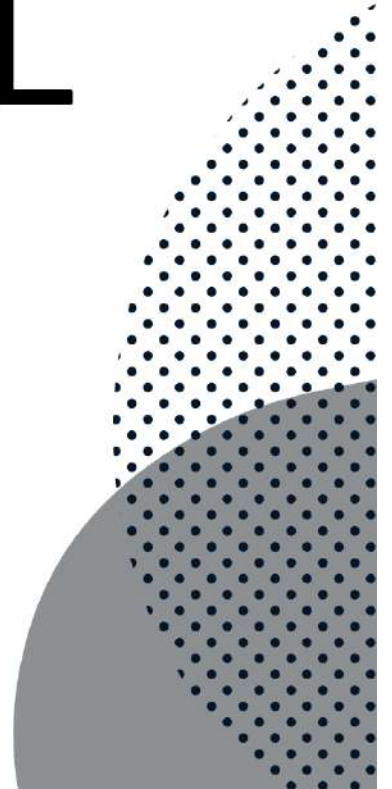




STUDENT MANUAL

2023-24
ACADEMIC YEAR



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ANKARA MEDIPOL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STUDENT MANUAL

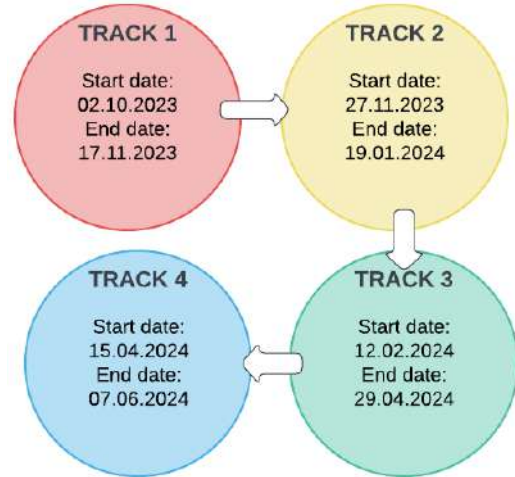
Welcome to our English prep school! Here at our university, we offer a wide range of departments including gastronomy, nursing, medicine, dentistry, psychology, engineering, and so on. Our aim at school of foreign languages is to prepare students for their studies in their departments by providing them with a strong foundation in English language skills.

Our Educational Approach

At School of Foreign Languages, we embrace a student-centered approach that recognizes the individuality of each learner. Our philosophy places great emphasis on cultivating critical thinking, problem-solving skills, and a deep understanding of subjects. We encourage active engagement and collaborative learning, enabling students to become independent learners.

1. Tracks and Exams

Our academic year is divided into four tracks, each lasting for eight weeks. The tracks are designed to cover various aspects of language learning and skill development.



1.1. Track Achievement Test: At the end of each track, we conduct a Track Achievement Test. This comprehensive exam evaluates students' vocabulary, grammar knowledge, reading and listening skills, writing, and speaking skills. It is an essential assessment to measure students' progress and identify areas that require improvement.

1.2. Exemption Exam: After the second track, students who have accumulated enough points in the first two tracks will have the opportunity to take the Exemption Exam. This exam determines whether students can proceed to the next level of their studies in the prep school.

1.3. Proficiency Exam: Before the new academic year starts, the students who have failed the previous year and have just registered can take this exam. Based on the overall performance, a decision is made regarding their readiness to move on from the prep school.

2. Academic Calendar

ANKARA MEDIPOL UNIVERSITY FOREIGN LANGUAGES SCHOOL		
2023-2024 SCHOOL YEAR ACADEMIC CALENDAR		
FALL SEMESTER		
Academic Activities	Start Date	End Date
English Proficiency Exam (WRITTEN)- MEDICINE AND DENTISTRY	19.09.2023	
English Proficiency Exam (SPEAKING)- MEDICINE AND DENTISTRY	21.09.2023	
English Proficiency Exam (WRITTEN)- OTHER DEPARTMENTS	26.09.2023	
English Proficiency Exam (SPEAKING)- OTHER DEPARTMENTS	28.09.2023	
Track 1	2.10.2023	17.11.2023
TAT1 (WRITTEN)	18.11.2023	
TAT1 (SPEAKING)	20.11.2023	
Deadline to Apply for the Make-up Exam	22.11.2023	
Announcement of TAT1 Results	24.11.2023	
Deadline to Object TAT1 Results	28.11.2023	
Track 2	27.11.2023	19.01.2023
TAT1 Exemption Exam	30.11.2023	
Receiving Applications for Exemption Exam	2.01.2024	19.01.2024
TAT2 (WRITTEN)	20.01.2024	
TAT2 (SPEAKING)	22.01.2024	
Deadline to Apply for the Make-up Exam	24.01.2024	
Announcement of TAT2 Results	26.01.2024	
TAT2 Exemption Exam	29.01.2024	
Deadline to Object TAT2 Results	30.01.2024	
Mid-semester Exemption Exam	29.01.2024	
SPRING SEMESTER		
Track 3	12.02.2024	29.03.2024
TAT3 (WRITTEN)	30.03.2024	
TAT3 (SPEAKING)	1.04.2024	
Deadline to Apply for the Make-up Exam	3.04.2024	
Announcement of TAT3 Results	5.04.2024	
Deadline to Object TAT3 Results	15.04.2024	
Track 4	15.04.2024	7.06.2024
Make-up Exam	16.04.2024	
TAT4 (WRITTEN)	8.06.2024	
TAT4 (SPEAKING)	10.06.2024	
Deadline to Apply for the Make-up Exam	12.06.2024	
English Proficiency Exam (WRITTEN)	13.06.2024	
English Proficiency Exam (SPEAKING)	14.06.2024	
Deadline to Object Exam Results	25.06.2024	
Exemption Exam	27.06.2024	

3. Curriculum

Our school follows a comprehensive curriculum that covers various language skills and aligns with the students' respective departments. The curriculum ensures a balanced approach to language learning, focusing on vocabulary, grammar, reading, listening, writing, and speaking skills.

These skills form the foundation of effective communication and are essential for success in academic, professional, and everyday life contexts. At our English prep school, we prioritize the development of these skills to empower our students to become confident and fluent English speakers.

Listening:

Listening is the ability to understand spoken language and extract meaning from it. In today's interconnected world, strong listening skills are crucial for effective communication. Students will engage in various listening activities, such as listening to authentic audio recordings, dialogues, and lectures, to improve their comprehension, note-taking, and inference abilities. By honing their listening skills, students will enhance their overall language proficiency and become more attuned to the nuances of spoken English.

Speaking:

Speaking involves expressing thoughts, ideas, and opinions in a clear and coherent manner. Effective oral communication is essential for building relationships, participating in discussions, and delivering presentations. Our lessons will provide ample opportunities for students to practice speaking through role-plays, group discussions, presentations, and debates. Emphasis will be placed on fluency, pronunciation, vocabulary usage, and grammatical accuracy, enabling students to communicate confidently and express themselves effectively.

Reading:

Reading is the ability to comprehend written texts and extract information from them. Proficient reading skills expand students' knowledge base, enhance critical thinking, and improve vocabulary acquisition. Through a wide range of reading materials, such as articles, essays, short stories, and academic texts, students will develop strategies for skimming, scanning, and analyzing written content. They will also engage in reading comprehension exercises to enhance their reading speed, comprehension, and interpretation skills.

