HACETTEPE UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
EUROPEAN LANGUAGE LABEL AWARD - 2011 PROJECT

“EN İYİYE BİRLİKTE ULAŞIRIZ” / “LET'S PAVE THE WAY TO EXCELLENCE”

Project Director: Prof. Dr. S. Nalan BÜYÜKKANTARCIOĞLU
Project Coordinators: Dr. Seçil DAYIOĞLU ÖCAL - Şebnem SÜSLÜ KALAFAT

1. General Information

Our project concerns the main component of the academic staff in-service training program held by the Unit of Professional Development, School of Foreign Languages, Hacettepe University. This program has been implemented systematically since the beginning of 2009-2010 academic year. The program consists of two sub-components appealing to 1) the instructors who have been recently recruited, and 2) all the instructors who have long been working. The second component of the program appealing to all the instructors at our school is in the form of various seminars and conferences concerning common educational problems determined with the needs analysis studies.

The project with which we have applied for the European Language Label Award and which has been awarded is an in-service training and evaluation program project planned and implemented for the instructors who are newly recruited at our school. The details of the awarded program project can be summarized as follows:

Prior to the implementation of the aforementioned program, to ensure compliance with the Hacettepe University principles of academic development and excellence, a systematic instructor promotion and training plan defined within the context of “The Definitions and Rules Related to the Appointment and Evaluation of Instructors Excluding Faculty Members” was prepared and submitted to the University, which was then evaluated and accepted by the University Senate decision, dated 18.03.2009 and numbered 2009-23. This regulation provided an appropriate
legislation infrastructure. The scheme also included the criteria and the minimum scores for the evaluation of the successful lecturer performance. In line with this, it was aimed for the newly recruited instructors a) to get adapted to the mission and vision, education-training applications, student profile, printed or electronic materials and related units and their colleagues at our school, b) to improve their knowledge and skills in accordance with the educational philosophy of our school and the modern scientific methods and approaches in the foreign language teaching, c) to become academics who continuously improve themselves, are open to learning and share knowledge, d) to be able to transfer their skills into the implementations in their classroom setting by following national and international conferences and seminars in the field, e) to be able to produce new projects and solutions in the foreign language teaching applications, and f) to be able to coordinate various social and academic activities for their students.

Within this scope, the newly recruited instructors are defined to be occupying “non-track positions” and their academic performances are evaluated in accordance with the criteria stated in the Regulation enclosed in Appendix 1. This period takes for at least 3 years until the time they are thought to be eligible for “tenure track” positions. The in-service training processes providing the academic and educational environment to evaluate the instructors are conducted as below.

2. In-service Training Program for the Newly Recruited Instructors in Our Institution

2.1. General Aim of the Program:

Within the scope of the information above, this program targets to enable the new instructors to become part of our school by internalizing our mission, vision and academic values; to support them become qualified and exemplary instructors holding the responsibility of working at Hacettepe University, to help them solve the problems they may face within the classroom setting.

2.2. Objectives of the Program:

The program generally targets to equipping our instructors with the necessary professional qualifications specified in detail as below:
a) using modern language teaching methods and approaches for an efficient language teaching
b) raising awareness on the teaching of integrated language skills concerning listening, speaking, reading and writing
c) using the methods and techniques of classroom management,
d) specifying and solving the foreign language teaching problems faced in the classroom setting by using objective and scientific research processes,
e) stimulating professional self-assessment in an education environment,
f) improving theoretical and practical knowledge related to their field by participating in all kinds of professional development events,
g) participating in various conferences, seminars and workshops as trainees or presenters,
h) sharing good practices with colleagues through seminars,
i) strengthening social and professional interactions with the similar units of other higher education institutions and exchanging good practices.

The in-service training program appealing to the newly-recruited instructors, which is also the subject of our project, is conducted in two stages, which are a) “The Intensive In-service Training Program”, and b) “The Action Research Program”.

3. The Intensive In-Service Training Program

3.1. Objectives

The basic objective of the Intensive Training Programme is to enable instructors to gain basic classroom management and language teaching skills the general objectives of which have been defined above.

