



APRIL 2019

FORUM ON ASSESSMENT ISSUES



FOAI-12

ITEM WRITING III: ASSESSING LISTENING

APRIL 26th-27th, 2019



TED UNIVERSITY

A MESSAGE FROM THE FOAI ORGANIZATION COMMITTEE



Mehtap İnce



Esin Çağlayan



Berna Akpınar Arslan

Dear Participants,

We would like to welcome you to the 12th FOAI event at TED University. The theme of this event has been chosen considering the responses of participants to the survey conducted at the previous FOAI event. We hope that this event will serve as a platform through which the needs of the participants are met by getting to the depth of the principles of assessment language use. For FOAI events, it always seems to be that the more participants put into it, the more they get out of it. To this end, we would like you to do pre-event tasks by the due date and reflect on your own practices related to the theme of the event. We hope that the pre-tasks have already helped to focus you on the theme and that the sharing of experiences and ideas in the focus groups will help you further your knowledge. So we wish you inspirational one and a half days and hope that you all go back to your institutions with many new ideas to experiment with for the improvement of your assessment practices.

If you have not visited the website yet, please do so at <https://foaionline.wordpress.com/>. There you can find all the documents relating to all previous events. Please also feel free to post comments, questions and suggestions about FOAI or any assessment issues on the website or email us at foaiturkey@gmail.com.

We hope to continue to welcome you or other representatives from your institutions in the future. However, we still get many people who tell us that they have not heard of FOAI; hopefully, you will all help us spread the word about these events to your contacts in Testing Teams in other universities.

We would like to thank TED University for hosting us and we are grateful to the host team for their smooth and efficient organization.

PREVIOUS FOAI EVENTS

FOAI	DATE	INSTITUTION	THEME
FOAI-1	February 2013	Sabancı University, İstanbul	Common Practices and Issues in Testing and Assessment of English and Possible Responses to them
FOAI-2	October 2013	İstanbul Şehir University, İstanbul	Common Practices and Issues in Assessing Productive Skills
FOAI-3	March 2014	Özyeğin University, İstanbul	Standardization Practices and Marker Training
FOAI-4	November 2014	Bilkent University, Ankara	Reading Assessment – Issues Related to Setting the Level of Reading Texts and Tasks
FOAI-5	April 2015	İzmir University of Economics, İzmir	Listening Assessment – Issues Related to Setting the Level of Listening Texts and Tasks
FOAI-6	April 2016	Bahçeşehir University, İstanbul	Placement And Proficiency Exams
FOAI-7	November 2016	Pamukkale University, Denizli	Validity and Reliability in Assessment and Testing
FOAI-8	May 2017	Karabük University, Karabük	Speaking Assessment
FOAI-9	November 2017	Social Sciences University of Ankara	Designing Speaking Rubrics
FOAI-10	April 2018	Eastern Mediterranean University, Northern Cyprus	Item Writing I: Assessing Language Use
FOAI-11	December 2018	İstanbul Medipol University	Item Writing II: Assessing Reading
FOAI-12	April 2019	TED University	Item Writing III: Assessing Listening
FOAI-13	FALL 2019	If you wish to see your institution's name here, please let us know and ask your administrators to confirm their interest in an email to foaiturkey@gmail.com	

FORUM ON ASSESSMENT ISSUES



RATIONALE/BACKGROUND

The Assessment Team of Sabancı University School of Languages set up the first FOAI for representatives from a range of universities in Turkey and North Cyprus to come together to discuss assessment issues in university foundation EAP/preparatory programmes. The forum aims to take a hands-on approach to the practical issues related to assessment work, with a view to complement the formal presentation of papers or workshops to be found at other professional events such as conferences, seminars, and workshops. Although the forum was initiated by Sabancı University School of Languages, it has become a regular event, hosted by different institutions.

AIMS OF THE FORUM

The forum was set up specifically for representatives from the assessment teams of a range of foundation/preparatory programmes in English medium universities in Turkey. The forum aims to provide an opportunity for different state, foundation and private universities within the Turkish context to come together in order to:

- discuss issues concerning the design, development, and administration of low and high stakes exams;
- share practices, experiences, ideas, and challenges faced relevant to testing, evaluation, and assessment related issues from diverse contexts;
- increase awareness of the activities and approaches to assessment and evaluation of learning in other programmes;
- build relationships and links between the assessment teams in different institutions;
- exchange ideas on how members can cooperate in order to improve testing and assessment practices in their institutions.

FOR MORE INFORMATION: Please visit our website <https://foaionline.wordpress.com/>

A MESSAGE FROM THE HOST TEAM



TED UNIVERSITY

Dear FOAI-12 Participants,

As members of TED University English Language School, we are delighted to welcome you to the FOAI-12 meeting in Ankara on April 26-27.

During this remarkable two-day event, our theme will be "Item Writing III: Assessing Listening" and we will focus on different issues related to this theme. We are excited to share experiences and ideas, discuss new trends and assessment related issues together with you.

We are looking forward to having you here at TED University soon!

Sincerely,

TEDU English Language School Testing Unit-FOAI 12 hosts

HOST UNIVERSITY ORGANIZATION TEAM PHOTO



PARTICIPANTS

1	Acıbadem Mehmet Ali Aydınlar University	Dzmitry Kulsha	dzmitry.kulsha@acibadem.edu.tr
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11	Eastern Mediterranean University	Elif Çilli	elif.cilli@emu.edu.tr
12	Ege University	Neriman Karakoç	neriman.karakoc@hotmail.com
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14	Gendarmeria and Coast Guard Academy	Koray Ergin	ergin.koray@gmail.com
15	Fatih Sultan Mehmet Vakıf University	Çiğdem Sevilen	csevilen@fsm.edu.tr
16	Ibn Haldun University	Mahmut Uğur Arslan	ugur.arslan@ihu.edu.tr
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23	İstanbul Technical University	Daniel Cupery	cupery@itu.edu.tr
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25	Mustafa Kemal University	Mehmet Şengül	msengul@mku.edu.tr
26	MEF University	Christopher Sanders	sandersc@mef.edu.tr
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28	Özyeğin University	Halime Kutlutan Ak	halime.kutlutan@ozyegin.edu.tr
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33	University of Aeronautical Association	Tuğçe Temir	ttemir@thk.edu.tr
34	Yaşar University	Zeynep Özcan	zeynep.ozcan@yasar.edu.tr
35	Yıldız Technical University	Asena Kaya Karaca	askaya88@gmail.com

HOST TEAM

36	TED University	Halnur Peneklioğlu	halnur.peneklioglu@tedu.edu.tr
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FOAI ORGANIZATION COMMITTEE

46	İzmir University of Economics	Esin Çağlayan	esin.caglayan@ieu.edu.tr
47	Koç University	Mehtap İnce	meince@ku.edu.tr
48	Sabancı University	Berna Akpınar Arslan	bernaakpinar@sabanciuniv.edu

PROGRAMME for FOAI-12 @ TED UNIVERSITY

FRIDAY, 26th April 2019

TIME	ACTIVITY	LOCATION
09.30 – 10.00	ARRIVAL & WELCOME (refreshments provided)	Foyer Area, Fatma – Semih Akbil Kültür Merkezi
10.00 – 10.15	OPENING REMARKS & ANNOUNCEMENTS	Erdoğan Bayraktar Amfi, Fatma – Semih Akbil Kültür Merkezi
10.15 – 11.25	WHOLE GROUP Plenary: Dr. Elif Kantarcioğlu, Bilkent University <i>Assessing Listening: Some Practical Considerations</i>	Erdoğan Bayraktar Amfi, Fatma – Semih Akbil Kültür Merkezi
11.25 – 11.40	TEA/COFFEE BREAK	Foyer Area, Fatma – Semih Akbil Kültür Merkezi
11.40 – 12.10	FOCUS GROUP INITIAL MEETING INTRODUCTIONS	A416 - A422 - A435
12.10 – 13.10	LUNCH	
13.10– 13.20	GROUP PHOTO	Front Yard
13.20 – 14.30	FOCUS GROUP DISCUSSIONS – SESSION I	A416 - A422 - A435
14.30 – 14.45	TEA/COFFEE BREAK	B 441
14.45 – 16.00	FOCUS GROUP DISCUSSIONS – SESSION II	A416 - A422 - A435
16.00 – 16.15	TEA/COFFEE BREAK	B 441
16.15 – 17.00	FINALIZING GROUP WORK & PREPARING FOR PRESENTATIONS	A416 - A422 - A435
18.00	FOAI DINNER	

SATURDAY, 27th April 2019

TIME	ACTIVITY	LOCATION
09.30 – 09.45	ANNOUNCEMENTS	Erdoğan Bayraktar Amfi, Fatma – Semih Akbil Kültür Merkezi
09.45 – 11.00	WHOLE GROUP FOCUS GROUP PRESENTATIONS (20 minutes each + 5 minutes Discussion and Q&A) Group A: 09.45 – 10.10 Group B: 10.10 – 10.35 Group C: 10.35 – 11.00	Erdoğan Bayraktar Amfi, Fatma – Semih Akbil Kültür Merkezi
11.00 – 11.15	TEA / COFFEE BREAK	Foyer Area, Fatma – Semih Akbil Kültür Merkezi
11.15 – 12.00	WHOLE GROUP REFLECTION & ROUND-UP SESSION	Erdoğan Bayraktar Amfi, Fatma – Semih Akbil Kültür Merkezi
12.00 – 12.15	TEA / COFFEE BREAK	Foyer Area, Fatma – Semih Akbil Kültür Merkezi
12.15 – 13.00	WHOLE GROUP FOAI ORGANIZATION COMMITTEE FEEDBACK SESSION ANNOUNCEMENT OF THE THEME AND VENUE FOR FOAI-13	Erdoğan Bayraktar Amfi

PLENARY

PLENARY 10.15-11.25



Dr. Elif Kantarcioğlu is currently working at Bilkent University School of English Language as the Director of the English Preparatory Program. She completed her BSc and MA studies in English Language Teaching at Middle East Technical University. She completed her PhD on Validation and CEFR at Roehampton University in 2012. She has been involved in language assessment for over 20 years and her areas of interest include test design, validation, test analysis techniques, Item Response Theory, many-facet Rasch measurement and CEFR linking.

