bir araç olduğunu düşünüyorum.*

G) Comments / Yorumlar

1) What do you think are the strengths and weaknesses of the curriculum?

1) *Sizce eğitim programının güçlü ve zayıf yönleri nelerdir?*

2) What changes would you recommend to improve the curriculum?

2) *Eğitim programını geliştirmek için ne önerirsiniz?*

Thank you.

(Adapted from: Bayram & Canaran, 2019.)

Appendix 3: Program Evaluation Questionnaire for Instructors

Dear Instructors,

Our questionnaire has been prepared to sustain our educational quality and get your perceptions on BUUSFL curriculum. As you are an important part of our system, it is very important for us that you answer the questions objectively and correctly. The answers and results will be kept confidential.

The questionnaire is made up of eight parts. Please select the number that best represents your opinion for each item in each part:

(5) Strongly agree; (4) Agree; (3) Neither agree nor disagree; (2) Disagree; (1) Strongly disagree

	S t r o n g l y a g r e e	A g r e e	N e i t h e r a g r e e n o r d i s a g r e e	D i s a g r e e	S t r o n g l y d i s a g r e e
A) The Program					

1) I think the program motivates students to learn English.	5	4	3	2	1
2) I think the program has sufficient time for revision.	5	4	3	2	1
3) I think the duration of each lesson (45 mins.) is sufficient.	5	4	3	2	1
4) I think the length of each quarter / module is sufficient.	5	4	3	2	1
5) I think the program has been designed in a way that encourages students to actively participate in the lessons.	5	4	3	2	1
6) I think the program has been designed in a way that helps students familiarize themselves with AI and foster learner digital literacy.	5	4	3	2	1
7) I think the program helps students develop their speaking skills.	5	4	3	2	1
8) I think the program helps students develop their writing skills.	5	4	3	2	1
9) I think the program helps students develop their listening skills.	5	4	3	2	1
10) I think the program helps students develop their reading skills.	5	4	3	2	1
11) I think the program helps students develop their vocabulary.	5	4	3	2	1
12) I think the program helps students develop their grammar.	5	4	3	2	1

13) I think the program will help students with their departmental courses.	5	4	3	2	1
14) I think I am aware of the objectives of the program.	5	4	3	2	1
15) I think my students are aware of the objectives of the program.	5	4	3	2	1
16) I think it is transparent and beneficial to share the syllabus with students at the beginning of each quarter.	5	4	3	2	1
17) I think the revisions, guiding and explanations in Online Advisory Hour on Fridays help my students to study in a systematic way.	5	4	3	2	1
18) I think the activities in the Digital Syllabus are helpful as they give my students the opportunity to practise what they have learned.	5	4	3	2	1
19) I think Mock Exams, which are held before the end of module exams, are good chances for my students to see the level of their learning outcomes.	5	4	3	2	1

B) Course Materials (Voices A2, A2-B1, B1)					
1) I think the course books are up-to-date.	5	4	3	2	1
2) I think the course books are appropriate for students' level of English.	5	4	3	2	1

3) I think the units (topics) in the course books appeal to students' interests.	5	4	3	2	1
4) I think the course books are motivating to study.	5	4	3	2	1
5) I think the course books encourage students to do research.	5	4	3	2	1
6) I think the course books cover all four skills (listening, reading, writing, speaking) adequately.	5	4	3	2	1
7) I think the course books cover the language elements (grammar and vocabulary) adequately.	5	4	3	2	1
8) I think the course books have adequate recycling and revision.	5	4	3	2	1
9) I think the course books promote diversity.	5	4	3	2	1
10) I think the course books promote equality.	5	4	3	2	1
11) I think the coursebooks cover sustainability issues (such as environmental, cultural, and economic awareness).	5	4	3	2	1

C) Course Materials (Skillful 2&3)					
1) I think the course books are up-to-date.	5	4	3	2	1

2) I think the course books are appropriate for students' level of English.	5	4	3	2	1
3) I think the units (topics) in the course books appeal to students' interests.	5	4	3	2	1
4) I think the course books are motivating to study.	5	4	3	2	1
5) I think the course books encourage students to do research.	5	4	3	2	1
6) I think the course books cover all four skills (listening, reading, writing, speaking) adequately.	5	4	3	2	1
7) I think the course books cover the language elements (grammar and vocabulary) adequately.	5	4	3	2	1
8) I think the course books have adequate recycling and revision.	5	4	3	2	1
9) I think the course books promote diversity.	5	4	3	2	1
10) I think the course books promote equality.	5	4	3	2	1
11) I think the coursebooks cover sustainability issues (such as environmental, cultural, and economic awareness).	5	4	3	2	1

D) Online Programs (LMS) and Tools

1) I think the online programs (Spark and Macmillan) help students learn English better.	5	4	3	2	1
2) I find online programs (Spark and Macmillan) are useful for revising the topics in the course books.	5	4	3	2	1
3) Allocating grades for doing the exercises in online programs (Spark and Macmillan) encourages students to practice more.	5	4	3	2	1
4) I think online tools (Quizizz, Quizlet, and Google Forms) help students practise different language skills.	5	4	3	2	1
5) I think <i>Microsoft Teams</i> is an effective tool as a means of communication with students.	5	4	3	2	1

