



Bilkent University

English Language Preparatory Program

STAFF HANDBOOK

2020– 2021 ACADEMIC YEAR

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1. INTRODUCTION

Bilkent University English Language Preparatory Program is one of the largest academic units at Bilkent University, with approximately 150 teaching and administrative staff and over 2000 Preparatory Program students.

The Preparatory Program helps students acquire the required level of English for entry into the academic programs in their chosen departments. The program is divided into 5 levels and students are placed into an appropriate level at the beginning of their studies, reflecting their level of English. Students then have between one and four semesters to complete the program.

1.1 Bilkent University English Language Preparatory Program Mission Statement

Our vision is to become a global leader in English language provision to equip students with the requisite skills to become successful in their academic studies in an English medium learning environment.

The aims of Bilkent University English Language Preparatory Program are enshrined in its Mission Statement.

We provide a learning environment for students which:

- *ensures they attain the level of proficiency in English necessary to continue their studies in the Schools and Faculties at Bilkent University and supports the further development of their English language and study skills throughout their study in the university.*
- *helps them develop their potential as critical, analytical, and autonomous learners as part of a commitment to whole-person learning.*
- *enables them to successfully adapt to university life, supports them in coping with the demands of academic study, and provides them with tools to embark on a fulfilling and successful life after university.*

We provide staff with a professional place to work which:

- *offers them opportunities for personal and professional learning and development.*
- *encourages an open and enquiring culture to support institutional learning.*

We contribute to the maintenance and improvement of English within the university and the community at large.

1.2 Structure of Bilkent University English Language Preparatory Program and Decision Making

The organizational structure of Bilkent University English Language Preparatory Program is designed to support the mission of the program, viz., to improve the quality of learning of all students, irrespective of their learning profile. The decision-making system in Bilkent University English Language Preparatory Program, which has developed over time based on the feedback received from staff and students, has the following main aims:

- to actively involve students and staff in the decision-making process
- to consult all relevant parties prior to a decision being taken
- to make effective decisions which further the aims of the program

The decision-making is focused initially at the classroom level, where students and instructors have the opportunity to voice their views about teaching, learning and other factors relevant to them. Information gathered at this level is then fed as quickly as possible into meetings between individual instructors and Heads of Teaching Units (HTUs) with a view to taking necessary and appropriate action. Such meetings also serve as invaluable sources of data for other operational and strategic meetings at various levels in the program, at which thorough discussions take place. In general, depending on the nature of issues raised and their ramifications, either immediate action is taken in the forum to which they are initially brought, or, issues are passed on to other forums in the program for sharing with a wider group in order to achieve the best outcomes possible.

1.3 Who's Who in Bilkent University English Language Preparatory Program

Please see Appendix 1.

1.4 Institutional Job Descriptions

Every member of staff has a job description outlining the aims of the post they occupy. For the Preparatory Program instructor job description please see Appendix 2. Should you wish to consult the job descriptions for any of the other positions, copies are kept in the office of Program Director and you can request to see these.

1.5 Bilkent University English Language Preparatory Program Website

Bilkent University English Language Preparatory Program has its own website prep.bilkent.edu.tr, providing detailed information on Bilkent University English Language Preparatory Program and its operations.

1.6 The Aims and Organisation of English Language Preparatory Program Courses

Full details of these can be found in the *New Preparatory Program Curriculum Booklet* (at <http://prep.bilkent.edu.tr/data/htu-inst/Curriculum.Booklet.pdf>)

1.7. Preparatory Program Curricular Principles

The Bilkent University English Language Preparatory Program Curriculum is defined below in terms of a general policy statement, the central elements of the curriculum, and the essential support required for its successful implementation.

1.7.1 General Policy Statement

The main aim of the Bilkent University English Language Preparatory Program Curriculum is to improve the quality of learning of all students, irrespective of their learning profile, by;

1.7.1.1 Providing a whole-person education

Bilkent University English Language Preparatory Program will contribute to providing a whole-person education in order to help students during the transition between high school and university life, and to help them realize their full potential. Bilkent University English Language Preparatory Program believes that such an education will help provide students with the necessary study skills and habits for life, and the ability to use English as a life skill.

1.7.1.2 Meeting students' linguistic needs

The English Language Preparatory Program curriculum will prepare students for further academic study in their faculties and departments by providing them with an adequate knowledge of and ability to use appropriate and accurate grammar and lexis.

1.7.1.3 Meeting students' academic needs

The English Language Preparatory Program curriculum will prepare students for academic study in their faculties and departments by providing them with the necessary skills to be able to listen to lectures and take notes, read extended texts, write academic essays, do academic research and contribute to academic debate, in English, in their faculties and departments.

1.7.1.4 Encouraging learner independence

Bilkent University English Language Preparatory Program believes that learner independence is an essential element of academic study. To this end, Bilkent University English Language Preparatory Program aims to help students learn how to learn effectively and encourages the habit of reading and studying both in and outside the classroom.

1.7.1.5 Providing extra support and individual attention

The English Language Preparatory Program curriculum ensures that sufficient support and guidance is given to all learners, and endeavors to provide individual attention to those learners who require it.

1.7.2 Elements of the Bilkent University English Language Preparatory Program Preparatory Program Curriculum

Bilkent University English Language Preparatory Program is committed to ensuring that all elements of the Preparatory Program Curriculum are aligned to the general policy statement and that they are consistent and complementary to one another. This will involve on-going evaluation and revisions. The elements of the curriculum are as follows:

1.7.2.1 Specification of learning objectives

This refers to the Bilkent University *English Language Preparatory Program Curriculum Booklet*, and to syllabi specified for all courses at all levels.

1.7.2.2 Specification of teaching and learning materials

This covers published course books and in-house supplementary materials.

1.7.2.3 Classroom implementation

This refers to the curriculum in action, the teaching and learning process as it is put into effect in the classroom, and implies both the 'taught curriculum' and the 'learnt curriculum'.

1.7.2.4 Independent and autonomous learning

This covers support provided to students through project work and student choice tasks (encouraged through Learning Portfolios), regular homework assigned by class instructors, and extra-curricular activities offered to students. It also refers to independent learning both within and outside the classroom environment including supplementary materials provided on Moodle and other online resources.

1.7.2.5 Assessment

This refers to course requirements, assessment of learning through formative and summative (end-of-course) assessment.

1.7.2.6 Management of the learning environment

This covers Bilkent University English Language Preparatory Program rules and regulations, the use of the environment to create a climate conducive to learning, and the culture and ethos of the program.

1.7.3 Supporting the Curriculum

Bilkent University English Language Preparatory Program believes that the following are essential in order to support the curricular process and to ensure its effective implementation.

1.7.3.1 Effective management of the curricular process

This entails effective planning by means of the English Language Preparatory Program strategic plan in order to allocate resources and to keep all activities in the program focused. Key elements of this planning are the need for on-going and systematic training, the need to nurture future key staff, and the need to shape the future.

1.7.3.2 Ensuring a cohesive curriculum

This requires ensuring that all elements of the Bilkent University English Language Preparatory Program curriculum, namely the syllabus and course outlines, course books and materials, independent and autonomous learning opportunities, classroom implementation, assessment and management are consistent with the general policy statement and with each other, and are complementary to one another.

1.7.3.3 Ensuring a coherent curriculum

Bilkent University English Language Preparatory Program endeavors to communicate the nature of and rationale for the Preparatory Program curriculum to all stakeholders, namely students, parents, instructors, the University and the community at large. A coherent curriculum necessitates instructor involvement in the curricular process, on-going communication and mechanisms for obtaining feedback from stakeholders, and regular forums for discussion with all parties.

1.7.3.4 Effective teacher support and development

Bilkent University English Language Preparatory Program believes that teacher development is crucial to the effective implementation of the English Language Preparatory Program curriculum. To this end Bilkent University English Language Preparatory Program is committed to providing on-going support and training opportunities for instructors. By creating a climate of professional development, by encouraging the exchange of ideas and beliefs, and by providing opportunities for instructors to reflect on their own practice, Bilkent University English Language Preparatory Program believes that the quality of learning will be enhanced.

1.7.3.5 Effective monitoring and evaluation

This entails ensuring regular day-to-day monitoring of all aspects of the teaching and learning process by collecting data from various sources, and taking timely action as a result. Bilkent University English Language

Preparatory Program is also committed to evaluating the effectiveness of all aspects of the Preparatory Program curriculum, and to making any changes necessary.

1.8 Strategic Plan

Bilkent University English Language Preparatory Program has had many strategic plans since the 1990s. Each of the strategic planning cycles to date have involved the various units in the program as a whole, that is the training unit, testing unit, teaching units through the Heads of Teaching Units (HTUs), and the Directorate. Currently, Bilkent University English Language Preparatory Program strategic plan is in line with the Bilkent University overall development plan and is working towards the goals outlined within the strategic plan (otherwise we will need to change the year in the upcoming version- we might forget it- what do you think about my revision?).

2. STAFF DEVELOPMENT

2.1 The Teacher Competency Framework¹

Bilkent University Preparatory Program is committed to raising standards in teaching English for Academic Purposes both at the local and international level. With this aim in mind, the *Competency Framework for Teachers of English for Academic Purposes* (BALEAP, 2008) has been adapted for the Bilkent University School of English Language (BUSEL) context in general and Bilkent University Preparatory Program context in particular. The document intends to provide a description of good EAP practice targeted at Bilkent University Preparatory Program. It also serves as a reference document acting as a basis for supporting the professional development of Preparatory Program teachers and teacher recruitment and selection (see Appendix 3). The BUSEL Teacher Competency Framework can be reached at http://prep.bilkent.edu.tr/data/2017-2018_htu-inst/BUSEL_EAP_Teacher_Competency_Framework_13July2017.pdf

2.2 Effective Teaching

The ultimate aim of Bilkent University English Language Preparatory Program is to improve the quality of learning of all students irrespective of their learning profile. All staff and activities in the program are focused on achieving this aim. Effective teaching plays a pivotal role in creating and sustaining an effective teaching and learning environment and, to this end, Bilkent University English Language Preparatory Program has developed its own effective teaching criteria based on students', instructors', teacher trainers', and managers' views and experiences as well as research and literature on program effectiveness, program improvement and effective teaching.

¹ the *Competency Framework for Teachers of English for Academic Purposes* (BALEAP, 2008) has been adapted for the Bilkent University School of English Language (BUSEL) through joint work and is used as the Teacher Competency Framework in the English Language Preparatory Program.

Bilkent University English Language Preparatory Program expects all members of its staff to teach effectively, to carry out teaching-related and other non-teaching-related duties competently, and to show positive attitude and behavior towards their students, colleagues and their work. This not only contributes to improving students' learning but also promotes a healthy and stimulating working environment thereby increasing staff ownership of the Program goals.

Bilkent University English Language Preparatory Program believes that improvement and individual development go hand in hand. There is, therefore, a commitment to providing the necessary support and guidance to help each member of staff to further develop themselves and thus reach their full potential. Bilkent University English Language Preparatory Program is also committed to recognizing good and outstanding performance and to taking a problem-solving approach in cases of poor performance.

Please find below more detailed procedures for ensuring and maintaining effective teaching throughout the program.

2.2.1 Effective work practice

Bilkent University English Language Preparatory Program expects the following from all instructors and Position of Responsibility (hereby PoRs):

- effective teaching
- effective carrying out of other duties
- positive attitude and behavior

These are all essential elements of creating an effective teaching and learning environment. To this end, HTUs have regular class visits.

2.2.1.1 Effective teaching

Class visits are carried out with reference to the following Evaluation/Development criteria:

- Instructors with 0-2 years: ICELT Observation Criteria (see Appendix 4)
- Instructors with 2-5 years: DELTA Observation Criteria (see Appendix 5)
- Instructors with experience above 5 years: EAP Teacher Observation and Development Criteria (see Appendix 6)

2.2.1.2 Other duties

All staff, instructors and PoRs, are expected to carry out their other duties and responsibilities as outlined in their job descriptions. These include meeting deadlines, keeping records, collecting relevant data on student progress, being on time for meetings, exam-related duties, and in the case of PoRs carrying out their respective PoR work.

2.2.1.3 Positive attitude and behavior

In order to ensure a healthy and effective working environment, it is essential that all members of staff are positive in their attitude and behavior towards students, colleagues and work. This involves respecting others and their views, being constructive and positive in meetings and in dealings with colleagues, helping to foster a team spirit, owning and supporting the Program and its principles, showing commitment to their work and their own personal and professional development, as well as abiding by the code of conduct.

2.2.2 Class Visits and Instructor Observations

Class visits and instructor observations by HTUs are an essential element of the program's operations and contribute to improving the quality of students' learning by providing valuable information about the teaching and learning environment, thus enabling HTUs to take the necessary steps to help the students and instructor realize their full potential.

2.2.2.1 Mini class visits

In the first week of instruction, each class is visited by the HTU in order to introduce themselves, give a welcoming talk to the students and observe the class in action (25-50 mins.) After each mini class visit the HTU has individual update meetings with all main class instructors (30-45 mins) to discuss the class as a whole and individual students. If any issues which might affect student learning are identified, working in liaison with the instructor, the HTU takes necessary actions to remedy the situation.

2.2.2.2 Instructor observations

Instructors are observed by their academic supervisors on a semester and/or yearly basis in order to ensure that an effective teaching/learning environment is established and provide necessary support and guidance to instructors to help them realize their full potential. All instructor observations include a pre and post conference with relevant documentation. All instructors are observed regardless of their experience and go through pre- and post-conference with relevant documentation (see Appendix 7)

2.2.3 Ensuring effective teaching/ learning environment

It is important to ensure effective teaching/ learning environment in all aspects of work practice, i.e. teaching, other teaching duties (e.g. exam marking, invigilation, student record keeping), and attitude and behavior. When problems are observed, necessary support and guidance are provided via various means including feedback on teaching, further classroom observations, individual update meetings, development slots, peer observations, team teaching and general career guidance.

When serious teaching and/or non-teaching related issues are identified, an action plan is drawn to follow up the case and provide necessary support to the instructor. The following steps are taken under these circumstances.

