QUALITY MANUAL
GAUN
SCHOOL OF FOREIGN LANGUAGES

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1. GAZİANTEP UNIVERSITY

1.1. Gaziantep University

Gaziantep Engineering Faculty was first established in 1973 as an extension campus of Middle East Technical University (METU). Gaziantep Engineering Faculty, where the medium of instruction is English, is the basis of Gaziantep University.

Gaziantep University became an independent state university on 27th June, 1987. Gaziantep Engineering Faculty and Gaziantep Vocational School of Higher Education, which were in the body of Middle East Technical University (METU), were connected to Gaziantep University by the same law. In addition to them, the Faculties of Medicine, Arts and Sciences, Economic and Administrative Sciences, Education in Adıyaman; Vocational School of Higher Education in Kilis, Graduate Schools of Natural and Applied Sciences, Social Sciences, and Health Sciences and the State Conservatory of Turkish Music were established.

Presently, education/instruction is maintained at 16 faculties, four higher schools, 11 vocational schools of higher education, four graduate schools and five service departments to offer a variety of courses in 107 major areas at undergraduate and graduate level.

1.1.1. Aims

The main aims of Gaziantep University are to educate individuals who are employment and career oriented at national and international level, whose thinking, acquiring, questioning and problem-solving skills have improved with a competitive education understanding. Students are expected to become entrepreneurs, to be open to new ideas, and to have self-confidence and responsibility. Another crucial aim of Gaziantep University is to educate individuals able to internalize the democratic values and national culture, respect different cultures, and who are open to sharing and communication.

1.1.2. Vision

The vision of Gaziantep University is to become a national and international focal point of pioneering studies in the fields of science, technology and medicine. As English has become the primary world language, and Gaziantep University is dedicated to the advancement of learning and progress of research in the fields of science and technology in which English, in particular, is used, learning English will help students to broaden their horizons, while also enabling them to develop international contacts, expand their knowledge base, keep up with current developments and make their own contributions to their fields.

1.2.The School of Foreign Languages

Since 1973, when the engineering faculty was still an extension of METU, the School of Foreign Languages at Gaziantep University has offered an intensive language education program with high standards. The courses are divided into four quarters in which (A1) Elementary, (A2) Pre-Intermediate, (B1) Intermediate, (B2) Upper-Intermediate, (B2+) Low-Advanced and (C1) Advanced levels are offered and they are compatible with the Common European Framework of Reference for Languages (CEFR).

BASIC LEVEL	INDEPENDENT LEVEL	PROFICIENT LEVEL
• A1 Elementary • A2 Pre-Intermediate	• B1 Intermediate • B2 Upper-Int. • B2+ Low-Advanced	• C1 Advanced
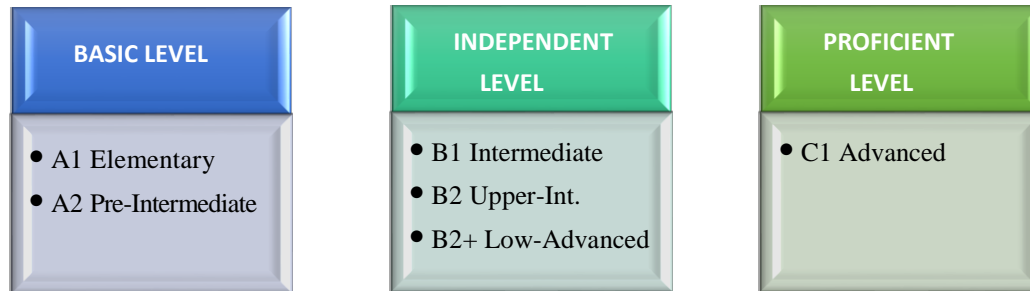
1.2.1. Aims

The objective of the language program is to provide the students with sufficient language skills (reading, writing, listening, speaking) to follow the courses in their faculties, and to train them as productive individuals with their dynamism and contemporary values for their future studies and career.

After successful completion of the program, the students will be able to:
- understand and use certain linguistic structures effectively in terms of form and function.
- read authentic and semi-authentic texts with reasonable comprehension by making use of reading and vocabulary skills.
- produce free and academic writing.
- comprehend academic lectures, develop global as well as detailed aural understanding while listening.
- speak and interact with confidence and competence in a wide range of situations.

1.2.2. Vision

Our vision includes the following:

- to improve the quality of foreign language education programs used in all units of the School of Foreign Languages,
- to provide our students with both in-and-out of class activities so that they can organize their studies effectively in independent environments,
- to develop our school into a more qualified educational institution for our country.

1.2.3. Mission

Our mission is to provide our Turkish and foreign students with contemporary education and to aid them in acquiring basic English language skills so they are better able to do the following:

- to express themselves in different environments in which English is used as a means of communication,
- to carry out and evaluate their academic studies effectively,
- to use English for professional purposes

2. ORGANIZATIONAL PLAN OF THE SFL

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                    SCHOOL
              OF FOREIGN LANGUAGES

                    DIRECTOR
            Assoc.Prof.Dr.Emrah CİNKARA

  VICE DIRECTOR        VICE DIRECTOR        SECRETARY OF THE SFL
  Inst.Z. Deniz DURDU  Inst.Nilüfer EVİŞEN  Demet DALGIÇ

        HEAD OF                             CHIEF OFFICER
      DEPARTMENT
    Inst.Yeliz TORUN                        PROPERTY STAFF

