

## Sabancı University School of Languages School Development Series

Series Editor: Dr. Deniz Kurtoglu 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

[www.eltstoreturkey.com](http://www.eltstoreturkey.com) <http://libercopia.com/> <https://www.kitapsan.com.tr/>

## **A Practical Guide to English Language Learning Assessment in an Academic Context: Principles, Practices and Reflections (2020)**

*Editors: Berna Akpınar Arslan and Pınar Gündüz*

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 Akpınar Arslan, Jacqueline Elner & Pinar Gündüz

## **CHAPTER 2: DEVELOPMENT OF ASSESSMENT PROCESSES AND PRACTICES**

Berna Akpınar Arslan & Pinar Gündüz

## **PART B: FORMATIVE ASSESSMENT OF LEARNING**

### **CHAPTER 3: PROCESS FOCUSED ASSESSMENT OF LEARNING**

#### **LEARNING PORTFOLIO**

Alev Türkmen Zengin & Esra Gün Alayafl

#### **COLLABORATIVE LEARNING**

Esra Gün Alayafl

#### **HOMEWORK AND PARTICIPATION**

Neslihan Demirdirek & Pinar Gündüz

### **CHAPTER 4: WRITING FOCUSED ASSESSMENT OF LEARNING**

#### **SHORT ANSWER EXAMINATION**

Alev Türkmen Zengin, Merve Karabulut & Mine Münevver Bag

#### **OPEN BOOK EXAMINATION**

Esra Gün Alayafl, Eylem Bütüner & Mine Münevver Bag

#### **RESPONSE WRITING EXAMINATION**

Mutlu Bosson & Pinar Gündüz

### **CHAPTER 5: FACULTY-ORIENTED ASSESSMENT OF LEARNING**

#### **ENGLISH OF MATHS AND SCIENCES**

Berna Akpınar Arslan & Jonathan M.G.Smith

#### **CRITICAL THINKING FOR SOCIAL SCIENCES**

Amy Stopper, Kristin Ann Şendur, Suzan Altıparmak & Vildan Çal

#### **PROJECT BASED LEARNING**

Andrew Bosson

## **PART C: EXAM FOCUSED ASSESSMENT OF LEARNING**

### **INTRODUCTION AND RATIONALE**

Berna Akpınar Arslan & Pinar Gündüz

### **CHAPTER 6: ASSESSMENT OF LANGUAGE**

Aklif Çal & Görkem Satak

### **CHAPTER 7: ASSESSMENT OF READING AND LISTENING**

Deniz Renda & İdil Güneş Ertugan

### **CHAPTER 8: ASSESSMENT OF SPEAKING**

Berna Akpınar Arslan & Pinar Gündüz

### **CHAPTER 9: ASSESSMENT OF LANGUAGE PROFICIENCY: PLACEMENT AND PROFICIENCY EXAMS**

Berna Akpınar Arslan, Pinar Gündüz

### **REFLECTIONS: LOOKING FORWARD**

Berna Akpınar Arslan & Pinar Gündüz

# C O N T E N T S

## **A Practical Guide to English Language Teacher Development in an Academic Context: Approaches, Explorations and Practices (2017)**

**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 Sabanci 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.

**A Practical Guide to English Language Teacher Development in an Academic Context: Approaches, Explorations and Practices (2017) Editors: Andrew Bosson and Deniz Kurtoğlu Eken**