If poor performance is identified in teaching related duties:

- an action plan is drawn
- a meeting to agree on the action plan is held with the academic supervisor and another member of program management
- support and guidance are given to help the instructor improve
- further observations are scheduled within the time frame of the action plan
- a decision is given at the end of the time frame of the action plan to
 - confirm the successful completion of the action plan
 - extend the action plan
 - confirm the unsuccessful completion of the action plan which may result in dismissal

If poor performance is identified in non-teaching related duties:

- a meeting is held with the instructor to explain the problematic area
- an action plan is drawn
- a meeting to agree on the action plan is held with the academic supervisor and another member of the program management
- support and guidance are given to help the instructor improve
- implementation of the action plan is monitored
- a decision is given at the end of the time frame of the action plan to
 - confirm the successful completion of the action plan
 - extend the action plan
 - confirm the unsuccessful completion of the action plan which may result in dismissal

2.3. Professional Development in Bilkent University English Language Preparatory Program

2.3.1 How instructors develop

Instructor development is a very personal process and is essentially a journey of self-discovery. An instructor working at Bilkent University English Language Preparatory Program has the advantage of being in an environment rich with development opportunities. Provided with sufficient support and guidance this process of self-discovery can be augmented and accelerated if the instructor is open to development.

2.3.2 How to help instructors develop

Committed to professional development, Bilkent University English Language Preparatory Program guarantees all instructors the right to development opportunities, and to support and guidance in their everyday teaching. The Program believes that it has a duty to provide support and guidance. Only by creating and enriching a climate of development in every unit in the program can we hope to create the conditions whereby instructors develop at a faster pace.

2.3.3 Levels of professional development in Bilkent University English Language Preparatory Program

Staff development in Bilkent University English Language Preparatory Program focuses on the day-to-day support required by instructors to enable them to do their jobs better, and is observed at two levels within the program:

2.3.3.1. Micro level (Preparatory Program Teaching Unit level)

The support that can be provided by the HTU (and other instructors in the unit) on a day-to-day basis, including:

- regular development slots (workshops/swap shops, presentations, discussions)
- activities which encourage reflection on teaching
- update meetings with individual instructors (after class visits, as needs arise and Evaluation of Learning (EL))
- providing help to new instructors with lesson planning
- HTU mini-class visit
- HTU instructor observation with pre- and post- stages
- post - observation feedback and reflection
- peer observations and team teaching
- professional development updates and appraisals

2.3.3.2 Macro level (whole program)

Support to instructors program-wide is provided mainly by:

- Induction and NISP (New Instructor Support Program)
- ELTC (English Language Teaching Certificate)
- Cambridge Delta Modules
- Workshops / Seminars / Guest Speakers
- International conferences
- Symposia
- Mentoring
- Research

(please see section 2.5.1 below, as well as the website at <http://prep.bilkent.edu.tr/en/conducting-research-in-the-english-language-preparatory-program/>)

2.3.4 Coordination of staff development in the program

Overall responsibility for ensuring that the program fulfils its duty to provide support to instructors to enable them to develop lies with the Directorate. Head of Professional Development oversees the planning and carrying out of development activities.

On a micro level, HTUs are responsible for ensuring a climate of development within the unit. This involves ensuring the provision of staff development within the Unit. This is done in consultation with instructors.

2.4 Formal Qualifications

2.4.1 In house ELTC – English Language Teaching Certificate

The ELTC course is designed for native and non-native English language instructors who are in the early stages in their career and/or new to the working environment in the English Language Preparatory Program.

2.4.2 Cambridge English Language Assessment Courses (formerly Cambridge ESOL)

Delta Modules (Diploma in Teaching English to Speakers of Other Languages) – an in-service teacher training course for more experienced instructors. Instructors who successfully complete the Delta Modules receive an internationally-recognized *Cambridge English Language Assessment* certificate or diploma.

For further details of these courses, please contact the relevant course tutors or visit the Program website. <http://prep.bilkent.edu.tr/en/teacher-training-unit/>

2.5 External Degrees

Bilkent University English Language Preparatory Program may also support instructors to take part in external courses. Bilkent University offers two MA and one PhD programs focusing on the areas of Education and English Language Teaching. These are the MA TEFL, MA and PhD in Curriculum and Instruction. These programs are offered by the Graduate School of Education (GSE). Applications to these programs must be completed through the GSE. Please refer to the following websites for more information:

Graduate School of Education: <http://www.gse.bilkent.edu.tr>

MA TEFL: <http://www.gse.bilkent.edu.tr/programs/ma-in-teaching-english-as-a.html>

MA in Curriculum and Instruction: <http://www.gse.bilkent.edu.tr/programs/ma-in-ci.html>

PhD in Curriculum and Instruction: <http://gse.bilkent.edu.tr/programs/phd-in-curriculum--instruct.html>

NB: On successful completion of a relevant course, a copy of dissertation and diploma should be forwarded to program Directorate offices, so that the salary scale can be reviewed.

2.6 Research

2.6.1 Conducting Research in the English Language Preparatory Program

Educational research is a human endeavor, which facilitates our understanding of the world and contributes to the improvement of education and society as a whole. For this purpose educational research is supported in the English Language Preparatory Program by:

- encouraging and supporting quality research (by internal and external researchers) which improves our understanding of teaching and learning;

- supporting emerging and experienced researchers, and the developing competence of novice researchers, through courses and ongoing dialogue;
- actively protecting and maintaining the rights of participants in research through its framework of ethical guidelines and procedures;
- valuing research in Second Language Acquisition (SLA) and applied linguistics, but equally values research in other areas, such as teacher cognition, teacher knowledge, curriculum, educational management, etc.;
- allocating its resources, in particular, to research which clearly contributes to the achievement of the program's mission.

2.6.2 Procedures for Requesting Permission to Conduct Research in the English Language Preparatory Program

We support research proposals from novice and experienced researchers which:

- are well-designed;
- contribute knowledge to the field;
- clearly state the steps taken to enhance the quality of the research in terms of reliability of the instruments, validity of the findings and ethical integrity.

The following procedures are intended to assist researchers in drawing up proposals for permission to conduct research in the English Language Preparatory Program, facilitating effective communication between researchers and the institution. The suitability of research requests is assessed on the following criteria:

- Are the research design and methodology sound?
- Will the study benefit the participants involved, the field and/or the institution?
- Is the study feasible given institutional constraints?
- Has Ethics Board approval been received from Bilkent University or from the researcher's host institution?

All researchers are expected to complete the [Research Request Proforma](#) and submit it to prepdir@bilkent.edu.tr with the following documents:

1. Ethics committee approval from Bilkent University or from the researcher's host institution. <http://w3.bilkent.edu.tr/bilkent/academic-forms/>
2. Informed consent forms for the participants
3. Data collection tools

“Researchers are reminded that Bilkent University does not allow the use of students of research investigators as participants. Students who have the potential of being graded by the investigators during or following the semester(s) in which the study is being carried out should not participate in the study.” (taken from <http://w3.bilkent.edu.tr/bilkent/application-for-an-ethics-committee-approval-for-a-research-project-which-will-use-human-participants/>)

In-house authors or external researchers who are considering the publication of research undertaken in Bilkent University, involving the institution and/or members of the institution, should inform the English Language Preparatory Program of their intention to publish prior to sending for publication, with a copy of the proposed article. The English Language Preparatory Program will ensure that the article does not transgress any institutional ethical rules or sensitivities, or engage members of the institution in views which may run contrary to their own or the university's interests at that time.

For more information please visit <http://prep.bilkent.edu.tr/en/conducting-research-in-the-english-language-preparatory-program/>

2.7 Conferences

Bilkent University English Language Preparatory Program actively encourages instructors to write papers and present at seminars and conferences.

2.7.1 Procedures to follow when applying to attend conferences and other professional activities

- Applicants who have their proposals accepted by the conference organizers fill in the "The Travel Request for Conference and Other Professional Activities" (please see <http://w3.bilkent.edu.tr/bilkent/academic-forms/>) and send a copy of the form and their abstract to the Directorate. An item is placed in the next Directorate meeting agenda.
- The Directorate makes a decision regarding leave request and the funding, and the candidate is advised of the decision.
- The administrative staff in charge of the program budget processes forms, the flight, arranges payment of money to the candidate(s) and for the flight.
- If permission is given, the form is sent to the University for record purposes.

2.8 Instructor Appraisal

All staff at Bilkent University English Language Preparatory Program takes part in an appraisal system. This is an opportunity for both staff and academic supervisors to review performance and potential and to identify training and career planning needs.

3. ACADEMIC UNITS

3.1 Testing Unit

The Testing Unit consists of five Level Assessment Developers (LAD) and a Head of Testing (HT). The unit is also assisted by 5 experienced item writers. <http://prep.bilkent.edu.tr/en/testing-unit/>

The unit is mainly responsible for the development of both the formative and summative assessment in the English Language Preparatory Program. Assessment development projects such as item banking, Proficiency in Academic English Exam (hereby PAE) revision and the development of ECAs as well as the production and administration of the PAE exam are carried out by the Testing Unit.

The English Language Preparatory Program's curriculum is based on the needs of students in faculties in terms of both language and academic skills. The specification of objectives ensures a gradual development in both areas so that the students are well equipped to deal with the language and skill demands of their continuing academic studies when they leave the English Language Preparatory Program.

In the English Language Preparatory Program there are course-specific and level-specific tests. Cumulative Achievement Tests (CATs) are course-specific tests which contribute to a student's continuous assessment grade. These tests are designed to encourage revision of course objectives in order to assess student progress and diagnose weak areas for further attention. End of Course Assessments (ECAs) are level-specific achievement tests which constitute the benchmark students must reach in order to pass from one level to the next.

The Proficiency in Academic English Exam (PAE) is a test of academic English language proficiency for students wishing to enter degree courses at Bilkent University. It is produced in-house by a specially selected PAE production team and is administered three times a year. Those students who pass the PAE exam can start their studies in their departments immediately. Students may also qualify for entry into their departments through taking external exams. Please refer to <http://engprepstudent.bilkent.edu.tr/> for detailed information.

3.2 Teacher Training Unit

A team of trainers provide in-service teacher training courses for instructors as outlined in **2.3. Professional Development.**

Such training opportunities are one way in which Bilkent University English Language Preparatory Program is able to maintain a high degree of professionalism among its staff. Detailed information about the courses run by the unit can be found at <http://prep.bilkent.edu.tr/en/teacher-training-unit/>

3.3. Teaching Units

Bilkent University English Language Preparatory Program is currently divided into nine Teaching Units (TUs) coordinated by the Head of Teaching Each TU is managed by a Head of Teaching Unit (HTU). The main rationale behind this unit-based management system is to:

- facilitate communication within the Program.
- institute teacher and unit autonomy.
- provide a sense of belonging, ownership and accountability.
- foster a culture of development amongst instructors.
- cater for varying needs of different groups of students.
- improve quality of teaching and learning.
- help instructors realize their full potential.
- provide effective support to students.
- monitor student progress.

The prime function of the TUs concerns all teaching and learning activities of the students allocated to them. TUs are responsible for approximately 200-250 students each period. This responsibility involves activities such as:

- course design and preparation in the light of students' profiles and needs
- teaching, lesson preparation, setting and marking homework
- marking of LP and institutional tests
- record keeping
- assessing and monitoring students' progress
- evaluating the learning environment through the use of tools such as EL, estimates, CATs / LP / quiz averages
- taking timely action to solve problems

An instructor timetable includes teaching (contact) hours, office hours and TU meeting hours. It is also required that an instructor be available for CAT, LP standardization and other exam related duties (e.g. oral assessment) at certain times each period.

Instructors in the same TU teach at the same level where possible, share classes with colleagues in their own TU, attend TU meetings and share the same office. As a member of the TU, the instructor's day-to-day activities are coordinated with those of the other unit members; main activities in a course are communicated to instructors through the "course calendar" at the beginning of each course. It is the instructors' responsibility to ensure that all deadlines on this document are met and class files are kept for attendance and grades for record keeping purposes. Instructors are also required to enter absenteeism and student grades on the Student Academic Information Registration System (STARS) on a regular basis.

4. OTHER COURSES

Bilkent University English Language Preparatory Program provides Turkish language courses for its international staff and English language courses for its administrative staff.

5. DAY-TO-DAY OPERATIONS IN THE ENGLISH LANGUAGE PREPARATORY PROGRAM

5.1 Evaluation of the Learning Environment in the English Language Preparatory Program

The learning environment in the English Language Preparatory Program is constantly evaluated by students, instructors, PoRs, HTUs and the Directorate in the following ways:

- students', instructors', tester (LADs' and item writers') and Teacher Trainers' feedback to HTUs
- students', instructors', tester (LADs' and item writers'), Teacher Trainers' and HTUs' feedback to the Directorate
- students' feedback to instructors
- data gathered through
 - the class spokesperson system

- Evaluation of Learning Questionnaire
- exam results
- focused class observations by HTUs
- instructor course evaluation by students

The comprehensive feedback that comes through formal and informal channels provides a picture of the situation of the Program at any one time. This is important for resource allocation in the following course and for reviewing system performance, allowing for greater flexibility and shorter response time in addressing problems. An important means of formal evaluation is the Evaluation of Learning Questionnaire.

5.1.1 Evaluation of Learning (EL) Questionnaire

This questionnaire is administered to students in the middle of each period in order for students to evaluate the course and provide instructors with the opportunity to make changes to the course plan to further meet students' needs. After the administration of the EL, HTU shares the results with the instructors. Instructors then share the results of their evaluation with the students, initiating a discussion on how the needs of the students can be met. A summative evaluation of the course also takes place through the University Course and Instructor Evaluation System.

5.2 Resources, Technology and Facilities

5.2.1 Stationery

Instructors are able to order stationery through their HTU. For a list of available stationery please contact your HTU.

5.2.2 Printing and photocopy services

There is a printer located in each building and can be accessed through a designated code. Each instructor is allocated a specific printing quota for the course they are teaching. This quota is updated every semester. Instructors on training courses are allocated a higher quota to help them with their course needs. The university also provides instructors with a printing quota. To use this quota, you can use any of the computer labs available on Main Campus. Photocopy services are used to make multiple copies for the class.

Large photocopying orders (bulk copying) can be organised within the unit and submitted to the photocopy room in either N or D building. Orders for bulk copying should be placed 48 hours before they are needed.

