



**GAZI UNIVERSITY**

**COLLEGE OF FOREIGN LANGUAGES**

**QUALITY HANDBOOK**

**(2023)**

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## **ABBREVIATIONS**

GU	Gazi University
CFL	College of Foreign Languages
DBL	Department of Basic Languages
DML	Department of Modern Languages
TAU	Testing and Assessment Unit
PMDU	Program and Materials Development Unit
PDRU	Professional Development and Research Unit
SAO	Student Affairs Office

## **1. ABOUT US**

### **1.1. History of Gazi University College of Foreign Languages**

Gazi University is one of the oldest and well-established higher education institutions whose history dates back to the first years of Turkish Republic. The institution which took its name from Gazi Mustafa Kemal's title gained as a remembrance of Sakarya victory was founded as "Gazi Teacher Training Institute" and then got its institutional identity as "Gazi University", since then, in addition to its objective of training teachers, inspectors and directors, it has greatly contributed to the development of educational and cultural life in fields of social science, science, art and sport and it has also become the pioneer of these fields in the educational history of Turkish Republic.

Under the leadership of Gazi Mustafa Kemal Atatürk, Turkish intellectuals, who predicted that the independence of the young Turkish state would be made possible only with a strong economy and a sound education system, acted with the responsibility of raising teachers in accordance with the needs of the age and country in order to bring the modern science and techniques to the farthest parts of the country.

The Central Teachers' College founded in Konya in 1926 by Mustafa Necati, the Minister of National Education of the period, together with Ankara Male Teachers' College moved to current Gazi University Rectorate building, which was among the latest works of Architect Kemaleddin, and took the name "Gazi Teacher Training Institute"

Between the years 1929 and 1948, the departments of Art, Physical Education, Music, Pedagogy, French, English and German were established. In 1947, the name of "Gazi Teacher Training Institute" was changed and it became "Gazi School of Teacher Training and Institute of Education". In 1980, the name of the school was changed to "Gazi Teacher Training College". Gazi University was established in 1982 with the law numbered 2809 and Gazi Teacher Training College merged with Gazi University with the name of "Gazi Faculty of Education". In order to train teachers who will provide foreign language teaching, French language teaching department was opened between the years 1941-1942, English Language Teaching department was opened between the years 1944-1945 and German Language

Teaching Departments was opened between years 1947-1948. The Foreign Language Teaching Departments, which lasted for two years at the beginning, started to provide 3-year education between years 1961-1962. It was extended to 4 years in the 1978-1979 academic year. In 1984, the Department of Arabic Language Education was opened.

In 1997, the restructuring process of the faculties of education has started with the decision of the Higher Education Executive Board numbered 97.39.2761. In this process, the education period was extended to five years, one year of which included preparatory class. The College of Foreign Languages of our University was established by the Council of Ministers Decision published in the Official Gazette numbered 26095 dated 01/03/2006.

Number of Decisions: 2006/10065 Establishment of the School of Foreign Languages under the Rectorate of Gazi University: it was decided upon the letter of the Ministry of National Education dated 24/01/2006 and numbered 1100, according to the additional 30th article of the Law numbered 2809 and dated 28/03/1983, by the Council of Ministers on 08/02/2006.

## **2. MISSION, VISION AND OBJECTIVES**

### **2.1. Mission**

The mission of Gazi University College of Foreign Languages (GU CFL) is to ensure coordination between the Modern Languages and Basic Languages departments.

The Department of Basic Languages is accountable for guiding the students of Gazi University Department of Foreign Language Education through teaching the language skills necessary to acquire language competence in target language to be able to carry out their academic studies effectively and making the students independent learners during the one-year preparatory program within the five-year education and training process. In addition, by evaluating the proficiency of the students in faculties and departments whose language of instruction is partially or fully English, it offers English education to students who do not have the language proficiency required for their education. The Department of Modern Languages contributes to the acquisition and development of oral and written communication skills as well as reading and listening skills required for students to follow educational activities in faculties and

departments whose language of instruction is partially or fully English. To achieve this aim, with its distinguished academic staff, GU CFL provides a dynamic and qualified language education environment which is supported by technology and where the most up-to-date approach, methods and techniques in foreign language are followed and used, which will contribute to the professional development of academic staff and academic and social development of students.

## **2.2. Vision**

Within the framework of the Common European Framework of Reference for Languages, the vision of Gazi University College of Foreign Languages (GU CFL) is to provide students with the knowledge of foreign languages that will help them reach the level of foreign language that is universally valid and help them carry out their studies in the most effective way. GU CFL is based on human development and adopts the fundamental principle of directing the future by renewing itself with its research and development activities.

## **2.3. Objectives**

The preparatory program (HAZ 100), which is implemented by the Department of Basic Languages in GU CFL, aims to ensure that students have the language skills at B2 level according to the Common European Framework of Reference for Languages (CEFR) at the end of the academic year. The main objective is for students to reach the B2 level in reading, listening, writing and speaking skills, which are the four basic language skills, and to have the competencies required by the level. In line with this objective, in-class and extracurricular activities, written and / or oral exams and assignments are conducted according to the level of the students and they are based on basic skills.

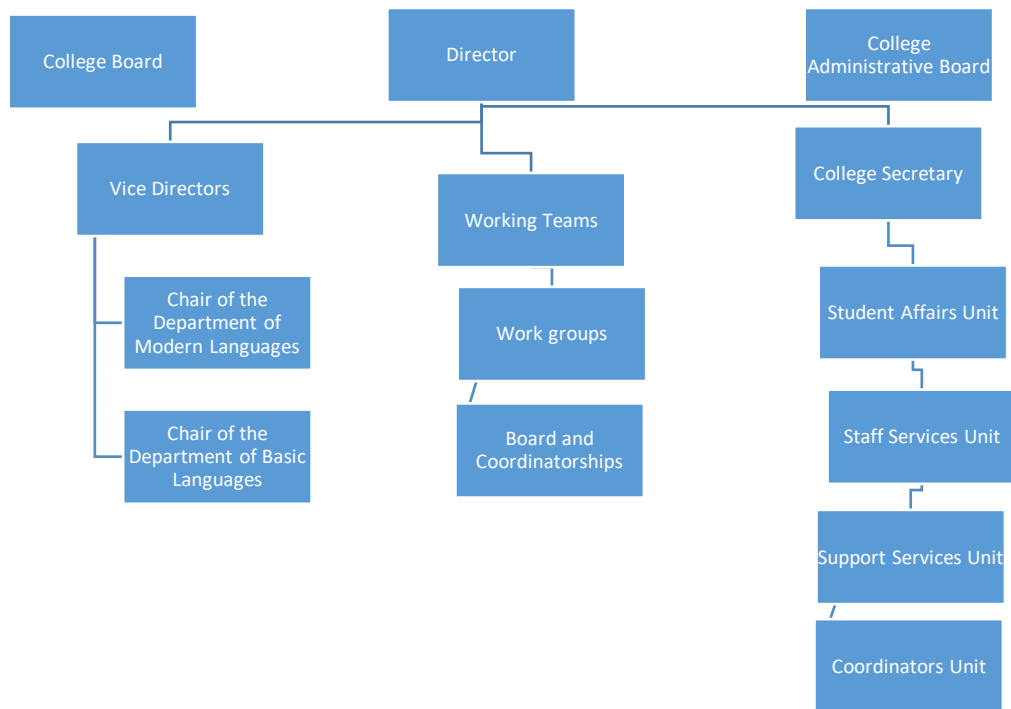
Apart from the preparatory education, the aim of the English courses carried out in certain faculties under the responsibility of the Department of Modern Languages is to maintain General English courses that will help students to improve their current foreign language knowledge and to conduct Academic English courses that will enable these students to carry out their own field courses easily. While general English courses aim to improve our students' current foreign language knowledge, Academic English courses enable students to understand academic texts, to gain the academic writing skills required by the field courses, to make



students understand the presentations conducted in English while listening actively and lastly to improve their presentation skills in the foreign language entailed by the field courses.

