ISTANBUL COMMERCE UNIVERSITY

ENGLISH PREPARATORY PROGRAM

"CURRICULUM DEVELOPMENT CENTRE"

Curriculum & Syllabus

HANDBOOK

ISTANBUL COMMERCE UNIVERSITY

ENGLISH PREPARATORY PROGRAM

CURRICULUM DEVELOPMENT CENTRE

PURPOSE

This handbook is mainly designed to guide all members of Istanbul Commerce University Preparatory Program regarding the formation, organization and objectives of the curriculum design which are based upon the specific (thematic) educational approaches and philosophies.

OUR VISION

Our vision is to foster autonomous learning in our students by guiding and supporting them in their academic, cultural and professional development.

OUR MISSION

Our mission is to provide the ICU EPP students with the highest standard of foreign language education by creating an interactive and communicative environment; and to endow them with the necessary language and critical thinking skills which will enable them to be effective in their both social lives and departmental studies.

OUR CORE VALUES

1. Transparency
2. Learner Autonomy
3. Innovation
4. Sustainable Learning
5. Inclusiveness
6. Collaboration

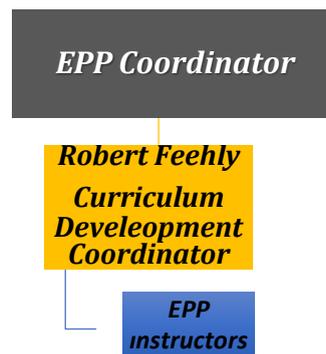## *CURRICULUM DEVELOPMENT CENTRE IN ICU ENGLISH PREPARATORY PROGRAM ORGANIZATIONAL STRUCTURE*

EPP Coordinator

Robert Feehly
Curriculum Develeopment Coordinator

EPP ınstructors

Figure 1: ICU EPP Organizational Structure

CURRICULUM DESIGN PLAN

PURPOSE: The purpose of this curriculum design plan is to be able to form a sound procedural foundation on which all the necessary curriculum components will be built. As suggested by Oliva (2009), using a certain design model to develop a curriculum naturally results in much greater efficiency, effectiveness and productivity (Oliva, 2009).

Our main tasks are selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

THE SPECIFIC STEPS HAVING BEEN FOLLOWED IN DESIGNING THE NEW ENGLISH PREPARATORY SCHOOL CURRICULUM FOR THE 2018 – 2019 ACADEMIC YEAR

1. **General Framework of Istanbul Commerce University English Preparatory Program Educational Philosophies and Approaches**

Progressivism	Cognitive Code Learning	Lexical Approach
Constructivism	Natural Approach	Communicative Approach
Humanistic Approach	Comprehension Approach	Blended Learning

2. **Needs Analysis (Product and Process-oriented / Mixed Approach)**
    - ➢ Providing validity and relevancy for all the curriculum design activities
    - ➢ Data evaluation stages to be used for making well-informed curriculum, syllabus and instructional decisions
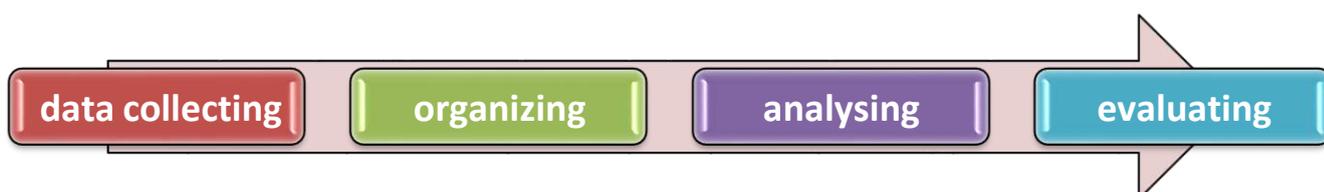
data collecting → **organizing** → **analysing** → **evaluating**

Figure 2: Data Evaluation Stages (Needs Analysis)

- ➢ The types of the needs analysis to be used
- ▪ VAK (Preferred Learning Styles)
- ▪ Present and Target Situation Analysis (Learners' and Learning Needs)
- ▪ Present Situation Analysis (Instructors)
- ▪ Means Analysis (Teaching and Learning Setting or Environment)

- Target Situation Analysis (100% and 30% English-Medium Faculty Departments)

  - ➢ Triangulation (Data Reliability and Validity)
  - ➢ "SPSS 23" is to be used for the statistical data analysis
  - ➢ "Content analysis" for qualitative data (e.g. data from focus group meetings)

3. Specifying the Rationale of the Courses Planned and General Program Goals (Stating Curriculum Outcomes in General)

- A goal here refers to a statement of a general change that the program seeks to bring about in learners' linguistic and communicative abilities.

  According to Richards (2001), goals serve the below mentioned purposes:
  - providing a reason for the whole program
  - providing clear guidelines for instructors and learners
  - providing a well-defined focus for learning
  - describing realizable and measurable changes in learning (or in learners)

- For each level of our preparatory program (A1 / A2 / B1 / B2) ***"General Program Goals"*** should be specified on the basis of expected learning outcomes.

  - ➢ The goals specified need to centre on the concrete changes in the learners, as opposed to merely stating the activities the learners will be engaged in.

    Some wordings for general program goals:
    "At A1 level, the students are expected to be able to …"
    "At A1 level, the students can …"
    "At A1 level, the students will be able to learn …"
    "At A1 level, the students will learn how to understand academic lectures given in English."

- We can use CEFR Common Reference Levels (Global Scale / Self-Assessment Grid / etc.) in forming our **"General Program Goals"** after rigorously examining the data which will be obtained through our needs analysis.

