QUALITY MANUAL

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1. İSTANBUL 29 MAYIS UNIVERSITY
1.1. Istanbul 29 Mayıs University

İstanbul 29 Mayıs University, founded in 2010, is a private University dedicated to the pursuit of excellence in social studies. The University offers undergraduate and graduate programs in many faculties and institutes. The language of instruction in all departments is either 100% or 30% English with the exception of a few 100% Turkish departments.

The University has been awarded the European Charter of Higher Education (ECHE) in 2014 and is an active participant in the Erasmus exchange program.

One of the main components of the University is the School of Foreign Languages as the university aims to create a multicultural and multilingual environment. The English Language Preparation Program (ELPP) is mandatory for many students as most of the departmental classes are conducted in 100% or 30% English and students from other departments can also improve their English with optional classes.

1.2. Vision and Mission

Istanbul 29 Mayıs University aims at and works towards becoming an international reference point for excellence and innovation in teaching and research. Established at its central campus in Ümraniye, it maintains and enhances its academic development thanks to distinguished scholars, well-designed programs, comprehensive library and confident students.

1.3. Values

At Istanbul 29 Mayıs University, our values are;

- Interdisciplinary Approach
- Independence and Responsibility
- Critical Thinking
- Respect for Beliefs and Ethical Values
- Innovation
- Consciousness of Environment
- Participation
- Productivity

2. SCHOOL OF FOREIGN LANGUAGES
2.1. School of Foreign Languages

The School of Foreign Languages was founded in 2010 and has English, Arabic and Turkish Preparatory Programs. The Arabic Preparatory Program and Turkish Preparatory Program have been offering mandatory classes since the academic year of 2011-2012, during which year the English Preparatory Program offered voluntary English classes. With the departments becoming 100% and 30% English, the English Preparatory Program became mandatory in the academic year of 2012-2013. Since then, it has been offering mandatory English classes in the preparatory program and optional English classes in the departmental studies.

2.2. Vision & Mission

As the Istanbul 29 Mayıs University School of Foreign Languages, we aim to become one of the best institutions in language education which provides students with a multilingual environment by using flexible and dynamic teaching methods, by supporting the education with authentic projects and by adopting a creative teaching approach.

2.3. Values

As the School of Foreign Languages, our values are;

- Student-centered education
- Practicality
- Innovation
- Interest
- Taking initiatives
- Focus on Self-Development
- Open to Criticism and Feedback

3. ENGLISH LANGUAGE PREPARATION PROGRAM (ELPP)
3.1. English Language Preparation Program (ELPP)

English Language Preparation Program (ELPP) started offering mandatory English classes as a part of the School of Foreign Languages in the academic year of 2012-2013. ELPP is divided into 2 main parts: ELPP B2 and ELPP C1. Students who start at the level of A1 finish the ELPP B2 level and students who start at the level of A2 or B1 finish the ELPP C1 level. In both programs, the same teaching philosophy, approaches, and techniques are used with adaptations to the syllabi and materials used. The overall aim of the ELPP is to develop our students' language skills to a minimum of B2 level before they continue their education in their departmental studies.

The ELPP consists of four tracks and two semesters. The main goal of the language learning process is to make our students be able to communicate and complete their departmental studies in the target language successfully. Therefore, we aim to improve our students' speaking and writing abilities by using the most contemporary methods and techniques of foreign language teaching. The language of communication and instruction is English in classrooms. Audio and visual materials are used to support the lessons and to make learning permanent.

3.2. Program Objectives

The ELPP aims at providing our students with the most contemporary language acquisition methods and approaches so that they can purse their academic career in the target language. With this purpose in mind, our objectives are as follows;

3.2.1. Students will become proficient users of the target language, English.

3.2.2. Students will be able to understand the language users with ease, both in spoken and in written communication.

3.2.3. Students will be able to continue their departmental studies efficiently, which are conducted in either 100% or 30% English.

3.2.4. Students will have a high level of knowledge and ability of 4 skills (listening, reading, writing, and speaking) in the target language.

3.2.5. Students will be able to understand, analyze and synthesize the language effectively as well as express themselves independently and spontaneously.

3.3. Teaching Philosophy and Principles

Our teaching philosophy is based on the idea of creating responsible members for our society who will make the most use out of their departmental studies, beginning with the help of the English language. For this purpose, we mainly focus on creating the right environment for our students to become conscious people who have the abilities of critical and analytical thinking, who are sensitive and open to any kind of differences, who have great self-discipline and self-confidence and who value self-discovery and curiosity. Our ultimate purpose is to increase the awareness and creativity of our students, for which we have 8 principles;

Collaboration
Reform
Empowerment
Adaptability
Transparency
Intellect
Validity
Equality
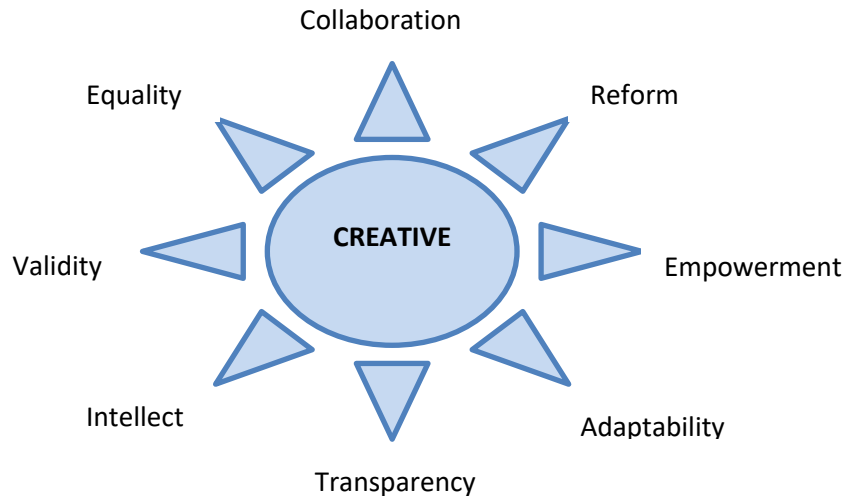
3.3.1. Collaboration

In any sector, coming up with the best ideas and having an effective working environment requires collaborative work. Collaboration occurs when various minds with different skills come together and work towards the common goals in the most ideal way. In order to improve the quality of education, we realize that working together and supporting each other is an essential part of reaching our goals. Not only do we apply the idea of collaboration towards a better outcome, but we also make our students gain the necessary skills of cooperation and understand how important it is in their both educational and professional lives. In order to create a collaborative environment, we have regular meetings and trainings where teachers share their ideas about different areas of teaching; we have a "whatsapp" group where teachers discuss their ideas with their colleagues, we follow the ELT

conferences and update each other about them. In order for the students to develop collaborative skills, we assign them with projects that require group work and cooperation.

3.4. Reform

One of the main assets of our program is to stay updated with the contemporary language teaching methods, techniques and materials which we believe is a crucial component in creating an effective learning environment. With the globalization and increasing technological developments, high-quality education cannot be provided without following the latest advancements and making the necessary changes in the system. Every member of our team can contribute to this reform and adjustment process with their valuable feedback and creative ideas. Whenever a teacher or a student has feedback about the program, the feedback form is filled out, is reported to the responsible coordinator and an action plan is made to make the necessary improvements.

3.5. Empowerment

The main purpose of our program is to create responsible individuals who can think critically and contribute to the community and eventually to the universe, which cannot be achieved without empowering them with the necessary life skills such as independence, analytical thinking, self-discovery and productivity. With the regular projects we give and the authentic materials we use in classes, we aim not to teach the students only the language but to guide them to learn by themselves, to reach the most reliable information, to analyze and produce materials and to use the target language effectively alongside.

3.6. Adaptability

Students and their needs are the center of our education program. Starting with grouping the students into their classes till they pass to their departments, students' differences and individual needs are considered in every step we take such as choosing the appropriate books, applying the projects or deciding on the authentic materials to be used. Based on Gardner's Multiple Intelligences Theory, we apply a learner type test to each student at the beginning of the academic year and share them with the main course teachers who can create a classroom environment based on those test results so that every student can be involved in the learning process.

3.7. Transparency

The principle of transparency requires that policies, objectives, goals and resources are visible, easily accessible and shared with every member of the team. Transparency means being honest and participative with both other teachers and with the students. In order to provide transparency, we keep most resources and files in cupboards easily reachable by all teachers, in hard drives that is kept by the coordinators and shared with the teachers on demand. What is more, every teacher has his/her personal computer account as well as a shared account where we keep our shared folders.

3.8. Intellect

Our minds have no limits and in order to push the boundaries we create, we need to improve our students' intellect which requires us to improve ourselves personally and professionally as well.

Common sense and general courtesy, respect and curiosity, kindness and sensitivity, questioning and creativity are some assets that we try to provide our students with for a broader intellect which will turn them into better students and eventually better professionals. In order to determine this; we, as a team, share our knowledge with each other and support one another.

3.9. Validity

One of the key elements in determining success in education is to create an effective and valid assessment system and to ensure that the assessment goals are aligned with the goals of education in the program. In order to success, it is important to design realistic outcomes that can be achievable in the given amount of time. What is equally important is to design the right assessment tools in order to evaluate what we want to evaluate in students' progress. Our assessment policy is created accordingly and we use continuous assessment in order to ensure validity and reliability; we use various tools of assessment such as different types of quizzes, exams for all levels, projects, participation grades and homework grades. Moreover, peer-checks and double-grading are some of the methods used in order to increase validity.

