NEAR EAST UNIVERSITY

STUDENT HANDBOOK

Department of English Language and Literature (ELL)

Department of English Language Teaching (ELT)

Department of Translation and Interpretation (TRN)

1. **MISSION**

The departments of English Language Teaching (ELT), English Language and Literature (ELL) and Translation and Interpretation (TRN) aim to re-engineer the minds of their students to be the seekers and producers of knowledge rather than passive receivers through world-class education. The departments also endeavour to provide opportunities for their students to improve their linguistic, social and academic competencies to an outstanding degree.

2. **LOCATION AND CONTACT NUMBERS**

The Departments of English Language Teaching (ELT), English Language and Literature (ELL) and Translation and Interpretation (TRN) are located across the Grand Library. The secretaries' office and the offices of the lecturers are on the second floor of the building. The contact details for the department are as follows:

Telephone number: 0392 223 64 64 or 0392 444 0638

Fax number: 0 392 223 64 61, Ext: 5260   **Facebook:**www.facebook.com/neu.english

Website: http://english.neu.edu.tr   **E-mail:** english@neu.edu.tr

The building in which the ELT, ELL and TRN departments are located is open between 08:00 – 17:00 from Monday to Friday. Students can access the building from the main entrance, which is opposite the Grand Library or from the entrance to the Sports and Recreation Department.

There are parking lots behind the building and next to the Civil Engineering Department (adjacent building). Students can use the parking spaces in any of these places. However, the parking spaces in front of the department are strictly for lecturers and students are not allowed to park in this specific parking lot.

3. **CONTACT DETAILS FOR STAFF**

Students are expected to follow course related issues using UZEBIM course pages or through the departmental website (http://english.neu.edu.tr). These websites include information regarding the lecturer's timetable, course outlines, contact details, announcements related to the courses, submission deadlines and student assessment results (e.g. exam results, assignment/quiz results, etc.) The faculty web page also includes information regarding the background of each lecturer and research interests. Students are encouraged to use lecturers' e-mail addresses to contact them during

out-of-office hours. In addition, course outlines can be downloaded from the student information system, Einstein, upon login. A list of lecturer web pages and their e-mail addresses can be found here:

Chairpersons
Prof. Dr. MUSTAFA KURT
WEB PAGE: http://staff.neu.edu.tr/~mkurt
Email: mustafa.kurt@neu.edu.tr

Assoc. Prof. Dr. ÇİSE ÇAVUŞOĞLU
WEB PAGE: http://staff.neu.edu.tr/cise.cavusoglu
Email: cise.cavusoglu@neu.edu.tr

AdministrativeAssistant
FAHRİYE BALKIR
Email: fahriye.balkir@neu.edu.tr

Student Relations Coordinator
Pembe COŞKUNER
WEB PAGE: http://staff.neu.edu.tr/pembe.coskuner
Email: pembe.coskuner@neu.edu.tr

Research and Publications Coordinators
Dr. Taye Emmanuel Akinmulegun
WEB PAGE:
http://staff.neu.edu.tr/emmanuel.akinmuleguntaye
Email: emmanuel.akinmuleguntaye@neu.edu.tr

Materials and Resources Coordinators
Dr. Aida ARIANNEJAD
WEB PAGE: http://staff.neu.edu.tr/aida.ariannejad
Email: aida.ariannejad@neu.edu.tr

Dr. Danish Suleman
WEB PAGE: http://staff.neu.edu.tr/danish.suleman
Email: danish.suleman@neu.edu.tr

Testing and Assessment Coordinators
Asst. Prof. Dr. Zeynep AKŞİT
WEB PAGE: http://staff.neu.edu.tr/zeynep.aksit
Email: zeynep.aksit@neu.edu.tr

Emetullah Nur Kalkan
WEB PAGE:
http://staff.neu.edu.tr/emetullahnur.kalkan
Email: emetullahnur.kalkan@neu.edu.tr

Social Activities
Assoc. Prof. Dr. Hanife Bensen Bostancı
WEB PAGE: http://staff.neu.edu.tr/hanife.bensen
Email: hanife.bensen@neu.edu.tr

Asst. Prof. Dr. Nüket GÜNDÜZ
WEB PAGE:http://staff.neu.edu.tr/nuket.gunduz
Email: nuket.gunduz@neu.edu.tr

4. **THE REGISTRAR'S OFFICE**

   4.1. Opening Hours and Contact Details

The Registrar's Office is open from 8:30- 13:00 and 14:00 – 16:30 every day.Telephone number for the ELT, ELL and TRN Departments is 0 392 680 2000 and the extension number is 5501 and 5214. Students can also find information about the Registrar's Office from **info@neu.edu.tr**

   4.2. Services

The Registrar's Office is the place where the students can register to the university and get information about every faculty in the university. Payments for registration and applications for ID cards are made here. Every student is required to have an ID card as these will be used when entering their exams for the next four years. In addition to transcripts, students can get transcripts from the Registrar's Office

at any point in their study period. Processing of transcripts may take a couple of days and students are expected to pick up their transcripts from the Registrar's Office. The price for one transcript is 21 Euros.

4.3. *Tuition Fees*

Tuition fees vary for home, Turkish and international students. In addition to annual tuition fee, students need to pay 5% VAT and a social activities fee at the beginning of the year. Depending on their success in the ÖSS exam, the tuition fee may be reduced substantially.

4.4. *How to pay?*

The university offers two options for payments. Students may pay the tuition fee in two instalments. In that case, the deadline for each instalment is announced every semester in the academic calendar (https://neu.edu.tr/academic-calendar/?lang=en). In case of a delay, the students are required to pay 10% interest in addition to the required payment.

The second option for paying the tuition feed is to pay in eight instalments; four in every semester. In case of a delay, the interest to be paid is 3% of that monthly payment only.

5. <u>REGISTERING FOR COURSES</u>

Starting from 2014-2015 Spring Term, registrations are done online. After making their payments at the Registrar's Office or through bank transfer, students register for their courses through the online registration system, i.e. Genius. Unless this payment is done, student accounts remain passive on the online system and no changes can be made. To login to the system, students need to provide their student numbers and a valid e-mail address to the departmental secretaries. Once their e-mail addresses are registered on the system, an e-mail is sent to them, which contains their password. Students should then login to the system (http://register.neu.edu.tr) using their username (student number) and password.

Once logged on to the system, students should select the courses that they would like to take from the list of courses offered during that term which will be available to them on the main page. Students will not be registered to the selected courses until their selections are approved by their academic advisors, which is again done through the online system. Approval of the courses depends on the existence of pre-requisite courses, possible clashes in the timetable and the results of the courses which the student has completed in the previous semester. If there are courses from which the student failed earlier, then those courses should be selected first as soon as they are offered. When

the advisors confirm the selection, students appear on the lecturer's class lists and they can see their results online.

Following registration, **students are expected to resolve all academic, social, and other issues within the department (with their advisors)** and refrain from contacting the Registrar's Office unless they are advised to do so by their advisors.

Once their courses are approved by the advisor, students should log in to their UZEBIM accounts (http://uzem.neu.edu.tr) where they will need to enrol in the courses that were approved by their advisor on the Genius system. On each course page, there is a course outline, which informs the students about the content and requirements of the course. Students are expected to read and refer to this document frequently. Students can also access course materials through these pages.