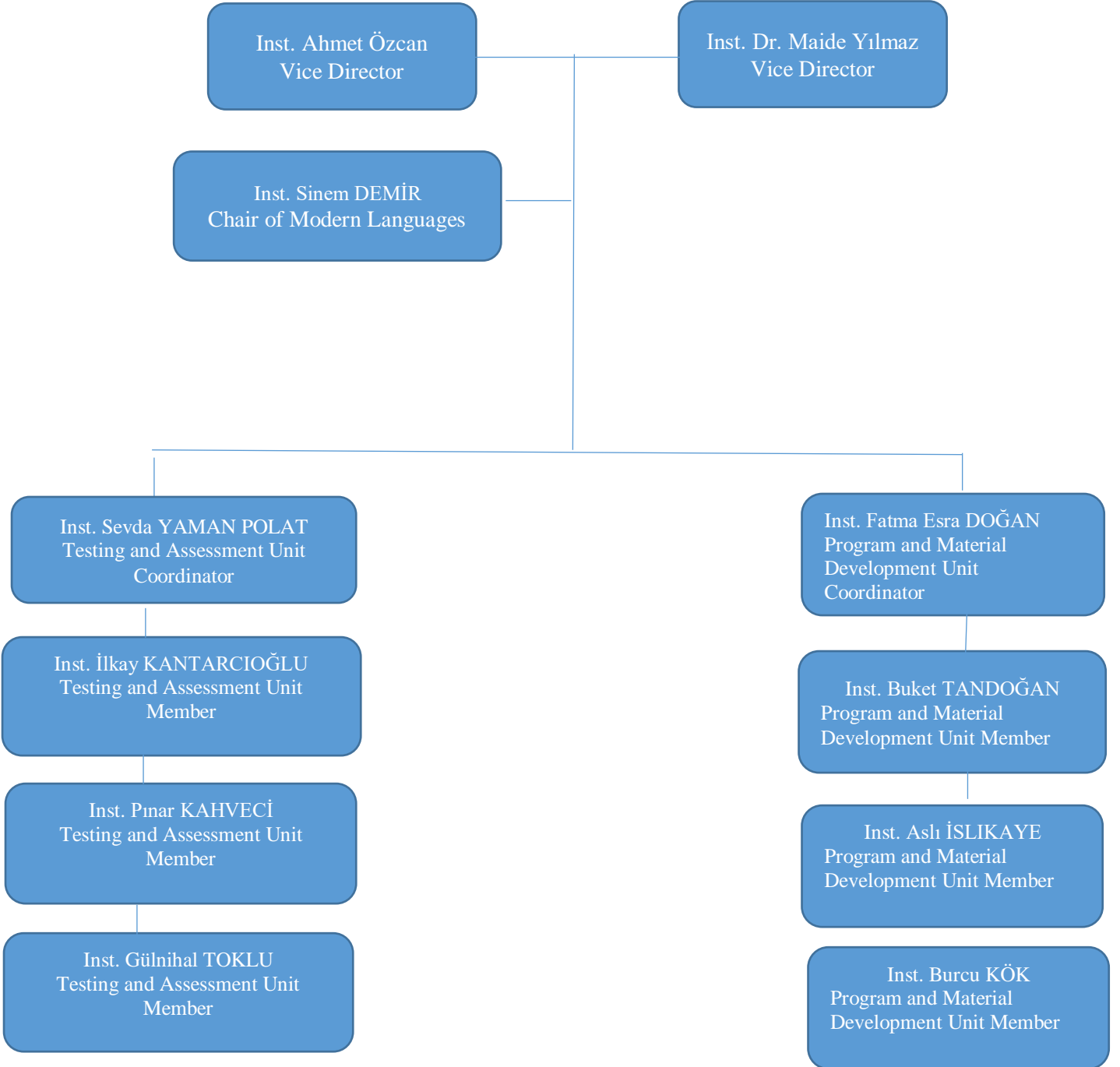
### 3. ORGANIZATIONAL STRUCTURE

#### 3.1. Administrative Structure

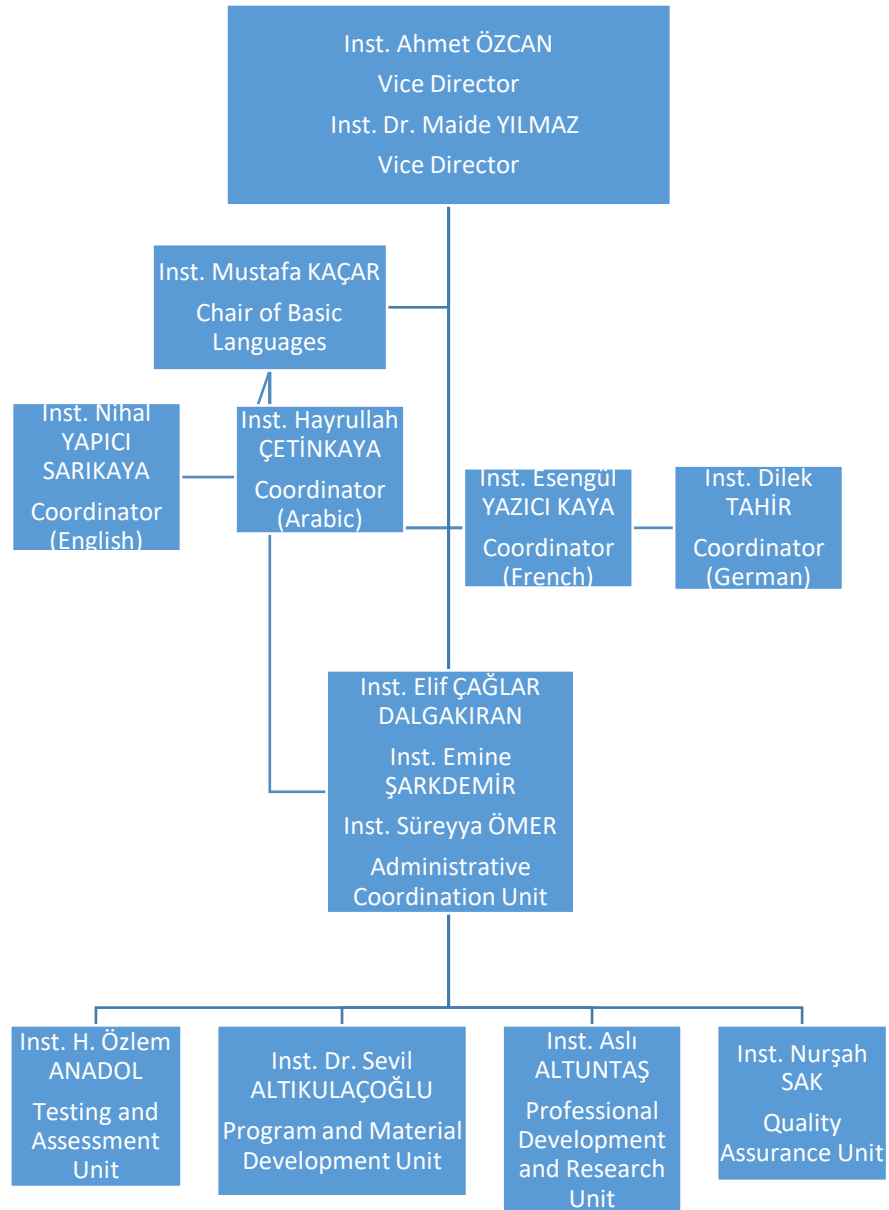


### 3.2. Academic Structure

#### Organizational Structure of Department of Modern Languages



## Organizational Structure of Department of Basic Languages



### 3.3. General Overview on the CFL Units

#### Administrative Coordination Unit

The Administrative Coordination Unit is responsible for the following tasks:

1. ensuring the coordination between the Student Affairs Office and the CFL Student Affairs Office to make the list of students who will take the proficiency exam,

2. appointing an examiner, faculty officer, hall president and invigilator for the proficiency exam,
3. ensuring the coordination between the relevant faculties and CFL via college secretary in order to make necessary preparations for proficiency exam to run smoothly,
4. creating the classes at the beginning of each academic semester and providing the distribution of instructors according to levels / faculties and classes together with the vice directors and the chair of the Department of Basic Languages,
5. determining which faculties instructors will take their additional course fees from, checking monthly payrolls and being in contact with related faculties,
6. keeping regular records of the instructors who cannot come to the school due to the medical report or legal permission and deducting the additional course fees of the related instructors at the end of each payroll period,
7. following and keeping the records of the entry-exit hours, and informing the vice directors about them on a weekly basis,
8. being in contact with the instructors in unexpected situations such as tardiness, illnesses and accidents and informing the relevant units about them,
9. assigning the substitute instructor to the relevant class when necessary,
10. dealing with the disciplinary problems faced by students and instructors and forwarding them to the Directorate of CFL,
11. checking the buildings every day and informing the college secretary about the problems related to physical conditions such as cleaning and lack of materials in the classrooms,
12. working in coordination with the relevant units in the conduct of the courses to be given within the College of Foreign Languages (summer courses, courses for various foreign language proficiency exams, etc.),
13. checking and following the announcements to be made via the website or e-mail,
14. working in coordination with the relevant units in all procedures of the proficiency exam, which will be applied to the students who have registered for departments with compulsory preparatory class at Gazi University via additional placement, lateral transfer, vertical transfer,

YÖS (Examination for International Students) or TCS (Examination of Turkish Republics and Related Communities) and Gazi University students,

15. preparing reports on the number of instructors available or needed and the number of classrooms available or needed at CFL, preparing the statistical data and reports of achievement analysis of the students studying at the CFL together with the Student Affairs Office,

16. preparing administrative part of the orientation programs for newly recruited instructors of CFL.

### **The Professional Development and Research Unit**

The Professional Development and Research Unit is responsible for:

1. organizing and carrying out in-service training programs for the newly recruited teachers, facilitating their adaptation process

2. doing needs analysis to identify the needs of teachers with regard to professional development, organizing and carrying out various in-service development activities, addressing the needs of all teachers,

3. keeping records of the professional development activities

4. informing teachers about any relevant training facilities such as symposiums, workshops and seminars in foreign language teaching,

5. following and participating in relevant professional development activities,

6. facilitating the participation of the instructors in the process by offering options with different professional development tools such as blog, social media, newsletter, observation activities,

7. managing research activities within and outside the institution (obtaining permission for research, conducting surveys and applications, keeping records),

8. sharing the midterm exams average scores with the instructors regularly during the academic year in order to be able to see the performance of students and comparing them with the overall achievement score at CFL.