The CEFR "provides a common basis for the elaboration of language syllabuses, *curriculum guidelines*, examinations, textbooks, etc." (CEFR, 2001, p.1)

- The below are the various CEFR scales we can make use of in forming our "General Program Goals".

  - Communicative Activities
    (Reception / Production / Interaction)
  - Communication Strategies
  - Communicative Language Competence (Linguistic / Sociolinguistic / Pragmatic)

4. Identifying the Roles of the "*Instructors / Learners / Materials*" in the Program

- **The Roles of the Program Instructors:**

  - to guide learners

  - to engage all learners in the lesson

  - to provide maximum opportunities for student participation

  - to develop learner responsibility

  - to address learners' needs and expectations

  - to promote cooperation among learners

  - to facilitate acquisition

  - etc.

- **The Roles of the Learners:**

  - Participating actively in learning environment and taking active part in their own learning process

  - Reviewing their own learning through continuous self-assessment

  - Treating all fellow learners and teachers with respect and fairness

  - Learning from their own mistakes

  - etc.

- **The Roles of the Program Materials**

  - focusing on the communicative abilities of interpretation, expression and negotiation

  - being understandable, relevant and interesting

- etc.

5. **Materials Selection (Selection of the Content)**
   1. Forming criteria for materials selection

      (Standards – Based Approach / Likert Type Rating Scale)
   2. Selection of prospective main course and skills materials
   3. Forming materials selection commissions (Instructors)
   4. Examining the prospective main course and skills materials in commissions
   5. Evaluation of the statistical results coming from the commissions
   6. Last decision to be taken about the materials (Administrative → Well-Informed

      Decision)

6. **Writing the "Specific Behavioural Objectives" around the syllabus types chosen (Organization of the Content – Curriculum Development)**

   Format: Cyclical or Spiral (Enabling the teaching and learning subjects to be treated at different levels of complexity or depth)

   Type: Structural / Situational / Notional – Functional / Communicative / Skills-based / Topical / Procedural, etc. (eclecticism)

   ➢ "It is clear that some combination of types of instructional content will be needed to address the complex goals of the programs …" (Krahnke, 1987, p.75).

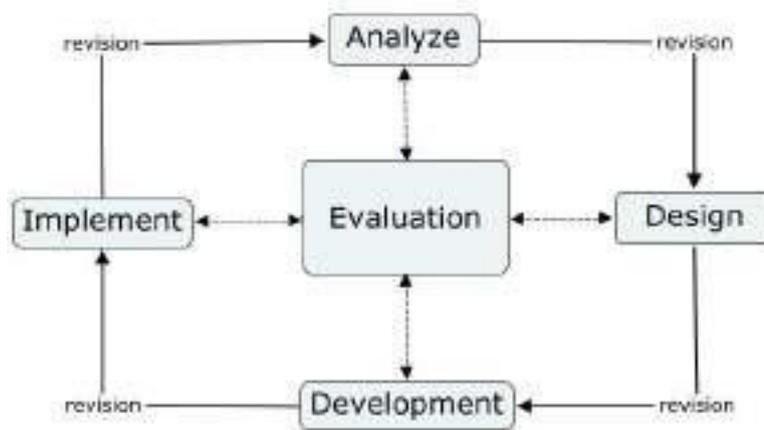   **Instructional Block:** Unit-based

   Instructional blocks
   - ➢ makes the course more teachable and learnable
   - ➢ provides a progression in level of difficulty
   - ➢ creates overall coherence and structure for the course

     (Richards, 2001)

   ➢ Matching or balancing the main course and skills programs

   ➢ Additions and Deletions (omissions)

7. **Instructional Design Model to be Used**

➢ **ADDIE Model (Reflective Instructional Design Model)**

revision ── Analyze ── revision

Implement ◄──► Evaluation ◄──► Design

revision ── Development ── revision

➢ Reflective teaching refers to a cyclical process. When you start to implement changes, the reflective and evaluative cycle begins again.