This talk will focus on the types of decisions that need to be made in developing listening exams. We will discuss some of the practical considerations such as constructing texts for listening purposes and issues regarding scoring, which will form the basis of test specifications. This part of the talk will have references to the input provided in the previous plenary on assessing reading. We will analyse commonly used task types and their suitability for listening exams. We will also discuss how CEFR could be of use to us in constructing listening exams.

FOCUS GROUP PARTICIPANTS

FOCUS GROUP A A416		
	Facilitator: Esin Çağlayan, IZMIR UNIVERSITY of ECONOMICS	Minute-taker: Halenur Peneklioğlu, TED UNIVERSITY
1	Koray Ergin	Gendarmerie and Coast Guard Academy
2	Serkan Coskun	Nevşehir Hacı Bektaş Veli University
3	Şeyma Doğru Mert	TOBB ETU
4	Christopher Sanders	MEF University
5	Işıl Alatan	İstanbul Bilgi University
6	Yiğit Savuran	Anadolu University
7	Zeynep Özcan	Yaşar University
8	Aslıhan Duman	Antalya Bilim University
9	Elif Çilli	Eastern Mediterranean University
10	Reza Vahdanisanavi	Social Sciences University of Ankara
11	Yeliz Ayan	Boğaziçi University
12	İlyas Çetin	Karabük University

FOCUS GROUP B A422		
	Facilitator: Berna Arslan, SABANCI UNIVERSITY	Minute-taker: J. Blake Lewis, TED UNIVERSITY
1	Asena Kaya Karaca	Yıldız Technical University
2	Mehmet Türk	Beykent University
3	Adnan Pamukçu	Bahçeşehir University
4	Tuğçe Temir	University of Aeronautical Association
5	Dzmitry Kulsha	Acıbadem Mehmet Ali Aydınlar University
6	Büşra Şatır	Hasan Kalyoncu University
7	Daniel Cupery	İstanbul Technical University
8	Halime Kutlutan Ak	Özyeğin University
9	Selma Köksal	Başkent University
10	Mahmut Uğur Arslan	Ibn Haldun University
11	Seda Tugce Eryilmaz	İstanbul Kültür University
12	Ezgi Argun	İstanbul Şehir University

FOCUS GROUP C A435		
	Facilitator: Mehtap İnce, KOÇ UNIVERSITY	Minute-taker: A. Pırıl Eryılmaz, TED UNIVERSITY
1	Görkem Beydilli	İstanbul Medeniyet University
2	Mehmet Şengül	Mustafa Kemal University
3	Çiğdem Sevilen	Fatih Sultan Mehmet Vakıf University
4	İpek Beren Lopez Santamaria	Atılım University
5	Arif Okan Demirtaş	Doğuş University
6	Ayşe Fırat Dalak Ataözü	Çukurova University
7	Akif Çal	Sabancı University
8	Pelin Ayla Akıncı	Social Sciences University of Ankara
9	Neriman Karakoç	Ege University
10	Fırat Demir	İstanbul Medipol University
11	Mehmet Akıncı	İstanbul Şehir University

FOCUS GROUPS

AIMS

- To discuss in detail findings and areas of common concern
- To exchange ideas to find out if any institution has addressed these concerns
- To share successes and failures in the related issues
- To brainstorm different suggestions on how to better respond to these concerns
- To summarize the highlights of the work of the focus group
- To present these highlights to the whole group in the final session

STRUCTURE

- **Minute-taker:** The host university will assign a minute-taker from their own institutions to each group. The minute-taker will take notes of important ideas highlighted in the discussion and s/he will help the presenter of the group prepare for the whole group presentation. At the end of the event, they will share their minutes with the host university's organizing team.
- **Facilitator:** FOAI Organization Committee will assign a facilitator from FOAI participants to each group. The facilitator will guide group members to the achievement of the shared goals stated for each group. Facilitators' main duty is to ease the process. They are expected to keep the discussion on and lively with interventions when needed. They need to make sure all participants contribute and take shared responsibility for the outcome.
- **Presenter:** Each focus group chooses one person to present their group work to the whole group.

FRIDAY

MORNING: The plenary by an invited expert in the field will help participants gain further insights into assessment practices, which will serve as an input for the focus group discussions. Then, the focus groups will have their initial meeting where they get to know each other, choose a presenter for the presentation on Saturday, and get ready for the discussion in the afternoon.

AFTERNOON: The sessions in the afternoon are an opportunity for participants to discuss the theme and share ideas and experiences in smaller groups. It is hoped that the pre-task and the plenary may provide some food-for-thought in this process. Contemplating the responses that participants gave in the survey, we have decided to give each group some focus areas to encourage participants to come up with some concrete suggestions for addressing these areas and some practical solutions which we may be able to put into practice in our own institutions. At the end of the day, the focus groups will have finalised their presentations. The powerpoint must be e-mailed by the facilitators to halenur.peneklioglu@tedu.edu.tr by **09.20** on Saturday at the latest.

SATURDAY

MORNING: FOAI Organization Committee will introduce the schedule of the day and make necessary announcements, which will be followed by the focus group presentations. The presenter of each group will have 15-20 minutes to present and there will then be 5-10 minutes for questions and discussions about issues raised by each group. The presentations and follow-up discussions will help all participants reflect on their own practices and the suggestions offered. And eventually, they will be more likely to feel more competent and confident to stimulate innovations in their institutions.

SUGGESTED AGENDA FOR FOCUS GROUPS

1. INTRODUCTIONS

- Participants introduce themselves and give some information about the assessment of listening at their institution, focusing on the principles behind it. Here, participants had better refer to the listening assessment forms at the back of this booklet.

2. AGREE ON A PRESENTER

- It is good to agree early on who will be presenting, if not at this stage then certainly before the group begins planning the presentation.
- Neither facilitators nor FOAI Organization Committee members should be considered as presenters.

3. INDIVIDUAL BRAINSTORMING

- Some quiet time for each participant to go through the bullet points and make notes of ideas and issues.

4. GROUP BRAINSTORMING

- Open discussion of the task in detail, maybe prioritising certain bullet points which seem to be more controversial or fruitful. Other issues might also be raised.
- All participants should note ideas and issues they feel are most important (having just one note-taker means only one person's interpretation of the discussion is recorded).

5. ORGANISING IDEAS

- The group lists, categorises and organises the main ideas agreed upon and identifies areas which were more controversial or could not be agreed upon. Mind-maps, diagrams etc. might be useful.

6. PLANNING PRESENTATION

- The group decides how best to present the ideas from the discussion and prepares the PowerPoint slides.
- The presentation should be sent to halenur.peneklioglu@tedu.edu.tr by **09.20** on Saturday.
- Go over the presentation and if possible, do a practice. A copy of the slides should be printed for the presenter to go over and add notes.
- While the presenter is rehearsing, team members of each focus group prepare questions for the other focus groups to answer.

ROUND UP SESSION

AIMS:

- To reflect on the event
- To suggest topics for future events
- To announce the theme and the host university for the next FOAI event

FORMAT:

Each participant will decide on **a few** "key items" that they wish to take away from today's event. This could be an idea they would like to take back to their own institution; or an area they would like to explore in further detail in their own context.

They will, then, be asked to put their ideas onto an online platform and through this platform, all participants will have the chance to see what others want to explore more. If time allows, the group will discuss some ideas emphasized and some practical suggestions shared on this platform.

We will finally ask the participants to get together in groups of 3 or 4 to brainstorm some suggestions for themes which they would like to see in future FOAI events. Again, the ideas will be collated on this platform to be referred to while designing the next FOAI event.

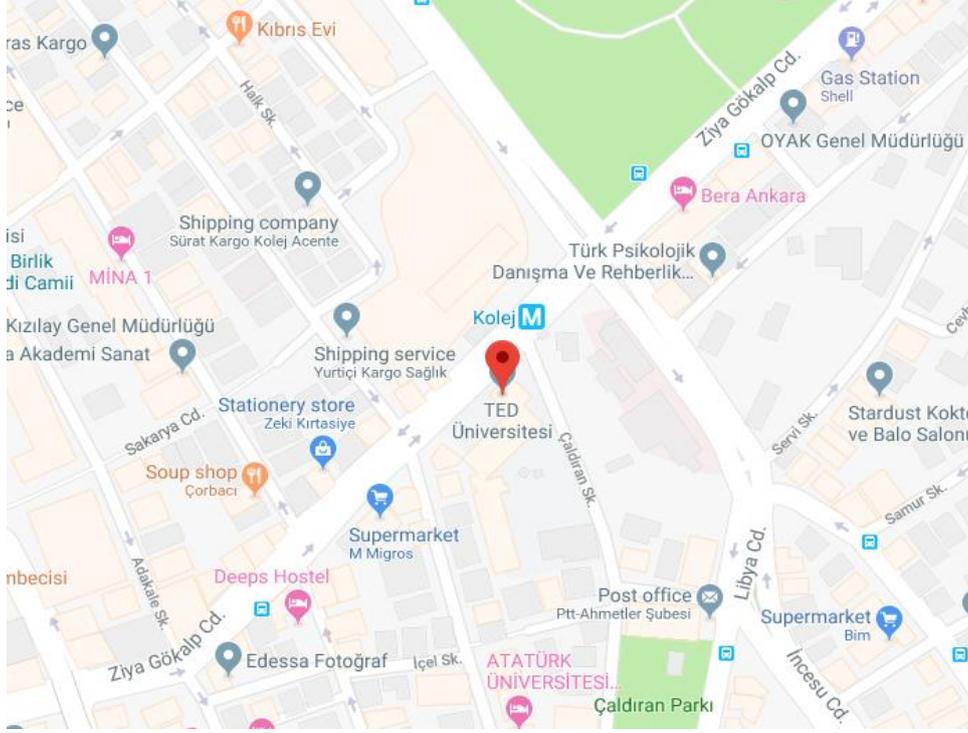
FOCUS GROUP TASKS

GROUP A: Item Writing II - Assessing Listening at Lower Levels (A1-A2)	GROUP B: Item Writing II - Assessing Listening at Intermediate Level (B1)	GROUP C: Item Writing II - Assessing Listening at Higher Levels (B2)
<p>1. What are the major considerations in assessing listening at lower levels (A1-A2)?</p> <p>2. What should be included in a listening test specification? Consider:</p> <ul style="list-style-type: none"> ● text source/genre ● text length ● lexical profile <p>3. What are the most commonly preferred task types in assessing listening?</p> <p>Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs.</p> <p>4. What are some alternative tasks that can be used to assess listening? Consider:</p> <ul style="list-style-type: none"> ● Listening into writing ● Listening into speaking <p>5. Task:</p> <ul style="list-style-type: none"> ● Analyse the given listening tasks. ● Revise or suggest changes. 	<p>1. What are the major considerations in assessing listening at Intermediate level (B1)?</p> <p>2. What should be included in a listening test specification? Consider:</p> <ul style="list-style-type: none"> ● text source/genre ● text length ● lexical profile <p>3. What are the most commonly preferred task types in assessing listening?</p> <p>Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs.</p> <p>4. What are some alternative tasks that can be used to assess listening? Consider:</p> <ul style="list-style-type: none"> ● Listening into writing ● Listening into speaking <p>5. Task:</p> <p>Analyse the given listening tasks. Revise or suggest changes.</p>	<p>1. What are the major considerations in assessing listening at higher levels (B2)?</p> <p>2. What should be included in a listening test specification? Consider:</p> <ul style="list-style-type: none"> ● text source/genre ● text length ● lexical profile <p>3. What are the most commonly preferred task types in assessing listening?</p> <p>Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs.</p> <p>4. What are some alternative tasks that can be used to assess listening? Consider:</p> <ul style="list-style-type: none"> ● Listening into writing ● Listening into speaking <p>5. Task:</p> <ul style="list-style-type: none"> ● Analyse the given listening tasks. ● Revise or suggest changes.

