

KUTAHYA DUMLUPINAR UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

QUALITY MANUAL
2020 - 2021



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1. History

The foundation of DPU School of Foreign Languages was decided upon the letter of Ministry of Education dated March 9th, 2012 with the reference 6515 in accordance with the additional article 30 of the Law numbered 2809 by the council of ministers on march 29th, 2012 and was announced in Official Gazette of the Republic of Turkey with the number 28284 and date May 6th, 2012.

Since then, a busy schedule has started. Units have been created for more efficiency such as Assessment and Evaluation, Program Development, Career Development, Distance Learning, Accreditation, and R&D.

Preparatory Education is compulsory in the Department of English Language and Literature (Faculty of Arts and Science), the Department of Elementary Mathematics Education (Faculty of Education), and Translation and Interpretation (English) Department. The students of the other departments may have Preparatory education within the quota upon their will.

2. Mission, Vision, Aims and Expectations

i. Mission

The mission of our school is to improve our students' oral and written communication skills in foreign languages and enrich them with a solid foreign language background that they will need during and after their education in our university by taking into consideration the guidelines of European Council Foreign Languages Teaching-Learning Criteria of Common European Framework program.

ii. Vision

The vision of Dumlupınar University School of Foreign Languages is to offer our students a language instruction environment under international standards by taking advantage of modern language teaching techniques and tools in order to make sure that our students acquire foreign language skills that they may need in their social, academic and professional lives and to enable them to be individuals who are respectful of national and

universal values, who are confident, responsible and who are able to adopt the notion of sustainable learning.

iii. Our Aims

Kütahya Dumlupınar University aims at a SFL that provides its students with the opportunity of learning at least 2 foreign languages considering both the research in Europe and various countries of the world and the demands of the commercial and industrial environment. SFL provides education for students with improved English and a common second foreign language which will help them in their academic and professional lives after graduation. Elective second foreign language classes are offered within the SFL. The students may choose German, Spanish, French, Russian as well as Italian and Japanese during their one year preparatory education.

iv. Our Expectations

In the academic years 2014-2015, School of Foreign Languages started to provide a more student-friendly education environment within its own building with approximately 1000 students. It is expected to increase the number of students and the staff each year and offer an internationally recognized education in accordance with the quality standards.

3. Assessment Policy

i. General Statement and Objectives

Assessment is unquestionably an integral part of the learning and teaching process since the assessment of instructional activities demonstrates whether and how much the learning objectives specified in the curriculum have been achieved. In order to ensure quality in testing and assessment in SFL, a Testing Unit was officially established in 2010.

Once the curriculum is determined and approved, Testing Unit works on planning, devising and/or adapting assessment tools which will effectively measure how much learners' targeted knowledge, skills and abilities match those specified in the learning objectives and/or curricular outcomes. Additionally, Testing Unit constantly reflects on the assessment procedures in a number of ways, some of which are getting feedback from teachers regarding the assessment process and making needed amendments, and thus helping teachers continuously monitor student progress.

The main objectives of the assessment process in the program are:

- to employ valid assessment tools which are well-aligned with the learning objectives
- to maintain reliability in the assessment process to reveal fair results
- to prepare different types of traditional and alternative assessment tools to provide students with equal access of opportunities
- to ensure both the students and the teachers receive feedback through continuous assessment to help maximize learning

ii. Principles of Assessment

Since the primary purpose of the assessment process is to help learners to realize their full potential in all four skill areas mainly by providing them feedback, Testing Unit highly values achieving validity, reliability, fairness and transparency in each and every step of its testing and assessment activities.

In order to guarantee validity, an assessment tool should measure what it aims to measure. Ensuring validity concerns every single question asked on any type of exam and requires that each be prepared in the light of curricular outcomes, syllabi, learning objectives and instructional activities. Testing Unit makes every effort to ensure validity through internal verification during preparation, invigilation and marking of the assessment tools.

The reliability of assessment, which means the consistency and accuracy of the results that the tools produce, is ensured by checking for two main factors: reliability of the scores across raters and the reliability of the tools in assessing learners' performance. In order to achieve reliability of the scores across different graders, SFL provides training and standardization sessions for the instructors before writing and speaking exams.