5.1. *Transfer Students*

Citizens of Turkish Republic of Northern Cyprus and foreign students need to apply to the Head of the Students' Departmental Offices in the Registrar's Office to transfer to NEU. The Registrar's Office then decides whether to accept the student or not to the department where the application is made. Once the student is accepted to the university, he/she needs to take his/her transcript from their first university to the department. It is the decision of the Head of the Department and the student's appointed advisor to accept or not to accept the equivalence of the courses that he/she had taken in his/her previous university before he starts his education in NEU.

For the citizens of the Turkish Republic, the transfer rules of NEU follow the Higher Education Council's (YÖK) rules. See http://www.yok.gov.tr/content/view/476/ for more details.

5.2. *Making Changes to your Personal Details and Keeping in Touch*

It is very important that the department can contact the student easily if needed. Einstein provides opportunities for students to add and change their contact details whenever necessary. Lecturers and advisors can also send messages to individual students or a group of students via Einstein. Therefore, it is of utmost importance for students to make sure that they have access to Einstein and also that they check their accounts regularly.

6. ADVISORS

Every student in NEU has an advisor. **An advisor is the person who will help the student both in academic and non-academic issues throughout his university education. Any issues that may arise**

during this time will be dealt with care within the department. The advisor also tells the student which courses he/she can/should take and which elective courses are more beneficial for that specific student. The advisor guides the student until his graduation day. Therefore, it is important that students establish good relationships with their advisors.

7. ADDING, DROPPING AND WITHDRAWING FROM COURSES

In the academic calendar, for each semester the last days for add-drop and withdrawal are given. The last day for adding-dropping courses is usually after two weeks from the commencement of the classes. During these two weeks, students have the chance to attend their course and see if they want to change/add/drop any of the courses they have registered for. Within these two weeks, students still have the right to add or drop any course on the condition that his/her advisor confirms his/her request. If a student realises that he/she needs to withdraw from a course after the add-drop date, he/she needs to follow a formal procedure. Before the last day of withdrawal, the student needs to fill in the withdrawal form, indicating the courses from which he/she wants to withdraw from. This form can be obtained from the departments' secretary. Once the form is filled in and approved by the advisor, it must be signed by the Head of the Department, the course's lecturer and the student's advisor. The total number of withdrawals for a student is limited to a maximum of four courses. Withdrawal requests may be made up until two weeks before the last day of classes of the semester as declared in the academic calendar. It is highly recommended that withdrawals from courses should be made sparingly and limited to situations to avoid dismiss or repeat conditions.

8. GRADE POINT AVERAGE (GPA) and CUMULATIVE GRADE POINT AVERAGE (CGPA)

In order to complete every semester on time, students need to have a Grade Point Average (GPA) of at least 2.00 and they should receive DD or above from each course.

To be able to continue their education in their departments, students need to have the following minimum Cumulative Grade Point Average (CGPAs) at the end of each semester:

4th Semester minimum GCPA: 1.50

5th Semester minimum GCPA:1.60

6th Semester minimum GCPA:1.70

7thSemester minimum GCPA: 1.80

8th and consecutive semesters' minimum GCPA: 2.00

Students whose CGPAs are lower than the minimum CGPAs mentioned above are given an "Academic Incompetence Warning." This warning means that if the student does not meet the minimum CGPA criteria again for the following semester, he/she will not be able to continue his/her education at the university.

Students who receive a warning can only register for courses up to 60% of the required credits for the new term. In addition to their new courses and the courses that they have previously taken and received FF, or U , these students will need to repeat previous courses from which they have got DC or DD in order to increase their CGPAs.

If a student who has received a warning wants to take one of the previous optional courses from which he/she has got DC or DD, he/she can take that particular elective course or any other elective course that may be offered as equivalent to that course within the department. In such cases, this course is not considered as a "new course."

9. OFFICE HOURS

Office hours are time slots where each student can meet with their lecturers in their offices and discuss academic issues, course materials and their progress, see their exam papers and get information about their courses. These hours are for the benefit of the students. Office hours can be found on individual lecturers' web pages or on their doors. **Lecturers are ready to answer any questions during their office hours.** Therefore, students are encouraged to visit their lecturers during their office hours and benefit from their meetings.

10. MEDIUM OF INSTRUCTION AND COMMUNICATION

Medium of instruction and communication for all of our departments is **English**. Students are required to speak in English to their lecturers at all times, including outside the classroom.

10.1 *English Language Requirements*

Students enrolled to departments of which medium of instruction is in English have to take the English Proficiency and Placement Test. Students who obtain a score of 70 out of 100 or over, are allowed to start their training at the faculties. Students who obtain a score below 7*0%* are required to study the program of the English Preparatory School*.*

The university accepts a number of English language qualifications, including IELTS and TOEFL exams. The current requirements are:

- IELTS: 6.0 overall
- TOEFL: 550;(213 CBT, 79 IBT)

11. <u>STUDENT ATTENDANCE AND ABSENCE</u>

Students must normally attend at least 70% of the class hours for each course. In general, this means 12 hours of absence for each course. If a student misses classes for more than 12 hours, he automatically fails the course and gets NA (Never Attended). A student with an NA grade does not have the right to sit for make –up exams or/and graduation make-up exams.

Medical reports from the NEU hospital and government hospitals are accepted for absences. If a student misses an examination, be it a mid-term or a final exam, he/she has to bring a medical report within <u>three working days</u> following the examination date. After these three days, the student loses his/her right to receive a make-up exam. Students are expected to follow the scheduled make-up exam dates from the university's online announcements and their lecturer's personal web page. If a student misses his/her scheduled make-up exam date, he/she loses his/her chance for taking that exam. There is no make up for a make –up exam.

12. <u>GENERAL GUIDELINES FOR STUDENT CONDUCT</u>

- Students are expected to obey the general rules of conduct within the university and act respectfully towards their lecturers and fellow students at all times.

- They should also be on time, both for their classes and any appointments they may make with any departmental staff. This includes the appointments made during the office hours of the lecturers.

- Making noise in the corridors (especially in front of the lecturers' offices), both during class hours and during break times, is strictly forbidden. Students should refrain from shouting and/or playing loud music within the department at all times.

• Students are responsible for checking their lecturers' websites for any information and announcements regularly.

• It is the students' responsibility to check any updates to the course and exam schedules via the university's and individual lecturers' web pages.

12.1. Classroom Conduct

Students are expected to follow the following guidelines when attending their lessons:

• **Students are expected to be on time for every class**. Individual lecturers may have different policies for late comers. However, in general students are not accepted to classes if they are late and are expected to wait for the break time to join the class.

• Students are encouraged to **participate in the lessons.** This does not mean coming to class for every lesson and sitting silently. Participation includes answering questions posed by the lecturer as well as taking part in and contributing to the class discussions.

• In many courses, the lecturers require students to read the material before coming to class. Therefore, students are expected to come to class ready for the course. They are also required to bring the related material to the classroom. **Lecturers will not accept students to class without their books/materials.**

• **It is strictly forbidden to use mobile phones in the classrooms.** Students should either turn their phones off or put them on silent when in class. If a mobile phone rings in the classroom, the lecturer has the right to ask the student to leave the room.