3.2. Trainees

The instructors with little (up to two years of experience) or no experience are expected to regularly attend this training programme. In addition, those instructors who have not attended any
kind of in-service training programme throughout their professional lives also have to participate in this programme.

3.3. The Content and the Activities

This programme lasts through autumn and spring semesters in an academic year. It has three basic components;

1. Seminars
2. Observations
3. Term Projects

3.3.1. Seminars

The seminars include the core subjects of the language teaching profession, which cover the following;

a. Lesson Plan Preparation
b. Classroom Management
c. Teaching Grammar
d. Teaching Reading
e. Teaching Writing
f. Teaching Vocabulary
g. Teaching Listening
h. Teaching Speaking

All the seminars are organized in the form of two-hour workshops, which are scheduled at the beginning of each semester. The trainees are expected to read, analyze and summarize the assigned articles or research reports related to the relevant topics prior to the seminar sessions. During the seminars, trainees discuss the content and exchange their ideas on the articles they have studied on.
3.3.2. Observations

There are two kinds of observation within the scope of the training programme: 1) the trainees’ observing the mentors 2) professional development coordinators’ observing the trainees.

3.3.2.1. The Mentoring System

The mentoring system in the program involves a coaching practice provided by the volunteer and capable instructors with an experience of at least five years. The mentors invite new instructors to their classes on the date scheduled in the training program and contribute to their professional development through their actual observations of the teaching practices. The mentors are encouraged to interact with the trainees before and after the observation through the pre- and post-observation meetings. The trainees are to submit a copy of their observation reports also to their mentors.

The purpose of the mentoring system is to enable the trainees to observe classroom practices parallel to the seminar subjects and to use the outcome in their own groups and to design their own implementation. The mentoring system provides more practical and up-to-the-point contributions for the trainees as it is conducted within the same institution where the trainees are working and whose student profiles are more or less the same.

3.3.2.1. Mentor Observation by the Trainees

All trainees are required to make classroom observations, which are pre-planned and arranged accordingly. The trainees observe the teaching practices of the mentors who are selected among the experienced instructors in our School. The groups to be observed and the observation dates are fixed beforehand and announced to the trainees and the mentor teacher.

All observations are planned in line with the subject previously discussed during the seminar week. After each observation, the trainees are to write a report describing their observation and explaining its contribution to their self-development and submit it to the Professional Development Coordinator. The trainees are given feedback about their reports. In
the academic year of 2009-2010 and 2010-2011, each participant made seven different class observations in total.

### 3.3.2.2. Trainee Observation by the Program Coordinators

The professional development coordinators observe the trainees as they teach in their own classes towards the end of the semesters in consideration of the in-service-training activities conducted throughout. Before the observation, the coordinators discuss with the trainees the content of the lesson, the duration and date of the lesson to be observed. During the observation, the coordinators take notes concerning the content of the class, the classroom management techniques and approaches used in that class and the application of the language teaching issues that have been discussed at the seminars. After the observations, coordinators hold meetings with the trainees to give feedback.

### 3.4. Term Projects

All trainees prepare a term project on one of the topics covered throughout the semester. While the topics related to classroom management are assigned in the Fall Semester, the topics related to the teaching of language skills are assigned in the Spring Semester. The trainees are free to specify a problem and prepare their term projects accordingly. The project is composed of all the relevant steps of a scientific research, including the purpose, review of literature, problem statement, research questions, the method, the findings and discussion, which include all forms of potential classroom implementation. The term projects significantly contribute to the development of the professional performance of the trainees as they get closely familiar with the teaching problems and seek for relevant solutions.

### 3.5. The Evaluation System

The trainees attending this program are evaluated on the basis of a total point of 100. In accordance with the regulations accepted by the University Senate, dated 18.03.2009 and numbered 2009-23, their overall scores over 100 are converted on a scale of 30 points and
submitted to the School Directorate as their in-service training performance score for that academic year. The distribution of the total points over 100 is as follows:

<table>
<thead>
<tr>
<th>Article Summaries and Presentations</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation Reports</td>
<td>30%</td>
</tr>
<tr>
<td>Term Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Seminar Attendance</td>
<td>15%</td>
</tr>
</tbody>
</table>

3.6. Scheduling the Program Activities

The schedule and content of the program is arranged in accordance with the academic calendar before the semester starts.

