



**BAŞKENT  
UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES  
STAFF HANDBOOK**



**2025-2026**

[www.baskent.edu.tr](http://www.baskent.edu.tr)

## **PREFACE**

Dear Colleague,

This handbook has been prepared primarily to acquaint you with the policies, rules, regulations, procedures, and professional conduct expectations of Başkent University School of Foreign Languages (BU-SFL). It also serves to facilitate the orientation of newly appointed instructors.

You are kindly requested to read this handbook thoroughly and become fully familiar with its content. As periodic updates and revisions are introduced in subsequent academic terms, you will be required to review and acknowledge the revised versions accordingly.

We sincerely thank you in advance for your commitment, cooperation, and continued contributions to the mission of our institution.

Başkent University – School of Foreign Languages (BU-SFL)

## **ACKNOWLEDGEMENT OF RECEIPT**

I hereby confirm that I have read the Staff Handbook and fully understood its contents. Where necessary, I have sought clarification for any parts I did not initially understand.

I agree to comply with all policies, rules, regulations, procedures, and professional conduct standards as outlined by BU-SFL. Furthermore, I acknowledge that this document does not constitute a legal contract—either explicit or implied—and that its contents are subject to change, update, addition, or removal at any time.

Signed by \_\_\_\_\_

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

Signature

(Please submit a signed copy of this page to the Unit Secretary)

## **ABBREVIATIONS**

**AVES:** Academic Data System

**MLU:** Modern Languages Unit

**AIS:** Administrative Information System

**BU:** Başkent University

**BUOBS:** Student Affairs Information System

**BU-SFL:** Başkent University School of Foreign Languages

**CDU:** Curriculum Development Unit

**CEFR:** Common European Framework of Reference

**EAP:** English for Academic Purposes

**EPE:** English Proficiency Exam

**EPU:** English Preparatory Unit

**ESAP:** English for Specific and Academic Purposes

**EBYS:** Electronic Document Management System

**FLD:** Foreign Languages Department

**GE:** General English

**GSE:** Global Scale of English

**PDCA:** Plan, Do, Check, Act

**TEG:** Teacher's Evaluation Grade

**TDU:** Test Development Unit

**PDU:** Professional Development Unit

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## **1. BAŞKENT UNIVERSITY**

Başkent University was established to meet the increasing demand for higher education and to serve as a model institution offering a modern academic structure. The university was formally established by Law No. 515, dated September 14, 1993, and published in the Official Gazette on January 13, 1994. Its founding was made possible through the vision and leadership of Prof. Dr. Mehmet Haberal, the university's founder and Honorary President. Earlier institutions that contributed to the foundation of the university include the Turkish Organ Transplantation and Burn Treatment Foundation (1980), the Dialysis Center (1982), the first affiliated hospital (1985), and the Haberal Education Foundation (1986).

In addition to the Faculty of Medicine, the Nursing Junior College, and the Biomedical Devices Technology Vocational Junior College located in Bahçelievler, Ankara, the construction of the Bağlıca Campus was completed in time for the 1995–1996 academic year.

The university expanded its academic scope with the launch of its first graduate programs—Industrial Engineering (Master's) and Electrical and Electronics Engineering (Ph.D.)—under the Institute of Science and Engineering during the 1998–1999 academic year. In the same period, Ayselabla College joined the institution, enabling Başkent University to provide education from preschool through to postgraduate levels.

Currently, Başkent University is one of Turkey's most distinguished and preferred foundation universities, comprising 12 faculties, 1 state conservatory, 8 institutes, 7 vocational schools. As of the 2025-2056 academic year, the university housed 16,748 students, 52,000 graduates, 1,791 academic staff, and 8,730 administrative and support personnel.

Başkent University was the first foundation university in Turkey to receive ISO certification in 1997. In March 2018, it was awarded the TS EN ISO 9001:2015 standard following internal and external audits by the Turkish Standards Institution (TSE). Notable awards and accreditations include:

- Golden Quality Award New York 2013 International Quality Summit
- Platinum Quality Award Paris 2015 International Quality Summit
- Diamond Quality Award and Technology Award Frankfurt 2016 International Quality Summit

- Within the scope of the Academic Program Restructuring Studies (Bologna Process), the university, which carries the label of Diploma Attachment Label and European Credit Transfer System (ECTS) Label, was awarded a prize by NMEAB (National Medical Education Accreditation Board) enabling the reaccreditation of Faculty of Medicine in 2017
- JACIE reaccreditation (Joint Accreditation Committee ISCT-EBMT) of Adana Adult Stem Cell Transplantation and Cellular Treatment Center
- Gynaecologic Oncology Department and Advanced Stage Over Surgery Center was accredited by ESGO (European Society of Gynaecological Oncology) and EUR-ACE Label
- EEPEAA (Engineering Education Programs Evaluation and Accreditation Association) accreditation was given to the Faculty of Engineering

Başkent University provides education and health services to many different regions of the country in addition to its Bağlıca Campus in Ankara. These services are offered in Ankara, Adana, Konya, Alanya, İskenderun, İstanbul, İzmir, Sakarya, Şanlıurfa, Tokat, Yalova, and Zonguldak. Physicians, nurses, and paramedics working for the university attend scientific and academic meetings, sharing their knowledge and experience with the world.

Başkent University has always taken on the role of leader and pioneer. This is valid not only for the field of science but also for cultural and social studies. Başkent University is sensitive towards changing social needs hence **raises issues** such as women's and disadvantaged groups' rights such as the disabled. It is the university's goal that its graduates are not only successful but also socially responsible professionals.

The university takes care to support cultural and historical endeavours. To exemplify, the Abdurrahim Tuncak Museum of Atatürk's House located on Bağlıca Campus preserves national memory; and the Orchestra Academic Başkent, a successful private chamber orchestra was founded by Ankara's first and only permanent professional artists on October 29, 2003. Furthermore, the Letoon and Caunus archaeological sites **demonstrate** the university's efforts to protect the archaeological history of Turkey by contributing to the work to keep them alive.

With its Radio, Television, Broadcasting, Communications and Advertisement Corporation and monthly magazine "Bütün Dünya" (Eng. *the Whole World*), Başkent University's media institutions provide accurate and reliable news and information. The university also publishes "Başkent University Bulletin" disseminates news **about the university** to a wider audience and the "Başkentliyiz" magazine for the alumni. With its 12,500 m<sup>2</sup> area and 1,200-person seating capacity, the university library, which opened in 2014, is the biggest university library in Turkey.

The medium of instruction is mostly Turkish and 30% English. However, there are programs whose medium of instruction is 100% English. Such programs include: English Language Teaching, American Culture and Literature, Translation and Interpretation, Business Management, Economics, Political Science and International Relations, Psychology, Sociology, Medicine, Dentistry, Molecular Biology and Genetics, Computer Engineering, Biomedical Engineering, Electrical and Electronics Engineering, Industrial Engineering, Mechanical Engineering, Artificial Intelligence Engineering, Nursing.

### **1.1. Mission, Vision and Values**

The vision of Başkent University is, an international brand, to become a home that provides high-level education based on scientific production in all areas of advanced health practices and transforms it into social added value on the way to get above the line of modern civilization.

To raise individuals who have adopted the objectivity of science, who are nationally conscious, researching, questioning, productive, respectful to reason and science, analytical and have an integrative mindset, are sensitive to human and environmental rights, respectful to universal law, creative and innovative, as well as adhering to Atatürk's Principles; through education, research and development and activities of dissemination of science, to contribute to the improvement of the technological, socio-economic and cultural level of Turkish society, to the improvement of human health, to the development and protection of human and environmental rights, and to the spread of service to the society.

## **2. SCHOOL OF FOREIGN LANGUAGES (BU-SFL)**

The School of Foreign Languages was established on February 18, 2015 to teach English, German, Chinese, Spanish, Italian, and Russian to our students enrolled in all undergraduate and associate degree programs of our university. It has a total of two units, namely the English Preparatory Unit and the Modern Languages Unit. For this purpose, our mission is to supervise the studies conducted in these units and to ensure all kinds of cooperation between the English Preparatory Unit and the Modern Languages Unit, thus ensuring that the students of Başkent University are provided foreign language education at modern standards. In addition, our vision is to be in the most effective position in foreign language teaching at the national level and to continue our educational activities in search of the truth, the fact, the progress, the new and the best, within the framework of the general academic, scientific, and pedagogical vision of our university.

### **2.1. Mission and Vision**

#### **Our Mission**

Our mission is to become a higher education institution that adopts universal quality standards in foreign language education, integrates scientific research and developments into educational processes, and ensures effective language proficiency through student-centered and innovative pedagogical approaches.

Our educational programs are designed in alignment with the Common European Framework of Reference for Languages (CEFR) to maximize our students' language skills. We aim to enhance their academic English proficiency, enabling them to achieve fluency in both written and oral communication and to follow international developments effectively.

Our educational philosophy focuses on 21st-century skills, equipping students with essential competencies such as deep learning, critical thinking, communication, creativity, and collaboration for their academic and professional success. In this regard, we are committed to promoting the multifaceted development of our students, fostering academic success, and encouraging lifelong learning.

