Sabancı University School of Languages School Development Series
Series Editor: Dr. Deniz Kurtoğlu Eken

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Sabancı University School of Languages School Development Series so far consists of four books in the areas of curriculum development, learner development, teacher development and assessment of learning. Our School Development Series is an example of how we have collaboratively worked and grown over the years, Creating and Developing Together, the mission of Sabancı University and the School of Languages (SL). Our books provide a practical guide and include many examples of practical tools, tasks and activities as well as key guiding principles in all four areas.

We have always taken pride in being a ‘sharing’ institution and hopefully been setting a good model in this respect. Over the years, we have worked closely with numerous educational institutions, sharing our ideas and experiences, educational processes, work samples, practices and documents. We have always believed in collaboration through a wide range of professional activities such as training activities, conferences, training and development courses, forums, seminars and consultancy. Our belief in sharing, collaboration and professional exchange has been the key driving force behind the idea of our School Development Series. Please see the sections below for detailed information on each of our books.

Purchasing information

The effective assessment of English language learning is one of the most challenging areas in academic school contexts. It necessitates principles, which are built upon a school’s curriculum scheme and on assessment practices that reflect these principles in the best way possible. Although there are no simple answers to what this ‘best way’ can be, systematic needs analysis research; regular programme evaluation studies; ongoing feedback from key stakeholders including language learners themselves; and principled analyses of assessment data, are essential practices in offering highly useful insights into decisions regarding an effective assessment scheme.

We believe that A Practical Guide to English Language Learning Assessment in an Academic Context: Principles, Practices and Reflections will be able to offer such useful insights by sharing principles, practical examples and reflections on our assessment practices.

We also believe that the guide will be of interest to language teaching professionals who are interested and/or involved in the assessment of language learning, particularly in foundation or preparatory programmes, which aim to teach learners academic English language and skills in preparation for their faculty studies.

The guide takes a practical approach to the development, implementation and evaluation of assessment practices through a set of practical guidelines based on our experiences and insights in developing assessment policies and practices. The publication complements the first book in our School Development Series, A Practical Guide to English Language Curriculum Development in an Academic Context: Creating, Vitalizing and Evaluating. Our readers are therefore encouraged to use the two books together while designing, reassessing and further improving their curriculum and assessment processes and procedures.
CHAPTER 1: A HOLISTIC LOOK AT ASSESSMENT OF LEARNING
Berna Akpinar Arslan, Jacqueline Einer & Pinar Gündüz

CHAPTER 2: DEVELOPMENT OF ASSESSMENT PROCESSES AND PRACTICES
Berna Akpinar Arslan & Pinar Gündüz

PART B: FORMATIVE ASSESSMENT OF LEARNING

CHAPTER 3: PROCESS FOCUSED ASSESSMENT OF LEARNING

LEARNING PORTFOLIO
Alev Türkmen Zengin & Esra Gün Alayıf

COLLABORATIVE LEARNING
Esra Gün Alayıf

HOMEWORK AND PARTICIPATION
Nesilhan Demirdirek & Pinar Gündüz

CHAPTER 4: WRITING FOCUSED ASSESSMENT OF LEARNING

SHORT ANSWER EXAMINATION
Alev Türkmen Zengin, Merve Karabulut & Mine Mönevver Bag

OPEN BOOK EXAMINATION
Esra Gün Alayıf, Eylem Bütüner & Mine Mönevver Bag

RESPONSE WRITING EXAMINATION
Mutlu Bosson & Pinar Gündüz

CHAPTER 5: FACULTY-ORIENTED ASSESSMENT OF LEARNING

ENGLISH OF MATHS AND SCIENCES
Berna Akpinar Arslan & Jonathan M.G. Smith

CRITICAL THINKING FOR SOCIAL SCIENCES
Amy Stopper, Kristin Ann Şendur, Suzan Altıparmak & Vildan Çai

PROJECT BASED LEARNING
Andrew Bosson

PART C: EXAM FOCUSED ASSESSMENT OF LEARNING

INTRODUCTION AND RATIONALE
Berna Akpinar Arslan & Pinar Gündüz

CHAPTER 6: ASSESSMENT OF LANGUAGE
Akin Çai & Gökrem Satak

CHAPTER 7: ASSESSMENT OF READING AND LISTENING
Deniz Renca & Ildü Güneş Ertugan

CHAPTER 8: ASSESSMENT OF SPEAKING
Berna Akpinar Arslan & Pinar Gündüz

CHAPTER 9: ASSESSMENT OF LANGUAGE PROFICIENCY: PLACEMENT AND PROFICIENCY EXAMS
Berna Akpinar Arslan, Pinar Gündüz

REFLECTIONS: LOOKING FORWARD
Berna Akpinar Arslan & Pinar Gündüz

Editors: Andrew Bosson and Deniz Kurtoğlu Eken

This publication is all about a school’s most important asset, its teachers. Our book includes a rich collection of professional development ideas and teacher development stories written by Sabancı University School of Languages (SL) teachers and is intended to be of interest to all teacher learners and teaching professionals who believe in lifelong learning, embracing opportunities for further professional growth. The approaches, explorations and practices presented in the publication are based on the recognition, creation and design of professional development opportunities promoting real life experiential teacher learning at the SL.

