

SCHOOL OF FOREIGN LANGUAGES

HASAN KALYONCU
UNIVERSITY



QUALITY MANUAL

2019-2020

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HASAN KALYONCU UNIVERSITY

1.

One of the oldest inhabited cities of the world with a history of close to 6,000 years, Gaziantep has hosted Hasan Kalyoncu University (formerly known as Gazikent University) as its first foundation university. Hasan Kalyoncu University was founded as the first foundation university in Gaziantep in accordance with the decree of the Council of Ministers published in the official gazette on August 19, 2008, numbered 26972. HKU is designed as a centre of education, research and innovation.

The university has 7 faculties comprised of 25 departments, 3 institutes, 3 Continuing Education Centres located in İstanbul, Ankara and Gaziantep, a Distance Learning Centre, a Vocational School of Higher Education and a School of Foreign Languages (SFL) that provides high-quality preparatory program in English since 2010. The English Preparatory Program (EPP) is compulsive for English medium departments. Therefore, students whose departmental courses are conducted 100% in English or partially in English have to take EPP education at the School of Foreign Languages for an academic year. EPP is optional for Turkish medium departments.

HKU, with its distinguished and highly qualified faculty members from around the globe, aims to become a world-class university. We aspire to be the leading tertiary learning centre of the Middle East, Europe and of Gaziantep in particular. Our students are equipped to be successful both in business and academic institutions with the high quality education gained during their training with us. With an outstanding English medium education in place, we believe that HKU will also become the preferred site of higher education for international students. We aim to train future generations of excellence who will contribute to the socio-economic development of both the region and the country.



A UNIVERSITY DESCRIBING ART, LIFE AND HUMAN

Green And Smart Campus

VISION

Hasan Kalyoncu University envisions confident, research-minded and entrepreneurial graduates who, determined to uphold the moral values and virtues of civilization, are well qualified for the challenges of their respective industries. Hasan Kalyoncu University believes in the universality of science, and aims to be a higher-learning institution of great respect and renown. The University is ready and prepared to train its future graduates for a highly competitive world, in which boundaries no longer exist.

Hasan Kalyoncu University embraces a vision based on the principles of: universality of knowledge, research-mindedness, free and critical thinking, respect for people, nature and the environment, equality of opportunity, harmony of knowledge and ethics. One of its fundamental objectives is to provide a student-centered and interdisciplinary education, supported by active learning principles and social and cultural programs.

MISSION

In accordance with our mission, we aim to have graduates who are familiar with global changes and may use the knowledge learnt to solve problems. We aspire after building constant dialogues with national and international business and academic world and other various segments of the society to help our graduates in finding appropriate jobs. We aim at educating professionals who are innovative, proactive, research-mindedness and endowed with all essential knowledge in an interdisciplinary approach. We set sight on establishing institutions to educate academics for scientific research.

School of Foreign Languages (SFL) at Hasan Kalyoncu University has provided high-quality language education service to the students at an international level since its foundation, September 2010. The students taking their education at School of Foreign Languages study for five terms in which Elementary, Pre-intermediate, Intermediate, Upper-intermediate and Advanced classes are conducted.

With the motto "*Teaching for Real Life*", the School of Foreign Languages relates language teaching to real life situations by creating natural interactive environments in the classroom. Our school creates a supportive learning environment to make students' learning meaningful, useful and enjoyable. Features of our English Preparatory Program include:

- » A learner-centred program tailored to students' evolving learning needs
- » Highly qualified and internationally experienced staff who tailor courses for students' enjoyment and success
- » Integration of computer technology into teaching through Computer Assisted Language Learning (CALL)
- » Carefully selected textbooks and materials
- » English for Specific Purposes (ESP) programs to prepare students for their departments
- » Close monitoring of student progress through an effective advising system
- » Orientation program both for the lecturers and the students
- » Speaking clubs and debate groups
- » A learning environment to foster critical and creative thinking

MISSION

The mission of the School of Foreign Languages is to ensure that through our language education program that we build on individual differences and interdisciplinary teaching, under the guidance of science, our students, as global citizens, will be able to use the language skills effectively that they will need in their academic and professional lives, and be enterprising, innovative and proactive professionals who keep pace with the digital world and own high degree of social sensitivity.

VISION

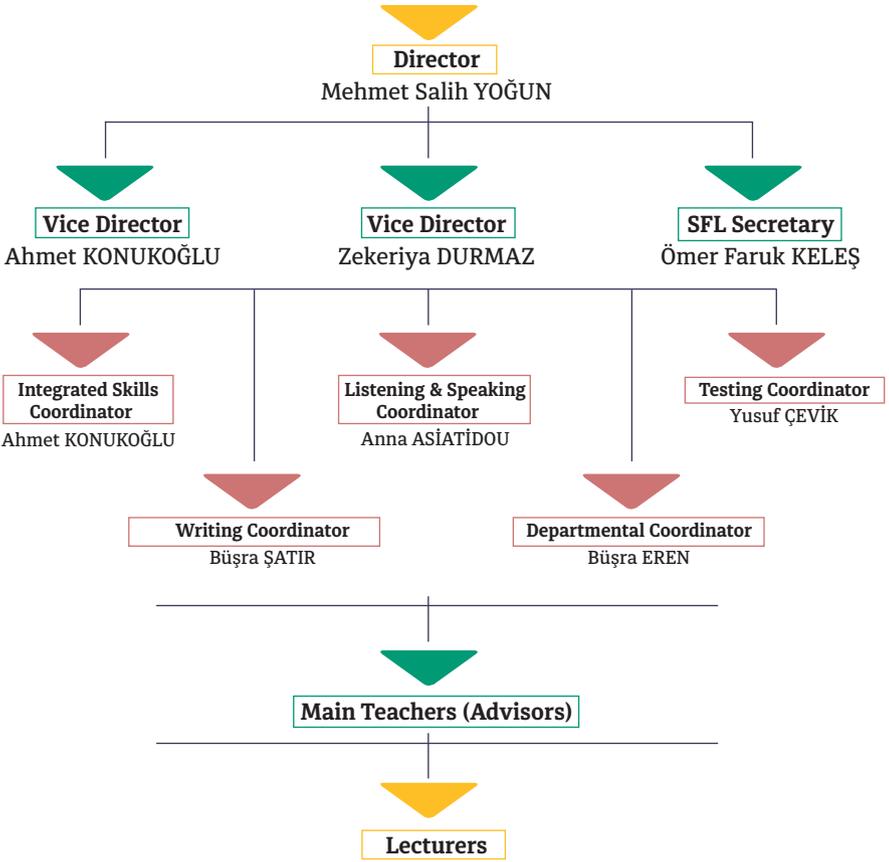
In consideration of our mission, the vision of SFL is to be a school and a science centre with the help of its distinguished academic and administrative staff which focuses on digitalization and interdisciplinary cooperation, offers education at international standards and trains socially beneficial, enterprising and innovative individuals.

ORGANIZATIONAL CHART

1.2.1

School of Foreign Languages consists of two main sections and they are academic and administrative units. Director of the SFL that is appointed by the Rector of HKU for a term of three years is responsible for managing both the academic unit and administrative unit. The vice-directors are appointed by the director and proposed to the HKU administration for approval for a term of three years. The secretary who is appointed with the approval of Rectorate's Office is responsible for the administrative staff and overseeing the secretarial unit. The organizational chart for the 2019-2020 academic year is represented in Chart 1:

Chart 1: HKU SFL Internal Organizational Structure for the 2019-2020 Academic Year



AIMS AND OBJECTIVES

1.2.2

Both the academic and administrative staff members of the SFL are chosen very carefully after a long process of evaluation. We have a clear and worthwhile vision which we all share and understand for the School of Foreign Languages that we use to guide our actions.

With its highly qualified teaching staff the SFL aims to:

- » help students to use all the skills effectively and productively
- » examine our systems and processes to see how we can improve the courses and/or services we offer
- » equip learners with effective communication and academic skills
- » provide language education service that students can make use of both at their departments and in their daily lives
- » create a language school in which all the stakeholders strive for excellence
- » integrate technology into language teaching through Computer Assisted Language Learning (CALL)
- » support students and create an educational bridge between the SFL and the other departments through "English for Specific Purposes" programs

1.2.3**DUTIES AND RESPONSIBILITIES**

The academic and administrative staff at the SFL undertakes a variety of academic and administrative duties to maintain a high-quality language education program for the students. In this section, you can find the job descriptions for each job and/or position within the organizational structure of the SFL.

The SFL management aims to provide all the academic and administrative staffs with an appropriate environment to perform their duties completely and support when they are in need of help.

1.2.3.1**DIRECTOR**

As a member of the school's management team, duties of the director include:

1. Fulfilling the responsibilities aligned with Article number 4 of Higher Education Law numbered 2547.
2. Overseeing the planning and implementation of all academic, financial, and administrative affairs of the SFL.
3. Being responsible to the administration of HKU for all programs and activities of the school.
4. Being responsible for the overall administration and academic management of SFL, safeguards and improving the quality of the academic programs, advertisement and student service.
5. Overseeing and confirming the effective performance of all staff within the school, whereby all required duties are fulfilled.
6. Creating strategies to accomplish academic and administrative objectives and providing guidance for goal attainment.
7. Delegating tasks and decision-making power, as seen necessary, to effectively coordinate issues that fall within his/her jurisdiction of job responsibilities.
8. Attending all HKU Board and Senate meetings and representing the SFL at the university level councils and committees.
9. Presiding at SFL Board and SFL Administrative Board, and ensuring the decisions taken by these two councils are implemented completely and properly.
10. Recruiting academic staff when needed.
11. Conducting work for the SFL accreditation.

