MIDDLE EAST TECHNICAL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

CURRICULUM POLICY DOCUMENT

(INTERIM REPORT)

A Guide for

Academic SFL Units

and

Researchers

THE School of Foreign Languages CURRICULUM

The administration of the METU School of Foreign Languages (SFL) initiated a Curriculum Renewal Project in 2002 with the aim of evaluating the courses offered by the Department of Basic English (DBE) and the Department of Modern Languages (DML) and reviewing the curricula of both departments respectively in the light of the findings. The project was based on the principle that change is one of the most pertinent features of organizational life and any change in the environment needs to be reflected in the instruction being conducted in an educational institution. The many-faceted nature of the METU Curriculum Renewal Project enabled:

- both DBE and DML to collaborate in their efforts to draw up specific course syllabi and the overall departmental curriculum,

- the SFL to identify its educational policy and define this policy in written form,

- the teachers in DBE and DML to share their expertise and experiences within the framework of the curriculum renewal cycle and thus bring forth innovation.

This project has laid the grounds for the setting up of an SFL Curriculum Unit, which will conduct work on the periodical evaluation of the SFL overall curriculum, and thus reflect itself in the departmental curricula. Due to the fact that the faculty in the DBE and DML are the main contributors to innovations in departmental syllabi and curricula, the SFL administration and the Curriculum Coordination Committee encourage all parties involved in the English language teaching at the SFL, METU to participate in this procedure in order to feel a sense of ownership of the ultimate curriculum.

The Curriculum Management

The curriculum of English instruction is primarily the responsibility of the administration of the School of Foreign Languages, working in tandem with the Department of Basic English and the Department of Modern Languages. The SFL administration has founded a Curriculum Coordinating Committee (CCC) that is responsible for ensuring that the curriculum, syllabi and the relevant teaching materials are designed, developed, implemented as well as evaluated in a systematic manner, consistently facilitating efficient and effective learning. To accomplish this task, CCC observes the following steps:

- sets the time frame, in which the SFL curriculum cycle will be implemented,

- gathers information from the departments on the nature of delivery in particular courses,

- briefs each department on the nature of delivery in particular courses offered by the other,

- evaluates the resources available to be used in shaping the curriculum, and informs the SFL administration of any new resources necessary for the process,

- provides training opportunities for all units in both departments,

- if necessary, provides consultancy to curriculum designers at some or all stages of the curriculum development process,

- sets schedules and ensures that deadlines are met for the completion of all components of the SFL curriculum,

- performs the role of an advisory board for the School Board in educational policy issues, and when necessary briefs the School Administrative Board.

The CCC, which was set up in September 2002, works as a coordinating committee, responsible directly to the School Board. At present, the CCC is made up of 5 members, two instructors from DBE and two from DML, one Assistant Director from the SFL. The CCC is not a decision-making body but works as an advisory board in the academic aspect of curriculum design, providing information on the alternative ways to implement stages in curriculum recycle process as well as the new approaches to curriculum design and language teaching. The decisions to be made on the staff requirements, implementation of curriculum recycle stages, resources and other budgetary issues are directly the responsibility of the SFL Administrative Board, upon the recommendations of the SFL School Board.

The CCC holds regular weekly meetings to discuss where the SFL and both departments are in the curriculum recycle process, plan for the next stage and to discuss the design for further stages. They are responsible for doing the field work based on the academic requirements identified in full by the SFL administration. Whenever there is a need for decision-making, they provide background information and brief the SFL Administrative Board to come to a decision on the issue under discussion.

In brief, the CCC is involved in needs analysis, selection of instructional strategy and the evaluation stages of the curriculum recycle process. The present cycle, which has been in progress for one year, is expected to come to an end in 2005.

Bearing in mind the principle that change is one of the most pertinent features of organizational life and any change in the environment needs to be reflected in the instruction being conducted in an educational institution, it is essential that a new cycle for curriculum renewal at SFL, METU be initiated every three years.

The Rationale behind the SFL Curriculum

The rationale for the goals and objectives of the SFL curriculum is that students build language competence through realistic classroom tasks which reflect the ones they will encounter in their academic and professional lives or which build the necessary skills for tasks they will encounter in their academic lives. Therefore, meaningful learning gains importance through the teaching methods applied and the learning tasks employed. In other words, language skills are to be integrated and to be purposefully treated towards the achievement of process learning, in which relevant skills and knowledge are transferred across tasks.

This curriculum document assumes critical thinking skills, learner autonomy (strategies), motivation, integrated skills, an understanding of ethics and cultural diversity, and use of current technology as integral components of the relevant teaching and learning processes to be employed at the SFL, METU.

The Mission Statement of the School of Foreign Languages

The mission of the School of Foreign Languages (SFL) is to provide the students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE (Department of Basic English) and DML (Department of Modern Languages). The main goal of the SFL is to enable the students at METU, where the medium of instruction is English, to follow their departmental courses, to access and effectively use all kinds of resources related to their academic studies and to use English in their professional lives by communicating in written and oral contexts. The SFL also aims at equipping each METU student with language skills that will enable him/her to carry out similar tasks in other foreign languages. While achieving these aims, the SFL seeks to educate its students in such a manner that they become constructive, creative, knowledgeable, intellectual individuals who are open to new ideas and aware of ethical and cultural values.

SFL, additionally, contributes to the quality of English teaching and learning in the whole country by offering language courses of high standards to the community.

The Vision of the School Of Foreign Languages

SFL will continue, as set forth in its mission statement, and with improved services at higher standards both in quality and in quantity, to fulfill its duties of maintaining support for English as the medium of instruction at METU, advancing the proficiency levels of METU students in English and in other foreign languages, and contributing to language education in the community, and thus remain an indispensable part of the instruction at METU. During this process:

- The SFL administration will promote the presence of SFL in the university governance and publicity network by creating a more effective administration, in a new building separate from the DML and DBE.

- SFL will guide both departments in establishing highly-developed organisational structures, which are independent of individual managerial styles, and which enable open communication and sound decision-making processes.

- Efforts will steadily continue to increase the quality of education, to maintain the continuity and encourage the improvement of the thorough teacher hiring procedures in the Departments, to increase in-service training opportunities, to promote innovations in language teaching and learning as part of the curriculum and testing systems.

- SFL will offer package language education programs, education programmes for language teachers and teacher educators, language tests, including electronic versions of these tests, and its own language teaching books and material to the state sector, private sector and individuals.

- Using the financial resources that it generates and the resources from the state budget and other resources, the SFL administration will have improved the physical conditions of both departments and provided a better work environment for its academic and other staff, and thus improved performance.

METU - EPE (METU English Proficiency Exam)

The Middle East Technical University English Proficiency Exam (METU-EPE) has been modified with the aim of aligning its contents with the objectives it is assumed to serve and will be administered as of January 2004.

METU-EPE is a test battery designed to assess the English language proficiency level of students who have been entitled to undertake their undergraduate and graduate studies at Middle East Technical University, where English is the medium of instruction. The aim of the battery is to determine whether the students' proficiency in English is at a level that will enable them to follow courses offered in their respective fields of study and fulfill the requirements of the courses with relative ease. Thus, the METU-EPE is mainly concerned with assessing students' proficiency in reading and understanding academic texts, their ability to follow lectures, take notes and make use of these notes, as well as their competence in composing academic texts of varying length. Therefore, the main focus of the METU-EPE is English for Academic Purposes and it may well serve the needs of students in other English-medium universities, provided their institutions recognize this test. Government agencies and ministries in need of English proficiency credentials for promotions and appointments are advised to note that METU-EPE is more similar to the new TOEFL (2005) and IELTS rather than KPDS (State Personnel Language Examination) and ÜDS (Council of Higher Education Language Exam).

Please see http://www.metu.edu.tr/home/www93/prf/anasayfa.htm for further information on registration, exam dates and rules.

Contents of METU-EPE

METU-EPE consists of two stages, each administered on a separate day. Both stages of the test are equally weighted, each contributing 50 points to the overall total of 100 points.

STAGE I : Language Use & Reading Comprehension (80 minutes / 50 pts.)

STAGE II : Listening Comprehension, Note Taking & Writing (100–110 minutes/50 pts.)

The first stage of METU-EPE determines whether a candidate is to sit the second stage of the test or not. The final METU-EPE score of those candidates who do not qualify to sit the second stage of the test will be what they have scored on the first stage of the test. Please see the METU-EPE document for further information.

NEEDS ANALYSIS

Purpose

Within the framework of Curriculum Renewal Project at METU, a comprehensive needs analysis was held in order to investigate the current situation across the university and the industry as regards students' English language skills and the requirements of their departmental programs and of their professional life after their graduation. The data were collected from the instructors at different departments at METU, the graduates of different departments and their employers, the English instructors at the School of Foreign Languages as well as the students who had received English courses at basic English level and/or English 101 and English 102 courses at freshman level.

As part of this comprehensive needs analysis process, interviews were held with instructors from different departments at METU, with MET graduates of different departments and their employers, who work at both private and state institutions. Questionnaires were given to METU undergraduate students to find out their academic needs in their departments so that the current SFL curriculum could be improved and changes that were geared towards the students' needs could be implemented. Two separate focus group sessions were held with SFL instructors, one with the instructors from the Department of Modern Languages (DML) and the other one with the instructors from the Department of Basic English (DBE) to collect in-depth data with regards to METU undergraduate students' academic needs during their studies at the university and their professional needs after their graduation.

In the needs analysis, the needs of METU graduate students were not inquired. However, it is advised this issue be handled in the next curriculum renewal cycle.

IN DEPARTMENTS

Sample Selection

18 instructors from 8 departments were interviewed. All the Faculties were included in the needs assessment interviews (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture). The departments were selected considering (a) the relevant Faculty's representation (in their student population) within the whole METU student population, and (b) the variety of departments within each Faculty. Therefore, Sociology, Physics, Architecture, Economy, Elementary Mathematics Education, Food Engineering, Electrical Engineering, and Geological Engineering Faculties were selected for the study. Then, two instructors from each department were selected randomly from among two general groups: those that mainly teach Freshman and Sophomore students, and those that mainly teach Junior and Senior students in FALL 2002 in order to identify any differences in students' performances and/or the course requirements across the grades.

The Interview Questions

The open-ended questions in the interview focused on three aspects of the phenomenon: (a) the course requirements, (b) students' performance in relation to these requirements, and (c) what should be done to overcome the flaws identified, as regards the four linguistic skills (Writing, Reading, Speaking, and Listening) and some non-linguistic skills or issues; namely, learner autonomy, critical thinking, social values, team-work, ethics, and technology.

Data Analysis

The interviews in transcript form were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups of informants were differentiated to better draw conclusions on similarities and differences across the levels.

The Results

Linguistic Goals

Freshman and Sophomore Levels

<u>Writing</u>: The results indicate that there is a significant variation across the faculties and/or departments in terms of the writing skills employed to fulfill course requirements. The Engineering Faculty, the Education Faculty, and the Physics department of the Arts & Sciences Faculty mainly include (a) guided/mechanical report writing (for lab experiments), and (b) rarely at most one–paragraph description or explanation in their exams. The assessment tools are usually test-type exams (with rarely some open-ended questions). On the other hand, the Sociology and the Architecture departments have a lot of writing tasks for different purposes and in different nature. More explicitly, in both departments, Sociology and Architecture, writing skills are practiced throughout the learning processes as part of classroom activities and course requirements, like projects, homework, and exams. The sociology students write essays and reports based on weekly reading assignments and they have to respond to open-ended questions in exams. They mainly practice reading based analysis and synthesis skills to come up with inferences, argumentations and comparisons in their essays or reports. Moreover, they have to use academic conventions/ documentation rules and procedures properly while synthesizing info from various sources. Similarly, in the Architecture department, writing skills are emphasized throughout the curriculum. However, on top of the analysis, synthesis and evaluation skills, as highlighted in the Sociology department, the Architecture students are required to do a lot of reflective thinking, description and personal writing in their courses. They write commentaries (reflective summary of the readings they do), transfer and synthesize info into the texts they produce and reveal their 'person' in reaction to or interaction with visual or written stimulus. The common problematic issue in all these departments is ineffective paraphrasing and plagiarism. The students have major difficulties rephrasing parts of a text to integrate them into their own work. This is both an issue of poor language and vocabulary, and poor synthesizing skills.

Reading: Similar to the results related to writing skills, there is a significant variation in text types and reading skills employed across the various departments at METU. The students at the Engineering departments, Elementary Mathematics Education department and the Physics department mainly read texts in their coursebooks. And these texts are usually short descriptive summaries or explanations of certain processes accompanied by visual representations, like charts, graphs, tables, figures or pictures. On the other hand, the students at the Architecture and Sociology departments are required to read a variety of texts extensively, like journal articles, chapters in books, and reports, on top of their coursebook texts. In these departments, the students are required to do skimming, scanning, deducing main idea, networking parts of a long text, analyzing text structure, evaluating conclusions/arguments, inferencing meaning, and synthesizing information in various sources, in order to carry out both intensive and extensive reading tasks. The Sociology students are required to read approximately 300-400 page texts per week. Similarly, reading visual information is highly emphasized in the Architecture department. The major problems raised by the informants in all the departments mentioned above are that (a) the students have difficulty relating and integrating information from different sources in different forms, and (b) poor vocabulary and language to comprehend texts.

Listening and Speaking: In all the departments, the dominant instructional method is 'lecturing'. The students are expected to do a lot of note-taking during the classes. Yet, there is a variation in the students' involvement in the class processes. In the Faculty of Engineering and the Physics department, the students are passive in that they are hesitant to ask questions for clarification. Class discussions are not emphasized or encouraged. On the other hand, in the Architecture, Sociology and Elementary Mathematics departments, the students are expected to do oral presentations (highly emphasized in the Architecture department) and are encouraged to participate in class discussions. However, they are reluctant to ask questions or express opinions due to their in-confidence in their language proficiency.

Junior and Senior Levels

Writing: At these levels, we observe that writing skills are more emphasized across the curriculum in all the departments. In the Engineering departments, report writing is further elaborated with better integration of academic conventions and synthesizing skills. The students analyze data and results; describe processes; justify solutions/arguments, and summarize and paraphrase information from various texts. Moreover, they are required to answer open-ended questions in exams. Similarly, in the Physics department, open-ended questions in exams, more comprehensive and demanding lab reports requiring the same writing skills prevail. Besides, the students are expected to write summaries of journal articles. The Sociology students at these levels further practice the skills emphasized in their Freshman and Sophomore curricula. Similarly, the Architecture students, on top of the skills they practiced at Freshman and Sophomore levels, write proposals or abstracts for their design projects and write term papers. Again, plagiarism and poor language are the dominant problems at these levels.

Reading: The only difference at these levels is that Faculty of Engineering students do significantly more reading compared to their Freshman and Sophomore years. They read journal articles, reports and long texts (chapters in books) to do literature review for their reports. They are also required to practice analyzing and synthesizing skills. The major problem emphasized here is that the students have difficulty inferencing and critical reading.

Listening and Speaking: We observe more emphasis on speaking at these levels in all the departments. Class discussions are a significant part of the learning processes. In all the departments, the students are required to do oral presentations for different purposes (presenting their reports or term projects). However, language problems still prevail, especially at the engineering departments, at these levels, which is a problem in their speaking performance.

Nonlinguistic Goals

The results of the interviews reveal that the nonlinguistic goals focused in this study are highly appreciated by the teaching staff across the Faculties at METU. In other terms, there is a high awareness of the significance of these skills, values and beliefs for our students to develop individually, social, and intellectually to function properly at university context. On the other hand, there is no explicit or purposeful emphasis on these nonlinguistic goals in departmental curricula. The students are expected to think critically, regulate their own learning processes, work in groups, comply with the academic conventions and use technology as part of heir learning processes. However, except for the technology goal, the students are reported as being ineffective in all the nonlinguistic goals mentioned above.

