TOROS UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES

# STAFF HANDBOOK
## 2023-2024

**www.toros.edu.tr**

"Beyond Education, Into Life"

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"This booklet has been prepared by Toros University Corporate Communication and Promotion Department."

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**ABBREVIATIONS:**
**TUFL:** Toros University Department of Foreign Languages
**TUPEX:** Toros University Foreign Languages Proficiency Exam
**CEFR:** Common European Framework

**TOROS UNIVERSITY**
**DEPARTMENT OF FOREIGN LANGUAGES**

## FOREWORD

**Welcome to Toros University Department of Foreign Languages**
These notes are intended to facilitate your work and to provide you with information related to your teaching assignment and the general policies of the university. We are confident that your contribution will enhance our academic programs. Your participation is greatly appreciated. We hope that you will find your teaching experience at TOROS UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES (TUFL) enjoyable and stimulating.

## 1. ABOUT TOROS UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES (TUFL)

### 1.1 Our Mission

Toros University has adopted the philosophy of being the leader in higher education, contemporary in all sciences, innovative in education, and conductive in research. Our motto is "Beyond Education, Into Life." The mission of TUFL is to provide our students with English language education at high standards. To achieve our mission, we teach English at a level in four skills (reading-comprehension/writing/ listening/speaking) to enable our students to conduct their academic studies effectively both in their majors in their faculties and during their careers.

### 1.2 Our Vision

As global communication expands throughout the world, so does the need for a global language. English is undoubtedly a global language. Being aware of this universally accepted fact, we have

chosen English as our educational medium. Our vision is based on contributing to the educational life of students by offering the highest possible quality of education, using the latest educational equipment and materials, and training students to use the four skills successfully. What is more, we would like to go beyond the borders and carry our students into internationally.

### 1.3 Our Goals

• To help students improve their level of English, to be able to study effectively, and to equip them with the study skills relevant to academic work: This goal is achieved through intensive class work within the Modular System, Online Laboratories, Learning Center hours and extracurricular activities such as the Speaking Club, Movie Club, and Writing Center.
• To create awareness about different cultures and to expand our students' vision.
To help students develop their language skills and strategies to be able to cope with their faculty studies.
• To create an effective learning, and teaching environment with contemporary technological developments.
• To contribute to the success of Toros University at a national and international level and to become a prestigious institution.

### 1.4 Our Program

Toros University gives the utmost importance to English and most of the instruction is in English. Therefore, each student who passes the Student Selection and Placement System and registers at our university must pass either the English Proficiency Exam (TUPEX) or any national or international tests approved by OSYM such as TOEFL IBT, YDS, and PTE.
Those who pass one of the tests, which are selected as proficiency level according to the policy of Toros University standards and the

Turkish Council of High Education (YÖK) are eligible to register for their undergraduate studies. Students who fail to score a passing grade in the Proficiency Exam (TUPEX) are placed into classes according to their level of English.
TUFL started English language education when Toros University was founded in 2009, and since then our programs have constantly been improved in parallel with the developments in language teaching and educational technology.

### 1.4.1 Skills

We have four skills:

**READING, WRITING, LISTENING/SPEAKING, and USE OF ENGLISH**

**Reading**
At the end of the academic year, students will be able to read and comprehend authentic, semi-authentic, and academic texts of various types by using the reading skills taught and practiced during the year.

**Writing**
At the end of the academic year, students will be able to produce essays of various types such as cause-effect, advantages and disadvantages, compare-contrast, and argumentative essays of about 300-400 words, showing the ability to express their ideas in written forms with an acceptable fluency, accuracy, and technique. Advanced level students submit a Research Paper at the end of the spring term.

**Listening and Speaking**
At the end of the academic year, students will be able to understand the gist of a spoken text, learn notetaking techniques, summarize,

and understand the lecture's overall function and points and transfer it into different types of layouts. In Speaking, they are expected to interact in conversational English in a variety of contexts and genres: present this through appropriate control of fluency, accuracy, and use of vocabulary. They will also be able to do academic presentations of a paper prepared within the field of their interest.

**Use of English**

With the help of the main course books and materials, our goal is to build confidence in speaking, listening, reading, and writing by building a bridge between the classroom and the real world. Target grammar is presented through texts, which are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. The primary focus is on the topic content before the student's attention is drawn to the target grammar structures. At the end of the academic year, students will be able to reach B2-Upper Intermediate according to CEFR. For the Advanced groups, the expected level is C1-Advanced according to CEFR.

### 1.4.2 Supplementary Components

**Online Laboratory**

Online laboratory is the supplementary component of the curriculum. It enables students to improve not only language skills using a wide range of activities, but also their research and critical thinking skills through the Internet. It is an online learning tool with personalized practice and assessment, including video podcasts with interactive activities.

**Learning Center**

Learning Center is another component of the curriculum. The goal of the learning centre is to revise units, topics, or structures to make the students understand better and develop their skills.

## The Mission, Vision, and Target of the Learning Center

As TUFL Learning Center, our goal is to enable all students to keep up with the curriculum that is used in our academic year. In order to fulfil this goal, we provide our students with extra studying hours outside of school hours to help them to make up for their lack of knowledge or improve their skills. (Reading, Listening, Use of English). Before the Learning Center hours, the students are provided extra materials prepared by the Testing Office. During the Learning Center hours, (15.10 – 16.00). The students can study with their Lecturers, one on one or as a group. The Learning centres help students become more confident in subjects they may have missed or have had difficulty with, and they can obtain better results in both their upcoming progress tests and their end-of-module tests. Our vision embodies the compensation of general and specific lack of knowledge through contemporary English teaching skills and techniques, which ends in success and better results.
Our target can be explained in two statements: The first objective is to make sure that our students are able to understand where they need improvement and become aware of the difficulties that they may face during the learning process. We encourage them to focus on their weaknesses, and to promote their development with extra studying hours and thus assist them to become successful: two of which will consequently make them independent learners ("independent in thought and action"), regarding the emphasis of CEFR (The Common European Framework of Reference).

## Writing Center

### Mission and the Target of the Writing Center

The Writing Center tutors work one-on-one with students in all stages of the writing process and with any type of assignment for any course, except exam papers. Individual sessions are twenty-five minutes, and the focus of the session is determined by the student.

By taking an active role in choosing the direction of the session, students can identify their specific questions and concerns, as well as the writing skills they would like to practice or learn. Through interaction and student-centred dialog, students expand their critical thinking and problem-solving skills, develop their knowledge base, and increase self-awareness. As a result, students do not just improve the specific piece of writing they are working on, but also become stronger and more independent writers. During the Fall and Spring Semesters, the Writing Center is open on Tuesdays from 15:00 to 16:00. Students may make an appointment by stopping by the Writing Center.

## Speaking Club

### Mission and the Target of the Speaking Club

The Speaking Club offers English practice and speaking sessions to all students in the Department of Foreign Languages and interested faculty students who want to improve their speaking skills. The Speaking Club sessions are to be conducted weekly during lunch hour or after class hours. The students will be given 50 minutes in each speaking session. The sessions are led by Native English-Speaking Lecturers and centre on topics that are close to the students' interests like music, film, travel, shopping, and technology or according to students' suggestions. Students who want to improve their daily, social speaking skills can benefit enormously from participating in the club activities.

**Objectives:**

• To develop and equip students with the necessary skills, to help students to become autonomous learners and be able to express themselves fluently in English.

• To help students appreciate different cultural perspectives and integrate into the national and international community through access to all kinds of information.

• To provide students with a platform for practicing English speaking and exposure to methods, techniques, and strategies for public speaking as well as presentations.
• To provide authentic and up-to-date discussion materials that would aid students to be ready for their academic and professional lives. Communicative Approach, Student Discussions, Individual and Group Presentations, English through films, Podcasts, and music, and Vocabulary lessons are used while holding Speaking Club activities. Students have group discussions, individual presentations, vocabulary games, film critics, and outdoor activities, and role-play writing personal and subject specific blogs/ Vlogs. Students of all levels are encouraged to attend the classes.

**Movie Club**

The purpose of the Movie Club is to create a social environment in which students come together to find a common interest. The club takes place at an available classroom on the scheduled time. Students are expected to join the Movie Club session every week, though the schedule of the club can be altered according to the students' participation. The lecturer from the Department of Foreign Languages selects a movie each week, and students watch it before the session. Students are welcomed to the club hour only if they have watched the movie. Students from all departments are welcomed to join this social facility. The lecturer does not show the full movie during the session, but the plot, beginning, and important parts can be illustrated to focus on scenes. The language of the session is English. Any kind of criticism, discussion, character analysis, cast alternatives, and the story of a movie are some of the topics that can emerge during the Movie Club. Students are responsible for following the date and the setting of this activity.

**Translation Club**

Translation Club is a community established for students of the Department of Translation and Interpreting. Students who study

in the Addington Class of the Department of Foreign Languages and will transfer to the Department of Translation and Interpreting can join this club. The purpose of this club is to contribute to the development of department students while socializing. Some of the activities held in this club are speaking/discussion meetings, TFC (Translation Football Club) and cinema meetings.

### 1.4.3 Modular System

The modular system is composed of modules that have successive programs of their own and the students are expected to take the end-of-module exams and be successful to be able to continue. In the case of a failure, the student drops to a lower level.
In our program, we have four modules, and the summer school is opened for students who fail modules throughout the academic year. Each module is eight weeks. The first two modules include General English. The third and fourth modules include Academic English, and the fourth module includes consolidation. The fifth module is for the students who failed all four modules, helps develop their level of English, and it prepares them for the proficiency exam.

### 1.4.4 Levels

There are five groups (BRIGHTON, E D I N B U R G H , PETERBOROUGH, ADDINGTON and for the repeat group RICHMOND).
Students are placed in these groups according to their level of proficiency in English. The levels are: Elementary (Basic User A1-A2), Pre-Intermediate (Basic User A2), Intermediate (Independent User B1), Upper Intermediate (Independent User B2), and Advanced (Proficient user C1). Brighton groups generally begin before the start of the preparatory program and the beginner part (A1) of the program is covered within ten days. In other cases, Brighton's begin with an A1 beginner program for one week. The name of

“Brighton” comes from the association of Beginner. Brighton begins with the capital letter “B” which shows us that Brighton students start the program as beginner level students. Edinburgh students are elementary level students who score more points than Brighton’s according to the placement results. Edinburgh’s’ “E” reminds us that the students start the program as elementary level students. Peterborough students are pre-intermediate students with their placement exam results and “P” in Peterborough symbolizes pre-intermediate entrance in the program. Class hours differ according to the levels and modules. Addington comes from A in the word advanced. This level has proficient users of English. Advanced students take the TUPEX exam specially prepared for them. When they fail in this exam, they study in TUFL for a year. Their program is different from the other groups because they get a higher level of English during the academic year. For example, they write research papers, and they make speeches on academic topics.
All groups do General English for the two modules. The objectives are given in line with the Common European Framework as follows:

**General English**

**Brighton: A1 – Beginner-Basic User**
The Brighton students will start with a false beginner and/or beginner level of proficiency and will come up to a pre-intermediate level by the end of the second module with an intensive program (25 in-class teaching hours, 2 learning centre hours and 1 online laboratory hour per week. tudents will be able to understand the main points on familiar matters with the most immediate personal relevance, such as very basic personal and family information, shopping, and employment. They will be able to communicate in simple and routine tasks. They will write simple texts.

**Edinburgh: A2 – Elementary-Basic User**

The Edinburgh students will start with an elementary level of proficiency and will go up to a pre-intermediate level by the end of the second module. In the first two modules, students will be able to understand the main points on familiar matters with the most immediate personal relevance. They will be able to communicate in simple and routine tasks. They will write simple texts. At the end of the second module, they become B1-Independent users, which means they can understand the main points of clear standard input on familiar matters such as work, school, and leisure. They can deal with most situations while traveling to an English-spoken area. They can produce simple connected text on topics that are familiar or of personal interest. They can describe events, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. They can also identify the gist and comprehend specific information by listening and reading texts of their level.

**Peterborough: B1- Pre-Intermediate-Independent User**

The Peterborough students will start with the pre-intermediate level of proficiency (B1) and will come up to an intermediate level (B1+) by the end of the second module. By the end of the second module Peterborough, students can produce simple connected text on topics that are familiar or of personal interest. They can write types of paragraphs such as descriptive, process, and narration and they can identify topic sentences, supporting sentences, and conclusion in a paragraph. They can describe experiences, events, dreams, and ambitions with cause-effect sentences.

**Addington: C1 -Advanced -Proficient User**

C1 is the highest level in the Department of Foreign Languages Preparatory Program. This level is for the students who are going to study the departments, which need an advanced level of English. C1 level students study in the preparatory program if they score

below 60 on the TUPEX Advanced exam, which is specially prepared for them. The students who have reached level C1 can understand a wide range of demanding and lengthy texts and will be able to grasp their full meaning. They can express ideas fluently and spontaneously without using expression-seeking gestures. In addition, they can use the language flexibly and effectively for social, academic, and professional purposes. Finally, they can produce clear, well-structured, and detailed texts on complex topics and use regular templates, conjunctions, and compatible items in a controlled manner.

**Academic English**

All groups do academic English in the third and fourth modules. Students are prepared for the academic world by enhancing their study skills. The objectives for each skill are given in line with the CEFR as follows:

**Reading**

By the end of the fourth module, students will be able to read and understand articles and reports in a variety of subject areas. They will be equipped with the reading skills such as skimming, scanning, understanding vocabulary from context, recognizing referents, making inferences from stated facts, and summarizing which will assist them in their future academic studies.

**Writing**

By the end of the fourth module, students will be able to write clear, detailed text on a wide range of subjects. They will be able to write letters, essays, and reports. They will be equipped with the academic writing skills (notetaking and summarizing, making mind maps and outlines, any academic writing type such as cause-effect, compare-contrast, and argumentative essays) essential for their future studies. Advanced groups finish the academic year by

submitting a research paper.

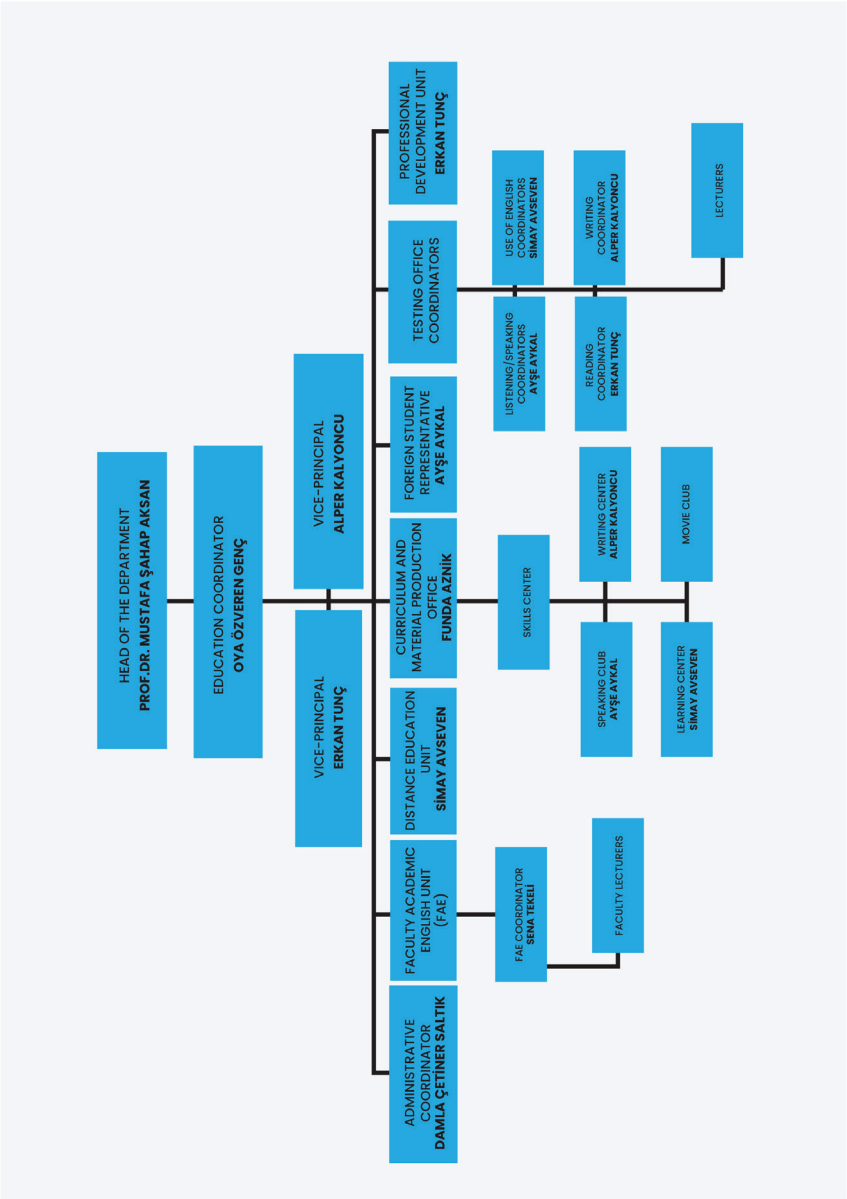
**Listening**
By the end of the fourth module, students will be able to understand extended speech and lectures. They will also understand television programs and films. They will know how to take notes while listening to lectures and how to summarize what they hear.