3.7. Trainee Comments on the Evaluation of the Program

As trainee feedback is seriously considered, following each academic year, trainees are asked to evaluate the In-service Training program using the questionnaires prepared for this purpose. The results obtained from the questionnaire survey conducted for the 2010-2011 academic year can be summarized as follows:

- Trainees defined the in-service training activities as “innovative, constructive, beneficial and all-purpose.”
- Trainees stated that they applied the activities they had learned during the program in their classrooms and that they obtained favourable results.
- Trainees explained that the program helped them resolve the problems they faced with in the educational context, be more organized and systematic, and make the classes more enjoyable for their students. They also emphasized that all these studies enabled them to boost their self-confidence required for their profession.

Another research was carried out in collaboration with Assist. Prof. Dr. Berna Arslan from Ankara University, Department of Educational Sciences, in the academic year of 2009-2010. The results display the following facts:

- In this process, the mentors considered themselves more as guides.
- Five mentors stated that they took part in this process so as to be part of this multi-purpose program, and four of them told that they wanted to support and encourage the newly-recruited instructors.
- Mentors also emphasized that the classroom observations provided the trainees with the opportunity of observing various teaching methods and helped them learn how to tackle with the problems likely to be encountered during class hours, thus raised their awareness on the teaching process.
- According to the mentors, the classroom observation process had a significant role in broadening the trainees’ professional perspectives and developing their classroom management skills.
- Mentors suggested that they should also observe the trainees’ courses so that the program could be more effective. They added that it was also crucial that they should hold more planned pre- and post-observation sessions and that the trainees should be given the opportunity of observing various instructors so as to be aware of different teaching practices.

4. The Action Research Program

4.1. Objectives

The main objective of the program is help the instructors solve the problems they have faced in their classrooms by making use of scientific research and evaluate their own teaching. The primary objectives of the Action Research Program for the instructors are as in the following:

a) To improve the knowledge of the instructors and raise their awareness concerning the classroom management and foreign language teaching methods and techniques.

b) To solve the problems of foreign language teaching faced in the classroom setting by using objective and scientific research processes,

c) stimulating self-assessment techniques in educational environments,
4.2. Trainees

The program is designed particularly for those instructors with at least two years of teaching experience in a former institution or for the instructors who have already completed the Intensive Training Program or an equivalent one approved. 11 trainees in the academic year of 2009-2010 and 8 trainees in the academic year of 2010-2011 attended the program.

4.3. The Content and Activities

It is now a gradually appreciated issue that all teachers should have the full or near qualifications of a researcher besides their teaching roles in the classroom. The Action Research Program mainly focuses on this fact and aims to help the instructors solve the problems they are likely to face in the classroom through a scientific approach. Taking all its benefits and importance into account, the trainees have to critically observe the problems they encounter in the educational context and specify one of them as the subject of their action research project. Some of the major steps of the project study are as those below:

- Defining the problem
- Specifying the purpose and developing the research questions,
- Reviewing the field literature,
- Designing the methodology and specifying the means of data collection and data analysis,
- Carrying out the research,
- Handing in the action research report in time.

In all these steps, the trainees review all the ongoing steps with the coordinator. This helps them see the contribution of their actions to the solution of the problem and their next steps are confirmed. During the first three weeks of the semester, the trainees get more familiar with their group profile and identify at least three problems they have met in their classes for the project. Then, they discuss these problems with the coordinator, decide on an issue for the project and review the related literature. As the next step, data collection instruments and the process table
are designed. In this step, the participant decides what kind of information s/he needs, which data collection instrument is the most appropriate for the study and how the data collection process should be managed. All of these are discussed and revised also with the coordinator. For the implementation step, the activities to be used in the class are designed and these activities are implemented over a period of three weeks. The coordinator follows the implementation phase as in the others. Finally, all the project reports are submitted to the coordinator for evaluation. The coordinator forwards the reports to two objective assessors are asked to evaluate the project in compliance with the criteria regarded by the Unit of Professional Development. At least one of these assessors must be working out of the Unit of Professional Development. The final score of the project is given on the basis of the average of individual grades of the assessors.

