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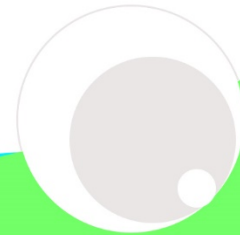
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GUARANTEE



## QUALITY HANDBOOK



**MANISA**  
**CELAL BAYAR UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**

**QUALITY HANDBOOK**

## Change Record

<b>Rev. No.</b>	<b>Date</b>	<b>Section(s) Affected</b>	<b>Description of Change</b>
	05/03/2017		First published
1	20/03/2018	Change Record	Change record added
2	15/11/2018	1.1, 1.2, 1.3, 1.6, 2.5, 2.6, 18	Related sections updated
3	02/10/2020	1.6, 2.5, 2.5.1, 2.5.2, 2.5.3, 2.6.1, 2.6.2, 2.6.2.1, 2.6.2.2, 2.6.2.3, 2.6.2.4, 2.7, 2.9, 2.10, 3, 3.2, 5.3, 8, 8.2, 13.1, 14.1, 15.3, 18	Related sections updated
4	06/09/2021	1.6, 2.2, 2.4, 2.5, 2.6, 2.9, 16, 18	Related sections updated
5	01/11/2022	1.6, 5, 13.1	Related sections updated
6	21/09/2023	2.10, 11	Related sections updated

## Foreword



This handbook is intended to be a general guide for the staff at Manisa Celal Bayar University School of Foreign Languages. It includes policies, procedures, requests and necessary information you may need at workplace.

With competitive and innovative approach, we are constantly improving Manisa Celal Bayar University to provide collaborative and student-centred teaching. Our well-qualified, dedicated, and exceptionally capable staff work together to achieve our mission which aims intellectually rich, interactive, and intimate learning environment for our students. We are happy to support our students not only during their education in our school, but throughout their entire academic and professional career.

Wishing all our students and academic staff a successful academic year.

Prof. Dr. Pinar GÜZEL GÜRBÜZ

Director,

School of Foreign Languages

## Contents

Foreword .....	i
1. Mission, Vision, Aims, and Expectations .....	1
1.1 Our Mission .....	1
1.2 Our Vision .....	1
1.3 Our Values & Principles .....	1
1.4 Our Aims .....	1
1.5 Our Expectations .....	1
1.6 Our Organizational Structure .....	2
2. Assessment Policy for MCBUSFL’s English Preparatory School .....	3
2.1 General Statement .....	3
2.2 Objectives .....	3
2.3 Range and Scope of the Policy .....	4
2.4 Reliability and Validity Policy in Assessment .....	5
2.4.1 Reliability .....	5
2.4.2 Validity .....	5
2.5 Internal Verification .....	5
2.5.1 Midterms, End of Module Exam and Resit Exam .....	6
2.5.2 Speaking Exam .....	6
2.6 Assessment Types & Percentages .....	6
2.6.1 Proficiency Exam .....	6
2.6.2 Placement Exam .....	6
2.6.3 Assessment & Evaluation Procedure .....	7
2.6.3.1 Midterms .....	7
2.6.3.2 Quizzes and Class Performance .....	7
2.6.3.3 End of Module Exam .....	8
2.6.3.4 Resit Exam .....	8
2.7 Exam Security Policy .....	8
2.8 Application of an Exam .....	9
2.9 Application of an Online Exam .....	10
2.10 Cheating Procedures .....	11
3. Invigilation Policy .....	11
3.1 Invigilation Procedures .....	12
4. Grading Policy .....	13
4.1 Aims .....	13
4.2 Principles .....	13

4.3	How is Grading Carried Out? .....	14
4.4	Roles and Responsibilities.....	14
4.4.1	Instructors.....	14
4.5	Grading Procedures .....	14
5.	Curriculum Policy .....	15
5.1	Learning Objective & Outcomes .....	16
5.1.1	Meeting Students’ Linguistic and Academic Needs .....	16
5.1.2	Fostering Learner Autonomy.....	16
5.1.3	Providing Individual Guidance.....	16
5.1.4	Learner Outcomes.....	16
5.2	Fostering Learner Autonomy.....	16
5.3	The Curriculum Unit Quality Cycle.....	17
6.	Student Recruitment Policy.....	17
7.	Student Training Policy.....	19
8.	Professional Development Policy .....	19
8.3	Procedures on Attending National and International Conferences.....	19
8.4	The PDU Quality Cycle.....	20
9.	Staff Recruitment Policy .....	20
9.3	The Recruitment Procedure .....	21
10.	Staff Appraisal Policy.....	21
10.3	Grievance Procedure.....	22
11.	Complaints Policy .....	22
11.3	Rights of Appeal.....	22
11.4	How does an Appeal Process Work? .....	23
11.4.1	For the Instructors.....	23
11.4.2	For Students.....	23
12.	Quality Policy.....	24
13.	Quality Management System.....	24
13.3	Units.....	25
13.4	Academic and Administrative Staff .....	25
14.	Quality and Quality Improvement Cycle .....	26
14.3	Surveys, Questionnaires and Forms.....	27
14.4	Self-Evaluation.....	27
14.4.1	Instructor Self-Evaluation Steps .....	27
14.5	Feedback .....	28
15.	Action Plans .....	28
15.3	Action Plan for Quality Improvement in the Curriculum.....	28

15.4	Action Plan for Quality Improvement in Assessment .....	29
15.5	Action Plan for Quality Improvement in Professional Development .....	29
15.6	Action Plan for Quality Improvement in Complaint Procedures.....	29
16.	Annual Evaluation Events .....	30
17.	Quality Assurance Policy.....	31
18.	List of Appendices.....	32
	Appendix 1 – Request Form to Attend a Conference .....	32
	Appendix 2 – Class Exchange Schedule .....	33
	Appendix 3 – Situation Analysis Questionnaire.....	34
	Appendix 4 – Questionnaire for Curriculum and Syllabus.....	35
	Appendix 5 – Units Head Performance Appraisal.....	40
	Appendix 6 – Needs Form .....	43
	Appendix 7 – Complaint and Suggestion Form .....	44
	Appendix 8 – Job Satisfaction Survey .....	45
	Appendix 9 – Curriculum Tracking Form.....	49
	Appendix 10 – Exam Feedback Form (sample) .....	50
	Appendix 11 – Lesson Plans.....	52
	Appendix 12 – Self Evaluation Observation Sheet I.....	55
	Appendix 13 – Self Evaluation Observation Sheet II.....	57
	Appendix 14 – Self Evaluation Observation Sheet III .....	59
	Appendix 15 – Self Evaluation Observation Sheet IV .....	61
	Appendix 16 – Workshop Feedback Form .....	63
	Appendix 17 – Discipline Record.....	65
	Appendix 18 – Needs Analysis Questionnaire .....	66
	Appendix 19 – Student Satisfaction Survey.....	70
	Appendix 20 – Meeting Report.....	76
	Appendix 21 – Progress Report .....	77
	Appendix 22 – Request for Doing Research .....	78
	Appendix 23 – Exchange Programs Feedback.....	79
	Appendix 24 – Class Make-Up Schedule.....	80
	Appendix 25– Staff Induction Program .....	81
	Appendix 26– Peer Observation Sheet.....	83
	Appendix 27– Self Observation Sheet .....	87

## **1. Mission, Vision, Aims, and Expectations**

### **1.1 Our Mission**

Our mission is to enable our students to become competent individuals in foreign language they will need in their academic and professional lives.

### **1.2 Our Vision**

With a progressive and competitive understanding, our vision is to become an institution providing a foreign language teaching at international standards in line with our university's goals and objectives.

### **1.3 Our Values & Principles**

- Quality education
- Learner – centered teaching
- Commitment to ethical values
- Transparency
- Scientificness

### **1.4 Our Aims**

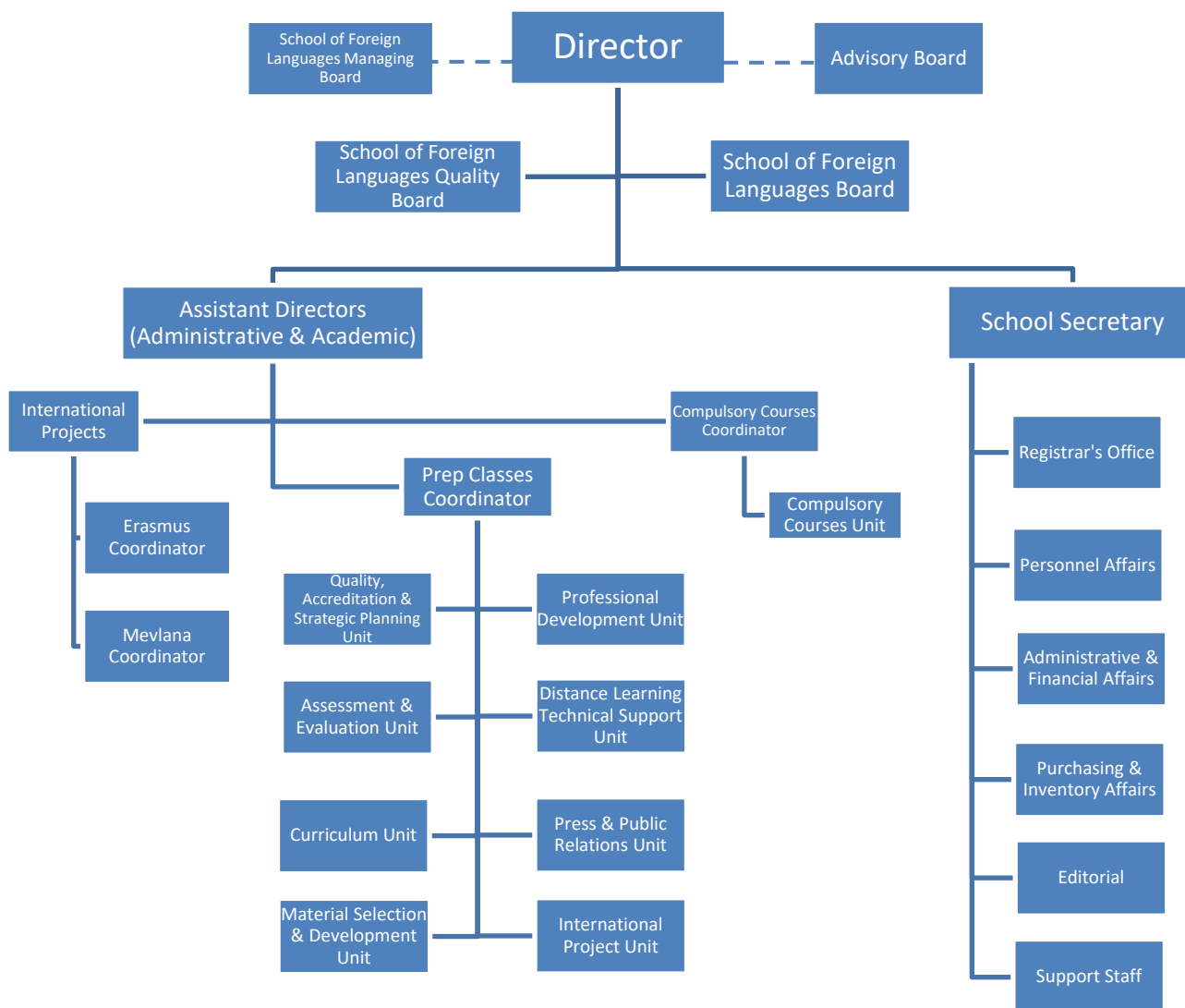
- Providing foreign language education with the use of the latest teaching methodology and contemporary technological developments,
- Helping students acquire necessary language skills and strategies to be able to succeed in their departmental studies,
- Helping students use all language skills they have gained in order to communicate and express themselves effectively in real life,
- Raising awareness about different cultures and broadening our students' world view,
- Providing an effective learning and teaching atmosphere in the school.

### **1.5 Our Expectations**

We believe that achieving our aims is possible only if all staff is highly motivated to reach a common goal of improving the quality of learning for all the students. The key factor to fulfill our mission is internalizing the school's mission and vision with a positive attitude and a high level of dedication. Moreover, adopting a constructive attitude towards students and colleagues as well as helping to foster the team spirit has a vital role in accomplishing our aim. Accepting that both institutional and personal improvement cannot be thought separate from each other, we aim to help all staff to develop themselves to reach their full potential.

Sense of belonging to one of the units and taking responsibility in the improvement of our school such as meeting deadlines, keeping records of student work, progress and attendance, being punctual, and exam-related duties are essential for an effective teaching practice.

## 1.6 Our Organizational Structure



## **2. Assessment Policy for MCBUSFL's English Preparatory School**

### **2.1 General Statement**

MCBUSFL develops and implements the curricula that will make students independent learners, so that the outcomes with their reference to the Global Scale of English (GSE) are clearly given in the curricula. Assessment is closely integrated in the teaching and learning process because it aims to improve students' learning and to make them progress. Therefore, efficient assessment is vital in order to measure whether these have been achieved.

The essential aim of assessment is to monitor student progress, provide support and help them in language areas in which students need further guidance. Assessment also aims to provide feedback to students and instructors.

As assessment is an ongoing and integral part of the learning process, students are given a certain number of quizzes, exams, projects, presentations and online assignments throughout each semester, which are graded separately and have different weights in the overall score of students.

To provide a balanced and multi-dimensional assessment, students are tested in four language skills, namely reading, writing, speaking and listening. The Assessment & Evaluation Unit is responsible for designing tests that are bias-free, sensitive to beliefs, gender and cultural background. The Assessment & Evaluation Unit is also responsible for ensuring the standardization of the tests, providing instructors with guidelines about how to implement the tests and holding norming sessions for instructors for the assessment of productive language skills (i.e. writing and speaking sessions). The Assessment & Evaluation Unit is accountable for providing students with information about the nature and content of the tests before test time as well as the criteria to be used for the assessment of productive skills. The test results are announced to students online accurately and on time.

MCBUSFL makes sure that assessment is implemented with the desired outcomes of the curriculum and also that assessment procedures are dependable and clear. The purpose of assessment is to facilitate the success of students and to help them reach their full potential by providing feedback through assessment tools.

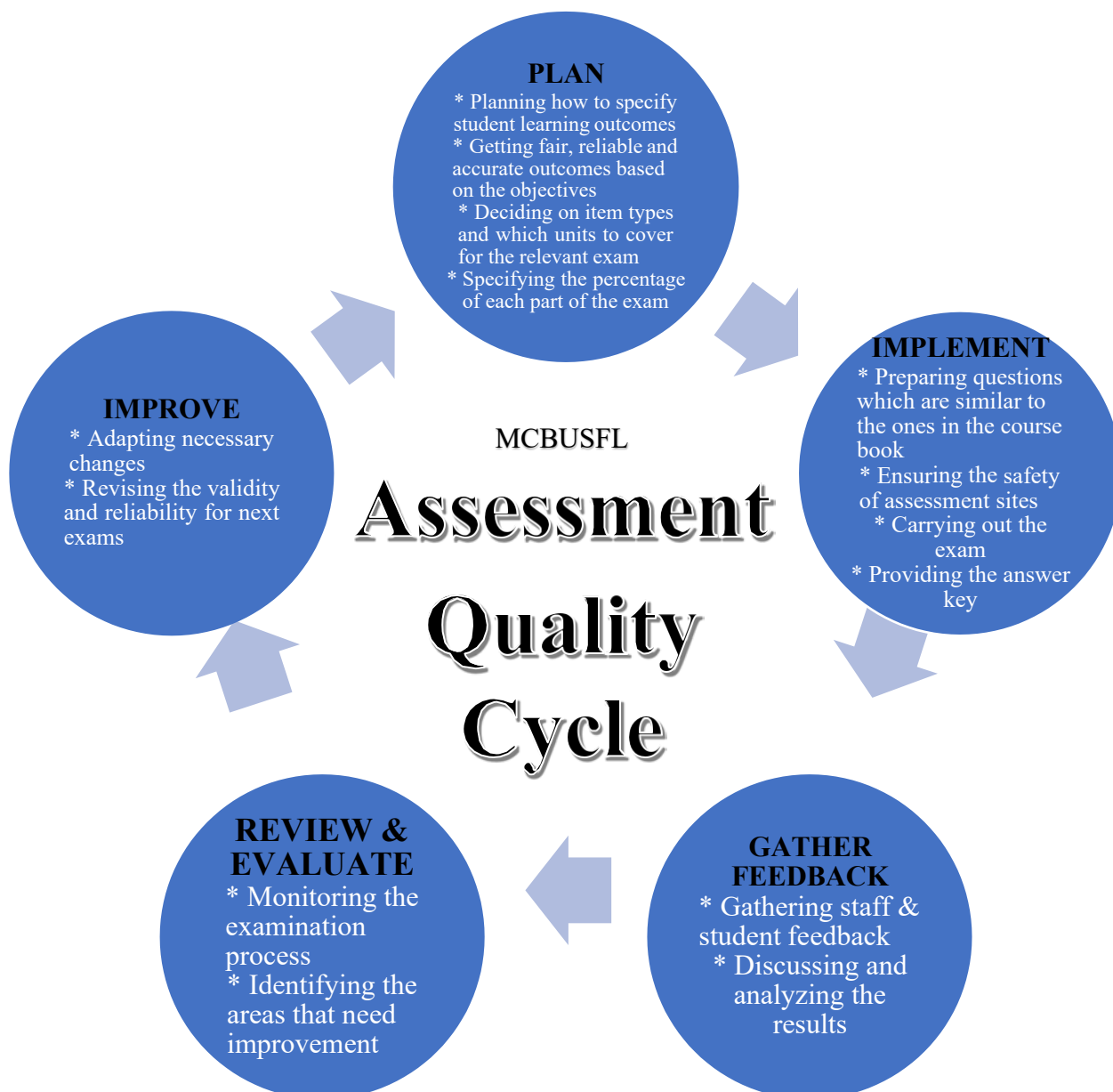
### **2.2 Objectives**

- a) To get fair, reliable and accurate outcomes in a dependable and clear manner during the assessment processes.
- b) To establish quality control for midterms, assignments, and end of module exams, including various tasks performed throughout the term in addition to in-class participation.
- c) To provide student-centered approaches to assessment with correct examination format and design.

d) To inform students and instructors about examination format and procedures, as well as evaluation procedures.

### 2.3 Range and Scope of the Policy

The assessment policy covers all courses offered at MCBUSFL



## **2.4 Reliability and Validity Policy in Assessment**

MCBUSFL aims to achieve a high level of reliability and validity in the assessments of students.

### **2.4.1 Reliability**

Internal consistency: Certain types of questions are asked in midterms, and end of module exams, with the responses going through consistency checks.

### **2.4.2 Validity**

The validity of assessment is ensured through the alignment of the outcomes of the curriculum with each question asked in the exams. This procedure covers all the questions, midterms, end of module exams and the tasks for continuous assessment. The exams prepared during the year include all the productive and receptive skills and the language areas of grammar and vocabulary. This system, the contents and the scoring rubric are shared with students and instructors at all levels.

## **2.5 Internal Verification**

Internal verification is vital for quality assurance on MCBUSFL programs. In order to achieve the certain outcomes, the following procedures are followed:

- a) The Assessment and Evaluation Unit is responsible to ensure that the outcomes of the curriculum go together with each item in tests.
- b) The Assessment and Evaluation Unit is responsible for developing, implementing and improving the quality of exams in MCBUSFL Programs, in accordance with the outcomes in the curricula. These exams include midterms, end of module exams, resit exam, proficiency exam and placement exam.
- c) Each language level in MCBUSFL Programs is assigned to certain members of the Assessment and Evaluation Unit. Although the Assessment and Evaluation Unit is divided into groups, each group follows the same procedures to achieve an internal verification of the exams as stated below:

### 2.5.1 Midterms, End of Module Exams and Resit Exam

Online or Booklet (Listening / Use of English / Reading / Vocabulary / Writing)

- write items accordingly
- have the initial review done by the other assessment & evaluation unit members
- make changes if necessary
- do a final proofreading and feedback session
- agree on the items
- finalize the items for the exam after the final review
- administer the exam on the exam date
- have a meeting with the instructors who will grade the papers before / after the exam
  
- provide the detailed key of the exam and guide them how to grade the papers.

For writing exams;

- show and grade sample exam papers to ensure all the graders have similar understanding of the rubric to make accurate judgments about students' written performance
- determine the instructors who will grade the same exam papers separately for a second check (only for end of module exams and resit exam)

### 2.5.2 Speaking Exam

- Prepare a ppt file of speaking topics and share it with instructors and students
- prepare pictures for the speaking exam
- have other members of testing unit conduct an initial review
- make changes as necessary and agree on items
- organize the assessors for the exam
- administer the exam on the specified exam date.

## 2.6 Assessment Types & Percentages

### 2.6.1 Proficiency Exam

This exam aims to determine the students who will be exempted from prep class at MCBUSFL. Students who get 70 or more are considered successful and are entitled to study in their department.

### 2.6.2 Placement Exam

This exam determines the language level of the students. Those who didn't take or get 69 or less from the proficiency exam takes the Placement Exam and are placed in the appropriate level and start their education.

### 2.6.3 Assessment & Evaluation Procedure

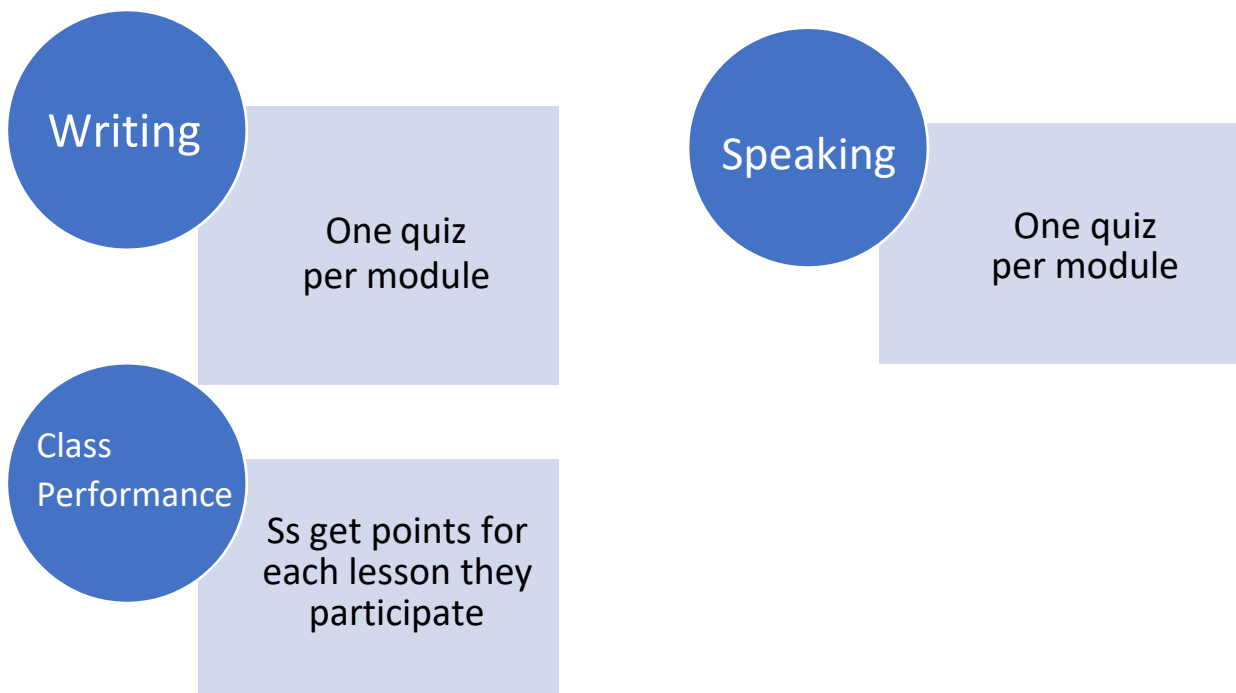
An academic year consists of four quarters. Each quarter makes one module (A1, A2, B1, B2). Students have 1 midterm, 2 quizzes, 1 class performance and 1 end of module exam during a quarter. Those who fail to complete B2 level also have 1 resit exam at the end of second term. Exam dates are the same for all levels and are included in the academic calendar announced at the beginning of the semester. Exam hours are announced one week before the exam date at the latest. The results of all exams are announced within 15 days via the UBS information system. The percentages of exams are as follows:

#### 2.6.3.1 Midterms

The duration of the written part of midterm exams is 60 minutes. The average success rate of mid-term exam is 20%. The exam includes Listening, Use of English, Vocabulary and Reading.

#### 2.6.3.2 Quizzes and Class Performance

Overall average success rate of quizzes is 20%, and classroom performance is 10% for each module. Grades are announced in UBS before the end of module exam. The content of these is as follows:



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		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

### 2.6.3.3 End of Module Exam

The duration of the end of module exam is 90 minutes. The average weight of the end of module exam is 50%. The exam is based on the learning outcomes of the student level. The exam has two parts: written and oral sessions. Written session includes Listening, Use of English, Vocabulary, Reading, Writing, and oral session includes Speaking. For the speaking part, students are expected to answer questions during the specified periods of time.

### 2.6.3.4 Resit Exam

The re-sit exam is held at the end of fourth quarter for students who failed B2 level. The result of re-sit exam takes the place of the end of module exam.

## 2.7 Exam Security Policy

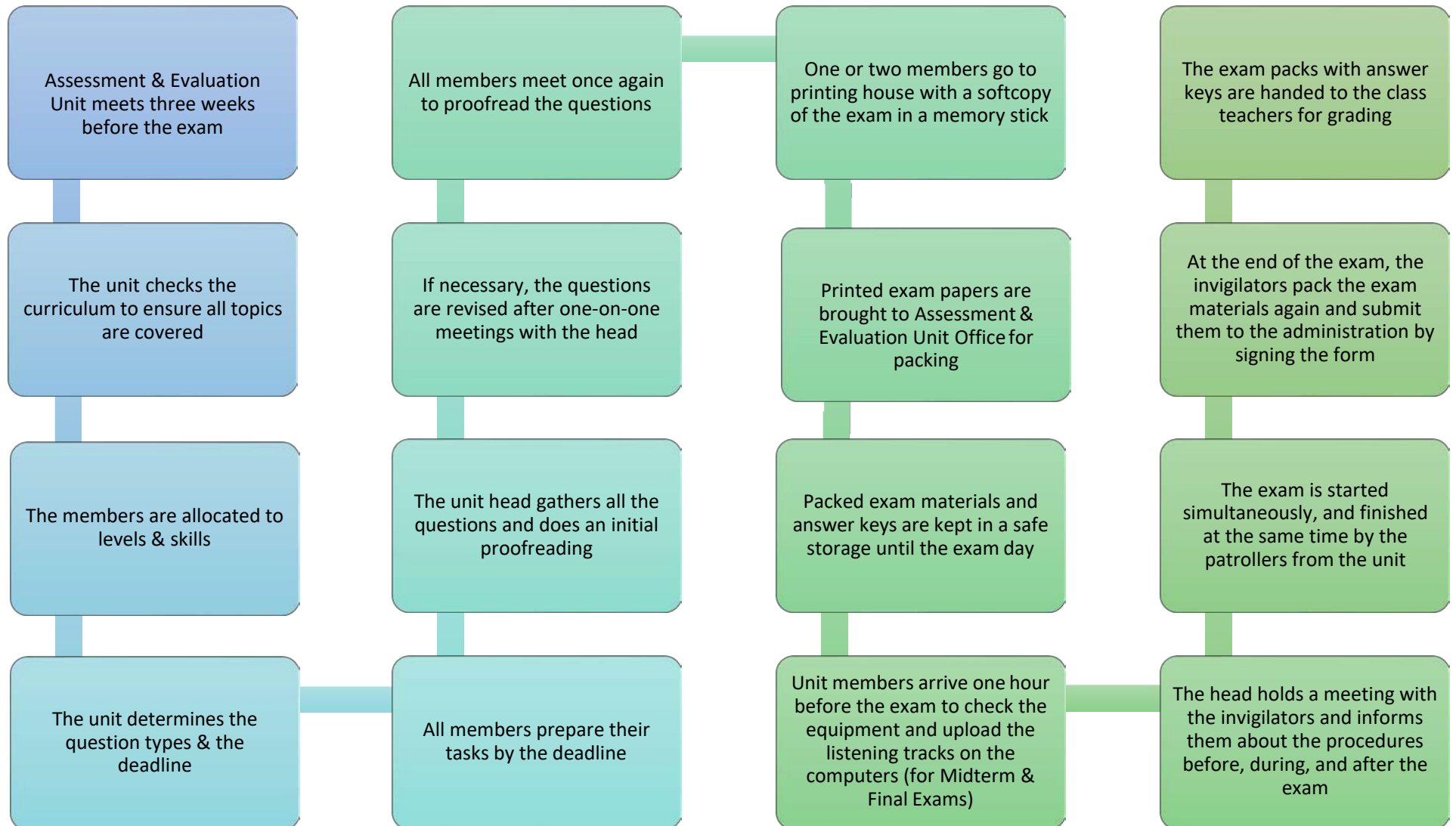
All MCBUSFL security measures are designed to ensure that candidates cannot receive prior knowledge of the content of exam materials.

Assessment unit members of MCBUSFL pay careful attention to the security of the PC used, or to assemble the paper, and to the way drafts are stored and transferred. Electronic versions of drafts and final examination papers must be kept on the password protected PC in testing office. The computer is kept in assessment & evaluation office and access to this office is restricted. In particular, visitors or students do not have unaccompanied access to the office. PC is only accessible via user account and is fully patched with the vendors' latest patches and kept up-to-date at all times. And whenever the machine is left, it is either switched off or a screen lock is used that requires a password to gain access. The screensaver is set to lock the screen automatically after a short period of inactivity.

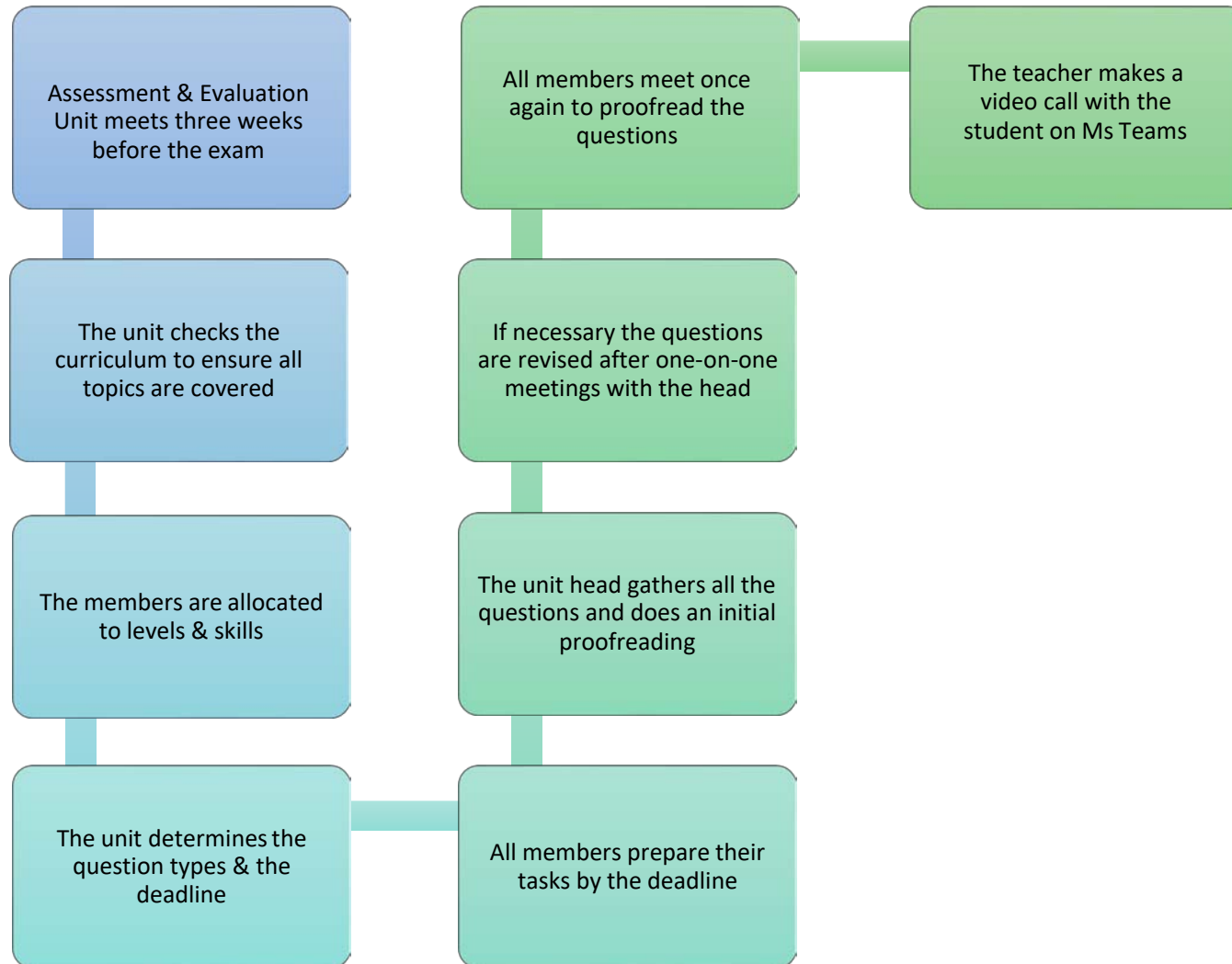
All confidential exam materials are printed within university premises with the supervision of testing & assessment unit members, and are kept locked in safe box. The unit provides step-by-step exam instructions (Exam Rules and Directions) and scripts for invigilators to ensure that exam administration is standardized, secure and fair throughout all MCBUSFL sites. Exam instructions and exam materials in envelopes are distributed by signatures and announcements are made to invigilators by the unit members for each level before the exam, and at the end exam materials and attendance sheets are collected and returned personally to the administration by signature.

Before each exam, assessment & evaluation unit informs all the students about the steps of upcoming exams through our website.

## 2.8 Application of an Exam



## 2.9 Application of Online Speaking Exam



## 2.10 Cheating Procedures

MCBUSFL strictly follows disciplinary regulations in case of cheating in exams or other assignments. There is no make-up for students who have been caught cheating and they get a “0” (zero) for that particular exam or assignment.

Before the exams, students are asked to put all of their books, notes and mobile equipment away. If invigilators detect students with unauthorized material in their possession, cheating procedure is applied. After a verbal warning to the student, if the student continues cheating, the invigilator should wait for the student to finish and submit his / her paper. In order to avoid any confrontation, which may lead to disturbing other students, the student’s paper is signed by the invigilating instructor at the end of the exam; showing that the student has been caught cheating and the administration is informed immediately after the exam. The student is also informed about the administrative process at the end of the exam.

The Code of Conduct and disciplinary procedures to be followed when the code is broken can be found online at <https://yabancidiller.mcbu.edu.tr/yuksekokul/mevzuat.2265.tr.html>

For online speaking exams, students are asked to show their pictured ID before the exam. Those who can’t show or refuse to show their ID’s cannot take the exam.

For writing assignments, students are required to upload their assignments on Turnitin within specified deadline to check plagiarism.

## 3. Invigilation Policy

MCBUSFL attaches great importance to every step of assessment procedure. Exam Invigilators have a critical role in helping to ensure that exams are conducted in a fair and appropriate manner and all students are able to participate in exams in a suitable environment.

For the written and speaking parts each, one invigilator is assigned.

### 3.1 Invigilation Procedures

The invigilation procedures of the MCBUSFL are as follows:

- 1 • Invigilator lists are emailed to the teachers by Assistant Directors.
- 2 • Invigilators arrive at assembly hall 30 minutes prior to exam time.
- 3 • Exam papers are distributed in envelopes by signatures and announcements are made to invigilators by testing unit members for each level.
- 4 • After arriving at the exam rooms, invigilators check student IDs and ensure students sit according to attendance sheet.
- 5 • Students put their course materials and mobile phones on the teacher's desk.
- 6 • Attendance sheet is signed by each student.
- 7 • The rules and procedures of the exam are announced to the students.
- 8 • Exam papers and materials are distributed appropriately by the invigilator.
- 9 • At the end, exam papers and attendance sheets are collected and returned to the Administration.
- 10 • Any cheating or cheating attempts are formally reported and signed by the invigilators.
- 11 • Any other matters of concern (e.g. the seating plan, the heating, the administration of the exam) are reported to the Administration.

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

## 4. Grading Policy

Grading procedure is one of the most important steps within the scope of MCBUSFL Assessment Policy since it has an important role in observing and if necessary, intervening the learning progress and at the same time providing feedback to both instructors and students.

Grading is most effective when the student knows:

- the objectives of the task
- the requirements of the task
- how much they have accomplished
- how to approach their goals for learning

All instructors at MCBUSFL are responsible for the execution of this policy. Therefore, instructors are expected to be aware of:

- the objectives of the task (outcomes to be accomplished)
- the requirements that students are asked to meet for the task
- the rubric to mark assignments/exams
- methods for giving oral and written feedback.

### 4.1 Aims

- To establish a consistent approach to the way we give feedback on students' work so that students feel valued and have a clear understanding of how well they are doing.
- To ensure all students are provided with regular feedback to help them reach their full academic potential.

### 4.2 Principles

- Student and instructor interaction in the learning / teaching process.
- Clear understanding of what a good performance is (outcomes, rubric and requirements).
- Support to close the gap between students' current and the expected performance.
- Continuous feedback on student learning.
- Promotion of positive attitudes and motivation towards learning.

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

### 4.3 How is Grading Carried Out?

Instructors at MCBUSFL follow a set of procedures in their marking.

### 4.4 Roles and Responsibilities

#### 4.4.1 Instructors

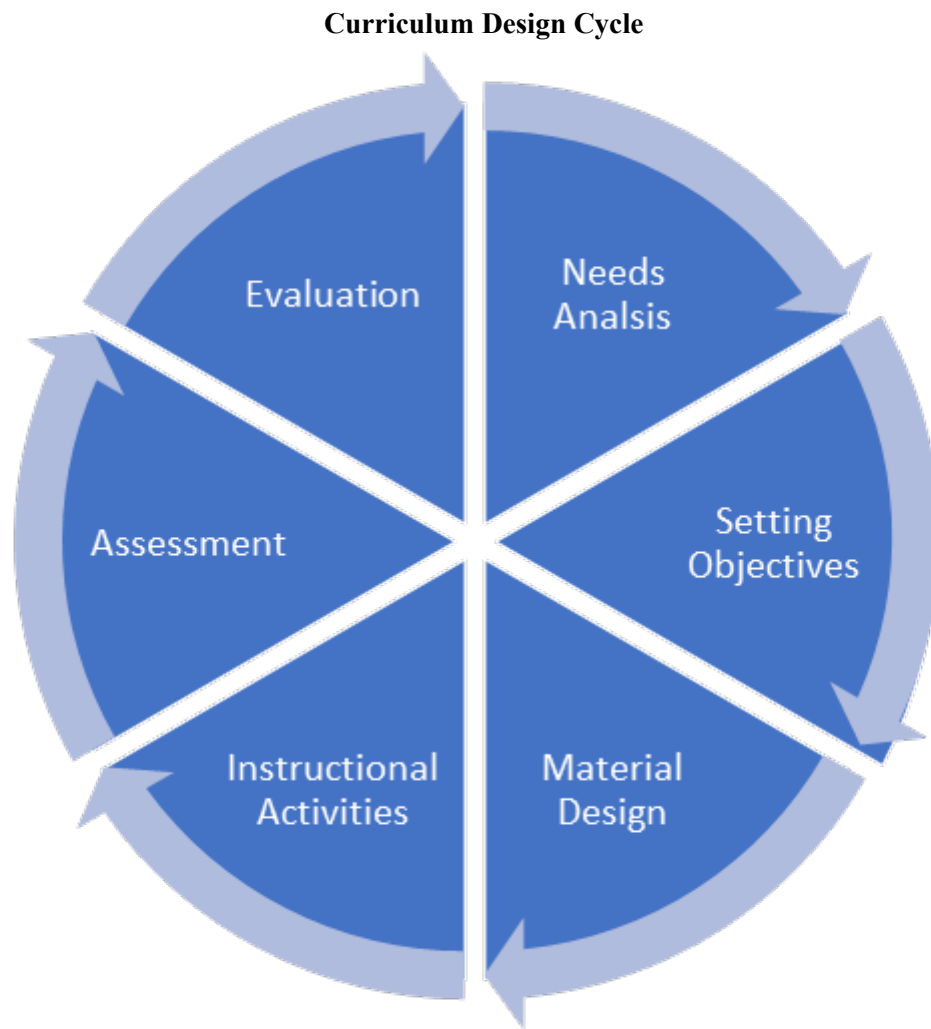
- to ensure work is marked on a regular basis
- to ensure that the target level or grade is clearly displayed for students
- to ensure that students are provided time to consider marking comments
- to share good practice with marking at meetings
- to ensure consistency
- to attend norming sessions held by the Assessment and Evaluation Unit before assessment of each writing and speaking exam
- to announce the grades on UBS and hand in the report to the administration with exam materials.

### 4.5 Grading Procedures

- for the marking of productive skills, instructors attend norming sessions
- a list of first and second markers for writing exam is prepared
- a rubric for speaking exam is prepared for the interlocutors and assessors
- instructors are given the answer key(s) after the exam
- any plagiarism in student responses is considered and the response is given '0'.

## 5. Curriculum Policy

The curriculum of the Manisa Celal Bayar University School of Foreign Languages (CBU SFL) is prepared in line with the vision, mission and objectives of the SFL. Along with instruction and assessment, the curriculum is an important pillar of the SFL’s educational programs. In determining curriculum, the SFL sets realistic and applicable outcomes that align with the CEFR. The SFL adopts a curriculum design cycle that includes need analysis, setting objectives, material design, instructional activities, assessment, and evaluation. The dynamic nature of the cycle allows for curriculum modification or amendment via action plans and feedback.



The ultimate aim of SFL Curriculum is to provide learners of English language with a remarkably effective language learning process. Each part of the curriculum, the syllabus, course books/materials and assessment are consistent with each other.

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

The components of the MCBUSFL Curriculum are as follows:

## 5.1 Learning Objectives & Outcomes

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

### 5.1.1 Meeting students' linguistic and academic needs

The primary aim of the curriculum is to provide adequate language knowledge and skills that are necessary for students' academic studies in their departments. Students who have completed the preparatory program will have required skills and strategies such as attending lectures, comprehending texts, generating varied types of written texts and communicating by making use of language accurately.

### 5.1.2 Fostering learner autonomy

Language learning is not limited to the classroom. In this respect, students are equipped with the strategies which will enable them to support their learning outside the classroom as well. Therefore, our aim is to encourage the students to make use of different sources such as library, online sources etc., and to make them take responsibility for their own learning.

### 5.1.3 Providing individual guidance

To sustain the success in language learning process, individual attention should be paid to students by taking their individual differences and needs into consideration by their course teachers. At the School of Foreign Languages, each class of learners is assigned with a class teacher who provides feedback, support, and guidance to students.

### 5.1.4 Learning Outcomes

The Common European Framework of Reference for Languages (CEFR) document generates the base in deciding the results of the curriculum and in preparing the syllabus of the Preparatory program, as well as British Council: Core Inventory for General English, which is also based on the CEFR. The curriculum gives information about the learning objectives to be accomplished at various language levels, specifying the estimated time to be assigned to achieve them, all of which can be found in related syllabus documents.

## 5.2 Teaching Policy

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

The SFL believes that it is not realistic to learn a foreign language only from the instruction provided in the classroom. The SFL encourages its students to develop their language skills by becoming autonomous learners. To encourage learner autonomy, students are provided with online resource packs which they can use throughout the year in line with their coursework. Students are also encouraged to access the readers available to them in the library to improve their language skills.

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

### 5.3 The Curriculum Unit Quality Cycle

Our slogan: ‘Working together to ensure that every day every student in every classroom is learning and achieving’

The work of the Curriculum Unit is key to student learning. The cycle focuses on revising and developing curricula aligned to CEFR, GSE and the Council of Higher Education.

The Curriculum documents spell out to teachers what should be taught in the classroom. Included in these documents are the things that students should know and be able to do when they finish MCBUSFL. They also indicate which skills should be mastered by the time students move to the next level and later to their faculties. In addition, the Curriculum documents tell the teachers the approximate amount of time they should spend on each concept. This ensures that those skills which are most important for students to learn receive the most attention. The Curriculum Unit’s goal is to actively monitor the learning process every year.

Planning is the first step in the Curriculum and Syllabus design. In the beginning of each academic year the curricula and syllabi of the previous year are evaluated, corresponding changes are made, and a new action plan is decided on. In response to student data and needs a new curriculum and syllabus are designed to maximise learning for each student. Furthermore, the senior management, the Curriculum Unit together with the Assessment Unit decide on the dates of the tests, number of assignments to be graded and necessary evaluation forms. After they are approved, a general staff meeting is conducted for teachers to inform about the upcoming changes. All the offices are provided with a folder that has a new syllabus, evaluation forms, and rubrics. Moreover, all the documents included in the folders are sent to all the teachers via their e-mails.

Keeping a track on the implementation of the curriculum and syllabus is another important step. One way to do it is a weekly planner which is sent to all the teachers a few days before the corresponding week comes. Moreover, the teachers always have a possibility to share with each other and inform the Curriculum and the Assessment Units about the teaching process and any problems they face. If it is needed, the Materials Selection and Development Unit prepares extra materials to support and improve the learning process. Another way of getting feedback is an e-mail address [sfl.curriculum@cbu.edu.tr](mailto:sfl.curriculum@cbu.edu.tr) and school’s what’s app groups where they have an opportunity to tell their opinion, ask a question or make a suggestion. The Professional Development Unit also applies a questionnaire regarding teaching process twice a year at the end of each semester. The members of the Curriculum Unit share the information, ideas, and thoughts, evaluate the collected data within regular meetings with school management and other units. All the meeting reports are stored in Microsoft sharepoint folder.

According to the needs and evaluation, the Curriculum Unit sometimes adjusts the syllabus along with the curriculum itself. To improve the teaching and learning process, all the teachers of MCBUSFL are informed about all the changes being made beforehand; being approved by the management, the report is sent to all via e-mail. Next, the Curriculum Unit decides on a new action plan. Thus, the Curriculum Quality Cycle restarts.

## 6. Student Recruitment Policy

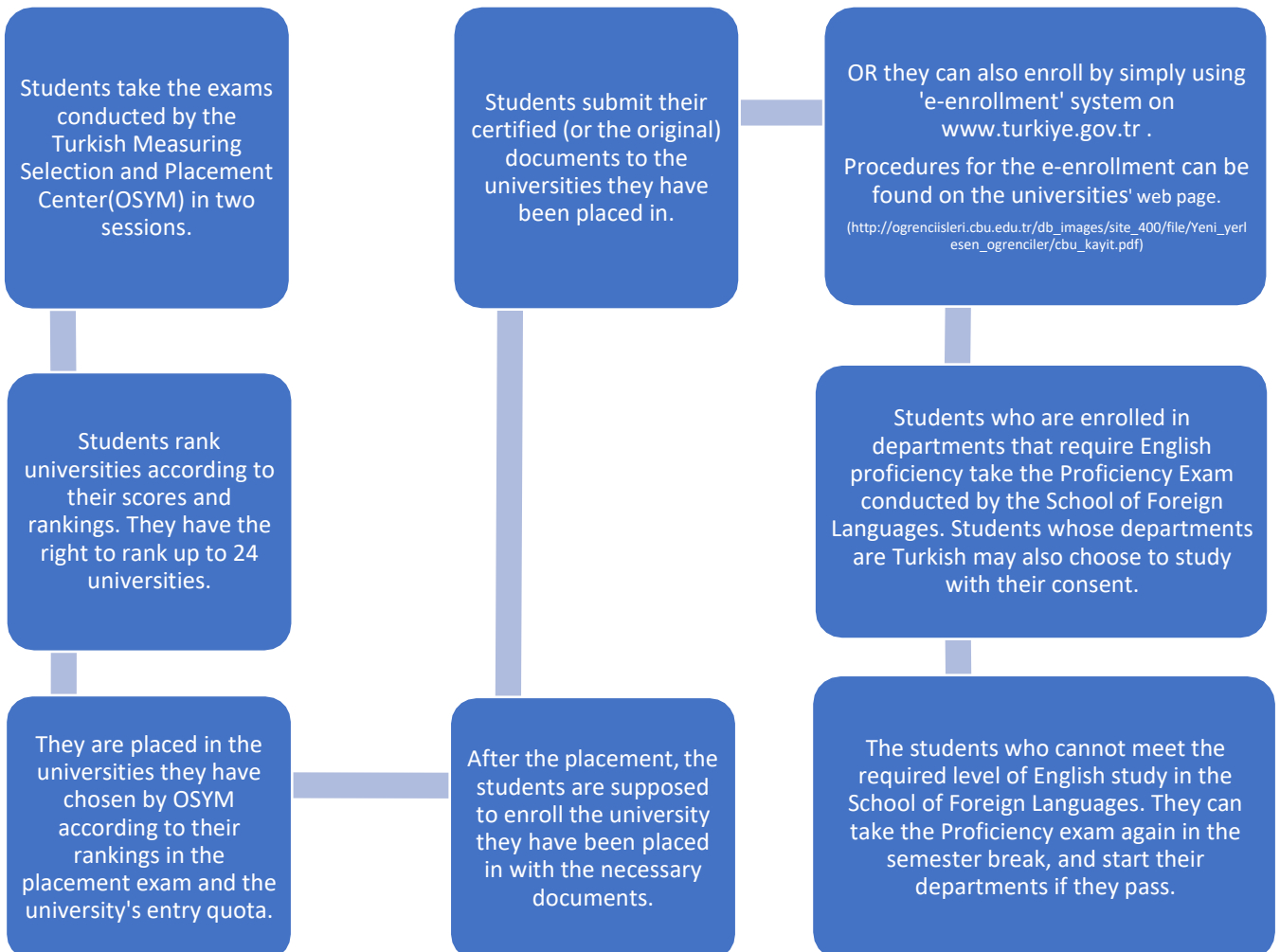
The MCBU School of Foreign Languages is committed to providing flexible, high-quality teaching, and professional education to students from a wide variety of backgrounds. The MCBU School of Foreign

Languages aims to offer equal opportunity for anyone to benefit from its programmes. The MCBU School of Foreign Languages aims to ensure that its recruitment, selection and admissions processes are transparent and focused towards their intended audiences.

The aims of the Student Recruitment and Admissions Policy are to ensure that:

- Opportunities are developed to allow access and progress to higher levels of study
- Selection is based on clearly specified criteria.
- No candidate is excluded from entry to a programme by the reasons of religious belief, political opinion, racial group, gender, age, marital status, sexual orientation, disability or responsibility for dependants.
- Policies, procedures and plans in relation to student recruitment and admission are operated fairly and consistently, with a view to enhance the strategic aims and objectives.

This Policy shows the procedure that Manisa Celal Bayar University follows based on key matters relating to recruitment, selection and admissions activity. It complies with relevant legislation and takes account of the principles outlined by the Council of Higher Education (CoHE). It is a public document and as such is written for an applicant audience. It is written to provide procedural information and requirements to enquirers, applicants, parents and advisors about recruitment, selection and admissions at the University. It is the policy framework for all staff who are involved in recruitment, selection and admissions activity.



## 7. Student Training Policy

MCBUSFL aims to ensure that students are given opportunities, guidance and training in terms of study skills and techniques to improve themselves as autonomous learners. In order to help students adjust quickly to their new environment, an induction program is offered to new students at the beginning of every academic year. This program introduces them the administrative and academic units of MCBUSFL, informs about the details of the English preparatory program.

MCBUSFL also places importance on raising student awareness regarding the importance of knowing a foreign language for their academic and social lives, so students are encouraged to use the language effectively to communicate and express themselves in both domains by providing opportunities both in and outside the classroom with speaking activities and informal meetings, along with classroom activities.

## 8. Professional Development Policy

Accessibility, constant reinforcement, sufficient support and guidance are seen as key elements of success in our school, and instructor development is vital for maintaining effective teaching and learning.

In order to find out the areas and issues that need to be focused on more, meetings are held, reflection reports are prepared, and surveys are conducted at the School of Foreign Languages. Regular meetings with instructors and committee meetings are helpful for identifying the needs of the instructors for more beneficial developmental policies and actions.

The instructors are provided with the opportunity of developing their teaching skills through seminars and training sessions held at MCBUSFL or online by professionals in the field. Moreover, the instructors are also encouraged to participate in national or international professional development events such as seminars, conferences, trainings, and workshops.

Encouraging and rewarding participation in all these activities and procedures is a part of our staff development policy.

### 8.3 Procedures on Attending National and International Conferences

- Instructors who wish to attend seminars or conferences should fill out a request form. The request form includes the name/place/dates of the conference, and the class make-up schedule. Instructors should attach a conference acceptance letter, conference payment information and the abstract of the presentation or workshop if they are presenters.
- Instructors submit all the applications to the administration and administration will determine the approval.
- The Administration organizes the make-up lessons.

- For conferences outside Turkey the directorate needs to send the conference attendance request form to the rectorate for approval. Then, the directorate informs the instructor of the decision of the rectorate.
- Instructors who are approved to attend conferences are required to complete a conference feedback form to the PDU and give a presentation or workshop on the content of the conference and their reflections on it to their colleagues at MCBU.



#### 8.4 The PDU Quality Cycle

The PDU is responsible for the coaching and training of teachers. To identify the professional needs of the faculty members, the PDU designs and hands out questionnaires at the beginning of each semester. After analyzing and categorizing the needs, the PDU arranges training sessions. It is also responsible for creating and offering a selection of opportunities for professional development (i.e. in-house training, external courses, self-observation (voluntarily) and so forth). The unit plans, prepares and delivers in-house training sessions to enhance standardized teaching practices within the SFL. Staff members are supported in terms of professional development throughout the academic year by providing them with literature and theoretical grounds for teaching principles through practical in-service workshops and the PDU library founded on an online platform

(<https://drive.google.com/drive/u/0/folders/1v9ObIwQR2Z44F3RseZMYBgTB4ekQWH5z>). Our mission is to encourage research and engage in coordination of research efforts. The PDU enhances team spirit by offering team teaching opportunities and encouraging teachers to share personal experience and teaching methodology. During the academic year, PDU keeps teachers up-to-date by informing them about external workshops, seminars and conferences through Microsoft TEAMS and e-mail for further development and motivates teachers to reflect on their teaching. The PDU members also keep themselves up-to-date by regularly participating in PD events and opportunities, and reflecting on their practices to better cater for the needs of professionals. The PDU collects yearly feedback and takes action by setting measurable goals to improve the quality of professional development opportunities offered.

#### 9. Staff Recruitment Policy

Instructors are the key shareholders of the MCBUSFL in the aim to realize our educational goals effectively. Instructors who have the following qualities can be a part of the distinctive academic staff at MCBUSFL:

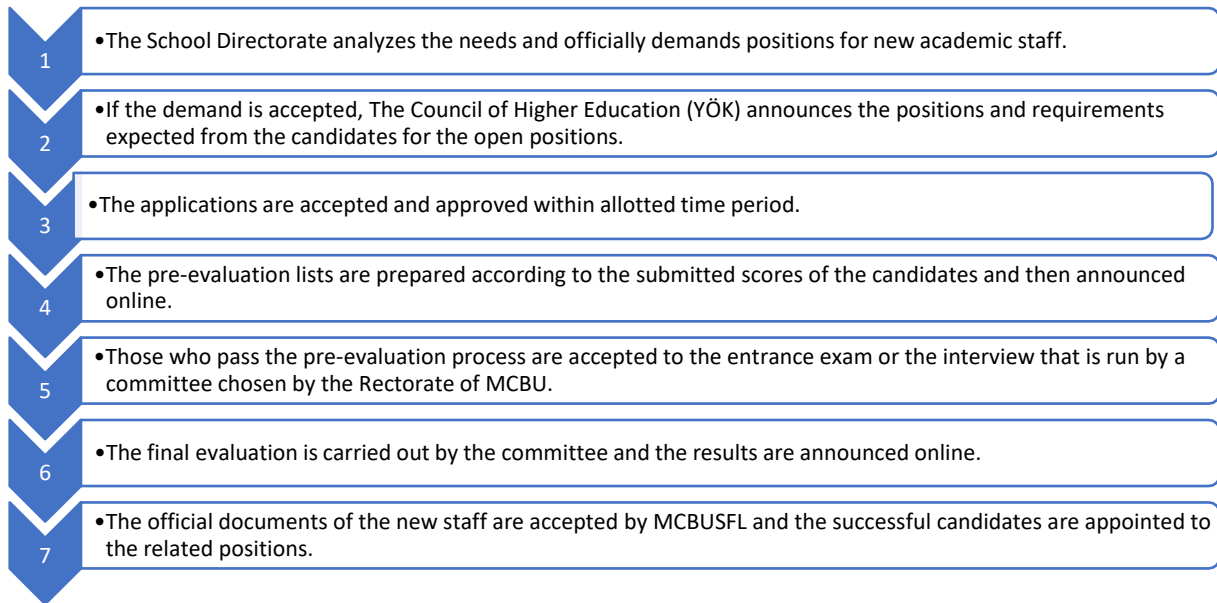
- having a high level of motivation to teach a foreign language
- having efficient teaching skills
- being an effective team-member
- obeying the ethic codes of Manisa Celal Bayar University
- having positive attitudes towards students, colleagues and work

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

- respecting others' ideas
- being solution-oriented in their work
- showing commitment to their work and personal and professional development

Instructors who have all these qualifications and would like to be a member of MCBUSFL family need to follow the announcements made by Council of Higher Education (YÖK) web pages for the positions available.

### 9.3 The Recruitment Procedure



## 10. Staff Appraisal Policy

The Staff Appraisal System serves to observe and consider the needs of the instructors to improve their teaching performances and professional development. The director and the vice directors monitor all the teaching activities and administrative tasks in various units. The director and the vice directors also hold regular meetings to discuss and receive feedback from the instructors on the following topics:

- general educational system and flow of tasks in the school, including the syllabus, materials, online activities, assessment and performance evaluation,
- the extracurricular activities,
- the instructors' personal reflections on their performance and activities,
- the administrative system,
- any related suggestions.

Such meetings aim to increase the instructors' involvement in institutional affairs and create a sense of belonging while improving the overall quality of education.

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

Moreover, the instructors are encouraged to take part in scientific events in their related fields of interest and work such as curriculum design, material development, testing and so on.

### 10.3 Grievance Procedure

The staff at MCBUSFL are first to discuss their grievance with their Director/Assistant Director if they happen to have a grievance related to their work or duties. If a solution is not found at the school, the issue is then discussed with the Rector's Office and the decisions made there are the ultimate ones.

Likewise, in case of grievance with a staff member, the issue is first discussed with him or her. If the grievance issue is not solved, then the legal procedures should be started according to the related laws and regulations of the Council of Higher Education.

## 11. Complaints Policy

MCBUSFL attaches great importance to having good rapport with its students and instructors and, on this account, takes the strategic initiative to create a better work environment and promote motivation among its members. To realize this objective, MCBUSFL gives careful consideration to all complaints made both by its students and staff and considers each fairly, honestly and ethically with the sufficient time given.

Formal complaints require a formal procedure with a written petition while informal complaints with less serious issues can be solved through direct communication between related persons. At the beginning of each semester, the classroom rules, MCBUSFL regulations and misbehaviours with their consequences are stated and explained to the students. Having known these, students are expected to follow the rules. If misbehaviour occurs, the problem is initially resolved through communication between the two parties. If the student persists in misbehaving, a petition is written and submitted to the Directorate by the petitioner and a legal procedure for the implementation of institutional regulations is applied accordingly.

(<https://yabancidiller.mcbu.edu.tr/yuksekokul/mevzuat.2265.tr.html>)

Students may ask their exams to be reconsidered should they feel dissatisfied with their exam results. They are to submit a petition regarding their request to the Assistant Director within 5 working days as of the official announcement of the exam results. The exams are, thus, reassessed by the commission. The students can also raise their complaints regarding any issues to the Directorate either in person or through petition.

### 11.3 Rights of Appeal

Both the students and the MCBUSFL staff can fill an appeal should they reject any decisions made or any sanctions imposed by the Directorate. The appeal must be submitted to the Assistant Director within 5 working days upon receiving the written announcement of the decision/penalty.

The appeal will be reviewed by the director who attains an investigator to review the incident within 60 days. After the review of the evidence the investigator makes a recommendation to the commission whose

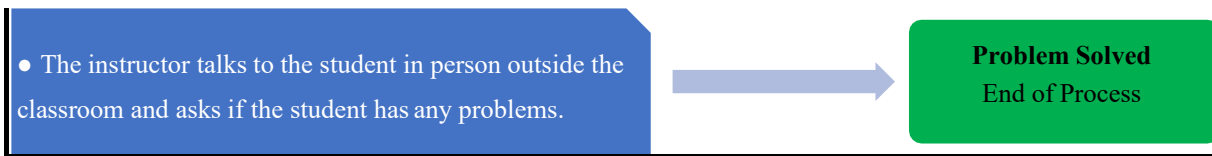
members are the director, vice directors, and the general secretary of the school. The commission, hence, decide on either its rejection or approval during the first board meeting.

## 11.4 How does an Appeal Process Work?

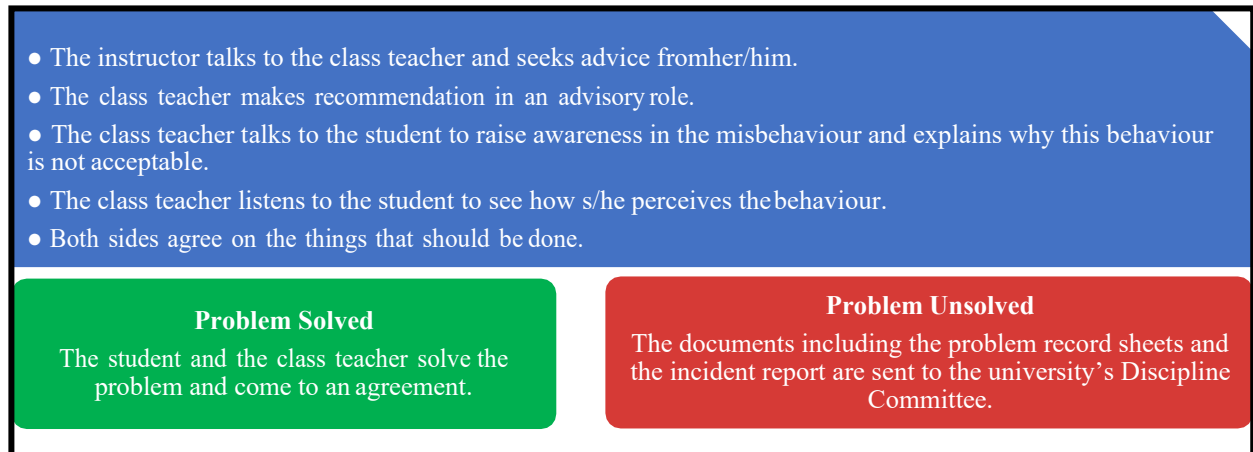
### 11.2.1 For the Instructors

The instructors explain their students the classroom rules and regulations, and the consequences of misbehaviours at the beginning of each semester.

#### 11.2.1.1 When Misbehaviour Occurs:



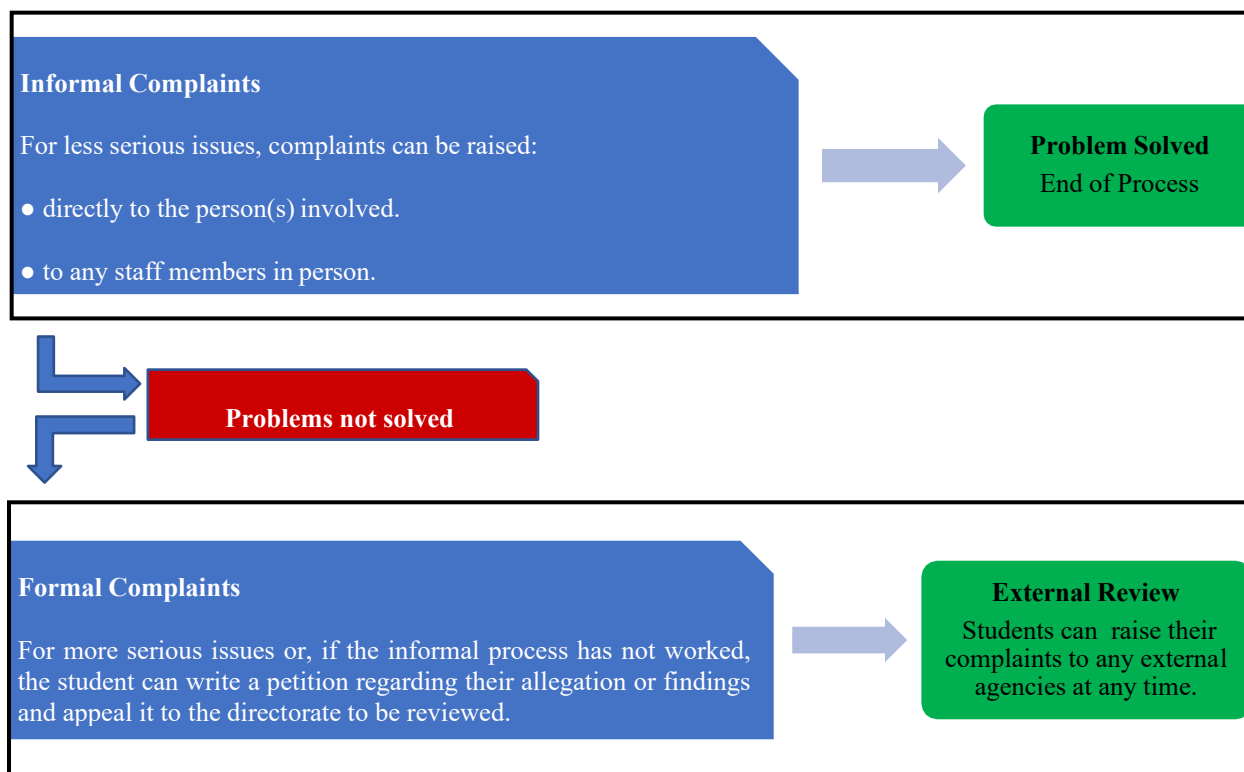
#### 11.2.1.2 When Misbehaviour Reoccurs:



### 11.2.2 For Students

Students can raise any issues that prevent learning and effect learning environment negatively as a complaint. The students have the right to complain about the academic decisions and matters, the administration or a particular person.

## Student Complaint Procedure



## 12. Quality Policy

In its courses, teaching methods, staff training, staff and student performance, assessment methods and resources, the MCBUSFL is fully committed to implementing a learning program which fits school's vision and mission. The quality policy ensures that the academic requirements for every student are met by the learning program, and that the outcomes are in accordance with the school's objectives and goals. To continue to provide a high-quality education, reviews take place, thereby ensuring that the school stays in complete alignment with the national standards of English language teaching, as well as providing a service that is relevant to student needs.

## 13. Quality Management System

The Quality Improvement Policy aims to improve the quality of the educational and instructional activities at MCBUSFL according to the objectives below:

- To provide substantive language education
- To improve standards of teaching and assessment
- To ensure an efficient use of printed and online learning materials
- To foster student and instructor autonomy
- To improve the school's management systems
- To enhance professional development facilities
- To complete the accreditation process

	<b>MANİSA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

In order to improve the quality of the school, the learning environment is constantly evaluated through written questionnaires, oral feedback, and any comments sent online at <http://yabancidiller.cbu.edu.tr/iletisim/mudure-mesaj.2634.tr.html>.

Additionally, the MCBUSFL management attends Senate meetings to exchange information with the Faculties regarding the language competence of the students who have completed program.

### 13.3 Units

The MCBUSFL has 9 Units: Accreditation & Quality Improvement, Assessment & Evaluation, Curriculum, Distance Learning Technical Support, Material Selection & Development, International Project, Professional Development, and Press and Public Relations Unit. The body of a unit consists of a head and instructors. Each unit conducts regular meetings. All instructors participate in the meetings held at the beginning and end of each semester, while the meetings held throughout the semester are typically reserved for Unit Members. During the meetings instructors are provided with the chance to exchange their views, reflect on teaching practices, and offer suggestions for the improvement of the program. Prior to the meeting, each participant receives an email concerning the items to be discussed in the meeting, thus providing the participants the time and opportunity to prepare for the meeting. A note-taker who is assigned to record the minutes of that meeting prepares a final report which is later sent to the SFL management and all instructors.

Unit Heads are expected to carry out their responsibilities and devise action plans to resolve any issues they may notice with the course. To maintain quality standards and ensure a smooth workflow, Heads should assign tasks to and work collaboratively with their unit members.

Following the completion of the academic year, heads prepare and present documents concerning their units, including an evaluation of to what extend the course objectives were met throughout each term.

### 13.4 Academic and Administrative Staff

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

In order to maintain the quality standards of the SFL, the management, heads, and instructors hold regular meetings to discuss the development and delivery of the educational programs. The Heads and Assistant Directors also conduct regular meetings to discuss the opinions and suggestions of the academic staff as well as to decide on issues pertaining to the quality and assessment of education. In this way, communication is ensured within and across the levels of the SFL organizational structure. Through regular meetings, the needs,

preferences, and concerns of the staff are communicated, and instructors are involved in decision-making processes.

#### 14. Quality and Quality Improvement Cycle

MCBUSFL implements action plans to assure and maintain the quality of its educational programs. Evaluations are conducted regularly to ensure that amendments and improvements are implemented as needed. The MCBUSFL carries out action plans with respect to curriculum development, assessment, staff training, and complaint procedures. To ensure the quality standards of the programs, the MCBUSFL uses surveys and anonymous feedback, each of which contributes to the quality cycle of the MCBUSFL. After feedback is gathered and evaluated by the MCBUSFL management, action plans are developed and implemented for the continual improvement of the education programs provided by the MCBUSFL.

The purpose of the Quality Improvement Cycle at MCBUSFL is to maintain ongoing improvement in terms of planning, implementation, feedback, review, and improvement of the learning/teaching environment of the institution. The cycle is constantly monitored by the Director and the Quality Improvement Unit. The cycle works for all units of the school and the outcomes are reflected in the learning program with the necessary changes and improvements made.



### 14.3 Surveys, Questionnaires and Forms

The MCBUSFL PDU designs, administers and analyses surveys, questionnaires, and feedback forms to evaluate the teaching and learning performance of units, students and instructors in line with its quality assurance standards. The analysis of these surveys and feedback is shared with all the instructors and management. This process is important for the ongoing quality management and development of our program.

At the beginning of each academic year a need analysis survey is conducted to determine instructors' beliefs and needs for the forthcoming academic year. This information is used to assist instructors in providing the best language education for our students.

Feedback from surveys is used by the PDU, in consultation with management, to determine and plan future training sessions. Following each training sessions further feedback is requested to evaluate the training session and any future training requests.

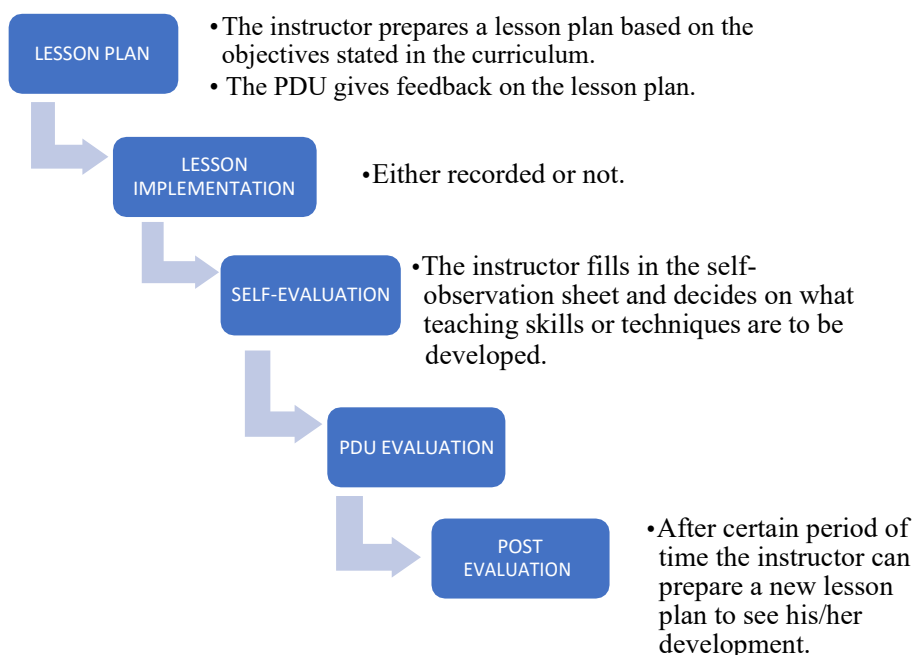
Satisfaction surveys are administered for students at the end of each semester. These surveys are designed to elicit student feedback on the institution, courses, instructors and course books.

A satisfaction survey is administered for instructors at the end of each year. This survey provides information about the instructors' beliefs and reflections on their teaching experiences that year. Instructors are invited to comment on their satisfaction regarding workload, management support, recognition and professional development opportunities. See appendices.

### 14.4 Self-Evaluation

If necessary, an instructor at MCBUSFL fills in a detailed lesson plan. After the lesson, s/he fills in self-evaluation form. According to the results of the self-evaluation form, the Professional Development Unit decides on and arranges both in-service and external appropriate training programs, workshops, or seminars that address the needs of the instructor. After collecting the data, it is the responsibility of the PDU to share it with the management. In this way, self-evaluation forms are incorporated into the quality cycle.

#### 14.2.1 Instructor Self-Evaluation Steps



## 14.5 Feedback

Regular meetings with staff are held to review the learning program and to identify any kind of difficulty the instructors face while implementing the program. During the meetings, which are conducted by the heads, instructors are asked to make suggestions regarding the improvement of the program. Moreover, to fit this purpose, [sfl.accreditation@cbu.edu.tr](mailto:sfl.accreditation@cbu.edu.tr), [sfl.material@cbu.edu.tr](mailto:sfl.material@cbu.edu.tr), [sfl.pdu@cbu.edu.tr](mailto:sfl.pdu@cbu.edu.tr), [pdu.cbu@gmail.com](mailto:pdu.cbu@gmail.com), [sfl.testing@cbu.edu.tr](mailto:sfl.testing@cbu.edu.tr) and [sfl.curriculum@cbu.edu.tr](mailto:sfl.curriculum@cbu.edu.tr) e-mail addresses were created.

Weekly tracking forms are conducted to get feedback on the teaching-learning process.

Additionally, a contact form is available online at <http://yabancidiller.cbu.edu.tr/iletisim/mudure-mesaj.2634.tr.html> for students and staff to leave anonymous comments, complaints, and suggestions. The MCBUSFL management reviews the feedback regularly and ensures that the proper steps are made to address the feedback.

## 15. Action Plans

### 15.3 Action Plan for Quality Improvement in the Curriculum

1. Aligning the learning/teaching processes with the outcomes of each skill as stated in the CEFR, GSE
  - a) designing the curriculum in such a way that will make it possible to reach the objectives stated in the GSE
  - b) training instructors on the developed curriculum and the CEFR, GSE indicators
  - c) proposing and designing the item types that will bring instruction and testing in line with what is stated in the CEFR, GSE
  - d) showing the objectives and test specifications and types of question on the curriculum
  - e) supporting the syllabus with additional materials for the required types of question
  - f) training students on the components of the curriculum
2. Integration of technology into the curriculum
  - a) integrating online platforms into the curriculum
  - b) training instructors and students on the online components of the curriculum

	<b>MANISA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

- c) improving/updating the technical equipment in each class
3. Proposing ideas to improve continuous assessment
4. Getting continuous feedback on various components of the curriculum from students and instructors during regular staff and the Curriculum Unit meetings and with the help of e-mails.

#### **15.4 Action Plan for Quality Improvement in Assessment**

1. Ensuring that assessment methods meet the objectives of the CEFR, GSE
2. Revising and editing item types used in exams
3. Raising instructor awareness of what, why and how to test
4. Arranging training sessions for the staff on various assessment methods with Professional Development Unit
5. Revising the grading rubric to improve standardization among classes
6. Creating item banks for future reference and use

#### **15.5 Action Plan for Quality Improvement in Professional Development**

1. Questionnaires and surveys will continue to be conducted and used to develop a continuous professional development provision to our instructors.
2. Instructors will be encouraged to engage in self-observation and peer observation to assess their own teaching with the guidance and the support of the PDU. (see 14.2.1).
3. Provide professional development support for trainer training provision.
4. To further improve all feedback procedures to continually evaluate and improve teaching and learning at MCBUSFL.
5. To continue to invite all instructors to participate and give constructive feedback to all PDU events.

#### **15.6 Action Plan for Quality Improvement in Complaint Procedures**

1. Documents and forms to enable complaint procedures will be improved.
2. Feedback and contact forms are available on the website at <http://yabancidiller.cbu.edu.tr/iletisim/mudure-mesaj.2634.tr.html>.

3. The steps for submitting a complaint will be added to the complaint procedures in the Staff and the Student Handbooks.
4. Samples of complaint documents will be added to the Staff and the Student Handbooks.
5. Records of complaints and investigations will be kept on the website database.

## 16. Annual Evaluation Events

September – October	November – December	January – February	March – April	May – June
Student Induction	Staff Meetings (to diagnose problems, if any)	Progress Report (PDU, CU, A&QIU)	Staff Meetings (to diagnose problems, if any)	Staff Questionnaire (to evaluate curriculum, assessment & material development)
Staff Induction	Student Satisfaction Survey (feedback)	Staff Induction (if needed)	Head Meetings	Student Satisfaction survey (feedback form)
	Head Meetings	Feedback sessions with staff		Feedback sessions with staff
Informative staff meetings		Head Meetings		Job Satisfaction & Beliefs Form
Head Meetings				Organizational review
				Progress report (all units)
				Head Meetings

	MANISA CELAL BAYAR UNIVERSITY SCHOOL OF FOREIGN LANGUAGES <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

## 17. Quality Assurance Policy

MCBUSFL's Quality Assurance Policy aims to achieve prolonged improvement in all of its units. During the academic year, the cycle of quality is observed to ensure accurate functioning of processes and procedures, and to assess the fulfilment of objectives. Each unit and individual are aware of the importance of accomplishing responsibilities and duties. It is every member's responsibility to guarantee that intended objectives are being achieved.

MCBUSFL is also aware of the fact that bench grading of its academic standards is crucial to maintain prolonged improvement. In shaping the school's policies and quality systems, students and all stakeholders are essential. To prove this, the quality of school's learning program is ensured through:

- The design of the curriculum
- The standardization of teaching and assessment
- The material development
- The professional development
- The standardization of the school's management systems
- The student and instructor autonomy

## 18. List of Appendices

### Appendix 1 – Request for Attending a Conference or Seminar

MANİSA CELAL BAYAR ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

.....tarihleri arasında ..... (ülke)'nin.....şehrinde  
yapılacak olan .....adlı konferansa .....  
.....başlıklı sözlü / poster bildiri ile katılmak istiyorum.

Söz konusu konferansa yolluklu, yevmiyeli ve katılım ücretinin ödenerek görevlendirilebilmem için gereğini saygılarımla arz ederim.

Tarih

Ad-Soyad

Ekler :

1. İngilizce – Türkçe Kabul Yazısı
2. İngilizce – Türkçe Sunum Özeti
3. İngilizce – Türkçe Katılım Ücreti

## Appendix 2 – Class Exchange Schedule

MANİSA CELAL BAYAR ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

..... tarihinde .....

sebebiyle yürütemeyeceğim derslerim ile ilgili ders değişim programı aşağıda sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

Adı-Soyadı :

Ünvanı :

Tarih :

İmza :

Dersin Adı      Dersin Tarihi / Saati      Dersi Yürütecek Öğretim Elemanı      Sınıf / Derslik

### Appendix 3 – Quality Situation Analysis Questionnaire

Information about the Accreditation Process
---

Do you have any information about the Accreditation Process?

Yes

No

Are you acknowledged about the progress made by the Accreditation and Quality Improvement Unit on a regular basis?

Yes

No

Does the Accreditation and Quality Improvement Unit put enough effort to improve quality in your institution?

Yes

No

Do the units (Professional Development, Material Development, Testing and Assessment, Accreditation and Quality Improvement and Curriculum Units) function efficiently?

Yes

No

Are you satisfied with the progress made so far during the Accreditation Process?

Yes

No

Are you able to convey your expectations regarding the quality improvement to the Accreditation and Quality Improvement Unit?

Yes

No

Appendix 4 – Curriculum and Syllabus Evaluation Survey

# Curriculum and Syllabus Evaluation Questionnaire

Dear Colleagues,

The questionnaire below has been prepared to invite your evaluation of the curriculum and syllabus implementation in Fall term 2019-2020.

Thank you in advance for your participation. Professional Development Unit

\* **Gerekli**

1. The curriculum and syllabus are easily accessible to all teachers. \*

*Yalnızca bir şıkkı işaretleyin.*

1      2      3      4      5

Strongly disagree      Strongly agree

\_\_\_\_\_

2. The curriculum and syllabus are presented in a user-friendly and well-organised format that is easy to follow, read, and understand. \*

*Yalnızca bir şıkkı işaretleyin.*

1      2      3      4      5

Strongly disagree      Strongly agree

\_\_\_\_\_

3. Do you closely follow the curriculum and syllabus? (If not, please indicate in what ways you have changed this course in the comments box provided.) \*

\_\_\_\_\_

4. The time line stated for the courses below are realistic. \*

*Her satırda yalnızca bir şikkı işaretleyin.*

StronglyDisagree    Disagree    Neutral    Agree StronglyAgree

<b>Main Course</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reading</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The learning objectives are clear and appropriate to the needs of the students.

\*

*Yalnızca bir şikkı işaretleyin.*

1    2    3    4    5

Stronglydisagree    Strongly agree

6. The objectives match CEFR, GSE and the standards of the Turkish Council of Higher Education. \*

*Yalnızca bir şikkı işaretleyin.*

1    2    3    4    5

Strongly disagree    Strongly agree

7. The texts / resources are appropriate for the level of the learners. \*

8. The texts / resources are interesting and successful in the classroom. \*

*Yalnızca bir şikkı işaretleyin.*

1      2      3      4      5

Stronglydisagree      Strongly agree                 

9. The use of online cloud storage (Google drive) for sharing materials with both instructors and students is practical. \*

*Yalnızca bir şikkı işaretleyin.*

1      2      3      4      5

Stronglydisagree      Strongly agree                       

10. Presentation and project topics should be related to departments of the students.\*

*Yalnızca bir şikkı işaretleyin.*

1      2      3      4      5

Stronglydisagree      Strongly agree                       

11. Suggest your type of assignments for Main Course \*

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12. Suggest your type of assignments for Reading \*

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13. Suggest your type of assignments for Writing \*

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14. Suggest the number of assignments for each course. \*

*Her satırda yalnızca bir şıkkı işaretleyin.*

1	2	3	4	
Main Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Weekly reports from the Curriculum Unit are easy to follow and relevant. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

16. I receive information concerning any changes in the curriculum/syllabus immediately.

\*

*Yalnızca bir şıkkı işaretleyin.*

1      2      3      4      5

Strongly disagree

Strongly agree

17. My oral/ written feedback is always taken into consideration.

\*

*Yalnızca bir şıkkı işaretleyin.*

1      2      3      4      5

Strongly disagree

Strongly agree

## Appendix 5 – Units Head Performance Appraisal

Name: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_



### PERFORMANCE PLANNING AND RESULTS

#### Performance Review

- Use a current job description (see Staff Handbook)
- Rate the person's level of performance, using the definitions below.
- Review with instructor each performance factor used to evaluate his/her work performance.
- Give an overall rating in the space provided, using the definitions below as a guide.

#### Performance Rating Definitions

The following ratings must be used to ensure commonality of language and consistency on overall ratings: (There should be supporting comments to justify ratings of “Outstanding”, “Below Expectations”, and “Unsatisfactory”)

Outstanding	Performance is consistently superior
Exceeds Expectations	Performance is routinely above job requirements
Meets Expectations	Performance is regularly competent and dependable
Below Expectations	Performance fails to meet job requirements on a frequent basis
Unsatisfactory	Performance is consistently unacceptable

#### PERFORMANCE FACTORS (use job description as basis of this evaluation).

Administration – Measures effectiveness in planning, organizing and efficiently handling activities and eliminating unnecessary activities	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Knowledge of Work – Considers student's skills level, knowledge, needs and understanding	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Communication – Measures effectiveness in listening to others, expressing ideas, both orally and in writing and providing relevant and timely information to students, management, and co-workers	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Teamwork – Measures how well this individual gets along with colleagues, respects the	Outstanding	
	Exceeds Expectations	
	Meets Expectations	

rights of others and shows a cooperative spirit.	Below Expectations	
	Unsatisfactory	
Decision Making/Problem Solving – Measures effectiveness in understanding problems and making timely, practical decisions.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Independent Action– Measures effectiveness in time management; initiative and independent action within prescribed limits.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Job Knowledge – Measures effectiveness in keeping knowledgeable of methods, techniques and skills required in own job and related functions; remaining current on new developments.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Managing Change and Improvement– Measures effectiveness in initiating changes, adapting to necessary changes, identifying new methods, trends and tactics and generating improvement in MCBUSFL's performance.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Personal Appearance – Measures neatness and personal hygiene appropriate to position.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Dependability – Measures how well an instructor complies with instructions and performs under unusual circumstances; considers attendance and punctuality.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Safety – Measures individual's work habits and attitudes as they apply to working safely. Considers their contribution to accident prevention, safety awareness, ability to care for MCBUSFL property and keep workspace safe and tidy.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	
Responsiveness – Measures responsiveness in completing job tasks in a timely manner.	Outstanding	
	Exceeds Expectations	
	Meets Expectations	
	Below Expectations	
	Unsatisfactory	

**INSTRUCTOR STRENGTHS AND ACCOMPLISHMENTS:**

Include those which are relevant during this evaluation period. This should be related to performance or behavioural aspects you appreciated in their performance.

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**PERFORMANCE AREAS WHICH NEED IMPROVEMENT:**

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**PLAN OF ACTION TOWARD IMPROVED PERFORMANCE:**

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**SIGNATURES:**

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

Appendix 6 – Needs Form

FROM: The \_\_\_\_\_ Unit                      DATE: \_\_\_\_\_

TO: The \_\_\_\_\_ Unit

materials needed	details	due date

Appendix 7 – Complaint and Suggestion Form

MANİSA CELAL BAYAR ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Üniversitemiz ..... Fakültesi/Yüksekokulu

..... Bölümü hazırlık öğrencisiyim.

Bilgilerinizi ve gereğini arz ederim.

Adı Soyadı :

Öğrenci No :

Sınıf :

E-mail & Gsm :

Tarih :

İmza :







12. How would you rank your overall job satisfaction? \*

*Yalnızca bir şıkkı işaretleyin.*

\_\_\_\_\_ **1** — **2** — **3** — 4 — 5

\_\_\_\_\_ Strongly disagree     Strongly

13. Please comment on anything that may help you to have more satisfaction in your team/institution.

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Appendix 9 - Curriculum Tracking Form

**THE CURRICULUM TRACKING FORM**

WEEK:   1  

**2021-2022 ACADEMIC YEAR  
MODULE 1  
THE CURRICULUM TRACKING FORM  
MORNING 2. GROUP (4466)**

MODULE	CLASS		RECOMMENDATIONS	WRITING (FOR B LEVEL)	RECOMMENDATIONS
A2	107				
A2	108				
A2	111				
A2	112				
A2	113				
A2	116				
A2	C 2				
B2	C 3				
B2	C 4				
A2	C 5				
A2	C 6				
B2	C 7				
B2	C 8				
B2	C 9				
B2	C 10				
B2	S 1				
B2	S 2				
B2	S 3				
B2	S 4				



	<b>MANISA CELAL BAYAR UNIVERSITY</b> <b>SCHOOL OF FOREIGN LANGUAGES</b> <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

	B) True / False / Doesn't Say		
Writing	Write a paragraph		
Speaking	Pictures		
	Topics		

\* comments regarding performance on individual questions may highlight strategies for improving results in the future

**General Comments:**

Please provide comments on overall performance highlighting how students may improve overall technique to enhance results in the future

## Appendix 11 - Lesson Plans

Teacher		Date	
Level	Length	Student	

Main Aims

Subsidiary Aims

Background
<p><b>Class Profile</b>   <i>What do you know about the students?</i></p> <div style="height: 80px;"></div>
<p><b>Assumptions</b>   <i>What can you assume about the class? Why will your lesson work?</i></p> <div style="height: 80px;"></div>
<p><b>Personal Aims</b>   <i>Take these from the action points from your previous feedback.</i></p> <div style="height: 80px;"></div>
<p><b>Timetable Fit</b>   <i>What lessons have come before and what are coming after? Why your lesson now?</i></p> <div style="height: 80px;"></div>

### Background

<b>Anticipated Problem</b>   <i>What could go wrong? Think of topics, materials, activities, equipment.</i>	<b>Solution</b>   <i>How will you solve it?</i>

### Materials | *What materials do you plan to use? Remember to source all H/Os.*

### Whiteboard Plan | How are you planning to use the whiteboard?



## Appendix 12 – Self-Evaluation

### OBSERVATION SHEET I

Write down 1. one concrete change you have made to your teaching as a result of observing classes last year and 2. why you believe it helps your students learn

After your observation session as an observer, how would you rate yourself on the following items?

PART I: Variety of Instructional Activities	Does not meet	Approaching expectations	Meets expectations	Exceeds expectations	Quality
1. I explain the goals and outcomes of the lesson in language that students understand and check with learners these have been at least partly achieved at the end of the lesson. I give clear, concise instructional explanations.	1	2	3	4	5
2. I adapt activities to suit a range of learning styles and interests, e.g. turning a course book exercise into a kinaesthetic activity.	1	2	3	4	5
3. I provide a variety of meaningful activities to achieve lesson goals (e.g., surveys, letter writing, simulations, role-plays, games, exchanging information, or listening activities) with opportunities to practice the four skills.	1	2	3	4	5
4. I use a variety of question types including those that promote higher-order thinking skills and authentic language use, e.g. literal, analytical, and interpretive questions such as True/False, comprehension and open-ended discussion questions - not just 'display questions' that I already know the answer to.	1	2	3	4	5
5. I use a variety of techniques to clarify language and subskills (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).	1	2	3	4	5
6. I take learning pace into account (e.g. providing extramaterial or activities for quick learners or scaffolding for others)	1	2	3	4	5
7. I provide a variety of activities including individual, pair or group work. I seek student-centered alternatives for teacher-led stages.	1	2	3	4	5
8. I ensure the classroom environment encourages students to work cooperatively, e.g. I check no one is left out of a circle during group work.	1	2	3	4	5

PART II: Pair and Group Work	Does not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	Quality
1. I use appropriate pairs and groupings according to classroom dynamics, the aims of the lesson and the requirements of the task. (mixed vs. same levels, allowing students to form their own pairs/groups, etc.).	1	2	3	4	5
2. The use of pair/group work suits the stage of the lesson.	1	2	3	4	5
3. Pair/group activities are logically, clearly and smoothly linked with previous/following activities.	1	2	3	4	5
4. Pair/group activities incorporate authentic or communicative language use. They are not restricted to checking answers or controlled practice.	1	2	3	4	5
5. I give students clear instructions (e.g. a quick demonstration) and a time limit for pair/group activities.	1	2	3	4	5
6. I monitor all groups during pair/group activities. I remain aware of other groups when addressing issues with one group/student.	1	2	3	4	5

Adapted from <http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELFEVALUATION.pdf>

#### A NOTE TO MYSELF

Now decide what teaching skill(s) or technique(s) you'd like to develop in future lessons and explain how you're going to do this.

## Appendix 13 – Self-Evaluation

### OBSERVATION SHEET II

Write down 1. one concrete change you have made to your teaching MCBUSFL as a result of observing classes last year and 2. why you believe it helps your students learn.

After your observation session as an observer, how would you rate yourself on the following items?

PART I: Involving Students	Does not meet	Approaching expectations	Meets expectations	Exceeds expectations	Quality
1. I am enthusiastic and I deliberately use a range of techniques to maintain students' attention, e.g. personalization, changes in routine etc.	1	2	3	4	5
2. I notice cues indicating boredom, confusion, curiosity etc. and act accordingly, e.g. shortening the activity.	1	2	3	4	5
3. I keep students continually engaged, adapting to drops in students' attention, e.g. by changing interaction patterns.	1	2	3	4	5
4. I encourage questions, comments and discussion during the lesson. I encourage student-to-student rather than teacher-to-student exchanges to increase learner motivation and participation.	1	2	3	4	5
5. I prevent one group of students from dominating discussion/activities and hindering others' participation and I encourage quieter students to interact with others.	1	2	3	4	5
6. I involve learners in brainstorming, problem solving and decision-making. I avoid providing answers and explanations and encourage learners to seek these themselves.	1	2	3	4	5

PART II: Addressing Different Learning Styles	Does not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	Quality
1. I incorporate communicative and free speaking activities in every lesson, e.g. students sharing personal responses to texts in receptive skills lessons.	1	2	3	4	5
2. I incorporate controlled practice of new language, focusing on meaning/use, form and pronunciation, e.g. bydrilling, dictation etc.	1	2	3	4	5
3. I incorporate tasks based on audio-visual and visual aids, tables, graphs, charts, pictures, drawings, etc. in the classroom.	1	2	3	4	5
4. I incorporate verbal/listening learning activities, such as discussions, oral questions, etc.	1	2	3	4	5
5. I incorporate role-plays and kinaesthetic activities to promote meaningful interaction with others in the classroom.	1	2	3	4	5
6. I systematically incorporate a range of activities in the classroom to cater for different learning styles and learner diversity in general (though some may be more prevalent than others depending on lesson content).	1	2	3	4	5

Adapted from <http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELFEVALUATION.pdf>

#### A NOTE TO MYSELF

Now decide what teaching skill(s) or technique(s) you'd like to develop in future lessons and explain how you're going to do this

## Appendix 14 – Self-Evaluation

### OBSERVATION SHEET III

Write down 1. one concrete change you have made to your teaching as a result of observing classes last year and 2. why you believe it helps your students learn.

After your observation session as an observer, how would you rate yourself on the following items?

PART I: USING APPROPRIATE PACING	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	Quality
1. I pay attention to the timing of each stage of the lesson before I start teaching e.g. I ensure I keep language explanation stages short to maximise practice and production time.	1	2	3	4	5
2. I use alternative materials when activities are time consuming.	1	2	3	4	5
3. I use a variety of activities within a lesson. I avoid spending the whole lesson on one activity.	1	2	3	4	5
4. I move on when a point is not central to the goals of the lesson or to students' learning.	1	2	3	4	5

PART II: TIME MANAGEMENT	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	Quality
1. I tell students the goal of activities and their time limit.	1	2	3	4	5
2. I avoid explaining. I elicit instead and use guided discovery techniques for learners to work out concepts themselves.	1	2	3	4	5
3. I avoid excessive "teacher-talk", e.g. I model activities to avoid lengthy instructions. I avoid echoing students' answers.	1	2	3	4	5

4. I provide extra time and support for students who struggle.	1	2	3	4	5
<b>PART III: CLASSROOMMANAGEMENT</b>	<b>Does not Meet Expectations</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Quality</b>
1. I move around and attend to individual student needs.	1	2	3	4	5
2. I use a range of techniques to involve every student throughout the lesson, e.g. nominating if necessary, using sensitive pairings etc.	1	2	3	4	5
3. I encourage each student to develop self-discipline.	1	2	3	4	5
4. Each student is aware of the standards of behavior I expect to be followed in my classroom.	1	2	3	4	5
5. My disciplinary procedures are based on respect for the rights of others.	1	2	3	4	5
6. I avoid destructive criticism, ridicule and sarcasm. I avoid relying on threats to keep students on task.	1	2	3	4	5
7. I try to develop caring and supportive relationships. e.g. I praise effort.	1	2	3	4	5

Adapted from <http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELFEVALUATION.pdf>

#### A NOTE TO MYSELF

Now decide what teaching skill(s) or technique(s) you'd like to develop in future lessons and explain how you're going to do this.

## Appendix 15 – Self-Evaluation

### SELF-OBSERVATION SHEET IV

Write down 1. one concrete change you have made to your teaching as a result of observing classes last year and 2. why you believe it helps your students learn.

After your observation session as an observer, how would you rate yourself on the following items?

PART I: Teacher-student interaction	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	Quality
1. I use humor appropriately and respectfully. I monitor my facial expressions (e.g. I listen patiently, I smile etc.)	1	2	3	4	5
2. I encourage learners to answer questions first. I keep my own answers short, clear and direct.	1	2	3	4	5
3. I encourage student participation by asking all students questions. I respond to meaning as well as form.	1	2	3	4	5
4. I integrate students' ideas into class by respecting different point of views and praising their contributions.	1	2	3	4	5
5. I systematically encourage students to answer each other's questions. I avoid echoing/paraphrasing students' answers to ensure they listen to one another.	1	2	3	4	5
6. I promote active learning by facilitating relevant student-led discussion.	1	2	3	4	5

PART II: Error Correction	Does not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	Quality
1. I correct students sensitively, e.g. I delay correction to avoid mentioning who made an error. I also focus on positive output, not just errors.	1	2	3	4	5
2. I localize the error by repeating the learner's utterance up until the point where the error has occurred, and emphasise the previous word with a rising intonation.	1	2	3	4	5
3. I don't over-correct (every mistake) or under-correct (no correction). I select which errors to correct using a clear set of criteria (relevant to the aims of the lesson? the stage of the lesson? to avoid fossilization?)	1	2	3	4	5
4. I elicit correction by pointing / other gestures. Corrections are recorded on the board using a range of visual means (colour, symbols, etc.).	1	2	3	4	5
5. I offer the student options to fill in the missing element or repair the error.	1	2	3	4	5
6. I give the learners the opportunity to correct their own mistakes.	1	2	3	4	5

Adapted from <http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELFEVALUATION.pdf>

### A NOTE TO MYSELF

Now decide what teaching skill(s) or technique(s) you'd like to develop in future lessons and explain how you're going to do this.

## Appendix 16 - Workshop Feedback Form

# Professional Development Unit

Dear Colleagues,

Please fill in the questionnaire below based on your impressions regarding the training session you took part in.

\* Gerekli

Date \*

Training Sessions \*

Presenter(s) \*

How useful was the session in terms of theoretical aspects? \*

*Yalnızca bir şıkkı işaretleyin.*

**1**    **2**    **3**    **4**    **5**

Notuseful                        Very useful

Howuseful was thesessionin terms of practical aspects? \*

*Yalnızca bir şıkkı işaretleyin.*

**1**    **2**    **3**    **4**    **5**

Notuseful                        Very useful

6. Could you suggest ways of improving and/or extending the scope of this workshop?\*

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7. Please indicate any other workshop areas that you feel would help your personal and professional development; either as presenter, co-presenter, or attendee. \*

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## Appendix 17 - Discipline Record

### T U T A N A K

...../...../ 201... tarihinde .....Sınıfında .....  
isimli öğrenci, Sınıf'ta .....  
düzeni bozmuştur.

Bu tutanak tarafımızca imza altına alınmıştır.

Öğretim Elemanı

Adı-Soyadı : .....

İmza : .....

Şahit

Adı-Soyadı : .....

İmza : .....

Appendix 18 – Need Analysis Survey – Teachers’ Belief towards Online Teaching and Their Expectations

## Teachers· Beliefs towards Online Teaching and Their Expectations

Dear All,

This questionnaire aims to explore your beliefs towards online teaching and your expectations while teaching online.

Thank you for your cooperation. Professional Development Unit

\*Gerekli

1. Have you ever taught online? \*

Yalnızca bir şıkkı işaretleyin.

Q      ves

Q      No

2. Have you ever attended any workshops or seminars about online teaching? \*

Yalnızca bir şıkkı işaretleyin.

Q      ves

Q      No

3. I have constant access to the Internet.\*

Yalnızca bir şıkkı işaretleyin.

Q      ves

Q      No

4. I have the necessary electronic devices to teach online. \*

Yalnızca bir şıkkı işaretleyin.

Q      ves

Q      No

5. What do you think about the ideal teaching hours per teacher a day in online teaching?\*

*Yalnızca bir şıkkı işaretleyin.*

- 1-3 hours
- 4-6 hours
- 7-9 hours
- 10+ hours

6. I believe students benefit from online teaching. \*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. I can develop good rapport with learners on online platforms. \*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I need further training to teach online.\*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. Participation of students is important during online sessions. \*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. 10. Student and teacher interaction is essential while teaching online. \*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. One-on-One video check in with each student for 5 mins is necessary. \*

*Yalnızca bir şıkkı işaretleyin.*

1	2	3	4	5	6	7	8	9	10		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

12. Teams is user friendly. \*

*Yalnızca bir şıkkı işaretleyin.*



Appendix 19 – 2020-2021 Fall Term Student Satisfaction Form

## 2021-2022 Fall Term Student Satisfaction and Beliefs Survey

Dear Students,

The questionnaire below has been prepared to enquire about your thoughts regarding our school, curriculum, materials and overall online learning environment. Please fill the questionnaire below based on your true impressions.

Thank you!

MCBU School of Foreign Languages

1. 1. The quality of instruction that I receive in online English classes is adequate. (Online İngilizce derslerinde aldığım eğitimin kalitesi yeterlidir.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

2. 2. Teams App is easy to use. (Teams kullanması kolay bir uygulamadır.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

3. 3. I can connect to the wireless connection without any difficulties. (Kablosuz internet ağına sorunsuz bağlanabiliyorum.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

4. 4. I am able to interact with the instructors during classes.  
(Dersler sırasında öğretim görevlileriyle etkileşime geçebiliyorum.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

5. 5. I can collaborate with my classmates during classes. (Dersler sırasında sınıf arkadaşlarımla birlikte çalışabiliyorum.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

6. 6. I am aware that if I do not study enough, I will repeat my module. (Derslerime yeterince çalışmazsam modül tekrarı yapacağımın bilicindeyim.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

7. 7. Modular system has a positive effect on my studies.  
(Modüler sistem ders çalışmamı olumlu etkiliyor.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

8. 8. Students in my school are treated fairly and with respect regardless of their differences. (Okulumdaki öğrencilere, farklılıkları göz edilmeksizin, eşit ve saygılı bir şekilde davranılmaktadır.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

9. 9. I am aware of my responsibilities in learning English. ( İngilizce öğrenmedeki sorumluluklarımın bilincindeyim.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

10. 10. I can access my instructors whenever I need help. (Öğretmenlerime her ihtiyacım olduğunda kolayca ulaşabiliyorum. )

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

11. 11. My instructors provide necessary support for my learning. (Öğretim görevlileri öğrenmem için gerekli desteği sağlamaktadır.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

12. The instructors help encourage interaction and motivation within the class. (Öğretim görevlileri sınıf içi etkileşimi ve motivasyonu teşvik etmeye yardımcı olur.)

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Strongly Agree

13. 13. I can ask questions to my instructors outside classes without hesitation. (Öğretmenlerime dersler dışında çekinmeden soru sorabilirim.)

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Strongly Agree

14. 14. My instructors provide extra materials for the classes. (Öğretim görevlileri dersler için ekstra materyaller sağlamaktadır.)

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Strongly Agree

15. 15. I am satisfied with the services provided by the student affairs. (Öğrenci işlerinin sunduğu hizmetlerden memnunum.)

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Strongly Agree

16. Roadmap books are enough for me to improve my English. (Roadmap ders

kitapları İngilizcemi geliştirmem için yeterlidir.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

17. 17. I believe writing classes are beneficial for my department. (Yazma derslerinin bölümüm için faydalı olduğuna inanıyorum.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

18. 18. I am content with the food at our dining hall. (Yemekhanedeki yemeklerden memnunum).

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

19. 19. I am content with the covid measurements at my school. (Okulumundaki Covid tedbirlerinden memnunum.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

20. I think the restrooms are clean enough for my hygiene. ( Tuvaletler hijyenim açısından yeterince temiz.)

*Yalnızca bir şıkkı işaretleyin.*

1 2 3 4 5

Strongly Disagree

Strongly Agree

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

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Appendix 20 – Meeting Report

<b>MEETING REPORT</b>	
Unit	
Date	
Duration:	
Agenda:	
Decisions taken:	
Participants	



## Appendix 22 -Request for Doing Research

MANİSA CELAL BAYAR ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Okulumuz----- Hazırlık Programında ekte detayları verilmiş çalışmamı yürütemem için gerekli iznin verilmesi hususunda gereğini saygılarımla arz ederim.

Tarih

Ad-Soyad

Ekler :

Çalışmanın amacı ve yöntemi

Çalışma takvimi

Appendix 23 – Exchange Programs Feedback

DEĞİŞİM PROGRAMI DÖNÜT FORMU	
Değişim Programının Adı	
Tarih	
Ülke	
Üniversite	
Konu / Ders Özeti	
Öğrenci Kitlesi	
İzlenimler ve öneriler  (başvuru öncesi süreç, üniversite olanakları sosyal tecrübeler - yeme-içme, konaklama, iletişim, ulaşım, gezi , dil, vb.)	
Adı-soyadı	

## Appendix 24 - Class Make-Up Schedule

MANİSA CELAL BAYAR ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

..... tarihinde yürütemeyeceğim/yürütemediğim derslerimin telafisi yapılacaktır. Telafi programı aşağıda sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.


Adı-Soyadı :

Ünvanı :

Tarih :

İmza :

Dersin Kodu    Dersin Adı    Dersin Tarihi / Saati    Telafi Tarihi / Saati Derslik

 <b>MANİSA CELAL BAYAR UNIVERSITY</b> SCHOOL OF FOREIGN LANGUAGES	MANİSA CELAL BAYAR UNIVERSITY SCHOOL OF FOREIGN LANGUAGES <b>QUALITY HANDBOOK</b>	Doc. Number	K.E.K-01
		Date	05.03.2017
		Rev. Number	06
		Rev. Date	21.09.2023

## Appendix 25 – Induction Program

### Induction Program for the 2021-2022 Fall Term

TIME	20/09/2021 (MONDAY)
10:00-11:00	“RoadMap Walkthrough” by Gökçe M. Kurdoğlu
11:30-12:30	“North Star Walkthrough” and “How to Use Class Note on Teams” by Sibel Çalışkan
LUNCH BREAK	
13:30-14:30	“Tech Teaching Tools” by PDU
	All instructors are expected to participate in online sessions.

Join Zoom Meeting for Gökçe M. Kurdoğlu’s Workshop

<https://pearson.zoom.us/j/92825150565?pwd=YTRmZkFyZGh3MEd3d1NranhMNTg3QT09>

Meeting ID: 928 2515 0565

Passcode: 360536

PS: Other sessions will be held on TEAMS.

TIME	22/09/2021 (WEDNESDAY)	23/09/2021 (THURSDAY)
10:00- 10:45	Classroom Management (input session)	Introducing the Units
11:00- 11:40	How to ask questions and give feedback (input session)	How to use Teams by Ceylin Yavuz and Şerif Yılmaz
11:50-12:30	What to do on the first day (input session)	How to use Teams by Ceylin Yavuz and Şerif Yılmaz
LUNCH BREAK		
13:30- 14:05	Discussion (asking and answering questions)	Micro Teaching 1
14:15- 15:05		Micro Teaching 2
15:05- 15:30		Giving Feedback

PS: The sessions on Wednesday and Thursday will be for part-timers.

## Appendix 26 – Peer Observation Sheet

### Peer Observation Sheet

Dear colleague,

Please reflect on your partner's teaching performance based on your observations during the lesson.

The PDU

\* Gerekli

1. 1. My colleague provides a variety of meaningful activities to achieve lesson goals (e.g., role- plays, games, exchanging information, or listening activities) with opportunities to practice the four skills. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

2. 2. My colleague uses a variety of question types including those that promote higher-order thinking skills and authentic language use, e.g. literal, analytical, and interpretive questions such as True/False, comprehension and open-ended discussion questions. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

3. 3. S/he takes learning pace into account (e.g. providing extra material or activities for quick learners or scaffolding for others). \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

4. 4. My colleague provides a variety of activities including individual, pair or group work. S/he seeks student-centered alternatives for teacher-led stages. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

5. 5. Pair/group activities incorporate authentic or communicative language use. They are not restricted to checking answers or controlled practice. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

6. 6. S/he gives students clear instructions (e.g. a quick demonstration) and a time limit. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

7. 7. S/he keeps students continually engaged, adapting to drops in students' attention, e.g. by changing interaction patterns. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

8. 8. My colleague encourages questions, comments and discussion during the lesson. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

9. 9. S/he systematically incorporates a range of activities in the classroom to cater for different learning styles and learner diversity in general. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

10. 10. S/he uses alternative materials when activities are time consuming. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

11. S/he moves on when a point is not central to the goals of the lesson or to students' learning. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

12. 12. S/he tells students the goal of activities and their time limit. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

13. 13. My colleague avoids explaining. S/he elicits instead and uses guided discovery techniques for learners to work out concepts themselves. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

14. 14. My colleague avoids excessive "teacher-talk", e.g. S/he models activities to avoid lengthy instructions. S/he avoids echoing students' answers. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

15. General comments about the lesson \*

Appendix 27 – Self Observation Sheet

Dear colleague,

Please reflect on your own teaching performance based on your observations during the lesson.

The PDU

\* Gerekli

1. 1.1 provide a variety of meaningful activities to achieve lesson goals (e.g., role- plays, games, exchanging information, or listening activities) with opportunities to practice the four skills. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                          Strongly agree

2. 2.1 use a variety of question types including those that promote higher-order thinking skills and authentic language use, e.g. literal, analytical, and interpretive questions such as True/False, comprehension and open-ended discussion questions. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                          Strongly agree

3. 3.1 take learning pace into account (e.g. providing extra material or activities for quick learners or scaffolding for others). \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                          Strongly agree

4. 4. 1 provide a variety of activities including individual, pair or group work. I seek student-centered alternatives for teacher-led stages. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                     Strongly agree

5. 5. Pair/group activities incorporate authentic or communicative language use. They are not restricted to checking answers or controlled practice. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                     Strongly agree

6. 6. 1 give students clear instructions (e.g. a quick demonstration) and a time limit. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                     Strongly agree

7. 7. 1 keep students continually engaged, adapting to drops in students' attention, e.g. by changing interaction patterns. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                     Strongly agree

8. 8.1 encourage questions, comments and discussion during the lesson. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

9. 9.1 systematically incorporate a range of activities in the classroom to cater for different learning styles and learner diversity in general. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

10. 10.1 use alternative materials when activities are time consuming. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

11. 11.1 move on when a point is not central to the goals of the lesson or to students' learning. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree      Strongly agree

12. 12. 1 tell students the goal of activities and their time limit. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

13. 13. 1 avoid explaining. I elicit instead and use guided discovery techniques for learners to work out concepts themselves. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

14. 14. 1 avoid excessive "teacher-talk", e.g. I model activities to avoid lengthy instructions. I avoid echoing students' answers. \*

Yalnızca bir şıkkı işaretleyin.

1      2      3      4      5  
Strongly disagree                Strongly agree

15. General comments about the lesson \*



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