



**MIDDLE EAST TECHNICAL UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

# **QUALITY MANUAL**

**2017-2018**



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## **MIDDLE EAST TECHNICAL UNIVERSITY – SCHOOL OF FOREIGN LANGUAGES**

Middle East Technical University, School of Foreign Languages (METU-SFL) provides students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE (Department of Basic English) and MLD (Department of Modern Languages). The primary goal of SFL is to enable the students at METU, an English-medium university, to follow their departmental courses, to access and effectively use all kinds of resources related to their academic studies and to use English in their professional lives by communicating in written and oral contexts.

### **1. HISTORY**

#### **1.1. The Initial Years**

The English Language Preparatory Division (ELPD) was founded in 1961. Between 1956 and 1961 students who lacked the required level of proficiency in English were not admitted to METU. The English Preparatory Program was initiated in 1962, and instruction in the English Language Preparatory Division was carried out 25 hours a week per class and instructors were responsible for implementing their own instructional programs. During the freshman year, the weekly contact hours for credit English courses were 6 hours at the Advanced level and 10 hours at the Intermediate level. In other words, having completed the English Language Preparatory Program, students went through a second run of a semi-intensive high-level language training during their freshman year. In addition to the main course books, there existed mandatory reading programs in which novels like *Lord of the Flies* were incorporated in the freshman program.

After 1965, the English division was restructured and named the English Language Preparatory School (ELPS). There were significant developments regarding the academic dimension of the restructuring: specialists like Paul Aiken and Alan Harris, experts in the emerging field of TEFL/ELT, and later, Patricia Mathews, a teacher trainer, were recruited with the financial support provided by the Ford Foundation and these people laid the foundations of today's sound instructional system by contributing greatly both to the development of programs and materials and to the training of teachers. A central Testing Office was set up. Meanwhile, instructors were engaged, for the first time, in a project geared towards producing a book on Reading and Writing Skills. The high standards and the discipline of centralization brought about by this academic restructuring started to yield its fruits. Paul Aiken claims in his report sent to the Ford Foundation that success rates in the Freshman year dramatically increased. In the 1970s, the English Language Preparatory School became a completely established institution.

The English Language Preparatory School and the Humanities Freshman Division continued to operate in a well-established manner by further improving their instructional systems. However, both were deeply affected by a series of difficulties encountered in the 1970s.

- The support provided by Ford Foundation ended and the group of specialists left. Some complications arose in the Testing Office and the Teacher Training Unit.
- Although still working on a contractual basis, a large number of native-speaker instructors resigned towards the end of the 1970s due to the erosion in their salaries resulting from the high inflation levels in the country.
- Demonstrations and boycotts greatly hindered education and many class hours were lost.
- The two student quota increases implemented during this period were difficult to digest by the English divisions, making them face inevitable losses in quality.
- The student quota increase in 1978 forced the English Language Preparatory School to convert from full-day to double-shift education, and the teaching staff became twofold with the additional recruitment of 30-35 instructors.
- The Foundation Law of METU gradually became unworkable, the Council of Higher Education was established in 1982 and METU was eventually included in the centralized system with the rest of the universities.

## **1.2. Years with the Council of Higher Education and the School of Foreign Languages**

A series of changes was brought about with the establishment of the Council of Higher Education (YÖK) in 1982 and the annulment of the Foundation Law of METU:

- The School of Foreign Languages (SFL) was established and the English Language Preparatory School was transformed into the Department of Basic English under the SFL.
- The remaining English Language instructors at the Freshman Division, together with instructors of other languages (German, French etc.) constituted the Department of Modern Languages, which became the second department under the SFL.

One of the first operations of the Council of Higher Education was to increase the student quota of METU. Developments that started in the mid-1980s and extended to the end of the 1990s in the Departments of Modern Languages and Basic English respectively were as follows:

- a. In the **Department of Modern Languages**, 3 options were discussed to confront the impact of the increase in the student quota:
  - the recruitment of teachers, which turned out impossible
  - increasing the instructors' teaching load from 2 sections to 3
  - decreasing weekly contact hours from 6-10 to 4

After long discussions, unfortunately, the 10-credit Freshman English courses offered since foundation for the students who had completed the English preparatory year were limited to 4 credits. There was a price paid in the coming years. The administration of the university had to increase the credits of English courses to 14 by adding ENG 211 and 311 to the curriculum in the 1990s.

- b. The course schedules at the **Department of Basic English** were redesigned and
  - the 20-hour per week instruction was increased to 30 hours for the Beginners Group. In addition, a short summer semester was conducted as a trial in this group.
  - instead of the final exams given separately for each of the 3 levels, one final exam for all groups started to be administered and the weight of this exam was increased from 30% to 40%.
- c. An **English Proficiency Exam** written jointly with the Department of Modern Languages was envisaged as a sole determiner in passing or failing. This, however, could not be realized in the 1980s and was put into effect at the beginning of the 1990s.

### 1.3. The School of Foreign Languages Today

Present figures concerning the departments of the SFL are as follows.

**Figure 1. Numerical information about SFL departments**

	<b>Number of Instructors</b>	<b>Student Numbers</b>	<b>Student Numbers Total</b>
<b>Department of Basic English</b>	197	3,100 – 3,300 (annual)	1,500 (Revolving Funds Public Courses) 4.600 - 4.800 (annually)
<b>Department of Modern Languages</b>	92	4,000-4200 (English)	1.100 - 1.200 (other languages) 5.100 - 5.400 (per semester)

As can be seen, the SFL Departments serve around 12,000 students yearly, and the total number of instructors reaches 300.