#### **Our Vision**

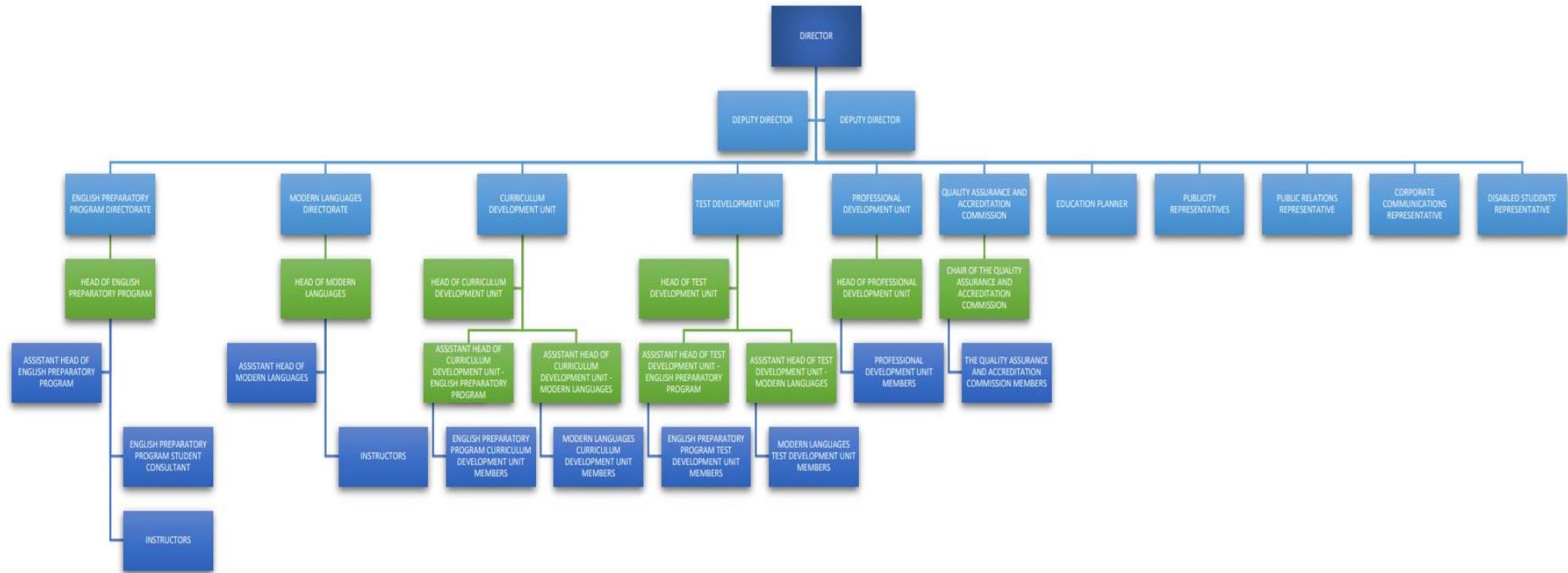
Our vision is to be a leading institution that offers innovative and high-quality language education, fostering individuals who can communicate effectively at an international level and have intercultural understanding.

### BU-SFL 2025-2026 STAFF

## 3.ORGANISATIONAL STRUCTURE

The BU-SFL has one department, The Department of Foreign Languages, which is made up of the English Preparatory Unit and the Modern Languages Unit, whose activities are coordinated by heads and deputy heads. There are also other academic units responsible for the planning, implementation, evaluation and improvement processes in the BU-SFL's activities. The BU-SFL's support staff carry out office work, secretarial duties, cleaning, and maintenance to help the BU-SFL create a positive teaching-learning environment. They are recruited, appointed, and supervised by Başkent University Secretary General.

### 3.1. ORGANIZATIONAL CHART



### **3.2. MANAGEMENT BODIES, ROLES AND RESPONSIBILITIES**

#### **3.2.1. School Administrative Board**

The BU-SFL Administrative Board consists of the Director, Deputy Director, and three academic staff members. The Administrative Board supports the Director in implementing institutional decisions, ensures alignment of academic programs with the academic calendar, and makes strategic decisions on matters proposed by the Director.

#### **3.2.2. School Board**

The BU-SFL's board consists of the Director, the Deputy Director, and the Department Head. The Board members hold weekly meetings and take decisions on educational and administrative activities of the BU-SFL. They oversee the assigned activities of the BU-SFL's academic units and ensure that their operations align with the overall mission and vision of the school and the university.

#### **3.2.3. Director**

The Director of the School of Foreign Languages at Başkent University is responsible for overseeing and coordinating all institutional activities to ensure their efficient and effective alignment with the strategic goals and guiding principles established by the University's senior administration. The Director is appointed by the Rector for a term of three years. The duties of the Director involve:

- Fostering a professional and supportive work environment to promote the delivery of high-quality foreign language education.
- Facilitating and maintaining effective coordination between the School of Foreign Languages, the Rectorate, and other university units; strategically plan, organize, direct, manage, and oversee institutional activities.
- Monitoring and evaluating the performance of administrative, academic, and support staff to ensure adherence to established quality standards.
- Ensuring that the operations and initiatives of academic units are aligned with the overarching objectives of the School of Foreign Languages, the strategic priorities of Başkent University, and resolutions adopted by the School of Foreign Languages Administrative Board.
- Reviewing, developing, and implementing administrative and instructional policies, fostering their adoption and effective application across the school.
- Assessing the overall performance of the School of Foreign Languages and identifying opportunities for continuous improvement.

- Executing responsibilities and directives as assigned by senior management.

#### **3.2.4. Deputy Director**

The Deputy Director of the School of Foreign Languages at Başkent University works to ensure that all school activities are conducted efficiently and effectively in accordance with the goals and principles set by the University's senior administration. The Assistant Director is appointed by the Director for a three-year term. The duties of the Deputy Director involve:

- Supervising quality improvement systems and coordinating the accreditation process.
- Assisting the Director of the School of Foreign Languages in the following areas:
  - a. Planning, organizing, directing, managing, and overseeing the daily operations of the School.
  - b. Supervising the activities of administrative, academic, and support staff to ensure compliance with expected quality standards.
  - c. Ensuring that the operations of academic units align with the objectives of the School of Foreign Languages, the strategic goals of Başkent University, and decisions adopted by the School's Administrative Board.
  - d. Reviewing and/or formulating administrative and instructional policies, and promoting their effective implementation.
  - e. Evaluating the overall efficiency and performance of the School of Foreign Languages and implementing improvements.
- Managing relationships with internal and external stakeholders.
- Providing guidance to personnel, addressing staff issues promptly, enhancing teaching and learning conditions within the School, and executing tasks assigned by superiors.

### **3.3 ADMINISTRATION OF FUNCTIONAL UNITS**

#### **3.3.1. BU-SFL English Preparatory Unit**

##### **3.3.1.1. Head of English Preparatory Unit**

The Head of English Preparatory Unit is responsible for managing the unit's academic and administrative activities and ensuring the quality and effectiveness of English language education. In line with the university's goals and standards, the Head coordinates the teaching staff and student support activities. The duties of the Unit Head involve:

- Monitoring the quality of educational processes and taking corrective measures for improvement.
- Preparing course schedules and plans the allocation of duties among the teaching staff.
- Coordinating official tasks such as reporting, document preparation, and contribution to

accreditation processes.

- Ensuring readiness for internal and external audits and provides the necessary documentation.
- Maintaining effective communication with students, instructors, administrative staff, and other stakeholders.
- Keeping direct contact with the Directorate and reporting on all processes of the English Preparatory Program.

### **3.3.1.2. Assistant Head of English Preparatory Program**

The Assistant Head assists the Head of English Preparatory Program in managing the academic and administrative operations of the program. They are responsible for supporting the effective implementation of the program in line with its objectives, ensuring coordination among instructors, and contributing to the continuous improvement of teaching quality.

#### **Duties, Authorities, and Responsibilities**

- Assists in the implementation of course scheduling and classroom allocation processes.
- Collaborates with the English Preparatory Program Coordinators to support academic development activities.
- Ensures coordination in the daily operation of the program.
- Takes part in planning related to instructors' teaching loads, leaves, and assignments.
- Organizes meetings and chairs them when necessary.
- Supports correspondence, reporting, planning, and document preparation related to the program.
- Facilitates communication between academic staff and the administration.
- Listens to and helps resolve issues raised by instructors and students.
- Represents the program in the absence of the Head or Coordinators.

### **3.3.1.3. English Preparatory Student Consultant**

Student Consultant works under the English Preparatory Unit and undertakes the following duties and responsibilities:

- Keeping the office open at designated hours and ensures accessibility for students.
- Preparing informative documents or presentations regarding guidance services to be shared with

students at the beginning of each semester.

- Receiving the requests and demands of the English Preparatory Program students and communicating with the relevant units of the School of Foreign Languages.
- Directing students to the Unit Secretariat for exam objection and make-up exam applications.
- Organizing and carrying out orientation activities for newly registered students at the beginning of each academic year.
- Organizing and conducting elections and meetings of Class Representatives (Advisory Board) during the Fall and Spring semesters. Submits reports on these activities to the English Preparatory Unit at the end of each semester.
- Establishing clubs and communities within the English Preparatory Unit to allow students to participate in extracurricular activities; organizes competitions, seminars, and workshops. Also prepares announcements, including posters and descriptions of these activities.
- Keeping records of students participating in activities and prepares a report for each activity to be submitted to the English Preparatory Unit.
- Actively using and keeping the social media tools of the English Preparatory Unit up to date.
- Keeping the student-related sections and announcements on the English Preparatory Unit website updated.
- Preparing the Student Handbook and publishing it with regular updates.
- Attends meetings with coordinators of other units.
- Represents students in unit meetings.
- Submits a report on guidance activities to the English Preparatory Unit at the end of each semester.
- Carries out other related duties as assigned by the English Preparatory Unit.

### **3.3.2. BU-SFL Modern Languages Unit**

#### **3.3.2.1 Head of Modern Languages**

Modern Languages Head is responsible for the organization and coordination within the Unit and assisting learners in gaining the necessary language skills; seeking opportunities to further developing the motivating atmosphere in the Unit; identifying program needs and informing school administration to enhance effective teaching and learning process; managing the staff performance in line with the policies, rules and regulations of the University and the School of Foreign Languages, ensuring the quality standards within the Unit are maintained and enhanced. The duties of the Unit Head involve;

- Working in partnership with other units, departments/faculties to ensure cross-curricular links and schedules are developed and maintained.
- Leading the unit through effective teaching, professional vision, and knowledge.