8. **Specifying Standards for Assessment and Evaluation (Curriculum Development & Testing and Assessment Centre)**
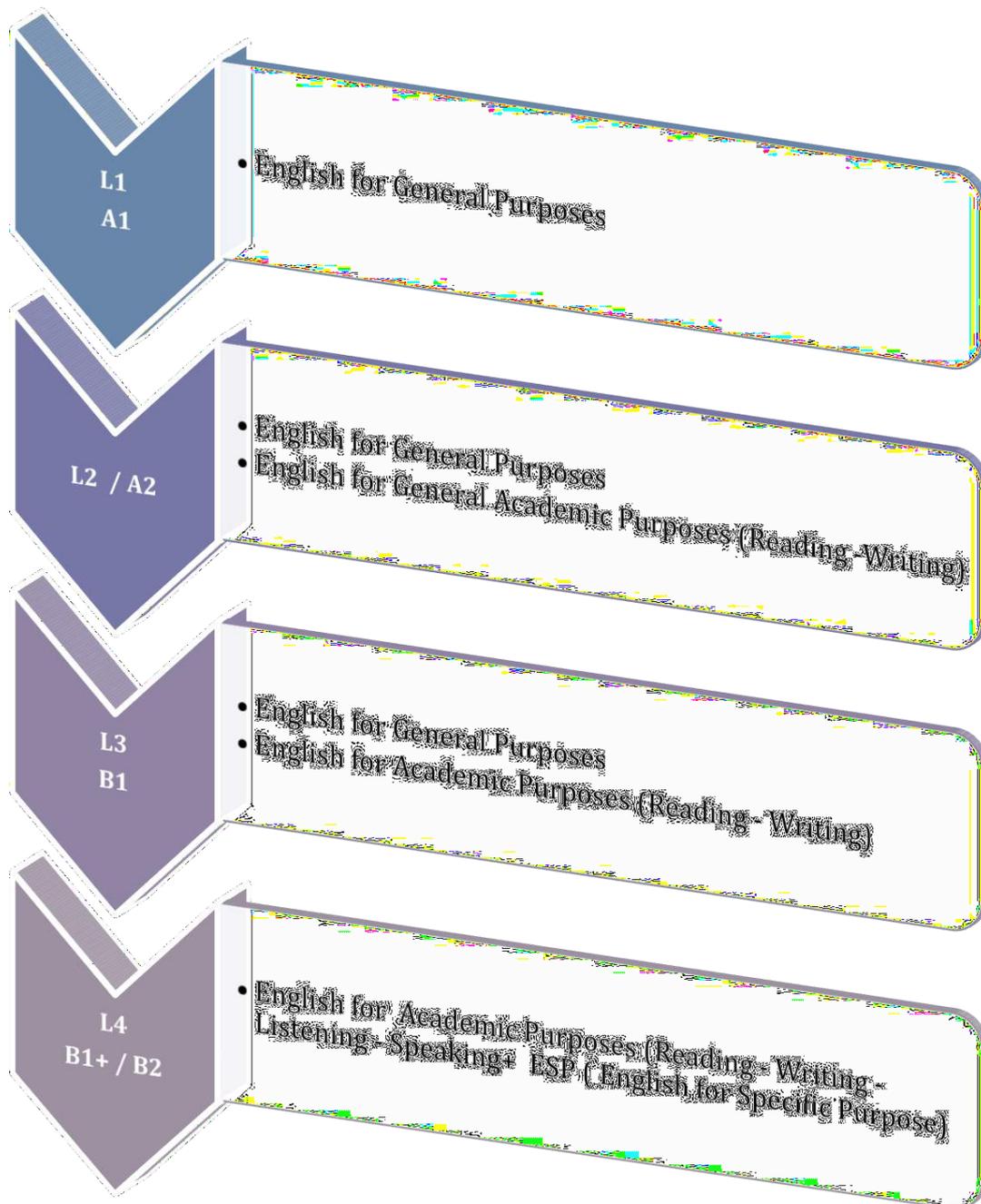
- Approaches
- Methods
- Techniques
- Procedures
- Frequency
- Content
- Evaluation

9. **Preparing the Curriculum-Related Parts of the Instructors' and Students' Handbook and ICU EPP Orientation Program (Instructor + Student)**

10. **Overall evaluation mechanisms of the curriculum designed (Ongoing) (Curriculum Development)**

- Questionnaires (Students - Instructors)
- Focus group meetings (Students – Level Coordinators)
- Staff Meetings (All EPP Instructors)
- Assessment results (Cumulative statistical data evaluation)

ICU EPP LEVEL CONTENTS

**L1
A1**

- English for General Purposes

L2 / A2

- English for General Purposes
- English for General Academic Purposes (Reading-Writing)

**L3
B1**

- English for General Purposes
- English for Academic Purposes (Reading- Writing)

**L4
B1+ / B2**

- English for Academic Purposes (Reading- Writing- Listening- Speaking+ ESP (English for Specific Purpose)

ICU EPP LEVEL-BASED EXIT ROUTES

> ## *LEVEL 1 – LEVEL 4 (A1 – B2)*

| A1 | A2/B1 | B1 | B1/B2 |

> ## *LEVEL 2 – LEVEL 4 (A2/B1 – B1/B2)*

| A2/B1 | B1 | B1/B2 |

> ## *LEVEL 3 – LEVEL 4 (B1 – B1/B2)*

| B1 | B1/B2 |
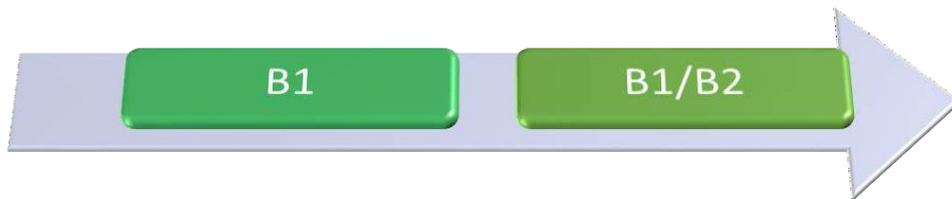
LEVEL-BASED PROGRAM RATIONALES AND THE GENERAL CEFR-BASED CURRICULUM GOALS OF ICU EPP

LEVEL 1 (BASIC USER 1)

PROGRAM RATIONALE

This program is designed for students who have completed a basic starter course in general English and who are ready for an elementary level. The program aims to introduce basic rules of grammar, as well as everyday vocabulary. The program also aims to introduce students to listening and reading for general understanding and some details, as well as speaking about themselves and their environment.

PROGRAM GOALS

<u>RECEPTIVE SKILLS</u>

READING

At the end of the program, students are expected to be able to

- understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- understand very short, simple texts a single phrase at a time, picking up familiar words and basic phrases and rereading as required.
- understand short, simple messages on postcards.
- understand simple messages written by friends or colleagues, for example "back at 4 o'clock".
- get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
- follow short, simple written directions.
- have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

LISTENING

At the end of the program, students are expected to be able to

- recognize familiar words and very basic phrases concerning himself/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly.
- follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
- understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- understand some countries and nationalities.
- understand times and dates.
- understand numbers and prices.

