



BURSA TECHNICAL UNIVERSITY
School of Foreign Languages

Quality Manual



2016 - 2017

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1. BURSA TECHNICAL UNIVERSITY

1.1 BURSA TECHNICAL UNIVERSITY

Bursa Technical University was founded as the second state university in Bursa in accordance with the decree of the Council of Ministers published in the official gazette on July 21, 2010, numbered 27648.

The university has 6 faculties, 2 institutes, and a School of Foreign Languages, which offers an intensive academic preparatory program in English, conducted at a high level. The English Preparatory Program (EPP) is mandatory for students whose departmental classes will be conducted in %100 English, at least 30% English and optional for students whose departmental classes will be conducted in Turkish.

Vision

The vision of Bursa Technical University is to become a global university that meets the expectations of its partner institutions in terms of the production and functionality of knowledge and technology while promoting social and artistic value.

Mission

In accordance with our mission, we aim to educate our students so they may produce research, knowledge, and technology rich in social and artistic value. We aim to cultivate in our students the skills needed to apply what they have learned to real life situations, transforming them into individuals with the power to shape the future.

Values

At Bursa Technical University, our values are:

- Accessibility
- Transparency
- Independence
- Honesty
- Respect for human dignity
- Efficiency and competence
- Effective, qualified, and solution-oriented service
- Reliability
- Excellence
- Objectivity
- Accuracy and stability
- Participation
- Respect for different ideas
- Productivity
- Innovation and openness to improvement

1.2 SCHOOL OF FOREIGN LANGUAGES

Since September 2011, the School of Foreign Languages (SFL) at Bursa Technical University has offered an intensive language education program with high standards. The courses provided by the SFL are divided into four quarters in which Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate classes are offered.

Mission

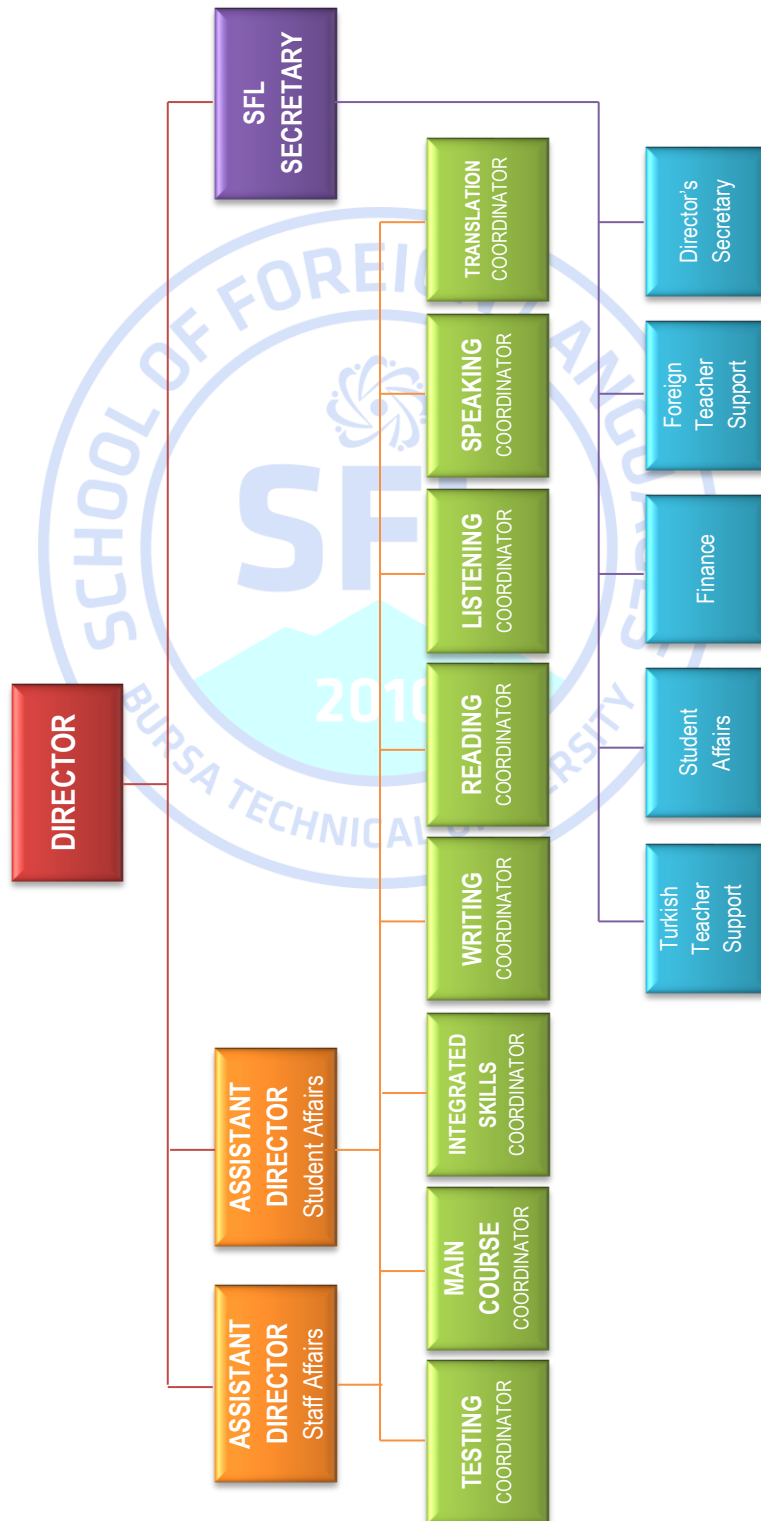
Our mission is to endow our students with the English language knowledge and skills that they will need throughout their undergraduate education and to help them develop into effective, productive, and successful individuals in their academic, social, and professional lives. In this regard, we seek to prepare the necessary foundation for our students to use the knowledge and skills that they have acquired effectively and to ensure the success of our students by strengthening their foreign language reading, writing, speaking, and listening skills. As such, we aim to contribute to the education, scientific research, and social services of Bursa Technical University.

Vision

In light of our mission stated above, we strive to remove the obstacle of a foreign language in order for our university to hold a distinguished place among institutions of higher education first in Turkey and also among international universities. Our vision is for our graduates to obtain positions at the highest level of the national and international arenas by actively using their foreign language skills and knowledge in scientific research, partnerships, and other endeavors. Our vision is to realize these aims with perfection.

1.2.1 ORGANIZATIONAL CHART

The SFL comprised of two bodies: an academic and an administrative unit. Both the academic and administrative units are managed by the Director of the SFL, who is appointed with the approval of the Rectorate’s Office, and two Assistant Directors, who are selected by the Director. The administrative staff is headed by the Secretary, who is appointed with the approval of the Rectorate’s Office, and is responsible for overseeing the Secretarial Unit. The organizational chart for the 2016-2017 academic year is as follows:



1.2.2 AIMS AND OBJECTIVES

At the SFL, staff members are committed to providing the highest standard of education to our students. The SFL aims to:

- improve students' language skills so that they can pursue their academic studies in their departments in English
- provide foreign language education in a safe and well-equipped environment
- help students adopt a multicultural perspective through our academic curriculum
- encourage students to be life-long learners
- engage students in taking initiative in their learning process
- improve the quality of teaching and learning for the benefit of our students



2. BTU SFL ENGLISH PREPARATORY PROGRAM

2.1 COURSES

The academic departments at BTU can be categorized into two groups with respect to their language of instruction: some departments use 30% English medium-of-instruction, while others are taught entirely in Turkish. The language of instruction for each department is determined by the BTU Senate. Students attending departments with 30% English medium-of-instruction are required to attend and successfully complete the English preparatory courses offered by the SFL if they cannot pass the BTU YDS (Proficiency Exam) or do not have the equivalent proficiency score from exams such as TOEFL and YDS. Students enrolled in departments where the language of instruction is Turkish may attend the English preparatory classes if they wish to improve their language skills, although their successful completion of the program is not mandatory.