3.10. Equality

Last but not least, one of our main principles in teaching is equality. Equality here is twofold; equality among colleagues and equality among students. The management and the coordinators try not to burden the teachers with too much in order to give them some space for personal and professional development. More importantly, we try to determine an equal system for students so that they can all receive the same education regardless of their differences. To ensure this, a separate testing team prepares the assessment tools, they are not shared with any teachers, the results of any tests given are shared with students in a certain amount of time, all classes in the same level follow the same syllabus and use the same materials, each teacher evaluates a different class's students' performance for any kind of exam and any kind of complaint or feedback is given equal amount of effort and time to create a better system.

3.4. Program Design

Learning a language means acquiring and mastering all skills in that target language. Throughout the academic year, the students in our program are provided with many opportunities to develop their language skills thoroughly. One academic year in ELPP includes 2 semesters and 4 tracks. There are 28 hours of classes weekly. 20 hours of these classes are conducted for general English (grammar, vocabulary, listening, speaking, reading, and writing) under the name of Main Course classes, and 8 hours for improving reading, listening, writing and speaking skills with specific focus under the name of Skills Classes. Apart from these classes, students are required to complete a Track Project for each track and are also supported based on their needs with extra materials. Students are required to finish 1 or 2 readers each track to improve their reading skills, main course teachers make use of films and online talks to improve their listening skills, students are supposed to use English to communicate with their teachers at all times to support their speaking skills and they are asked to write book reports or film reports regularly to support their writing skills. What is more, main course teachers are required to follow the progress of each student by having regular individual meetings with the students and completing their student profiles.

The program design is represented by the figure below:
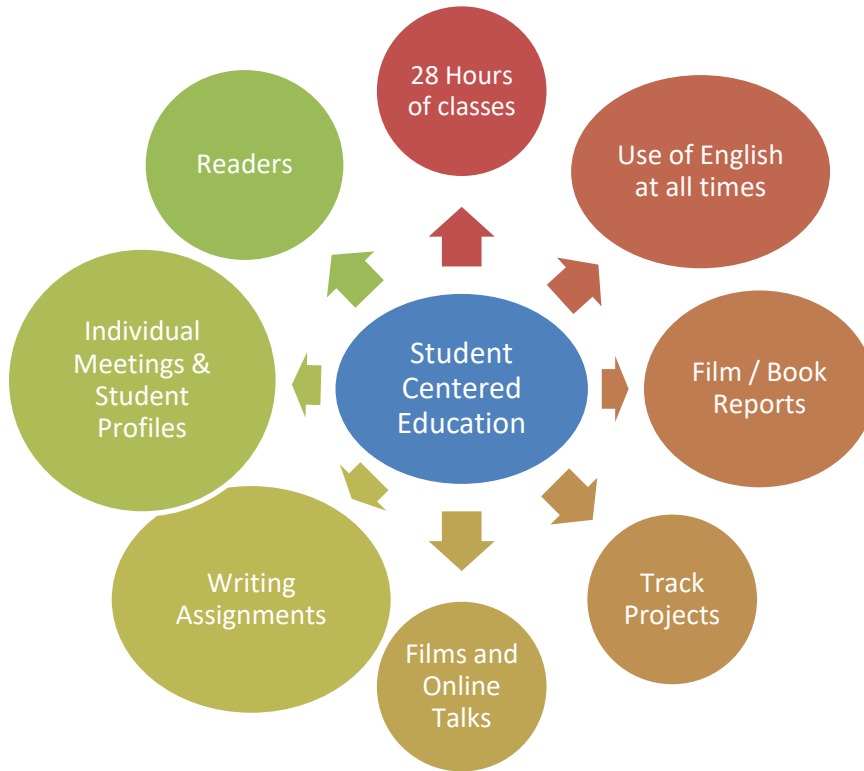
3.5. Organizational chart
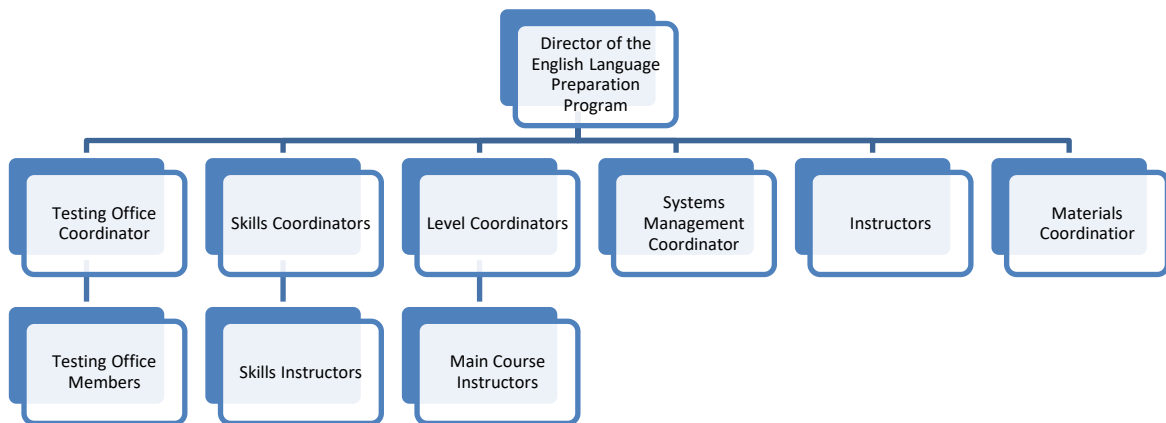
3.6. Job Descriptions

Job Title:Director of the English Language Preparatory Program

Reporting to: Director of School of Foreign Languages, Vice Rector.

The Director of the English Language Preparatory Program will be responsible for;

The Academic Curriculum and Academic Life of the Program,

- To take overall responsibility for all aspects of teaching and learning in the department.
- To develop and implement the educational philosophy of the school.
- To oversee the creation and maintenance of all academic policies.

Staff Management,

- To lead and manage the coordinators and to encourage, support and challenge them to maintain and raise the already high academic standards.
- To monitor constantly staff performance.
- To chair all coordinators' meetings.
- To chair monthly Academic Evaluation meetings.
- To arrange and oversee all staff academic applicants for teaching posts.

Timetable,

- To plan the timetable.
- To oversee the timetabling and administration of prep.

Health and Safety

- To comply with all health and safety procedures as required by the school.

Job Title: Testing and Assessment Unit Coordinator

Reporting to: Director of ELPP.

The testing and assessment unit coordinator will be responsible for;

- Writing test specifications for each level

- Administering controlled assessments

- Deciding on the tasks and format of the quizzes/exams

- Checking the appropriateness of the tasks, points, and layout of the exams/quizzes

- Following the deadlines, coordinating the flow of the procedure

- Approving the final copy of each quiz/exam

- Printing, stapling (with the help of the testing and assessment office members), and sorting the quiz/exam according to the number of students in each class

- Securing the quizzes/exams in a secured location

- Assigning which instructors will invigilate the quiz/exam in which classroom

- Guiding assessors when there is disagreement about outcomes

- Creating a schedule for training assessors and invigilators

- Training invigilators and assessors concerning the procedures for quizzes and exams

Also, specific to Listening quizzes or portions of exams, the coordinator will be responsible for

- Editing the Listening recording
- Saving it to the appropriate folder on the computer where all the instructors have access to it

Also, specific to Speaking exams, the coordinator will be responsible for

- Arranging the students into groups and assigning their invigilators
- Publishing the lists of the time and place of the Speaking exams in a public area for students to see

Also, specific to the Make-Up exams, the coordinator will be responsible for

- Deciding when and where the make-up quiz/exam will take place
- Announcing the place and time of the quiz/exam
- Deciding who will invigilate the quiz/exam

Job Title: Testing and Assessment Unit Members

Reporting to: Testing and Assessment Coordinator

The Testing Office Member will be responsible for,

- Preparing and typing all types of quizzes and exams following the agreed upon standard and test specification
- Working in coordination with the Testing and Assessment Coordinator by getting approval for each task
- Handing in the quizzes/exams by the deadlines for proofreading
- Making necessary corrections on the quiz/exam
- Emailing the final version to the Testing and Assessment Coordinator
- Helping to staple the quizzes/exams
- Sorting the quizzes/exams for each classroom

Job Title: Skills Coordinator (Reading, Listening and Speaking Courses)

Reporting to: Director of ELPP.

The skills lessons coordinator will be responsible for,

- Distributing the syllabus of each course book and inform the instructors about the pace, content and the process
- Distributing the lesson plans of the course book and inform the instructors regarding the implementation.
- Monitoring if the content of each skill book is presented in similar ways or not.
- Checking/monitoring the integration of any supplementary materials with the course books
- Organizing meetings to discuss and monitor the progress of the classes and to check the pace of the program and suggest solutions.
- Overseeing the skills lessons instructors in their Reading, Speaking and Listening lessons
- Determining that the criteria being used for assessment are appropriate to the students' levels according to generally affirmed standards
- Periodic meetings with Skills instructors

Job Title: Writing Coordinator

Reporting to: Director of ELPP.