1.2.3.2**VICE DIRECTORS**

As a member of the school's management team, duties of the vice-director responsible for academic affairs include:

1. Program planning, development, implementation and evaluation.
2. Curriculum/syllabus design and development.
3. Assisting and supervising the testing unit.
4. Development and selection of resources and course books.
5. Holding in class observations.
6. Being responsible to the director of the SFL for all actions carried out by personnel.
7. Being responsible for the planning and implementation of all academic affairs of the school.
8. Representing the director in his/her absence.
9. Implementing and overseeing the regulatory decisions made by the Higher Education Council regarding his/her job responsibilities.
10. Organizing and implementing the evaluation process of school employees.
11. Managing the administration of the academic affairs, coordinating the school's annual performance review, training needs and professional development opportunities.
12. Helping to resolve issues of student academic and administrative conduct

13. Ensuring the appropriate maintenance of academic records and data.
14. Preparing a monthly report for the director upon the request of the director.
15. Conducting work for the SFL accreditation.
16. Doing other duties to be assigned by the director.
17. Teaching up to 12 contact hours per week.
18. 18. Being responsible for coordination the communication and tasks between the SFL and the departments stated below:
 - » Department of Strategic Development
 - » Department of Health, Culture and Sports
 - » Department of Library and Documentation

As a member of the school's management team, duties of the vice-director responsible for administrative affairs include:

1. Program planning, development, implementation and evaluation.
2. Preparing class scheduling for each term.
3. Student orientation, placement and class allocation.
4. Holding in class observations.
5. Being the contact person to all publishers.
6. Being responsible for school website and Student Review System.
7. Arrangement of relief teaching.
8. Dealing with the administrative issues raised by teachers.
9. Being responsible to the director of the SFL for all actions carried out by personnel.
10. Being responsible for the planning and implementation of all administrative affairs of the school.
11. Overseeing the administration of all examinations.
12. Representing the director in his/her absence.
13. Implementing and overseeing the regulatory decisions made by the Higher Education Council regarding his/her job responsibilities.
14. Organizing and implementing the evaluation process of school employees.
15. Serving as sole contact person to receive all student health reports, maintaining them on file and communicating directly with testing office regarding student health report (excuses) issues.
16. Entering and keeping track of student attendance, making the necessary announcements to the students and lecturers to do with cancellations or changes.
17. Helping to resolve issues of student academic and administrative conduct.
18. Preparing a monthly report for the director upon the request of the director.
19. Being responsible for distance education in departments.
20. Being responsible for Student Review System to verify the assessment.
21. Conducting work for the SFL accreditation.
22. Doing other duties to be assigned by the director.
23. Teaching up to 12 contact hours per week.
24. Being responsible for coordination of communication and tasks between the SFL and the departments stated below:
 - » Department of Administration and Finance
 - » Department of Personnel
 - » Department of Student Affairs
 - » Department of Information Technology

COORDINATORS

1.2.3.3

As a member of the school's academic team, duties of the coordinators include:

1. Program planning, development, implementation and evaluation.
2. Assisting the testing unit as a natural member of the office.
3. Resource and materials development.
4. Development and selection of resources and course books.
5. Academic support and in-service training for teachers, if required.
6. Participating in the development and implementation of academic policies, guiding principles, objectives and functions in accordance with the philosophy of the school.

7. Developing syllabi that clearly outline the course requirements, rationale, goals, and objectives and submitting digital copies of syllabi and course handouts to the vice-director responsible for academic affairs.
8. Collaborating face-to-face, with academic staff weekly and/or as needed to facilitate communication, monitoring and adjusting curriculum and instruction based upon student needs and providing vice-director responsible for academic affairs appropriate feedback of student progress and committee members.
9. Making necessary changes in the curriculum according to the feedback received from the instructors and monitors and revising the program throughout the year by collecting systematic feedback.
10. Teaching up to 16 contact hours per week.
11. Reporting to the SFL vice-director responsible for academic affairs if required.

TESTING COORDINATOR

As a member of the school's academic team, duties of testing coordinator include:

1. Planning scheduling of exams for the academic year.
2. Reviewing syllabi and deciding on the material to be tested for each skill area.
3. Determining the invigilators, markers and oral examiners.
4. Discussing each section of a test for suitability of individual questions or parts of the tests with the coordinators and vice-director responsible for academic affairs and making necessary changes.
5. Preparing test information announcements for the bulletin boards and web, being responsible for execution of the exams and evaluating them.
6. Being responsible for all data of exams (progress test, MTE, ETE, proficiency exams, all the graded components and statistical analysis, etc.) on a weekly basis and giving a copy to the vice-director responsible for academic affairs.
7. Keeping all the records confidential and being responsible for the secure storage of all exam materials.
8. Entering the results into the student review system just after the announcement.
9. Providing assistance to the process of curriculum design by assessing the results of the assessment process in accordance with curriculum activities.
10. Reporting the vice-directors about any issues raised during the exam.

1.2.3.4

MAIN TEACHERS (ADVISORS)

The main teachers (advisors) are determined by the SFL management among the lecturers at the beginning of each term for each class in order to monitor the students' progress in academic studies, guide them during the teaching process and inform them about the rules that should be followed in all areas at the SFL. The names for main teachers for each class change at the beginning of each term. That is why, any lecturer teaching a class can be the main teacher of that class for a term. In this respect, there are no certain names for this position. With the help of the partners teaching that class, the main teacher plans the pacing each week regularly, makes necessary changes related to pacing if needed, has meetings with the partners to discuss students' progress and informs the coordinators and the SFL management about any issue raised in the classroom.

All the main teachers within the SFL are expected to complete the following tasks and responsibilities at the direction of coordinators and the SFL management.

1. Coordinating the syllabus and materials.
2. Cooperating effectively with the partner teachers.

3. Encouraging and motivating students.
4. Being accessible to students outside the classroom, providing ample periods of time for counselling and mentoring students in matters related to academic success.
5. Informing students in his or her class of the methods to be used in determining course grades, i.e., evaluation criteria and the contribution to the final grade of each graded component.
6. Informing students of any requirements related to classroom rules, attendance limit and exam rules at the beginning of each level.
7. Informing students of any requirements related to regular course attendance and participation and warning them before they reach critical levels by taking the record of individual meetings with the help of consultation form.
8. Monitoring student progress, analyzing exam results and other student work with sufficient promptness to enhance the learning experience.
9. Reporting to the Vice-directors.

LECTURERS

1.2.3.5

The lecturers teach in discipline areas in which they have specific training and competence. As such, the lecturers are expected to plan, organize, and teach in a manner that is in harmony with the school's doctrinal position, mission and values. They also promote and direct successful student learning in keeping with the learning-centered values and goals of the school.

The lecturers undertake a variety of academic and administrative duties at the direction of the SFL coordinators, vice-directors and director. All the lecturers within the SFL are expected to complete the following tasks and responsibilities at the direction of coordinators and the SFL management.

1. Implementing curriculum/syllabus under the coordinator's supervision.
2. Assisting the Testing Unit by invigilating and marking the exams.
3. Resource and materials development under the Coordinator's supervision when requested.
4. Development and selection of resources and course books.
5. Close communication with the committee members.
6. Attending meetings regularly.
7. Showing a professional attitude towards students and colleagues.
8. Carrying out other duties related to an academic staff member's role, as reasonably required by the management from time to time.
9. Complying with the school's rules, regulations and policies.
10. Preparing class sessions, assignments and providing necessary oral/written feedback to help students grasp course content and how it integrates with overall student learning outcomes for the course.
11. Establishing and maintaining a productive, inclusive, and stimulating learning environment.
12. Participating in and contributing to curriculum development by planning, developing, and evaluating new and existing courses and curriculum.
13. Meeting his or her classes at the scheduled times, being prepared for all class sessions, and starting and ending classes at the scheduled times.
14. Working with vice-director responsible for administrative affairs to make appropriate alternate arrangements when he or she knows in advance that he or she will be unable to attend particular class sessions.
15. Implementing instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
16. Keeping up to date with developments in subject area, teaching resources and methods and making relevant changes to instructional plans and activities.
17. Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work.
18. Being accessible to students outside the classroom, providing ample periods of time for counselling and mentoring students in matters related to academic success.
19. Teaching up to 18 contact hours per week.
20. Reporting to the SFL coordinators and vice-directors if required.

2. HKU SFL ENGLISH PREPARATORY PROGRAM

Hasan Kalyoncu University is an English medium university and the students are encouraged to learn at least one foreign language. Some other courses related to languages are given as selective courses at the departments. As it was stated before, there are 25 departments at HKU. The academic departments at Hasan Kalyoncu University are divided into two main groups in terms of their language of instruction. Three departments of Engineering Faculty, department of Political Science and International Relations, department of International Trade and Logistics and ELT department use 100% or 30% English medium of instruction whereas the courses at other departments are conducted entirely in Turkish. Therefore, all students who wish to study any English medium departments are required to sit for SFL Proficiency and Placement Exam if they do not have the equivalent proficiency score from exams such as TOEFL, Pearson PTE and YDS which are determined by the HKU Senate. If successful, students go on doing their studies in their respective faculties without having EPP. Students who are not able to pass the SFL Proficiency and Placement Exam or do not have required score from the pre-determined exams are required to attend and successfully fulfil the requirements of English Preparatory Program provided by the SFL.