  COORDINATORS   TESTING UNIT   FRESHMAN    ACCOUNTS OFFICER

    REPEAT          REPEAT                  ACADEMIC AFFAIRS

      A1              A1                    STUDENTS' AFFAIRS

      A2              A2                    JANITOR

      B1              B1
```

3. THE MODULAR SYSTEM AT THE SFL

Students of Aeronautics, Architecture, Engineering and Medicine programs are required to get a minimum average of 65/100, whereas the students of English Language and Literature and the students of English Language Teaching programs have to get a minimum of 70/100 at the end of the year to go to their departments.

There are four modules which are designed in harmony with CEFR (see part 1.2) in an academic year.

- Each module lasts 7-8 weeks.
- The passing grade for each module is 60.

The module average is calculated as follows:

- ❖ A student who does not obtain at least a grade of 60/100 at the end of a module must repeat the module.
- ❖ The in-year grade consists of the average grade of the four modules.
- ❖ Students who have completed Module B1 can take the final exam at the end of the academic year.
- ❖ 50% of the in-year average and 50% of the final exam grade are taken into account to evaluate a student's "Preparatory Year Achievement Grade"

The modular system at the SFL follows the steps below:

STEP 1
- Each academic year starts with an **exemption test**, the results of which determine the students qualified to go to their departments.

STEP 2
- Students who fail the **exemption** test are distrubuted to appropriate levels and classes according to the results of either their exemption or placement test.

STEP 3
- **The start of first module**. Each module consists of
- short quizzes (one of which is always a writing portfolio quiz)
- self access exercises
- student evaluation grade

STEP 4
- **Module exit exams**
- writing exam
- speaking exam
- multiple choice test

STEP 5
- **The next module** starts after the previous one has been completed and students' grades and new classes are announced (the processes in all other modules are the same as the steps1/2/3).

STEP 6
- At the end of last module, eligible students take the **final exam.** The final exam consists of:
- writing exam
- speaking exam
- multiple choice exam

STEP 7
- If the students pass the final exam, they can go to their departments
- If they fail the final exam, they may attend **summer school.**

STEP 8
- Students who have a Yearly Achievement Grade of 45 or above are entitled to attend summer school, though it is not mandatory.
- If they pass the summer school final exam, they can go to their departments.

3.2. How does the module system work?

Modules are designed at a variety of language levels at the SFL. Each module includes teaching of all language learning skills and helps students to improve their skills to communicate more effectively in writing and speaking by using necessary language and vocabulary knowledge which is suitable to their language level.

If students fail one level, they can repeat the same level only one more time. After that, they go on with the next level.

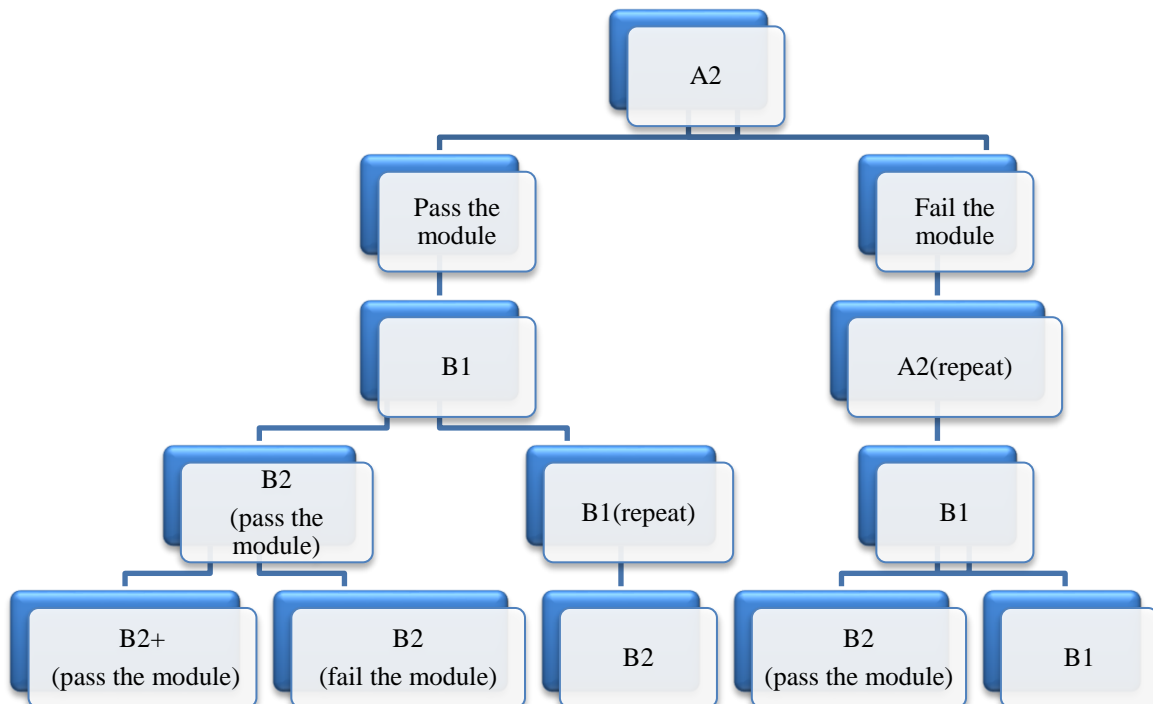How this system works at the SFL is as follows:
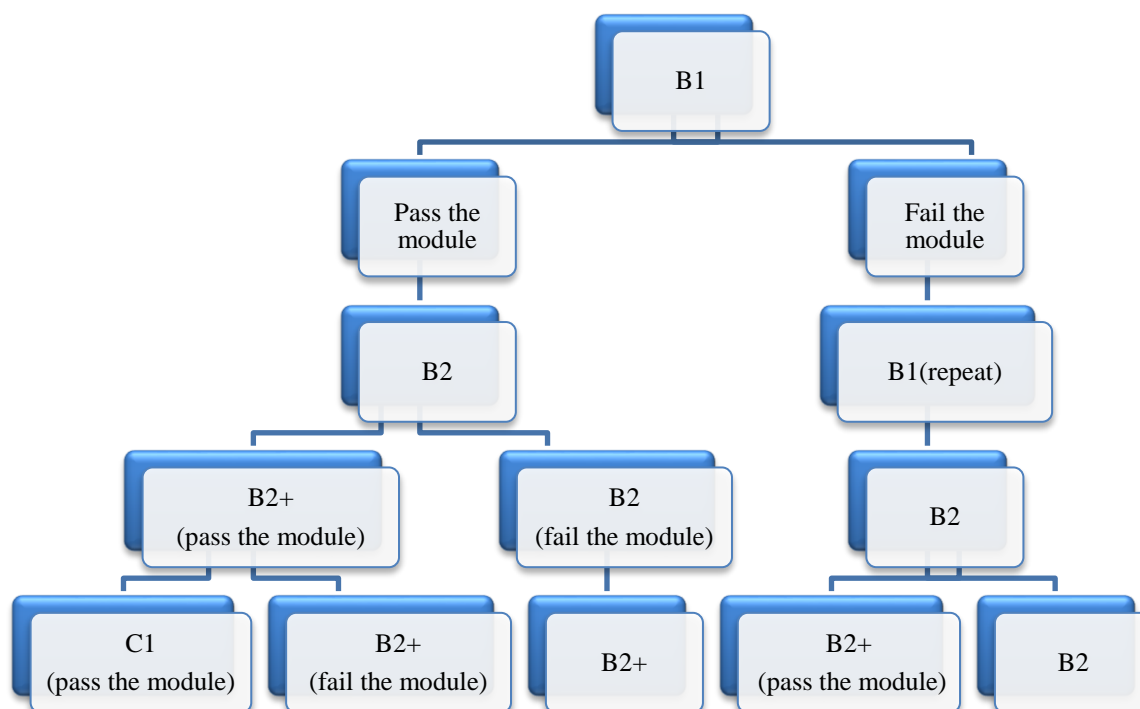
*If a student starts from Level **A1**,*
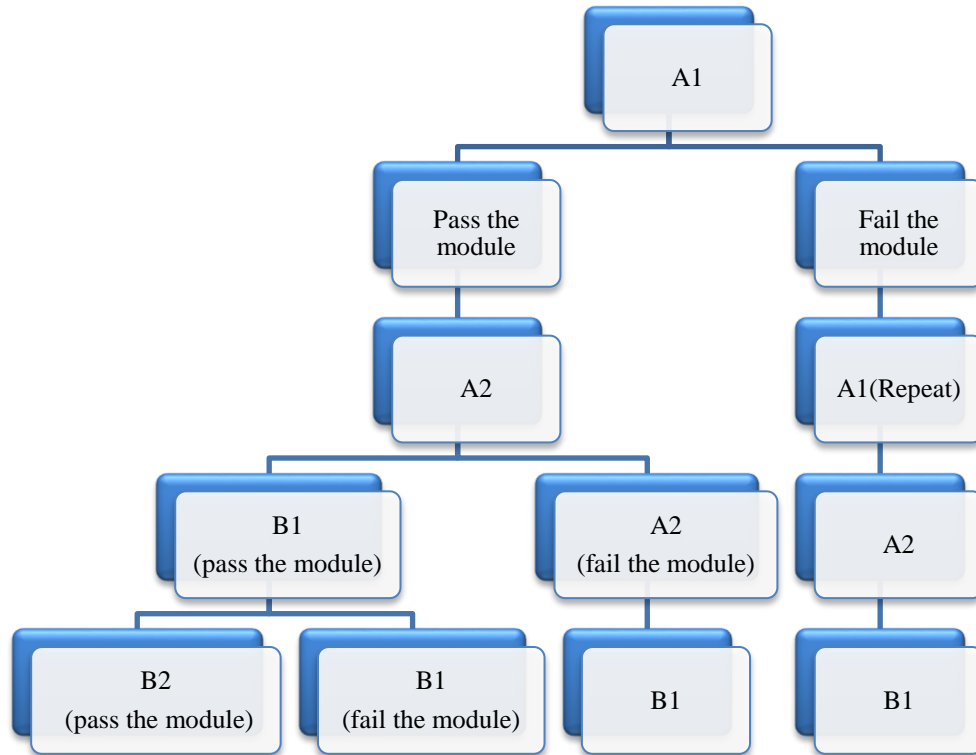
```
                                    A1
                    ┌───────────────┴───────────────┐
               Pass the                         Fail the
                module                           module
                   │                                │
                   A2                          A1(Repeat)
          ┌────────┴────────┐                       │
         B1                A2                        A2
   (pass the module)  (fail the module)             │
      ┌────┴────┐           │                        B1
     B2        B1          B1
(pass the  (fail the
 module)    module)
```

❖ Students who reach the last step can take the final exam.

*If a student starts from Level **A2**,*