## **Program and Materials Development Unit**

The coordinator is responsible for the administration of the unit and has the prior responsibility towards the administration of College of Foreign Languages.

Program and Materials Development Unit of Gazi University CFL is responsible for:

1. the preparation of the syllabus, the course materials, portfolio assignments, and the implementation of them by the instructors smoothly,
2. selecting, preparing, distributing and evaluating materials for each level (A1-A2-B1 in CEFR) to be used inside or outside the classroom,
3. preparing weekly, quarterly and annual course syllabi for each level in parallel with the Common European Framework of Languages (CEFR),
4. determining and announcing the deadlines for portfolio assignments, and ensuring their application,
5. doing regular meetings with instructors of each level for which the coordinators are responsible and ensuring that the syllabus / curriculum is implemented simultaneously in all classes,
6. being continuously in contact with Testing and Assessment Unit to report changes in the program / curriculum (if any),
7. receiving feedback from the instructors about the program and portfolio studies throughout the year and making the necessary arrangements in line with this feedback,
8. cooperating with other units and following their activities,
9. attending regular meetings with the instructors, making announcements about the weekly and quarterly programs, gathering and considering the instructors' suggestions / complaints,
10. keeping track of the innovations done in the field in accordance with the vision of Gazi University CFL and reflecting them to the weekly / quarterly / annual program.

\* The coordinators of the preparatory classes of Arabic, German and French are responsible for fulfilling all duties and responsibilities of Program and Material Development unit.

## **Testing and Assessment Unit**

The coordinator is responsible for the administration of the unit and has the prior responsibility towards the administration of College of Foreign Languages.

The responsibilities of the Testing and Assessment (TAU) are as follows:

1. checking the questions he / she receives, generating questions in the required sections and giving feedback to the relevant examiner (In this respect, s/he gives the exam back to the examiner for making the necessary changes and ensures that it is ready for printing),
  2. placing the announced and unannounced quiz dates determined by the academic coordinators and the TAU coordinator into the exam calendar,
  3. attending the weekly meetings with the examiners (The coordinator of TAU participates in the meetings of all levels alternately),
  4. making the distribution, control and correction of the content of the exams requested by the Rectorate from TAU and making it ready for printing,
  5. preparing exam questions which are similar to the types of questions in the workbook, weekend and weekday materials and textbooks,
  6. The examiners submit the exam documents they prepared to the TAU coordinator. The coordinator examines the exam documents and, if any, specifies the changes to be made on the exam documents in written, and the examiners return the corrected exam documents back to coordinator. The coordinator gives the final forms of the exam document together with the examiner by looking at the final version of the exam again.
  7. collecting the exams from the examiners of the relevant level after the exams are applied, and keeping them in the external hard drive of CFL,
  8. preparing assessment rubrics for writing and speaking skills,
  9. keeping in touch with academic and administrative coordinators during the academic year,
- \* The coordinators of the preparatory classes of Arabic, German and French are responsible for fulfilling all duties and responsibilities of testing and assessment unit.

## **Quality Assurance Unit**

The duties of Quality Assurance Unit are as follows:

1. collecting the necessary documents for the accreditation process,

2. keeping the official reports of the meetings,
3. preparing the handbooks,
4. collecting and filing evidence,
5. making the necessary updates for the annual quality review visit,
6. working in coordination with the relevant units in this process.

### **Education Coordination and External Affairs Unit**

This new unit organizes the courses to be opened by GU CFL in order to meet the demands of other institutions and individuals for foreign language education, in addition to the regular education and training activities of our School. The unit organizes the requirements such as personnel, course materials, assessment and evaluation tools necessary for these courses. The coordinatorship, which provides communication with institutions and individuals requesting educational support, also helps GU CFL to work together with other units of the university such as GUZEM (GU Distance Education Center).

### **Social Affairs and Contribution to Community Unit**

This newest unit of Gazi University School of Foreign Languages aims to organize social events, seminars activities and meetings on social issues and social responsibility campaigns that may encourage the participation of our students and staff to voluntary community service projects, as one of the important goals of our university is to raise awareness and support the individuals to contribute to the society.

## **4. CURRICULUM DEVELOPMENT POLICY**

The main purpose of GU CFL, which is aligned with the mission and vision of Gazi University, is to provide students who have got into departments requiring a good level of foreign language proficiency but who do not have it with an effective language learning process and to enable them to continue their undergraduate education program more efficiently. GU CFL aims to ensure that the students studying in the Department of Basic Languages reach the level of B2 according to the Common European Framework of Reference for Languages at the end of their one-year preparatory foreign language education. In this context, GU CFL aims to provide a suitable learning environment for its students in the language education process in order to ensure that they reach the language level they need. For this purpose, the Basic Languages



Education program is established on the basis of CEFR. In this context, weekly, quarterly and annual syllabi, coursebooks, materials, computer-assisted activities and evaluation rubrics are compatible with each other under continuous evaluation and revision. The main purpose of the Department of Modern Languages at the CFL, which is aligned with the mission and vision of Gazi University, is to ensure that the students who do not receive preparatory class remain in touch with the English language throughout their education. Thus, it also aims students to convert their acquired knowledge in the courses taken during four or eight semesters into real life behavior. The English courses in the Department of Modern Languages, which are conducted in the vocational schools and faculties where students who do not have foreign language preparatory education, are mainly planned and conducted with the aim of helping students acquire reading, vocabulary and grammar skills. Weekly and semester course planning is carried out on a regular basis in line with these skills covered in the books used.

#### **4.1. Basic Principles**

The basic principle of foreign language education at Gazi University College of Foreign Languages is to enable the students of the Department of Basic Languages to reach B2 level in the four basic skills of reading, writing, listening and speaking in CEFR. Accordingly, all materials used in the program are prepared and implemented within the framework of this basic principle.

#### **4.2. Learning Outcomes**

For the students who start to have training in different language levels (A1-Beginner Level, A2-Basic Language Use Level, B1-Independent Language Use Level, B2-Independent Language Use Level) according to the program prepared considering CEFR, the time required for each language level in four skills (reading, writing, speaking, listening) is organized and reviewed weekly, quarterly and annually. At the end of the program, all students studying in the Department of Basic Languages will have completed foreign language education at B2 level.

The education offered by GU CFL Department of Modern Languages is also programmed on the basis of CEFR. The four-semester (offered at vocational schools of higher education) and eight-semester education programs (offered at faculties) start with A1 level and aim students to attain B1 level at the end of the program.

##### ***4.2.1. Evaluation of Learning Outcomes***

In the Department of Basic Languages at GU CFL, the learning outcomes are evaluated through quizzes, midterm exams and final exams, as well as portfolio studies prepared and announced to students and instructors at the beginning of the academic year. These portfolio studies are prepared by Program and Materials Development Unit of GU CFL in order to ensure that all four language skills are used at the highest level. These activities are designed as individual or group works such as in-class writing activities and out-of-class reading activities, oral presentations, and these activities contribute to the achievement scores of the students. For an objective evaluation of the portfolio studies, evaluation criteria are specified for each study and delivered to instructors. These evaluation criteria (rubric) are revised and / or renewed in line with the feedback received from the instructors and students even if these portfolio studies do not undergo any changes every year.

In the courses offered by the Department of Modern Languages, the learning outcomes are indicated in the European Credit Transfer System (ECTS) form. In addition to the midterm exams administered during the semester, online quizzes conducted via the web-based language learning software and portfolio studies which determine the students' average score of the semester are also conducted. The portfolio study consists of one presentation assignment which is expected to be prepared in a semester. These presentations are evaluated in accordance with the level of learning outcomes and thus, it is aimed to contribute to the transformation of the acquired knowledge into actual behavior.

### **4.3. Teaching Materials**

All course materials utilized at GU CFL are selected considering the CEFR. The outcomes of the additional course books apart from the main course books are grounded in parallel with proficiency levels described in the CEFR. The compatibility of curricular and extracurricular materials to be used in addition to their inclusion of contents that will positively affect students' learning processes are taken into consideration.

A course book and a workbook are utilized in the education offered at GU CFL MLD. In the selection of course books, that they have been designed in align with the CEFR, that they have online use support, and they are accessible to students are considered.

#### **4.3.1. Coursebooks**

The main coursebooks to be used for the courses carried out by the Department of Basic Languages at GU CFL are based on CEFR language levels. Among the coursebooks of various

publishers prepared in accordance with CEFR, our coursebooks are selected by considering the objectives of GU CFL. While making this selection, that the books can be integrated into daily lesson plans, that they have the content which can be of interest to our students and beneficial for them in academic and social fields, and that they provide sufficient input for each language level in order to develop listening, reading, writing and speaking skills are considered. In the Department of Modern Languages, education can be two or three semesters long depending on the departments. Therefore, the weekly course load is planned as two or four hours and learning outcomes of a language level determined by CEFR are planned to be reached in each academic year (two semesters). The sources that are suitable for this target are analyzed and the most suitable one is selected as course book.

#### ***4.3.2. Skill Books***

In addition to the main coursebook in the Department of Basic Languages at GU CFL, additional skills books are included in the annual curriculum to support students' reading, listening, speaking and writing skills where necessary, and to help our students achieve the CEFR gains in these skills.