The SFL organizes an academic year for an English Preparatory Program that is divided into two long academic terms and one short term. The first academic term consists of an 18-week period. The first week of the term is allocated for an orientation program organized for all the students at HKU. 15 weeks are allocated for teaching two levels and 2 weeks are spared for End of Term Exam (ETE) of each level. The second academic term is formed with a 16-week period. 14 weeks are allocated for the teaching process of two levels while 2 weeks are spared for End of Term Exam (ETE) of each level. And the last term consists of 7 teaching weeks which is followed by ETE.

In EPP, the students are provided with an extensive language education in five levels which are Elementary, Pre-intermediate, Intermediate, Upper-intermediate and Advanced. Each level is composed of 26 hours of teaching per week except for Advanced level which is 24 hours of teaching. At Elementary and Pre-intermediate levels, students follow an integrated skills course that is supported with writing course. At Intermediate, Upper-intermediate and Advanced levels, students are offered with skill-based courses along with the integrated skills course in order to provide a chance to develop each of their skills significantly. Following their skill-based courses, students are offered ESP (English for Specific Purposes) courses in their field of study to create an educational bridge between SFL and their departments.

In order to fulfil the requirements of EPP successfully, a student studying ELT department must complete Advanced level with an average of 70% or higher or pass SFL Proficiency and Placement Exam that is conducted once a year (at the beginning of academic year). Each level is completed with an average of 70% or more as well. A student studying other departments must complete Upper-intermediate level with an average of 65% or higher or pass SFL Proficiency and Placement Exam that is conducted once a year (at the beginning of academic year). Each level is completed with an average of 65% or more as well.

TIMETABLES

2.2

Except for advanced level, all levels at EPP consist of 26 hours per week. Last two hours on Monday are allocated for the exam which means that we have the exams on Monday at the stated time. In addition, students do not have any course after lunch on Friday. So, they have 4 lessons on Monday and Friday. Students have 6 lessons from Tuesday to Thursday. The schedule of teaching hours is as follows:

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------|---------|-----------|----------|--------|
| 09.00 - 09.45 | | | | | |
| 09.55 - 10.40 | | | | | |
| 10.50 - 11.35 | | | | | |
| 11.45 - 12.30 | | | | | |
| Lunch Time | | | | | |
| 13.35 - 14.20 | | | | | |
| 14.30 - 15.15 | | | | | |

3. HKU SFL QUALITY MANAGEMENT SYSTEM

Every institution has its own eclectic variety of objectives, needs and cultures. The curriculum of the SFL is arranged to provide students with fundamental knowledge and skills in order to do their necessary academic study in the target language. SFL is responsible for developing and updating the English Preparatory Program curriculum, syllabuses, course outlines, portfolios, and classroom materials. In this respect, SFL considers its objectives in relation to the needs of students, the results of questionnaires that are conducted at least twice a year, SWOT analysis done with the participation of all SFL academicians, the academic expectations of faculties and departments, and the university's policies. The content of each course is then designed in accordance with these determined objectives. Appropriate methods of teaching are adopted in line with relevant objectives and contents. Lastly, the evaluation component, based on analytical and holistic testing results, helps review established objectives, contents and methodology.

No teaching or learning resource, be it course books, classroom materials, multi-media or so on, can fully generate the optimal teaching and learning environment for any given group of teaching professionals or learner populations. All committees prepare materials for each level of proficiency in view of the considerations and limitations above. Needless to say, in so far as is possible, materials should reflect the curricular objectives, contents, needs, methodology, assessment criteria and recent research findings in the literature.

Considering all the feedbacks and results provided by the committees, students, departments and research findings, the SFL management reaches a decision for all committees and levels.

In the light of all the things mentioned above, the lecturers are expected to plan, organize, and teach in a manner that is in harmony with the school's doctrinal position, mission and values. They also promote and direct successful student learning in keeping with the learning-centered values and goals of the school.

COMMITTEE STUDIES

3.1

The SFL has five committees that make necessary work to establish the intensive language program for the students. The committees are Integrated Skills, Writing, Listening & Speaking, Departments and Testing. Each committee is consisted of a coordinator and lecturers. The coordinator for each committee is appointed by the vice-director responsible for academic affairs after receiving the director's approval. With the help of members of committee, the coordinator is responsible for program planning, development, implementation and evaluation. The coordinator is required to make necessary changes in the curriculum according to the feedback received from the lecturers and monitor and revise the program throughout the year by collecting systematic feedback. Each committee holds meetings during the summer process to decide about the book to be used, prepare the curriculum, support the curriculum with extra communicative, meaningful and productive activities, and provide the SFL management with the digital copies of syllabi. Starting with the teaching process, each committee conducts a meeting at the beginning of the term with the members and they have an interactive environment to discuss about all the instructional issues, exchange the ideas and make necessary suggestions to create a much better program for the learners. Before the meetings, the coordinator is supposed to send an email to all the members in which the agenda of the meeting is stated. In this way, the members have an idea about what they are going to work on and can come up with innovative and creative solutions to the possible problems they may have. The coordinators are supposed to take note of the things spoken in the meeting and write a report to the vice-director responsible for the academic affairs (for an administrative issue they are supposed to inform the vice-director responsible for administrative affairs).

The coordinator of each committee is responsible for collaborating face-to-face, with academic staff weekly and/or as needed to facilitate communication, monitoring and adjusting curriculum and instruction based upon student needs and providing vice-director responsible for academic affairs appropriate feedback of student progress and committee members. If a problem occurs, the coordinators are encouraged to diagnose the main reasons of it and assign task to their members to solve the problems.

At the beginning of each term, Testing, Writing and Listening and Speaking committees conduct some workshops with the members on marking the exam paper, writing portfolio or speaking portfolio. The coordinator of Testing Office provides all the lecturers (especially the new members of academic staff) with some sample exams and answers on them and they are supposed to evaluate the answers. The coordinator of Writing committee holds some meetings with the lecturers in which they are given sample writing portfolios and asked to assess them in accordance with the writing scale we have. Finally, the coordinator of Listening and Speaking committee organizes some sessions in which the lecturers are informed about how to assess an oral study (either an oral exam or speaking project) and asked to practise with some more case studies. The reason why they hold these meetings and workshops is to reach a consensus on the evaluation of the scales and have a standard among the lecturers. As a result of these interactive and productive studies, the SFL management ensures that all the lecturers can be given tasks for these activities with a high standard of performance.

The coordinators are required to have a meeting at the end of each term to discuss about the issues occurred, take necessary precautions for the following term and come up with some solutions to the problems and report the process. It is essential for all the committees' members to be involved in problem solution process as they are the practitioners of EPP. Their involvement to the process helps coordinator to provide needed feedback to develop the educational service offered to the students. Each term this cycle is repeated again.

At the end of the academic year, coordinators provide the SFL management with all the documents giving information about their committees' work, including an evaluation of strengths and weaknesses, suggestions for the following academic year and preference for the books used. In the light of all these findings coming from each committee, the SFL management evaluate the feedbacks and start a new study to develop a new action plan for the future.

3.2

ACADEMIC AND ADMINISTRATIVE STAFF

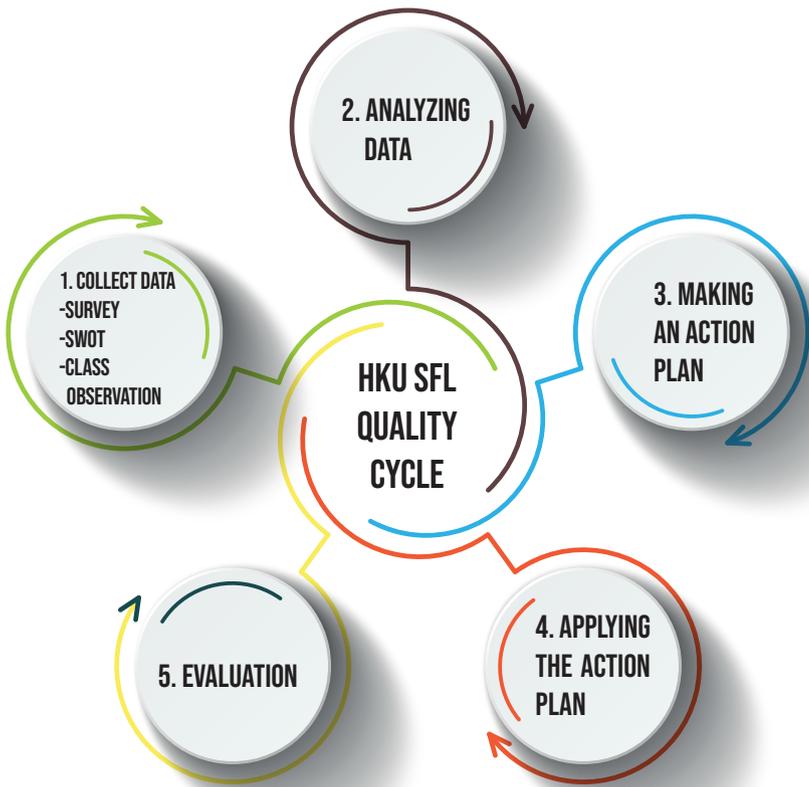
In order to provide a high quality educational service to the students, the SFL looks for qualified and experienced lecturers that can help to achieve this aim. In this respect, the SFL employs both Turkish and foreign lecturers from all around the world. The procedure of recruiting foreign and Turkish lecturers is different. However, responsibilities, duties and the expectations from both Turkish and foreign lecturers are similar and they are managed by Turkish law, more particularly the law on Higher Education numbered 2547. The lecturer teaches in discipline areas in which he or she has specific training and competence. As such, the lecturer is expected to plan, organize, and teach in a manner that is in harmony with the school's doctrinal position, mission and values. He or she is also expected to promote and direct successful student learning in keeping with the learning-centered values and goals of the school that he or she works for.

