EĞİTİM FAKÜLTESİ
Faculty of Education
YABANCI DİLLER YÜKSEKOKULU
School of Foreign Languages

# SCHOOL OF
# FOREIGN LANGUAGES

HASAN KALYONCU
UNIVERSITY

## STAFF HANDBOOK

## 2019-2020

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# 1. ABOUT HKU SFL

## 1.1 WELCOME STATEMENT FROM THE DIRECTOR

Dear distinguished members of the SFL,

As the management of the SFL, we are so pleased to league together with you as a collaborative, innovative and pro-active academic staff with the intention of providing an internationally recognized high-quality language program. We feel more determined and stronger with your participation in our teaching team thanks to your qualifications, experiences and contributions. Our expectation from you is not only to equip our students with the required language skills and knowledge in order to go on doing their studies in the target language in their respective departments but also to protect and contribute to the improvement process of moral values of our valuable students as we believe knowledge makes sense when it is used for the benefit of humanity and our future. That is why being an educator and touching the students' lives make our job precious. Within this period, you will always be supported by the management of the SFL to conduct all the instructional activities professionally, properly and efficiently. On behalf of the management, I wish you all success and a year full of good memories.

Best regards,

**Mehmet Salih YOĞUN**
Director
School of Foreign Languages

## OVERVIEW OF THE SFL

## 1.2

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.

## MISSION AND VISION

## 1.3

### 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.

## 1.4 AIMS OF THE SFL

Both the academic and administrative staff members of 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 School of Foreign Languages that we use to guide our actions.

With its highly qualified teaching staff SFL aims to:

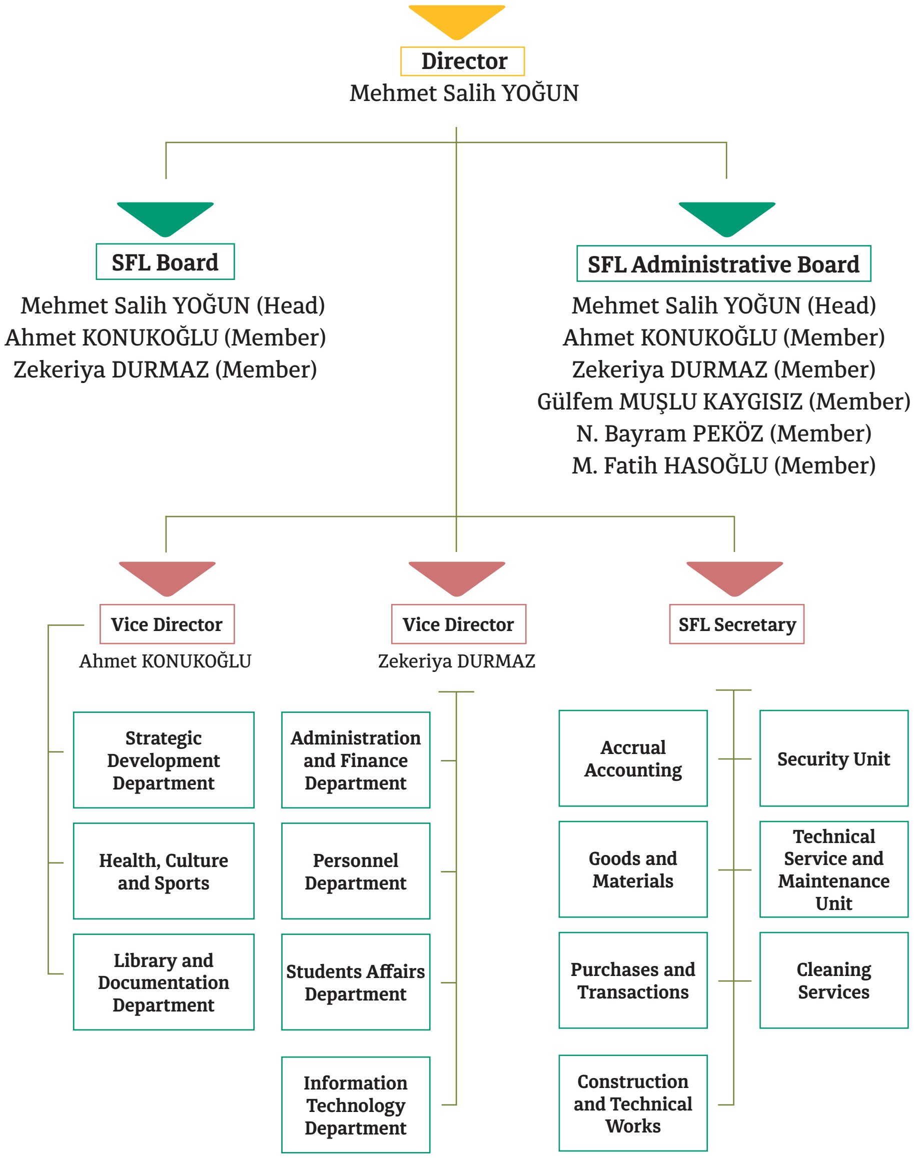
- help students to use all the skills effectively and productively
- examine our systems and processes to see how we can improve the courses and/or services we offer
- equip learners with effective communication and academic skills
- provide language education service that students can make use of both 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

## 1.5 ORGANIZATIONAL STRUCTURE

### 1.5.1 HKU SFL EXTERNAL ADMINISTRATIVE STRUCTURE

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 SFL administrative unit associates the SFL with the other units at Hasan Kalyoncu University.

The external administrative organizational structure of the SFL is represented in **Chart 1.**


Director
Mehmet Salih YOĞUN
SFL Board
Mehmet Salih YOĞUN (Head)
Ahmet KONUKOĞLU (Member)
Zekeriya DURMAZ (Member)
SFL Administrative Board
Mehmet Salih YOĞUN (Head)
Ahmet KONUKOĞLU (Member)
Zekeriya DURMAZ (Member)
Gülfem MUŞLU KAYGISIZ (Member)
N. Bayram PEKÖZ (Member)
M. Fatih HASOĞLU (Member)
Vice Director
Ahmet KONUKOĞLU
Vice Director
Zekeriya DURMAZ
SFL Secretary
Strategic Development Department
Health, Culture and Sports
Library and Documentation Department
Administration and Finance Department
Personnel Department
Students Affairs Department
Information Technology Department
Accrual Accounting
Goods and Materials
Purchases and Transactions
Construction and Technical Works
Security Unit
Technical Service and Maintenance Unit
Cleaning Services