The themes which run through the book all embrace the idea of lifelong teacher development and teacher learning through a growth mindset a key element of which is the awareness, desire and courage to critically explore and reflect on our own approaches and practices as teachers.

Another theme that runs through our book also reveals our understanding of professional development. Professional development is a thread that connects seemingly unconnected areas in both teacher and institutional practice and learning. And it is the recognition of this learning that makes it development.

With the collective contributions of our colleagues, this book also presents a rich example of teacher development and teacher learning on so many levels; individual research and writing, collaborative discussion and ideas generation, reflective learning from drafting and redrafting processes, learning from peers, and gaining a holistic understanding of the myriad professional development possibilities.

We believe A Practical Guide to English Language Teacher Development in an Academic Context: Approaches, Explorations and Practices will be of interest to all teaching professionals who see themselves as lifelong teacher learners and are looking for ‘new’ paths and inspiration on their developmental journeys.
PART A: EXPLORING TEACHER DEVELOPMENT

CHAPTER 1: THE CULTURE OF DEVELOPMENT
Andrew Bosson & Deniz Kurtoglu Eken

CHAPTER 2: THE KEY TO DEVELOPMENT: TEACHER MOTIVATION AND LIFELONG LEARNING
Andrew Bosson & Deniz Kurtoglu Eken

CHAPTER 3: TEACHER COLLABORATION AND COOPERATION
Vildan Cal, Meral Guerci & Nezaket Ozgirin

CHAPTER 4: DEVELOPING THROUGH CLASSROOM TEACHING
Berna Akpinar Arslan, Mutlu Bosson & Sonat Demirdirek

CHAPTER 5: DEVELOPING A PRINCIPLED APPROACH FOR THE USE OF DIGITAL RESOURCES
Andrew Bosson, Burca Cagkan, Adam Simpon, Sibel Toskan Simsek & Evrim Uysal

CHAPTER 6: OBSERVATION BASED TEACHER DEVELOPMENT
Andrew Bosson & Sharon Celtek

CHAPTER 7: DEVELOPING THROUGH TEACHER RESEARCH AND EXPLORATION
Sharon Celtek & Deniz Kurtoglu Eken

CHAPTER 8: DEVELOPING THROUGH PRESENTATIONS AND WORKSHOPS
Andrew Bosson & Meral Guerci

CHAPTER 9: TEACHER SELF ASSESSMENT: THE EQUALS FRAMEWORK FOR LANGUAGE TRAINING AND DEVELOPMENT
Vildan Col & Deniz Kurtoglu Eken

CHAPTER 10: TEACHER DEVELOPMENT FROM AN INSTITUTIONAL PERSPECTIVE
Jacqueline Einer & Deniz Kurtoglu Eken

PART B: OUR TEACHER DEVELOPMENT STORIES

STORY 1: TEAM-TEACHING AS A TOOL FOR COURSE ORIENTATION AND MODELLING
TEACHING PRACTICE: Vildan Cal & Amy Stopper

STORY 2: IN THE MIRROR OF A JOURNAL
Berna Akpinar Arslan

STORY 3: MY JOURNEY AS A TEACHER
Cemile Gursu

STORY 4: MY PHD JOURNEY
Deniz Çicekoglu Ileryavuz

STORY 5: FROM REFLECTIVE TEACHING TO A CRITICAL COMPREHENSION STRATEGY
Gokhan Satoz

STORY 6: INTERACTIVE DECISION MAKING
Jacqueline Einer

STORY 7: I AM LEARNING WITH AND FROM MY LOVELY LEARNERS
Meral Guerci

STORY 8: TEAM DEVELOPMENT: RAISING AWARENESS OF ISSUES RELATED TO COMMUNICATION TO PROMOTE SMOOTH TEAMWORK
Sharon Celtek & Nezaket Ozgirin

STORY 9: FAR FROM PERFECT: ETERNALLY IN BLOOM
Nurdan Coksezen Metel

STORY 10: LEARNING FROM LEARNERS
Caner Guenduz

STORY 11: MANAGING SELF-MANAGERS: THE ROLE OF THE TEACHER IN THE MIXED ABILITY CLASSROOM
Shari Young

STORY 12: COMPARING TEACHING AND LEARNING: TEACHER INTENTION VERSUS STUDENT PERCEPTION
Sharon Celtek
For us, learners have always been and shall always be at the heart of instruction with methods and techniques built around learner-centered teaching and more importantly on principles which view learners as individuals with vast potential and a rich repertoire of learning styles and strategies.