5.2.3 Computers

Each instructor in Bilkent University English Language Preparatory Program is allocated a laptop computer. Instructors are responsible for their own virus/malware protection, and will be required to pay for any damage to or loss of that computer.

5.2.4 Classroom resources

Ceiling-mounted data projectors are available in all classrooms. The classrooms have internet access.

5.2.5 Computer lab

There is a computer lab in N building. Please contact ext. 1712 to book this room.

5.2.6 East Campus Library

The East Campus Library is located in the basement of N Building and provides opportunities for students to work independently towards acquiring the necessary language and skills to follow their studies both in the English Language Preparatory Program and their departments. A comprehensive collection of ELT vocabulary, grammar, reading, listening and writing books are available for students to study in the library in their own time.

If you search for a book, DVD, etc. from the library catalogue <http://librarycatalog.bilkent.edu.tr/client/university> and cannot find it you can request the library to purchase it. In order to make your request, you need to be a member of the library. From the library web page <http://library.bilkent.edu.tr/>, click "Recommend to Order" under "Forms." Fill in the form.

If you need the book urgently, you can fill in the "Interlibrary Loan Form" at http://libraryforms.bilkent.edu.tr/uhtbin/cgisirsi.exe/x/0/0/57/63/449/X/BLASTOFF?user_id=WEBSERVER

5.3 Communication

Any member of staff wishing to circulate information in writing to the teaching body as a whole, should first seek approval from the Directorate. Also, any member of staff wishing to write a formal letter (e.g. Letter of Reference) in his/her capacity as a member of Bilkent University English Language Preparatory Program should first consult the Directorate.

5.3.1 Mail

Any internal information and mail for you will be delivered to your pigeon hole, which is in the staff room of the building where your office is. Please check your pigeon hole regularly.

Mail coming from outside of the university can be sent to your pigeon hole, or your home address. If you would like it delivered to you at work, please give the relevant administrative staff office address, and it can then be delivered to you internally. The address for the relevant administrative staff office is:

Your name c/o Preparatory Program
Bilkent University,
East Campus, N Building AZ-15,
Ankara, Turkey, 06800

5.3.4 E-mail and BAIS passwords

A Bilkent University email account with a password is allocated to every Bilkent instructor upon their arrival. It is advised that instructors create different passwords for their BAIS and email accounts.

5.3.5 Weekly News

The weekly newsletter, *Weekly News*, is published electronically. Instructors are expected to read it, as it contains important information regarding program operations. Submissions for *Weekly News* should be sent to basak.akdas@bilkent.edu.tr.

5.4 Troubleshooting Guide

In the table below, there are a number of common problems and how they may be solved. If you need assistance with questions or problems concerning your day to day work, consult your colleagues in your unit or your HTU.

| PROBLEM: | WHAT TO DO: |
|---|---|
| Contractual | |
| You have questions about your contract. | Contact the Directorate. |
| Housing | |
| You have a problem with your apartment. | Contact the Housing Office. |
| Life on Campus | |
| You have an issue related to campus life. | Contact International Center. |
| Related to teaching | |
| You need stationery. | Contact the HTU. |
| One of your students suddenly becomes ill in class. | Contact the Security for an ambulance/help if need be. |
| A student is being disruptive in your class. | Refer to section 7 in the <i>Staff Handbook</i> . |
| You suddenly feel ill while teaching. | Set students some work if possible and contact your HTU |
| You are having problems with your laptop or data projector. | Contact the Network Specialist. |
| Building/Property | |
| Your class has a broken window/ desk/ coat hooks. | Contact the Housekeeper. |
| There is a problem with the heating system in your classroom. | Contact the Housekeeper. |
| Examinations | |
| You are giving out CATs and you don't have enough copies. | Collect the CATs back and contact the HTU. |
| Weather | |
| It is snowing. | Refer to the procedures in section 8 in the <i>Staff Handbook</i> . |
| Emergencies | |
| There is a fire alarm. | Follow the Emergency Procedures in the <i>Staff Handbook</i> . |

5.5 Academic Calendar

The university academic calendar can be reached

<http://w3.bilkent.edu.tr/www/akademiktakvim/> and English Language Preparatory

Program academic calendar can be reached at <http://prep.bilkent.edu.tr/>

5.6 Useful Acronyms and Abbreviations

Please see Appendix 8.

6. CODE OF PROFESSIONAL PRACTICE

Bilkent University English Language Preparatory Program has a code of professional practice in order to:

- set standards,
- explicitly state parameters,
- create a professional atmosphere,
- create uniformity of action amongst staff members,
- contribute towards the effective management of the institution.

Instructors are expected to treat their students, colleagues, departmental staff and administrative staff with respect and professionalism at all times. This relates to such areas as punctuality, behavior in meetings, respecting people's privacy, respecting shared office space, handling conflict and constructive criticism, and organizing and providing necessary information in a timely manner.

6.1 Monitoring Student Attendance

- The Preparatory Program requires students to attend 100% of their classes. Students may be absent up to a limit of 10% of their classes. No absence, for whatever reason, is accepted beyond the 10% limit, with or without documentation. Therefore, instructors should, on no account, accept medical notes from students.
- Attendance sheets are created from the **STARS** service and printed for each day by the class teacher at the beginning of each week/day.
- At the beginning of each class hour, students are asked to sign the attendance sheet. Once they sign the sheet and it is collected, the instructor checks that the number of signatures match the number of students in class. The instructor, then, writes **ABSENT** next to those students who are not in class for that block.
- It is essential for instructors to keep an accurate record of each individual's attendance for each class hour in the day. Absenteeism is to be entered regularly on STARS.
- Attendance sheets are kept in the class files in workrooms. Instructors must not leave class files and/or laptops unattended in classrooms. Instructors are responsible for the security of their class files and other equipment. On no account can students enter workrooms where the class files and confidential documents are kept.
- No late-comers are allowed. Instructors must make sure to remind all students that no latecomers are allowed at the beginning of the course.

- The register is essentially a legal document and must be treated as such. Students cannot be marked absent to punish misbehavior or for failing to do homework or assignments. On no account can a student be marked absent if the student is present in class. Likewise, no student can be marked present if the student is not in the classroom.

6.2 Record-keeping

6.2.1 Class Binders and Online Class Folders

- Course syllabus prepared by each TU and weekly lesson planners should be kept in class files (hardcopy for teaching partner and substitute reference and soft copy for record keeping, teaching partner, HTU and Directorate reference) so as to provide a detailed record.
- At the beginning of each period, LP record sheets will be provided. It is important that this is kept accurately in class binders at all times.
- The attendance sheets signed by the students should be kept in the class binders at all times.
- Online class folders should include weekly planner, Learning Portfolio task design chart and breakdowns, and any other related information stated by the HTU.

6.3 Time-keeping

It is essential that all teaching staff start and finish classes on time. In the exceptional circumstance of an instructor's sudden illness, a class may be dismissed early and the matter reported to the HTU. All staff should be at work by 8:30 at the latest during non-class time and at least half an hour before their classes or other duties start on teaching time. Classes can only be cancelled or rescheduled in exceptional circumstances, and rooms changed with the permission of the HTU through checking the availability of the room with relevant administrative staff first.

Time-keeping is also important during office hours. Office hours should be made available to students so that they know when they can come and see the instructor to discuss their progress and any other issues.

If an instructor needs to take time off during non-class time, such as preparation days, the instructor should fill in Academic Staff Administrative Leave Request Form (see Appendix 9) and submit it to the relevant administrative staff (teacher@bilkent.edu.tr). The relevant administrative staff then submits the leave request form to the Directorate for approval. The relevant administrative staff, then, shares Directorate's decision with the HTU and Head of Teaching. T Instructors should wait for approval of their time off request before taking this time off.

6.4 Work Hours

All Preparatory Program instructors are expected to work a 40-hour week. Regular daily working hours are 08:30 to 17:30. The course load for Preparatory Program instructors is set at 680 hours of classroom teaching over an academic year (Fall and Spring semesters and the Summer School) in accordance with the needs of the

program. Weekly classroom teaching hours may vary throughout the academic year, but will not exceed 25 regularly scheduled hours per week under normal circumstances. In addition to teaching in the classroom, the instructors are expected to fulfill all other responsibilities such as attending weekly unit meetings to discuss teaching- and learning-related issues in their classes and units, attending standardization sessions, and invigilating/ marking for institutional exams. This is outlined in the relevant Preparatory Program instructor job description. The instructors are required to make up for missed classes, except for cases of prolonged illness documented by a doctor's report. For more information, please refer to section 6.5. Coursework and study time for in-service training programs are not included in the 40-hour week schedule. All instructors may be asked to do summer school depending on course load completion.

6.5 Absenteeism From Work

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

It is imperative that any member of academic staff is required to telephone 290 1712 by 8:30 at the latest on the day of absence with information about the reason for absence, together with expected length of absence, details of work to be covered, and other commitments, e.g. meetings, training courses and so on. This also applies on days when there are office hours.

The names of the absent staff are recorded in the daily diary and course statistics of absences are compiled for every semester and a report is submitted to the Directorate, Head of Teaching and the HTUs.

For planned absenteeism, staff members are requested to fill in the 'Administrative Leave Request Form' (see Appendix 9) explaining the reason for the request and any class/work make-up plan if applicable. Filled in forms should be submitted to teacher@ who will pass them to the Directorate for final decision.

6.5.1 Documentation

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

6.5.2 Making up for absenteeism

- Instructors are expected to make up any classes which they miss as a result of being absent for health and other reasons. Classes should be made up once the instructor is back at work by using the allocated slots in the timetable for class make-up periods, or during other times such as the

weekend, with agreement of the HTU and inform relevant administrative staff. This rule applies equally to instructors without a health report, or those who present a health report for one, two, or three days.

- Instructors should make arrangements for making up their missed classes on the first day back after their absence and immediately inform their HTU. The HTU will keep a record of the absence, the make-up class hours, and inform relevant administrative staff at the end of the week in which the absence took place. For make-up classes that will take place at the weekend, the HTU must inform relevant administrative staff before agreeing to the make-up so that relevant administrative staff can inform Security and other units that there will be teaching taking place at the weekend.
- The instructor should make sure that the information about the make-up hour(s) is shared with the students by informing them in class and through Moodle)
- Students are required to attend make-up classes and missing students will be marked absent.
- Instructors who have a health report for longer than three days, and who are unable to make up the hours, will have their 'missed' class hours 'banked' and will be expected to repay those hours at a time of need as determined by the program director. In cases of extended illness of an exceptional nature, the University reserves the right to waive this requirement.
- If the class of an absent instructor is substituted for then the absent teacher's class hours will be banked in the absent teacher's name. The banked hours may be used at a future date by the program for filling in classes of absent colleagues.
- For non-teaching days for which no health report has been submitted a record of absence will be kept by relevant administrative staff. If those non-teaching days contain pre-programmed non-teaching duties such as office hours, teachers are asked to reschedule them. Absences for non-teaching days without a health report are banked and may be used for institutional non-teaching requirements such as grading, invigilating, etc.
- Banked hours of instructors who are teaching a reduced teaching load in any one period may be used for substitution purposes, if needed, for those classes whose teacher is absent for more than three days. These hours would then be reduced from the total hours owed to the program.

6.5.3 Important Notes

- In the case of absence which is not supported by a sick note, staff should submit an explanation in writing to the Directorate who decides whether disciplinary action is required.
- If a member of staff is absent for two consecutive days, or twice in a month before and after a weekend or official holiday, or three days in a month,

unsupported by a sick note or without the approval of the Directorate – this will normally lead to dismissal.

- Other compassionate leave may be granted at the discretion of the Directorate (e.g. court appearance). This may entail the program asking the staff member to make up the lost time.

6.5.4 Legal Leave

All legal leaves are given according to the Labor Legislation.

6.5.4.1 Maternity Leave

- Female personnel are given 8 weeks leave prior to delivery; the date to be based on a SGK hospital report.
- To obtain this report the member of staff should get a “visit paper” from the University’s Human Resources Office and apply to the SGK hospital with this paper and SGK ID card.
- At the hospital, the prospective mother is given a report which shows the probable date of delivery and the beginning date of the pregnancy leave.
- A photocopy of the report is then given to the program at the beginning of the leave and the original is kept by the mother.
- Female personnel are given 8 weeks leave after normal delivery. Before being discharged from the hospital, copies of the Birth Report should be obtained.
- After the birth, the report which was given before the beginning of pregnancy leave by the SGK hospital, and a copy of the birth report, should be taken to the SGK hospital with a second “visit paper” which is to be obtained from the Human Resources Office.
- The mother may request up to one year unpaid leave starting from the end of the maternity leave following the procedures for leave of absence above.
- The requests are granted with the Rector's office approval.

6.5.4.2 Feeding Leave

- According to the Labor Legislation, those mothers who work a full day (8 hours) are entitled to have 1.5 hours of feeding leave per day for one year. However, as instructors do not work 8 hours a day, this may not be applied to the academic staff in the University.
- Staff members with positions of responsibility can negotiate with their academic supervisor which form the feeding leave can take.

6.5.4.3 Honeymoon Leave

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

6.5.4.4 Leave for Fathers

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

6.5.4.5 Marriage of Offspring

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

6.5.4.6 Compassionate Leave

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

6.5.4.7 Annual Paid Leave

The staff members are asked to fill in and sign the "Academic Personnel Time Off Request Form" provided. The form is available for reference at

<http://w3.bilkent.edu.tr/bilkent/academic-forms/>

All academic staff are granted one month paid leave in specific dates in summer period. Any further paid leave is at the discretion of the university.

6.6. Cover for Absenteeism

Instructors covering classes are asked to follow the following procedures:

- Be in your workroom at least 15 minutes before the start of classes.
- Contact relevant staff member at extension 1712 to find out whether any cover has been assigned to you.
- If you have cover, go to that colleague's workroom to collect the class file and materials. If you have difficulties locating what you need, contact the HTU of that respective unit.
- Take attendance as normal, and teach the lesson as indicated by the absent instructor. If you cannot locate the class file, take the attendance by asking students to write and then sign their names on a sheet of paper. Give this sheet to the relevant HTU.
- When you finish teaching, leave detailed notes in the class file about the work you have covered. Return the file to the relevant workroom.
- If you experience any problems, please inform your HTU, or the HTU of the relevant unit.
- If you do not have any cover, contact your HTU, who will advise you of work to be carried out. Please let the relevant administrative staff know where you are, in case you are needed.