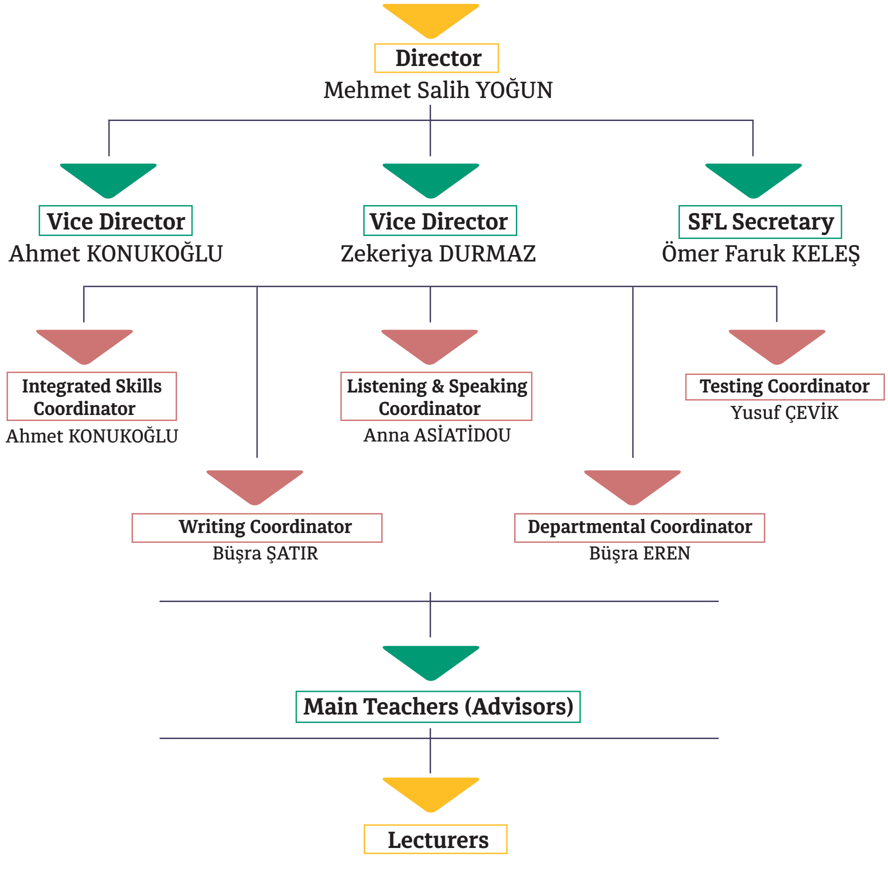
## 1.5.2

## HKU SFL INTERNAL ADMINISTRATIVE STRUCTURE

The SFL is organized in five main levels, including the director, vice-directors, committee coordinators, main teachers (advisors), and lecturers. The management of the SFL is administered by the director and two vice-directors. The director is appointed by the Rector of HKU for a term of three years and undertakes a variety of academic and administrative duties at the direction of the Rector. The vice-directors (one is responsible for academic affairs and the other one is responsible for administrative affairs) are appointed by the director and proposed to the HKU administration for approval for a term of three years. They undertake a variety of academic and administrative duties at the direction of the SFL director. The coordinator for each committee is determined by the vice-director responsible for academic affairs after receiving the director's approval and undertakes a variety of academic and administrative duties at the direction of the SFL management. The main teachers (advisors) are determined by the SFL management among the lecturers at the beginning of each term for each class. The lecturers at the SFL 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 main teachers, coordinators and management.

Each committee at the SFL is managed by a coordinator and includes committee members to back with the fulfilment of the studies that should be done by the committees. Any lecturer can be a member of any committee depending on the time and the load of committees. In this respect, there are no certain names for each committee. The lecturers are encouraged to contribute in all of the committees. Thanks to this method, the lecturers gain experience in each committee and are trained to be a coordinator in the future.

**Chart 2:** HKU SFL Internal Administrative Organizational Structure for the 2019-2020 Academic Year


Director
Mehmet Salih YOĞUN
Vice Director
Ahmet KONUKOĞLU
Vice Director
Zekeriya DURMAZ
SFL Secretary
Ömer Faruk KELEŞ
Integrated Skills Coordinator
Ahmet KONUKOĞLU
Listening & Speaking Coordinator
Anna ASİATİDOU
Testing Coordinator
Yusuf ÇEVİK
Writing Coordinator
Büşra ŞATIR
Departmental Coordinator
Büşra EREN
Main Teachers (Advisors)
Lecturers

## DUTIES AND RESPONSIBILITIES

## 1.5.3

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.

## DIRECTOR

## 1.5.3.1

**Mehmet Salih YOĞUN**
Director

2019-2020 Academic Year

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 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.

## 1.5.3.2 Vice Directors

**Ahmet KONUKOĞLU**
Vice Director (Academic Affairs)

2019-2020 Academic Year

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. 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

**Zekeriya DURMAZ**
Vice Director (Administrative Affairs)

2019-2020 Academic Year

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 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 instructors 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

## 1.5.3.3

## Coordinators

**Ahmet KONUKOĞLU**
Integrated Skills Coordinator
2019-2020 Academic Year

**Büşra ŞATIR**
Writing Coordinator
2019-2020 Academic Year

**Büşra EREN**
Departmental Coordinator
2019-2020 Academic Year

**Anna ASİATİDOU**
Listening & Speaking Coordinator
2019-2020 Academic Year

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 hand-outs 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.

**Yusuf ÇEVİK**
Testing Office Coordinator

**2019-2020 Academic Year**

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.

## Main Teachers (Advisors)

### 1.5.3.4

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.

## 1.5.3.5 Lecturers

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.

## Administrative Unit

## 1.5.3.6

**Ömer Faruk KELEŞ**
School of Foreign Languages
Secretary

2019-2020 Academic Year

As a member of the school's administrative unit, duties of secretary include:

1. Supervising, coordinating, and planning the execution of the work and duties pertaining to the SFL Secretarial Unit in an organized, appropriate, and regular manner.
2. Carrying out internal and external communication for the SFL.
3. Preparing and announcing to the concerned parties the SFL Board and SFL Administrative Board agendas in accordance with the SFL management's instructions.
4. Serving as the rapporteur for SFL Board and SFL Administrative Board.
5. Ensuring that board decisions are recorded and properly filled.
6. Ensuring that all building, heating, lighting, cleaning, and maintenance (including minor repair) services pertaining to the SFL are carried out in a continuous and secure manner.
7. Organizing ceremonies and formal events arranged by the SFL.
8. Purchasing goods and services according to the needs of the SFL with the approval of the director.
9. Coordinating the work of the Student Affairs office.
10. Maintaining up-to-date records of the SFL's supply inventory and operations, including the input and output of goods.
11. Following regulations pertaining to the activities of the SFL Secretarial unit.
12. Coordinating the work of the Student Affairs office at the direction of the SFL director.
13. Ensuring coordination, providing an environment of cooperation and rapport, and solving any problems that may arise between units and personnel and generating projects to enhance the productivity of the work of SFL units and personnel.
14. Following up on the personal benefits and registration procedures for SFL personnel.
15. Offering recommendations to the SFL management for procedures such as awarding prizes, certificates of appreciation, and promotions for personnel staff.
16. Informing superiors on issues related to the work of assigned tasks.
17. Preparing the documents related to certificates of completion for students after they complete the English Preparatory Program.
18. Carrying out any other tasks that may be assigned to him/her in accordance with the legal measures pertaining to the SFL.

## 1.6

## DECISION MAKING PROCESS

The SFL has a decision making process that involves all the academic and administrative staff by carrying out various methods. The lecturers are always encouraged to provide the SFL management with feedback related to teaching and learning process as they are the ones who implement the program. The coordinators have regular committee meetings with the lecturers and the lecturers share their comments about the process with the coordinator. While the vice-director responsible for the academic affairs has the weekly meeting with the coordinators, the things stated in the committee meetings are expressed by the coordinators and the discussed topics are presented to the director as a report. Apart from these, at the end of each term the coordinators are asked to report about their committee works. Thanks to this report, both the coordinators' comments and the lecturers' suggestions are stated to the management of the SFL. Additionally, the director of the SFL organizes meetings with all the academic staff fortnightly to take the lecturers' thoughts into consideration. These occasions provide the lecturers with a chance to find out the main reasons of the problems and come up with rational solutions to the problems.

At the end of the academic year, the SFL management conducts a SWOT Analysis in which the lecturers are required to convey their ideas related to the strengths, weaknesses, opportunities and threats that the school has. By means of this event, the lecturers take part in the decision making process. Furthermore, the SFL applies some questionnaires to the academic staff and the students. The aim of these questionnaires is to include not only the teachers but also the students in the process. The Rector of HKU holds meetings both with the lecturers and the students to listen for their ideas as well.

In addition to these, the SFL has two decision making organs which are SFL Board and SFL Administrative Board. The SFL Board meets under the chairmanship of the director and consists of two vice-directors. The SFL Administrative Board meets under the chairmanship of the director and consists of two vice-directors and three teaching staff members to be selected for a period of three years by the SFL Board from among six candidates nominated by the director. These two organs' duties are:

» to decide on the educational program, research and publication activities of the school and the main principles thereof, the plans and programs thereto related, and the academic calendar.

» to assist the director in the implementation of essential matters specified in the decisions of the SFL Board.

» to ensure the implementation of academic plans and programs as well as the academic calendar.

## 1.7

## HKU SFL WEBSITE

Information with respect to the SFL, including news, announcements, information regarding academic and administrative staff, regulations, etc. is accessible through our website: **http://ydy.hku.edu.tr/HKU**. The SFL management, specifically the vice-director responsible for administrative affairs maintains the SFL website. The lecturers and students can reach the information related to the SFL, English Preparatory Program, academic calendar, our academic and administrative units, rules and regulations and the forms via our website. For more information related to the university, the university website can be visited: **http://hku.edu.tr/**

## CURRICULUM POLICY

2.1

The curriculum component of the SFL is crucial for developing and updating the English Preparatory Program, syllabi, course outlines, writing and speaking portfolios 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 the collected data, and evaluation. For the selection of course books the coordinators are required to fill in the Course Book Selection Form (Appendix 10) and submit the form to the SFL management. Considering the result of the curriculum cycle and feedback, the SFL makes modifications and necessary steps are taken.

The SFL provides its students with a modular language teaching system offered in five terms. 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 term is composed of one level. 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.

## 2.2 QUALITY IMPROVMENT POLICY

The SFL aims to offer a high-quality language education program to its students by considering 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.

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 all levels.