PRODUCTIVE SKILLS

WRITING

At the end of the program, students are expected to be able to

- write a short simple postcard, holiday greetings, text messages and the like.
- write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.
- ask for or pass on personal details in written form.
- write simple isolated phrases and sentences.
- write simple phrases and sentences to describe where they live and people they know.
- write simple phrases and sentences about imaginary people, where they live and what they do.

SPEAKING

At the end of the program, students are expected to be able to

- ask how people are and react to news.
- interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- make an introduction and use basic greeting and leave-taking expressions.
- ask people for things, and offer people things.
- ask and answer questions about themselves and other people, where they live, people they know, things they have.
- reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
- describe him/herself, what he/she does and where he/she lives.
- link words or groups of words with very basic linear connectors like "and" or "then".
- handle numbers, quantities, cost and time.
- establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

LEVEL 2 (BASIC USER 2)

PROGRAM RATIONALE

This program is designed for students who have finished an elementary level of general English and who are at a pre-intermediate level of general English. The course aims to help students with vocabulary building, grammar, reading short texts, recognizing information and opinions while listening, contributing to conversations, and elements of academic reading and writing.

PROGRAM GOALS

RECEPTIVE SKILLS

READING

At the end of the program, students are expected to be able to

- understand longer texts on familiar matters of a concrete type which consist of high frequency every day and academic language.
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international and academic vocabulary items.
- understand some level-appropriate academically-written texts of different sorts, if the content is not very complicated and does not contain excessively challenging academic vocabulary.
- find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
- understand regulations, for example safety, when expressed in simple language.
- understand clear instructions on equipment encountered in everyday life, e.g. how to use a public telephone, a drinks machine, etc.

LISTENING

At the end of the program, students are expected to be able to

- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- generally identify the academic topics of discussion around him or her that is conducted slowly and clearly.

- catch the main point in short, clear, simple messages and announcement.
- understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
- follow changes of topic of factual TV news items, and form an idea of the main content.
- understand short, simple stories when told clearly and slowly.
- understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.

PRODUCTIVE SKILLS

WRITING

At the end of the program, students are expected to be able to

- write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job; and other people.
- write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
- write basic descriptions of events, past activities and personal experiences.
- write a very simple personal letter, for example thanking someone for something.
- complete a questionnaire with information about their educational background, their job, interests and skills
- write paragraphs having basic academic format and standards.
- analyse graphs
- categorize, analyze, evaluate ideas

SPEAKING

At the end of the program, students are expected to be able to

- establish social contact: greetings and farewells; introductions; giving thanks.

- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- handle very short social exchanges even though they cannot usually understand enough to keep the conversation going themselves.
- make and respond to invitations and apologies.
- use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.
- ask for and provide personal information.
- talk about their plans for the weekend or on their next holiday.
- explain why they like or dislike something.
- discuss what to do in the evening, at the weekend, etc.
- discuss what to do, where to go and make arrangements to meet.
- say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.
- get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.
- make and respond to suggestions.
- agree and disagree with others.
- give basic information about something they know well such as a country, a sports team, etc.
- manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- give and receive information about quantities, numbers, prices etc.
- give mini presentations on different topics (by using Academic Words)
- ask and answer questions about pastimes and past activities.
- ask and answer questions about what they do at work and in free time.
- ask for and give directions referring to a map or plan.

LEVEL 3 (INDEPENDENT USER 1)

PROGRAM RATIONALE

This course is designed for students who are at "pre-intermediate and intermediate" level of general English and ready to begin academic English. The course, mainly, aims to prepare the students to be independent learners, capable of improving their linguistic knowledge and skills beyond the confines of the classroom.

PROGRAM GOALS

RECEPTIVE SKILLS

READING

At the end of the program, students are expected to be able to

- make simple inferences based on information in a short article.
- skim a simple text to identify key concepts.
- scan a simple academic text to find specific information.
- predict the content of a simple academic text, using headings, images, and captions.
- guess the meaning of an unfamiliar word from context.
- generally understand straightforward factual texts on familiar topics.
- recognise the organisational structure of a paragraph in a simple academic text.
- understand the main and supporting ideas of a text.
- identify the topic sentence of a paragraph.
- recognise examples and their relation to the idea they support.
- recognise common discourse markers.
- distinguish between fact and opinion in a simple academic text.
- recognise the writer's opinion in a simple academic text.

LISTENING

At the end of the program, students are expected to be able to

- understand instructions delivered at normal speed.
- follow the main points of short talks on familiar topics if delivered in clear standard speech.
- follow everyday conversation, with some repetition of particular words and phrases.
- identify a speaker's point of view aimed at a general audience.
- identify details that support a point of view.
- identify the use of clarification language.

PRODUCTIVE SKILLS

WRITING

At the end of the program, students are expected to be able to

- write about personal interests and experiences in some detail.
- express a personal opinion in a simple academic text.
- write a simple review of a film, book or TV programme.
- use a variety of common discourse markers and connectors.
- write a basic summary of a simple text.
- paraphrase information from a simple text.
- take notes of key points during a talk on a familiar topic, if delivered clearly.
- edit and revise their own writing.

SPEAKING

At the end of the program, students are expected to be able to

- initiate, maintain and close simple, face-to-face conversations on familiar topics.
- enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).
- express belief, opinions, and attitudes using a range of basic expressions and sentences.
- contribute to a group discussion if the discussion is conducted slowly and clearly.
- summarise/paraphrase short written passages and convey the main point of an article or text.
- seek personal views and opinions in discussing topics of interest.
- ask basic questions in a simple academic discussion.