E) Portfolio Assessment					
1) I think the assessment and practice tasks in the writing portfolio help students improve their writing skills in English.	5	4	3	2	1
2) I think the writing portfolio includes tasks which help students familiarize themselves with AI.	5	4	3	2	1
3) I think the writing portfolio includes tasks which assist students' language learning process to foster learner autonomy.	5	4	3	2	1
4) I think the writing portfolio includes tasks which assist students' language learning process to foster learner digital literacy.	5	4	3	2	1
5) I think writing portfolio tasks motivate students to perform in writing more.	5	4	3	2	1

6) I think the assessment and practice tasks in the speaking portfolio help students improve their speaking skills in English.	5	4	3	2	1
7) I think speaking portfolio tasks motivate students to perform in speaking more.	5	4	3	2	1
8) I think reflection letters create awareness for students in their own language learning process.	5	4	3	2	1
9) I think <i>Microsoft Teams</i> is an effective platform to manage portfolio tasks and monitor students' progress.	5	4	3	2	1

F) In-Class Participation					
1) I think the In-Class Participation Grade encourages students to participate more in the lessons.	5	4	3	2	1
2) I think the In-Class Participation Grade, which is 2 points in total, is appropriate.	5	4	3	2	1

G) Comments




1) What do you think are the strengths and weaknesses of the curriculum?

2) What changes would you recommend to improve the curriculum?

Thank you.

(Adapted from: Bayram & Canaran, 2019.)

Appendix 4: Placement Exam Test Specifications

 BURSA ULUDAĞ UNIVERSITY INSTITUTE OF FOREIGN LANGUAGES	
PLACEMENT EXAM SPECIFICATIONS FOR TEACHERS	
 Lifelong Learning Programme	Form: YDYO_KOOR_06.01

Academic Year	2024-2025
Levels	A2, B1, B1+, B2
Exam	Placement Exam
Sessions	Session 1: Language Use (Grammar + Vocabulary) + Reading + Listening

SESSION 1

Presentation	
Material format	Paper
Font type	Arial
Font size	11
Spacing	single
Marking	
Marks per correct answer	1,66
Total marks	100
LANGUAGE USE (VOCABULARY)	
LEVELS	A2, B1, B1+, B2
Content	
Topic	<ul style="list-style-type: none"> • A2 level vocabulary (noun, verb, adjective, adverb, and synonym or antonym)

	<ul style="list-style-type: none"> • B1 level vocabulary (adjective, adverb, phrasal verb and synonym or antonym) • B1+ level vocabulary (adjective, phrasal verb and synonym or antonym) • B2 level vocabulary (noun, verb, adjective, adverb, phrasal verb, adjectival phrase, adverbial phrase, verbal phrase, noun phrase, collocations with nouns, collocations with prepositions, cause and effect collocations, prefixes and suffixes, word forms)
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> • select the A2 level vocabulary to complete simple sentence level contexts. <i>(Ref: A2 / Communicative language competences / Linguistic competence / Vocabulary range)</i> • select the B1 level vocabulary to complete sentence level contexts on familiar topics. <i>(Ref: B1 / Communicative language competences / Linguistic competence / Vocabulary range)</i> • select the B2 level vocabulary to complete sentence level contexts on matters connected to fields and general topics. <i>(Ref: B2 / Communicative language competences / Linguistic competence / Vocabulary range)</i>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> • use a good range of vocabulary related to familiar topics and everyday situations to identify B1 level vocabulary • use a good range of vocabulary for matters connected to their interest and most general topics to identify the B1+ level vocabulary • identify the A2, B1, B1+ and B2 level vocabulary
Channel	Written
Marking	
Weighting	A2: <u>5 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.)

	B1: <u>4 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.) B1+: <u>3 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.) B2: <u>4 QUESTIONS</u> 5% of the exam (total 5 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	A2, B1, B2: Multiple choice questions B1+: Multiple choice questions + Cloze test			
Language Focus	Lexis			
Example	Hurricane Katrina was one of the most _____ storms in recent memory causing over 1,800 deaths and \$125 billion in damage in the city of New Orleans and the surrounding areas. a) thrilling b) destructive c) frugal d) flexible			
Number of items	16			
Number of options	key	1	distracters	3

LANGUAGE USE (GRAMMAR)				
LEVELS	A2, B1, B1+, B2			
Content				
Topic	A2, B1, B1+, B2 level grammatical structures (pronouns, articles, quantifiers, tenses, modals, comparatives/superlatives, if clauses, passives, relative clauses, reported speeches etc.)			
Learning Outcomes	Students can <ul style="list-style-type: none"> select A2 level grammatical structures in basic sentence patterns. (Ref: A2 / Communicative language competences / Linguistic competence / General linguistic range) select B1 level grammatical structures in familiar sentence patterns. 			