The writing coordinator will be responsible for,

- Overseeing the writing instructors in their Writing lessons
- Determining that the criteria being used for assessment are appropriate to the students' level according to generally affirmed standards
- Coordinating the due dates for writing assignments
- Ensuring that the assigned tasks are appropriate to the level to which they are given
- Having regular meetings with the writing teachers to talk about the problems encountered in writing classes
- Having regular trainings and workshops with the writing teachers to increase reliability and to ensure standardization among all classes
- Making sure all writing classes are following the same curriculum
- Improving the writing assessment criteria, the writing packs and the writing supplementary materials depending on the feedback from writing teachers

Job Title: Skills Instructors

Reporting to: Skills Coordinator & Writing Coordinator

A skills lessons instructor will be responsible for,

- Fulfilling the goals given for skills lessons as reflected in the curriculum

- Supplementing the curricular material as needed for specific situations
- Reporting to Skills Coordinator or Writing Coordinator

A Writing lessons instructor will also be responsible for,

- Grading the first and second drafts of students' writing assignments in accordance with the set writing criteria
- Grading the Writing part of exams according to the set writing criteria

Job Title: Level Coordinators

The Level Coordinator will be responsible for

- Sharing the syllabus of each course book and informing the instructors about the pace, content and the process.
- Distributing the lesson plans of the course books (including readers and grammar pack) and informing the instructors regarding the implementation.
- Monitoring the integration of readers and grammar packs to the main course and making sure that the standardization is provided in all classes.
- Informing the main course instructors about how to fill in student profile forms and ask them to prepare a calendar to have individual meetings with the students and to note down the observations in their report. At the end of each track, these student profile forms will be collected and checked by level coordinators and sent to the director.
- Organizing meetings to discuss and monitor the progress of the classes and to check the pace of the program and suggest solutions.
- Informing the coordinator of testing unit regarding any feedback of the content and implementation of the tests. The communication between level coordinators and testing unit must be done written.
- Preparing and sharing the attendance files with the main course instructors
- getting all the hard copies and soft copies of attendance files including health reports and submitting them to the department head at the end of each track

Job Title: Main Course Instructors

Reporting to: Level Coordinators.

A main course instructor will be responsible for

- Fulfilling the goals given in the assigned curriculum for the main course lessons
- Bringing in supplementary materials to create lessons in line with the abilities, levels, and interests of the students
- Using the chosen materials along with digital and visual aids
- Coordinating with other instructors teaching the same class

- Holding individual meetings with each student to support their well-rounded, continuous academic development
- Completing and updating student profiles for each student in each track, following their individual meeting
- Invigilating quizzes/exams as assigned
- Assessing quizzes/exams in accordance with the stated standards
- Entering the students' grades and absences into the student information system, in order for them to be published at the end of each track

Job Title: Systems Management Coordinator

Reporting to: Director of ELPP.

The Systems Management Coordinator will be responsible for

- setting the student information system for each quiz and exam in each track.
- holding meetings with the instructors regarding the student information system and assessment files if necessary.
- holding training sessions with the instructors regarding the use of the student information system and assessment files.
- keeping track of the class lists and grades entered into the student information system and making sure the instructors are following the deadlines.
- keeping in contact with the department head and testing office coordinator for managing the process.
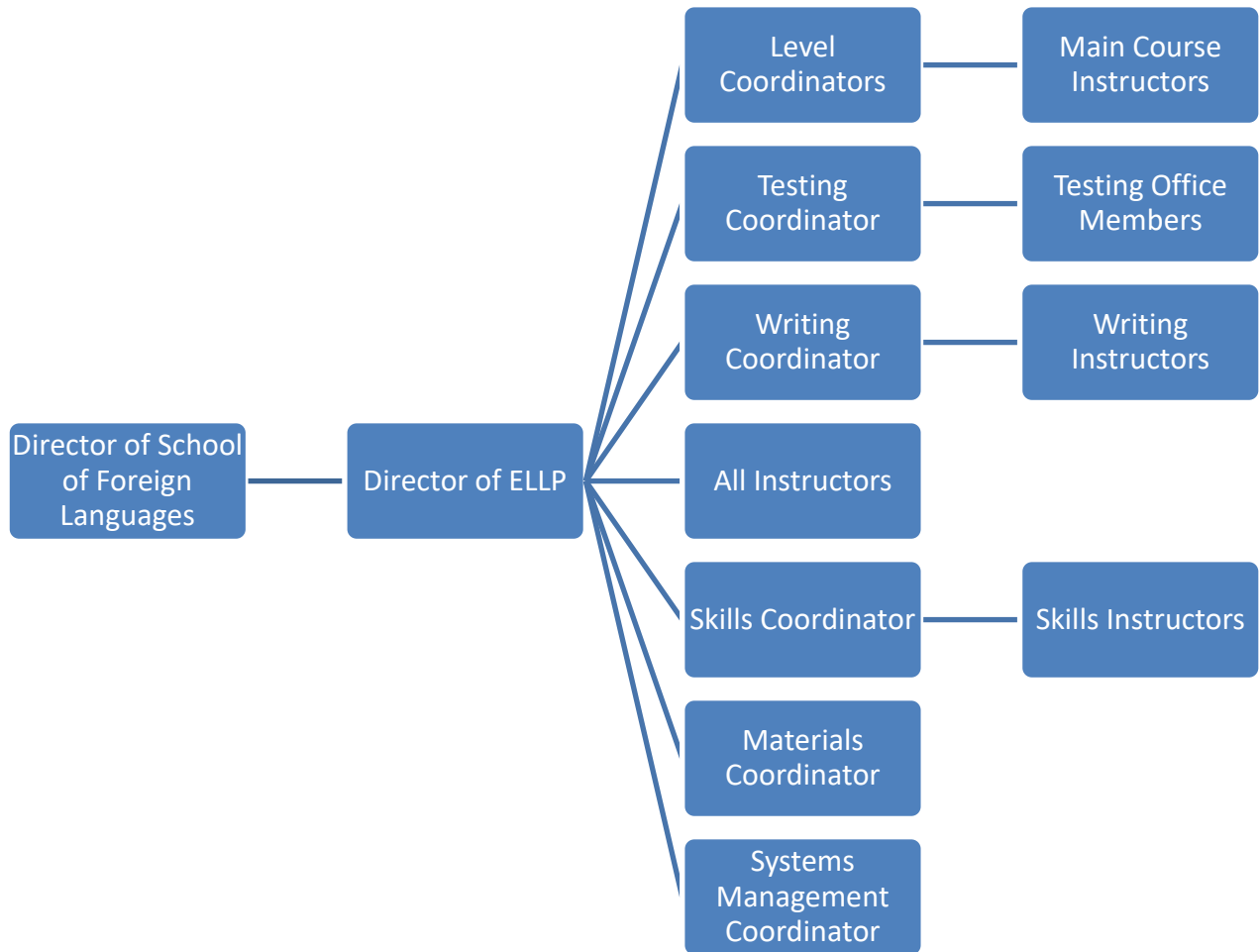
Job Title: Materials Coordinator

Reporting to: Director of ELPP.

The Materials Coordinator will be responsible for,

- Keeping the stock of office supplies
- Informing the supplier when additional supplies are needed
- Maintaining the records of the depreciation of equipment

3.7. Reporting Cycle Flow Chart

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Director of School          Director of ELLP
of Foreign
Languages
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- Level Coordinators — Main Course Instructors
- Testing Coordinator — Testing Office Members
- Writing Coordinator — Writing Instructors
- All Instructors
- Skills Coordinator — Skills Instructors
- Materials Coordinator
- Systems Management Coordinator

4. ELPP – QUALITY MANAGEMENT SYSTEM

ELPP adopts a skills-based and student-centered approach to language education. Based on our students' needs, we support a communicative approach blended with other methods. Our program implements an international language education with a global focus aimed at the citizens of the 21st century. We believe that students are curious about the globalized world, so we try to motivate them by engaging them in authentic activities in the classroom environment. Our main purpose is to improve our students personally by giving them a general English education that they can use in their daily lives to contact other cultures, as well as to improve them professionally by shifting into the academic side of the language towards the end of the year so that they can get ready for their departments. Based on information from the departments and feedback from the Instructors and the students, the ELPP assesses the needs of the students and evaluates the outcomes of its educational programs in order to ensure high quality in language education.

4.1. Program Teams

The ELPP has 3 main units; Testing and Assessment Team, Skills Team, Main Course Team. Each team has Coordinators and related Instructors. Each team conducts a meeting at the beginning and at the end of each track to discuss the issues, share information and gather feedback. There are also regular trainings throughout the year in order to ensure reliability and standardization. All related Instructors

are required to attend the meetings and after every training or workshop, feedback is gathered from all the participants in order to improve the quality of the trainings. During the meetings and trainings, the Instructors are provided with the chance of reflecting on their teaching practices, exchange ideas and give feedback and suggestions for the improvement of the program. Prior to meetings, all Instructors are informed by the related Coordinator about the time, the place and the content of the meeting. They are also given the details of the topics to be discussed at the beginning of the meeting and the meeting notes and decisions made are shared with all the participants after the meeting.

