

Istanbul Medipol University Foreign Languages General Coordinatorship

Teaching, Learning, and Academic Development Policy

The Istanbul Medipol University Foreign Languages General Coordinatorship (herein IMU School of Foreign Languages/the school) is committed to fostering a learning environment that supports academic development, meaningful engagement, professional teaching practice, and continuous improvement.

Through this policy, the school seeks to ensure that teaching, learning, assessment, and institutional structures work together to support student success and educational quality within the context of English-medium higher education.

1. Introduction

The IMU School of Foreign Languages is committed to providing students with the linguistic, academic, and communicative competencies required for successful participation in English-medium higher education. The school recognizes that language learning within a university context extends beyond the acquisition of grammar and vocabulary and includes the development of academic literacy, critical engagement, intercultural awareness, and independent learning practices.

This policy establishes the principles, expectations, and structures that guide teaching, learning, assessment, professional development, and programme review within the School of Foreign Languages. It reflects the collective professional perspectives of instructors within the department and has been informed by consultation, survey data, and departmental review processes.

The policy is intended to:

- provide a clear and coherent framework for teaching and learning
- ensure alignment between programme goals, curriculum, assessment, and classroom practice
- support consistency and transparency across levels and courses
- promote high-quality instruction and meaningful student learning
- guide ongoing programme development and quality assurance processes
- support institutional and external accreditation expectations through evidence-based educational practice

The school recognizes that effective educational policy must remain responsive to the realities of classroom teaching and learning. As such, this document should be understood as both a statement of institutional values and a framework for ongoing reflection, evaluation, and development.

2. Mission and Educational Philosophy

2.1 Mission Statement

The mission of the IMU School of Foreign Languages is to prepare students for successful academic participation in English-medium higher education by developing the language proficiency, academic skills, critical engagement, and learning strategies necessary for university study and lifelong learning.

The school aims to create a learning environment that:

- supports meaningful and sustainable language development
- promotes active student engagement and responsibility
- values fairness, transparency, and inclusivity
- encourages intellectual curiosity and critical thinking
- recognises the importance of reflective and evidence-based teaching practice
- supports continuous professional growth among instructors

The school further recognizes that language learning is a social, academic, and developmental process. Students are therefore supported not only in improving their English proficiency, but also in developing the confidence, autonomy, and academic behaviours required for participation in university life.

2.2 Educational Philosophy

The school and its programmes are guided by a student-centred and academically oriented approach to language education. Teaching and learning are understood as collaborative processes in which students actively construct knowledge and develop communicative competence through engagement with meaningful tasks, academic content, and authentic language use.

The Language School's values:

Academic Readiness

Language instruction should prepare students for the communicative and academic demands of their future faculty studies. This includes the ability to:

- understand lectures and academic discussions
- read and interpret academic texts

- produce structured written work
- participate appropriately in spoken academic communication
- engage critically with information and ideas

Meaningful Learning

Learning is most effective when students are engaged in purposeful and relevant tasks that encourage active participation and reflection. Instruction should therefore prioritise meaningful communication, interaction, and the practical application of language skills.

Depth Over Excessive Coverage

The school recognizes the importance of balancing curriculum coverage with opportunities for deeper learning. While students must develop a broad range of language competencies, teaching should avoid excessive emphasis on speed or quantity at the expense of understanding, participation, and skill development.

Reflective Teaching Practice

Teachers are recognised as reflective professionals whose expertise, judgement, and classroom experience are central to programme quality. The school values ongoing reflection, collaboration, and professional dialogue as essential components of effective educational practice.

Continuous Development

Educational practice should remain responsive to changing student needs, developments in language education, and evidence gathered through programme evaluation and feedback.

3. Programme Goals and Learning Outcomes

3.1 Programme Goals

The Preparatory Programme at Istanbul Medipol University aims to:

- develop students' overall English language proficiency
- prepare students for the linguistic and academic demands of faculty study
- support the development of independent learning strategies
- foster confidence and active participation in academic communication
- encourage critical engagement with texts, ideas, and academic tasks
- support students in becoming effective and responsible learners

3.2 Student Learning Outcomes

Upon successful completion of the programme, students should be able to:

Reading

- comprehend academic and semi-academic texts
- identify main ideas and supporting details
- interpret arguments and organisational structure
- apply appropriate reading strategies for different purposes

Writing

- produce coherent and organised written texts
- use appropriate academic conventions
- support ideas with evidence and explanation
- revise and improve written work through feedback

Listening

- comprehend lectures, discussions, and extended spoken input
- identify key information and supporting points
- take effective notes during listening tasks

Speaking

- participate actively in discussions and collaborative tasks
- present ideas clearly and appropriately
- use spoken English effectively in academic contexts

Academic and Learning Skills

- manage learning tasks independently
- use appropriate study and research strategies
- demonstrate responsibility and engagement in the learning process

4. Principles of Teaching and Learning

4.1 Student-Centred Learning

The school is committed to student-centred teaching practices that encourage active engagement, participation, and responsibility for learning.