Writing:

Writing entails expressing ideas and information in a structured and coherent manner. Proficient writing skills are vital for academic and professional success, enabling students to convey their thoughts effectively through various written forms. Our lessons will focus on building students' writing proficiency through activities such as essay writing, report writing, letter/email composition, and creative writing. Students will learn to organize their ideas, use appropriate vocabulary and grammar, and develop a strong writing style.

By emphasizing the development of listening, speaking, reading, and writing skills, our English prep school aims to provide a well-rounded language learning experience. Through engaging lessons, interactive activities, and targeted practice, we aim to equip students with the necessary tools to become confident English language users. As you delve into the lessons, you will find comprehensive guidance and resources to effectively teach and assess these skills, helping students reach their full potential in English proficiency.

4. Common European Framework of Reference (CEFR) Correlation

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference: Learning, Teaching, Assessment (or CEFR for short) with a view to promoting language teaching and learning within Europe.

The CEFR aims to provide a descriptive framework which encourages the development of language skills and inter-cultural awareness, learner autonomy and lifelong learning. It is of interest to course designers and coursebook writers as well as teachers, testers and teacher trainers.

The CEFR aims to promote a coherent approach to language learning with an emphasis on examining what we can do with a language. It also provides a framework which permits the comparison of the language levels of individuals in an impartial way.

What are the aims of the CEFR?

It is important to be aware that the CEFR is designed as a set of common reference points and not as a set of points that should be covered systematically in study. One level or one set of reference points is not intended to refer to a year of study or a number of hours of study. It recognizes that students have different aims and learn at different speeds.

The CEFR does not intend to prescribe a method of teaching and recognizes that there are a variety of methods relevant to different teaching contexts. However, it has a clear focus on the four skills and on developing an ability to communicate rather than acquire knowledge.

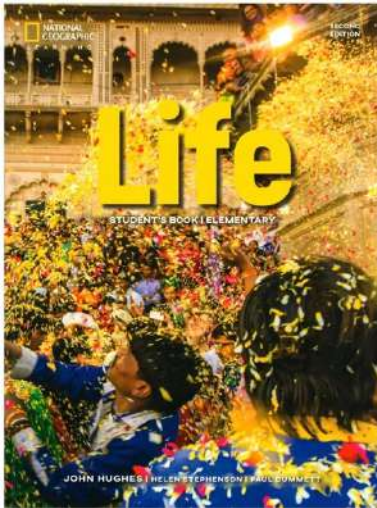
The CEFR also emphasizes acquiring the skills to learn independently. It encourages autonomy in students and focuses on what they 'can do' and not on what they still need to learn.

The CEFR intends to help define teachers' and learners' objectives. Teachers need to understand what they want to achieve on a course and students need clear objectives. The CEFR provides a set of Descriptors and levels of competence that help focus such aims.

How are the levels of the CEFR organized?

The CEFR has six levels which range from A1 (students with a starter level of English) to C2 (students who can use the language fluently and with precision). Below is an overview of these levels.

Proficient	C2	Mastery	Students can use the language precisely and fluently with near native competence.
	C1	Effective Operational Proficiency	Students are proficient in the language and have a wide range of vocabulary.
Independent	B2	Vantage	Students are able to express themselves in increasingly abstract ways.
	B1	Threshold	Students at this level can maintain conversations.
Basic	A2	Waystage	Students are able to get by in an increasing range of social situations.
	A1	Breakthrough	Students can express themselves in simple, basic language.



How does the CEFR correspond to LIFE?

The *LIFE* series has a communicative approach with an emphasis on learning language in real life contexts and on producing language in a broad range of speaking and writing situations. Consequently, its approach mirrors the functional descriptors of the CEFR as well as its broad emphasis on being able to communicate in a range of realistic situations.

LIFE Student Book 1 covers the competences for A1. *LIFE Student Book 2* covers the competences for A2. *LIFE Student Book 3* covers the majority of competences for B1. *LIFE Student Book 4* covers the competences for B1 and some for B2 (hence the B1+ labelling). *LIFE Student Book 5* covers the competences for B2.

LIFE Student Book 6 covers the competences for C1. There is, of course, built-in revision of the competences from the previous level before moving on to the new competence.

TRACK 1

2023-2024 ACADEMIC YEAR					
TRACK 1					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	02.10 06.10	ORIENTATION LIFE- ELEMENTARY	U1 U2 U3		
2	09.10 13.10	LIFE- ELEMENTARY	U4 U5 U6	TASK 1	FLIP 1
3	16.10 20.10	LIFE- ELEMENTARY	U7 U8		SPA 1
4	23.10 27.10	LIFE- ELEMENTARY	U9 U10	TASK 2	FLIP 2
5	30.10 03.11	LIFE- ELEMENTARY	U11 U12		SPA 2
6	06.11 10.11	LIFE- PRE-INT	U1 U2	TASK 3	FLIP 3
7	13.11 17.11	LIFE- PRE-INT	U3 U4		SPA 3
8	18.11 20.11	EXAM WEEK TAT 1 – WRITTEN EXAM AND SPEAKING EXAM			

Life Elementary Outcomes – CEFR A2

Communicative activities	
Reception (spoken)	Overall listening comprehension: Can 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. (such as U1 ex2; U1a ex2, 8; U1d ex3, 4, 5)
Reception (audio / visual)	Watching TV and film: Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. Can follow changes of topic of factual TV news items, and form an idea of the main content. (such as U1fex3, 4; U2fex4, 5, 6)
Reception (written)	Overall reading comprehension: Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language. (such as U1b ex2, 3; U1c ex3, 4; U1e ex1; U2a ex2)
	Reading for orientation: Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (such as U1c ex2; U1e ex2; U2e ex1)
	Reading for information and argument: Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (such as U3a ex1; U3c ex3)
Interaction (spoken)	Overall spoken interaction: Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (such as U1 ex3, 4; U1a ex9, 10; U1b ex1; U1b ex5, 6, 12)
	Conversation: Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest.

	<p>Can express how he/she feels in simple terms, and express thanks. (such as U1ex3, 4;U1aex9, 10, 11;U1dex6;U1Reviewex9, 10)</p>
	<p>Informal discussion: Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others. (such as U3c ex11; U4a ex1; U4c ex1, 5)</p>
	<p>Goal-oriented co-operation: Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. (such as U1f ex6; U2f ex7; U3b ex8, 12)</p>
	<p>Transactions to obtain goods and services: Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. (such as U2d ex9; U2 Review ex8, 9)</p>
	<p>Information exchange: Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. (such as U1e ex6; U3b ex8, 12; U3d ex5; U3 Review ex10; U4d ex6, 7)</p>
	<p>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p>