INDUSTRY

Sample Selection

11 METU graduates working at the state sector and 13 METU graduates working at the private sector were selected and interviewed. Representative graduates from all the faculties (Engineering, Arts and Sciences, Education, Administrative Sciences and Architecture faculties) were included in the needs assessment interviews. The graduates from the departments were selected considering (a) the relevant faculty representation (in their student population) within the whole METU population, and (b) the variety of departments from each faculty, and (c) one graduate working at the state sector and one graduate working at the private sector from each specified department. Pairs of graduates from the departments of Political Science and Public Administration, Economics, Architecture, Physics, Sociology, Mathematics, Statistics, Electrical and Electronic Engineering, Civil Engineering and Computer Education & Instructional Technology and their employers were selected and interviewed.

The state institutions where interviews were held are the Ministry of Culture, General Directorate of State Hydraulic Works (DSİ), National Oil and Natural Gas Company of Turkey (TPAO), The State Planning Organization (DPT), Central Bank of the Republic of Turkey (TCMB), Turkish Treasury and The Under-Secretariat of Foreign

Trade, and The State Supply Office (DMO). On the other hand, private institutions are ROCHE, EXIMBANK, TAI, MANAŞ, Türk Traktör, Tepe Construction, TED High School and METU High School.

The Interview Questions

METU Graduates: The semi-structured and open-ended questions in the interview focused on three aspects of the phenomenon: (a) activities and tasks mostly needed and performed by them in business contexts in terms of four language skills (reading, writing, speaking and listening), (b) the activities and tasks they mostly have difficulty with, and (c) whether they perform some non-linguistic skills (self-regulation, ethics, team-work, cultural awareness and technology).

Employers: They were asked parallel questions related to the METU graduates' performance in business contexts. Interview questions were focused on again the three aspects of the phenomenon: (a) business tasks and activities that METU graduates were mainly supposed to perform in terms of the four language skills , (b) their level of success in these tasks and activities, and (c) whether they were aware of and used the non-linguistic skills mentioned above.

Data Analysis

The interviews in transcript form were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups in informants (METU graduates from state institutions and private institutions) were differentiated to better draw conclusions on similarities and differences across levels.

The Results

State Institutions

METU Graduates: The results in general indicate that the skills mostly needed by METU graduates are reading and writing, reading being prior to writing. Then, speaking occupies the third rank. The least frequently employed language skill is listening.

<u>**Reading:**</u> The tasks and activities in business contexts which require METU graduates to read in English are mostly all kinds of sources of information, reading e-mails, internet texts, business reports, research studies and correspondence. Then, less frequently they are required to read fax texts, catalogues and brochures. Almost half of the sample group mentioned that they had difficulties in comprehension while they were reading research studies, unfamiliar texts and correspondence mainly due to lack of a substantial level of vocabulary and language skills. On the other hand, the other half regarded themselves successful and reported no problems in terms of the reading skills.

<u>**Writing:**</u> The results indicate that METU graduates mostly use this skill while they are writing e-mails, business reports, research studies, correspondence, translations and sometimes fax texts. They also report that they rarely

prepare bid files, legislation reports, catalogues and brochures. One of the interviewees stated that he was supposed to write standard business contracts as well. Most of the graduates have major difficulties in finding out the appropriate expressions and structures to express themselves in professional written texts in English. Due to the insufficient knowledge on specific terminology and law-specific vocabulary, they experience difficulty preparing bid files and legislation reports. On the other hand, two graduates from the sample group stated that they had no problems related to any of the writing tasks and activities mentioned above.

Speaking and Listening: The METU graduates at state institutions mostly employ the above mentioned skills in telephoning, socializing events, business meetings as well as conferences/seminars and delivering presentations. They rarely need them in pre/in-service training programs and marketing negotiations. However, most of the graduates state that they are reluctant to speak in English especially during the meetings or on the telephone because in these situations they have to produce language on the spot without going through a period of time to think and get prepared. In addition, they have difficulties regarding socializing due to the lack of daily conversation practice. Because of all these difficulties they lack confidence in spoken English. In terms of the listening skill, the difficulty they experience is mostly related to technical or field specific terminology and different accents the speakers in general may have. Three graduates from the sample group did not report any problems related to speaking and listening skills.

Non-Linguistic Skills: In terms of self-regulation, almost all graduates claim that they are trying to improve their English using some self-study strategies outside the business context. They are deliberately reading books in English, watching movies or BBC channel on TV, studying vocabulary from time to time, getting prepared for standardized tests such as KPDS and sometimes attending certain English courses. Some of them are studying to have a PhD degree in their fields at certain universities. They are aware of the ethics related to their professional field and trying to behave ethically in business contexts. They are also aware of the cultural differences between foreign businessmen and themselves in the international arenas, so they act accordingly. Team-work is an essential part of their work. Although most of them claim that they are quite successful in team-work projects, still few of them believe that success in team-work is related to personal qualities. Sometimes it is difficult for them to act harmoniously as a member of a team at work.

Employer

Reading: Employers of METU graduates stated that graduates should be able to perform tasks and activities that require them to read all kinds of sources of information, e-mails, fax texts, internet texts, business reports, research studies, brochures, catalogues and correspondence paying almost equal attention to each one of them. Almost half of them report that METU   graduates experience no problems or difficulties while they are using their reading skills in business contexts. However, the other half think that their success mostly go hand in hand with their experience in international institutions. If they are the graduates of the high schools where the medium

of instruction is English, they feel more comfortable and confident while reading in English. Terminology outside their major field poses another difficulty in reading.

Writing: According to employers, METU graduates are mostly required to perform tasks & activities for which they need to write e-mails, fax texts, business reports, correspondence, research studies and legislation reports. Less frequently they need to prepare bid files, catalogues, brochures and web pages. Rarely are they asked to write presentation scripts and technical contracts. They experience more difficulty in writing than they do in reading. Especially in correspondence, their texts mostly require editing. They also have difficulty in preparing technical reports, bid files, brochures & catalogues on unfamiliar subjects. Employers report that those difficulties mostly arise from lack of terminology, vocabulary and language. Graduates can't think in English, so they can't find out the appropriate patterns.

Speaking & Listening: Almost all the employers regard METU graduates as successful in the tasks & activities which require them to employ their listening skill. On the other hand, all the employers agree that METU graduates lack practice in everyday conversation & socializing. They are not fluent enough and mostly because they can't think in English, they are not capable of participating actively at business meetings. They are also reluctant to answer international telephone calls. Employers, nevertheless, acknowledge that personality might also play a role in this reluctant behavior. In addition, graduates have difficulty in using the appropriate terminology in their speeches. All these problems might be related to poor vocabulary & language as well as their lack of confidence in their language proficiency. It is difficult for them to express their opinions & ask questions especially during meetings & telephone conversations.

Non-Linguistic Skills: Most employers assert that METU graduates are successful self-regulation skill performers. Some of them are required to hold MA/MS & PhD degrees to be promoted so they automatically study English for their studies. Few of the employers report that mostly graduates can't find time to develop their English language skills.

In terms of ethical values regarding their work, all employers are sure that graduates are aware of the ethics related to their fields and apply them when necessary in business contexts. Moreover, again most employers think that graduates are aware of the cultural differences among the business people especially in international business environment and act accordingly. However, some of the employers consider graduates unsuccessful in terms of cultural diversity and claim that they do not pay attention to this.

Almost all employers require team work skills and the results indicate that while half of the employers find them successful in team work, the other half think that they are more successful when they produce work individually. They are more on the side of individualistic performance than participating in a team work activity.

All the employers agree that METU graduates are successful in incorporating English to the technological applications required by the workplace and professional contexts.

Private Institutions

METU Graduates: The results in general indicate that, parallel to the state sector, the most required skills for METU graduates are reading & writing, reading being prior to writing. Speaking skill comes the third and the least frequently employed one is the listening skill.

<u>Reading:</u> The tasks & activities almost all METU graduates are to perform in private institutions are mostly reading all kinds of sources of information and minutes of business meetings, in English. Although one third of the graduates does not report any difficulty reading these documents, the rest complains that they experience difficulty reading business reports and scientific research studies. They are not successful in understanding correspondence easily either due to insufficient knowledge of the terminology used in them.

<u>Writing</u>: METU graduates mostly employ this skill while they are writing e-mails, fax texts, correspondence, translations and business reports in the workplace. Then, less frequently they write research studies and catalogues/brochures. They are rarely asked to write bid files, legislation reports and design web-pages. According to them, translations from Turkish to English, correspondence, report writing and legislation reports are all difficult to prepare due to especially lack of appropriate terminology.

<u>Speaking & Listening:</u> METU graduates are mostly engaged in speaking English during business meetings, telephone conversations and socializing situations in business contexts. In addition, their listening skills gain importance while they participate in both business meetings & conferences/seminars, etc. Rarely, they need to use their speaking and listening skills while they are giving presentations, taking part in negotiations and teaching at or participating in pre/in-service education programs. According to the results, most of them experience difficulty especially in conversations that take place in socializing events meetings and on the telephone. They report that this difficulty is caused by their inability to use appropriate contextual vocabulary and lack of proficiency and practice in everyday, casual conversation in English. However, the difficulty in listening is experienced quite rarely and it is caused especially by the different types of accents the speakers have.

Non-linguistic Skills: Half of the METU graduates claim that they employ self regulation skill by reading newspapers, books or magazines in English. They study vocabulary from time to time and take the tests on Internet sites, watch TV channels and movies in English. Nevertheless, the other half confess that they have never been able to employ self-study skills & strategies to promote their independent learning.

In terms of ethical values and international cultural understanding they are aware of their importance in professional life and practice them as much as possible. They also find themselves successful and effective team-work practices.

Employers:

Reading: In professional contexts, employers mostly require METU graduates to read e-mails, fax texts, brochures & catalogues, all kinds of sources of information, internet texts. They less frequently read business reports, research studies and correspondence. Six out of eight employers find them quite successful in reading in English. The other two report that sometimes graduates find it difficult to read and understand the reports and correspondence. In addition, they sometimes lack the necessary technical terminology so they have experience difficulty in understanding texts.

Writing: Almost all METU graduates are supposed to write e-mails, and fax texts. They less frequently prepare catalogues & brochures, web pages, business reports, research studies, correspondence and translations. On the other hand, they rarely prepare bid files, legislation reports, project proposals (for UN, institutions, international projects, etc.) and presentation scripts. Almost all the employers indicate that METU graduates have difficulties performing tasks & activities related to writing tasks in English. These difficulties arise from their insufficiency in written discourse patterns, terminology and law specific vocabulary.

Speaking & Listening: According to employers, METU graduates mostly have to speak and listen to English during telephone conversations, meetings, delivering presentations and socializing events in business life.

Rarely, they speak and listen to English while they are giving lectures, participating in negotiations, trade/business fairs, tele/video conferences and pre/in-service training programs. They frequently attend conferences and seminars.

Similar to the results obtained from the state sector and the reports of METU graduates, the employees experience difficulties mostly in speaking during telephone conversations, socializing events and meetings which all require spontaneous active participation and/or reaction. Employers assert that the reasons which cause this difficulty are the graduates' lack of practice in everyday, informal conversations and their insufficiency in terminology. Due to these reasons, they are unable to articulate the appropriate discourse patterns and structures in professional contexts. In terms of the listening skill, the only difficulty the graduates have is again caused by the different accents of the speakers.

Non-linguistic Skills: Parallel to the reports of METU graduates, only half of the employers observe them employing self-study skills to improve themselves in English. However, almost all the graduates are aware of ethical values and international cultural differences and practice them in business contexts. In addition,

employers indicate that all METU graduates are supposed to participate in team work tasks and activities and they are all successful in it. They also have leadership quality. Again, similar to the results related to state sector, all private sector employers regard METU graduates as successful performers in incorporating English to the technological applications required by the business contexts.

STUDENTS

Sample Selection

Questionnaires were given to 2735 undergraduate students across 4 years: Freshmen, Sophomore, Junior and Senior. All faculties (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture) were represented.

Questionnaire

The instrument used to analyze student needs was a questionnaire consisting of 5 sections. The first 4 sections contained questions related to the 4 language skills (speaking, listening, reading and writing) that the students employed during their academic studies. The last section included questions regarding non-linguistic skills, namely study skills and cooperative learning.

For each section, students were asked to rate: a) the frequency of the various skills and sub skills they were asked to use in their departments and b) their perceived effectiveness in using these particular skills and sub skills. Each section of the questionnaire also included an open-ended question, where students were asked to identify the difficulties they faced regarding the particular language skill. The questionnaire also included an open-ended question at the end, which aimed to measure how students perceived the contributions of METU to their personal lives and their careers.

Data Analysis

The questionnaire results were analyzed both quantitatively and   qualitatively. For qualitative analysis, ANOVA results were analyzed.

The Results

Linguistic Goals

Speaking: The results indicate that there is a significant difference between the first two years and the junior and senior. The sub-skills of speaking, such as asking for clarification and class discussions are the needs of the students at freshman and sophomore level, whereas the students are expected to fully participate in classroom discussions and to make presentations at further levels. Vocabulary is a major source of difficulty for students in this language skill. Regardless of their year and faculty, students complain from the fact that they do not have enough vocabulary to express themselves fluently in English. They frequently have to pause and search for the 'right' words, which affects their fluency, slows them down and demotivates them. Insufficient practice in speaking has also been expressed as a concern and is seen as a cause of poor speaking skills. Anxiety is another

factor that interferes with students' perceived success in speaking. Students have mentioned 'thinking in Turkish' as a problem and perceived it as a hindrance to their fluency in speaking. Students have also expressed concern regarding grammatical accuracy in speaking.

Reading: As far as reading and its sub-skills are concerned, the results show that there is a significant difference between the freshman year and the further levels. The sub-skills for most departments are basically reading their coursebooks and some articles. From the second year on, the students are expected to read extensively on the topics assigned and also read for research purposes. In this language skill, students have the most difficulty with unknown words and phrases. A lack of knowledge of words and expressions in their academic texts hinders their comprehension of the texts and slows them down. Complex structures in reading texts also block comprehension and affect reading speed. Concentration while dealing with reading texts written in elaborate language was seen as a problem as well.

Listening: Similar to the results related to reading skills, there is a significant difference in terms of their needs at the freshman level and at further levels. As regards the listening skill, understanding foreign accents and pronunciation is a problem for students. They have no trouble comprehending their Turkish lecturers; however, they have difficulty following lectures/talks given by native speakers mostly due to the speakers' speed.

Writing: The data show a similar distribution to speaking across the levels. The freshman and sophomore students need low-level writing skills. On the other hand, students are expected to write term-papers and report for their academic research at junior and senior levels**.** Writing seems to be the least problematic language skill mainly because in their departments, students are required to write certain discourse types only. In writing, generating ideas and organizing them according to the expected writing conventions were listed as the main student problems. Insufficient vocabulary is an obstacle in writing as well. Students have also expressed concern regarding grammatical accuracy in writing.

Nonlinguistic Goals

Contributions of METU: A great majority of students emphasized personal growth as a significant contribution of METU. They believed that being a student at METU helped them develop their self-confidence and grow into mature individuals who can take the responsibility of their own lives. Social development was another important contribution mentioned by students. By being members of the various social clubs at METU, students felt that they had become more social individuals, learned about life and improved their interpersonal skills. An enhancement of study skills and thinking skills were also seen as contributions of METU. Students mentioned gaining awareness regarding time management and research skills. They also felt that they had improved their critical thinking and problem solving skills. A majority of students believed that the education they were receiving at METU prepared them well for their future careers and that they would be highly respected professionals in the

community after graduation. Students also highlighted the improvement in their English as a result of the instruction they were receiving at METU.

SCHOOL OF FOREIGN LANGUAGES INSTRUCTORS

Sample Selection

58 teachers from the departments of DBE and DML took active part in the focus group sessions. The selection was made in terms of their years of teaching, experiences of teaching different courses and their representing different unit in the SFL.