	<p><i>(Ref: B1 / Communicative language competences / Linguistic competence / General linguistic range)</i></p> <ul style="list-style-type: none"> select B1+ level grammatical structures in short texts on familiar topics. <p><i>(Ref: B1 / Communicative language competences / Linguistic competence / Grammatical accuracy)</i></p> <ul style="list-style-type: none"> select B2 level grammatical structures in simple and complex sentence patterns. <p><i>(Ref: B2 / Communicative language competences / Linguistic competence / Grammatical accuracy)</i></p>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> use a repertoire of structures for frequently used “routines” and patterns associated with more predictable situations with reasonable accuracy to identify the B1 level grammatical structures. use a repertoire of structures in familiar contexts; with reasonable accuracy and generally good control to identify the B1+ level grammatical structures. identify the A2, B1, B1+, B2 level grammatical structures.
Channel	Written
Marking	
Weighting	<p>A2: <u>4 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.)</p> <p>B1: <u>4 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.)</p> <p>B1+: <u>4 QUESTIONS</u> 7.5% of the exam (total 7.5 pts.)</p> <p>B2: <u>3 QUESTIONS</u> 5% of the exam (total 5 pts.)</p>
Response Format	Students mark their answers on optic forms.
Task	
Task Type	<p>A2, B1, B2: Multiple choice questions</p> <p>B1+: Cloze test</p>
Language Focus	Grammatical structures

Example	If Jessica _____ afraid of heights, she _____ on the 30th floor of this skyscraper. a) a) weren't / would live b) b) wasn't / will live c) c) hasn't been / had lived d) d) hadn't been / can live			
Number of items	15			
Number of options	key	1	distracters	3

READING	
LEVELS	A2, B1, B1+, B2
Content	
Genre	Newspaper or magazine articles, emails, blogs, advertisements, short stories, reviews
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> • identify the main points of short texts dealing with everyday topics. <i>Ref. CEFR A2+ Communicative language activities / Reception / Reading comprehension / Reading for information and argument</i> • identify specific information in simple material they encounter. <i>Ref: CEFR A2+ Communicative language activities/Reception/Reading comprehension/ Reading for information and argument</i> • make basic inferences or predictions about text content from headings, titles or headlines. <i>Ref: CEFR B1 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written)</i> • identify references to previously provided information. <i>Ref: CEFR B1+ Signing competences/Reception/Pragmatic competence/Sign text structure</i>

	<ul style="list-style-type: none"> • find and understand relevant information in everyday material such as letters, emails, short news articles and magazine articles. <i>Ref: CEFR B1 Communicative language activities/Reception/Reading comprehension/ Reading for orientation</i> • use a variety of strategies to achieve comprehension and/or summarize a text, including watching out for main points and checking comprehension by using contextual clues. <i>Ref: CEFR B2 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written)</i> • recognise the line of argument such as cause-effect, reason-result, and advantage-disadvantage in the treatment of the issue presented, though not necessarily in detail. <i>Ref: CEFR B1+ Communicative language activities/Reception/Reading comprehension/Reading for information and argument</i> • deduce the probable meaning of unknown words in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes). <i>Ref: CEFR B1 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written)</i> • follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). <i>Ref: CEFR B1 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written)</i> • show understanding of straightforward, factual texts on subjects relating to their interests or studies. <i>Ref: CEFR B1+ Communicative language activities/Reception/Reading</i>
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	<p><i>comprehension/Reading for information and argument</i></p> <ul style="list-style-type: none"> • follow a line of argumentation or the sequence of events in a text. <i>Ref: CEFR B1 Communicative language activities/Reception/Identifying cues and inferring (spoken, signed and written)</i> • read correspondence relating to their field of interest and readily grasp the essential meaning. <i>Ref: CEFR B2 Communicative language activities/Reception/Reading comprehension/Reading correspondence</i> • use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues. <i>Ref: CEFR B2 Communicative language activities/Reception/Identifying cues and inferring (spoken, signed and written)</i> • understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted. <i>Ref: CEFR B2 Communicative language activities/Reception/Reading comprehension/Reading for information and argument</i>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> • read and understand very short, simple texts and find specific, predictable information in simple everyday materials in A2 level. • read and understand texts that consist mainly of high frequency every day or job-related language in B1 level. • read and understand not only simple connected texts on familiar matters but also clear detailed texts on a wide range of subjects in B1+ level. • read and understand texts, articles and reports on a wide range of professional topics in B2 level.
READING 1 / A2	

Text specs.			
Channel	Written		
Lexis	K1: 84.69% K2: 6.70% AWL: 0% Off-List Words: 7.66%		
Length of Text	209 words		
Complexity	Lex density: 0.42		
Marking			
Weighting	3.75% of the exam (total 3.75 pts.)		
Response Format	Students mark their answers on optic forms.		
Task			
Task Type	Multiple choice questions		
Task Focus	Reading comprehension		
Example	<p>How long did the writer stay in the hotel?</p> <p>a) two weeks b) six days c) seven weeks d) ten days</p>		
Number of items	3		
Number of options	key	1	distracters 3
READING 2 / B1			
Text specs.			
Channel	Written		
Lexis	K1: 79.756% K2: 10.37% AWL: 2.22% Off-List Words: 7.65%		
Length of Text	405 words		
Complexity	Lex density: 0.47		