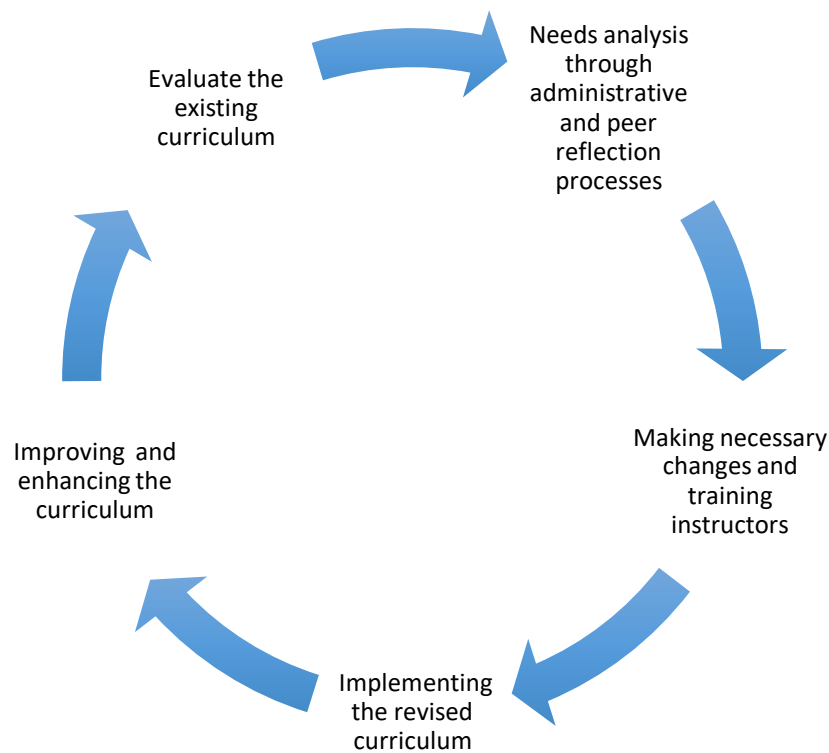
While selecting these skill books, those which supplement the main coursebook, which focus on the relevant skill more than the main coursebook and which are more beneficial for students to reach the learning goals are selected. These skill books are reviewed upon the feedback gathered from the instructors and students at the end of each academic year and then, they continue to be used for the next academic year, or they are modified in accordance with the feedback provided. In the Department of Modern Languages, skills are covered thematically through the main coursebook, and no supplementary skill books are utilized. However, students can practice four language skills to improve their language skills through web-based applications.

#### ***4.3.3. English for Academic Purposes***

In addition to General English courses, English for Academic Purposes (EAP) is also offered at GUCFL. The aim of EAP courses is to provide students with the academic English content they need throughout their academic lives, including their undergraduate studies. The content of EAP courses is also included in the annual plan by the Program and Materials Development Unit at the beginning of the academic year. The materials provide students with the skills of academic writing, reading academic texts and listening to academic lectures in a foreign language, and they also prepare students for academic life.

#### 4.4. Evaluation of the Curriculum

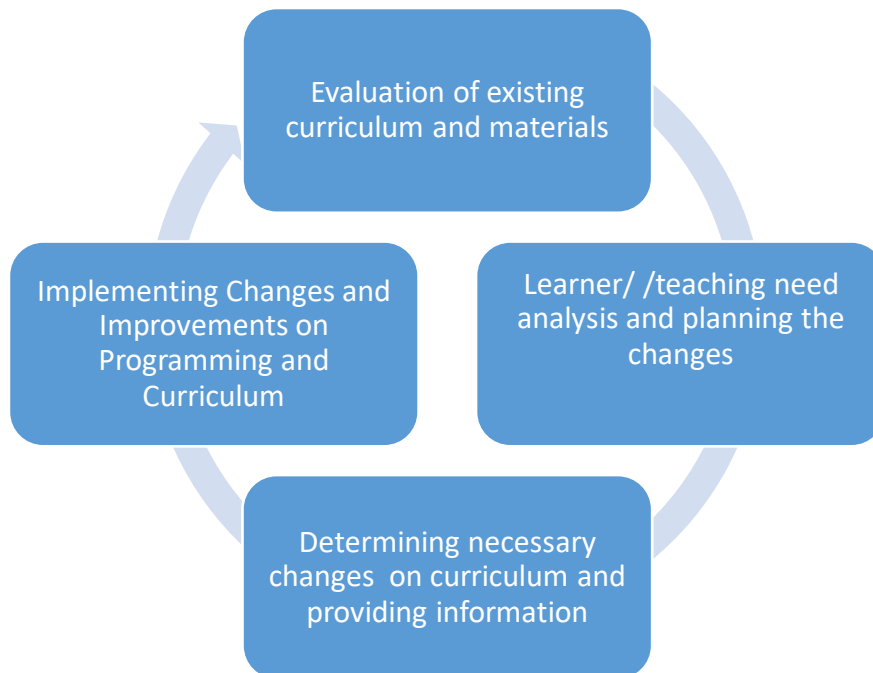
Curriculum evaluation is primarily the responsibility of GU CFL. The School Administration in tandem with the Program and Materials Development Unit seek to make sure that the curriculum and relevant teaching materials are designed, evaluated, revised in a systematic manner, consistently facilitating efficient and effective learning via meetings held throughout the year, surveys administered at the end of each semester and workshops conducted at the end of the year. At the same time, guidance and trainings are requested from the experts when necessary. This renewal process cycle can be seen in Figure 1 below:



*Figure 1. Evaluation of Curriculum in the Department of Basic Languages*

It is of great importance to evaluate the curriculum in the Department of Modern Languages, prepared specifically for the vocational schools of higher education or faculties and implemented each semester. The curriculum, which encourages language learning, increases motivation, and aims to help students to gain the basic skills of the language, is open to the evaluation of the students by means of questionnaires including questions with regard to both the instructors and the curriculum. Instructors can also conduct program evaluations in semester

meetings or in weekly mail group. The process of program evaluation in the Department of Modern Languages is provided in Figure 2.



*Figure 2. Evaluation of the Curriculum in the Department of Modern Languages*

#### **4.4.1. Archiving**

All materials and answer keys, if any, developed and utilized during the semester are printed out, classified, filed and archived for use when necessary. The assignments that the students prepare during the year and the quizzes are archived along with the results. Instructors at the Department of Modern Languages of GU CFL are individually responsible for archiving students' assignments or projects. The midterm and final exams are kept in the archives of the relevant vocational schools or faculties.

#### **4.4.2. Periodic Meetings**

The dates of the periodic meetings in the Department of Basic Languages at GU CFL which all the instructors are expected to participate in are shared with the instructors through the Electronic Document Management System (EDMS) at the beginning of the semester. Official reports recorded during the meetings are delivered to the administrative coordinator. The meetings in the Department of Modern Languages are scheduled on a quarterly basis. Weekly

programs, problems or solution-oriented notifications are provided through the e-mail group under the leadership of the unit coordinator. In addition to this, there are 4 smaller instructor groups with a head and they conduct bi-monthly meetings. This also applies to the department of Modern Languages.

#### ***4.4.3. Material Evaluation Questionnaires***

At the end of each term, the opinions of students and instructors about the materials prepared during the academic year are obtained through questionnaires sent online by the Professional Development and Research Unit (PDRU) and relevant units in the Department of Basic Languages at GU CFL. In addition, a questionnaire is applied to the students at the end of each semester through the Student Information System (OBS), where they follow their grades and absences, and the results of these questionnaires are evaluated. The Department of Modern Languages at GU CFL conducts online evaluation questionnaires every semester within the framework of the mission and vision of Gazi University. Within these questionnaires, a section has been reserved for the related course materials. Students make individual material assessments through these questionnaires. Instructors, on the other hand, can conduct material evaluations in the meetings and contribute to material selection or use.

## **5. LEARNER TRAINING POLICY**

The Department of Basic Languages at GU CFL aims to provide the students with the necessary opportunities, education, skills and techniques in order for their students to improve their self-learning and disciplined study skills. For this purpose, at the beginning of each academic year, students are provided with the strategies, data and sources to encourage them to acquire autonomy in their learning process. At the same time, in addition to in-class and out-of-class activities and assessments such as debates, presentations, and video assignments that help raise awareness about the importance of the knowledge of a foreign language in academic and social life, other studies are carried out to improve academic foreign language knowledge. The Department of Modern Languages at GU CFL aims to ensure that students who have not had a basic level of English education before do not fall behind the globalizing world. It also aims to motivate and support students so that they can always integrate language learning or English in their academic and social lives.

## **6. ASSESSMENT AND EVALUATION POLICY**

Within the Department of Basic Languages, the assessment and evaluation process is based on the principle of equality, and it is aimed to measure the performance of students throughout the year in a regular and planned manner. In the Department of Basic Languages, the assessment and evaluation of the students are based on four language skills. In this context, students' achievement level is evaluated through a certain number of quizzes, midterm exams, final exam and portfolio studies. A midterm exam affecting 30% of the passing grade, three quizzes affecting 20%, a presentation affecting 10%, and a final exam affecting the passing grade by 40% are conducted by the Department of Modern Languages. There is a make-up exam for the students who cannot attend the midterm exams due to documented health problems or any of the excuses stated in the school directive, and there is another make-up exam for the students who fail the final exam. The questions are the same for students of the same level and are conducted on the same day on all campuses. Exams for students of the same level are conducted simultaneously. In these exams, students' use of language and reading skills are assessed.