## **2. MISSION, VISION, AND CORE VALUES**

**2.1.** The **mission** of the School of Foreign Languages (SFL) is to educate multicultural, ethical and critical thinker individuals who acquire language skills at an adequate level to successfully follow the programs at our English-medium university, and to serve the community in its field.

**2.2.** **The vision** of the SFL is to be a center of excellence in adult language training.

### **2.3. SFL Core Values**

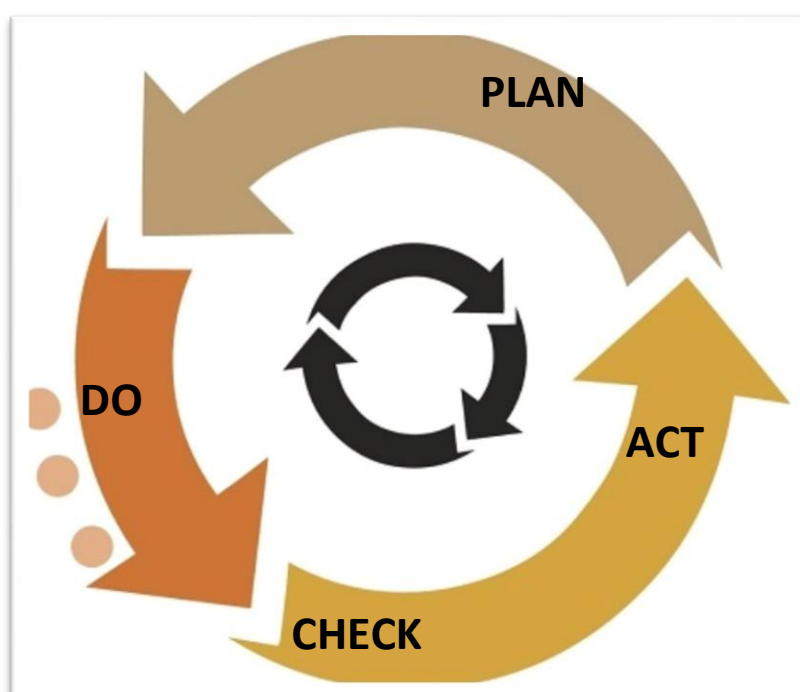
As part of its academic endeavors and at workplace, SFL has a set of values. To list the most important ones, SFL

- pursues maximum success in providing language education to a large group of learners with varied backgrounds and language abilities.
- adopts contemporary teaching methods and techniques.
- values contributing to personal development and world awareness of students.
- nurtures an academic and professional environment conducive to questioning.
- displays a fair and attentive attitude towards students
- respects students' individual differences in their learning styles and interests.
- values the development of lifelong learning skills to train independent language users.
- gives importance to self-criticism mechanisms to achieve continuous development and improvement.

## 2.4. SFL Quality Assurance System

Having firm commitment to the core values (2.3) and maintenance of accepted standards, SFL implements a quality assurance system, which is in compliance with the university's quality assurance system, 2018-2022 METU Quality Assurance System (Figure 2). The quality assurance system is systematically implemented at various constituents of SFL at varying intervals.