- Ensuring that education and training in the unit are conducted effectively.
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Identifying the problems of the unit related to education.
- Maintaining and monitoring appropriate records of students' learning and achievements.
- Participating in meetings, workshops, trainings, and seminars for the purpose of conveying and gathering information required to perform functions.
- Carrying out the primary responsibility for all the activities, operations, and work related to the curricular studies regarding both compulsory and elective courses.
- Providing support and guidance for staff within the unit.
- Maintaining that the lessons are conducted by each instructor in the unit regularly.
- Communicating with faculties/departments about setting up English course days and hours/schedules.
- Ensuring regular course registrations at the beginning of each academic term.
- Determining the course hours/schedule and notifying other units in the school.
- Preparing/distributing instructors' timetables for each academic term.
- Ensuring that the lessons are distributed in a balanced way among the instructors in the unit.
- Organizing and holding meetings with the unit members.
- Keeping track of instructor absenteeism.
- Carrying out predetermined activities to prevent nonconformities arising from instructor absenteeism.
- Determining the number of instructors needed to be employed and reporting it to the Director at the end of each academic year.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date.
- Seeking information on departmental issues and reporting to the Director when required.
- Preparing a variety of reports and written materials for the purpose of documenting activities and ensuring compliance with established guidelines.
- Being in charge of preparing the agenda of the unit for the school executive board meetings.
- Attending the school executive board meetings
- Fulfilling duties as assigned by his/her supervisors.

### **3.3.2.2. Assistant Head of Modern Languages**

Assistant Head of Modern Languages is responsible for organizing and coordinating within the Unit, as well as assisting learners in acquiring the necessary language skills, and seeking opportunities to further develop a motivating atmosphere in the Unit.

The duties of the Assistant Head involve:

- Participating in meetings, workshops, trainings, and seminars for the purpose of conveying and gathering information required to perform functions.

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- Carrying out the primary responsibility for all the activities, operations, and work related to the curricular studies regarding both compulsory and elective courses.
- Preparing a variety of reports and written materials for the purpose of documenting activities and ensuring compliance with established guidelines.
- Overseeing production of the unit handbooks and ensuring that it is thorough and up to date.
- Fulfilling duties as assigned by his/her supervisors.
- Leading the unit through effective teaching, professional vision, and knowledge.
- Identifying the problems of the unit related to education and informing the head of the unit.
- Determining the number of instructors needed to be employed and reporting it to the head of the unit at the end of each academic year.
- Seeking information on departmental issues and reporting to the head when required by the head of the unit.
- Being in charge of preparing the agenda of the unit for the school executive board meetings.
- Attending the school executive board meetings.
- Identifying program needs and informing school administration to enhance the effective teaching and learning process.
- Working in partnership with other units, departments/faculties to ensure cross-curricular links and schedules are developed and maintained.
- Ensuring that education and training in the unit are conducted effectively.
- Providing a professional environment between the instructors in the unit for the purpose of achieving effective education.
- Maintaining and monitoring appropriate records of students' learning and achievements.

### 3.3.3. BU-SFL Curriculum Development Unit

#### 3.3.3.1 Head of Curriculum Development Unit

Head of Curriculum Development Unit is responsible for overseeing all curriculum-related activities within the School of Foreign Languages. The role ensures that course content of all instructional programs and teaching materials align with both institutional and international standards of quality education. Therefore, the Head of Curriculum provides academic leadership and direction in curriculum design, implementation, and evaluation. By fostering collaboration among administrative teams, the head also supports continuous improvement in teaching and learning practices.

The duties of the Unit Head involve:

- Leading the planning, development, review, and revision of the SFL curricula for Preparatory Program, Modern Languages Departmental Courses and Other Languages Courses.
- Ensuring alignment of all programs with Başkent University's mission, vision, and strategic goals.

- Chairing curriculum committee general meetings and overseeing the decision-making process for curricular changes.
- Coordinating communication between faculty, administrative bodies, and external academic partners.
- Supervising the design and implementation of teaching materials and assessment frameworks.
- Overseeing curriculum evaluation processes and ensuring consistent quality improvement.
- Facilitating professional development opportunities for curriculum members related to curriculum and pedagogy.
- Providing guidance and support in the integration of innovative teaching methodologies and technologies.
- Preparing reports and documentation for accreditation and institutional review purposes.

### **3.3.3.2 Assistant Head of Curriculum Development Unit - English Preparatory Program**

Assistant Head of Curriculum Development Unit is responsible for planning, implementing, and improving all curriculum- and material-related processes within the English Preparatory Program; managing the staff performance in line with the policies, rules, and regulations of the university and the School of Foreign Languages; and ensuring that the quality standards within the Unit are maintained and enhanced.

The duties of the Assistant Head of Curriculum Development Unit - English Preparatory Program involve:

- Overseeing curriculum design, implementation, evaluation, and revision in alignment with the institutional mission and strategic goals.
- Coordinating all operations within the Curriculum and Materials Development Unit and chairing committee meetings.
- Facilitating communication between administrative bodies, instructors, and other academic units.
- Ensuring course syllabi, learning outcomes, and instructional materials are aligned with GSE and CEFR standards.
- Approving final curricular decisions and revisions based on data and feedback.
- Coordinating the delivery of the curriculum and providing orientations to new instructors regarding course structures and expectations.
- Overseeing instructional materials development, selection, and distribution processes.
- Maintaining coordination with the Test Development Unit to ensure alignment between assessments and curricular objectives.
- Analyzing data and feedback from the Test Development Unit to make informed curricular and material adjustments.
- Collaborating with the Professional Development Unit to align teaching practices with current

curricular needs and innovations.

- Managing communication with the Student Advisory Unit and the Office for Students with Special Needs to support inclusive and student-centered practices.
- Conducting and supervising needs analyses, surveys, and focus group meetings to collect feedback from students and instructors.
- Monitoring educational trends, research, and technologies, and integrating relevant innovations into the curriculum.
- Preparing and submitting reports on curriculum activities, evaluation outcomes, and improvement plans to the School administration.
- Carrying out or managing any other additional tasks assigned by supervisors.
- Fulfilling duties as assigned by his/her supervisors.

### **3.3.3.3 Assistant Head of Curriculum Development Unit – Modern Languages**

Assistant Head of Curriculum Development Unit is responsible for contributing to the planning, evaluation, development, and implementation processes of curricula and materials within the scope of Modern Languages. Supports the execution of these activities in alignment with the policies, institutional standards, and learner needs of the School of Foreign Languages.

The duties of the Assistant Head of Curriculum Development Unit - Modern Languages Program involve:

- To carry out the design, implementation, evaluation, and revision of the Modern Languages curriculum in alignment with the corporate mission and strategic objectives.
- To ensure that the Modern Languages curriculum aligns with corporate objectives, quality assurance standards, and learning outcomes.
- To contribute to the development of the content of new course programs.
- To ensure that course programs, learning outcomes, and teaching materials comply with GSE and CEFR standards.
- To prepare curriculum review reports and related documentation within the scope of quality assurance processes.
- To support the selection and distribution processes of textbooks and related instructional materials.
- To participate in feedback meetings related to Modern Languages and implement necessary curriculum or material revisions.
- To coordinate the implementation of the curriculum and provide guidance to new instructors regarding course structures and expectations.
- To ensure the management of Modern Languages course program support materials and summer school course content processes.
- To collect, analyse, and report feedback from instructor and student surveys as well as focus

group meetings, and present it to the Head of Curriculum Development Unit.

- To maintain coordination with the Test Development Unit to ensure that assessments align with curriculum objectives.
- To ensure effective communication within the unit and with other administrative/academic teams.
- To monitor educational trends, research, and technologies, and integrate relevant innovations into the curriculum.
- To support inclusive teaching practices by adapting materials for repeating students or students with special needs.
- To perform tasks assigned by the Head of Curriculum Development Unit.

#### **3.3.3.4. Curriculum Development Unit Member**

Curriculum Development Unit Member is responsible for designing, updating, and developing the program curriculum and instructional materials in accordance with institutional standards and learner needs. The duties of the unit members involve:

- Participating in curriculum planning, review, and development processes.
- Designing, adapting, and proofreading course materials, worksheets, and supplementary resources for all language skills.
- Maintaining and updating the Supplementary Materials Drive and ensuring accessibility.
- Preparing revision packs and summer school materials.
- Assisting in the selection and distribution of course books and related materials.
- Working collaboratively with the Test Development Unit to ensure exam content aligns with curriculum goals and objectives.
- Attending feedback meetings with the Test Development Unit and implementing necessary curricular or material revisions.
- Collecting and analyzing feedback from instructors and students through questionnaires, module assessments, and focus group meetings.
- Participating in the monitoring and evaluation of curriculum effectiveness through module reports and feedback analysis.
- Keeping records of all curricular updates and contributing to reports prepared by the Unit Coordinator.
- Supporting communication within the unit and with other administrative or academic teams.
- Engaging in professional development by attending relevant workshops, seminars, and conferences.
- Assisting in developing self-access materials and resources for students' independent learning.
- Supporting inclusive educational practices by adapting materials for repeat students or those with special needs.
- Carrying out other tasks assigned by the Curriculum and Materials Development Unit Coordinator.

- Fulfilling duties as assigned by his/her supervisors.

### **3.3.4. BU-SFL Test Development Unit**

#### **3.3.4.1. Head of Test Development Unit**

Head of Test Development Unit is responsible for coordinating the construction of reliable and valid examinations in the English Preparatory Unit and Modern Languages Unit; coordinating all examination-related activities in the School of Foreign Languages to ensure efficient and effective operation of examinations including invigilation, marking and grade entering processes; managing the staff performance in line with the policies, rules, and regulations of the University and the School of Foreign Languages and ensuring the quality standards within the unit are maintained and enhanced.