Having learned so much from and with our learners over the years, we have felt professionally responsible to share all this wonderful learning and experience with other colleagues and institutions through A Practical Guide to English Language Learner Development in an Academic Context: Practices and Processes.

The practices and processes that have been discussed in this publication have been created and developed over the years by members of Sabancı University, School of Languages with a working goal of promoting autonomous learning.

It is intended that this book will be of interest to other professionals who share similar interests and aims especially in foundation or preparatory programmes preparing learners for academic study in English.
The Bigger Picture: The Earth from Mars
Jacqueline Einer & Deniz Kurtoğlu Eken

SECTION A: THE LEARNER AND THE LEARNING ENVIRONMENT

1. Learners and the Learning Environment
   Esra Gün Alayafi, Neslihan Demirdirek & Deniz Kurtoğlu Eken

2. Learner Motivation and Perceptions on Learning
   Reyhan Salataçı Ok & Nezaket Özgürin

SECTION B: LEARNER-CENTERED PRACTICES

3. Learner-centered Curriculum Development
   Adam Simpson & Tülin Süral

4. Developing Language and Skills
   Andrew Bosson & Sharon Çetin

5. Developing Study Skills
   Greg Grimaldi & Bünyamin Mengi

6. Learning Resources Beyond the Language Class
   Neslihan Demirdirek, Seyran Erdoğan & Evrim Uysal

7. Preparing for Freshman Year
   Krzysztof Kujawski & Eylem Mengi

8. Promoting Learner Development through Project Based Learning, Andrew Bosson & Cameron Dean

SECTION C: RESEARCH AND FEEDBACK

9. Learner-based Research
   Deniz Kurtoğlu Eken

10. Learning from Feedback
    Esra Gün Alayafi & Pınar Gündüz

11. Assessing Learning
    Esra Gün Alayafi & Neslihan Demirdirek
This Guide is a set of reflections on the development of the curriculum at Sabancı University School of Languages over the last decade. During this time the School has created a range of syllabus documents and worked further on implementing, evaluating and revising an EAP-oriented curriculum. This has involved several rounds of needs analysis studies focused on improving different areas of the curriculum and ensuring that the curriculum does not remain a theoretical document ‘on the shelf’ but is brought to life or ‘vitalized’. In recent years we have become more aware of the benefits of sharing our experiences in this area with other institutions, which in turn has been informing innovation in our own curriculum. This has been the motivating factor behind the publication.

It is intended that A Practical Guide to English Language Curriculum Development in an Academic Context: Creating, Vitalizing and Evaluating will be of interest to any who are involved in the setting up and/or development of an English language curriculum for foundation or preparatory programmes preparing learners for academic study in English. In order for other institutions to learn from our experiences and transfer the insights we have gained to their own context, this publication aims to provide a practical approach to the development, implementation and evaluation of the curriculum.

PART A: CREATING THE CURRICULUM
2. Laying the Foundations: Introduction to Needs Analysis and Objective Writing, Leah Bosworth & Jonathan Smith
3. Clarifying Expectations: Exit-Level descriptors, Leah Bosworth & Jonathan Smith
5. Making objectives accessible to the learner: Can-do Statements, Seyran Erdog˘an & Reyyan Solata˘c˘ı Ok
7. Developing Academic Language Objectives: Corpus and Needs Analysis, Anna Hrečuch & Michael John Thomas
8. Developing Academic Vocabulary Objectives: Corpus Analysis and Word Lists, Tanju Deveci & Adam Simpson
9. Developing Academic Reading Objectives: From 'Learning to Read' to 'Reading to Learn', Eylem Mengi & Sharon Turner
10. Developing Academic Writing Objectives: Communicative Functions and Rhetorical Flexibility, Merve Karabulut Baykan & Reyyan Solata˘c˘ı Ok
11. Developing Academic Listening Objectives: Authenticity and Scaffolding, Leah Bosworth & Jonathan Smith
12. Developing Academic Speaking Objectives: Conversation, Discussion and Presentation, Meltem Bizim & Devrim Demirezen Uygan

PART B: VITALIZING THE CURRICULUM
14. Producing your Own Materials: The Process of Writing a Course Book, Jacqueline Einer & Münever Mine Ba˘g
15. Vitalizing Objectives: Teaching and Learning Programmes, Leah Bosworth & Jonathan Smith
17. Implementing the Writing Cycle: Assignments, Tutorials and Folders, Merve Karabulut Baykan & Reyyan Solata˘c˘ı Ok
18. Improving Listening: Podcasts and E-documentaries, Neslihan Demirdirek & Nezaket Özgür
19. Implementing the Speaking Cycle: Tasks, Portfolio and Evaluation, Meltem Bizim & Devrim Demirezen Uygan
20. Providing Online Support for Teachers and Learners: Virtual Learning Environments, Sibel Ta¸şkin Şimşek & Evrim Uysal

PART C: EVALUATING THE CURRICULUM