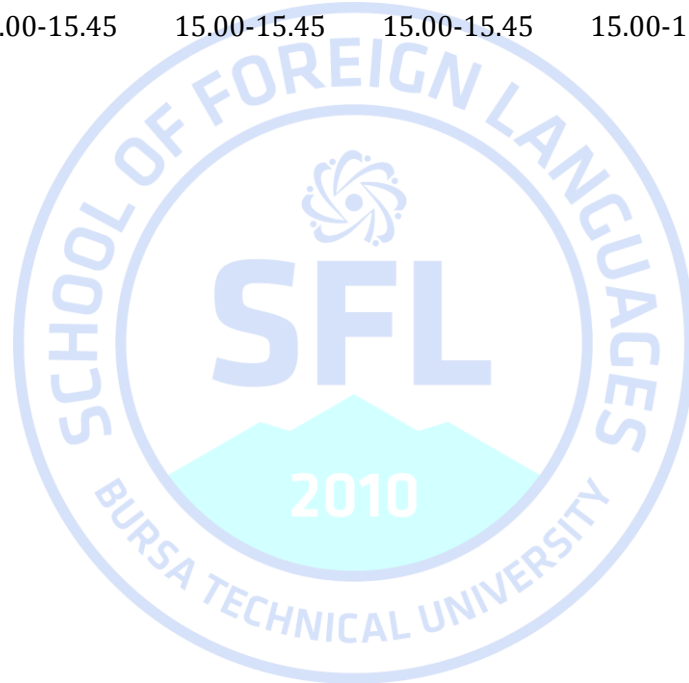
The SFL offers an English Preparatory Program (EPP) divided into four quarters. Each quarter is composed of 8 weeks. While 7 weeks are allocated for instruction, 1 week is allocated for exams and their evaluation. In the EPP, Elementary, Pre-Intermediate, Intermediate and Upper-Intermediate classes are offered. Each level is composed of 30 hours of class per week. Although all the students in the SFL are engineering students, the SFL emphasizes English for General Purposes at the Elementary and Pre-Intermediate levels. At the Intermediate and Upper-Intermediate levels, the curriculum focuses more on English for Academic Purposes, and students start to extend their language knowledge into their areas of academic study and future profession.

In order to successfully complete the EPP, a student must finish the Upper-Intermediate level with an average of 70% or higher or pass BTU YDS exam, which is conducted three times per year.

2.2 TIMETABLES

All levels at EPP consist of 30 hours per week. Students have 6 lessons every day from Monday to Friday. The schedule of teaching hours is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Lesson	09.00-09.45	09.00-09.45	09.00-09.45	09.00-09.45	09.15-10.00
2nd Lesson	10.00-10.45	10.00-10.45	10.00-10.45	10.00-10.45	10.15-11.00
3rd Lesson	11.00-11.45	11.00-11.45	11.00-11.45	11.00-11.45	11.15-12.00
Lunch Break	11.45-13.00	11.45-13.00	11.45-13.00	11.45-13.00	12.00-13.45
4th Lesson	13.00-13.45	13.00-13.45	13.00-13.45	13.00-13.45	13.45-14.30
5th Lesson	14.00-14.45	14.00-14.45	14.00-14.45	14.00-14.45	14.45-15.30
6th Lesson	15.00-15.45	15.00-15.45	15.00-15.45	15.00-15.45	15.45-16.30



3. QUALITY MANAGEMENT SYSTEM

The SFL adopts an integrated skills approach to teaching and learning that primarily focuses on communication. The curriculum of the SFL is designed to provide substantive language education in order for students to conduct their academic studies in the target language. The curriculum is developed in accordance with the needs of the students, as determined through intensive and on-going research projects. Additionally, the SFL management attends Senate meetings to exchange information with the University's Faculties regarding the language competences of students who have completed their English preparatory education in the SFL. Based on the feedback provided by the Faculties, the SFL analyzes the needs of its students and assesses the outcomes of its educational programs.

3.1 WORK GROUPS

The SFL has seven workgroups; Reading, Writing, Speaking, Main Course, Integrated Skills, Testing and Translation. The body of a workgroup consists of a coordinator and instructors. Each workgroup conducts a meeting before, during and after each quarter. All instructors participate in the meetings held at the beginning and end of each quarter, while the meetings held throughout the quarters are typically reserved for Work Group Members. During the meetings instructors are provided the chance to exchange their views, reflect on teaching practices, and offer suggestions for the improvement of the program. Prior to the meeting, each participant receives an email concerning the items to be discussed in the meeting, thus providing participants the time and opportunity to prepare for the meeting. During the meeting, a note-taker is assigned to record the minutes of that meeting. After the meeting, the participants sign the Meeting Minutes form, and the note-taker prepares a final report summarizing the meeting. Both the Meeting Minutes form and the Summary Reports are saved in a shared drive easily accessible to all instructors from their offices.

Work Group Coordinators are responsible for maintaining the quality of their respective courses through activities such preparation syllabi and other materials. They are also expected to devise action plans to resolve any issues they may notice with the course. To maintain quality standards and ensure a smooth workflow, Coordinators should assign tasks to and work collaboratively with their Work Group Members.

Norming sessions are held to ensure agreement on the implementation of performance standards, particularly with respect to the evaluation of student performance. Each quarter, the Writing, Reading and Speaking Coordinators organize norming sessions in which a rubric and

sample files of student work/audio recordings are distributed to the instructors. The instructors grade the work/audio sample and discuss the reasons for their assigned scores. The purpose of these sessions is to reach consensus on the interpretation of the rubric and to minimize the gap in scoring differences between instructors.

Because the SFL seeks to maintain high quality standards, it administers a Coordinator Feedback Form at the end of each quarter for instructors to evaluate the workflow and standards of communication within each Work Group. These surveys are designed to provide feedback on the Coordinators for the improvement of the education at the SFL. Through these feedback forms, instructors have the chance to voice their thoughts concerning the Work Groups and their respective skill courses.

Following the completion of the academic year, coordinators prepare and present documents concerning their Work Groups, including an evaluation of the extent to which course objectives were met throughout each quarter.

3.2 ACADEMIC AND ADMINISTRATIVE STAFF

The SFL employs both Turkish and foreign instructors. Although the recruiting and disciplinary procedures for Turkish and foreign staff differ in many ways, the duties and responsibilities of both Turkish and foreign instructors are governed by Turkish law, specifically the Law on Higher Education No. 2547. Instructors are expected to carry out their teaching responsibilities in accordance with the regulations, syllabi, course materials, and rubrics provided by the SFL.

In order to maintain the quality standards of the SFL, the management, Coordinators, and instructors hold regular meetings to discuss the development and delivery of the educational programs. The Coordinators and Assistant Directors also conduct regular meetings to discuss the opinions and suggestions of the academic staff as well as to decide on issues pertaining to the quality and assessment of education. In this way, communication is ensured within and across levels of the SFL organizational structure. Through regular meetings, the needs, preferences, and concerns of the staff are communicated, and instructors are involved in decision-making processes.

3.3 QUALITY ASSURANCE POLICY

The SFL implements action plans to assure and maintain the quality of its educational programs. Once the SFL identifies a problem, it conducts research and collects data concerning the problem area. Upon analyzing the data, the SFL acts to solve the problem. As action plans are cyclical by

nature, evaluations are conducted regularly to ensure that amendments and improvements are implemented as needed¹. The SFL implements action plans with respect to curriculum development, assessment, staff training, and complaint procedures. To ensure the quality standards of the EPP, the SFL implements a three-prong approach to teacher evaluation and feedback through the use of surveys, class observations, and anonymous feedback, each of which contributes to the quality cycle of the SFL. After feedback is gathered and evaluated by the SFL management, action plans are developed and implemented for the continual improvement of the education programs provided by the SFL. The quality cycle is represented by the figure below:



¹ Eileen Ferrance Themes in Education: Action Research, Brown University, 2000, p.9-16.