	<p>Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere. (U2eex7;U3eex5;U3fex8, 9)</p>
	<p>Interviewing and being interviewed: Can answer simple questions and respond to simple statements in an interview. (such as U4b ex12, 13; U4c ex9; U4d ex6, 7)</p>
Interaction (written)	<p>Notes, messages and forms: Can take a short, simple message provided he/she can ask for repetition and reformulation. (such as U4e ex5; U6e ex4; U8e ex3c, 4)</p>
	<p>Overall spoken production: Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. (such as U1b ex11; U1c ex1, 4; U2c ex1)</p>
Production (spoken)	<p>Sustained monologue (describing experience): Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. (U1a ex11; U1b ex11; U1 Review ex9, 10)</p>
	<p>Addressing audiences: Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/ she can as for repetition and if some help with the formulation of his reply is possible. (such as U5a ex13; U5c ex8; U6c ex5; U6f ex8)</p>
	<p>Overall written production: Can write a series of simple phrases and sentences linked with simple connectors like and, but and because. (such as U1e ex3, 4, 5; U1f ex7; U2a ex10, 12; U2e ex3, 4, 5, 6)</p>
Production (written)	<p>Creative writing: Can write about everyday aspects of their environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. (such as U1e ex3, 4, 5; U3e ex4; U6b ex11)</p>
	<p>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (such as U2a ex10, 12; U6a ex12; U9a ex12)</p>

Communication strategies

Reception	<p>Identifying cues and inferring: Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (such as U1f ex5; U2f ex3; U3c ex4; U4f ex7; U4f ex3)</p>
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Communicative language competence

Linguistic – range	<p>Vocabulary range: Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. (such as U1a ex3,4; U1b ex4,5, 6; U1c ex5,6, 7)</p>
Linguistic – control	<p>Grammatical accuracy: Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (such as U1a ex5, 6, 8; U1b ex7, 8, 10)</p>
	<p>Vocabulary control: Can control a narrow repertoire dealing with concrete everyday needs. (such as U2 Review ex7, 8; U3a ex3; U3b ex9)</p>
	<p>Phonological control: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (such as U1a ex7; U1b ex9; U1c ex1; U1d ex1, 2)</p>

TRACK 2

2023-2024 ACADEMIC YEAR					
TRACK 2					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	27.11 01.12	LIFE- PRE-INT	U5		
		PATHWAYS R&W 2	U1		
2	04.12 08.12	LIFE- PRE-INT	U6	TASK 1	FLIP 1
		PATHWAYS R&W 2	U2		
3	11.12 15.12	LIFE- PRE-INT	U7		SPA 1
		PATHWAYS R&W 2	U3		
4	18.12 22.12	LIFE- PRE-INT	U8	TASK 2	FLIP 2
		PATHWAYS R&W 2	U4		
5	25.12 29.12	LIFE- PRE-INT	U9		SPA 2
		PATHWAYS R&W 2	U5		
6	01.01 05.01	LIFE- PRE-INT	U10	TASK 3	FLIP 3
		PATHWAYS R&W 2	U6		
7	08.01 12.01	LIFE- PRE-INT	U11		SPA 3
		PATHWAYS R&W 2	U7		
8	15.01 19.01	LIFE- PRE-INT	U12		
		PATHWAYS R&W 2	U8		
9	20.01 22.11	EXAM WEEK TAT 2 – WRITTEN EXAM AND SPEAKING EXAM			

Life Pre-intermediate Outcomes – CEFR B1

Communicative activities	
Reception (spoken)	Overall listening comprehension: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (U1 ex2; U1b ex6, 7; U1d ex4, 5)
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (U3d ex2, 3; U7a, ex10; U9d ex3, 4)
	Listening to radio audio and recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.(U4b ex5, 7; U10b ex4, 5; U12 ex2; U12b ex4, 5)
	Watching TV and film: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.(U1f ex3, 4, 5; U2fex4, 5, 6)
	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.(U1f ex4, 5, 6; U2f ex3, 4; U3f ex4)
Reception (written)	Overall reading comprehension: Can read straightforward factual texts on subjects related to his/her interests and professional field with a satisfactory level of comprehension. (U1aex2;U1b,ex2,3;U1cex2, 3)
	Reading correspondence: Can understand basic types of standard routine letters and faxes on familiar topics. (U3e ex2; U5e ex1; U9e ex2)
	Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (U1c ex3; U2a ex2; U3e ex2)
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (U1e ex2, 3a, 3b; U2d ex2; U5b ex3; U9e ex2, 3; U11a ex2)
	Reading for information and argument: Can identify the main conclusions in clearly signaled argumentative texts.(U1c ex2; U3b ex8; U3c ex3, 5, 6)

	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. (U1c ex7, 8; U4c ex4, 5)
Interaction (spoken)	Overall spoken interaction: Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (U1 ex3; U1a ex7, 11, 12; U1b ex1, 5, 12)
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.(U2ex1,4; U2aex1, 3; U2bex4, 13)
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (U1c ex6; U5Reviewex7, 8; U9dex6)
	Conversation: Can enter unprepared into conversations on familiar topics. (U1b ex1, 5; U2c ex8; U3b ex1)
	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (U6b ex11, 12; U7a ex13)
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (U1c ex6; U2d ex7)
	Informal discussion: Can follow much of what is said around him/her on general topics and can give or seek personal views and opinions in discussing topics of interest. (U1 ex1; U1e ex1; U2b ex8; U2c ex10)
	Can express his/her thoughts about abstract or cultural topics such as music, films. (U1f ex8; U6f ex6; U7c ex90)
	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event. (U3b ex12; U6a ex12; U6b ex12)
	Can express belief, opinion, agreement and disagreement politely. (U1c ex11; U2a ex1; U2b ex2, 3)
	Formal discussion: Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect, and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. (U6b ex12; U12d ex6)
	Goal-oriented co-operation: Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others. (U1d ex7; U10d ex6, 7; U11b ex2)
	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

	Can invite others to give their views on how to proceed. (U6b ex12; U8a ex9; U9b ex12)
	Information exchange: Can find out and pass on straightforward factual information. (U1a ex11, 12; U1b ex12)
	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. (U1a ex11, 13; U10a ex11)
	Can describe how to do something, giving detailed instructions. (U8d ex6; U8Reviewex8)
	Can ask for and follow detailed directions. (U3d ex5; U7b ex11)
	Interviewing and being interviewed: Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. (U1f ex8; U2b ex13; U2d ex1)
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (U1b ex14; U5b ex13)
Interaction (written)	Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (U3b ex11; U7e ex5, 6)
	Notes, messages and forms: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (U1e ex3, 4, 5; U3e ex3a, 3b, 4, 5)
Production (spoken)	Overall spoken production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (U1a ex1; U3c ex8; U3f ex8)
	Sustained monologue (describing experience): Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. (U10Review ex6; U11d ex5)
	Can describe events, real or imagined. (U3f ex 8; U4a ex12)
	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (U2a ex9; U5f ex7; U6a ex1, 5)
	Can describe dreams, hopes and ambitions. (U4f ex8; U6a ex13; U6b ex12, 13)
	Can narrate a story. (U4b ex12, 13; U4d ex6, 7, 8)
	Sustained monologue (putting a case in a debate):

	<p>Can briefly give reasons and explanations for opinions, plans and actions. (U3c ex8, 9; U6b ex13; U8a ex9)</p> <p>Addressing audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (U3c ex8; U6a ex13; U6f ex6)</p>
Production (written)	<p>Overall written production: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (U1e ex4; U2a ex9; U2e ex4)</p>
	<p>Creative writing: Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (U3f ex7; U6e ex3)</p>
	<p>Can write a description of an event, a recent trip – real or imagined. Can narrate a story. (U4b ex12; U4d ex8)</p>
	<p>Reports and essays: Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions. (U3a ex12; U10e ex4)</p>