Each team is responsible for maintaining the quality of related classes, materials and syllabi. The Coordinators are responsible for developing an action plan for any problems encountered in their areas. Coordinators can/should ask for the ideas of their team members in the process of developing an action plan and implementing it. All members in the team are encouraged to work collaboratively towards the purpose of maintaining the quality standards.

The ELPP teams are represented by the figure below:
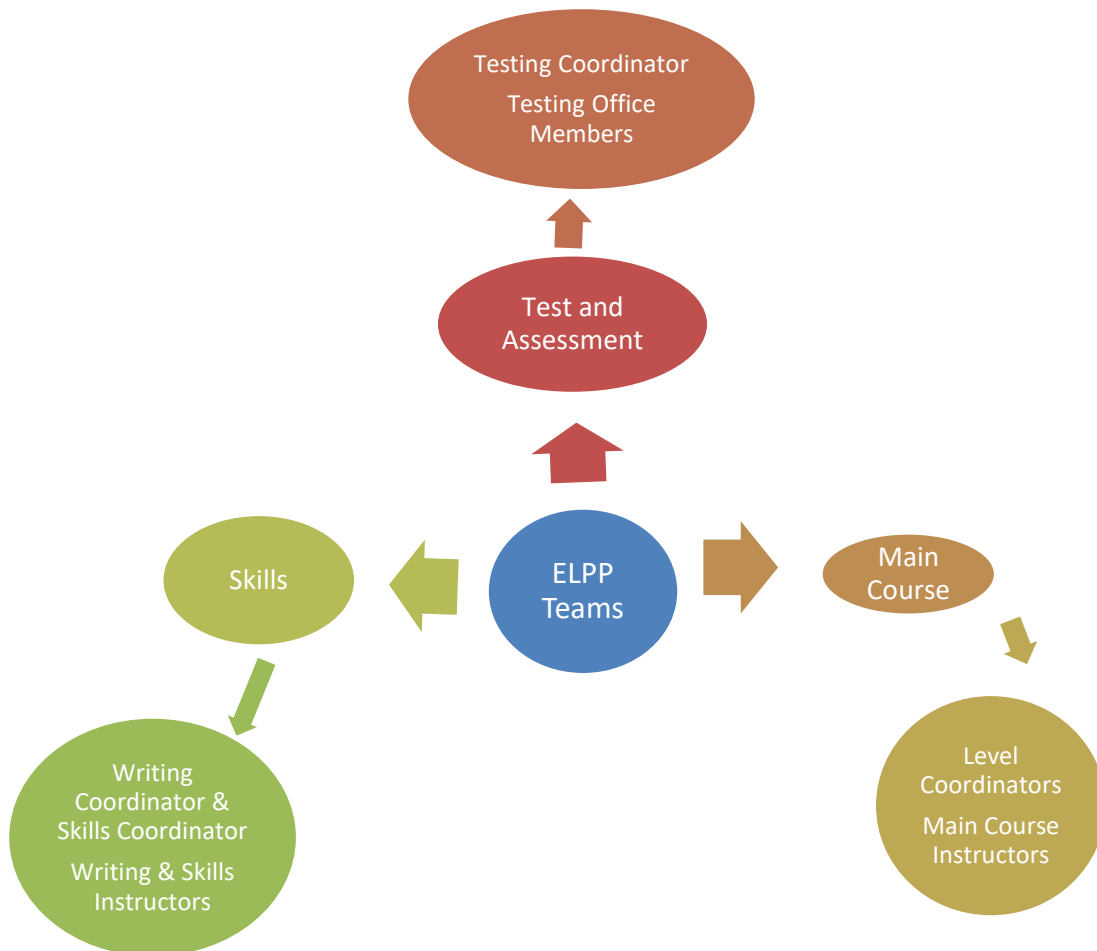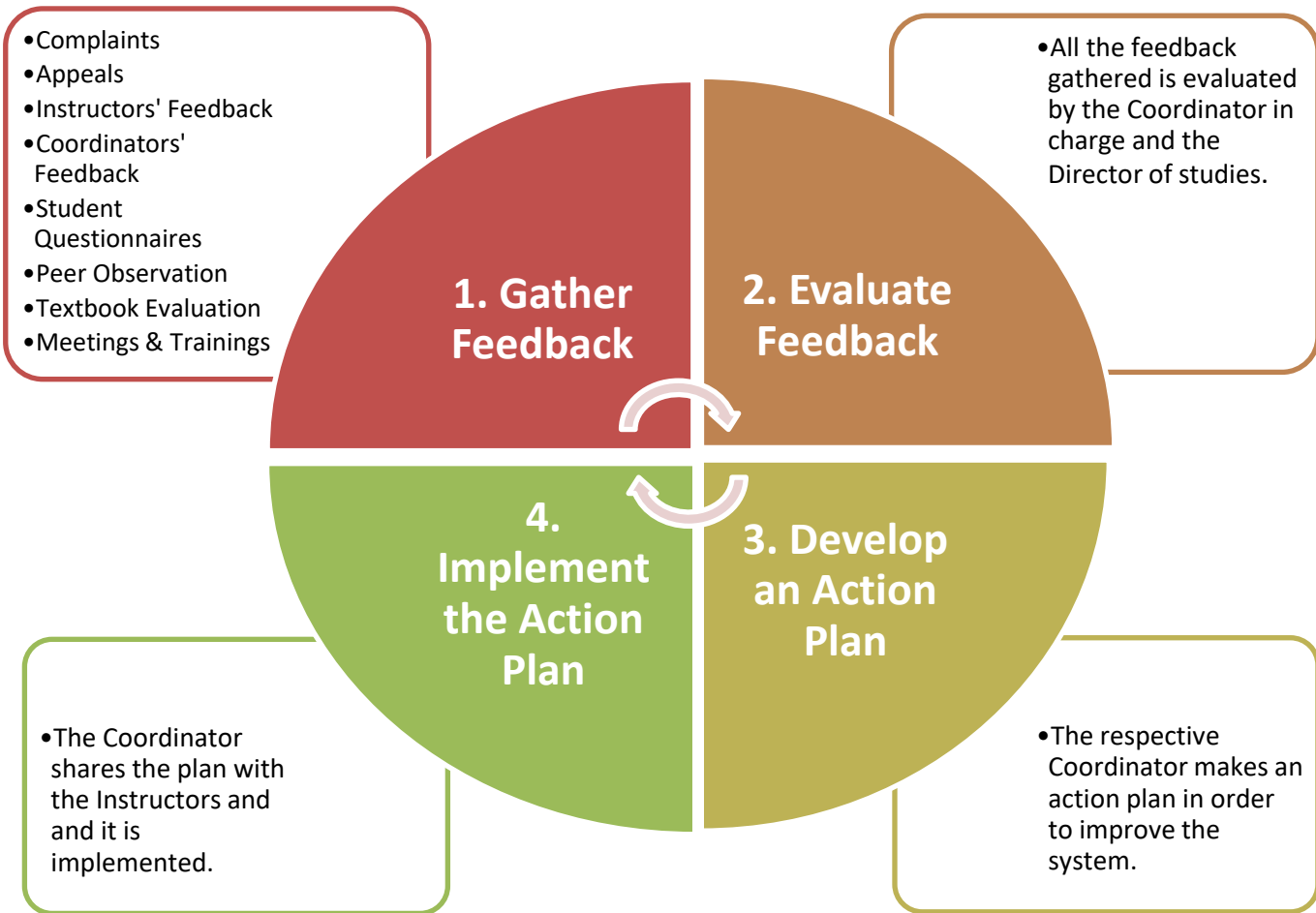
Administrative Staff

Istanbul 29 Mayıs University ELPP recruits both Turkish and foreign Instructors. Although the recruiting process differs for Turkish and foreign Instructors, the duties and responsibilities are the same governed by the management and the Law on Higher Education. Instructors are expected to teach their subject area in accordance with the regulations, syllabi, course materials and curriculum provided by the ELPP.

In order to maintain high quality standards and keep up with the contemporary teaching methods, the Director of ELPP and the Coordinators hold regular meetings to discuss the development of the program. The Director holds regular or on-the-spot meetings with the Coordinators, sometimes including the Instructors of the respective team in order to discuss different opinions, gather feedback and make plans. At the end of each semester, the Director also holds individual meetings with each member of the ELPP to share the students' feedback with them, discuss any problems and to hear their feedback. In this way, the communication between all members of the program is ensured.

4.2. Quality Assurance Policy

As an educational institution where high quality and effective language teaching is valued, quality assurance and maintenance is a big part of our program. In ELPP, various kinds of feedback are gathered regularly from the Instructors, the students and the Coordinators and this feedback is assessed by the responsible Coordinator and the Director of the program. After the evaluation of the feedback, an action plan is made, shared with the rest of the staff and implemented. The action plans are implemented with respect to the curriculum, student needs, academic needs, syllabi and the staff needs. To ensure the quality standards, the ELPP employs student questionnaires, peer-observations, staff feedback, complaints, appeals, individual meetings, textbook evaluation, team meetings and trainings, each of which contributes to the quality improvement cycle.

The quality improvement cycle is represented by the figure below:

- Complaints
- Appeals
- Instructors' Feedback
- Coordinators' Feedback
- Student Questionnaires
- Peer Observation
- Textbook Evaluation
- Meetings & Trainings

1. Gather Feedback

2. Evaluate Feedback

- All the feedback gathered is evaluated by the Coordinator in charge and the Director of studies.