LOCATION OF THE EVENT

Address: TED UNIVERSITY Ziya Gökalp Street No:47-48 06420 Kolej – Çankaya / ANKARA.

<https://goo.gl/maps/u19Wz7JSwAH2>

**TRANSPORTATION:**

From Esenboğa Airport: You can take **Belko Air** (shuttle bus) to Kızılay. It takes approx. 35 minutes from Esenboğa Airport to Kızılay (city center), which is 10 minutes of walking distance to Ted University. Belko Air provides direct transfers 24 hours a day, every 30 minutes between 05.00 and 00.00 hours and every 60 minutes between 00.00 and 05.00 hours.

From AŞTİ (Ankara Otobüs Terminali): If you are planning to travel by bus, you can take Ankaray (the green line) to Kolej. It takes approx. 20 minutes from AŞTİ to Kolej, where you can see Ted University right after you step out of the Ankaray Station in Kolej.

<https://www.ego.gov.tr/tr/sayfa/2113/rayli-sistem-hat-harita-ve-semalari>

ACCOMMODATION

Since we are located in the heart of Ankara, there are many choices in terms of accommodation. Any hotel or guesthouse in the general Kızılay / Kolej area will be within walking distance to TED University Campus. In addition, you can check out the lodgings close to the metro line for convenient access. Feel free to browse through the facilities in these districts and make your own choice. You may consider the options below in order to get an idea about the range of prices and distance to TEDU.

BERA HOTEL ANKARA (5*):

Located right next door to our campus, Bera Hotel Ankara is one of the most convenient options in terms of proximity (approx. 5 mins. walking distance). For more information about different room types and fares as well as to contact Bera Hotel and book there, you may check their website.

<https://bera.com.tr/bera-ankara/4593569047>

Q HOTEL (4*):

Located very close to the Kocatepe Mosque, Q Hotel is suitable for those wishing to stay within walking distance to TED University (approx. 20 mins.) as well as being close to Tunalı Hilmi, one of the most colorful streets of Ankara. For more information about their rooms as well as to contact Q Hotel and book there, you may check their website. While booking, please give the receptionist the name of the host university so that you will get the special prices stated below.

<https://www.qhotel.com.tr/tr>

SINGLE ROOM	DOUBLE ROOM
150 TL	200 TL

BAŞKENT ÖĞRETMENEVİ

Situated near the Bahçelievler Metro Station (20 minute-ride), Başkent Öğretmenevi is a publicly run guesthouse for teachers that might also be a relatively economic and comfortable option. For more information about different room types and fares as well as to contact Başkent Öğretmenevi and book there, you may check their website.

<http://baskentogretmenevi.meb.gov.tr/>

TED UNIVERSITY DORMITORIES

We can also accommodate four female and three male participants in our student dormitories. It is 120 TL per night. For this option, please contact us as soon as possible.

Contact person: Ezgi DALGIÇ (TEDU ELS Secretary)

Contact number: 0312 585 0126

FOAI-12



April 26th & 27th, 2019

PREPARATORY PROGRAMMES

Listening Assessment Forms

ACIBADEM MEHMET ALİ AYDINLAR UNIVERSITY



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

While listening: main idea, details, inference questions
Note Taking: main idea, details, organization
Multiple choice tasks
Students are exposed to the text once only
Timing: about 15-20 minutes

PROFICIENCY TEST

While listening: main idea, details, organization, inference, attitude questions
Note Taking: main idea, details, organization
Multiple choice tasks, filling in gaps
Students are exposed to the text once only
Timing: about 15-20 minutes

**PROGRESS /
IN-COURSE
ASSESSMENT**

It depends on the level.
While listening: main idea, details, organization, inference, attitude questions, etc.
Note Taking: main idea, details, organization
Multiple choice tasks, filling in gaps
Students are exposed to the text once only
Timing: from 15 to 35 minutes depending on level

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The end goals of our listening comprehension programme are:
Being prepared for their major classes (related to medicine and healthcare related fields). Exchanging key information (receive and provide) in an academic setting; understanding a wide range of spoken/oral language in familiar and academic contexts; understanding the organization of a lecture, identifying the main idea(s) and how the supporting details develop the main idea(s); showing critical comprehension of a discussion among several speakers by identifying main ideas, supporting details, stance, and statements of fact and opinion, as well as by evaluating and summarizing the development of speakers' positions.
We only assess note taking starting at Pre-Intermediate level.



SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST None

PROFICIENCY TEST 20 multiple-choice questions (1/4 weighting: together with 20 reading, 20 vocabulary and 20 grammar questions, 80 questions in total) in Booklet component (%60) + Speaking component (%20) + Writing component (%20)

PROGRESS / IN-COURSE ASSESSMENT

Pop Quizzes: Listening parts with varied tasks/types (matching, M/C, fill in the blanks, etc.) in several of the quizzes (out of 8-10 quizzes depending on the level)

Midterm Exam: 20-25 M/C questions (1/3 weighting: together with 20-25 reading and 20-25 language (grammar + vocabulary) questions)

Final Exam: 20-25 M/C questions (1/3 weighting: together with 20-25 reading and 20-25 language (grammar + vocabulary) questions)

OTHER (if any) None

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Taking the Global Scale of English (GSE) into account (not CEFR), we try to assess reading skills/sub-skills ranging from 21 GSE point to 60-66 GSE points.

Global Scale of English (www.english.com/gse)



For quizzes, question types and means of grading might differ depending on the level. For midterm and final exams, only M/C reading questions are in effect to ensure grading standards.

Difference and/or similarities in reading tasks across levels apply depending on the GSE point of the reading skill/sub-skill assessed.

SYSTEM Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

For placement test, we use Oxford Online Placement Test which includes use of English and Listening skills. Listening part consists of multiple-choice questions which aim to test the understanding of meaning in a conversation.

PROFICIENCY TEST

Students are given three listening tasks which involve listening to formal or informal talks;

1. 5 speaker: Students are expected to listen and match the speakers with the main ideas.
2. While-Listening: It involves giving students questions to answer as they listen to the talk. These questions are multiple-choice.
3. Lecture (Note-taking): Students are allowed to take notes while listening to the talk, and then use the notes to answer questions after the talk is over. Depending on the length and complexity of the talk, students are given a list of the major topics included in the talk in order to help them take notes. Then they are given multiple choice questions.

The listening part accounts for 20 % of the whole proficiency test and there are 20 questions. It lasts approximately 50 minutes.

PROGRESS / IN-COURSE ASSESSMENT

None

OTHER (if any)

Listening test is also included in midterm and final tests of each level. The task types differ for each level.

Elementary and Pre-intermediate Levels;

In both midterm and final test, there are three different listening test types which are main idea matching, multiple choice questions and fill in the blanks, all of which account for 30 % of the midterm test and 20 % of the final test. In both midterm and final test, there are approximately 15 questions.

Intermediate and Upper-intermediate Levels;

In Midterm test, the listening part involves two different task types which are while-listening and listening to a lecture both of which consist of multiple choice questions. There are 15 listening questions which accounts for %30 of the whole midterm test. Intermediate listening test lasts approximately 35 minutes and upper-intermediate listening test lasts approximately 40 minutes.

In final test, the listening part involves three different task types which are matching the speakers with the main ideas, listening and answering multiple choice questions at the same time and listening to a lecture and taking notes while listening and then using the notes to answer multiple-choice questions after the talk is over. Involving 20 questions, all those tasks account for 20 % of the final test. Intermediate listening test lasts approximately 50 mins and upper-intermediate listening test lasts approximately 50 minutes.

Please **briefly** describe the principles behind the assessment of **listening** in your program.

(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

English is the medium of instruction in our university that's why our test types corresponds as closely as possible to what students could do in the academic listening context. In higher level, our main objective is to check if students will be able to understand the information presented in the class in faculty and take notes about it as note-taking skill is important as it is a universal activity among university students and to see if students understand straightforward factual information about common everyday or academic topics, listen for detail, infer the meaning of lexemes, understand tense relationships and identifying both general messages and specific details. We produce test task that replicate real-world tasks. In listening tests, we assess vocabulary, grammar and the integration of the ideas in the text. However, our listening tests are not integrated. We don't test speaking, writing or reading along with listening.

In lower levels, we again assess if students are able to identify details, key words and main ideas in the text but this time at a familiar, everyday context. Different from higher levels, students are given fill in the blanks test type in order to assess their grammatical and vocabulary knowledge at a familiar context.

While preparing listening tests, we take main principles of language assessment such as validity, reliability, practicality, authenticity and positive washback into consideration.

Validity

We're always clear about what we are testing. I mean the topics of the listening tests, the vocabulary or the grammar structures used while writing the test are the ones that are covered in class. Students are all familiar with all of them. We have a wordlist, topic lists and grammar topic list which are used as a guideline.

Reliability

Our listening test instructions are simple and clear. An example is always given in order to help SS understand the task. The language used is similar to the one we use in class. And the test is marked by two markers.