It is essential for an institution to employ lecturers that can contribute to the teaching and learning environment in an effective way. That is why, in order to maximize the advantages of implementing an extensive language program, experienced and qualified lecturers are needed. School of Foreign languages at Hasan Kalyoncu University searches for the best candidates that can work collaboratively as team work is crucial to create an effective learning environment for the learners. In this respect, to reach the high-quality standard and improve it gradually the SFL management, coordinators, main teachers (advisors) and lecturers have meetings that are conducted regularly. The courses in all the classes are taught with the collaboration of at least 4 lecturers, one of whom is the main teacher. An advisor is appointed for each class. The main teacher is charged with monitoring student progress, analysing exam results and other student work with sufficient promptness to enhance the learning experience. At the beginning of each week, under the supervision of the main teachers, the lecturers gather and discuss about the pacing, extra activities that will be used for that week and the students' progress. Then, if required the coordinators have a meeting with all the members of committee to see whether the predetermined aims are fulfilled or not. The main teachers provide the coordinators with all the necessary information related to the classes they are responsible for. Apart from these meetings, the vice-director responsible for academic affairs holds a regular meeting each week with the coordinators to ensure that the EPP is conducted in an appropriate way. Each coordinator reports about the instructional concerns related to their committees which are then reported to the director of SFL. And the last meeting is held under the supervision of the director with all the academic staff every other week. In this way, the SFL ensures that all the communication channels within and across levels of the SFL organizational structures are utilized to maintain a high-quality language program for the learners. Thanks to all these regular meetings and gatherings, the feedback coming both from the lecturers and students, the analysis done as a result of exams and collaborative work are all evaluated and all the stakeholders are involved in decision making processes.

3.3

QUALITY ASSURANCE POLICY

Academic and administrative staff at the SFL aims to prevent any problems that may occur by being pro-active and taking necessary precautions because any problem can harm the teaching and learning process. That is why to be sure that all the procedures are applied properly and the high-quality of language program is maintained, the SFL carries out some action plans. If a problem occurs, the SFL makes investigation to diagnose the main reasons of the problem and collect data related to the issue. Then the information gathered is analyzed with the contribution of all the staff in a detailed way. As a result of consensus-based decision-making, the SFL acts to resolve the problem. Right after acting, the SFL carries out the evaluation to ensure that progress has been made. To maintain quality standards high, the SFL applies different procedures such as gathering data with the help of surveys conducted at different times by students and lecturers, SWOT analysis, class observation, management's observation without an early notice and students' demands via petition or face-to-face meetings. They all play an important role in the quality cycle of the SFL. SFL management makes and applies action plans for preventing any problems, solving them and observing the positive outcomes on the program offered to the learners. It is again essential that all the stakeholders should participate in the process actively and effectively. The quality cycle of School of Foreign Languages at Hasan Kalyoncu University is represented via the figure below:



In order to assess the academic achievement of the staff, the SFL conducts questionnaires at least three times a year to ensure that the quality of the educational service offered to the learners is high. In this respect, questionnaires play an important role in quality cycle of the SFL as they provide the management with information related to all the areas of the system. The students fill in the questionnaire before they learn about their grades in order not to be affected negatively and share objective comments. The questionnaire includes five main parts and they are questions related to courses, management of SFL, exams conducted, lecturers and a part that they can write their comments on any points. The students, thanks to this questionnaire, share all their ideas related to the quality of educational program provided. In the light of the data collected out of these questionnaires which is also supported with observations, the SFL evaluates the feedback, has individual meetings with all the lecturers at the end of each term and shares with staff feedback obtained from students on service quality. Keeping staff informed about issues affecting the organization has a positive effect on the quality of education as necessary precautions are taken by the lecturers. The results make a huge contribution to the quality cycle of the SFL. Additionally, the SFL management visits classes in order to see the students' progress in the target language, check the lecturers' performance in the class and ensure the high-quality standard of English language program is maintained and improved. The observations made by the management of the SFL are sometimes scheduled but sometimes they happen without an early notice to lecturers. By not informing the lecturers about the observation, the SFL management ensures that all the lecturers are well-prepared for all the courses they have. And there is no hesitation that being well-organized and prepared contribute a lot to the quality of education given. The SFL also encourages the lecturers for peer observation that is on a volunteer basis. Creating an environment for lecturers in which they can learn from each other helps to have an interactive platform where they exchange ideas. It improves the productivity of the academic staff and the level of collaboration among the lecturers. The SFL management visits the classes not only to determine the effectiveness of the educational program but also to find out the problems related to the teaching methodology of lecturers. With the feedback gathered out of these observations, some seminars or workshops can be organized to help academic staff develop their teaching skills and class management profile. They all contribute to the quality cycle of the SFL. Finally, the SFL benefits from face-to-face meetings with the students and who click on 'We are listening' section in the website of HKU. Students are welcomed to the offices of the SFL management where they can share their ideas related to the language program offered to them and they can write about their demands, complaints or suggestions by using the website of the university, 'We are listening' section. The SFL management reviews the feedback regularly, tries to come up with solutions to the problems and ensures necessary steps are taken. They all address to the quality cycle of the SFL.

3.4

QUALITY-BASED UNITS WITHIN THE SFL

3.4.1

SFL CPD UNIT

The objectives of Continuing Professional Development Unit are as follows:

1. Helping practitioners manage their own development on an ongoing basis by recording, reviewing and reflecting on what they have learnt.
2. Providing an opportunity to promote knowledge, skills, personal qualities, self-assessment and reflective practice.
3. Placing a high value on learning experiences which includes job development, formal training, experiential learning and qualifications.

The Duties and Responsibilities of Continuing Professional Development Unit are as follows:

1. Contributing to the growth of the SFL Professional Development Program.
2. Contributing to the development of new professional development projects and activities.
3. Contributing to the development of annual academic and strategic plans.
4. Organizing and promoting the annual professional development program, liaising with external providers, venue providers and internal colleagues as required in order to meet agreed objectives and aims.
5. Developing ideas for new training courses and workshops to expand the professional development program.
6. Implementing quality assurance measures to maintain standards of delivery.
7. Contributing to the planning, organization and evaluation of conferences, seminars and other professional development events.
8. Producing relevant reports and analyses for the SFL management, committees and others as required.
9. Ensuring that there is regular review and improvement of development provision based on member feedback.

The Quality Policy Cycle of CPD Unit:

1. Identifying Your needs
 - » Questionnaires
 - » Need Analysis Surveys
 - » Class Observations
 - » Individual Meetings with Academic Staff
 - » Interviews
2. Planning and Carrying out Development Activities
3. Reflecting on Your Learning
4. Applying Your Learning
5. Sharing Your Learning with Others

SFL ACCREDITATION AND QUALITY BOARD

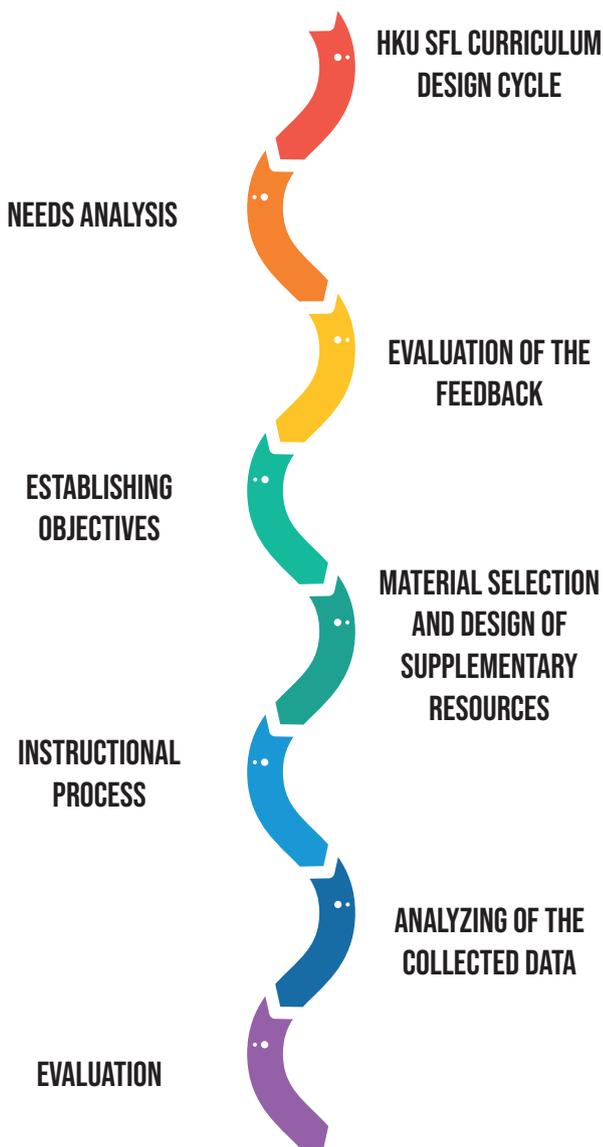
3.4.2

Duties and responsibilities of the board are:

1. To follow current national and international accreditation processes that are carried out by the School of Foreign Languages and to take decisions to make necessary arrangements.
2. To regularly review the quality policies set forth by the School of Foreign Languages and to make a decision about the necessary arrangements.
3. To contribute to the determination and carrying out the quality policies strategy and objectives of the organization by working in coordination with Continuing Professional Development Unit established within the School of Foreign Languages.
4. To establish a bridge between the Hasan Kalyoncu University Quality Coordinator and the School of Foreign Languages in quality management processes.
5. To fulfil the duties and responsibilities given by Hasan Kalyoncu University Quality Coordinator.