- answer basic questions in a simple academic discussion.
- ask someone to clarify or elaborate what they have just said.
- give simple reasons to justify a viewpoint on a familiar topic.
- give a short, rehearsed, effective talk or presentation.
- use basic discourse markers to structure a short presentation.

LEVEL 4 (INDEPENDENT USER 2)

PROGRAM RATIONALE

This course is designed for students who have reached an intermediate level of general English and who have basic academic reading and writing skills. The course aims to further develop students' skills in writing, reading, listening, and speaking in an academic tone such as analysis, persuasion and criticizing. It seeks to build upon skills learned in the previous level and makes way for more autonomous learning and to develop critical thinking skills. Students will engage in academic essay writing, presentations, and discussions.

PROGRAM GOALS

RECEPTIVE SKILLS

READING

At the end of the program, students are expected to be able to

- understand the author's purpose, point of view, tone, and intended audience.
- distinguish between different viewpoints in a simple academic text.
- identify whether an author is quoting or paraphrasing another person.
- infer meaning in authentic texts and simple academic texts.
- identify the main line of argument in an academic text (i.e. cause/effect, advantage, etc).
- identify examples in an academic text to support an argument.
- identify the main conclusions in a text.

- follow the chronological sequence of events in an academic text using numbers, times and dates.
- understand numerical values in graphs and charts in a simple academic text.

LISTENING

At the end of the program, students are expected to be able to

- follow most of an everyday conversation or discussion.
- identify details that support a point of view when taking part in a general discussion.
- follow most of a clearly structured presentation.
- recognise when a speaker has paraphrased and/or summarised ideas.
- recognise that a speaker is clarifying points they have made.
- recognise discourse markers.
- recognise examples and their relation to the idea they support.
- recognise generalisations and their supporting ideas.
- distinguish facts from opinions.
- recognise rhetorical questions.

PRODUCTIVE SKILLS

WRITING

At the end of the program, students are expected to be able to

- create outlines to organise ideas.
- write a variety of academic essays using examples to support ideas and reasons.
- show the relationship between fact and opinion and use them effectively in writing.
- clearly and effectively use a wide variety of discourse markers and connectors in writing.
- use correct formatting, including proper punctuation, in an academic essay.
- explain a term in a text using synonyms, definitions or examples.
- self-correct errors in a piece of academic writing.
- summarise and comment on factual and opinion information.
- paraphrase an idea in different words.

- write a concise summary of a longer structured text, article, or lecture.
- take effective notes on a presentation or lecture.
- employ time-saving strategies when taking notes (leaving out words, abbreviations etc.).

SPEAKING

At the end of the program, students are expected to be able to

- use synonyms to describe or gloss an unknown word.
- contribute to routine formal discussions.
- express opinions and ideas, and comment on others' opinions and ideas.
- justify views clearly by providing relevant explanations and arguments.
- elaborate on a point they have made.
- use common discourse markers to signal concession, disagreement, clarification, etc.
- paraphrase information taken from a simple academic text.
- discuss charts and graphs in an academic text, using simple language.
- give a structured presentation with visual aids   in order to communicate a set of professional skills and to perform particular job-related functions.
- respond to clearly expressed questions on a presentation they have given.
- explain key information in graphs and charts, using simple language.

ICU EPP FRAMEWORK

Seviyeler	L1 A1+ A2 Elementary+Pre-intermediate	L2 A2 Preintermediate	L3 B1 Intermediate	L4 B2 Upper-Intermediate
Hafta	16	8	8	8
Saat/Hafta (Pzt. – Cuma)	20	20	20	20
Toplam Saat	320	160	160	160
Genel İngilizce Materyalleri	Unlock1+Unlock 2 R&W (Cambridge) Grammar Beyond Essentials	Weekly Assignments& Projects	Extra study sheets	extra study sheets
Akademik İngilizce Okuma & Yazma	Extra Reading/Writing Booklets Weekly Assignments&projects	Unlock 2 Extra Reading/Writing Booklets	Pathways 2 (National Geography) Achive 3000 Online Platform	ESP Materials Achive 3000 Online Platform
Akademik İngilizce Dinleme & Konuşma	Extra Listening/Speaking Booklets	Extra Listening/Speaking Booklets	Weekly Assignments & projects	Weekly Assignments&projects

ROLES OF THE ICU EPP INSTRUCTORS, STUDENTS AND MATERIALS

ROLES OF THE ICU EPP INSTRUCTORS

- Guiding students in their learning process through appropriate in-class activities
- Helping students with their language-learning related problems
- Encouraging students to communicate with each other
- Providing authentic opportunities for students to use language in a non-threatening environment
- Acting as an adviser, answering students' questions sufficiently and monitoring their performance regularly and carefully
- Participating in some activities as a partner and co-communicator
- Giving detailed feedback about the performance of students
- Activating students' participation by arousing their interest
- Establishing situations likely to promote meaningful and natural communication
- Creating and sustaining a learning environment conducive to effective and productive learning
- Giving a clear focus for the lesson conducted
- Fostering learner autonomy through the use of group-work and pair-work by acting as more of a resource than a transmitter of knowledge
- Showing flexibility in presenting class materials
- Providing leadership and direction in the classroom
- Giving students adequate opportunities for practice and application
- Setting achievable and realistic learning goals and using effective evaluation strategies to see if the goals are being reached
- Making the atmosphere in the classroom pleasant and establishing and maintaining friendly relationships with students
- Teaching text and sentence-level grammar in contexts to help students understand the structure and style of the English language
- Being motivationally and behaviorally active in achieving the instructional goals