**Speaking**
By the end of the fourth module, students will make a presentation using the target language. They will be able to talk about topic-based ideas. Third and Fourth Modules will proceed with the development of the Oral Presentations, Reading Longer Texts, and Essay Writing. The ground rules for Oral Presentations will be introduced along with the writing and reading skills to elaborate this communication tool to all intents and purposes.

**Summer School**
Summer School, as stated above will be a catch-up program for the students who failed all for modules. It is also a consolidation program for these students. The students are expected to be at the CEFR B2 Level when completing the Department of Foreign Languages. Advanced level students are expected to reach the CEFR C1 Level at the end of the Summer School.

| | BRIGHTON | EDINBURGH | PETERBOROUGH | ADDINGTON | RICHMOND |
|---|---|---|---|---|---|
| **MOD1** | A1 | A2 | A2+ | B1 | |
| **MOD2** | A2 | B1 | B1 | B1+ | |
| **MOD3** | B1 | B1+ | B1+ | B2 | A1,A2 |
| **MOD4** | B2 | B2 | B2 | C1 | B1, B1+ |
| **SUMMER SCHOOL** | | | | | B2 |

## 1.5 ORGANIZATION CHART OF TUFL



## 1.6 Job Descriptions

To become a member of Toros University Department of Foreign Languages (TUFL) Staff, each lecturer with Turkish citizenship should have at least 2 years of experience in the field of ELT, should score 90 points, and above from Turkish Council of Higher Education (YÖK)'s exam YDS which is equal to 108 TOEFL IBT and 84 PTE. All members should score at least 70 points from ALES, which is YÖK's Academic Personnel and Postgraduate Education Entrance Exam. All lecturers should be graduated from one of the departments below: English/American Language and Literature, American Language and Culture, Linguistics, and English Language Teaching Departments. Each lecturer should score 60 and above from the interview, which observes the methodology and style of the candidate lecturers. Lecturers are appointed as lecturers of Toros University by YÖK. As a foreign citizen, each lecturer should have one of the above-mentioned university diplomas or a university degree and a TEFL Certificate and should score 60 points or more from the interview, which includes the methodology and style of the candidate lecturers and is held by a committee.

### 1.6.1 The Head of the Department / The Director

The Head / The Director of the Department of Foreign Languages reports to the Rector for development. He/she is responsible for the overall management and administration of the Department of Foreign Languages. This position encompasses the supervision of the teaching staff, issues related to professional development, testing, and curriculum to ensure the smooth functioning of the entire system. The Director is responsible for planning, coordinating, and implementing all the projects concerning the Department of Foreign Languages of English as a Foreign Language. He/she is responsible for the supervision of workshops and other related projects, recommending and implementing new strategies or modifications

for program improvement, and responding to the expressed needs of the Lecturers and students. The Director is also responsible for the communication between the Rector, the Secretary General, and the University's internal and external organizations in response to implementing the direction of the programs and projects critical to the general management of the Department of Foreign Languages and the University.

### 1.6.2 Education Coordinator

The Education Coordinator reports to the Director of the Department of Foreign Languages. The role of the Education Coordinator is to support the Department of Foreign Languages. He/she is responsible for the overall supervision of the Curriculum and level/skill coordinators to include daily tasks associated with the design of the syllabus and materials in line with the Common European Framework and Language Portfolio. This position requires communication between the teams to solve curriculum-related issues. He/she is responsible for the program movement, observing classes and conducting needs analysis, and responding to the expressed needs of the Lecturers and students. The Education Coordinator is also responsible for the overall supervision of the Testing Office to include daily tasks associated with the design of the tests for various levels. He/she plans a standardized marking scheme for assessments and executes invigilation schedules promptly. He/she prepares and updates a general assessment booklet for the teaching staff and the University. He/she is to be informed of the exams and get feedback on techniques. He/she attends and promotes feedback sessions with the Lecturers on the content to ensure the assessments are modified as necessary according to the feedback. He/she maintains strict security on all exams, and other documents, and spot checks marked papers to assess if the exams are marked to standards. The Educational Coordinator is also responsible for the development of the Lecturers. He/she

observes the classes, writes reports about the lecturers, and holds weekly meetings (every Wednesday with the TUFL Staff and every Tuesday with the Faculty Academic English Staff). He/she evaluates Lecturers dealing with the reports of students and observation reports, makes orientation programs for the students and the new Lecturers, and holds workshops and seminars about professional development. He/she prepares a booklet for the new academic year to inform the new students. He/she is responsible for the management and coordination of the following units: The Testing Office, the Curriculum and the Materials Development Unit, the Technology Unit, the Professional Development, the Skills Center, and the English Club.

### 1.6.3 Vice-Principal

The Vice-Principal of the Department of Foreign Languages reports to the Head of the Foreign Languages Department and the Education Coordinator. The role of the Vice-Principal of the Foreign Languages Department is to support the Director and Education Coordinator in the Department of Foreign Languages. He/she is responsible for the overall supervision of the Curriculum and level/skill coordinators to include daily tasks associated with the design of the syllabus and materials in line with the Common European Framework of Reference and Language Portfolio. This position requires communication between the teams to solve curriculum related issues. He/she is responsible for the program movement, observing classes and conducting needs analysis, and responding to the expressed needs of the lecturers and students. It is his/her duty to represent the institution in meetings or seminars. He /She is also responsible for the overall supervision of the Testing Office to include daily tasks associated with the design of the tests for various levels. He/she plans a standardized marking system for assessments and executes invigilation schedules in a timely manner. He/she prepares and updates a general assessment booklet for the teaching

staff and for the University to be informed and gets feedback on techniques that are used. He/she attends and promotes feedback sessions with the lecturers on the content and level of the tests, ensures the assessments are modified as necessary according to the feedback and maintains strict security on all exams, results, and other documentation. He/she spot checks marked papers to assess whether the exams are marked according to standards. The Vice-Principal is also responsible for the development of the lecturers. He/she observes the classes, writes reports about the lecturers, and holds weekly meetings (every Wednesday with the Foreign Languages Department Staff and every Tuesday with the Faculty Academic English Staff). He/she evaluates lecturers dealing with the surveys of students and observation reports, makes orientation programs for the students and the new lecturers, and holds workshops and seminars about professional development. He/she prepares a booklet for the new academic year to inform the new students and an adaptation program for newly recruited lecturers. He/she is responsible for the management and coordination of the following units: The Testing Office, the Curriculum and the Materials Development Unit, the Technology Unit, the Professional Development, the Skills Center, and the English Club.

### 1.6.4 Administrative Coordinator

The role of the Administrative Coordinator is to support the Director, Vice-Principals, and the Education Coordinator in the Department of Foreign Languages. The Administrative Coordinator is responsible for the administrative issues dealing with the managerial concerns of the Lecturers and other employees with the administrative issues. He/she keeps track of the legal permissions of Lecturers, coordinates sick leave reports of the Lecturers, and communicates with the department of Human Resources when necessary. He/she assigns substitute Lecturers/Lecturers who are unable to be present in the class. He/she communicates with the

Head of the Department/Director about the needs identified prior to the work on the planned in-house training activities (financial, building, hardware, personnel needs). He/she is also responsible for the Student Development and Counselling Unit. He/she is a link between the department of Student Affairs and the students. He/she is also responsible for the actions of the students and warns them about their attitudes when necessary. He/she is also responsible for the Web/Media Unit and informs the students/Lecturers/candidate Lecturers in need. The Administrative Coordinator performs all the other duties that are requested by the Rector, Head of the Foreign Languages Department, Education Coordinator, and Vice-Principals and he/she reports to them.
The duties, and responsibilities of the Administrative Assistant are as follows:

### 1.6.5 Administrative Assistant

The role of the Administrative Assistant is to support the Head of the Department, the Education- Training Coordinator, the Assistant to the Head of the Department, and the Administrative Coordinator in the Department of Foreign Languages. Organize the internal and external meetings of the department to which it is affiliated, plan meetings (individual or group), as needed. To ensure written and verbal directives of the manager are conveyed to the relevant persons and units. Forwarding incoming faxes and emails to the departments/persons using office machines and taking phone calls. He/she must follow and direct transferred letters and files by sending them to the relevant departments and or persons. He/she is responsible to keep entry/exit records and archive them when necessary. To follow up and process the incoming and outgoing mails, packages, and any shipment. He/she is responsible for the supplies used in the departments. These include stationery, fixtures, cleaning supplies, etc. He/she is responsible for the maintenance of the devices and any equipment used in the department. The

Administrative Assistant is responsible for entering all grades and other information of the students in the department (HBS). He/she is responsible for entering students' absences and informs the Education-Training Coordinator and Department-Vice Presidents when absenteeism problems arise.
To perform other duties as assigned by management.

### 1.6.6 Testing Office

The Testing Office coordinators report to the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.
He/she is responsible for the division of labour within the testing office members. Schedules time with the curriculum coordinator to review and revise the exam content and standardize accordingly. He/she provides feedback after each assessment to the curriculum coordinator, guarantees the accuracy and reliability of the marking of level tests, and represents the office at meetings or seminars when requested. He/she keeps the test item bank up to date, secures the test material in both the office and the computer, and prevents all materials from leaving the office. He/she conducts standardization sessions after the exams to ensure maintenance of high standards, write standard invigilation procedure manuals for use by the university during the exams, and prepares an assessment guide handout for the administration and Lecturers. The Testing Coordinator prepares and edits quizzes, in-module assessments, end-of-module assessments, proficiency exams, placement tests, and Erasmus proficiency exams. He/she is responsible for taking, checking, and recording teacher assessment grades. He/she is also responsible for balancing the level and exit criteria of the Department of Foreign Languages. He/ She collaborates with the administrators during the exam periods. He/she is responsible for the security of exams, class, and grade lists of the students. He/she

keeps data, makes statistics, and announces them to the students and lecturers after exams. He/she prepares keys for the exams and has key discussion meetings after exams. He/she asks lecturers to check the exam papers for grading and asks lecturers to recheck the exam papers in any discrepancy situations. He/she checks exam papers randomly after exams. If a discrepancy is found, the testing coordinator asks for a third or fourth check of the papers. He/she prepares feedback forms after exams and gives reports to the administration. He/she prepares exam files for the administrators and keeps all the exam papers in safe. He/she has weekly meetings with the administrators. He/she is responsible for the validity and reliability of the exams.
He/she needs analysis for the students. He/she writes reports about each module and shows statistics on the reports He/she performs all the other duties that are requested by the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.6.7 Curriculum and the Material Production Unit

The duties, authorities, and responsibilities of the Curriculum and the Material Production Unit are mentioned below.

The Curriculum and the Material Production Unit are responsible for identifying the learning outcomes to be included in the curriculum. The members of this unit evaluate and select outside learning materials before the beginning of the program. As beginners/false beginners begin earlier than the official opening of the Foreign Languages Department, the members prepare handouts, worksheets, and reading texts for this level. They are also responsible for determining the areas in which supplementary materials are necessary and preparing handouts, worksheets, and sometimes tasks, pictures, films, or games when necessary. This unit prepares

the syllabus for each level following the learning outcomes and exit criteria. They get the feedback of the learners and the lecturers considering the curriculum throughout the year. They update the syllabus when necessary. When a lecturer falls behind or he/she is not on pace, the unit asks for a lesson/s to solve the problem. The unit analyses and evaluates the new materials throughout the academic year. They are responsible for the interaction between the programs. They are also responsible for the Skill Center program. The Learning Center, which is one of the subbranches of the Skill Centres, is held every Tuesday and Thursday and is designed according to the students' weaknesses determined by the need analysis from the exams and materials. The Writing Center is also another subbranch of the Skill Center, which is held when students need a presentation of a type of paragraph/essay, a sample of a paragraph/essay, or a Lecturer-student interaction on a written paragraph/essay of their own. The Speaking Club, the third subbranch, is for the English-speaking practice, which is held on Mondays. The Curriculum and the Material Production Unit performs all the other duties that are requested by the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.6.8 Skill Coordinators

The role of the Skill Coordinator is to assist Lecturers while preparing handouts, worksheets, and in-class quizzes. He/she is responsible for following and covering the syllabus of the skills. He/she is responsible for ensuring that the Lecturers are informed about the curricula and the integration of skills. He/she prepares and or asks his/her level Lecturers to prepare texts according to the syllabus when needed. He/she prepares quizzes according to the program. He/she asks Lecturers to prepare materials when needed. He/she holds weekly meetings with his/her skill or level Lecturers. He/she informs Lecturers about the agenda and authors weekly

reports after meetings. He/she attends weekly meetings with the Education Coordinator and Vice-Principals.
He/she coordinates his/her skill Lecturers.
The Skill Coordinator performs all the other duties that are requested by the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.6.9 Technology Unit

The duties, authorities, and responsibilities of the Technology Unit are:

The Technology Unit member is responsible for the language laboratories and aims for self-access language learning. The exercises are selected in accordance with the books and materials used in class (the books used in class have e-materials) and the students are given grades in the lecturer assessment section of the students' grades.
The Technology Unit member performs all the other duties that are requested by the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.6.10 Lecturers

The lecturer/s reports to the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages for the overall supervision and the daily tasks associated with the teaching of classes and additional duties. The instructor has the challenge of teaching the syllabus and material provided to the students and ensuring accurate and timely communication with the Education Coordinator, Vice-Principals, and Testing Coordinators about the curriculum for the benefit of improving the course program. Follow the syllabus, prepare lessons, and use the target language while teaching. Keep accurate records of attendance, grades, and other

class or student profile-related information, Prepare and present workshops, attend all departmental meetings, invigilate, and grade Placement Exams, Proficiency Exams, Quizzes, In Module Exams, End of Module Exams, Speaking Exams, Faculty English Exams, Erasmus Exams and other types of exams. The lecturer participates in designing special projects, including in-class activities and Student Clubs as required. He/she follows all guidelines, rules, and regulations set by the University, and accepts support and guidance from the units of Toros University Department of the Foreign Languages Administration for the teaching operation. The lecturer substitutes for absent colleagues as required and evaluates students' progress towards the achievement of learning objectives with student portfolios, journals, vocabulary notebooks, homework, in-class quizzes, and other tools. He/she gives Teacher Assessment grades by taking the students' projects (student portfolios, journals, projects) on time, systematically, and clearly, so the lecturer has the proof to grade. He/she participates in the Professional Development programs and other in-service training as required, completes all translations upon request by the Rectorship and performs all the other duties that are requested by the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages. When a lecturer falls behind or he/she is not on pace, the unit asks for a lesson/s to solve the problem. The unit analyses and evaluates the new materials throughout the academic year. They are responsible for the interaction between the programs. They are also responsible for the Skill Centres program. The Learning Center, which is one of the sub-branches of the skill centres, is on every Tuesday and Thursday. The learning centre lessons are designed according to the students' weaknesses determined by the need analysis forms from the exams and materials are given considering the students' weak points. The Writing Center is also another subbranch of the Skill Centres, which is held when students need a presentation of a type of a paragraph/ essay, a sample of a paragraph/essay, or a Lecturers-

student interaction on a written paragraph/essay of their own. The Speaking Club, the third subbranch, is for the English-speaking practice, which is held on Mondays. And finally, the Movie Club is organized by the lecturers.