In the Department of Modern Languages, exams are administered jointly at the relevant faculties and vocational schools of higher education on the appropriate date to be determined by the Student Affairs Office (SAO) between the dates specified in the academic calendar. After the finalization of this process, the necessary information is provided for the instructors who teach the courses. All instructors are appointed as examiners in their own faculties, and the results of the examinations are announced to the students by the relevant instructor.

### **6.1. Basic Principles**

The basic principle of the GU CFL Testing and Assessment Unit is to prepare and implement exams sensitive to equality, impartiality, and free from racism and gender discrimination, to organize meetings that will ensure the evaluation process with the highest level of standardization, and to deal with any situation / problem that may be encountered during the process.

Testing and Assessment Unit (TAU) recognizes that assessment and evaluation process is a component of curriculum and this process should be harmonized with the objectives, the content, and the learning-teaching process of the curriculum. Therefore, in order to generate an

effective learning environment and to carry out this process, it should cooperate with the PMDU and all the instructors. The policy for assessment and evaluation covers all the courses conducted by the CFL and all the students who are subject to these courses.

## **6.2. Objectives**

Testing and Assessment Unit of GU CFL aims to apply fair tests sensitive to equality, impartiality, and free from racism and gender discrimination, and obtain valid and reliable results in this sense. It is the responsibility of TAU to prepare, implement and manage all the exams including the ones for the students of CFL and proficiency exams administered within the scope of GU (exams for exchange programs such as Erasmus, Farabi, Mevlana, etc.) throughout the academic year. TAU adopts a transparent, fair and student-centered approach in the evaluation process, which is ensured by face-to-face feedback sessions with instructors after the exams and students' right to object to exam results. The exam application guidelines elaborated by the TAU for each exam in order to inform the students and instructors provides transparency, as well.

## **6.3. Reliability and Validity**

GU CFL aims to achieve a high level of reliability and validity in the assessments of students. GU CFL also aims to ensure that all students are familiar with the assessment and evaluation methods before the exams. In this context, the process of informing the students starts with the orientation program at the first moment they come to school, and continues with practices in parallel with the exams and syllabus developed by the collaboration of PMDU and TAU throughout the year. In this way, it is ensured that the students have been exposed to all the measurement tools and methods used in the program applied before, and the measurement process is realized in parallel. The exams are checked by the coordinator of the TAU in order to minimize the errors that may occur during the exam preparation process and to ensure better communication of TAU with the other units. After the approval of the exam, the copying and filing stages of the exam documents can be started by the relevant instructor.

Since there are more students and classrooms in the English program, after each exam was administered, students' answers that can be an alternative to the answers in the answer key are collected through alternative answer forms. These items are evaluated by the TAU members. A meeting is organized with the participation of the instructors invigilating in the examination.



The final decisions for the alternatives are announced and sent by the TAU to each instructor via e-mail after the meeting. Students' exams are evaluated in the light of those decisions.

After the administration of the exams in German, Arabic and French programs, alternative answers are discussed at the meeting. The curricula implemented within the college also provide the basis for the validity of the assessment. The curriculum is reflected in all exams and assignments for the evaluation of the process. All skills acquired by students throughout the year are tested at regular intervals. The assessment tools utilized in this process, their contents, and the rubrics used in the assessment process are shared with students and instructors, and they are prepared in a format they are familiar with.

#### **6.4. Internal Verification**

In order to ensure the effectiveness of the assessment and evaluation process, the following steps are applied under the verification principle:

- TAU and PMDU interact continuously and work in collaboration. They exchange ideas about the content and the types of the questions/items of the exams, and they agree on the most appropriate method to ensure parallelism.
- TAU is supposed to prepare and implement the most appropriate exams for the Department of Basic Languages by considering the objectives, content, learning and teaching process of the curriculum and it is also supposed to administer the assessment and evaluation process.
- Each language level in CFL is assigned to certain members of the TAU, and a coordinator responsible for all units and levels is employed in TAU. Within the Department of Basic Languages, instructors responsible for each level follow the following steps for the exams being administered.

#### **6.5. Exam Preparation Process**

The main purpose of assessment and evaluation in GU CFL is to determine the level of competence of students in terms of knowledge and skills required to use the language in accordance with the target levels. Accordingly, the content of all exams is determined according to the language levels and learning outcomes targeted by the college. In addition, the content of the exams is based on the content of the curriculum and the types of questions that the students are familiar with in their lessons. All of these issues are the main points guiding the exam preparation process in both units of GU CFL.

### ***6.5.1. Department of Basic Languages***

All the exams in GU Department of Basic Languages are based on the curriculum prepared by the Program and Materials Development Unit. Accordingly, the first stage of the exam preparation process is that TAU receives the curriculum prepared by PMDU. Subsequently, TAU continues to communicate with the PDMU throughout the year to ensure that the content of the exams meet the curriculum objectives.

For each language level taught in the Department of Basic Languages, certain members of TAU are responsible, and these members are supposed to prepare all the exams conducted at that level and manage all processes of the exam preparation and administration. TAU members follow the same procedures during the exam preparation process, even if they are divided into groups according to language level. In this way, the consistency and standardization between the exams can be maintained. Accordingly, the steps taken during the exam preparation process are as follows:

- determining which learning outcomes are targeted for the relevant language level in the curriculum,
- preparing the exam questions based on targeted learning outcomes,
- review/proofreading of the exam by the TAU coordinator,
- feedback sessions between the TAU coordinator and the relevant level coordinator to exchange feedback about the exam,
- making the necessary changes according to the feedback received,
- the final review of the exam by TAU coordinator,
- finalizing the exam items after the final review.

#### ***6.5.1.1. Quizzes***

- The TAU coordinator and relevant level coordinator decide on the type and content of the exams, and the skills to be assessed.
- The relevant level coordinator prepares the exam questions.
- TAU conducts a proofreading and feedback session for the exam.

- According to the feedback given, the level coordinator makes the necessary corrections / changes and delivers them to the head coordinator for the second control.
- The TAU Coordinator conducts final proofreading and approves the printing of the exam.
- The level coordinator copies, envelopes the exam and carries out the necessary assignments for the exam.
- The application of the exam at the specified date and time follows these procedures.
- For the alternatives that may be present in the student exam papers, the instructors grading the exams fill in the alternative answer form and send it to TAU via e-mail on the specified date.
- The TAU evaluates alternative answer forms.
- At the meetings held with all the instructors, the level coordinators explain the final decisions the alternative answers, exchange ideas and take new decisions if necessary. This process can also be completed via e-mail in recent cases.
- After the meetings, the level coordinator announces the final decisions to the related instructors via e-mail.
- Instructors grade the students' exam papers in the light of meeting decisions and the answer key.
- The relevant instructor gives feedback on the exam to the students in the class at the specified date and time.
- The final steps are the entry of the exam results into the online grading system and the submission of the documents to the Student Affairs Office and TAU by the relevant instructor.

#### ***6.5.1.2. Midterm Exams and Final Exam***

- decision of TAU coordinator and level coordinator on the content of the exam,
- preparation of exam questions by the level coordinator,
- examination and feedback sessions of the exams by TAU,
- According to the feedback given, the level coordinator makes the necessary corrections/changes and delivers them to the TAU coordinator for the second control
- TAU coordinator's final checks and approval for the printing of the exam

- copying, enveloping and commissioning of the exam by the level coordinators
- pairing of the instructors in order to provide double-check in the writing section
- making voice recorders technically ready for use in the speaking section
- sending the encrypted PowerPoint slides to be used in the speaking section to the instructors via e-mail (passwords are given on the exam day)
- preparing the recordings to be played in the class in the listening sections with various technical software in accordance with the exam format (the password is given to the instructors on the exam day)
- administration of the exam at the specified date and time
- filling of alternative answer form by the instructors for evaluating the alternative answers that may be present in the students' exam papers and giving it to TAU on the specified date
- TAU's assessment of alternative answers
- At the meetings held with all instructors, the level coordinators explain the final decisions for alternative answers form, exchange ideas and take new decisions if necessary.
- After the meeting, the level coordinator announces the final decisions to the related instructors via e-mail.
- the grading of the exam papers by the instructors in the light of decisions taken at the meeting and answer key
- giving feedback to the students about the exam at specified date and time
- the instructors' entry of the exam results into the online student information system, and delivery of the documents to the Student Affairs Office and TAU.

*\* The coordinators of the preparatory program in German, Arabic and French at the Department of Basic Languages also have the duties and authorities of the TAU coordinator for their own programs.*

### **6.5.2. Department of Modern Languages**

The Department of Modern Languages applies 1 midterm, 3 quizzes, 1 presentation and 1 final exam.

### **6.5.2.1. Midterm Exam**

In the Department of Modern Languages, the midterm booklet has “Use of Language” and “Reading” parts. The midterm exam consists of multiple-choice questions. The exam preparation process is as follows:

- determining which learning outcomes are targeted for the relevant language level in the curriculum
- the preparation of exam questions based on targeted learning outcomes,
- writing the exam questions
- doing a final proofreading with the instructor preparing the exam and TAU members
- making the necessary changes on the exam questions
- finalizing the exam questions,
- conducting the exam at the specified time and date,
- grading exam papers with optical reader after the exam,
- the notification of the grades to the relevant departments on the date determined after the grading process and announcing the grades to the students by the relevant instructors.