- Enabling students to take risks when expressing their ideas or attempting new learning experiences
- Controlling students, monitoring their interactions, disciplining them
- Hypothesizing the effects of teaching on students' learning and analyzing to improve teaching and learning quality
- Being even-handed towards all students, irrespective of who they are.
- Teaching students how to learn, training them in strategy use, and promoting independence
- Evaluating errors systematically and correcting appropriately
- Being tolerant of slips or mistakes of students
- Using instructional time as effectively and productively as possible
- Increasing student talk by minimizing teacher talk in the lesson
- Creating a learning environment that can cater to different learning styles
- Choosing and adapting materials for students to better achieve the level outcomes
- Guiding students through the syllabus, rather than just through the textbooks
- Judging and making decisions in student guidance when "by the book" learning is not effective
- Utilizing technology in the classroom to enrich teaching and learning

ROLES OF THE ICU EPP STUDENTS

- Paying attention to the teacher while delivering the lesson and also to their classmates, when they are asking a question about the lesson or answering the teacher's questions
- Participating actively in learning environment and taking active part in their own learning process
- Reviewing their own learning through continuous self-assessment
- Demonstrating their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, test and examinations.
- Treating all fellow learners and teachers with respect and fairness
- Learning from their own mistakes
- Shaping and reviewing their learning by reflection, setting learning goals through personal learning plans
- Learning by interacting with others as a member of a group

- Creating more learning opportunities for themselves, rather than being the complete pursuer of the teacher
- Showing great efforts to improve their language skills outside the classroom
- Feeling free to ask questions, or express their own ideas about a subject, not only to their teacher, but also their peers
- Being motivated and enthusiastic about their learning
- Respecting other people's rights to speak and to have opinions that differ to their own
- Being a task monitor by checking himself/herself in terms of on task study time, noise level, and quality work
- Making regular repetitions for lasting learning
- Connecting new information to prior knowledge
- Showing respect for self and others and meet all behavioral and academic expectations
- Attending all the lessons regularly
- Learning from the teacher, from other students and from other teaching sources
- Being organized, attentive and prepared to study
- Practicing the target language outside the classroom
- Negotiating meaning – in trying to make themselves understood – even when their knowledge of the target language is incomplete
- Being responsible for their own advancement in learning
- Being responsible for completing the relevant homework, logs, assignments, reports and projects in the allocated timeframe
- Being responsible for frequent referring to the syllabus and the stated dates for assessment materials

ROLES OF THE ICU EPP MATERIALS

- Focusing on the communicative abilities of interpretation, expression and negotiation
- Being understandable, relevant and interesting
- Appealing to different learning styles by offering sufficient variety
- Providing background knowledge and activating schemata
- Providing innovative and creative ways to assess students' performance
- Having a positive effect on student motivation
- Arousing the students' interest
- Providing authentic cultural information about the target culture

- Providing exposure to real language
- Being relevant for students' needs
- Reminding students of earlier learning
- Getting students to think about new content
- Helping students get feedback on their learning
- Enabling students to check their own progress
- Informing students of what tasks they have to perform and providing guidance in how to perform tasks
- Enhancing retention of the skills the students have acquired
- Focusing on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical form
- Emphasizing skills in using the language, not just the forms of language
- Reflecting the authentic language of everyday life
- Encouraging learners to work in-groups and pairs
- Emphasizing fluency, not just accuracy
- Providing opportunities for the development of cognitive abilities
- Offering activities and tasks which challenge the competence of the learners
- Serving the desired outcomes, rather than serving the textbook or publishers

ADDIE - INSTRUCTIONAL DESIGN MODEL OF THE EPP

ADDIE model is a systematic instructional design model comprising five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

ADDIE model is chosen by the ICU EPP on the grounds that it is very practical, flexible and is designed to focus on content and appeal to our instructors. Each step in the ADDIE model has certain outcomes that feed into the next step in the sequence. The stages of ADDIE model is given below:

1. Analysis refers to a process when teacher needs to analyze the learning environment; needs, previous knowledge and skills of students and establishes the learning goals.

2. Design is where the teacher sets specific learning objectives and in order to realize these objects he/she decides on the lesson plan, instructional materials and activities to be used.

3. Development stage is simply about preparing the materials and integrates the content with them. Also, all the potential hurdles that could impede learning are lifted to improve the student learning.

4. Implementation includes introduction of the designed activities and materials; that's to say, the design plan is put into action.

5. Evaluation is done around two categories, which are formative and summative evaluation. Formative evaluation examines the whole teaching and learning process; on the other hand, summative evaluation is carried out around the outcomes as the result of the teaching and learning process. At this stage, all the data and feedback collected are taken into account to validate the evaluation process.