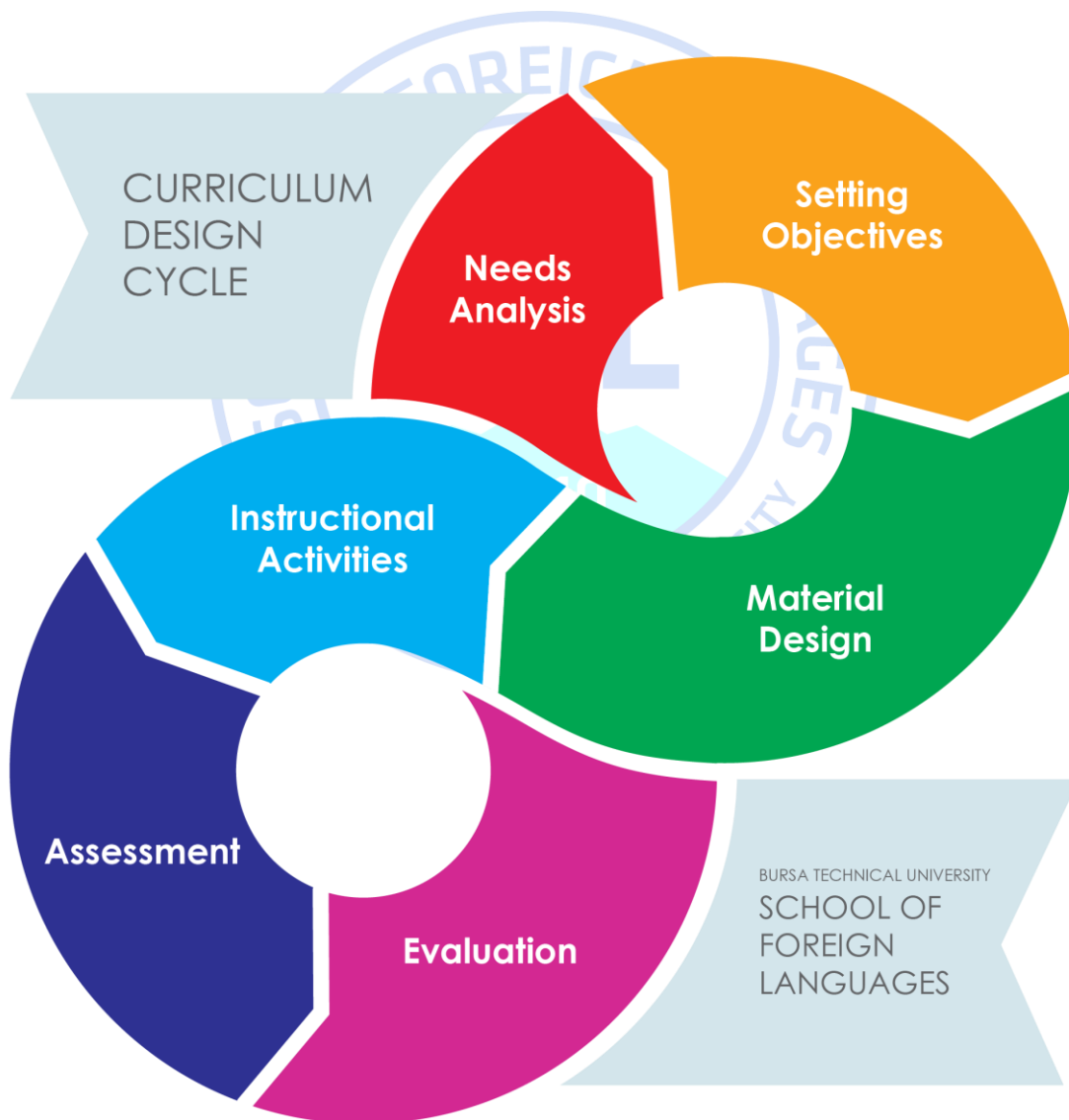
The SFL applies surveys to evaluate the teaching performance of its academic staff, in line with its quality assurance standards. The SFL requests students to complete instructor evaluation forms at the end of each quarter. The surveys are completed by students on the automation system at the end of the each quarter, prior to receiving their final grades. The surveys consist of two parts: the first part evaluates students' opinions of instructor performance, and the second part is concerned with course materials and content. The aim of the surveys is to assess both the performance of the staff and the students' perceptions of the education system. The results contribute to the quality cycle of the SFL.

In addition to survey feedback, the SFL management observes the instructors' classes from time to time as part of the quality cycle. These observations may be scheduled or spontaneous. The SFL considers teacher observations not only to be an essential component of performance evaluation but also to be an integral part of the professional development process. To this end, the management may elect to share its notes from the teacher observations with the Professional Development Unit in order to arrange appropriate training programs, workshops, or seminars that address the needs of the academic staff. In this way, teacher observations are incorporated into the quality cycle.

Additionally, Feedback and Complaint Boxes are available throughout the SFL building for students and staff to leave anonymous comments, complaints, and suggestions. The SFL management reviews the feedback weekly and ensures that the proper steps are made to address the feedback.

4. CURRICULUM POLICY

The curriculum of the EPP is prepared so as to embrace the vision, mission and objectives of the SFL. Along with instruction and assessment, the curriculum is an important pillar of the SFL's educational programs. In determining curriculum, the SFL sets realistic and applicable outcomes that align with the CEFR. The SFL adopts a curriculum design cycle that includes need analysis, setting objectives, material design, instructional activities, assessment, and evaluation. The dynamic nature of the cycle allows for curriculum modification or amendment through action plans and feedback.





4.1 LEARNING OBJECTIVES & OUTCOMES

The curriculum of the EPP aims to provide quality language education to prepare its students for their academic studies in English. In line with these aims, the needs of the students are determined through intensive and on-going research initiatives, which are then applied for the improvement of educational program. The learning objectives and outcomes for each level of instruction are determined based on the findings of the needs analysis research conducted at the SFL, and course material are designed to be compatible with the objectives and outcomes of each level. At the end of each academic year, the SFL management conducts meetings with the Coordinators to discuss the fulfillment of these objectives and outcomes. SFL Learning objectives and outcomes according to levels and language skills are given in the appendix.

4.2 TEACHING POLICY

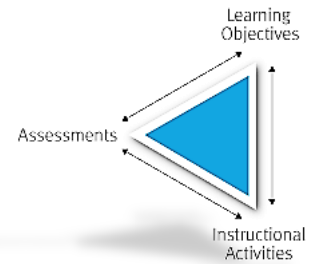
The SFL adopts an integrated skills approach that focuses primarily on communication. In order to maximize student exposure to English and, in line with SFL's emphasis on communication, instructors conduct their classes entirely in English. In accordance with SFL's teaching policy, instructors are required to speak only in English throughout the teaching process.

The SFL believes that it is not realistic to learn a foreign language only from the instruction provided in the classroom. The SFL encourages its students to develop their language skills by becoming autonomous learners. To encourage learner autonomy, one hour per week is allocated in the syllabus for students to work in computer labs, where they can study online in parallel with their coursework. Apart from the allocated lessons, students have access to online materials and two computer labs. Students are also encouraged access the readers available to them in the library to improve their language skills.

5. BTU SFL ASSESSMENT POLICY

5.1 GENERAL STATEMENT

The SFL is committed to developing and implementing its courses, the three components of which are closely aligned and reinforce each other: learning objectives, instructional activities, and assessment. Therefore, *assessment activities* are designed using appropriate tools to assess whether the learning objectives are achieved, and the *curricula* are used to determine the content for assessment.



Because the efficiency of the assessment system is given great significance, a separate unit, the Testing Work Group, has been established in order to design, conduct, supervise, and improve assessment activities for all courses offered in the SFL.

5.2 OBJECTIVES

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

- provide a clear picture of individual student progress for instructors and students such that appropriate actions may be taken to promote further progress.
- evaluate the English proficiency level of each student to ensure that students are competent enough to begin their undergraduate education in their departments.
- ensure access and equality of opportunity while preserving the integrity of the program.
- design assessment tools that require students to use their higher cognitive abilities.