### **6.5.2.2. Quizzes**

Three quizzes are administered in the Department of Modern Languages. From 1<sup>st</sup> Grade to 3<sup>rd</sup> Grade Classes. Two of these quizzes are conducted on the Internet while one of them is done by the instructor individually.

Three ESP quizzes are administered to 4<sup>th</sup> graders in the Department of Modern Languages. Two of these quizzes are applied on LMS (Learning Management System). These online quizzes are centrally conducted at an announced date and time (taking place in the weeks before the midterm and the final exam) in five common-question-content groups (Medicine, Science, Sports, Dentistry and Engineering) in seven faculties. The instructors are informed regarding the process of uploading the quiz (previously sent to them in an excel file) to LMS. The students are sent a leaflet guiding them to access the quiz on LMS. These quizzes consist of 20 multiple choice questions. Students learn their grades after they complete the test on LMS. The third

ESP quiz is done by the instructors individually who teach the lessons in the faculties. The results of the third quiz are announced to the students by their instructors.

#### ***6.5.2.3. Oral Presentations***

The subjects of the oral presentation, which constitute 10% of the achievement score, and the date and time are determined by the instructors who teach the lessons in the faculties. Students are given the presentation assignment on the specified topics on Gazi University learning management system (lms.gazi.edu.tr) and the instructors evaluate their assignments.

#### ***6.5.2.4. Final Exam***

Final exam booklet for the Department of Modern Languages comprises of “Use of Language” and “Reading” parts. The final exam consists of multiple-choice questions. The exam preparation process is as follows:

- writing the exam questions
- proofreading of the exam by both the instructor preparing the exam and other members of the TAU
- making the necessary changes on the exam questions
- Finalizing the exam questions
- conducting the exam at the specified time and date
- grading the exams via optical reader after the application of the exam
- Notification of the grades to the relevant departments on the specified date after the grading process and announcing the results to the students by the relevant instructors

## **6.6. Invigilation Policy**

It is important for GU CFL to ensure that all the exams are conducted in a fair and secure manner and that a suitable environment is provided for all students to sit the exams. Invigilators play an important role in this regard. In order for the exams to be administered at the same standards, GU CFL makes the necessary arrangements and takes the necessary measures in order to carry out the invigilation processes with the utmost care in all examinations.

### ***6.6.1. Invigilation Process in the Department of Basic Languages***

The procedures for the exams and invigilation in the Department of Basic Languages are itemized below:

1. The dates of the exams other than pop quizzes are announced in the academic calendar in advance.
2. Exam hours and halls are announced by TAU on the website of GU CFL and on the notice boards.
3. The invigilators receive the exam documents from TAU by signature 30 minutes before the exam.
4. The invigilators take necessary precautions to prepare convenient examination conditions and make the necessary technical controls for the exam halls.
5. The invigilators check the identity cards of the students and ensure that the exam documents are signed by the students.
6. The rules of the exams and all necessary procedures are announced by the invigilators.
7. Students are supposed to put their phones on the instructor's table by turning them off.
8. Exam documents are distributed to the students.
9. The examination is started at the same time in all examination halls, at the time specified by TAU.
10. At the end of the exam, the invigilators receive the exam documents from all the students, count them and place them in the exam envelope. Before leaving the exam hall, they make sure that there are no exam documents left in the exam hall.

11. At the end of the exam, the invigilators receive the answer key, the alternative answer form and the rubrics to be used in the evaluation of the writing exams from TAU by signature.

In addition, invigilators consider the following items for the exam:

1. Students who come to class in any part of the exams (e.g. reading, writing) within the first 15 minutes are admitted to the exam. Students who arrive after the first 15 minutes cannot enter in this part of the exam, but are taken to the next section. Students who arrive late for the quizzes and the listening section of the exams are not allowed to take the exam (regardless of the delay).
2. Invigilators may not engage in any other activity that may prevent them from performing their duties during the examination (such as reading books, making phone calls).
3. Any cheating or cheating attempts are formally reported by the invigilators and TAU is informed about these situations.
4. Any other matters of concern are reported to members of TAU.

#### ***6.6.2. Invigilation Process in the Department of Modern Languages***

In the Department of Modern Languages, all the instructors are appointed as examiners in the faculties where they teach the courses. If there occurs a need for an instructor in any faculty, instructors from other faculties are assigned to that faculty. These instructors are required to monitor the copying procedures of exam papers and the effective implementation of the exams. Research assistants selected by the relevant faculties and vocational schools of higher education may also be appointed as invigilators. They are supposed to administer the exam in the classes specified in the relevant faculties at the specified time. It is the responsibility of the exam invigilators to conduct the exam in accordance with the rules and to deliver the papers to the relevant instructors.

#### **6.7. Marking Policy**

For GU CFL, it is very important to monitor the development of the students and to give feedback to the students and instructors in their learning and teaching processes. In this respect, all grading procedures are carried out according to the same basic principles in both units of GU CFL. All measures are taken by the institution to ensure that the grading is carried out in a fair, impartial and transparent manner. To this end, first of all, the instructors evaluating the exam are informed about the targeted learning outcomes and which parts of the exams are



intended to measure which outcomes expected from the students for successful completion of these sections.

All instructors at GU CFL are supposed to adhere to the marking policies and to carry out the grading and subsequent feedback processes according to these principles. Thus, in the process of grading and giving feedback to the students, all the instructors are expected to have the same approach and transfer them to the students in the same way.

#### ***6.7.1. Department of Basic Languages***

All grading processes carried out in the Department of Basic Languages are arranged to ensure that the process is carried out fairly. Accordingly, great importance is attached to the fact that grading is based on a certain standard. In order to ensure standardization, all the instructors grading the exam papers use the same answer key and assessment criteria. These documents are prepared and supplied by TAU. During the grading of the written exams, instructors cannot accept any answer that is not included in the answer key. While grading the exam papers, if the instructors encounter an alternative answer which is not included in the answer key but written by the students, the relevant alternative answers are sent to TAU by the method specified by the unit (alternative answer form, exam meeting, etc.). By this way, a common assessment process for the alternative answers is ensured and all the papers are graded accordingly. The whole process is supposed to support standardization and ensure fair grading. Likewise, the necessary measures are taken to ensure that the rubrics used in the writing and speaking exams are understood and used in the same way by all instructors as much as possible so that the relevant exams can be graded in the same manner.

Transparency is another policy that GU CFL considers in the grading process. Accordingly, in the Department of Basic Languages, students are allowed to see the exam papers after the evaluation of the exam. Thus, in addition to providing transparency for the students regarding the evaluation of the exam, it is aimed to improve and shape their learning process by letting students see their own mistakes. In addition, after the announcement of the grades, students have the right to object to their grades officially within the specified time. According to the objections received, the exam papers of the relevant students are re-evaluated by TAU. This ensures that possible errors in the grading are eliminated. Additionally, voice recording of the speaking sections enables re-evaluation of these exams in case of possible objections.

#### ***6.7.2. Department of Modern Languages***

The grading process is very important in monitoring students' learning process and their use of language effectively and in providing feedback to both students and instructors. In the Department of Modern Languages, the grading process is carried out with optical readers in the midterm and final exams, and the students are given feedback through the relevant instructors. In the quizzes, feedback is provided according to the type of exam prepared, and the students' progress is monitored and the students are informed about their progress.

## **6.8. Grading Process**

### ***6.8.1. Department of Basic Languages***

The grading process is as follows in the Department of Basic Languages:

#### ***6.8.1.1. Quizzes***

- Answer keys are prepared by TAU for the exams.
- Instructors are informed about the meeting and document delivery dates.
- Exam papers are graded by the invigilators according to the answer key, and the alternative answers are written on the alternative answer form and submitted to TAU.
- Alternative answers suggested by the instructors are reviewed by TAU members.
- TAU arranges a meeting with the instructors to discuss the alternative answers.
- After the meeting, the instructors make the necessary corrections in line with the decisions taken.
- On the date determined by TAU, the students are given their exam papers, their grades are announced, the answer key is explained, feedback is given to the students, and finally, the papers are collected.
- On the date determined by TAU, the instructors enter their own students' grades into student information system, and they submit the exam documents to TAU and Student Affairs Office.

#### ***6.8.1.2. Portfolio Studies***

- Students are assigned tasks focusing on language skills throughout the year. These tasks are stated in the academic program at the beginning of the year.

- According to the rubrics prepared for these tasks, a quiz grade is given for the portfolio assignments by the instructors.

### **6.8.1.3. Midterm Exams**

- An answer key is prepared by TAU for the exams.
- Instructors are assigned as examiners/invigilators by TAU by considering that they do not invigilate their own class where they teach. The reading, listening and speaking sections of the exam are evaluated by the invigilator. In addition to the invigilator, one more instructor is appointed for the evaluation of the writing section.
- Instructors are informed about the exam meeting and the delivery dates.
- Reading and listening sections of the exam are evaluated by the invigilators according to the answer key, and the alternative answers are written on the alternative answer form and sent to TAU.
- Alternative answers submitted by the instructors are reviewed by TAU members.
- TAU arranges a meeting with the instructors to discuss the alternative answers.
- After the meeting, the instructors make the necessary corrections in line with the decisions taken.
- The speaking section of the exam is recorded during the exam by using a voice recorder. The instructor grades speaking section by using the speaking rubric.