## 2.3 ASSESSMENT POLICY

Assessment is one of the most important factors that contribute to the educational system of the SFL as during the teaching process instructional activities should be assessed to see whether the program fulfils the required and predetermined learning objectives and outcomes (Appendix 13). 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.
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 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. It also aims to 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.
The students who wish to study any English medium departments are required to sit for SFL Proficiency 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 Exam or do not have required score from the pre-determined exams are required to attend and successfully fulfilled the requirements of English Preparatory Program provided by the SFL.
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. 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. Each level is completed with an average of 65% or more as well.

## 2.4 CHEATING POLICY

The SFL aspires after creating an environment in which the students can express themselves orally and written without feeling a need to take an assistance from others. That is why the students are encouraged to be authentic and ethical while they do their studies. The lecturers work collaboratively to prevent such undesired actions and warn the students about the issue both before the exams or any assessment tools are used and during the learning process. At the beginning of each academic term, the main teachers (advisors) are required to inform the students about our 'zero-tolerance cheating policy'. Additionally, the invigilators are asked to warn the students before the exam that any attempt to cheat during the exam will be reported and the necessary disciplinary procedure will be applied.

## STAFF RECRUITMENT POLICY

## 2.5

The SFL believes that in order to reach the learning objectives and outcomes that are predetermined, qualified and experienced teaching staff is required. Instructional process is crucial as it forms the basis of achieving the goals. In this respect, the SFL looks for the lecturers that:

- » have teaching experience
- » work collaboratively and professionally
- » can guide the students to improve their language skills and knowledge
- » are committed, motivated and self-confident
- » are innovative, supportive and pro-active
- » are open for academic improvement

## STAFF ORIENTATION POLICY

## 2.6

After the recruitment process of selected lecturers, the SFL conducts an orientation program in order to speed up the adjustment process of new comers. Even highly experienced lecturers may have some difficulties when they start working for a new institution. To make their job easier, the SFL management has a meeting with the new lecturers to mention about its processes, policies and expectations. Additionally, the SFL organizes an acquaintance meeting to welcome the new members of the teaching team. Then the coordinators are asked to arrange an effective induction program for them to get an understanding of how each committee works; what books, materials and i-tools are used; what objectives each committee has to achieve as well as any piece of information regarding each committee.

At the beginning of each academic year, a comprehensive orientation program is organized for the students. Within this program, all the related information about the SFL is shared with the students and they have a chance to meet their lecturers. In this way, before we start the courses, students and lecturers are introduced to each other.

## PROFESSIONAL DEVELOPMENT POLICY

## 2.7

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 teaching staff is asked to conduct a Professional Development Needs and Interest Analysis Survey (Appendix 1) in order to find out the areas needed to be improved. The lecturers state the areas that they want to improve, the courses they want to teach and their preference in terms of delivery methods of seminars to be conducted. According to the results obtained, the SFL makes an action plan to satisfy the needs.

Another survey conducted by the lecturers is Learning Organization Questionnaire (Appendix 2). The lecturers are asked some question related to the language education system provided, their comments on communication among teaching team, teamwork, teaching processes and the academic climate of the school. The result is evaluated by the SFL management and reported to the lecturers via email or a general meeting.

As a result of all these analysis, the SFL aims to identify the needs and expectations of the lecturers and then arrange seminars or workshops throughout the academic year to contribute to the professional and academic development of the teaching team. The lecturers are encouraged to observe the classes and fill in the Peer Observation Check List (Appendix 14) and exchange their ideas to stimulate the learning process from each other. 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.

## 2.8 FEEDBACK POLICY

The SFL aims to offer the students a high-quality language education program at international standards and improve the students' language skills and knowledge to make them competent enough to do their academic studies in their departments. To find out the weaknesses and develop the teaching program, some surveys are conducted by the SFL management.

The SFL applies two surveys for students to express their ideas. The first one is Student Feedback on EPP (Appendix 3) which is conducted twice a year. The students are asked questions about the courses, materials used, SRS, assessment unit and the SFL management and they are required to share their comments. The survey is conducted before they learn their passing grade so they are not affected negatively. The results of the survey are evaluated by the SFL management and reported to the lecturers in the individual meetings held at the end of each term. The second survey is Student Feedback on Lecturers (Appendix 4). The students are asked to answer the questions related to their lecturers teaching their class in terms of teaching ability, punctuality, creating an effective environment for learning and satisfying the needs and expectations, etc. The outcomes of this survey are evaluated by the SFL management and reported to the lecturers in the individual meetings held at the end of each term.

Apart from the surveys conducted by the students, the SFL arranges a SWOT Analysis (Appendix 5) with all the academic staff in order to learn what the lecturers think about the program provided at the SFL. They discuss about the strengths, weaknesses, opportunities and threats that the school has. From this point of view, the feedback and the findings obtained are evaluated by the SFL and necessary precautions are taken to improve the teaching program offered. The lecturers are also encouraged to express their feedback during the meetings with coordinators and in the general meetings conducted under the chairmanship of the director. The lecturers are asked to fill out the Teacher Satisfaction Survey (Appendix 11) in order to provide their comments related to the conditions at the SFL as well. All in all, the SFL tries its best to receive any feedback that can contribute to the teaching program from both the students and the lecturers by using various methods.

## 2.9 COMPLAINTS POLICY

The SFL attaches importance to its academic staffs' ideas and feedback as they may contribute a lot to the quality of our 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.

It is essential for the SFL to pay attention to the students' complaints, requests and demands as well. The SFL conducts questionnaires during the teaching process to find out 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 **(http://oi.hku.edu.tr/),** on the SFL website **(http://ydy.hku.edu.tr/)**, 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.

# 3. CODE OF PROFESSIONAL PRACTICE

## 3.1

## EXPECTATION

The SFL aims to prepare its students by providing the language competences and skills which they will need during their undergraduate education process so that they can make use of them to become innovative, pro-active and successful professionals in their academic and private lives. In this respect, SFL aspires after providing interactional learning environment in which students can improve their speaking, listening, writing and reading skills supported by their grammar, vocabulary and pronunciation abilities.

In this respect, our expectations from the lecturers are to 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 are also expected to promote and direct successful student learning in keeping with the learning-centered values and goals of the school.

## 3.2

## KEEPING RECORDS

The lecturers are required to keep the accurate records of students' attendance throughout each academic term for every lesson they teach. The attendance records should be entered into the Student Review System (SRS) by the lecturers on time in order not to cause any confusion for students. The vice-director responsible for the administrative affairs (responsible for the SRS as well) should ensure that the attendance records are entered into the automation system on time, accurately and properly. The testing office is responsible to evaluate and maintain the assessment records both as a hard-copy format and as a soft-copy format.

Avira Antivirus programs are installed on individual computers belonging to our university and the universal firewall is protected by a UTL device of Fortinet type. The data of the students of SFL is backed up on two separate environments, one on the remote server and one on the local server every week in specific periods of time. The information is controlled through the Captive Portal and only then the information is given to the internet outputs. SRS is protected in the same way.

In order to sustain a high-quality language education program, the SFL applies record-keeping procedure as stated below in details.

## 3.2.1

## STUDENT ATTENDANCE

The lecturers are required to take attendance for each lesson they teach and should enter the records into the automation system, which can be accessed from the website **http://srs.hku.edu.tr/** by using the lecturer's username and password, accurately and on time in order not to cause a problem for the students.

The students have to attend at least 80% of class hours for each academic term in order to have an opportunity to pass the next level. The students are informed about their attendance limit by their main teachers at the beginning of each academic term and it is main teachers' responsibility to follow students' absenteeism and have an individual meeting with them if needed. The main teachers should fill in the Consultation Form (Appendix 6) and inform the SFL management about the process. Students who exceed the attendance limit receive an automatic failing grade for the relevant academic term and have to repeat the level without considering their exam scores or level passing grade. Considering the importance of the attendance policy, it is a must for the lecturers to enter the attendance records into the SRS accurately and regularly.

In case of entering the attendance records wrongly, the lecturers are required to give a notice to the vice-director responsible for the administrative affairs no later than following 5 working days. The students who are not able to attend the class because of some reasonable causes should only be marked present if they are given a special permission by the SFL management.

## 3.2.2

## ASSESSMENT AND EXAMS

The lecturers are responsible for assisting the testing office by invigilating and doing first and second marking of the exams conducted at the direction of testing office coordinator. After the evaluation process of the exams, the second marker is required to submit exam papers and attendance sheet to the testing office members on time. The testing office coordinator and members have to keep records of the exams and assessment results both as a hard-copy format and as a soft-copy format. The hard-copies should be stored in the archive. The testing office is responsible for storing the soft-copies of the results both in the computer that is used only by the coordinator and in the hard disk, the security locks of which are known only by the testing coordinator and the director. The results are stored on SRS as well. In this respect, the testing office coordinator should enter the assessment results into the SRS in a timely fashion.