Marking	
Weighting	6.25% of the exam (total 6.25 pts.)
Response Format	Students mark their answers on optic forms.
Task	
Task Type	Multiple choice questions
Task Focus	Reading comprehension
Example	<p>According to the text, which statement is TRUE?</p> <p>a) The liver of a polar bear is highly poisonous to humans.</p> <p>b) Steven Spielberg produced Coca Cola's Polar Bear movie in 2013.</p> <p>c) "Cold Bear" is an alternative name for a polar bear.</p> <p>d) Most polar bear cubs are born in spring and autumn.</p>
Number of items	4
Number of options	key 1 distracters 3
READING 3 / B1+	
Text specs.	
Channel	Written
Lexis	K1: 62.83% K2: 8.85% AWL: 19.69% Off-List Words: 8.63%
Length of Text	452 words
Complexity	Lex density: 0.64
Marking	
Weighting	6.25% of the exam (total 6.25 pts.)
Response Format	Students mark their answers on optic forms.
Task	

Task Type	Multiple choice questions			
Task Focus	Reading comprehension			
Example	<p>According to the text, Ralph Nader’s success results from ____.</p> <p>a) his work experience in the American car industry b) his regular visits to the works and factories c) his knowledge of the American legal system d) his contact within the American government</p>			
Number of items	4			
Number of options	key	1	distracters	3
READING 4 / B2				
Text specs.				
Channel	Written			
Lexis	K1: 71.86% K2:6.59% AWL: 12.97% Off-List Words:8.58%			
Length of Text	501 words			
Complexity	Lex density: 0.56			
Marking				
Weighting	6.25% of the exam (total 6.25 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	Multiple choice questions			
Task Focus	Reading comprehension			
Example	<p>It can be inferred from the passage that ____.</p> <p>a) all the common farm animals are herbivorous animals b) some of the common farm animals are also carnivore c) carnivorous animals are vegetarian</p>			

	d) lion is the only animal which is carnivore		
Number of items	4		
Number of options	key	1	distracters 3

LISTENING	
Content	
Genre	<p>Monologues: instructions, lectures, presentations, news, announcements, reports, stories, anecdotes, talks, etc.</p> <p>Dialogues: conversations, interviews, discussions etc.</p>
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> • understand and extract the essential information from short, recorded passages and short broadcasts dealing with predictable everyday matters which are delivered slowly and clearly. <i>Ref: CEFR A2 Communicative language activities / Reception / Oral comprehension / Understanding audio (or signed) media and recordings</i> • understand the main points made in recorded clear standard language or a familiar variety on familiar matters. <i>Ref: CEFR B1 Communicative language activities/Reception/Oral comprehension/ Overall oral comprehension</i> • understand the main points of simple recorded material about familiar subjects delivered relatively slowly and clearly. <i>Ref: CEFR B1 Communicative language activities/Reception/Oral comprehension/ Understanding audio (or signed) media and recordings</i>

	<ul style="list-style-type: none"> • understand the main points and important details in stories, narratives, etc. (e.g. a description of a holiday), provided the delivery is slow and clear. <i>Ref: CEFR B1 Communicative language activities/Reception/Oral comprehension/ Understanding audio (or signed) media and recordings</i> • recognise when people agree and disagree in a conversation conducted slowly and clearly. <i>Ref: CEFR A2+1 Communicative language activities/Reception/Oral comprehension/ Understanding conversation between other people</i> • understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. <i>Ref: CEFR B1+ Communicative language activities/Reception/Oral comprehension/ Overall oral comprehension</i> • distinguish between main ideas and supporting details in standard lectures or talks on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety. <i>Ref: CEFR B1+ Communicative language activities/Reception/Oral comprehension/ Understanding as a member of a live audience</i> • understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization. <i>Ref: CEFR B2 Communicative language activities/Reception/Oral comprehension/Overall oral comprehension</i> • understand straightforward factual information about common everyday or job-related topics, identifying both general
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	<p>messages and specific details, provided people articulate clearly in a generally familiar variety.</p> <p><i>Ref: CEFR B2 Communicative language activities/Reception/Oral comprehension/Overall oral comprehension</i></p> <ul style="list-style-type: none"> • use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues. <i>Ref: CEFR B2 Communicative language activities/Reception/ Identifying cues and inferring (spoken, signed and written)</i> • identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. <i>Ref: CEFR B2 Communicative language activities/Reception/Oral comprehension/Understanding conversation between other people</i> • follow extended discourse and complex lines of an argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers. <i>Ref: CEFR B2 Communicative language activities/Reception/Oral comprehension/Overall oral comprehension</i>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> • listen and understand the main point in short, clear, simple recorded messages and announcements in A2 level. • listen and understand the main point of recorded materials on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear in B1 level. • listen and understand the majority of recorded materials on current affairs or topics of personal or professional interest in B1+ level.