Practicality

It's a paper-based test whose layout is easy to follow and understand. That's why it's easy to administer. The time allocated for the test is appropriate for each level.(Elementary listening test last 15-20 minutes, pre-intermediate tests last 20-25 minutes, Intermediate tests last 35 minutes, upper intermediate tests last 40 minutes and, proficiency tests last 50 minutes). The procedure of the test is specific and because most of the test consist of multiple chose questions it's easy to mark, for the questions that require writing words or phrases, all possible answers are anticipated beforehand and written on answer key. So it's easy to mark in a short time.

Authenticity

Actually, authenticity is never completely achieved. Our listening tests are not extracted from real radio podcasts, documentaries, magazines or etc., but we search background information from several reliable sources and grade their language according to our students' level. Specific target language which is not authentic also used in our tests and it doesn't replicate the real life. Also the context where students take the test is not a real-life context and this also arouses anxiety and affects students in a positive or negative way.

Positive Washback

In our context, students are examined from what has been taught.



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

No listening section.

PROFICIENCY TEST

2 sections: Gist and detailed listening. All multiple choice.
Total 20 points and 30 minutes
Gist: 10 different recordings. 1 question for each of them. 10 points. Ss listen once.
Detailed: A lecture. 10 questions. 10 points. Ss listen twice.

**PROGRESS /
IN-COURSE
ASSESSMENT**

In weekly quizzes: Gist and/or detailed listening. 1,2 or 3 parts. Points may vary.
In achievement exams: Gist and/or detailed listening. 1, 2 or 3 parts. 20 points.
Duration varies in all of them.
Task types: True/false, multiple choice, fill in the blanks, open-ended questions, matching.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

- With the help of weekly materials, we make sure that students are provided with enough listening practice before the exams. Also, before the students have the achievement exam, they see a similar listening task in their weekly quizzes.
- Question types, topics and subskills are determined according to the topics and listening objectives of the textbook.
- The duration, topics, number of questions and tasks, difficulty levels differ from one level to another. On the other hand, we try to ask both gist and detail questions on all levels. Question types are also similar across levels.
- After the exam, a standardization process follows. This is highly important especially for the evaluation of open-ended questions.

SYSTEM

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

PROFICIENCY TEST

**PROGRESS /
IN-COURSE
ASSESSMENT**

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program.
(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

BAŞKENT UNIVERSITY



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

NA

PROFICIENCY TEST

Currently
Listening 1
7 items: A2+ level
Listening 2 8 items: B1 level
Each item 1 point. 15% of overall exam.
All multiple choice, 10-15 min.

PROGRESS / IN-COURSE ASSESSMENT

Weighing: 20% for both programs
Item type: multiple choice, fill-in-the-blank, matching

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program.
(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

To meet the requirements of GSE (Global Scale of English) objectives.

BEYKENT UNIVERSITY



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

We use an online placement test. The test includes approximately 15 multiple-choice listening questions.

PROFICIENCY TEST

We do not have a proficiency test, but we have an end-of-module-exam instead. It makes up 40% of overall assessment and consists of 4 equally weighted parts, one of which is listening. That is, Final Listening exam makes up 25% of the end-of-module-exam and 10% of the overall assessment.

The exam is made up of 4 tasks. Task types used in the exam are multiple choice, short response, matching, gap filling, and table completion. Timing of the exam ranges from 15 minutes to 30 minutes depending on the level.

PROGRESS / IN-COURSE ASSESSMENT

In the 8-week modular education system, listening is assessed only once as part of in-course assessment in the third week of the module in "Listening and Use of English" quiz. This quiz makes up 15% of overall assessment and the listening tasks in this quiz make up 40% of the quiz. The quiz consists of 2 or 3 tasks and the task types used are similar to the ones used in the end-of-module exam.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The listening tasks in listening tests are determined according to the syllabus. We make sure the listening tasks implemented in the tests assess the listening strategies students have learnt in that level. In other words, all listening tasks are prepared in line with the objectives / learning outcomes of the level.

SYSTEM	Semester-based
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Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	X
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PROFICIENCY TEST	1 Selective Listening Test 1 Careful Listening Test
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PROGRESS / IN-COURSE ASSESSMENT	In the first achievement exams: 1 Selective Listening In the second achievement exams: 1 Careful Listening In the Final: 1 Selective Listening + 1 Careful Listening
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OTHER (if any)	As part of their portfolio, students listen to the presentations their friends make and engage in discussions on the presented material. Additionally, they watch documentaries throughout the semester and reflect on the content.
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Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The rationale behind assessing listening is that all our students need to be proficient enough to be able to follow all their courses in their departments. We ensure standards in across different levels and exams through our exam specifications which have been thoroughly prepared for each achievement and final exam, as well as our Proficiency exam. See the Sample Proficiency Listening Exam Specifications below:

FOR THE PROFICIENCY TEST:

The listening component comprises of two components; selective listening and careful listening.

Selective Listening:

Purpose: Selective listening operationalizes the process of actively listening and predicting information through discerning and processing relevant and disregarding the irrelevant information. Test takers need to focus on and listen for pre-determined topics (through items) and have to identify specific information that provide the correct answer for the set task.

Selective listening at local level: identifying direct meaning relations within or across sentences: distinguishing main ideas and points from detail; differentiating statement from example, cause and effect, problem and solution explicitly stated in the text. Processing is at local level. Bottom-up processes are used to comprehend information and top-down processes are used to predict incoming information.

Response Method: Short answer/Fill-in the blanks items requiring not more than three words.

Item characteristics: Items should focus on main ideas and important details. The stem of an item should be carefully paraphrased so that the test taker will not be able to merely match grammatical clues and vocabulary from the item with the text to find the correct answer. The answer to an item should always come after the topic is introduced; make sure that the text signals the relevant information (with introductory sentences, phrases or rhetorical items). The answer should not be required at the beginning of the stem in fill-in the blank items. Selective listening texts do not include too much redundancy. However, the answer to an item can be repeated in the text *if only* the relevant information is too embedded in the text. Test takers should not know that a piece of information is the answer because it is repeated in the text. The text should also include distractors to the answer so that the test taker should pay attention to choosing the right information among other possible options. The answers to items should be distributed evenly across text. There needs to be some space between the items. However, attention should be paid not to make the place of the relevant information predictable. Item stems must not be too long placing burden on test takers' memory. When the test takers read the items before listening to the lecture, they should make some sense.

Discourse mode:

Genre: textbook, magazine/newspaper article, research/academic non-specialist journal article,

Rhetorical task: informative/expository (historical narrative, definition, classification, comparison), can include some argumentation (on a comparison basis)

Explicitness of text structure: The text should be very clearly structured. The transitions across topics/paragraphs should be made very clear (through announcement of the topic, rhetorical items or other attention getters)

Fluency and rate: The text should be speech-like with pauses, repetitions and fillers where possible. Difficult points can be paraphrased and/or repeated in the text. Attention should be paid not to repeat only the answers to items when there is repetition. Normal sentence rhythm and intonation should be maintained. If the speech needs to be slowed down, this can be done by longer pauses at the end of sentences. The flow should be around 85-90 words per minute.

Nature of information: mainly concrete content but may involve some abstract content; unfamiliar concepts should be defined in the text clearly. The topic should be chosen among academic and semi-academic subjects. However, trending social issues could be chosen as subject. The topic should not be too familiar to test takers.

Content knowledge: may require the understanding of specialised, academic content. The new content/concepts should be clearly defined in the text.

Cultural knowledge: does not require any culture specific background. Beware of 'Turkish' elements in the text keeping in mind international test takers.

Lexical and structural properties:

Text length: 1000-1100 words

Sentence length: 15-16 words

Word length: 4,8 – 5 characters

% Passive: 0-2%

Flesch Reading Ease: 50 – 55

FK Grade Level: 9 – 10

Cohmetrix Read.: 20-25

Lexile Level: 950-1050

K1: 75-80%

K1+K2: 85%

AWL: 7-8%

Narrativity: (can change, i.e. historical texts)

Syntactic simplicity: 75 – 80%

Word concreteness: 40%

Referential cohesion: 40%

Deep cohesion: 80 – 90%

Test administration procedure:

Selective Listening question-and-answer sheets are distributed. Instructions pertaining to the component are read by the proctor while the students follow the instructions on their question and answer sheets. Before the Selective Listening exam begins, students are given 3 mins. to read the questions. Then the reader delivers the lecture. After the lecture has been delivered, the students are given another 3 mins. to check their answers.

Total duration of the test: approximately 20 mins.

Careful Listening

Purpose: Careful listening operationalises the process of listening to a lecture, understanding and note-taking on main ideas and important details. The task requires the test takers to form a macrostructure of the text through listening at global level.

Careful listening at global level: Distinguishing main ideas and points from supporting detail; tracing the development of an argument; differentiating statement from example; differentiating a claim from evidence; distinguishing fact from opinion; making propositional inferences and deductions where appropriate; using the relevant information from the text to apply it to new cases through deductive inferencing. Processing is beyond local level; the test taker may need to process information across sentences and paragraphs; s/he needs to understand the organization of information in the text. Both bottom-up and top-down processes are used.

Response Method: Short answer/Fill-in the blanks items, multiple choice items and/or multiple matching.

Item characteristics: Items should focus on main ideas and important points that can be written down as notes. Details should be avoided. The stem of an item is preferably paraphrased to make sure that the test taker understands the relevant idea in order to answer the item; however strict paraphrasing is not a must. Important

points can be repeated or re-explained in the text. The text should include adequate number of main ideas and important points so that the test taker should find the answer to the item through selecting the relevant information from his/her notes. The answers to items should be distributed evenly across text. There needs to be some space between the items.

Number of items: 9-10

Weighting: 2 points

Discourse mode:

Genre: textbook, magazine/newspaper article, research/academic non-specialist journal article,
Rhetorical task: informative/expository (definition, classification, comparison, cause and effect, problem-solution and argumentation).

Explicitness of text structure: The text should be very clearly structured. A brief outline of the lecture should be given in the beginning. The transitions across topics/paragraphs should be made very clear (through announcement of the topic, rhetorical items or other attention getters) reminding the test takers where they are as the talk moves forward.