## 3.3

## WORKING HOURS

Official working hours are defined by the Rectorate aligned with the national law and the SFL management is responsible to ensure that they are obeyed by the lecturers. All lecturers are required to abide by these working hours unless they are given special permission by the SFL management. Official working hours for our university are as stated below:

| | |
|---|---|
| Morning | 08.00 – 12.00 |
| Lunch Break | 12.00 – 13.00 |
| Afternoon | 13.00 – 18.00 |

## ABSENTEEISM FROM WORK

## 3.4

Lecturers are expected to adhere to the working hours, be on the campus even if they have no teaching responsibility scheduled and conduct their job professionally and properly. In this respect, lecturers have to get approval of the SFL management both for pre-planned occasions and unexpected situations. The lecturers should get in touch with the vice-director responsible for administrative affairs in order to learn the permission taking process or inform about the reason(s) for the absenteeism.

Lecturers who have completed their first year at the university gain a right to take annual leave. Lecturers can't use their annual leave during course period and their annual leave petition must be approved by the director of the SFL prior to the leave period. The lecturers' annual leave right is for 20 days within their first ten years of employment. This period increases to 30 days after ten years of employment.

Lecturers who haven't completed their first year at the university or who have been employed for less than a year do not have a right of annual leave. However, they may request up to 10 days of excused leave which should be stated as a petition and approved by the director of the SFL. During the teaching process, the lecturers cannot take annual or excused leave. However, for exceptional cases such as death of an immediate family member or health issue the lecturers may request excused leave even during course period. In these cases, the lecturers who miss a class must talk to the SFL management to arrange another lecturer to cover the missed classes. The lecturers who are not able to be on campus due to the health problems have to provide the SFL management with the medical report within the same day or following day at the latest.

Maternity leave is given to the expecting mothers and includes 16 weeks of leave (8 weeks before birth and 8 weeks after the birth). The lecturers are supposed to take maternity leave 3 weeks before the expected due date. The SFL management must be provided with all documents related to maternity leave. Following the end of maternity leave, lecturers have a right for breastfeeding leave. Lecturers are entitled to 3 hours of leave per day for the purpose of breastfeeding and childcare within the six months of birth. Following the first 6 months, breastfeeding leave is decreased to 1.5 hours per day over the next 6 months. The lecturers are supported by the SFL management in terms of the timetable they have by taking necessary steps.

The lecturers who plan to attend to conferences, seminars or similar professional development events in Turkey or abroad have to receive an approval from the director of the SFL. Additionally, in case of presenting their studies at such events (conducted either in Turkey or abroad) the expenses of lecturers can be covered up to a certain amount by the Rectorate on condition that they are approved by the director of the SFL and the Rectorate respectively. The lecturers are required to inform the SFL management for approval at least one month before in order to arrange the teaching processes.

## MEETINGS

## 3.5

Both the academic and administrative staff hold regular meetings at various levels to create an interactive and productive environment for the purpose of exchanging ideas on teaching activities, assessment tools and results, necessary modifications that should be done, curriculum details and quality activities conducted at the SFL. The agenda for each meeting is shared before the meeting with the possible participants by the chairman of the relevant meeting in order to provide the participants with enough time to brainstorm about the topics. They are given sufficient time to express their comments during the meetings as well. The meeting minutes and reports are saved in the electronic system to be submitted to the SFL management at the end of each academic term.

The SFL management or the committee coordinators conduct regular meetings weekly to maintain an effective communication among the teaching staff and improve the quality of English language program offered by the SFL. By means of these meetings, the SFL aims to discuss the learning and teaching processes including all the elements of the program provided and ensure the learning objectives will be achieved with the help of instructional process and assessment tools selected. The lecturers are also given a chance to be recognized. They participate both in the process of identification of the problems and in the process of solution and decision-making.

The SFL conducts various meetings, which are arranged across multiple levels of the organizational structure to administer a clear line of communication within the SFL, including SFL Board meetings, committee meetings, coordinators meeting, testing office meetings and general meetings. It is essential for all the meetings that procedure for recording and archiving these meetings should be ensured.

SFL Board meetings, which are moderated by the director of the SFL and attended by board members, are carried out throughout the year to discuss the situations and development process of the SFL. There is no meeting scheduled for a specific time but when there occurs a need, the members are called by the director at regular intervals. The SFL secretary is responsible for serving as the rapporteur for SFL Board and SFL Administrative Board and archiving the records.

The committee meetings are organized regularly by the coordinators with the committee members every week. The meetings are chaired by the coordinators and attended by the committee members. The aim of these meetings is to check the pacing, monitor the students' progress and take necessary precautions (if needed) for the following process thanks to the feedback given by the members of the committees. The agenda for each meeting is shared by the coordinator via an email prior to the meeting and the members are expected to state the situations of their classes and come up with possible solutions and suggestions for the troubled events. The coordinator is responsible for recording the issues mentioned in the meetings and submitting the records to the SFL management by writing End of Term Report (Appendix 12) at the end of each academic term.

Coordinators meetings, which are moderated by the vice-director responsible for academic affairs and attended by the coordinators, are organized regularly every week. The coordinators are expected to provide information related to their committee works. The purpose of the meetings is to ensure the quality of language education program provided by discussing the curriculum, assessment tools and results and the teaching processes at the SFL. The vice-director is responsible for recording the issues mentioned in the meetings and submitting the records to the director of the SFL at the end of each meeting.

Testing office conducts regular meetings before all the exams to provide the invigilators and markers with necessary information. The coordinator of testing office is responsible for moderating the meetings and sharing all the details related to the exam conducted. The testing office coordinator should take the records of the meetings and submit them to the SFL management at the end of each academic term.

General meetings, which are moderated by the director of the SFL and attended by all the lecturers, are organized at the beginning of each academic term and after the exams. Teaching processes, instructional issues and concerns, curriculum and assessment results are evaluated and details related to all classes are shared by the main teachers or coordinators. The vice-director responsible for administrative affairs is responsible for taking the records of the meetings and archiving them.

Apart from the five meeting types stated above, other meetings, which are flexible in terms of the meeting chairs, attendees and dates, can be organized for specific reasons throughout the academic year. These meetings are not scheduled beforehand, but organized if needed.

## 3.5.1 MEETING DOCUMENTS AND DOCUMENT FILING

For each meeting conducted at the SFL, the agenda, discussed topics and the decisions reached should be recorded accurately and properly by using the meeting documents in line with the procedure stated below in order to create an effective and productive communication within the organizational structure. The aim of meeting documents is to provide written records of the process and the decisions taken during the academic year.

The documents that will be used for each meeting are:

**The Meeting Agenda:**

The meeting chair is responsible for preparing and delivering the meeting agenda (Appendix 7) to the attendees prior to the meeting. With the meeting agenda, the meeting chairman aims to inform the participants about the topics that will be discussed during the meeting beforehand and provide them with sufficient time to brainstorm about the issues.

**The Meeting Minutes:**

The meeting minutes (Appendix 8) are taken by a predetermined note-taker. The note-taker is required to fill in the form with the information related to the topics mentioned and decisions taken. All the participants are required to initial the meeting minutes.

**The Summary Report:**

The summary report (Appendix 9) is written right after the meeting by the meeting chairman and delivered to the SFL management when required. It provides a summary of meeting discussions and decisions. By this way, the management is informed about the issues talked and the ones who are unable to attend the meeting can have an idea related to the issues discussed. It should be signed by all participants.

The documents outlined above should be archived both in hard-copy and soft – copy by the meeting chairman in order to provide reference for the future.

## COMMUNICATION AT THE SFL

## 3.6

There are two main channels used for electronic communication at the SFL. They are The Electronic Document Management System and email.

### ELECTRONIC DOCUMENT MANAGEMENT SYSTEM (EDMS)

### 3.6.1

In addition to the meetings stated above, the Electronic Document Management System (EDMS) is used to maintain communication within the SFL, particularly in relation to administrative issues and the assignment of administrative tasks. The EDMS is an online system used by many state institutions in Turkey to administer official communication within and between departments. In addition to facilitating internal communication within the SFL, the EDMS allows for easy communication between departments of HKU, such as between the Rectorate and the SFL. The EDMS promotes a professional, convenient, and accessible platform for official communication and the distribution of tasks.