The Method of Data Collection

The questions focused on two aspects of the phenomenon: a) what a METU graduate should be able to accomplish in the workplace and a DBE graduate should be able to accomplish during his/her studies at METU using his/her English, b) what skills and knowledge bases are necessary for him/her in order to be able to fulfill the required tasks.

Data Analysis

The worksheets filled in during the sessions were analyzed qualitatively through a process of coding and categorizing to come up with the final themes and topics. The data from the two broad groups of informants were differentiated to better draw conclusions on similarities and differences across the levels.

The Results

The instructors agreed on the following definitions of DBE Graduates and METU Graduates: A DBE Graduate should (be able to) read, comprehend and react to texts of varied lengths, levels and subjects and genres at upper-intermediate level; express himself/herself accurately in writing for different purposes in basic academic genre such as note-taking, summary, outline, exam writing etc.; express themselves orally as accurately as possible and get their ideas across with good pronunciation, proper register and fluency; listen to and appropriately respond to spoken discourse in academic and professional contexts; have the qualities of an independent learner and employ skills s/he has learnt to utilize his/her knowledge of English and to develop his/her self-confidence; think critically; become aware of professional ethical practices, social values, and international cultural understanding.

A METU Graduate should (be able to) comprehend texts at an advanced level of all genres, (journals, academic texts, business/career related texts) using a variety of reading skills; express himself/herself in written discourse correctly and fluently, i.e. by being aware of register, audience and purpose, for a variety of reasons; express himself/herself in oral discourse correctly and fluently i.e. by being aware of register, audience and purpose, for a variety of reasons; think critically and avoid logical fallacies; be aware of ethical concerns related to general

academic work and his/her own field in particular; be aware of cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning.

GOALS AND OBJECTIVES

Goal 1: Express themselves in writing making use of grammatically, stylistically & socially appropriate discourse patterns in their professional & academic life.

Objective 1**:** Use correct, appropriate language structures, vocabulary & discourse markers

1. Write simple, compound and complex sentences which require them to use
    A. correct word order
    B. adjective clauses
    C. adverb clauses
    D. noun clauses
    E. coordinating conjunctions such as 'and', 'but', 'so', 'yet' etc.
2. Use correct and appropriate punctuation symbols
3. Use the tenses correctly & appropriately
4. Use correct subject-verb agreement
5. Choose words appropriate to the topic & task at hand and use them correctly with their collocations
6. Use signal words that indicate:
    A. examples
    B. enumeration
    C. time sequence
    D. description
    E. summarizing
    F. rephrasing
    G. contrast
    H. addition
    I. argumentation & refutation

Objective 2: Learn, internalize, accept and carry out the stages in a process writing approach

1. Brainstorm ideas about a given topic
2. Narrow down a given topic
2. Cluster related ideas-eliminate irrelevant ones
3. Write a rough draft, get feedback and revise the draft
4. Edit the final draft
5. Create and develop voice

Objective 3: Identify parts of a paragraph or essay and practice writing them

1. Write a topic sentence with a topic and a controlling idea
2. Write major supporting sentences

3. Write minor supporting sentences

4. Distinguish between major & minor supports

5. Maintain smooth transition between & within paragraphs.

6. Develop components of an extended multi-paragraph essay

    A. Write an introductory paragraph

        i) Give background information about the issue

        ii) Narrow down the thesis statement

        iii) Awaken the reader's interest through techniques such as
            questioning, quoting, etc.

        iv) Write a thesis statement

    B. Write body paragraphs

        i) Develop one main idea in each body paragraph

        ii) Relate each paragraph to the thesis statement

        iii) Support the main idea in the paragraph

    C. Write a conclusion paragraph

        i) Summarize main points; relate them to thesis statement

        ii) Use an appropriate closure technique such as suggesting a
            solution, making a recommendation, etc.

    D. Use appropriate signal words and transition conventions

    E. Use monolingual dictionary and thesaurus

    F. Develop focus, clarity, and voice as possible and appropriate

7. Develop and practice skills needed to write longer texts.

    A. Synthesize information from multiple sources

        1. Read appropriate sources

        2. Take notes

        3. Visually organize main topics

    B. Write concisely and economically

    C. Avoid fallacies & circular arguments

    D. Avoid sexist language

    E. Learn the conventions of bibliographic citations

        1. Quoting

        2. Paraphrasing

        3. Summarizing

    F. Decide on the similarity and difference between ideas from different sources

    G. Decide on the level of generality, abstractedness and familiarity among the ideas
        from a variety of sources

    H. Decide on the amount of citation from outside sources in own writing

Objective 4: Develop an understanding of cohesion through vocabulary, referencing and
connectors

1. Use referential pronouns correctly
2. Use a variety of synonyms to refer to nouns mentioned earlier with an awareness that similar meanings don't always replace one another
3. Use appropriate connectors to refer to ideas mentioned earlier or to ideas that will be introduced later
4. Use nominalization
5. Use parallel structures
6. Use lexical relations (part-whole, class-sub-class, synonymy, antonymy, repetition)
7. Express the same idea using paraphrasing

Objective 5: Recognize coherence expectations through a logical flow of relevant ideas

1. Be aware of new vs old information in a sentence
2. Refer to old information first (via the use of referencing, synonyms or repeated words) when introducing a new idea
3. Decide what information they want to put in the main clause and what info in the subordinate clauses (background vs. foreground information)
4. Establish transitions that tie the ideas in a paragraph/essay together
5. Be aware of the roles that the position of a word, a phrase and a clausal plays in a sentence

Objective 6: Use appropriate formality levels

1. Distinguish between formal and informal register and use them appropriately
   A. Avoid contractions in formal register
   B. Avoid overuse of pronouns
   C. Avoid general discourse markers (Kind of, sort of)
   D. Avoid overly general words (thing, idea)
2. Recognize discipline specific register features and vocabulary

Objective 7: Learn to write in multiple functional genres as appropriate

1. Write assignments requiring different curricular and professional genres
   A. business letters
   B. job application forms
   C. CVs
   D. letters of intent
   E. abstracts
   F. petitions
   G. e-mails
   H. fax texts

   I. application letters on the Internet

   J. personal essay and reflection

   K. reaction papers

   L. project specification

   M. dissertation

   N. annotated bibliography

   O. memos

   P. book review

   Q. lab report

  2. Identify the differences among different genres (purpose, format, features, disciplines

Objective 8: Use different discourse patterns for different purposes

  1. Recognize and use the conventions of the following patterns of discourse organization in appropriate combinations as needed:

   A. Description

   B. Cause and effect

   C. Comparison and contrast

   D. Problem and solution

   E. Classification

   F. Narration

   G. Sequence and procedures

   H. For and against

   I. Extended definition

  2. Decide which patterns are required for a certain assignment/task and write accordingly

Goal 2: Read authentic, non-fiction, field-specific material with relative ease at a fair rate of comprehension and react to it.

Objective 1 Understand the key ideas in a text

  1. Locate the main ideas of a text

  2. Infer the main ideas of the text

  3. Use comprehension strategies to draw appropriate meaning from the texts

   A. Establish purpose for reading

   B. Preview texts

   C. Skim

   D. Activate appropriate background knowledge

   E. Predict

   F. Formulate appropriate questions

G. Paraphrase

H. Summarize

I. Clarify information

J. Monitor comprehension

K. Repair mis-comprehension

L. Recognize patterns of discourse organization

M. Use word-part knowledge, and context to guess word meanings. Ignore unknown words.

N. Answer comprehension questions about the text appropriately

4. Know well the 3,000 most common words of English

A. Learn key words

B. Learn sets of related topical words and associated sets of words (collocations, synonyms, antonyms, semantically and syntactically related sets of words)

C. Learn how to learn words

- Study affixes to learn how to learn words
- Write definitions for words
- Use flash cards
- Use memorization strategies

D. Become aware of words that cause difficulty

E. Become a word collector

- Note words that are interesting to you
- Records important word in the back of your journal
- Use two words that you have collected recently
- Give two words to others in a group and test
- Note a recent word that a classmate has collected
- Play word wizard
- Recognize a word in a new reading that you've collected

Objective 2   Recognize the relationship between ideas in a text.

1. Recognize patterns of discourse organization within texts and how patterns are combined in texts

A. Description

B. Cause & effect

C. Comparisons & contrast

D. Problem & solution

E. Classification

F. Narration

G. Sequence & procedures

        H. For & against

        I. Extended definition

2. Fill in the appropriate information into graphic representations of discourse organization patterns in texts.

3. Recognize & interpret cohesive devices for linking different parts of a text.

4. Recognize given and new information patterns in texts and foreground vs. background information.

5. Distinguish between different levels of information (main idea, supporting idea and detail) in a text.

6. Recognize signal words that indicate:

        A. Examples

        B. Enumeration

        C. Time sequence

        D. Description (sub-sets, parts-of)

        E. Summarizing

        F. Reason-result

        G. Compare-contrast

7. Recognize summarizing and concluding information

8. Attend to headings and sub-headings

Objective 3   Recognize the attitude of the writer towards the issue in the text they read.

1. Make inferences about who the author is.

2. Identify the purpose of the text and the intended audience.

3. Note information about the source of the text and time of writing.

4. Recognize words that signal author's point of view.

5. Recognize how well the writer supports his argument.

6. Identify the tone of the author.

Objective 4   Read extensively

1. Read all assigned material in courses

2. Read additional material required for projects and major academic tasks

3. Learn how to find additional material

4. Read extended material outside of class

5. Read extended material in class

Objective 5   Read with reasonable fluency

1. Recognize quickly and accurately most words in a text (automaticity)

2. Read easy texts at a rapid rate (200 WPM)

3. Develop a large recognition vocabulary (10,000 words)

4. Develop rapid recognition of key vocabulary of major academic field

5. Read new information texts at a moderate rate and with comprehension (100 WPM and 70-80% comprehension)

Objective 6   Deduce the underlying meaning in the sentences or parts of a text

1. Determine functional relations between parts of a text
2. Determine functional purpose of each paragraph in a text
3. Recognize definitions for words and concepts within sentences and within text segments
4. Determine meaning of complex sentences

Objective 7   Evaluate, synthesize and use information from (multiple) texts

1. Recognize fact vs. opinion
2. Recognize arguments and the nature of evidence
3. Recognize view of the author
4. Recognize genre of text
5. Making critical judgments of importance or persuasiveness
6. Compare complementary or conflicting information from multiple texts
7. Synthesize information from multiple sources
8. Use information from multiple sources appropriately for speaking and writing tasks
9. Distinguish more important from less important sources
10. Add/Recognize worthwhile references in a text for further reading

Goal 3:   Listen to and appropriately respond to spoken discourse in professional and academic contexts.

Objective 1:   Identify main idea(s) in spoken discourse

1. Identify key discourse / cohesive markers
2. Identify discourse structure and organization
3. Distinguish between facts & opinions
4. Identify the topic
5. Distinguish main ideas from supporting detail
6. Identify key vocabulary items, synonyms, antonyms, etc.
7. Track the development of an argument
8. Identify paraphrasing

Objective 2:   Listen for a specific purpose to choose relevant information

1. Identify broad roles and relationships of the participants (e.g. Superior / subordinate)
2. Identify specific information from a spoken discourse on a range of topics and in a range of specific contexts
3. Identify key vocabulary items
4. Identify synonyms
5. Identify paraphrasing

Objective 3:   Understand and carry out oral instructions

1. Listen to and understand how to perform a certain task.

2. Listen to and understand the steps / stages of a process

3. Listen to and understand instructions on how to fix things.

Objective 4:   Develop effective strategies to understand extended lectures and other extended spoken input

1. Recognize the outline of the talk and the important information

2. Predict the organization and the content of the talk throughout

3. Generate appropriate questions to support comprehension before listening

4. Maintain comprehension and attention throughout

5. Listen to input and take notes simultaneously using their own words

6. Check own predictions and generate further questions

Objectives 5:   Recognize the need for further clarification and repair misunderstandings

1. Match comprehension to listening goals

2. Monitor understanding

3. Summarize understanding

4. Listen again to input

5. Solicit assistance

6. Explain your understanding in speech or writing to clarify understanding

Objective 6:   Evaluate information from listening input

1. Evaluate the adequacy of information provided

2. Track the development of an argument

3. Distinguish fact from opinion

4. Distinguish fact from example

5. Follow discourse structure

Objective 7:   Recognize the tone & the attitude of the speaker

1. Identify the purpose / genre of a spoken text

2. Identify the speaker's attitude / emotional state and illocutionary forces in the verbal input: pleasure, displeasure, satisfaction, dissatisfaction, surprise, interest, lack of interest, hope, disappointment, fear, reassurance, gratitude, regret, sympathy in spoken discourse

3. Be aware of paralinguistic features and body language in various forms of spoken discourse.

4. Identify register

5. Recognize the communicative function of stress / intonation pattern

Objective 8:   Make inferences from a spoken text.

1. Understand meaning not explicitly stated

2. Deduce meaning of unfamiliar words

3. Use information from discourse to make reasonable predictions or draw conclusions

4. Distinguish between denotations and connotations of words

Goal 4:   Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.

Objective 1:   Initiate and maintain a conversation with colleagues in a professional or academic setting.

1. Initiate and maintain conversation appropriate to the context
   A. Offer and respond to greetings, compliments, invitations introductions and farewells
   B. Initiate talk casually about topics of current public & personal interests, using general vocabulary
   C. Express facts, opinions, preferences and interests
   D. Give spoken instructions
   E. Make plans for social engagements
   F. Make telephone conversations
   G. Agree & disagree
   H. Ask for and give meanings of words, phrases and sentences
      - Messages
      - Reports
      - Permission
      - Information in charts, graphs, manuals, catalogues, forms and letters
      - Description of scenes, events, experiences, places, things processes and procedures
   I. Express and find out attitudes
   J. Support an opinion
   K. Enquire as to degrees of probability/certainty and necessity/obligation
   L. Decide on courses of action
   M. Socialise
   N. Deal with misunderstandings

2. Use appropriate contextual vocabulary (vocabulary appropriate to the register and genre of the interaction as well as the participants)
   A. learn keywords especially in general English to initiate and maintain conversation
   B. learn sets of related topical words and associated sets of words
   C. learn how to learn words
   D. become aware of words that cause difficulty and try to pay more attention to them

Objective 2:   Speak with reasonable, accuracy, fluency, and intelligibility
1. Speak with understandable pronunciation
2. Speak with reasonably accurate grammar and appropriate vocabulary

3. Use appropriate intonation and stress patterns and sentence rhythm with understandable and reasonable accuracy

Objective 3:   Use conversational discourse routines effectively

1. Opening interactions

2. Introducing a theme

3. Change a theme

4. Turn-taking

5. Using conversational sequences

    A.   Question and answer

    B.   Compliment and return compliment

    C.   Invitation and acceptance

6. Interrupting

7. Engaging in side-sequences

8. Giving feedback and backchannel

9. Asking whether one is heard or understood

10. Closing interactions

Objective 4:   Use appropriate spoken discourse patterns and markers in a variety of situations.

1. Become aware of the differences between spoken and written discourse

2. Use appropriate discourse patterns for organizing spoken interactions

    A. Use appropriate general genres

- description
- narration
- present new information
- persuasion
- sequences and procedures

    B. Recognize how information is appropriately organized in extended discourse

- descriptive listing
- classification
- cause and effect
- problem and solution
- comparison and contrast
- sequences and procedures

3. Use appropriate register

- professional formal context
- professional socialising

- informal socialising

4. Be aware of and use the delivery style and spoken discourse patterns appropriate in different cultures.

Objective 5: Learn to use communication strategies effectively

1. Emphasising
2. Hesitating
3. Using circumlocutions
4. Summarising
5. Paraphrasing
6. Asking for help
7. Asking and answering questions
8. Correcting oneself

Objective 6: Present effectively in formal meetings, seminars, conferences and in situations that require negotiation for professional purposes.