The writing section of the exam is evaluated by two instructors using writing the rubric prepared by TAU. In this process, instructors do not make any marking / correction on the exam paper except the error codes. After the invigilator does the first assessment, s/he submits the exam papers to the other instructor who will make the second assessment without sharing his / her rubric and grades, and s/he receives the papers whose first assessment was done by this instructor. After the second evaluation process is completed, the instructors exchange the papers together with the evaluation criteria. The first evaluator calculates the writing scores of the students. If there is more than 20% difference between the grades given by the two instructors, the exam paper is evaluated by the TAU and their grade is given as the grade of the student.

- On the date determined by TAU, the students are given their exam papers, their grades are announced, the answer key is explained, feedback is given to the students, and finally, the papers are collected.

- On the date determined by TAU, the instructors enter the grades of their own class into the student information system and submit the exam documents to the TAU and Student Affairs Office.

#### **6.8.1.4. Final Exam**

- An answer key is prepared by TAU for the exam.
- Instructors are assigned as examiners by TAU.
- Classrooms where the students will take the exam are announced by the Student Affairs Office.
- The reading, listening and speaking sections of the exam are graded by the invigilators. In addition to the invigilator, for the writing section, one more instructor is appointed for evaluation.
- Instructors are informed about the meeting and the delivery dates.
- Reading and listening sections of the exam are evaluated by the instructors according to the answer key, and the alternative answers are written on the alternative answer form and sent to TAU.
- Alternative answers submitted by the instructors are reviewed by the TAU members.
- TAU arranges a meeting with instructors to discuss the alternative answers.
- After the meeting, the instructors make the necessary corrections in line with the decisions taken.
- The speaking section of the exam is recorded during the exam by using a voice recorder. The instructor grades this section by using the rubric prepared by TAU.
- The writing section of the exam is evaluated by two instructors using writing rubric prepared by TAU. In this process, instructors do not make any marking / correction on the exam paper except the error codes. After the invigilator does the first assessment, s/he submits the examination papers to the other instructor who will make the second assessment without sharing his / her rubric and grades, and receives the papers whose first assessment was done by this instructor. After the second evaluation process is completed, the instructors exchange the papers together with the evaluation criteria. The first evaluator calculates the writing scores of the students. If there is more than 20% difference between the grades given by the two instructors, the exam paper is evaluated by the TAU and their grade is given as the grade of the student.

- On the date determined by TAU, the students are given their exam papers, their grades are announced, the answer key is explained, feedback is given to the students, and finally, the papers are collected.

- On the date determined by TAU, the instructors enter the grades of their own class into the student information system and submit the exam documents to the TAU and Student Affairs Office.

- Exam results are announced by the Student Affairs Office.

In foreign language exams (such as student exchange programs exams ordered by GU Foreign Relations Office,) which consist of multiple choice questions and use optical forms, instructors are assigned as invigilators, and they submit the exam documents to TAU with signature. TAU evaluates the exams by using an optical reader and sends the results to the relevant units.

### ***6.8.2. Department of Modern Languages***

The grading process in the Department of Modern Languages is as follows:

- Optical forms are delivered to TAU after the exams.

- Exams are evaluated by the optical reader.

- Incorrect answers do not affect the students' achievement scores.

- Each correct answer is multiplied by the parameter determined by the number of questions.

- Exam papers are graded out of 100 points.

- Grades are converted to letter grade in accordance with Article 15 of Gazi University Regulation for Associate Degree-Undergraduate Education and Examination.

## **6.9. Duties and Responsibilities of Instructors in Grading Process**

### ***6.9.1. Department of Basic Languages***

#### ***6.9.1.1. Quizzes***

- The instructors attend the meetings on the specified dates.

- Invigilators evaluate the exams according to the answer key and write alternative answers on the alternative answer form and submit it to TAU.

- After the meeting, the instructors make the necessary corrections in line with the decisions taken.
- Instructors distribute the papers to the students on the date determined by TAU, announce the grades, explain the answer key, give feedback and finally collect the papers.
- On the date determined by TAU, the instructors enter the grades of their classes into the student information system and submit the exam documents to TAU and they submit the student lists to Student Affairs Office.

#### ***6.9.1.2. Portfolio Studies***

Instructors are supposed to

- announce each task planned to be assigned to the student on the specified data
- share the details of these tasks with the students and to guide them in the process of performing the tasks
- ensure timely submission of portfolio works,
- evaluate and grade the portfolio submitted by the students according to the rubric provided by the Program and Materials Development Unit,
- enter students' grades into the student information system on the specified dates, after giving feedback to the students on portfolio studies
- archive the portfolios submitted by the students during the term and submit them to the Program and Materials Development Unit at the end of the term.

#### ***6.9.1.3. Midterm Exams***

- The instructors assigned by TAU invigilate and evaluate the reading, listening and speaking sections of the exam. One more instructor is appointed for the evaluation of writing section in addition to the invigilator (for double-checking).

- For the reading and listening sections of the exam, invigilators evaluate the exam according to the answer key and write the alternative answers on the alternative answer form and submit it to TAU.
- TAU arranges a meeting with instructors to discuss alternative answers.
- After the meeting, the instructors make the necessary corrections in line with the decisions taken.
- The instructors record the speaking section of the exam by using a voice recorder. The instructor grades speaking section by using the rubric prepared by TAU.
- Two instructors evaluate the writing section of the exam by using the evaluation criteria prepared by TAU. In this process, instructors do not make any marking / correction on the exam paper except the error code. After one of the first instructors completes the first assessment, s/he submits the exam papers to the instructor who will make the second assessment without sharing his/her rubric and grades, and receives the papers whose first assessment was done by this instructor. After the second evaluation process is completed, the instructors exchange the papers together with the evaluation criteria. The first evaluator calculates the writing grades of the students. If there is more than 20% difference between two grades given by two instructors, the exam paper is evaluated by the TAU and the grade they give for students becomes acceptable.
- On the date determined by TAU, the instructor distributes the papers to the students, announces the grades, shares the answers, gives feedback to the students and finally collects the papers.
- On the date determined by TAU, the instructors enter students' grades into the student information system and submit the exam documents to the TAU and they submit the student lists to Student Affairs Office.

#### **6.9.1.4. Final Exam**

- The instructors assigned by TAU supervise and evaluate the reading, listening and speaking sections of the exam. One more instructor is appointed for the evaluation of writing section in addition to the invigilator (for double-checking).

- For the reading and listening sections of the exam, invigilators evaluate the exam according to the answer key and write the alternative answers to the alternative answer form and submit it to TAU.

TAU arranges a meeting with instructors to discuss alternative answers.

- After the meeting, the instructors make the necessary corrections in line with the decisions taken.

- The instructors record the speaking section of the exam by using a voice recorder. The instructor grades speaking section by using the rubric prepared by TAU.

- Two instructors evaluate the writing section of the exam by using the evaluation criteria prepared by TAU. In this process, instructors do not make any marking / correction on the exam paper except the error code. After one of the first instructors completes the first assessment, s/he submits the exam papers to the instructor who will make the second assessment without sharing his / her rubric and grades, and receives the papers whose first assessment was done by this instructor. After the second evaluation process is completed, the instructors exchange the papers together with the evaluation criteria. The first evaluator calculates the writing grades of the students. If there is more than 20% difference between two grades given by two instructors, the exam paper is evaluated by the TAU and the grade they give for students becomes acceptable.

- On the date determined by TAU, the students are given their papers, their grades are announced, the answer key is explained, feedback is given and finally the papers are collected.

- On the date determined by TAU, the instructors enter the grades of their own class into the student information system and submit the exam documents to TAU and they submit the student lists to Student Affairs Office.

### ***6.9.2. Department of Modern Languages***

The duties and responsibilities of the instructors in the Department of Modern Languages during the grading process are as follows:

- announcing the results of midterm and final exams evaluated by the optical reader to the students



- sharing the results of the two quizzes centrally conducted on the Internet first with the instructors and then with the students
- evaluating the third quiz and announcing the grades to the students
- evaluating and sharing the grades of the presentations which constitute 10% of the students' achievement scores
- entering students' grades into student information system and enabling students to learn their grades

## **7. STAFF RECRUITMENT POLICY**

### **7.1. Full-time Instructors**

Two different types of instructors are employed at GU CFL: full-time and part-time. After determining the number of required staff and qualifications, the recruitment of the full-time instructor is done within the framework of laws and regulations. (See regulations for instructor recruitment)

### **7.2. Part-time Instructors**

Recruitment of a part-time instructor is realized according to the conditions determined by the CFL. In this context, those who are assigned can take a maximum of 24 lessons per week and receive course fee for 24 hours.

### **7.3. Native Instructors**

Recruitment of a native instructor is realized according to the conditions determined by the Higher Education Council (YÖK).