Just the director of the SFL and the secretary are registered to the system automatically with the help of the IT Department. They have access to the EDMS website with the use of the HKU email address username and password. Assignments and official announcements are delivered to them through the system, and they receive an email confirming the delivery of an assignment. They may access the documents pertaining to the official announcement or assignment by logging onto the EDMS website.

Through the EDMS, official communication is delivered from the SFL management to department staff members. The director of the SFL and the secretary are required to check the EDMS regularly and follow through with any official tasks that have been assigned to them.

### COMMUNICATION VIA EMAIL

### 3.6.2

Another way of communication used at the SFL is maintained with the help of the HKU email addresses. Each new academic personnel is provided with an email address as soon as he or she starts working here at the SFL. The lecturers are required to check their emails regularly and reply the emails they receive in a timely fashion as most of the duties including invigilation, assessment, meeting agenda and administrative tasks are given via emails.

## 3.7

## TEACHING HOURS

Except for advanced level, all levels at EPP consist of 26 hours per week. The last two hours on Monday are allocated for the exam, which means that the students have the exams on Monday at the stated time. In addition, students do not have any courses after lunch on Friday. So, they have 4 lessons on Monday and Friday. Students have 6 lessons from Tuesday to Thursday. The lecturers are provided with their teaching schedule by the SFL management at the beginning of each academic term. 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 | | | | | |

## 3.8

## DRESS CODE

Lecturers are required to dress professionally and cleanly. The dress should be appropriate for the occupation as the lecturers represent the SFL. The lecturers are kindly expected to pay more attention to their dress at special events hosted by the SFL or the university.

## 3.9

## RESOURCES

The SFL management evaluates and reviews the inventory of the resources it has in order to ensure that sufficient amount of resources and quality of these resources are existed in order to conduct the teaching process and reach the learning objectives and outcomes of the SFL. The process of assessment, which requires a count of physical resources of the SFL, and the assessment of the quality are managed by the SFL secretary and the management. The inventory list is updated and checked regularly by the administrative unit to provide an appropriate environment for the teaching and learning process. When additional physical resources are needed, the administrative units apply the necessary procedure to purchase such items.

Apart from physical resources, an assessment of human resources is conducted as well by the SFL management regularly. Considering the factors such as an increase in the number of student registered, an increase on the quota of the departments which require preparatory program or an unexpected event, the SFL evaluates the needs of academic and administrative units and submits request to the Rectorate to recruit more personnel. The SFL aims to have 20 students per a lecturer and tries to recruit enough number of lecturers at the beginning of each academic year. In case of emergency issue and if there is a timing problem, the SFL management looks for part-time lecturers to find a way out for the problems. Additionally, the lecturers may be required to teach more than their teaching load in order to satisfy the needs of students. For each extra hour the lecturers are paid extra apart from their salary.

The SFL management is responsible for the process of hiring foreign national lecturers to provide the students with a variety of teaching facilities in terms of academic purposes. The SFL searches for qualified and experienced foreign lecturers to strengthen its academic staff. After an evaluation process of the interview, CV and experiences they have, the SFL submits request to the Rectorate for the approval of recruiting foreign lecturers. After the approval of the Rectorate, the application form of the foreign lecturers is sent to the Council of Higher Education for final approval. If the Council of Higher Education approves the application, then the SFL is able to add foreign lecturers to its academic unit. To hire Turkish national staff, the director of the SFL submits a request to the

Rectorate, which is then assessed and sent to the Council of Higher Education for the final approval process. Therefore, to hire both foreign and Turkish lecturers the SFL has to take approval firstly from the Rectorate and then from the Council of Higher Education.

## DISTRIBUTION OF RESOURCES

## 3.9.1

Each month the SFL secretary is expected to get in touch with all the lecturers in all the offices and find out their office needs and the amount of each item requested. Then the secretary starts the purchasing procedure by using the Electronic Document Management System which is then approved by the director of the SFL. In this respect, the SFL secretary is responsible for the procedure of purchasing and distributing the required office materials to the lecturers.

For the course books and other supplementary materials the coordinators identify the needs of their committee members and contact the vice-director responsible for administrative affairs to provide the needed materials. At the beginning of each academic term the committee coordinators work in coordination with the relevant vice director. The lecturers are given their course books, Teacher's Materials, I-tools and online materials at the beginning of each term.

Other supplementary activities and materials are kept with the skills coordinators. The committee members get in touch with their coordinators and get the necessary documents.

In case of losing the course books or damaged materials, the lecturers report the situation to the relevant coordinator for the replacement of the materials. The coordinators inform the vice-director responsible for administrative affairs to deal with the issue.

## INVIGILATION AND GRADING OF EXAM PAPERS

## 3.10

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, reliable and objective environment. The SFL aims to provide the students with valid and reliable results as a result of this process.

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.

All the lecturers are expected to follow the guidelines both for invigilation procedure and marking stated in Quality Manuel in details.

## 4.1 ACADEMIC CALENDAR

The academic calendar is approved by the HKU Senate and can be found on the HKU and SFL websites. The 2019-2020 academic calendar is as follows:

**T. R. HASAN KALYONCU UNIVERSITY**
**2019-2020 ACADEMIC YEAR SCHOOL OF FOREIGN LANGUAGES ACADEMIC CALENDAR**

| | |
|---|---|
| **FIRST ACADEMIC TERM** | |
| **23 September 2019** | Term 1 Classes begin |
| **24 September 2019** | Proficiency and Placement Exam for EPP (Including International and Graduate Students) |
| | Proficiency and Placement Exam for the Students registered in the 2017-2018 Academic year and before |
| **27 September 2019** | Proficiency Exam for Departmental Students |
| **29 October 2019** | Republic Day (28 October Afternoon off) |
| **25 November 2019** | Term 1 End of Term Exam (9 weeks) |
| **27 November 2019** | Term 1 Make-up End of Term Exam |
| **2 December 2019** | Term 2 Classes begin |
| **20 January 2020** | Term 2 End of Term Exam (7 weeks) |
| **22 January 2020** | Term 2 Make-up End of Term Exam |
| **27-31 January 2020** | Semester Holiday for SFL (1 Week) |
| **SECOND ACADEMIC TERM** | |
| **03 February 2020** | Term 3 Classes begin |
| **23 March 2020** | Term 3 End of Term Exam (7 weeks) |
| **25 March 2020** | Term 3 Make-up End of Term Exam |
| **30 March 2020** | Term 4 Classes begin |
| **23 April 2020** | National Sovereignty and Children's Day (1 day) |
| **01 May 2020** | Labour Day (1 day) |
| **18 May 2020** | Term 4 End of Term Exam (7 weeks) |
| **19 May 2020** | Commemoration of Atatürk and Youth and Sport Day (1 day) |
| **20 May 2020** | Term 4 Make-up End of Term Exam |
| **FIFTH TERM** | |
| **01 June 2020** | Term 5 Classes begin |
| **10 July 2020** | Term 5 Classes End |
| **13 July 2020** | Term 5 End of Term Exam |
| **14 July 2020** | Term 5 Make-up End of Term Exam |

## SAFETY COMPLIANCE AND REGULATIONS

## 4.2

This section includes information related to the safety compliance and regulation procedure at HKU, including emergency action plans, safety resources, and the monitoring of physical resources to ensure appropriateness for government standards.

### MAINTENANCE OF BUILDING

### 4.2.1

Building records are kept by the HKU Rectorate, including records of building space, laboratories, and other sites affiliated with the university. The maintenance and safety regulation of campus infrastructure are assessed annually in the report prepared by the HKU Rectorate.

### SAFETY COMPLIANCE REGULATIONS

### 4.2.2

Safety compliance regulations are observed by the HKU Rectorate. HKU Rectorate works on an annual Civil Defence Plan to guarantee the safety and protection of students and employees within HKU. The safety regulations related to the SFL, consisting records of safety resources, emergency action plans and compliance with government safety regulations, are under the responsibility of the Rectorate's report.

### EMERGENCY SITUATIONS

### 4.2.3

The HKU preserves building standards in accordance with legal state regulations to protect against any natural disaster such as an earthquake. In case of power failure or blackout situations, a back-up power generator can be used. In case of fire, the SFL building includes 9 fire extinguishers, 9 fire hoses and cabinets, 92 smoke detectors and 8 fire alarms.

In case of emergency, the ground floor serves as an air-raid shelter. Provisions for the service teams such as a fire assistance team, rescue team, first aid service team are provided and members have been chosen among the academic and administrative staff at the university. The members have been trained for these emergency situations and materials for assisting these teams are provided.