```
                                    A2
                    ┌───────────────┴───────────────┐
               Pass the                         Fail the
                module                           module
                   │                                │
                   B1                          A2(repeat)
          ┌────────┴────────┐                       │
         B2            B1(repeat)                   B1
     (pass the            │               ┌─────────┴─────────┐
      module)            B2              B2                  B1
   ┌─────┴─────┐                   (pass the module)
  B2+         B2
(pass the  (fail the
 module)    module)
```

❖ Students who reach the last step can take the final exam.

*If a student starts from Level **B1**,*

```
                              ┌──────────┐
                              │    B1    │
                              └────┬─────┘
                ┌──────────────────┴──────────────────┐
          ┌───────────┐                          ┌───────────┐
          │ Pass the  │                          │ Fail the  │
          │  module   │                          │  module   │
          └─────┬─────┘                          └─────┬─────┘
          ┌───────────┐                          ┌──────────────┐
          │    B2     │                          │  B1(repeat)  │
          └─────┬─────┘                          └──────┬───────┘
      ┌─────────┴─────────┐                             │
 ┌──────────┐      ┌──────────────┐             ┌──────────────┐
 │   B2+    │      │      B2      │             │      B2      │
 │(pass the │      │ (fail the    │             └──────┬───────┘
 │ module)  │      │  module)     │          ┌─────────┴─────────┐
 └────┬─────┘      └──────┬───────┘   ┌──────────────┐     ┌──────────┐
 ┌─────────┴──────┐       │           │     B2+      │     │    B2    │
 │                │  ┌──────────┐     │ (pass the    │     └──────────┘
┌───────────┐ ┌───────────┐    │     │  module)     │
│    C1     │ │   B2+     │ ┌──────┐  └──────────────┘
│(pass the  │ │(fail the  │ │ B2+  │
│ module)   │ │ module)   │ └──────┘
└───────────┘ └───────────┘
```

❖ Students who reach the last step can take the final exam.

4. ASSESSMENT POLICY

4.1. General Statement

The SFL is committed to developing and implementing relevant and appropriate curricula which are used to determine the content for assessment. Assessment is not a separate component of the curricula, but it is closely integrated in the teaching and learning process because it aims not only to promote students' learning, but also to provide insights into their progress. Therefore, effective assessment is crucial in order to measure whether these have been achieved in the curricula delivery.

Assessment is an on-going and integral part of the language learning process. In order to see whether our students are making progress in the experience of learning English and to decide whether their English knowledge is eligible enough to go to their departments, the SFL uses certain instruments to assess their performance. These are short quizzes which contain vocabulary, grammar, reading and listening sections; a portfolio quiz in which students' writing abilities are graded; online exercises, also known as Self Access Center (SAC); and the module exit exams. The module exit exam is administered in three different sessions. These sessions are writing, speaking and multiple choice exams, respectively. The multiple choice exam contains vocabulary, grammar (language use), reading and listening sections. The exams are prepared by the Testing Unit by taking test specifications and learning

objectives into consideration. In addition, there is also a teacher's evaluation grade which is added to the module average grade.

The Testing Unit is responsible for designing tests that are unbiased, and which are sensitive to race, gender and cultural background. The Testing Unit is also responsible for ensuring the standardization of the tests, providing teachers with guidelines on how to implement the tests. It is also the Testing Unit's duty to provide students with the information regarding the nature and content of the tests prior to the tests, as well as the criteria to be used in the assessment of productive language skills (writing and speaking). The exam results are reported to students accurately and in a timely fashion. Since testing is a reflection of teaching, students are given opportunities to learn from their mistakes. Therefore, all students have a chance to see their graded exam papers.

The assessment procedure of our school is clearly stated in both the student's manual and in the PowerPoint presentation of orientation, both of which our students can access through our website http://ydyo.gantep.edu.tr/. The aim of assessment is to show both our students and our teachers which parts of the lessons are learnt well and which parts need more scaffolding, on behalf of our students.

4.2. Objectives

The main objectives of the assessment process at the SFL are to:

- achieve fair, reliable and valid outcomes in a consistent and transparent manner during the assessment process.
- establish a quality control and recording mechanism for the exemption, placement, module exit exams and final exam, as well as quizzes, portfolio and online SAC assessment.
- enhance the use and application of the CEFR norms throughout the whole grading process.
- inform learners and instructors about examination format and procedures, as well as evaluation process.
- evaluate the English exemption level of each student to ensure that students are competent enough to begin their undergraduate education in their departments.

4.2.1. Range and Scope of the Policy

The assessment policy covers all courses offered at the SFL.

4.2.2. Reliability and Validity Policy in Assessment

The SFL aims to achieve a high level of reliability and validity in the assessment of students.

4.3. Reliability

The aim of the SFL is to provide consistent and reliable assessment tools which reveal fair and transparent results. It is highly crucial to be internally consistent in the process of creating assessment tools throughout the academic year. In order to provide internal consistency, some certain steps are taken to cross-check the exams sufficiently throughout the preparation process and then the results are announced. All the students gain detailed familiarity with the assessment tools before they are carried out throughout the program.

4.4. Validity

The validity of assessment is ensured through the alignment of the outcomes of the curriculum with each question asked in the exams. This procedure covers all the quizzes, exit exams, final exams and the tasks assigned for continuous assessment. The exams prepared throughout the academic year combine all the productive and receptive skills and the language areas of grammar and vocabulary. The assessment system, possible question formats and the scoring criteria are openly shared with students and instructors.

4.5. Testing Unit

The SFL has a separate Testing Unit which is responsible for the preparation of all in-year, placement and exemption exams.

4.5.1. Security of Exams

All our exams are prepared by our Testing Unit in-house. There are four instructors in the Testing Unit and each instructor is responsible for one level. The instructors work on highly protected and updated computers with antivirus programs. Each computer has a password and only the instructor using that computer and the administration know that password. The office which the Testing Unit uses is at in Block A where there are no classrooms, which means students do not have easy access to that building. Neither the administration nor any other unauthorized instructor can enter that office when there is nobody from the Testing Unit around.

4.5.2. Informing Students about Exams

The exams are prepared by taking the curriculum as a basis. Our aim as the SFL is to test what we teach, so the Testing Unit and Curriculum Team are very cautious about the content of each exam. Students are informed about the exam dates, hours and contents first by their class instructors at the beginning of each module. Starting from the academic year up until the end, all pacing schedules are available on our website http://ydyo.gantep.edu.tr/pages.php?url=yearly-schedule-43. Should there be any change or update on the exam date or hour, we let our students be acknowledged about it through their teachers who are immediately informed about it by the e-mail system (gantepydyo@googlegroups.com) of our school and additionally through various platforms

such as our Facebook page and our website. One copy of the pacing schedules and announcements are also available on the notice board.

4.5.3. Exam Preparation Process

