

AREAS OF INTEREST/NEED

topic	very interested	interested	slightly interested	not interested	Specific focus of interest/need e.g. academic writing for publishing or teaching academic writing for sts in university
Academic Writing	1	2	3	4	
Assessment	1	2	3	4	
Business English	1	2	3	4	
CALL (computer aided lge learning)	1	2	3	4	
Content Based Instruction	1	2	3	4	
Creative Writing	1	2	3	4	
Drama	1	2	3	4	
Games in the Classroom	1	2	3	4	
Genre Analysis	1	2	3	4	
Grading Rubrics	1	2	3	4	
Grammar	1	2	3	4	
Listening	1	2	3	4	
Literature	1	2	3	4	
Material Development	1	2	3	4	
Oral Presentations	1	2	3	4	
Pronunciation	1	2	3	4	
Reading	1	2	3	4	
Second Language Acquisition	1	2	3	4	
Speaking	1	2	3	4	
Teacher Evaluations	1	2	3	4	
Teaching Young Learners	1	2	3	4	
Vocabulary	1	2	3	4	

Other topics not listed: _____

OVERVIEW OF DEPARTMENT/INSTITUTION

Provide an overview of your department and institution. How many teachers are there? Students? How many hours a week are teachers in the classroom? Students? Provide any other information that will help in planning a program at your institution.

PROJECT DESCRIPTION/JUSTIFICATION

Briefly explain what it is that the visitor could do/accomplish/change for your ELT programming and institution. In other words, why is having the ELT visitor important?

- b. If it's a focused series of workshop, what are the goals? What materials could you provide in order for the ELT visitor to prepare? (program curriculum, sample exams, course objectives etc.)

FOR ENGLISH LANGUAGE SPECIALIST REQUESTS:

NB: The rule of thumb for specialist approval by Washington is to have the specialist come for at least 10 days of programming. If you only want a specialist for a couple days or a one-off plenary, we will need to see what other programming is possible in order to increase the visit to 10 days of work. Keep in mind that this may make it more difficult to schedule a specialist visit. This is not meant to discourage requests, but it does mean we need to be more creative with the programming.

Washington makes the final decision in approving all specialists. One factor they look for and use as a consideration is cost-sharing from the host institution.

What could the institution provide for the specialist's stay?
accommodation, breakfast, lunch, internet connection, transportation to/from airport, other

How to request assistance from the ELO Office

Curriculum revision can be an enormous undertaking and should not be taken lightly. Universities interested in curriculum development assistance should contact the ELO at the American Embassy to express an interest in a collaborative project.

Interested universities should also undertake the following steps and prepare the corresponding documents as essential preparatory work:

1. read the information about curriculum development on our website

http://turkey.usembassy.gov/cirriculum_development.html

to be sure we have the same understanding of concepts in the process of curriculum development

2. conduct an initial needs analysis (see also Middle East Technical University's needs analysis <http://www.metu.edu.tr/home/wwwmld/CRP/sfneeds.htm>) (see below for explanation and example)
3. write a self study statement (see below for explanation)
4. Complete the relevant portions of the ELO Support Request Form above

These documents are requested to ensure an institutional commitment to the curriculum renewal process and establish a documentary basis for ELO commitments of resource funding to the project.

Needs Analysis: The primary purpose of a needs analysis is to ensure that the language instruction is relevant and actually provides students with the English language skills they will need outside of the ELT classroom. Although universities can and should do more as part of the needs analysis process, the following are some simple steps that universities can undertake to conduct a basis needs analysis:

Talk about how English is and should be used in the university and about the strengths and weaknesses of the English teaching program to:

- 10 language teachers
- 10 content teachers
- 10 administrators

- 10 upper division students who have graduated from the program.

Based on these discussions, determine the varied learning needs of students in the English-teaching program and how they could be specified. Write up a needs analysis survey and collect the following responses:

- 50 graduates of the program
- 50 present students
- 20 content teachers
- all language program staff members

In a simple reporting format, summarize and submit the results with the self study statement to the English Language Office.

Self-Study Statement: The primary purpose of a self-study is to examine all aspects of a program, considering the setting in which it operates and the constraints within which it exists, in order to determine future directions for the program. A self-study statement should respond to questions such as these:

- What does the English-teaching program do?
- Why does the English program teach English? What are the primary goals of the English program?
- How does the program teach English?
- What are the strengths of the program?
- What are the weaknesses of the program?
- What changes would you like to see in the program?
- What changes would be desirable but impossible under present circumstances?
- How will you alter/change/rewrite the examinations/assessment to reflect the new goals and objective of the program