4. HKU SFL CURRICULUM POLICY

The curriculum component of the SFL is crucial for developing and updating the English Preparatory Program, syllabi, course outlines, portfolio and classroom materials. The SFL sets its objectives, which are aligned with the CEFR, in relation to the needs of students, the academic expectations of faculties and departments, and the university's policy. The SFL implements a curriculum design cycle that involves needs analysis, evaluation of the feedback related to the previous academic year, establishing objectives, material selection and design of supplementary resource, instructional process, analyzing of the collected data, and evaluation. Considering the result of the curriculum cycle and feedback, the SFL makes modifications and necessary steps are taken. The curriculum cycle is represented by the figure below:



LEARNING OBJECTIVES AND OUTCOMES

4.1

Both the quality cycle and curriculum cycle aspire after offering a high-quality language program to the students in order to help them be prepared for their courses at the departments. To achieve this aim, the SFL conducts some questionnaires, collects data about students' readiness levels thanks to the consultation form filled by the main teacher and organizes class observation to find out students' needs. They are all applied and evaluated for the development of the language program provided. Based on the findings of the needs analysis the learning objectives and outcomes (Appendix 1) are identified for all courses at all levels. Then appropriate course materials in line with these aims are chosen with the support of extra supplementary resources prepared thanks to the work done by each committee. Both the management and all academic staff have regular meetings to observe whether the materials chosen are compatible with the objectives and outcomes. At the end of each academic term, the coordinators are supposed to prepare a report in which they provide the SFL management with the outcomes of the implementation of program and then necessary arrangements are done after the decision-making process of the SFL.

SFL learning objectives and outcomes for all the courses at all levels are provided in the appendix.

TEACHING POLICY

4.2

The SFL attaches importance to the teaching process as it directly plays determining role on the quality of the language program offered to the students. The SFL aims to create an effective and interactive environment for students in which they are exposed to the target language as much as possible and encouraged to produce the language actively. That is why the courses at all levels are conducted 100% in English. SFL's teaching policy requires all the academic staff to speak only in target language that is English. The lecturers are expected to plan, organize, and teach in a manner that is in harmony with the school's doctrinal position, mission and values. He or she also promotes and directs successful student learning in keeping with the learning-centered values and goals of the school.

Needless to say, teaching process does not take place only in the classroom. That is why the SFL aims to prepare the campus environment appropriate for students to support their learning and practising processes. The students are encouraged to benefit from the online platforms that almost all the course books provide in order to enhance their language skills and knowledge. In this way, students can log in their account whenever they want and do necessary studies to master the points in the target language.

The students are also encouraged to attend some extra curriculum activities that are organized and conducted by the SFL management such as speaking and drama clubs at different levels. The aim of this extra support is to gather all the volunteer students in a class and give them chances to produce the target language in an interactive way. They can act, play games that are prepared with educational purposes, communicate with a person and develop their language abilities. The students are also encouraged to benefit from the opportunities of the library where they can find books related to their interest areas and study in a peaceful environment.

5. HKU SFL ASSESSMENT POLICY

5.1

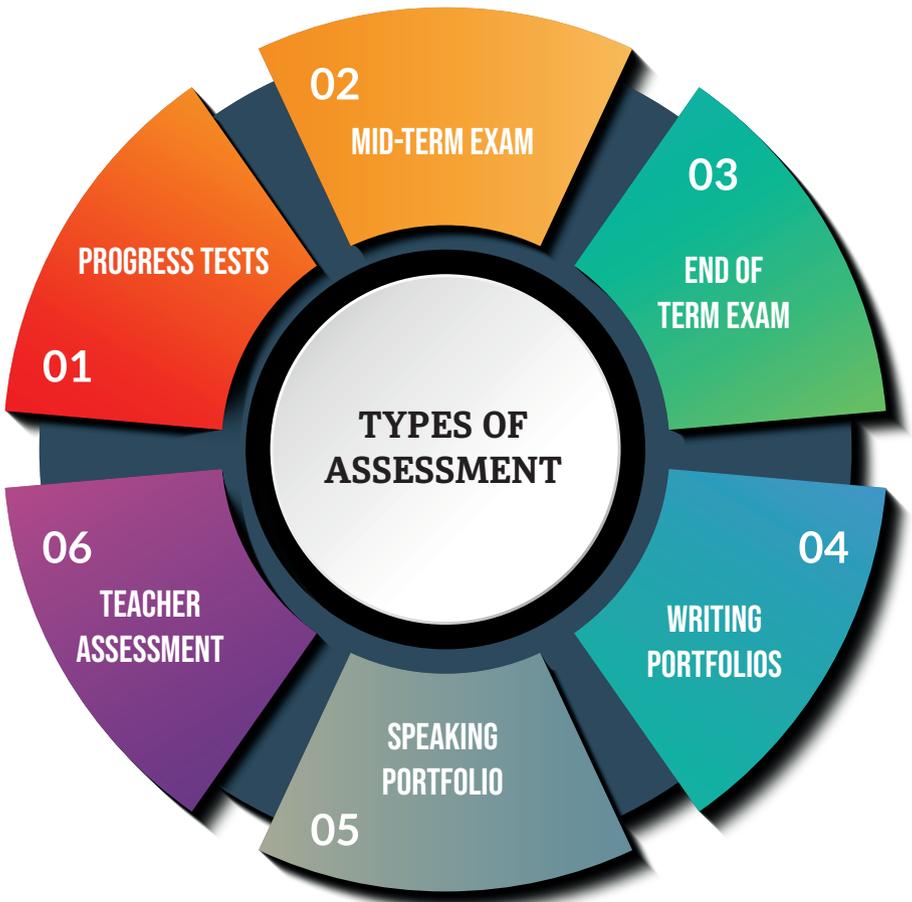
GENERAL STATEMENT

Assessment is one of the most important factors that contribute to the educational system as during the teaching process instructional activities should be assessed to see whether the program fulfils the required and predetermined learning objectives. Owing to the fact that assessment plays an important role for the quality of language program provided, the SFL decided to establish Testing Office in 2011. Since then, Testing Office has been responsible for designing, conducting, supervising, improving and marking assessment activities for all the courses at all the levels in the SFL.



After the curriculum is designed by the coordinators and approved by the SFL management, Testing Office starts working on designing different assessment tools to be conducted. The content of the assessment tools is determined in line with the syllabi and different methods are used to check the quality of instructional process.

The Testing Unit shoulders the responsibility of preparing various types of assessment in relation to contents and methodology. Tests measure the knowledge, abilities and skills of the students as specified in the curriculum. Continual testing of students determines whether students should proceed to the next level or not. For each level there exist course-specific as well as level-specific tests.



Progress tests are conducted once in three weeks and except for speaking all the skills are assessed. The aim of these tests is to check whether students' progress is made in line with the learning objectives. Mid-term exam is conducted in the middle of each level and provides information about students' progress. All the skills except for speaking are tested. End of term exam is conducted at the end of each level and the content of all the weeks is assessed. All the skills including speaking are evaluated. Writing portfolio process is encouraged to develop students' writing ability. After an instruction process, students are given a topic to share their ideas about. They write the first draft and then the writing teacher gives both oral and written feedback about their products. In the light of feedback students receive from their teacher, they are asked to write the second draft and keep them in their portfolio files. At the end of each level students submit their writing portfolio files and they are all assessed by the writing teacher and they are given a grade. Students conduct one speaking project and at least 3 speaking tasks in a level. The project might be an individual work, pair-work or group work. The speaking project is conducted two weeks before the end of term exam. The teachers give written and oral feedback to students on their performance in the speaking project and speaking tasks. Apart from the assessment criteria stated above, teachers make an evaluation of all the students for their class participation, attendance, homework and being prepared for the courses.

Students' end of level achievement is assessed through regular progress tests, mid-term and end of term exams, writing and speaking portfolios and class participation. Students studying ELT department need to score at least 70% to pass each level. Students who succeed at Advanced level will have completed the requirements of EPP. Students who are studying other departments need to score at least 65% to pass each level. Students who succeed at Upper-intermediate level will have fulfilled the requirements of the EPP.

5.2

OBJECTIVES

Since its establishment in 2011, Testing Office has been responsible for all the procedures from pre-administration of exams to the evaluation of outcomes. With a collaborative approach, testing office works with coordinators to develop the assessment policy of the SFL. The main objectives of assessment procedure at the SFL are to:

- » provide all the students with equal access of opportunities to the educational system
- » determine the outcomes of all the assessment tools used clearly and objectively
- » ensure the appropriate evaluation of students' progress during the instructional process and provide both the lecturers and students with a detailed analysis after each assessment activity in order to enhance the learning input
- » prepare different types of assessment methods and activities to find out accurate results
- » make sure that students can go on doing their studies in the target language in their respective departments thanks to the language skills and knowledge they acquire

5.3

RELIABILITY AND VALIDITY

In order to maintain a high-quality language program the SFL ensures that all the elements contributing to the system are taken into consideration and the communication among these processes is managed in a collaborative way. Assessment tools are prepared to certify that the instructional activities enable students to reach the learning objectives. In this respect, while designing assessment activities, instructional activities and learning objectives are two crucial elements that should be taken into consideration. Hereby, the validity of the assessment procedure is ensured by the SFL management. The students are also oriented to the assessment process through the main teachers' support in all classes. They are informed about all the assessment tools that contribute their passing grade of level at the end of each term and about the content and way of applying these tools before they are carried out during and at the end of each academic term. In this way, they are familiar with all the components of testing process. Additionally, verification of the assessment process with the learning objectives and instructional process are ensured by implementing some procedures with the collaborative work of all the academic staff in the SFL.