	listen and understand both recorded and broadcast materials on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life in B2 level.			
LISTENING 1 / A2				
Text specs.				
Text Type	Dialogue-Short Conversation			
Channel	Audio			
Length of Audio	1.05 minutes			
Marking				
Weighting	3.75% of the exam (total 3.75 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	Multiple choice questions			
Task Focus	Listening Comprehension			
Example	Which main course does the customer order? a) grilled fish b) chicken and rice c) roast beef d) vegetable pasta			
Number of items	3			
Number of options	key	1	distracters	3
LISTENING 2 / B1				
Text specs.				
Text Type	Dialogue: Long Conversation			

Channel	Audio			
Length of Audio	2.06 minutes			
Marking				
Weighting	6.25% of the exam (total 6.25 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	Multiple choice questions			
Task Focus	Listening Comprehension			
Example	<p>The speaker thinks that being in nature ____.</p> <p>a) a) increases our creativity</p> <p>b) reduces our stress level</p> <p>c) affects our concentration</p> <p>d) improves our physical health</p>			
Number of items	3			
Number of options	key	1	distracters	3
LISTENING 3 / B1+				
Text specs.				
Text Type	Dialogue: Interview			
Channel	Audio			
Length of Audio	2.52 minutes			
Marking				
Weighting	6.25% of the exam (total 6.25 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	Multiple choice questions			

Task Focus	Listening Comprehension			
Example	<p>The speaker gives examples from a recent study to support the idea that _____.</p> <p>a) parents find it stressful to argue with their teenagers</p> <p>b) teenagers profit from discussions with their parents</p> <p>c) teenagers do not learn how to solve conflicts</p> <p>d) parents are annoyed by teenagers who talk back</p>			
Number of items	4			
Number of options	key	1	distracters	3
LISTENING 4 / B2				
Text specs.				
Text Type	Monologue: Lecture			
Channel	Audio			
Length of Audio	3.14 minutes			
Marking				
Weighting	6.25% of the exam (total 6.25 pts.)			
Response Format	Students mark their answers on optic forms.			
Task				
Task Type	Multiple choice questions			
Task Focus	Listening Comprehension			
Example	<p>According to the track, regarding social media terminology, a dark post refers to _____.</p> <p>a) a social media ad that does not appear on the advertiser's timeline</p> <p>b) web traffic coming from social media that analytic tools can track</p> <p>c) a link shared privately on social in chats</p> <p>d) a generic term for the stream of content</p>			

Number of items	4			
Number of options	key	1	distracters	3

Appendix 5: Proficiency Exam Test Specifications

 BURSA ULUDAĞ ÜNİVERSİTESİ ULUDAĞ UNIVERSITY FOREIGN LANGUAGES	
PROFICIENCY EXAM SPECIFICATIONS FOR TEACHERS	
 Lifelong Learning Programme	Form: YDYO_KOOR_06.01

Academic Year	2024-2025
Level	B1+
Exam	Proficiency Exam
Sessions	Session 1: Language Use Reading Listening Session 2: Speaking Writing

SESSION 1

Presentation	
Material Format	Paper
Font type	Arial
Font size	11
Spacing	single
Marking	
Points per correct answer	Language use/Reading/Listening - 1.5 points each
Total points	60
LANGUAGE USE (VOCABULARY)	

Content	
Topic	<ul style="list-style-type: none"> • B1 level vocabulary (noun, verb, adjective, adverb, phrasal verb and synonym or antonym) • B2 level vocabulary (noun, verb, adjective, adverb, phrasal verb, adjectival phrase, adverbial phrase, verbal phrase, noun phrase, collocations with nouns, collocations with prepositions, cause and effect collocations, prefixes and suffixes, word forms)
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> • select the B1 level vocabulary to complete sentence level contexts on familiar topics. <i>(Ref: B1 / Communicative language competences / Linguistic competence / Vocabulary range)</i> • select the B2 level vocabulary to complete sentence level contexts on matters connected to fields and general topics. <i>(Ref: B2 / Communicative language competences / Linguistic competence / Vocabulary range)</i>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> • use a good range of vocabulary for matters connected to their interest and most general topics to identify the B1 and B2 levels vocabulary.
Channel	Written
Marking	
Weighting	12% of the exam (total 12 pts.) B1+
Response Format	Students mark their answers on optic forms.
Task	
Task Type	Multiple choice questions Cloze test
Language Focus	Lexis

Example	Hurricane Katrina was one of the most ____ storms in recent memory causing over 1,800 deaths and \$125 billion in damage in the city of New Orleans and the surrounding areas. a) thrilling b) destructive c) frugal d) flexible		
Number of items	8		
Number of options	key	1	distracters 3

LANGUAGE USE (GRAMMAR)	
LEVEL	B1+
Content	
Topic	B1+ level grammatical structures (pronouns, articles, quantifiers, tenses, modals, comparatives/superlatives, if clauses, passives, relative clauses, reported speeches etc.)
Learning Outcomes	Students can <ul style="list-style-type: none"> select B1+ level grammatical structures in short texts on familiar topics (Ref: B1 / Communicative language competences / Linguistic competence / Grammatical accuracy)
Learning Objectives	Students can <ul style="list-style-type: none"> use a repertoire of structures in familiar contexts; with reasonable accuracy and generally good control to identify the B1+ level grammatical structures.
Channel	Written
Marking	
Weighting	12% of the exam (total 12 pts.)
Response Format	Students mark their answers on optic forms.