After the first drafts of exams are prepared, a sample is given to the coordinator of that level and to one other instructor teaching at that level for proofreading. All proofreading steps are fulfilled in the Testing Unit office. When selecting contexts for a single question, our testers are highly sensitive so as not to offend any ethnic minority, gender, cultural background and religious beliefs. Once the coordinator and the other instructor approve the exam, the tester finalizes it and makes sure it is multiplied according to the number of groups and students. The exams are kept safe in the Testing Unit office until the exam time.

4.5.4. Administration of Exams

The exams are distributed to the instructors

- 20 minutes prior to exemption, placement, module exit and final exams,
- 10 minutes prior to quizzes.

Each instructor takes their exam papers in a C4 (22 x 32 cm) envelope and goes into their classroom right away and checks whether all the students are in class. The students sign for that hour on their regular attendance sheet if it is a kind of a quiz within the module. However, if it is any part of the exemption, placement, module exit and final exams, the students are mixed and distributed to classrooms different from their actual classrooms, their ID cards are checked, mobile phones are collected and they are asked to sign the exam register.

4.5.5. In-Term Exam Preparation Process

Step 1: Authoring the Exam

The responsible testing member prepares the exam in line with the curriculum. The suggested time for this step is 5 work days.

Step 2: Review by the Level Coordinator

A hardcopy of the exam is reviewed by the relevant level coordinator according to the checklist provided by the Testing Unit. The whole process is completed in the Testing Unit office.

Step 3: Post-Review Edition

The responsible tester edits the soft copy of the exam and keeps the reviewed hardcopy.

Step 4: Review by the Proofreader

The edited hardcopy of the exam is proofread by a randomly chosen instructor teaching in the relevant level. The whole process is completed in the Testing Unit office.

Step 5: Post-Review Edition

The responsible tester edits the soft copy of the exam and keeps the reviewed hardcopy.

Step 6: Final Review by the Testing Unit Member

The edited hardcopy and all previous hardcopy editions of the exam are crosschecked by the responsible Testing Unit member. Then, the soft copy of the exam is edited.

Step 7: Printing Approval

The Testing Unit member checks and approves the final hardcopy exam. The final version is to be handed to the printing office at least three days prior to the exam date.

Step 8: Printing and Classifying

The exam sheets are printed, stapled, and enveloped according to the number of students in each class by the responsible officer in the printing office.

Step 9: Storing the Exam

A soft copy of the exam is stored on the computers provided for the Testing Unit. The hardcopies are all archived.

4.5.6. Final / Exemption Exam Preparation Process

Step 1: Distribution of the Exam Writing Tasks

Parts of the exam are shared among the Testing Unit members, preferably at least two months before the exam date.

Step 2: Writing the Assigned Parts

Each part is prepared by the responsible Testing Unit members in a month's time. The members use the agreed sources.

Step 3: First Review by the Testing Unit

The prepared parts are assembled and reviewed by the Testing Unit members. Any problematic items and/or parts are edited.

Step 4: Individual Review

Testing Unit members review the whole exam individually and write down suggestions when necessary.

Step 5: Review Meeting

Testing Unit members have four or five meetings in order to share their feedback and suggestions. They work through each question and answer option, and compromise on the suggestions.

Step 6: Proofreading the Items

Steps 4 and 5 are carried out until all items are reviewed. The hardcopies of the reviewed items are kept by the Testing Unit members.

Step 7: Editing the Items

The assigned Testing Unit member edits the items and keeps the reviewed hardcopies.

Step 8: Proofreading by the Coordinators

Each coordinator has a meeting in the Testing Unit office and review the final version of the exam. They review each item and part and write down their suggestions. The reviewed copies of the exam are kept by the Testing Unit members.

Step 9: Review Meeting

Testing Unit members and coordinators meet in the Testing Unit office on a specified date in order to discuss the suggestions of the coordinators comprehensively. They compromise on the suggestions.

Step 10: Editing the Exam

The assigned Testing Unit member edits the soft copy and keeps the reviewed hardcopies.

Step 11: Proofreading by the Administration

All administrators have a meeting in the Testing Unit office and review the final version of the exam. They review each item and part and write down their suggestions. The reviewed copies of the exam are kept by the Testing Unit members.

Step 12: Review Meeting

Testing Unit members and administrators meet in the Testing Unit office on a specified date in order to discuss the suggestions comprehensively.

Step 13: Editing the Exam

The assigned Testing Unit members edit the soft copy and keep the reviewed hardcopies.

Step 14: Final Proofreading Process

The final hardcopy is reviewed and approved individually by each Testing Unit member.

Step 15: Final Review Meeting

Testing Unit members have a meeting to approve the final version of the exam.

Step 16: Printing Process

The exam sheets are printed, stapled, and enveloped according to the number of students in each class by the responsible officer in the printing office.

4.5.7. Grading and Announcing Results of Quizzes

All quizzes come with an answer key in the quiz envelopes for instructors' eyes only. If there is more than one possible answer for a question, the Testing Unit makes sure it is stated in the answer key. In case there are some answers which are not in the answer key but sound logical, the Testing Unit negotiates with the relevant coordinator and administration and the marking instructors are informed as soon as possible through the group e-mail.

After each quiz, students' grades are put on our online information system called e-registration and used by all academic staff at GAUN. Students are shown their exams in their classrooms in a timely fashion. Class averages are examined by the administration at the end of each academic year with the intention of guiding all participants of the teaching- learning process.

4.5.8. Grading and Announcing Results of Module Exit Exams

Each Module Exit Exam is administered in three sessions;

- *Module Exit Writing Exam*

  For Module Exit Writing Exams, a double-blind marking process is applied. Two different instructors assess the same paper without seeing each other's grade. If there is a difference of more than 20 points between two graders, a third instructor assesses the paper and the average of all three grades is taken.

  The results are announced on the e-registration system. In case of an objection for the result of the writing exam, students are supposed to write a petition to have their exam papers reassessed by the appeals board. (see Appendix 1 for a sample petition)

- *Module Exit Speaking Exam*

  Two instructors assess the learner at the same time regarding the speaking criteria. The average grade of these two instructors' grades is the final one. These averages scores of the speaking exam are also announced via the e-registration system. Students can see all their grades on the system when all sessions are completed.

- *Module Exit Exam Multiple Choice Part (Listening, Reading and Language Use)*

  For the Module Exit Exam, students have a separate answer sheet apart from an exam booklet. The answer sheets are graded by an optical device for reliability and security. The results of the Module Exit Exam are announced on the e-registration system. In case of an objection, students are supposed to write a petition to check their optical answer sheet and exam booklet. (see Appendix 1 for a sample petition)

4.5.9. Grading and Announcing Results of the Final Exam

The Final Exam is administered in *three sessions*;

- *Session 1*: *Writing Exam*

  For the grading of the writing exam, a double-blind marking process is applied. Two different instructors assess the same paper without seeing each other's grade. If there is a difference of more than 20 points between two graders, a third instructor assesses the paper and the average of all three grades is taken.

  The results are announced on the e-registration system. In case of an objection for the result of the writing exam, students are supposed to write a petition to have their exam papers reassessed by the appeals board.

- *Session 2: Speaking Exam*

  Two instructors assess the learner at the same time regarding the speaking criteria. The average grade of these two instructors' grades is the final one. The results of speaking exam are not announced separately. However, students can see all their grades as a whole when all sessions are completed.

- *Session 3: Multiple Choice Test (Listening, Language Use, Reading)*