### 1.6.11 Distance Education Coordinator

The distance education coordinator arranges for the courses offered by distance education. The distance education coordinator also provides access of all teachers in the department to the online infrastructure provided by the university for distance education. The distance education coordinator holds regular meetings with coordinators in other departments and works to make distance education more efficient. At the same time, he informs the lecturers in his department about the decisions taken in these meetings. The distance education coordinator works in coordination with the IT Department for technological needs and technical assistance.
The distance education coordinator reports to the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.6.12 Unit Quality Commission

The Unit Quality Commission was established with the decision of the School Board with the meeting number 3/5 on 03.12.2019. The general purpose of the Unit Quality Commission is to improve the education quality and teaching activities in our institution. The comprehensive definition of this commission is to conduct studies and accreditation studies on education, training, research, and evaluation of all kinds of services, improving their quality, establishing, implementing, developing, and evaluating the internal audit system, and the approval and recognition of quality levels through an independent external evaluation process. In order

to conduct these studies, at least four meetings are held with the participation of all commission members and the head of the commission, meeting once at the beginning and end of each semester in an academic year and the mentioned processes are evaluated. The duties of the Unit Quality Commission are as follows:

- Determining, implementing, and maintaining the necessary processes for the Unit Quality Assurance System,
- Reporting the needs for Quality Assurance System performance and improvement to the Quality Coordinator,
- Conducting relations with external organizations on issues related to the Quality Assurance System.
- The Quality Coordinator updates the Student Handbook (Turkish/English), Quality Manual (Turkish/English), and Staff Handbook (English) every year.
- To share exemplary quality improvement studies with other academic units
- To perform similar duties given regarding the Quality Assurance System.
- The Unit Quality Commission is responsible to the Quality Coordinator for its duties.

### 1.6.13 TORUZEM Board Member

TORUZEM board member conducts research on the creation and improvement of support services for student participation in the distance education process. Within TORUZEM, he or she conducts the necessary studies to support the personnel who work as academicians or trainers in the preparation of the necessary course materials in order to be used in the courses or other training given by distance education effectively. He or she organizes training and workshops. He or she conducts research on technical equipment, tools, and equipment required during the online courses and

transfers them to the activities of the centre.

### 1.6.14 TORSEM Advisor

Toros University Continuing Education Center (TORSEM) is a unit working within the Rectorate. TORSEM Advisory Board Member of the Department of Foreign Languages works in coordination with the TORSEM Manager and the board of directors. He / She participates in TORSEM meetings. He / She provides the organization with all the details of the training, consultancy, and project services requested from the units affiliated with the Department of Foreign Languages. He / She ensures that the lecturer/member or personnel who will conduct these services are provided and checks that these services are conducted without errors. He / She is responsible to the Director, Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

1.6.15 Professional Development Unit

The Professional Development Unit develops and coordinates institutional professional development programs and events and facilitates the development and delivery of workshops that serve the professional, educational, and training needs of the department; provides resource materials to faculty and staff and monitors professional development budgets. Among the responsibilities of the Professional Development Unit, the below-mentioned items can be stated.

To assess training needs through surveys and interviews with staff, or consultations with managers or instructors.

To design and create training manuals, online learning modules, and course materials.

To perform administrative tasks such as monitoring costs, scheduling classes, setting up systems and equipment, and coordinating enrolment.

To monitor and evaluate training programs to ensure they are current and effective.
To deliver training to employees using a variety of instructional techniques.
To provide resources for professional development activities.
To participate in meetings, workshops, and seminars for conveying and/or gathering information required to perform functions.
To research a variety of information (such as courses, materials, training consultants, and so forth) to develop new programs that meet staff training needs.
To respond to inquiries to resolve problems, providing information and/or referring to appropriate personnel

## 1.7 Code of Professional Practice of Toros University Department of Foreign Languages

One of the important elements in ensuring the effective running of an institution is to have a Code of Conduct, which explicitly informs the staff of the rules and regulations of the institution.

**Time Keeping**
It is important that Lecturers start and finish classes on time. Failure to maintain the class hours leads to a lack of discipline and creates problems for colleagues. Lecturers are required to be on time for meetings, exams, and training sessions. They are also required to finish grading before the announced deadline.

**Professional Attitude**
Lecturers are expected to approach students in a professional manner. In other words, they should not give out any confidential information. They should not share any personal information and should not insult/undermine/ignore any student. Lecturers must pay utmost attention to keep all school related documents and

attendance lists, and portfolios out of reach of students.
The staff are expected to communicate in a professional manner with other staff. They are expected to be kind and respectful. The meetings must be implemented in a professional manner.
The hierarchy within the organization must be adhered to and the instructions and duties from superiors must be fulfilled in a timely manner.

**Dress Code**
The university does not have a specific dress code, however: Toros University has a professional image to uphold as an educational staff and as an institution. Please be attentive to your manner of dress on a daily basis.

**Record Keeping**
Lecturers are required to keep precise records of each student's attendance, homework checklists, portfolios, and journal checklists. Students should not be given a zero as a punishment for their misbehaviour in class. Attendance is recorded online. Please enter the data daily into the lists that the Administration Office shares. Students should not be marked present when they are not in class. Any excuses for absenteeism are not accepted.

**Information-Communication**
Any kind of information or communication is sent via memos and the announcements are posted on the notice board next to the Testing Office or on the notice board. All announcements are posted on the web page of Toros University. Lecturers are advised to check the school's website and their school g-mail for general announcements.

**Lecturer Schedules**
The Lecturers' schedules are prepared by the Administration.

When scheduling, priority is given to the needs and benefits of the university, and the students. Lecturers should not ask for changes in their schedules unless absolutely necessary. If an instructor is studying her/his post-graduate study, her/his timetable will be scheduled according to their education needs. Lessons begin at 9.10 and all Lecturers should be at school at 9.00 a.m. Classes end at 3.00 p.m. The Learning Center, Writing Center, Speaking Club, and Movie Club activities proceed to 4.00 p.m. The time and duration of the lessons may change during the pandemic when the lessons are online.

**Invigilation and Marking of the Exams**

Lecturers are required to participate in the administration and grading the exams. The grading procedure is explained in the meetings after each exam. Information related to exam administration and grading is decided by the Testing Office. Lecturers are expected to pay utmost attention to following the set procedures during invigilation and marking. Lecturers who are assigned as responsible for the invigilation and/or marking of the exams are solely responsible for the exam documents. Further explanation is given in the assessment and grading. It is forbidden to use mobile phones and computer during the invigilation. The invigilators must observe the students during the exam and follow the necessary procedures for each exam. Testing Office Coordinators do not make any announcements on WhatsApp or any other mail or social media platforms during the exam, so the lecturers do not need to use their mobile phones.

Lecturers must participate in the key meetings on time and take notes for the grading to grade the exams accordingly. They must finish the grading before the deadline with utmost care. In case any mistake/insufficiency is detected by the Testing Office, you may be asked to regrade the exam. At the end of the grading, the documents/sheets must be signed and submitted to the Testing Office.

**Cancellation of Classes**
Classes cannot be cancelled unless the permission of the Rectorship or classrooms cannot be changed or cancelled by the Lecturers. When a classroom is closed because of the pandemic, the lessons and exams continue on the online platform. These decisions are made by the administration.

**Medical Reports**
The University requires a medical report for an absence. Lecturers should also inform the administration in case of absence.

**Malpractice**
Anyone displaying an unsuitable attitude towards his/her colleagues and/or students.
Anyone disclosing confidential information.
Anyone repeatedly coming to work late and/or leaving early Anyone not coming to work without an acceptable excuse Anyone refusing to fulfil the assigned task/tasking.
Anyone not complying with the internal hierarchy.
Anyone engaged in religious and/or political propaganda will be subjected to disciplinary action, which may lead to dismissal (termination of the contract).

## 1.8 Faculty Academic English Program (FAE)

The Faculty Academic English Program aims to develop the faculty students' language skills in their fields. FAE courses are committed to practical communicative methodology and intend to improve the students' language skills including vocabulary (ESP) teaching. FAE aims to provide the students with an academic background in major concepts and many opportunities for the students to build awareness and practice the language in real-life scenarios. The courses enhance related vocabulary and provide opportunities to practice the target

language, which will be used in their professions. After completing the courses, the students will be able to use related terminology, will have self-confidence, which they learn in the presentation skills lessons, and will be more successful in their future careers.

### 1.8.1 Learning Outcomes

Developing personal strategies for learning and reviewing new related vocabulary, applying vocabulary in a variety of academic speaking, listening, writing, and reading activities, practicing language needed for the students' professional lives, and improving the skills necessary for finding and succeeding in future employment, reading, comprehending, and evaluating a variety of texts, identifying, and using related terminology are the target outcomes of the courses.

### 1.8.2 Assessment and Evaluation

In the Fall Semester, students are given a midterm exam and a final exam to assess their English skills. They also present a related topic to their fields by using presentation techniques provided during courses to assess their speaking skills and presentation skills. Thus, students' average grade is calculated by adding 30% of the midterm exam, 60% of the final exam, and 10% of the presentation. In Spring Semester, students are given away a midterm exam, a final exam, and a presentation or a speaking exam to assess their English skills. Students' average is calculated by adding 30% of the midterm exam, 60% of the final exam, and 10% of the speaking exam or the presentation.

The midterm exam and final exam include questions covering the related terminology and topics in the fields through listening, reading, and writing skills. Presentations demonstrated by students

in the classes cover a related topic to their fields. Thus, students have the chance to use presentation techniques they learn in the courses, practice their speaking skills, and research a topic they want to share with their friends and Lecturers. Students are evaluated by considering different criteria such as content, organization, fluency, accuracy, grammar, vocabulary, eye contact, and pronunciation and presentation techniques. The table below shows letter grade distribution:

| | |
|---|---|
| AA | 90-100 |
| BA | 80-89 |
| BB | 70-79 |
| CB | 65-69 |
| CC | 60-64 |
| DC | 55-59 |
| DD | 50-54 |
| FD | 40-49 |
| FF | 0-39 |

Depending on letter grade distribution, students who get AA, BA, BB, CB, and CC are successful and pass the courses. Students who get DC and DD pass the courses if these students are successful at their other courses and have good average grades. Students who obtain a grade of FD and FF fail the courses and will repeat the courses.

### 1.8.3 The FAE Coordinator

The duties, authorities, and responsibilities of the FAE coordinator are:

FAE Coordinator reports to the Director, Education Coordinator,

and the Vice-Principals of the Department of Foreign Languages. He/she is responsible for scheduling the exams, writing instructions about the exams, holding key meetings, and making invigilation lists. He/she is responsible for checking the prepared syllabus and the materials in an academic year. He/she has regular meetings with the Education Coordinator and with the Vice-Principal of the Foreign Languages Department. He/she attends meetings with the staff and the Education Coordinator and the Vice-Principal of the Foreign Languages Department every Tuesday. He/she is responsible for providing the materials and checking the deadlines for proofreading the exam papers. He/she is responsible for solving problems in the program and/or explains the problem to the Education Coordinator and/or the Vice-Principal of the Foreign Languages Department. FAE Coordinator performs all the other duties that are requested by the Education Coordinator, and the Vice-Principals of the Department of Foreign Languages.

### 1.8.4 The FAE Lecturers

The Lecturers are accountable to the Education Coordinator, and the Vice-Principals of the Department of Foreign Languages, and the Faculty Academic English Program Coordinator for the overall supervision and the daily tasks associated with the teaching of classes and additional duties. The Lecturers have the challenge of teaching the syllabus and material provided to the students and ensuring accurate and timely communication with the Vice-Principal of the Foreign Languages Department and the Faculty English Program Coordinator about the curriculum for the benefit of improving the course program.

Duties and Responsibilities
Design and follow the syllabus, prepare handouts, documents, simplify and/or enlarge texts, give lessons, and use the target

language while teaching,
Prepare exams, edit after proof-reading, photocopy all the documents including exam papers and materials,
Record listening lectures,
Keep accurate records of attendance, grades and other class or student profile related information, Design student lists,
Prepare and present workshops, Attend all departmental meetings,
Invigilate and grade Placement, Proficiency, Progress Tests, End of Module Exams, Speaking Exams, Faculty English Exams, and other types of exams,
Participate in designing special projects including In-class Works and Student Clubs as required,
Follow all guidelines, rules and regulations set by the University,
Accept support and guidance from the units of Toros University Department of Foreign Languages Administration for the teaching operation,
Substitute for absent colleagues and/or give make-up lessons as required,
Evaluate and analyse students' progress towards the achievement of learning objectives with homework, exams, in-class quizzes, and student projects with oral presentation,
Give Oral Presentation grades on (topics, outlines), systematically.
Store all the documents of Oral Presentations (CDs, flashcards, and other documents)
Participate in the Professional Development programs and other in-service training as required.
Deliver grades of students to the automation system on time and without errors.
Inform students about the syllabus.

## 1.9 Code of Professional Practice of Toros University Faculty Academic English Program (FAE)

One of the important elements in ensuring the effective running of an institution is to have a Code of Conduct, which explicitly informs the staff of the rules and regulations of the institution.

### Time Keeping

It is important that Lecturers start and finish classes on time. Failure to maintain the class hours leads to a lack of discipline and creates problems for colleagues. Lecturers are required to be on time for meetings, exams, and training sessions. They are also required to finish grading before the announced deadline.

### Professional Attitude

Lecturers are expected to approach students in a professional manner. In other words, they should not give out any confidential information. They should not share any personal information and should not insult/undermine/ignore any student. Lecturers must pay utmost attention to keep all school-related documents and attendance lists, and portfolios out of reach of students.
The staff are expected to communicate in a professional manner with other staff. They are expected to be kind and respectful. The meetings must be implemented in a professional manner.
The hierarchy within the organization must be adhered to and the instructions and duties of superiors must be fulfilled promptly.

### Dress Code

The university does not have a specific dress code, however: Toros University has a professional image to uphold as an educational staff

and as an institution. Please be attentive to your manner of dress on a daily basis.

**Record Keeping**

Lecturers are required to keep precise records of each student's attendance, homework checklists, portfolios, and journal checklists. Students should not be given a zero as a punishment for their misbehaviour in class. Students should not be marked present when they are not in class. Any excuses for absenteeism are not accepted.

**Information-Communication**

Any kind of information or communication is sent via memos and the announcements are posted on the notice board. All announcements are posted on the web page of Toros University. Lecturers are advised to check the school's website and their school email for general announcements.

**Lecturer Schedules**

The Lecturers' schedules are prepared by the Administration. When scheduling, priority is given to the needs and benefits of the university, and the students. Lecturers should not ask for changes in their schedules unless necessary. If an instructor is studying her/his post-graduate study, her/his timetable will be scheduled according to their education needs. All lecturers should be at school at 9.00 a.m. A lesson lasts 50 minutes. Time and duration of the lessons may change during the pandemic when the lessons are online.

**Invigilation and Marking of the Exams**

Lecturers are required to participate in the administration and

grading the exams. Lecturers are required to grade exam papers depending on the answer key. If there is a different answer from the answer key, lecturers are expected to share it with the faculty academic coordinator and other faculty lecturers. They discuss whether to accept it or not and include it in the answer key. If it is a common lesson for different departments, and if there is a similar answer on the other exam papers, it is required to be accepted as the correct answer. In the writing section of the exam, if lecturers think that the paragraph or the essay is off topic, they also share it and discuss it with the faculty academic coordinator and other faculty lecturers. They all have the final decision. Lecturers are required to grade exam papers on time set by the related faculties and upload the grades on the student information system. At the end of grading, lecturers file all the exam papers and reports downloaded from the student information system and hand them to related faculty administrations. Lecturers are responsible for the exam documents of their own assigned departments and groups. Lecturers are expected to pay utmost attention to following the set procedures during invigilation and marking. Lecturers are responsible for the invigilation during English exams in all faculties. It is forbidden to use mobile phones during the invigilation. The invigilators must observe the students during the exam and follow the necessary procedures for each exam.

**Cancellation of Classes**

Classes cannot be cancelled unless the permission of the Rectorship or classrooms cannot be changed or cancelled by the Lecturers. When a classroom is closed because of the pandemic, the lessons and exams continue in the online platform. These decisions are made by the administration.

### Medical Reports

The University requires a medical report for an absence. Lecturers should also inform the administration in case of absence.