Additionally, double-marking procedure, which is applied for all the mid-term exams as well as the proficiency exam also provides evidence for the efforts to guarantee high reliability in assessment tools and procedures. In cases where double-marking is not convenient due to time constraints, calculation checks are used for detecting any errors. In order to ensure that the tools assess student performance reliably, students are prepared for the type of questions they will have to answer in the exams. Although the length and the content of the exams may differ, in each exam, Testing Unit aims to have some similar types of questions to avoid possible confusion due to mere unfamiliarity with question types.

iii. Types of Assessment

A range of traditional and alternative assessment practices are applied throughout the program which can be divided into three areas: (1) Placement exam is administered at the beginning of the preparatory year to determine the most appropriate track for students. (2) In-term assessment practices are conducted to inform not only students but also teachers and the administration about learning needs for better progress. (3) English Proficiency Exam is given to determine whether students' language skills are at a level that will enable them to follow courses in their fields of study.

The purpose and the principles of the components of assessment in the department are explained as follows.

1) Placement Exam: The English placement exam is given at the beginning of the preparatory year for diagnostic purposes. The test assesses newly admitted students' current language abilities so that they are placed within the most suitable track for their level.

The newly admitted students to study in the preparatory class are placed in appropriate classes based on their performance in this test. The students who do not take the test are placed within the lowest level.

The test is composed of listening, language use and reading sections. All the items are multiple choice type.

2) Quizzes: Quizzes are given once in every quarter of the academic year, generally every 4th week of each quarter. They include a listening section, a language use skills section consisting of items on grammar, pronunciation, and vocabulary, and a reading section. They are given in a single class hour.

3) Pop-quizzes: Pop-Quizzes are generally 5-15-minute examinations that may arrive any time. Students are not informed of when they will be given. They have the narrowest content but are given frequently aiming at specific target language elements. Pop-quizzes have been proven to reduce absenteeism rates, and are believed to be a good means of formative assessment.

4) Midterms: Midterm exams can be considered as an expanded and extended version of quizzes. There are 4 midterm exams in total throughout the year, 2 in each

academic term; once a quarter, and they are comprehensive exams aimed at measuring all target achievements (listening, language use, reading and writing) that can be measured in written form within the scope of the content. The duration of midterm exams are around 100-120 minutes.

5) *Speaking Assessment:* Speaking Assessment is carried out twice a semester, four times throughout the whole academic year. These are the exams aimed at evaluating students' speaking and communicative skills. In these speaking exams in which students participate individually or in pairs, a comprehensive production performance is expected from students based on tasks such as asking and answering questions, making short speeches on a topic, defending an idea or opposing it. Students may be given some topic cards with some cues that they need to address while they are talking about the given card, or they are given some other forms of tasks where students need to exchange opinions and information like in information-gap activities.

6) *Classroom Speaking Assessment (CSA):* CSA has emerged as a solution to reduce the speaking exam anxiety some students have by taking over a half of overall percentage weighting of speaking exams. CSA is performed within LS courses under the supervision of LS instructors for some pre-selected end-of-unit tasks, and are evaluated according to the CSA Rubric.

7) *Writing Portfolio:* Portfolios are the files in which students keep their studies in order to follow their own developments and especially in the field of writing skills. This aims at individual learning and students' self-evaluation, and is mostly carried out as the completion of the targeted writing task at the end of each unit in the Reading-Writing lessons. In this file, students may also be asked to keep homework that they will evaluate for certain periods of time (Self-Reflection) as well as items such as their studies for vocabulary learning, audio and video recordings.

Within the scope of process-oriented approach towards teaching writing, Writing Portfolio Tasks are written by students at the end of each unit (some tasks of some units may be omitted sometimes, though, in line with the schedule by the PD Unit) in RW classes. RW instructors give feedback to students on both content and structure, and students' mistakes in the 1st draft are specified by the instructors using the correction

symbols for editing. Therefore, students are expected to notice their own mistakes and correct them, which is believed to promote learner autonomy and stronger retention. Then, students write the 2nd draft-final version and these are graded by RW instructors according to the Writing Rubric.

8) *Participation:* In-class Participation is determined as the average of grades given separately by MC, RW, and LS instructors. Performance areas such as student's participation in the class, willingness to speak English, bringing the necessary materials to the class, and regular assignments are taken into consideration while evaluating students' participation.

9) *Online Study:* Online Studies are carried out by students as out-of-class activities through the online learning management systems offered by the printed textbooks used in the preparatory program, and it is aimed to reinforce the content determined for each academic period by the students by making them out of the classroom. Students' progress and success are tracked by these digital platforms themselves.

10) *English Proficiency Exam:* The English Proficiency Exam is given at the beginning and end of the academic year to determine whether students' proficiency in English is at the required level that will enable them to follow courses in their departments with ease.