Communication strategies	
Reception (spoken & written)	<p>Identifying cues & inferring: Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (U1a ex8; U1c ex4; U1f ex2, 7)</p>
Interaction	<p>Cooperating: Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. (U1c ex11; U1f ex6, 7)</p>
	<p>Planning: Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and</p>

	limiting the message to what he/she can recall or find the means to express. (U2f ex6; U3c ex7; U3f ex6; U4f ex7)
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Communicative language competence	
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Linguistic – range	<p>Vocabulary range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (U1a ex1; U1dex1;U1Reviewex4,5)</p>
Linguistic – control	<p>Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations. (U1a ex4, 5, 9, 10; U1b ex9, 10, 11, 12)</p>
	<p>Vocabulary control: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (U1d ex2; U2Review ex7)</p>
	<p>Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (U1a ex6a, 6b; U1d ex3a)</p>
	<p>Orthographic control: Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (U2Reviewex9; U4b ex12)</p>
Sociolinguistic	<p>Sociolinguistic appropriateness: Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register (U1dex7;U1Reviewex7, 8;U3dex5;U3Review ex5,6)</p>
Pragmatic	<p>Spoken fluency: Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (U1b ex14; U2a ex9; U2c ex10)</p>

TRACK 3

2023-2024 ACADEMIC YEAR					
TRACK 3					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	12.02 16.02	LIFE- INTERMEDIATE	U1 U2		
		PATHWAYS R&W 2	U9		
2	19.02 23.02	LIFE- INTERMEDIATE	U3 U4	TASK 1	FLIP 1
		PATHWAYS R&W 2	U10		
3	26.02 01.03	LIFE- INTERMEDIATE	U5		SPA 1
		PATHWAYS R&W 3	U1		
		PATHWAYS L&S 2	U1		
4	04.03 08.03	LIFE- INTERMEDIATE	U5 U6	TASK 2	FLIP 2
		PATHWAYS R&W 3	U2		
		PATHWAYS L&S 2	U2		
5	11.03 15.03	LIFE- INTERMEDIATE	U6		SPA 2
		PATHWAYS R&W 3	U3		
		PATHWAYS L&S 2	U3		
6	18.03 22.03	LIFE- INTERMEDIATE	U6 U7	TASK 3	FLIP 3
		PATHWAYS R&W 3	U4		
		PATHWAYS L&S 2	U4		
7	25.03 29.03	LIFE- INTERMEDIATE	U7		SPA 3
		PATHWAYS R&W 3	U4		
		PATHWAYS L&S 2	U5		
8	30.03 01.04	EXAM WEEK TAT 3 – WRITTEN EXAM AND SPEAKING EXAM			

Life Intermediate Outcomes – CEFR B1

Communicative activities	
Reception (spoken)	Overall listening comprehension: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (U1 ex2, 3; U1b ex3, 4; U2 ex2, 3)
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (U2b ex4, 5; U3a ex2, 3)
	Understanding interaction between speakers of the target language: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (U1d ex2, 3; U5d ex4, 5)
	Listening to radio audio and recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (U3ex2; U4b ex5, 6)
	Watching TV and film: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. (U1f ex3, 4, 5, 6; U2f ex3, 4, 5)
	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (U3f ex3, 4, 5; U4f ex4, 5, 6)
Reception (written)	Overall reading comprehension: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (U1c ex2, 3; U1e ex1; U2a ex4, 5)
	Reading correspondence: Can understand basic types of standard routine letters and faxes on familiar topics. (U5e ex1, 2)
	Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (U1a ex2, 3; U1c ex7)
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (U3e ex2, 3; U4d ex1)
	Reading for information and argument: Can identify the main conclusions in clearly signaled argumentative texts. (U1c ex3, 8; U3c ex 2)

	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. (U1c ex3, 8; U2cex3, 4, 5, 9)
Interaction (spoken)	Overall spoken interaction: Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (U1ex4;U1aex1, 13, 14)
	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. (U1dex1;U1Review ex 8)
	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (U1 ex1; U1b ex1; U1c ex11)
	Can express thoughts on more abstract, cultural topics such as films, books, music etc. (U1a ex4; U1c ex4; U2b ex2)
	Conversation: Can enter unprepared into conversations on familiar topics. (U1a ex1; U1b ex5; U2a ex1)
	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (U2b ex13; U3a ex13; U4b ex14)
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (U2b ex2; U2d ex7)
	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (U1b ex14; U5b ex12)
	Informal discussion: Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest. (U1ex1;U1aex13, 14;U1bex1,5)
	Can express his/her thoughts about abstract or cultural topics such as music, films. (U1f ex7; U2a ex1, 14)
	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (U1f ex8; U4f ex9)
	Can express belief, opinion, agreement and disagreement politely. (U3b ex3; U4f ex9)
	Goal-oriented co-operation: Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others (U3f ex9; U6b ex13)
	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

	<p>Can invite others to give their views on how to proceed. (U1f ex8; U5b ex12)</p> <p>Information exchange: Can find out and pass on straightforward factual information. (U1d ex5b, 6, 8; U2b ex13)</p> <p>Can describe how to do something, giving detailed instructions. (U6a ex12)</p> <p>Interviewing and being interviewed: Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. (U1a ex14; U1c ex10; U2b ex13)</p> <p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (U1b ex12, 14)</p>
Interaction (written)	<p>Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (U5e ex4, 5, 6)</p> <p>Notes, messages and forms: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (U4e ex5; U5e ex4, 5, 6)</p>
Production (spoken)	<p>Overall spoken production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (U3c ex10; U5b ex11)</p> <p>Sustained monologue (describing experience): Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. (U6d ex6, 7)</p> <p>Can describe events, real or imagined. (U3a ex13; U3c ex9)</p> <p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (U5d ex8, 9; U5Review ex 9)</p> <p>Can describe dreams, hopes and ambitions. (U4b ex1)</p> <p>Can narrate a story. (U3c ex10; U3d ex8)</p> <p>Sustained monologue (putting a case in a debate): Can briefly give reasons and explanations for opinions, plans and actions. (U4c ex8)</p>
Production (written)	<p>Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (U1c ex9; U1e ex6)</p> <p>Creative writing:</p>

	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (U2c ex1; U2e ex6)
	Can write a description of an event, a recent trip – real or imagined. Can narrate a story. (U3e ex6; U4e ex5, 6)
	Reports and essays: Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions. (U1e ex6; U5b ex10)

Communication strategies

Reception (spoken & written)	Identifying clues & inferring: Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (U1a ex12; U1b ex1; U1c ex5)
Interaction	Cooperating: Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. (U2b ex13; U4a ex13; U6b ex13)
	Can summarize the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. (U1f ex8; U2f ex7)
	Planning: Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (U1c ex11; U1f ex8)

Communicative language competence

Linguistic – range	Vocabulary range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (U1b ex1, 2; U1 Review ex5, 6)
Linguistic – control	Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue

	<p>influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (U1a ex5, 6, 7, 8,9, 10, 11; U1b ex6, 7, 8, 10, 11)</p>
	<p>Vocabulary control: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (U1 Review ex4; U3c ex7)</p>
	<p>Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (U1bex9a, 9b;U1dex5a, 5b)</p>
	<p>Orthographic control: Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (U1e ex6; U2e ex6)</p>
Sociolinguistic	<p>Sociolinguistic appropriateness: Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register (U1d ex3, 4, 6, 7; U1 Review ex8)</p>
	<p>Is aware of the salient politeness conventions and acts appropriately. (U1a ex13; U1b ex11, 12)</p>
Pragmatic	<p>Spoken fluency: Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (U1a ex14; U1bex14)</p>

TRACK 4

2023-2024 ACADEMIC YEAR					
TRACK 4					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	15.04 19.04	LIFE- INTERMEDIATE	U8		
		PATHWAYS R&W 3	U5		
		PATHWAYS L&S 2	U6		
2	22.04 26.04	LIFE- INTERMEDIATE	U8	TASK 1	FLIP 1
		PATHWAYS R&W 3	U6		
		PATHWAYS L&S 2	U6 U7		
3	29.04 03.05	LIFE- INTERMEDIATE	U9		SPA 1
		PATHWAYS R&W 3	U7		
		PATHWAYS L&S 2	U7 U8		
4	06.05 10.05	LIFE- INTERMEDIATE	U9	TASK 2	FLIP 2
		PATHWAYS R&W 3	U8		
		PATHWAYS L&S 2	U8 U9		
5	13.05 17.05	LIFE- INTERMEDIATE	U10		SPA 2
		PATHWAYS R&W 3	U8 U9		
		PATHWAYS L&S 2	U9		
6	20.05 24.05	LIFE- INTERMEDIATE	U10 U11	TASK 3	FLIP 3
		PATHWAYS R&W 3	U9		
		PATHWAYS L&S 2	U10		
7	27.05 31.05	LIFE- INTERMEDIATE	U11 U12		SPA 3
		PATHWAYS R&W 3	U10		
		PATHWAYS L&S 2	U10		

8	03.06 07.06	LIFE- INTERMEDIATE	U12		
		PATHWAYS R&W 3	U10 REVISION		
		PATHWAYS L&S 2	REVISION		
9	08.06 10.06	EXAM WEEK TAT 4 – WRITTEN EXAM AND SPEAKING EXAM			

Life Intermediate Outcomes – CEFR B2

Communicative activities	
Reception (spoken)	Overall listening comprehension: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (U7 ex2; U7b ex3, 4)
	Understanding interaction between speakers of the target language: Can keep up with an animated conversation between speakers of the target language. (U8 ex3; U8b ex3, 4)
Reception audio/visual	Watching TV and film: Can understand most TV news and current affairs programs. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (U7fex3, 4,5, 6; U8fex4,5, 6, 7, 8)
Reception (written)	Overall reading comprehension: Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (U7a ex4, 5; U7c ex2, 3)
	Reading for orientation: Can scan quickly through long and complex texts, locating relevant details. (U7a ex4; U7c ex3)
	Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (U7a ex5; U7c ex7, 8)
Interaction (spoken)	Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to

	say, adopting a level of formality appropriate to the circumstances. (U7 ex3; U7c ex4)
	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. (U7b ex2; U8 ex4; U8a ex1)
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (U10a ex11)
	Informal discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (U7ex1;U7dex1)
	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (U7b ex13; U7c ex4)
	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (U7a ex1, 2)
	Goal-oriented co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (U8a ex12; U8c ex9, 10)
	Can help along the progress of the work by inviting others to join in, say what they think etc. (U8a ex12; U9b ex12)
	Transactions to obtain goods and services: Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. (U7 Review ex4; U8d ex6)
	Information exchange: Can give a clear, detailed description of how to carry out a procedure. (U9 ex4)
	Can pass on detailed information reliably. (U8b ex1; U11c ex12, 13)
	Interviewing and being interviewed: Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (U7d ex6; U7f ex7b)
Interaction (written)	Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (U8e ex2d, 2e, 4)
Production (spoken)	Overall spoken production: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (U7c ex11; U8b ex11, 12)
	Sustained monologue (debate):

	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (U8b ex11, 12)
Production (written)	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. (U7e ex8; U8e ex3, 4, 5)
	Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (U7e ex7, 8, 9)
	Reports and essays: Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions. (U11a ex10, 11; U11e ex3a, 3b, 4, 5)

Communication strategies	
Reception (spoken & written)	Identifying clues & inferring: Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (U7aex2;U7cex5, 6)
Interaction	Cooperating: Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (U7f ex7b, 8; U9a ex11)
	Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s. (U7c ex10; U8d ex6)

Communicative language competence	
Linguistic – range	Vocabulary range: Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (U7a ex2; U7c ex5, 6)
Linguistic – control	Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (U7a ex6, 7, 8, 9, 10, 11, 12)
	Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (U7Reviewex3;U8aex10)

	<p>Phonological control: Has a clear, natural, pronunciation and intonation. (U7dex5a, 5b;U8dex5a, 5b)</p>
	<p>Orthographic control: Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (U7e ex7, 8, 9; U8e ex3, 4, 5)</p>
<p>Sociolinguistic</p>	<p>Sociolinguistic appropriateness: Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (U7d ex3, 4; U7Review ex4, 6)</p>
<p>Pragmatic</p>	<p>Spoken fluency: Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (U7bex13;U7cex5,9, 11)</p> <p>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party. (U7Review ex6; U8a ex12)</p>

5. Online Assignments

Online assignments are an integral part of our teaching strategy at Ankara Medipol University. They offer students an opportunity to engage with course material outside of the classroom and provide instructors with tools to assess student progress. In this section, we will explore three specific online assignment platforms: iRead, Flip.com, and MyELT.

5.1. iRead

iRead is a digital reading platform that facilitates reading comprehension and vocabulary development. It offers a library of interactive texts suitable for various academic levels and subjects.

Website link: (<https://richmondlp.com>)

5.2. Flip.com



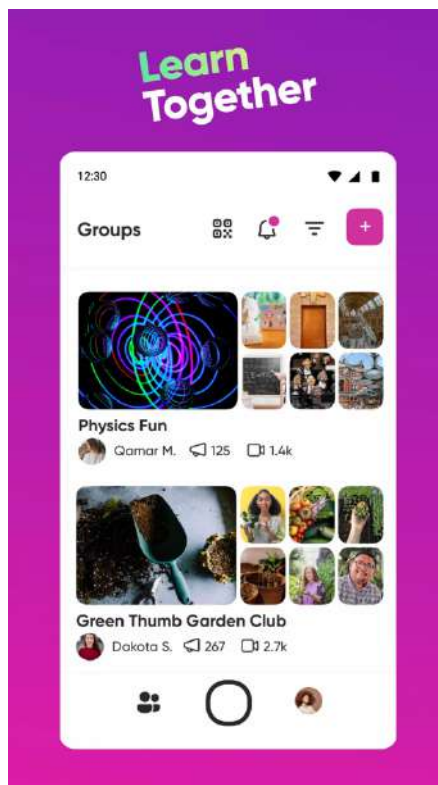
Flip is a dynamic video discussion platform that revolutionizes the way we engage with students, fostering a more personal, enjoyable, and interactive learning experience. It empowers instructors and students to connect through video discussions, making the virtual classroom a vibrant space for collaborative learning.

Video Discussions: Flip allows instructors to create video-based assignments and discussions, encouraging students to articulate their thoughts, ideas, and questions through video responses.