4. Implement the Action Plan

3. Develop an Action Plan

- The respective Coordinator makes an action plan in order to improve the system.

- The Coordinator shares the plan with the Instructors and and it is implemented.

- In ELPP, the Instructors can complete a feedback form for any problems they encounter in their teaching or other duties and send it to the correspondent Coordinator. The Coordinator writes his/her suggestions and a solution to the problem. In the next step, the feedback form is sent to the Director of the program, who checks the form, writes final notes if necessary and shares it with the rest of the staff.

- Likewise, the Coordinators or the Director of the studies can also complete a feedback form to make an improvement and send it to the Instructors responsible.

- At the end of each semester, students are asked to complete questionnaires which are important tools to reflect on the teaching experience throughout the semester. The questionnaires are gathered by the Director of the ELPP and shared with the Instructors in the individual meetings held at the end of every semester in order to discuss the feedback and any other topics related to the improvement of the program.

- At the end of every academic year, a review meeting about the books and the materials used is held with all the Instructors. The Instructors discuss the books used that year and check any new books published, complete textbook evaluation forms and give them to the Director of the ELPP. If necessary, the books are changed for the following academic year and teams are made to prepare the syllabi accordingly.

- Throughout the academic year, Instructors are paired by the Director of the ELPP to observe each other's class. After the observation, they give each other feedback, both oral and written and the written feedback form is also shared with the Director of the program.
- If students have any complaints, they can fill out the complaint form, share it with their Main Course teacher or the respective Coordinator. The Coordinator is expected to come up with a solution and then share it with the Director, the Main Course teacher and the student.
- Regular meetings for each team are held in order to brainstorm different ideas and discuss any problems encountered. Also, for the Projects, Testing and Writing teams, workshops and trainings are organized based on the needs of the Instructors and the students.
- Based on all the feedback above, the Coordinators and the Director of the studies make necessary action plans and implement them to address the problems and to bring the quality of the education to high levels.

4.3. Curriculum Policy

Our program implements an international language education with a global focus aimed at the citizens of the 21st century. We believe that students are curious about the globalized world so we try to motivate them by engaging them in authentic activities in the classroom environment. The curriculum of ELPP is prepared in accordance with the vision, mission and principles of the School of Foreign Languages. In determining curriculum, the real factor in decision making is to meet the needs of the students and the university, at the same time with realistic and approachable outcomes. With this mission in mind, we have chosen to use an eclectic method which we believe is the best way to approach language teaching. An eclectic method allows the students and the teachers to benefit from a large variety of activities and techniques in the language acquisition process. In the eclectic method, the main approach we benefit from is the communicative language approach, which is globally accepted to be an effective way to teach a language in this century. We understand the importance of using stimulating topics in classes to increase the students' motivation and to engage them in diverse cultures and backgrounds in order to prepare them for real life. We also make use of other techniques and methods based on the local needs of the students. Among these, the two important approaches are task-based and project-based learning. We include challenging authentic tasks throughout the education program to stimulate our students more in regards to critical thinking and using their language skills. Project-based learning is also another essential aspect of our program. Our program consists of 4 tracks, and for each track students are responsible for a different project that will lead them into using the language for other purposes and covertly learning by doing.

5. **ELPP - ASSESSMENT POLICY**
   5.1. **GENERAL STATEMENT**

The ELPP seeks to develop and apply three components which are closely aligned and reinforce each other in its courses: learning goals, instructional activities, and assessments. Thus, our assessments are designed so that the activities use appropriate tools to assess whether the learning objectives are achieved, and our curricula determine the content used in assessments.

Because of the importance of having an effective assessment system, a separate unit, the Testing & Assessment Office, designs, conducts, supervises, and improves assessment activities for all ELPP courses.

5.2. **OBJECTIVES**

The main objectives of assessments in the ELPP include:

- gaining a clear picture of each student's individual progress for both the instructors and students so that their further studies can be optimally directed.
- evaluating the English proficiency level of each student to ensure that s./he is competent to start his/her undergraduate education.
- ensuring equal access and opportunity while preserving the program's integrity.
- designing assessments requiring students to utilize their higher cognitive abilities.

5.3. **RELIABILITY AND VALIDITY**

The ELPP aims to familiarize students with the assessment tools prior to assessments being carried out both during and at the end of each term. Being internally consistent in the process of creating assessment tools throughout the academic year is highly important; therefore, to provide internal consistency, a series of cross-checks are performed on the exams to maintain and improve consistency.

Learning goals and instructional activities are key parts of the design of our assessment tools. The validity of the assessment process is ensured by designing the assessment tools with these elements in mind. Careful procedures are used to verify this internal alignment. In the quizzes during each track, the learners are asked about the contents of the books they study in class such as vocabulary, grammar structures, and the skills. In the track and the end of year exams, the learners are tested on the materials they have studied in class. In the preparation of each, the syllabus is strictly followed. The test specifications prepared for all assessment tools are taken into consideration. The specification documents ensure standardization of assessment tools which contribute to reliable and valid assessment.
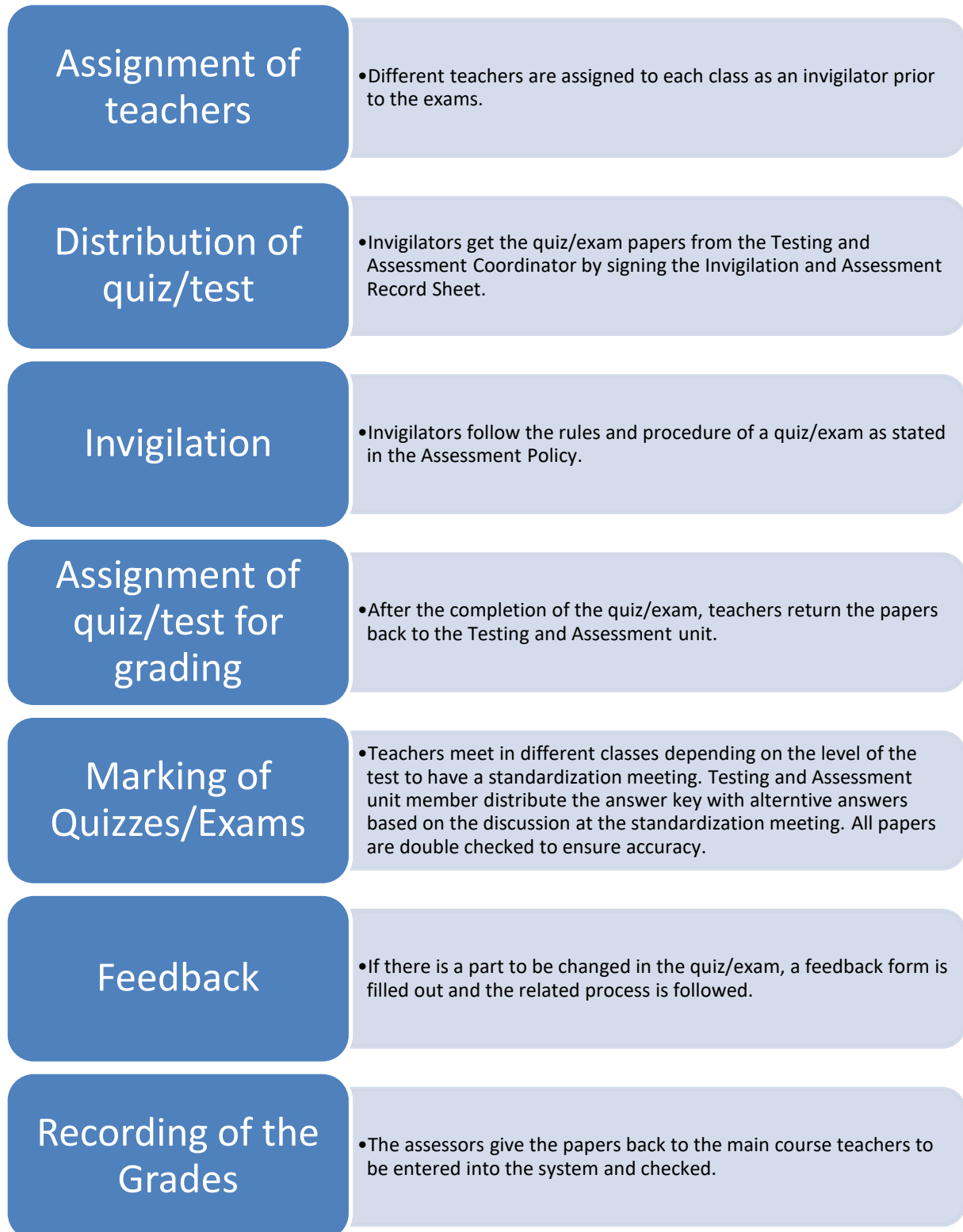
5.3.1 INTERNAL VERIFICATION

QUIZ PREPARATION PROCESS

Distribution of levels	• Testing and Assesment Unit Coordinator assign each testing member to different levels at the beginning of each track to prepare the quizzes.
Selection of materials	• The syllabus are checked to identify the objectives to be included in the quiz. The main course book and the skills books are looked thoroughly for the target structures to be assessed. Appropriate materials are found. Test items are written according to the Level Specifications by the testing office. Testing Office members prepare the quizzes at least one week before the test date by editing the resources of the books or writing them from scratch.
Preparation of quizzes	• Test items are written according to the Level Specifications by the testing office.
Profread by the Testing and Assessment Coordinator	• The quiz is printed and given to the T&A Coordinator to be proofread and make the necessary changes according to the level and format.
Proofread by Level Instructors	After the quiz is proofread by the T&A Coordinator, the quiz is given to a level teacher so that s/he can check the appropriateness of the level and the questions of the quiz, and fill in the quiz/exam proofreading feedback form.
Final Draft	• The T&A Coordinator checks the final soft copy of the quiz, saves it to the computer, hard-disc and the personal drive which are protected by password or by lock.
Printing and Classifying	• The T&A Coordinator and an assigned Testing Office member print, staple and classify the quizzes according to the level and class.