### Malpractice

Anyone displaying an unsuitable attitude towards his/her colleagues and/or students Anyone disclosing confidential information
Anyone repeatedly coming to work late and/or leaving early Anyone not coming to work without an acceptable excuse Anyone refusing to fulfil the assigned task/tasking
Anyone not complying with the internal hierarchy
Anyone engaged in religious and/or political propaganda will be subjected to disciplinary action, which may lead to dismissal (termination of the contract).

## 2.OUR POLICIES

### 2.1 Curriculum Policy

As our motto "Beyond Education, Into Life" motivates us positively, the main aim of the TUFL Curriculum Policy is based on continuous development and an effective learning process for all students. TUFL seeks constant development and innovation and aims to improve the content and quality of our English education.

The Curriculum and Testing Office play an important role in this aspect. Each component of the curriculum including the syllabi, the course books (reading, writing, listening-speaking, and main course), the materials, language labs, and the assessment is compatible, interactive, and integrated with one another and evaluated and/or revised continuously. Action will be taken in

different circumstances and the problems will be resolved. In the induction program, Lecturers are given lesson-planning samples. Furthermore, Lecturers are expected to write detailed reports about the course books, the materials, and the assessment and on any other related topics in the syllabi after each academic year and are taken into serious consideration. A form is provided for the Lecturers, and he/she adds further details and information if necessary. The Lecturers match our teaching philosophy with the books' methodology, the Curriculum Committee gathers ideas for material design, and new books are piloted by volunteer Lecturers in some courses such as the Erasmus groups. After piloting, book analyses are given to the TUFL Curriculum Committee. The chart below shows the literacy of the curriculum:

Learning Outcomes

The course books are selected according to the Common European Framework of References and the CEFR is used as the base in determining the outcomes of the curriculum in preparing the syllabus, checked regularly with the bands' can-do statements; assessments are designed accordingly and are reliable in showing students' levels and progress. In addition, the CEFR is used as the base in Main Course classes to determine the detailed progress in learning. By determining the outcomes of curriculum and testing, the students and Lecturers are also determined about the ongoing program. The in-class and out-class activities such as language laboratories, Learning Centres, and speaking clubs are also included in the curriculum as well.

Teaching and Learning Materials

The course books are selected according to the CEFR and each year in the second half of May, Lecturers are asked to write detailed reports

about the books, the syllabus, the worksheets, and assessments about the program as a whole. While teaching, the course books, e-books of the course books, other selected online materials, videos, pictures for speaking tasks, the supplementary materials which are prepared according to the needs of students before the academic year or during the modules are used in an academic year. The additional printed and online sources such as graded readers, videos, movies, PowerPoint slides for FAE, and samples of paragraphs and essays for the writing classes are used in an academic year. Each level begins with different materials and in the last module, each material is used by all levels except Peterborough, which began with a higher level. The Curriculum Design and Material Production Committee's philosophy is based on teaching where the centre is student learning. The cycle below shows the philosophy of the

**Curriculum Office:**

## Assessment

The assessment is based on the books, the syllabus, the e-books, the worksheets, and the handouts that are provided. It is determined in accordance with the learning objectives. Portfolios, journals, vocabulary notebooks, and in-class quizzes are also a part of the Teacher Assessment grade, which is a part of the assessment system. At the beginning of module one, the students are provided handouts to inform them about the instructions, types, and styles of exams with detailed guidelines. In the Student Orientation program, the Vice-Principal of the Department of Foreign Languages explains the assessment with a PowerPoint presentation, and the assessment system is explained in the Student Handbook in detail. The overall aim of TUFL's curriculum is to meet the student's linguistic and academic needs.

The overall program of TUFL gives the language and its skills to help the students with future studies in their majors at the university and in their future careers. Secondly, the students of TUFL should carry on their studies in English outside the classroom atmosphere efficiently. In order to do that, TUFL gives utmost importance to learner autonomy. Learning English cannot be limited to the classroom environment. What we try to do is to make learning and using English a habitual activity as the students will need English in their future careers. We also provide individual guidance to the students. Guidance support comes from the Vice-Principal of the Department of Foreign Languages, the class advisors, class Lecturers, and the Learning Center Lecturers. Students who are successful students help the weak students and this system is called the "Buddy System.' The "Buddy System" is to help students to overcome anxiety in the exams, to help them gain good study skills, and to adapt to a new environment at the beginning of the new academic year.

## 2.2 Quality Improvement Policy

The Quality Improvement Policy goals are to improve the quality of education and instructional activities in our institution. The principles of the Quality Improvement Policy are as follows:

Documents are archived for evidence of what has been completed. With the Culture issue, we ensure that staff is driven by the concept of continuous improvement, and we constantly look for ways to increase quality in all we do. With the Stakeholders issue, we ask the question "How do we involve people in identifying quality issues and standards?

With Feedback, we want to focus on learning rather than testing and it helps both the Lecturers and students a 'voice' to say and learn more.

Proactivity helps us detect and address quality issues before they become an issue.

Iterative is how we approach quality so that it is seen as an ongoing process. With Trends, we track trends and patterns over time, and

we try to use these to adjust on a day-to-day basis. With the Action issue, we gather feedback and take action to have more quality teaching and create a better learning atmosphere.
The Archive helps us store information such as exam papers, statistics, and grades. With Communication, we not only link the stakeholders but also the structure itself and disseminate information on our systems, processes, and results.
The objectives of the TUFL Quality Improvement Policy are as follows:

-**To design a curriculum according to the needs of our students:** we use integrated skills, and the curriculum is designed effectively and realistically considering our students' academic studies. Our target is not only the prep students but also the faculty students. In order to understand students' strengths and weaknesses in learning English or their level of English, we not only assess them but also make detailed research on the Faculty Academic English Program. Detailed feedback and analysis are given to the Faculty Departments to understand students' weaknesses and take precautions when necessary.

-**To gather feedback with work groups/ units/ coordinators and to improve the standards of teaching and assessment:** every Wednesday afternoon staff meetings are held to talk about the ongoing program, the assessment, and evaluation with the data and statistics and we brainstorm about student participation, absenteeism problem and how to improve their level of English. During the meetings, Lecturers have a chance to exchange ideas, reflect on teaching practices and sometimes suggest or talk about new things they would like to share. During the meetings, a note-taker records the minutes of the meetings. After the meeting, the Vice-Principal of the Department of Foreign Languages and the note-taker sign the report, and one copy is filed in the Testing

Office so that it can be read by the staff. After each exam, we have key meetings and discussions. After each graded process writing exam, after the second draft exam, writing Lecturers meet and work on sample paragraphs/essays to have less discrepancy and the procedure is the same for the timed writing exam where sample paragraphs/essays are graded individually by each instructor (they use the writing criteria) and discuss their grades with other Lecturers. The purpose of these meetings is to reach a consensus on the interpretation of the writing criteria and to minimize the gap in scoring differences between writing Lecturers. Every Tuesday the FAE comes together and discusses the agenda issues. Again, at the beginning and end of each module the skill Lecturers, curriculum members, and testing coordinators have meetings.

Coordinators are responsible for maintaining the quality of the skills, levels, materials, and syllabi so every issue is taken into consideration in these meetings. At the beginning and at the end of each module the testing coordinators, curriculum members, and administrators meet and discuss the academic year. Lecturers are asked to fulfil several reports in the second half of May when we are on the last module. Through these feedback forms, Lecturers can voice their thoughts concerning their skills and levels. These forms are evaluated by the administration and before the end of each academic year, a meeting is held about the feedback and evaluation.

**-To foster learner and Lecturer's autonomy:** learner autonomy refers to a student's ability to set appropriate learning goals and take charge of his or her own learning. Our goal is to teach our students how to gain learning skills and how to study independently. On the other hand, Lecturer's autonomy has been defined as the ability to improve one's own teaching through one's own efforts. It, therefore, includes both the Lecturers' ability to make decisions about teaching and their own professional development. This assumes

both a degree of political autonomy in the sense that Lecturers need to have the freedom to make such decisions, as well as knowledge of themselves as Lecturers and as learners, to know how to make such decisions. Lecturer's autonomy usually includes the ability to understand the students' learning needs and the ability to support them in their development towards autonomy. Considering the importance of learner and lecturer autonomy, we have classroom observations. Lecturers' pre-observation forms, lesson reflection sheets, Lecturer's evaluation reports, performance improvement plan sheets, annual assessment, and goal setting forms, peer checks, professional development unit training, workshops, and seminars, and for the learner side, we have need-assessment and learner self-evaluation forms, learning centre evaluation sheets, writing centre forms, speaking club activity forms.

-**To improve the school's management system:** in order to improve the school's management system, the administration evaluates the forms, observes the classes to evaluate the learning atmosphere, hold meetings and seminars for the administrative staff, and what is more, in order to improve the quality of the institution questionnaires are given to the students and then evaluated. Additionally, wish boxes, which are used for students' and Lecturers' suggestions, complaints, and comments, are available throughout the building. The administration reviews the feedback weekly and ensures that the proper steps are made to address the feedback. In the Wednesday meetings, the necessary feedback announcement is given to the Lecturers, and feedback is provided to the students on Thursdays.

-**To enhance professional development facilities:** at the beginning of each academic year, we have an induction program for the new Lecturers. The new Lecturers are given the TUFL Quality Manual and TUFL Staff Handbook and they are asked to read

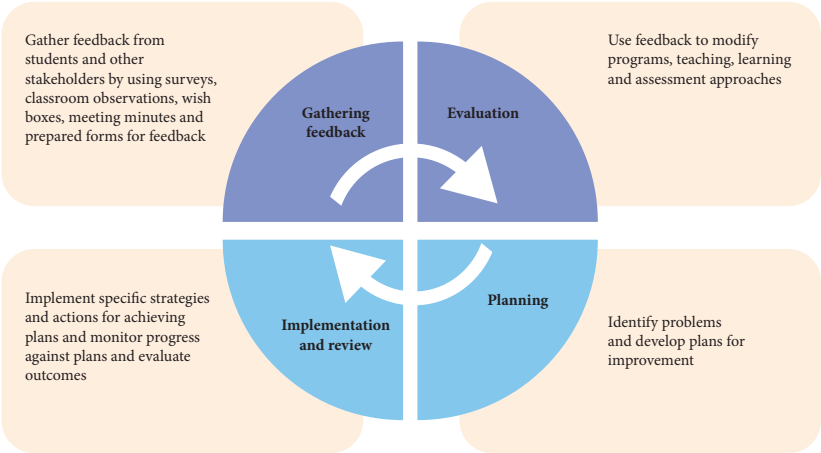
them. After going over the manual and handbook with the staff recruitment members and the Vice-Principal of the Department of Foreign Languages, they sign a form to agree that he/she read and understood the manual and handbook. The new Lecturers visit the Testing Office, the Curriculum and Material Production Office, and the Skills Center Coordinator to be informed about the regulations and procedures. Students have an Orientation Program where they have a PowerPoint presentation about the academic year program. According to the need of the curriculum, testing office, and teachers, workshops and seminars are provided throughout the year. These are both in-house training facilities and some are supported by publishers we work with. An ELT event is organized once a year and other institutions, Lecturers, and administrators are invited to our school. In the ELT event, usually, three or more presenters hold workshops or make speeches. There is a direct relationship between classroom observation and evaluation reports. Once a problem is identified (such as a classroom management problem), a training session is organized to solve the issue. In order to maintain quality standards, we analyse the data, the evaluation forms, and the reports. Upon analysing them, we develop and implement action plans.

**-To ensure efficient use of printed and online learning materials:** as material production is an important part of the Curriculum and it is a determiner of the validity and reliability of the assessments, we give utmost importance to material production. Each academic year, according to the syllabi and the placement results, the materials are revised, changed, edited, and proofread. In the regular meeting, if needed, we decide to give more or less extended materials to the students. If there is a change in the book/s we use, we produce materials accordingly. In writing skill, we do not use a specific book for modules three and four. Instead, a booklet, which is about essay organization and essay writing, is prepared for the students. We add or omit sample essays taken by the former students' portfolios. For

the first two modules, the Curriculum and Material Production Office prepares handouts, sample paragraphs, and worksheets for writing skill. For listening skill, in the first two modules, while listening to lectures with pre-listening, during and post-listening activities are prepared and for the last two modules, a booklet on how to take notes is distributed to the students. Outlines for note-taking skills are prepared and long lectures are prepared as well. The procedure is the same for reading and main course lessons in which we always integrate outside reading texts with true-false- not given exercises, referents part, the critical thinking part, comprehension, and vocabulary and summary exercises. In the main course skill, the worksheets and handouts are not only prepared grammar based mechanical, meaningful, situational, and productively but also, they are prepared regarding the levels.

Homework and projects are given to the students online and checked by the skill's instructor.

TUFL Quality Improvement Policy is shown in the cycle below:



## 2.3 Assessment Policy

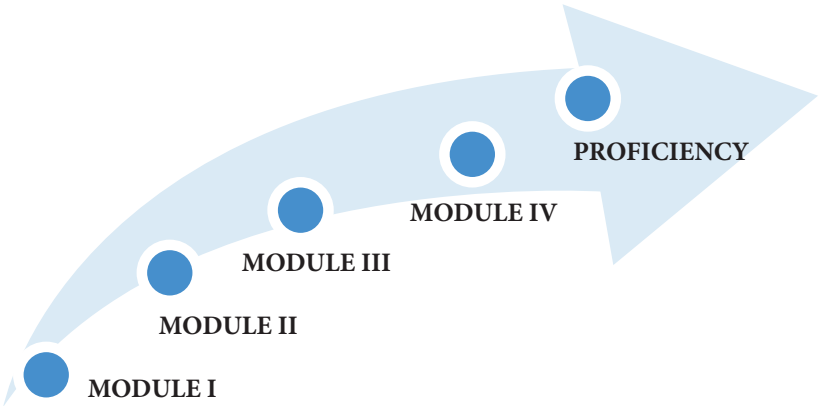
Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using the information to increase students' learning and development. TUFL's primary goal of assessment is to monitor our students' progress, provide help and develop students' learning. Our assessment policy has a direct relationship with language teaching methodology, curriculum design, material production and usage, the integration and interaction of the books we use in the skills, and professional lecturer development. As TUFL, we are committed to developing and implementing its courses. There are five components, which are closely aligned and reinforced: learning and teaching objectives, assessments, evaluation and feedback, decision-making, and action plan for improvement. The cycle below shows the components:

### Decision Making

The language used in teaching is English in almost all the departments/faculties in our university. Foreign Language Proficiency Exams (TUPEX) are implemented at the beginning of each academic year. The date, hour, and place for the exams are announced by the University's Rectorship. The students who certify that they have scored the necessary grade from the exams accepted by OSYM are exempt from the Proficiency Exams.
There is an English Proficiency Exam called TUPEX (a sample of this exam is on our TUFL webpage) given by the English Department of Foreign Languages. This Proficiency Exam is for the students who cannot certify that they are capable of the language to be used in the faculty's taught courses and education documents accepted by the university. Students who score above 60% on the proficiency exam can continue in the faculty department. The students, who are

not successful in the proficiency exam, continue in the Department of Foreign Languages for 2 years at the most. Furthermore, the Department of Foreign Languages conducts summer school, which is optional for the students. The new students who get 59% or less on the proficiency exam must take the placement exam. After completing the required A1 to C1 Levels in TUFL Program, the students who cannot be successful in the proficiency exam take the placement exam again. There are two academic terms in the TUFL Program. The first term (fall term) is between September and January: and the second term (spring term) is between February and June. These periods are divided into 4 modules with each module, which lasts 8 weeks. Summer school may open for students who have failed. We give importance to our students to gain learning skills and use English effectively. We give utmost importance to the reliability of the exams as well. At the beginning of the academic year, two proficiency exams (TUPEX and TUPEX Advanced) are administered. The proficiency exam consists of four skills. There are two reading passages on the exam on the level of B2 / C1 according to CEFR and the passages measure referents, the text vocabulary, true-false-not given sentences, finding the main idea, inferences for comprehension, and the summary part. There are two listening lectures: the first one is the while listening multiple choice exam in which the key vocabulary is graded and the other one is the note-taking listening lecture in which the students are asked to take notes before seeing the open-ended question sheets. The third section of the exam is the writing exam. The students are asked to write an essay of 350 -400 words using the techniques they have learned (if they are the failed ones from the previous year) or they are going to learn (in the new academic year) to understand whether they know these techniques to pass the proficiency exam or not. The fourth session is speaking in which the students are tested with topic-based issues. The second exam is the placement exam to place the students according to their English levels. We give a diagnostic

placement exam to the students to measure their current knowledge before teaching them. The placement exam helps us better plan the new academic year's curriculum design. We also re-organize the curriculum accordingly if there is a need for that. At each level, there are quizzes in which the students' progress is tested weekly. All skills are assessed in the quizzes. On the other hand, we have IMA – In module assessments in the fifth/sixth week of each module. Moreover, we have TA- Lecturers Assessment Grades in which we measure students' portfolios, in-class assessments, vocabulary notebooks, journals, presentations, and participation. At the end of each module, we have an EMA – End of Module Assessment to evaluate students' overall development and success. Below you can see the entrance and exit level of the students.