4.4. The Evaluation System

The trainees attending this program are evaluated on the basis of a total point of 100. In accordance with the regulations accepted by the University Senate, dated 18.03.2009 and numbered 2009-23, their overall scores over 100 are converted on a scale of 30 points and submitted to the School Directorate as their in-service training performance score for that academic year. The distribution of the total points over 100 is as follows:

- Defining the problem- Developing a research question % 10
- Designing data collection instrument and the process % 15
- Implementing the action research % 15
- Action research report % 60

As the trainees sort out the problems they face with in their own classroom by themselves through the action research conducted, the knowledge and experience they gain are likely to be more permanent. Therefore, the process supports self-learning and self-evaluation. With its present structure, the program has so far been observed to be working out on a systematic, efficient and forward-looking nature, contributing successfully to the realization of the educational objectives. Besides, the use of “experiential learning” approach on the part of the instructors is confirmed.
4. 5. Scheduling the Program Activities

The schedule and content of the program is arranged in accordance with the academic calendar before the semester starts.

4.6. Trainee Comments on the Evaluation of the Program

A program evaluation in the academic year of 2009-2010 for the Action Research Program by N. Aylin Ünlü, a senior instructor, was conducted. The trainee opinions regarding the program were collected using a semi-structured interview. The results obtained from the interviews conducted for the 2010-2011 academic year can be summarized as follows:

- Six trainees believed that action research program helped them a lot to both learn about the field and cope with the problems they faced with in their classrooms.
- The trainees stated that the program not only increased their professional knowledge, but also improved their research skills and communication with their colleagues and students.
- The trainees mentioned that they first had some doubts and a negative attitude toward the program but it changed positively in the progress.
- The trainees pointed out that the program changed their perception of the profession, their colleagues and students.
- The trainees complained that the time allotted for the action research could be longer. Though this is a considerable compliant, it is inevitable to re-arrange this allocation because the period given until the completion of the projects is specified both in accordance with the academic calendar in each semester and in consideration of a timely study expected.

The following results were obtained from the interviews and questionnaires given to the Action Research Program trainees in 2010-2011 academic year:

- The trainees viewed the Action Research Program as “useful, necessary, vision expanding and renovating”.

• The trainees stated that they had learned to be organised and could plan their activities in the classroom more efficiently with the support of this program. Moreover, they emphasized that the program had brought a variety to the activities they used in the classroom.

4.7. Tasks Assigned to the Trainees within the Scope of Academic and Social Activities Intended for the Students

Drama, debate, speaking club, film watching, etc. activities are conducted with the trainees in collaboration with the Unit of Academic and Social Activities. All these activities have a common goal of ensuring that students use the language efficiently in social environments and enhancing the trainees’ professional experience in extra-curricular activities. These activities are of great importance for establishing the awareness of the fact that language teaching is not limited to classroom applications and that educational practices must be handled within a broader vision. It is also significant that our in-service training process equips the instructors with the knowledge of contemporary methods, techniques and applications, which provide the students with more effective language learning experiences. By this way, they are also able to enhance their interaction with students by taking it beyond their classes and they get a much better opportunity of recognizing the language-related problems that our students come across with. For this reason, the instructors who will be asked to be responsible for any of the aforementioned activities are identified at the beginning of the academic year and the small groups are formed according to the tasks these activities require. A certain number of instructors work jointly for each activity and make the decisions and conduct the applications together. Deciding on the students who would participate in the activities and leading them to the related activities are also organized by these groups. In all these activities, the instructors in the groups inform other colleagues and request them to lead their students to these activities. After determining the students who are to participate in the activities, the studies that are going to be conducted with them are planned and the necessary preparations are made.