#### **Duties, Authorities, and Responsibilities**

- Coordinates all exam-related activities in the School of Foreign Languages to ensure efficient and effective operation of examinations.
- Coordinates the preparation of reliable and valid examinations in the English Preparatory Unit and Modern Languages Unit.
- Submits Test Development Unit's (TDU) Activity Report to SFL board weekly.
- Attends weekly SFL Board meetings, informs board members of the completed and planned activities of the Test Development Unit.
- Receives feedback, at the end of each academic year, from instructors of the English Language Unit and Modern Languages Unit, prepares and submits a report to Unit Heads and the Director of SFL.
- Works in coordination with other unit heads in appointing new test writers and provides training to the exam unit members through the feedback sessions.
- Fulfils duties as assigned by his/her supervisors.
- Determines the weighting of the exams and skills it should measure in alignment with course content and objectives together with Program Coordinator, Heads of Units and other stakeholders.
- Determines the dates and time of all exams in SFL together with Unit Exam Coordinators and informs students, instructors and faculties once getting the consent of stakeholders.
- Ensures that venues of the examinations to be conducted in the Modern Languages Unit are sent to faculties and announced on the SFL Web page.
- Contacts the staff responsible for placing the announcements on the Başkent University Web page.
- Informs testers of the stages of each exam by preparing and sharing the Operation Plan.
- Proofreads first and final draft of the exams constructed by testers and gives detailed feedback as to the necessary changes.
- Checks whether the necessary changes suggested by the Curriculum Development Unit members have been handled effectively.
- Proofreads all the exams constructed by the English Preparatory Unit-TDU in addition to the Proficiency Exams administered all through the academic year as well as the exams administered in

the Modern Languages Unit.

- Ensures that all the exams prepared at SFL are duplicated/reproduced in the Exam Photocopy Center D (111) and packed; and that the exam packs are securely kept until the exam date.
- Supervises the archiving process of the exams administered every academic year for a period of 5 years.
- Ensures that all instructors and students are informed as to the exam content prior to the exam date.
- Collects the instructor's schedules, lists of classes and courses offered from Heads at the beginning of each term.
- Prepares invigilation lists and exam procedures. Informs instructors by announcing their invigilation duties in WhatsApp groups.
- Ensures that all exam venues are organized in a suitable way to administer the exam by Campus Facilities Management.
- Informs the University School Bus Directorate as to how many students will arrive at the university on the exam day so that all the necessary arrangements are made.
- Informs the Cafeteria Services as for the exams administered on weekends.
- Ensures all arrangements as to registration processes are carried out by the IT Department for high-stakes exams such as English Proficiency Exam or Exemption Exam.
- Ensures that the testers and the Unit Exam Coordinator are ready one hour before the exam and inspects whether the Exam Center is open and exam packs are brought to the Exam Center (D121).
- Checks as the invigilators sign the sign-up sheets.
- Substitutes absent invigilators and makes necessary changes.
- Inspects the exam rooms once all the exam packs are handed out and the exam starts. Solves any problem encountered or directs it to the Unit Heads.
- Submits to the SFL Director, numerical figures as to how many students entered the exam in a given exam session.
- In case of a problem such as one that is pertaining to an item in the exam, decides whether or how to correct the problematic item, informs all invigilators and exam rooms with the help of the standbys.
- In case of cheating by a student, ensures that the SFL Cheating Code is applied and the Incident Report Form is filled out and the related Unit Head and the Director are informed.
- Closes the Exam Center once the exam is over and testers move all exam packs to the TDU study room.
- In case of cheating, Head of TDU ensures that the case is assessed by a commission consisting of invigilators, Heads and Unit Exam Coordinators. The cheat sheet, exam paper(s) and incident report form are examined and the case is reported to the student's faculty and department.
- Supervises the standardization process conducted by testers responsible for each exam.
- Ensures a reliable evaluation procedure is carried out by raters.
- Once scoring is over, supervises the process of announcing the exam scores to students as the exam

papers are taken to classes to give students feedback and the chance to see their mistakes.

- Liaises with a range of stakeholders before results of high-stakes exams such as the English Proficiency Exam are announced through the Student Information System (BUOBS) or Students Affairs with the approval of the Rectorate.
- Inspects the issues relating to appeals and supervises remarking and signs the ‘Exam Clerical Error Correction Form’ for grades “altered” or “unaltered.”
- Checks overtime expenses lists prepared and submits the lists to the approval of the Director. Checks whether these approved lists are sent to the Accounting Services on time so that the invigilators’ overtime payments are paid on time.

### **3.3.4.2. Assistant Head of Test Development Unit - English Preparatory Program**

Assistant Head of Test Development Unit is responsible for planning and carrying out all testing processes within the English Preparatory Unit; managing the staff performance in line with the policies, rules, and regulations of the university and the School of Foreign Languages and ensuring the quality standards within the unit are maintained and enhanced. The responsibilities of the Assistant Head involve:

- Planning the Assessment Design processes within the designed Curriculum of the English Preparatory Program in accordance with the relevant legislation.
- Instructing the Testing Unit members for the necessary preparation of the exams, quizzes, homework, projects, portfolio etc. planned in the Assessment Design.
- Maintaining the development of the necessary rubrics and scales for testing tools and ensuring their correct implementation with standardization meetings.
- Making the necessary improvements on the testing tools according to reliability and validity measurements.
- Archiving all the testing tools and all the related marking, evaluation and invigilation processes.
- Working in coordination with SFL Test Development Unit Coordinator, English Preparatory Unit Head and English Preparatory Curriculum Unit.
- Managing the result appeal processes.
- Upon the request of supervisors, reporting on the statistics related to testing processes.
- When necessary, contacting the Student’s Registrar Office and the Information Technologies Office.
- Carrying out or managing any other additional tasks assigned by supervisors.
- Fulfilling duties as assigned by his/her supervisors.

### **3.3.4.3. Assistant Head of Test Development Unit – Modern Languages Program**

Assistant Head of Modern Languages Test Development Unit is responsible for planning and carrying out all testing processes within the Modern Languages Program.; managing the staff performance in line with the policies, rules and regulations of the university and the School of Foreign Languages and ensuring the quality standards within the unit are maintained and enhanced.

The responsibilities of the Assistant Head involve:

- Planning the Assessment Design processes within the designed Curriculum of the English Preparatory Program in accordance with the relevant legislation.
- Instructing the Testing Unit members for the necessary preparation of the exams, quizzes, homework, projects, portfolio etc. planned in the Assessment Design.
- Maintaining the development of the necessary rubrics and scales for testing tools and ensuring their correct implementation with standardization meetings.
- Making the necessary improvements on the testing tools according to reliability and validity measurements.
- Archiving all the testing tools and all the related marking, evaluation and invigilation processes.
- Working in coordination with SFL Test Development Unit Coordinator, Modern Languages Unit Head and Modern Languages Curriculum Unit.
- Managing the result appeal processes.
- Upon the request of supervisors, reporting on the statistics related to testing processes.
- When necessary, contacting the Student's Registrar Office and the Information Technologies Office.
- Carrying out or managing any other additional tasks assigned by supervisors.
- Fulfilling duties as assigned by his/her supervisors.

### **3.3.4.4. Test Development Unit Member**

Test Development Unit Member is responsible for being responsible for the preparation and security of all English Preparatory Exams and monitoring invigilation and marking.

The duties of the Test Development Unit Member involve:

- According to the operation plan determined by the Head of Test Development Unit, TDU members share the tasks among themselves. writing up of/production of exams
- Each member does a resource search for the section s/he is responsible for and writes exam questions.
- The created sections are merged and matched to the exam format.
- TDU members hold a feedback meeting by examining the combined exam.

- The first draft is formed as a result of the feedback, and the draft is delivered to the Assistant Head of Test Development Unit and the Head of Test Development Unit.
- A feedback meeting is held with the coordinators regarding the first draft of the examination on the date specified in the operation plan.
- In the direction of the received feedback, TDU members go through the second drafting process.
- At a date determined by the SFL Head of Test Development Unit on the operation plan, a feedback meeting on the second draft of the examination is held.
- Final drafts are prepared in line with the feedback received and copies are delivered to the coordinators and to the Curriculum Development Unit.
- A feedback Meeting is held with the Curriculum Development Unit.
- In the direction of all feedback, TDU members finalize the test so that the test will be ready to print.
- The final draft of the exam is organized as two separate booklets as in 00 and 11.
- TDU members come together to prepare and check the answer keys to both booklets.
- TDU members prepare the guidelines for the exam, copy and put them into the class files.
- TDU members copy the exams by going to the Exam Photocopy Centre according to the previously planned appointment date.
- Prepared exams and other required documents are placed according to the numbers in the exam packs and the packs are labeled.
- For the exams which have a speaking section necessary documents are prepared and kept in a safe place until the examination day.
- Exam packs are handed over to the instructors prior to the exam at a specified time, who will be proctoring during the exam, at the Exam Center (D121) in return for a signature on the exam day.
- Once all the exam packs are delivered, TDU members walk through the examination halls to ensure that the exam has started and been proceeded safely and properly. In addition, they ensure that the exam is conducted in a special room for the students with disabilities. These students are given additional time, if necessary.
- Before the exam is over, TDU members walk through the classes and collect extra booklets, documents and USBs or CDs (if there are any).
- At the end of the exam, TDU members check the content of each exam pack they have received from the proctors in return for a signature and make sure that the number of the optics (if there are any) matches with the number of students. In addition, the voice recorders and the keys of the classrooms are

also collected in return for a signature on speaking exam days.