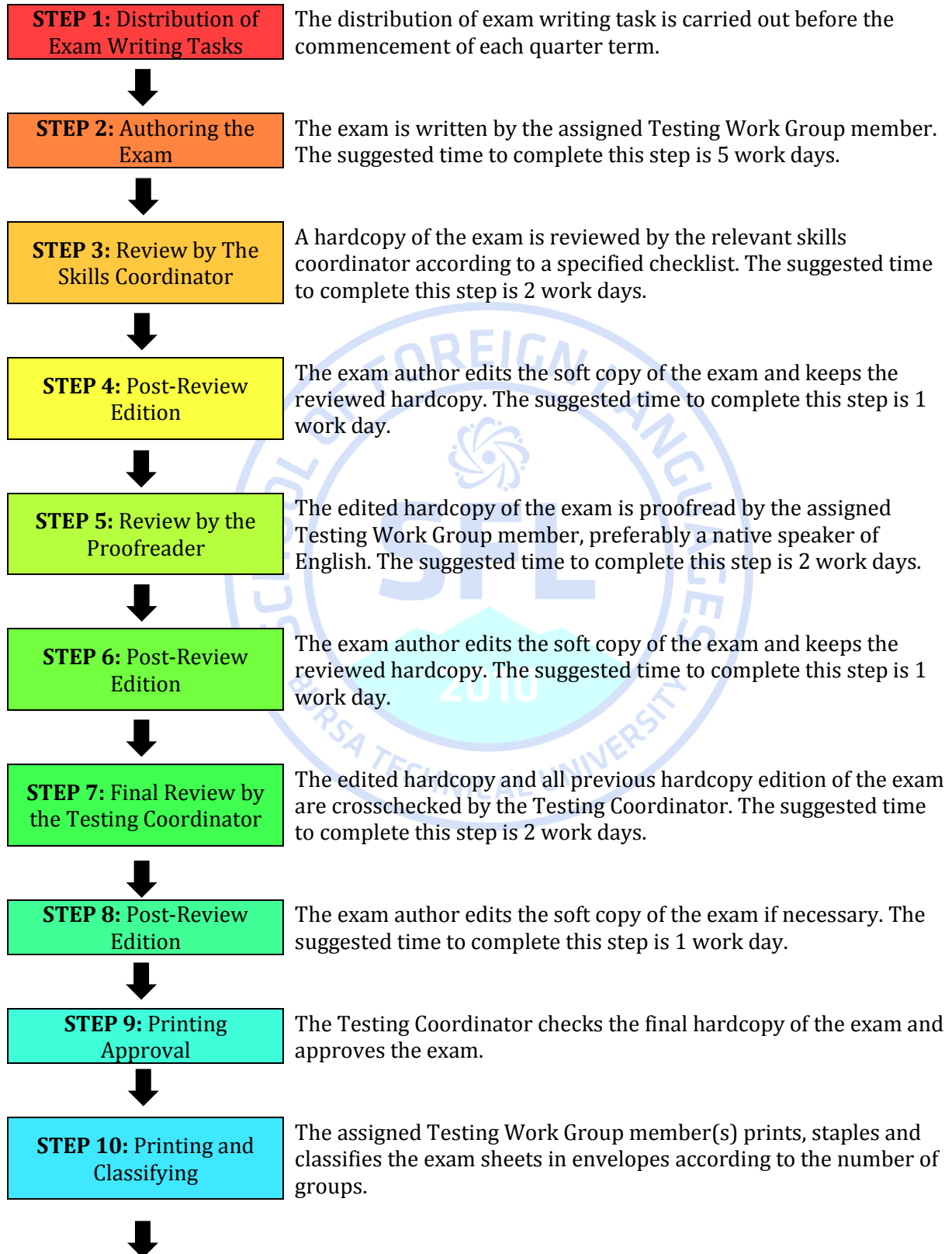
5.3 RELIABILITY AND VALIDITY

The aim of the SFL is for all students to have gained detailed familiarity with the assessment tools before they are carried out during and at the end of each term. It is highly important to be *internally consistent* in the process of creating assessment tools throughout the academic year. In order to provide internal consistency, certain steps are taken to cross-check the exams sufficiently throughout the preparation process.

The learning objectives and instructional activities are two key elements in the design of assessment tools. The validity of the assessment process is ensured by aligning the assessment tools with these two elements. Certain procedures are applied in order to verify the internal alignment of the assessment tools and the abovementioned course elements.

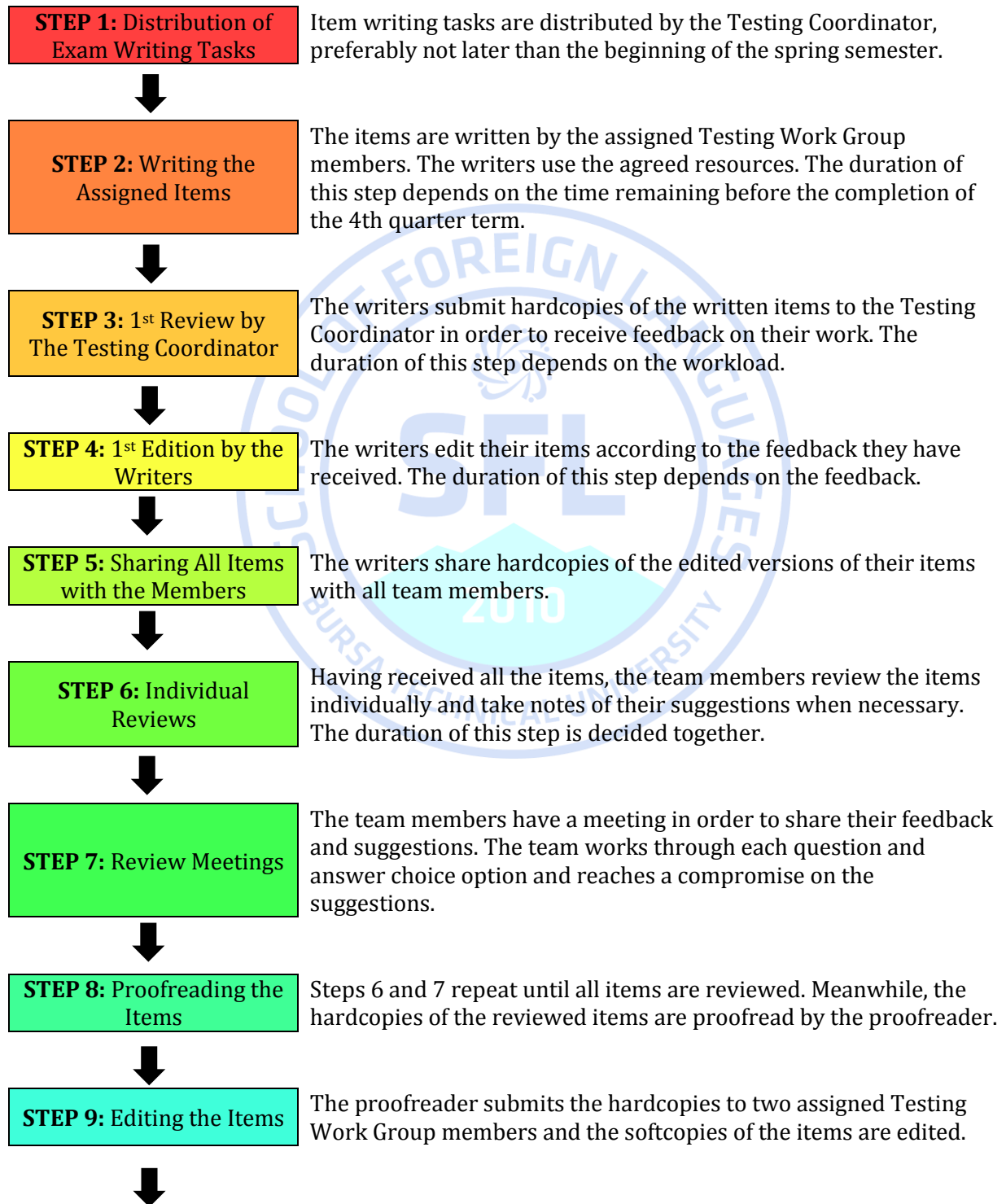
5.3.1 INTERNAL VERIFICATION

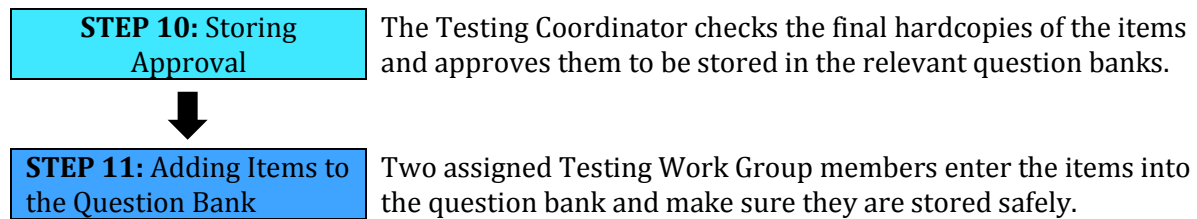
IN-TERM EXAM PREPARATION PROCESS



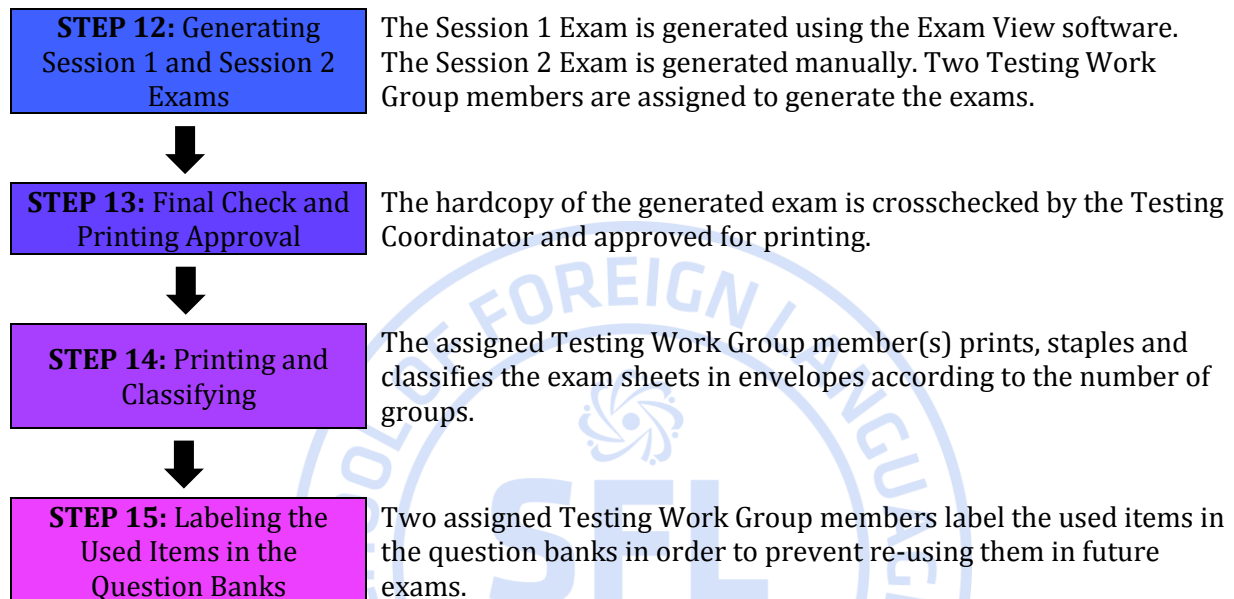
STEP 11: Storing the Exam

A soft copy of the exam is saved in the server directory. The hardcopies of all the editions are archived.