In the debate and drama activities, the preparation period is more comprehensive since the students are required to study with the instructors out of the class hours. For the debate activity, the students from intermediate and upper-intermediate levels are grouped. Their task is to discuss
a given subject, put their arguments forward and support them. On the basis of such group work, the successful group has the chance of competing with another group. Finally, the most successful group is awarded by the School of Foreign Languages.

In the Drama Activity, a play is put on stage. In the fall term, the play to be presented is chosen, also taking the ideas of students into consideration and then the rehearsals commence according to a schedule covering the spring term. Support concerning the costumes, stage design, etc. is usually received from a professional institution as Turkish State Theatres. At the end of the academic year, the play is put on stage for the students and instructors of our university.

As for the Speaking Club activities, mostly native speakers are invited to our school and they are requested to do joint studies with students. Their activities are organized in cooperation with the instructors taking part in this study. Speaking Club activities are intended for all Hacettepe University students besides the ones at the Prep Programs. So it is more comprehensive than other activities with this feature.

Concerning the Movie Club activities, the original movies selected by the instructors according to the content and the level of English language difficulty are periodically displayed in the Conference Hall of School of Foreign Languages. This way, students are encouraged to develop their listening comprehension skills. After watching the movies, students complete the related tasks given to them by the instructors.

Last but not the least, the Moodle applications are designed for the online courses by the staff on the non-tenure track designed and coordinated by the English Prep Unit. The coordinator held responsible for Moodle activities and her team are motivated and successful non-tenure track teachers, receiving support from both the experienced staff and the technical team.

5. In-Service Training Intended for All Instructors

Our unit is also responsible for the in-service training regarding all other instructors. Most of these activities are conducted in collaboration with Unit of Academic and Social Activities. Firstly, the teaching staff exchange programme with European universities with which our school has agreement in the scope of Erasmus Program is one of the educational sources for expert lectures, academic on-site observation and information exchange. In line with this, 6 instructors from the Czech Republic, Austria and Belgium visited our school for a one-week period. These
visiting instructors observed the classes, held meetings with both students and instructors at designated dates and times, and also delivered lectures on specific topics. In return, during the academic year of 2010-2011, 8 instructors from our school visited the Czech Republic, Belgium, Latvia and Hungary for similar purposes.

On request of the instructors in the Unit of Academic and Social Activities and Department of Basic English, a four-day seminar was held between the dates 19-22 October 2009 with the contributions of US Embassy ELT Office on “Revisiting the Writing Assessment System”. This seminar aimed at developing a set of common criteria in terms of the assessment of student writing tasks. When the writing assessment scores of the instructors before and after the seminar were compared, possible gaps among individually given scores for the same piece of writing seemed to close up gradually.

During the academic year of 2010-2011, another seminar was held on 3 March 2011 with contributions of Pearson Publishing in order to revise the assessment criteria in the writing part of the English classes conducted by the Department of Modern Languages. All the instructors in the unit participated in this seminar conducted by Kristina Smith. As the outcome of this study, new assessment criteria to be used for student essays were developed by the Academic Unit of the Department of Modern Languages and these criteria were put into common practice in the Spring Semester of that academic year. Professional development processes were structured with a bottom-up approach shaped by needs analysis, rather than with a top-down approach.

Within the scope of academic staff in-service training activities, the academic year of 2009-2010 also witnessed the “INGED-Day” and the “INGED-Afternoon” events held with the contributions of English Language Education Association (INGED). The announcements of these events were made through INGED to other similar institutions and it was ensured that other instructors from these institutions also participated in these seminars. On 20-22 October, 2011, the 15th International ELT Conference titled "Taking It to the Limits" was held again in collaboration with INGED, featuring a large number of international paper presentations and expert sessions.
6. The Innovative Aspects and Potential Contributions of the Project to Similar Other Contexts