Use appropriate functional genre and register when involved in:

A. In/pre service education
B. Marketing negotiations
C. Signing contracts
D. Presenting reports
E. Explaining experiments, research designs and results
F. Describing procedures
G. Transferring information
H. Debates on various topics
I. Job interviews

Build confidence and be prepared in speaking in public

A. Obtain sufficient information on the topic through research
B. Learn expert field-specific vocabulary
C. Limit the topic
D. Outline/organise ideas
E. Prepare audio-visual aids
F. Manage time effectively
G. Rehearse
H. Develop an attractive start
I. Maintain eye contact
J. Monitor facial expression
K. Monitor body language
L. Monitor posture

        M. Monitor pace and intonation

        N. Make conclusions

Coordinate verbal production and behaviours according to the specific professional situation

1. Behave with appropriate and expected manners

2. Control body language and gestures

3. Get feedback on practice presentations

Use appropriate spoken discourse patterns for oral presentations

1. Link parts of the speech using proper connectors and signposts

2. Use simple, direct and short structures

3. Use understandable, listener-friendly vocabulary

4. Repeat or rephrase important messages

5. Take and give the floor

Make use of critical thinking skills during data gathering and organising process

Goal 5:   Acquire and continually use learning skills, habits and strategies that promote further independent learning (Objectives roughly reflect metacognitive goals)

Objective 1:   Set learning goals

1. Set long-term learning goals and plans towards professional development

2. Set short-term learning goals and plans to accomplish course requirements

    A. Knowledge of effective time management

    B. Knowledge of effective study skills

3. Review task requirements

4. Establish criteria for success

5. Learn skills and strategies for goal success

6. Adjust learning goals as necessary

Objective 2:   Monitor progress in task success

1. Monitor performance/weaknesses and strengths in accomplishing tasks

    A. Develop a repertoire of different learning strategies and learning styles

    B. Develop knowledge of how each strategy is used (procedural)

    C. Develop knowledge of when to use which strategy (conditional)

2. Identify the used strategy

3. Identify weaknesses and strengths of the used strategy in relation to the task demand

4. Monitor own motivation levels

Objective 3:   Identify skills that need improvement and develop appropriate strategies to improve identified weaknesses

1. Choose the most effective repair strategies for a given task difficulty

2. Shift across and integrate strategies

Objective 4: Review and evaluate strategies for task success

Objective 5: Give and receive feedback appropriately

1. Be aware of a variety of feedback patterns and sources

2. Ask for feedback from relevant sources

3. Integrate feedback from different sources effectively to improve performance

4. Give feedback that will benefit the others

5. Recognize the effects of spoken & written feedback they are giving

Objective 6: Use a variety of information sources for a variety of tasks

1. Identify the type and source of information required for task accomplishment

2. Develop knowledge of the variety of information sources

3. Ask for help from peers and teachers in reaching the relevant sources of information

Objective 7: Use strategies that will enhance communication and indirectly support learning

Objective 8: Learn to use and integrate a wide range of learning strategies to achieve learning goals

1. Language Learning Strategies

A. Processing strategies

- Translating
- Summarizing
- Previewing
- Word analysis strategies
- Syntactic analysis (phrasal and clausal)

B. Vocabulary learning strategies

- Repetition
- Definitions
- Word lists
  - Using a dictionary
  - Getting assistance
  - Semantic associations (key word)
  - Imagery
  - Guessing word meanings
  - Using word-part knowledge

C. Memorizing strategies

- Chunking
- Repetition
- Rereading
- Linked association
- Imagery

D. Rehearsal strategies

E. Repair strategies

2. Language Use Strategies

    A. Communicative (production) strategies

- Avoidance strategies
- Compensatory strategies
- Stalling strategies
- Interactional strategies

    B. Comprehension (reading and listening) strategies

- Previewing
- Scanning
- Skimming
- Reviewing
- Predicting
- Forming questions
- Note taking and organizing strategies
- Inferencing
- Summarizing
- Forming appropriate examples, key details

    C. Retrieval strategies

- Recall related situations
- Use associations to add background knowledge
- Organizing strategies
- Use images

    D. Social strategies

3. Learner Self-motivation Strategies (language support)

    A. Commitment control strategies

    B. Processing control strategies

    C. Situation control strategies

    D. Emotion control strategies

    E. Environmental control strategies

Goal 6 :   Use critical thinking skills to analyze, synthesize and evaluate information in English

Objective 1:   Distinguish explicitly the relations between main focus and peripheral

information.

      1. Locate the main focus of an oral or written text.

      2. Infer the main focus of an oral or written text

      3. Note the function/relevance of peripheral information to the main focus of an oral or

        written text

      4. Identify relationship of ideas

        A.   Distinguish between facts & opinion.

        B.   Realize the flow of information from general to specific

        C.   Identify the difference between abstract and concrete information

        D.   Summarize information

        E.   Paraphrase

        F.   Predict missing information

      5. Identify the purposes for which visual information is used

        A.   Interpret statistical information

        B.   Interpret graphic representations

        C.   Determine the informational relation between a visual and the text

      6. Identify the use of citation in written discourse and/or quotation in

        oral discourse.

Objective 2:   Relate new information with previously acquired knowledge and ideas.

      1.Make associations with material that is already familiar

      2.Recognize interrelationships within the new material

        A.   Learn new content vocabulary with their associations within new texts and new

          information sources

        B.   Identify the relevance of information to appropriate contexts

        C.   Identify the application of ideas and concepts in other areas/disciplines

      3.Compare and contrast the new information with what is already familiar

        A.   Identify the shift of focus among different concepts

        B.   Identify different perspectives of argument

        C.   Order old and new information in terms of abstractness and generalization

        D.   Adapt new information to existing constructs

      4.Connect the new material with personal experience

Objective 3:   Evaluate the validity and reliability of ideas and evidence

      1.   Consider the source of evidence and ideas

      2.   Identify tone, style, mood, attitude

3. Identify claims and forms of logical argumentation

4. Locate the support(s) of the ideas

5. Evaluate persuasiveness of support arguments and evidence

6. Consider alternative interpretations of ideas and evidence in different contexts

7. Consider counter-arguments to the ideas and develop refutation

Objective 4:   Counteract conclusions and ideas presented

1. Recognize contradictions and incomplete information

   A. Identify the contradictions among ideas.

   B. Identify the level of cohesiveness in a written or oral text

   C. Complete the information that lacks in the text and set a background for full comprehension.

2. Make distinctions, set priorities, restructure cognitive schemata.

   A. Make distinctions between valid & invalid information

   B. Set priorities among ideas in order to counteract

   C. Reflect on the changes in cognitive schemata

Goal 7: Motivate students to become active language learners

Objective 1: Examine reasons for learning English and relate to learning needs

1. Examine benefits of learning academic language skills

2. Discuss on a regular basis the benefits of learning English

3. Consider both personal and professional uses of English

4. Work in international environments

5. Explore several English speaking communities

6. Discuss peer role models

7. Discuss graduates and successful METU graduates

Objective 2: Become an autonomous learner

1. Develop independent learning skills

2. Learn from teacher feedback

3. Engage actively in language learning tasks relevant to academic needs

4. Read extensively in English

5. Formulate group norms explicitly and discuss them as learners

6. Become interested in the language learning process

7. Try some new approach to a learning task

Objective 3: Contribute to language learning goals of classes and classmates

1. Build collaborative learning relationships

2. Solve language tasks as teams and groups

3. Work to build a community of learners in the classroom

4. Create a pleasant working environment

5. Build a positive attitude to learning English

6. Promote cooperation and minimize competition in the classroom

7. Celebrate successes

Objective 4: Identify academic and personal interests and their connections to language learning

1. Discuss topics of interest to you

2. Access information in English

3. Carry out complex academic learning tasks in English

4. Contact other L2 speaking communities learning English

5. Work in international environments

6. Explore reasons why other students want to learn English language skills

Objective 5: Use language to learn stimulating and challenging information

1. Seek challenges in academic language learning tasks

2. Present results of extended tasks activities

3. Present on collaborative academic projects

4. Make links between language learning activities and personal goals for learning

Objective 6: Become an active word collector and language user.

1. Notice words that catch your attention and record them

2. Look for words that apply to your interests

3. Ask about interesting words and use them

4. Notice words you're collecting that appear again in new settings

5. Talk to classmates about recent words you've collected and why they interest you

6. "Borrow" a word that a classmate has collected.

Goal 8: Develop academic language skills through integrated-skills tasks

Objective 1:   Use information from reading sources for a variety of speaking and writing tasks

1. Write summaries

2. Write short response papers

3. Fill in visual charts and tables

4. Explain a reading to the class

5. Write an extended response to a reading or set of readings

6. Cmpare and synthesize information from multiple reading texts

7. Critique a text based on information form other sources

Objective 2:   Use information from listening sources for a variety of speaking and writing

tasks

1. Write a summary of a lecture

2. Take notes form a lecture and compare notes

3. Write short response papers from lecture

4. Fill in visual charts and tables

5. Explain a lecture or video clip to the class

6. Write an extended response to a lecture

7. Compare and synthesize information from multiple interviews

8. Critique a lecture based on information from other sources

Objective 3:   Compare and evaluate information from multiple sources.

1. Decide on the relative importance of different sources of information

2. Determine and evaluate conflicting and contradictory information

3. Recognize that perspectivechanges how information is evaluated

    A. Use multiple information sources to practice variosu academic and Professional genres

    B. Letters

    C. Memoes

    D. Research papers

    E. Job applications

    F. Book reviews

    G. Lab reports

    H. Project reports

Objective 4:   Compare information from both listening and reading sources for a variety of speaking and writing tasks

Objective 5:   Carry out extended projects that require multiple language skills

1. Participate in a debate

2. Produce a formal poster for a poster session

3. Make a formal presentation with a handout and/or slides

4. Make a videotape on a topic

5. Present a report on a case study problem

6. Present a report to a university office based on original data collection

    A. Interviews

    B. Job analysis

    C. Questionnaire

7. Present a news report

8. Create a CD on a topic

9. Produce a debate with invited speakers

Goal 9:   Become aware of professional ethical practices, social values, and international cultural understanding.

Objective 1   Be aware of professional ethics practices in the students' chosen field of study and be able to articulate these practices.

Objective 2   Practice social values that reflect the expectations of the METU mission statement.

Objective 3   Recognize the views and perspectives of academics and professionals from multiple cultures.

Objective 4   Work effectively with academic scholars and professionals from varying cultures.

Goal 10:   Perform in professional and academic work settings that include group decision making and collaborative work.

Objective 1   Work effectively as a contributing team member with a group of academics or workplace professionals/colleagues

Objective 2   Take part in a group presentation of a professional or academic project

Goal 11:   Incorporate appropriate technology applications and resources in English as part of workplace and professional literacy

Objective 1   Compile a portfolio of work related materials that demonstrate a reasonable command of English skills

Objective 2   Develop a personal web page in English that includes professional resource materials and projects, curriculum vitae, and a brief statement of professional interests and activities.

Objective 3   Present materials and research effectively in power point making appropriate use of English

Objective 4   Use advanced software for a discipline-specific project and explain this application with some fluency and intelligibility in English

The Department of Basic English Curriculum

DBE MISSION STATEMENT

The Department of Basic English provides <u>basic academic English</u> education for METU students through the use of the opportunities made available by advanced technology and by <u>using self-prepared books and materials</u> in order to cater for the students' needs to the full, and thus bring the students' English proficiency level to a degree that will enable them to follow and fulfill the requirements of the first-year courses. The department also prepares the students for the social and academic environment at the university, and contributes to their development as individuals who prioritize ethics and science, who are aware of their responsibility as autonomous learners, who are equipped with critical thinking skills, and who are open to change.

The Department of Basic English trains its new instructors in accordance with the teaching principles of the institution, and emphasizes the importance of professional development by providing opportunities for this purpose. To this end, with the aim of contributing to the professional development of instructors and teachers of English in other institutions, it organizes teacher education programs and conferences, and makes the textbooks it has prepared available for public use.

DBE VISION STATEMENT

By implementing the most recent innovations in technology, by following the latest theoretical developments in the field of English language teaching, and with the efforts of its highly motivated and productive staff members, who are open to positive change and who work in harmony, the Department of Basic English aims at preparing students for the education provided at the departments of our university by training them to be proficient and skilled at English, and helping them to be equipped with the ability to be analytical and critical thinkers as well as autonomous learners.

The education will be provided in a modern physical environment where there exist a sufficient number of classrooms and offices. The teaching material will be produced solely by the expert staff at the department in accordance with the latest methods and technologies, and will continually be updated so as to carry the quality of education to the uppermost level. With the perfection it has attained, the Department of Basic English will set an example for and be a leader among similar institutions and organizations, and when necessary, will support them by providing knowledge and information transfer.

The Rationale behind the DBE Curriculum

In line with the rationale for the goals and objectives of the SFL curriculum, the DBE curriculum aims to build language competence in DBE students through the use of realistic <u>classroom tasks which reflect the ones they will encounter in their 1st year courses</u>. To this end, it emphasizes <u>meaningful learning</u> through the teaching methods applied and the learning tasks employed. Towards the achievement of the goals and objectives indicated in the

SFL curriculum, the DBE curriculum also prioritizes the <u>integration of academic language skills</u>, which are to be <u>practiced through realistic academic content</u>. Finally, to promote process learning and learner autonomy, the DBE curriculum also highlights <u>language awareness</u> and <u>skills training</u> as crucial elements in language learning.

In brief, this curriculum document assumes <u>integrated skills</u>, <u>theme-based instruction</u>, <u>critical thinking skills</u>, <u>learner autonomy (strategies)</u>, <u>motivation</u>, an <u>understanding of ethics and cultural diversity</u>, and <u>the use of current technology</u> as integral components of the relevant teaching and learning processes to be employed at the DBE, METU.

Implications Regarding the Implementation of the Curriculum at the DBE

With the implementation of the new curriculum, the program at the Department of Basic English will consist of two stages: the foundation stage where the students are provided with the basic language and vocabulary required for them to practice the academic skills, and the integrated skills stage during which they will practice reading and listening for different purposes, note-taking, writing short texts as required by various departments and speaking, as will be expected of them during their first year courses. These academic skills will be practiced through meaningful academic content with the aim of creating a realistic purpose for learning. In other words, students will be using language to learn content rather than language itself. Grammar and vocabulary input will continue to be provided at this latter stage as a means to extract and/or create meaning.

GOALS AND OBJECTIVES

GOAL 1 **: Express themselves in writing in their academic life making use of grammatically & stylistically appropriate discourse patterns.**

Objective 1 : Use correct, appropriate language structures, vocabulary & discourse markers

- Write simple, compound and complex sentences
- Use correct and appropriate punctuation symbols
- Use the tenses and modals correctly & appropriately
- Use correct subject-verb agreement
- Choose words appropriate to the topic & task at hand and use them correctly with their collocations
- Use appropriate transition signals

Objective 2 : Learn how to write a paragraph using the stages of the process approach.

A.

- Recognize, evaluate & write topic sentences & controlling ideas
- Recognize, evaluate & write supporting sentences
- Recognize underdeveloped (circular) arguments
- Recognize & achieve smooth transition between sentences & ideas

B.

- Generate ideas on a topic
- Organize ideas
- Set a focus
- Determine the discourse pattern in accordance with the audience and purpose
- Outline
- Recognize inappropriate form, function, style in writing and acting upon the feedback
- Edit the final draft

Objective 3 : Learn how to write parts of the essay

A.

- Recognize & evaluate the elements of a well-written introductory paragraph
- Learn how to write a thesis statement
- Write body paragraphs
- Write a conclusion paragraph using an appropriate closure technique

B.

- Generate ideas on a topic

- Organize ideas

- Set a focus

- Determine the discourse pattern in accordance with the audience and purpose

- Outline

- Recognize inappropriate form, function, style in writing and acting upon the feedback

- Edit the final draft

Objective 5 : Learn how to achieve cohesion in writing.