*BTU-YDS EXAM PERPARATION PROCESS***Item Writing**



Generating the Exam



5.4 PROCTORING POLICY

The purpose of the BTU SFL proctoring policy is to:

- establish clear standards, expectations, and procedures for examinations
- promote the principle of procedural fairness in a transparent, respectful and confidential manner.

5.4.1 PROCTORING GUIDELINES

Proctoring Procedures for In-Term Exams

A. Before the Exam

- A.1. Be ready in the exam room 10 mins. before the exam start time.
- A.2. Write the start and finish time of the exam.
- A.3. **Attendance:** Make sure each student puts his/her school ID, name, surname and signature on the attendance sheet.

A.4. Mobile Phones:

- A.4.1. Tell students to turn off their mobile phones and put them on the teacher's desk.
- A.4.2. Switch your own mobile phone to silent mode.

B. During the Exam

- B.1. All classroom doors are to remain open during the exam EXCEPT FOR the "Listening" part or "Listening Exam".
- B.2. It is your professional duty NOT to do other things while proctoring the exam, such as reading, texting, computer work or anything else that requires you to take your eyes off the students. You must keep an eye on the students at all times or they may be tempted to cheat.
- B.3. If a student arrives late, make sure he/she signs the attendance sheet before leaving the exam room.

B.4. Cheating:

- B.4.1. **1st TIME:** If you see a student cheating, write "**1st warning + time of cheating + your signature**" on the student's exam paper.
- B.4.2. **2nd TIME:** If you see the same student cheating for the second time:
First write on a blank sheet of paper a report of what you saw (e.g. talking or whispering to another student / looking at another student's exam / looking at material that is forbidden in the test room, etc.).
Second, *at the end of the exam*, put a "C" in the upper right-hand corner of the student's exam sheet.
Third, let one of the assistant directors (or, if they are not available, someone else from the management) know about the incident and submit your report.

C. After the Exam

- C.1. Make sure you have the correct number of exam and/or answer sheets, and all the students have signed the attendance sheet.
- C.2. Put all the documents back into the envelope and submit it to the grader without delay.

Proctoring Procedures for BTU-YDS

STAGE 1

A. Duration of the Exam

- A.1. The exam takes 150 minutes (10:00-12:30).
- A.2. No student is allowed in after the first 30 minutes.
- A.3. No student can leave the exam room within the first 30 minutes
- A.4. The students can use the restrooms only before or after the exam. If a student leaves the exam room during the exam, they are not allowed to re-enter.

B. Before the Exam

- B.1. Be ready in the exam room 30 minutes before the exam start time (9:30).
- B.2. Write on the board: *Start: 10:00 - Finish: 12:30*
- B.3. Attendance
 - B.3.1. **Rooms with new BTU students:** Check National ID cards and make sure the information and the photos match.
 - B.3.2. **Rooms with older BTU students:** Check BTU ID cards (OR Exam Registration Forms) and make sure the information and the photos match.
 - B.3.3. **Rooms with MA students or undergraduate students:** Check BOTH National ID cards and Exam Registration Forms and make sure the information and the photos match.
 - B.3.4. If a student doesn't have the documents described above, send him/her to see the SFL Secretary or the assistant directors for a written permission slip to enter the exam.
 - B.3.5. Have the students write their names on the attendance list and sign.
 - B.3.6. Tell students to turn off their mobile phones and put them on the teacher's desk.
Switch your own mobile phone to silent mode.

C. During the Exam

- C.1. Keep the door open during the exam.
- C.2. It is your professional duty NOT to do other things while proctoring the exam, such as reading, texting, computer work or anything else that requires you to take your eyes off the students. You must keep an eye on the students at all times or they may be tempted to cheat.
- C.3. If a student arrives late, make sure he/she signs the attendance sheet before leaving the exam room.

C.4. Cheating:

C.4.1. **1st TIME:** If you see a student cheating, write “**1st warning + time of cheating + your signature**” on the student’s exam paper.

C.4.2. **2nd TIME:** If you see the same student cheating for the second time:

First, write on a blank sheet of paper a report of what you saw (e.g. talking or whispering to another student / looking at another student’s exam / looking at material that is forbidden in the test room, etc.).

Second, *at the end of the exam*, put a “C” in the upper right-hand corner of the student’s exam sheet.

Third, let one of the assistant directors (or, if they are not available, someone else from the management) know about the incident and submit your report.

D. After the Exam

D.1. Make sure you have the correct number of exams/answer sheets and that all of the students have signed the attendance sheet.

D.2. Put all the documents back into the envelope and return it to the Testing Work Group members in **room 213** (Asst. Director Özgür ŞAHAN’s office in the new building) without delay.

STAGE 2**A. Duration of the Exam**

A.1. The exam starts at 10:00. The LS audio takes around 30 minutes and the WR exam takes 70 minutes.

A.2. The LS and WR exams will be held in the same session consecutively without any breaks.

A.3. No student is allowed in during the LS audio listening segment. The audio file must not be interrupted. The doors should be closed during the listening portion of the exam and the reserve proctors will be in the hallway to prevent latecomers from interrupting the listening exam.

A.4. Latecomers can enter and take the WR exam after the LS audio listening segment finishes. They will not be given the LS questions or allowed to hear the audio file.

A.5. The students can use the restrooms only before or after the exam. If a student leaves the exam room during the exam he/she is not allowed to re-enter.

B. Before the Exam

- B.1. Be ready in the exam room 15 minutes before the exam start time (9:45).
- B.2. Upload the audio file to the PC/smartboard in the exam room.
- B.3. Tell the students to turn off their mobile phones and put them on the teacher's desk.

Switch your own mobile phone to silent mode.

B.4. Attendance

- B.4.1. Make the students write their names on the attendance list and sign.
- B.4.2. Check the BTU ID cards and attendance sheet to make sure the information and the photos match.
- B.4.3. If the student doesn't have a BTU ID card, send him/her to see the SFL Secretary for a written permission slip to enter the exam.

C. During the Exam

- C.1. Keep the door closed during the LS exam and open during the WR exam.

C.2. Step-by-step Procedures for proctors

- C.2.1. Hand out the empty note-taking sheets before the audio listening file.
- C.2.2. Start playing the exam audio listening file.
- C.2.3. Hand out the LS exam sheets ONLY WHEN the audio instructs you to do so.
- C.2.4. Collect the LS Exam sheets when the audio file finishes.
- C.2.5. Immediately hand out the WR exam sheets
- C.2.6. Check the time, and write the start and finish time of the WR exam on the board.
- C.2.7. Collect the WR exam sheets when the exam is finished.

- C.3. It is your professional duty NOT to do other things while proctoring the exam, such as reading, texting, computer work or anything else that requires you to take your eyes off the students. You must keep an eye on the students at all times or they may be tempted to cheat.

- C.4. If a student arrives after the LS exam, give him/her only the WR exam and make sure he/she signs the attendance sheet before leaving the exam room.

D. After the Exam

- D.1. Make sure you have the correct number of LS and WR exam sheets and that all the students have signed the attendance sheet.
- D.2. Put all the documents back into the envelope and return it to the Testing Office without delay.

5.5 GRADING POLICY

The main purpose of SFL grading policy is to ensure student progress through learning. Appropriate grading will inform teacher planning, direct improvement, and differentiate teaching. It is essential that teachers provide feedback through grading in the formative stages of learning so that students can improve their work and make progress over time to meet their full potential.

In order to ensure grading standards, teachers are required to follow certain procedures.

5.5.1 MARKING GUIDELINES

Marking Procedures for In-Term Exams

1. Answer Keys

1.1 After each exam, the answer key is provided in the “Testing Shared Folder for All Teachers” in the O-Drive.

1.2 The answer keys include all possible answers for each item and the suggested scores for various responses that meet, partly meet, or fail to meet the expected answers in the key.

2. Rubrics

2.1 Certain rubrics, as designated by the relevant Skill Coordinator, are used for the Writing and Speaking exams.

2.2 The Skill Coordinator is responsible for training and assisting graders for the standardized implementation of the rubric through one-on-one meetings, workshops and/or norming sessions.