• **Students should refrain from talking in class** unless they are asked to do so by their lecturers. The lecturers have the authority to ask any student to leave the classroom if they believe that the student(s) is interfering with the other students' learning.

• Although individual lecturers may have different policies regarding eating and drinking in the classroom, **students are discouraged from eating in the classrooms**. Some lecturers allow drinking water/coffee/tea in the classroom during lesson hours. However, students should check with their lecturers about their policies.

12.2.   Regulations for Misconduct

"Misconduct" is defined as any behaviour that is against the general guidelines for student and classroom conduct as defined in the "General Student Discipline Regulations" of the University. This may range from being disrespectful towards their lecturers or their fellow students to cheating in the exams. The Disciplinary Committee deals with any student misconduct within the department. The committee then discusses the possible outcomes and makes a decision based on the University's regulations for student misconduct. These results may vary from warning, condemnation to expulsion from the university for certain periods of time depending on the seriousness of the offense. You can find more information about the "General Student Discipline Regulations" on https://neu.edu.tr/administration/regulations/general-student-discipline-regulations/

13. TEACHING MATERIALS AND ONLINE SOURCES

Students are expected to purchase/obtain all the listed materials for all of their courses at the beginning of the semester. All relevant materials and references will be shared with the students via UZEBIM course pages. Therefore, students are expected to follow the guidelines provided by their lecturers and check their UZEBIM course pages regularly for posted links.

Some class notes/handouts may be obtained from the photocopy shops located within the Grand Library and the Eğitim Sarayı. Students will need to pay for these copies as well.

14. THE GRAND LIBRARY

The Grand library houses 500 thousand open shelves. It is a culture and information access centre built to world standards with more than 50 thousand electronic journals, 6,5 thousand DVDs, 17 booths for viewing films, 12 personal and group study rooms, 4 amphitheatres with seating for 1000, a 350-person theatre, a 600-person cafeteria and 600 study tables. Open 24 hours a day, the complex is open to everyone free of charge. The information in the centre, which is equipped with the latest digital technology, can be accessed from your home via the internet. If you are on-campus, you can access the information while on the grounds thanks to our wireless network. The world's library concept is breaking new ground; it is no longer just a place to check out books. They serve as information access centres. Soon our reference services will be accessible via telephone, internet and maybe even SMS so this service which is currently available only to academicians and researchers will be accessible by the general public as well.

15. ASSESSMENT AND GRADING

Students are evaluated through their work and performance and are subject to different types of assessment depending on the requirements of individual courses. The types of assessment include written exams (in class, take-home or open-book exams), presentations, portfolios, essays, reports or projects. Individual courses may differ in terms of their assessment breakdowns. However, overall grading breakdown is as follow:

NEAR EAST UNIVERSITY		
GRADE BREAKDOWN		
POINTS	**LETTER GRADE**	**CREDIT**
90-100	AA	4
85-89	BA	3.5
80-84	BB	3
75-79	CB	2.5
70-74	CC	2
60-69	DC	1.5
50-59	DD	1
0-49	FF	0

In addition to the letter grades above, students may receive a "Satisfactory" (S) or "Unsatisfactory" (U) grade for courses that do not have any credits.

If a student fails to complete the course requirements within the specified timeline, he/she is expected to contact the course lecturer to be given an Incomplete grade (I). This means that the student is expected to complete tasks, exams and/or coursework within two weeks after the submission of the grades. At the end of this timeframe, the "I" grades are changed by the lecturer to a letter grade as corresponding to the student's total mark. If the student fails to complete the required work, then the "I" grade automatically changes to "FF" at the beginning of the next semester.

15.1. Exams

There are two exam periods (midterm exams and final exams) in each semester, which can be found in the academic calendar. The format of the exams may differ from course to course but the majority of the courses require students to answer essay type questions rather than multiple choice questions. Besides these exams, each course may have different requirements such as reports, assignments, presentations, projects, etc., by which students will be evaluated.

The final exams can be in different formats depending on the course. A lecturer may give a take-home exam (questions given to students to be completed at home), an open book exam (students are asked

to use their resource books to answer the questions with their comments) or require a project, a presentation or a portfolio.

Cheating in the exams **is not tolerated**. If a student is caught cheating, his paper will be signed by the invigilating lecturer at the end of the exam. If the case is taken to the Disciplinary Committee of the Faculty, the student automatically fails the course.

When entering all the exams, students are required to bring their student ID cards with them to the exam room. For the final exams, students are also required to print out the exam entrance slipand bring it to the exam hall to showthat they have paid their tuition fees. These can be printed using the online registration system. These slips are checked by the university's security and students are not allowed to sit for their final exams if they do not have their payment slips or their student ID cards.

The midterm exam results are generally given in a week time. Lecturers may show exam papers a week later in class. In addition, results may be announced through Einstein, where students can see their scores by logging into their accounts.

15.2. Re-sit Exams

According to the Higher Education Council's updated regulations, students who fail from any course with an FD or an FF grade can take a re-sit exam. Students whose GPA is below 2.00 can also enter the re-sit exams to raise their averages. These exams correspond to the final exam mark for the course. Therefore, for courses that do not have a final exam in their course outlines, students cannot request a re-sit. In addition, students who fail from a course with an NA grade cannot take the re-sit exams. These exams are different from make-up exams as these are taken **after** the final grades are given. In addition, students are not required to bring medical reports to enter these exams.

Application for the re-sit exams should be made to the department by a letter, clearly indicating which courses the student wishes to take the re-sits for. This letter should be submitted to the administrative assistants within **three working days**following the announcement of letter grades. There is a re-sit exam period at the end of each academic semester, which is clearly indicated in the academic calendar. Date and time of individual exams are announced on the departments' website in due course.

Following the re-sit exam, students' marks are announced on the departments' website and the new grades are added to individual students' transcripts.

15.3. Submission of Projects/Reports/Assignments

Besides midterm and final exams and quizzes, there might be other assignments/projects/reports that students may be required to submit throughout the term. Students are expected to submit their assignments on or before the submission deadline as announced on the course outlines. Late submissions are usually not accepted by many of the lecturers.

Sometimes, lecturers may make amendments to the submission dates. In that case, this will be announced on the department's web page (http://english.neu.edu.tr) as well as the Facebook page (NEU English). **It is the students' responsibility to follow the course outline for each course and submit their assignments on time.**

Individual lecturers may have different policies regarding the submission of assignments. Some lecturers may require these to be submitted online (via UZEBIM or through Turnitin) and some may require them to be typed on the computer and printed out. **All assignments should be submitted to the lecturers directly.**

15.4. General Guidelines for Typed Submissions

If the submissions are required to be typed, students should use **12 size font** and **Times New Roman or Calibri** for their assignments. The line spacing should set to 1.5 or 2 (double space). However, students should contact their lecturers for the format of each of their submissions as different assignments may require different formatting.

15.5. Grading Criteria for Essays and Presentations

Lecturers follow essay and presentation grading criteria while assessing the written and oral work of students. Lecturers follow an error correction code while assessing any work and feedback is continually given on any submissions. You can find the grading criteria and the error correction codes in the **Appendices**.

15.6. Appeals to Exam Results

Although students are encouraged to talk to their individual lecturers about any assessment result that they are unhappy about, they can also appeal to any of their results by making an official application. Appeals to exam results can only be done if a student believes that his/her exam paper was not graded fairly by his/her lecturer.