  For the multiple choice test, students have a separate answer sheet apart from an exam booklet. The answer sheets are graded by an optical device for reliability and security. The results of the Final Exam and students' Pass / Fail grades are announced on the e-registration system. In case of an objection, students are supposed to write a petition to see their optical answer sheet and exam booklet. (see Appendix 1 for a sample petition)

  Students can also find out whether they have the chance to attend summer school or not on the SFL webpage.

4.5.10. Grading and Announcing Results of Exemption Exams

Exemption Exams are administered in three sessions;

- *Session 1: Multiple Choice Test (Listening, Language Use, Reading)*

  For the Exemption Exam, students have a separate answer sheet apart from an exam booklet. The answer sheets are graded by an optical device for reliability and security. The results of the Exemption Exam are announced on the SFL webpage. Students who get a score of 35 or above from the first stage of the exam are entitled to take the second and third sessions.

- *Session 2: Writing Exam*

  For Exemption Exam Writing Part, a double-blind marking process is applied. Two different instructors assess the same paper without seeing each other's grade. If there is a difference of more than 20 points between two graders, a third instructor assesses the paper and the average of all three grades is taken. The results of the Exemption Writing Exam are announced on the SFL webpage.

- *Session 3: Speaking Exam*

  Two instructors assess the learner at the same time regarding the speaking criteria. The average grade of these two instructors' grades is the final one. The results of the speaking exam are not announced separately. The results of all sessions are announced on the SFL webpage.

  Finally, the results of all the sessions belonging to the Exemption Exams are announced on the SFL webpage.

5. INTERNAL VERIFICATION

Internal verification is the heart of quality assurance of the SFL. In order to ensure that internally assessed work consistently meets the determined outcomes, the procedures are:

a. The Testing Unit meets with the coordinator of that level in order to ensure that the outcomes of the curriculum align with each individual item asked in tests.

b. The Testing Unit is responsible for developing, designing, implementing and improving the quality of exams carried out in the SFL in accordance with the outcomes in the curricula. These exams include quizzes, module exit exams and the final exam, which aim at assessing the language achievement levels of students with respect to the four language skills.

c. Each language level in the SFL is assigned to certain members of the Testing Unit, who deal with exams at that level and each group follows the same procedures to maintain an internal verification of the exams as stated below:

Quizzes

- write the test specifications of a quiz
- write items accordingly
- have an initial review conducted by the coordinator of that level
- make changes as necessary
- conduct a final proofreading and feedback session with one of the instructors of that level
- maintain agreement on the items
- make changes as necessary
- finalize items for the quiz
- implement the quiz (have it delivered at the set time and date)
- provide the answer key to instructors

Module Exit Exams

Booklet (Listening, Language Use, Reading)

- write the test specifications of the exam
- write items accordingly
- have the initial review done by the coordinator of that level
- make changes if necessary
- do a final proofreading and feedback session with the instructors teaching at that level
- maintain agreement on the items
- finalize the items for the exam after the final review of the administration
- administer the exam on the set date

Final Exam and Exemption Exams

- make an outline of the exam
- write items accordingly
- have the initial review done by the other Testing Unit members including the head of the department
- make changes if necessary
- do a final proofreading and feedback session with the teachers including all coordinators and randomly chosen instructors
- maintain agreement on the items

- finalize the items for the exam after the final review of the administration
- administer the exam on the set exam date

Writing Exams

- write the test specifications of the writing exam
- write items accordingly
- have the initial review conducted by the coordinator of that level
- make changes if necessary
- conduct a final proofreading and feedback session with instructors teaching at that level
- maintain agreement on items
- finalize the items for the exam after the final review by administration
- have the exam papers copied
- administer the exam on the set exam date
- have a meeting with instructors who will grade the papers after the exam
- grade sample exam papers to ensure all the graders have similar understanding of the criteria to make accurate judgments regarding students' written performance
- distribute the first set of exam papers to each grader
- set a time limit for grading the papers
- ensure exam papers are exchanged on the due time, so that one single exam paper is graded by two different graders within the same day

Speaking Exams

- write test specifications of the speaking exam
- write items accordingly
- have the coordinator of that level conduct an initial review
- make changes as necessary
- conduct a final proofreading and feedback session with instructors teaching at that level
- maintain agreement on items
- make changes as necessary
- finalize items for the exam after a final review by the administration
- have a meeting with speaking exam graders assigned by the administration
- administer the exam on the specified exam date

6. INVIGILATION POLICY

Assessment procedures are carefully carried out in the SFL to ensure security is maintained and exams are conducted fairly and that a suitable environment is provided for all students. One invigilator for all paper exams and two jury members for oral production exams are assigned.

Invigilation Procedure

- Exemption, placement, module exit and final exam papers are distributed and announcements are made to instructors 20 minutes prior to the exam time by the Administration and Testing Unit.
- Quiz papers are distributed and announcements are made to instructors 10 minutes prior to the exam time since quizzes are administered during class hours.
- Exam papers and materials are distributed appropriately by the invigilator.
- The rules and procedures of the exam are briefly announced to the students (see Student Handbook, 5.3.5).
- Student IDs are checked and an attendance sheet is signed by each student and by the invigilator at the end of each exam.
- Exam papers and attendance sheets are collected and returned to the Student Affairs Office Archive (Room 408) at the end of each module.
- Any cheating or cheating attempts are formally reported and signed by the invigilators.

7. MARKING POLICY

At the SFL, marking procedures are considered to play a crucial role in monitoring student progress and giving feedback to both learners and instructors in the learning/teaching process. Gaining a clear understanding of how well students have acquired knowledge and skills in order to become effective users of language is the main focus. It also helps instructors to have a clear understanding of how their students perform and thereby to adjust their teaching accordingly.

The SFL believes marking is most effective if the students are aware of

- the aim of the task,
- the needs of the task,
- how much they have succeeded,
- how to reach their targets for language learning.

Ergo, all instructors need to be aware of

- the expected outcomes of the task.

- the students' requirements to fulfill the task.
- the rubric to mark tasks (see Appendices in Student Handbook).
- ways to give oral and written feedback.

The SFL aims to

- give constant feedback on learners' work to make students feel valued and to make them aware of their understanding of the content and accomplishing the required task.
- provide regular feedback to help all students reach their full academic capacity.

8.   CURRICULUM POLICY

The goal of the SFL is to teach English in the most efficient way and to help students complete their education successfully within an academic year. For this reason, the curriculum sets realistic outcomes which are compatible with the Common European Framework of Reference for Languages (CEFR). The class schedule of the SFL has been designed with the purpose of rendering students with linguistic and academic skills anticipated for their departmental study. These skills include reading, listening, writing, and speaking, all of which are aimed at various goals. All of these skills are presented within a consistent academic scope and in a communicative manner. The SFL aids in developing students' linguistic and lexical knowledge in an effort to support their academic use of the language in their future studies.

8.1. Learning Objectives and Outcomes