**PART A: EXPLORING TEACHER DEVELOPMENT**

**CHAPTER 1: THE CULTURE OF DEVELOPMENT**

*Andrew Bosson & Deniz Kurtoğlu Eken*

**CHAPTER 2: THE KEY TO DEVELOPMENT: TEACHER MOTIVATION AND LIFELONG LEARNING**

*Andrew Bosson & Deniz Kurtoğlu Eken*

**CHAPTER 3: TEACHER COLLABORATION AND COOPERATION**

*Vildan Çal, Meral Güçeri & Nezaket Özgirin*

**CHAPTER 4: DEVELOPING THROUGH CLASSROOM TEACHING**

*Berna Akpınar Arslan, Mutlu Bosson & Sonat Demirdirek*

**CHAPTER 5: DEVELOPING A PRINCIPLED APPROACH FOR THE USE OF DIGITAL RESOURCES**

*Andrew Bosson, Burça Çapkan, Adam Simpson, Sibel Taşkın Şimşek & Evrim Uysal*

**CHAPTER 6: OBSERVATION BASED TEACHER DEVELOPMENT**

*Andrew Bosson & Sharon Çeltek*

**CHAPTER 7: DEVELOPING THROUGH TEACHER RESEARCH AND EXPLORATION**

*Sharon Çeltek & Deniz Kurtoğlu Eken*

**CHAPTER 8: DEVELOPING THROUGH PRESENTATIONS AND WORKSHOPS**

*Andrew Bosson & Meral Güçeri*

**CHAPTER 9: TEACHER SELF ASSESSMENT: THE EAQUALS FRAMEWORK FOR LANGUAGE TRAINING AND DEVELOPMENT**

*Vildan Çal & Deniz Kurtoğlu Eken*

**CHAPTER 10: TEACHER DEVELOPMENT FROM AN INSTITUTIONAL PERSPECTIVE**

*Jacqueline Einer & Deniz Kurtoğlu Eken*

**PART B: OUR TEACHER DEVELOPMENT STORIES**

**STORY 1: TEAM-TEACHING AS A TOOL FOR COURSE ORIENTATION AND MODELLING**

**TEACHING PRACTICE** *Vildan Çal & Amy Stopper*

**STORY 2: IN THE MIRROR OF A JOURNAL** *Berna Akpınar Arslan*

**STORY 3: MY JOURNEY AS A TEACHER** *Celile Gürsu*

**STORY 4: MY PHD JOURNEY** *Deniz Çiçekoğlu Daryavuz*

**STORY 5: FROM REFLECTIVE TEACHING TO A CRITICAL COMPREHENSION STRATEGY**

*Görkem Satak*

**STORY 6: INTERACTIVE DECISION-MAKING** *Jacqueline Einer*

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

**STORY 8: TEAM DEVELOPMENT: RAISING AWARENESS OF ISSUES RELATED TO COMMUNICATION TO PROMOTE SMOOTH TEAM WORK** *Sharon Çeltek & Nezaket Özgirin*

**STORY 9: FAR FROM PERFECT: ETERNALLY IN BLOOM** *Nurdan Çoksezen Metel*

**STORY 10: LEARNING FROM LEARNERS** *Pınar Gündüz*

**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 Çeltek*

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## **A Practical Guide to English Language Learner Development in an Academic Context: Practices and Processes (2015)**

***Editors:** Esra Gün Alayafi and Neslihan Demirdirek*

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.

<b>The Bigger Picture: The Earth from Mars</b> <i>Jacqueline Einer &amp; Deniz Kurtođlu Eken</i>
<b>SECTION A: THE LEARNER AND THE LEARNING ENVIRONMENT</b>
<b>1. Learners and the Learning Environment</b> <i>Esra Gün Alayafı, Neslihan Demirdirek &amp; Deniz Kurtođlu Eken</i>
<b>2. Learner Motivation and Perceptions on Learning</b> <i>Reyhan Salatacı Ok &amp; Nezaket Özgirin</i>
<b>SECTION B: LEARNER-CENTERED PRACTICES</b>
<b>3. Learner-centered Curriculum Development</b> <i>Adam Simpson &amp; Tülin Süral</i>
<b>4. Developing Language and Skills</b> <i>Andrew Bosson &amp; Sharon Çeltık</i>
<b>5. Developing Study Skills</b> <i>Greg Grimaldi &amp; Bünyamin Mengi</i>
<b>6. Learning Resources Beyond the Language Class</b> <i>Neslihan Demirdirek, Seyran Erdoğan &amp; Evrim Uysal</i>
<b>7. Preparing for Freshman Year</b> <i>Krzysztof Kujawski &amp; Eylem Mengi</i>
<b>8. Promoting Learner Development through Project Based Learning</b> , <i>Andrew Bosson &amp; Cameron Dean</i>
<b>SECTION C: RESEARCH AND FEEDBACK</b>
<b>9. Learner-based Research</b> <i>Deniz Kurtođlu Eken</i>
<b>10. Learning from Feedback</b> <i>Esra Gün Alayafı &amp; Pınar Gündüz</i>
<b>11. Assessing Learning</b> <i>Esra Gün Alayafı &amp; Neslihan Demirdirek</i>

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## **A Practical Guide to English Language Curriculum Development in an Academic Context: Creating, Vitalizing and Evaluating (2013)**

*Editors: Leah Bosworth and Jonathan M.G.Smith*

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.