Appeals should be made via a written letter to the Department Head where the reasons for the appeal should be listed clearly. If the appeal is considered to be significant by the Head of the Department, then a committee of two lecturers (other than the course lecturer) will be formed and the exam paper in question will be graded by this committee again. If the committee decides that the exam result needs to be amended, then it will be done so and the new grade will be recorded on the online registration system to reflect the new grade. However, if the committee finds that the exam paper was fairly graded, then the mark will not be changed. In each case, the student will be notified of the result via e-mail.

15.7. Ethics: Plagiarism

Plagiarism is a kind of cheating, where a student takes information from a source (usually by copying and pasting) and does not mention the author of the work. Even if the work is paraphrased and the reference is not given, this is also called plagiarism. This is academic stealing and in all of our departments, there is zero tolerance for plagiarism in the projects, research papers and any kind of academic assignments.

Only reliable sources must be used and these sources must be given in the bibliography section of each report and assignment. Any information from user-edited databases such as Wikipedia or Spark Notes, are not accepted in any academic paper. **If an lecturer claims that an assignment includes plagiarism, the lecturer has the full authority to fail the student from that course.**

There are various formats for referencing sources for academic work. These are guidelines on formatting any kind of written work and referencing. Our departments use the **American Psychological Association (APA) Style 7th Edition** for referencing. Further information on how to use the APA style can be found on https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html Students are responsible from following these guidelines closely when submitting assignments to their lecturers.

The online academic work submission system **Turnitin** is used by the department to detect plagiarism. Each student is required to register to this web site. Once registered, lecturers will provide students with a unique Class ID and a password for each of the courses that they are taking. Assignments submitted through this system are checked for any similarities to any published work and if plagiarism is detected in the similarity report, then students may lose points for that particular assignment or fail from the course.

16. SUMMER SCHOOL

Students who wish to take courses during the summer term can do so by following the same procedures for registering courses during the period indicated on the academic calendar. Regulations regarding the summer school can be found online on the university's website (https://neu.edu.tr/administration/regulations/principles-of-summer-school/). The fees for summer school courses are different from tuition fees paid during the Fall and Spring semesters. These are course based and are regulated by the Rectorate. Students whose CGPA is above 2.00 can take up to 3 to 4 courses during the summer term each year, provided that the total credits for each term does not exceed 12 credits.

Students can also take **up to 5 courses** throughout their academic education at NEU at other higher education institutions during the summer term. This is on condition that these courses are NOT offered by our department during that particular summer term. If students would like to take courses from another institution, then they should provide an application letter to the Head of the Department, indicating the name and the address of the university, names of the courses to be taken and the content of the courses. This application letter should be approved by both the Head of the Department and the Dean of the Faculty. The same regulations for the minimum CGPA, the credits and number of courses apply to courses taken at other institutions. At the end of the summer term, a transcript for courses taken at other institutions should be submitted to the relevant department.

17. COURSE EVALUATIONS

Course evaluations are assessments made by the students in relation to each of their courses (content/program/assessment methods) and their lecturers. These evaluations are administered at the end of each semester. Students are expected to respond to these evaluation forms to the best of their knowledge and in complete honesty. Students do not put their names on the evaluation forms. Therefore, the course evaluations are completely anonymous. Students are also strongly encouraged to write any comments on the back of the evaluation sheets as this is their chance for telling their views on their education. Results of the evaluation are analysed by the Department Head and are used to improve teaching and learning experiences within the department.

18. REQUIREMENTS FOR GRADUATION

Students need to complete their core courses and electives and earn the number of credits in order to graduate. The number of courses for ELT students following the 2018 program is 66 with 148 credits, for ELT students following the 2021 program it is 55 courses with 138 credits, for ELL 53 courses with 137 credits and for TRN students 56 courses with 160 credits in total.

18.1.   Graduation Exams

Students need to have at least a Cumulative Grade Point Average (CGPA) of 2.00 to be able to graduate from any department. If a student completes all the courses that he/she needs to take but does not succeed in reaching the required CGPA, he/she may be given an opportunity to take graduation make-ups in order to increase his/her CGPA. Students can take up to **three graduation make-ups**. These exams need to be paid for separately and the price is subject to change every semester.

18.2.   Obtaining Clearance for Graduation

Clearance is an important part of the process of graduation. Students who have completed all the requirements for graduation should obtain clearance from a number of offices, including the dormitories, the Near East Hospital, The Department of Dentistry, The Grand Library, the Accounting Office and the Department. This process ensures that the graduating students do not owe anything to different departments within the university. It is a procedure that is **carried out online**. The graduating students should login to their accounts via Einstein and start the clearance procedures by requesting clearance from all the necessary offices. Their accounts will be checked and clearance will be granted, again through the online system, once it is confirmed that there is no outstanding debt in their accounts. Once clearance is granted from ALL of the relevant offices, then students will be able to receive their diplomas. Students can follow these by logging into their accounts on Einstein. If there are problems with clearance, students should contact the relevant office and pay offany outstanding balances to be able to proceed with the graduation procedures.

18.3.   The Graduation Ceremony

Students who complete all of their courses and whose CGPA is above 2.00 are entitled to graduate from the department. Therefore, they can attend the graduation ceremony at the end of the semester that they complete their courses. Two graduation ceremonies are held each year. To attend the ceremony, students need to inform the secretaries during their final semester.

Gowns for the ceremony are rented for 50 US Dollars for the day. Students can keep their gowns but if they decide to give it back, they will be given their payment back.

19. STUDENT EMPLOYMENT

There are job opportunities for students who would like to work within the university during their studies. Those who want to have a part-time job can give an application form and his/her course timetable to the Registrar's Office. The Office then offers him/her a possible part-time job either in the Grand Library or at the hospital or in the Innovation Centre according to his/her classes.

20. CAREERS SERVICE

The university's career centre offers help in guiding graduates in their professional job seeking. You can find further details from the centre's webpage.

21. COUNSELLING SERVICE

The university offers free psychological guidance for its students since 1995. The counselling centre is based on the ground floor in the Law building. The centre is open during the weekdays from 9:00-13:00 to 14:00- 16:00. Students need to have an appointment first.

22. STUDENT RELATIONS UNIT

The Student Relations Unit aims to provide support for the students in cases where they are unable to resolve issues with their advisors. The Unit also endeavours to mediate between lecturers, advisors, the Department and the students in cases of dispute. Students are free to contact the Unit coordinator by appointment and share their opinions, complaints and experiences in **individual and confidential** meetings. These meetings are minuted by the unit coordinator and issues raised by students are shared with the Head of the Department only as appropriate. The unit coordinator is an lecturer who is not an advisor. It is believed that this allows students to share their opinions freely, even if the issue is related to their advisors. Students' feedback relating to any issues is then used **anonymously** to raise the teaching/learning standards within the department.

23. COMPLAINTS

If a student believes that he/she has been mistreated/unfairly treated by any member of the department, he/she can contact the Student Relations Unit Coordinator or make an official complaint

by writing a letter directly to the Department Head. It is the Department Head's responsibility to consider the best action depending on the nature of the complaint. In making these decisions, the regulations published by the university are followed.