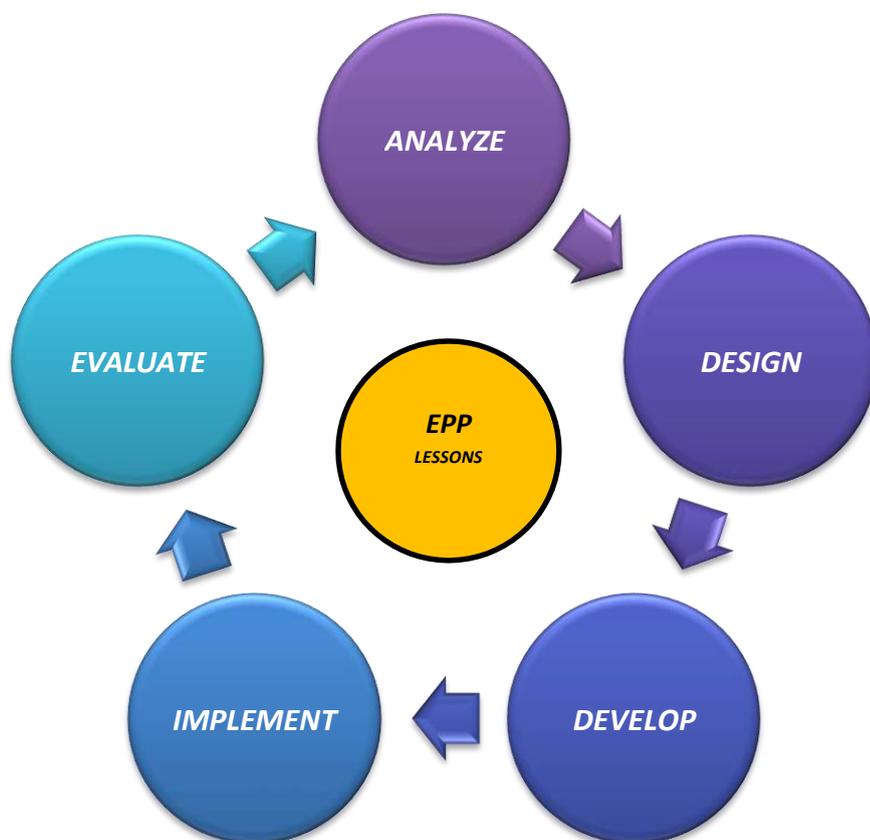Figure 3 below displays the design mechanism used in the ADDIE model.

Figure 3: ADDIE Instructional Design Model

ICU EPP instructional design is;

- fully learner-centred and aims to aid the EPP students to achieve their specific language learning objectives.
- well-calculated and sets achievable and realistic learning objectives for every lesson to be organized.
- linked with the real-life (social and academic) needs of the EPP students.
- centred on continuous progress and regularly monitors the students' performance and makes the necessary changes and improvements.
- flexible and responsive to the changing needs, wants and expectations of the students.
- both process and result-oriented and measures the students' progress by using the most reliable and valid assessment methods and tools.
- reflective and collects valid and valuable feedback at every phase of the teaching and learning process.

➢ ICU EPP Curriculum Development will always be expecting form all the EPP Instructors to review, revise and redesign their instructional practices taking ADDIE model into account so as to achieve better results in terms of teaching and learning performance and quality. We, as Curriculum Development, wish all the EPP Instructors to be their own '*instructional design managers*'. We also strongly believe that no curriculum and syllabus could succeed in satisfying all the needs and expectations of all the teaching and learning settings. To our own understanding, the real game changer is and will always be all our EPP instructors themselves.

Good teachers know
how to bring out the
best in students.

-Charles Kuralt

FEEDBACK AND EVALUATION MECHANISMS

ICU EPP Curriculum Development regularly collects structured feedback as regards the curriculum, syllabus and instructional practices for evaluative, corrective and developmental purposes. EPP Curriculum Development, by taking account of all the collected and analyzed feedback, continuously seeks to improve its organization and quality. In figure 2; data collection, analysis, reporting and archiving processes are shown.

Figure 4: Feedback, analysis, reporting and archiving system of Curriculum Development

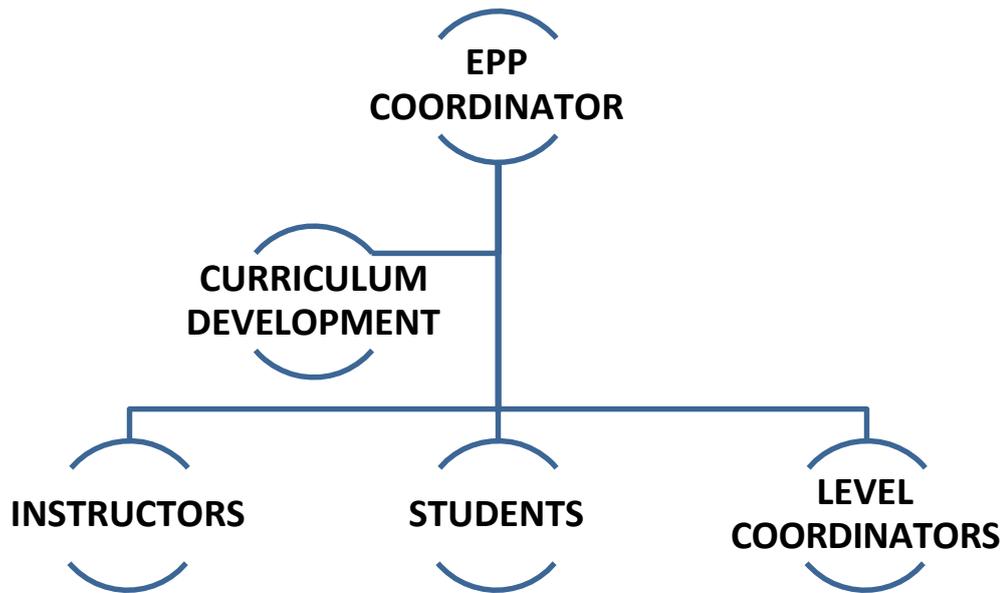## *THE FLOW OF FEEDBACK AND REPORTING*

Figure 5: The flow of Feedback and Reporting

EVALUATION AND QUALITY MECHANISMS (CONTINUOUS)

The purpose of the ICU EPP Curriculum and Syllabus evaluation is to gather data and information systematically to make informed and accurate decisions with regard to the EPP Curriculum and Syllabus to better their performance and quality. As Bachman (1996) suggests, evaluation should be made as comprehensive and accurate as possible; otherwise, ineffective or wrong decisions can be made, rendering all the evaluation process futile.