In case of an emergency situation, the lecturers should call the following number:

| | |
|---|---|
| **Police** | 155 |
| **Gendarme** | 156 |
| **Ambulance** | 112 |
| **Fire** | 110 |
| **Natural Gas Failure** | 187 |
| **Electrical Failure** | 186 |
| **Water Failure** | 153 |
| **General Secretary's Office** | 1006 |

## 4.3

## CONTACT PERSONS FOR SFL LECTURERS

**Contact Persons for SFL Instructors**

| | Issue | Department | Contact Person | E-Mail | Tel. /Ext No. |
|---|---|---|---|---|---|
| E-Mail | to receive/change password | IT | Ahmet AYKUT | ahmet.aykut@hku.edu.tr | 1825 |
| Web page | to consult on your page on ydy.hku.edu.tr | IT | Mehmet Kiraz | mehmet.kiraz@hku.edu.tr | 1823 |
| Internet | issues of wi-fi AKADEMIK | IT | Ahmet AYKUT | ahmet.aykut@hku.edu.tr | 1825 |
| SRS, OBS | log-in, password issues | IT | Mehmet ARARAT | mehmet.ararat@hku.edu.tr | 1820 |
| PC | software or hardware problems | IT | Hüseyin YILMAZ | huseyin.yılmaz@hku.edu.tr | 1824 |
| Personel Directorate | work permit, contract | Rectorate | Filiz ÇETİNDAŞ | filiz.yildiz@hku.edu.tr | 1803 |
| Financial Affairs | bordereau, salary | Financial Affairs | Mehmet GEMİCİ | mehmet.gemici@hku.edu.tr | 1811 |
| Call Center | to contact other departments on the campus | Call Center | Yasemin GÖZÜKIZIL | yasemin.gozukizil@hku.edu.tr | 1200-1201 |
| Parking Lot | to provide let i n/out stickers for your car | IT | Ahmet AYKUT | ahmet.aykut@hku.edu.tr | 1825 |
| Medical Room | medicine, injection, emergency health issues | SFL Building | Hülya ÖZOĞLU | x | 1153 |
| Cargo | sending/delivery of package | Warehouse | Mehmet UZUNTAŞ | mehmet.uzuntas@hku.edu.tr | 1411 |
| Security | Security, city bus info, HKU logo stickers for your car | Security | Security at the gate | Security | 1150 |
| Shuttetle Bus | transportation from/to campus | General Secretary | Orhan YİĞİT | X | 5498071574 |

## DISCIPLINARY ISSUES FOR STAFF 5.1

The SFL works with both Turkish and foreign lecturers and their recruitment and disciplinary procedures are different in some ways. In terms of disciplinary issues, the SFL is attached to the regulations of Turkish national law.

For cases such as criminal allegations, violations of the law, or neglect to complete work responsibilities by a lecturer, necessary procedures are applied in accordance with the Disciplinary Regulations for Academic Staff published in the official gazette on August 21, 1982, numbered 17789.

## DISCIPLINARY ISSUES FOR STUDENTS 5.2

The SFL takes disciplinary actions against students who do not obey HKU regulations and/or the regulations of Turkish Higher Education law. In case of experiencing such actions by a student, necessary procedures are applied in accordance with the Disciplinary Regulations for Students published in the official gazette on August 18, 2012, numbered 28388. Within the Disciplinary Regulations for Students, the offences that are taken disciplinary actions and penalties that require for each undesired action are stated clearly and the students are expected to obey the relevant rules and regulations. The vice-director responsible for administrative affairs should be informed by the lecturers when such events are experienced in order to start disciplinary process.

# Appendix 1 – SFL Professional Development Needs and Interest Analysis Survey

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**
**Professional Development Needs and Interest Analysis Survey**

The aim of this survey is to find out about your needs and interests as a teaching professional at School of Foreign Languages with a view to catering more effectively for your expectations regarding teacher training and development. Your responses will be kept confidential and used solely for the purposes of planning a potential teacher training and development program at the SFL. Thank you for your participation in advance.
SFL Continuous Professional Development Unit, Hasan Kalyoncu University

**1. Name and surname (optional):** ______________________________
**2. Years of teaching experience:**

☐ less than 1 year ☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 10+ years

**3. Other related experience: (tick all that apply)**

☐ Curriculum and syllabus development
☐ Testing
☐ Skill coordination
☐ Management
☐ Teacher training (e.g. giving workshops/seminars, carrying out observations, etc.)
☐ Translation
☐ CPD coordination
☐ Distant Learning coordination
☐ Teaching ESP/EAP
☐ Other (please specify)
_____________________________________________________

**4. Order the skills given below that you think you need to expertise more, from 1 to 6. Number one is the most needed and number 6 is the least needed one. Please use each number only once.**

___Reading
___Writing
___Listening
___Speaking
___Vocabulary
___Pronunciation

**5. What skill given below would be your preference to teach if you were asked before arranging the timetable by the management? Why?(Optional) (tick all that apply)**

| Skill Preference | Reason (Optional) |
|---|---|
| ☐ Grammar | |
| ☐ Reading | |
| ☐ Writing | |
| ☐ Listening & Speaking | |
| ☐ Integrated Skills | |

**6. Which of the following areas would appeal to you most in a training and development program? Please rate each area depending on your professional needs and/or interests by putting a tick in the relevant column.**

| | Need/Interested | In the most | | | | In the least |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teaching and learning grammar | | | | | |
| 2 | Teaching and learning vocabulary/lexis | | | | | |
| 3 | Using audio-visual material and realia | | | | | |
| 4 | Using educational technology and online resources | | | | | |
| 5 | Integrating students' mobiles as a part of class instruction | | | | | |
| 6 | Creating student-initiated classroom | | | | | |
| 7 | Teaching listening skills and strategies | | | | | |
| 8 | Teaching reading skills and strategies | | | | | |
| 9 | Teaching speaking skills and strategies | | | | | |
| 10 | Teaching writing skills and strategies | | | | | |
| 11 | Teaching skills in an integrated manner | | | | | |
| 12 | Classroom management and classroom dynamics | | | | | |
| 13 | Integrating drama into your class instruction | | | | | |
| 14 | Integrating games into your class instruction | | | | | |
| 15 | Integrating music and songs into your class instruction | | | | | |
| 16 | Integrating stories and literature into your class instruction | | | | | |
| 17 | Teaching EAP/ESP | | | | | |
| 18 | Materials development and design | | | | | |
| 19 | Assessment of learning | | | | | |
| 20 | Curriculum development | | | | | |
| 21 | Error correction and feedback | | | | | |
| 22 | Project work | | | | | |
| 23 | Learning styles and strategies | | | | | |
| 24 | Participating in metor-mentee programs in your institution | | | | | |
| 25 | Peer observation | | | | | |
| 26 | Team building and team work | | | | | |

**Are there any other areas that you would like to add? If yes, please specify.**

| |
|---|
| |

How do you believe you learn best as a participant in a teacher training session/program?

**7. When participating in a training program/session, I prefer to work…**

☐ alone
☐ in groups
☐ both

**8. When participating in a training program/session, I prefer to work…**

☐ The trainer explains activities and procedures
☐ The trainer explains activities and procedures
☐ I am encouraged to actively participate
☐ The trainer uses examples from practice
☐ The trainer provides the theoretical/methodological rationale behind learning activities other (please explain)

| |
|---|
| |

**9. The length (including breaks) of my ideal training would last…**

☐ less than 1 hour
☐ 1-2 hours
☐ 3 hours
☐ full day
☐ more than 1 day

**10. Are there any other comments you wish to make regarding your expectations from a potential training and development program in your school? If yes, please specify below.**

| |
|---|
| |

Thank you for your precious time,
Continuous Professional Development Unit, School of Foreign Languages

# Appendix 2 – SFL Learning Organization Questionnaire

**HASAN KALYONCU UNIVERSITY**
**20…. / 20…. ACADEMIC YEAR**
**SFL LEARNING ORGANIZATION SURVEY**

For each statement, give your organization or course a score out of 10: 10 means that this characteristic happens most of the time; 5 means that it happens only about half the time; 1 or 2 means that this happens very seldom.