Engagement: With Flip, you can make learning fun and engaging by incorporating multimedia elements, such as videos, images, and text, into your discussions.

Personalization: The platform enables instructors to tailor discussions to individual student needs, providing a more personalized learning experience.

Website link: (<https://info.flip.com/en-us.html>)



5.3. MyELT



MyELT is National Geographic Learning's web-based learning management system which is designed to support the series. MyELT offers teachers and learners more flexibility and convenience through teacher-led assigned activities or self-study options - anytime, anywhere.

MyELT delivers engaging activities to English language learners which reinforce and consolidate the language and skills covered in each National Geographic Learning program.

With MyELT, Students:

- Can study outside of the classroom - anywhere, anytime.
- Track their own progress to see how well skills have been mastered.
- Get instant feedback through automatically graded activities.
- Work with a variety of engaging activities including pronunciation, audio, and video.

Website link: (<https://myelt.heinle.com/ilrn/authentication/signIn.do?inst=MYELT>)

6. Assessment

6.1. Proficiency Exam

English Proficiency Exam at Ankara Medipol University, Department of Foreign Languages:

The English Proficiency Exam is a comprehensive assessment that evaluates students' language skills in writing, speaking, and reading comprehension. This exam is specifically designed and administered by the Ankara Medipol University, Department of Foreign Languages, as a part of the English language proficiency requirements.

Exam Components:

Writing Exam: The writing component assesses students' ability to effectively communicate their ideas in written form. Students are given prompts or topics and are expected to produce well-structured essays or compositions with proper grammar, vocabulary usage, and coherence.

Speaking Exam: The speaking component evaluates students' oral communication skills. Students participate in individual or group speaking tasks where they are required to express their opinions, engage in discussions, give presentations, and demonstrate their fluency, pronunciation, and linguistic accuracy.

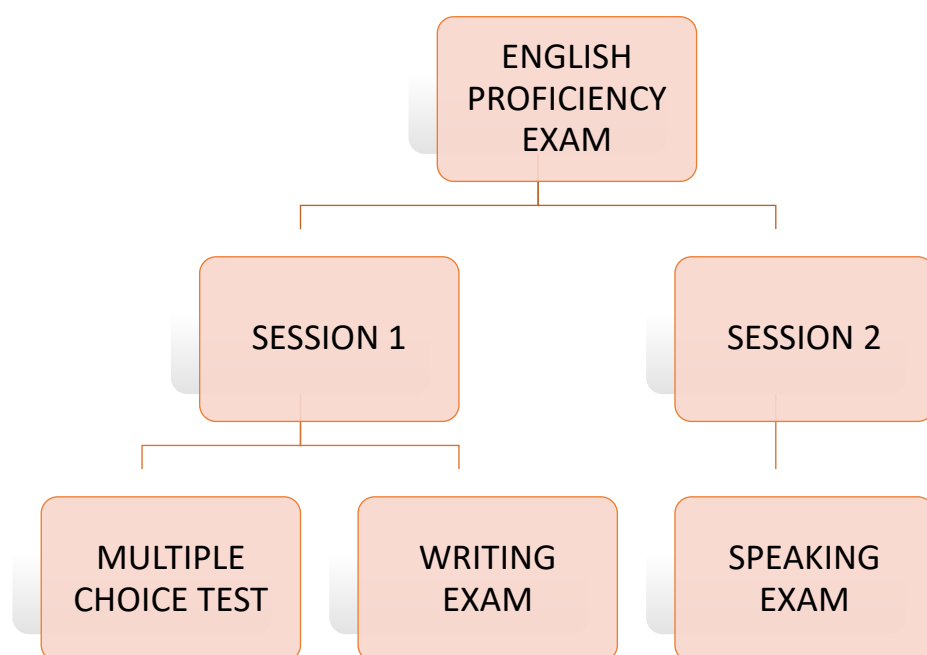
Multiple-Choice Test: The multiple-choice section assesses students' reading comprehension skills. They are presented with a series of passages or texts and are required to answer questions that test their understanding of the content, vocabulary usage, inference-making abilities, and critical thinking skills.

Exam Eligibility:

The Proficiency Exam is open to newly-registered students who have not yet completed the prep program, as well as students who were unsuccessful in completing the prep program at the end of the previous academic year. It serves as a benchmark to determine whether students possess the required level of English proficiency to continue their studies at Ankara Medipol University.

The Proficiency Exam is held in September.

There is a sample exam on the website.



6.1.1. Session 1- Multiple Choice Test

The Multiple Test part is divided into four sections:

Listening: This section consists of one note-taking listening and two while-listening tasks with around 20 questions. Students listen to audio recordings and answer questions that assess their listening comprehension skills.

Reading: The reading section includes three or four passages with around 25 questions. Students read the passages and answer questions that evaluate their reading comprehension abilities.

Use of English: This section contains around 15 questions that assess students' knowledge of English grammar, vocabulary, and sentence structure.

Vocabulary: The vocabulary section comprises around 20 questions that evaluate students' understanding and usage of English vocabulary.

The exam lasts approximately 2 hours. It aims to measure students' proficiency in listening, reading, grammar, and vocabulary. Successfully completing this exam demonstrates students' competence in these areas, which is essential for effective communication and academic success.

6.1.2. Session 1- Writing Exam

In the writing exam, students are presented with various topics, and they are required to write an essay expressing their ideas. The topics may include:

1- " People living in the 21st century have a better life quality than people who lived in previous times." Do you agree or disagree?

2- What are the causes/ effects of famine on human population?

In all these writing topics, students are expected to adhere to the rules of essay writing. This includes structuring their essays with an introduction that introduces the topic and provides a thesis statement, body paragraphs that support the main ideas with evidence and examples, and a conclusion that summarizes the key points and provides a closing statement.

By addressing the given topics and following the standard essay structure, students can effectively express their ideas and demonstrate their ability to organize and communicate their thoughts in a coherent and persuasive manner.

6.1.3. Session 2- Speaking Exam

1. During the speaking exam, students are expected to briefly introduce themselves before answering the questions posed by the interlocutor. The interlocutor may ask students questions to assess their language skills and engage them in conversation. Students should provide clear and well-structured responses, showcasing their fluency, coherence, pronunciation, vocabulary, and grammar. Active participation and the ability to ask questions or seek clarification demonstrate effective communication in English. The speaking exam evaluates students' oral proficiency and provides insights into their speaking abilities.

2. During the speaking exam, students are given **two minutes** to speak about the assigned question. If they wish, they can change the question once. They are provided with **a minute to prepare** and are given a note-taking paper and pencil. After the preparation time, students are expected to speak fluently and coherently about the question. The interlocutor may ask follow-up questions to further explore the student's ideas and assess their ability to engage in a conversation. The speaking exam aims to evaluate students' ability to express themselves clearly and effectively, while also assessing their ability to think on their feet and respond to additional inquiries from the interlocutor.

6.2. Writing Tasks

Writing tasks play a crucial role in developing students' writing skills and language proficiency. Throughout the academic year, each track will include three writing tasks that are completed during the lessons. The writing process involves multiple stages, ensuring students receive valuable feedback and have the opportunity to improve their writing skills.