Objective 6 : Learn how to achieve coherence in writing.

Objective 7 : Learn how to use appropriate register in writing.

Objective 8 : Learn to use the conventions of the different patterns of discourse organization in appropriate combinations as required.

GOAL 2   : Read authentic, non-fiction, field-specific material with relative ease at a fair rate of comprehension and react to it.

Objective 1 : Understand the key ideas in a text.

- Decode simple, compound and complex sentences

- Locate the main ideas of a text.

- Use comprehension strategies to draw appropriate meaning from the texts.

- Know at production level the 600 most frequent headwords and their derivatives in *The Academic Word List: A Corpus-based Word List for Academic Purposes* (Coxhead, A.)

Objective 2 : Recognize the relationship between ideas in a text.

- Recognize patterns of discourse organization within texts and how patterns are combined in texts.

- Transform visual information into graphic representations

- Recognize & interpret cohesive devices for linking different parts of a text

- Recognize given and new information patterns in texts

- Distinguish between different levels of information (main idea, supporting idea and detail) in a text

- Recognize signal words

- Recognize summarizing and concluding information

Objective 3 : Recognize the attitude of the writer towards the issue in the text they read.

- Identify the purpose of the text and the intended audience

- Recognize words that signal author's point of view

- Recognize how well the writer supports his argument

- Identify the tone of the author

Objective 4 : Read with reasonable fluency.

- Recognize quickly and accurately most words in a text (automaticity)

- Read easy texts at a rapid rate (100 WPM)

- Develop a large recognition vocabulary (5,000 words)

- Read new information texts at a moderate rate and with comprehension (75 WPM and 70% comprehension)

Objective 5 : Deduce the underlying meaning in the sentences or parts of a text.

- Determine implicitly stated functional relations between parts of a text

- Determine functional purpose of each sentence/paragraph in a text

- Recognize definitions for words and concepts within sentences and within text segments

- Make inferences; draw conclusions

GOAL 3   : Listen to and appropriately respond to spoken discourse in academic contexts.

Objective 1 : Identify main idea(s) in spoken discourse.

- Identify the topic and purpose of a spoken text

- Identify discourse structure and organization (identify key discourse cohesive markers)

- Identify discourse structure and organization

- Distinguish between facts and opinions

- Identify the topic

- Distinguish main ideas from supporting detail

- Identify key vocabulary items, synonyms, antonyms etc.)

- Identify paraphrasing

- Develop effective strategies to understand extended spoken input

- Recognize the outline of the talk and the important information

Objective 2 : Listen to conversations / dialogues with a purpose

- Listen for overall meaning/ gist

- Listen for specific information

Objective 3 : Understand and carry out oral instructions

● Listen to and understand how to perform a certain task

Objective 4 : Develop effective strategies to understand extended spoken input

      ● Recognize the outline of the talk and the important information

      ● Listen to input and take notes simultaneously

GOAL 4 : Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to academic contexts.

Objective 1 : Initiate and maintain a conversation appropriate to the context in an academic setting.

      ● Use conversational discourse routines effectively

      ● Use communicative strategies effectively

Objective 2 : Speak with reasonable, accuracy, fluency, intelligibility and appropriate register

      ● Speak with understandable pronunciation

      ● Speak with reasonably accurate grammar and appropriate vocabulary

      ● Use appropriate intonation and stress patterns and sentence rhythm with understandable and reasonable accuracy

Objective 3 : Build confidence in speaking in public.

GOAL 5 : Develop academic language skills through integrated-skills tasks

Objective 1 : Use information from reading sources for a variety of speaking and writing tasks

      ● Summarize information

      ● Respond to written information

      ● Transform textual information into graphic information

Objective 2 : Use information from listening sources for a variety of speaking and writing tasks

      ● Summarize a lecture

      ● Take notes

      ● Respond to a lecture verbally and in written mode

      ● Transform information into graphic representations

Objective 3 : Compare and evaluate information from multiple sources

      ● Determine the relative importance of different sources of information

      ● Identify and evaluate conflicting and contradictory information

Objective 4 : Compare information from both listening and reading sources for a variety of speaking and writing tasks

Objective 5 : Carry out tasks that require multiple language skills

GOAL 6 : **Acquire and continually use learning skills, habits and strategies that promote further independent learning (Objectives roughly reflect metacognitive goals)**

Objective 1 : Set long-term and short-term learning goals

Objective 2 : Monitor progress in task success

Objective 3 : Identify skills that need improvement and develop appropriate strategies to improve identified weaknesses

Objective 4 : Review and evaluate strategies for task success

Objective 5 : Give and receive feedback appropriately

Objective 6 : Use a variety of information sources for a variety of tasks

Objective 7 : Use strategies that will enhance communication and indirectly support learning

Objective 8 : Learn to use and integrate a wide range of learning strategies to achieve learning goals

    4. Language Learning Strategies

    5. Language Use Strategies Learner Self-motivation Strategies (language support)

GOAL 7 : **Use critical thinking skills to analyze and evaluate information in English**

Objective 1 : Distinguish explicitly the relations between main focus and peripheral information.

Objective 2 : Relate new information with previously acquired knowledge and ideas.

Objective 3 : Evaluate the validity and reliability of ideas and evidence

Objective 4 : Counteract conclusions and ideas presented

GOAL 8 : **Become motivated and active language learners**

Objective 1 : Examine reasons for learning English and relate to learning needs

Objective 2 : Become an autonomous learner

- Develop and use independent learning skills

- Make use of teacher and peer feedback

Objective 3 : Contribute to the language learning goals of the class and classmates

- Build cooperative and collaborative learning relationships

Objective 4 : Identify academic and personal interests and their connections to language learning

Objective 5 : Use language to learn stimulating and challenging information

Objective 6 : Become an active word collector and language user.

- Notice words and record them

GOAL 9 : **Become aware of academic ethical practices, social values, and international cultural understanding.**

Objective 1 : Be aware of the ethical practices in the academic life.

Objective 2 : Practice social values that reflect the expectations of the METU mission statement.

GOAL 10   : Perform in academic work settings that include group decision making and collaborative work.

Objective 1 : Work effectively as a contributing team member with a group.

Objective 2 : Take part in a group presentation of an academic project.

GOAL 11   : Incorporate appropriate technology applications and resources in English

Objective 1 : Compile a portfolio of work related materials that demonstrate a reasonable command of English skills

Objective 2 : Present materials effectively in power point making appropriate use of English

The Department of Modern Languages Curriculum

DML MISSION STATEMENT

The Department of Modern Languages helps METU students improve their reading, writing, listening, and speaking skills as part of a continuum of the education that starts in the Department of Basic English. Through this education, DML helps the students follow their English-medium departmental courses more easily; encourages them to efficiently use the four skills after graduation and on international grounds; provides them an opportunity to learn and use other languages through elective language courses; and contributes to their being objective towards problems, constructive and critical, open to new ideas, aware of ethical values, investigative, able to communicate, and creative. Moreover, DML, with on-going in-service training programs, is an open ground for development for both academic and administrative staff. Finally, DML produces all kinds/versatile educational materials.

DML VISION STATEMENT

In a physically and technically equipped building of its own, DML will offer education with continuously updated materials and methodology. Without any financial concern, the qualified academic and administrative staff will best represent DML on national and international grounds, doing research for their professional development and offering contemporary and standard service with increasing quality. Furthermore, there will be more communication with the academic departments that DML offers service.

The Approach

The MLD curriculum assumes process-oriented and constructivist instructional experiences. Within this context, meaningful teaching-learning experiences that build on integration of four language skills contextualized in themes is the major principle towards the goals and objectives specified. In other

words, language skills are to be integrated and purposefully treated towards the achievement of process learning, in which relevant skills and language are transferred across tasks. More explicitly, the instructional principle emergent in the MLD curriculum is that students build language competence through realistic or meaningful classroom tasks which reflect the ones they will encounter in their academic lives. Meaningful learning is expected to be achieved through a *variety* of *relevant* (relevant to their needs and interests) and *coherent tasks and experiences* that gradually build within specified purposes and contexts towards higher competence in autonomous/self-regulated learning and critical thinking skills and strategies. This relevance and coherence as the major organizing criteria in the development of this curriculum are embedded both in the overall curriculum and the specific courses offered at the MLD.

The goals of enhancing critical thinking and autonomous/self-regulated learning are assumed as overarching goals that shape processes and activities related to the four linguistic goals. In other terms, these two interrelated goals, along with the specific objectives subsumed under them (please refer to Appendix A for the specific objectives of each), are to be embedded into the teaching-learning processes related to the four linguistic goals.

The reason for this emphasis on autonomous learning is the assumption this curriculum undertakes that promoting students' independence or autonomy by equipping them with the tools, tactics, skills, and most importantly for motivation for learning to learn is supposed to enable them to orchestrate their own life-long learning act more effectively. Therefore, the nature of learning experiences or tasks envisaged in the MLD curriculum is expected to build this autonomy gradually through engaging students purposefully in their own interests and enquiries to do extensive reading, carry out research, and produce and revise own original piece of work.

Within this perspective, activating students' critical thinking skills would enable them to become active and autonomous learners as well as educated adults. The tasks involve higher order thinking skills; thus requiring students not only to perform at knowledge and comprehension levels but to evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through pre-specified themes in and outside classroom would facilitate their critical thinking process.

The pre-specified themes will be treated in relation to students' local and personal interests, experiences and issues, through assigned tasks. Students are also expected to reflect this personal and local perspective in written and/or spoken products so that the tasks become relevant to their context.

This relevance is expected to promote students' autonomous learning, critical thinking, motivation, and will eventually discourage students from plagiarizing.

PRIMARY GOALS AND OBJECTIVES

<u>**Goal 1:**</u>   **Express themselves in writing making use of grammatically, stylistically & socially appropriate discourse patterns in their professional & academic life**

<u>**Affective Domain:**</u>

Plagiarism:

Objective 1:   Recognize the importance of academic writing norms

Objective 2:   Differentiate between ethical and non-ethical approaches to academic writing as regards plagiarism

Objective 3:   Display conventions of citation in academic writing

Attitude to Learning:

Objective 1:   Build awareness of writing as a thinking and learning process

Objective 2:   Recognize the benefits of process writing approach

Objective 3:   Be willing to initiate and maintain the writing process as a dynamic ongoing procedure leading to a desired final product

- Invite feedback from peers and the instructor
- Integrate external feedback with own perceptions and judgements

Objective 4:   Develop an interest in writing about local and personal issues

Objective 5:   Adopt an inquisitive and critical attitude toward universal, local and personal İssues

Learner Autonomy:

Objective 1:   Develop willingness to promote self-learning and self-study skills and strategies

Objective 2:   Realize the need to read extensively and do research to answer questions and form opinions

Cognitive Domain:

Objective 1**:**   Use correct, appropriate language structures, vocabulary & discourse markers

- Write simple, compound and complex sentences
- Use correct and appropriate punctuation symbols
- Use the tenses and modals correctly & appropriately
- Use correct subject-verb agreement
- Choose words appropriate to the topic & task at hand and use them correctly with their collocations
- Use appropriate signals and transitions

Objective 2:   Learn, internalize, accept and carry out the stages in a process writing approach

- Brainstorm ideas about a given topic
- Narrow down a given topic
- Cluster related ideas-eliminate irrelevant ones
- Write a rough draft, get feedback and revise the draft
- Edit the final draft
- Create and develop voice

Objective 3:   Identify parts of a paragraph or essay and practice writing them

- Write a topic sentence with a topic and a controlling idea
- Write major supporting sentences
- Write minor supporting sentences
- Distinguish between major & minor supports
- Maintain smooth transition between & within paragraphs.
- Develop components of an extended multi-paragraph essay
- Develop and practice skills needed to write longer texts.
    - B.   Synthesize information from multiple sources
    - B.   Learn the conventions of bibliographic citations

Objective 4 **:**   Use appropriate formality levels

- Distinguish between formal and informal register and use them appropriately

Objective 5 :   Learn to write in multiple functional genres as appropriate

- Write assignments requiring different curricular and professional genres

Objective 6:   Use different discourse patterns for different purposes

- Recognize and use patterns of discourse organization in appropriate combinations as needed

Goal 2:   **Read authentic, non-fiction, field-specific material with relative ease at a fair rate of comprehension and respond to it.**

Affective Domain:

Objective 1:   Appreciate the importance of reading in developing one's critical thinking ability, research skills, language skills, vocabulary and writing

Cognitive Domain:

Objective 1:   Understand the key ideas in a text

- Locate the main ideas of a text
- Infer the main ideas of the text
- Use comprehension strategies to draw appropriate meaning from the texts
- Learn the 3,000 most common words of English

Objective 2:   Recognize the relationship between ideas in a text.

- Recognize patterns of discourse organization within texts and how patterns are combined in texts
- Analyze discourse organization patterns in texts and fill in graphic representations appropriately
- Recognize & interpret cohesive devices for linking different parts of a text.
- Recognize given and new information patterns in texts and foreground vs. background information.
- Distinguish between different levels of information (main idea, supporting idea and detail) in a text.
- Recognize signal words
- Recognize summarizing and concluding information
- Attend to headings and sub-headings

Objective 3: Recognize the attitude of the writer towards the issue in the text they read.

- Identify the purpose of the text and the intended audience.
- Note information about the source of the text and time of writing.
- Identify author's point of view, attitude, background and tone
- Assess how well the writer supports his argument.

Objective 4: Read extensively

- Read all assigned materials in courses
- Read additional materials required for projects and major academic tasks
- Learn how to find additional materials
- Read extended materials outside of class
- Read extended materials in class

Objective 5: Read with reasonable fluency

- Recognize quickly and accurately most words in a text (automaticity)
- Read easy texts at a rapid rate
- Develop a large recognition vocabulary
- Read unfamiliar texts at a moderate rate and with comprehension

Objective 6: Deduce the underlying meaning in the sentences or parts of a text

- Determine functional relations between parts of a text
- Determine functional purpose of each paragraph in a text
- Recognize definitions of words and concepts within sentences and within text segments
- Determine meaning of complex sentences

Objective 7: Evaluate, synthesize and use information from (multiple) texts

- Recognize fact vs. opinion
- Recognize arguments and the nature of evidence
- Recognize viewpoint of the author
- Recognize genre of text
- Determine whether the author is persuasive

- Compare complementary or conflicting information from multiple texts

- Synthesize information from multiple sources

- Use information from multiple sources appropriately for speaking and writing tasks

- Distinguish between more important and less important sources

- Add/Recognize worthwhile references in a text for further reading

Goal 3: **Listen to and appropriately respond to spoken discourse in professional and academic contexts.**

Affective Domain:

Objective 1:   Develop effective strategies to understand extended lectures and other

extended spoken input

- Generate appropriate questions to support comprehension before listening

- Maintain and adjust comprehension and attention throughout

- Develop note taking strategies

- Evaluate own predictions and generate further questions

- Recognize the need for further clarification and repair misunderstandings

- Be willing to share information/ideas from listening to further tasks/learning procedures

Objective 2:   Increase exposure to spoken input in a variety of listening situations in line with their own needs and interests

Cognitive Domain:

Objective 1:   Identify main idea(s) in spoken discourse

- Identify key discourse / cohesive markers

- Identify discourse structure and organization

- Distinguish between facts & opinions

- Identify the topic

- Distinguish main ideas from supporting detail

- Identify key vocabulary items, synonyms, antonyms, etc.