5.3.1

VERIFICATION PROCESS

EXAM PREPARATION PROCEDURE

Step 1: Finalizing the curriculum design:

The coordinators are supposed to work with their committee members, select the books that are appropriate for the learning objectives which are set as a result of needs analysis, surveys, class observations and other findings and design the curriculum. After the approval process of the SFL management, the coordinator of testing office is provided with all the syllabi in order to initiate the exam preparation process.

Step 2: Distribution of exam writing task:

At the beginning of summer process after receiving the syllabi, the distribution of exam writing task is organized by the coordinator of Testing Office with the approval of vice-director responsible for the academic affairs. The members of testing office have a meeting and they are assigned to start working on the test.

Step 3: Preparing the exam:

Testing office members prepare the exam that is in line with the curriculum provided. The coordinator decides about the due date of submitting exam depending on the workload the members have.

Step 4: Checking content validity:

A hardcopy of prepared exam is given to the relevant skills coordinator in order to check the content validity of exam. The coordinators carry out an evaluation if the exam includes the topics covered in the courses and make necessary changes if needed.

Step 5: Post-review edition:

After necessary amendments are done, the members provide the coordinator of testing office with the reviewed hardcopy of the exam.

Step 6: Proofreading:

The edited hardcopy of the exam is proofread by the coordinator of the testing office or by a native speaker if possible. Without touching the nature of the questions prepared, necessary changes are done within a period of short time.

Step 7: Final control by the vice-director:

After the exam is proofread by the testing coordinator, the final version of exam is shared with the SFL management for a final check. The vice-director responsible for academic affairs reviews the exam, proofreads for the last time and makes changes if necessary.

Step 8: Approval of the exam:

After receiving the feedback from the vice-director, the coordinator of testing office checks and approves the final hardcopy of the exam.

Step 9: Printing process:

The assigned members of testing office print the final version of the exam and save it as a hardcopy in the archive.

Step 10: Storing process:

A soft copy of the exam is saved both in the computer that is used only by the testing coordinator and in a hard-disk that is protected with the security locks. The security locks are known only by two people: the director of SFL and testing coordinator. The hardcopies are stored in archive room.

ITEM WRITING PROCEDURE**Step 1: Distribution of exam writing task:**

The members of testing office are assigned by the coordinator at the beginning of summer process.

Step 2: Designing the parts of exam:

The items are arranged by the assigned members and then given to the committees' coordinators.

Step 3: Review by the coordinators:

The first review is done by the relevant skills coordinators so that the content and the difficulty level of the items are checked and necessary improvements are made.

Step 4: Edition by the assigned members:

The assigned members edit the items with the feedback they receive from the coordinator. Then the hardcopy of the items is given to the testing coordinator.

Step 5: Proofreading process:

The testing coordinator proofreads the edited hardcopy of the items and then submits it to the vice-director.

Step 6: Second review by the vice-director:

The proofread version of the items is controlled for the last time by the vice-director responsible for the academic affairs and necessary steps are taken if needed. Then the coordinator receives double-checked items.

Step 7: Approval process:

The coordinator of testing office checks and approves the final version of the items and asks committee members to print and save it in the archive.

Step 8: Storage process:

Both the hardcopy and the soft copy of the items are stored carefully by the testing coordinator. They are added to the question bank to be used in the future.

5.4**INVIGILATION POLICY**

The academic staff in the SFL is involved in the assessment process to support the testing office. The lecturers invigilate during the exams, mark the exam papers (first marking and second marking) and provide the testing office with the exam papers after the marking process. The invigilator and exam markers of a class cannot be teaching that class for that term in order to prevent any possible subjective evaluation.

The SFL aims to set a standard and form a procedure for the proctoring process of the exams conducted in the academic year by providing a guideline for invigilation. The SFL aspires after implementing all the steps stated in the guideline to create a transparent, clear, confidential and objective environment. The SFL aims to provide the students with valid and reliable results as a result of this process.

GUIDELINE FOR INVIGILATION PROCEDURE**5.4.1****A. Before the exam**

A

1. Each invigilator must be present in the classroom ten minutes earlier (at the latest) before the exam and check the equipment (computer, sound system, etc.).
2. Sitting arrangement can facilitate or prevent cheating. Please make sure there is an appropriate distance between desks in the exam room. Do not start the exam before making such an arrangement. The testing office will ensure that it is done properly.
3. Please make sure mobile phones are collected before the exam.
4. There should be no exchange of items during the exam. If they need a rubber, they should borrow it before the exam.
5. Each invigilator should state the time to start and finish the exam on the board.
6. Make sure all students sign on the attendance sheet before delivering the exam paper.
7. Warning before the exam can prevent cheating. Please warn them before the exam that any attempt to look at another paper will result in a mark on the exam paper, which will invalidate their exam instantly. Please report it in writing to the administration.
8. Main teachers must inform the students about the rules before we enforce them at the beginning of each module.

B. During the exam

B

1. Being fully present in the exam room prevents cheating. Please direct your close attention to testees. They can misuse every single second of your lack of attention.
2. Apart from giving exam instructions, there should be no communication or cooperation in the exam room, either from the invigilator to testees, or between testees. Providing some clues, assistance or definitions is not fair, proper and ethical.
3. Before starting the listening part, students must be allowed to read listening questions in a few minutes.
4. All the classroom doors should remain open during the exam period except for the listening part which starts at the beginning of all the exams.
5. Please do not allow late comers to go into the classrooms when the listening part starts in order not to affect the concentration of the testees. The testing office will take necessary precautions not to let them into the classrooms. The late comers will be taken to the classrooms after the listening part finishes completely, unless otherwise stated.
6. Please ensure that latecomers sign the attendance sheet before they leave the classroom.

C. After the exam

1. Please make sure that you have all the exam papers completely and the attendance sheet is signed by all students.
2. Put all the exam papers in the file rankly in accordance with student list.
3. Please follow the deadlines given by the testing office for the markings.
4. A noisy and distracting atmosphere can cause losing attention while marking the papers, which may harm the objective marking of the exam papers. Please make sure that your place is appropriate for the marking.
5. The invigilator, who is the first marker at the same time, should not mark on the exam paper, but they should state the results on the first marking sheet. Please submit the exam papers to the second marker after you complete the evaluation. The first marking sheet should be given to the testing office on time.
6. Second marker should evaluate the exam papers that they receive from the first marker by paying attention to the deadlines stated in the email sent by testing office coordinator and submit the checked exam papers to testing office.

C

5.5

GRADING POLICY

The SFL aims to assess students' progress during the instructional process with the most appropriate assessment methods thanks to the collaborative work of testing office and all academic staff. By creating a natural cycle among the elements; learning objectives, instructional process and assessment, testing office determines to provide all the stakeholders with accurate, objective and appropriate grading that will ensure improvement in teaching policy, modification of the methods and techniques used in the classroom, and the quality of the language program provided by the SFL.

It is essential for the SFL that the exam papers are evaluated objectively so that students can go on doing their studies in the target language properly. To achieve this aim, the exam papers are checked by three different lecturers. Firstly, the invigilator checks the papers right after the proctoring process. By the way, as it was stated before a lecturer teaching a class cannot be the invigilator of that class for a term. The reason for such an implementation is to prevent any possible subjective evaluation. The invigilator does not mark on the exam paper, but he or she is provided with a first marking sheet by the testing office. The invigilator writes the result of each part of the exam on this sheet and gives it to the testing office after the evaluation without showing it to anybody, especially the second marker. Then, the second marker is given the exam papers to control them for the second time. Again, the second marker cannot be teaching at that class for that term. This time the second marker writes the results of each part on the exam papers and gives them to the testing office after the evaluation. Heretofore, the exam papers are checked by two different lecturers that do not teach that class. The last stage is the triple marking process of the exam papers by the members of testing office. The members have both the first marking sheet and the marks of second marker on the exam papers. All the papers are checked by comparing the result stated in the first marking sheet and the result stated on the exam papers. If the results are the same, then they are certified by the members. If not, the members have a close evaluation of the paper again and ensure the correct one is saved. With this grading method, the testing office minimizes the error rate and provides the stakeholders with the most accurate and objective results. Then a detailed analysis of the results (both individually and as a class) after each exam is designed by the testing office and all the academic staff is informed about via an email. In the general meetings conducted under the supervision of

the director of the SFL, these results are evaluated carefully and the main teacher of each class is asked to come up with the reasons and possible precautions for the future implementations. The main teachers have individual meetings with the students scoring below the passing grade in order to find out the main reasons for that result and come up with solutions to the problems stated. The main teachers use a consultation form to record the things mentioned and this form is then given to the SFL management. If needed, relevant vice-director has a meeting with the students to discuss about the process and create a better atmosphere for them to achieve desired success.

In order to standardize the grading process, the lecturers are supposed to follow the marking guideline.

MARKING GUIDELINE

5.5.1

MARKING PROCEDURE FOR ALL WRITTEN EXAMS

1. Providing Answer Keys

1. After each conducted exam, the lecturers are shared with answer keys via email sent by the coordinator of testing office.
2. The answer keys consist of all possible answers for each item and they are shared with the students in the first lesson right after the exam.
3. The lecturers are informed via the email, which includes the answerkeys, about the deadlines for submission of the first marking sheet and exam papers with the attendance sheet.