INFORMATION FOR ELT STUDENTS

During four years of their education in the ELT department, students are expected to act in accordance with the general guidelines outlined in this booklet. Considering that they will be **future teachers**, they should pay special attention to their behaviours in general as well as their behaviours within the classroom.

The undergraduate ELT programme requires students to carry out numerous in-class presentations and projects during four years. These presentations are meant to help students get used to addressing a group of people appropriately, prepare them for their internship program and their careers as teachers.

In the last year of their studies, ELT students take EDE401 – Teaching Practice I and EDE402 – Teaching Practice II courses. To register for these courses, students will need to **inform their advisorsand department's secretaries one semester before** so that necessary arrangements can be made for them to attend a state school. This procedure includes an official letter being sent from the department to the Ministry of Education with the names of the internship students and requested schools. The Ministry of Education then decides which schools the students can be placed in and confirmation letters are sent to each school with students' names. Students can find out about the school that they are placed in on their lecturer's web page. To prevent any delay in the start of their internship, students need to make sure that their names are registered with the secretaries before the start of the semester that they intend to do their internships.

During their internship programs, students will directly be working with English teachers who have volunteered to help students of ELT. They will have the opportunity to observe them in the classroom, seek advice and guidance from them, and participate in planning meetings with them and so on. The requirements for these two courses as part of the internship programme may be different in each semester. However, each student has to complete a minimum of 30 hours as an intern for each course during the entire programme.

Students' responsibilities during the internship program include:

✓ keeping good relationships with the teachers and administrators of the school they are visiting.

✓ being punctual for all scheduled activities and submission deadlines.

✓ dressing properly when they are on the school premises.

- ✓ informing their tutors and/or their supervisor well in advance if they are unable to fulfil any commitments.

- ✓ not leaving the completion of their portfolios to the end of the semester. Having notes neatly copied in the portfolio at the end of each week/lesson and having notes checked by supervisors frequently for feedback is of utmost importance.

- ✓ attending feedback sessions and providing constructive feedback to their peers.

- ✓ acting professionally, where professionalism is defined as displaying positive attitudes towards their profession, colleagues, students and the institutions they work with.

Students who do not follow these guidelines and act inappropriately during their internship programs will need to repeat the program for another semester/year.

INFORMATION FOR ELL STUDENTS

Students should have a good command of the English Language. The students must know that they will be expected to do intensive reading and advanced writing in their literary courses. Students are expected to bring critical and analytical approach into their assignments. Students are also assigned to read certain novels, poems and plays each semester. They need to read and be able to join in the literary discussions about the assigned text for each session.

Every student writes a thesis paper guided by an lecturer during his last semester. The thesis is written in APA format.

INFORMATION FOR TRN STUDENTS

TRN students are expected to act in accordance with the department's requirements throughout the duration of their four year education. Bearing in mind that translation requires an excellent command of both Turkish and English, students should accept that language learning is a lifelong endeavor and should be open and committed to expanding their language skills during their studies at the department and their future professional lives.

The undergraduate TRN program has a comprehensive curriculum which is designed to cover the numerous fields of translation -consecutive translation, literary translation and simultaneous translation to name but a few. Students will be immersed in both the practical and the theoretical study of translation. They will also be required to study one of the three foreign languages which are on offer of their choice.

In the last year of their studies, TRN students undertake two major tasks. TRN 405-406 is a translation project in which they translate a literary work of art that has not been translated previously. This endeavor is a great opportunity for students to produce work that will reflect well on their CVs and which they may use in their future careers. TRN 407-408 is a translation practicum course in which students are required to complete 15 official work days (30 total) as interns at a place of employment that requires translation services. This invaluable experience prepares students professionally as they are required to follow the strict guidelines and deadlines of the place of internship. The feedback form obtained from the person overseeing the student intern determines the quality of the work the student produces and the level of professionalism they display over the duration of the internship. Those with unsatisfactory feedback will need to repeat the program for another semester/year.

Translation is both an art and a science and since it primarily deals with language, which is a living and constantly evolving entity, students of translation must immerse themselves in all forms of the source and target language with enthusiasm. By attending the TRN program, students will also expand their cultural horizons since languages reflect cultures and the norms of the societies they evolve in.

AP English Rubric

Score *9 - 8*

For essays that...
- *are well-organized*
- *demonstrate a command of the elements of composition*
- *display evidence of stylistic maturity*
- *explain with some precision the effect of the literature on the reader*
- *convincingly analyze the specific means by which that effect is achieved*

Score 7 - 6

For essays that...
- *are somewhat less well-written*
- *show occasional lapses in syntax, diction, or organization*
- *explain the effect of the literary passage*
- *include details which support that explanation*
- *analyze with less clarity or precision the means by which that effect is achieved*
- *concentrate on only one of the author's stylistic techniques*

Score 5 - 4

For essays that...
- *are adequately written*
- *do not necessarily demonstrate stylistic maturity*
- *do not necessarily demonstrate confident control over the elements of composition*
- *display an understanding of the passage, but treat it only in generalities*
- *inadequately explain the passage's effects*
- *inadequately analyze the techniques by which those effects are achieved*
- *may simply cite stylistic techniques*
- *concentrate on an inappropriate aspect of the passage*
- *show a lack of the facility of language needed to analyze the details mentioned*

NOTE: If you work at this level, you have achieved comprehension of the material, but you have not moved into higher thinking skills regarding this piece of literature.

Score 3 - 2

For essays that...
- *are poorly written*
- *show consistent errors in diction, spelling, or syntax*
- *provide little explanation of the effects of the passage*
- *produce no explicit analysis of the techniques by which that effect is achieved*
- *may use the passage merely as a springboard for an essay on a general topic*

NOTE: If you work at this level, you do not comprehend the piece assigned and have not yet begun to work cognitively with this piece of literature.