6.1. The Innovative and Creative Aspects of the Project

This project might be regarded as an inspiring project for institutional and professional development planning and practices. One important point is that the professional development activities, particularly those of the newly recruited staff, have been defined as part of an overall promotion process that encourages the instructors for tenure track positions at Hacettepe University, School of Foreign Languages. Another point is that the Intensive In-Service Training Program, appealing to the instructors with limited experience, aims to establish a ground for the basics of language teaching and learning processes, the outcomes of which have been proved to be highly beneficial both for the instructors and, relatedly, for students. Solving the on-the-spot problems through a research necessitated by 'Action Research Program' is another useful component of the project. As has been explained before, 'Action Research Program' is a training and research-based activity proclaiming an innovative vision the results of which can be directly put into actual practice. Furthermore, with respect to the vision that language learning should not be confined to the environment within the walls of the classroom only, the extra-curricular activities as dramas, debates, film screenings and conversation clubs are organized in such a systematic way that they have been made as part of training activities for the first time.

As for the activities of general professional development, working with mentors, which is also part of the Intensive In-Service Training Program, can be considered as a new approach in in-service training practices. This provides a valuable opportunity for the mentors to track the development of the trainees as well as the newly recruited staff to make use of the valuable feedback of the experienced staff.

6.2. Implications of the Project to the Real-life Practices

One of the objectives of the project is to make the professional lives of the instructors who have taken their first step into the teaching profession more secure and beneficial. The professional experience to be gained during the early years is highly effective on the related
performances during the following years and may even be effective in the decisions to be made in relation to continue or to quit the profession. Besides, it is important for an instructor as a member of the school community to understand the mission, vision and values of the institution accurately and recognize the institutional identity. The tendency to quit the institution is likely to be higher for the instructors who have not undergone such a program. It is also a hard process for the instructors with limited experience to make the learning environment effective. The written lesson plans or teacher's books are not at all enough to overcome potential difficulties.

With the extracurricular activities such as drama, debates, conversation clubs, and film screenings, it is aimed that students make the target language part of their daily lives. Thus not only students but also the instructors gain experience about the kinds of the activities that can strengthen foreign language skills outside of the classroom.

6.3. Encouraging the Motivation of Trainees to Initiate and Sustain Academic Development through Research

With the aim to sustain the professional development of the instructors, they are encouraged to take part in the process actively. In The Intensive In-Service Training Program, they actively participate in the seminars with articles, presentations, observations and the term projects they have prepared. In the Action Research Program, the study they have carried out is turned into a research report and the trainees are encouraged to present their reports in various conferences or to publish them. In line with this, two of the research reports prepared in 2009-2010 academic year have been accepted to be published in the journal of INGED FORUM. Some of the action research projects were also presented in certain conferences and seminars. On 23 September 2011, a one-day seminar organized at School of Foreign Languages featured a number of selected action research reports with the participation of the whole academic staff. The action research presentation sessions were highly useful for the audience not only because of the real problems experienced in classes but also because of their scientific content and the steps followed. Each action research was treated as if it was a scientific thesis study seriously conducted.
6.4. Self-Evaluation of the Trainees and Its Contribution to their Professional Development

The project focuses on language teaching processes within the framework of our institution's mission, vision and values and on how to make use of these processes more efficiently. Therefore, the tasks carried out aim to help the instructors in organizing their professional development.

In the Intensive In-Service Training Program, new developments and useful methods and techniques in language teaching are laid out in seminars, which are followed by classroom observation practices, whereby the significance of the criteria is accentuated. In this way, the trainees are encouraged to make evaluation concerning what kinds of betterment they can make in their classes.

Objective self-evaluation is usually a hard process unless the instructors are guided and provided with an environment where comparative observations are made, feedback is given, and supporting resources are reviewed. In this sense, the Action Research Program provides ample opportunities not only by means of scientific research but also by means of observations and professional feedback given by the mentors and advisors.

In the Action Research Program, the participant chooses an educational issue which s/he views as problematic and tries to come up with a solution to this problem. S/he decides on the particular activities through literature review and develops materials to implement in order to solve the problem. Having implemented these materials, s/he takes feedback from his/her students and evaluates the process. S/he elaborates on the suggested solutions that s/he developed in order to solve the problem in his/her report. The report is expected to be as objective as possible where the initial weaknesses and the strengths of the instructor are also explained.