2. Providing Criteria

1. The criteria that will be used to assess writing part and oral exams are shared to set a standard among the markers.
2. In the process of criteria design, the relevant skills coordinator are assigned. The coordinator of testing office and other relevant skills coordinator take on a task to train the lecturers with regard to implementation of the scales through the instrument of workshops, committee meetings or norming sessions.

3. First Marking and Attendance Sheets

1. All exam files are prepared and classified by the testing office before the exams are conducted and they all include a separate first marking sheet to record student scores and a separate attendance sheet to be signed by students before the implementation of the exam.
2. First marker is responsible for delivering the first marking sheet to the members of testing office without showing it to the second marker.
3. Second marker is responsible for submitting both exam papers and attendance sheet to the members of testing office by paying attention to the deadlines stated before.

4. Double Marking Procedure

1. After the first check by the invigilator, exam papers are given to the second marker for the second check. The second marker has no idea about the first assessor's marking. That is crucial for an objective assessment process.
2. The second marker submits the exam papers and attendance sheet to the testing office after the evaluation.

5. Triple Marking Procedure

1. The coordinator and members of testing office are responsible for the triple marking process. They compare the results of first marker with the results of second marker. If the results are the same, then they are certified by the members or coordinator. If not, then a detailed evaluation on the exam paper is done by the coordinator and the correct one is certified.
2. After the evaluation of exam papers, results are shared with the director of the SFL for approval. Right after the approval process, testing office shares the result with the lecturers via an email with a detailed analysis file.

6. Announcing the Result

1. The testing coordinator is responsible for announcing the result on SRS (Student Review System) where students are able to access and check their exam results as well as the attendance.
2. The testing office is responsible to store the softcopy of the results both in the computer that is used only by the coordinator and in the hard disk the security locks of which is known only by the testing coordinator and the director. The results are stored on SRS as well. The exam papers, first marking sheets and attendance sheets are all stored in the archive room.

5.5.2

MARKING VERIFICATION

Students study at the SFL for 5 terms and they are expected to complete the level determined for the department during this process. Students have 4 exams during the teaching process of each level. Considering the number of the exams conducted in a year, a marking verification procedure is absolutely needed. The SFL management applies a sampling procedure to certify the results of assessment tools at the SFL. The vice-director responsible for administrative affairs conducts the procedure and reports the director about the process.

Sampling Procedure

Elementary Level

The vice-director chooses five separate exam papers from five different Elementary groups and compares the result written on the exam papers with the result written on the grade sheet, which are controlled against the result entered into SRS.

Pre-intermediate Level

The vice-director chooses five separate exam papers from five different Pre-intermediate groups and compares the result written on the exam papers with the result written on the grade sheet, which are controlled against the result entered into SRS.

Intermediate Level

The vice-director chooses five separate exam papers from five different Intermediate groups and compares the result written on the exam papers with the result written on the grade sheet, which are controlled against the result entered into SRS.

Upper-intermediate Level

The vice-director chooses five separate exam papers from five different Upper-intermediate groups and compares the result written on the exam papers with the result written on the grade sheet, which are controlled against the result entered into SRS.

Advanced Level

The vice-director chooses five separate exam papers from Advanced groups and compares the result written on the exam papers with the result written on the grade sheet, which are controlled against the result entered into SRS.

DEVELOPMENT POLICY FOR STAFF

6.1

The SFL aspires after creating a supportive, collaborative and encouraging environment for its academic staff in order to provide them with chances to develop their teaching methodology skills, classroom management policy and theoretical information related to their interest areas. To be able serve these purposes, the SFL established Continuous Professional Development (CPD) unit which organizes seminars, workshops or other professional development activities as a result of analyzing the needs analysis of the staff. The SFL management and CPD work collaboratively to ensure continuous development of the staff. At the beginning of each academic year the lecturers are asked to conduct a questionnaire in order to find out the areas needed to be improved. And then the qualified members of the SFL or invited experts plan performance-oriented trainings. The outcomes of these professional development activities are evaluated by the SFL and CPD at the end of the process to see whether they are in link with the expectation and needs.

All the lecturers working for the SFL are encouraged to complete their, CELTA, DELTA, MA or PhD degrees during the instructional process. The ones benefiting from this opportunity are given a day-off per week (just for course period which takes one academic year). The SFL aims to see the reflection of these studies on the quality of language program offered to the students by investing on its staff academic development. Lecturers who are registered in graduate programs are asked to make presentations to the staff about their studies. Additionally, the SFL promotes its staff to attend national and international academic conferences held both in our country and abroad. The expenses of academic staff are covered by HKU with regard to the regulations of Higher Education Law, numbered 2547. The SFL believes that the investment made in academic affairs means the investment made in the high-quality language program provided.

DEVELOPMENT POLICY FOR LEARNERS

6.2

An intensive and instructive orientation program, which takes at least three days, has been provided with the new students of HKU for a long time. The aim of this program is to help the students adapt the university life. Within this program, students are informed about all the academic and administrative units of HKU. The students required to study at SFL are given information about the details of the school and EPP. This orientation program is a compulsory course for all new students registered to any departments at HKU and the points they gained turn into the passing grade for this course in their first year of undergraduate program. It is stated in their transcript as well.

The SFL appoints an advisor for each class to be a bridge between students and the SFL management and guide them during the teaching process. Therefore, students can consult their advisor for any academic or administrative issue.

6. SFL DEVELOPMENT POLICY

7. COMPLAINTS POLICY

7.1

STAFF COMPLAINTS

The SFL attaches importance to its academic staffs' ideas and feedback as they may contribute a lot to the quality of language program. Lecturers may submit formal demands, appeals or complaints via petition to the administrative staff of the SFL. It is essential for the lecturers to submit their formal request or complaints in writing so that the SFL management can implement an action plan to satisfy the needs. Additionally, the lecturers are also encouraged to share their ideas, requests and complaints with the SFL management in person. From time to time, they conduct questionnaires in which they are given opportunities to express what they want. The SFL takes all steps to come up with the solutions to the issues raised by the lecturers. The procedure for complaints submitted by staff can be found in the Staff Handbook.

7.2

STUDENT COMPLAINTS

It is essential for the SFL to pay attention to the students' complaints, requests and demands. The SFL conducts questionnaires during the teaching process to learn about their ideas related to the educational system applied at the SFL. With the help of these questionnaires conducted at least twice a year, they can share their demands, complaints, appeals if they want. Additionally, they can submit their complaints in writing to the administrative staff of the SFL. They can find the samples of petition documents on the student affairs website, on the SFL website, or ask the documents from the administrative staff. The main steps for submitting a complaint, which are framed with the regulations of the SFL, can be found in Student Handbook and on the SFL webpage.

INTEGRATED SKILLS

1

A1 – ELEMENTARY

Objectives:

-
- » To recognize, understand and use familiar everyday expressions

Outcomes:

At the end of this level, students will be able to:

- » Understand simple, standard speech which is very slow and is carefully articulated and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.
- » Understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.
- » Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics.
- » Use simple phrases and sentences to describe what they do, where they live and people they know.
- » Write a short, simple message or postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

A2 – PRE-INTERMEDIATE

Objectives:

-
- » To understand sentences and frequently-used expressions related to areas of most immediate relevance and function in social situations

Outcomes:

At the end of this level, students will be able to:

- » Understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and catch the main point in short, clear, simple messages and announcements.
- » Understand short, simple texts containing high frequency vocabulary and shared international expressions, and find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.
- » Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, and handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.

Appendix 1 – SFL Learning Objectives and Outcomes

- » Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.
- » Write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because', and write a very simple personal letter.

2.

LISTENING

A1 – ELEMENTARY

Objectives:

-
- » To understand simple, standard speech which is very slow and is carefully articulated
 - » To recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly

Outcomes:

At the end of this level, students will be able to:

- » Listen for and understand names, details and making predictions.
- » Listen for and understand jobs.
- » Listen for and understand daily routines.
- » Listen for and understand family.
- » Listen for and understand times and dates.
- » Listen for and understand holidays.
- » Listen for and understand places they live in.
- » Listen for and understand plans and hopes for future.

A2 – PRE-INTERMEDIATE

Objectives:

-
- » To understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment)
 - » To catch the main point in short, clear, simple messages and announcements

Outcomes:

At the end of this level, students will be able to:

- » Listen for and understand descriptions of people.
- » Listen for and understand descriptions of things.
- » Listen for and understand talks about shopping.
- » Listen for and understand talks about health.
- » Listen for and understand directions.
- » Listen for and understand talks about sports and exercise.

B1 – INTERMEDIATE

Objectives:

-
- » To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
 - » To understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Outcomes:

At the end of this level, students will be able to:

- » Listen for and understand talks about architecture.
- » Listen for and understand talks about psychology.
- » Listen for and understand talks about behavioural science.
- » Listen for and understand talks about games.
- » Listen for and understand talks about sociology.
- » Listen for and understand talks about business.
- » Listen for and understand talks about environment.

B2 – UPPER-INTERMEDIATE**Objectives:**

- » To understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar
- » To understand the essentials of lectures and most TV news and current affairs programmes

Outcomes:

At the end of this level, students will be able to:

- » Listen for and understand talks about sociology.
- » Listen for and understand talks about nutritional science.
- » Listen for and understand talks about psychology.
- » Listen for and understand talks about marketing.
- » Listen for and understand talks about risks.
- » Listen for and understand talks about economics.
- » Listen for and understand talks about success and failures.