Teaching should:

- provide opportunities for meaningful interaction
- encourage collaboration and discussion

- support learner autonomy and independent study
- recognise diverse learning needs and backgrounds
- create inclusive and supportive classroom environments

Student-centred learning does not imply the absence of structure or guidance. Rather, it reflects a commitment to designing learning experiences that actively involve students in the learning process and encourage deeper engagement with language and content.

4.2 Integrated Skills Instruction

Language skills should be taught in an integrated and interconnected manner wherever possible. Students should experience language as a communicative system used for meaningful purposes rather than as isolated linguistic components.

Course design and classroom practice should therefore encourage connections between:

- reading and writing
- listening and speaking
- receptive and productive skills
- language knowledge and communicative use

4.3 Communicative and Academic Orientation

Instruction should prioritise meaningful communication and the development of academic language skills.

Classroom activities should include:

- discussion and collaborative learning
- task-based and problem-solving activities
- engagement with authentic or semi-authentic academic materials
- opportunities for extended language production

Where appropriate, lessons should reflect the communicative demands students are likely to encounter in their future academic studies.

4.4 Critical Thinking and Engagement

The school values the development of critical engagement with language, texts, and ideas.

Teaching practices should encourage students to:

- analyse and interpret information
- evaluate arguments and evidence
- express opinions appropriately
- engage thoughtfully with academic content

The development of critical thinking should be integrated into classroom practice through meaningful academic tasks and discussion rather than treated as an isolated skill.

4.5 Inclusive and Supportive Learning Environments

The school and programme recognize that students enter the classroom with diverse linguistic, educational, and personal backgrounds.

Teachers should therefore aim to:

- establish respectful and supportive classroom environments
- encourage participation from all students
- recognise barriers that may affect engagement and learning
- provide appropriate support and guidance where possible

The school values educational practices that support student confidence, participation, and academic development.

5. Curriculum Design and Delivery

5.1 Curriculum Alignment

Curriculum design should ensure alignment between:

- programme goals
- learning outcomes
- teaching practices
- assessment tasks

Course content and classroom activities should contribute directly to the development of the skills and competencies identified in programme outcomes.

5.2 Academic Relevance

The curriculum should prioritise language use and academic tasks relevant to university study.

This may include:

- academic reading and writing tasks
- note-taking and summarising
- presentations and discussions
- interpretation and synthesis of information

The programme recognises that students require opportunities to apply language in realistic academic contexts.

5.3 Flexibility and Responsiveness

While consistency across courses and levels is important, teachers should also be permitted reasonable flexibility in adapting materials and activities to meet student needs.

Curriculum implementation should therefore balance:

- consistency and standardisation
- teacher expertise and professional judgement
- institutional expectations and classroom realities

5.4 Workload and Pacing

The school recognizes that excessive pacing and workload may negatively affect teaching quality, student engagement, and meaningful learning.

Programme review processes should therefore consider:

- the manageability of course content
- the relationship between pacing and learning depth
- the impact of workload on students and instructors

6. Assessment Policy

6.1 Principles of Assessment

Assessment within the programme should:

- support student learning and development
- align with stated learning outcomes
- be fair, transparent, and consistently applied
- reflect the academic skills required for university study

Assessment should function not only as a means of measurement, but also as a tool for learning and feedback.

6.2 Assessment Design

Assessment tasks should evaluate students' ability to apply language meaningfully in academic contexts.

Assessment practices may include:

- writing assignments
- presentations and spoken tasks
- listening and reading assessments

- integrated skills tasks
- formative classroom-based activities

Assessment criteria and expectations should be clearly communicated to students.

6.3 Formative Assessment and Feedback

Constructive feedback is an essential component of learning.

Teachers should aim to provide feedback that:

- identifies strengths and areas for improvement
- supports student reflection and revision
- encourages continued development

Where possible, formative assessment practices should be integrated into classroom instruction.

6.4 Assessment Load and Sustainability

The school recognizes the importance of balancing assessment effectiveness with sustainability for both students and instructors.

Assessment structures should therefore be reviewed regularly to ensure that:

- assessment supports learning rather than excessive testing
- workload remains manageable
- sufficient time is available for meaningful feedback and instructional planning

6.5 Standardisation and Fairness

Consistency across courses and sections is necessary to ensure fairness and reliability.