| | | **Score** |
|---|---|---|
| 1 | The climate of our prep school of languages encourages honest, two-way feedback so that people can improve and learn. | |
| 2 | Teachers are encouraged individually to develop and grow personally and professionally. | |
| 3 | When a mistake is made, we examine how we can learn from the mistake rather than deciding whose fault it was. | |
| 4 | We regularly examine our systems and processes to see how we can improve the courses and/or services we offer. | |
| 5 | We have a clear and worthwhile vision (which we all share and understand) for our department of the university that we use to guide our actions. | |
| 6 | The managers of our prep school of languages place high priority on people and teams learning (reward, recognize, and encourage learning). | |
| 7 | We regularly look outside our own department to see if there are new ways, procedures or approaches we can use to improve the way we do things. | |
| 8 | When problems occur, teams use methods, tools and skills to ensure that people keep their minds open and solve problems effectively. | |
| 9 | We regularly review and renew our organizational vision and objectives when the external environment and organization undergo important changes. | |
| 10 | People are encouraged to question and challenge assumptions and mind-sets and to come up with innovative new ways of doing things. | |

# Appendix 3 – SFL Student Feedback on EPP

**HASAN KALYONCU ÜNİVERSİTESİ**
**YABANCI DİLLER YÜKSEKOKULU PROGRAM DEĞERLENDİRMESİ**
*Hasan Kalyoncu University*
*School of Foreign Languages Student Feedback on EPP*

Lütfen aşağıdaki ifadeleri değerlendiriniz. (5 çok iyi, 1 beklentinin çok altında)
Please score the items below. (5 excellent, 1 below expectation)

|  | **Dersler**<br>**Courses** | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Derslerin işleniş yöntemleri<br>Methods used to teach courses |  |  |  |  |  |
| 2 | Derslerin öğrenme ihtiyacına cevap vermesi<br>Do coursebooks meet learning needs? |  |  |  |  |  |
| 3 | Ders kitaplarının kalitesi<br>Quality of coursebooks |  |  |  |  |  |
| 4 | Ek materyallerin kalitesi<br>Quality of supplementary materials |  |  |  |  |  |
| 5 | Dersliklerin fiziksel ve teknolojik donanımı<br>Physical and technological equipment of classrooms |  |  |  |  |  |
| 6 | Öğrenci Bilgi Sistemi (SRS) kullanışlılığı<br>Practicality of Student Review System (SRS) |  |  |  |  |  |
|  | **Derslerin Etkili İşlenmesi**<br>**Teaching Effectively** |  |  |  |  |  |
| 7 | Integrated Skills |  |  |  |  |  |
| 8 | Writing |  |  |  |  |  |
| 9 | Listening & Speaking |  |  |  |  |  |
| 10 | Reading |  |  |  |  |  |
| 11 | Grammar |  |  |  |  |  |
| 12 | ESP |  |  |  |  |  |
|  | **Sınavlar**<br>**Exams** |  |  |  |  |  |
| 13 | Sınavların Ders Konularını İçerme Oranı<br>How much do exams cover subjects taught? |  |  |  |  |  |
| 14 | Sınavların Objektif Değerlendirilmesi<br>Objective evaluation of the exams |  |  |  |  |  |
| 15 | Sonuçların Açıklanma Süresi<br>Duration of announcement of results |  |  |  |  |  |
| 16 | Sınavların Genel Değerlendirmesi<br>General evaluation of the exams |  |  |  |  |  |
|  | **Hazırlık Okulu Yönetimi**<br>**SFL Management** |  |  |  |  |  |
| 17 | Yönetime Kolay Ulaşabilme<br>Reachable to management |  |  |  |  |  |
| 18 | Yardımcı Olma<br>Sufficient assistance |  |  |  |  |  |
| 19 | İhtiyaç ve Beklentileri Anlama<br>Understanding needs and expectations |  |  |  |  |  |
| 20 | İletişim Becerileri<br>Communication skills |  |  |  |  |  |
| 21 | Yönetimin Genel Değerlendirmesi<br>General evaluation of management |  |  |  |  |  |

**Hazırlık okulu ile ilgili düşüncelerinizi ve önerilerinizi belirtiniz.**
Please write your opinions and suggestions for SFL.

## Appendix 4 – SFL Student Feedback on Instructors

**HASAN KALYONCU ÜNİVERSİTESİ**
**YABANCI DİLLER YÜKSEKOKULU OKUTMAN DEĞERLENDİRME ANKETİ**
*Hasan Kalyoncu University*
*School of Foreign Languages Student Feedback on Instructors*

Lütfen aşağıdaki ifadeleri değerlendiriniz. (5 çok iyi, 1 beklentinin çok altında)
Please score the items below. (5 excellent, 1 below expectation)

| | **Öğretmenin Adı ve Soyadı**<br>Teacher's Name And Surname | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | **Öğretim becerileri**<br>Teaching skills | | | | | |
| 2 | **Derse hazırlıklı gelme**<br>Prepared for the lessons | | | | | |
| 3 | **Dersi ilginç kılma**<br>Making course interesting | | | | | |
| 4 | **Derse zamanında gelme/Dersten zamanında çıkma**<br>Starting and finishing courses on time | | | | | |
| 5 | **İletişim becerileri**<br>Communication skills | | | | | |
| 6 | **İhtiyaç ve beklentileri karşılama**<br>Meeting needs and expectations | | | | | |
| 7 | **Kuralların uygulanmasında tutarlılık**<br>Consistency in applying the rules | | | | | |
| 8 | **Öğrenmeyi gerçekleştirme becerileri**<br>Achieving teaching goals | | | | | |
| 9 | **Genel değerlendirme**<br>General evaluation | | | | | |

# Appendix 5 – SFL SWOT Analysis

**Hasan Kalyoncu University**
**School of Foreign Languages**
**SWOT Analysis**

## Part 1:

- **Please identify the strengths** (10 min. for brainstorming and 10 min. for presentation)

- **Please identify the weaknesses** (10 min. for brainstorming and 10 min. for presentation)

- **What real opportunities for development are present today and how can they be profited from?** (10 min. for brainstorming and 10 min. for presentation)

- **What are the threats that you can foresee in the upcoming academic year? In 5 years' time?** (10 min. for brainstorming and 10 min. for presentation)

## Part 2:

- How can we use our strengths to take advantage of the opportunities identified?
- How can we use these strengths to overcome the threats identified?
- What do we need to do to overcome the identified weaknesses in order to take advantage of the opportunities?
- How will we minimise our weaknesses to overcome the identified threats?

## Part 3:

- **Suggestions and expectations** (15 min. for brainstorming and 15 min. for presentation)

# Appendix 6 – SFL Consultation Form

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**
**CONSULTATION FORM**

**Student's;**
**Name:** ___________________________ **Date:** ___/____/________
**Class:** ____________________________ **Hour:** _______________

**Advisor's;**
**Name:**____________________

**Signature:** ________________________ **Signature:** ___________________

**The consultation is about student's;**

- ☐ Achievement in exams
- ☐ Misbehaviour
- ☐ Attendance
- ☐ Participation
- ☐ Use of mobile phone
- ☐ Assignment/portfolio
- ☐ Plagiarism
- ☐ Other(s)

**The problem(s)**

**What are the possible ways to solve the problem?**

**Other comments**

# Appendix 7 – SFL Meeting Agenda

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**

## MEETING AGENDA

| | | |
|---|---|---|
| **Meeting Type:** | **Date:** | **Time:** |
| **Meeting held by:** | **Location:** | |

**Attendees:**

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________
21. ________________

**Preparations for the meeting:**

**Agenda Items/Topics:**

1.
2.
3.
4.

# Appendix 8 – SFL Meeting Minutes

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**

## MEETING MINUTES

| | | |
|---|---|---|
| **Meeting Type:** | **Date:** | **Time:** |
| **Meeting held by:** | **Location:** | |

**Guest(s):**

**Attendees:**

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________
21. ________________

| **Item** | **Topics Discussed** | **Decisions Taken** | **Assigned to** | **Deadline** |
|---|---|---|---|---|
| **1** | | | | |
| **2** | | | | |
| **3** | | | | |

# Appendix 9 – SFL Summary Report

HASAN KALYONCU UNIVERSITY
School of Foreign Languages

## MEETING SUMMARY REPORT

| | | | | |
|---|---|---|---|---|
| **Meeting Type:** | | | **Date:** | **Time:** |
| **Meeting held by:** | | | **Location:** | |
| **Item** | **Outcome(s)** | **Decision(s) Taken** | **Assigned Task/To** | **Deadline** |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| | | | | |
| **Attendees' name and signature (above the name):** | | | | |

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

# Appendix 10 – SFL Course Book Selection Form

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**
**20.... / 20.... ACADEMIC YEAR**
**Course Book Selection Form**