Task			
Task Type	Multiple choice questions Cloze test		
Language Focus	Grammatical structures		
Example	If Jessica _____ her flight, she _____ the conference yesterday. a) hadn't missed / would have attended b) didn't miss / would attend c) doesn't miss / will attend d) hadn't missed / attended		
Number of items	8		
Number of options	key	1	distracters 3

READING	
Content	
Genre	Newspaper or magazine articles, emails, blogs, advertisements, short stories, reviews
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> • make basic inferences or predictions about text content from headings, titles or headlines. <i>(Ref: CEFR B1 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written))</i> • scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. <i>(Ref: CEFR B1+ Communicative Language Strategies/Reception/Reading Comprehension/Reading for Orientation)</i> • use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.

	<p><i>(Ref: CEFR B2 Communicative language activities/Reception/Identifying cues and inferring (spoken, signed and written))</i></p> <ul style="list-style-type: none"> deduce the probable meaning of unknown words in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes). <p><i>(Ref: CEFR B1 Communicative language strategies/Reception/Identifying cues and inferring (spoken, signed and written))</i></p> <ul style="list-style-type: none"> identify references to previously provided information. <p><i>(Ref: CEFR B1+ Signing competences/Reception/Pragmatic competence/Sign text structure)</i></p> <ul style="list-style-type: none"> show understanding of straightforward, factual texts on subjects relating to their interests or studies. <p><i>(Ref: CEFR B1+ Communicative language activities/Reception/Reading comprehension/Reading for information and argument)</i></p> <ul style="list-style-type: none"> deal with and understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). <p><i>(Ref: CEFR B1+ Communicative language activities/Reception/Reading comprehension/Reading for information and argument)</i></p>
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> read and understand not only simple connected texts on familiar matters but also clear, detailed texts on a wide range of subjects.
READING 1	
Text specs.	

Channel	Written		
Lexis			
Length of Text	524 words		
Complexity			
Marking			
Weighting	9% of the exam (total 9 pts.)		
Response Format	Students mark their answers on optic forms.		
Task			
Task Type	Multiple choice questions		
Task Focus	Reading comprehension		
Example	<p>Which of the following is the MAIN IDEA of the passage?</p> <p>a) A computer is always accurate and dependable. b) A computer is a mysterious giant brain. b) A computer is impressive due to its high speed. b) A computer is superior to man in many ways.</p>		
Number of items	6		
Number of options	key	1	distracters 3
READING 2			
Text specs.			
Channel	Written		
Lexis			
Length of Text	631 words		
Complexity			
Marking			
Weighting	9% of the exam (total 9 pts.)		

Response Format	Students mark their answers on optic forms.		
Task			
Task Type	Multiple choice questions		
Task Focus	Reading comprehension		
Example	<p>Which occupation has a higher risk of fatal injuries than others?</p> <p>a) construction workers b) police officers c) firefighters d) truck drivers</p>		
Number of items	6		
Number of options	key	1	distracters 3

LISTENING	
Content	
Genre	<p>Monologues: lectures, news, announcements, reports, stories, anecdotes, talks, presentations, etc.</p> <p>Dialogues: conversations, interviews, discussions, etc.</p>
Learning Outcomes	<p>Students can</p> <ul style="list-style-type: none"> understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (<i>Ref: CEFR B1+ Communicative language activities/Reception/Oral comprehension/Overall oral comprehension</i>) distinguish between main ideas and supporting details in standard lectures or talks on familiar subjects, provided these are delivered in clearly

	articulated standard language or a familiar variety. (Ref: CEFR B1+ Communicative language activities/Reception/Oral comprehension/Understanding as a member of a live audience)
Learning Objectives	Students can <ul style="list-style-type: none"> listen and understand the majority of recorded materials on current affairs or topics of personal or professional interest.
LISTENING 1	
Text specs.	
Text Type	Talk
Channel	Audio
Length of Text	4.31 minute
Marking	
Weighting	9% of the exam (total 9 pts.)
Response Format	Students mark their answers on optic forms
Task	
Task Type	Multiple choice questions
Task Focus	Listening Comprehension
Example	The speaker gives examples from a recent study to support the idea that _____. a) parents find it stressful to argue with their teenagers b) teenagers profit from discussions with their parents c) teenagers do not learn how to solve conflicts d) parents are annoyed by teenagers who talk back
Number of items	6

Number of options	key	1	distracters	3
LISTENING 2				
Text specs.				
Text Type	Lecture			
Channel	Audio			
Length of Audio	4.14 minutes			
Marking				
Weighting	9% of the exam (total 9 pts.)			
Response Format	Students mark their answers on optic forms			
Task				
Task Type	Multiple choice questions			
Task Focus	Listening Comprehension			
Example	<p>The speaker gives examples from a recent study to support the idea that ____.</p> <p>a) parents find it stressful to argue with their teenagers b) teenagers profit from discussions with their parents c) teenagers do not learn how to solve conflicts d) parents are annoyed by teenagers who talk back</p>			
Number of items	6			
Number of options	key	1	distracters	3