NB: If there is a CAT, please contact your HTU.

6.7 Meetings

Throughout the year, instructors are required to attend a number of meetings held for various purposes. Participation in all institutional meetings is compulsory, and staff members are expected to be present at these meetings on time. Non-attendance at a meeting is only possible for a serious/emergency matter. In such cases, prior notice should be given.

General meetings are held at the beginning and the end of each academic year. If staff fails to attend these meetings, they will be asked to report to the Directorate. The purpose of these meetings is to inform staff of recent developments, future plans or the administration of an examination.

TU meetings are organized on a regular basis by HTUs for the instructors in their units. The purpose of the meetings is to deal with teaching and administrative matters. Instead of unit meetings, there may be development activities: time set aside for teaching and learning issues. This may take the form of a workshop, swap shop or discussion about a relevant aspect of teaching and learning.

In addition, there are regular Bilkent University English Language Preparatory Program Management meetings, HTU meetings, Teacher Trainer Unit meetings and Testing Unit meetings at which issues are discussed and decisions are taken. Updates on issues discussed at these meetings and information about additional meetings can be found in *Weekly News*. Occasionally, important meetings may require you to be at Bilkent University English Language Preparatory Program at a time when you normally would not be.

6.8 Timetables

The teaching timetable normally operates with contact hours between 8:30 and 17:30. Depending on the requirements of specific courses and levels, the timetable schedule may be subject to modification. Instructors' timetables will be drawn up by the Preparatory Program Director and the Head of Teaching using the templates for each course/level. There will normally be three instructors for each class. The weekly requirement of two office hours will be met during hours that students and instructors have in common, excluding lunch breaks.

In line with the students' needs, the instructors give workshops, seminars and training during allocated hours.

6.9 Dress Code

The purpose of the Bilkent University English Language Preparatory Program dress guidelines is to promote and maintain a positive and professional image of the program at all times. Appropriateness and modesty are the key terms to be followed by all staff.

- Instructors are expected to dress in a presentable, clean, neat and professionally appropriate manner at all times.
- Instructors are asked to pay particular attention to their appearance when representing Bilkent University English Language Preparatory Program and the University in more formal settings (i.e. conferences, meetings, etc.).
- Issues concerning the appropriateness of dress are dealt with by HTUs.

6.10 Invigilation and Marking of Exams

During the examination periods which take place at different times throughout the year, all instructors will be required to participate in the administration (e.g. as assessor/interlocutor in the oral exams), invigilation, standardization and marking of exams. If an instructor misses any invigilation and marking duty without due reason, s/he will be expected to explain the reasons to the Directorate. During the invigilation period, all instructors are responsible to the Head of Testing. During the marking period, all instructors will be responsible to the moderator of the specific team who monitors marking.

These periods are particularly demanding in terms of applying procedures. Failure to meet responsibilities at these times has a negative knock-on effect on other colleagues and may create extra work for the Testing Unit and the program's administration. If problems with the behavior of a staff member during marking occur, the moderator will inform the staff member's academic supervisor who will take the necessary action. Their performance during the next marking period will require close monitoring. Normal timetable and office hours may be suspended during examination periods including oral assessment. In addition, teaching and marking duties may also be combined in the same working day.

Instructors may also be asked to invigilate or mark an exam outside the normal examination periods; for example, Preparatory Program instructors may be asked to invigilate examinations. In such cases as much advance notice as possible will be given.

If an instructor is ill or absent for any reason, they must follow the procedures laid down in section 6.5. It should be noted that infringement of institutional testing rules – administration, marking, security – results in an automatic oral or written warning.

6.11 Responsibility for Buildings

All members of staff are responsible for looking after Bilkent University English Language Preparatory Program buildings, facilities and equipment. If there are broken/damaged chairs in your classrooms, report the details immediately to General Services through an email. If you witness any incident taking place, try to establish who the students are and where they should be, and then fill in an incident report form (available in class files) (see Appendix 10) and submit it to the HTU. If you notice anyone acting suspiciously in the buildings, inform the security guards immediately. Never let students or strangers enter the instructors' rooms, or workrooms. Bilkent University English Language Preparatory Program buildings are designated non-smoking. All staff members are required by law to maintain the no smoking rule.

6.12 Security of Bilkent University English Language Preparatory Program Staff, Students and Buildings

These procedures are in place in order to improve the security of staff and students using the buildings outside the normal working day.

6.12.1 Use of the Buildings outside the Normal Working Day

- Any member of staff working in the buildings before 08:00 and after 17:30 on weekdays, and at any time during weekends or holidays is required to sign in and out in a register, which is the responsibility of the security staff to maintain.
- The staff member should show their ID card, write their name, the room number they will be working in and the time they enter the building and sign in.
- On leaving, they should write the time and sign out. If anyone stays on after 17:30, they must sign in and out when they leave.
- In the event of a staff member wishing to work with student(s) at weekends or after 17:30 permission of the Directorate is required. The staff member is requested to inform the relevant administrative staff accordingly.

6.12.2 Personal Visitors for Members of Staff

All staff are requested to inform any regular visitors of the following:

- Visitors report to the Security staff on the desk and show their ID.
- Visitors sign in at the desk. Security staff is responsible for this.
- Security staff telephones the staff member who has a visitor and then the member of staff meets his/her visitor. The staff rooms are best suited to meetings with visitors.
- On leaving, the visitor reports to security staff and signs out.
- Staff are encouraged to keep personal visits to a minimum.

6.12.3 Official Visitors

- Visitors report to the security staff and show their ID.
- Security staff phones the person the relevant staff member and directs the visitor to the relevant office.
- On leaving, the visitor reports to the security staff.

6.12.4 Students Using the Building outside Working Hours

- Students using Self-Access facilities after 17:30 or at weekends/holidays leave their ID card with the security staff and sign in the register.
- On leaving they sign out.

6.13 Conduct

- Any member of staff coming to work in a state unfit for carrying out their duties due to the effects of alcohol or drugs, or unsuitably dressed, will be required by their HTU or any member of the Management Team, to leave the University premises immediately. Disciplinary action may be taken.
- Under no circumstances may an instructor give private tuition to any student. Doing so will result in disciplinary action.

- Any instructor who wishes to be involved in any other income-generating activity (i.e. staff members wishing to work as an oral examiner for International Testing Bodies) should follow the procedures. They are requested to first receive approval from the Directorate and then from the University.
<http://www.bilkent.edu.tr/~provost/proje/aciklama.htm>
- If a staff member wishes to use any material produced for Bilkent University English Language Preparatory Program courses, tests, training programs & workshops, and official handbooks in their publications (articles or books) without the consent of the Directorate, the writer constitutes theft of intellectual property.
- If anyone wishes to include such material in their publication, or to make use of it in any capacity or forum outside Bilkent University English Language Preparatory Program, permission from the Directorate and appropriate acknowledgement is required.
- It is forbidden for staff members to sell and receive money for goods (e.g. books) from students or staff.
- The selling of material/articles/books published by staff is to be conducted through officially-recognized channels, e.g. bookshops and university-approved stands.
- Failure to abide by these guidelines constitutes professional misconduct, and will result in the University taking appropriate, immediate disciplinary action.
- Any instructor disclosing confidential information entrusted to them in the course of their duties, e.g. circulating test papers, revealing test results before being authorized (this includes giving any indication to a student of his/her success/failure) will be subject to disciplinary action.
- An instructor may not use Bilkent University English Language Preparatory Program property for personal purposes without prior permission.
- Individual members of staff are not allowed to use Bilkent University English Language Preparatory Program photocopying facilities to make single copies of whole books that they may need for their studies or for reference purposes.
- An instructor losing property that belongs to English Language Preparatory Program, loaned to them in order that they carry out their duties, e.g. laptop, textbooks, CD player, etc. will be required to pay the current market cost of the lost item.
- Any staff member wishing to join an association should inform the Directorate of her/his wish to do so in writing as legally the university consent is required to join associations.

6.14 Disciplinary Procedure

In Bilkent University English Language Preparatory Program, if a staff member fails to maintain the expected standards of performance as defined by the Code of Professional Conduct and the Turkish Labor Law, the staff member's job description, and the University Rules and Regulations, a problem-solving approach to disciplinary action is adopted. Bilkent University English Language Preparatory Program recognizes that a small proportion of staff members on occasion may experience difficulties in maintaining expected standards of performance, and the program seeks

to provide support to help them improve the quality of their performance. Adopting such an approach makes an important contribution to the maintenance of satisfactory employment relations within the program.

The more traditional view of disciplinary action as stages of sanctioning, which may lead to eventual dismissal, is adopted when problem-solving does not achieve the desired results, namely an improvement in performance, and when the conduct of the staff member is prejudicial to the interests of Bilkent University English Language Preparatory Program and the University, or constitutes gross professional misconduct. In such cases, the rules and procedures outline in the “*Yüksek Öğretim Kurumları Yönetici, Öğretim Elemanı ve Memurları Disiplin Yönetmeliği*” are followed. <http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.9897&MevzuatIisiki=0&sourceXmlSearch>. For the English version, please visit the Instructor Resources <http://prep.bilkent.edu.tr/>

6.15 Grievance Procedure

Members of staff who have a grievance in connection with their work should firstly discuss that grievance with their immediate academic supervisor. If the matter is not resolved, it should then be discussed with the Directorate.

6.16 Termination of Employment

Termination of employment may occur as a result of disciplinary penalties being applied. In such cases the notice period is not normally worked by the staff member, who receives the salary payment due to them as determined by the University in accordance with the rules and regulations.

Any member of staff wishing to terminate his/her employment is required to apply in writing to the Directorate following ‘Turkish Labor Law’ clauses. English version can be found in the Instructor Resources <http://prep.bilkent.edu.tr/>. Termination of employment may also occur during or at the end of the two-month (60 day) trial period.

6.17. Bilkent University English Language Preparatory Program Personal Files

Each member of academic staff has a Bilkent University English Language Preparatory Program personal file kept, section 1 of which may be seen by the staff member on request to the relevant administrative staff. The file has two sections:

- Section 1 contains application forms, copies of certificates, offer/acceptance letters, and approval from the Rector's office, job descriptions, POR correspondence, POR job descriptions, passport details, observation documents, appraisal documentation, medical report form, next of kin information, absences and sick notes, correspondence, incident reports.
- Section 2 is confidential and may not be seen by the staff member. It contains interview notes, language test papers, references related to initial employment or applications for other jobs within the institution.

6.18 Renewal of Contracts

All instructors are expected to successfully complete their two-month (60 day) probation period as stated in the contract and as outlined in the Probation Handbook.

At the beginning of semester two, academic supervisors ask each instructor about their decision to stay another year in Bilkent University English Language Preparatory Program. This practice is required to make healthy estimations about the number of instructors to be recruited for the next academic year. It is requested that all instructors not renewing their contracts should inform the Directorate of their decision to leave the program.

6.19 Applying for Posts in Bilkent University

Bilkent University English Language Preparatory Program instructors wishing to apply for posts outside of Bilkent University English Language Preparatory Program, but within Bilkent University must first request permission from the Directorate before making an application.

6.20 Testimonial Letters

Testimonial letters are written on request. Requests are made to the program Directorate office. They may be used by instructors at any time in the future, whereas a reference is addressed to a specific institution. Testimonials are compiled from a variety of sources: Heads and Teacher Trainers. Testimonials can only be given by the Bilkent University English Language Preparatory Program Directorate.

7. PREPARATORY PROGRAM STUDENT-RELATED ISSUES

7.1 Institutional Ground Rules

In the program, students have the right to:

- express themselves freely
- expect respect for their individuality
- make complaints and write petitions
- use the university's facilities
- receive quality tuition
- be treated fairly

Rights define obligations—students, therefore, are requested to abide by the regulations, rules, practices and procedures of the Program and the University.

7.2 The Student Code of Discipline

In the program, students are requested not to:

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

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

http://yok.gov.tr/web/guest/icerik-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/17960

7.3 Bilkent University English Language Preparatory Program's Expectations of Students and Discipline

In keeping with the etymology of the word *discipline* (instruction, knowledge), discipline in Bilkent University English Language Preparatory Program has its basis in sound and consistent classroom management practice. Essential to successful classroom management is the agreement of expected codes of behavior in the classroom and the program:

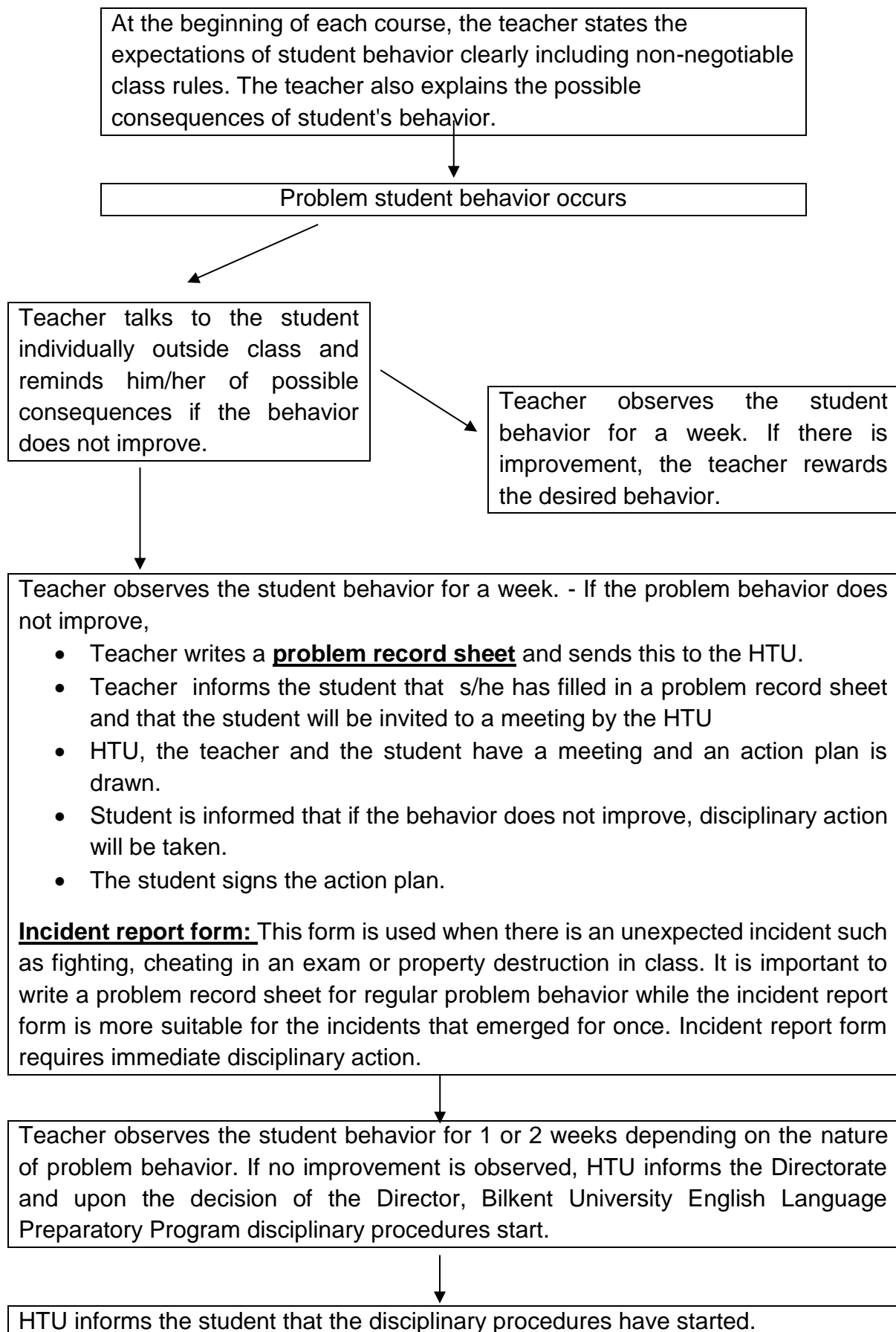
- Students and instructors are expected to maintain a *professional relationship* characterized by *courtesy and mutual respect* and to refrain from actions disruptive to such a relationship.
- It is the responsibility of the instructor to *maintain an appropriate academic atmosphere* in the classroom and it is *the responsibility of the student to cooperate* in that endeavor.
- The instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class.

Forming an agreement with a class of students has proved to be an invaluable way of setting the standards of behavior which are considered to be desirable to both the students and you, the instructor.

7.4 Discipline: Decision-Making

7.4.1 The Decision-Making Flow Chart

This flow chart has been designed to aid instructors in maintaining consistent classroom management, and clarifying discipline procedures by breaking down the discipline process. The discipline flow chart is intended to guide you and provide formality and level of management involvement. Please see Appendices 11-13 for guidance with documentation.



The **incident report form** is used when there is an unexpected incident such as fighting, cheating in an exam, and property destruction in class. It is important to write a problem record sheet for regular problem behavior while the incident report form is more suitable for the incidents that emerged for once. Incident report form requires immediate disciplinary action.

The following exemplifies the stages in the discipline procedures:

STAGE 1: The instructors of the class have set the non-negotiable class rules and their expectations of the students on the first day of the course and explained the likely consequences of challenging behavior.

STAGE 2: A student is disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given. The instructor asks to see the student outside the class in the break or after the class is over. When they meet, the instructor reminds the student of how unacceptable his/her behavior is and elicits why this was so. The instructor informs the student of the possible consequences.

Teacher observes the student behavior for a week.

- If there is improvement in student behaviour, the teacher rewards the correct behaviour.
- If the problem behaviour continues to occur during this period, Teacher informs the student that s/he has filled in a problem record sheet and that the student will be invited to a meeting by the HTU.

The instructor sends the filled in Problem Record Sheet (see Appendix 11) to the HTU.

STAGE 3: HTU, the teacher and the student have a meeting and an action plan (see Appendix 12) is drawn. Student is informed of the consequences of the action plan. The student signs the action plan.

STAGE 4: The student repeats the challenging behavior.

Teacher observes the student behavior for 1 or 2 weeks depending on the nature of problem behavior. If no improvement is observed, the student is informed that the disciplinary procedures will start. HTU informs the directorate and the disciplinary procedures start.

The instructor, depending on the severity of the problem can expel the student or dismiss the class in accordance with this section. The instructor immediately goes to the HTU, explains what has happened and fills in an Incident Report Form in Turkish. All the Incident Report Forms from the teaching unit are sent to the Directorate immediately.

7.4.2 Asking a Student to Leave the Classroom

- The age characteristics of students (e.g. rebellious, egocentric and ingenuous) may easily lead to heated exchanges in the classroom, which may disrupt the teaching atmosphere altogether. Therefore, it would be risky in certain circumstances to confront students in the classroom. Any confrontation or conflict resolution best takes place between the instructor and the student in a private location outside the class.
- Do not deal with more than one student at a time. If you try to deal with two or more you are at an obvious disadvantage and the desired outcome may be unrealizable.
- It is not legally advised to ask a student to leave the classroom. In the case of a severe conflict when you feel the student should leave the classroom, you could send the student to see the HTU or an available HTU.
- In severe cases such as fighting in the class, the whole class may be dismissed. In such cases Security and/or HTU should be contacted immediately.
- Before a student is asked to leave the classroom or a class is dismissed, make sure that the stages in the disciplinary flow chart have been gone through by the instructor to avoid inappropriate action unless the nature or severity of the behavior makes it necessary.
- After the class, the instructor should immediately see the HTU or available HTU to explain why the student has been asked to leave the class.
- The instructor should also record the incident and give it to the HTU.

7.5 Other Areas Requiring Special Attention

7.5.1 Speaking in Class

It is important to differentiate between 'talking' and talking integral to the successful completion of a task. 'Talking', by which is meant talking as a distraction from the purpose of the task, in Turkish or English, is not acceptable. This should be pointed out in Stage 1. If a student has difficulty in following this rule, refer to the Decision-Making Flow Chart.

7.5.2 Smoking

In accordance with law no. 4207, smoking is not allowed in and outside Bilkent University English Language Preparatory Program buildings. There are designated smoking areas around each building and both instructors and students are expected to cooperate. If otherwise, inform building security.

7.5.3 Students creating a disturbance outside the class

Report to the HTU.

7.5.4 Bilkent University Campus Driving Related Incidents

All traffic-related incidents can be reported to trafik@bilkent.edu.tr. Members are staff are advised to avoid potential confrontation situations over parking and right-of-way;

take the license plate number and send it to trafik@bilkent.edu.tr, explaining the incident.

7.5.5 Fighting

If you see fighting on campus, inform security.

7.5.6 Vandalism

- In class—writing on desks, walls, etc.—or in the corridor, point out that you have noticed and suggest that it is not repeated. If it is persistent, report the matter to the HTU who will decide on the necessary follow-up.
- Major vandalism—smashing windows, furniture, radiators, etc., call security and report to your HTU.
- If on campus, inform security.

7.5.7 Assessment

7.5.7.1 Cheating in Exams

If there is any suspicion of cheating or using the work of another student in any exam (CAT, ECA, PAE), LP task or in the quizzes no mark will be given until complete inquiries have been made. If a student is caught cheating, their paper will be taken in and disciplinary action will be initiated. Students who cheat will have this recorded on an Incident Report Form and this form will be sent to the Head of Testing.

7.5.7.2 Cheating and Plagiarism in Learning Portfolio Tasks

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

7.5.7.3 Cheating:

Disciplinary action will be taken against any student who submits required course work, or any part of required coursework, written by another person, or copied partly or entirely from another student's work, or who gives his/her own work, or any component thereof, to another student, or who hands in previously submitted work (even if it is the student's own) in the form of new work. In such a case, the student will be given a (0) as the grade.

7.5.8 Fighting in Class

This is obviously unacceptable. If it occurs, immediately call a security guard and follow procedures outlined in the Decision-Making Flow Chart.

7.5.9 Insulting Behavior

If an insult is perceived, conveyed either by intonation, body language, or lexical content the instructor may:

- wish to give a student the benefit of the doubt, and inform the student what the instructor has perceived. If the insult was calculated, follow the procedures outlined in the Decision-Making Flow Chart.
- ignore it and then talk to the student after the class, following the procedures outlined in the Decision-Making Flow Chart.
- if the lesson is gravely disrupted, and depending on the severity of the insult, ask the student to leave or dismiss the class (see section 7.4.2), and follow the procedures outlined in the Decision-Making Flow Chart.

7.5.10 Uncooperativeness

There are generally three types of uncooperativeness: refusal to observe seating arrangements; non-participation in an activity; refusal to leave the room when asked.

- If a student fails to observe seating arrangements, explain the reason for seating changes.
- If there is non-participation, explain the reason why this is not acceptable.

If non-compliance continues, be sympathetic, ask if the student is unwell, or the reason for the non-participation. Talk to the student after the class. The instructor should follow the procedures outlined in the Decision-Making Flow Chart.

However, if the lack of cooperation reaches such a degree that the instructor feels s/he is losing control and is likely to get into the situation of asking a student to leave the room, it may help to completely change the activity in class, or leave the class for 5 minutes. If the instructor asks a student to leave and s/he refuses, follow the procedures outlined in the Decision-Making Flow Chart.

7.5.11 Emergency

To be employed if the problem is judged to be particularly serious by the instructor, for example fighting.

- The instructor calls a security guard who escorts the student or students immediately to the HTU, HTU available, Head of Teaching or the Directorate.
- The instructor dismisses the class.
- Follow the procedures outlined in the Decision-Making Flow Chart.

7.6 Complaints Procedure

7.6.1 Student-Instructor Complaints

- In all cases of complaints, the HTUs will provide guidance for instructors on how to be receptive to students coming directly to them with a complaint.
- In the event of a student not being able to talk to the instructor, the relevant HTU will be informed.
- The HTU will take the necessary steps to solve the problem.

7.6.2 Instructor-Student Complaints

- The Instructor talks to the student(s) directly. If the instructor complains to the HTU, they are counseled to approach the student(s) directly to solve the problem following the procedures in the Decision-Making Flow-Chart.
- In the event of the problem not being solved, the instructor talks to the HTU.

7.6.3 Student Complaints

Students can find more information about how to make a complaint in the Student Handbook at <http://prep.bilkent.edu.tr/>

7.7. Support Provided to Our Students

All stakeholders in Bilkent University English Language Preparatory Program, i.e. Director, HTUs and instructors, offer academic guidance to students. They also provide clarification for administrative matters. Personal support to students is provided at Bilkent University main campus Bilkent University Psychological Counseling and Development Center. which can be reached at <http://www.bilkent.edu.tr/bilkent/admin-unit/dos/pdgm/index.html>

8. EMERGENCIES

8.1 Emergency Line

In case of any emergency (health or security-related), please dial 6666, which is open 24/7.

8.2 Power Cuts

In case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity for all three buildings. If a power cut occurs during an exam, please follow the instructions in the invigilation booklet.

8.3 Snow

In the event of delays due to snow, the following procedure is followed:

- The English Preparatory Program is open when it snows, unless there is a Rectorate decision to close the University.
- If there are no students in the room in the first class hour, the instructor waits for 15 minutes. If no one has arrived by then, the instructor leaves a message on the board telling any late arrivals where the instructor can be found and informs the HTU.
- Instructors go to the classroom for the second class hour and the same procedure outlined above applies.
- Even if there are as few as two students, the instructor teaches the class as normal or helps students with their LP task or homework in the form of tutorials.
- Students who are there should be marked present and those who are absent should be marked absent. Crediting the absent students' attendance is at the Directorate's discretion.

- In the event of a decision being made to close the program during the day, instructors will be informed.

In the event of heavy snow, the following procedure is followed:

- The program is open when it snows, unless there is a Rectorate decision to close the University.
- The Rectorate informs the Program Director, who then informs the Heads about the decision.
- The decision is communicated to all unit members through the information dissemination system established by the unit.
- It may happen that instructors will come to program and a decision be taken subsequently to close the program or to send students home.
- TV, radio, the internet may not be reliable sources of information; therefore, all staff should communicate with their academic supervisors.

8.4 Evacuation of Bilkent University English Language Preparatory Program Buildings

Assembly area maps are provided for inclusion in class files. Emergency exit routes are posted on the door of every classroom and office.

Warning System:

There is an alarm system in all three buildings to warn the students and staff of imminent emergency situations. In cases of emergency, a one-minute continuous alarm will be set off to warn the students and staff to evacuate the building. The following steps should be taken by the staff and students during such emergencies:

8.4.1 Instructor Responsibilities

During Class Time

- ask the students to take their valuables (purse, wallet etc.) and follow you in single file
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single line
- wait for instructions from the Officers-in-Charge

During Break Times

- assist students to evacuate the building
- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door

- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single file
- wait for instructions from the Officers-in-Charge

During Exams

- ask the students to leave the exam papers on the desks, take their valuables and follow you in single file
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single file
- wait for instructions from the Officers-in-Charge

During Periods when Students are not in the Building

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- wait for instructions from the Officers-in-Charge

During Marking

- take your valuables (purse, wallet etc.) with you
- collect the papers quickly and keep them with you at all times
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/ nominated unit member
- wait for instructions from the Officers-in-Charge

8.4.2 Specialist Units, Admin and Support Staff Responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member

- wait for instructions from the Officers-in-Charge

8.4.3 Unit Head/Nominated TU Member Responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building
- go to the assembly area
- stay in the TU designated area to indicate where the instructors and students should gather
- wait for instructions from the Officers-in-Charge

8.4.4 Officers-in-Charge responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building
- go to the assembly area
- stay in the designated area
- contact security forces

Officers-in-Charge

D-Building : Dr. Elif Şen

N-Building : Dr. Hande Işıl Mengü

8.5 First Aid

First-aid boxes are available in the relevant administrative staff office in N Building (Room: AZ-15).