- If the exam includes an optical form, two of the TDU members take the optics for scanning, to be graded using the relevant machine.
- For the examinations that do not contain optical form (but have a writing section, open-ended and short-answer questions) exam packs are submitted to the instructors for the first marking session after the standardization session.
- TDU members are responsible for the exam to be graded in a standardized way.
- After the first marking session, the exam packs are collected in a secure way in the exam center until the second marking session is done.
- For the second marking session, exam packs are again delivered to the instructors on the preannounced time and place.
- Throughout the marking session, TDU members are responsible for managing the session and the grading in a standardized manner.
- At the end of the second marking session, report cards are distributed, and the grades are written on them by the instructors and announcements are made to enter the grades onto the online system until the specified date.
- For feedback sessions, the report cards collected from the instructors and answer keys are placed in the exam packs and delivered to the responsible instructor on the previously determined date to be taken to the classes. The exam packs are taken back at the end of the class hour.
- By examining the bills of exception received during the appeal period, the examinations are reevaluated and concluded.
- At the end of the academic year, TDU members collect and archive all documents and report cards regarding the exams and students.
- They also fulfill duties as assigned by their supervisors.

### **3.3.5 BU-SFL Professional Development Unit**

#### **3.3.5.1 Head of Professional Development Unit**

The Head of the Professional Development Unit is responsible for planning, implementing, and evaluating professional development activities at the School of Foreign Languages (SFL). This role involves identifying instructors' developmental needs, designing effective training programs, coordinating the work of unit members, and contributing to the enhancement of academic quality and institutional effectiveness.

The duties of the Unit Head involve:

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- Ensuring the effective administration of all resources provided for the Professional Development Unit
- Setting goals and preparing an action plan for the Professional Development Unit
- Establishing performance standards for Professional Development Unit Members
- Supporting Professional Development Unit Members in maintaining their performance and organizing annual Guidance Meetings for their professional growth
- Holding regular meetings with the members of the Professional Development Unit to ensure its effective functioning
- Evaluating the work of the Professional Development Unit
- Orienting newly appointed staff members to the Professional Development Unit
- Preparing and conducting the Pre-Service Training Program as part of the Orientation Program for newly recruited instructors
- Applying a transparent policy during clinical observations to gather information on the quality of classroom instruction
- When needed, receiving support from external experts or instructors interested in professional development for the design and delivery of PD programs
- Making recommendations based on clinical observations and other processes, and preparing and implementing the Professional Development Guidance Program with the PDU Members
- Observing new instructors in their classes and providing feedback to the Heads of Department regarding their performance
- Ensuring the implementation of tools such as the Development Plan
- Ensuring that training sessions conducted by experts who are from other institutions at the School meet institutional standards and are properly managed
- Contributing to these training sessions as a trainer or coordinator when necessary
- Participating in the recruitment process of new instructors when necessary
- Participating in regular meetings with the Director, Assistant Directors, Heads of Department, and other coordinators to review the training and development needs of the institution
- Providing support to coordinators when necessary
- Providing academic guidance and support to instructors or other staff members who wish to conduct research within the School of Foreign Languages
- Announcing upcoming conferences and encouraging participation
- Contributing to the organization of conferences held by the School of Foreign Languages
- Maintaining communication with relevant institutions or schools
- Planning how to represent the School's professional development expertise in line with institutional policy
- Ensuring effective coordination and follow-up
- Participating in the development of school policies and procedures

- Taking part in strategic planning processes
- Being involved in the day-to-day operations of the school
- Participating in decision-making processes
- Providing regular reports regarding the activities of the Professional Development Unit

### **3.3.5.2 Professional Development Unit Member**

The Professional Development Unit Member supports the Head in preparing, implementing, and evaluating training and support programs that address instructors' professional development needs. The position aims to ensure the effective delivery of in-service training activities and to promote continuous improvement, innovation, and quality in teaching and learning at the School of Foreign Languages. The duties of the Unit Member involve:

- Collaborating with the Head of the PDU and other PDU members to set goals and prepare an action plan for the unit
- Attending meetings with the Head of the PDU and other PDU members
- Contributing to the evaluation of the Professional Development Unit's work
- Preparing and delivering the Pre-Service Training Program (Induction Program) within the Orientation Program for newly recruited instructors at the beginning of each academic year
- Designing program evaluation forms to be given to participating instructors at the end of the Pre-Service Training Program
- Analyzing the results of the evaluation forms and preparing a report
- Implementing necessary revisions and improvements in the program based on the Pre-Service Training Evaluation Report
- Preparing a needs analysis survey at the beginning of each academic year to identify instructors' in-service training needs, and evaluating the results
- Organizing in-service training programs, seminars, and presentations throughout the year based on identified needs
- Preparing required forms and documents for classroom observations
- Observing newly recruited instructors at least once each semester and initiating performance improvement processes if necessary
- Assisting in the organization of training sessions conducted by external experts for instructors and contributing as a trainer when required
- Providing guidance to instructors or other staff members who wish to conduct research in the School of Foreign Languages
- Announcing information regarding upcoming conferences
- Taking part in the organization of conferences held by the School of Foreign Languages
- Maintaining communication with other relevant institutions or schools
- Representing the School at national or international ELT seminars and conferences, and sharing

relevant developments in language education with the school

### **3.3.6 Support Staff**

#### **3.3.6.1 Communications Coordinator**

BU-SFL Communications Coordinator is responsible for representing the School of Foreign Languages in the University Corporate Communication Committee and establishing better communication with all stakeholders via the up-dated school webpage.

The duties of the Communications Coordinator involve:

- Keeping web pages of the School up-to-date
- Updating announcements
- Keeping a list of important dates
- Fulfilling duties as assigned by his/her supervisors

#### **3.3.6.2 Educational Planner**

The Education Planner of the School of Foreign Languages at Başkent University is responsible for preparing and recording student class lists and exam rooms, providing technical support to other units, and preparing relevant statistical data.

The duties of the Educational Planner involve:

- Preparing lists of students to take courses from English Preparatory Unit and Modern Languages Unit at the beginning of each term in accordance with the results of Proficiency Exam and Exemption Exams.
- Preparing class lists, weekly attendance sheets, grade sheets, and faculty teaching schedules for English Preparatory and Modern Languages Unit.
- Preparing attendance lists for upcoming exams and identify students who cannot take the final exam due to absenteeism.
- Recording exam results, preparing reports, managing “BUOBS” procedures, and preparing statistical data reflecting course and program/major performance of students enrolled in Special Purpose and Modern Languages courses at the end of each semester.
- Preparing statistical data reflecting course and program/major performance of students enrolled in English Preparatory Unit courses at the end of each semester.
- Preparing statistical data as requested by administrators.
- Ensuring that grades submitted by instructors are sent to the Student Affairs Office.
- Providing technical support to relevant units regarding the preparation and distribution of exams and materials.

### **3.3.6.3 Public Relations Representative**

The Public Relations Representative takes part in fundraising activities and organizes social activities that support the School of Foreign Languages' social and cultural initiatives, thereby fostering stronger connections within internal stakeholders.

The duties of the Public Relations Representative involve:

- Organizing the fundraising activities of the School of Foreign Languages.
- Planning and organizing events that support the social and cultural initiatives of the School of Foreign Languages.
- Strengthening communication and collaboration among internal stakeholders.

### **3.3.6.4 Corporate Communications Representative**

The Corporate Communications Representative is responsible for managing the School of Foreign Languages' Official Website and supporting institutional visibility.

The duties of the Corporate Communications Representative involve:

- Ensuring effective internal and external communication within the School of Foreign Languages.
- Managing and regularly updating the School of Foreign Languages' Official Website in coordination with other units.
- Supporting and enhancing the institutional visibility of the School of Foreign Languages.
- Assisting in sharing official announcements and promotional materials.

### **3.3.6.5 Executive Secretary**

The Executive Secretary of the School of Foreign Languages at Başkent University is responsible for managing all office and secretarial tasks within the Directorate, handling correspondence with relevant stakeholders, and informing relevant parties of the Directorate's communications.

The duties of the Executive Secretary involve:

- Organizing the Director's official and unofficial correspondence.
- Presenting documents requiring the Director's signature.
- Arranging the appointments of the Director and reminding them about the appointments.
- Greeting visitors of the Director.
- Directing unscheduled visitors to the Assistant Director or Heads of Foreign Language Departments. When the Director is unavailable, directing scheduled visitors to the Directorate office.
- Answering and screen all incoming telephone calls to the Director.

- Preparing the Director's annual leave forms and, when necessary, draft authorization documents.
- Coordinating Directorate meetings.
- Ensuring that documents received under the Assistant Director's instructions are distributed appropriately.
- Maintaining confidentiality in all tasks.
- Drafting Administrative Board decisions as instructed by the Director, Assistant Director, or Heads of Foreign Language Departments.
- Organizing supporting documents for Administrative Board decisions.
- Drafting promotion decisions in accordance with instructions from the Director, Assistant Director, and Heads of Foreign Language Departments.
- Maintaining personnel information documents and files.
- Providing necessary announcements regarding weekly staff meetings to the Assistant Director, Heads of Departments, and Coordinators.
- Collecting weekly meeting agendas from school units, distributing them to Administrative Board members, and ensuring post-meeting minutes are signed by members.
- Assisting the Internal Audit Coordinator in preparing ISO internal audit reports.
- Preparing documents and tables showing teaching staff workloads.
- Performing tasks assigned by superiors, coordinating archival work with the University Archives Unit, and maintaining the school's archives.

### **3.3.6.6 Secretary of English Preparatory Program Directorate**

The Secretary of the English Preparatory Unit is responsible for carrying out all office and secretarial duties, as well as organizing communication and correspondence between Unit members and the Head of the Unit.