EXAM PREPARATION PROCESS

Distribution of levels	• Testing and Assesment Unit Coordinator assign each testing member to different levels at the beginning of each track to prepare the exams.
Selection of materials	• The syllabus are checked to identify the objectives to be included in the exam. The main course book and the skills books are looked thoroughly for the target structures to be assessed. Appropriate listening tracks and reading passages are found. Test items are written according to the Level Specifications by the testing office. Testing Office members prepare the exams at least one week before the test date by editing the resources of the books or writing them from scratch.
Preparation of exams	• Test items are written according to the Level Specifications by the testing office.
Profread by the Testing and Assessment Coordinator	• The exams are printed and given to the T&A Coordinator to be proofread and make the necessary changes according to the level and format.
Proofread by Level Instructors	After the exam is proofread by the T&A Coordinator, the exam is given to a level teacher so that s/he can check the appropriateness of the level and the questions of the exam, and fill in the quiz/exam proofreading feedback form.
Final Draft	• The T&A Coordinator checks the final soft copy of the exam, saves it to the computer, hard-disc and the personal drive which are protected by password or by lock.
Printing and Classifying	• The T&A Coordinator and an assigned Testing Office member print, staple and classify the exams according to the level and class.

INVIGILATION AND ASSESSMENT PROCESS CHART

| Assignment of teachers | •Different teachers are assigned to each class as an invigilator prior to the exams. |

| Distribution of quiz/test | •Invigilators get the quiz/exam papers from the Testing and Assessment Coordinator by signing the Invigilation and Assessment Record Sheet. |

| Invigilation | •Invigilators follow the rules and procedure of a quiz/exam as stated in the Assessment Policy. |

| Assignment of quiz/test for grading | •After the completion of the quiz/exam, teachers return the papers back to the Testing and Assessment unit. |

| Marking of Quizzes/Exams | •Teachers meet in different classes depending on the level of the test to have a standardization meeting. Testing and Assessment unit member distribute the answer key with alterntive answers based on the discussion at the standardization meeting. All papers are double checked to ensure accuracy. |

| Feedback | •If there is a part to be changed in the quiz/exam, a feedback form is filled out and the related process is followed. |

| Recording of the Grades | •The assessors give the papers back to the main course teachers to be entered into the system and checked. |

5.4. CHEATING POLICY

5.5.1   Examination rules are explained in a detailed way in Student Handbook and during Induction Programs.

5.5.2   Cheating is not tolerated at ELLP.

5.5.3   Examples of cheating include, but are not limited to, the following:

• Turning in work that is not your own

• Plagiarism (including copying from the Internet)

• Copying the work of others or allowing others to copy your work

• Sharing or acquiring test information from another student

• Using cheat sheets for exams except as allowed by teachers

5.5.4   If invigilators find any use of unauthorized material including textbooks, notes or during an examination, student will be asked to submit his/her paper.

5.5.5   Student's paper will be signed by the invigilating teacher at the end of the exam.

5.5.6   Invigilator will fill-in the Examination Incident Report.

5.5.7   Testing Office will be informed by invigilator after the exam and Examination Incident Report will be submitted to the Testing and Assessment Coordinator.

5.5.8   The student engaging in cheating is asked to write a defense report.

5.5.9   The student will be assigned a "zero" on the assignment, paper, quiz or test.

5.5.10 No make-up is offered for a student who has been caught cheating.

5.5.11 The Student is given a written warning by the Administration.

5.5. GRADING POLICY

The ELPP grading policy's primary goal is ensuring students' progress through learning. With appropriate grading, each teacher's planning, direct improvement, and differentiated teaching are facilitated. It is essential for teachers to give feedback through grading in the early stages of instruction so that students can improve their skills and fully develop over time. To ensure the effectiveness of grading standards, teachers are required to follow certain procedures.

5.6.1   MARKING GUIDELINES

Marking Procedures for Exams

1. Answer Keys

1.1 After each exam, the answer key is provided by the Testing and Assessment Unit.

1.2 1.2 The answer keys include all possible answers for each item and some suggestions for the alternative answers.

2. Rubrics

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

2.2 The Skills Coordinator or the Testing and Assessment Coordinator is responsible for training and assisting graders in standardizing implementation of the rubric through workshops and/or training sessions.

3. Grade Sheet

3.1 All Speaking exam folders contain a grading sheet for each student for recording student grades. The grades should not be written on any other paper.

4. Double Marking Procedures for Speaking Exams

4.1 Speaking exams are carried out by two examiners. Students enter the exam 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 student to write on and see the pictures or the task. The seating arrangement with the student and the interlocutor must be face to face and the assessor must be sitting at a desk behind the student at a distance s/he can hear the student.

4.3 The assessors are provided with criteria, which are designated to assess the speaking test. The assessors use the grading sheet to grade the student's performance at the end of the test with the interlocutor. All speaking exams are recorded with a voice recorder.

4.4 The assessors should not rephrase the questions completely, even if the student cannot understand the questions. Only some of the words can be simplified if necessary.

4.5 The question and answer sessions take approximately 6 minutes. After a student leaves the exam room, the assessors compare and share their assessment decisions according to the criteria in order to reach on the student's final grade.

4.6 For each student, there is a schedule indicating the time of each student's exam. If a student would like to change his/her arranged test time, he/she should contact the Testing and Assessment Coordinator before the exam.

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

4.8 Any student who comes late to the exam should ask for permission from the Testing and Assessment Coordinator to take the exam at a later time.

4.9 The final grades are written on the grade sheet by the examiner, and the grade sheet is submitted to the Testing and Assessment Unit. Then, it is given to the appropriate teacher to enter the grades into the automation system at the end of the exam.

4.10 The exam folders and voice recorders are submitted to the Testing and Assessment Coordinator for secure placement purposes after the exam and assessment procedures are completed.

5. Marking Procedures for the Writing portion of the exams

5.1 Writing instructors are assigned to assess the writing exams. During the assigned assessment period, they will all work together in the same classroom, so that they can provide input and ensure consistency. They are provided with the appropriate rubric(s) for assessing the tasks in the test. Each instructor indicates the areas of problems on the exam, and assigns an appropriate grade based on the rubric.

5.2 To ensure consistency, the writing instructors will compare and double-check papers with the other assessors to determine whether the rubric is being followed properly. This is particularly true at the beginning of the grading period, but assessors continue to get second opinions throughout the assessment period when there are difficult or unclear decisions.

5.3 If the assessors still do not agree, the paper is referred to the writing coordinator.

5.4 The Writing portion of the exams are then returned to the class's main course instructor.

6. Marking Procedures for Exams

6.1. Testing and Assessment Unit conduct standardization meetings.

6.2 The detailed answer keys are provided by the Testing and Assessment Unit member after the quizzes.

6.3 In some cases, the students may have other possible answers which were not included in the answer key. In such cases, the new answers are discussed and added into the answer key. The necessary changes are made to the soft copy of the answer key by Testing and Assessment Unit member.

6.4 The assessed papers are given back to the main course teachers of each class to complete the double check. Then, all exam papers are put together with the Writing sections of the exam by the main course teachers of each class. The final grade is written on the cover of the exam. The scores are entered into the automated system by the main course teachers. The automated system is easily accessible using an internet connection.

6.5 If there is a mistake in the assessment or any comments on the type of the questions, the teachers can fill in a feedback form (attached), send it to their level coordinator and s/he will forward it to the T&A coordinator. If some kind of change needs to be done, the T&A coordinator informs all the assessors.

7. Marking Procedures for Quizzes

7.1. Testing and Assessment Unit conduct standardization meetings.

7.2 The detailed answer keys are provided by the Testing and Assessment Unit member after the quizzes.

7.3 In some cases, the students may have other possible answers which were not included in the answer key. In such cases, the new answers are discussed and added into the answer key. The necessary changes are made to the soft copy of the answer key by Testing and Assessment Unit member

7.4 The assessed papers are given back to the main course teachers of each class to complete the double check. Then, the scores are entered into the automated system by the main course teachers by the assigned dates. The automated system is easily accessible with an internet connection.

7.5 If there is a mistake in the assessment or any comments on the type of the questions, the teachers can fill in a feedback form (attached), send it to their level coordinator and s/he will forward it to the T&A coordinator. If some kind of change needs to be done, the T&A coordinator informs all the assessors.