APPENDICES

(Electronic copies of all the forms/documents can be electronically accessed through <http://prep.bilkent.edu.tr/>)

APPENDIX 1: WHO IS WHO IN Bilkent University English Language Preparatory Program

Directorate

Dr. Elif Kantarcioğlu English Language Preparatory Program Director

Specialized Heads

Dr. Hande Mengü Head of Professional Development
 Dr. Ayça Üner Head of Teaching
 Carole Thomas Head of Testing

Heads of Teaching Units – Preparatory Program

Aslı Sağ Head of Teaching Unit 1
 Nazan Aktürk Head of Teaching Unit 2
 Zeynep Kireçci Head of Teaching Unit 3
 Emine Zafer Nizam Head of Teaching Unit 4
 Elizabeth Richter Head of Teaching Unit 5
 Gökçen Çolak Head of Teaching Unit 6
 Ümran Board Head of Teaching Unit 7
 Tülay Özyurt Erkan Head of Teaching Unit 8
 Aysen Sayan Head of Teaching Unit 9

Testing

Efser Civelekoğlu Level Assessment Developer
 Marci Nelson Özer Level Assessment Developer
 Steven Hobson Level Assessment Developer
 Canan Suyolcu Level Assessment Developer
 Gamze Güner Level Assessment Developer
 Dr. Stephan O'Grady Testing Validation Coordinator

Teacher Training Unit

Dr. Elif Şen Teacher Trainer
 Mutlu Ergun Teacher Trainer

Administrative Staff

Hakan Kargal STARS Specialist
 Berrin Akakça Meral Administrative Assistant
 Merve Öcal Bütüner Administrative Assistant
 Güler Güneri Administrative Assistant

| | |
|----------------------|--------------------------|
| Başak Akdaş | Supervisor |
| Erhan Dağ | Network Specialist |
| Sibel Bozkurt | Administrative Assistant |
| Zeynep Özge Kocatepe | Administrative Assistant |
| Aslıhan Şimşek | Housekeeper |
| Ayten Elmadağ | Support Staff |
| Hikmet Özdenkoş | Support Staff |

APPENDIX 2: ENGLISH LANGUAGE INSTRUCTOR JOB DESCRIPTION – ENGLISH LANGUAGE PREPARATORY PROGRAM

Responsible To: Head of Teaching Unit

Overall Goal: To improve the quality of learning of all English Language Preparatory Program students irrespective of their learning profile as outlined in the *BUSEL Teacher Competency Framework*.

General Aims:

1. To provide quality tuition to the students.
2. To effectively carry out non-teaching related duties.
3. To contribute to institutional and professional development.
4. To fulfill other job related duties as required.
5. To teach up a full instructor course load of 680 hours.

Specifically:

1. To provide quality tuition to the students by:

- 1.1. planning, preparing and delivering effective lessons to meet students' cognitive and affective needs;
- 1.2. ensuring that the learning objectives specified in the English Language Preparatory Program Syllabus are met in the best possible way to meet students' needs;
- 1.3. providing formative assessment and feedback on a range of tasks through the Learning Portfolio and other assessments;
- 1.4. contributing to the development of critical thinking skills of students;
- 1.5. providing individual support and attention to students as required and through tutorials and individual meetings;
- 1.6. contributing to students' personal development in the Preparatory Program through the promotion of a suitable learning environment;
- 1.7. contributing to evaluation and planning of courses to better meet student needs;
- 1.8. selecting, adapting and preparing materials for classes;
- 1.9. using computers for effective teaching and learning;
- 1.10. responding positively to student feedback gained through the Evaluation of Learning (EL) results and the University Course and Instructor Evaluation.

2. To effectively carry out non-teaching related duties by:

- 2.1. liaising with colleagues in all matters related to teaching of their students;
- 2.2. actively participating in, taking minutes and chairing Teaching Unit meetings and any other meetings as required;
- 2.3. effectively invigilating and marking all exams organized as required;
- 2.4. maintaining records in designated formats;
- 2.5. substituting for absent colleagues as required;

2.6 adhering to and enforcing institutional rules.

3. To contribute to institutional and professional development by:

3.1 participating in staff development and other training programs as and when required;

3.2 contributing to the climate of development in the Teaching Unit;

3.3 contributing to the positive working atmosphere in the Teaching Unit and the program;

3.4 participating in the establishment and maintenance of an 'open door' policy, which includes class visits and classroom observations;

3.5 having classes videoed for professional development purposes;

3.6 developing computer-related skills for teaching and learning;

3.6 positively contributing to the appraisal process;

3.7 actively participating in task groups;

3.8 positively contributing to consultation on key Teaching Unit and institutional issues.

4.To fulfill other job-related duties assigned by the Director.

5.To teach a full course load of 680 hours.

APPENDIX 3***BUSEL Teacher Competency Framework
(adapted from BALEAP 2008)***

The original document was published by
British Association of Lecturers
Copyright BALEAP, August 2008

Competency Framework for Teachers of English for Academic Purposes

Below is an excerpt from the original document:

“The teaching of English for Academic Purposes (EAP) has expanded with the increasing use of English for study, teaching and research in further and higher education institutions worldwide. In recognition of a gap which exists in EAP-specific teacher qualifications, BALEAP has established a description of the core competencies of a professional EAP practitioner, in order to provide teachers new to the field, and those responsible for training them, with clear goals and understanding of the role of an EAP teacher. Competency is here understood as ‘the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely’ (Aitken, 1998). The development of the competencies framework was informed by the findings of a 3-stage survey of EAP practitioners between April 2005 and January 2006. In addition, the competency framework was presented for discussion at the BALEAP conference in Durham in April 2007. The competencies, thus, reflect best practice as viewed by experienced practitioners...”

BUSEL is committed to raising standards in teaching English for Academic Purposes both at the local and international level. With this aim in mind, the ***Competency Framework for Teachers of English for Academic Purposes*** has gone through only minor adaptation to make the document better suit the BUSEL context and meet BUSEL Strategic Plan objectives. The adaptation covered only some minor changes to terminologies to make them more accessible to BUSEL community and the extraction of some British context bound concepts. The only major change to the document was the addition of a new section, “E”, on ‘Communication’, which was considered to be essential but was missing in the original document.

As envisaged by the developers of the document, BUSEL intends to use the adapted document for the following purposes:

- A description of good EAP practice targeted at BUSEL
- A reference document acting as a basis for:
 - Supporting the professional development of BUSEL teachers
 - BUSEL teacher recruitment and selection

Overall competency statement

A BUSEL teacher is be able to facilitate students' acquisition of the English language, skills and strategies required for studying in Bilkent University and to support students' understanding of approaches to interpreting and responding to the requirements of academic tasks and their related processes.

Summary of competency statements

| | |
|--|--|
| A. Academic practice | a BUSEL teacher will – |
| 1. Academic contexts | have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of Bilkent University. |
| 2. Awareness of genre | be able to recognize and explore academic genres and how it influences the way academic knowledge is communicated. |
| 3. Academic discourse | have a high level of systemic language knowledge including knowledge of discourse analysis. |
| 4. Personal learning, development and autonomy | recognize the importance of applying to his or her own practice the standards expected of students and other academic staff. |
| B. EAP students | a BUSEL teacher will understand – |
| 5. Student needs | the basic requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations. |
| 6. Student critical thinking | the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills. |
| 7. Student autonomy | the importance of student autonomy in language learning/ academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate. |
| C. Curriculum development | a BUSEL teacher will understand – |
| 8. Syllabus and Course Map/Outline Development | the main types of language syllabus and will be able to transform a syllabus into a course map/outline that addresses students' needs. |
| 9. Text processing and text production | approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts. |

| D. Programme implementation | a BUSEL teacher will be – |
|---|---|
| 10. Teaching practices | familiar with contemporary language teaching methods, approaches and techniques, and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes. |
| 11. Assessment practices | able to assess academic language and skills using formative and summative assessment. |
| E. Communication | a BUSEL teacher will be – |
| 12. Communication with all stakeholders | able to express themselves appropriately in all forms of written, oral and non-verbal communication with students, peer teachers, administrators and other community members. |

FRAMEWORK



The Framework consists of three columns each with a function.

*The first column, “Knowledge and Understanding of..”, lists what a BUSEL EAP teacher has in their knowledge base and what they can understand related to EAP teaching. It also works as a reference document for all stakeholders to check if there is a gap between the list and what an individual teacher already has in their knowledge base.

*The second column, “Ability to...” describes how a BUSEL EAP teacher can put their knowledge/understanding of concepts in EAP teaching into practice.

*And, lastly, the third column, “Possible indicators...”, lists the *indicators* which show that the *ability* has been used to put *knowledge/understanding* into *practice*.

A. Competencies relating to **Academic Practice**

1. Academic Contexts

A BUSEL teacher has a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of Bilkent University.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|---|---|
| <p>norms and conventions of Bilkent in relation to</p> <ul style="list-style-type: none"> • Prep./ FAE program courses • teaching and learning • staff/student communication • assessment <p>modes of knowledge communication and publication including</p> <ul style="list-style-type: none"> • print media • electronic media • oral genres (e.g., lectures, seminars, conference presentations) <p>Bilkent University policies relating to</p> <ul style="list-style-type: none"> • ethical practices • respect for intellectual property • disciplinary procedures about cheating, plagiarism falsification cases • student support | <p>work with materials and tasks from different subject areas and engage with the ideas they present</p> <p>help students find their way into the writing and speaking practices of an academic context</p> <p>help students to understand Bilkent University policies and procedures and the reasons behind them</p> | <p>relate course objectives, content and skills to the contexts and requirements of Bilkent University courses</p> <p>require outcome tasks to be presented in print, oral and electronic modes in line with the common practices of Bilkent University (i.e. MOODLE/ Presentations)</p> <p>use appropriate citation and referencing in learning activities and prepared assessed tasks</p> |

2. Awareness of Genre

A BUSEL teacher is able to recognize and explore academic genres and how it influences the way academic knowledge is communicated.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|--|--|
| <p>the importance of evidence-based reasoning in academic genres</p> <p>academic genre and its <i>discourse features</i></p> <p>audience within <i>discourse communities</i> and <i>discourse features</i> of academic texts in students' disciplines (e.g. Law, Business, Engineering, etc...)*</p> | <p>raise students' awareness of <i>discourse features</i> of academic texts</p> <p>raise students' awareness of <i>discourse features</i> of academic texts in their disciplines*</p> <p>train students to investigate the practices of their disciplines and the use and citation of sources as evidence (i.e. IEEE)*</p> <p>work with subject specialists and take account of their different perspectives with regard to knowledge communication*</p> | <p>provide students with frameworks to investigate academic genres, disciplinary differences and values, particularly in relation to the communication of knowledge</p> <p>guide students to be aware of the features of academic genres</p> <p>guide students to investigate genres of their specific discourse communities.*</p> |

*more pertinent to FAE Program

3. Academic Discourse

A BUSEL teacher has a high level of systemic language knowledge including knowledge of discourse analysis.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|--|---|
| <p><i>discourse features</i> and academic vocabulary which would allow teachers to read and make sense of texts without being subject specialists:</p> <ul style="list-style-type: none"> • grammar and syntax at the level of phrase, clause and sentence • <i>discourse features</i> beyond the sentence • cohesion and coherence • semantics and pragmatics • approaches to text classification, e.g., theories of genre and text type | <p>apply their knowledge and understanding of texts and discourse analysis to course organization, materials selection and development, and assessment</p> | <p>analyse examples of academic genres in terms of the knowledge and understanding listed in the first column</p> <p>show the teaching of features of academic genre within context</p> <p>provide analytical feedback which promotes accuracy in students' spoken and written academic outputs</p> |

4. Personal Learning, Development and Autonomy

A BUSEL teacher recognizes the importance of applying to his or her own practice the standards expected of students and other academic staff.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|---|--|---|
| <p>the importance of continuing professional development</p> <p>appropriate professional terminology</p> <p>current issues in English language teaching and researching EAP</p> <p>the role of ambiguity in academic enquiry</p> <p>the importance of critical reflection on own practice</p> | <p>take appropriate instructional decisions based on own knowledge and understanding</p> <p>write and speak clearly, coherently and appropriately</p> <p>engage with academic research and literature to inform own practice and communicate these ideas to colleagues</p> | <p>relate personal approach to teaching to a specific EAP teaching context</p> <p>review an article/book/teaching journal</p> <p>provide evidence of</p> <ul style="list-style-type: none"> • reflective practice • action research • conference presentation • published paper |

B. Competencies relating to **EAP students**

5. Student Needs

A BUSEL teacher understands the basic requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|---|---|--|
| <p>the prior learning, expectations and values that students are likely to bring from their original learning cultures</p> <p>the specific language knowledge and skills, educational values and roles necessary for participation in the target learning culture</p> <p>the different content and focus required at undergraduate in-sessional and postgraduate in-sessional levels*</p> | <p>undertake a principled and systematic analysis of the gap between students' competence and what they need for academic study</p> | <p>show effective communication with students from a range of cultural background and with various <i>socio-economic status (SES)</i> backgrounds</p> <p>create opportunities to help students understand the target learning culture's values, processes and tasks.</p> <p>show the use of a range of teaching methods and teacher roles in response to different types of learner needs</p> <p>show the use of tasks and materials that incorporate a variety of learner roles and learning styles</p> |

*more pertinent to FAE Program

6. Student Critical Thinking

A BUSEL teacher understands the role of critical thinking in academic contexts and employs tasks, processes and interactions that require students to demonstrate critical thinking skills.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|--|---|
| <p>how critical thinking underpins academic practice</p> <p>the elements of critical thinking</p> <p>critical approaches to knowledge to enable its evaluation and expansion</p> | <p>make links between critical thinking and study competence explicit for students</p> <p>provide opportunities and stimulus for critical thinking in sequences of learning activities</p> | <p>show students' development incrementally across time through syllabus/ tasks/ lesson plans/ materials</p> <p>demonstrate that syllabus/ materials/ assessment contain knowledge transforming tasks and activities</p> <p>show how students review and evaluate their own learning aims/materials/ activities/ assessment in terms of usefulness for future study</p> |

7. Student Autonomy

A BUSEL teacher understands the importance of student autonomy in language learning/ academic contexts and employs tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|---|---|---|
| <p>the principles of student autonomy, the use of new technologies to support autonomous learning, how to support student autonomy through group activities and individual tutoring</p> | <p>make the link between autonomy and academic study explicit to students</p> <p>stage the sequence of learning activities from guided to facilitated to autonomous</p> <p>foster student autonomy through group activities as well as one-to-one tutorials</p> <p>help students in their assessment of own learning.</p> | <p>demonstrate the promotion of</p> <ul style="list-style-type: none"> • student choice • active engagement • reflection • student self-assessment • students taking responsibility in tasks, lesson plans and materials <p>require students to plan, draft and present larger summative tasks</p> <p>require students to show how they took responsibility for achieving individual and group tasks</p> |