3. Grade Sheet

3.1 All exam envelopes contain a separate sheet for recording student grades. The grades should not be written on the attendance sheet.

4. Double Marking Procedures for Speaking Exams

4.1 Speaking exams are carried out by two examiners. Students enter the exam one-by-one and are assessed individually during the exam. The examiners assess the exam, interact with the test-taker, and manage the exam.

4.2 A desk must be provided for the test-taker to write on and see the number cards. The seating arrangement with the test-taker and the two examiners must be triangle-shaped.

4.3 The assessors are provided with separate rubrics, which are designated to assess the

speaking test. The assessors fill in the rubric and grade the test-taker's performance. The entire test is recorded with an audio recorder.

4.4 The assessors should not rephrase the questions, even if the test-taker cannot understand the questions.

4.5 The question and answer session takes 10 minutes. After a test-taker leaves the exam room, the assessors compare their assigned grades and share their assessment decisions in order to reach a compromise on the student's final grade in two minutes.

4.6 For each group of test-takers, there is a schedule indicating the time and order of each test-taker's exam. If a test-taker would like to change his/her arranged test time, he/she should contact the speaking coordinator the day before the exam.

4.7 If a test-taker does not attend the exam on time, the assessors can continue the test with the next student.

4.8 Any test-taker who comes late to the exam should ask for permission from the management to enter the exam at a later time.

4.9 Frequently, there is a difference between the grades assigned by each assessor. If the difference in assigned grades is less than 10 points, the average of the two grades may be decided as the final grade. If the difference is more than 10 points, a third assessor is asked to assess the student's performance using the audio recording. At least two of the assessors must reach a compromise on the student's final grade.

4.10 The final grades are written on the grade sheet by the examiner, and the grade sheet is submitted to the appropriate teacher to enter the grades into the automation system.

4.11 The exam envelopes are submitted to the assigned officer in the SFL administrative unit for archiving purposes after the exam and assessment procedures are completed.

5. Double Marking Procedures for Final Writing Exam

5.1 A group of teachers are assigned to assess writing exams. They are provided with the appropriate rubric, designated to assess the tasks in the test. The completed WR exam sheets are distributed to the assessors for the first assessment.

5.2 After the first assessment, the exam sheets are redistributed among the assessors for the second assessment. Blind double marking, in which the second assessor of the paper has no prior knowledge of the first assessors score, is important for an unbiased evaluation.

5.3 After both have graded the exam paper, the first and second assessors meet in order to compare their assessment outcomes. The scores given by the two assessors for a certain student paragraph or essay should be compared and the variance between the scores should be calculated by those assessors. If the difference between the scores is equal to or less than 10 points, the scores should be averaged for the student's final grade. If the difference between the

scores is greater than 10 points, the two assessors should assess the student paragraph or essay for a second time and briefly discuss the situation to find the suitable average score.

5.4 If the assessors cannot reach a compromise on a final grade, a third assessor should assess the text and analyze the grades given by the two assessors to decide on his or her own score, which should be between the highest and lowest scores given by the two assessors.

5.5 The final grades are written by the assessors on the grade sheet, and the grade sheet is submitted to the assigned member in the Testing Office.

6. Marking Procedures for Other In-Term Exams

6.1 The answer keys are provided after the exams.

6.2 The teachers assess the exam sheets using the answer keys.

6.3 In some cases, the students may have plausible answers which are not included in the answer key. In such cases, the assigned Testing Work Group member edits the shared answer key and highlights the changes on the original document so that teachers can easily see the changes and assess the exams accordingly.

6.4 The scores on the grade sheet are published in the automation system on the SFL website by the assigned teachers. The automation system is easily accessible through internet connection.

Marking Procedures for BTU-YDS

A. SESSION 1

A.1. Marking Procedures for Multiple Choice Exams

A.1.1 The multiple choice test has eighty questions, each of which has four options. The test is assessed using an optical scanner and a licensed software program. The step-by-step procedures of the assessment software are enclosed in the appendix.

A.1.2 The optical scanner software saves the results as a Microsoft Excel file. The assigned Testing Work Group member who is carrying out the assessment sends the Excel file to specified members of the administrative unit.

A.1.3 The file is uploaded to and published on the SFL website, where students are able to access and check their results using a special interface which has been programmed only for the announcement of exam results.

B. SESSION 2

B.1. Marking Procedure for Listening Exam

B.1.1 The listening test consists of multiple choice questions. After the test, an assigned teacher

checks the exam papers using the answer key, which is provided only after the exam is completed.

B.1.2 The scores are written on the grade sheet, and the grade sheet is submitted to the assigned member in the Testing Office.

B.2. Double Marking Procedures for Writing Exams

B.2.1 A group of teachers are assigned to assess the writing exam. They are provided with the appropriate rubric, designated to assess the tasks in the exam. The exam sheets are distributed to the assessors for the first assessment.

B.2.2 After the first assessment, the exam sheets are redistributed among the assessors for the second assessment. Blind double marking, in which the second assessor of the student's paper has no prior knowledge of the first assessment score, is important for an unbiased evaluation.

B.2.3 After both have graded the exam paper, the first and second assessors meet in order to compare their assessment outcomes. The scores given by the two assessors for a certain student paragraph or essay should be compared and the variance between the scores should be calculated by those assessors. If the difference between the scores is equal to or less than 10 points, the scores should be averaged for the student's final grade. If the difference between the scores is greater than 10 points, the two assessors should assess the student paragraph or essay for a second time and briefly discuss the situation to find the suitable average score.

B.2.4 If the assessors cannot reach a compromise on a final grade, a third assessor should assess the text and analyze the grades given by the two assessors to decide on his or her own score, which should be between the highest and lowest scores given by the two assessors.

B.2.5 The final grades are written by the assessors on the grade sheet, and the grade sheet is submitted to the assigned member in the Testing Office.

C. SESSION 3

C.1 Double Marking Procedures for Speaking Exams

C.1.1 The speaking test is carried out with two examiners. The test-takers are required to take the exam one-by-one, and the assessment is carried out during the exam. The examiners act as assessors, interacting with the test-taker and managing the test.

C.1.2 A desk must be provided for the test-taker to write on and see the number cards. The seating arrangement with the test-taker and the two examiners must be triangle-shaped.

C.1.3 The assessors are provided with separate rubrics, which are designated to assess the speaking test. The assessors fill in the rubric and grade the test-taker's performance. The entire test is recorded with an audio recorder.

C.1.4 The assessors should not rephrase the questions, even if the test-taker cannot understand the questions.

C.1.5 The question and answer session takes 10 minutes. After a test-taker leaves the exam room, the assessors compare their assigned grades and share their assessment decisions in order to reach a compromise on the student's final grade in two minutes.

C.1.6 For each group of test-takers, there is a schedule indicating the time and order of each test-taker's exam. If a test-taker would like to change his/her arranged test time, he/she should contact the speaking coordinator the day before the exam.

C.1.7 If a test-taker does not attend the exam on time, the assessors can continue the test with the next student.

C.1.8 Any test-taker who comes late to the exam should ask for permission from the management to enter the exam at a later time.

C.1.9 Frequently, there is a difference between the grades assigned by each assessor. If the difference in assigned grades is less than 10 points, the average of the two grades may be decided as the final grade. If the difference is more than 10 points, a third assessor is asked to assess the student's performance using the audio recording. At least two of the assessors must reach a compromise on the student's final grade.

C.1.10 The final grades are written on the grade sheet by the examiners, and the grade sheet is submitted to the assigned member in the Testing Office.

D. ANNOUNCING THE RESULTS

D.1 The scores on the grade sheets of the listening, writing and speaking exams are entered in an Excel file in order to be published on the SFL website. The Excel file calculates the final scores using the formula set according to the weights of the individual exams determined by the regulations of SFL.

D.2 The file is uploaded to and published on the SFL website where students will be able to access and check their results using a special interface programmed only for the announcement of exam results.

5.5.2 MARKING VERIFICATION

At the the SFL, there are four quarter terms. Students in the Elementary and Pre-Intermediate levels have eight exams per quarter, whereas students in the Intermediate and Upper-Intermediate levels have twelve exams per quarter. It is essential to have a marking verification strategy before the exam results are announced due to the high overall number of exams.

Since there are around two hundred exam envelopes per quarter, a sampling procedure is implemented in order to verify the assessment of exams. The procedure is conducted by an officer working in the SFL administrative unit.

Sampling Procedure

Elementary Level

Four separate skill exam envelopes from four different Elementary groups are selected as samples for verification. The scores on the exam sheets are compared with the scores on the grade sheets, which are checked against the scores entered into the automation system.