1. Task Preparation and Outline:

During the writing task, students are first provided with a prompt or topic. They are encouraged to brainstorm ideas and create an outline for their paragraph or essay. The outline serves as a roadmap, helping students organize their thoughts and structure their writing effectively.

2. Teacher Review and Feedback on Outlines:

After students create their outlines, the teacher checks and provides feedback on the content, organization, and clarity of the outline. This step allows the teacher to guide students in refining their ideas and ensuring a coherent flow of information.

3. First Draft Writing:

Once the outlines have been reviewed and revised, students proceed to write their first draft. This draft serves as the initial version of their paragraph or essay, which they will later improve based on the feedback received.

4. Written Feedback on First Drafts:

The teacher reads and evaluates students' first drafts, providing written feedback on various aspects, such as content, organization, grammar usage, vocabulary, and mechanics. To streamline the feedback process, teachers are encouraged to use error correction codes to highlight specific areas of improvement.

5. Archiving the Drafts:

After giving feedback on the first draft, the teacher takes photos of students' papers and stores them in OneDrive folders to archive them.

6. Final Draft Writing:

After receiving the written feedback, students revise and edit their first drafts to create their final drafts. This process allows students to address the identified areas for improvement and refine their writing further.

7. Evaluation Using Rubric:

The teacher collects the final drafts and evaluates them based on a paragraph/essay rubric. The rubric assesses various writing aspects, including coherence, cohesion, language accuracy, and overall quality of writing.

8. In-Class Feedback:

During the evaluation process, the teacher also provides in-class feedback on common mistakes or recurring issues found in the students' writing. This oral feedback aims to address these errors collectively, ensuring students are aware of their areas for improvement.

By following this structured approach to writing tasks, students have ample opportunities to practice, receive feedback, and enhance their writing skills progressively. This iterative process fosters a supportive learning environment, empowering students to become more proficient and confident writers.

Figure 1 | WRITING RUBRIC FOR PARAGRAPH

Writing Rubric		Full Agreement		Partial Agreement		NO
A. Use of English	A1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	20	15	10	5	0
	A2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the task.	20	15	10	5	0
	A3. The student uses mechanics (capitalization, punctuation, spelling) correctly with only a few mistakes not interfering the meaning.	12	9	6	3	0
B. Content	B1. The student states his/her opinions <i>relevant</i> to the task requirements given.	12	9	6	3	0
C. Organization	C1. The student provides expected organizational patterns depending on the task (greetings to start an e-mail etc.)	8	6	4	2	0
	C2. The student provides a coherent development of her/his paper and transition of ideas using necessary cohesive devices accurately.	8	6	4	2	0
		Total Score: ____ / 80				

*Off-topic: The student gets from only partially agreement columns of Use of English part.

**Word count: If the student writes 10 percent less words than he/she must write, will get only from partially agreement columns of all criteria.

Figure 2 | WRITING RUBRIC FOR ESSAY


Essay Rubric			Full Agreement		Partial Agreement		No
A. ESSAY SKILLS	Introduction Paragraph (16)	A1. The introduction successfully draws reader's attention and follows a pattern from general to specific.	8	6	4	2	0
		A2. There is a successful thesis statement with a clear controlling idea.	8	6	4	2	0
	Body Paragraph(s) (24)	A3. The body paragraph starts with a clear topic sentence.	8	6	4	2	0
		A4. There is a coherent passage development with logical transition of ideas.	8	6	4	2	0
		A5. The ideas are presented without repetition and irrelevant information, and explained with examples.	8	6	4	2	0
	Conclusion Paragraph (8)	A6. The conclusion successfully restates the thesis and/or it sums up the essay combining the supporting ideas.	8	6	4	2	0
B. Content (8)	B1. The student states his/her opinions <i>relevant</i> to the task requirements given.	8	6	4	2	0	
C. Use of English (24)	C1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	8	6	4	2	0	
	C2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the task.	8	6	4	2	0	
	C3. The student uses mechanics (capitalization, punctuation, spelling) correctly with only a few mistakes not interfering the meaning.	8	6	4	2	0	
TOTAL (80):			___/80				

*Off-topic: The student gets from only partially agreement columns of Use of English part.

**Word count: If the student writes 10 percent less words than he/she must write, will get only from partially agreement columns of all criteria.

***If the student hasn't written the first draft, he will get points only from partially agreement columns of all criteria.

Figure 3 | WRITING ERROR CORRECTION CODES

WRITING ERROR CORRECTION CODE			 MEDIPOL UNV-ANKARA ANKARA MEDİPOL UNIVERSITY
SYMBOL	ERROR	EXAMPLE	CORRECT SENTENCE
WO	Word Order	I like <u>very much</u> music.	I like music very much .
Gr	Grammar	You're <u>gooder</u> than me at math. She talked to <u>he</u> in the pub.	You're better than me at math. She talked to him in the pub
T	Verb Tense	Last week I've <u>been</u> to Madrid.	Last week I went to Madrid.
MW	Missing Word	After she kissed him, took a shower and left for work.	After she kissed him, she took a shower and left for work.
WW	Wrong Word	It is a <u>difficult</u> kind of animal.	It is a different kind of animal.
EW	Extra Word (Not necessary)	We live in <u>the</u> another city.	We live in another city.
WF	Word Formation	He is an <u>ambition</u> person.	He is an ambitious person.
S	Spelling	It is a <u>chaep</u> restaurant.	It is a cheap restaurant.
P	Punctuation	I bought a <u>car, because</u> I do not want to walk to work.	I bought a car because I do not want to walk to work.
N	Countable-Uncountable (Number)	We need some <u>informations</u> .	We need some information .
A	Article	She <u>is</u> English teacher at İstanbul Medipol University.	She is an English teacher at İstanbul Medipol University.
C	Capitalization	london	L ondon
Pr	Preposition	Do not laugh <u>to</u> me.	Do not laugh at me.
F/Inf	Formal-Informal	They <u>don't</u> speak Turkish in Albania.	They do not speak Turkish in Albania.
M/?	Not clear - incomprehensible	Colorless green ideas sleep furiously. It seems innocent which computer games can affect negative children.	

6.3. Speaking Tasks

In each track, there will be three speaking tasks conducted during the lessons, all related to the topics covered in the curriculum. These tasks aim to enhance students' oral communication abilities and build their confidence in using English in various contexts.

1. Task Preparation and Guidance:

For each speaking task, the teacher provides clear guidance to students, explaining the task's objectives, format, and assessment criteria. The topics are based on or related to the lesson's content, ensuring relevance and coherence. Students have some time to prepare their ideas before they start speaking.

2. Performance Evaluation:

During the speaking tasks, the teacher observes and takes notes on students' performances. These evaluations cover various aspects, including organization, content, grammar and vocabulary usage, intonation, pronunciation, and overall fluency.

3. Speaking Rubric:

To maintain consistent and fair evaluation, a speaking rubric is used to assess students' performance. The rubric highlights specific criteria and descriptors to gauge students' proficiency levels and provide constructive feedback.

4. In-Class Feedback:

Following the speaking tasks, the teacher provides immediate in-class feedback to students. This feedback aims to highlight areas of strength and areas for improvement. By addressing these points promptly, students can actively work on enhancing their speaking skills.