As our system is modular, students either coming from an A1 background, or A2 or B1 according to CEFR, the purpose is to carry the students to the desired B2 level. The expected level for the Advanced students is C1.

The principles of the TUFL Assessment system are as follows:

As TUFL, we have tried to set up our assessment system to internationally accepted standards.

For **Practicality,** we stay within appropriate time constraints for example a quiz (according to its length and skill) may take 20-30 minutes, a GPW (Graded Process Writing) may take 2 class hours, and an IMA (In Module exam which covers all skills) may take 3.30 hours. We try to hold relatively easy to ad- minister exams that have clear instructions for Lecturers, answer keys, answer key meetings, exam papers graded by 3 graders, and checked for the discrepancy and come to a conclusion after that, correct rubrics, evaluation procedure that is specific and time-efficient.

**For Reliability,** we try to make reliable exams that are consistent and dependable. We also take student-related reliability (in which a student may be having a bad day because of an illness or personal problems), grader reliability (human error- in order to solve this, we have 2 graders and a final grader), test administration reliability (Physical conditions-for example we change the listening exam time because of the "call to prayer". We changed the photocopy machine to have clear copies of exam papers. We have air conditioning in classes to have a cool temperature) and test reliability (no ambiguous tests with more than one correct answer, correct time limit, not too long, and irrelevant tests).

**For Validity,** we try to make appropriate, meaningful, and for the

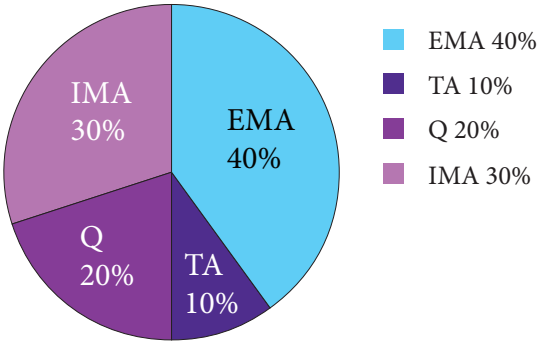
purpose exams. We create the feeling of fairness and relevancy in order to gain face validity. Therefore, our students can say the tests look right and they appear to measure their knowledge or ability correctly. We make well-constructed, expected formats with familiar tasks, tests that are clearly doable within the allotted time limit, items that are clear and uncomplicated, clear instructions, tasks that are related to their courses, and a difficulty level that presents a reasonable challenge.

For **Authenticity,** we try to use real-world materials. The items used in tests are contextualized rather than isolated, topics are meaningful and interesting, and the tasks are real-world tasks.

For **Washback,** as it refers to the effects the tests have on instruction in terms of how students prepare for the test, we always give feedback to our students for their in-class activities, correct their errors at the correct time before the exams with the common errors and after the exams, we Washback the students with clear feedback. Washback helps create self-confidence, and learner autonomy and protects the standards of learning.

### 2.3.1 Exams of TUFL

We have 4 modules and each module lasts 8 weeks. There are quizzes in each module, IMA-In Module Assessment, EMA-End of Module Assessment, and TA-Lecturers Assessment.
The Assessment system of TUFL is as follows:

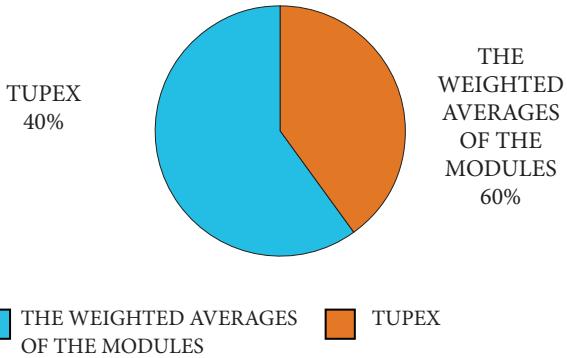



- QUIZZES 20 %
- IMA – In Module Assessment 30 %
- TA – Teacher Assessment 10 %
- EMA – End of Module Assessment 40 %

Module Passing Grade: 60 and above

| 60% OF THE AVERAGE OF 4 MODULES | + | 40 % OF THE TUPEX | = | END OF YEAR GRADE |
|---|---|---|---|---|

END OF YEAR PASSING GRADE



**QUIZZES 20%**

Quizzes are exams that measure about two to four units in a skill. The exams cover the purposes of the units and help give feedback to the students immediately. Each module has 4 exams. The weeks of the quizzes are announced by the Testing Office at the beginning of each module.

**IN-MODULE ASSESSMENT - IMA**

**In-Module Assessment (IMA) 30%**

In-Module Assessments are made on the Fridays of the 6th week of each module. These assessments cover the 4-week program in the curriculum and control the progress of the students in each skill.

**IN MODULE ASSESSMENT: MODULE 1**

| | |
|---|---|
| GRAMMAR (USE OF ENGLISH) | 25% |
| READING | 25% |
| LISTENING | 25% |
| WRITING | 25% |

**IN-MODULE ASSESSMENT: MODULE 2**

| | |
|---|---|
| USE OF ENGLISH | 25% |
| READING | 25% |
| LISTENING | 15% |
| SPEAKING | 10% |
| WRITING | 25% |

**IN-MODULE ASSESSMENT: MODULE 3**

| | |
|---|---|
| USE OF ENGLISH | 25% |
| READING | 25% |
| LISTENING & NOTE TAKING | 15% |
| SPEAKING | 10% |
| WRITING | 25% |

**IN-MODULE ASSESSMENT: MODULE 4**

| | |
|---|---|
| USE OF ENGLISH | 25% |
| READING | 25% |
| LISTENING & NOTE TAKING | 15% |
| PRESENTATION | 10% |
| WRITING | 25% |

**TEACHER ASSESSMENT – TA**

**Teacher Assessment (TA) 10%**

Teacher Assessment grades are given to the students at the end of each module. The notes are given in detail to enable the students to understand the TA schedule and to follow the lecturer's instructions seriously for the next modules. The percentage of the TA note is 10%. Each teacher is responsible for grading and explaining to both the students and the administration the reasons for the grading at the beginning of each module according to the Teacher Assessment List given by the Testing Office, so the grades must be mathematically proven when needed. For example, the lecturer should be clear about why he/she gave the assignment and whether the assignment was made on time. After each teacher's grades are submitted, the grades are collected and signed by lecturers.

TA CRITERIA

| PARTICIPATION | IN-CLASS QUIZZES | HOMEWORK (ONLINE HOMEWORK, PORTFOLIO, JOURNAL) |
|---|---|---|

TA CRITERIA – USE OF ENGLISH

| PARTICIPATION | HOMEWORK / ONLINE HOMEWORK |
|---|---|

**END OF MODULE ASSESSMENT – EMA**

**End of Module Assessment (EMA) 40%**

The EMA is held at the end of the 8th week of each module. This type of assessment evaluates the development of the entire module. Each skill is tested in EMA.

| | |
|---|---|
| USE OF ENGLISH | 25% |
| READING | 25% |
| LISTENING | 25% |
| WRITING | 25% |

*****Module Passing Grade is 60 and over*

**End of year assessment (EMA)**

| | |
|---|---|
| Quizzes | 20% |
| Teacher Assessment (TA) | 10% |
| In Module Assessment (IMA) | 30% |
| End Of Module Assessment (EMA) | 40% |
| | |
| Average Of 4 Modules According to Their Weights | 60% |
| TUPEX (Proficiency) | 40% |

**Module Weights**

| Module 1 | Module 2 | Module 3 | Module 4 |
|---|---|---|---|
| 20% | 25% | 25% | 30% |

**Exceptional Situations**

The Addington, Peterborough, and Edinburgh students who have 85 and over grade from 4 modules can pass through their faculty departments without taking the Proficiency Exam.

**TUPEX (Toros University Proficiency Exam)**

TUPEX is held 4 times a year. The first one is held after the registration of the new students in September. A student without registration cannot enter TUPEX. The second TUPEX is held in October for the additional quota students the Turkish Council of Higher Education declares for the universities. Again, after the registration period, these students take TUPEX. The third one is held in June for all the preparatory students. The fourth TUPEX is given to the failed students after the Summer School in August. If there is not enough registration for the Summer School, there will not be a Summer

School period and in that case, Summer School TUPEX Exam is not held. Only the students who are registered for the Summer School have the right to take the Summer School TUPEX. A student who passes the TUPEX can study in his/her faculty department and be counted as successful.
For the Advanced level students, C1 level TUPEX is held differently from the other groups who take the B2 level exam.

**PARTS OF TUPEX**

| | |
|---|---|
| WRITING | 35 % |
| READING | 30 % |
| WHILE LISTENING | 10 % |
| NOTETAKING | 15 % |
| SPEAKING | 10 % |

In the writing section, the students are expected to write 350-400 words in their essays. There are options to choose but they should choose only one of the essay types. The types are cause, effect, compare-contrast, classification, advantages, disadvantages, and argumentative essays.
In the reading section, there are two academic reading texts with multiple-choice answers. The parts are finding the referents, the true-false-not-given part, vocabulary from the text, finding the main idea, comprehension questions, and the summary part. The texts' levels are B2/C1 according to CEFR. In the listening section, there are two lectures. The first one is while listening, multiple choice. The second one is a note-taking open-ended listening lecture. The students are given the outline sheets and expected to take notes without seeing the questions. After the lecture is delivered, the question sheets are delivered, and the students answer them with the notes they take on the outline sheets.

In the speaking section, the students are given a familiar topic and expected to talk about it. There are two Lecturers in the classroom to observe and grade the student according to the rubric.
All the skills' levels are B2/C1 according to CEFR.

## 2.3.2 Exam Preparation Process

**STEP 1**

The Testing Office Coordinators and the Vice-Principal plan the exams including the percentages, the sections, the types, the levels, the dates, and the duration. The procedure is the same with FAE Group members including the FAE Coordinator and the Vice-Principal.

**STEP 2**

The exam is prepared by the assigned Testing Coordinator. The suggested time to complete this step is 5 workdays. With FAE, the exam is written by the Lecturers who own the lesson.

**STEP 3**

A hardcopy of the exam is proofread by the Vice-Principal in the prep program.
FAE exams are proofread by the FAE Coordinator and sent to the Vice-Principal for double-checking

**STEP 4**

The exam author edits the soft copy of the exam and keeps the reviewed hardcopy in a safe place in the Testing Office/in the FAE Coordinator office. The suggested time to complete this step is 2 workdays.

**STEP 5**

The edited hardcopy and all previous hardcopy editions of the exam are cross checked by the Testing Coordinators.
The same step is done by the FAE Coordinator. The suggested time to complete this step is 2 workdays for cross-check days for FAE.

**STEP 6**

The exam author edits the soft copy of the exam if necessary. He/she checks the final hardcopy of the exam, and the exam is approved

**STEP 7**

The assigned Testing Coordinator (with the help of the other Testing Coordinators) and in the FAE prints, staples, and classifies the exam and puts them into the exam envelopes with attendance sheet for the students to sign. If it is a Listening exam, a CD is included in the exam

**STEP 8**

A soft copy of the exam is saved in the server directory. The hardcopies of the entire exam are achieved in a file. All exam materials are kept in a locked safe place.
The procedure is the same for FAE.

### 2.3.3 Invigilation Process

**BEFORE THE EXAM**

▪ Be ready in the Testing Office right on time according to the Toros mail you receive for a small meeting to remind you of the procedures. /For FAE-do the same procedure in the office of FAE Coordinator.
▪ Take the exam papers and the invigilator instruction sheets if it is a listening exam, take the laptops, and make sure that the batteries are fully charged before the exam.
▪ Check the front side of the envelope to see which classroom you are assigned to and go to the classroom.
▪ Take out the list and make the students sit accordingly
▪ Tell the students to put their mobile phones (turned off) and materials on the Lecturer's desk
▪ Count the mobile phones and the students to ensure you have all mobile phones.
▪ Check the walls and student desks for any cheating issues. ▪ Clean the board, write the exam's start, and finish time.
▪ Give the student an exam sign sheet and check the students' IDs one by one.
▪ Count the students and signatures again.
▪ Switch your own mobile phone to silent mode, and do not use it during the invigilation.
▪ Make sure the students' seats are equally far away from each other.

**DURING THE EXAM**

• All classroom doors should remain open during the exam except for the listening exam when they are listening to the lecture.
• Wait for the announcement from the Testing Coordinator to distribute the exam papers.

• Start the exam.
• Remind the students to write their names and school numbers on their exam papers.
• Do not explain anything about the exam, translate, or help with their paper. If there is a need for the announcement, wait for the Testing Coordinator.
• Do not read the exam questions or text while invigilating. • Do not check any of your accounts on your mobile phone.
• Do not leave the exam room except you ask for and shift your place with a Testing Coordinator.
• Do not take your eyes off the students-they may be tempted to cheat.
• It is suggested to stand rather than sit for the invigilators.
• Be kind – the students are under stress during exams.
• If a student arrives late, make sure that he/she signs the paper and shows his/her ID to you.
• Do not give extra time to the latecomers. If it is a listening exam, the student cannot enter the classroom.
• When the exam finishes, take all the papers, count them, and put them in order according to the list.

## AFTER THE EXAM

• Take all the exam documents immediately after the exam to the Testing Office.
• Wait for the Testing Office Coordinator to count the papers and check the documents including the sign sheet and CD (if it is a listening exam)
• Leave the office and wait for the announcement for the answer key meeting.

**FOR ONLINE EXAMS:**

For the online exams, the Testing Office coordinators send the exams to the lecturers' mailboxes (official school mailboxes) 15 minutes before the exam starts. Lecturers must follow all the instructions announced before the exam for online implementation. Setting the deadline is very important in online exams. After the exam, mail the exams to the graders and the related coordinators by giving information about absenteeism of the students and state the other problems such as format issues or late submissions.

### 2.3.4 Grading Process

The main purpose of the TUFL grading policy is to ensure students process through learning. It is essential that the lecturer provide feedback through grading in the formative stages of learning. In this way, the students can improve themselves. The grading process helps us not to make any physical mistakes (human factor) while grading and to make sure the students have a transparent system they can easily check. In order to ensure grading standards, the Lecturers are required to follow these steps:

**Answer Key Meeting**

After each exam, the graders, the Testing Coordinator, and the Vice-Principal come together for a key meeting and go over the answers. The answer key includes all possible answers but if there are any suggestions for the key, they will be discussed and added to the key. If it is a writing exam, the group goes over two or three papers with the correct rubric for the exam. Give grades individually and discuss their grades to decrease the discrepancy level in the exam packs.

• **Grading Sheets and Double-Checking**

All exam envelopes contain a separate sheet for recording student grades. The grades should be written in pen and cannot be erased. All exam envelopes contain a separate sheet for recording, each question with separate and total grades to help the lecturers use for discrepancy matters. For writing, the sheet contains the parts of the rubric. In paragraph writing, if the difference between the two graders is less than 3 points, the average of the two graders is decided as the final grade. In essay writing, if the difference between the two graders is less than 5 points, the average of the two graders is decided as the final grade. If the discrepancy is over than that, the final grader grades the paper again.

There are three grading sheets: one for the first grader, one for the second grader, and one for the Final grader. The grader can just see his/her grade sheet.

All papers are double-checked in separate areas by the lecturers. Lecturers come together to go over any discrepancies.

If there are more than 10 different grades between two graders' sheets, another grader is asked for a triple checking.

• **Speaking Exams**

Speaking exams are held by two examiners. Two students enter the exam room but are tested individually.

The examiners use a rubric and grades separately on two different sheets, and then they check their grades for the discrepancy.

The examiner can direct the test-taker student with the phrases he/she has in her/his lecturer manual to make him/her calm and talk.