5.6. ANNOUNCING THE RESULTS

5.6.1. The quiz results are announced in the classes by the main course teachers.

5.6.2.   The scores of all quizzes and exams are entered in an Excel file and published through the automated system. **The Excel file calculates the final scores using the formula set according to the weighting of the individual exams determined by the regulations of ELLP.**

5.6.3. The file is uploaded to and published on the website where students are able to access their results.

5.6.4. The overall results are published on the Facebook page of the ELPP, and they are also hung on the glass walls of the entrance of the school.

5.7. PLACEMENT OF STUDENTS

5.9.1   All students registered to Istanbul 29 Mayis University for a graduate programme, except the Social Work department, need to take the placement test in the beginning of each academic year.

5.9.2   The placement test includes Reading (35 points), Use of English (15 points), Listening (25 points), Writing (25 points). The sections of the test include various levels of difficulty. The sections of the test include various levels of difficulty.

5.9.3   According to the results of the test, the learners who get 0-35 points are placed in Elementary level, the ones who get 36-50 in Pre-Int level, 51-69 in Intermediate level.

5.9.4   If a learner gets 70 or higher, they need to take the Proficiency written and speaking test on the next day in order to start their departments right away. If they cannot get above 70 in the Proficiency test, they will start in Intermediate level of ELLP.

6. ELPP-DEVELOPMENT POLICY
6.1. Staff Development Policy

For the purpose of maintaining its quality, the ELPP prioritizes providing help to the Instructors with continuous development opportunities and chances to realize their full potential. With this mission in mind, there are regular meetings and trainings for the staff throughout the academic year. The coordinators assess the needs of the teachers and the students based on the feedback and the complaints, and plan the necessary training, either with a professional from outside the university or with an instructor who has the knowledge of the field. Through educational and professional trainings, the instructors can address their questions and benefits from the opportunity to realize their strengths and improve their weaknesses. At the review meetings and individual meetings at the end of the academic year, the Director and Coordinators determine the needs of the instructors and plan the necessary workshops and trainings in the institution or directs the instructors to ELT conferences and lets them share their experiences with the rest of the staff.

Furthermore, the ELPP encourages instructors to complete their masters, PhD degrees or any other certification programs while working in the program. Instructors enrolled in graduate programs are supported with the necessary changes in their schedule to allow them to follow their studies outside of the university.

For the new instructors, the ELPP organizes orientation programs at the beginning of the academic year before the lessons start. The director gives general information and introduces the new instructor to the other staff members. After that, the new instructor takes a general training from the director and the other coordinators. Based on his/her field, the new instructor also takes detailed training from the related coordinator. Apart from that, continuous support is given to the new instructors by the correspondent coordinator to provide a smooth adaptation.
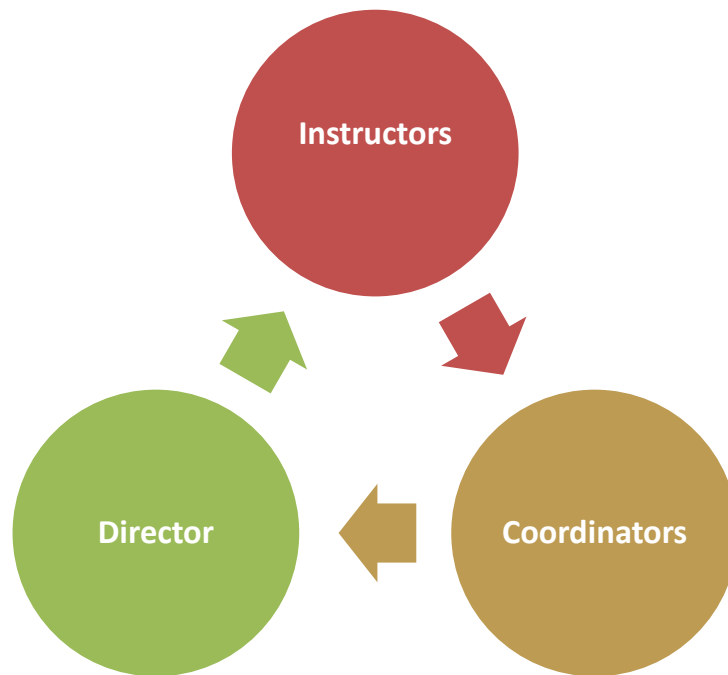
6.2. Student Orientation

At the beginning of each academic year, before the lessons start, the new students attend a 2-day orientation program. On the first day, the Director of the Program conducts a general welcoming orientation program during which he/she gives general information about the ELPP and some procedures as well as tips on what is expected from them during their language learning process and how they can make it enjoyable and effective. On the second day, each main course teacher carries out an orientation program in their own classes and gives more detailed information about the regulations in the program and what they are expected to do. The main course teacher also uses that time to conduct the learner type questionnaire to determine what type of learners the students are. The purpose of these orientation programs is to answer the questions in students' minds and to ease their adjustment to the university life. Throughout the year, main course teachers are responsible for tracking their students' development, carrying out individual meetings with them at least once in each track to discuss and reflect on their improvement and talking about any problems they have and keeping those records on student profiles.
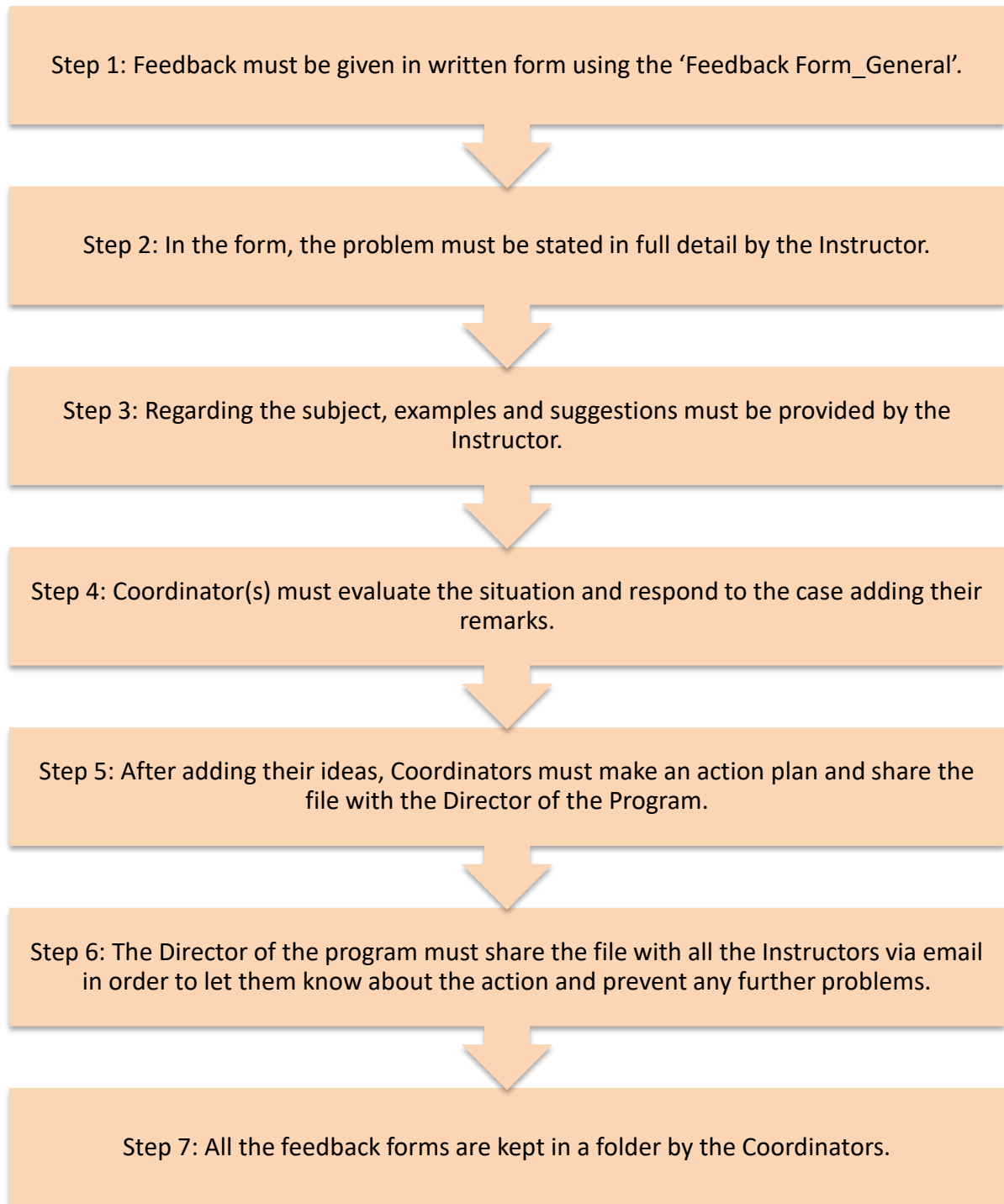
7.   ELPP – FEEDBACK POLICY

The ELLP puts great emphasis on feedback and complaints in the process of keeping high standards and quality. For this purpose, feedback forms are an important part of our program. If an instructor has some feedback concerning any of the program teams or any other Instructors, s/he needs to complete a written feedback form and send it to the coordinator in charge. While completing the form, the instructor must address the problem in detail, giving examples if necessary to make it more clear and suggest a solution. The coordinator is expected to check the instructor's ideas, evaluate the suggestion and make an action plan. Then, s/he shares the form with the director of the program and after checking the form, the director of the program shares the form with all instructors via e-mail.