Pre-Intermediate Level

Four separate skill exam envelopes from four different Pre-Intermediate groups are selected as samples for verification. The scores on the exam sheets are compared with the scores on the grade sheets, which are checked against the scores entered into the automation system.

Intermediate Level

Five separate skill exam envelopes from five different Intermediate groups are selected as samples for verification. The scores on the exam sheets are compared with the scores on the grade sheets, which are checked against the scores entered into the automation system.

Upper-Intermediate Level

Five separate skill exam envelopes from five different Upper-Intermediate groups are selected as samples for verification. The scores on the exam sheets are compared with the scores on the grade sheets, which are checked against the scores entered into the automation system.

6. DEVELOPMENT POLICY

6.1 STAFF DEVELOPMENT POLICY

The SFL aims to help teachers realize their full potential and to provide a stimulating work environment for its staff. To this end, the SFL has established a Professional Development Unit to analyze the results of questionnaires in collaboration with the management and to plan seminars, workshops, and conferences for the professional development of its staff. Through educational and training events supported by the SFL, the staff benefits from the opportunity to participate in regular professional development activities. Before the start of the academic year, the SFL distributes a questionnaire to determine the needs and preference of its staff with respect to professional development opportunities, conferences, workshops, and seminars.

Additionally, the SFL allows and encourages its instructors to complete their Masters or PhD degrees while working for the institution. Instructors enrolled in graduate programs are allotted one day per week to attend their classes. In vein with the academic needs of staff members, the SFL encourages its staff to participate in academic conferences both in Turkey and abroad. BTU meets the expenses of academic staff participating in academic conferences and activities within the regulations of Higher Education Law, No. 2547, and the cost of two academic events per year (one in Turkey and one abroad) are covered by BTU.

6.2 LEARNER TRAINING POLICY

At the beginning of every academic year, two orientation programs are offered to new students. The first orientation program focuses on BTU and the other on the SFL. As part of the SFL orientation program, students are informed about the details of the EPP. The aim of twin orientation programs is to introduce new students to the administrative and academic units of BTU while also helping them adjust quickly to their new environment by encouraging them to participate in activities organized by various student clubs and groups.

Our students can consult the instructors who are appointed in the beginning of each academic quarter during designated days and hours. Furthermore, students can apply to assigned instructors on the condition that they need any assistance regarding the automation system.

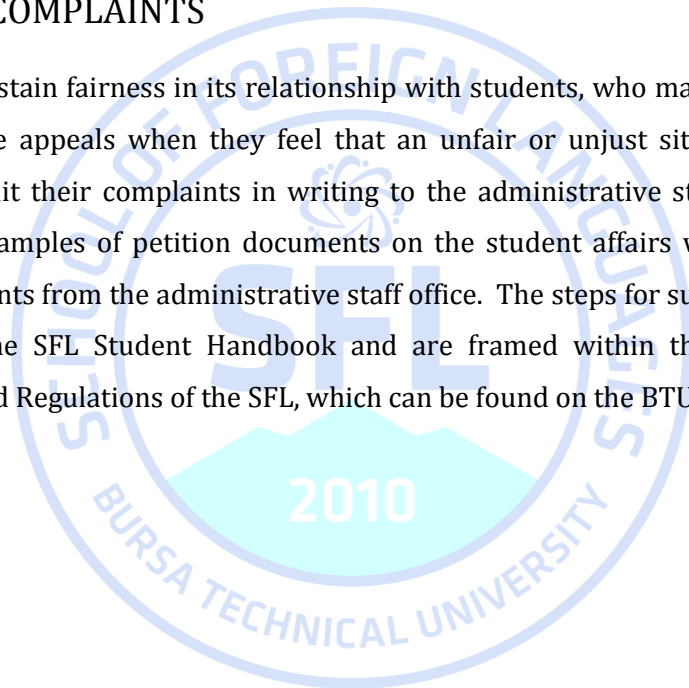
7. COMPLAINTS POLICY

7.1 STAFF COMPLAINTS

The SFL values the feedback of its instructors, who may submit formal demands, complaints or appeals by means of petition to the administrative staff office of the SFL. Formal complaints and/or requests should be submitted in writing although instructors are encouraged to address the issue with the SFL management in person or by providing anonymous feedback in the Feedback and Complaint Boxes located throughout the SFL building before submitting formal complaints, as this facilitates a quicker resolution. The procedures for complaints submitted by staff can be found in the SFL Staff Handbook.

7.2 STUDENTS COMPLAINTS

The SFL seeks to sustain fairness in its relationship with students, who may submit complaints, petitions, and grade appeals when they feel that an unfair or unjust situation has occurred. Students may submit their complaints in writing to the administrative staff office of the SFL. Students can find samples of petition documents on the student affairs website, or they may request the documents from the administrative staff office. The steps for submitting a complaint can be found in the SFL Student Handbook and are framed within the Foreign Language Education Codes and Regulations of the SFL, which can be found on the BTU webpage.



Appendix 1 – SFL Learning Objectives & Outcomes**I. MAIN COURSE and INTEGRATED SKILLS****➤ ELEMENTARY LEVEL****OBJECTIVES**

A. To recognize and use basic sentences

OUTCOMES

- Using present tenses (simple present and present continuous), simple past tense and future tenses (will and be going to)
- Giving advice
- Talking about obligations
- Expressing past and present abilities
- Using present perfect tense to talk about personal experiences
- Using comparatives and superlatives adjectives to make comparisons
- Using countable and uncountable nouns to talk about quantity.

➤ PRE-INTERMEDIATE LEVEL**OBJECTIVES**

A. To recognize and use compound sentences

OUTCOMES

- Using present tenses (simple present, present continuous and present perfect); past tenses (past simple and past continuous); future tenses (will, be going to, present continuous) in a context.
- Using basic modal verbs
- Expressing preferences
- Expressing quantity

- Using comparatives and superlatives to make comparisons
- Recognizing relative clauses to link pieces of information about a person, a thing or a place.
- Talking about past habits
- Using first and second conditionals

➤ **INTERMEDIATE LEVEL**

OBJECTIVES

- A. To recognize complex sentences
- B. To use basic and compound sentences accurately

OUTCOMES

- Using all tenses in English accurately in both spoken and written texts
- Using present and future forms of modal verbs
- Using present/future and past conditionals
- Understanding and using all types of adjective clauses in written texts
- Using reported speech structures

➤ **UPPER-INTERMEDIATE LEVEL**

OBJECTIVES

- A. To recognize and use complex sentences

OUTCOMES

- Understanding and using noun clauses in both spoken and written texts
- Understanding and using adverb clauses in both spoken and written texts
- Understanding and using all types of adjective clauses in both spoken and written texts
- Understanding and using transitions appropriately in both spoken and written texts
- Using past form of modal verbs
- Using a variety of gerunds and infinitives

II. READING

➤ ELEMENTARY LEVEL

OBJECTIVES

- A. To comprehend a text on various topics
- B. To have knowledge of basic vocabulary
- C. To use critical thinking skills related to a text

OUTCOMES

- Predicting and previewing a text (making use of titles, pictures, graphs etc.)
- Determining the purpose of a text (informative, entertaining, and persuasive)
- Identifying main ideas and supporting details of a text
- Finding specific and general information on a text
- Recognizing reference words
- Recognizing parts of speech, affixes, word roots, and signal words
- Recognizing collocations, synonyms and antonyms
- Using context clues to figure out meanings in a text

➤ PRE-INTERMEDIATE LEVEL

OBJECTIVES

- A. To comprehend a text on various topics
- B. To have knowledge of a wide range of vocabulary
- C. To use critical thinking skills related to a text

OUTCOMES

- Predicting and previewing a text (making use of titles, pictures, graphs etc.)
- Recognizing the type of a text
- Determining the purpose of a text (informative, entertaining, and persuasive)
- Identifying main ideas and supporting details of a text
- Finding specific and general information on a text
- Recognizing reference words
- Using dictionary
- Recognizing parts of speech, affixes, word roots, and signal words

- Recognizing collocations, synonyms, antonyms, and idiomatic expressions
- Using context clues to figure out meanings in a text
- Distinguishing facts and opinions
- Making inferences from a text

➤ **INTERMEDIATE LEVEL**

OBJECTIVES

- A. To comprehend a text on various academic topics
- B. To have knowledge of basic academic vocabulary
- C. To use critical thinking skills related to a text

OUTCOMES

- Predicting and previewing a text (making use of titles, pictures, graphs etc.)
- Recognizing the type of a text
- Determining the purpose of a text (informative, entertaining, and persuasive)
- Identifying main ideas and supporting details of a text
- Finding specific and general information on a text
- Recognizing reference words
- Recognizing parts of speech, affixes, word roots, and signal words
- Recognizing collocations, synonyms, antonyms, and idiomatic expressions
- Using context clues to figure out meanings in a text
- Distinguishing facts and opinions
- Making inferences from a text
- Recognizing paraphrased texts
- Summarizing a text