The duties of the Secretary of English Preparatory Unit involve:

- Keeping records of the English Preparatory Unit instructors' leave requests, following up related forms, and filing/archiving them.
- Copying attendance sheets, placing them in course folders, monitoring attendance records weekly, and archiving them.
- Posting classroom schedules on the classroom doors at the beginning of each period and removing them at the end of the period.
- Ensuring the efficient delivery and receipt of official documents to/from the English Preparatory Unit.

- Tracking the Unit's official correspondence through EBYS (Electronic Document Management System) and following up documents requiring initials/signatures.
- Receiving student petitions requesting exam re-evaluation, informing the Exam Unit about them, and providing feedback to students after the re-evaluation process is completed.
- Receiving students' medical reports, submitting them to the Unit Head and Exam Unit, and filing them properly.
- Organizing announcement boards and posting relevant announcements and notices (sharing updates on the information screen when needed).
- Identifying material needs and filling out stationery request forms.
- Informing the Directorate and Unit Heads of incoming calls and messages.
- Providing guidance to individuals and students seeking information about the program and facilitating their contact with related Units/instructors when necessary.
- Informing stakeholders about the Preparatory Program and directing them to the relevant coordinators.
- Delivering petitions from students/instructors to the relevant Units or coordinators.
- Monitoring maintenance or renovation work within the school and informing relevant parties in case of malfunction or damage.
- Receiving and archiving official documents.
- Delivering invitations and official documents to all administrators.
- Performing other duties assigned by supervisors.

### **3.3.6.7 Secretary of Modern Languages Directorate**

The Secretary of Modern Languages Directorate is responsible for carrying out all office and secretarial duties, as well as organizing communication and correspondence between Unit members and the Head of the Unit.

The duties of the Secretary of Modern Languages Unit involve:

- Keeping records of leave requests for instructors in the Modern Languages Unit, tracking related forms, and filing/archiving them.
- Course creation, classroom allocation, quota enhancement, and entry of instructor information through the YBS platform.
- At the end of each semester, collecting the “Course Record Archive Envelopes” for the courses offered by the Modern Languages Unit from instructors completely and accurately, and delivering them to the unit archive officer.
- Posting classroom schedules on classroom doors at the beginning of each semester and removing them at the end of the semester.
- Monitoring the efficient delivery of documents sent to/from the Modern Languages Unit.
- Tracking Modern Languages Unit documents through EBYS and monitoring documents with initials/signatures.

- Organizing announcement boards and properly posting relevant notices and announcements (sharing current information by projecting presentations on the television).
- Identifying required materials and filling out stationery request forms.
- Informing the Directorate and Heads about incoming calls and messages.
- Providing guidance to individuals and students seeking information about the program and, when necessary, ensuring they can reach the relevant units/instructors.
- Informing stakeholders about Modern Languages courses/programs and directing them to the relevant coordinators.
- Monitoring renovation work within the school and informing the relevant parties in case of any malfunction.
- Receiving and archiving official documents.
- Delivering invitations/documents sent to all managers.
- Performing tasks assigned by supervisors.

## 4. INSTRUCTOR

### 4.1. Job Description

Instructors at the School of Foreign Languages at Başkent University are primarily responsible for providing high-quality language education, preparing lessons, developing instructional materials, assessing student performance, and continuously improving their professional skills and competencies. They also hold responsibilities in curriculum development, textbook selection, and administrative activities.

The duties of the instructor involve:

- Implement the curriculum and instructional programs in accordance with established plans and objectives.
- Address both immediate and long-term learning needs of students during instructional activities.
- Design, plan, prepare, select, adapt, create, and refine instructional materials tailored to the student profile, and deliver lessons effectively.
- Facilitate students' understanding of the school's and university's objectives, principles, and academic standards.
- Monitor and evaluate student performance systematically and rigorously.
- Be available for individual consultations during designated student office hours at the beginning of each term.
- Participate in professional and academic development activities, including orientation and induction programs for newly appointed teaching staff.
- Provide informed feedback on teaching and learning practices, curriculum implementation, and assessment methods, utilizing appropriate tools and resources to contribute to quality enhancement.
- Collaborate with colleagues and partners through peer observation, team teaching, and professional

exchanges to promote academic excellence.

- Mentor and guide students to achieve their full intellectual potential.
- Serve as an examination proctor and participate in the assessment of examinations.
- Contribute to the operations of independent study centers.
- Participate in training sessions, meetings, and other activities as required by senior management.

#### **4.2. Professional Attitudes and Behaviors**

The BU-SFL's expectations from the instructors are:

- ✓ to develop and maintain positive and professional relationships with supervisors, colleagues, students, and the wider community
- ✓ to demonstrate non-defensive receptivity to feedback and suggestions
- ✓ to act with honesty, integrity, openness and fairness in all aspects of their work
- ✓ to be sensitive to the need for confidentiality and discretion where appropriate
- ✓ to demonstrate respect for cultural values and diversity
- ✓ to improve their teaching practice by engaging with student progress, learning theory, curriculum development, professional development activities, and research
- ✓ to work within the framework of relevant legislation, regulations and policies

#### **4.3. Working Hours and Leaves of Absence**

Legal working hours of full-time instructors are defined by the Rectorate aligned with the related rules of Labour Law. BU-SFL management has the responsibility of ensuring that the instructors obey the working hours, being 9.00 a.m. to 5.00 p.m. with a break of one hour, from Monday to Friday. Instructors may also be assigned exam invigilation duties on weekends. Part-time teaching staff are employed for the full semester to teach a prescribed number of hours each week, so their working hours are flexible. However, they are obliged to attend meetings, in-house training sessions, and take part in exam invigilation duties.

Full-time teaching staff should also schedule at least two office hours to meet with students. During student office hours, students can ask for extra help with the course content or seek clarification of materials presented in class. Student office hours should be informed of students in order to have them feel supported and cared.

Teaching loads of the instructors are planned by the related unit administration considering their coordinating duties or graduate studies, if any. Instructors can also be given other work-related tasks assigned by the Rectorate or the BU-SFL Administration, such as doing translation, designing a course, writing test items or delivering a seminar presentation.

Each class lasts 50 minutes, with a 10-minute break. Instructors are required to start and end

classes on time. They cannot cancel a class or change its schedule or location without the consent of the related Unit Head. In case of a health problem, they should submit their medical report to the BU-SFL Directorate and inform the related Unit Head immediately so that their classes can be rescheduled or substituted by another instructor. Instructors can also request a leave of absence due to conference attendance, and personal or family related reasons. The related Unit Head and the Directorate give due consideration regarding the request prior to approving or denying it. In case of repeated short term or unauthorized absence, the BU-SFL reserves the right to consider taking legal action (please see Recruitment Policy section for further details).

### 4.4. Record Keeping and YBS Entries

Each instructor is given a user name and a password by Başkent University Information Processing Center to login the YBS portal (<https://www.baskent.edu.tr/tr/akademik>). Due to confidentiality reasons, please do not share your password with anyone.

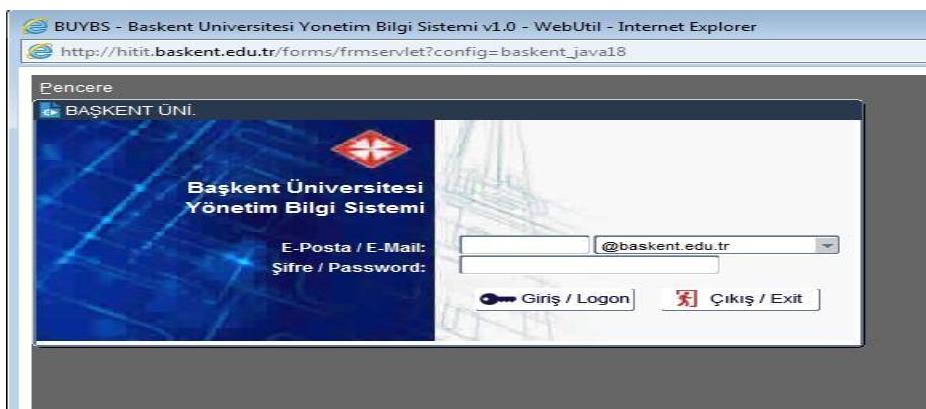
The YBS has sub-sections, one of which is for teaching staff (Akademisyen Uygulaması - AU) to enter data related to student attendance, exam scores or end-of-semester grades. Instructors are obliged to enter the attendance data for each student in a particular teaching session into the AU on a weekly basis. After entering attendance, the data into the AU system, instructors (Modern Languages Unit) are required to leave their class attendance list to the designated room at the end of their teaching.

Students who are not able to attend a lesson but given a formal permission by his/her faculty should be marked “permitted”. On the other hand, they cannot be marked as absent due to their unacceptable behavior or lack of course obligations. Instructors also need to fill in the report cards with exam scores of students and then enter the data into the AU system.

Since the classes in the English Preparatory Unit are shared by two or more instructors, record-keeping responsibilities are taken on equally by the partner instructors. Each partner should leave the class folder to the designated room at the end of their teaching for his/her partner(s) to pick it up later. They are required to share notes with their partner(s) on the class file telling the salient points covered/taught during class hours to ensure the execution of the day-to-day side of the syllabus, and at a macro level, to make sure nothing is left out from the curriculum.

## BU-SFL 2025-2026 STAFF

Başkent University has an automated academic performance appraisal system, called AVES. Into the AVES, full-time teaching staff should enter data regarding their academic and administrative activities performed in an academic year, such as teaching time completed, papers presented, books written, or responsibilities carried out in the BU-SFL functional units.



#### **4.5. Assessment and Exams**

Instructors are responsible for contributing to exam administration processes which include organizing the exam venues and groups of students and assigning invigilators. In addition to invigilating the exam venues, they are required to mark exam papers objectively according to rubrics and answer keys provided during standardization meetings and approved by instructors who attend these meetings. After marking, they are required to take exam papers to the related classroom to give feedback to students at the specified time, assuring that students do not use their phones or do not make any changes to the exam material.