Fluency and rate: The text should be speech-like with short utterances, pauses, repetitions and fillers where possible. Difficult points can be repeated in the text (paraphrasing might lead to alternatively correct answers). Definitions can be repeated. Complex vocabulary can be spelled. Attention should be paid not to repeat only the answers to items when there is repetition. Normal sentence rhythm and intonation should be maintained. If the speech needs to be slowed down, this can be done by longer pauses at the end of sentences. The flow should be around 75-80 words per minute.

Nature of information: may involve abstract content; unfamiliar concepts should be defined in the text. The topic should be chosen among academic and semi-academic subjects. However, trending social issues could be chosen as subject. The text can introduce an unknown topic but it needs to be self-explanatory with definitions and examples.

Content knowledge: may require the understanding of specialised, academic content. The new content/concepts should be clearly defined in the text.

Cultural knowledge: does not require any culture specific background. Beware of 'Turkish' elements in the text keeping in mind international test takers.

Lexical and structural properties:

Text length: 1200-1300 words

Sentence length: 14-15 words

Word length: 5 – 5,5 characters

% Passive: 8 – 10 %

Flesch Reading Ease: 45 – 50

FK Grade Level: 9 – 10

Cohmetrix Read.: 20 – 23

Lexile Level: 950 – 1050

K1: 75 – 80%

K1+K2: 85%

AWL: 10 – 13%

Narrativity: 27-30%

Syntactic simplicity: 75 – 80%

Word concreteness: < 20%

Referential cohesion: 75 – 85%

Deep cohesion: 60 – 80%

Test administration procedure: Before the Careful Listening lecture begins, note-taking sheets are distributed. Students take notes while listening to the reader reading the lecture. When the delivery of the listening text is over, question-and-answer sheets are distributed. Instructions pertaining to the component are read by the proctor while the students follow the instructions on their question and answer sheets. Students are given 15 minutes to answer the questions using their notes.

Total duration of the test: approximately 30 mins.



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

We do not test Listening in the Placement Test.

PROFICIENCY TEST

The Listening Section has 4 parts: Situations (6 questions), 1 Dialogue (7 questions), 1 Multi-speaker Conversation (7 questions) and 2 Lectures (5 questions each). 30 multiple choice questions in total, each worth 1 point.

In the Writing session of the Proficiency Test students do an integrated Listening-Writing task called Integrated Writing, where students listen to a lecture once, take notes, and then write a summary using their notes. The notes are not graded.

In the Listening section timing varies according to the length of audios; however, the listening section usually takes about half an hour in total. Normally, students hear each part once; however, sometimes they may hear an audio TWICE depending on the difficulty level or other considerations. They have to give their answers while they are listening though they have some time (1 minute to 90 seconds) before and (about 30 seconds) after each task to look at questions and/or check their answers. They are given additional time at the end only to fill out the optic form.

**PROGRESS /
IN-COURSE
ASSESSMENT**

We have 2 Achievement exams and 1 Final exam in each semester. Listening task types vary in accordance with the teaching items covered before each exam. They mainly include but are not limited to: note-taking, speaker-matching, sentence completion, multiple choice, summary completion, open-ended and True-False questions. Students have to give their answers while they are listening though they have some time (30 seconds to 90 seconds) before and (20 seconds) after each task to look at questions and/or check their answers. They are also given 2 minutes at the end of the Listening section to check their answers. There usually are 2 to 3 Listening sections in each Achievement exam worth 25 points in total (weighting is standard). We also test students' learning randomly by giving pop quizzes throughout the academic year. The Listening task types in pop quizzes are similar to the ones mentioned before.

The Final exam is a multiple choice test. The Listening section there comprises of 3 parts (Interviews/dialogs, lectures, and situations).

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

We have an arduous editing process. Each exam is checked and edited in two stages within the testing office and then revised by two different groups of teachers, checked and edited again by the testing office before being finalized.



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

In Doğuş University preparatory programme, Oxford Online Placement Test is given before the enrolment on a programme. The listening parts of the exam (including task types, number of questions and timing) varies depending on the performance of the students. However, as it is a computerized exam, multiple choice task types are widely being used.

PROFICIENCY TEST

In a proficiency test, 20% of total exam percentage belongs to the listening part. Listening part consists of three task types; note-taking, multiple choice questions and open-ended (one-word sentence completion) or matching. In total, listening part has 25 questions and the students are given approximately 25 minutes.

PROGRESS /
IN-COURSE
ASSESSMENT

In each POP (Phase of Progress), students take 3 written exams, midterm, quiz and final, in which listening is assessed.

In midterm exam, 20% of total exam percentage belongs to the listening part. There are 2 separate listening parts and 10 questions in total that should be done in 15 minutes. Task types are mostly multiple choice questions and true/false questions for the foundation and pre-intermediate levels. For intermediate and upper-intermediate levels, task types varies as there are open-ended (one-word sentence completion) or matching types.

Quiz is conducted in upper-intermediate levels. The listening part consists of two separate listening parts, 10 questions in total. The listening part is limited to 15 minutes and the part holds 30% of total percentage. Tasks types are multiple choice (true/false) and open-ended questions.

The final exam, which is called POP exam, consists of 20 listening questions. In POP exam, 25% of total exam percentage belongs to the listening part. There are three listening parts and in total there are three task types, note-taking, and multiple choice and true/false. The students are given 20 minutes for the listening part.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

In our listening tasks, we assess listening skills such as listening for gist and listening for detailed information. For this aim, we use note-taking, matching and multiple choice / true-false task types. Among the listening tasks, note-taking task is applied in Upper-intermediate level, and in Proficiency level. The reason behind this is to provide the students with sufficient time for them to optimize their readiness level. Besides, we have standardized number of questions in listening part in all levels. However, the difficulty level and the task types varies accordingly.



SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST N/A

PROFICIENCY TEST N/A

**PROGRESS /
IN-COURSE
ASSESSMENT**

In the TMP (Turkish Medium Programs) courses offered to freshman year students at EMU, %10 of the overall grade is allocated to the Assessment of Listening.
 Level : A1 for students studying in 2 year programs & A1+ for students studying in 4 year programs
 Weighting 10 pts
 Task Types: Multiple Choice, T/F. Note taking (Listening to monologues/ dialogues)
 Skill Tested: Listening for specific information
 No. of Questions: 20
 No. of Tasks: 4 (Students listen to each task twice)

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The rationale behind the Listening tasks is to assess students monologue and dialogue listening skills when it is introduced at a manageable pace with familiar basic everyday topics. The listening exam tests students ability to listen and locate specific information from short monologues or dialogues and choose the best answer (from MC & T/F Qs) and produce written answer (one or two words) by filling a form.



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

No placement test is held in our school since the proficiency test is used in order to determine the level of students.

PROFICIENCY TEST

In the proficiency exam, listening and note-taking test is given only to the group consisting of the language students whose departments include 100% English courses. A 10-point listening exam is given to these students in the second session of the exam with the writing part. Each item is worth 1 point and it is added to the total (Use of Eng. + Reading + Writing + Listening = 70%) + (speaking = 30%). The listening and note-taking test consists of multiple choice questions. Its duration is 30 minutes.

**PROGRESS /
IN-COURSE
ASSESSMENT**

There are two different kinds of listening exams implemented to different levels in an academic year. The upper levels (Alpha, Beta and Gamma) take a 10-point listening and note-taking test in each midterm exam. Its weighting is 9 % out of total. Its duration is 30 minutes. The listening and note-taking test consists of multiple choice questions. The lower level (Delta), on the other hand, is given a 15-point listening test which takes 15 minutes. Its weighting is 13 % out of total. There are various task types in the listening test including sentence completion, gap-filling and multiple choice.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Upon successful completion of the Listening/Speaking component of the program, students should be able to demonstrate ability to comprehend the standard spoken language, live or broadcast, and communicate/interact with a degree of fluency, spontaneity and accuracy on both familiar and unfamiliar topics normally encountered in personal, academic and/or vocational life. Students should also be able to demonstrate ability to develop effective note-taking strategies while listening to a lecture (for the students in Gamma, Beta, and Alpha levels). The assessment of listening in our program is based on these objectives according to the CEFR levels. To achieve standardization, the listening exams are prepared with regard to the course objectives and content and they are assessed through an answer key along with alternative answer key obtained from the alternative answer system. The listening tasks vary between upper and lower levels. The upper groups are given a listening and note-taking test whereas the lower groups take a listening test based on while-listening tasks.

SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

For each level (Elementary, Pre-intermediate, Intermediate), 5 Multiple Choice questions that make up 15 % of the overall grade

PROFICIENCY TEST

25 items (3 or 4 different audios): Sentence Completion, True / False, Multiple Choice and Open Ended questions that make up 25% of the total grade
30-40 minutes in total

**PROGRESS /
IN-COURSE
ASSESSMENT**

Achievement Test: 20 items (3 different audios), Sentence Completion, True / False, Multiple Choice and Open Ended questions that make up 20% of the total grade
30-40 minutes in total (depending on the level)
Level Assessment Test: For 3 different audios 15 Multiple Choice questions that make up 15% of the total grade
30-40 minutes in total (depending on the level)
Video Quizzes: 6 different video quizzes in a module with sentence completion, true / false, multiple choice questions that make up 4% of the overall grade

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

- In the departments, 25% of the medium of instruction is in English, which means the students will have 2-3 lessons in English. It's our aim to equip our students with a level of English so that they can follow instructions and academic resources, maintain conversations and discussions.
- To ensure the standards, the listening texts are checked to see if the vocabulary and the grammar are level-appropriate.
- The tasks are similar to the ones studied in the classroom.
- Level coordinators proofread the listening exams before the exams and necessary changes are made before the exam.
- In the exams, students are required to listen for details and all the listening tasks are similar in all levels.

GENDARMERIE AND COAST GUARD ACADEMY



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

Our placement test doesn't have listening section.

PROFICIENCY TEST

In our proficiency test, listening part constitutes %20 percent of the exam, and it is a multiple choice test.

**PROGRESS /
IN-COURSE
ASSESSMENT**

We have 4 quizzes and 2 mid-term exams during the term. In these exams, we have different tasks, such as T/F, gap-filling, open-ended, and multiple choice questions.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The rationale behind the Listening tasks is to assess students monologue and dialogue listening skills when it is introduced at a manageable pace with familiar basic everyday topics. The listening exam tests students ability to listen and locate specific information from short monologues or dialogues and choose the best answer (from MC & T/F Qs) and produce written answer (one or two words) by filling a form.



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

We do not have any placement tests in our Foreign Languages School.