**Committee:**_______________________

**Coordinator:**___________________

**Book/Edition:** ______________________________/__________

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1: offers in the least<br>5: offers in the most | | | | |
| **To what extent does the book offer the following?** | | | 5 | 4 | 3 | 2 | 1 |
| 1. Do the book's priorities match with our priorities? | | | | | | | |
| 2. Is it clear to use the book? | | | | | | | |
| 3. Is the book clearly sequenced and structured? | | | | | | | |
| 4. Are there any useful, additional materials? | | | | | | | |
| 5. Does the book provide enough content and exercise for Grammar? | | | | | | | |
| 6. Does the book provide enough content and exercise for Vocabulary? | | | | | | | |
| 7. Does the book provide enough content and exercise for Listening? | | | | | | | |
| 8. Does the book provide enough content and exercise for Speaking? | | | | | | | |
| 9. Does the book provide enough content and exercise for Reading? | | | | | | | |
| 10. Does the book have a useful presentation tool? (i-tool) | No | Yes | | | | | |
| 11. Does the book have an abundant number of online materials? | | | | | | | |
| 12. Does the book offer interesting and fun activities? | | | | | | | |
| 13. Does the book/publisher provide a useful Teacher's Guide? | | | | | | | |
| 14. Does the book have Video parts with activities? | | | | | | | |
| 15. Does each unit have a Revision part? | No | Yes | | | | | |

**Coordinator's Opinion:**

# Appendix 11 – SFL Teacher Satisfaction Survey

**HASAN KALYONCU UNIVERSITY**
**20.... / 20.... ACADEMIC YEAR**
**SFL TEACHER SATISFACTION SURVEY**

For each statement, give your organization  or course a score out of 10: 10 means that this characteristic happens most of the time; 5 means that it happens only about half the time; 1 or 2 means that this happens very seldom.

| NO | | **Score** |
|---|---|---|
| 1 | I have the necessary skills to provide superior service. | |
| 2 | I am empowered to make decisions that effect the quality of education. | |
| 3 | We actively support one another in an effort to provide superior service. | |
| 4 | I feel personally responsible for the quality of service students receive. | |
| 5 | I have a feeling of job security. | |
| 6 | My workload is reasonable. | |
| 7 | My salary is of a satisfactory standard. | |
| 8 | The teaching resources are of a satisfactory standard. | |
| 9 | The equipment is of a satisfactory standard. | |
| 10 | The facilities (classrooms, offices, etc) are of a satisfactory standard. | |
| 11 | The program responds to students' needs. | |
| 12 | Students experience a high standard of professional instruction. | |
| 13 | It is easy for students to access a staff member for individual help or advice. | |
| | *I believe the management* | |
| 14 | consults with staff on ways to improve service quality. | |
| 15 | provides staff with feedback on their performance. | |
| 16 | shares with staff feedback obtained from students on service quality. | |
| 17 | keeps staff informed about issues affecting the organization. | |
| 18 | encourages staff in their efforts to provide superior service. | |
| 19 | ensures staff have the material resources they need to provide superior service. | |
| 20 | fosters mutual cooperation and support among staff. | |
| 21 | recognizes the efforts of staff who provides superior service. | |

# Appendix 12 – SFL End of Term Report by Coordinators

**HASAN KALYONCU UNIVERSITY**
**School of Foreign Languages**
**20.... / 20.... ACADEMIC YEAR**
**END OF TERM REPORT ____________________ COMMITTEE**

| COURSE BOOK | SUPPLEMENTARY MATERIALS | ONLINE PLATFORM | STRENGTHS | WEAKNESESS | SUGGESTIONS |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

**Opinions:**

# Appendix 13 – SFL Learning Objectives and Outcomes

## 1 INTEGRATED SKILLS

### 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.

- 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.

## LISTENING

## 2.

### 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.

## 3. SPEAKING

### 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 sociology.
- Talk about nutritional science.
- Talk about psychology.
- Talk about marketing.
- Talk about risks.
- Talk about economics.
- Talk about success and failures.

### 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.

## 4. READING

### 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.

## 5. WRITING

### 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

## GRAMMAR

## 6.

### 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 refering 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.
- Decognize 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.

# Appendix 14 – SFL Peer Observation Check List

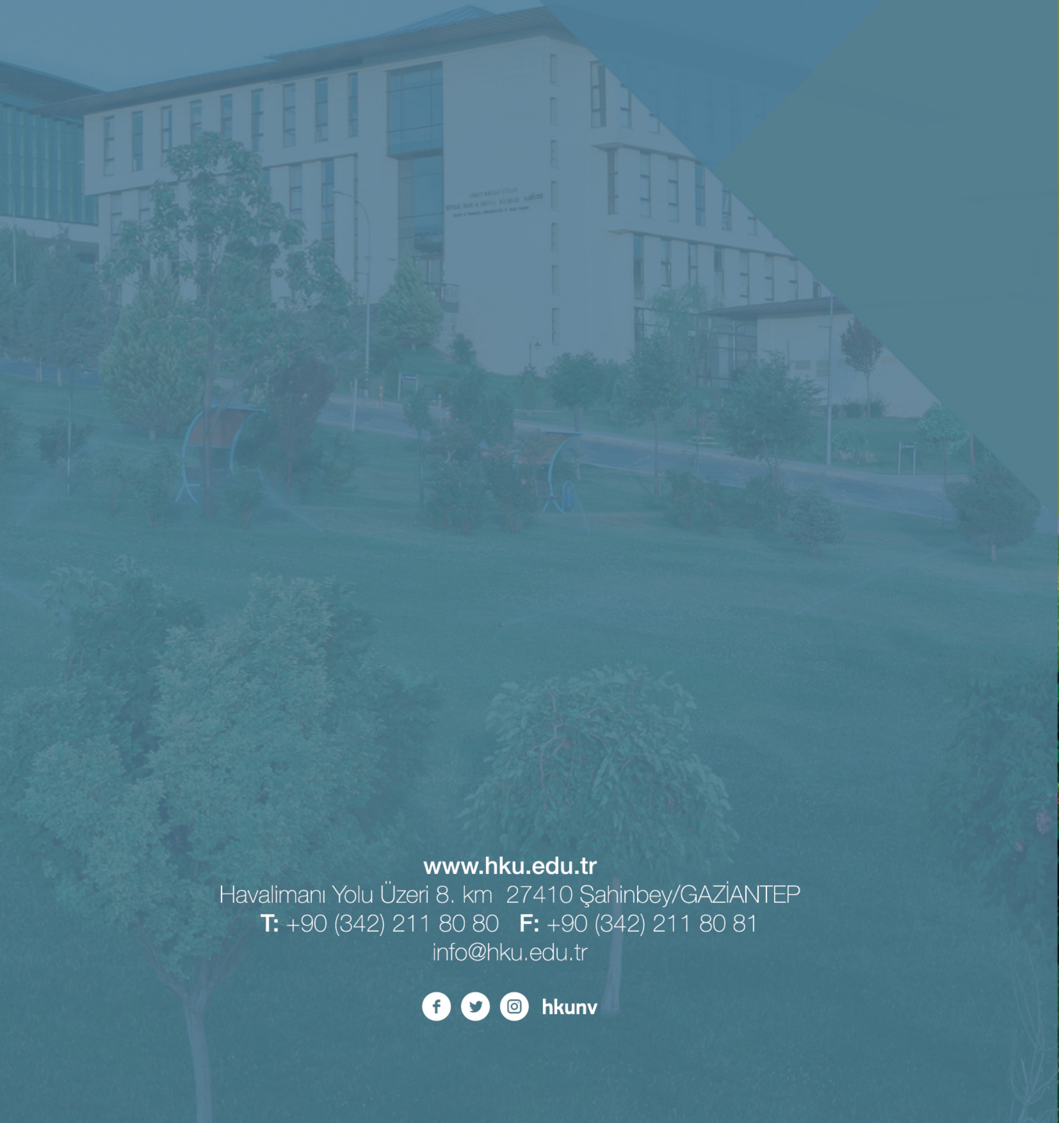
## Hasan Kalyoncu University
## SFL Peer Observation Checklist

Instructor being observed ____________________ Class ___________________

Observer______________________________________ Date____________________

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|---|
| **Organization:** Pace, transition, time management, board use | | | | | | |
| **Enthusiasm:** liveliness, energy, passion | | | | | | |
| **Classroom management** | | | | | | |
| **Materials:** Variety, visuals, technology, board use) | | | | | | |
| **Activities:** Variety, interest, difficulty, real life, interaction (pair/group work | | | | | | |
| **Instructions & questions:** Clear, feedback, wait time , adding clues and rephrasing | | | | | | |
| **Encouragement:** support, direction toward improvement, stimulation, involvement | | | | | | |

**Additional Comments/Observations:**



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