C1 – ADVANCED**Objectives:**

- » To understand lectures and discussions on complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar
- » To understand lectures even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly

Outcomes:

At the end of this level, students will be able to:

- » Listen for and understand talks about business.
- » Listen for and understand talks about relationship between appearance and success.
- » Listen for and understand talks about developmental psychology.
- » Listen for and understand talks about fine arts.
- » Listen for and understand talks about nutrition.
- » Listen for and understand talks about education.
- » Listen for and understand talks about anthropology.

SPEAKING**3****A1 – ELEMENTARY****Objectives:**

- » Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation.
- » To ask and answer simple questions in areas of immediate need or on very familiar topics.
- » To use simple phrases and sentences to describe what they do, where they live and people they know.

Outcomes:

At the end of this level, students will be able to:

- » Talk about names, details and making predictions.
- » Talk about jobs.
- » Talk about daily routines.
- » Talk about family.
- » Talk about times and dates.
- » Talk about holidays.
- » Talk about places they live in.
- » Talk about plans and hopes for future.

A2 – PRE-INTERMEDIATE**Objectives:**

-
- » To communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities
 - » To handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord
 - » To use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.

Outcomes:

At the end of this level, students will be able to:

- » Talk about descriptions of people.
- » Talk about descriptions of things.
- » Talk about shopping.
- » Talk about health.
- » Talk about directions.
- » Talk about sports and exercise.

B1 – INTERMEDIATE**Objectives:**

-
- » To use a wide range of simple language to deal with most situations likely to arise whilst travelling
 - » To have unprepared conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Outcomes:

At the end of this level, students will be able to:

- » Talk about architecture.
- » Talk about psychology.
- » Talk about behavioural science.
- » Talk about games.
- » Talk about sociology.
- » Talk about business.
- » Talk about environment.

B2 – UPPER-INTERMEDIATE**Objectives:**

-
- » To interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible
 - » To take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments.

- » To present clear, detailed descriptions on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples
- » To explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Outcomes:

At the end of this level, students will be able to:

- » Talk about business.
- » Talk about relationship between appearance and success.
- » Talk about developmental psychology.
- » Talk about fine arts.
- » Talk about nutrition.
- » Talk about education.
- » Talk about anthropology.

C1 – ADVANCED

Objectives:

- » To express themselves fluently and spontaneously
- » To use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers
- » To present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion

Outcomes:

At the end of this level, students will be able to:

- » Talk about business.
- » Talk about relationship between appearance and success.
- » Talk about developmental psychology.
- » Talk about fine arts.
- » Talk about nutrition.
- » Talk about education.
- » Talk about anthropology.

READING

4.

B1 – INTERMEDIATE

Objectives:

- » To understand factual texts on subjects related to their interests that consist mainly of high frequency every day or job-related language
- » To recognise significant points in straightforward articles on familiar subjects and can understand the description of events, feelings and wishes
- » To gain an insight into various reading and vocabulary skills

Outcomes:

At the end of this level, students will be able to:

- » Read articles and gather information to talk about current trends, the colours, online discussion board, competitions, plans for a successful family business, savings, and texts related to FAQ pages that begin with an explanatory paragraph about and illness.
- » Identify the main idea of a paragraph.
- » Get meaning from the context.
- » Identify supporting details.
- » Take notes about a text.

- » Skim a text.
- » Identify facts and opinions.
- » Synthesize information.
- » Learn and use noun and verb forms in word families.
- » Learn and use suffixes to change word forms.
- » Learn and use prefixes correctly.
- » Use the dictionary to learn additional information about a word.
- » Use the dictionary to understand grammatical information.
- » Learn and use phrasal verbs.
- » Learn and use collocations.

B2 – UPPER-INTERMEDIATE

Objectives:

- » To understand articles and reports concerned with contemporary problems
- » To understand contemporary literary prose or an excerpt from a book
- » To understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- » To gain an insight into various reading and vocabulary skills

Outcomes:

At the end of this level, students will be able to:

- » Read the articles and gather information about first impression, their favourite dish, technology, advertising, risk (an excerpt from a book), helping, and success.
- » Identify main ideas and supporting details.
- » Preview a text by reading the title and subtitles, the first and last paragraphs; looking at the photographs and pictures.
- » Use the context to understand and guess the meaning of new words.
- » Take notes.
- » Distinguish facts from opinions.
- » Use referents to understand contrast.
- » Use a graphic organizer.
- » Scan a text.
- » Use the dictionary to identify word forms.
- » Use synonyms.
- » Learn and use suffixes.
- » Use the dictionary to find correct meanings.
- » Learn and use phrasal verbs
- » Learn and use collocations with adjectives + prepositions

C1 – ADVANCED

Objectives:

- » To understand long and complex factual and literary texts, appreciating distinctions of style
- » To understand specialised articles and longer technical instructions, even when they do not relate to students' field
- » To infer the author's attitude in a linguistically complex academic text
- » To understand a detailed description in a linguistically complex academic text
- » To gain an insight into various reading and vocabulary skills

Outcomes:

At the end of this level, students will be able to:

- » Read articles and book excerpts and gather information about different languages and cultures, particular leisure activities, proposals for a print or Web advertisement, the importance of global cooperation, business plans that describe companies to potential investors, change, and boosting energy levels.
- » Organize their notes and annotations in a chart.
- » Distinguish main ideas from details.
- » Identify contrasting ideas.
- » Preview a text.
- » Use evidence to support an argument.
- » Make inferences.
- » Anticipate content through questions.
- » Identify the author's intent.
- » Learn and use adjective/verb + preposition collocations.
- » Use a thesaurus.
- » Use Latin and Greek roots to understand words.
- » Use prefixes.
- » Recognize noun suffixes.
- » Use the dictionary to make appropriate word choices.

WRITING**5.****A1 – ELEMENTARY****Objectives:**

- » To write simple isolated phrases and sentences
- » To write simple paragraphs

Outcomes:

At the end of this level, students will be able to:

- » Write a short, simple message or postcard
- » Fill in forms with personal details such as name, nationality and address on a hotel registration form.
- » Write simple isolated phrases and sentences
- » Write a short simple postcard
- » Write short letters and messages
- » Write basic paragraphs about their immediate environment such as family, friends, school etc.

A2 – PRE-INTERMEDIATE**Objectives:**

- » To write organized paragraphs about different topics

Outcomes:

At the end of this level, students will be able to:

- » Write basic descriptions of events and activities
- » Write organized paragraph according to *Time order, Order of Importance and Spatial Order*

B1 – INTERMEDIATE**Objectives:**

- » To write straightforward connected texts on a range of familiar subjects within students' field of interest
- » To write organized paragraphs comprehensively about familiar subjects

Outcomes:

At the end of this level, students will be able to:

- » Write descriptive paragraphs
- » Write opinion paragraphs
- » Write compare and contrast paragraphs
- » Write cause and effect paragraphs

B2 – UPPER-INTERMEDIATE**Objectives:**

-
- » To write clear, detailed texts on a variety of subjects related to students' field of interest, synthesising and evaluating information and arguments from a number of sources
 - » To write different types of essays on familiar subjects related to students' field of interest

Outcomes:

At the end of this level, students will be able to:

- » To write opinion essays
- » To write cause and effect essays
- » To write comparison and contrast essays
- » To write problem solution essays
- » To write process essays
- » To write division and classification essays

C1 – ADVANCED**Objectives:**

-
- » To write comprehensive and various types of essays not only on their field of interests but also on unfamiliar subjects
 - » To write detailed texts based on visual signs such as graphics

Outcomes:

At the end of this level, students will be able to:

- » To write reaction essays
- » To write argumentative essays
- » To comment on graphic information
- » To write summaries

6.**GRAMMAR****B1 – INTERMEDIATE****Objectives:**

-
- » To use compound and complex structures to communicate various actions at present, in the past and in the future

Outcomes:

At the end of this level, students will be able to:

- » Recognize the past, present, and perfect tenses of regular and irregular verbs

as well as structures referring to the future.

- » Use coordinating and conjunctions and subordinating conjunctions by successfully choosing the correct conjunction in written exercises.
- » Identify how the meaning and the focused item change in passive sentences and use such sentences in context
- » Use a modal depending on the situation such as talking about abilities, necessities, prohibitions, logical conclusions, permission and giving advice
- » Describe imagined situations using unreal conditionals
- » Define, describe, identify or give more information about a noun using relative clauses and identify whether the relative pronoun is subject or object of the clause

B2 – UPPER-INTERMEDIATE

Objectives:

- » To use a variety of sentence structures accurately and appropriately related to their fields of interest

Outcomes:

At the end of this level, students will be able to:

- » Practice the tenses accurately and appropriately.
- » Use modals with passive to talk about future and making deductions.
- » Use past forms of modals to talk about past obligations, advice, possibility and so on.
- » Use a noun clause in a sentence and complete the sentences using the clause given.
- » Use gerund and infinitives appropriately.
- » Use causative verbs to tell someone did the action for somebody.
- » Repeat people's exact words using reporting clause and using the structure in context.

C1 – ADVANCED

Objectives:

- » To use linguistically complicated sentences to communicate topics outside students' fields of interest as well as within their fields

Outcomes:

At the end of this level, students will be able to:

- » Speculate about future events, make predictions about the future and discuss the future Perfect Continuous Tense and its functions.
- » Differentiate quantifiers by their meanings.
- » Recognize adverbs and distinguish them from other parts of speech.
- » Express views clearly and evaluate hypothetical proposals in informal discussions.
- » Signpost a hypothesis in a linguistically complex academic text in their field of specialisation.
- » Illustrate the multiple meanings of verbs that take gerunds and infinitives.







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