The test consists of listening, language use, reading, writing, and speaking. It is administered in two sessions:

- Session I: Listening, Language use, and Reading
- Session II: Writing, Speaking

The students who take at least 65 points in the first session are entitled to sit in for Session II. Students are required to take at least 65 points in both sessions to qualify for studying in their departments.

iv. Development of Assessment Materials

The process of developing assessment materials requires great planning, systematicity, and cooperation. The testing unit of our institution is responsible for planning and designing assessment materials, writing items and preparing answer keys,

proofreading and editing, and printing aiming for ensuring that all the stages of administering assessment processes run smoothly.

If any major changes are to be done, these are generally planned and designed during the summer holiday before the new academic year begins, in the light of the results and implications of a wide variety of formative assessment methods. Evaluating what went well and what could have been better in the previous academic year, the framework for assessment for the new academic year is set. As for the in-term assessment practices such as quizzes, pop-quizzes, midterms, and speaking exams, the overall procedure can be summarized as the following: 1 week prior to the exam day, the items for the relevant examinations are written by the testing unit members (in line with the labor division and roles and responsibilities), the answer keys are created, and the first proofreading is carried out by the testing unit. 5 days prior to the exam day, the items are edited (if necessary), and then are sent to some other colleagues like the curriculum unit member to be reproofread. Having been double-checked, the items are edited once again if necessary. 2-3 days prior to the exam day, the items, parts and sections are finalized paying attention to construct, content, criterion, and face validity, and then are sent to the head of department for approval. When (if) signed off by the department chair, they get printed. Then exam sheets are put in envelopes to be administered by the assigned proctors.

v. Invigilation Policy

Our institution employs a very neat invigilation policy for all kinds of assessment practices. A detailed exam notice by the department head explaining what needs to be done when, how and in what order is sent via “EBYS” and e-mail to the proctors and graders as well as a list of assignments showing who is (are) responsible for which classroom(s).

While assigning proctors to the classrooms, for a smooth examination testing unit members are generally assigned to corridors so that they can serve as flow monitors and provide assistance if need be. Besides, another consideration while assigning proctors for speaking assessment is that one of the two instructors for each classroom is selected from among those who are already known to that class with the aim of providing familiarity and reducing exam anxiety.

vi. Grading Policy

In order to minimize the standard error of measurement and avoid any kinds of assessment bias, our graders always work with rubrics where all the criteria have been set

in advance in detail. Besides, these rubrics provide us with transparency in assessment. Over the past years, we have carried out some sessions with experts and professors from various institutions to criticize the weightings and descriptors and improve our rubrics to ensure that they really measure what we would like to measure.

The writing tasks in R&W classes (these do not get graded for the first draft, RW instructors first respond to the ideas and the content and point at errors using the editing and correction symbols (please see the proof)), in midterm exams, and in the final proficiency exam are graded with the writing rubric, which basically focuses on content, organization, word choice, structure, and mechanics. Considering the significance of the final proficiency exam, the writing section is graded by two different graders to ensure inter-rater reliability (double-marking).

As for the spoken tasks, speaking exams are graded with the speaking rubrics and CSAs have their own rubric. These rubrics focus on topic development and coherence, spoken interaction, vocabulary use, grammatical accuracy, pronunciation, and fluency. Right before high-stakes examination like the proficiency exam, we have standardisation sessions where we grade a few sample paragraphs and essays for writing and some sample videos for the speaking assessment so that we can minimize the effects of individual differences among graders to be able to come closer to a certain set of shared criteria.

vii. Verification of Exam Results

Internal verification system in the department ensures that all the assessment practices are suited to the program objectives and provide a valid and reliable assessment of student learning.

In addition to the required procedure for the assessment practices, the following procedures are routinely followed to ensure the internal verification:

- Students are allowed to see their papers after each written exam to highlight any mistakes in the feedback sessions.
- Testing Unit Coordinator goes over a random sample of exam papers and verifies the accuracy of marking and reports the Head of the Department about the process.

viii. Announcement and Storage of Exams

Testing unit coordinator is responsible for preparing the exam results in the required format to be announced on the Student Information System and the website of School of Foreign Languages.

The head of the department is responsible for announcing the exam results on the Student Information System and the school's website.

The soft copy of all the exam materials are stored in the computer accessible to the Testing Coordinator, the head of the department and the director. Hard copies of exams are stored in the archive room, which can only be accessed by the testing coordinator, the head of the department and the director.