If a test-taker does not attend the exam on time, the examiners can continue the exam with the next student. The latecomers can enter the exam with the permission of the Testing Coordinators if the exam is still in process.

The exam envelopes are given to the Testing office immediately after the exam.

• **Online Exams**

For online exams, lecturers grade the exams on Word documents. The assessment documents such as criteria, grading sheet, and conversion tables are sent via email and Google Drive. The lecturers are expected to complete grading until the deadline stated in the email.

• **How to Enter the Grades on e-Kampüs System (Preparatory Students Information System)**

Testing Office Coordinators receive student grades from the Lecturers. After the grades are checked, they are uploaded to the main computer in the Testing Office. Testing Office Coordinators double check the grades and send them via e-mail to the Vice Principal.

After feedback is given to the students, the grades are sent back to the Vice Principal. Grades are checked again by the Vice Principal and if there are no errors, they are forwarded to the Administrative Coordinator and Assistant.

Grades are entered into the Preparation Information System called E-Campus by the Administrative Coordinator and Administrative Assistant. At the end of the academic year, all grades are sent to the Rectorate in the form of a report and a cover letter. It is also sent in the form of e-mail.

Grades are kept as files and a copy is sent to Student Affairs. At the end, grades are archived.

### 2.3.5 Feedback Process

After each exam, feedback is given to the students so they can see their mistakes. In quizzes and in-class quizzes, the lecturer is responsible for giving the feedback using the board, the projector, the answer key, and the analysis form with the common mistakes of the students.

In writing, the lecturers are responsible for giving individual

feedback to students. The projector can be used for common mistakes for the whole class.
In IMA-EMA feedback, the Testing Office scheduled a full one day for the feedback and rescheduled the lecturers' program for that day. The Vice-Principal may visit classrooms, which are statistically lower than the others.

**2.4 Cheating Policy**

There is no tolerance in regards to cheating in any exams of TUFL including the quizzes, the presentations, and the portfolios. The student receives a "0" (zero) for that assessment if it is proved that he/she is cheating and there is no make-up for a student who has been caught cheating.
Before the exams, students are asked to place all their books, worksheets, notes, and mobile phones on the lecturers' desk. Students are always informed about bringing their student ID cards and they must show the cards to the invigilator while signing the exam list otherwise they cannot take the exam. The students must sit in the place provided for him/her according to the list in the "S" shape. If the invigilator asks a student to change his/her place, the student should obey it. If invigilators or the Testing Coordinators spot students with unauthorized material in their possession, including any information on a part of the body, clothing, on the wall or desk, or another mobile phone they do not put on the lecturer's desk, it will inevitably be assumed that cheating has taken place. The students also try to cheat on their friend's papers. After a verbal warning to the student, if the student continues cheating, the invigilator should call one of the Testing Coordinators to invigilate that student together. If the student continues cheating, the invigilator or the Testing Coordinator tells the student that this is his/her last chance, or they will sign his/her paper for cheating. If the action continues, the invigilator should wait for the student to finish and submit his/her paper in order not to cause any confrontation,

which may lead to disturbing other students. The student's paper will be signed by the invigilator at the end of the exam, showing that the student has been caught cheating and with the cheating proof attached to the paper, the exam paper is sent to the Testing Office whose responsibility is to inform the Administration.

**2.5 Learner Training Policy**

TUFL's goal is to ensure that our students are given opportunities, guidance, and training in terms of study skills and techniques to develop themselves as autonomous learners. Outside the standard class hours, the students can study their Reading, Use of English, and Listening in two Learning Center hours. There are two Writing Center hours for the writing skill. There are also two Speaking Club activities for the students who want to learn more about the daily language in English.

TUFL also gives importance to raising students' awareness about the importance of knowing a foreign language for their academic needs. Students are given surveys about that matter and the results are discussed with them while brainstorming what else can be done to help them.

**2.6 Lecturers Recruitment Policy**

Lecturers are the most important components of TUFL to achieve our goals effectively. TUFL always seeks for lecturers who have the following characteristics:

- Demonstrating a high level of motivation to teach English or another foreign language
- Having efficient teaching skills
- Being an effective, hardworking, positive team member
- Holding positive attitudes towards the students, the colleagues, the ad- ministration and the work
- Respecting others and their views
- Always positive in any situation, but constructive and encouraging

in efforts
- Showing commitment to the work, and the personal and professional development
- Being autonomous and motivated life-long learners themselves - Being clear and honest in speech and find solutions to problems.
Other academic issues about the Lecturers relate to the Turkish Council of Higher Education (YÖK) explained by the Rectorship and announced on the web page of Toros University and the official internet page of YÖK.
While TUFL is seeking for an instructor, a letter is written to the Rectorship explaining the reason a lecturer is needed. After it is approved, the Human Resources Department fills a form to have the announcement on the official page of YÖK including the academic details of a Lecturers, the deadline of sending his/her documents, the announced time of accepting him/her as a candidate Lecturers according to the measurement of his/her degrees in the diplomas. After collecting and listing the candidates according to their measurement, the list is announced on the Toros University web page informing them when and where to take the exam or demo lesson. A demo text is sent to the candidate with the expectations from him/her including CEFR and the teaching philosophy of TUFL. The jury members come together on the day of the demo lesson and by using the rubric, they give marks to the candidate lecturers individually. After that, the grades are added and divided into the number of the jury and the candidate lecturer's grade is given with a report attached to his/her grade. The lecturer with the highest grade is announced as successful on the Toros University web page. The candidate lecturer is invited to the school to discuss the details and if he/she accepts the offer, a letter is written to the Rectorship to make that particular lecturer one of us. When the Rectorship approves it, the lecturer can begin his/her work.
In order to be counted as a candidate lecturer, a lecturer should have the following diplomas and certificates:

- The Lecturers should be a graduate from one of the departments: English Language Teaching department, English Literature, and Language department, American Literature and Language department, Department of English Translation and Interpreting, English Linguistics Department.
- The Lecturers should have at least a minimum of five years of experience in the field of teaching.
- The Lecturers should have a certificate over the grade of "70" from ALES (Turkish Council of High Education YÖK for Academic Personnel and Post Graduate Education Entrance Exam).
-The Lecturers should have a master's degree.
-The Lecturers should have a certificate over the grade of "90 from YDS" and an equivalent grade to prove that his/her English level is proficient (from the national and/or international exams such as TOEFL/TOEIC).

**2.7 Professional Development Policy**

Our goal is to have a successful program, which relies on effective teaching: therefore, necessary support, guidance, and opportunities are given to the lecturer before, during, and after teaching processes with planned activities and an "open-door" policy to encourage professional development.

The areas that the lecturer needs more guidance, support, and training are determined through:
- meetings
- class observations - questionnaires
- lecturers' reports - student surveys - wish box results
- reflection reports

Class observations and reflection reports focus on the lecturer's development and with a one-to-one conversation with the lecturers and discussing the lecturer's observation chart and observing his/her development in the other lessons and modules, the individual

need of the lecturers is found and supported by the Vice-Principal of the Department of Foreign Languages. When the need is not for one lecturer, but there are more lecturers to be supported such as class management or a new technique or approach to be learned, workshops, seminars, and conferences are organized. Various workshops and presentations from outside consultants are organized according to the needs of lecturers. TUFL lecturers are encouraged to give and take presentations and workshops nationally and internationally including in the Erasmus+ programs.

**2.8 Feedback Policy**

The goal of the Feedback policy is to build an effective communication system with the lecturers, and it is a bridge combining the administration and the lecturers for the sake of individual lecturers' needs and professional development. The Education Coordinator and/or the Vice-Principal of the Department of Foreign Languages meets with the lecturers personally at least once a year and has an interview about the lecturer's personal opinions considering the curriculum, the syllabi, teaching hours, the books we use in class, which skills they want to teach in the coming year, the extra materials, the assessment, the extracurricular activities, the administration system and any suggestions or complaints of the lecturers. Before the interview, the lecturers write reports about the previous year, including the mentioned issues. They are asked to write a report with open-ended questions which is sent by mail) and in the meeting the Education Coordinator/the Vice-Principal of the Department of Foreign Languages) asks questions to clarify what is expected and what can be done in the coming year. The reports are kept in the lecturer's personal files. The lecturers also use the wish boxes for any suggestions and complaints. What the TUFL administration hopes is to handle any problem before it becomes bigger so the lecturers should carry his/her suggestions or complaints immediately.

## 2.9 Complaints Policy

The goal of TUFL is to create a motivating and honest atmosphere at school and consider the student's complaints. Informal complaints can be solved through conversation with the student advisor, any Lecturers of that particular student/s, a Testing Coordinator, or the Vice-Principal of the Department of Foreign Languages. For formal complaints, the student can go to the Education Coordinator or to the Vice-Principal of the Department of Foreign Languages.

At the beginning of each year, student handbooks are distributed, and the lecturers answer any questions about the handbook. The handbook, rules, and regulations of TUFL are kept on the Toros University web page all year long, but if the problematic behaviour or complaint continues, a written document is asked, and the legal procedure as stated in the Laws and Regulations accepted by Toros University Rectorship will be used. If the students are not satisfied with their exam results, they can ask for a re-evaluation of their exams by applying with a written document, which they can take and fulfil in the Administrative Office five days after the exam results are announced. The Testing Office re-evaluates the exams.

## 2.10 Decision-Making Policy

All the decisions are transparent to all lecturers and the students in TUFL. When a course book or the duration of a skill is changed, it is discussed in regular meetings. Then the lecturers are asked to write reports and make decisions. The students are informed about the changes; however, decisions given at the beginning of the year do not change unless it is crucially important. After the election of student representatives (2 students in each class), at the end of each module, meetings are held, and student representatives are invited to the meetings to voice the students in the meetings and inform the administration about the school issues. According to their wishes and complaints, we get information from the wish boxes, individual interviews, conversations, and the student representatives. The

students will be informed of the changes. The ideas of every individual are valued and considered during the decision-making process. The Testing Coordinators have meetings with the student representatives five times a year, while the Education Coordinator/ Vice-Principal of the Department of Foreign Languages are chairing the meeting. All the lecturers are invited to take an active role in any decisions concerning the teaching-learning process.

**2.11 Distance Education Policy**

In accordance with the Mission, Vision, and Strategic Plan of the Department of Foreign Languages, Distance Education is intended to provide quality education for the students by providing an accessible quality. This policy serves as a guide for improving and implementing distance education and standardizing the quality for the delivery and assessment of distance education. The basics for distance education are as follows.

Development of course materials on distance education and making them available to open access,

Development of distance education technological infrastructure (information infrastructure), access opportunities and learning, ensuring, and improving information security,

Establishing and improving distance education-training environment and tools, measurement, and evaluation processes, Establishing and improving support services for ensuring student participation in distance education processes,

Creating and improving the technological, pedagogical, and assessment-evaluation levels of students and teaching staff according to the distance education process,

Establishing and improving learning outcomes, learning methods and approaches in distance education processes. Distance Education Principles

In order to ensure the participation of students in distance education, ensuring student motivation, receiving feedback with

different methods, and using the results obtained for improvement,
Using performance-oriented measurement and evaluation methods and techniques for the use of various tools and methods as much as possible, instead of a single tool, in the evaluation of the activities carried out for the evaluation of students' learning processes, products and performances,
Spreading the application of evidence-based methods and techniques to ensure auditable and transparency in the performance-based assessment process,
To use learning methods that are suitable for distance education and require more than one learning approach,
Carrying out experience sharing, peer evaluation and similar information sharing interviews periodically,
Implementing the Training of Trainers program that includes student-centred learning methods,
Increasing active participation in the platform (LMS) used for the synchronous structure of the courses and making it more user-friendly,
To use in-class communication techniques (student-instructor, student-student) effectively in distance education applications, complying with ethical rules in homework, projects etc. prepared by lecturers and students in the preparation of course materials.
These principles have been evaluated and adopted by stakeholders. Stakeholders affected by this policy are students, Lecturers, Curriculum and Material Production Office Staff, Testing Office, Skill Coordinators, Administrative Staff, Distant Education Coordinator, Vice-Principals, and Education Coordinator.

**Distant Education Procedures**

**a) Support / Help**

At the beginning of the term, students take an online orientation program. In this orientation, they are provided with everything

such as books, schedules, exams, virtual classes, and attendance related to the school. During the term, students are always provided support by these partners:
Classroom Representative Adviser Teacher
Distant Education Coordinator Distant Education Staff
IT Department
The people mentioned above are always available if students have any problems or issues. Students can always reach them via Instant messaging, e-mail, lms.toros.edu.tr, or telephone. For each classroom, there are WhatsApp groups, and mail groups are grouped for announcements and problems. The students are expected to follow the announcements on the official website of the department: https://www.toros.edu.tr/icerik/yabanci-diller-bolumu

**b) Modes of Delivery**

Synchronous Teaching: In this mode, teaching is in real-time. Students and Lecturers meet in the link lms.toros.edu.tr (Perculus) at a set time. In these courses, the lecturer takes attendance, the same as they would in a real classroom. Common methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures are included in this mode of delivery. The contingency plan for this mode is to use Google Meet or Zoom in case of any technical problems.
Asynchronous Teaching: Most of the time, we prefer Synchronous Teaching, but we supplement it with Asynchronous Teaching: Lecturers provide materials for reading, lectures for viewing (videos or ppt), assignments for completing, and exams for evaluation. This mode is preferred to be used by students' own schedules. Common methods of asynchronous online teaching we use in our department include self-guided lesson modules, pre-recorded video content, lecture notes, e-book activities, online discussion boards or social media platforms.

**c) Curriculum and Material Production**

Distance education courses and programs mainly refer to the same academic standards, policies, and seriousness as those offered on campus. The content of the lessons and materials are approved through the same curriculum approval processes as campus-based courses and programs. The only difference is that they are prepared by considering the formats or extensions that the systems accept. In addition, by questioning their effectiveness in online teaching, the materials become visual, audial, and interactive. We get feedback from the instructors on the curriculum and materials. Necessary changes are made immediately according to the feedback. The standardization of the materials is ensured by adjusting regularly in our department. Furthermore, seminars and workshops are carried out to develop our instructors' distance education skills.

**d) Faculty Academic English Virtual Classes**

Online classes are held over the University's Learning Management System (LMS). The instructor starts an online class session by specifying the duration of the class. After the instructor and the students all log into the system, the instructor starts the class session. The instructor can turn on his/her camera so the students can see him/her.

During the class, the instructor can show pdf files to the class, share his/her screen, and show the students videos, photos, web pages, or any other file forms. The instructor can give permission to the students to speak or even open their cameras. The class session is also being recorded and saved/archived in the class's LMS page. Students who have missed that session can watch it at a later time. However, this period where the class video is visible to the students is under the control of the instructor. If the instructor decides so, he/she can close the class video for viewing. The instructor can also make announcements, give homework assignments, or share files over the LMS. For homework assignments, due dates can be set, and

overdue assignments will not be accepted automatically.

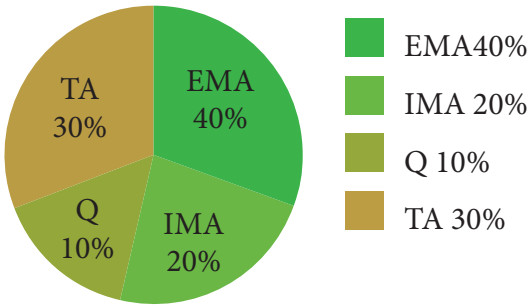
**Assessment in Distance Education**

In the Department of Foreign Languages, online exams are done by following some procedures. The modular system assessment is updated in keeping with distance education. That is why formative assessment is preferred to focus more on student performance than the results of exams. In accordance with this policy, the value of Teacher Assessment is higher (30%) than face-to-face examination assessment. The Testing Office designs online exams coherent to distant education.

Exam percentages for a module of distance education:

| | |
|---|---|
| End of Module Assessment | 40% |
| Teacher Assessment | 30% |
| In-module Assessment | 20% |
| Quizzes | 10% |

**END OF MODULE GRADING SYSTEM**



Before the exams: Students are informed about the details of the exam in advance. They are provided by the criteria that their exams will be assessed and are informed about the exam rules and schedule in detail.