Instructors are also responsible for checking their e-mails and unit notice boards for any announcement of invigilation duties and exam procedures. It is of utmost importance that invigilators are well-informed and act in accordance with the procedures of each exam. Moreover, they are expected to maintain the anonymity and confidentiality of the TDU members and the Testing Office.

#### **4.6. Protecting Assets and Resources**

The BU-SFL assets should never be used for personal gain or for illegal activities. If instructors become aware of theft, misuse or waste of the school's property, they should immediately inform the related unit administration. Instructors are also required to treat teaching tools and materials given to them by the BU-SFL administrative units with utmost care. Should a tool or material be needed or needs repairing, instructors can contact the related unit's secretary. Supplies that are entrusted to the instructor should be returned to the related unit after use.

#### **4.7. Dress Code**

Since the choice of clothing is an important aspect of communication that can positively or negatively influence the teaching-learning environment, instructors are expected to dress professionally and choose a work outfit appropriate in an educational institution. To illustrate, having visible piercings and tattoos or wearing cut-off shorts and flip-flops are regarded as inappropriate dressing at Başkent University.

#### **4.8. Private Lessons**

Tutoring at another institution not affiliated with Başkent University or offering private lessons to Başkent University students are strictly forbidden.

#### **4.9. Disciplinary Issues**

In case of staff misconduct, such as a violation of work rules, regulations or policies of BU-SFL, disciplinary procedures defined in the Başkent University's "Disciplinary Policy and Procedures" are followed. Please see the related document at <https://www.baskent.edu.tr/tr/icerik/mevzuat/baskent-universitesi-yonergeleri/87>

## 5. ADMINISTRATION OF BU-SFL PROGRAMS

### 5.1. ENGLISH PREPARATORY UNIT

The mission of BU-SFL English Preparatory Unit (EPU) is to help our students equip themselves with the necessary language skills and knowledge that will help them in their future academic studies. The EPU also aims to help them develop learner autonomy so that they can become more productive and successful individuals in their academic lives and professional careers. To achieve its mission, the EPU seeks to provide our students with a constructive learning environment so that they can strengthen their English language knowledge and skills in a communicative and productive way, as well as taking more responsibility for their own learning.

The EPU aims to:

- equip students with necessary English language skills to overcome language-based challenges that they encounter throughout their undergraduate and graduate academic studies
- provide students with a highly elaborate and dynamic communicative skills-based program which harmoniously integrates grammatical, lexical and pragmatic aspects of the English language and four skills (namely, listening, speaking, reading, and writing)
- help students become fluent both in oral and written communication and become confident in making use of these language skills in future departmental courses in which the medium of instruction is English
- endow students with learner autonomy hence making them life-long learners
- improve the quality of our teaching and learning environments in line with latest developments in the field
- provide language education using the latest approaches, methods and technological tools

#### 5.1.1. Programs Offered by the EPU

There are three programs offered by EPU. The curriculum of these programs is prepared according to the Global Scale of English (GSE), which is a global English language standard developed by Pearson PLC, allowing teachers to measure learner progress. GSE extends the Common European Framework of Reference for Languages (CEFR) by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of speaking, listening, reading and writing within a CEFR level, using a more granular approach.

The program follows three tracks of study: Module 1, Module 2, Module 3 and Module 4, each of which takes 7 weeks and includes 12 to 23 weekly teaching hours. Each class is shared by two or three instructors. (Appendix 1)

## BU-SFL 2025-2026 STAFF

The weekly timetable for Modules 1,2, 3 and 4(7 weeks) are as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

The weekly timetable for Module 4 (14 weeks-extended) is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

### Module 1

This course aims to teach general English. It is a course for students who have a limited knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of A2 level and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It enhances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Students who have failed in Module 1 at the end of spring semester may register for the summer course. Within the framework of the learning outcomes and competences designed for the course the objectives are as follows:

- identify and extract specific information from simple written and spoken texts on familiar topics, such as personal experiences, daily activities, and common social interactions.
- write short, structured texts such as emails, descriptions, and short narratives using basic

grammatical structures and vocabulary.

- describe and follow the main ideas of slow and clear speech related to everyday situations, personal information, and basic social interactions.
- practice simple spoken interactions by asking and responding to questions about personal details, daily routines, and familiar topics.
- use a limited range of vocabulary and expressions to describe people, places, events, and experiences in spoken and written communication.
- apply fundamental grammatical structures, including present simple, past simple, present continuous, and basic modal verbs, to convey meaning accurately.
- develop strategies for inferring meaning from context, recognizing keywords, and making basic inferences in written and spoken texts.
- participate in structured conversations, expressing opinions, preferences, and intentions using simple sentences.
- identify and apply functional language for everyday situations such as making requests, offering suggestions, and giving compliments.
- demonstrate understanding of cultural differences in communication and daily life through exposure to diverse texts and listening materials.

## **Module 2**

This course aims to teach general English. It is a course for students who have a basic knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of B1 level and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It advances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

EPU offers a Summer Course during the Summer Term which aims to cover mostly Module 2 objectives. Students who have failed in Module 2 at the end of spring semester may also register for the summer course. Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- identify main ideas and specific details in structured texts, emails, articles, and online postings.
- make simple inferences and recognize the writer's point of view in factual texts on familiar topics.
- write structured texts, including biographies, e-mails, stories, descriptive and academic paragraphs using appropriate format and tone.
- use connectors to sequence events logically in narratives and descriptions

- recognize the main points and supporting details in short narratives, dialogues, and everyday conversations on familiar topics.
- follow spoken instructions and infer speakers' opinions in basic discussions.
- participate in conversations on familiar topics, exchange information, express opinions, and provide justifications using appropriate language.
- describe experiences, plans, and preferences in detail, using a range of vocabulary and structures.
- use a variety of verb tenses, including present perfect, past continuous, and future forms, to describe events and actions.
- make polite requests, give advice, express agreement and disagreement in different contexts.

### **Module 3**

This course aims to teach general English. It is a course for students who have a basic knowledge of the language in B1+ level. The aim of the course is to help learners to achieve an overall English language proficiency of B1+ and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It enhances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Module 3 is for the students who start the fall semester in Module 2 and finish Module 2 successfully at the end of the fall semester. Module 3 is offered during the Summer Term. Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- identify main ideas, supporting details, and viewpoints in structured texts, as well as infer meaning from context
- produce well-organized paragraphs and structured essay, incorporating a variety of linking words and cohesive devices to ensure logical flow between ideas
- identify key points, opinions, and relationships in a variety of spoken texts, including conversations, podcasts, and narratives
- express opinions, compare and contrast ideas, justify viewpoints, and engage in discussions using appropriate discourse markers
- apply a range of tenses, conditionals, modals, and relative clauses accurately to express time, possibility, obligation, and hypothetical situations
- employ a wide range of vocabulary to describe similarities, differences, causes, effects, and evaluations in both spoken and written communication
- present and support opinions on familiar topics using clear reasoning and evidence

- use language appropriately in real-life contexts, including making requests, giving advice, expressing emotions, and hypothesizing about past and future events
- use linking words, cohesive devices, and discourse markers effectively in both speech and writing

#### **Module 4**

The B2 English program at Başkent University Preparatory School aims to enhance language skills and foster confident communication in English. Designed for intermediate English learners, this program focuses on improving various aspects of English as a foreign language, including vocabulary expansion, grammar proficiency, reading comprehension, writing skills, listening comprehension, and speaking abilities. Through engaging students with thought-provoking topics, creating an English-speaking environment for active participation and meaningful interactions, utilizing authentic audio and video materials, and providing writing tasks with constructive feedback, this program implements effective strategies and methods to facilitate learning. It also aims at enhancing four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Module 4 is for the students who start the fall semester in Module 3 and finish Module 3 successfully at the end of the fall semester. Module 4 is offered during the Summer Term. Within the framework of the learning outcomes and competences designed for the course, the objectives are as follows:

- identify main ideas, supporting details, and viewpoints in structured and complex texts, including articles, reports, and visual data representations
- infer meaning, viewpoints, and implicit information from structured texts and listening materials, including lectures and discussions
- synthesize and evaluate information from multiple sources to develop written and spoken arguments
- write structured essays and argumentative texts that clearly express opinions, justify arguments, and incorporate appropriate discourse markers
- employ a range of cohesive devices, linking words, and referencing strategies to ensure clarity and coherence in written and spoken communication
- analyze and interpret cause-and-effect relationships, problem-solution structures, and counterarguments in texts and discussions
- express and defend opinions in discussions and debates, providing well-supported arguments and responding effectively to counterarguments
- present and explain trends, comparisons, and conclusions based on visual data (e.g., graphs, charts, and tables) in both written and spoken formats

- recognize rhetorical devices, persuasive techniques, and speaker strategies in academic and professional contexts
- take structured notes from lectures, talks, and discussions to summarize key ideas and supporting details
- use a wide range of grammatical structures and complex sentence constructions to express ideas accurately

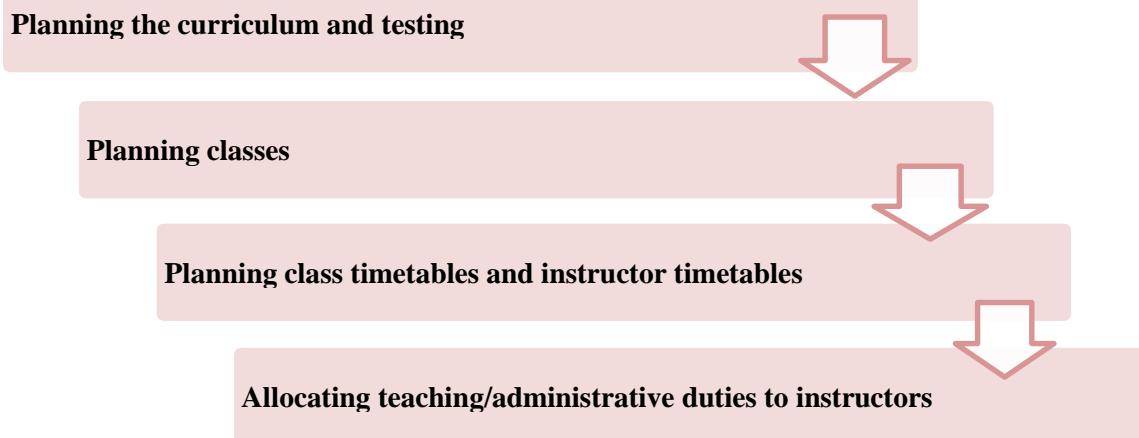
**The students who pass Module 4 successfully are eligible for the English Proficiency Exam (EPE). The achievement base score in EPE is;**

- 60 for partly English programs (30% English)
- 70 for fully English programs (100% English)
- 80 for Faculty of Medicine and Dentistry (100% English)

### **5.1.2. Coordination Process in the EPU**

#### **5.1.2.1. Procedures Before the Prep Program Implementation**

At the start of each academic year, EPU follows the procedures below to prepare its English Preparatory Program for implementation.