6.5. The European Dimension of the Project

The project might be inspiring for the European counterparts with many of its aspects explained above. The point to be kept in mind is that Hacettepe University is a state university and School of Foreign Languages has a huge student population with changing foreign language needs and purposes. Yet, despite the loaded and varying teaching responsibilities of the
instructors, the project and its successful implementation have so far proved that a careful in-service training planning with clear objectives and necessary legislative descriptions can successfully lead to a systematic in-service training program construction in state universities, which, in most cases, lack many of the comparatively higher financial advantages that private universities have.

As the framework allows national and international contacts and integrates Erasmus program into the scheme, the trainees are not limited with the school-based training only, but are encouraged and thus make the utmost use of all the other national and international learning opportunities. INGED, the British Council, US Cultural Office, publishing companies, and some other universities in Ankara have been in close interaction to provide academic support for the program. Besides, the international experts invited for lectures or visited our school via the Erasmus program helped the instructors get better ideas about the actual practices and problems experienced by their European colleagues. Within this framework, eight non-tenure track instructors from our school visited the institutions in the Czech Republic, Belgium, Hungary and Lithuania in line with the agreement within the Erasmus Staff Mobility Program. On the other hand, six instructors from Lithuania, Czech Republic, Austria and Belgium visited our school for a week. These visits were highly significant in that the visitors shared good practices and also the language teaching problems in the European countries. Besides, the instructors could have an opportunity to better understand the foreign language education policies in the EU countries. Erasmus staff exchange also enabled them to transfer their experiences to their home institutions.

On the other hand, through examining the explained project, both the national and the European colleagues might be interested in developing closer ties with Hacettepe University, School of Foreign Languages, for mutual support, idea exchange, and for the development of joint in-service training programs. The program can be inspiring for the staff development in the newly established universities in Turkey, because the training program aimed to make use of particularly the own and available supporting resources without having to transfer the financial resources of the university to any of the commercial teacher training courses.
6.6. General Assessment Procedures Applied

Different program evaluation methods are used in the assessment of the in-service training performances. Articles, observation reports and term projects are graded according to certain criteria. Term projects are objectively assessed by the experienced instructors who do not teach at the training program. Regular attendance to the seminars is seriously considered. Observation reports, article summaries, presentations, and regular attendance to seminars altogether make up the 60% and the term project makes up the 40% of the final grade.

It was gladly observed that all of the eight trainees who attended the program in the academic year of 2009-2010 completed it successfully and were given the chance of attending “Action Research Program” in the academic year of 2010-2011. To the exception of two trainees who had attendance problems, 3 out of 5 trainees could complete the program in the 2010-2011 academic year. These two trainees are to attend a remedial program in the 2011-2012 academic year. One instructor who started working in the 2010-2011 Academic Year, Spring Term is to attend the Intensive Training Program in the academic year 2011-2012.

Action research project is a process evaluation that trainees can pass to the next stage after a certain step has been analyzed and confirmed by the coordinator. In this training program process evaluation makes up the 40% and the whole project report makes up the 60% of the final grade. The project report is assessed by the instructors in our institution who are not the trainers in the unit with the pre-determined objective criteria. Twelve trainees in the 2009-2010 academic year and eight trainees in the 2010-2011 academic year completed the program successfully.

Professional Development Unit gets written and verbal feedback to determine the problems and difficulties of the trainees for both of the programs. Written feedback is obtained by surveys and the verbal one is acquired by face to face communication. At the end of each semester, the trainee opinions about the seminars are shared and questionnaires are given. In the interviews conducted at the end of the academic year, general opinions of the trainees about the program of that year are asked. Similarly, training activities organized for all the instructors at School of Foreign Languages are evaluated on the basis of participant feedback, provided both oral and written. Depending on the feedback, necessary modifications in the educational practices are made both at the prep programs and at the Unit of Modern Languages.
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