ICU EPP Curriculum Development follows the below quality cycle in order to continuously review and develop all its policies, procedures and operations. Along with this, it always seeks different opportunities to make more contributions to better the ICU EPP students' learning.
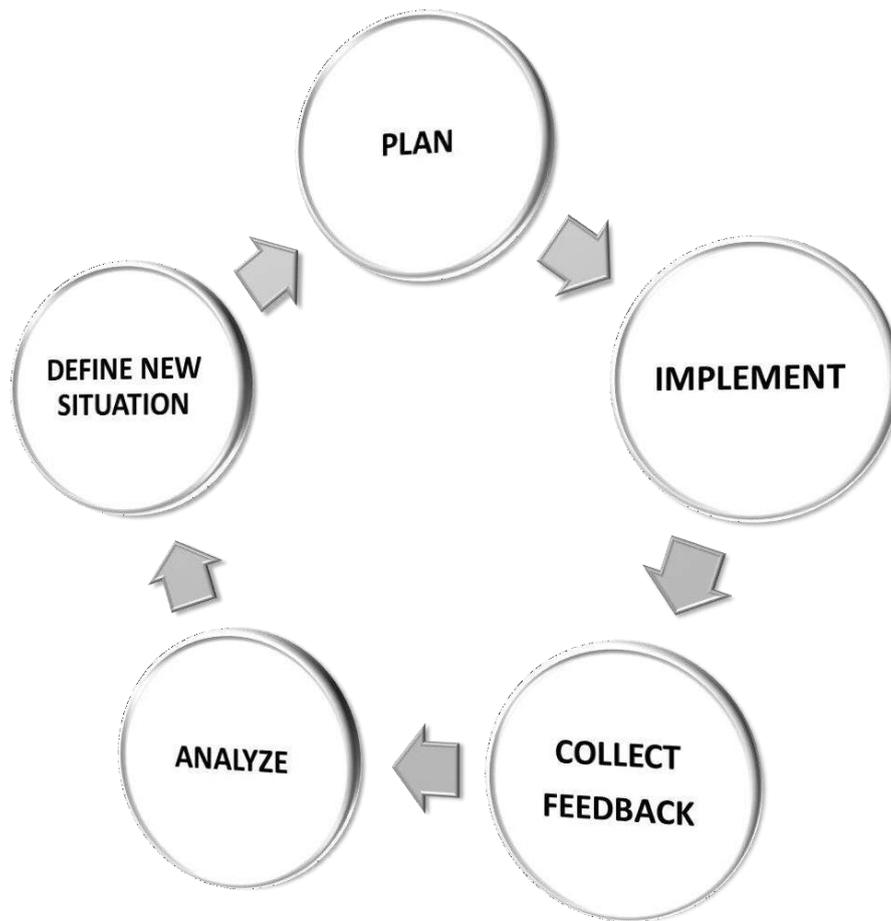
Figure 6: ICU EPP Curriculum Development Quality Cycle

In order to obtain a comprehensive quality evaluation to see and make the necessary changes and improvements, the below methods are to be made use of:

- Questionnaires (Students - Instructors)
- Focus group meetings (Students – Level Coordinators)
- Staff Meetings (All EPP Instructors)
- Assessment results (Statistical data evaluation)

Quality Evaluation Tools	Students	Instructors	Level Coordinators	Statistical Data Evaluation
Questionnaires	1 per academic year	1 per semester	x	x
Focus Group Meetings	1 per academic year	x	1 per semester	x
Staff Meetings	x	1 per academic year	x	x
Assessment Results	x	x	x	1 per semester

Table 2: ICU EPP Curriculum Development Quality Evaluation Mechanisms

❖ *ICU EPP Curriculum Development is always committed to continuously seeking the answers of the below questions:*

1. What should our students know and be able to do at the end of the EPP? (outcomes)
2. How will our students and instructors know if the learning outcomes have been accomplished? (assessment and evaluation)
3. What needs to be done to achieve the learning outcomes? (activities – instructional designs)

JOB DUTIES AND RESPONSIBILITIES OF THE MEMBERS OF ICU EPP CURRICULUM DEVELOPMENT

ICU EPP Curriculum Development members

- teach up to 20 hours (non-native speakers); 22 hours (native speakers) a week and have the same responsibilities as other instructors.
- provide clear guidelines related to the curriculum design and syllabi for the instructors or the students.
- provide a well-organized focus for learning and teaching strategies.
- collect feedback from level coordinators and instructors establishing effective communication channels in order to consolidate them with the program to ensure its sustainable improvement.
- ensure that the curriculum design is executed effectively by all its stakeholders.
- make the necessary changes and improvements in line with the data and feedback collected.
- conduct needs analyses of different types every three years to modify the curriculum according to the new teaching and learning needs and wants emerging; as such to create more meaningful learning experiences.
- monitor and evaluate its own performance and quality on a regular basis to improve its own policies, procedures, approaches and practices.
- inform the ICU EPP Coordinator of its activities and operations at predetermined certain intervals.
- collaborate and cooperate with all the ICU EPP Units and Committees to increase the performance, efficiency and effectiveness levels of the whole program.

THE MUST-HAVE QUALITIES OF ICU EPP CURRICULUM DEVELOPMENT MEMBER

ICU EPP Curriculum Development member

- theoretically and conceptually understands how people learn
- is open to continuous learning and self-reflection; has an inquisitive mind
- is proactive and willing to take initiative
- is capable of seeing the value of the details and using different perspectives

- is well-aware that creativity is the spark that clears the path in all the teaching and learning processes.

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