**Figure 2. SFL Quality Assurance System**



## 2.5. Learner Training

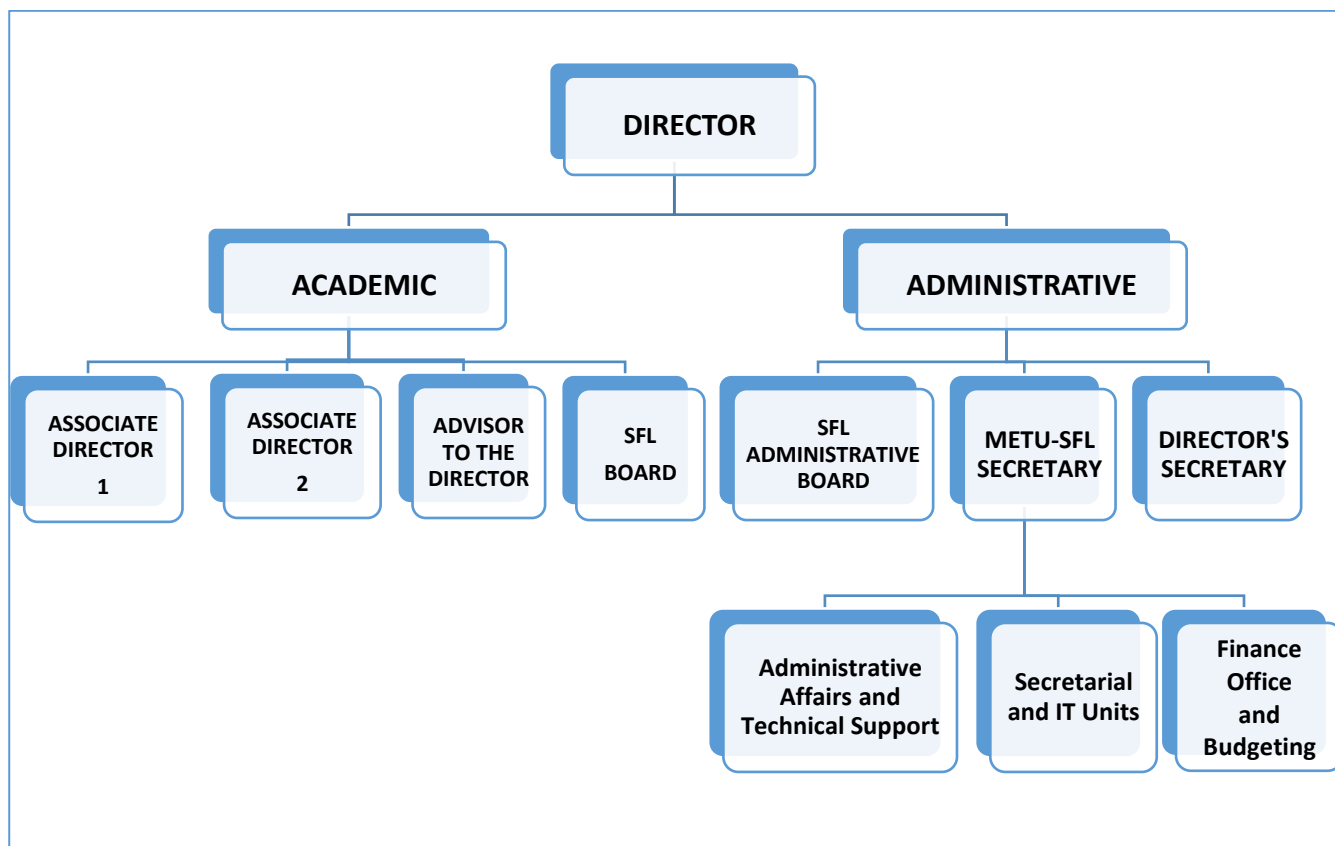
At METU-School of Foreign Languages, teaching English as a foreign language is intertwined with helping students develop the skills that they will need to survive in the academic and professional life of the 21st century. That is, teaching and learning activities are designed to make students collaborate, take on responsibility, think critically, use creativity, solve problems, and communicate effectively while building linguistic competencies. SFL attaches great importance to enabling individuals to take initiative and equipping them with information literacy competencies, and lifelong learning skills.

Instructional activities are intended to help students build language competence through realistic classroom tasks which reflect the ones they will encounter in their academic and professional lives, or which build the necessary skills for tasks they will encounter in their academic lives. Therefore, meaningful learning gains importance through the teaching methods applied and the learning tasks employed. In other words, language skills are to be integrated and to be purposefully treated towards the achievement of process learning, in which relevant skills and knowledge are transferred across tasks. As such, critical thinking skills, learner autonomy (strategies), motivation, integrated skills, understanding of ethics and cultural diversity, and use of current technology are integral components of the relevant teaching and learning processes employed at METU-SFL.

### 3. INSTITUTIONAL MANAGEMENT

SFL administrative and academic structures are as follows.

#### 3.1. Administrative Structure



**Figure 3: Administrative structure of the School of Foreign Languages**



### 3.2. Academic Structure

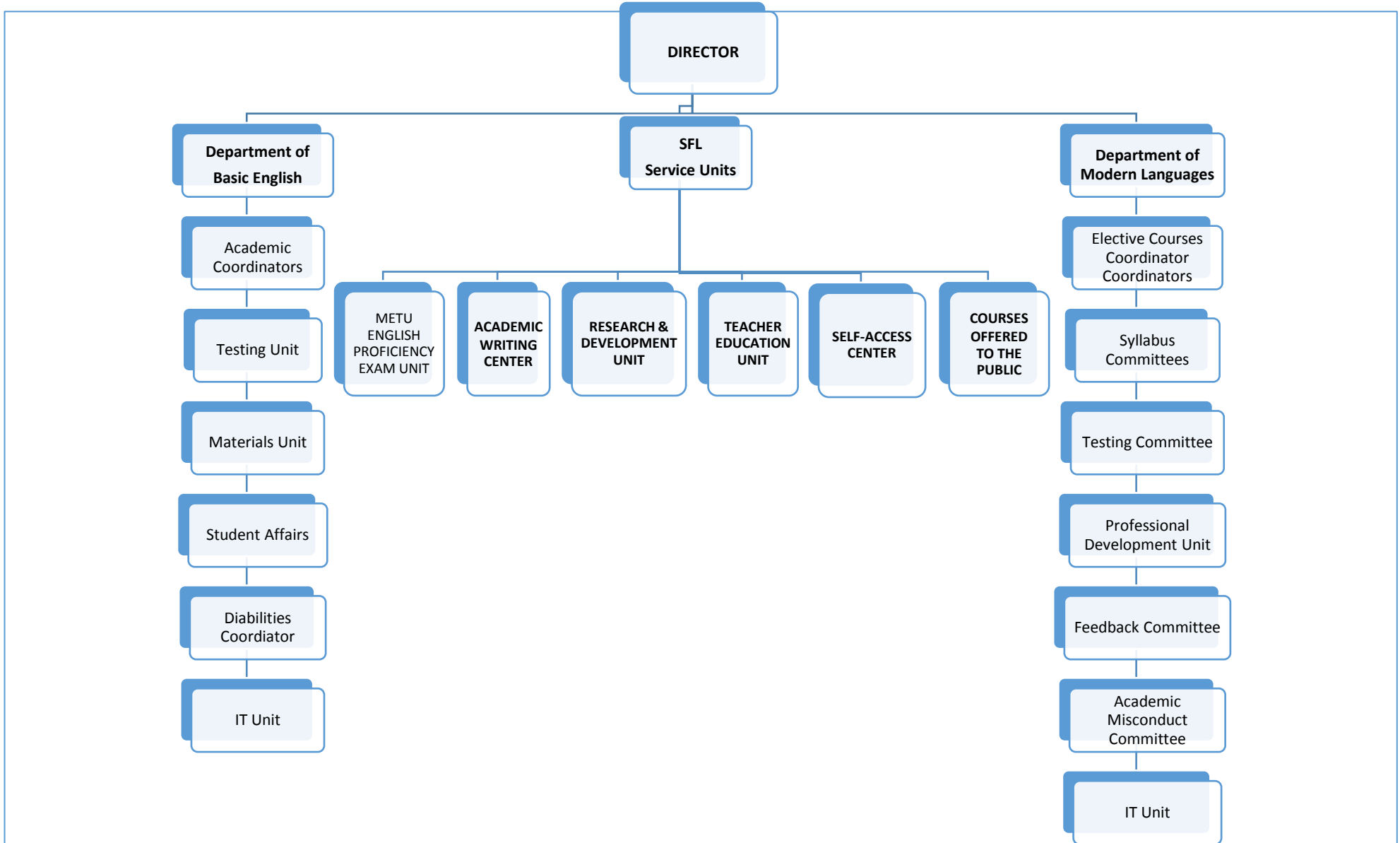


Figure 4: Academic structure of the School of Foreign Languages

### **3.3. Overview of SFL Service Units**

#### **METU English Proficiency Exam Unit**

The School of Foreign Languages is responsible for preparing and administering the Middle East Technical University-English Proficiency Exam (METU-EPE) four times a year. These exams are prepared by SFL's EPE Unit and administered each year to approximately 10,000 test takers, namely, the newly admitted undergraduate students, applicants to graduate and post graduate programs, students who are to complete their language training at the Department of Basic English, and those who wish to transfer from other universities to METU or wish to take the exam for personal reasons.

#### **Academic Writing Center**

Two full-time coordinators and 7-8 SFL instructors voluntarily working on a part-time basis in the Academic Writing Center (AWC) provide continuous consultancy services for students registered in post-graduate programs, METU faculty, and senior students in their academic writing endeavors in English. AWC tutors guide writers throughout the process of writing an academic paper and to improve their writing skills by increasing awareness of their own writing process.

#### **Teacher Education Unit**

Teacher Education Unit designs a training program to equip newly-hired instructors with effective English language teaching skills and orient them towards the culture and practices of the institution. Teacher trainers working in the teacher education unit provide systematic guidance to and carry out observations of new instructors throughout the pre-service and in-service programs.

#### **Self-Access Center**

Self-access Center (SAC) offers students a variety of educational opportunities outside the classroom. A lending library, various educational materials, computer and multi-media facilities, silent-study rooms and internet services for students can be found in this unit.

#### **Research and Development Unit**

The SFL Research and Development Unit is coordinated by two instructors, one from each department – DBE and MLD. The Unit is responsible for carrying out research and suggesting solutions towards the improvement of the education offered by SFL as well as assisting SFL projects when research based data is required, and disseminating findings through publications and presentations.

## **Courses Offered to the Public**

In the mid-1980s, upon requests from the Ministry of Education and the Council of Higher Education, the METU Administration developed a project for the English language training of prospective academicians who would pursue their PhD degrees abroad, and asked the School of Foreign Languages to implement this project. This Ministry of Education TOEFL Program, which continued without interruption for more than 15 years, paved the way to the third major mission undertaken by the METU-SFL. Today, over 100 instructors regularly take part in such Revolving Funds projects, and thus, not only is an important community service provided, but also significant contributions are made to the METU Revolving Funds. These courses accommodate about 1,500 participants each year.

## **4. CURRICULUM POLICY**

### **4.1. Fundamentals**

The curriculum of METU-School of Foreign Languages is aligned with the mission of the university. It ultimately aims to equip individuals with the necessary skills in the English language to help attain excellence in research, education, and industry in society. The curriculum is based on a set of principles. First, it evolves according to the changing needs of all stakeholders, with whom needs analysis studies are conducted on a regular basis. Second, its development, renewal, or any amendment introduced to it is research based. Last, curriculum activities are participatory and inclusive. That is, they are based on certain educational philosophies agreed on by the members of the School of Foreign Languages, and the curriculum components are made transparent and clear to them. The overall effectiveness of the curriculum is ensured by Quality Assurance processes. Finally, the SFL curriculum is designed to accommodate the needs of all students including those who are disabled by making adjustments in its curriculum, especially in the instruction and assessment components. Knowing that the case of each disabled student might be unique, it encourages the classroom teacher, department administrators, and METU Disability Support Office (*ODTÜ Engelsiz*) to act in coordination.

The SFL Curriculum has the following components:

## **4.2. Learning Outcomes**

At METU School of Foreign Languages, learning outcomes are formulated to address the needs of learners. They are organized in order to ease the comprehension and internalization of course content, ultimately inducing its application. They describe not only knowledge, but also skills and attitudes. It is made sure that learning outcomes guide instruction and assessment through systematic reference to them. The learning outcomes are described with reference to The Common European Framework of References (CEFR). It is of utmost importance that they are aligned with Turkish National Qualification Framework for Higher Education (NQF/TYÇÇ). Learning outcomes intended in each module or program are explicitly announced to learners in course materials and on department websites.

## **4.3. Teaching and Learning Materials**

The selection, development, implementation, and improvement of teaching learning materials is crucial at METU School of Foreign Languages as they are instrumental in achieving the learning outcomes. When selecting or developing institutional materials, it is observed whether they comply with the relevant CEFR levels and the linguistic abilities they entail. They are suitable for the needs, abilities, and interests of learners, and have appropriate content in terms of cultural values and age. That the teaching and learning materials reflect the philosophies behind our educational choices is also a guiding principle, i.e. whether they have a challenging and engaging approach and whether they allow the learners to construct knowledge is important. Teaching and learning materials are supported by digital technologies both to enrich learning experience and to better prepare students for the information age.

Validation of course materials is subject to piloting. Only after being piloted in representative groups and gaining approval from instructors are new course materials or major amendments to them adopted. The quality of our teaching and learning materials is underpinned by adherence to ethical codes of publication. In the Departments of Basic English, and Modern languages, selection and development of course materials, and provision of supplementary materials are carried out by material development units, or syllabus committees, whose members are assigned according to eligibility criteria.

#### 4.4. Curriculum Evaluation

The curriculum of English instruction is primarily the responsibility of the administration of the School of Foreign Languages, working in tandem with the Department of Basic English and the Department of Modern Languages. The METU-SFL administration is responsible for ensuring that the curriculum, syllabi and the relevant teaching materials are designed, developed, implemented as well as evaluated in a systematic manner, consistently facilitating efficient and effective learning. To accomplish this task, METU-SFL observes the following steps:

- sets the time frame in which the SFL curriculum cycle will be implemented,
- oversees the nature of delivery of courses in each department and ensures coordination,
- evaluates the resources available to be used in shaping the curriculum and provides resources when deemed necessary,
- provides training opportunities for all units in both departments, and if necessary, provides consultancy to curriculum designers at some or all stages of the curriculum development process.

Figure 4 presents the curriculum renewal cycle SFL goes through on regular basis.

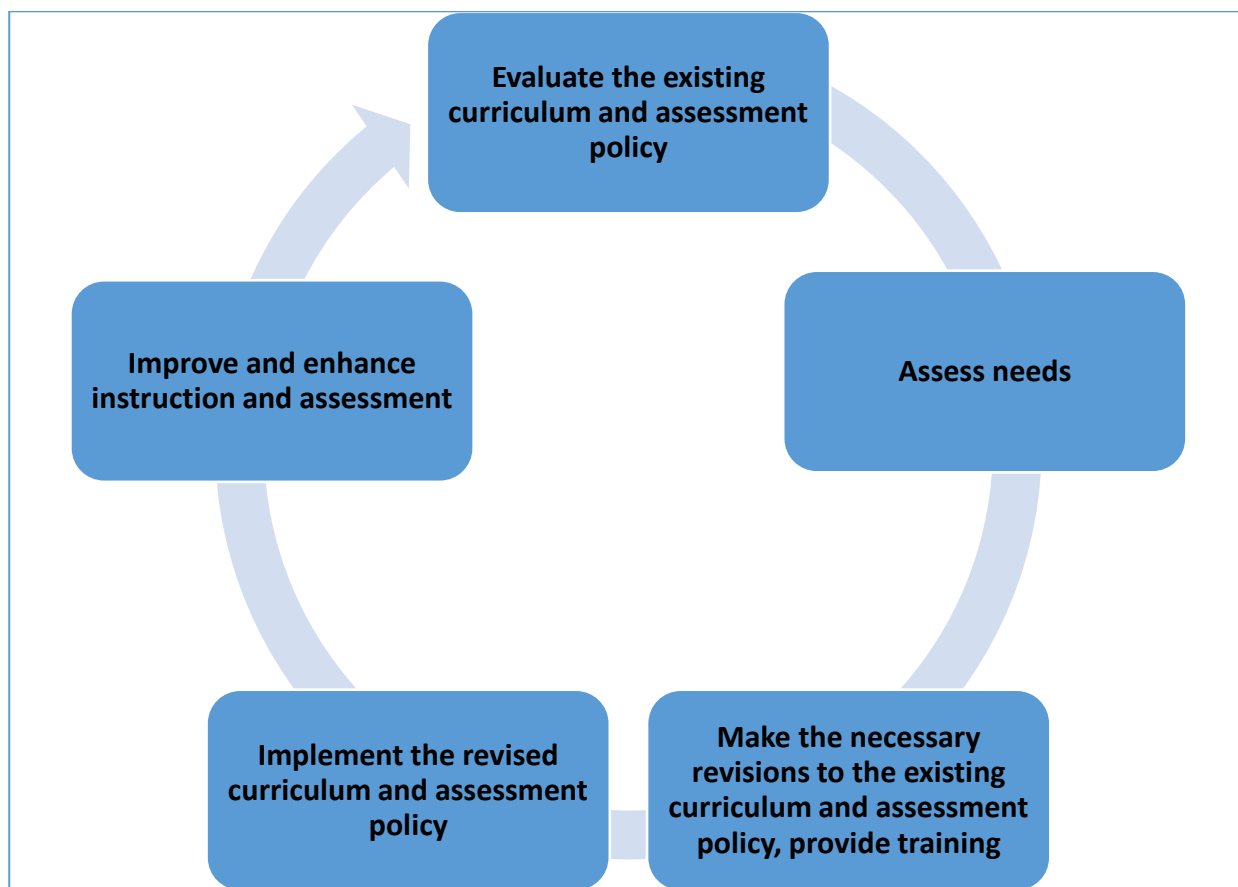


Figure 5. The METU-SFL Curriculum Renewal Cycle

## **5. ASSESSMENT POLICY**

### **5.1. Fundamentals**

The assessment and evaluation component is first and foremost relevant to curricula of SFL departments. It is a main policy to harmonize assessment with other curricular components such as teaching philosophy, learning outcomes, teaching materials, and instruction. Progress is measured towards goals. The extent to which learners have mastered the required knowledge and competencies is significant both for learners and the institution. It helps us reach all students and closely monitor the effectiveness of our curriculum decisions. Assessment tools (formative and summative exams) are prepared based on learning objectives, and with different formats including the more traditional midterm exam, final exam, quizzes as well as alternative assessment procedures addressing different student abilities and interests such as portfolios, performance based oral presentations, interviews, and term projects. Learners are provided with clear guidelines and guidance concerning the length, content, objectives, and grading procedures of each assessment. These guidelines are given in class and are available at department websites. Finally, it is a fundamental principle of SFL that strong agreement of assessment with curriculum components do not exceed its purpose; the school does not rely excessively on formal assessment procedures, or does not teach towards tests. It also values practical application of knowledge and competencies, and exposure of students to a wide variety of learning experiences. The two departments under METU-SFL may have separate implementations of these policies. To illustrate, main formative and summative assessment components are briefly presented below.

## 5.2. Assessment at the Department of Basic English and the Department of Modern Languages

**Table 1. Assessment Components at DBE Courses**

Title of the Course	Description of the Course	Main Assessment Components
<b>DBE 101</b> (Beginner) A.1 → B1.1	This 480-hour first semester course is designed to equip students with the basic language and vocabulary required for basic oral and written communication and to practice reading and listening skills at –A1 to B1.1 levels.	<p>Assessment components at the DBE are the same across groups. They are prepared separately for each level by the group Tester.</p> <p><b>MID-TERM EXAMS</b> Mid-Term Exams are administered three times a semester. The dates of the Mid-Term exams are announced on the Academic Calendar and programs. Mid-Terms consist of listening comprehension, writing, reading comprehension, vocabulary and grammar components.</p> <p><b>PERFORMANCE GRADE</b> This grade is made up of the following items:</p> <ul style="list-style-type: none"> <li>• Quizzes: Short exams covering the topics of the span</li> <li>• Instructor’s Grade: The Instructor’s Grade is given by the instructor three times each semester. This grade can be given from the following items: Written assignments, Research/criticism assignments, In-class performance, etc.</li> </ul> <p>The instructor submits this grade online for the access of students on a regular basis.</p>
<b>DBE 102</b> B1.1 → B2.1	This 480-hour second semester course, which is designed as the continuation of the DBE 101 course, aims to bring the students from level B1.1 to B2.1. in order to enable them to fulfill the requirements of their first-year courses. Further language and vocabulary reinforcement is provided through exposure to academic texts, both written and spoken.	
<b>DBE 201</b> (Elementary) A1.2 → B1.2+	This 400-hour first semester course is designed to provide students with initial language and vocabulary input and practice in reading, listening, writing and speaking for academic purposes, bringing the students from A1.2 to B1.2 level.	
<b>DBE 202</b> B1.2+ → B2.2	This 400-hour second semester course is the follow-up to the DBE 201 course. The aim is to provide students with further language practice through exposure to advanced-level spoken and written texts. The course is designed so that there is ample opportunity for the students to further practice in an integrated way the academic skills that they will need in order to fulfill the requirements of their first-year courses.	
<b>DBE 301</b> (Pre-Intermediate) A2.2 → B1.1	In this 320-hour course, the academic skills that will be required during the first-year courses are introduced. These skills include reading for academic purposes, listening and note-taking, writing short texts based on the information from their readings and listening input, as well as speaking. While practicing these skills, the students are also provided with the opportunity to expand their knowledge of language use.	
<b>DBE 302</b> B1.1 → B2.2+ (C1 in Reading)	This 320-hour course, which is the continuation of the DBE 301 course, aims at bringing the students to the proficiency level required by the departments. The primary objective of this course is to enable students to purposefully use the language through skill integration. Language and vocabulary are treated as a means to extract meaning and facilitate task completion.	

<b>DBE 401</b> <b>(Intermediate)</b> B1.1+ → B2.1+	This 320-hour course is designed to cater for the needs of intermediate level students. The aim of this course is to provide students with meaningful language practice through the use of the four skills.	<b>SPEAKING ASSESSMENT</b> Speaking assessment grades are given twice each semester by the instructor. Speaking is evaluated four times in an academic year. These evaluations include: in-class activities, a short individual presentation, in-class group presentation, and an exam
<b>DBE 402</b> B2.1+ → B2.2+ (C1 in Reading)	This 240-hour course, which is the continuation of the DBE 401 course is designed to cater for the needs of upper-intermediate level students, whose proficiency level is only slightly below the level required by the university. The course aims to improve their language skills that will be necessary in their academic studies.	
<b>DBE 501</b> <b>(Upper-Intermediate)</b> B2.1 → B2.2 (C1 in Reading)	This 240-hour course is designed to cater for the needs of upper-intermediate level students, whose proficiency level is only slightly below the level required by the university. The course aims to improve their language skills that will be necessary in their academic studies.	
<b>DBE 502</b> B2.2 → C1.1	This 240 hour course, which is the continuation of the DBE 501 course, aims to perfect the skills and language necessary to practice academic skills at their faculties.	
<b>DBE 601-602</b> <b>Repeat Group</b>	This 240 hour course is designed for students in their second year at the DBE and focuses on revising their prior knowledge as well as improving their reading, writing, listening and speaking skills.	



**Table 2. Main Assessment components at MLD Courses**

<b>Title of the Course</b>	<b>Description of the Course</b>	<b>Main Assessment Components</b>
<b>ENG 101</b> English for Academic Purposes I	An EAP course integrating the skills of academic reading, writing, listening and speaking, with primary focus on reading	Portfolio/Content Based Task (CBT)* Essay writing (process based) Speaking tasks Diagnostic Tasks Final Exam
<b>ENG 102</b> English for Academic Purposes II	An EAP course integrating the skills of academic reading, writing, listening and speaking, with primary focus on writing	Portfolio/Content Based Task (CBT)* Argumentative Essay Speaking tasks Diagnostic Tasks Final Exam
<b>ENG 211</b> Academic Oral Presentation Skills	An integrated EAP course focusing on essential speaking skills needed in EMI context, with primary focus on academic presentation skills and general communication skills	Formal presentations (minimum 3) Speaking Tasks (debates/discussions) Mini reports Midterm Exam Final presentation
<b>ENG 311</b> Advanced Oral Communication Skills	An integrated EAP course focusing on language and communication skills needed during the job application process and at work life after graduation	Portfolio/Writing assignments (formal emails, application forms, mini reports, etc) Formal presentation Speaking Tasks Quizzes Oral Exam (interview) Final Exam

### **5.3. English Proficiency Examination**

METU-EPE is considered essential in bringing about a positive impact on instruction and assessment at the Department of Basic English, in particular, as it is the sole determiner of its students' success. Thus, in the course of every curriculum evaluation cycle, METU-EPE is also evaluated and if deemed necessary, revised. The most recent change in the METU-EPE was implemented in December 2017. Descriptive statistics analyses are conducted on each administered EPE, where the internal reliability has always proven to be high.

METU-SFL is responsible for preparing and administering the METU-EPE, a high-stakes test battery designed to assess the English language proficiency level of students who have been entitled to undertake their undergraduate and graduate studies at Middle East Technical University. The aim of the battery is to determine whether the students' proficiency in English is at a level that will enable

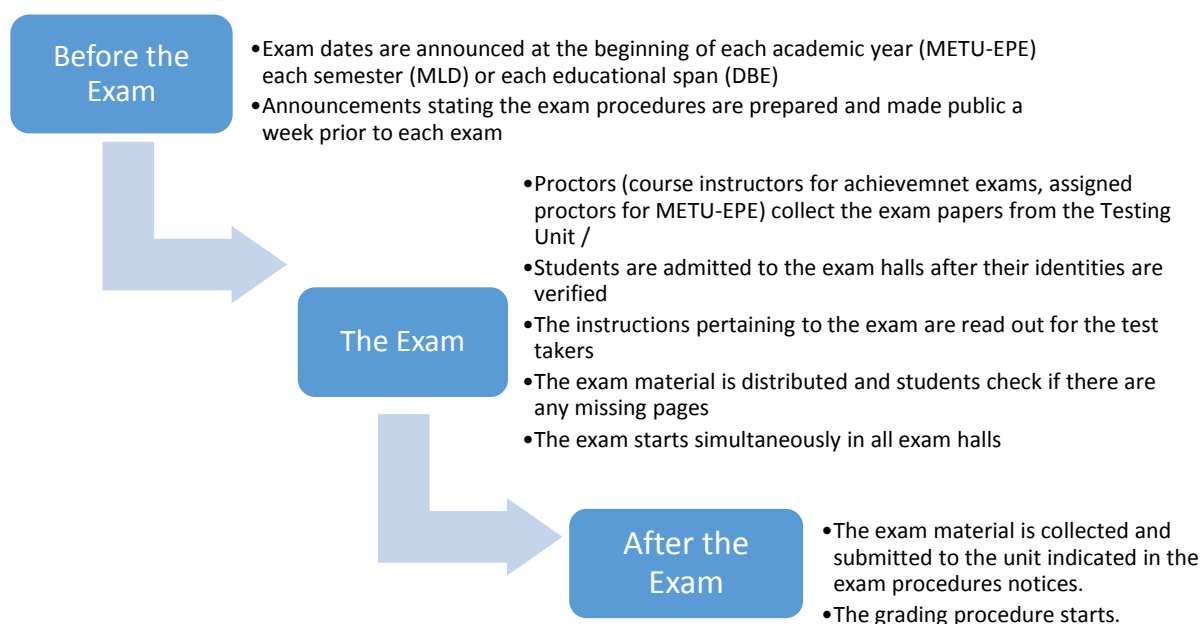
them to follow courses offered in their respective fields of study and fulfill their requirements with relative ease. Thus, METU-EPE is concerned with assessing test-takers' ability to understand and respond to written and oral academic texts, to comprehend interactions in the classroom and campus settings, as well as to assess their competence in producing written texts of varying lengths.

## 6. INVIGILATION AND GRADING POLICIES

### 6.1. Invigilation

Both METU-SFL and its two departments have similar invigilation policies, but the administration of METU-EPE has its own particularities.

METU-EPE is produced in four versions each year by the METU-EPE Unit composed of four members (two from each department) and, being a high-stakes exam, is printed and administered under utmost security. The exam dates and times are announced via the university's academic calendar and related information can be found at the [Registrar's Office website](#). Except for the June exam, which is given to about 5000 test takers, the METU-EPE is administered in the 130 classrooms of the Department of Basic English. For the June exam, classrooms throughout the university are allocated. Figure 5 illustrates the invigilation procedures for exams.



**Figure 6. The Invigilation Procedure**

## 6.2. Grading

Both METU-SFL and its two departments have similar marking/grading policies. The procedures are transparent, and every measure is taken to render the grading fair.

The scoring of METU-EPE, Assessment at DBE and Assessment at MLD show some variations. The grading procedures of METU-EPE are more comprehensive compared to those of the departmental exams.



**Figure 7. The METU-EPE Grading Procedure**

## **7. PROFESSIONAL DEVELOPMENT POLICY**

Professional development is a high priority for METU-School of Foreign languages. Professional Development Units, which have critical roles in both the Department of Basic English and the Department of Modern Languages, help orient newly hired instructors, as well as sustaining continuous professional development for experienced instructors.

### **7.1. Professional Development for Newly-Hired Teachers**

The mission of the Teacher Education Program for newly–hired instructors is to equip them with the teaching skills, strategies and behaviors that will enable them to implement lessons that reflect the teaching approach of the department and that will render their teaching effective. To this end, the instructors are required to complete the program, which comprises the pre-service and the in-service programs.

### **7.2. Continuous Professional Development**

Aiming to nurture continuous professional development, professional development units base their training activities on identified needs of students and teachers, and on classroom practice to allow for reflective practice. Professional sharing sessions, external expertise, seminars organized by staff are main professional development activities. Teachers wanting to present at national and/or international conferences are encouraged and receive funding by the SFL. Upon return, these teachers are asked to present their research to their colleagues at a sharing session in their departments. The procedures required to attend conferences can be found on the SFL web-page and at this [link](#).

## **8. LEARNER INVOLVEMENT POLICY**

METU-SFL aims to involve students in building and improving on all aspects of their learner experience. To strengthen learner participation and learner involvement the SFL utilizes the student union group ÖTK. Every year each class chooses their class representative and from among these representatives the SFL representative is chosen as the representative of ÖTK. This student acts as the voice of the students and delivers any issues related to the school, the canteens, and/or the programs to the school administration. The rules and regulations for the ÖTK union can be found [here](#).

Another form of student involvement is their feedback concerning teaching materials. Students are involved in research to improve educational material and programs. Students are also asked to complete a course evaluation survey at the end of each term.

## **9. COMPLAINTS AND APPEALS POLICY**

METU-SFL is committed to providing a quality service for in an open and accountable way that builds the trust and respect of our stakeholders. One of the ways in which we do this is by listening and responding to the views of our teachers, students and administrative staff.

### **9.1. Complaints**

Feedback received in the form of complaints is handled without delay. Many complaints being informal, concerns are resolved quickly by enabling mediation between the complainant and the source of the complaint. If concerns cannot be resolved informally, there is a formal complaint procedure for a fair and satisfactory resolution. The complainant bring their written complaint to the Assistant Chairperson responsible for students affairs (in case the complainant is a student), or to the Chairperson (in case the complainant is a teacher) within 7 days of the issue arising. The Chair or Assistant Chair may try to negotiate and mediate between the parties involved. In case the issue cannot be resolved, the complaint is forwarded to the Director of SFL and tried to be resolved between the parties involved. In cases where the complaint requires disciplinary action, the procedure is started by the Director and dealt with according to the rules and regulations pertaining to students ([click here](#)) or staff ([click here](#)). Utmost importance is given to confidentiality.

### **9.2. Appeals**

If a student is dissatisfied with the assessment process and/or a decision reached by a formal assessment on their academic work, they may make an appeal following a formal procedure.

In the case of METU-EPE, an appeal must be submitted online at the link which becomes operational when the grades are announced on the [METU-EPE webpage](#). Appeals may be lodged within four months after an assessment. The appeals process will normally be completed within a month's timeframe. The student will be able to view the result of the review via the [METU-EPE webpage](#), which is accessible with the student ID number / application number.

In appeals made to the departments, hard copy petitions must be submitted to the Department in concern, and it is the responsibility of the student to provide complete and relevant evidence to support their case. The appeals process will normally be completed within a month's timeframe. The student will be able to view the result of the review via the [exam link](#) that is accessible with their student ID number.

## **10. STAFF RECRUITMENT POLICY**

METU-SFL acknowledges the importance of teachers who help others to acquire knowledge, skills, competences and values. Therefore, the teaching force at SFL is recruited after a careful selection among those that apply to job openings. Although the hiring process is regulated by the Higher Education Council ([YÖK](#)), the SFL scrutinizes the applicants very carefully to reveal the best. Those wanting to work at SFL need to have an excellent command in both written and spoken English, be knowledgeable about recent methodologies in the field of English Language Teaching (ELT), have pedagogical content knowledge, and pedagogical knowledge. They need to be cooperative, open to continuous professional development, have good communication skills and adhere to the rules and regulations governing Higher Education Institutions.