<https://www.yok.gov.tr/Sayfalar/Haberler/2020/yabanci-uyruklu-ogretim-eleman-istihdami.aspx>

Thanks to the agreement between the university and Fulbright commission, the college asks for a Fulbright scholar who is a native speaker to teach English each year. The college accepts Fulbright's scholarship program's requirements to employ the native speaker. It is possible that commission may not provide a native speaker for some academic years.

### **7.4. First Appointment**

Recruitment process of instructors for GUCFL is as follows:

- The director of CFL informs the Rectorate about the available teaching positions and branches (according to Law numbered 2547 article 32).
- The Rectorate carries out the correspondence with the Higher Education Council (YÖK).
- YÖK confirms the need and the position.
- The post for new instructors is announced on Gazi University CFL website.
- Candidates apply for the post in person and submit the necessary documents.
- Candidates go through an interview process on the date specified on the website.
- The exam is conducted according to the provisions of the “Regulations on Principles and Procedures on Central Examinations or Admission Examinations to be Implemented in the Direct or External Appointments to the Lecturer Posts other than Academic Member Posts”.
- The application results are announced on the GU CFL website.
- GU Directorate of Personnel Affairs conducts the recruitment process.
- The CFL Personnel Affairs demands “Social Security Institution Statement of Employment,” “Statement of Personal Status,” “Statement of Family Allowance” and “Statement of Assets and Liabilities” from the candidate.
- New teachers start working for GUCFL after completing an orientation program implemented by PDRU.

### **7.5. Reappointment**

- Instructors send their requests for reappointment to the Directorate of Staff Affairs Unit of Rectorate.
- Department of Personnel Affairs presents the reappointment letter to the Rector for him to make a final decision on the related instructor.
- The reappointment letter is delivered to the related staff.

### **7.6. Appointment Principles and Procedures**

GU CFL appoints its academic staff in accordance with the principles set out in the Academic Staff Assignment Directive.

## **8. PROFESSIONAL DEVELOPMENT POLICY**

## **8.1 Promotion Policy**

As a state university, regulation to recruit staff depends on the laws of the Council of Higher Education.

The staff who finish their PhD degree will be requested to be appointed as an Assistant Professor to the university administration in two years' time.

In addition, the Rectorate follows the academic performance of the academic staff with the use of an online database called APSİS (Academic Performance Review System), on which the academic staff members are asked to keep their information up-to-date.

There is also a new Performance Review System along with APSİS which has been implemented for a year, which includes criteria such as the participation of the staff in the academic activities organized by GU CFL and the co-operational activities between staff members.

## **8.2. Academic Support**

Gazi University College of Foreign Languages provides one off-day for the staff who are taking Master or PhD classes.

Staff who participate in academic events get support from the university budget. Also staff gets sponsorship via the College if they participate in an academic event.

With performance grading system, the College provides full sponsorship for an international conference attendance.

## 9. QUALITY ASSURANCE PRINCIPLE

### 9.1. Quality Improvement Cycle



*Figure 3. Quality improvement cycle*

Gazi University CFL has decided to implement the quality cycle given in Figure 3 in order to maintain a more effective development. While determining the quality standards and ensuring the persistence of the standards, the opinions of all staff and students in the institution regarding effective language education are taken into consideration.

In particular, great emphasis is placed on the views of instructors and students regarding language teaching / learning. The opinions of the instructors on the effectiveness of the instructional materials, content related to the evaluation and practical issues are obtained. These views are taken as a basic principle when planning, implementing and reviewing educational / teaching practices. At the planning stage, the tasks, needs and objectives and the resources required to achieve these objectives are determined. In the implementation phase, the activities identified in the planning phase are systematically implemented. During the review process, data collected during the implementation phase (student achievement scores, questionnaires, application notes, feedback from all stakeholders, etc.) are evaluated. The data obtained during the observation phase form the basis of a new decision-making process that is intended to improve and maintain quality. All data acquired during the reflection phase are transferred to the new process by making necessary adjustments and changes.

## **9.2. Quality Action Plans in Assessment and Evaluation**

In line with the quality action plans determined by Gazi University CFL in the assessment and evaluation:

- Achievement and assessment methods should meet the criteria set out in the Common European Framework of Reference for Languages, and the exams prepared should be organized according to the outcomes of each skill set out in the Common European Framework of Reference for Languages.
- The question types used in the exams by TAU should be arranged and exams should be kept up to date considering the student needs.
- Teachers should be informed and educated about different assessment methods, especially the assessment of writing and speaking exams that require subjective assessment.
- In order to ensure standardization in the assessment, the grading criteria should be reviewed and new regulations should be made if necessary.

## **9.3. Quality Action Plans in Curriculum Development**

In line with the quality action plans determined by Gazi University College of Foreign Languages in curriculum development:

- The curriculum should be organized in such a way as to enable students to achieve the different levels of skill objectives set out in the Common European Framework of Reference for Languages.
- The objectives of the curriculum, the appropriateness of the exams prepared to assess the achievement scores for these goals, the content of the exams, validity and reliability levels should be determined.
- Instructors should be informed about all kinds of subjects related to the curriculum and courses.
- Students should be provided with extra language learning materials in addition to the ones provided in curriculum and they should be supported for the development of lifelong learning strategies.

## **10. PROCEDURES FOR COMPLAINTS**

In order to prevent any disputes that may be experienced by the staff and students working at the college, and to ensure that the staff and students can work in a peaceful environment, CFL gives careful consideration to all complaints by students two parties sensitively. For informal complaints, the parties try to reconcile verbally; however, the complaints made by the petition are submitted to the related units and the necessary procedures are followed in accordance with the rules and regulations accepted by GU.

### **10.1. Instructors**

In case of any problems, the instructors raise the issue to the administrative or academic Coordinators. If the problem cannot be solved orally, the instructor can write a petition and submit it to the relevant department. The issue is raised to the relevant vice director by the administrative coordinators.

### **10.2. Students**

At the beginning of each academic year, an orientation program is prepared for GU CFL students. In this process, students are informed about the rules of GU CFL. The problems between the students or between the instructors and the students are solved orally at the first stage. In cases where problems cannot be solved verbally, students can make a written complaint. They can submit their petitions of complaint to the administrative coordinators. The written complaint document is submitted to the relevant vice director. The objection to the exam result should be made to Student Affairs Office within 5 working days after the exam result is announced. The objections made are evaluated by TAU and the results of the objections are announced to the students by the Students Affairs Office.

### **10.3. Administrative Staff**

The administrative staff at the CFL reports their problems with a petition.

## **11. FEEDBACK POLICY**

Feedback is an issue that GU CFL attaches importance to. In order to share individual requests and opinions, the director and vice-directors, coordinators, TAU and PMDU hold in-term and end-of-term meetings in groups. In addition, feedback about the functioning is

gathered from the instructors at the end of the semester through questionnaires, and the results are shared with the relevant units. At the end of the semester, the students can also give feedback through the questionnaires about the instructors and general functioning. In this way, problems are identified and solutions are sought.

## **12. DECISION-MAKING POLICY**

Decision-making process at GU CFL is conducted in accordance with mission and the vision of the school. The ideas of every individual are valued and considered during the decision-making process and the decisions taken are shared with the instructors and students. New decisions taken in the meetings held regularly by the Program and Materials Development Unit and the regulations regarding the syllabus are shared with the instructors. The thoughts and suggestions of the instructors are listened. Testing and Assessment Unit receives the opinions and suggestions of the instructors after each exam. The opinions and suggestions gathered from the meetings are evaluated by the relevant units.

## **13. METHOD TO BE FOLLOWED IN CASE OF CHEATING**

It is the invigilator's responsibility to administer the exam in accordance with exam rules at GU CFL. Students are informed about exam rules in written in the student handbook during the exam. Additionally, students are asked to remove the course materials and turn off their mobile phones and put them on the teacher's desk. Provisions of the legislation are applied to the student who is reported to cheat in the exam.

## **14. ACADEMIC HONESTY STATEMENT**

Students are required to comply with academic honesty and meet the needs of the Honor Code. Academic dishonesty means cheating, cheating attempts, plagiarizing, fabricating information or references, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting the work of another person, copying parts of the academic work of other students or any similar activities related to student work. Any kind of academic dishonesty is an act of violating academic regulations and becomes the

reason for a disciplinary action and also may be the reason for failing an assignment or a course.

For your safety, please make sure that you follow these steps:

- Do not share your password with anyone and always log out when you are finished using the platforms for online education. Change your password if you think someone else might know it.
- All content (image, video and etc.) shared within this community reflects acceptable academic standards and is confidential. You are expected to use discretion accordingly.
- Contents in all materials made available on the course pages or sent to students via different means for course purposes (i.e. writing, audio, picture, image, photograph, video) belong to the relevant copyright owners, and are protected under the Law on Intellectual and Artistic Works, Commercial Law, Civil Law, Code of Obligations, Law on the Protection of Personal Data, Turkish Criminal Law, and other special laws. Infringers shall be concurrently subject to disciplinary, legal, and penal sanctions as per both the relevant legislations and school disciplinary law.
- Be careful with plagiarism and copyright. Always give accurate and appropriate credit when you use someone else's words and ideas. For more and detailed information, please read the official statement of our university:

[https://senato.gazi.edu.tr/upload/13\\_1453371736.pdf](https://senato.gazi.edu.tr/upload/13_1453371736.pdf)