During the exam: After the identity of the student is confirmed, the exams are uploaded at the set time on Perculus. The deadline is set. NO EXAMS ARE ACCEPTED AFTER THE DEADLINE TIME. The adviser teachers or invigilators are available to help students in case of any problems.
After the exam: Key meetings are held by the Skill Coordinators. In these meetings, criteria are reviewed, and sample grading is done and discussed to standardize the grading. The Testing Office shares assessment documents on Google Drive and the grading process starts.
Feedback: After the grading, lecturers give online feedback to students by explaining the criteria and answer keys.
Procedures for Online Exams: Exams are prepared by the related Coordinator and proofread by a Vice-Principle in accordance with the skill syllabus. After the exam is ready, the lecturers are informed about the content of the exam in an online skill meeting. Then, the students are informed about the rules and content. The exam is uploaded to the lms.toros.edu.tr exam part and the students are expected to answer the questions in the allocated time.

Special Procedures:
For Notetaking (Listening) exams, this procedure is followed by the invigilators:
Go to the "Add Activity" link and click on ASSIGNMENT. In the NAME Section, write LISTENING (OUTLINE SHEET), depending on the exam.
Upload the OUTLINE sheets 3 minutes prior to the scheduled time. Choose 1 for upload count. Do not allow downloads after the

deadline. Click and save the document.
Start the recording (all classes will listen to the lecture ONCE). Please turn your microphone off.
After the lecture ends, AGAIN, go to the "Add Activity" link and click on ASSIGNMENT. In the NAME Section, for example, write LISTENING (QUESTION SHEET), depending on the exam and send the QUESTION SHEET.
Please note the time you have sent the question sheet and allow 15 minutes to answer the questions and upload their question sheet and an outline sheet.
The students are required to upload both question sheets and outline sheets.
Please download the exams/quizzes and send BOTH the question sheet and outline sheet to the assigned grader.
For Writing, the assessment for online exams is as follows:
1. After the key meeting, the criteria for online exams are followed. 2. First, the papers are checked for plagiarism (similarity and artificial intelligence) by using a professional plagiarism program (see the table). Plagiarism reports are shared with the students

| For Paragraphs: PLAGIARISM (similarity+artificial intelligence rates) | | | | |
|---|---|---|---|---|
| **PERCENTAGE %** | **TAKE OFF FROM "A"** | | | |
| **0-25** | **0** | | | |
| **25-50** | **2** | | | |
| **50 AND ABOVE** | **GETS ZERO** | | | |
| *If the originality of the paper is completely suspicious, plagiarism checker will check the originality (You can take off marks from A in relatively less plagiarism).* | | | | |

| For Essays: PLAGIARISM (similarity+artificial intelligence rates) | | | | |
|---|---|---|---|---|
| **PERCENTAGE %** | **TAKE OFF FROM "A"** | | | |
| **0-25** | **0** | | | |
| **25-50** | **4** | | | |
| **50 AND ABOVE** | **GETS ZERO** | | | |
| *If the originality of the paper is completely suspicious, plagiarism checker will check the originality (You can take off marks from A in relatively less plagiarism).* | | | | |

3. Then, format criteria are applied (see the table)

| FORMAT | | | | |
|---|---|---|---|---|
| *If the format is not appropriate, take off 1 mark for each. Do not take more than 3 points.* | | | | |
| **Font** | | IF NOT | -1 | |
| **Font size** | | | -1 | |
| **Spacing** | | | -1 | |
| **Justified text** | | | -1 | |
| **Title (Center)** | | | -1 | |
| **NO Bold/Italics** | | | -1 | |
| **NO Highlighted Text** | | | -1 | |

For Online Writing Exams, Department of Foreign Languages uses the system provided by Turnitin.com. With this system, plagiarism is checked in terms of similarity and artificial intelligence. Turnitin process has some steps for the Writing Lecturers.

1. Open a lesson on Turnitin.
2. Share the information of the lesson with the students.
3. Tell the students that they will upload their assignments on Turnitin, submitting homework on other platforms like mailing or WhatsApp is not acceptable.
4. Add Assignment and give the details such as Start Date and Deadline.

5. After the students submit assignments, apply the plagiarism criteria.
6. Send the plagiarism reports (download it from the system on current view) to the students who are penalized from plagiarism (including similarity and artificial intelligence).

Online Exams at TUFL

Placement Exam: Department of Foreign Languages Placement Exam is applied via Google Forms. The freshman students take this exam to be placed in the virtual classroom appropriate for their levels. Before the exam, advisers make the necessary announcements to the students. Students get the exam (which includes 100 multiple-choice questions) on their official school e-mails and submit the exam in 1 hour. After the exam, assessment is done automatically by Google Forms and students are placed accordingly.

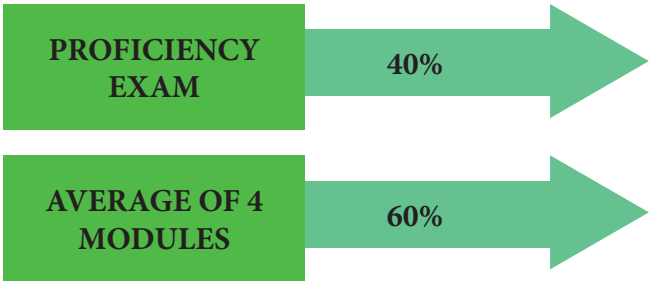
TUPEX (Toros University Proficiency Exam): TUPEX is intended to be conducted at school. However, sometimes it must be done online. In online TUPEX, the content of the exam differs from face-to-face TUPEX. In the online exam, students prepare a presentation instead of Note Taking and While Listening parts. The other parts are conducted on lms.toros.edu.tr Writing exam is checked for plagiarism and format. The reading part includes 35 multiple-choice questions.

| | |
|---|---|
| Reading | 35 pts |
| Writing | 35 pts |
| Presentation | 30 pts |

TUPEX has a 40% percentage at the end of year grade.

**END OF YEAR GRADE**

**PROFICIENCY EXAM 40% +**
**AVERAGE OF MODULES (AVERAGE OF 4 MODULE ACCORDING TO THEIR WEIGHTING) 60%**




Online TUPEX exams can be done with the same procedures in the Summer Term (if the Summer School opens).
Erasmus Exam: Online Erasmus exam is held on lms.toros.edu.tr with these parts:

| | |
|---|---|
| Reading | 35 pts |
| Writing | 35 pts |
| Note Taking | 15 pts |
| While Listening | 10 pts |

Online Erasmus Exam and online TUPEX are almost the same exams. The difference between Online Erasmus Exam and TUPEX is that there are two listening exams at the online Erasmus Exam instead of presentations.
EMA (End of Module Assessment) and IMA (In-module Assessment): These exams include all skills in an all-day exam. The percentages are

| | |
|---|---|
| Use of English | 25 pts |
| Listening | 25 pts |
| Reading | 25 pts |
| Writing | 25 pts |

In Modules 2 and 4, the Speaking exam is included in the IMA exam, so the percentages change like this:

| | |
|---|---|
| Use of English | 25 pts |
| Listening | 15 pts |
| Speaking | 10 pts |
| Reading | 25 pts |
| Writing | 25 pts |

Participation in online classes is 80% mandatory. Students who have absenteeism of 80% or above lose their right to take the EMA (final) exam for each module.
Before the online EMA and IMA exams, students are delivered this warning:

EXAM RULES Dear students.
ALL STUDENTS MUST UNDERSTAND AND FOLLOW THE RULES AS STATED BELOW. THE EXAM PAPERS/ANSWERS, WHICH DO NOT HAVE THE FOLLOWING RULES, WILL NOT BE ACCEPTED/GRADED.
Students must write their name, surname, and class on the exam papers and the answer sheets.
Students must send their answers in the given time. Do not send your answers at the last minute; the system does not accept the answers, which are sent at the last minute.
Do not send your answers after the exam time ends. These papers will not be accepted.
Do not write your answers on the exam papers. You must write your answers on the answers sheet that is sent with your exam. (Answer sheets usually are at the bottom of the exam).
You must write your answers on WORD and send them back to your teacher as a WORD file. Do not send your answers as PDF, RAR, or any other link(s). PDF, RAR, or any other link(s) will not

be accepted.
The student is responsible for his/her Internet connection, or to find the best possible point for his/her Internet connection.
During the exam, (in your location) a possible Internet disconnection or power loss will be the student's responsibility. If a student cannot send back his/her exam papers/answers due to an Internet disconnection, power loss, or for any other reason(s), this will be the student's responsibility.
Generally: As in previous exams, you must follow the rules. Papers, which do not have the above rules and are sent late will not be accepted and students who are suspected of cheating and/or plagiarism will get zero.
Quizzes: Almost every week, there is an online quiz. The online exam weeks are announced at the beginning of each module. These online quizzes are Use of English, Reading, Writing, and Listening. They are assessed over 100 and they are worth 10% in a module.

**TEACHER ASSESSMENT (%30)**

| PARTICIPATION | HOMEWORK / ONLINE HOMEWORK / JOURNAL | IN CLASS QUIZ |
|---|---|---|

The value for teacher assessment grades in distance education is strikingly higher than in face-to-face assessment. Teacher assessment includes three main parts: Homework, In-class quizzes, and Participation. The grades are given by the lecturers by observing the students throughout a module. Homework includes Portfolios, e-homework, and Journals. In-class quiz is designed and conducted by the lecturer of the virtual classroom. Participation grade is given according to the performance of students during a module (to attend does not mean to participate).
Faculty Academic English Online Exams

Exams are held by using the homework/assignment module of the University's Learning Management System (LMS). The instructor uploads the exam onto the LMS as a Microsoft Office Word document. The students are instructed to download the file, change its name to their name, surname, and school number and complete the exam. The students are given a certain period to complete the exam (usually 60 minutes). After the period given to the students is over, they cannot submit their answers, therefore students must keep track of time and manage their time accordingly. The students have permission to submit their answers only once. For assessment, the procedures followed by TUFL are also used for the Faculty Academic English Unit.

Before the exams, these rules are announced to the students by the Faculty Academic English Unit.

Dear students.

ALL STUDENTS MUST UNDERSTAND AND FOLLOW THE RULES AS STATED BELOW. THE EXAM PAPERS/ANSWERS, WHICH DO NOT HAVE THE FOLLOWING RULES, WILL NOT BE ACCEPTED/GRADED.

Students must write their name, surname, department, and school number on the exam papers.

Students must send their answers in the given time. Do not send your answers in the last minute, the system does not accept the answers, which are sent at the last minute.

Do not send your answers after the exam time ends. These papers will not be accepted.

You must write your answers on WORD and send them back to your teacher as a WORD file. Do not send your answers as PDF, RAR, or any other link(s). PDF, RAR, or any other link(s) will not be accepted. DO NOT SEND YOUR HOMEWORK BY MAIL OR LMS MESSAGE!

The exam file name should be 'YOUR NAME, SURNAME, SCHOOL NUMBER.'

The student is responsible for his/her Internet connection, or to find the best possible point for his/her Internet connection.
During the exam, (in your location) a possible Internet disconnection or power loss will be the student's responsibility. If a student cannot send back his/her exam papers/answers due to an Internet disconnection, power loss, or for any other reason(s), this will be the student's responsibility.

**Quality Control Circle**

As it is done in face-to-face education, research and development are important in distance education. Planning is the first step of this process. The syllabus, academic calendar, timetables, and materials are always updated in keeping with the new developments in online teaching and each partner is announced by the changes. The second step is "to do" in other words to practice. This process covers online teaching, online exams, and online feedback.
After these two steps, the process is checked by producing statistics. After each exam, statistics are done and announced by the Testing Office. Online meetings are held with students and

lecturers periodically (on Google Meet or Zoom). Key meetings, skill meetings, coordinator meetings, unit quality meetings, and classroom representatives' meetings are held throughout the year. Online surveys are given to students to complete and turn in. Lecturers write online Self-appraisal forms and Book Reports and participate in the decision-making processes The last step of this circle is "to act." After the data is collected from all the partners, the action is updated. The missing parts are supplemented. If necessary, the plans are reviewed and changed after this circle.

**Student Related Issues in Distance Education**

Participation in online classes is 80% mandatory. Students who have absenteeism of 80% or above lose their right to take the EMA (final) exam for each module.
Students with an average of 85 and above (average of 4 modules) may continue to their department of faculty and are exempt from the end-of-the-year TUPEX exam. This exception applies to Edinburgh, Peterborough, and Addington classes. Brighton students are not included in this exception.
Each week, there is an online Learning Center, Writing Center and Speaking Club held on Google Meet or Zoom.
Student Requirements and Expectations for Distance Education Prerequisites and Preparation
A student's ability to succeed in a distance-learning course depends on his or her ability to understand the course structure and technology. Informing students about what skills and technologies are required for specific distance learning courses gives them the opportunity to self-assess whether they are capable of completing the course.
Student Integrity and Authentication
Maintaining academic integrity is a challenge in both traditional and online education. Student cheating is unfortunately commonplace at

all colleges and universities. Although it is impossible to completely eradicate student cheating, it can be minimized if both faculty and administrators work together. At the beginning of each course, it is incumbent upon the faculty to make students aware (verbally and in syllabi) that cheating in general and plagiarism in particular will not be tolerated. As a deterrent, it might be worthwhile to let students know that the Internet can be (and is) used as a tool to combat plagiarism by conducting a reverse search. For its part, the administration needs to make the school's position on plagiarism very clear through the catalogue, the student handbook, and during student orientations. Plagiarism is unacceptable and has serious consequences, up to and including expulsion, awaiting students who choose to test this policy.

## 2.12 Internationalization Policy

In addition to the general internationalization policies of our university, which aims to be a global institution, we, as the School of Foreign Languages, adopt the following principles in the field of internationalization.

A) Exchange Programs

1. To increase the number of students attending exchange programs at undergraduate and graduate levels every year, compared to the previous academic year,
2. To increase the number of students coming with exchange programs at undergraduate and graduate levels every year, compared to the previous academic year,
3. To diversify exchange programs,
4. To increase the number of universities with which cooperation is made within the scope of exchange programs,
5. To increase the number of institutions where our students can do internships within the framework of exchange programs,
6. To increase the number of staff, academicians, and lecturers/

members going through exchange programs,
7. To increase the number of personnel, academicians, and lecturers/ members coming through exchange programs,
8. To develop projects within the European Union Education and Youth Programs and to increase the number of students and staff benefiting from the project.

**B) Foreign Students**

1. To increase the number of foreign students at undergraduate and graduate levels every year compared to the previous academic year,
2. To increase the number of students who are successful in the preparatory program by getting language education in institutions abroad,
3. To provide cultural diversity by increasing the diversity of the countries where foreign students come from,
4. To increase the interest of international students in our institution by constantly renewing education and training,
5. To eliminate borders by improving the digitalization process,
6. To update the education programs on an international scale as required by the age, by taking the advanced and well-known programs as a model, and to add the courses that will cover cultural differences to the Education-Training program,
7. To identify, develop and diversify student services (such as foreign language education and counselling, foreign language orientation on campuses, employment of foreign language staff in student affairs, etc.).

**C) International Cooperations**

1. To increase the number of international professional organizations, associations, or unions to which it is a member,
2. Increasing the number of publications at the international level,

3. To develop cooperation with universities abroad,
4. To develop joint research projects with universities and institutions abroad,
5. To exchange faculty members with universities abroad,
6. To organize scientific events such as joint congresses/symposiums with universities and institutions abroad and to invite leading scientists in their fields to these events,
7. To carry out activities to increase international visibility and recognition,
8. To ensure that detailed information about research, scholarship, support, and training opportunities for international researchers and students is created and made accessible.

## 2.13. Class Placement Policy

At Toros University Department of Foreign Languages, students are placed in different classrooms or virtual classrooms according to this policy.
1. Student Affairs send the list of newly registered students.
2. A new list occurs by adding the students who failed in the previous Academic Year.
3. After the TUPEX (Proficiency Exam), the students who pass the exam gain the right to register for their faculties.
4. The next step is the Placement Exam which shows the levels of students according to CEFR.
5. There are 4 different levels at TUFL: Advanced (Addington), Pre-intermediate (Peterborough), Elementary (Edinburgh) and Beginner (Brighton).
6. There are a few criteria to follow apart from the Placement Exam results while placing the students into these levels. The variables that are considered are:
a. Gender: to even the numbers of male and female students in the classroom.

b. Age: to avoid older students cumulate in one classroom.
c. Name and Surname: to avoid students with the same name being in the same classroom.
d. Nationality: to promote cultural diversity.
7. After the term starts, lecturers and advisers express their opinions about the classes of students in weekly meetings.
8. After the first exams, the students with lower grades are discussed to move to lower-level classrooms. On the other hand, the students with higher grades are discussed to move to upper levels with consensus.
9. In the second term, the students who are unsuccessful are moved to a lower level and a new classroom is opened called Richmond for Remedial/Repeat students.
10. In the second term, all students are blended inside the levels to prevent students to get accustomed to the lecturers in the class. Therefore, they can get used to different lecturers' teaching techniques. On the other hand, it helps to encourage students to get familiarized with other students and other lecturers.