**A Practical Guide to English Language Curriculum Development in an Academic Context: Creating, Vitalizing and Evaluating (2013) Editors: Leah Bosworth and Jonathan M.G.Smith**

Looking at the Bigger Picture: Contexts, Parameters and Principles <i>Leah Bosworth, Jacqueline Einer &amp; Jonathan Smith</i>
<b>PART A: CREATING THE CURRICULUM</b>
1. Building a Curriculum Team: Vision, Roles and Collaboration, <i>Leah Bosworth &amp; Jonathan Smith</i>
2. Laying the Foundations: Introduction to Needs Analysis and Objective Writing <i>Leah Bosworth &amp; Jonathan Smith</i>
3. Clarifying Expectations: Exit-Level Descriptors, <i>Leah Bosworth &amp; Jonathan Smith</i>
4. Identifying Core Principles: The Curriculum Framework, <i>Leah Bosworth &amp; Jonathan Smith</i>
5. Making objectives accessible to the learner: Can-do Statements, <i>Seyran Erdoğan &amp; Reyhan Salatacı Ok</i>
6. Fostering Independent Learning: Principles and Practices, <i>Esra Gün Alayafı &amp; Bünyamin Mengi</i>
7. Developing Academic Language Objectives: Corpus and Needs Analysis <i>Anna Hreczuch &amp; Michael John Thomas</i>
8. Developing Academic Vocabulary Objectives: Corpus Analysis and Word Lists <i>Tanju Deveci &amp; Adam Simpson</i>
9. Developing Academic Reading Objectives: From 'Learning to Read' to 'Reading to Learn' <i>Eylem Mengi &amp; Sharon Turner</i>
10. Developing Academic Writing Objectives: Communicative Functions and Rhetorical Flexibility <i>Merve Karabulut Baykan &amp; Reyhan Salatacı Ok</i>
11. Developing Academic Listening Objectives: Authenticity and Scaffolding <i>Leah Bosworth &amp; Jonathan Smith</i>
12. Developing Academic Speaking Objectives: Conversation, Discussion and Presentation <i>Meltem Bizim &amp; Devrim Demirezen Uygan</i>
13. Catering for ESP Needs: The English of Maths and Sciences, <i>Jacqueline Einer &amp; Jonathan Smith</i>
<b>PART B: VITALIZING THE CURRICULUM</b>
14. Producing your Own Materials: The Process of Writing a Course Book <i>Jacqueline Einer &amp; Münevver Mine Bağ</i>
15. Vitalizing Objectives: Teaching and Learning Programmes, <i>Leah Bosworth &amp; Jonathan Smith</i>
16. Addressing Individual Learners' Needs: Tutorials, <i>Esra Gün Alayafı &amp; Bünyamin Mengi</i>
17. Implementing the Writing Cycle: Assignments, Tutorials and Folders <i>Merve Karabulut Baykan &amp; Reyhan Salatacı Ok</i>
18. Improving Listening: Podcasts and E-documentaries, <i>Neslihan Demirdirek &amp; Nezaket Özgirin</i>
19. Implementing the Speaking Cycle: Tasks, Portfolio and Evaluation <i>Meltem Bizim &amp; Devrim Demirezen Uygan</i>
20. Providing Online Support for Teachers and Learners: Virtual Learning Environments <i>Sibel Taşkın Şimşek &amp; Evrim Uysal</i>
<b>PART C: EVALUATING THE CURRICULUM</b>
21. Valuing Learners' Voices: The Learner Forum, <i>Leah Bosworth &amp; Pınar Gündüz</i>
22. Valuing Teachers' Voices: Mechanisms for Feedback and Ownership <i>Jonathan Smith &amp; Leah Bosworth</i>

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