SESSION 2

WRITING	
Presentation	
Material Format	Exam paper in the form of A4 lined paper
Font type	Arial
Spacing	Double
Marking	Proctors mark on a separate sheet.
Content	
Topic	Familiar subjects within the students' fields of interest
Learning Outcomes	Students can <ul style="list-style-type: none">● produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages and give and justify their opinion. (Ref. CEFR B1+ / Production / Written production / Reports and essays)
Learning Objectives	Students can <ul style="list-style-type: none">● write an essay, passing on information and giving reasons in support of or against a particular point of view.
Channel	Written
Task	




Task Focus	Write an opinion essay about a familiar topic.
Marking	
Weighting	20% of the exam (total 20 pts.)
Response Format	Students write their answers on a separate A4 lined paper.
Grading Criteria	
Writing Rubric	Proctors mark on a separate sheet using the grading criteria.

SPEAKING	
Presentation	
Material Format	PowerPoint slides
Font type	Arial
Font size	18-32
Spacing	single
Marking	Both the interlocutor and the grader mark on a separate scoring Excel sheet.
Content	
Topic	familiar topics such as failure, artificial Intelligence (AI), decisions, advertising, hobbies and interests, overcoming challenges, taking risks, traveling, communication, business, success, food, money
Learning Outcomes	Students can <ul style="list-style-type: none"> • give or seek personal views and opinions in discussing topics of interest. (Ref: CEFR B1

	<p><i>Interaction / Oral Interaction / Informal Discussion)</i></p> <ul style="list-style-type: none"> • express thoughts on more abstract or cultural topics such as films, books, music, etc. (Ref: <i>CEFR B1+ Communicative language activities/Interaction/Oral interaction/Informal discussion (with friends)</i>) • give simple reasons to justify a viewpoint on a familiar topic. (Ref: <i>CEFR B1+ Communicative language activities/Production/Oral production/Sustained monologue: putting a case (e.g. in a debate)</i>)
Learning Objectives	<p>Students can</p> <ul style="list-style-type: none"> • give a viewpoint on a topical issue providing reasons and explanations as well as giving the advantages and disadvantages of various options.
Text specs.	
Text Type	Instructions & questions
Channel	Written, visual
Length of Text	35-50 words
Task	
Task Focus	Expressing opinions
Example	<p>Topic: Global Warming</p> <p>Scientists have measured global temperatures for over a hundred years and see that the Earth is getting hotter. According to the U.S. Global Change Research Program, the temperature in the U.S. has increased by 2 degrees in the last 50 years.</p> <p>Question 1: How has the climate changed since you were a child?</p>

	<p>Question 2: What are the effects of global warming?</p> <p>Question 3: Do you think global warming can be prevented? If so, how can we prevent it?</p>
Number of items	<p>task including three questions for each test taker:</p> <ul style="list-style-type: none"> • 1st question: A personal question related to the given topic • 2nd question: A personal question related to the given topic • 3rd question: An opinion-based question related to the given topic
Marking	
Weighting	20% of the exam (total 20 pts.)
Response Format	The students speak for about 3 minutes after two minutes of preparation, and their speech is recorded.
Grading Criteria	
Speaking rubric	Both the interlocutor and the grader mark on a separate scoring sheet using the grading criteria.

Appendix 6: Speaking and Writing Grading Criteria

 	<p style="text-align: center;">BURSA ULUDAĞ UNIVERSITY SCHOOL OF FOREIGN LANGUAGES ACADEMIC YEAR 2024-2025 PROFICIENCY EXAM - WRITING TEST</p> <p style="text-align: center;">Assessment Criteria</p>	 YDYO_KOOR_06.05
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CONTENT

Task Achievement / Development of Topic / Main Ideas and Supporting Details with Reasons and Examples

- 5- addresses the assigned topic and all the information included
- 4- addresses the assigned topic but one or two ideas missing
- 3- addresses the assigned topic but several ideas missing
- 2- tries to address the assigned topic but quite a lot missing
- 1- fails to address the assigned topic

ORGANISATION

Coherence (relevance, unity, consistency) / Cohesion (use of linkers, connectors, references) / Clear and Logical Sequence of Ideas (an introductory paragraph, 1 or 2 body paragraphs with a logical order, supporting sentences, and a concluding paragraph)

- 6- well organised, ideas clearly stated, logical sequencing of ideas, coherent with cohesive devices and organisational patterns
- 5- well organised, ideas clearly stated, logical sequencing of ideas
- 4- main ideas stand out but limited, sequence is logical, ideas are mostly connected
- 3- loose organisation, fluency and organisation need improvement
- 2- not fluent, ideas confusing or disconnected, lacks logical sequencing of development
- 1- does not communicate, no organisation, not enough to evaluate

ACCURACY OF LANGUAGE

Range of vocabulary / Range of grammar usage and sentence formation / Accurateness / Appropriateness

- 6- has almost no errors, well-developed control of language with a good range of vocabulary and grammar structures
- 5- has almost no errors, well-developed control of language
- 4- has minimal errors, well-developed control of language
- 3- has several errors but they do not impede communication
- 2- has a lot of errors and they impede communication
- 1- has frequent errors and is difficult to understand