Score 1

For essays that...
- *are poorly written*
- *contain no analysis of the passage*

APPENDIX B

Essay Evaluation Criteria

	CONTENT		LANGUAGE
10 - 9	Writing is focused on the topic & organized to show a logical progression of ideas which are fully developed with substantial, specific & relevant support [citations, examples etc.] reflecting good synthesis of appropriate sources. Includes accurate referencing & a full bibliography.	5	Uses a good range of sentence structures and appropriate vocabulary. Only minor errors. Appropriate register.
8 - 7	Writing is focused on the topic & organized to show a logical progression of ideas reflecting some synthesis of appropriate sources. Sometimes ideas are not fully developed and / or lack adequate support. Includes accurate referencing & a full bibliography.	4	Uses an adequate range of sentence structures and mostly appropriate vocabulary. Errors do not obscure meaning. Appropriate register.
6 - 5	Writing generally focuses on the topic, but does not always reflect a logical progression of ideas and / or includes some irrelevant information or repetition. Ideas are often not fully developed and / or lack adequate support. Sources not always used appropriately or effectively. Minor errors / omissions in referencing & bibliography.	3	Uses an adequate range of sentence structures and mostly appropriate vocabulary, but errors sometimes obscure meaning OR: Although meaning is clear, range of sentence structures and vocabulary is limited and too basic for the task
4 - 3	Writing not focused on the topic and includes a lot of irrelevant information or repetition. Lacks adequate organisation and often does not reflect a logical progression of ideas. Sources often used inappropriately. Ideas are often not developed and / or not supported. Errors / omissions in referencing & bibliography.	2	Range of sentence structures is inadequate and vocabulary is often inappropriate. Meaning is sometimes unclear
2 – 1	Writing only slightly related to the topic. Poor organisation lacking logical progression and focus. Little or no attempt to use sources. Little or no attempt to develop and support ideas. Errors / omissions in referencing & bibliography.	1	Range &appropriacy of sentence structures and vocabulary is inadequate. Meaning is often unclear. OR: Evidence that parts of the writing are plagiarized or not the student's own work
0	• Totally unrelated to topic • Insufficient writing to determine whether student was attempting to address the topic • Copy of a published work / another students' work • Evidence that most of the writing is plagiarized or not the student's own work	0	• Incomprehensible • Insufficient writing to evaluate • Copy of a published work / another students' work • Evidence that most of the writing is plagiarized or not the student's own work
	USE OF FEEDBACK		PRESENTATION
3	Student has put maximum effort into the task and made full use of teacher's feedback	2	Well presented. Word processed or typed with cover page showing the title of the essay, who it is submitted by, who it is submitted to, student's course & section & date of submission. Checked for spelling & typing errors.
2	Student has put adequate effort into the task and made some use of teacher's feedback	1	Word processed or typed with cover page which may lack some of the details above. Not checked for spelling & typing errors.
1	Student has put little effort into the task and made little use of teacher's feedback	0	• No cover page. Many layout & spelling errors • Copy of a published work / another students' work
0	• Student has made no attempt to use teacher's feedback • Student did not submit a draft for feedback • Teacher did not give feedback because the draft was submitted after a deadline		

APPENDIX C

BAND	0	1	2	3
CONTENT	• No evidence of ability to perform the task	• Task generally performed poorly • Poor description of topic with poor examples	• Task performed somewhat competently • somewhat description of topic with few examples	• Task performed competently • Relevant and necessary description of topic with various examples
PARAGRAPH ORGANIZATION (Coherence and Cohesion)	• No apparent organization of content • sentences are not related to each other • comprehension is totally difficult • Very little/no command of connectors	• Very little organization of content (problems in the unity of text) • Sentences are inadequately divided • Some difficulties in comprehension • Some problems in the use of connectors	• Effective logical organization of ideas in evidence (unity of text) • Intelligibleand comprehensible to read • Effective and satisfactory use of connectors	
LANGUAGE	• Number and type of errors make comprehension frequently and totally impossible	• Frequent language errors, sometimes causing comprehension problems	• Very few language errors, rarely preventing comprehension	
VOCABULARY	• Inadequate vocabulary even for the basic parts	• Limited vocabulary] frequent lexical inadequacies. • Excessive repetition	• Active vocabulary almost no inadequacies or inaccuracies in vocabulary	
MECHANICAL ACCURACY	• Frequent mechanical (punctuation, capitalization, spelling) errors causing incomprehension	• No mechanical errors (punctuation, capitalization, spelling)		

Near East UniversityEll&Elt&Trn

APPENDIX D

RESEARCH REPORT CRITERIA

MAIN OBJECTIVES: Writing should:

- show a good understanding of the topic
- be focused on the topic i.e. present & support a main idea clearly without inclusion of irrelevant information or repetition
- follow a logical plan of development demonstrating a clear progression of related points and ideas which are fully developed with substantial, specific & relevant support [citations, examples etc.]
- communicate effectively using a variety of lexis & sentence structures of an appropriate register.
- reflect effective use and synthesis of appropriate sources.

OTHER OBJECTIVES:

- use of a recognized method of citation, including a complete & accurate bibliography.
- neat presentation; word processed [or typed] and checked for spelling errors
- evidence that the student has made full use of teacher feedback

CONTENT [10 points] [including research skills & organisation]

10 - 9	Writing is focused on the topic & organized to show a logical progression of ideas which are fully developed with substantial, specific & relevant support [citations, examples etc.] reflecting good synthesis of appropriate sources. Includes accurate referencing & a full bibliography.
8 - 7	Writing is focused on the topic & organized to show a logical progression of ideas reflecting some synthesis of appropriate sources. Sometimes ideas are not fully developed and / or lack adequate support. Includes accurate referencing & a full bibliography.
6 - 5	Writing generally focuses on the topic, but does not always reflect a logical progression of ideas and / or includes some irrelevant information or repetition. Ideas are often not fully developed and / or lack adequate support. Sources not always used appropriately or effectively. Minor errors / omissions in referencing & bibliography.
4 - 3	Writing not focused on the topic and includes a lot of irrelevant information or repetition. Lacks adequate organisation and often does not reflect a logical progression of ideas. Sources often used inappropriately. Ideas are often not developed and / or not supported. Errors / omissions in referencing & bibliography.
2 – 1	Writing only slightly related to the topic. Poor organisation lacking logical progression and focus. Little or no attempt to use sources. Little or no attempt to develop and support ideas. Errors / omissions in referencing & bibliography.
0	- Totally unrelated to topic - Insufficient writing to determine whether student was attempting to address the topic - Copy of a published work / another students' work - Evidence that most of the writing is plagiarized or not the student's own work

LANGUAGE [5 points]

5	Uses a good range of sentence structures and appropriate vocabulary. Only minor errors. Appropriate register.
4	Uses an adequate range of sentence structures and mostly appropriate vocabulary. Errors do not obscure meaning. Appropriate register.
3	Uses an adequate range of sentence structures and mostly appropriate vocabulary, but errors sometimes obscure meaning OR: Although meaning is clear, range of sentence structures and vocabulary is limited and too basic for the task
2	Range of sentence structures is inadequate and vocabulary is often inappropriate. Meaning is sometimes unclear
1	Range &appropriacy of sentence structures and vocabulary is inadequate. Meaning is often unclear. OR: Evidence that parts of the writing are plagiarized or not the student's own work
0	• Incomprehensible • Insufficient writing to evaluate • Copy of a published work / another students' work • Evidence that most of the writing is plagiarized or not the student's own work

USE OF FEEDBACK [3 points]

3	Student has put maximum effort into the task and made full use of teacher's feedback
2	Student has put adequate effort into the task and made some use of teacher's feedback
1	Student has put little effort into the task and made little use of teacher's feedback
0	• Student has made no attempt to use teacher's feedback • Student did not submit a draft for feedback • Teacher did not give feedback because the draft was submitted after a deadline

PRESENTATION [2 points]

2	Well presented. Word processed or typed with cover page showing the title of the essay, who it is submitted by, who it is submitted to, student's course & section & date of submission. Checked for spelling & typing errors.
1	Word processed or typed with cover page which may lack some of the details above. Not checked for spelling & typing errors.
0	• No cover page. Many layout & spelling errors • Copy of a published work / another students' work