4. Curriculum Policy

The curriculum of DPU School of Foreign Languages is aligned with the mission and vision of the university. Its primary aim is to provide students with an effective teaching learning process to help them to become proficient users of English. The curriculum is based on the needs and demands of all stakeholders. Needs analysis is carried out every year, and the curriculum is ensured by Quality Assurance processes. The opinions of the students and the instructors are asked on the curriculum components through meetings and questionnaires. Their opinions on the components of the curriculum are also shared on our website in accordance with the transparency and accountability policy. Curricular goals, the syllabus, course books and materials, and assessment are compatible with each other. The components of the DPU SFL Curriculum are as follows:

i. Learning Outcomes

The learning outcomes of DPU School of Foreign Languages Preparatory Program address the needs of the learners and aims to enrich knowledge, skills, and attitudes of the students. The learning outcomes of the program are based on the Global Scale of English (GSE) which shows student level and progress in detail. The curriculum constitutes the learning outcomes to be accomplished in each language level and the estimated time to achieve them. The learning outcomes also guide the teachers to design their instruction and the testing unit to develop tests. Learning outcomes in each level are announced to the learners in class and on our website.

ii. Teaching and Learning Materials

At DPU School of Foreign Languages, selection, development, and improvement process of all teaching materials are carried out by the Curriculum and Material Development Unit. While selecting and developing instructional materials, it is important that they comply with the learning outcomes. It is also important that instructional materials are suitable for the needs and interests of the students, they are challenging and engaging. As instructional materials are crucial to accomplish the learning outcomes, the students and the teachers are included in the material selection and development process. Each term, the students and the teachers are asked to give their opinions on the books and supplementary materials that are being used at the time. While selecting new books or developing and improving supplementary materials, their opinions and teaching and learning experiences are taken into consideration.

Teaching and learning materials are supported by digital technologies in and out of the classroom, too. Students are supposed to do online workbooks of the course books. Along with the course books and online homework, students are supported with graded readers, short stories, printed and online materials.

5. Learner Involvement Policy

DPU School of Foreign Languages aims to strengthen students' participation and involvement. To involve students in making their learning experience more effective, it is important to hear their opinions and problems they have. To do so, a class representative is chosen in each class and these representatives choose the English prep school representative. This representative delivers important issues to the school administration and delivers important information given by the school administration to the other representatives.

Once each term, a meeting is organized with students to ask their opinions on the courses, teaching materials, exams and to listen to their expectations to create a better learning environment.

6. Staff/Professional Development Policy

Professional development is given grave importance in our school. The Professional Development Unit organizes meetings and training to support continuous professional development of the instructors.

i. Mentor/Mentee Procedures for Newly Hired Instructors

In order to ease the adaptation process of the new instructors to the institution, an orientation is organized by the Professional Development Unit. The newly-hired instructors are also assigned a mentor, they meet their mentor regularly and share experience and problems.

ii. Continual Professional Development

DPU SFL Professional Development Unit holds regular unofficial meetings (“A Cup of Ideas” and “Sharing & Caring” meetings) with the instructors so that they can share their experiences, problems and solutions to them. In addition to these meetings, by means of questionnaires, in-service training needs of the instructors are defined and local or foreign teacher trainers are invited for workshops and seminars.

All instructors are encouraged and supported to complete their master and doctorate degrees. All staff are informed about academic events such as national and international conferences, workshops, and seminars. Permission processes, provisions, and fares are provided for the staff who want to attend these events.

7. Staff Recruitment Policy

The new teaching staff recruitment process aims to recruit instructors who fit the job description and are able to work according to the needs in SFL. The Rectorate carries out the necessary correspondence with the Higher Education Council (YÖK). After the recruitment approval of the Higher Education Council (YÖK), SFL carries out a careful selection among the applicants through interviews. The criteria to decide on who to work with is that they have a proficient level of both spoken and written English, they know about the current methodologies in the field of English Language Teaching, they are competent in pedagogical knowledge.

8. Staff Appraisal Policy

All teaching staff fulfil their curricular duties carefully. As for the extra-curricular activities we apply a simple “Performance Evaluation Score System” (PESS) which was enforced after two general academic meetings in which opinions of the staff were asked and the system was amended as for their comments. The System was initiated in 2018. The system is based on collecting points as for the work done by each person. Every lesson brings points depending on the lesson type and hours taught. Moreover, attendance to each Academic Unit’s activities brings certain points. The academic staff is asked to choose types of lessons they would like to lecture at the beginning of each semester. Also they are asked to choose an Academic Unit to join (A complete list of Academic Units is available in the Staff Handbook). They are informed about the points they can collect beforehand. During the semester they fulfil their duties scrupulously. At the end of the semester, the Unit coordinators are asked to report on the members’ performance. The management roles also bring certain points. The scores of the staff are calculated carefully at the end of the semester and a list is made ranging from those who collect the highest point to those with the lowest point. When there is a conflict of demands by the staff about class schedules for the upcoming semester or the faculties or lesson types to be taught, the staff with higher scores have the advantage. This system is aimed at appraising those who work more and encouraging those who do not want to contribute to the Unit activities or teach lessons with heavier workload.