5. Private Feedback Sessions:

If necessary, the teacher may conduct private feedback sessions with individual students. These one-on-one sessions offer personalized guidance and support, enabling students to focus on specific areas that require improvement.

6. Continuous Improvement:

Throughout the academic year, the focus remains on continuous improvement. The speaking tasks become progressively more challenging, allowing students to build upon their skills and develop confidence in expressing themselves effectively in English.

7. Supportive Learning Environment:

Creating a supportive and encouraging learning environment is paramount. Students are encouraged to participate actively and take risks in their speaking tasks, knowing that their efforts will be met with constructive feedback aimed at nurturing their progress.

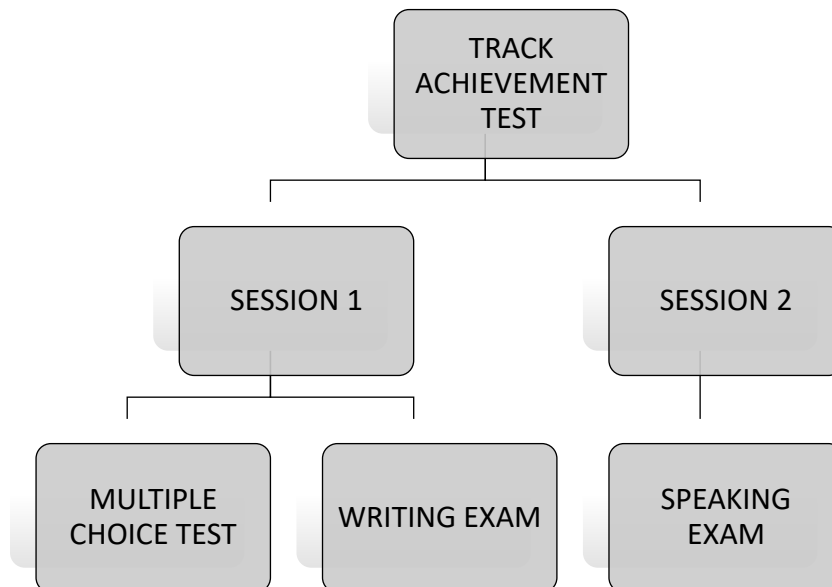
By integrating these practices into the speaking tasks, our English prep school aims to foster a communicative and dynamic learning experience. The emphasis on guidance, evaluation, and feedback ensures that students' speaking abilities thrive, equipping them with valuable communication skills for their academic and future endeavors.

Figure 4 | SPEAKING RUBRIC

Speaking Rubric		Full Agreement		Partial Agreement		NO
A. Use of English	A1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	16	12	8	4	0
	A2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the topic.	16	12	8	4	0
	A3. <i>Pronunciation</i> does not interfere the meaning, break the conversation.	8	6	4	2	0
B. Content	B1. The student communicates his/her ideas <i>relevant</i> to the task.	16	12	8	4	0
	B2. The student speaks for <i>sufficient length of time</i> without too much repetition.	12	9	6	3	0
C. Overall Fluency	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	12	9	6	3	0
		Total Score: ____ / 80				

6.4. Track Achievement Test

The Track Achievement Test, prepared and held by the Ankara Medipol University, School of Foreign Languages, is a comprehensive assessment conducted at the end of each track. This exam evaluates students' language skills and knowledge, covering the topics studied during the track.



6.4.1. Session 1- Multiple Choice Test

The test is divided into four sections, each designed to assess specific language areas:

1. Listening:

The listening section consists of 15 questions, including two listening tasks. Students will listen to audio recordings, such as conversations or lectures, and answer questions based on the content they hear. This section evaluates students' listening comprehension skills and their ability to extract information from spoken English.

2. Reading:

The reading section comprises 15 questions and includes three passages. Students read the passages and answer questions that test their reading comprehension abilities. The questions focus on understanding the main ideas, supporting details, vocabulary usage, and inference-making skills.

3. Use of English:

The use of English section contains 15 questions that assess students' knowledge of English grammar, and sentence structure. Students will encounter various language exercises that require them to choose the most appropriate grammatical forms to complete sentences accurately.

4. Vocabulary:

The vocabulary section consists of 15 questions that evaluate students' understanding and usage of English vocabulary.

The Track Achievement Test has an approximate duration of 90 minutes. Within this time frame, students are expected to complete all four sections of the exam and answer sheet. The test provides a comprehensive evaluation of students' language proficiency, reflecting their progress and achievements at the end of each track.

6.4.2. Session 1- Writing Exam

The writing exam consists of two options, and students are required to choose one of them. This allows students to select a topic that best suits their interests and knowledge. They are given 60 minutes to complete their writing task, providing sufficient time to brainstorm, organize their thoughts, and craft a well-structured paragraph or essay.

The paragraph topics may include:

1. Write a paragraph about disadvantages of video games
2. Write a paragraph about the importance of English

By incorporating a writing component, the Track Achievement Test evaluates students' ability to express themselves effectively in written English. This writing task allows students to demonstrate their language proficiency, creativity, and critical thinking skills, providing a more comprehensive assessment of their overall language abilities.

6.4.3. Session 2- Speaking Exam

During the speaking exam for the track achievement test, students are expected to introduce themselves briefly. The teacher will then ask a question or show a picture related to the topic. Students will have one minute to think about their response before they start speaking for two minutes. The exam aims to assess students' ability to express themselves fluently and coherently in English.

The speaking exam encourages students to think critically and communicate effectively within a limited timeframe. Students are expected to showcase their language proficiency, coherence of ideas, pronunciation, and vocabulary usage during their response. The teacher may ask follow-up questions if necessary to further explore the student's ideas and engage them in a conversation.

Question 1: What disadvantages do video games have on children?

Follow-up-1: Are there any types of video games that might not be suitable for children? Why do you think so?

Follow – up 2: What are the ways to cope with this problem?

Sample question for picture description:



6.5. Implementation of the Exam

For students

Before the Exam:

- Students must arrive in the exam room at least 10 minutes before the start time.
- They need to show their ID cards to the invigilator and sign the attendance sheet.
- Students must then complete the answer sheet.
- Mobile phones must be turned off and placed on the desk during the exam to avoid distractions.

During the Exam:

- Cheating is strictly prohibited. Any student caught cheating may receive a zero (0) on the exam.
- Ballpoint pens should not be used.

After the Exam:

- After completing the exam, students must wait for the invigilator's confirmation before leaving the classroom.

6.6. Announcement of Grades and Feedback

Once the exams are graded, the results will be announced on the website.

<https://ydyo.ankaramedipol.edu.tr>



6.7. Appeals

If a student believes that there may be an issue with their exam results, they should promptly inform their instructor about their concerns. Additionally, they must fill in an appeal form on the provided URL to request a re-check of their exam. This process allows students to address any potential discrepancies or errors in their grading and seek a fair and impartial review of their exam results.

<https://ydyo.ankaramedipol.edu.tr/hakkinda/belgeler-ve-dilekceler/>

Students can easily fill in an appeal form on the website mentioned above, providing specific exam details. The testing office reviews the appeal for the particular exam or section, making necessary changes if needed. The final result is then communicated to the student and teacher via e-mail. This process ensures transparency and fairness in handling exam appeals.

The academic calendar should be followed to determine the specific dates and deadlines for submitting the appeal.