C. Competencies relating to **Curriculum Development**

8. Syllabus and Course Map/Outline Development

A BUSEL teacher understands the main types of language syllabus and is able to transform a syllabus into a course map/outline that addresses students' needs.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|---|--|
| <p>a range of EAP syllabus types</p> <p>the need in a syllabus for progression and recycling and transfer of knowledge and skills to other learning contexts</p> <p>constraints and their impact on syllabus design</p> <p>a need for designing the student version of the course map/ outline</p> | <p>identify aims and objectives of course syllabus to address the gap between students' competence and what they need for academic study</p> <p>integrate course objectives, language and skills content and assessment</p> <p>select, adapt or create materials from appropriate sources and develop appropriate tasks</p> <p>communicate all of the above to students in an accessible and meaningful way</p> | <p>demonstrate the relationship between student needs and the implementation of a syllabus in a course map/ outline</p> <p>communicate course objectives in ways that show how they will be assessed during instruction or when giving feedback on formative assessment</p> <p>justify the selection and/or design of material</p> |

9. Text processing and text production

A BUSEL teacher understands approaches to text classification and discourse analysis and is able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|---|---|---|
| <p>approaches to text classification and analysis such as functional and rhetorical features of texts (*and also those used in genre research)</p> <p>disciplinary differences evident in academic genres</p> <p><i>text processing</i> skills and strategies</p> <p><i>text production</i> skills and strategies</p> | <p>identify and analyse academic genres and the functional and rhetorical features of academic texts and train students to do the same</p> <p>incorporate explicit analysis of spoken and written texts into sequences of teaching and learning activities</p> <p>stage and scaffold the teaching of reading and listening for study purposes</p> <p>use a text-based approach for teaching writing and speaking skills</p> | <p>design a course map / outline that</p> <ul style="list-style-type: none"> • uses whole texts or text segments • integrates text processing and text production • uses cycles of analysis and synthesis of processes, skills and tasks |

*more pertinent to FAE Program

D. Competencies relating to **Program Implementation**

10. Teaching Practices

A BUSEL teacher is familiar with contemporary language teaching methods, approaches and techniques and is able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|--|---|
| <p>the key differences between the content and processes required for teaching and learning in an EAP class compared with a general ELT class</p> <p>a developed repertoire of teaching techniques and the rationale for their appropriate use</p> | <p>plan and deliver course based on a syllabus</p> <p>distinguish between teaching students' discipline content, procedural knowledge (e.g., how to go about doing a task) and language knowledge *</p> <p>integrate teaching of academic language and academic study skills in lessons</p> <p>integrate study skills into other skills teaching</p> <p>integrate IT into delivery, to enhance IT skills and reflect academic practices</p> <p>respond flexibly and exploit unplanned learning opportunities effectively</p> | <p>justify lesson plans on the basis of students' needs, syllabus and course map/outline.</p> <p>evaluate a core textbook for a particular context</p> <p>adapt or create materials and explain the rationale behind these</p> <p>reflect on and respond to observation or student feedback on teaching</p> <p>comment on a revised lesson plan</p> |

*more pertinent to FAE Program

11. Assessment Practices

A BUSEL teacher is able to assess academic language and skills using formative and summative assessment.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|--|--|--|
| <p>different modes of EAP assessment</p> <p>the link between assessment and teaching and learning in EAP</p> <p>the purpose and structure of institutional summative and proficiency tests i.e. PAE, ENG 101 common exam</p> | <p>integrate course objectives, language and skills content with assessment</p> <p>select appropriate modes of assessment and design or evaluate assessment tools for language and skills for EAP listening, speaking, reading and writing, including integrated skills</p> <p>apply marking criteria consistently and to agreed standards</p> <p>give appropriate feedback on oral and written student performance</p> <p>use assessment outcomes to inform teaching and learning</p> | <p>justify examples of assessment tools within their courses</p> <p>evaluate an assessment tool for their courses</p> <p>comment on the application of marking criteria to assessment tasks/tools</p> <p>choose the appropriate mode to give effective feedback back on student work</p> <p>justify changes to a lesson plan or course map/outline based on assessment results</p> |

E. Competencies relating to **Communication**

12. **Communication with all stakeholders**

A BUSEL teacher is able to express himself/herself appropriately in all forms of written, oral and non-verbal communication with students, peer teachers, administrators and other community members within and beyond BUSEL.

| Knowledge & understanding of – | Ability to – | Possible indicators – |
|---|--|--|
| effective social interaction effective rapport building effective conflict resolution | choose communication behavior which is suitable to achieve the aim of social interaction | is attentive in interactions is perceptive in interactions is responsive in interactions |
| cultural sensitivity | cooperate and collaborate effectively and constructively use appropriate language and behavior to build rapport | shows emotional and cultural sensitivity and control |

Glossary of key terms

Academic discourse —

relates to the common understandings, norms, conventions, language, vocabulary, rituals etc for communication within the discourse community or 'community of practice'. (Johns, 1994)

Autonomy —

is both independence and interdependence (Little, 1991; 1994 cited in Blin, 2004). Independence entails taking responsibility for one's own learning, setting objectives, and making informed pedagogical decisions based on some form of self-evaluation. The development of learner autonomy can be seen not only as the development of 'individual' autonomy but also as the development of a social, and even political autonomy through which a group of learners will collectively take responsibility for and control their learning. (Blin, 2004).

Competency —

is here understood as 'the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely' (Aitken, 1998).

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Appendix A

Below is an appendix of the original document:

This competency framework has been compiled by a BALEAP working party whose members included Olwyn Alexander, Douglas Bell, Sandra Cardew, Julie King, Anne Pallant, Mary Scott, Desmond Thomas, Magdalen Ward Goodbody.

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Competency Framework for Teachers of English for Academic Purposes was adapted for BUSEL context by the members of BUSEL management team as a result of numerous round table discussions held in the 2015-2016 academic year. The team members were Asst. Prof. Dr. Tijen Akşit, Dr. Hande Mengü, Dr. Elif Kantarciođlu, Carole Thomas and Ayça Üner.

APPENDIX 4



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English
Teaching Qualifications

This criteria has been adapted from the Cambridge English Teaching Awards 'ICELT Checklist and Report on Assessed Teaching' document. Numbers next to each criterion are references to the 'BUSEL Teacher Competency Framework'.

ICELT Observation Criteria

| | | |
|-------------------------------|---------|--------|
| Instructor's Name, Surname | | |
| Date | | |
| Observation Area | Systems | Skills |
| Observation Focus | | |
| Level of Class | | |
| Number in Class | | |

| | | | |
|---|------|------|-----------|
| Planning, Teaching & Post-lesson reflection and evaluation | Fail | Pass | Good pass |
| Observer's Name, Surname | | | |
| Overall comments: | | | |

1. Lesson planning

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a. identify learning objectives appropriate to the needs, age and ability level of the group (A.1/B.5) | | | | | | |
| b. select and/or adapt materials and/or activities suitable for the learners and the lesson objectives including where appropriate stories, art, music, investigations outside the classroom (B.5/B.6/C.8/D.10) | | | | | | |
| c. assign realistic timing to the stages in the lesson (D.10) | | | | | | |
| d. include an appropriate variety of activity, interaction and pace (B.5/B.6/B.7/D.10) | | | | | | |
| e. anticipate potential difficulties with language and activities (B.5/C.8/D.10) | | | | | | |
| f. present plans in language which is clear, accurate (including appropriate use of terminology) and easy to read (A.3/A.4/C.8/C.9/D.10) | | | | | | |
| g. present materials for classroom use with a professional appearance and regard for copyright requirements (A.1C.8/C.9/D.10) | | | | | | |
| Comments: | | | | | | |

2. Classroom teaching skills

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a. establish rapport (E.12) | | | | | | |
| b. foster a constructive and safe learning environment taking into account appropriate learner and teacher roles (A.1/B.5/B.7/E.12) | | | | | | |
| c. set up and manage a range of classroom events (B.7/D.10) | | | | | | |
| d. maintain discipline showing sensitivity to individual needs (B.5/E.12) | | | | | | |
| e. maintain learners' interest and involvement (B.5/B.6/E.12) | | | | | | |

| | | | |
|---|--|--|--|
| f. teach in a way that encourages the development of learner autonomy (B.7) | | | |
| g. teach language items effectively (A.2/C.9/D.10) | | | |
| h. convey the meaning of new language with clear and appropriate context and check learners' understanding of it (A.2/C.9/D.10/D.11) | | | |
| i. help learners develop language accuracy (A.2/B.5/C.9/D.10) | | | |
| j. monitor learners' language performance and give appropriate feedback (B.7/D.11) | | | |
| k. identify errors and sensitively correct learners' oral and written language when and where appropriate (A.3/B.7/D.11/E.12) | | | |
| l. make appropriate use of learners' first and other languages (B.5) | | | |
| m. teach language skills appropriately and effectively including literacy where relevant (A.3/C.9/D.10) | | | |
| n. help learners develop language fluency (A.3/C.9/D.10) | | | |
| o. use appropriate aids, materials and resources (including the board) effectively (C.8/D.10) | | | |
| p. adapt plans and activities appropriately in response to the learners and to classroom contingencies (B.5/D.10) | | | |
| q. achieve learning objectives (D.10) | | | |
| Not all of criteria a-q will be applicable to every lesson. | | | |
| Comments: | | | |

3. Lesson evaluation

| | 1-met | 2-partially met | 3-not met |
|--|-------|-----------------|-----------|
| a. reflect critically on their plan, teaching and evaluation, and use of English (A.4/D.10) | | | |
| b. review and adapt their practice in the light of this reflection and of the views of tutors, colleagues and learners (A.4/D.10) | | | |
| c. set targets for on-going development (and where appropriate the next assessed lesson) (A.4) | | | |
| Comments: | | | |

4. Use of English in the classroom

Accuracy

| | 1-met | 2-partially met | 3-not met |
|---|-------|-----------------|-----------|
| a. use clear, generally accurate English for teaching purposes (may include classroom management, response to learners, dealing with language content) (A.4) | | | |
| b. use language for classroom purposes that provides a good model for learners (A.4) | | | |
| Comments: | | | |

Range and flexibility

| | 1-met | 2-partially met | 3-not met |
|---|-------|-----------------|-----------|
| c. employ language that is appropriate to the learners' level (A.4/B.5) | | | |
| d. reinforce, simplify or clarify meaning when necessary (B.5/D.10) | | | |
| Comments: | | | |

Pronunciation

| | 1-met | 2-partially met | 3-not met |
|---|-------|-----------------|-----------|
| e. display generally clear and accurate pronunciation (A.4) | | | |
| f. use stress and intonation to reinforce meaning (A.4/D.10) | | | |
| g. provide a clear, consistent model for learners (A.3/A.4) | | | |
| Comments: | | | |

Audience awareness

| | 1-met | 2-partially met | 3-not met |
|--|-------|-----------------|-----------|
| h. select and grade language in response to learners' language needs and potential difficulties (A.4/B.5/D.10) | | | |
| i. show awareness and responsiveness to learners' misunderstanding or lack of understanding (B.5/D.10/D.11) | | | |
| Comments: | | | |

OVERALL COMMENT

Please comment on the lesson planning, classroom teaching skills, lesson evaluation and use of English in the classroom.

| |
|--|
| |
|--|

Teacher's signature: _____ Academic Supervisor's signature: _____

| | | | |
|-------------------|--------------|------|-----------|
| Needs Improvement | Satisfactory | Good | Excellent |
|-------------------|--------------|------|-----------|

(only applicable for Probation Observation)

APPENDIX 5



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English
Teaching Qualifications

This criteria has been adapted from the Cambridge English Teaching Awards 'DELTA Module 2 Report for the Language Systems and Skills Assignments' document. Numbers next to each criterion are references to the 'BUSEL Teacher Competency Framework'.