9. Complaints Policy

Complaints are managed in our institution in line with YÖK’s regulations and public personnel regime rules and regulations. The basic principle is solving conflicts with dialogue.

i. How the system works for instructors

Academic staff can convey their complaints on any subject to the head of the department or their assistants. Verbal complaints are tried to be resolved as soon as possible. If not, a written petition is submitted to the SFL Directorate. The Director or one of the assistant directors takes the matter into consideration. If necessary, an investigation is initiated. The problem is tried to be resolved by meeting with the parties first. When necessary, investigation and disciplinary actions are carried out about the academic staff who have complaints by the Directorate in accordance with the relevant legislation.

ii. How the system works for students

At the beginning of each academic year, students are informed by the instructors about all the rules and regulations to be followed at DPUSFL in order to create a positive and motivating atmosphere. If students do not follow the rules and regulations, and unacceptable behavior occurs, the problem is solved through communication between the parties (the instructor and the student) involved. If the problem still continues, the student or the instructor may submit a written complaint document to the Directorate and a legal procedure starts. There will be an investigation if necessary. The Legal procedure is followed in accordance with the relevant regulation: Disciplinary procedures of students; Article 54 of the law No. 2547 and the provisions of the student discipline regulation of Higher Education Institutions published in the Official Gazette No. 28388 dated 18/8/2012.

If students ask for a reconsideration of their exam results, they can submit a written document (see Appendix 7 in Learner Handbook) to the Office of Student Affairs within five days following the official announcement of the exam results. The results are then reconsidered by 2 instructors appointed by the Directorate.

Should students have any complaints, they may choose to raise the issue to the instructors first, or directly to the Directorate in person or via a petition.

10. Quality Policy

The DPU SFL English Preparatory School aims to meet the needs and demands of every student and every instructor. To do so, our school is dedicated to implementing the most suitable learning program for the students. The curriculum, courses, exams, materials, and resources are developed in accordance with the needs of the stakeholders. The instructors' continuous professional development is given importance and they are supported in the way they need. By regular reviews and feedback both taken from the students and the instructors, our quality policy ensures the needs of the students and instructors are met.