➤ **UPPER INTERMEDIATE LEVEL**

OBJECTIVES

- A. To comprehend complicated texts on various academic topics
- B. To have knowledge of a wide range of academic vocabulary
- C. To use critical thinking skills related to a text

OUTCOMES

- Predicting and previewing a text (making use of titles, pictures, graphs etc.)
- Recognizing the type of a text
- Determining the purpose of a text (informative, entertaining, and persuasive)
- Identifying main ideas and supporting details of a text
- Finding specific and general information on a text
- Recognizing reference words
- Recognizing parts of speech, affixes, word roots, and signal words
- Recognizing collocations, synonyms, antonyms, idiomatic expressions, and participles
- Using context clues to figure out meanings in a text
- Distinguishing facts and opinions
- Making inferences from a text
- Interpreting graphs, charts and tables
- Paraphrasing
- Summarizing a text

III. SPEAKING**➤ ELEMENTARY LEVEL****OBJECTIVES**

- A. to express themselves and interact in everyday situations
- B. to communicate information on simple and familiar topics
- C. to speak with some fluency and accuracy
- D. to give a basic presentation about familiar objects

OUTCOMES

- introducing themselves and others
- talking about routines, shopping, directions, food, past experiences and simple plans
- engaging in short conversations about familiar topics using appropriate grammatical forms and vocabulary
- Describing familiar concepts (e.g. the home, sports, cities, etc.)
- Stating opinions on familiar topics (school, hometown, countries, etc.)
- Producing short oral narratives on familiar topics (e.g. experiences, routines, festivals, traditions, etc.)

- asking and answering questions about personal details
- asking for clarification (e.g. for repetition)
- agreeing and/or disagreeing with an opinion
- asking follow-up questions
- Supporting opinions with simple examples and reasons (e.g. using phrases such as 'because,' 'so,' 'for example,' etc.)

➤ **PRE-INTERMEDIATE LEVEL**

OBJECTIVES

- A. To express opinions on common topics with and without preparation
- B. To exchange information in conversations about common topics (e.g. work, journeys, current events, etc.)
- C. To speak with some fluency, accuracy and moderate sentence variety
- D. To give a brief presentation about a common topic

OUTCOMES

- Introducing a topic
- Making descriptions and/or definitions of common concepts
- Stating opinions about common topics (transportation, sports, weather etc.)
- Supporting opinions (giving reasons, examples etc.)
- Asking for clarification
- Illustrating / explaining a point (making comparisons, giving examples, etc.)
- Making comments on common topics
- Asking follow-up questions
- Expressing the main idea of one's own speech
- Describing the ideas and information in one's speech or common visuals
- Making presentations on common topics

➤ **INTERMEDIATE LEVEL**

OBJECTIVES

- A. to express and exchange opinions on certain topics with and without preparation
- B. to convey information from certain sources
- C. to speak in a fluent and accurate way with acceptable sentence variety

D. to give an outlined presentation

OUTCOMES

- Introducing a topic
- Making descriptions and/or definitions of daily and social concepts
- Stating opinions about social topics (education, environment, technology, etc.)
- Supporting opinions (giving reasons, stating facts, giving examples etc.)
- Asking for clarification
- Illustrating / explaining a point (paraphrasing, giving examples, etc.)
- Making comments on a given opinion
- Recognizing and practicing turn-taking in speech
- Asking follow-up questions
- Summarizing and concluding one's own speech with preparation
- Describing certain spoken or written factual information (summarizing short talks or speeches, describing certain illustrations, etc.)
- Making presentations on social topics

➤ UPPER INTERMEDIATE LEVEL

OBJECTIVES

- A. to express and exchange opinions about various topics with and without preparation
- B. to convey information from various sources
- C. to speak in a fluent, accurate, and natural way with rich sentence variety
- D. to give a well-organized presentation

OUTCOMES

- Introducing a topic
- Making descriptions and/or definitions of daily, academic and scientific concepts
- Stating opinions about social and natural sciences (engineering, politics, education, environment, technology, etc.)
- Supporting opinions (giving reasons and stating facts, giving examples etc.)
- Asking for clarification
- Illustrating / explaining a point (paraphrasing, giving examples, etc.)

- Making extended comments on a given opinion
- Challenging a given opinion
- Taking turns appropriately (dealing with interruptions, using fillers and conjunctions etc.)
- Asking critical follow-up questions
- Summarizing and concluding one's own speech
- Describing any spoken or written factual information (summarizing any talks or speeches, graphs and illustrations, etc.)
- Making presentations on academic or scientific topics

IV. LISTENING

➤ ELEMENTARY LEVEL

OBJECTIVES

A. To understand basic conversations and simple talks about immediate surroundings

OUTCOMES

- Understanding greetings and simple daily conversations.
- Understanding the main points in short, clear, simple messages and announcements.
- Understanding phrases and common vocabulary on common topics (e.g. very basic personal and family information, shopping, the local area, and employment.)
- Understanding pronunciation and intonation.
- Writing down a dictated text.

➤ PRE - INTERMEDIATE LEVEL

OBJECTIVES

A. To understand most of a speech on familiar topics, current affairs and personal interests.

B. To take structured notes.

OUTCOMES

- Understanding the main points on lectures, current affairs or familiar topics (about work, school, leisure etc.) when the speaker speaks slowly and clearly.

- Understanding and following some basic arguments.
- Listening for gist, identifying specific information (reasons, examples etc.)
- Taking notes about main points.

➤ **INTERMEDIATE LEVEL**

OBJECTIVES

- A. To follow and understand most of a spoken text on various academic topics.
- B. To take notes generally on a spoken text about various academic topics.

OUTCOMES

- Identifying the topic, main idea, specific details and purpose of a spoken text (dialogues or monologues, lectures etc.)
- Following the course and organization of a discussion.
- Identifying context clues (markers on importance, examples, clarification, definitions, contrasting, cause& effect, lists & classification, lecture organization).
- Using note-taking skills

➤ **UPPER-INTERMEDIATE LEVEL**

OBJECTIVES

- A. To understand the main points and details of a spoken text on various academic topics
- B. To take notes in detail on a spoken text about various academic topics

OUTCOMES

- Identifying the topic, main idea, specific details and purpose of a spoken text (dialogues or monologues, lectures etc.)
- Following the course and organization of a discussion.
- Identifying context clues (markers on importance, examples, clarifications, definitions, contrasting, cause& effect, lists & classification etc.)
- Using note-taking skills

V. WRITING**➤ ELEMENTARY LEVEL****OBJECTIVES**

- A. To write simple sentences
- B. To write a basic paragraph

OUTCOMES

- Writing simple sentences
- Writing basic paragraphs including an introductory sentence, a main idea (topic) sentence, several supporting detail sentences and a concluding sentence
- Using appropriate mechanics (e.g. spelling, punctuation, and formatting)

➤ PRE-INTERMEDIATE LEVEL**OBJECTIVES**

- A. To write different types of paragraphs

OUTCOMES

- Writing an opinion paragraph
- Writing an opinion paragraph
- Writing a narrative paragraph
- Writing a persuasive paragraph
- Writing a problem solution paragraph
- Writing a compare-contrast paragraph
- Using appropriate mechanics (e.g. spelling, punctuation, and formatting)

➤ **INTERMEDIATE LEVEL**

OBJECTIVES

- A. To write different types of comprehensive paragraphs
- B. To write basic essays

OUTCOMES

- Performing pre-writing tasks (e.g. freewriting, brainstorming, and clustering)
- Writing comprehensive narrative paragraphs
- Writing comprehensive descriptive paragraphs
- Writing comprehensive opinion paragraphs
- Writing comprehensive persuasive paragraphs
- Writing comprehensive compare-contrast paragraphs
- Writing comprehensive problem-solution paragraphs
- Writing basic essays
- Using appropriate mechanics (e.g. spelling, punctuation, and formatting)
- Establishing the organization of a paragraph in an essay (e.g. thesis statement, topic sentence, supporting sentences, concluding sentence)
- Establishing the organization of an essay (e.g. introductory, body, and concluding paragraphs)

➤ **UPPER INTERMEDIATE LEVEL**

OBJECTIVES

- A. To write different types of essays
- B. To write paragraphs based on visual data

OUTCOMES

- | | |
|-----------------------------------|--------------------------------------|
| • Writing opinion essays | • Writing cause-effect essays |
| • Writing persuasive essays | • Writing paragraphs based on graphs |
| • Writing problem-solution essays | • Writing paragraphs based on charts |
| • Writing compare-contrast essays | • Writing paragraphs based on tables |



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