Objective 2:   Listen for a specific purpose to choose relevant information

- Identify broad roles and relationships of the participants (e.g. Superior / subordinate)

- Identify specific information from a spoken discourse on a range of topics and in a range of specific contexts
- Identify key vocabulary items
- Identify synonyms
- Identify paraphrasing

Objective 3:   Evaluate information from listening

- Evaluate the adequacy of information provided
- Track the development of an argument
- Distinguish fact from opinion
- Distinguish fact from example
- Follow discourse structure

Objective 4:   Recognize the tone & the attitude of the speaker

- Identify the purpose / genre of a spoken text
- Identify the speaker's attitude / emotional state and illocutionary forces in the verbal input.
- Be aware of paralinguistic features and body language in various forms of spoken discourse.
- Identify register
- Recognize the communicative function of stress / intonation pattern

Objective 5:   Make inferences from a spoken text

- Understand meaning not explicitly stated
- Deduce meaning of unfamiliar words
- Use information from discourse to make reasonable predictions or draw conclusions
- Distinguish between denotations and connotations of words

Goal 4:   **Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.**

Affective Domain:

Objective 1:   Develop an ethical awareness that will lead them to avoid plagiarism in

51

preparing presentations

Objective 2:   Build confidence in speaking

- Set realistic goals in connection with ultimate speaking competence

Objective 3:   Be willing to initiate and participate in discussions

Cognitive Domain:

Objective 1:   Initiate and maintain a conversation with colleagues in a professional or academic setting.

- Initiate and maintain conversation appropriate to the context
- Use appropriate contextual vocabulary (vocabulary appropriate to the register and genre of the interaction as well as the participants)

Objective 2:   Speak with reasonable, accuracy, fluency, and intelligibility

- Speak with understandable pronunciation
- Speak with reasonably accurate grammar and appropriate vocabulary
- Use appropriate intonation and stress patterns and sentence rhythm with understandable and reasonable accuracy

Objective 3:   Use conversational discourse routines effectively

Objective 4:   Use appropriate spoken discourse patterns and markers in a variety of situations.

- Become aware of the differences between spoken and written discourse
- Use appropriate discourse patterns for organizing spoken interactions

  A. use appropriate general genres

  B. recognize how information is appropriately organized in
     extended discourse

- Use appropriate register

  A. professional formal and informal context

  B. informal socialising

- Be aware of and use the delivery style and spoken discourse patterns appropriate in different cultures.

Objective 5:   Use communication strategies effectively

- Emphasising
- Hesitating
- Summarising
- Paraphrasing
- Asking and answering questions

- Correcting oneself

Objective 6:   Present effectively in formal meetings, seminars, conferences and in

situations that require negotiation for professional purposes.

- Use appropriate functional genre and register

- Use appropriate spoken discourse patterns for oral presentations

- Make use of critical thinking skills during data gathering and organising process

Goal 5:   **Become aware of professional ethical practices, social values, and international cultural understanding.**

Objective 1:   Be aware of professional ethics practices in the students' chosen field of study and be able to articulate these practices.

Objective 2:   Practice social values that reflect the expectations of the METU Mission Statement.

Objective 3:   Recognize the views and perspectives of academics and professionals from multiple cultures.

Objective 4:   Work effectively with academic scholars and professionals from varying cultures.

Goal 6:   **Perform in professional and academic work settings that include group decision making and collaborative work.**

Objective 1:   Work effectively as a contributing team member with a group of academics or workplace professionals/colleagues

Objective 2:   Take part in a group presentation of a professional or academic project

Goal 7:   **Incorporate appropriate technology applications and resources in English as part of workplace and professional literacy**

Objective 1:   Compile a portfolio of work related materials that demonstrate a reasonable command of English skills

Objective 2:   Develop a personal web page in English that includes professional resource materials and projects, curriculum vitae, and a brief statement of professional interests and activities.

Objective 3:   Present materials and research effectively in power point making appropriate use of English.

COURSE DESCRIPTIONS

ENG 101 and ENG 102

Both ENG 101 and 102 are re-designed to become learner-centered, integrated skill-based courses that will develop students' skills in reading, writing, speaking and understanding English in an academic context. These two courses are re-designed on a continuum; but while ENG 101 is mostly instructor directed, ENG 102 places greater emphasis on student autonomy.

ENG 101

Within a thematic approach, reading, writing, speaking, and listening skills are developed, with a language component in order to build on the foundation established at the Department of Basic English. In speaking and writing, students will be encouraged to use language forms that they learn through reading and listening. Under broad themes (or threads), the students will be exposed to extensive reading both in and outside the classroom. They will be encouraged to read a variety of texts such as short stories, academic articles, research reports, reviews and journalistic texts as well as chapters from textbooks.

As part of reading and comprehension, students will be encouraged to analyze texts and re-formulate information in graphic organizers. Students will also learn to interpret and transfer information from a visual representation (such as a graphic, diagram, or pie-chart) into written or spoken discourse.

Students will have acquired paragraph writing skills at the Department of Basic English. Hence, in ENG 101 they will proceed to write full essays as end products of the themes they are exposed to. Within the thematic approach, students will be encouraged to use the language structures and vocabulary learnt during the reading and speaking tasks in their writing assignments.

In the process writing approach adopted in this course, emphasis will be placed on unity and coherence, and the use of different discourse patterns for different purposes.

During reading, writing and speaking tasks, particular structures or language forms essential to the students' academic requirements will be highlighted.

A thematic approach to promoting vocabulary development will be integrated in tasks designed to develop all four language skills. (Syllabus committees will prepare vocabulary lists for all courses, during the materials development process.) The words in those lists will be taught with their collocations in a meaningful context. Testing will be done by means of tasks and assignments requiring the use of target vocabulary.

ENG 101 will include class discussions, use of audio and video tapes (to stimulate listening and discussion), listening to lectures for note-taking, graded debates, critiques, and mini presentations to develop listening and speaking skills.

Aside from linguistic skills, ENG-101 will also explicitly reinforce non-linguistic skills such as study habits, critical thinking and learning strategies. It will promote an awareness of ethical issues and social values, as well as collaborative teamwork.

Avoiding plagiarism will be a priority (an emphasis on local topics and direct personal research wherever possible is an effective strategy towards this end). Cases of plagiarism will be severely penalized.

Testing Implications

There will be continuous assessment of class work. Students will be responsible for the contents of extensive reading material to be assigned both in and out of the classroom.
After the treatment of each theme, quizzes, discussions and debates, graded writing tasks will be used to evaluate the skills and knowledge acquired through the activities under that theme.

The Midterm and Final exams will include thematic discussion questions. Students will read texts assigned during the course and given in the exam, to reply comprehension and discussion questions related to the themes covered in the course.

ENG 102

This course is a continuation of ENG 101, with greater emphasis on student autonomy, research skills and synthesizing ability. All the activities and tasks in ENG 101 will continue within a thematic approach. In Eng-102, the ability to evaluate, analyze and synthesize information in both written and oral discourse will be highlighted. Documentation in writing will be introduced at the beginning of the course, in order to solidly establish the skill by the end. Students will learn the discourse patterns and structures to be used in different essay types.

Students will write full academic essays in ENG-102 ((a) an academic essay with proper documentation and (b) a project report to be prepared throughout the course, including a literature review displaying analysis/synthesis skills, and documentation, a definition/elaboration of a problem using definition, description, cause/effect and comparison/contrast patterns and suggestions for solution including personal views and argumentation). Local and regional topics, personalizing the research and viewpoints will be recommended to prevent plagiarism. Instructors will have to keep in close contact with the students to guide them throughout the process. In Eng 102, class discussions and extensive reading will provide content for writing activities, and continually reinforce language skills.

As in Eng 101, in ENG 102 all non linguistic skills mentioned earlier will be reinforced in discussions and written work.

Testing Implications

Class work, quizzes, graded discussions and debates, a graded mini-presentation on the project report, an honest one-page written response to the course including self-evaluation of learning, a mid-term exam made up of a full response essay demonstrating synthesizing and documentation skills, and making use of texts read during the course and given during the exam. The project report to be prepared throughout the term will replace the final exam.

Instructors of ENG 102 will assume the role of a guide/facilitator not only in the classroom but outside, through regular conferencing with students during office hours.

ENG 211

The main goal of ENG 211 is to enhance the students' competence and willingness to express themselves in an organized manner in academic contexts, and to interact with others confidently. It is important that students learn to conduct independent research and think critically on issues raised in the course.

ENG 211 will use an integrated, thematic approach with an emphasis on advanced oral communication and academic presentation skills, with language components such as grammar, vocabulary and pronunciation. Eng 211 will be inter-active; students will be encouraged to listen actively, respond to presentations, and participate in discussions. Speaking activities and academic presentations will ensue from reading and listening activities. Each theme will lead to the production of an oral and/or written activity.

Instructors of Eng.211 will assume the role of guide/facilitator not only in the classroom but also outside, through regular conferencing during office hours.

Students will start the term with a self-introductory presentation, participate in a guided group discussion, a graded seminar, a graded debate and prepare throughout the term for a Final Project Presentation. All the research, reading and listening activities performed during the treatment of a theme will be integrated with an oral or written activity. In this context, oral presentations and discussions will stimulate further discussion or response writing. To promote active listening, students will perform tasks requiring evaluation of or response to presentations.

Testing Implications

Even when themes (and/or original English texts) deal with universal issues, students will be required to choose topics that treat those issues in a regional, local, or personal context.

All class discussions, assignments and tasks will be evaluated as class work. There will be a written mid-term exam with three types of questions: 1. Open-ended, theme-based, 2. Skill-based. 3. Critical evaluation. (In order to test the students' ability to evaluate the tone/attitude, judgment/conclusions, justifications and ideas of a writer, students will be asked to respond to open ended questions on unfamiliar texts.)

The graded presentations will involve introductory/personal speeches (on their topic selection and data gathering process), group presentations (persuasive), work-shops (on audio-visual aids), and final project presentations. After the final project, students will submit a reflection/feed back sheet, as a written report.

ENG311

ENG311 is designed to equip students with language and communication skills they will need after graduation. The course will help students to build an awareness of their own goals and objectives.

The course will have a theme-based approach (the themes reflecting business topics of general interest and knowledge, human resources concept, organizational culture, and work ethics).

Students will read/screen/hear various texts, and carry out tasks and discussions, and will be stimulated to think first about their own career goals/choices, and then to anticipate real-life situations they will encounter in their work-life or during post-graduate studies. In this context, they will learn to write CVs, letters of application and intent, and to have job interviews and to hold meetings (which may involve mini-presentations). They will be introduced to concepts such as inter-cultural relationships, and issues rose by globalization.

Each student will select an organization (company, public institution, NGO or academic program) that interests him/her, and will conduct step-by-step research under the instructor's guidance. His/her research results will be collected in a portfolio containing the following:

* CV and letter of application prepared early in the term,

* Letter of intent or statement of purpose addressed to the organization researched,

Testing Implications

Midterm Exam 1 will be on the presentation of the organization/program selected and researched by the students. Midterm Exam 2 will be the job interview building on the same context. The Final Exam will have both oral and written components: the oral component as a role play combining

socialization and meeting, the written component including questions on vocabulary, reading comprehension, listening comprehension and discussion questions.

SECONDARY GOALS AND OBJECTIVES

AUTONOMOUS LEARNING

Students will acquire and continually use learning skills, habits and strategies that promote further independent learning.

Objective 1:   Set learning goals

- Set long-term learning goals and plans towards professional development
- Set short-term learning goals and plans to accomplish course requirements
- Review task requirements
- Establish criteria for success
- Learn skills and strategies for goal success
- Adjust learning goals as necessary

Objective 2:   Monitor progress in task success

- Monitor performance/weaknesses and strengths in accomplishing tasks
- Identify the strategy being used
- Identify weaknesses and strengths of the strategy in relation to the task demand
- Monitor own motivation levels

Objective 3:   Identify skills that need improvement and develop appropriate strategies to improve identified weaknesses

- Choose the most effective repair strategies for a given task difficulty
- Shift across and integrate strategies

Objective 4:   Review and evaluate strategies for task success

Objective 5:   Give and receive feedback appropriately

- Be aware of a variety of feedback patterns and sources
- Ask for feedback from relevant sources
- Integrate feedback from different sources effectively to improve performance
- Give feedback that will benefit the others
- Recognize the effects of spoken & written feedback they are giving

Objective 6:   Use a variety of information sources for a variety of tasks

- Identify the type and source of information required for task accomplishment
- Develop knowledge of the variety of information sources
- Ask for help from peers and teachers in reaching the relevant sources of information

Objective 7:   Use strategies that will enhance communication and indirectly support learning
- Language Learning Strategies
- Language Use Strategies

CRITICAL THINKING SKILLS

Students will use critical thinking skills to analyze, synthesize and evaluate information in English.

Objective 1:   Distinguish explicitly the relations between main focus and peripheral information.
- Locate the main focus of an oral or written text.
- Infer the main focus of an oral or written text
- Note the function/relevance of peripheral information to the main focus of an oral or written text
- Identify relationship of ideas
- Identify the purposes for which visual information is used
- Identify the use of citation in written discourse and/or quotation in oral discourse.

Objective 2:   Relate new information to previously acquired knowledge and ideas.
- Make associations with material that is already familiar
- Recognize interrelationships within the new material
- Compare and contrast the new information with what is already familiar
- Connect the new material with personal experience

Objective 3:   Evaluate the validity and reliability of ideas and evidence
- Evaluate persuasiveness of support arguments and evidence
- Consider alternative interpretations of ideas and evidence in different contexts
- Consider counter-arguments to the ideas and develop refutation

Objective 4:   Counteract conclusions and ideas presented
- Recognize contradictions and incomplete information
- Make distinctions, set priorities, restructure cognitive schemata.

MOTIVATION

Students will become motivated and active language learners.

Objective 1:   Examine reasons for learning English and relate to learning needs

Objective 2:   Become an autonomous learner

- Develop independent learning skills

- Engage actively in language learning tasks relevant to academic needs

- Read extensively in English

- Become interested in the language learning process

Objective 3:   Contribute to language learning goals of classes and classmates

- Build collaborative learning relationships

- Build a positive attitude to learning English

- Promote cooperation and minimize competition in the classroom

Objective 4:   Identify academic and personal interests and their connections to language learning

Objective 5:   Become an active word collector and language user.

The Data Collection Tools:

The Student Questionnaire:

Dear Student,

The aim of this questionnaire is to find out about your English needs in your departments and thus help the School of Foreign Languages make the necessary adjustments to its current curriculum. While answering the questions, please reflect on all the departmental courses you are taking presently **EXCEPT THE ENGLISH COURSES**. Your answers will remain strictly confidential. Thank you for your cooperation.

Department: _____

Year: _____

I. Speaking

	a. How often are you required to accomplish the following tasks in **English** in **your departmental courses**? Please **circle** the relevant item.				b. How successful do you think you are in accomplishing the following tasks? Please **circle** the relevant item.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. ask the instructor questions during lectures	0	1	2	3	0	1	2	3
2. answer questions asked by the instructor	0	1	2	3	0	1	2	3
3. make presentations/do demonstrations on a topic related to your field of study	0	1	2	3	0	1	2	3
4. participate in pair/group work activities in class in order to complete a task given by the instructor	0	1	2	3	0	1	2	3
5. express your opinion and/or convince classmates of your opinion/ negotiate meaning during class discussions/ debates	0	1	2	3	0	1	2	3
6. communicate with foreign instructors in and outside class (during office hours, socializing, etc.)	0	1	2	3	0	1	2	3

Other (please specify)

_____

What difficulties do you face while speaking in English?

_____

II. Reading

	a. How often are you required to accomplish the following tasks in **English** in **your departmental courses**? Please **circle** the relevant item.				b. How successful do you think you are in accomplishing the following tasks? Please **circle** the relevant item.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. go through a chapter, article, etc. quickly to decide whether the information it contains is useful for you or not	0	1	2	3	0	1	2	3
2. summarize a text orally or in written form to fulfill an assignment	0	1	2	3	0	1	2	3
3. read an article/text quickly to find the specific information that you are looking for	0	1	2	3	0	1	2	3
4. answer comprehension/discussion questions related to a text (during an exam, during class work or for an assignment)	0	1	2	3	0	1	2	3
5. read various texts on a particular issue to form and express your own opinion about the issue	0	1	2	3	0	1	2	3
6. read a text and criticize the author's approach/idea	0	1	2	3	0	1	2	3
7. read a text and express the author's ideas using **your own words**	0	1	2	3	0	1	2	3
8. interpret data in various forms (graphs, charts, etc.)	0	1	2	3	0	1	2	3
9. guess the meanings of unfamiliar words without using a dictionary	0	1	2	3	0	1	2	3

Other (please specify)

_____

What difficulties do you face while reading in English?