11. Quality Management System

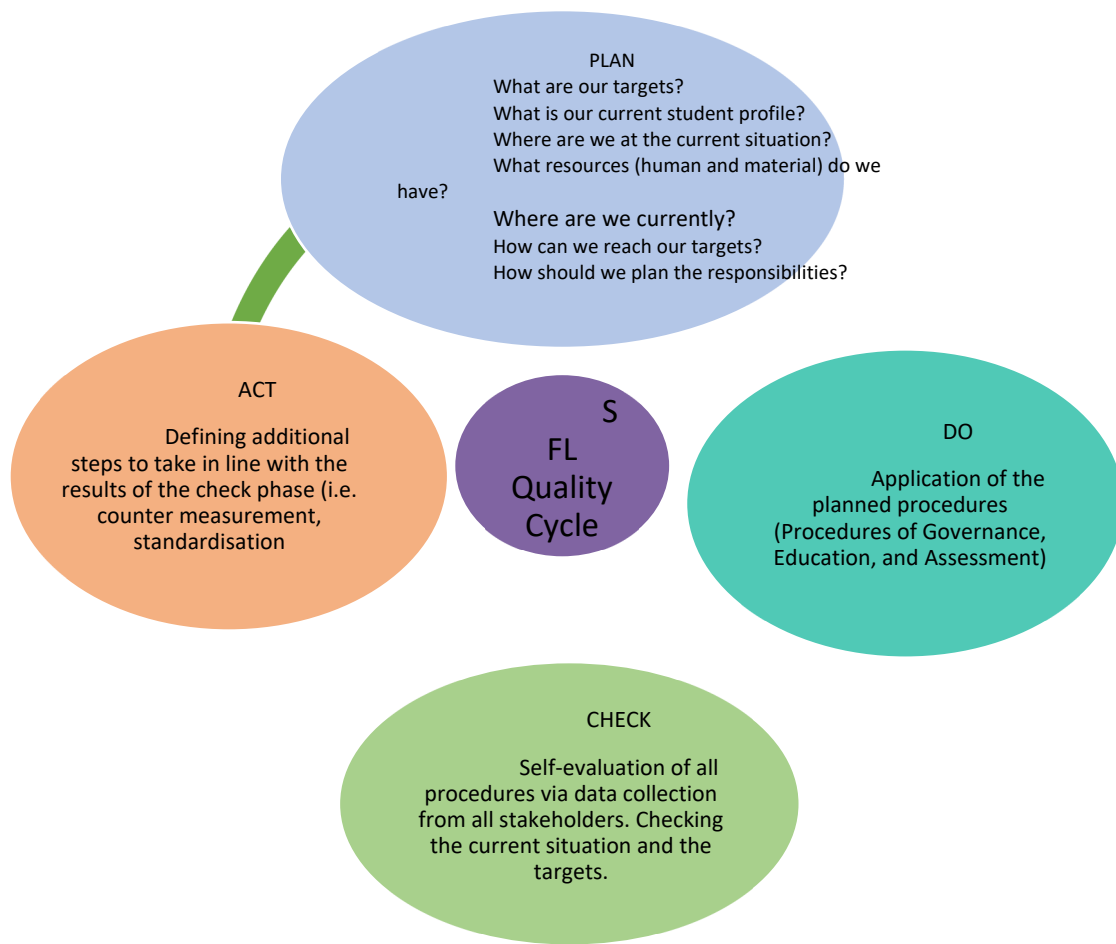
In line with the activities of Quality Commission established in our university within the scope of the Higher Education Quality Assurance Regulation and as the policies specified in the DPU Quality Assurance Directive suggest, the 'Unit Quality Commission'

was established in the School of Foreign Languages on December 4, 2018. This unit works in accordance with the strategic plan and goals of our university, evaluates educational and research activities and administrative services, and determines institutional indicators by setting an internal and external quality assurance system in order to improve the quality. The purpose of the Unit Quality Commission is to bring the culture of continuous improvement to our school by applying the PICP (Planning, Implementation, Controlling, Precautionary or “Plan-Do-Check-Act) cycle to the dimensions of the school such as research, development and education, based on the strategic plan of our university and the vision of our school.

For this purpose, participatory decision-making processes are embraced in our institution, and all other stakeholders, including academic staff, administrative staff and students, are included in the quality process. Regular meetings have been held since December 4, 2018. The reports of previous meetings can be accessed at <http://ydyo.dpu.edu.tr/tr/index/sayfa/6862/ydyo-kalite>. In-unit assessment and monitoring system is applied to check whether the institution has achieved its mission and goals. In this context, the analysis of the current situation was obtained from academic staff and students through questionnaire, e-mail and interview methods. Based on the analysis results and the PICP cycle, improvements in internal processes are planned. Improvements and efforts regarding each dimension such as Research and Development, Education and Instruction are presented under related headings. Unit quality management and workflow chart has been established in accordance with the general quality principle of our university.

12. Quality and Quality Improvement Cycle

The purpose of the SFL Quality activities is to bring the culture of continuous improvement to our school by applying the PICP (Planning, Implementation, Controlling, Precautionary or “Plan-Do-Check-Act”) cycle to the dimensions of the school such as research, development and education, based on the strategic plan of our university and the vision of our school.



13. Action Plans

i. Quality Improvement in the Curriculum

1. The learning outcomes will be designed in a way to guide the testing unit while writing their question items.
2. Supplementary materials will be developed to support the syllabus.
3. Teachers will be trained on the GSE indicators to make reaching the objectives easier and successful.
4. Teachers will be trained on the developed curriculum.
5. Students will be trained on the components of the curriculum.
6. Online platforms and materials will be integrated into the curriculum.

7. Teachers and students will be trained on the online components of the curriculum.
8. Continuous feedback will be received from teachers and students.

ii. Action Plan for Quality Improvement in Assessment

iii. Action Plan for Quality Improvement in Staff Training

1. Meetings with the teachers will be organized to discuss their strengths and areas of improvement.
2. Teachers will be given questionnaires to decide on the professional development training they need.
3. Students will be given questionnaires to receive their feedback on the teaching-learning process.
4. Teachers will be continuously observed by teacher trainers or their peers.
5. Teachers will be trained on how to integrate technology more into their teaching.