The School of Foreign Languages aims to provide students with quality language education for their future academic studies. With this respect, our curriculum has been designed in line with Common European Framework as Reference for Languages (CEFR), which is used to describe the language skills of students around the world and is designed to allow students who do not speak any English at the lowest level to complete in an academic year. The learning objectives and outcomes are achieved at different language levels and determined based on the findings of the needs analysis research done at the SFL. All course materials are designed to be compatible with the objectives and outcomes of each level which are named as A1-Elementary, A2-Pre-Intermediate, B1-Intermediate, B2-Upper-Intermediate, B2+-Low-Advanced and C1 Advanced. At the end of each academic year, the SFL management conducts academic meetings with the coordinators and Testing Unit members to discuss the fulfillment of these objectives and outcomes. After that, the curriculum of the SFL is prepared in the light of these findings.

8.2. Teaching and Learning Materials

The School of Foreign Languages provides basic English language education via selected course books having software applications and supplementary materials prepared by level coordinators to achieve our learning outcomes. Moreover, language teaching at the SFL is

enriched by Online Self Access Center (SAC) the activities of which are prepared by our instructors and these activities are done outside the classroom by the students. In addition to these language teaching materials, students are encouraged to access the readers and other language teaching materials available for them in the library to improve their language knowledge in all skills.

8.3. Assessment

Each component of assessment is determined in the curriculum in accordance with the learning objectives and included in the curriculum. The content of assessment tools is specified by the level coordinators in the curriculum. The assessment tools of the SFL are quizzes, writing portfolios, module exit exams and the final exam, the time of which are clearly specified in the yearly curriculum (http://ydyo.gantep.edu.tr/pages.php?url=yearly-schedule-43). Students are informed about the assessment tools and procedures at the beginning of the academic year by their instructors and the student handbook (http://ydyo.gantep.edu.tr/upload/files/Student%20Handbook-2(1).pdf). Since unbiased assessment of students is important for the SFL, the Testing Unit has been established to design valid and reliable tests.

8.4. Objectives of the Curriculum

The main focus of the SFL is the students who have the ability to take charge of their own language learning to be autonomous and who are able to use English effectively both in their academic and social life.

The main objectives of the School of Foreign Languages

- **To meet students' linguistic and academic needs**

The aim of the curriculum is to help the students to be competent enough to begin their undergraduate education in their departments. The students are supported to improve themselves in four language skills (reading-speaking-listening-writing) at the SFL. When the students complete their education at the SFL, they will have essential background and methods to follow lectures, understand academic reading texts, produce different types of written texts (kinds of paragraphs and essays), and communicate via the target language accurately.

- **To foster learner autonomy**

Since learning autonomy is a constant process, the SFL instructors help the students to develop their capacity of language learning outside the classroom. At this point, instructors take the role of a counselor, a facilitator and a guide. From the start of the academic year, the students are encouraged to use self-access centers, such as the libraries and computer labs both at the SFL and on the campus. They are also informed about some useful web pages on the Internet which are effective to improve their reading, listening and writing skills and the links of these pages can be found on our web page. With the help of these online platforms, the students are encouraged to select their own sources and their own language learning strategies.

- **To provide individual guidance**

The aim of the SFL is not only to feed the students with academic knowledge but also to provide individual guidance through class instructors and administrators. The class instructors are also the advisors of the students in each class and they provide academic service under the name of "office hour". The SFL believes that constructive dialogue between the students and the instructor of that class improves the quality of language education.

9. LEARNER TRAINING POLICY

The SFL is committed to providing an equal opportunity for all students to successfully complete their language learning education. At the beginning of each academic year, the first lesson is designed for an orientation purpose (http://ydyo.gantep.edu.tr/upload/files/oryantasyon-sunumu11689.pdf). The instructors inform the students about the rules, the assessment system and other necessary guidance topics, such as administrative and academic units of the SFL. They are also guided about their new environment to encourage them to join some student clubs as a social activity.

Learner training involves helping learners find out how they learn most effectively. During the classes the students are encouraged to take responsibility for learning and to develop learning strategies and study skills especially by their instructors since they are responsible for all the guidance of their students. The aim of learner training is to produce effective and independent learners.

10. DEVELOPMENT POLICY

10.1. Staff Recruitment Policy

The success of the SFL relies on its ability to attract the best staff available. Recruitment methods must be fair, efficient, and effective. The SFL is committed to providing high quality programs. To support the achievement of this objective, we are aware of the importance of employing the most suitable instructors. The steps of the recruitment are as follows:

Turkish Staff[1]

1. The Director of the SFL sends a staff request form to the Rector's Office stating the total number and qualifications of instructors necessary for the school.

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[1]**This procedure is mandated by Higher Education Council's Regulation "ÖĞRETİM ÜYESİ DIŞINDAKİ ÖĞRETİM ELEMANI KADROLARINA YAPILACAK ATAMALARDA UYGULANACAK MERKEZİ SINAV İLE GİRİŞ SINAVLARINA İLİŞKİN USUL VE ESASLAR HAKKINDA YÖNETMELİK"**

2. The Rectorate informs the Council of Higher Education and asks for approval of academic position.

3. The Academic Recruitment Announcement is published on the webpages of the Council Higher Education and GAUN. In the position announcement, candidates are informed about deadlines and exam dates as well as requirements.

4. The SFL Executive Board assigns jury members.

5. Candidates apply in person or by post with the documents necessary for the application (CV, diploma, transcript, certificate of exemption from military service (for male candidates), Academic personnel and postgraduate education entrance exam result, Foreign Language exam result and the proof of the length of experience).

6. Jury members evaluate the applications in terms of necessities and requirements as announced.

7. Candidates who meet the essential criteria for the position are invited to the oral exam.

8. The oral exam is conducted.

9. After the exam, the results are announced online.

International Staff

1. Foreign candidates hand in their CVs and other documents to the SFL to apply for an instructor position.

2. The Director of the SFL interviews the candidate.

3. The application documents of the candidate are sent to the commission of Foreign Staff Office.

4. The Rectorate informs the Council of Higher Education and asks for approval of academic position.

5. Once they have been approved, the candidates might start to work at the SFL.

10.2. Staff Development Policy

The overall aim of academic staff development is to assist the professional development of each instructor and promote improved performance for the education of our students since we believe that our instructors are fundamental to our success. Staff development needs are identified at any point throughout the year. Within the annual planning cycle, the director observes the classes of some instructors, especially novice ones. These observations are informed in advance.

The development needs are identified through questionnaires and needs analysis reports. The areas in which teachers need or want more support are determined through online needs analyses. Following these, some seminars and workshops sometimes in cooperation with some sponsors and sometimes on the institutional level are organized. When sponsors are involved, some experts and teacher trainers in ELT are invited and they help the academic staff of the SFL become aware of new trends, techniques, insights etc. in ELT. When it is the SFL itself that holds and hosts such events, it is generally a combination of in-class peer observations and any of the following five activities: sharing teacher development resources, sharing EFL learner resources, sharing best practices, sharing classroom / action research results, or video-enhanced observation.