MECHANICS




Spelling / Capitalization / Punctuation

- 3- neat and legible, correct use of English writing with few or no capitalization, punctuation, and spelling
- 2- distracts the reader, several capitalization, punctuation, and spelling errors
- 1- unacceptable to the reader, a lot of serious capitalization, punctuation, and spelling errors

IMPORTANT NOTES

- If there is no title, don't cut any points.
- Students are NOT expected to write an explicit thesis statement and/or topic sentences.
- If there are enough supporting details/examples, essays with only one body paragraph are accepted. (an essay with an introduction, one body paragraph, and a conclusion)
- If the student has written the essay with enough supporting details/examples but with an introduction, body paragraph(s), and a conclusion as one paragraph, cut points from organisation.
- If the student has written about the definition or types of social media without mentioning its harms, cut points from content.

The student <ul style="list-style-type: none"> - does not attend - does not attempt the task in any way 	0 point
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 <p>ULUDAĞ UNIVERSITY SCHOOL OF FOREIGN LANGUAGES AC YEAR 2024-2025 PROFICIENCY EXAM- SPEAKING TEST</p>		<p>Assessment Criteria</p> 	<p>YDYO_KOOR_02</p>
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CONTENT

task achievement / main ideas / supporting details & examples

- 4 – completes the task fully, and almost all the information included
- 3 – completes the task, but some points missing
- 2 – tries to complete the task, but a lot of points missing
- 1 – fails to complete the task

DISCOURSE MANAGEMENT

coherence (relevance, unity, consistency) / cohesion (use of linkers, connectors, references)

- 4 – speaks coherently with appropriate cohesive devices
- 3 – speaks coherently to some extent with some cohesive devices
- 2 – not coherent and uses few cohesive devices and sometimes inappropriately
- 1 – has no ability to link simple sentences

RANGE OF LANGUAGE USE

vocabulary range / grammar range

- 4 – uses a fairly wide range of vocabulary and grammar
- 3 – uses an adequate range of vocabulary and grammar
- 2 – uses a limited range of vocabulary and grammar
- 1 – uses a too limited range of vocabulary and grammar

ACCURACY OF LANGUAGE USE

vocabulary accuracy / grammar accuracy / pronunciation accuracy

- 4 – has almost no errors with well-developed control of language
- 3 – has some errors, but they do not impede communication
- 2 – has a lot of errors, and they impede communication
- 1 – has frequent errors and is difficult to understand

FLUENCY

hesitancy / repetition

- 4 – expresses ideas and opinions with almost no hesitation and with no or rare repetition
- 3 – sometimes hesitates when expressing ideas and opinions with some repetition
- 2 – often pauses when expressing ideas and opinions, and there is a lot of repetition
- 1 – only uses a few words to express ideas and opinions with prolonged pauses

****IMPORTANT NOTES:**

The student - has no communication possible/no rateable language.	1 point
The student - does not attend.	0 point

Appendix 7: Multiple Choice Test Item Guidelines

MULTIPLE CHOICE TEST ITEM GUIDELINES

The following guideline is used while writing the multiple-choice test items in placement and proficiency exams. The guideline consists of four parts: formatting, content, writing the stem and writing the choices.

Formatting Concerns:

- Use correct grammar, punctuation, capitalization and spelling.
- Minimize the amount of reading in each item.
- Taking students with dyslexia into consideration, choose Arial font.

Content Concerns:

- Base each item on course objectives, avoid trivial content.
- Focus on a single construct for each test item.
- Keep the content of each item independent from the content of other items on the test.
- Keep the vocabulary consistent with the test takers' level of understanding.
- Avoid cueing one item with another, keep items independent of one another.
- Avoid opinion-based items.
- Avoid trick items.
- Be sensitive to cultural and gender issues.

Writing the Stem:

- Ensure that the directions in the stem are very clear.
- State the stem in either question form or completion form.
- Avoid window dressing (excessive verbiage) in the stem.
- Word the stem positively, avoid negatives such as NOT or EXCEPT. If negative words are used, use the word cautiously and always ensure that the word appears capitalised and boldface.
- Include the central idea and most of the phrasing in the stem.
- Avoid giving clues such as linking the stem to the answer.

Writing the Choices:

- Develop four effective choices.
- Make sure that only one of these choices is the right answer.
- Place choices in logical or alphabetical order. Use letters in front of choices.
- Keep choices independent, choices should not be overlapping.
- Keep choices homogenous in content and grammatical structure.
- Keep the length of choices fairly consistent.
- Avoid using the phrases “*all of the above*” and “*none of the above*”.
- Phrase choices positively as much as possible.
- Avoid giving clues to the right answer such as:
 - Specific determiners including “always”, “never”, “completely” and “absolutely”.

- Choices identical to or resembling words in the stem.
- Grammatical inconsistencies and faulty grammatical construction.
- Ridiculous choices.
- Make all distractors plausible.
- Use typical errors of students to write your distractors.

(Adapted from: Haladyna, Downing & Rodriguez, 2002)