PROFICIENCY TEST

We conduct placement and proficiency test together. 15-20 minutes are given for the listening audios. It consists of two parts. The first part includes multiple choice test or short answer questions in general. As for the second part, it includes 'True/False' or matching. The students listen to each part twice.

**PROGRESS /
IN-COURSE
ASSESSMENT**

The listening is combined with the speaking during the term. From 6 to 8 hours listening & speaking course is given for a term. At least 4 hours are covered for the listening part. Students are assessed with the portfolios and mini presentations for the speaking part. The different types of techniques are taught and they are supposed to be used by students during the term. Students' progress is evaluated during the term. To summarize, students' level of achievement is assessed through regular progress tests, mid-term and end of term exams, speaking portfolios and class participation.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

The rationale of the assessment program is to make sure that students can go on their studies in the target language and to ensure the appropriate evaluation of students' progress during the instructional process in order to enhance the learning input. Listening tasks and materials change according to each level. Qskills, Oxford series are used. The portfolio system is similar. They do presentations about different topics each week. In addition, they do a final presentation with their group friends at the end of the term. We call it 'speaking portolio'. At the end of the term, the students are evaluated with the scores in the portfolio and the exam.



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

Students are tested on listening with the VERSANT when we place them in their levels.

PROFICIENCY TEST

PTE Academic

**PROGRESS /
IN-COURSE
ASSESSMENT**

2 Listening Quizzes
Midterm - Listening
Final – Listening

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Based on needs analysis from faculties: listen and take notes with attention to specific details well enough to respond comprehension questions

Design: Started with Pre-faculty, decided objective and aims; then worked our way down the levels to decide which objectives and aims should be taught at what level; then based tests on curriculum objectives and aims

Tests: A1-C1 – Note-taking starts at intermediate level whereas while listening starts at elementary level.

SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

No listening section

PROFICIENCY TEST

We assess listening in the achievement tests for Level 4 and 5 only. The results contribute 15% towards the total AT grade. There are 2 parts in the listening section: while-listening and lecture note-taking. The number of questions vary between 10 and 15 in total. Question types: 1) Wh- questions with short answers to test the understanding of main ideas and important details in the lecture 2) Sentence completion questions (sentences cut at a point that provides clue with the help of parts of speech) to test the understanding of main ideas and important details 3) Multiple-choice questions

Listening skills are not assessed in the proficiency test due to the number of students taking the test and physical conditions.

PROGRESS / IN-COURSE ASSESSMENT

Each level has 1 listening quiz throughout an 8-week module, which contribute 5% toward their overall grade.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Our assessment of listening is based on the following objectives for each level in our program:

Level 1 (A1) - Can listen to short and simple monologues and dialogues to understand short and simple instructions and directions and to get the basic personal information and descriptions.

Level 2 (A2) - Can follow specific information and understand the gist in dialogues, monologues, simple everyday conversations and discussions, everyday matters provided that the speech is clearly and slowly articulated.

Level 3 (B1) - Can follow clearly-articulated everyday conversations; discussions, or talks to get the gist, as well as to get the majority of specific information and details.

Level 4 (B1+) - Can get the gist, main point and arguments as well as specific information and details in everyday conversations; discussions, news. Can listen to mini lectures or talks to take notes and answer questions.

Level 5 (B2) - Can get the gist, main points and the arguments as well as the specific details in everyday conversations such as discussions, news, TV programs. Can listen to talks and semi-academic lectures to take notes and answer questions.

SYSTEM Modular Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST We do not assess listening in the placement test.

PROFICIENCY TEST We ask students 4 tasks, which are gap fill, multiple choice, speaker match and different situations. The total weighting of this part is 25% but each task does not have a specific weighting. The number of questions depend on the length of tracks, but in general, we ask 8-10 questions for gap fill, 5-7 questions for multiple choice, 5 questions for speaker match and 4 questions for different situations. The listening part lasts around 30 minutes.

PROGRESS / IN-COURSE ASSESSMENT For progress assessment, our students are expected to complete 3 parts, which are gap fill, multiple choice and speaker match/4 different situations. The total weighting of this part is 25% but each task does not have a specific weighting. The number of questions depend on the length of tracks, but in general, we ask 8-10 questions for gap fill, 5-7 questions for multiple choice, 5 questions for speaker match (or 4 questions for different situations). The listening part lasts around 25 minutes.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

We aim to assess listening for main idea and specific information. We ask the same task types for each level to ensure a standardised listening part across levels and arrange the difficulty of tasks accordingly. As mentioned above, multiple choice, gap fill, speaker match and different situations are the types we focus on while preparing our exams. Unfortunately, we do not have the note-taking part for now, but we hope to start it as of next academic year.



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

We don't have listening section in the placement exam. (It is given to a group of students who could be from any level, so it is not feasible to provide listening tracks and questions that will be appropriate for a mixed-level group in one session.)

PROFICIENCY TEST

We have two parts in listening section:

Part A: There is one track and the students hear it twice. There are 5 Multiple-choice questions related to it including true-false, details, time order, assumption etc.) It takes between 6-8 minutes.

Part B: There is one track again (ideally a monologue) and the students listen to it twice. This part is aimed for testing note taking skill (which is one of the necessary tasks in their department) and there are 5 gaps to fill in. Some parts from the speech are given as paraphrased the key points are left blank. It takes between 7-9 minutes.

Listening section weights 20 points. (10 points each)

**PROGRESS /
IN-COURSE
ASSESSMENT**

As a progress test, a midterm exam is given at the end of each module (called "period" in our institution) and the question types and procedure are the same as the one in the proficiency exam. This is applied in order to have standardization in testing and prepare the students for the end of the year. It takes between 13-17 minutes in total.

Listening section weights 20 points. (10 points each)

OTHER (if any)

Apart from these, we have quizzes in the 4th week of each period. In the 2nd and 4th period, there is also a listening section in our quizzes, in which there are again two parts with the aforementioned question types. It takes between 13-17 minutes.

Listening section weights 40 points. (20 points each)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

We will start conducting a specific placement test as of next teaching year. Currently, we place the students into their levels according to their proficiency exam results in the beginning of the school year.

PROFICIENCY TEST

In the proficiency exams in the beginning of the school year, students are given a note-taking listening with 12 questions and a while-listening with 8 questions. The approximate time of the note-taking listening recording is usually maximum 10 minutes and the while listening usually lasts for approximately 5 minutes. As for note-taking, students listen to the recording, take notes and later on are given the question papers, as in most note-taking exams. They are given 10 minutes to answer the questions. While listening is done while listening to the recording and usually is done before the note-taking part.

**PROGRESS /
IN-COURSE
ASSESSMENT**

In A1 and A2 starters, we implement only while-listening with 2 different recordings. Each recording has approximately 6 multiple-choice questions.

In B1 and B2 levels, in addition to the while-listening, students listen to the note-taking recording and take notes and answer the note-taking questions, which are in multiple choice format.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)



SYSTEM Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST In the listening section, there are twenty questions in multiple-choice format. Test takers either choose the best answer to the question they hear or choose the best answer that best corresponds to the statement they hear. It takes 10 minutes in total and its weighting is 20%.

PROFICIENCY TEST There are two sections: while-listening and note-taking. In the while listening section, there are 10 questions half of which are based on a campus talk and the other half are developed on an academic talk or lecture. It takes 15 minutes and the weighting is 10%. As for the note-taking, there are 10 questions with 15% weighting. It takes 25 minutes (15 minutes for note-taking & 10 minutes for questions). All questions are in multiple-choice format.

PROGRESS / IN-COURSE ASSESSMENT The weighting, number of questions and task types differ across the levels. Yet, they are the same in midterms and module-end exams. Basically,
 A1: While-listening (10 questions, 10%, Multiple-choice, Fill-in, True-false)
 A2: While-listening (10 questions, 10%, Multiple-choice, Fill-in, True-false)
 B1: Note-taking (12 questions, 20%, Fill-in, Multiple-choice, True-false, Short-answers)
 B2: While-listening (10 questions, 10%, Fill-in, Multiple-choice)
 Note-taking (12 questions, 20%, Fill-in, Multiple-choice, True-false, Short-answers)

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

We base our listening assessment on the Competence-based Approach consisting of the sub-skill approach, the strategy approach, and the cognitive approach.

We have specifications guiding the testers to follow the standards for each level. Specifically, the demands of the tasks, nature and the length of texts, speech rate topic familiarity, lexical range, structural range, and functional range are provided.



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

2 while listening tasks (16 questions, 20% of total points)

PROFICIENCY TEST

Until September 2019 – 1 lecture / note-taking task (20% of total points)
Beginning January 2020: 1 lecture / note-taking task + 1 while-listening task (24% of total points)

PROGRESS / IN-COURSE ASSESSMENT

Quizzes (two times per semester) have a while-listening task (15 to 20% of total points); length is 2 to 3 minutes for lower levels, 5 to 6 for upper levels
Cumulatives (two times per semester) have a lecture/ note-taking task (20% of total points); the lecture lasts about 3 minutes for A1 students and is repeated; for B1+ students the lecture last 10 minutes and is only read once

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

For many years, we only assessed listening through lectures because the primary goal of our listening program was to prepare students to be able to understand lectures when they entered their faculties. However, recent needs analyses have also pointed out that students also need to be able to interact in groups. For that reason, we will be adding a while-listening conversation task to our proficiency exam beginning in January 2020.

Beginning in the 2017- 2018 academic year, we began stressing while-listening tasks in our curriculum and also began including while-listening tasks in the in-year exams.

To ensure standards we have a thorough proofreading process. All tasks are shown to the level coordinator, a proofreader who is teaching the appropriate level, an overall proofreader (who looks at and compares the exams at all levels) and the Test Office Head.

The skills we especially focus on are listening for gist and listening for details. We also have questions that test whether students are understanding key signposts words such as those for giving reasons and giving examples. We try to test these skills at all levels with questions at an appropriate level. For A1 and A2 students, they have the chance to listen to lectures and while-listening tasks twice, while students at the B1 and B2 level only listen to lectures and while-listening tasks one time.

KARABÜK UNIVERSITY



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

The placement exam is conducted in three steps/levels. The number of listening parts and questions differ based on the levels. The approximate number of questions is 15.