APPENDIX E
NEAR EAST UNIVERSITY : Departments of ELL& ELT& TRN SPEAKING CRITERIA

Fluency			
5	*Very Good:*	Confident, smooth speech with very natural delivery.
4	*Good*	Generally natural delivery, only occasional halting when searching for appropriate wards/expressions.
3	*Adequate*	The student has a rather halting delivery, but can maintain a flow of speech
2	*Poor*	Speech is slow, halting and fragmented. The student avoids longer sentence structures and phrases
1	*Inadequate*	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation		
5	*Very Good:*	Few errors of pronunciation and consistent use of rhythm and intonation. Although foreign accent is evident, the utterances are easily understood
4	*Good*	Occasional errors of pronunciation but comprehension are not impeded; some consistencies of rhythm and intonation are still evident (i.e. marked foreign accent).
3	*Adequate*	Rhythm, intonation and pronunciation require more careful listening; errors of pronunciation may occasionally lead to incomprehension
2	*Poor*	Comprehension suffers due to rhythm and intonation and frequent repetition is required.
1	*Inadequate*	Content is unintelligible with little attention paid to intonation, rhythm and pronunciation.
Vocabulary		
5	*Very Good:*	Good: Sophisticated and extensive range of vocabulary for the level allows for full discussion.
4	*Good*	Range of vocabulary is demonstrated in non-general topics. Occasional inaccuracies in use of sophisticated words.
3	*Adequate*	Range of vocabulary is adequate for everyday topics. Some lexical inaccuracies may limit the range of discussion.
2	*Poor*	Range of vocabulary is simple and limited. Frequent lexical inaccuracies and repetitions are evident.
1	*Inadequate*	Inappropriate and inadequate vocabulary for even the simplest topic.
Grammatical accuracy		
5	*Very Good:*	Sophisticated and accurate use of wide range sentence structures, mastery of the grammatical rules at the level being tested is evident.
4	*Good*	Widerange of sentence structures with few grammatical errors evident.
3	*Adequate*	Accurate use of simple sentence structures and grammatical forms where occasional errors do not interfere with comprehension; frequent errors are evident in more Complexsentence structures.
2	*Poor*	Speech is broken and distorted by frequent errors in basic structures
1	*Inadequate*	Unable to construct a comprehensible sentence.
Communicative strategies		
5	*Very Good:*	Wholly effective at communicating both actively and receptively; in everyday contexts and in the expression of ideas and opinions.
4	*Good*	Communicates effectively in turn-taking, responds appropriately and can develop the interaction in most contexts.
3	*Adequate*	Communicates adequately in everyday contexts by responding appropriately. Is sensitive to turn-taking but experiences some difficulty in developing the interaction.
2	*Poor*	Interaction ineffective. Can seldom develop an interaction.
1	*Inadequate*	Understanding and communication minimal.
Organisation of speech		
5	*Very Good:*	Well-structured with clear introduction, development and conclusion.
4	*Good*	Overall structure is clear. Satisfactory introduction, development and conclusion, however, the transition between stages may not always be clear.
3	*Adequate*	An overall structure is apparent.
2	*Poor*	Very little organisation of content. Underlying structure not sufficiently apparent.
1	*Inadequate*	No apparent organisation of content.
Relevance and adequacy of content		
5	*Very Good:*	Relevant and adequate response to the task set
4	*Good*	Relevant to the task but occasional inadequate responses.
3	*Adequate*	Response for the most part relevant to the task set, though there may be some gaps or redundancy.
2	*Poor*	Response of limited relevance to the task set; possible major gaps and/or pointless repetition.
1	*Inadequate*	Response irrelevant to the task set: totally inadequateresponse.

APPENDIX F

Writing correction code

WW	Wrong word	*As our plane flew <u>on</u> the mountains we saw snow.*
WT	Wrong time	*As our plane flew over the mountains we <u>see</u> snow.*
WF	Wrong form	*As our plane flew over the mountains we <u>was seeing</u> snow.*
WO	Wrong order	*As our plane over the mountain <u>flew</u> we saw snow.*
SP	Spelling	*As our plane <u>flue</u> over the mountains we saw snow.*
P	Punctuation	*As our plane flew over the mountains<u>;</u> we saw snow.*
X	Extra word	*As our plane flew over <u>to</u> the mountains we saw snow.*
M	Missing word	*As our plane flew over the mountains saw snow.*
R	Register	*As our plane flew over the mountains we <u>observed</u> snow.*
?	Not clear	*As our plane flew over the mountains we saw snow.*
!	Silly mistake!	*As our plane flew over the mountains we <u>seed</u> snow.*
RW	Try re-writing	<u>*Our vehicle flies, we snow find, over mountains you saw it.*</u>

APPENDIX G

ORAL PRESENTATION CRITERIA

OBJECTIVES:

A] CONTENT: Thepresentationshould:
- be focused on thetopici.e. presentthetopicclearlywithoutinclusion of irrelevantinformationorrepetition
- follow a logical plan of developmentdemonstrating a clearprogression of relatedpointsandideaswhicharefullydevelopedandsupported
- be illustratedbywelldesignedvisualaidswhichareusedandreferredtoappropriatelyandrelateclearlytothetopic / pointsmentioned
- reflecteffectiveuseandsynthesis of appropriatesources

B] DELIVERY: Thestudentsshould be abletocommunicateeffectivelyusing:
- appropriatelanguage&register
- effectivespeakingtechniques [pace, stress, variety, volumeetc.]
- effective body language
- notes [ifrequired] effectively

CONTENT [15][includingorganisation]

15 - 14	Focused on thetopic&organizedtoshow a logical, systematicprogression of ideaswhicharefullydeveloped&supportedreflectingthoroughresearch&goodsynthesis of appropriatesources.
13 - 11	Focused on thetopic&organizedtoshow a logical, systematicprogression of ideasreflectingsatisfactoryresearch&synthesis of appropriatesources. Sometimesideasare not fullydevelopedand / orlackadequatesupport.
10 - 8	Generallyfocuses on thetopic, but does not alwaysreflect a systematicprogression of ideasand/orincludessomeirrelevantinformationorrepetition. Researchinadequate in someareas - ideasareoften not fullydevelopedand/orlackadequatesupport.
6 - 4	Not focused on thetopicandincludes a lot of irrelevantinformationorrepetition. Lacksadequateorganisationandoftendoes not reflect a systematicprogression of ideas. Researchinadequate. Ideasareoften not developedand / or not supported. Sourcesusedinappropriately.
3 -1	Onlyslightlyrelatedtothetopic. Poororganisationlackingsystematicprogressionandfocus. Littleornoattempttousesources. Littleornoattempttodevelopandsupportideas.
0	• Tooshorttoevaluate • Majority of presentationplagiarized [learnedbyheartfrom a source]

DELIVERY [5][Including Language]

5	Fluent, wellthoughtoutdelivery. Language andpronunciationveryeasytofollow - onlyminorerrors. Gooduse of speakingtechniques [pace, stress, variety, volumeetc.] and body language. Gooduse of notes [ifused]. Attractslistener'sattention.
4	Fairlyfluentdelivery - occasionalhesitations. Language &pronunciationerrors do not impedecommunication. Adequateuse of speakingtechniques, body languageandnotes. Holdslistener'sattention.
3	Delivery not alwaysfluent - somehesitationanddifficulty in findingappropriatelanguage. Language &pronunciationerrorsoccasionallyimpedecommunication. Speakingtechniquesand / or body language not veryeffective in holding listener'sattention. Notessometimesreferredtotoomuch.
2	Hesitantdelivery. Difficulty in findingappropriatelanguage. Language &pronunciationerrorssometimesimpedecommunication. Speakingtechniquesand / or body languagepoor. Notesreferredtotoomuch. Effortrequiredfromlistener.
1	Poordelivery - a lot of hesitation. Language and / orpronunciationerrorsmakeeffectivecommunicationdifficult. Speaking is verymonotonousorfragmentedanddoes not holdlistener'sattention. Poor body language. Noteseither not understoodorreferredtocontinually.
0	• Tooshorttoevaluate • Majority of presentationplagiarized [learnedbyheartfrom a source]