### 2.14. Social Contribution Policy

Based on the motto of "Beyond Education, Into Life," Toros University is an educational institution that constantly interacts with the society, conducts research, provides education and services by putting people at the centre. In this direction, Toros University School of Foreign Languages is aware of its responsibilities towards society and has adopted to produce policies. It is an undeniable fact that we exist together with the society, both as a university and as a college. Our Social Contribution Policy, which emerged in this direction, covers the following principles:

- To conduct research and develop projects in cooperation with Research and Application Centres, Sector and Non-Governmental Organizations,

• To encourage students to develop projects for social contribution,
• To organize activities such as trainings, conferences, seminars, workshops, etc. for all segments of the society,
• To organize activities such as courses and certificate programs with the Continuing Education Center (TORSEM),
• To contribute to the society by pursing current needs and expectation,
• To contribute to the socio-economic development of the society, • To ensure the dissemination of social responsibility awareness,
• To raise individuals who are not only academically competent, but also beneficial to society,
• To make social contribution activities sustainable.

## 2.15. Research and Development Policy

Based on the motto "Beyond Education, Into Life", Toros University is an educational institution that constantly interacts with the society, conducts research, provides education, and provides services by putting people at the centre. Toros University School of Foreign Languages is aware of the necessity and importance of research and development activities and has adopted policies in this direction. Our Research and Development Policy, which emerged in the light of all this information, covers the following principles
• To increase the number of national and international academic publications such as articles, papers, book chapters, etc.,
• To contribute to the research and development activities of the School of Foreign Languages,
• To produce scientific studies to support the increase in the number of citations made to the publications addressed to our college from the publications in the journals scanned by national and international indexes,
• To increase the number of internal and external supported research and development projects,

• To contribute to academic competence in this direction by following up-to-date scientific studies,
• To organize national and international symposiums, congresses, artistic exhibitions, and similar scientific activities or to actively participate in these activities,
• To ensure the dissemination of the understanding of being a scientist and educating,
• To contribute to the field of social sciences with an innovative perspective,
• To make research and development activities sustainable.

## 3. LECTURER RELATED ISSUES

### 3.1 Monitoring Student Attendance

The attendance sheets are shared at the beginning of the week online (on Google Drive) by the Administrative Office. Lecturers are responsible for taking an accurate record of each student's attendance for each lesson in a day. The Administrative Coordinator is responsible for entering the attendance on the student automation system weekly.
Attendance cannot be used as a way of punishment: therefore, if the student has some behaviour problems, does not bring his/her books or materials in class, or does not do his/her homework, lecturers cannot mark them absent. However, they can punish the attitudes mentioned above with the Teacher Assessment grade they give at the end of each module.
Medical reports for non-attendance are not accepted. The class hours the students must attend for each level are announced in the student orientation program, written in the student handbook, and explained by the administration office to the students. It is the students' responsibility to keep track of their own number of absences: otherwise, if the absenteeism is over than the desired

number, the students cannot take the EMA (End of Module Exam) which may lead to failure.

### 3.2 Record Keeping

Lecturers are expected to keep the following in their class files:
-Attendance Record Sheets (which are distributed by the administration office)
-Homework Sheets (which are distributed by the Testing Office). The teachers are responsible for the date of the homework, the topic of the homework, whether the homework is completed on time, or if there has been cheating. It should include at least two in-class quizzes and the lecturers should be clear about the student's participation.
-Lesson plans

### 3.3 Working Hours

All the lecturers need to start and end the class on time. Problems in maintaining the class hours lead to a lack of discipline and create problems for students. The lecturers are responsible for their start and end times for each lesson. The late teachers and the lecturers who leave the class earlier are warned via the Toros mail if the issue occurs more than twice and the records are kept for the yearly evaluation of lecturers. If it becomes a regular habit, the lecturers will be dismissed.
Lecturers must have a plan before a lesson starts. He/she has to be prepared and knows what to do and must have mastery of the subject. Each minute of a lesson must not be wasted. Watching movie during a class hour is forbidden. If the students want to watch a movie during a class hour, they can be diverted to Movie Club. The lecturers must control the classroom and use the lesson hour effectively. Lecturers must not use their mobile phones for

their personal issues during a lesson hour.
In case of a lecturer's sudden illness, the lecturers are expected to inform the Vice-Principal of the Department of Foreign Languages. The Vice-Principal of the Department of Foreign Languages then informs the administration office and/or the Testing Office to tell the substitute lecturers to cover the lesson hour. If there are no substitute lecturers for that hour, one of the Testing Coordinators or the Curriculum Unit members or the Curriculum Coordinator covers the lesson. The information about covering the lesson is always announced via the Toros mail to the substitute lecturers. If the lecturers become ill and cannot come to school, he/she must call the Vice-Principal of the Department of Foreign Languages before 9.00 in the morning and write the reason for sickness through the Toros mail before 9.00 in order to reschedule a substitute Lecturers. In case of a serious illness and he/ she cannot come to school for more than one day, he/she must take a doctor's report from a hospital within two days.
The FAE (Faculty Academic English) lecturers must follow the same procedures and if there is no substitute for that hour/those hours, they are responsible for arranging make-up lessons and they are responsible for proving that the class hours are covered later.
The administration keeps records of absenteeism for the year and these records are used in the evaluation of the Lecturers.
In case of approved absenteeism such as conference attendance, seminar, presentation attendance, Erasmus+ exchanges, or any institutional commitments, the procedure is as follows:
-The lecturers should bring his/her invitation letter if he/she is a presenter, the abstract or other related materials to the Vice-Principal of the Department of Foreign Languages.
- If the Vice-Principal of the Department of Foreign Languages approves the leave (regarding the time, and class hours the lecturers have in that period) an official permission letter is written to the Rectorship.

- If the Rectorship gives permission, the lecturers can go for the facility he/she chooses, but he/she is responsible for giving the same presentation (if he/ she is a presenter) in our school or sharing the ideas he/she gets from the seminar, workshop he/she goes when it is asked.
Working hours are the same when the lessons are conducted online.

### 3.4 Consulting System

We have a consulting system for our students to discuss their study system, and the problems they encounter in every subject, and to get support on administrative and academic issues. Each class has an advisor lecturer. Students can meet with the advisor lecturer individually or as a group by making an appointment.
Apart from the advisor, each class has an elected representative. This representative shares the problems of the classroom with the advisor or administration. In addition, he/she participates in the periodic meeting of class representatives.
There is also a foreign student representative in the Department of Foreign Languages. This representative shares the requests or problems of foreign students with the administration. Foreign student representatives also attend the class representatives meeting.
Psychological Counselling and Guidance Center (PDRM), which works under the Health, Culture, and Sports Department, provides psychological counselling services at the 45 Evler Campus of our university. This service is free for our students and staff. If you apply, you will be able to meet with the responsible psychologist. The PDRM Center provides service every weekday between 10:00 and 17:00. The Individual Interview Request Form on our school's website is filled to make an appointment. You will be contacted via email at the latest 1 business day after the form is filled.

## 4 STUDENT-RELATED ISSUES

### 4.1 Attendance

For the first hour in the mornings, the students may be allowed in the classroom for a period of five to ten minutes only for exceptional situations such as transportation problems. If the student is a regular latecomer, the teacher considers it unacceptable behaviour and does not allow the student in the classroom.

Due to misbehaviour or failing to meet the class requirements, a student cannot be marked absent as a form of punishment. He/ she cannot be marked present if he/she is not in class as a reward. It is the student's responsibility to keep track of their own number of absences, although they are also kept in the student automation system. The students who are absent more than 20 % of the total lesson hour they have in a module are accepted as unsuccessful and they cannot take the EMA (End of Module Exam).

Medical reports are not accepted as an excuse for non-attendance.

### 4.2 Providing Course Materials

The students are encouraged to purchase the course materials in the first week of the first module. The publishers place the students on campus for a week. They can also buy the books from the listed booksellers (the places where they can get the books). Photocopy books are not allowed to be used regarding piracy. The students cannot borrow books from others, or they cannot get used books because they need passwords for the online homework links.

### 4.3 Borrowing Books from the Library

The students may borrow any books from the library in case they follow the loan process of the library.

# 5 PROCEDURES IN TUFL

## 5.1 Communication

Communication about school-related issues or announcements are conveyed on the web page of the school. It is updated with new information on course contents, the academic calendar, the student handbook, the disciplinary issues, a sample of TUPEX, and any relevant announcements. The students are also informed about the TUPEX results on the web page.

There is also a link for the students' automation system to follow all their exam results and attendance.

There are also notice boards for daily announcements. They can also follow the average of the classes, and the success rates in comparison with the other classes on these notice boards.

For the Lecturers, the Toros mailing system is used. There is also a WhatsApp group for TUFL and FAE. The Lecturers are expected to check their Toros mail account to keep track of the school issues. For the Administration, there is a separate link to mail the Rectorship and other departments.

## 5.2 Troubleshooting Guide

| | |
|---|---|
| There is a health emergency during class. | • Stop teaching and call 112. |
| You suddenly feel ill while teaching. | • Set students some work if possible and contact the administrative office. |
| You have a medical report | • Call the administrative office to inform them about your absence.<br>• Submit your report to the administrative office within two days. |
| You will not be able to come to school. | • Inform the administrative office as soon as possible about your absence.<br>• Inform the related coordinator about what to cover in your class for the substitution. |

| | |
|---|---|
| You want to participate in a conference, seminar, workshop, or presentation. | • Submit your petition to the administrative office after you get acceptance from the institution you are going to teach/learn.<br>• Wait for the approval of the administration.<br>• Inform the related coordinators for substitution arrangements. |
| You want to exchange classes with other Lecturers. | • Inform the Vice-principals, tell your reason and ask for permission.<br>• Inform the Testing Office if it is approved. |
| The classroom next door does not have a Lecturer. | • Inform the administrative office. |
| All students are absent in the class. | • Wait 15 minutes in the classroom and inform the administrative office immediately.<br>. Talk to your students about their absence when they arrive and convince them to be at school. |
| A student is being disruptive in your class. | • Solve the problem through conversation outside the classroom.<br>If it is not solved, contact the Vice-Principals. |
| There is a broken item in the class such as the projector, or your laptop. | • Contact the technical service / IT department and the administrative office.<br>• Do not write to the Whatsapp Group. |
| You need stationery. | • Contact the administrative office. |
| You have questions about financial matters such as extra teaching hours payment and rises. | • Contact the administrative office.<br>Fill in the forms for extra payment on time. |
| There is a fire alarm or earth-quake. | • Follow the emergency procedures |
| There is a security related emergency in the building | • Contact the administrative office. They will call the security members of the school. |
| There is a student with Covid19.<br>There is a student who is a contact of someone who tested positive for Covid19. | • Report this to the administrative office.<br>• Wear your mask.<br>• Make the students wear their masks. |
| Your room or classroom needs cleaning. | • Do not write to the Whatsapp Group.<br>• Call the janitor/building attendant for help. |

| | |
|---|---|
| The attendance has not come yet. | • Do not write to the Whatsapp Group.<br>• Contact the administrative office. |
| There is a problem with the evaluation sheets. | • Do not write to the Whatsapp Group.<br>• Contact the Vice Principal. |
| For any mechanical or technical problems. | • Do not write to the Whatsapp Group.<br>• Contact the administrative office or directly the IT Department. |
| You have a problem with the Distant Education Program / Online Education System. | Contact the Distant Education Unit |
| | **Directly contact the person in charge about your matter. Please write in the Whatsapp group only when necessary.**<br>**The Administrative Office is always there to help you and solve your administrative problems.**<br>**The Testing Office helps you to solve academic issues.** |

## 5.3 Emergencies

### Power Cuts

In the case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity, but to be on the safe side, charge your laptop batteries before the listening exams.

### Evacuation of the Building

Take the following steps during emergencies:

| | |
|---|---|
| **During Class Time** | • Ask the students to take their belongings and follow you in a single line<br>• Follow the emergency exit route<br>• Go in front of the building and stay there |
| **During Break Times** | • Take your belongings with you<br>• Ask the students near you to follow you in single line<br>• Follow the emergency exit route<br>• Go in front of the building and stay there |

| | |
|---|---|
| **During Exams** | • Ask the students to leave the exam papers on the desks, take their belongings and follow you in single line<br>• Collect the exam papers<br>• Follow the emergency exit route<br>• Go in front of the building and stay there |
| **When the students are not at school** | • Take your belongings with you<br>• Follow the emergency exit route<br>• Go in front of the building and stay there |

## First Aid

There is an infirmary and a doctor to look after the staff and the students for first aid situations. The more experienced students studying in any of the medical sciences departments support the Health Care Service part-time.

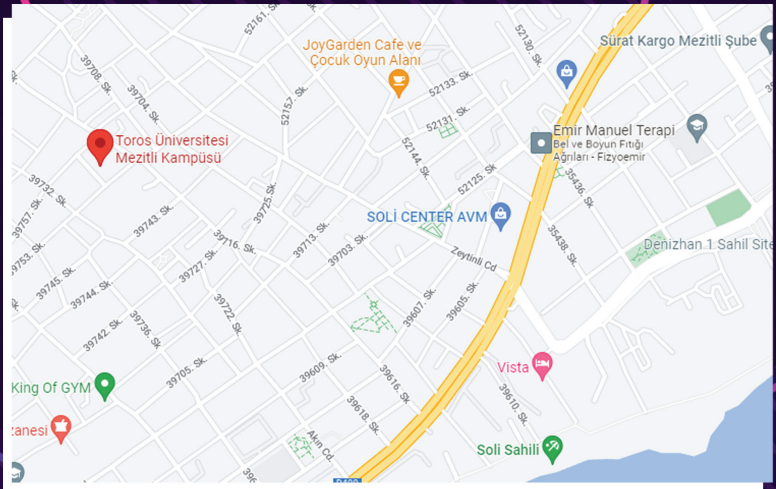
## 6 DISCIPLINARY ISSUES

The Code of Conduct and Disciplinary Procedures to be followed when the code is broken can be found online on the Toros webmail, Student Handbook, and the Rectorship.

## 7 TOROS UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES 2023-2024 ACADEMIC YEAR CALENDAR

| FALL TERM | Start | End |
|---|---|---|
| Placement Exam | 21 September 2023, Thursday | |
| TUPEX (Proficiency Exam) | 22 September 2023, Friday | |
| Department of Foreign Languages Opening and Orientation Program | 02 October 2023, Monday | |

| | | |
|---|---|---|
| Module 1 | 02 October 2023, Monday | 24 November 2023, Friday (8 weeks) |
| Module 1 EMA | 24 November 2023, Friday | |
| Module 2 | 04 December 2023, Monday | 26 January 2024, Friday (8 weeks) |
| Module 2 EMA | 26 January 2024, Friday | |
| Semester | 29 January 2024, Monday | 09 February 2024, Friday (2 weeks) |
| | | |
| **SPRING TERM** | **Start** | **End** |
| Module 3 | 12 February 2024, Monday | 05 April 2024, Friday (8 weeks) |
| Module 3 EMA | 05 April 2024, Friday | |
| Module 4 | 15 April 2024, Monday | 7 June 2024, Friday (8 weeks) |
| Module 4 EMA | 7 June 2024, Friday | |
| TUPEX: Written | 13 June 2024, Thursday | |
| TUPEX: Verbal | 14 June 2024, Friday | |
| TUPEX Results Announcement | 26 June 2024, Wednesday | |
| | | |
| **SUMMER TERM** | **Start** | **End** |
| Summer School | 8 July 2024, Monday | 23 August 2024, Friday (7 weeks) |
| TUPEX Summer School (Written and Verbal) | 23 August 2024, Friday | |
| Summer School TUPEX Results Announcement | 27 August 2023, Tuesday | |
| | | |

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"Beyond Education, Into Life"

*You can reach detailed information on our university's website*