PROFICIENCY TEST

There are 3 Listening parts in Proficiency Exam. They include different types of tasks; multiple matching, multiple choice and summary/table completion or note-taking. It weighs 20% of the exam. All the parts are played twice, and students are given approximately 1 minute to see the questions or the text before they start to listen. In total, listening part is roughly 25 – 30 minutes and has 15-20 questions.

**PROGRESS /
IN-COURSE
ASSESSMENT**

In each module, a Midterm and an End of Level Test are applied. In each exam, the number of listening parts and questions differ based on the levels. Task types include multiple matching, open-ended questions, multiple choice, summary/table completion or note-taking. It weighs approximately 20% of the exam. Timing differs in each level and exam.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Listening is assessed to check the comprehension of the learners.
Task types are fixed for each exam and the same task types are applied for each level based on the Specifications which are prepared in the beginning of the year.
The subskills assessed differ based on the levels and they include: finding the main idea and specific information, guessing from context, understanding the speaker's tone, attitude and purpose, making inference.

SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

Our institution uses Pearson’s Versant test for placement, and this program incorporates listening throughout.

PROFICIENCY TEST

We also use Versant for an exit test.

**PROGRESS /
IN-COURSE
ASSESSMENT**

We administer 2 Listening quizzes for each level in every module. These quizzes consist of 2 separate listening tracks, played twice. The End-of-Module test includes a similar Listening component.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Listening is considered an essential skill for faculty study, and listening assessment in our program is included both to allow formative, ongoing assessment but also to indicate to the students that it is a valuable skill for them to develop. To ensure reliability and validity, we have a multi-stage authoring and editing process which typically includes at least 3 different assessment team members. Our in-course assessments use the same task types across all four of our levels, and the length of listening tracks are generally similar, though of course the words-per-minute, and grammar and vocabulary difficulty increase.

MUSTAFA KEMAL UNIVERSITY



SYSTEM

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

PROFICIENCY TEST

PROGRESS / IN-COURSE ASSESSMENT

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program.
(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

NEVŞEHİR HBV UNIVERSITY



SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST In our current situation, we do not use a placement test for preparatory classes.

PROFICIENCY TEST Listening assessment in the Proficiency test includes at least two parts (one matching-one multiple choice or one fill in the blanks-one comprehension question). Each task contains several items (5 to 8). Timing changes between 15-20 minutes. The weight of listening part is generally 20-25 % of the total.

PROGRESS / IN-COURSE ASSESSMENT For each semester, we prepare 2 pop quizzes, 3 quizzes and 2 midterm exams. Among these one of the pop quizzes, two of the quizzes and both midterm exams have a listening assessment part.

For the pop quiz, we generally prefer a pure listening exam. It contains at least three parts (one matching-one multiple choice-one fill in the blanks or one comprehension question, and sometimes we add a personal opinion part at the end for student to write her/his ideas about what s/he listens). Each task contains several items (5 to 8). Timing changes between 15-20 minutes. The weight of this exam is 25 %. (We have four pop quizzes in a year.)

For quizzes and midterms, we prepare a listening section including at least two parts (one matching-one multiple choice or one fill in the blanks-one comprehension question). Each task contains several items (5 to 8). Timing changes between 10-15 minutes. The weight of listening part is generally 20-25 % of the total.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

In our SFL, we aim at designing, planning and using authentic materials as much as possible in our teaching and assessment processes. Therefore, our aim is to raise students who can listen, understand, and finally and hopefully produce. We believe that without proper and enough input, our students would struggle all the time during and after the school. To avoid this, we do many in-course listening and outside listening activities and give them tasks to do (such as watching a news and reporting it in the class).

We follow a course book based syllabus in our school, so we generally look for compatible/familiar topics for the exams. During our exam preparation period, we make use of our course book resources, other course books, skill based course books and internet (BBC, British Council, VOA, YouTube, etc.) by carefully analysing if they meet our needs. We also analyse their compliance with CEFR and ALTE levels so that we can prepare/find/adapt a suitable listening exam in terms of students' progresses. In our listening exams, we try to evaluate students' general listening comprehension, their ability to listen for the main idea/gist, details or their listening and note taking skills.

SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

- While Listening / Multiple Choice Questions
- 20 Questions
- Weighting: 20%
- Timing: 5 minutes

PROFICIENCY TEST

- Note Taking & While Listening/Multiple Choice Questions
 - Specific information
 - Main idea
 - Inferencing
 - Speaker’s attitude and tone
 - Intended audience
- 25 questions
- Weighting: 30 %
- Timing: 60 minutes

PROGRESS /
IN-COURSE
ASSESSMENT

There are MAT and LAT exams. There are three levels in the program and the number of the listening questions and question types vary according to the level. (A2, B1, B2)

A2 Level

- While Listening
- Fill in the blanks and multiple choice questions
- 20%
- MAT: 10 questions, LAT: 15 questions

B1 Level

- Note Taking & While Listening
- Fill in the blanks and multiple choice questions
- 20%
- MAT: 10 questions, LAT: 12 questions

B2 Level

- Note Taking & While Listening
- Fill in the blanks and multiple choice questions
- 25%
- MAT: 15

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

- In the exit level, the students are expected to understand standard language on both familiar and unfamiliar topics (concrete and abstract) encountered in personal, social, and vocational lives. Moreover, they are expected to understand authentic and extended talks on a wide range of topics and take notes of main ideas/information and specific information by identifying important points provided that the talk is delivered in a structured way.
- In A2 level note taking is not tested, this skill is tested in B1 and B2.
- The length of the listening varies according to the level. In A2 it is about 4 minutes, B1 6 minutes and B2 8 minutes.

SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST
Listening is not tested in the placement exam, English Language Assessment Test (ELAE) Stage 1.

PROFICIENCY TEST
In ELAE Stage 2, there are two listening tasks:

- *Listening Part 1 (While Listening)*: This part of the exam aims at testing students’ ability to listen to a discussion and answer questions at the same time. Students hear the recording only once. They are expected to provide short answers to open-ended questions. The questions are in the same order as the information occurs in the recording.
- *Listening Part 2 (Lecture and Note-Taking)*: This part of the exam aims at testing students’ note-taking ability from a lecture. They listen to a lecture once and are asked to take notes on a note-taking sheet with headings indicating the different parts of the relevant lecture. Following note-taking, students are given the question sheet and 15 minutes to answer the questions using their notes.

PROGRESS / IN-COURSE ASSESSMENT
Sabancı University tests listening ability through while listening and listening & note-taking tasks in *Midterm* and *Final* exams at each level called Route. The tasks mainly include short answers to open-ended questions and sentence completion.

- Routes 1 and 2 (A1 & A2): only while listening skills are tested
- Route 3 (B1): both while listening and listening & note-taking skills are assessed.
- Route 4 (B2): listening & note-taking is the main task assessed.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Assessment of listening is conducted at Sabancı University in order to ensure that when a student completes a route in the program, they meet the exit level descriptors of listening as well. These descriptors explain what a student should be able to do at the end of a given level. For example, while note-taking is not given as an exit level descriptor for the basic level (A2+), it is included in the descriptors for B1+ and above levels. Therefore, we do not test note-taking skills in the basic level.
Each exam is prepared based on a set of test specifications and goes through a meticulous previewing process before being implemented. The task types are similar across the routes. The length of the listening and weightings vary across levels.

SOCIAL SCIENCES UNIVERSITY OF ANKARA



SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST Out of 80 questions, 35 are Listening (all while-listening) (CAMLA)

PROFICIENCY TEST LISTENING Weighting: 25% (20 points out of 80 questions – other parts being Reading, Writing & Speaking)
LISTENING
 4 different tasks, 40 questions (30 while-listening & 10 note-taking)
 PART 1: (10 questions) Listening to 5/10 short/medium-length dialogues and answering multiple choice questions
 PART 2: (10 questions) Listening to a long dialogue and answering multiple choice or open-ended questions
 PART 3: (10 questions) Listening to a long monologue and answering the following question types
 A. Ordering items
 B. Answering multiple choice or open-ended questions
 PART 4: (10 questions) Listening to a long monologue and taking notes, and answering the following question types:
 A. Matching people, concepts, etc. with the given statements
 B. Answering multiple choice or open-ended questions

PROGRESS / IN-COURSE ASSESSMENT Listening: Sentence completion with one word, chart-filling, ordering sentences, multiple choice, matching ideas, sequencing, which words you hear, listening for numbers, open-ended questions
 In an 8-week period - Quiz & ECT
 ELEMENTARY: A conversation between two speakers (a man and a woman) and/or a monologue (while listening) 1,5-2 min (250-300 words)
 PRE-INTERMEDIATE: A conversation between two speakers (a man and a woman) and/or a monologue (while listening) 2-3 min (300-500 words)
 INTERMEDIATE: A conversation between two speakers (a man and a woman) and/or a monologue (while listening) (500-650 words)
 UPPER: A dialogue between two speakers or a monologue/lecture in an academic context (while-listening or note-taking) 750-850 (5-6 min)

OTHER (if any) Listening Tasks (various texts & related questions as assignments – including listening response)
 Integrated speaking tasks (speaking tasks – pair tasks which encourage listening and responding)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

- After having meetings and interviews with the Faculty in different programs, the needs of our students were determined and both our curriculum & tests have been developed accordingly.
- The objectives of the listening skills like the other skills are set according to CEFR & GSE.
- Native speakers read the texts to make sure it sounds natural.
- In order to ensure standards, test specifications are prepared, software programs are used (to make sure language used is the same level with the target group) & generally the same person prepares tests for one level. Plus, feedback sessions are held (in different cycles) & trials are conducted (for EPE).



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

* The in-house placement test (preliminary exam) is written by the Standards, Measurement & Evaluation Unit, proofread by a native speaker of English and checked in terms of content by the Curriculum Development Unit. It is conducted at the beginning of each new academic year for the students who are newly registered. In this exam, there are three multiple choice sections; Grammar and Vocabulary (65 questions/45 minutes), Reading Comprehension (45 questions/45 minutes), and **Listening Comprehension (25 questions/36 minutes)**. According to the score the students receive, they are placed to different levels.

* There are two different parts in the listening section. For the first part, students are required to answer 8 comprehension questions related to the interview. For the second part, they listen to seventeen short conversations between two people or short talks given by one person. After the second listening, they choose the correct option among the three possible answers.