The SFL also allows academic staff to take responsibility for their ongoing professional development. Instructors can do their MA or PhD degrees either at the University of Gaziantep or at another university while they are working for the SFL. All instructors of the SFL are encouraged, and in some cases financially supported, to attend seminars, conferences, workshops, symposiums and any other information and experience sharing platforms to continue with their professional development.

10.3. New Staff Induction

For the staff that has just started to work for the SFL, induction programs are organized. It is widely known that starting to work in a new environment might not be easy, but it should also not be difficult if the colleagues in the new workplace give a hand; therefore, the purpose in designing these programs is to make the transfer of the new instructor to the SFL smoother and more comfortable. At the beginning, a brief presentation is made by the Vice Director who is responsible for new staff (available at http://ydyo.gantep.edu.tr/upload/files/Induction%20-Orientation%20for%20New%20Instructors(1).pdf). Following this, each new instructor is assigned a mentor with at least 10 years' experience in the institution. This mentoring relationship continues along one module- at least seven or eight weeks.

10.4. Staff Appraisal Policy

At the SFL, appraisal is a key process in which the instructors can understand their role with the development of the school. To do this, with the contribution of all instructors and administrators at the end or at the beginning of each term, an academic meeting in which objectives, plans and development are considered from both 'looking back' and 'looking forward' perspectives is organized.

These meetings include the evaluation of instructors' performance. The data for the evaluation is taken by both a questionnaire given to students at the end of the academic year and by the observation of administrators. It is important for the training, development and career needs of the instructors. The director of the SFL also meets the instructors in small groups to give them an opportunity to express their own thoughts and feelings about the curriculum, assessment and materials. After these meetings, if necessary, some regulations are made for the success of students and the SFL.

11. COMPLAINTS POLICY

Complaints give us an opportunity to identify areas for improvement. Therefore, the complaint policy is an important part of the SFL. The school encourages an environment in which constructive complaints are valued and contribute to the positive experience both for the staff and the students. The SFL establishes an open, fair and honest Complaints Policy and Procedures designed to encourage prompt resolution at the earliest possible stage. In all cases, it is desirable that complaints are resolved informally and quickly between the relevant parties, and that the formal process is only started if that fails. Complaints are handled with an appropriate level of confidentiality, with information released only to those involved in the investigation.

11.1. Staff Complaints

In case of a problem with the students and / or the physical conditions of the classroom, private office, or the building in general, instructors first contact the administration. The problems are generally solved within a friendly atmosphere. If, however, the case is serious and if it hinders education, instructors are free to write a petition through EBYS (Electronic Document Management System) to start a formal procedure.

11.2. Student Complaints

The SFL takes student complaints seriously and does its best to resolve complaints through communication. It encourages early resolution, where possible, not to cause too many formal procedures. To prevent more serious situations, at the beginning of the academic year, instructors inform students about both their classroom rules and regulations of the SFL, such as exam rules and acceptable and unacceptable behaviors together with their effects on students.

- **Student Complaint Procedure**
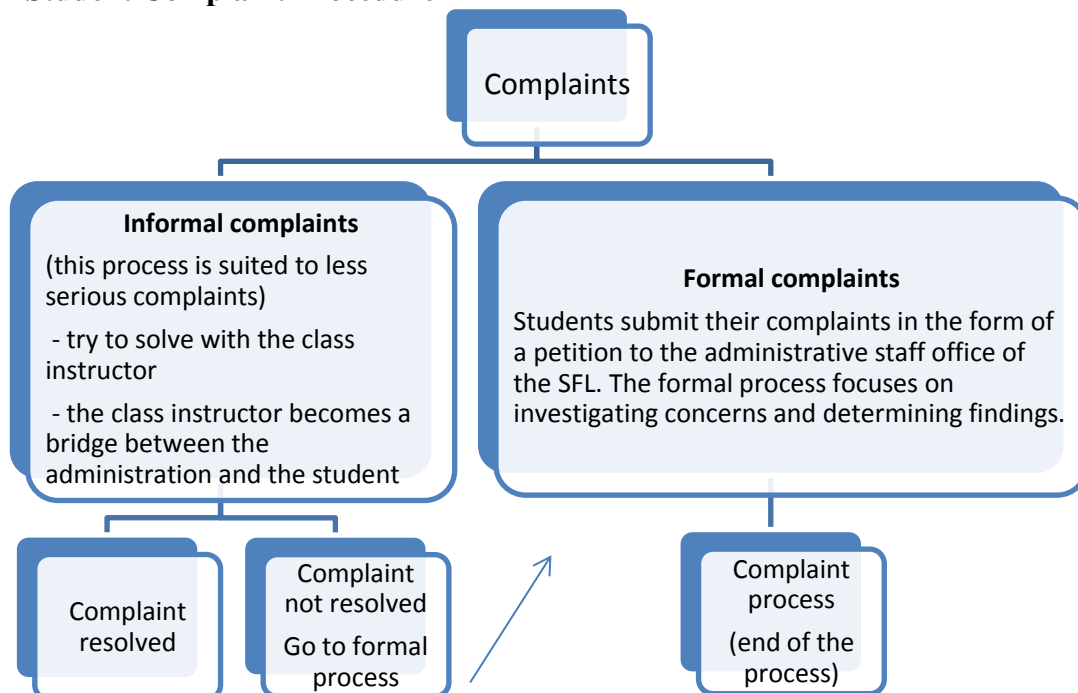
Should the students feel their demand needs special care from the administration, they can go to the Student Affairs Office (Room 408) to write a petition.

11.3.   Academic Appeals

Academic appeal is a procedure which allows students to ask for a review of their exam results. The students are shown their graded exam papers, and they are given further feedback on their performance. If they are still not satisfied with the results of their exams and feel that an unfair situation has occurred, they may write a petition to have their exam papers re-evaluated.

-appeals about writing exam result: Since writing exam sheets are checked by two different instructors, if an appeal occurs, another different instructor checks the exam and if the result changes, the third teacher's grade is considered as the final result. There is an appeals board for the writing section of each module exit and final exam.

-appeals about multiple choice tests: Although this kind of appeal is not very common, students are allowed to write a petition. This exam is checked by using an optical reader, and students are given a copy of their optic sheets and a copy of the answer key to prove the reliability and result of the test.

12. QUALITY MANAGEMENT SYSTEM

In order to improve the quality of our school, we continuously look for ways to strengthen our education infrastructure by taking the requirements of the CEFR norms and of the modern society into consideration at the highest level. We constantly ask all our stakeholders for feedback both in written form and oral testimonies and through any comments sent via the comment boxes around the building.

As the SFL, we are committed to improving the quality of the learning and academic enrichment activities in the light of the objectives below:

- to provide an efficient and up-to-date curriculum designed to meet students' needs,
- to improve standards of language teaching and assessment,
- to ensure maximum use of printed and online learning materials,
- to foster learner and teacher autonomy,
- to improve the school's management systems on behalf of both the staff and the students,
- to pave the way for professional development opportunities,
- to complete the accreditation process in a beneficial manner.

13. QUALITY and QUALITY IMPROVEMENT CYCLE

With Dewey's quote "If we teach today's students as we taught yesterday's, we rob them of tomorrow," in mind, the SFL tries to renew itself and refresh ideas by reconsidering the syllabus, program, course-books and/or materials, teaching trends and/or methods, and the assessment system.

The wind of ongoing professional development is carefully and constantly monitored by the Director, the Vice Directors, Curriculum Development, Testing, and the Quality Improvement Units, and it is steered towards all members of the school. We know that we all have the opportunity to create positive change, and that one tiny action can make a huge difference to one person, so it is worth the effort.

The starting point of the quality cycle is the phase when the objectives and outcomes are determined. Following this step, the program is implemented. For the review process,

PLAN

-What do we intend to achieve?

-What are our objectives?

-Who is the target group?

IMPROVE

-Objectives, processes and procedures are adapted

-Changes are evident in the learning program

Quality Improvement Cycle

IMPLEMENT

-The planned processes and procedures are carried out

-The learning program (+quality systems) is provided

REVIEW

-Implementation of the learning program is monitored, outcomes are evaluated:

-Staff/student feedback is gathered

-Results are discussed and analyzed

-Areas that need improvement are identified

feedback forms are collected from students and teachers on a regular basis to evaluate the program implemented.

There are meetings with staff held to review the learning program and to identify any kind of difficulty the teachers face while implementing the program. The meetings are conducted by the administrators and coordinators. They listen to the teachers' present problems, suggestions, criticism and/or praise and try to find a suitable solution, if need be. The administration also asks the staff to complete a questionnaire/ feedback form or online survey to be informed about how the process of teaching and learning is going.

The Quality Improvement Unit and other units work on the feedback given by students and instructors to identify areas that are implemented well and those that need change or improvement. They produce an overall review and evaluation report of the program. In addition, the results of the review and evaluation of the program are communicated to staff