7.1. Feedback Flow Chart

7.2. Feedback Procedure Steps

Step 1: Feedback must be given in written form using the 'Feedback Form_General'.

Step 2: In the form, the problem must be stated in full detail by the Instructor.

Step 3: Regarding the subject, examples and suggestions must be provided by the Instructor.

Step 4: Coordinator(s) must evaluate the situation and respond to the case adding their remarks.

Step 5: After adding their ideas, Coordinators must make an action plan and share the file with the Director of the Program.

Step 6: The Director of the program must share the file with all the Instructors via email in order to let them know about the action and prevent any further problems.

Step 7: All the feedback forms are kept in a folder by the Coordinators.

8. APPEALS AND COMPLAINTS POLICY

What is an Academic Records Appeal/Complaint?

An Academic Records Appeal/Complaint is a request from students to change a part of their academic record at 29 Mayıs University School of Foreign Languages English Preparatory Program. This could be an appeal/complaint to change his/her class, to ask for additional support (peer study, extra homework etc.) or any other changes to a students' academic record.

Who approves an Academic Records Appeal/Complaint?

The student should first contact the main course instructor at 29 Mayıs University School of Foreign Languages English Preparatory Program to ask about the status of his/her records. If, through research and by following current policies and procedures, the record cannot be changed, a student will be allowed to appeal.

When can an Academic Records Appeal/Complaint be made?

An appeal to have academic records updated or changed will only be considered for each track after the record was placed on the student's academic record. It is up to the student to review their records and start the appeal process within this time frame.

Who is on the Academic Records Appeal/Complaint Committee?

The committee will change membership regularly but will attempt to include:

1. Main Course Instructors
2. Testing Coordinator
3. Director of Studies

When is the Academic Records Appeal/Complaint due?

The Academic Records committee will meet once in each track.

How will I find out about the decision of the committee?

An email will be sent to the address provided on the appeal form within one calendar week of the committee's decision.

If my Academic Records Appeal/Complaint is denied, can I appeal the decision?

No. Decisions made by the committee concerning Academic Records Appeals are final.

How is a grade appeal different from an Academic Records Appeal/Complaint?

An appeal to get a grade changed is handled through English Preparatory Unit. Grade appeals should always start with the instructor of the course. Grade appeal can be done via Academic Records Appeal.

It could also deal with a lost document/form or miscommunication between the student and a 29 Mayıs University employee. This is not an exhaustive list but just a few examples of what the Academic Records Appeal could be used for.

No appeals will be considered for "No one told me" or "I was waiting on someone to call me back" reasons. It is always up to the student to take care of their own records and get the information they need in order to take care of their academic records.

When should I present an Academic Records Appeal/Complaint?

Students should present an appeal as soon as possible after the event occurs. For the reasons explained above, it substantially weakens a student's case if the student waits until after grades are in or until the grade has become unavoidable before presenting a petition for a withdrawal.

For practical purposes, it also becomes much more difficult or impossible to obtain the necessary information from the instructors/employees if a student does not present the petition during the semester in question or as soon as possible afterwards. It can become impossible to find the instructors or obtain the necessary documentation even for legitimate cases if a student has allowed more than a semester or two to go by before attempting to present an appeal.

What should be included in my appeal/complaint?

The student must present in writing an account of what happened and what the student wants changed. The account should include information about:

1) What record(s) the student wants changed (i.e. term, year, class, grade, etc.) and what the student is requesting be done to their record.

2) The nature of the severe event that occurred, when it began, how long it lasted and the effect this had on the student's classes.

3) Why the proper procedure was not followed in the time frame of the class(es) in question.

4) The Academic Records Appeal form completed and signed by the student.

Where do I send my Appeal/Complaint?

Your Academic Records appeal should be sent to the Director of the English Preparatory Unit. You may mail the appeal to:

<u>Any incomplete appeals will not be considered.</u>

How do I document the extenuating circumstances?

It depends on the kind of event. For illnesses, medical documentation (with a clear date on when it occurred) from a physician or a hospital would normally be expected. For personal circumstances, confirmation from a professional counselor would normally be appropriate. The important thing is the documentation needs to be able to show that the student's recollection of events as stated in the petition is accurate. For these purposes, a wide range of things can suffice and if there are any questions, one can best discuss that issue with the representative of the department.

9. ELPP – LEARNING OBJECTIVES AND OUTCOMES
9.1. Common European Framework (CEFR) Levels & Equivalent Chart

Equivalence Chart

	CEFR	LEVEL	CAMBRIDGE EXAM	IELTS
Basic Language User	A1	Elementary	KET (45-59)	-
	A2	Pre-Intermediate	PET (45-59)	-
Independent Language User	B1	Intermediate	FCE (45-59)	4-5
	B2	Upper-Intermediate	CAE (45-59) FCE (grade B or C)	5-6.5
Proficient Language User	C1	Advanced	CPE (45-59) CAE (grade B or C) FCE (grade A)	7-8
	C2	Proficient	CPE (grade A or B or C) CAE (grade A)	8-9

CEFR Global Scale

Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning, even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex texts in regards to both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

9.2. Elementary Level (A1)

9.2.1. Objectives

- Students will understand and use everyday expressions and phrases.
- Students will interact with the other people in a simple way.

9.2.2. Outcomes

- Students will be able to introduce themselves, ask, and answer questions related to personal details.
- In terms of listening, students will be able to recognize familiar words, basic phrases about family and immediate surroundings when people speak slowly and clearly.
- In terms of reading, students will be able to understand familiar words and simple sentences.
- In terms of speaking, students will be able to ask and answer simple questions on familiar topics and use simple phrases and sentences to describe where they live and people they know.
- In terms of writing, students will be able to write short postcards and fill in forms with personal details.

9.3. Pre-Intermediate Level (A2)

9.3.1. Objectives

- Students will understand sentences and frequently used expressions related to areas of most immediate relevance.
- Students will communicate in tasks requiring simple and direct exchange of information on familiar topics.

9.3.2. Outcomes

- Students will be able to describe their background and immediate environment in simple terms.
- In terms of listening, students will be able to understand phrases and the vocabulary of immediate personal relevance and will be able catch main points in short simple messages and announcements.
- In terms of reading, students will be able to read short, simple texts, find specific information in everyday materials and will be able to understand short personal letters.
- In terms of speaking, students will be able to communicate in simple tasks asking for an exchange of information on familiar topics and will be able to use phrases to describe familiar situations.
- In terms of writing, students will be able to write personal letters, and short, simple notes/ messages relating to immediate needs.

9.4. Intermediate Level (B1)

9.4.1. Objectives

- Students will understand the main points of clear input on familiar topics.
- Students will produce simple connected text on familiar topics.

9.4.2. Outcomes

- Students will be able to deal with most situations likely to arise in travelling.
- Students will be able to describe experiences, events, hopes and ambitions by giving reasons and explanations for their opinions and plans.

- In terms of listening, students will be able to understand the main points of speech on familiar topics regularly encountered in work, school, leisure, etc. and the main points of many TV programmes on current affairs.
- In terms of reading, students will be able to understand texts using every day and job-related language and the descriptions of events and wishes in personal letters.
- In terms of speaking, students will be able to enter unprepared conversation on topics that are familiar and connect phrases to describe events, experiences and give reasons and explanations for opinions and plans.
- In terms of writing, students will be able to write simple connected text on familiar topics and write letters describing experiences and impressions.

9.5. Upper-Intermediate Level (B2)

9.5.1. Objectives
- Students will understand the main ideas of complex texts.
- Students will produce detailed texts on a wide range of topics.

9.5.2. Outcomes
- Students will be able to interact with a degree of fluency and spontaneity and produce clear detailed text on a wide range of topics.
- In terms of listening, students will be able to understand extended speech and lectures and follow complex lines of argument.
- In terms of reading, students will be able to read articles and reports concerned with contemporary problems.
- In terms of speaking, students will be able to interact with native speakers spontaneously and can take an active part in discussions, explain a viewpoint by giving advantages and disadvantages, and they will be able to present clear, detailed descriptions on a wide range of subjects.
- In terms of writing, students will be able to write detailed texts on a wide range of topics, essays or reports passing on information or giving reasons in support of or against a particular point of view.

9.6. Advanced Level (C1)

9.6.1. Objectives
- Students will understand a wide range of texts and identify implied meaning.
- Students will use language flexibly and effectively for many purposes.

9.6.2. Outcomes
- In terms of listening, students will be able to understand extended speech and implications and TV programs / films without too much effort.
- In terms of reading, students will be able to understand long, complex factual and literary texts, specialized articles and longer technical instructions.
- In terms of speaking, students will be able to express themselves fluently and spontaneously and formulate ideas and opinions with precision, present clear, detailed descriptions of complex subjects and develop particular points with an appropriate conclusion.
- In terms of writing, students will be able to express themselves in clear, well-structured text, expressing points of view, and write about complex subjects in a letter, an essay or a report by selecting appropriate style.