PROFICIENCY TEST

*The students who pass the placement test (the ones who get 65 or more) can take TOEFL ITP. In this exam there are three parts including **Listening (50 questions/ 40 minutes)**, Structure (40 questions / 25 minutes) and Reading (50 questions / 55 minutes).

*In the listening section, there are three different parts:
In the first part, students hear 30 short conversations between two people. After each conversation, they find the correct answer to the question related to the conversation. The conversations and questions are not repeated.
In the second part, they hear two longer conversations. After each conversation, you answer four questions related to the conversation. The conversations and questions are not repeated.
In the third part, they hear three different talks. After each talk, they need to answer four questions about it. The talks and questions will not be repeated.

PROGRESS / IN-COURSE ASSESSMENT

MIDTERMS
 There are three achievement tests consisting of five parts: listening, grammar, vocabulary, reading (20 questions each) and writing. The weightings of the midterms are 10%, 15%, 20% respectively. Midterms take approximately 2.5 hours.

In the listening section, there are twenty questions. There are many different question types that can be used in the midterms (illustrated in the other word document called "sample listening tasks")

QUIZZES
 Weekly quizzes are given almost every Friday at the declared hour. The scores of these quizzes have a direct effect on the Semester Assessment Score. The total weighting of the quizzes each term is %28. Weekly quizzes generally consist of four parts: reading, vocabulary, grammar, listening/writing. The number of questions, content, duration and weighting are as follows:

NAME	NUMBER OF QUESTIONS	CONTENT	DURATION	WEIGHTING
QUIZ 1	40	Listening Structure Vocabulary Reading	50 min.	7%
QUIZ 2	20	Structure Vocabulary Writing	15 + 35 or 40 min.*	7%
QUIZ 3	40	Listening Structure Vocabulary	50 min.	7%

			Reading		
	QUIZ 4	-	Speaking	10-15 min.	7%
	<p>*The duration of the writing part changes depending on the type of writing (essay or paragraph).</p> <p>In the listening section (in quiz 1 and quiz 3), there are ten questions. There are many different question types that can be used in the quizzes (illustrated in the other word document called "sample listening tasks").</p>				
OTHER (if any)	-				
<p>Please <u>briefly</u> describe the principles behind the assessment of <u>listening</u> in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)</p>					
<ul style="list-style-type: none"> *In lower levels, the questions have three options, but in higher levels, they have four. *In lower levels, the questions are written on the exam paper, but in higher levels (and also in TOEFL-ITP) the questions are not written on the exam paper. *In lower levels, the recordings are listened twice, but in higher levels, the students listen to the tasks once. *Recordings of the listening samples are done with extreme care. After the recording, the audio is listened carefully so that there are no problems with it. *Native English- speaking teachers and assistants take part in the recording process of listening tasks. *A variety of listening tasks are used in assessment practices. 					

UNIVERSITY OF AERONAUTICAL ASSOCIATION



SYSTEM

Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

Listening tests are composed of a variety of question types. Students are responsible for a variety of listening skills in these tests. These skills include understanding main ideas, listening for details and making inferences.
Listening Question Types True-False Questions Matching Questions Multiple-Choice Questions, etc.

PROFICIENCY TEST

There are two proficiency tests in the institution. One is at the end of the year, the other one is at the beginning. The questions are no different than the other tests.

**PROGRESS /
IN-COURSE
ASSESSMENT**

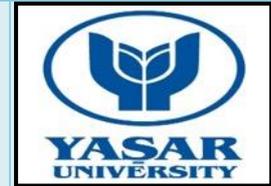
Along the year, students are supposed to have 12 listening tests in total. They take it once in two weeks. 6 of the tests have 20 questions, the others are progress tests which have 10 questions.

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program.

(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Students are required to use the skills they have learned in their course books. Listening tests are written in compliance with the skills taught in the course book. Thus, the skills and question types are taught in the class via the coursebook. The tests are collected from other coursebooks.



SYSTEM

Modular

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

Total number of items: 80
Time allocated: 90 minutes
Number of items assessing listening skills: 10 (12.5% contribution to the total score)
 (Two recordings, 5 items for each one)
Type of items: Discrete multiple choice items with three options

PROFICIENCY TEST

Total number of items: 70
Time allocated: 180 minutes
Number of items assessing listening skills: 10 (20% contribution to the total score)
 (Two recordings, 5 items for each one)
Type of items: Discrete multiple choice items with four options

**PROGRESS /
IN-COURSE
ASSESSMENT**

Listening Quiz (For all levels)
Number of items: 20 (1 conversation, 1 monologue; 10 items for each one)
Time allocated: 50 minutes
Type of items: 10 discrete multiple choice items, 10 true-false items
Contribution to the Total Track Average: %5

OTHER (if any)

Please briefly describe the principles behind the assessment of listening in your program. (i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

Listening skills are assessed explicitly in all levels through listening quiz that includes two recordings. Item types do not vary across levels. In all levels, there are 10 multiple-choice items and 10 true false items. Due to the huge number of students, all listening quizzes are graded through optical reader to ensure grading standardization.



SYSTEM Semester-based

Please briefly describe how listening is assessed in your program, i.e. task types, weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST

PROFICIENCY TEST

LISTENING
 The listening section consists of two main sections, while listening and note taking. In total, this section has 20 questions and its percentage in the overall weighting of the EPE is 25/100 points.

While-Listening
 In this subsection, there are two types of recordings, a radio show and a dialogue, and for each recording, there are 5 multiple-choice questions that students need to answer, which test lower level listening skills.

Note-taking
 In this subsection, the ability to answer questions by taking detailed notes, which is a more academic skill, is measured. Students are first given a note-taking sheet, which they analyse for 1 minute, and then listen to a recording of 8 to 10 minutes about semi-academic themes while also taking notes on their note-taking sheets. They listen to this recording twice and then are given their questions sheets. There are 10 questions and the breakdown of these questions are as follows: 1 for finding the main idea, 3 or 4 for statistics, numbers, percentages, 3 or 4 for specific information, 1 for inferring the speaker's tone and attitude or purpose.

A1 LEVEL – FALL TERM

QUIZ II – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Open Ended</i>	6	11/50

PART II

Question Type	Number of Questions	Point
<i>Open Ended</i>	7	14/50

MIDTERM I – WHILE LISTENING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	5	10/100

MIDTERM II – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	4	8/100

PART II

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	4	8/100

A2 LEVEL – FALL TERM

QUIZ II – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Open Ended</i>	6	12/50

PART II

Question Type	Number of Questions	Point
<i>Open Ended</i>	7	13/50

MIDTERM I – WHILE LISTENING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	5	10/100

MIDTERM II – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	4	8/100

PART II

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	4	8/100

B1 LEVEL – FALL TERM

QUIZ II – WHILE LISTENING

PART A

Question Type	Number of Questions	Point
<i>Open Ended + Multiple Choice</i>	9	14/50

PART B

Question Type	Number of Questions	Point
<i>Open Ended + Multiple Choice</i>	8	11/50

MIDTERM I – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	7	14/100

MIDTERM II – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	10	20/100

B1 LEVEL – SPRING TERM

QUIZ III – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Open Ended</i>	6	13/50

PART II

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	6	12/50

MIDTERM III – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	7	14/100

MIDTERM IV – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	7	14/100

B2 LEVEL – SPRING TERM

QUIZ III – WHILE LISTENING

PART I

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	6	12/50

PART II

Question Type	Number of Questions	Point
<i>Open Ended</i>	6	13/50

MIDTERM III – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	10	20/100

MIDTERM IV – NOTE TAKING

Question Type	Number of Questions	Point
<i>Multiple Choice</i>	10	20/100

OTHER (if any)

Please **briefly** describe the principles behind the assessment of **listening** in your program.

(i.e. rationale for assessing listening, ensuring standards in different listening exams, differences/similarities in listening tasks across levels, subskills assessed, etc.)

In the Fall Term, A1 and A2 level students are required to take a **quiz** to assess their while-listening and reading skills together. In the quiz, there are two parts for listening, which consist of open-ended and multiple-choice questions. For each part, the students listen to a maximum 5-minute dialogue or a radio programme and answer the questions while listening.

In the Fall Term, A1 and A2 students are required to take the **first midterm** that has two while-listening parts, which consist of multiple-choice questions. For each part, the students listen to a 2-4 minute dialogue or a radio programme and answer the questions while listening.

In the Fall Term, A1 and A2 students are required to take the **second midterm** that has two while-listening parts, which consist of multiple-choice questions. For each part, the students listen to a maximum 3-4-minute dialogue or a radio programme and answer the questions while listening.

In the Fall Term, B1 students are required to take a **quiz** to assess their while-listening and reading skills together. In the quiz, there are two parts of listening, which consist of open – ended and multiple-choice questions. For each part, the students listen to a maximum 5-minute dialogue or a radio programme and answer the questions while listening.

In the Fall Term, B1 students are required to take the **first midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

In the Fall Term, B1 students are required to take the **second midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

In the Spring Term, B1 students are required to take a **quiz** to assess their while-listening and reading skills together. In the quiz, there are two parts for listening, which consist of open – ended and multiple-choice questions. For each part, the students listen to a maximum 5-minute dialogue or a radio programme and answer the questions while listening.

In the Spring Term, B1 students are required to take the **third midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

In the Spring Term, B1 students are required to take the **fourth midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

In the Spring Term, B2 students are required to take a **quiz** to assess their while-listening and reading skills together. In the quiz, there are two parts for listening, which consist of open – ended and multiple-choice questions. For each part, the students listen to a maximum 5-minute dialogue or a radio programme and answer the questions while listening.

In the Spring Term, B2 students are required to take the **third midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

In the Spring Term, B2 students are required to take the **fourth midterm** that has a note-taking section, which consists of multiple-choice questions. Students listen to a lecture and answer the questions according to the notes they take.

By the end of the program, students will be able to

- recognize the type of an academic lecture
- get the gist/main idea of a lecture,
- identify key words in a lecture,
- infer who the speakers are, what the situation is and the speakers' attitude as well as purpose
- recognize the sequential information in a lecture,
- identify significant details in a lecture,
- differentiate mentioned/not mentioned information in a lecture,
- differentiate true/false information in a lecture,
- use some strategies and techniques for effective note taking while listening to a lecture,
- develop their own strategies and techniques for effective note taking,
- complete an outline of a lecture using their notes.
- An "academic lecture" ranges from intermediate to upper-intermediate level comprising of up to 800 words.