VISUAL AIDS [5][Design andUse]

5	**Welldesigned. Veryuseful in clearlyillustratingthetopic / pointsmentioned. Usedprofessionally&referredtowell.**
4	**Satisfactorydesign. Useful in illustratingthetopic / pointsmentioned. Minorproblemswithuseand / ortiming, but referredtoadequately.**
3	**Lesswelldesigned [e.g. toosmall] Illustratethetopic / pointsmentionedadequately. Someproblemswithuseand / ortiming. Not alwaysreferredto.**
2	**Poorlydesigned [e.g. handwritten, and / or not alwaysuseful in illustratingthetopic / pointsmentioned. Someproblemswithuseand / ortiming. Often not referredto.**
1	**Poorlydesignedand / ornoclearrelationshiptotopic / pointsmentioned. Problemswithuseand / ortiming. Not referredto.**
0	**Not used**

APPENDIX H

TranslationAssessmentCriteria

COMPONENT A: TRANSFER/FUNCTIONAL AND TEXTUAL ADEQUACY COMPETENCIES
Equivalence/Accuracy/Coherence/Quality of Reasoning and Argumentation/Consideration of Text Function (Informative, Explanatory, Directive, Persuasive)/Target Reader Expectations and Requirements/ Conceptual, Technical, and Metacognitive Knowledge

COMPONENT B: TARGET LANGUAGE COMPETENCIES
Quality of Grammar and Usage/ Readability/ Cohesion/Naturalness/Equivalency/Consideration of Text Function (Informative, Explanatory, Directive, Persuasive)/Target Reader Expectations and Requirements/ Conceptual, Technical, and Metacognitive Knowledge

COMPETENCY	DESCRIPTION
Outstanding 90 - 100	A. Translation is precise in reflecting the meaning of ST, without unnecessary changes, omissions or additions. Idioms and shades of meaning have been accurately provided. Translation meets target reader expectation/requirements. Demonstration of very high degree of conceptual knowledge of SL, TL, of technical knowledge of translation methods, and of monitoring (to control unwanted literal interpretation). B. Almost zero TL errors. The text reads naturally and meets target reader's expectations concerning text function and genre. Few grammatical and usage errors. Demonstration of very high degree of knowledge of TL and TL textual/rhetorical features and conventions and of monitoring for error. (To control unwanted literal rendering).
High 80 - 89	A. Minor changes in meaning, additions or omissions. Translation generally achieves intended function and meets target reader expectation/requirements. Exhibits a high degree of SL, TL knowledge, translation methods, and monitoring (to control unwanted literal interpretation). B. A few minor TL errors. The text generally reads naturally and in general meets target reader's expectations about text function and genre, but some improper expressions and borrowed words and some grammatical and usage errors are present. Demonstrates high degree of knowledge of TL and TL textual/rhetorical features and conventions and monitoring for error (to control unwanted literal rendering).
Adequate 70 -79	A. Some unnecessary changes in meaning, omissions and/or additions, some being significant. Some consideration of intended function and target reader expectation/requirements. Demonstrates moderate knowledge of SL, TL, translation methods, monitoring (to control unwanted literal interpretation). B. A number of grammatical and/or usage errors, some significant. SL grammar, vocabulary, punctuation styles negatively affect fluency. Cohesion is sometimes defective. Several grammatical and usage errors. Demonstrates moderate degree of knowledge of TL and TL textual/rhetorical features and conventions and monitoring for error.
Borderline 55 - 69	A. Several digressions from ST, some of them important. Shows limited consideration of intended function and target reader expectation/requirements. Demonstration of limited knowledge of SL, TL, translation methods, monitoring (to control unwanted literal interpretation). B. Many grammatical and/or usage errors, some of them major. Elementary grammar, lexicon and usage affect readability considerably. Cohesion is often defective. Demonstration of limited knowledge of TL and TL textual/rhetorical features and of monitoring for error.
Low 0 - 54	A. Many unnecessary and major digressions from ST. Inaccurate delivery and/or important omission and additions. Translation shows very limited consideration of intended function and target reader expectation/requirements. Demonstration of very flawed knowledge of SL, TL, translation methods, and monitoring (to control unwanted literal interpretation). B. Too many grammatical and/or usage errors, most major. SL grammar, lexicon and usage dominate and negatively affect readability. Cohesion is defective. Demonstration of very low degree of knowledge of TL and TL textual/rhetorical features and monitoring for error.

APPENDIX I

Departments of ELL& ELT& TRN WRITING CRITERIA

RELEVANCE AND ADEQUACY OF CONTENT		
5	Very Good:	Answer completely relevant and adequate to the taskset. No unnecessary repetition or unnecessaryinformation.
4	Good	For the most part, answer relevant and adequateto the task set. A limited amount of repetition. Unnecessary information.
3	Adequate	For the most part, answer relevant and adequateto the task set. Some repetition or unnecessary information.
2	Poor	Answer just about relevant to the task but with a large amount of repetition and unnecessary information.
1	Inadequate	Answer bears little relation totask. Pointless repetition and major gaps in answer to topic.
0		No relation to task set. Totally inadequate answer.
LEXICAL RANGE		
5	Very Good:	Uses a wide range of vocabulary andregister completely appropriate to thetask.
4	Good	Uses a good range Of vocabulary and register, appropriate to the task. Minor in adequacies in vocabulary and minor inappropriate use of lexis.
3	Adequate	Reasonable range of vocabulary use. Several examples ofinadequacies in vocabularyand use of lexis.
2	Poor	Only basic range of vocabulary used. Frequent examples of inadequacies in vocabulary and use of lexis.
1	Inadequate	Very poor range of vocabulary used. Lexis inadequate even forthe most basic part of communication.
0		Complete lack of attempt to use appropriate lexis and vocabulary.
GRAMMAR		
5	Very Good:	Very few language errors target grammatical structures.
4	Good	Some inaccuracies in target grammatical structures but not affecting communication.
3	Adequate	Some inaccuracies in target grammatical structures which occasionally interfere with the meaning of the communication being conveyed.
2	Poor	More frequent language errors in target grammatical structures which interfere with the meaning of the communication being conveyed.
1	Inadequate	Many basic language errors in target grammatical structures, causing a great deal of difficulty in understanding the meaning of the communication being conveyed.
0		Almost all target grammatical structures inaccurate.
ORGANISATION		
5	Very Good:	Well developed, coherent and clear passage with very good use of linking devices.
4	Good	For the most part, well-developed, coherent and clear passage with good use of linking devices.
3	Adequate	Generally coherent, adequately developed and fairly clear passage with reasonable attempt to use linking devices mostly appropriately.
2	Poor	Fairly coherent passage with only some attempt to develop ideas and use linking devices, often inappropriately.
1	Inadequate	Poor development of ideas, often incoherent. Uses only simple sentences, with sentences poorly linked.
0		Little or no development of ideas. Incoherent. No attempt to use linking devices.