_____

III. Listening

	a. How often are you required to accomplish the following tasks in **English** in **your departmental courses**? Please **circle** the relevant item.				b. How successful do you think you are in accomplishing the following tasks? Please **circle** the relevant item.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. take notes during a lecture given in English	0	1	2	3	0	1	2	3
2. follow the instructions of the lecturer during class	0	1	2	3	0	1	2	3
3. watch a video recording and commenting on what you see	0	1	2	3	0	1	2	3
4. communicate with classmates	0	1	2	3	0	1	2	3
5. listen to an audio recording	0	1	2	3	0	1	2	3

Other (please specify)

_____

What difficulties do you face while listening in English?

_____

IV. Writing

	a. How often are you required to accomplish the following tasks in **English** in **your departmental courses**? Please **circle** the relevant item.				b. How successful do you think you are in accomplishing the following tasks? Please **circle** the relevant item.			
	never	rarely	often	very often	not effective at all	somewhat effective	quite effective	very effective
1. answer comprehension/discussion questions in an exam. Please, indicate the length of such a task: _____ page(s).	0	1	2	3	0	1	2	3
2. write a report describing the steps and the result(s) of an experiment/group project Please, indicate the length of such a task: _____ page(s).	0	1	2	3	0	1	2	3
3. write an essay/paper on a topic incorporating ideas from a variety of sources and document these sources appropriately Please, indicate the length of such a task: _____ page (s).	0	1	2	3	0	1	2	3
4. write a summary of an article	0	1	2	3	0	1	2	3
5. design a questionnaire to gather information for an assignment	0	1	2	3	0	1	2	3

Other (please specify)

_____

What difficulties do you face while writing in English?

_____

4

V. Non-linguistic Goals

1. Study Skills

	a. How often do you do the following? Please **circle** the relevant item.				b. How important do you think these are in helping you become an independent learner? Please **circle** the relevant item.			
	never	rarely	often	very often	not important at all	somewhat important	quite important	very important
1. evaluate your own progress and identify the language skills that you need to improve	0	1	2	3	0	1	2	3
2. use appropriate strategies to improve the weaknesses you have identified	0	1	2	3	0	1	2	3
3. read materials in English other than materials used in courses	0	1	2	3	0	1	2	3
4. set goals and aims for yourself to improve your English language skills	0	1	2	3	0	1	2	3
5. use a variety of information sources in English for a variety of tasks	0	1	2	3	0	1	2	3

2. Cooperative Learning

	a. How often do you do the following? Please **circle** the relevant item.				b. How important do you think the following is in preparing you for your future career?			
	never	rarely	often	very often	not important at all	somewhat important	quite important	very important
1. work as a contributing team member with a group of academics/students	0	1	2	3	0	1	2	3

3. How do your studies at METU contribute to you as a student and as an individual?

ODTÜ'de öğrenci olmak size bir öğrenci ve birey olarak neler katmaktadır?

(You can answer this question in Turkish)

_____

Thank You

YABANCİ DİLLER YÜKSEKOKULU PROGRAM GELİŞTİRME PROJESİ

GÖRÜŞME FORMU

Giriş:

ODTÜ Yabancı Dıller Yüksekokulu, ögrencılerımızın İngilizce dil becerilerini kullanmaya yönelik gereksinimlerini saptamak ve bu gereksinimler dogrultusunda İngilizce programlarını yeniden düzenlemek amacıyla bir program degerlendirme ve geliştirme projesi yürütmektedir.

Bu proje kapsamında (a) üniversitemizin farklı bölümlerinden ögretim üyeleri ve ögrencilerden, (b) şu anda degişik sektörlerde görev yapan ODTÜ mezunları ve bu mezunların işverenlerinden, (c) İngilizce ögretim yapan diger üniversitelerden, ve (d) Yabancı Diller Yüksekokulu ögrencileri ve ögretim üyelerinden anket ve görüşmeler yoluyla veri toplanmaktadır.

Bu görüşmedeki sorular üç temel konuda odaklanmaktadır:

1. bölümünüzdeki (ya da sizin verdiginiz) derslerde ögrencilerinizin kullanmaları gereken/beklenen dil becerileri
2. ögrencilerinizin bu becerileri kullanmadaki yetkinligi
3. Yabancı Diller Yüksekokuluna bu problemleri ya da yetersizlikleri aşma konusunda önerileriniz

Bu görüşmede elde edilen veriler araştırma sonuçlarında kullanılacak ve kişisel bazda değerlendirilmeyecektir.

İlginiz için teşekkürler.

YAZMA BECERİLERİ:

1. Genel olarak bölümünüzde ya da sizin verdiğiniz derslerde öğrenciler İngilizce yazma becerilerini ne tür etkinliklerde kullanmak durumundalar? (sınıf içi etkinlikleri, ödevler ya da sınavlar düşünüldüğünde)

Makale, rapor yazma

CV, portfolio hazırlama

Özet yazma

Sınavlarda açık uçlu soruları yanıtlama

2. Öğrencilerinizi bu etkinliklerde ne kadar yetkin/başarılı buluyorsunuz? Niçin?

-Sorunların aşılması için YDYOna önerileriniz nelerdir?

OKUMA BECERİLERİ:

3. Genel olarak bölümünüzde ya da sizin verdiğiniz derslerde öğrenciler aşağıdaki İngilizce okuma becerilerinden hangilerini kullanıyorlar? (sınıf içi etkinlikleri, ödevler ya da sinavlar düşünüldüğünde)

-Araştırma amaçlı yaygın okuma yapma

-Bir metni okuyarak içinde sunulan argumanları ya da düşünceleri analiz etme/saptama

-Bu argumanları ya da düşünceleri kendi cümleleriyle yeniden ifade etme

-Aynı konuda değişik metinlerden elde edinilen bilgi ve düşünceleri birbiriyle ilişkilendirerek sentez yapma

-Alt metin okuma/anlam çıkarma

-Görsel ve yazılı bilgiyi birbiriyle ilişkilendirme

4. Öğrencilerinizi bu etkinliklerde ne kadar yetkin/başarılı buluyorsunuz? Niçin?

-Sorunların aşılması için YDYOna önerileriniz nelerdir?

DİNLEME VE KONUSMA BECERİLERİ:

5. Öğrencileriniz dinleme ve konuşma becerilerini hangi tür ortam ya da etkinliklerde kullanmak durumundalar?

-Ders süresince ya da seminer/konferans gibi etkinliklerde yapılan sunu ve anlatımlarda not tutmak

-Sınıf içi tartışmaları takip etmek ve bunlara katılmak (kendi görüşünü ortaya koymak ve savunmak gibi)

-Ders anlatımı süresince soru sormak ve soru yanıtlamak

-Sunum yapmak

-Ders dısında çesitli akademik ya da akademik olmayan konularda yabancılarla İngilizce konusmak

6. Öğrencilerinizi bu etkinliklerde ne kadar yetkin/basarılı buluyorsunuz? Niçin?

-Sorunlarin asılması için YDYOna önerileriniz nelerdir?

DİGER BECERİLER:

7. Asağıda belirtilen becerilerle ilgili görüsleriniz nelerdir? Bu beceriler öğrencileriniz için sizce ne kadar önemlidir, derslerinizde bu becerilerin etkin kullanımı ne kadar islevseldir, ve sizce öğrencileriniz bu becerileri ne kadar etkin kullanabiliyorlar?

(a) Kendi öğrenme hedef ve amaçlarini belirleyerek öğrenme sürecini planlama

(b) Etkin öğrenme için gerekli davranıs ve alıskanlıkları etkin kullanma

(c) Öğrenme sürecinde kendi yeterlilik ve yetersizliklerini saptayabilme ve bu yönde uygun özdeğerlendirme yapabilme

(d) Ders içi ve dısında öğrenmek istediği konularda bağımsız arastırma/okuma yapabilme

(e) Takım çalisma becerilerini iyi kullanma

(f) Sosyal değerlerin farkında olmak ve bunları hayata geçirmek

(g) Kültürlerarası iletisime açıklık

(h) Kendi alanında ya da genel olarak akademik çalısmalarda etik değerlerin farkındalık

(i) Elestirel düsünme becerileri (çikarim ve bilgi arasındaki iç tutarlilikları ya da tutarsizlikları analiz etme, yeni öğrenilen bilgiyi daha önce öğrendikleriyle iliskilendirme ve değerlendirme, bilgiyi kullanarak alternatif çıkarımlar yapabilme, gibi)

(j) Akademik çalısmalarda teknolojik yenilikleri etkin kullanabilme

The Interview Guide – Industry

Sayın işveren, bu röportaj şu anda üzerinde çalışmakta olduğum YDYO müfredat yenileme ve geliştirme projesine veri toplamak amacıyla uygulanmaktadır. Sonuçlar sadece bu amaçla kullanılacaktır ve cevaplarınız bende gizli kalacaktır. Anketi yanıtlarken isim bildirmek zorunda değilsiniz. Katkılarınızdan dolayı teşekkür ederim.

1. Kurumun Adı : ....

İşverenin ismi ve pozisyonu: ....

2. Burada çalışan ODTÜ mezununun İngilizce okuma becerilerini kullanacağı işler ve aktiviteler nelerdir?

- kaynak taraması........   internet metinleri......   diğer.......
- e-mail ....   araştırmalar.........   ....
- faks metni........   raporlar.........   ....
- broşür...........   iş yazışmaları ....
- katalog.........

3. Genelde bu işlerdeki başarı oranları nedir? Ne tür eksikler ve zorluklar gözlemliyorsunuz?

4. Bu kişilerin İngilizce yazma becerilerini kullanacağı işler ve aktiviteler nelerdir?

- ihale dosyası hazırlama....   - web-page...........   diğer...........
- e-mail........   - araştırma............   ....
- faks metni...........   - rapor ....
- mevzuat araştırması.......... - iş yazışmaları........   ....
- katalog ....   - çeviri...............   ....
- broşür.................   ....

3

5. Genelde bu işlerdeki başarı oranları nedir? Ne tür eksikler ve zorluklar gözlemliyorsunuz?

6. Bu kişilerin İngilizce konuşma becerilerini kullandıkları işler ve aktiviteler nelerdir?

- ders anlatma.......   - sunu yapma..............   Diğer.............

- telefon konuşması........   - satış ve pazarlamaya   ....

                                yönelik görüşmeler..........

- sosyal iletişim............. - toplantıya katılma.......   ....

7. Bu işlerdeki başarı oranları nelerdir? Ne tür eksiklikler ve zorluklar gözlemliyorsunuz?

8. Bu kişilerin İngilizce dinleme becerilerini kullandıkları işler ve aktiviteler nelerdir?

- seminer, konferans, vb. katılımı..............   diğer..........................

- hizmet içi veya öncesi eğitim..................   ....

- toplantı.............................   ....

9. Bu işlerdeki başarı oranları nedir? Ne tür eksiklikler ve zorluklar gözlemliyorsunuz?

10. ODTÜ mezunu çalışanlarınızın kendi İngilizce bilgilerini değerlendirip, eksik ve yanlış buldukları yönlerini geliştirmeye çalıştıklarını gözlemliyor musunuz?

        Evet ....   Hayır ....

11. Alanlarıyla ilgili etiklerin farkındalar mı ve buna göre hareket edebiliyorlar mı?

12. Farklı kültürlere sahip meslektaşlarıyla aralarındaki kültür farklarını gözönüne alıp ona göre iletişim kurabiliyorlar mı?

13. İşlerinde sık sık grup/takım olarak çalışmaları gerekiyor mu?

        Evet ....   Hayır ....

,14. Takım çalışmalarında ne derece başarılılar?

15. Çalışanlarınız teknolojik ortamda İngilizce bilgi ve becerilerini gerektiren aktiviteler konusunda ne

4

kadar başarılılar?

The Interview Guide – Alumni

Sayın Mezun, bu röportaj şu anda üzerinde çalışmakta olduğum YDYO müfredat yenileme ve geliştirme projesine veri toplamak amacıyla uygulanmaktadır. Sonuçlar sadece bu amaçla kullanılacaktır ve cevaplarınız bende gizli kalacaktır. Anketi yanıtlarken isim bildirmek zorunda değilsiniz. Katkılarınızdan dolayı teşekkür ederim.

1. Mezunun adı soyadı: ………………………………………..

   Mezun olduğu bölüm ve yılı: ………………………………

   Kurumdaki görevi : ……………………………………….

2. Çalışma hayatınızda en çok ihtiyaç duyduğunuz İngilizce dil becerisi hangisidir? (okuma, yazma, konuşma, dinleme)

3. İngilizce okuma becerinizi kullanmanız gereken görev ve aktiviteler nelerdir

 - kaynak tarama…………   - internet metinleri…………   diğer …………………
 - e-mail………………   - araştırmalar………………   …………………………
 - faks metni……………   - raporlar…………………   …………………………
 - broşür………………   - iş yazışmaları………………   …………………………
 - katalog

4. Az önce belirttiğiniz aktivitelerden en çok hangisi veya hangilerinde zorluk çekiyorsunuz?

5. İngilizce konuşma becerinizi kullanmanız gereken görev ve aktiviteler nelerdir?

 - ders anlatma   - toplantıya katılım…….   diğer………….
 - telefon konuşması……..   - sunu yapma……………   ………………..
 - sosyal iletişim………….   - satış ve pazarlamaya
                                    yönelik görüşmeler………
                                    ………………….
 - hizmetiçi/öncesi eğitim….

6. Az önce belirttiğiniz aktivitelerden en çok hangisi veya hangilerinde zorluk çekiyorsunuz?

7. İngilizce yazma becerinizi kullanmanız gereken görev ve aktiviteler nelerdir?

- ihale dosyası hazırlama........   - webpage.............   diğer.....................
 - e-mail..................................   - araştırma.............   ....
- faks metni.............................   - rapor..................   ....
- mevzuat araştırması..............   - iş yazışmaları.....   ....
- katalog ....   - çeviri..................
- broşür...................................

8. Az önce belirttiğiniz aktivitelerden en çok hangisi veya hangilerinde zorluk çekiyorsunuz?

9. İngilizce dinleme becerinizi kullanmanız gereken görev ve aktiviteler nelerdir?

- konferans, seminer, v.b. katılımı ....   diğer................................

- hizmet öncesi/içi eğitimi..........................   ....

- toplantı..   ....

10. Az önce belirttiğiniz aktivitelerden en çok hangisi veya hangilerinde zorluk çekiyorsunuz?

11. Zaman zaman ingilizce bilginizi değerlendirip, eksik ve yanlış bulduğunuz yönlerini kendi kendinize geliştirmeye çalışıyor musunuz?

Evet ....   Hayır .... (Bilinçli/Bilinçsiz)

12. Kendi alanınızdaki mesleki etikleri biliyor ve bunlara göre hareket ediyor musunuz?

Evet ....   Hayır ....

13. Birlikte çalıştığınız farklı kültürlerden meslekdaşlarınızla aranızdaki kültür farkını gözönüne alıp ona göre iletişim kurmaya çalışıyor musunuz?

Evet ....   Hayır ....

14. İşiniz grup/takım projeleri ve çalışmaları geretiriyor mu?

Evet ....   Hayır ....

15. Eğer cevabınız evet ise, takım çalışmalarında ne kadar başarılısınız? (Bu konuda hizmet içi/öncesi eğitim aldınız mı?