during meetings, who are thus given explanation as to why necessary changes have been made.

14. THE STRENGTHS OF THE SFL

- Promotion and support of participation in academic studies, conferences and seminars,
- Provision of 100% of entrance and exit of classes,
- Providing of Modular Language Education in compliance with the Common European Language Framework (CEFR) program,
- Setting up an online self-access center to make it possible for students to continue learning English outside of school,
- The Professional Development Unit being active to provide the professional growth of academic staff,
- Making the employment of foreign teachers possible,
- Average number of students per classroom being 18-21,
- Homogeneous distribution of foreign students to each classroom,
- Classrooms being equipped with lesson materials and technology needed for foreign language teaching,
- Having frequent meetings with level coordinators, Testing Unit members and staff in order for the execution of interim interventions when necessary and in order for the teaching and learning process to continue smoothly,
- Announcing the exam results in a transparent, objective and fast manner,
- Making analyses of the obtained results by class / school-based analyses and sharing them with the instructors at meetings,
- Making the yearly schedule with all its exam dates and times accessible to all instructors and students at the beginning of the academic year,
- Announcing all assignments and updates to academic staff quickly and efficiently via the electronic mail group,
- Introducing the operation of the School of Foreign Languages to the students who have just started preparatory class through an organized orientation program,
- Student information and announcements being made via the website and through social networking / social media,
- Opening of the Student Affairs Office ensuring the tracking of the attendance and grades of preparatory class students,
- Setting an example and a reference for a lot of Schools of Foreign Languages in the region and being open to collaboration.

15. ACTION PLANS

15.1. Action Plan for Quality Improvement in the Curriculum

a. Aligning the learning/ teaching processes with the outcomes of each skill as stated in the CEFR,

- putting a written curriculum with the desired objectives / outcomes into effect,
- designing a proper curriculum in such a way that will make it possible to reach the relevant objectives,
- proposing and designing the question types so that instruction and testing will be in line with each other,
- revealing the objectives and test specifications on the curriculum,
- supplying extra materials for the scaffolding of some certain learning areas,
- informing students on the parts of the curriculum by putting the syllabus up on the notice board and sharing them online,

b. Integration of technology into the curriculum,
- using relevant videos in class while teaching,
- training instructors and students on the online components of the curriculum,
- updating and maintaining the technical equipment in each class and computer laboratory,

c. Getting continuous feedback from instructors and students on different components of the curriculum,
d. Updating the forms in which students evaluate instructors and their teaching,
e. Starting the integration of technological equipment and infrastructure so as to record and, in case of necessity, re-evaluate Speaking Exams,
f. Collecting ideas to revise and improve continuous assessment when necessary.

15.2. Action Plan for Quality Improvement in Assessment

a. Validating our exam by comparing the results with a standardized English test,
b. Revising and editing question types used in exams,
c. Increasing teacher awareness of different assessment methods and training teachers on them,
d. Revising the rubrics to improve standardization among classes,
e. Designing workshops to assess subjective exams in the fairest way possible,
f. Asking teachers for feedback on some exam types such as the evaluation and improvement of writing portfolio,
g. Keeping an archive of questions used in previous exams so as to make them available for future reference and use,
h. Keeping an archive of graded exam papers,
i. Updating the writing and speaking rubrics.

15.3. Action Plan for Quality Improvement in Staff Training

a. Instructors will be given questionnaires on different topics to reflect on. They will share and discuss their ideas with the Professional Development Unit.

b. Feedback forms will be given to students to get feedback on the implementation of the classes.
c. Instructors will be asked to complete a reflection sheet to reflect on their own teaching.
d. Meetings will be held to discuss strengths and areas of improvement for each instructor.
e. All instructors will be trained on how to use updated technologies to support their classes.

15.4. Action Plan for Quality Improvement in Complaint Procedures

a. Documents and forms will be revised and improved as needed.
b. Cases which are specific to the systems and procedures carried out in the SFL will be added to the complaint procedures in the quality manual and student handbook.
c. Possible outcomes of complaints, appeals or investigations will be added to the quality manual and student handbook to inform both staff and learners about what to expect when a complaint is made.
d. Records of complaints, appeals and investigations will be kept for future use and as evidence.

16. ANNUAL EVALUATION EVENTS

20…- 20…				
September - October	Student Induction	Staff Meeting	Finding out problems about the program and / or suggestions for the program	Questionnaire on Professional Development Needs
November- December	Module 1 Exit Exam	Staff Meeting	Revising in-class implementations if necessary	Updating some implementations if necessary
January- February	Module 2 Exit Exam, January Exemption Exam	Staff Meeting	Evaluating the previous term	Expectations from the next term
March- April	Module 3 Exit Exam, April Exemption Exam	Summer School Preparations	New Staff Induction	Feedback Session with New Staff
April- June	Professional Development Days	CPD	Sharing CPD plan with Academic Staff	Making Presentations on Individual CPD Practices
May- June	Module 4 Exit Exam, Final Exam	Staff Meeting	Evaluating the whole year	Summer School Assignments

17. QUALITY ASSURANCE POLICY

Our quality assurance policy is more than a checklist: We always chase a culture that strives to constantly improve the quality of teaching and learning. We have the energy and courage to develop and promote such a dynamic and diverse culture, to ensure transparency of quality assessment outcomes and to promote mutual learning in the field.

Internal school evaluation is one method we use to assure quality. We monitor the entire education system and we evaluate especially novice teachers at regular intervals. This gives us the chance to take an X-ray of the processes and procedures we have been implementing and evaluate the accomplishment of intended objectives. It is also a way to find out about our strengths and weaknesses, and in the case of weaknesses, to alleviate them.

Each member of the staff at the SFL is valuable and unique. Their awareness is high on the issue of quality, being fair and objective to our students and being in line with the 21st century skills. It is every member's duty to ensure that objectives are being met and that institutional and functional integrity is maintained.

We constantly evaluate ourselves, the efficiency of our program, exams, transparency in grading exams, appeals process, and students' attendance. When we do all these, what we have in mind is to provide our students with the best learning atmosphere and the best teaching environment for our instructors.

We maintain our understanding of quality by transforming and modernizing:

- the design of policies, processes, procedures and the curriculum,
- internal monitoring/supervision regarding policies, processes, procedures and the curriculum,
- a quality improvement system,
- staff induction, support and performance evaluation,
- reward and recognition, and appraisal opportunities,
- supporting students by providing extra assistance and guidance when necessary,
- opportunities for continuous professional development,
- material development to modify language teaching methods.

APPENDIX
Appendix 1- Exam Appeal Form

SCHOOL OF FOREIGN LANGUAGES

_____ EXAM APPEALS FORM

Date:

To the Directorate of Gaziantep University, School of Foreign Languages;

I would like my paper of the _____ Exam held on ..../........./20... to be re-evaluated.

Yours Sincerely,   Signature:

To be filled in by the student

Name & Surname   :

School Number   :

Department   :

Exam Venue/Room   :

Exam Score:

MC (Multiple Choice)   ☐

W (Writing)   ☐

S (Speaking)   ☐

T (Total)   ☐

SFL

A YEAR OF ACCOMPLISHMENTS

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