The programme should therefore support:

- shared assessment criteria and rubrics
- coordination and moderation practices
- transparent grading procedures

At the same time, standardisation should not unnecessarily restrict effective teaching practice or professional judgement.

7. Roles and Responsibilities

7.1 Responsibilities of Instructors

Instructors are expected to:

- deliver instruction aligned with programme goals and outcomes
- facilitate meaningful student engagement and participation
- apply assessment policies consistently and transparently
- maintain professional and ethical standards
- contribute to departmental collaboration and development
- engage in ongoing reflection and professional learning

Teachers are recognised as key contributors to programme quality and institutional development.

7.2 Responsibilities of Students

Students are expected to:

- attend classes regularly and participate actively
- complete assigned tasks and assessments responsibly
- engage respectfully with instructors and peers
- take increasing responsibility for their own learning and development

The school recognizes that successful learning depends on active student participation and engagement.

7.3 Responsibilities of Language School Leadership

School leadership is responsible for:

- supporting effective teaching and learning conditions
- ensuring clarity and consistency in programme implementation
- facilitating communication and collaboration within the department
- supporting professional development and quality assurance processes
- reviewing programme structures and policies regularly

8. Professional Development

8.1 Commitment to Professional Development

The school recognizes ongoing professional development as essential to maintaining and enhancing teaching quality.

Professional development should:

- support evidence-based teaching practice
- respond to identified departmental and instructional needs
- encourage collaboration and professional dialogue
- contribute to continuous programme improvement

8.2 Principles of Effective Professional Development

Professional development activities should:

- be relevant to classroom realities
- focus on practical application where appropriate
- encourage reflection and discussion
- support long-term professional growth rather than isolated training events

The school values collaborative forms of professional learning, including:

- peer observation
- mentoring and feedback
- workshops and seminars
- collaborative material and curriculum development
- professional discussion groups

8.3 Institutional Support for Professional Development

The school should provide:

- opportunities for participation in professional development activities
- appropriate guidance and support for instructors
- structures that encourage collaboration and sharing of good practice

Professional development should be aligned with programme priorities and informed by ongoing review and feedback processes.

9. Institutional Support and Learning Environment

9.1 Supportive Teaching and Learning Conditions

Effective teaching and learning require supportive institutional structures.

The school therefore recognizes the importance of:

- realistic pacing and curriculum expectations
- manageable workload
- access to appropriate teaching materials and resources
- clear communication and coordination
- supportive administrative and academic structures

9.2 Recognition of Teaching Realities

The school acknowledges that instructors regularly navigate competing demands and constraints within classroom practice.

These may include:

- balancing exam preparation with broader skills development
- managing curriculum coverage and depth of learning
- responding to varying student needs and proficiency levels
- balancing standardisation with classroom flexibility

School policies and structures should recognise these realities and aim to support effective and sustainable teaching practice.

9.3 Student Support

The school is committed to supporting student development through:

- accessible communication and guidance
- supportive classroom environments
- clear expectations and procedures
- opportunities for feedback and improvement

The school recognizes that student wellbeing, engagement, and confidence are closely connected to academic success.

10. Quality Assurance and Continuous Improvement

10.1 Commitment to Quality Assurance

The school is committed to ongoing review and evaluation to ensure the quality and effectiveness of teaching and learning.

Quality assurance processes should support:

- alignment between programme goals and classroom practice
- consistency and fairness across courses and levels
- evidence-based programme development
- continuous reflection and improvement

10.2 Review and Evaluation Processes

Programme review may include:

- analysis of student achievement and progression data
- instructor feedback and consultation
- curriculum and assessment review
- classroom observation and review processes
- evaluation of professional development needs

The school values collaborative and reflective approaches to review and development.

10.3 Data-Informed Development

The school recognizes the importance of using evidence and feedback to guide decision-making.

Policy and programme development should therefore be informed by:

- instructor consultation
- student feedback
- assessment and performance data
- departmental review and analysis

The school is committed to ensuring that development processes remain responsive to both institutional priorities and classroom realities.

11. Commitment to Ongoing Development

This policy reflects the school's commitment to:

- high-quality teaching and meaningful learning
- academic preparation and student success
- reflective and professional teaching practice
- fairness, transparency, and consistency
- evidence-based development and continuous improvement

The policy is intended to function as a living document and will be reviewed periodically to ensure continued relevance, effectiveness, and alignment with programme goals and institutional priorities.

12. Policy Review and Implementation

This policy will be implemented across all levels and courses within the IMU School of Foreign Languages.

School leadership is responsible for supporting implementation through:

- communication and orientation
- curriculum and assessment alignment
- professional development activities
- ongoing review and evaluation

The policy will be reviewed regularly in consultation with instructors and relevant stakeholders.