O K UM A	
kaynak taraması	internet metinleri
e-mail	araştırmalar
faks metni	rapor
broşür	iş yazışmaları
katalog	

Y A ZM A	
ihale dosyası hazırlama	web-page
e-mail	araştırma
faks metni	rapor
mevzuat Araştırması	iş yazışmaları
katalog – broşür	çeviri

K O N UŞ M A	
ders anlatma	toplantıya katılım
telefon konuşması	sunu yapma
sosyal iletişim	satış ve pazarlamaya yönelik görüşmeler

D İ NL E M E	
konferans, sempozyum, seminer	toplantı
hizmet içi/öncesi eğitim	

APPENDIX B

DML CURRICULUM: TAXONOMIES

COLOR-CODING GUIDE:

full emphasis	strong emphasis	medium emphasis	less emphasis

Goal 1: Expressing themselves in writing making use of grammatically; stylistically and socially appropriate discourse patterns in their professional and academic life

101	102	211	311

	Objective 1: Use correct, appropriate language structures, vocabulary & discourse markers		
Skills & Tasks	- Revising the language in written output through feedback from instructor and peers and through remedial language teaching - Self editing written output -- to check for oral/written discourse -- to check for grammatical and lexical accuracy - Guessing vocabulary from context and form (prefix, suffix, etc.) - Reformulating information from visual representations into written discourse and/or vice versa - Writing various types of essays and other academic documents (101: a personal essay and a response paper, 102: a documented essay and a research project report, 211: response and self-evaluation paper related to final project) - Note-taking during lectures-listening activities - Paraphrasing - Summarizing - Using dictionaries (bilingual and monolingual)		
		Revising the language in oral output through feedback and remedial language teaching	
Knowledge	- Simple, complex, compound sentences - Correct and appropriate punctuation symbols - Tenses and modals - Subject verb agreement - Topical vocabulary and collocations - Appropriate signals and transitions - Awareness of recurring vocabulary errors (words that are frequently misused by METU students		

1

101	102	211	311

	Objectives 2 & 3: Learn, internalize, accept and carry out the stages in a process writing approach, while writing paragraphs and/or essays			
Skills & Tasks	▪ Brainstorming ideas about a given topic ▪ Narrowing down a given topic ▪ Clustering related ideas ▪ Eliminating irrelevant ones ▪ Outlining ▪ Writing a rough draft ▪ Getting feedback and revising the draft, editing the final draft ▪ Creating and developing voice ▪ Analyzing and synthesizing information from multiple sources			

Knowledge	▪ Paragraph development
	▪ Unity, coherence and cohesion
	▪ Essay development
	  -- Thesis statement
	 -- Introductory paragraph
	  -- Body paragraphs
	  -- Concluding paragraph
	▪ Appropriate signals and transitional words
	▪ Use of dictionaries and thesaurus
	▪ Concise and economical writing
	▪ Avoidance of sexist language
	▪ Thesis statement
	▪ Specific versus general information			

		- Documentation - Synthesis of information from multiple sources - Evaluation of similarities and differences between ideas from different sources - Evaluation of the level of generality, abstractedness and familiarity among the ideas from a variety of sources - Citation from outside sources in own writing

101	102	211	311

Objective 4 : Use appropriate formality Levels

Skills & Tasks	▪ Distinguishing between formal and informal register ▪ Using formal and informal register appropriately
Knowledge	▪ Contractions ▪ Pronouns ▪ Discourse markers ▪ Generalizations (avoiding words such as thing, idea, good, bad etc.) ▪ Over simplifications ▪ Colloquial expressions

	101	102	211	311

	Objective 5 & 6: Learn to write in multiple functional genres, as appropriate and use various discourse patterns appropriate to target audience and intended purpose.			
Skills & Tasks	▪ Writing assignments requiring different curricular and professional genres ▪ (Same tasks listed under objectives 2 and 3) ▪ Recognizing and using patterns of discourse organization in appropriate combinations as needed			
Knowledge	▪ Language, format, register, vocabulary of: personal essay and reflection, response paper (ENG 101), project report, research paper (ENG 102), a response and self-evaluation paper (ENG 211 & ENG 311) ▪ The use of definition, description, cause-effect, comparison-contrast, problem-solution, classification, argumentation-refutation patterns ▪ Awareness of logical fallacies			

Goal 2: Read authentic, non fiction, field specific material with relative ease at a fair of comprehension and respond to it.

	101	102	211	311

Objective 1: Understanding key ideas in a text

Skills & Tasks	- Locating the main ideas in a text - Inferring the ideas of a text - Using comprehension strategies to draw appropriate meaning from a text -- Previewing and predicting -- Establishing purpose for reading -- Locating the main ideas in the text -- Inferring the ideas in the text * Learning the 3000 most common words of English - Skimming - Scanning - Establishing purpose for reading - Monitoring comprehension and repairing misunderstandings - Formulating appropriate questions
Knowledge	- Topic sentence - Thesis statement - Signal words and transition - Different patterns of organization - Word part knowledge and contextual clues to guess word meanings - Topical vocabulary and associated sets of words (collocations, synonyms, antonyms) - Simple, complex, compound sentences - Correct and appropriate punctuation symbols - Tenses and modals - Subject verb agreement

Objective 2: Recognize the relationship between ideas in a text

Skills &Tasks	- Analyzing discourse organization patterns in texts and filling in graphic representations appropriately - Recognizing given and new information patterns in texts and foreground vs. background information. - Distinguishing between different levels of information (main idea, supporting ideas and details) in a text. - Recognizing signal words - Recognizing summarizing and concluding information - Attending to headings and sub-headings - Understanding referencing - Skimming, scanning
Knowledge	- Recognition of patterns of discourse organization within texts and how patterns are combined in text - Recognition & interpretation of cohesive devices for linking different parts of a text. - Different methods of organization and their possible combinations: description, cause and effect, comparison and contrast, problem and solution, narration, sequence and procedures, for and against, and extended definition. - Key vocabulary (topical vocabulary), reference words, complex and compound sentence structures - Cohesive devices for linking different parts of a text - Specific vs. general information - Old vs. new information - Inference - Reference words

	101	102	211	311

Objective 3: Recognize the attitude of the writer

Skills & Tasks	▪ Identifying the purpose and the target audience of the text ▪ Noting information about the source of the text and its social and historical context. ▪ Identifying author's point of view, attitude, background and tone
Knowledge	▪ Tone, attitude, style, point-of-view, background ▪ Techniques of support ▪ Patterns of organization ▪ Contextual clues ▪ Discourse markers

Objective 4: Read Extensively

Skills & Tasks	▪ Reading all assigned materials in courses ▪ Reading additional materials required for projects and major academic tasks ▪ Developing strategies to reach additional materials ▪ Reading extended materials in and out of class ▪ Critical thinking Summarizing, paraphrasing ▪ Outlining (organizing ideas) ▪ Previewing, skimming, scanning ▪ Note-taking ▪ Study skills

Knowledge	- Information access skills - Distinctions between important and unimportant/relevant and irrelevant information - Self-study strategies - Note-taking strategies - Dictionary use

	101	102	211	311

Objective 5: Read with reasonable fluency

Skills & Tasks	- Recognizing quickly and accurately most words in a text (automaticity) - Reading easy texts at a rapid rate - Developing a large recognition vocabulary - Reading unfamiliar texts at a moderate rate and with comprehension - Skimming, scanning
Knowledge	- A variety of discourse patterns and sentence structures - Topical vocabulary - Vocabulary learning strategies -- Guessing the meaning from affixes -- Dictionary use -- Contextual clues -- List of acquired vocabulary

Objective 6: Deduce the underlying meaning in sentences or parts of a text

Skills & Tasks	- Making inferences - Identifying points of reference - Determining functional relations between parts of a text - Determining functional purpose of each paragraph in a text - Recognizing definitions of words and concepts within sentences and within text segments - Determining meaning of complex sentences - Mentally paraphrasing while reading

Knowledge	- Main idea and supporting ideas - Writer's tone, attitude, style, point-of-view - Contextual clues - Complex sentence structures - Linking words and phrases - Critical thinking

101	102	211	311

Objective 7: Evaluate, synthesize and use information from (multiple) texts

Skills & Tasks	- Recognizing fact vs. opinion - Recognizing arguments and evaluating the nature of evidence - Recognizing author's viewpoint - Recognizing genre of text - Assessing how well the writer supports his/her argument - Comparing complementary or conflicting information from multiple texts - Synthesizing information from multiple sources - Using information from multiple sources appropriately for speaking and writing tasks - Distinguishing between more important and less important sources - Adding/Recognizing worthwhile references in a text for further reading
Knowledge	- Documentation - Synthesizing - Paraphrasing - Discourse pattern - Vocabulary - Complex sentence structures - Information access skills - Self-study skills - Recognizing different genres - Writer's tone, attitude, style, point-of-view - Discourse markers - Identifying main idea - Distinguishing between main ideas and supporting details

Goal 3: Listen to and appropriately respond to spoken discourse in professional and academic contexts.

	101	102	211	311

Objective 1a: Identify main idea(s) in spoken discourse

Skills & Tasks	- Identifying key discourse / cohesive markers - Identifying discourse structure and organization - Distinguishing between facts & opinions - Identifying the topic - Distinguishing main ideas from supporting details - Identifying key vocabulary items
Knowledge	- Discourse markers and cohesive devices - Main idea and supporting ideas - Topical vocabulary

Objective 1b: Listen for a specific purpose to choose relevant information

Skills & Tasks	- Identifying broad roles and relationship of participants (e. g. superior-subordinate) (ENG 311) - Making predictions - Identifying specific information from a spoken discourse on a range of topics and in a range of specific contexts - Identifying key vocabulary items - Identifying paraphrasing - Note-taking

Knowledge	- Different levels of formality - Paraphrasing - Topical vocabulary - Synonyms, antonyms, collocations, denotations, connotations - Difference between general and specific information - Difference between fact and opinion

101	102	211	311

Objective 2: Evaluate information from listening

Skills & Tasks	▪ Evaluating the adequacy, relevance and reliability of information provided ▪ Recognizing the tone and attitude of the speaker ▪ Distinguishing fact from opinion ▪ Distinguishing major ideas from examples ▪ Following discourse structure
Knowledge	▪ Critical thinking ▪ Tone, attitude, style, point of view, background ▪ Different supporting techniques ▪ Patterns of organization ▪ Contextual clues ▪ Discourse markers ▪ Purpose/genre of a spoken text ▪ Speaker's attitude/emotional state and intended meaning ▪ Paralinguistic features and body language ▪ Register ▪ Communicative function of stress and intonation patterns

	101	102	211	311

Objective 3: Make inferences from a spoken text

Skills & Tasks	▪ Attending to emphasis, gestures, and body language ▪ Deducing meaning of unfamiliar words ▪ Using information from discourse to make reasonable predictions or draw conclusions
Knowledge	▪ Topical vocabulary ▪ Speaker's tone, style, attitude, emphasis, body language and point of view

Goal 4: Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.

	101	102	211

	Objective 1a: Initiate and maintain discussions		
Skills & Tasks	▪ Expressing opinions and facts ▪ Expressing preferences and interests ▪ Asking and answering questions ▪ Interrupting ▪ Asking for clarification ▪ Agreeing and disagreeing ▪ Supporting an opinion ▪ Dealing with misunderstandings ▪ Expressing ideas effectively (clearly and coherently) ▪ Paraphrasing ▪ Summarizing		
Knowledge	▪ Register ▪ Topical and key vocabulary ▪ Conversational discourse patterns ▪ Body language ▪ Basic grammar patterns and vocabulary ▪		

		311	
Objective 1b: Initiate and maintain a conversation in a professional or academic setting			

Skills & Tasks	▪ Using contextual vocabulary appropriate to the register and genre of the interaction
	▪ Speech acts:
	  - Offering and responding to greetings, compliments, invitations, introductions and farewells
	  - Expressing facts, opinions, preferences and interests
	  - Giving oral instructions
	  - Asking for and giving meanings of words, phrases and sentences
	  - Agreeing & disagreeing
	  - Interrupting
	  - Supporting an opinion
	  - Inquiring degrees of probability/certainty and necessity/obligation
	▪ Selecting socially and culturally appropriate topics
	▪ Selecting socially and culturally appropriate body language
	▪ Being sensitive to cultural differences and acceptability in social exchanges		

Knowledge	▪ Register ▪ Topical and key vocabulary ▪ Conversational discourse patterns ▪ Body language ▪ Basic grammar patterns and vocabulary		

	101	102	211	311

Objective 2: Speak with reasonable accuracy, fluency, and intelligibility

Skills & Tasks	▪ Using accurate grammar and appropriate vocabulary ▪ Speaking with comprehensible pronunciation, intonation and stress patterns ▪ Speaking with reasonable pace and rhythm ▪ Being aware of pronunciation errors that stem from mother tongue interference
Knowledge	▪ Intonation and stress patterns ▪ Sentence rhythm ▪ Accurate grammar and appropriate vocabulary ▪ Pronunciation errors that stem from mother tongue interference

211	311

Objective 3: Use conversational discourse routines effectively	

Skills & Tasks	▪ Starting an exchange
	▪ Introducing a theme
	▪ Changing a theme
	▪ Taking turns
	▪ Using conversational sequences
	    - Question and answer
	    - Compliment and return compliment
	    - Invitation and acceptance
	▪ Interrupting
	▪ Giving feedback and backchannel
	▪ Asking whether one is heard or understood
	▪ Closing interactions	

Knowledge	▪ Conversational discourse markers * refer to objectives 1 & 2	

211	311

	Objective 4: Use appropriate spoken discourse patterns and markers in a variety of situations
Skills & Tasks	- Becoming aware of the differences between spoken and written discourse - Using appropriate discourse patterns for organizing spoken interactions - Use appropriate general genres - Recognize how information is appropriately organized in extended discourse - Using appropriate register - professional formal context - professional socialising - informal socialising - Being aware of and use the delivery style and spoken discourse patterns appropriate in different cultures.
Knowledge	- Spoken and written discourse patterns - Appropriate general genres - description - narration - present new information - persuasion - sequences and procedures - Organization of information in extended discourse: - descriptive listing - classification - cause and effect - problem and solution - comparison and contrast - sequences and procedures - Register (formal vs. informal) - Cultural awareness

101	102	211	311

Objective 5: Use communication strategies effectively

Skills & Tasks	- Emphasizing - Hesitating - Summarizing - Paraphrasing - Asking and answering questions - Correcting oneself - Turn-taking - Using appropriate body language
Knowledge	Oral discourse patterns and communication strategies

211	311

	Objective 6: Present effectively in formal meetings, seminars, conferences and in situations that require negotiation for professional and academic purposes	

Skills & Tasks	▪ Using appropriate functional genre and register
	▪ Using appropriate spoken discourse patterns
	▪ Making use of critical thinking skills during data gathering and organizing process
	▪ Getting prepared to speak in public:
	    - Obtaining sufficient information on the topic through research
	    - Learning expert field-specific vocabulary
	    - Limiting the topic
	    - Outlining/organising ideas
	    - Preparing audio-visual aids
	    - Managing time effectively
	    - Rehearsing
	    - Developing an attractive start
	    - Maintaining eye contact
	    - Monitoring facial expression
	    - Monitoring body language
	    - Monitoring posture
	    - Monitoring pace and intonation
	    - Concluding a presentation
	▪ Using appropriate spoken discourse patterns for oral presentations
	    - Linking parts of the speech using proper connectors and signposts
	    - Using simple, direct and short structures
	    - Using understandable, listener-friendly vocabulary
	    - Repeating or rephrasing important messages
	    - Taking and giving the floor
	▪ Making use of critical thinking skills during data gathering and organising process
	▪ Holding Interviews
	▪ Making and receiving telephone calls	

Knowledge	- Research skills - Presentation skills - Analyzing, synthesizing and evaluating information - Debating strategies