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| Term: | 202.. – 202.. [ ]  Fall [ ]  Spring |
| Date of Survey | …./…./202.. |

This survey aims to evaluate how well the School’s mission and educational philosophy are reflected in your learning experience.

Please read the “Mission of the School" and “**Our Educational Philosophy and Approach to Language Teaching”** and rate each statement in the survey on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree) and provide comments where possible.

 **Mission of the School:**

*The primary mission of our School is to equip both Turkish and international students enrolled in the faculties, schools, and institutes of our university with the foreign language and academic skills necessary to effectively carry out their academic studies in their respective departments. In addition, it is among our fundamental goals to guide our students in developing individual, academic, and social competencies, and to support their growth into principled, modern, creative, and productive individuals who are sensitive to their environment and to human values.*

**Our Educational Philosophy and Approach to Language Teaching:**

 *Alanya Alaaddin Keykubat University School of Foreign Languages program is carried out over one academic year with a level-based modular structure. The focus of the program lies in students’ using their language skills effectively, drawing strength from intercultural interaction, and developing responsibility for lifelong learning. Together with the increasing international student profile, it is foreseen that cultural diversity will enrich tolerance and mutual understanding.*

***1- Learner-Centred and Communicative Instruction***

*It is accepted that language learning occurs most efficiently in environments where students freely express their ideas, are not afraid of making mistakes, and practice the language through real-world tasks. For this reason, the communicative approach is taken as the basis; discussion-, presentation-, role-play- and project-based activities are designed; students are exposed to maximum interaction in the target language; fluency is balanced with grammatical accuracy.*

***2- Learner Autonomy and Lifelong Learning***

*It is assumed that learning is continuous and based on individual responsibility. In order for students to manage their own learning processes, individual study materials, online learning platforms and self-assessment tools are used; opportunities for exploration, inquiry and critical thinking are created so that intrinsic motivation is sustained.*

***3- Integrated Skill Development***

*An integrated curriculum is conducted in which listening, speaking, reading and writing skills, together with pronunciation, vocabulary knowledge and discourse organization, support one another.*

***4- Digital Literacy and Technology Integration***

*The innovations offered by technology are always researched and applied in the conduct of the lesson. Not only during the lesson but also outside it, students’ digital learning experiences are enriched with digital learning tools and AI-supported applications, and technology skills appropriate to contemporary requirements are imparted.*

***5- Intercultural Awareness***

*A large part of the themes handled in our textbooks, which hold an important position in the operation of the curriculum, and in the supplementary materials we produce, addresses global topics. With this approach shaped by the idea “Think globally, act locally,” students’ intercultural communication awareness is supported. In this way, it is aimed that students become individuals sensitive to local and global problems and responsible.*

***6- CEFR-Aligned Curriculum and Assessment***

*Our curriculum is designed on the basis of the Common European Framework of Reference for Languages (CEFR). Detailed learning objectives aimed at developing students’ academic language skills are determined. On the other hand, in the assessment process, students’ written and spoken productions are supported with regular feedback; exams and various evaluation methods clearly reveal strengths and skills that need development.*

***7- Social and Academic Support Activities***

*Through clubs, excursions, projects that can contribute to society, competitions and publication projects, it is aimed to reinforce teamwork, leadership and social responsibility skills.*

***8- Continuous Professional Development and Quality Assurance***

*The pedagogical competence of the SFL academic staff is continuously updated through in-service training, lesson observations, workshops and research activities. Student feedback and stakeholder opinions are analyzed at regular intervals; the curriculum and teaching practices are revised accordingly.*

*In line with this holistic approach, it is aimed that graduates of the program become individuals equipped not only with linguistic proficiency but also with critical thinking, problem-solving, teamwork and intercultural communication skills.*

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| **No** | **Statement** | **1** | **2** | **3** | **4** | **5**  |
| 1 | I am familiar with the School’s mission and educational philosophy. |  |  |  |  |  |
| 2 | I integrate the School’s mission into my lesson planning and teaching. |  |  |  |  |  |
| 3 | My teaching methods reflect the School’s educational philosophy. |  |  |  |  |  |
| 4 | The learning activities I design help achieve the mission’s goals. |  |  |  |  |  |
| 5 | I encourage students to become principled, modern, creative, and productive individuals. |  |  |  |  |  |
| 6 | I design activities that help students develop sensitivity to environmental and human values. |  |  |  |  |  |
| 7 | I create opportunities for students to develop individual, academic, and social competencies. |  |  |  |  |  |
| 8 | The curriculum I teach supports balanced development of students’ language skills. |  |  |  |  |  |
| 9 | I integrate digital tools and technology effectively, as encouraged by the philosophy. |  |  |  |  |  |
| 10 | Overall, the mission and educational philosophy are well integrated into my teaching practice. |  |  |  |  |  |

Additional Comments:
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