DELTA Observation Criteria

| | | |
|-----------------------------|---------|--------|
| Instructor Name, Surname | | |
| Date | | |
| Observation Area | Systems | Skills |
| Observation Focus | | |
| Level of Class | | |
| Number in Class | | |

| | | | |
|--|------|------|-----------|
| Planning, Teaching & Post-lesson reflection and evaluation | Fail | Pass | Good pass |
| Observer's Name, Surname | | | |
| Overall comments: | | | |

1. Planning and preparation

| | 1 | 2 | 3 |
|---|-------|-----------------|-----------|
| | 1-met | 2-partially met | 3-not met |
| a) includes | | | |
| (i) a brief general overview of the group of learners and the course (B.5/C.8/D.10) | | | |
| (ii) information about individual learners relevant to the lesson (B.5/D.10) | | | |
| b) sets out clear and appropriate overall aims and learning outcomes for the lesson in relation to language systems and/or language skills and learner needs (A.1/B.5/B.6/C.8/D.10) | | | |
| c) provides relevant analysis of target language in terms of form, meaning/use and phonology in the case of language systems, and in terms of linguistic, discursal and communicative features in the case of language skills (A.2/A.3/C.9) | | | |
| d) outlines any relevant link(s) between this lesson and relevant aspects of preceding and subsequent lessons, and if relevant the course as a whole (C.8/D.10) | | | |
| e) states assumptions made about the learners' knowledge, abilities and interests relevant to the aims and learning outcomes of the lesson (B.5/B.6/B.7/D.10) | | | |
| f) anticipates and explains potential problems in relation to the lesson's aims and learning outcomes, the learners and the learning context, and the equipment, materials and resources to be used (A.1/B.5/C.8/D.10) | | | |
| g) suggests appropriate solutions to the problems outlined in 1f above (C.8/D.10) | | | |
| h) describes suitably sequenced procedures and activities appropriate to achieving the stated overall aims and stage aims (A.4/C.8/D.10) | | | |
| i) states materials and/or resources to be used, which are appropriate to the teaching and learning context, the learners, the lesson aims and learning outcomes, and the time available, and includes a copy/copies of suitably presented materials, sourced where necessary (A.1/B.5/C.8/D.10) | | | |

| | | | |
|--|--|--|--|
| j) assigns realistic and appropriate timing for each stage and/or group of stages in the procedure (D.10) | | | |
| Comment: | | | |

2 – 5 Teaching

2. Creating and maintaining an atmosphere conducive to learning

Successful candidates demonstrate that they can effectively:

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a) teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation (A.1/B.5/B.6/B.7/D.10/E.12) | | | | | | |
| b) purposefully engage and involve learners (B.5/B.6/B.7/D.10) | | | | | | |
| c) vary their role in relation to the emerging learning and affective needs of learners during the lesson (B.5/B.7/D.10/E.12) | | | | | | |
| d) listen and respond appropriately to learner contributions (D.10/E.12) | | | | | | |
| Comment: | | | | | | |

3. Understanding, knowledge and explanation of language and language skills

Successful candidates demonstrate that they can effectively:

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a) use language which is accurate and appropriate for the teaching and learning context (A.2/A.3/A.4/B.5/D.10) | | | | | | |
| b) adapt their own use of language to the level of the group and individuals in the group (A.4/B.5/D.10) | | | | | | |
| c) give accurate and appropriate models of language form, meaning/use and pronunciation (A.2/A.3/A.4/C.9/D.10) | | | | | | |
| d) give accurate and appropriate information about language form, meaning/use and pronunciation and/or language skills/subskills (A.2/A.3/C.9/D.10) | | | | | | |

| | | | |
|---|--|--|--|
| | | | |
| e) notice and judiciously exploit learners' language output to further language and skills/subskills development (D.10/D.11) | | | |
| Comment: | | | |

4. Classroom procedures and techniques

Successful candidates demonstrate that they can effectively:

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a) use procedures, techniques and activities to support and consolidate learning and to achieve language and/or skill aims (C.8/D.10) | | | | | | |
| b) exploit materials and resources to support learning and achieve aims (C.9/D.10) | | | | | | |
| c) deliver a coherent and suitably varied lesson (D.10) | | | | | | |
| d) monitor and check students' learning and respond as appropriate (B.5/D.10/D.11) | | | | | | |
| Comment: | | | | | | |

5. Classroom management

Successful candidates demonstrate that they can effectively:

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|---|-------|-----------------|-----------|---|---|---|
| a) implement the lesson plan and where necessary adapt it to emerging learner needs (B.5/D.10) | | | | | | |
| b) manage the classroom space, furniture, equipment, materials and resources (D.10) | | | | | | |
| c) set up whole class and/or group and/or individual activities, as appropriate (B.5/B.6/B.7/D.10) | | | | | | |

| | | | |
|--|--|--|--|
| d) ensure the learners remain focused on the lesson aims and the learning outcomes (B.5/D.10) | | | |
| Comment: | | | |

6. Reflection and evaluation

Successful candidates demonstrate that they can effectively:

| | 1-met | 2-partially met | 3-not met | 1 | 2 | 3 |
|--|-------|-----------------|-----------|---|---|---|
| a) reflect on and evaluate their own planning, teaching and the learners' progress as evidenced in this lesson (A.4/D.10) | | | | | | |
| b) identify key strengths and weaknesses in planning and execution (A.4/D.10) | | | | | | |
| c) explain how they will (would) consolidate/follow on from the learning achieved in the lesson (A.4/D.10) | | | | | | |
| Comment: | | | | | | |
| Overall comment <i>(Please summarise strengths and weaknesses with reference to the criteria)</i> | | | | | | |

Teacher's signature: _____ Academic Supervisor's signature: _____

| | | | |
|-------------------|--------------|------|-----------|
| Needs Improvement | Satisfactory | Good | Excellent |
|-------------------|--------------|------|-----------|

(only applicable for Probation Observation)

APPENDIX 6

BUSEL EAP Teacher Observation and Development

(BUSEL Teacher Competency Framework Informed)

General ELT-type criteria ('use of the board', 'group management', 'student talking time', etc.) are understood to be subsumed under criterion 9. Given the qualifications and experience required of EAP teachers, such classroom skills are assumed until demonstrated to be absent.

| | |
|---|--------------------------------|
| Instructor: _____ Course: _____ Date: _____ Observation Focus: _____ Coursebook / Materials Reference: _____ Observer: _____ | |
| <i>Meeting <u>Learner Needs</u></i> | |
| Where relevant & appropriate ,does the teacher... | <i>Summary Comments</i> |
| 1 Communicate effectively with students in an appropriate and culturally aware manner? | |
| 2 Recognize individual needs and roles within the class in response to learners' current and long-term academic goals? | |
| 3 create opportunities and stimulus for critical thinking (academic and/or self-reflective) ? | |
| 4 Respond flexibly in class, exploiting unplanned(EAP) learning opportunities | |
| 5 foster learner autonomy by promoting (e.g. student choice, active engagement, | |
| 6 Use assessment and/or learning outcomes to inform teaching and learning? | |
| <i>Implementing the <u>Syllabus</u></i> | |
| Where relevant and appropriate, does the teacher... | <i>Summary Comments</i> |
| 7 Make clear the rationale for the lesson and Component tasks, such that students see the relationship to greater course aims, syllabus and | |
| 8 select/adapt/create and exploit lesson/learner-appropriate tasks & materials effectively, while preserving the intended skills and focuses of the course syllabus ? | |
| 9 ...employ a classroom approach and teaching methods appropriate to lesson aims, learner needs and the EAP context? | |

| Integrating Academic Discourse | |
|---|-------------------------|
| Where relevant & appropriate, does the teacher... | Summary Comments |
| 10 Help develop learners' processing and production of (academic/discipline- | |
| 11 Take a discourse approach to skills/ language, showing how elements within a text relate to the whole and to context in terms of | |
| 12 integrate and recycle academic language input and/or analytic feedback that promotes accurate and genre-appropriate student production? | |
| Linking Learning to Academic Contexts & Practices | |
| Where relevant & appropriate, does the teacher... | Summary Comments |
| 13 relate lesson aims/objectives, language, skills, content and processes to the academic practices and conventions of the university context? * | |
| Summary of Post-Lesson Discussion | |
| | |
| Teacher Reflections on the Lesson | |
| | |
| Feed-Forward to Future Personal Practice | |
| | |

Date: _____

Teacher's signature: _____ Academic Supervisor's

signature: _____

| | | | |
|-------------------|--------------|------|-----------|
| Needs Improvement | Satisfactory | Good | Excellent |
|-------------------|--------------|------|-----------|

(only applicable for Probation Observation)

**This criterion may be considered the principal lens through which all other can also be viewed. It is this awareness of The Academy that needs to inform the way learners and teachers engage with EAP concepts, academic literacy skills and language on our pre-sessional and in-sessional programmes of study.*

APPENDIX 7 INSTRUCTOR OBSERVATION DOCUMENTATION



Bilkent University

English Language Preparatory Program

Lesson Plan Proforma

| | |
|---------------------|-----------------|
| Name: | Date: |
| Level & Class code: | Time: |
| Classroom: | Type of lesson: |

| | |
|---|--|
| Class Profile: | <i>How would you describe this class in terms of motivation, ability, behaviour? Which students are particularly strong, weak? What are the strengths and weaknesses of the learners in relation to the specific focus of this lesson?</i> |
| Aims of the Lesson: <ul style="list-style-type: none"> • Main Aims: • Subsidiary aims: • Personal Aims: | <p><i>What will the students have been presented with/practised by the end of the lesson?</i></p> <p><i>What are the supporting skills / language work in this lesson?</i></p> <p><i>What are your professional development aims in this lesson? Based on previous feedback and/or your PD goals, what do you want to achieve personally in your teaching?</i></p> |
| Timetable Fit: | <i>How does the lesson fit into the course / week? How does this lesson relate to the previous and the following lesson?</i> |
| Assumptions: | <i>What do you assume students already know with respect to the aims of this lesson? (Consider what students know about the language / skill / subskill as well as their learning preferences and class dynamic.)</i> |
| Anticipated Problems & Suggested Solutions: | <i>What problems do you anticipate with the lesson regarding lesson aims, procedures, materials and resources as well as student behaviour? And how do you plan to deal with these problems?</i> |
| Materials/Aids: | <i>Provide full reference for the materials you will be using.</i> |
| Rationale: | <i>How does this lesson meet the students' needs and relate to the overall aims of the lesson? Provide a justification for your choice of lesson shape, procedures, materials and resources.</i> |

PROCEDURES

| STAGE | AIMS | TIME | TEACHER ACTIVITY | STUDENT ACTIVITY | MATERIALS | INTERACTION |
|--------------|-------------|-------------|-------------------------|-------------------------|------------------|--------------------|
| | | | | | | |

Post-Observation Reflection Form

Name:

Date:

Thank you for taking the time to reflect on your lesson. Please consider the following points in your reflection and add any other points you would like to share in the post-observation meeting.

1. Think through each stage of your lesson. Have you met your aims? Consider the setting up, execution and feedback at each stage of the lesson. How effective were they in relation to your stage/lesson aims? Were the stages sequenced meaningfully?

2. What do you think about your students' involvement in the lesson and their response to the activities/tasks?

3. Reflect on the choice of materials and activities. How did they contribute to students' learning?

4. Having taught the lesson:
 - a) which of the anticipated problems occurred?

 - b) what other problems / difficulties did your learners have during the lesson?

5. Think of the planning and execution of the lesson. Is there anything you would do differently to improve students' understanding/learning if you taught this lesson again?

6. Reflecting on the planning and execution of your lesson,
 - a) What were the strong areas in your teaching and how did they contribute to student learning?

b) What are the areas that need improvement in this observation cycle?

c) Choose 2-3 areas for future action and briefly state what you would do to improve these areas.

APPENDIX 8- USEFUL ACRONYMS & ABBREVIATIONS

Positions

| | |
|------|---------------------------------------|
| AA | Administrative Assistant |
| TUAA | Testing Unit Administrative Assistant |
| HTU | Head of Teaching Unit |
| LAD | Level Assessment Developer |
| TT | Teacher Trainer |

Others

| | |
|-------|---|
| BCC | Bilkent Computer Centre |
| CALL | Computer-Assisted Language Learning Laboratory |
| CAT | Cumulative Achievement Test |
| CIDER | Centre for Instructor Development, Education and Research |
| CSP | Class Spokesperson |
| DELTA | Diploma in English Language Teaching to Speakers of Other Languages |
| ECA | End-of-Course Assessment |
| EL | Evaluation of Learning |
| ELTC | English Language Teaching Certificate |
| FAE | Faculty Academic English |
| GSE | Graduate School of Education |
| LP | Learning Portfolio |
| PAE | Proficiency in Academic English |
| PoR | Position of Responsibility |
| SGK | Sosyal Güvenlik Kurumu (Social Security Organization) |
| STARS | Student Academic Information Registration System |
| TTU | Teacher Training Unit |
| TU | Teaching Unit |

APPENDIX 9 – ADMINISTRATIVE LEAVE REQUEST FORM

| İNGİLİZCE HAZIRLIK PROGRAMI MUDURLUGU AKADEMİK PERSONEL İDARI İZİN FORMU (Academic Staff Administrative Leave Request Form) | | | |
|---|---------------------------------------|---------------|---------------------------|
| Ad - Soyad (Name & Surname) | | | |
| Sicil Numarası (Employee ID number) | | | |
| İzin Talebi Tarihleri (Dates of leave) | From / /2020 to / /2020 | | |
| İzin Talebi Süresi (gün olarak) (Length of leave [in days]) | | | |
| İzin Talep Sebebi (Reason for Leave Request) | | | |
| Telafisi gereken ders bilgileri ve diğer görevler (Classes / other duties to be made-up if applicable) | Section codes: Total # of hrs: | Make-up plan: | Other tasks to be missed: |
| Akademik Personel İmzası (Signature of the instructor) | | | |
| Program Müdürü'nün Onay İmzası (Approval of Program Director) | | | |

APPENDIX 10 - INCIDENT REPORT FORM**INCIDENT REPORT FORM****NAME OF THE STUDENT:** X**CLASS CODE:****NAME OF THE MAIN CLASS INSTRUCTOR:****PROBLEM BROUGHT BY:** Y**DATE:**

NATURE OF INCIDENT:

Student X was looking around during the exam. Despite my warnings, the student continued to look around. As I was monitoring, I saw him cheat from his peer, **name of the peer**, sitting in front of him. He was warned again and was told that he would be put on the incident report form and was asked to continue with the exam.

Upon this incident, I would like to ask that disciplinary action be taken against X.

Instructor's Signature:

HTU's Signature:

Attached: Seating Plan

APPENDIX 11- PROBLEM RECORD SHEET**PROBLEM RECORD SHEET****NAME OF THE STUDENT:** X**CLASS CODE:****NAME OF THE MAIN CLASS INSTRUCTOR:****PROBLEM BROUGHT BY:** Y**DATE:**

NATURE OF PROBLEM: Student X was disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given.

ACTION TAKEN: I asked the student to see me outside the class in the break. When we met, I elicited and also told the student how unacceptable his/her behavior was and reminded him of the class rules that were set on the first day of the course. I asked him why he behaved this way and told him that I would fill in a Problem Record Sheet and that it would be followed up by further disciplinary action if he did not behave.

Instructor's Signature:

APPENDIX 12 - STUDENT ACTION PLAN TEMPLATE**ACTION PLAN****NAME OF THE STUDENT:** X**CLASS CODE:****NAME OF THE MAIN CLASS INSTRUCTOR:****PROBLEM BROUGHT BY:** Y**DATE:****DATE OF PROBLEM RECORD SHEET:**

NATURE OF PROBLEM:

Student X was disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given. He was reminded of Class Rules and told that a Problem Record Sheet would be filled in and filed about what had happened. However, X repeated his challenging behavior.

ACTION PLAN:

A meeting was held between Y and X and the following action points for X were agreed upon:

1. I will not disrupt my class by playing with my mobile phone.
2. I will not distract the attention of my classmates by talking unnecessarily.
3. I will pay attention in class and concentrate so that I can follow instructions when they are set.

I know that the consequence of not abiding by the above action points will be further disciplinary action.

Student's signature:

Instructor's signature: