MIDDLE EAST TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH

INSTRUCTOR’S BOOKLET
2018-2019 ACADEMIC YEAR
(A practical guide for the current DBE instructors and prospective colleagues)

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INTRODUCTION

The Department of Basic English administration has issued this booklet as an official memorandum concerning the duties, rules, regulations and practices in the department and thus, considers its contents formally announced. No part of this booklet may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of Middle East Technical University, School of Foreign Languages, the Department of Basic English.
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1. INTRODUCTION

Middle East Technical University, School of Foreign Languages (METU-SFL) provides students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely the Department of Modern Languages (MLD) and the Department of Basic English (DBE).

The Department of Basic English aims to provide the students whose level of English is below proficiency level with basic language skills at international standards so that they can pursue their undergraduate studies at our university without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on reading, writing, listening and speaking. Students are placed in different groups according to their levels of English all through the academic year. To be a freshman, they are required not only to reach a certain level of yearly achievement but also to be successful in the English Proficiency Exam administered at the end of the year. The Department of Basic English, with its lending library, various educational materials and tools, computer and multi-media facilities, silent study rooms and services on the Internet, offers its students several educational opportunities outside the class.
2. WELCOME STATEMENT FROM THE CHAIRPERSON

Dear Colleagues,

It’s my pleasure to welcome you all to Middle East Technical University, the Department of Basic English. The Department of Basic English is a renowned institution that sets the standard for English Language Teaching. In our department, we welcome more than 3200 students each and every year. These students are all unique with diverse needs and different backgrounds. We, as the teaching body, aim to bring the English language level of this diverse body of students to a level required to follow the courses at their departments, which is hard but at the same time rewarding. It is hard since we not only teach our students English but also ethics, respect and awareness. It is rewarding because we see that they evolve and become young individuals who aim to serve their society to their fullest capacity. By welcoming the students into our classes, we not only open the doors of higher education to them by empowering them with the language skills, but also we set the foundation for our future through them.

Dear colleagues, let me once again express that it is my honor to work with such distinguished group of instructors who have an immense impact on the generations of METU students.

Regards,

METU/DBE Chairperson,
Instructor, A. Hale Bingöl.

[Signature]
3. MISSION

The mission of the School of Foreign Languages is to educate multicultural, ethical and critical thinker individuals who have language skills at a level which will enable them to follow their programs at our university, where the medium of instruction is English. The mission of the Department of Basic English is in alignment with the mission of the SFL. To this end, the Department of Basic English provides basic language skills in addition to general academic English education for ODTÜ students through the use of opportunities made available by suitable instructional technologies, methods and materials, both in-house prepared and commercially available, in order to cater for the students’ needs to the full and to bring the students’ English proficiency level to a degree that will enable them to follow and fulfill the requirements of their departments when they start their courses. The department also aims to equip the students with the necessary tools and language skills to meet their own emerging study and language necessities. Apart from these the Department of Basic English prepares the students for the social and academic environment at the university and contributes to their intellectual development as individuals who give priority to ethics and science, who are aware of their responsibility as autonomous learners and who are equipped with critical thinking skills. The Department of Basic English trains its new instructors in accordance with the teaching principles of the institution and emphasizes the importance of continuous professional development by providing a variety of opportunities. To this end, it organizes conferences and prepares in-house textbooks and materials available for public use for the benefit of all.

As part of its academic endeavors and at workplace, the DBE has a set of values. These values are the fundamental beliefs of our department and they dictate behaviour and can help us understand the difference between right and wrong. Our core values are in alignment with METU-SFL’s core values and they are:

- pursuing maximum success in providing language education to a large group of students with varied backgrounds and language abilities,
- adopting contemporary teaching methods and techniques,
- valuing contributing to personal development and world awareness of students
- nurturing an academic and professional environment conductive to questioning,
- displaying fair and attentive attitude towards students,
- respecting students’ individual differences in their learning styles and interests,
- valuing the development of lifelong learning skills to train independent language users,
we can change the world!

- giving importance to self-criticism mechanisms to achieve continuous development and improvement.

4. VISION

The Department of Basic English is an English Language Teaching institution which sets the standard as an effective, professional, contemporary and internationally recognized institution whose competent, harmonious and dedicated faculty use adaptive, effective and compatible technology - both current and emerging - and materials to develop critical thinking and communication skills in English among language learners who are equipped with the necessary language competencies and thus who fulfill the requirements of their departments at the onset of their freshman year studies. The education is delivered in a welcoming, safe, and modern learning environment. The teaching material is in accordance with the latest developments in the field, and it is continuously being updated so as to carry the quality of education to the uppermost level and to adapt to emerging needs. With the efficiency and effectiveness it has created, the Department of Basic English sets an example for and is a leader among similar institutions and organizations, and when necessary, supports them by sharing knowledge and information.

5. ORGANIZATION AND RESPONSIBILITIES

5.1. Organizational Chart and Structure

The following chart illustrates the organizational structure of the METU-SFL, Department of Basic English.
METU-SFL, DBE Administrative and academic structure are as follows:

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5.2. Duties and Responsibilities

The following section provides comprehensive job descriptions for the academic and administrative staff within the Department of Basic English for the 2018-2019 academic year. This section provides an overview of each job description, including detailed information on the duties and responsibilities.

5.2.1. Chairperson: Inst A. Hale Bingöl

The Chairperson is responsible to the Director of the School of Foreign Languages. S/he is in charge of organizing and supervising all the administrative and academic functions and activities in the department. The chairperson is responsible for:

• assigning and supervising the Assistant Chairperson(s), Academic and Administrative Coordinators, as well as the members of the Testing and Teacher Education Units,

• delegating and supervising the work on syllabus design and efficiency,

• initiating and supervising academic and materials development projects,

• dealing with the instructors’ academic affairs (keeping academic personnel records, assisting and counseling in academic problems),

• working in conjunction with the Director on issues such as keeping and approving the instructors’ leave and attendance records, acting on instructors’ and students’ disciplinary actions, working on global academic issues and preparing the department’s budget (N.B. The Chairperson is empowered to grant short-term leaves of absence. Long-term leaves are granted either by the Director or the Executive Board.),

• holding and chairing periodic meetings with the Assistant Chairperson(s) and Coordinators to discuss departmental issues,

• administering controlled assessments (Mid-Terms-Epes)

• preparing the monthly overtime ledger in conjunction with the Director,

• delegating responsibility for departmental activities to the other administrators and the instructors,

• delegating responsibility for ELT convention to the other administrators and the instructors,

• chairing General Staff Meeting and other administrative and academic meetings,

• delegating and supervising the recruitment of new teaching staff,

• conducting teacher observations.
5.2.2. Assistant Chairperson(s): Inst. Tugçe Bölükbashı and Inst. Birşen Göçmen

The Assistant Chairperson(s) is/are responsible to the Chairperson and is/are in charge of:

- supervising the Academic Coordinators and helping them prepare syllabi, programs, and materials,
- working in cooperation with the Academic Coordinators, Test Writers, and Teacher Educators to ensure various academic activities are consistent with the teaching principles being followed by the department, and to report on the progress of the education program regarding training and development of mentees, mentors, and staff,
- helping the Chairperson achieve effective communication in the department,
- attending General Staff Meeting and other administrative and academic meetings,
- dealing with student transfer procedures,
- dealing with student affairs,
- administering controlled assessments (Mid-Terms-Epes)
- preparing and devising Summer School Materials,
- conducting teacher observations,
- preparing and maintaining Pearson Accreditation Process.

5.2.3. Academic (Group) Coordinators

The Academic (Group) Coordinators are directly responsible to the Chairperson and Assistant Chairperson(s) and they are in charge of:

- preparing the syllabus and the programs,
- assisting the Testing Unit with the Pop-Quiz and the Mid-Term materials,
- responding to instructors’ queries concerning the tests and preparing revised marking schemes in accordance with the feedback (Mid-Terms only),
- following up on the implementation and evaluation of the programs,
- getting feedback on the syllabi, books, programs, and supplementary materials, and making amendments,
- working in conjunction with the Assistant Chairpersons when assigning and supervising make-up test writers and keeping the Chairperson informed about these activities,
- collecting class average sheets for the mid-terms,
- chairing group meetings,
• supervising controlled assessments (Mid-Terms-Epes)
• attending General Staff Meeting and academic meetings,
• performing other duties as assigned.

5.2.4. Testing Unit

There is one Test Writer for each group, and they are directly responsible to the Chairperson and Assistant Chairperson(s). Test Writers are in charge of:
• preparing mid-term exams and pop-quizzes for the students in the related groups,
• preparing and developing a valid Placement Exam when deemed necessary,
• preparing and developing a valid Achievement Test when deemed necessary,
• preparing and developing a valid Instructor Recruitment Exam when deemed necessary,
• helping Academic (Group) Coordinators respond to instructors’ queries about the tests and preparing revised marking schemes,
• attending General Staff Meeting and other administrative and academic meetings when deemed necessary,
• performing other duties as assigned.

5.2.5. Make-up Test Writers

The administration will select and designate an instructor in each group as the Make-up Test Writer. The Make-up Test Writers, in addition to their teaching loads, are responsible for preparing mid-terms—three per term—for the students who have to take make-up exams. The make-up exams are to be based on the original mid-terms in the lay-out and grade distribution; however, the content must be changed. The Make-up Test Writers are in full charge of developing the make-up exams. They submit their drafts of the make-up exam to their Group Coordinators for approval at least one week before the make-up exam is to be given. After approval, they are responsible for having the exam typed and proofread, preparing the key, and submitting the final version to the Assistant Chairperson at least two days prior to the make-up exam date.
5.2.6. Teacher Education Unit

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

The Teacher Educators work closely with the Assistant Chairperson and Academic (Group) Coordinators. They are primarily responsible to the Director of the SFL. The Teacher Educators are responsible for:

- designing and implementing the pre-service program for newly hired teachers,
- running the in-service training program, which is compulsory for newly hired instructors,
- conducting teacher observations,
- designing and implementing the mentor induction course for volunteer mentors,
- running in-service workshops to cater to the needs of staffroom and classroom mentors,
- coordinating the work of the mentors with their mentees,
- coordinating the implementation of the mentor program,
- conducting in-service sessions and workshops to cater to the needs of the staff as deemed necessary by the administration,
- working in cooperation with the Assistant Chairpersons to ensure consistency with the teaching principles followed by the department, and to report on the progress of the education program’s training and development of mentees, mentors, and staff.
- providing the Assistant Chairpersons and Academic (Group) Coordinators with academic guidance regarding syllabi, programs, materials, and tests,
- taking part in the preparation of new course materials,
- attending General Staff Meeting and academic meetings when deemed necessary,
- performing other duties as assigned.

5.2.7. Certificate Program Coordinator

In the mid-1980s, upon requests from the Ministry of Education and the Council of Higher Education, the METU Administration developed a project for the English language training of prospective academicians who would pursue their PhD degrees abroad, and asked the School of Foreign Languages to implement
it. This Ministry of Education TOEFL Program, which continued without interruption for more than 15 years, paved the way for the third major mission undertaken by METU’s School of Foreign Languages. Today, over 100 instructors regularly take part in such Revolving Fund projects, and thus, they provide an important service to the community while making a significant contribution to the University’s Revolving Funds. These courses accommodate about 1,500 participants each year. The SFL Certificate Program Coordinator is directly responsible to the Director and is in charge of the Certificate Program. S/he is responsible for:

- the registration of the students attending the program,
- administering the Placement Exam,
- working closely with the Academic (Group) Coordinators to ensure that the Certificate Programs are consistent with the corresponding mainstream programs,
- keeping track of the instructors’ and students’ attendance,
- ensuring that the student data are submitted and processed properly,
- attending General Staff Meeting and other administrative and academic meetings when deemed necessary.

5.2.8. Computer Coordinator

The Computer Coordinator is directly responsible to the Chairperson and designated Assistant Director of the School of Foreign Languages and she/he is in charge of:

- working with the Computer Center during the formation of classes at the beginning of each semester, making sure that students are enrolled,
- working closely with Asst. Chairperson(s) to ensure that classes are formed and updated, students are enrolled,
- maintaining communication with other units of the university, namely the Registrar’s Office and the Computer Center regarding student data,
- working closely with the Computer Center and Registrar’s Office prior to and following the administration of the Proficiency and Placement Exams,
- maintaining student assessment data for use,
- preparing various analyses and maintaining reports on student data,
- tracking students’ achievement,
- maintaining of data on student assessments, test scores, figures on attendance,
• preparing and maintaining the seniority list,
• preparing and maintaining student and instructor evaluations for class and project preferences,
• preparing and maintaining the performance evaluations,
• preparing and maintaining Pearson Accreditation Process,
• ensuring class supplementary payments (EKDERS) are processed,
• attending General Staff Meeting and other administrative and academic meetings when deemed necessary,
• performing other duties as assigned.

5.2.9. System Coordinator & IT Unit

The System Coordinator and IT Unit are directly responsible to the Chairperson and designated Assistant Director of the School of Foreign Languages. They are primarily in charge of the computer work in the department. This involves:

• writing the programming code, either from scratch or by adapting existing website software to meet the requirements,
• testing the website and identifying and fixing any technical problems,
• uploading the site onto a server,
• maintaining the departmental websites and ensuring that the information is accurate,
• posting on the DBE websites departmental lists and announcements and the Proficiency Exam places, as well as exam results on the EPE website,
• improving the computer network in the department and ensuring that the system runs smoothly,
• helping the instructors become more efficient in using computers,
• performing other duties as assigned.

5.2.10. Disability Support Coordinator

The disability support coordinator is directly responsible to the Chairperson, Assistant Chairperson(s), and coordinators, and she/he is in charge of:

• working in collaboration with the instructors to inform or identify the disabled students in their classes,
• conducting meetings with the disabled students to support them in academic and social settings,
• helping disabled students cope with the physical and attitudinal obstacles that they may encounter in academic and social settings,
• raising awareness of disabled students among students and staff,
• informing all instructors about the unit at each pre-semester meeting,
• reminding them of the importance of identifying impairments as soon as possible,
• giving instructors a sentence (both in English and in Turkish) to say to their classes, encouraging students to disclose the presence of any disability, and giving clear instructions for how to disclose,
• giving a session on disability at the beginning of each academic year,
• helping instructors gain awareness and supporting instructors according to their requests,
• cooperating with management to promote better inclusion and access at DBE,
• helping students self disclose to the university Disability Office,
• looking for alternative assessment methods or compensations for students with disabilities,

5.2.11. Self-Access Center & Smart Class Unit

The Self-Access Center (SAC) offers students a variety of educational opportunities outside the classroom. A lending library, various educational materials, computer and multi-media facilities, silent-study rooms, and Internet services can be found here. The Self-Access Center (SAC) Unit is directly responsible to the Chairperson and Assistant Director of the SFL. All SAC instructors are in charge of running the unit properly and efficiently. This includes:
• conducting orientation sessions for the new students at the beginning of each academic year,
• assisting and guiding students in their queries about how and what to study, answering other questions, if any,
• following the changes in syllabi, books, programs, and supplementary materials and preparing new practice materials for the silent room and the SAC Website; ensuring that new materials are not directly copied from online sources,
• maintaining the materials in the Silent Room and Reading Room,
• scanning old materials, converting them to Word Documents, and archiving them,
• converting archived materials into interactive exercise materials by using Author Plus Pro software,
• converting video files and creating sound files for the interactive materials created by Author Plus Pro Software,
• editing previous exam materials, changing their formats to Rich text and PDF to form the exam archive,
• editing and converting audio files and making them ready for the SAC website,
• putting the exams and the edited audio files on the SAC website,
• maintaining the SAC website by managing its archives, adding, deleting, and editing materials,
• preparing and maintaining the material for the Instructor’s Page,
• scanning graded readers and converting texts to audio files by using IVONA software
• maintaining the Multimedia Labs 1 & 2 (smart classes),
• being able to use smart board software (E-beam and Smart Board) and WIN SCHOOL applications in the labs,
• providing training in using the technology in the Smart Classes,
• maintaining Smart Class material on Author Plus Pro,
• making audio recordings for listening exams using Sony Sound Forge.

N.B.
In addition to the above responsibilities, the administration may assign extra duties to the SAC instructors.

5.2.12 Materials Development Unit

The Materials Development Unit is directly responsible to the Chairperson, Assistant Chairperson(s), and coordinators, and they are in charge of:

• preparing supplementary materials in line with the curriculum,
• making necessary arrangements to share the newly prepared materials with the coordinators,
• responding to coordinators’ and instructors’ feedback concerning the materials and preparing revised versions in close collaboration with the coordinators,
• updating or revising the materials,
• attending General Staff Meeting and other administrative and academic meetings when deemed necessary.

N.B.
In addition to the above responsibilities, the administration may assign extra duties to the Materials Development Unit instructors.
5.2.13 The DBE Research and Development Unit

The Research and Development Unit is primarily responsible to the Chairperson, Assistant Chairperson(s), and Academic (Group) Coordinators. The unit is responsible for:

- providing the Chairperson, Assistant Chairpersons, Academic (Group) Coordinators, and Test Writers with academic guidance regarding syllabi, programs, materials and tests,
- carrying out fundamental and applied research,
- administering and organizing the administration of data collection tools,
- analyzing data or delegating and/or organizing the analysis of data,
- providing guidance to the research team partners,
- cooperating with external consultants,
- cooperating with external researchers,
- attending General Staff Meeting and academic meetings, workshops, and seminars,

**N.B.**

- In addition to the above responsibilities, the administration may assign extra duties to the Research and Development Unit instructors.

5.2.14. The Learning Advisor

The Learning Advisor is directly responsible to the Chairperson, Assistant Chairperson(s), and coordinators, and she/he is in charge of:

- directing students’ path to become more effective and more autonomous language learners,
- activating students’ reflective processes through one-to-one dialogue together with various tools and learning modules,
- solving students’ language related problems such as improving their listening skills or increasing their vocabulary,
- helping students to discover their own learning style, language needs and interests,
- helping students to set objectives for themselves and prepare learning plans,
- helping students to motivate themselves,
- helping students to manage their time effectively,
- helping students to learn to cope with learning anxiety,
- attending General Staff Meeting and academic meetings, workshops, and seminars,
N.B.  
In addition to the above responsibilities, the administration may assign extra duties to the Learning Advisor.

5.2.15. Class Instructors

According to the rules and regulations of the university, all instructors are required to be:

- taking part in the teaching activity at this university on a full-time basis,
- delivering educational programs by planning and preparing effective lessons,
- selecting, adapting and preparing materials for classes (if necessary)
- ensuring that the objectives specified in the syllabi are met,
- carrying out teaching and training with scientific objectivity,
- starting and finishing classes on time,
- providing formative assessment and giving oral and written feedback to students systematically,
- tracking students’ achievement,
- providing individual support to students during in class and office hours,
- keeping attendance records and grades of their students accurately,
- computerizing attendance and grades on the relevant system in time,
- observing due dates for any submission/collection on time,
- disseminating relevant information to the students,
- administering exams (mid-terms and EPEs),
- invigilating and marking exams,
- carrying out academic and administrative duties given to them by authorized university organs,
- serving in a collegial fashion and in accordance with professional and ethical principles when dealing with colleagues, faculty members, students, administrators, and members of the public,
- attending General Staff Meeting and academic meetings, workshops, and seminars,
- contributing to the positive working environment in the department,

N.B.

- While proctoring exams, any behavior that might compromise the confidentiality of an exam, especially an attempt to copy or take away part or all of an English Proficiency Exam, is considered negligence of duty. Instructors should refrain from such behavior to avoid disciplinary action.
- According to the Disciplinary Rules and Regulations of the university, part-time jobs outside of METU are subject to the approval of the President’s Office.
- Attendance at in-service seminars and periodic tutorials and other training activities is compulsory.
• *In addition to the normal teaching load, the administration may assign extra projects and duties to the instructors. Depending on the nature and length of the particular project, the administration decides whether (and how much) extra payment should be made for the project work.*

5.2.16. Substitute Instructors

The duties of the substitute instructors are to:

- take over a class whenever a teacher is absent for any number of hours or days,
- be prepared for teaching on a daily basis as regular class instructors are,
- proctor tests or quizzes when the regular teacher is absent,
- grade tests/quizzes when the regular teacher is absent,
- proctor and grade tests/quizzes when deemed necessary by the administration,
- help with projects or office work when no class is assigned,
- do the other duties specified under class instructors’ job description,
- carry out all the normal duties of the class instructor in the event of extended illness,
- attend General Staff Meeting and academic meetings, workshops, and seminars.

*N.B.*

- *Substitute instructors sit in Abdurrahman Çiçek Hall and may not leave the department during their working hours.*

- *If a substitute instructor is not available, the class will be split. That is, the students will go in groups of a maximum of three to other classes, according to the split list assigned by the class instructor.*

5.2.17. Mentors

Additional to the teaching activity at the department, instructors may take part in the mentoring program. The volunteer mentor teacher is expected to:

- participate in initial and ongoing mentor training programs in his/her first year of mentoring practice,
- facilitate the integration of newly hired instructors into the culture of the department,
- help the newly hired instructors with academic and administrative issues,
- demonstrate effective teaching techniques through lessons that are tailor-made for the needs of the mentees.
6. OUR WEBSITES

Communications regarding school-related issues or announcements are conveyed on the websites of the department

- http://ydyom.metu.edu.tr/
- http://dbe.metu.edu.tr/

These websites are frequently updated, and contact information for our department and links to other necessary websites can also be found there. Instructors and students can also access information including news, announcements, academic and administrative staff information, regulations, and grades through the web pages specially designed for them:

- http://www.dbe.metu.edu.tr/port/
- http://www.dbe.metu.edu.tr/student/

In addition, teachers are expected to check their e-mails frequently in order to keep up with any information. Duties are announced both through e-mails and web-pages. For general information about the university, the university website http://www.metu.edu.tr/ can be visited.

7. DBE QUALITY ASSURANCE SYSTEM

Having firm commitment to the core values (3) and maintenance of accepted standards, the DBE within SFL implements a quality assurance system, which is in compliance with the university’s quality assurance system, 2018-2022 METU Quality Assurance System (The Figure below). The quality assurance system is systematically implemented at varying intervals.
8. DBE POLICIES

8.1. Curriculum Policy
8.1.1. Fundamentals

The curriculum of METU-SFL, Department of Basic English is aligned with the mission of the University. It ultimately aims to equip individuals with the necessary skills in the English language to help attain excellence in research, education, and industry in society. The curriculum is based on a set of principles. First, it evolves according to the changing needs of all stakeholders, with whom needs-analysis studies are conducted on a regular basis. Second, the development, renewal, or any amendment introduced to the curriculum is research based. Last, curriculum activities are participatory and inclusive. That is, they are based on certain educational philosophies agreed on by the members of the School of Foreign Languages, and the curriculum components are made transparent and clear to them. The overall effectiveness of the curriculum is ensured by Quality Assurance processes. Finally, the DBE curriculum is designed to accommodate the needs of all students, including those who are disabled. To this end, periodic adjustments are made especially in the instruction and assessment components.

8.1.2. Learning Outcomes

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

The selection, development, implementation, and improvement of teaching materials are crucial at the Department of Basic English as they are instrumental in achieving the learning outcomes. When selecting or developing institutional materials, the department observes whether they comply with the relevant CEFR levels and the linguistic abilities they entail. In other words, they must be suitable for the needs, abilities, and interests of students, and have appropriate content in terms of cultural values and age. That the teaching and learning materials reflect the philosophies behind the department’s educational choices is also a guiding principle, i.e., whether they have a challenging and engaging approach and whether they allow the students to construct knowledge are important. Teaching materials are supported by digital technologies, both to enrich learning experience and to better prepare students for the information age.

Validation of course materials is always subject to piloting. After being piloted in representative groups and gaining approval from instructors, new course materials or major amendments are adopted. The quality of the teaching materials is underpinned by adherence to ethical codes of publication. At the Department of Basic English, the selection and development of course materials and the provision of supplementary materials are carried out by materials-development unit, or syllabus committee, whose members are assigned according to eligibility criteria.

8.1.4. Curriculum Evaluation

The curriculum of English instruction is primarily the responsibility of the administration of METU-SFL, working in tandem with the Department of Basic English. The SFL administration is responsible for ensuring that the curriculum, syllabi, and the relevant teaching materials are designed, developed, and implemented, as well as evaluated, in a systematic manner, with the goal of facilitating efficient and effective learning. The curriculum of the English instruction at the DBE is devised according to the needs of the stakeholders, and it is implemented through the syllabi of the levels. The feedback is gathered and the improvements are made at the end of each academic year. To accomplish this task, the DBE admin within the SFL takes the following steps:

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

The figure below represents the curriculum renewal cycle that SFL goes through on a regular basis.

The DBE Curriculum Renewal Cycle

8.2. Assessment Policy
8.2.1. Fundamentals

The assessment and evaluation are the foremost components to the curricula of the DBE. They are the main policy for harmonizing assessment with other curricular components, such as teaching philosophy, learning outcomes, teaching materials, and instruction. Progress is measured towards goals. The extent to which students have mastered the required knowledge and competencies is significant both for students and the institution. It helps the department reach all students and closely monitor the effectiveness of the department’s curriculum decisions. Assessment tools (formative and summative exams) are prepared based on learning objectives, and in different formats, including midterm exams and quizzes, as well as alternative assessment procedures addressing different student abilities and interests,
such as portfolios and performance-based or formal oral presentations. Students are provided with clear guidelines and guidance concerning the length, content, objectives, and grading procedures of each assessment. These guidelines are given in class. Finally, it is a fundamental principle of the DBE that strong agreement of assessment methods with curriculum components does not exceed its purpose; the school does not rely excessively on formal assessment procedures, or does not teach towards tests. It also values the practical application of knowledge and competencies and exposure of students to a wide variety of learning experiences. To illustrate, the main formative and summative assessment components are briefly presented below.

8.2.2. Assessment at the Department of Basic English

8.2.2.1. Placement Exam

A placement exam, at the beginning of the academic year, is given to determine the students’ current level of competence in English so that they can be assigned to appropriate groups.

8.2.2.2. Achievement Exam

Achievement exams are based on the syllabus and measure what has been covered in terms of skills and language use.

8.2.2.3. Quizzes

- Quizzes are short exams given towards the end of a class period.
- They are given throughout the year.
- They last 10-25 minutes or more.
- They can only be taken by the students who are present in class when the quiz arrives. The instructor will not admit students after a quiz has been delivered to the classroom.
- They cannot be returned to the students before query items are discussed in the staffroom and agreements are reached by the instructors in that staffroom.
- Keys to quizzes may not be distributed to the students.
- Instructors return the quiz papers to the students within two days following the arrival of the quiz. The students keep their quizzes for further study and reference purposes.
- Quizzes do not have make-ups. Students who do not take a quiz get a “0” Students are excused from quizzes with a medical report or academic permission.
8.2.2.4. Mid-terms

- There are three mid-terms each semester.
- Mid-terms are lengthy exams (duration varying from 1.5 to 3 hours).
- There are no classes on mid-term days.
- Mid-terms assess reading, vocabulary, writing, listening, and language skills.
- Procedures to be followed before, during, and after the mid-terms are announced to all instructors in a mid-term notice prior to the exam.
- Mid-term exam papers cannot be returned to the students before a revised key is prepared by the Testing Unit and sent to the instructors. **Students are not allowed to keep the mid-term papers.** After the mid-term papers are examined by the students in the classroom, they are signed and returned to the instructor.
- The mid-term exam papers must be put in alphabetical order and placed in the Archives Room on the first floor of C Building.

8.2.2.5. Instructor’s Grade (IG)

- The Instructor’s Grade is given by the class instructor(s).
- Students are observed by their instructor(s) throughout a span, and an Instructor’s Grade is submitted on a regular basis.
- Written assignments, speaking skills, homework, and participation in class are some of the factors that make up an Instructor’s Grade.

8.2.2.6. Speaking Assessment (SA)

- The Speaking Assessment Grade is given and submitted on a regular basis by the class instructor(s).
- There are four Speaking Assessments throughout one year. The grades for this assessment are given based on individual mini-talks, individual presentations, group presentations, and formal assessments.
- There is no make-up for this formal assessment. Students who do not take the assessment get a “0” (zero).
The CEFR (The *Common European Framework of Reference for Languages*) levels as adjusted to METU, the Department of English (DBE) programs show progress in overall levels. Within the programs, the students progress the most in reading skills, which is followed by listening skills. Writing and speaking skills follow respectively. In addition, self-study tasks and materials (out of class) are embedded into the programs in order to further practice and improve the skills, and therefore they enable our students to reach a higher level in the CEFR. The table below shows the DBE courses and their CEFR levels:

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Description of the DBE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DBE 101</strong>&lt;br&gt;CEFR LEVEL: -A.1 to B1.1</td>
<td>The 480-class hour course is designed to equip students with the basic language and vocabulary required for them to practice reading, listening, writing and speaking skills for academic purposes.</td>
</tr>
<tr>
<td><strong>DBE 102</strong>&lt;br&gt;CEFR LEVEL: B1.1 to B2.1</td>
<td>This second semester 480-class hour course, which is designed as the continuation of the DBE 101 course, aims to bring the students to a level that will enable them to fulfill the requirements of their first-year courses. The focus is primarily on practicing academic skills. Further language and vocabulary reinforcement is provided through exposure to academic texts, both written and spoken.</td>
</tr>
<tr>
<td><strong>DBE 201</strong>&lt;br&gt;CEFR LEVEL: A1.2 to B1.2+</td>
<td>This 400-class hour course is designed to provide students with initial language and vocabulary input and practice in reading, listening, writing and speaking for academic purposes.</td>
</tr>
<tr>
<td><strong>DBE 202</strong>&lt;br&gt;CEFR LEVEL: B1.2+ to B2.2</td>
<td>This 400-class hour course is the follow-up to the DBE 201 course. The aim is to provide students with further language practice through exposure to advanced-level spoken and written texts. The course is designed so that there is ample opportunity for the students to further practice in an integrated way the academic skills that they will need in order to fulfill the requirements of their first-year courses.</td>
</tr>
<tr>
<td><strong>DBE 301</strong>&lt;br&gt;CEFR LEVEL: A2.2 to B1.1</td>
<td>This 320-class hour course, the academic skills that will be required during the first-year courses are introduced. These skills include reading for academic purposes, listening and note-taking, writing short texts based on the information from their readings and listening input, as well as speaking. While practicing these skills, the students are also provided with the opportunity to expand their knowledge of language use.</td>
</tr>
<tr>
<td><strong>DBE 302</strong>&lt;br&gt;CEFR LEVEL: B1.1 to B2.2+&lt;br&gt;(C1 in Reading)</td>
<td>This 320-class hour course, which is the continuation of the DBE 301 course, aims at bringing the students to the proficiency level required by the departments. The primary objective of this course is to enable students to purposefully use the language through skill integration. Language and vocabulary are treated as a means to extract meaning and facilitate task completion.</td>
</tr>
<tr>
<td><strong>DBE 401</strong>&lt;br&gt;CEFR LEVEL: B1.1+ to B2.1+</td>
<td>This 320-class hour course is designed to cater for the needs of intermediate level students. The aim of this course is to provide students with meaningful language practice through the use of the four skills.</td>
</tr>
<tr>
<td><strong>DBE 402</strong>&lt;br&gt;CEFR LEVEL: B2.1+ to B2.2+&lt;br&gt;(C1 in Reading)</td>
<td>This 240-class hour course, which is the continuation of the DBE 401 course is designed to cater for the needs of upper-intermediate level students, whose proficiency level is only slightly below the level required by the university. The course aims to improve their language skills that will be necessary in their academic studies.</td>
</tr>
<tr>
<td><strong>DBE 501</strong>&lt;br&gt;CEFR LEVEL: B2.1 to B2.2&lt;br&gt;(C1 in Reading)</td>
<td>This 240-class hour course is designed to cater for the needs of upper-intermediate level students, whose proficiency level is only slightly below the level required by the university. The course aims to improve their language skills that will be necessary in their academic studies.</td>
</tr>
</tbody>
</table>
**DEB 502**  
**CEFR LEVEL:** B2.2 to C1.1  
This 240-class hour course, which is the continuation of the DBE 501 course, aims to perfect the skills and language necessary to practice academic skills at their faculties.

**DEB 601-602**  
**CEFR LEVEL:** A2.2 to B2.2  
This 240-class hour course is designed for students in their second year at the DBE and focuses on revising their prior knowledge as well as improving their reading, writing, listening and speaking skills.

### OVERVIEW OF THE DBE COURSES

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>CEFR LEVELS</th>
<th>DAILY CLASS HOURS</th>
<th>SECOND SEMESTER</th>
<th>CEFR EXIT LEVELS</th>
<th>DAILY CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBE 101</td>
<td>A.1 to B1.1</td>
<td>6</td>
<td>DBE 102</td>
<td>B1.1 to B2.1</td>
<td>6</td>
</tr>
<tr>
<td>DBE 201</td>
<td>A1.2 to B1.2+</td>
<td>5</td>
<td>DBE 202</td>
<td>B1.2+ to B2.2</td>
<td>5</td>
</tr>
<tr>
<td>DBE 301</td>
<td>A2.2 to B1.1</td>
<td>4</td>
<td>DBE 302</td>
<td>B1.1 to B2.2+  (C1 in Reading)</td>
<td>4</td>
</tr>
<tr>
<td>DBE 401</td>
<td>B1.1+ to B2.1+</td>
<td>4</td>
<td>DBE 402</td>
<td>B2.1+ to B2.2+ (C1 in Reading)</td>
<td>3</td>
</tr>
<tr>
<td>DBE 501</td>
<td>B2.1 to B2.2  (C1 in Reading)</td>
<td>3</td>
<td>DBE 502</td>
<td>B2.2 to C1.1</td>
<td>3</td>
</tr>
<tr>
<td>DBE 601</td>
<td>A2.2 to B1.1</td>
<td>3</td>
<td>DBE 602</td>
<td>A2.2 to B1.1</td>
<td>3</td>
</tr>
</tbody>
</table>
**Common European Framework of Reference for Languages - Self-assessment grid**

<table>
<thead>
<tr>
<th></th>
<th>A1 Basic User</th>
<th>A2 Basic User</th>
<th>B1 Independent user</th>
<th>B2 Independent user</th>
<th>C1 Proficient user</th>
<th>C2 Proficient user</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</td>
<td>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</td>
<td>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short personal letters.</td>
<td>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
<td>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
<td>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</td>
<td>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>I can interact in a simple way provided the other person is prepared to repeat and rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter an unprepared conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</td>
<td>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.</td>
<td></td>
</tr>
<tr>
<td>Spoken interaction</td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
<td>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
<td>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</td>
<td></td>
</tr>
<tr>
<td>Spoken production</td>
<td>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</td>
<td>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
<td>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
<td>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
<td>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and review of professional or literary works.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
8.2.2.8 English Proficiency Examination (EPE)

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

The SFL is responsible for preparing and administering the METU-EPE, a high-stakes test battery designed to assess the English language proficiency level of students who have been entitled to undertake their undergraduate and graduate studies at Middle East Technical University. The aim of this battery is to determine whether the students' proficiency in English is at a level that will enable them to follow the courses in their respective fields of study and fulfill their requirements with relative ease. Thus, the EPE is concerned with assessing test-takers’ ability to understand and respond to written and oral academic texts, to comprehend interactions in the classroom and campus settings, as well as to assess their competence in producing written texts of varying lengths.

Below you will find some important points regarding METU-EPE:

- EPE is given in the Department of Basic English in September, June, and at the end of the Summer School.
- This exam is given to assess the students’ level of proficiency in English.
- Students who get a minimum grade of 59.50 (64.50 for SUNY and post-graduate students, and 69.50 for department of FLE students) on this exam pass the Department of Basic English program and have the right to register in their own departments.
- The requirements for this exam are attendance and a yearly academic total of at least 64.50.
- Students who get a minimum of 85 on the EPE are exempt from the ENG 101 Freshman English course.
- Results from some other examinations (TOEFL, IELTS) are accepted in accordance with the equivalence table on the EPE’s website.

N.B.

*Detailed information on the English Proficiency Exam can be found on the EPE’s website:*

http://www.metu.edu.tr/home/www93/prf/anasayfa.htm
8.3. Invigilation And Grading Policies

8.3.1. Invigilation Procedure of the Mid-Term Examinations

The mid-term exams are proctored at the DBE buildings. Class instructors are responsible for abiding by the exam procedure announced by the administration. Assessment procedures at the DBE are carefully carried out to ensure security is maintained and exams are conducted fairly and that a suitable environment is provided for all students. The times, places and instructor assignments are posted on the website: www.dbe.metu.edu.tr/port and they are also sent via e-mail.

Below you will find the invigilation process for the mid-term exams:

Before the Exam
- Mid-Term dates are announced at the beginning of each academic year for each educational span (DBE)
- Announcements stating the exam procedures are prepared and made public a week prior to each exam

The Exam
- Proctors collect the exam papers from the Testing Unit
- Students are admitted to the exam halls by their class instructors and if deemed necessary, they check their identities.
- The instructions pertaining to the exam are read out for the test takers
- The exam material is distributed and students check if there are any missing pages
- The exam starts simultaneously in all exam halls

After the Exam
- The exam material is collected and the class instructor grades the papers according to the rubrics and the answer keys provided.

The Invigilation Procedure of the midterms

8.3.2. Invigilation of the METU-EPE

METU-EPE is produced in four versions each year by the METU-EPE Unit composed of four members (two from each department) and, being a high-stakes exam, is printed and administered under utmost security. The exam dates and times are announced via the university’s academic calendar and related information can be found at the http://oidb.metu.edu.tr/en/english-proficiency. Except for the June exam, which is given to about 5000 test takers, the METU-EPE is administered in the 130 classrooms of the Department of Basic English. For the June exam, classrooms throughout the university are allocated.

The figure below illustrates the invigilation procedures for the METU-EPE.
8.3.3. Grading

The DBE grading procedures are transparent, with every measure taken to render the grading fair. All the academic staff in the DBE are involved in and responsible for the assessment process, and they are expected to follow the guidelines indicated either by the administration or the Testing Unit. Throughout the whole academic year, instructors are assigned to invigilate and grade the exams on a regular basis. The exam schedule is announced at the beginning of each academic year. Prior to scheduled exams, all the instructors are informed about the procedure of invigilation and grading of them by the Coordinators. For quizzes, instructors are informed about the the procedure of the invigilation and the grading. For the EPE, invigilation and grading assignments are allocated by the SFL directors to ensure that each instructor contributes to the examination process equally. During invigilation, instructors are expected to follow the procedures determined by the Testing Unit. The procedures are explained through links on department webpages and through e-mails. Instructors are expected to ensure that they have the proper resources, such as the correct number of exam sheets or audio CDs to execute the invigilation. An answer key and a rubric for tests are provided by the Testing Unit to facilitate the grading. Instructors are expected
to grade according to the answer keys and rubrics and comply with any possible changes stated by the Testing Unit.

Below you will find the charts explaining the procedures of the EPE, the Mid-term Exams, and the Speaking Assessment.

1. The number of raters are determined according to the number of exam packs so that there 2 raters for double rating.
   - The assignment letters are distributed to the instructors 3 days prior to the exam.
   - Planning is carried out for the rating (number of days, who is going to score what, etc.)

2. When the exam is over and the packs are collected, the answer sheets of the multiple choice component are sent to the University Computer Center for the optical reader to score.
   - The packs containing the hand-scored components are delivered to the scoring center.

3. The day after the exam, sample papers are selected from each hand-scored component for standardization purposes and the EPE committee carries out a standardization session among themselves.
   - The EPE committee prints the required number of materials necessary for the standardization before scoring starts and prepares the rooms where the scoring will take place.

4. The grading process, where there are 15-20 raters and a monitor (EPE Committee member) in each room, starts.
   - Each exam pack is graded by 2 raters in separate rooms and the grades are entered to a database at DBE.
   - The papers which have earned scores exceeding the acceptable discrepancy are scored by a 3rd rater.

5. The grades are finalized and entered to the University database
   - The total EPE grade is obtained by the addition of hand-scored and machine-scored grades in the University database.
   - The total grades are announced online.

6. Applications for objections to grades are accepted online and papers are reassessed.
   - The changed grades, if any, are updated in the University database.

The EPE Grading Procedure
Mid-Term exams in the department of Basic English are considered a tool for providing both students and teachers with concrete feedback regarding students’ progress.

**The Grading Procedure for Mid-term Exams at DBE**

1. A Marking Scheme is prepared by the Testing Unit and delivered to the class instructors on the exam day.

2. After the exam, standardization sessions are held for the writing components of each level separately.

3. The class instructors start grading the writing papers. The writing component is double rated by the class instructor and another instructor from the same level. Other sections of the Mid-terms are graded by class instructors and they prepare query sheets on answers they find acceptable but do not appear on the marking scheme.

4. The query sheets are submitted to the Testing Unit. The testing Unit prepares a revised Marking Scheme and delivers this to the instructors.

5. The class instructors go over the query sheets and finalize the components of the mid-term other than the writing papers. The class instructors exchange the writing papers with their colleagues for the 2nd rating.

6. The two instructors get together to finalize the writing grades. If they cannot negotiate on a score, they ask their group coordinator to score the paper.

7. The grades are finalized and papers are distributed to the students. At this stage students receive detailed feedback. Students sign their papers, or have the right to object to their grades for re-evaluation. After the students go over the papers, they sign them.

8. The papers, whose grading are finalized, are taken to the archives in class batches. The instructor enter the grades to DBE online.
Speaking exams in the department of Basic English are considered a tool for assessing students’ performance and progress.

The Grading Procedure for Speaking Exams at DBE

8.4. Staff Recruitment Policy

Both the METU-SFL and the DBE acknowledge the importance of instructors who help others to acquire knowledge, skills, competence and values. Therefore, the teaching force at the DBE is recruited after a careful selection among those that apply for any job openings. Although the hiring process is regulated by the Higher Education Council (YÖK), the SFL and the DBE scrutinizes all applicants very carefully to identify the best among them. Those wanting to work at the DBE need to have an excellent command of both written and spoken English, be knowledgeable about recent methodologies in the field of English Language Teaching (ELT), and be familiar with pedagogy and its content. In addition, they need to be cooperative, open to continuous professional development, in possession of good communication skills, and willing to adhere to the rules and regulations governing Higher Education Institutions. The steps of recruitment are as follows:
Turkish Staff

- The Director of the SFL informs the Rectorate about open teaching positions.
- The Rectorate carries out correspondence with YÖK.
- YÖK confirms the position, and the Academic Recruitment Announcement is published on the webpages of YÖK, METU, and the SFL. In the position announcement, candidates are informed about the deadlines, exam dates, and requirements.
- Candidates apply in person or by post with the documents necessary for the application (CV, diploma, transcript, certificate of exemption from military service (for male candidates), the score of the Entrance Examination for Academic Personnel and Postgraduate Education (ALES), and the Foreign Language Proficiency Exam (YDS), or scores accepted as equivalent to the exams in English (CPE, CAE, TOEFL iBT and photographs…etc.)
- Jury members evaluate the applications in terms of necessities and requirements as announced in the Academic Recruitment Announcement.
- Candidates who meet the essential criteria for the position go through an interview process.
- After the interview, the names of the successful candidates are announced on the DBE website.

International Staff

- Foreign candidates hand in or post their CVs and other related documents to the SFL to apply for an instructor position.
- Jury members interview the candidate.
- The application documents of the candidate are sent to the commission of the Foreign Staff Office.
- The Rectorate informs YÖK and asks for approval of the academic position.
- Once they have been approved, the candidates start to work in the SFL.

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1 This procedure is mandated by Higher Education Council's Regulation “ÖĞRETİM ÜYESİ DISINDAKİ ÖĞRETİM ELEMANI KADROLARINA YAPILACAK ATAMALARDA UYGULANACAĞI MERKEZİ SINAV İLE GİRİŞ SINAVLARINA İLİŞKİN USUL VE ESASLAR HAKKINDA YÖNETMELİK”
8.5. Professional Development Policy

Professional development is a high priority for METU-SFL, the Department of Basic English. Teacher Education Unit, which have a critical role in the department, help orient newly hired instructors, as well as sustain continuous professional development for experienced instructors.

8.5.1. Professional Development for Newly-Hired Teachers

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

8.5.2. Continuous Professional Development (for Experienced Instructors)

Aiming to nurture continuous professional development, the Teacher Education unit bases its training activities on identified needs of students and instructors, as well as on classroom practice to allow for reflective practice. Professional sharing sessions, external expertise, and seminars organized by staff are the main professional development activities. Instructors wanting to present at national and/or international conferences are encouraged and receive funding from METU-SFL toward this end. Upon return, theses teachers are asked to present their research to their colleagues at a sharing session in their departments. The procedures required to attend conferences can be found on the SFL’s web-page: http://ydyom.metu.edu.tr/vasa-yonerge-ve-surecler

8.5.3. Staff Appraisal

The staff appraisal provides a means for checking the quality of teaching and planning and reviewing the performance of each instructor. Via online student evaluation, students are given the opportunity to voice their opinions of the teaching and courses they have received during each semester. Online student evaluations:
• may help instructors clearly define and understand their responsibilities.
• may provide criteria by which each instructor’s performance will be evaluated.
• may suggest ways in which each instructor can improve performance.

After the evaluation, a report is prepared for each instructor. This report includes the mean scores for each closed-ended question, the answers to the open-ended questions, and some additional results (e.g., the results by programme). All information is processed anonymously. The results from the student evaluation are kept in the university’s database and each instructor can view the means and the comments of his/her students about the course that she/he taught at the end of each academic year.

In addition to online student evaluations, the overall annual performance evaluation of the instructors is utilized and this evaluation is based on an average of each instructor’s teaching effectiveness, research and scholarly activity. The objective of the annual evaluation process is to assess performance of the instructors in terms of their contributions and achievements in research and scholarly work, and teaching. An equally important objective of the process is to provide advice/guidance for to the faculty members for their long-term professional development.

Below you will find the chart explaining the procedures of the overall annual performance evaluation:

1. Instructors fill out and submit the annual performance report form;
2. DBE chairperson evaluates and assigns points for activities marked in the forms;
3. ‘Teaching Duties' and 'Student Evaluation' values are added to the points by the Computer Coordinator and she/he calculates each instructor’s total performance scores;
4. Instructors individually check their own points (total and breakdown) on-line, and in case of doubt, check hard-copy forms for accuracy of points.
5. SFL Executive board approves award candidates and the Director forwards the list to the Office of the President.
8.6. Complaints and Appeals Policy

The DBE aims to build an effective communication system with instructors. Views of our instructors Feedback is valued in order to ensure that all the academic and administrative staff can work in a peaceful and pleasant environment.

8.6.1. Complaints

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

8.6.2. Appeals

If a student is dissatisfied with the assessment process and/or a decision reached by a formal assessment on their academic work, they may make an appeal following a formal procedure. In the case of METU-EPE, an appeal must be submitted online at the link which becomes operational when the grades are announced on the [http://www.dbe.metu.edu.tr/prf/](http://www.dbe.metu.edu.tr/prf/).

Appeals may be lodged within four months after an assessment. The appeals process will normally be completed within a month’s timeframe. The student will be able to view the result of the review via the [http://www.dbe.metu.edu.tr/prf/](http://www.dbe.metu.edu.tr/prf/), which is accessible with the student ID number / application number. In appeals made to the departments, hard copy petitions must be submitted to the Department in concern, and it is the responsibility of the student to provide complete and relevant evidence to support their case. The appeals process will normally be completed within a month’s timeframe. The student will be able to
view the result of the review via the exam link that is accessible with their student ID number.

9. CODE OF PROFESSIONAL PRACTICE

9.1. Expectations

In order to deliver a high quality of education to our students, our academic staff must be motivated and dedicated to our mission, vision, and aims. Regardless of their level of experience, instructors should be open to professional development and improvement in the field. Our foremost expectation is to collaborate and work for the improvement of our educational programs.

9.2. Working Hours

Instructors are required to be present at school during the hours identified in their weekly schedules assigned by the DBE. In making class assignments, the administration tries to take into consideration the preferences expressed by the instructors for groups and working hours. However, the needs of the department and instructors’ standing based on seniority, student evaluations, and fulfillment of departmental duties have priority over the preferences.

In addition, instructors are expected to have two regular office hours each week in addition to their weekly lesson schedules. Students are informed about the office hours at the beginning of each semester, and they are expected to attend these hours if they need counselling.

9.3. Absenteeism from Work

Instructors are reminded that all leave and absenteeism must be approved by the administration, under all circumstances. Even if they do not have any teaching responsibilities scheduled, instructors are required to obtain official permission before traveling outside the city. Instructors should contact the Chairperson or the Assistant Chairpersons if they have any questions regarding leave or the process of obtaining permission. Instructors take their leaves in accordance with the provisions of Civil Servants
Law No. 657 and Regulations of the Council of Higher Education Law No. 2547. According to the law, there are various forms of leave, as stated below.

9.4. Annual Leave

All the instructors, as civil servants, who have been employed for at least one year are entitled to annual leave. Within their first ten years of employment, instructors are entitled to 20 days of annual leave. After ten years of employment (including the tenth year), the annual leave period increases to 30 days. All annual leave permissions must be approved by the SFL director prior to the leave period. If the annual leave is spent abroad, permissions must be approved by the Rector.

Annual leave must be taken within the current year or the following year; otherwise, unused annual leave days will expire. For instance, annual leave for 2017 or 2018 cannot be taken in 2019. It should be noted that only 15 days of the annual leave can be taken in the following year.

Annual leave cannot be taken on academic calendar days.

9.5. Excused Leave

The instructors can also take excused leave. A female instructor is given paid maternity leave for a total period of 16 weeks (eight weeks before delivery and eight weeks after the birth). In case of a multiple pregnancy, an extra two-week period is added. A male instructor can take a ten-day leave if his spouse has given birth to a child. Following the end of the maternity leave, instructors are entitled to breastfeeding leave. Within the first six months of giving birth, instructors are allowed three hours of leave per day for the purpose of breastfeeding and childcare. Following the first six months, breastfeeding leave is reduced to 1.5 hours per day over the next six months. Instructors can also take a seven-day leave if himself/herself or his/her child gets married, or upon the death of his/her father, mother, spouse, child, brother, or sister.

9.6. Sick Leave

Instructors who miss work due to health issues are required to submit a medical report within the same day.
9.7. Medical Reports

Since the doctors working at the METU Health Center do not make house calls, instructors are required to go to the METU Health Center or get a medical report from a state, private, or university hospital in Ankara. Medical reports issued by private doctors are not valid. In cases of long illness, reports are given by a commission of doctors at hospitals. For cases of absenteeism for more than one day, other than sickness documented with a valid report, the instructors are to fill in a form requesting excused leave. The forms will be available at the secretary's office. Upon filling in the form and having it approved by the Director and the Chairperson, the instructor will submit the form to the Chairperson so that arrangements regarding substitution can be made. The Administration asks the instructors not to apply for excused leave unless they have a very valid and urgent reason.

9.8. Academic Conference Leave

Instructors can take leave to attend congresses, conferences, seminars, and similar events for purposes of academic and professional development. The instructors can take the permission for a leave time from the DBE administration. Requests to attend academic conferences must also be approved by the SFL Director. International conferences and events exceeding seven days in length must be approved by the Rector. Instructors should seek approval for leave and travel permission for such events at least one month in advance.

9.9. Cover for Absenteeism

In case of a leave during academic calendar days, the coordinators may arrange a substitute instructor or instructors to cover the classes or they may split the students to other classes. The attendance sheets are given to the instructor substituting the class, which are to be given to the unavailable instructor upon their return to work.

9.10. Meetings

Meetings are organized regularly by the SFL or the DBE Administration and Coordinators to facilitate communication and enhance the quality of the education provided in the department. The purpose of these meetings is to inform the staff or to provide them with sufficient time to evaluate and discuss various aspects of the teaching and learning process, including assessments, learning objectives, and teaching
activities. The meetings are arranged across multiple levels of the organizational structure to ensure clear lines of communication within the department and to guarantee that staff members at all levels have the opportunity to actively participate in the planning of teaching and learning objectives and activities.

Prior to meetings, meeting agendas are set and shared, and meeting minutes are taken by an Assistant Chairperson or (a) pre-designated note-taker(s). The meeting minutes and a summary report are compiled and archived. Also, the meeting minutes serve as a summary record of the meetings for official purposes and as a point of reference for those unable to attend the meeting. The summary report is later shared with the staff through the mail group. Different meeting occasions are outlined below:

- The SFL administration, the DBE administration, and coordinators conduct meetings throughout the year to discuss the teaching and learning process and develop the quality of the English language program offered by the department. By means of these meetings, the SFL and the DBE aim to make necessary modifications in the language program to ensure the learning objectives will be achieved. These modifications include items of the program ranging from coursebooks to assessment tools. The number of meetings per year and the contents of these meetings are flexible.

- Coordinator meetings are organized to facilitate communication among staff who are teaching in their group in the relevant semester. At these meetings, the coordinators discuss the curriculum, assignments, materials, and aims of each skill course to ensure cooperation and consistency within their groups. They conduct the meetings generally at the beginning of each term and a week after each mid-term. They can also conduct meetings if the need arises. The Tester of each group also participates in these meetings after each mid-term to help the coordinators to provide the invigilators and markers with necessary information.

Overall, the purpose of these meetings is to create a more comfortable atmosphere and give a chance to each instructor to have a voice. In addition to the meeting types outlined above, other meetings may be arranged throughout the academic year. These meetings include but are not limited to seminars, presentations, and workshops related to the SFL and the DBE administrative issues, professional development opportunities, guest speakers, and other events that may arise throughout the year. The meeting chairs, attendees, dates, and times are flexible, given that these meetings do not follow a fixed schedule.
Electronic communication in the DBE is conducted through two major channels: The Department web pages and the mail group. Both means of communication are described below:

10.1. Department Web page

http://www.dbe.metu.edu.tr/port/ is used to facilitate communication within the DBE with regard to administrative issues and the assignment of administrative tasks. Assignments and official announcements are delivered to staff through the web-page. Staff may access the documents pertaining to an official announcement or assignment by clicking on the related link or logging onto the link on the website. Instructors are expected to check the web page regularly and follow through with any official tasks that have been assigned to them.

10.2. E-mail Communication

Another way of communication in the DBE is through the mail group. Each academic personnel is automatically a member of the mail group. The instructors are required to check their emails regularly as most of the assignments including invigilation, assessment, meeting notifications, and administrative tasks are also announced via mail. The content of e-mails is imperative.

11. DISCIPLINARY ISSUES

11.1. Disciplinary Issues for Staff

In this section, the issues regarding the code of professional practice, proper conduct, and poor performance of instructors are discussed, followed by possible disciplinary prosecutions if malpractice occurs.
11.2. Ethics

Public officials are to abide by the ethical behavioral principles stated in the 'Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials' that entered into effect as published in the Official Gazette dated 13/04/2005 and numbered 25785. These principles make up a part of the regulatory provisions that arrange the recruitment of public officials; assist in creating the social consciousness to execute duties and oversee the application of ethical behavior principles and the setup of an ethical culture.

11.3. Attitude and Behavior

The attitude and behavior of the instructors is stated in Law No. 2547. They must act collaboratively by taking state benefits and team spirit into consideration, in line with respect, and solidarity, and avoid behaviors that would be detrimental to the rights of others and contrary to ethical principles.

11.4. Poor Performance

Poor performance for instructors may be defined as listed below:

- If the great majority of a class complains about an instructor, interviews may be conducted with both the students and instructor to ascertain the underlying issues regarding the complaint. Once the issues have been determined, a plan of action is implemented with goals to achieve in a certain time frame.
- If an instructor's time management skills regarding teaching hours, feedback, or procedural duties hinder learning or another instructor's duties and responsibilities, the Vice Director asks for the defence from the instructor involved.

11.5. Conduct, Discipline, and Grievances

Instructors are expected to act in accordance with the principles of Law 2547 and Law 657 while performing the duties and responsibilities as determined by the SFL. Behavior against the law and requiring disciplinary action, its accurate description, and penalties to be imposed in that case are specified by the Council of Higher Education (YÖK) law, and enforcement of its principles is applied accordingly. In case of any inconvenience, instructors have the right to make written complaints to the authorities about the people involved or the case in general.
11.6. Discrimination, Harassment, and Mobbing

During their activities, instructors and students have to respect individuals' rights and their differences in accordance with their rights and obligations arising from the law. All kinds of behavior constituting or supporting discrimination either directly or indirectly are prohibited.

*Prohibited behavior;*

- Unwanted verbal, physical or sexual approaches, inappropriate physical contact, propositions or touching,
- All kinds of degrading comments regarding a person's opinions, body, appearance or life-style related with that person's race, sex, philosophical or political ideas, nationality, sexual orientation, religion, disability or any other protected category of that person,
- The display of obscene or discriminatory (in terms of race, sex, citizenship, sexual orientation, religion, disability or any other protected category) via graphics, caricatures, paintings or photographs. This does not include those for educational purposes,
- Comments and suggestive verbal expressions concerning someone's race, sex, citizenship, sexual orientation, religion, disability or any other protected category,
- Any relationship of a physical or emotional nature which arises between any faculty member and student or supervisor and employee at this department that could lead to any kind of favoritism and is not open to comment by others,
- Verbal attacks, sabotage of another person’s work performance, threats, offensive jokes, slurs, insults, name calling, and demeaning comments
- Mobbing (a particular type of bullying behavior carried out by a group rather than by an individual).

11.7. Disciplinary Issues for Students

In this section, the issues regarding the code of conduct, i.e., the expected behavior, of the students are discussed, followed by possible disciplinary prosecutions and sanctions if acts prohibited occur.

11.8. Expected Student Behavior

The underlying purpose of this Code of Student Conduct is to foster and protect the SFL mission and to provide a safe and secure learning environment for students. It provides a statement of the SFL’s
expectations of its students and prohibited acts related to academic matters and personal behavior. Any violations of the Code of Student Conduct may result in various sanctions.

- Students are expected to be respectful to the classroom environment and be tolerant of differences amongst his/her peers.
- Students must avoid causing distractions such as using mobile phones, eating and drinking in class, and irrelevant conversation.
- Students are expected to be considerate of others and be willing to help their peers when asked.
- Students must keep themselves informed about the course and instructors' expectations. They should come to class prepared and organized. They are expected to bring all the course materials with them.
- Punctuality is mandatory. All students must attend classes regularly and on time. Students who are late for the lesson will not be admitted, as it is distracting for the class. Late-comers should wait for the next session.
- Students are expected to be communicative with their instructors and express their concerns and complaints in a respectful manner.
- Students should act ethically in the preparation, conduct, and submission of academic work; they should also avoid any behavior that would unfairly affect another student academically.

**Attendance is compulsory. Attendance is recorded on an hourly basis.** The attendance records for each student are submitted to the “dbeonline” Student Record System. Students check this online site to verify the accuracy of what the instructor has uploaded to it. At the end of the second semester, the administration will announce those students who do not qualify to take the English Proficiency Exam because of absenteeism.

- As soon as a student exceeds the group absenteeism limit (refer to Student’s Booklet), a drop notice will be sent to the instructor. The student will not be allowed to attend classes anymore or take any exams as of that date.
- Any student who has been dropped because of absenteeism must be informed immediately by the instructor and must not be admitted to class afterwards. Such students may be reinstated if they bring a valid medical report to the Administration within a week (five working days) of being dropped.
- Students are directed to purchase the course materials in the first week of the semester. If there is any student who cannot afford the student material, free books may be lent to him or her by the Fügen Ünal Book Fund.
- If students use ideas or expressions from various published sources, they are required to acknowledge them properly. If there is any suspicion of plagiarism in any homework, the homework will not be
accepted until a full inquiry has been undertaken. If plagiarism is confirmed, disciplinary action will be taken against the student(s) committing and/or assisting with the act of plagiarism.

11.9. Expected Student Behavior in Exam Conditions

- Students should not expect any explanation in English or Turkish during the exams.
- Instructors have the right to check the identity of the students, change students' seats, and announce the rules of the exam during the exam.
- Instructors have the right to start any disciplinary procedure for any disobedient student affecting the administration of an exam.
- Cheating in any form is not tolerated. If a student is caught cheating or attempting to cheat during an exam, the instructor takes the paper and requires the student to leave the classroom without delay. Further disciplinary action will then follow.

Cheating may include:
- Talking to other students,
- Looking or attempting to look at the paper of another student,
- Referring to any written materials that are not part of the official exam papers,
- Using or looking at a mobile phone,

11.10. Sanctions

The rules regarding sanctions are set out in regulations enacted under Law number 2547, Article 54. If a student is found in violation of the Code of Student Conduct and/or any university policy, one or more of the following sanctions may be carried out:

- Warning: Students are warned about their behavior or attitude and told to be more careful in the future.
- Reprimand: Students are informed in writing that their behavior has been found offensive and unacceptable.
- Suspension for a period between one week and one month: The student is notified in writing that he/she is suspended from the SFL for a period of time and cannot benefit from his/her rights as a student during the time of suspension.
- Suspension for one or two semesters: The student is notified in writing that he/she is suspended from the SFL for one or two semesters, and he/she cannot benefit from the services and facilities of the SFL during this period.
• Expulsion from higher education institutions: The student is notified in writing that he/she is permanently expelled from all Turkish higher education institutions.

• For further information on disciplinary actions, please consult the "Higher Education Student Discipline Regulations on Student Affairs" section of the university website (http://oidb.metu.edu.tr/yonetmelikler).

12. CALCULATING GRADES

12.1. Grading

Exams are graded according to the following principles:

• Instructors are expected to grade the exams according to the keys provided by the Testing Office. Instructors cannot make changes on the keys. For the sake of consistency, the final decision about the keys will be made by the administration.

• While grading the exams, great care must be taken. Instructors must write “No Answer” (NA) under each question which is left blank, and the corrections and grading on exam papers must be clean and orderly.

• Controversial items on exams should be discussed in the staffrooms, and a list of these should be submitted to the Testing Office on the query sheet provided within the given timetable so that a revised key can be prepared.

• Instructors should wait for the revised keys to arrive before they return the exam papers to the students.

• Mid-term exam papers should be discussed in class. After all the objections and problems are settled during the exam review hour, the exam papers must be signed by the students. It is important to remind the students that once they sign their exam papers, they have no right to ask for the re-evaluation of their exams.

• Instructors should collect the mid-term papers at the end of the exam review period, put them in alphabetical order, and take them to the Archives Room within the given timetable. (Students who are absent during the discussion may see their papers during that time.)

• Grades should be rounded-off and written in the grade books in ink immediately after they have been finalized. All instructors must meet the deadline for submission of grades.
• The exam papers of students who take the make-up exam are placed in the class envelope, to be read within two days. After the student has seen the paper, it should be returned to the administration.

12.2. Calculations

• Pop-quiz, mid-term, and proficiency exam grades and the yearly total grade are rounded off to the nearest whole number.
• The total of a part of an exam (e.g., Reading, Listening, etc.) is not rounded off.
• The average and the percentage of each set of grades should be a number with two decimal figures. (Refer to Student’s Booklet.)
• At the end of the academic year, the calculations for each student will be done by the computer. The percentages are as follows:

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<th>% 100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>Mid-terms</td>
<td>25</td>
</tr>
<tr>
<td>Performance Grade (PQ+IG)</td>
<td>10</td>
</tr>
<tr>
<td>Announced Quizzes</td>
<td>5</td>
</tr>
<tr>
<td>Speaking Assessment</td>
<td>5</td>
</tr>
<tr>
<td><strong>Second Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>Mid-terms</td>
<td>35</td>
</tr>
<tr>
<td>Performance Grade (PQ+IG)</td>
<td>10</td>
</tr>
<tr>
<td>Announced Quizzes</td>
<td>5</td>
</tr>
<tr>
<td>Speaking Assessment</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

• Students with a yearly total below 64.50 are not qualified to take the June Proficiency Exam.
Students who fail because of absenteeism cannot attend classes, or take the achievement tests or the June Proficiency Exam. They cannot attend the Summer School. They can only take the September EPE.

Students with a yearly total below 49.50 are not eligible for the June Proficiency exam or the Summer School. They can only take the September EPE.

N.B.

Detailed information on grading, calculations, and visa and other issues concerning passing / failing can be found in the Student’s Booklet.

13. THE TEACHING LOAD

Instructors are required to provide a minimum of 12 hours of instruction per week. They are assigned their teaching schedule by the administration according to their seniority and preferences at the start of each academic year, and they are given both soft and hard-copies of their schedules and files. The DBE teaching hours change according to the groups to which instructors are assigned. The daily class hours for groups is as follows:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Daily class hours</th>
<th>Groups</th>
<th>Daily class hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Intermediate</td>
<td>3</td>
<td>Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4</td>
<td>Upper-Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Intermediate</td>
<td>4</td>
<td>Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>Elementary</td>
<td>5</td>
<td>Lower-Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>Beginner</td>
<td>6</td>
<td>Pre-Intermediate</td>
<td>6</td>
</tr>
<tr>
<td>2018-2019 Academic Year Repeat</td>
<td>3</td>
<td>2018-2019 Academic Year Repeat</td>
<td>3</td>
</tr>
<tr>
<td>2019-2020 Academic Year Repeat*</td>
<td>3</td>
<td>2019-2020 Academic Year Repeat*</td>
<td>3</td>
</tr>
</tbody>
</table>

*The administration reserves the right to place any Repeat Group student in a different group depending on their level of English.
14. THE DRESS CODE

Instructors are expected to dress professionally while they are at work. Attire should be appropriate for the profession. Instructors are encouraged to pay extra attention to their attire at special occasions hosted by the university or while representing the DBE at meetings, conferences, and formal events.

15. RESOURCES

The DBE administration carefully reviews and evaluates the inventory to guarantee that an adequate amount of resources is offered to meet the objectives of teaching. Below is the list of resources:

15.1. Physical Resources

The inventory list is updated and checked regularly by the administration to avoid any inconveniences in teaching. When additional physical resources are needed, the DBE administration informs the SFL administration about such resources, and SFL administration is responsible for carrying out the purchasing of the materials.

15.2. Distribution of Resources

In case of a need for any office materials, the instructors can contact the SFL secretary. If the items requested are procurable, the secretary is responsible for purchasing and distributing the required office materials to the instructors.

As for the coursebooks and other supplementary materials, the Chairperson and the Assistant Chairpersons and Coordinators identify the needs of all the instructors and organize the procedures by which optimal and equal distribution of materials can be done. Instructors are provided with the coursebooks. Other supporting materials such as additional handouts, worksheets, or speaking materials are also provided when necessary.
15.3. Damaged and Lost Materials

Instructors should report damaged or lost materials to the Coordinators or the officer(s) in charge. In cases where the instructor is responsible for the damage to or loss of the good, he or she may be required to compensate financially for its replacement. In case of damaged or lost course textbooks, instructors should report the damage or loss to the Assistant Chairpersons or Coordinators for replacement.

15.4. Emergency

DBE adheres to building standards in accordance with legal state regulations to protect against any natural disaster such as an earthquake. In case of power failure or blackout situations, a back-up power generator will start in 30 seconds to provide electricity. Below you will find some emergency numbers.

<table>
<thead>
<tr>
<th>Ambulance</th>
<th>112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>155</td>
</tr>
<tr>
<td>Gendarmes</td>
<td>156</td>
</tr>
<tr>
<td>Fire</td>
<td>110</td>
</tr>
<tr>
<td>Electrical Failure</td>
<td>186</td>
</tr>
<tr>
<td>Water Failure</td>
<td>185</td>
</tr>
<tr>
<td>Natural Gas Failure</td>
<td>187</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ODTÜ Telephone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nöbetçi Amirlığı (Gece)</td>
</tr>
<tr>
<td>Elektrik Arıza (Gece-Gündüz)</td>
</tr>
<tr>
<td>Su Arıza</td>
</tr>
<tr>
<td>Sağlık Merkezi Hasta Kabul (Gündüz)</td>
</tr>
<tr>
<td>Sağlık Merkezi-Acil Servis (Gece-Gündüz)</td>
</tr>
<tr>
<td>Sağlık Merkezi (Ambulans)</td>
</tr>
</tbody>
</table>
15.5. Evacuation of the Buildings

Take the following steps if there is an emergency such as a fire:

**During Class Time**
- Ask the students to take their belongings and follow you in a single line
- Follow the exit route
- Go to the parking area/basketball court near your building
- Stay in these areas until you get instructions from the officials

**During Break Times**
- Take your belongings with you
- Follow the exit route
- Assist students to evacuate the building
- Go to the parking area/basketball court near your building
- Stay there until you get instruction from the officials

**During Exams**
- Ask the students to leave the exam papers on the desks, take their belongings and follow you in a single line
- Collect their exam files
- Follow the exit route
- Go to the parking area/basketball court near your building
- Stay there until you get instruction from the officials

**During Periods When Students are not in the Building**
- Take your belongings with you
- Follow the exit route
- Go to the parking area/basketball court near your building
- Stay there until you get instructions from the officials

15.6. First Aid

For small incidents and emergencies, go to the information desk at the B Building. For others please see 15.4.
16. FÜGEN ÜNAL BOOK FUND

This is a fund that aims to lend textbooks to a limited number of students who need financial support. This activity is organized and financed by our instructors. Students who would like to get books from the Book Fund should notify their class instructors the first week of school. Those students whose applications are approved by the administration are provided with textbooks.

17. PEARSON ASSURED ACCREDITATION PROCESS

To provide ongoing quality assurance, the accreditation of the School of Foreign Languages, the Department of Basic English by an independent, objective and international organization is of great importance. Therefore, we have decided to become a Pearson Assured organization in order to:

- improve the department’s quality management,
- improve the qualifications of our programs,
- provide a system for accountability,
- enhance the department’s reputation,
- set an international benchmark.

18. TROUBLESHOOTING GUIDE

There is an health emergency in class

Contact someone in charge; call 210 41 42 or 112

You have a medical report and you won’t be able to come to school

Call the Assistant Chairperson or call your coordinator 210 41 42 or 112
Submit your medical report to the DBE secretariat in three days

Your computer is not working

Contact System Coordinators 210 3984 or 210 3970
You have questions about your internet connection
Contact System Coordinators or 210 3355 (hotline)

You have questions about supplementary class payment
Contact Computer Coordinator or Ekders Office (Tahakkuk) 210 3435

You have questions about a pop quiz
Contact your coordinator

You have questions about your seniority, class or project preference calculations
Please contact computer coordinator 210 3918 first

You have questions about supplementary class payment
Contact Computer Coordinator 210 3918 or Ekders Office (Tahakkuk) 210 3435

Your smart card is not working
Report the problem and/or request a new card via ODTU portal