### 5.1.2.2. Planning Curriculum and Testing

#### Foreign Languages Department (FLD)

FLD is informed of the process by EPU Head. EPU Head asks for FLD approval at certain intervals.

#### English Preparatory Unit (EPU)

A few months before the start of each academic year, EPU Head acquires the following information that will shape the program curriculum and forwards the information to CDU. EPU Head entrusts CDU with the duty of developing the curriculum for the following academic year. In the process of curriculum development, EPU Head stays in touch with FLD.

1. Academic Calendar (from FLD and School of Foreign Languages SFL)
2. Student population and its distribution according to levels (after the Proficiency exam)
3. The departments of the students who will enter the EPU Program (from Student Affairs)
4. Any other information or data that would pertain to curriculum development.

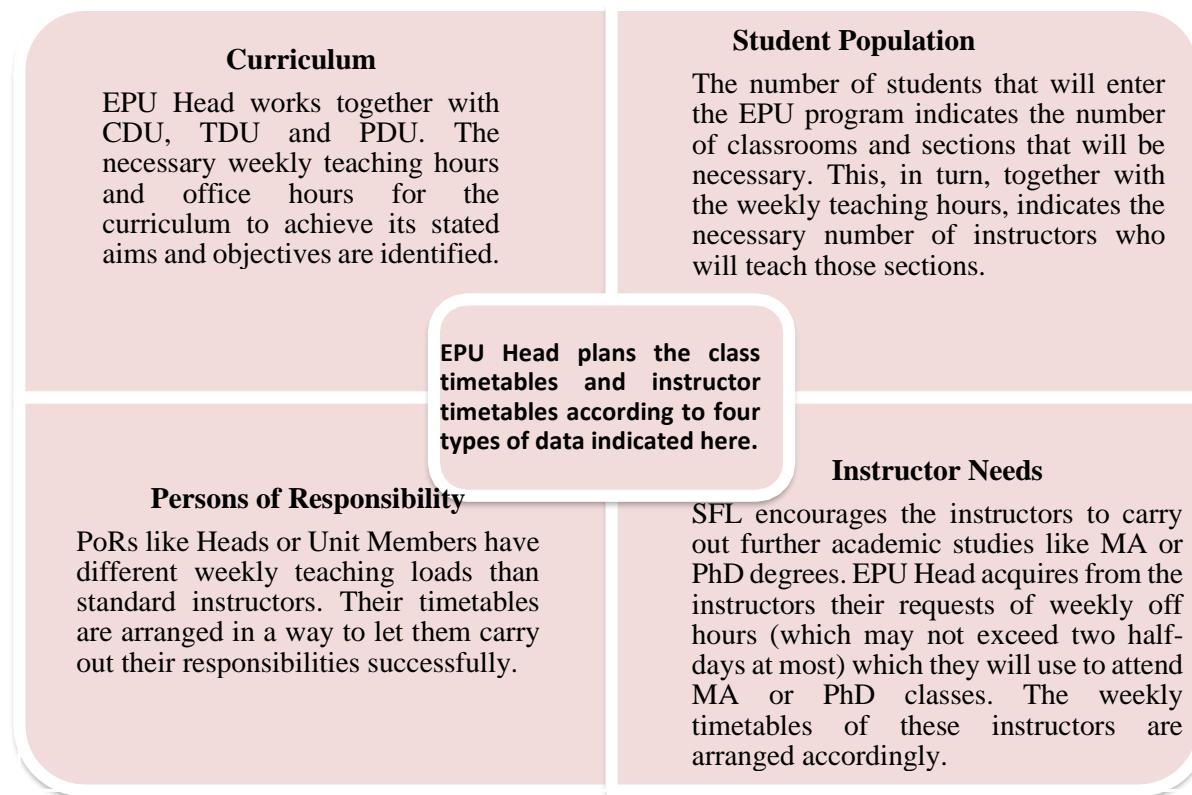
#### Curriculum Development Unit (CDU)

CDU obtains the necessary information from EPU and plans the curriculum for the academic year. Also, CDU applies a needs analysis questionnaire on the first day of classes and tries to edit the curriculum according to the results of this questionnaire. During this process, they work together with EPU and TDU. CDU informs all SFL instructors about the final form of the curriculum, how it should be followed and how it will be implemented at the beginning of each semester.

#### Testing Development Unit (TDU)

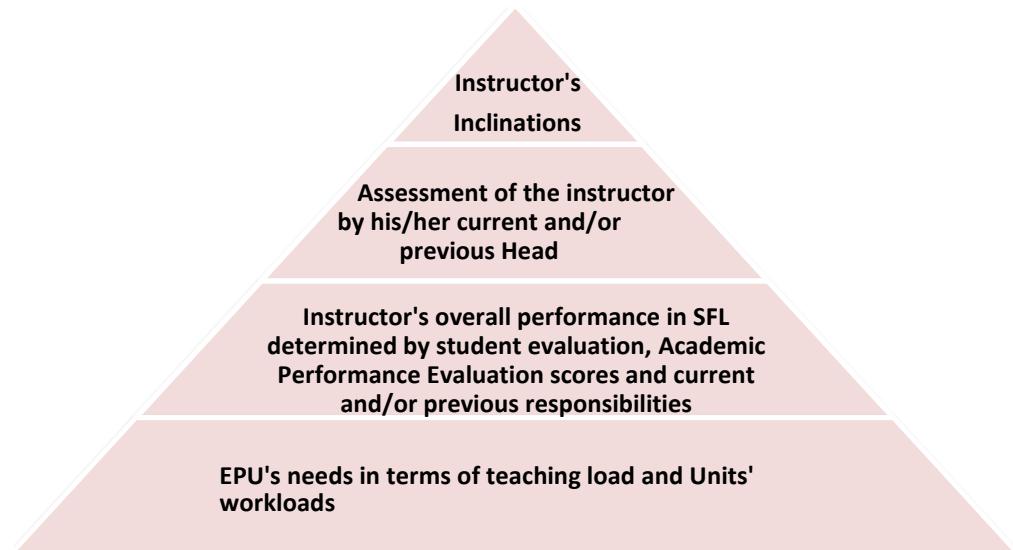
TDU works together with CDU in the process of curriculum development. They help CDU with assessment design, dates of exams, projects or quizzes, and the time that will be allocated to assessment procedures. At the same time, TDU starts developing their testing battery according to the aims and objectives that the curriculum indicates. They develop their testing battery in coordination with EPU and CDU.

### 5.1.2.3. Planning Class Timetables and Instructor Timetables



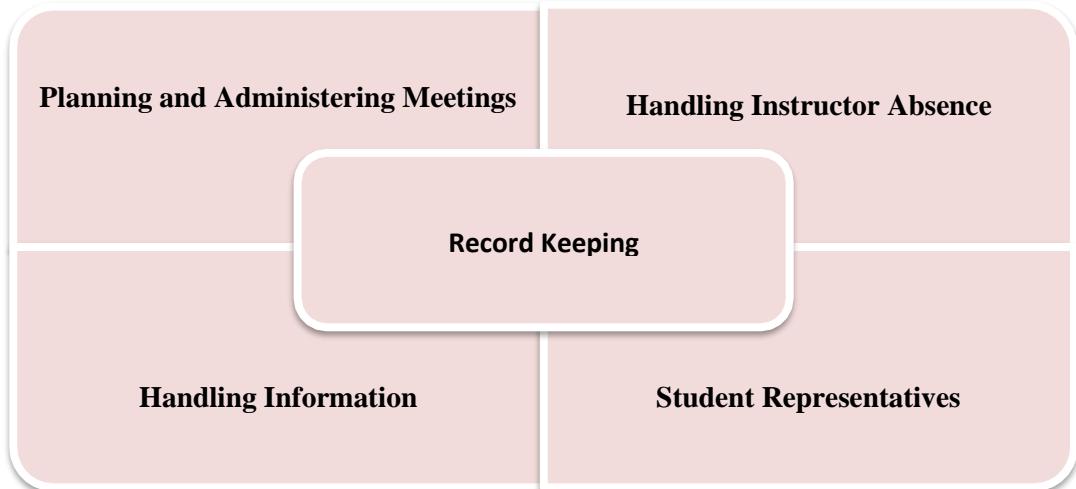
### 5.1.2.4. Allocating Teaching and Administrative Duties to Instructors

The EPU Head, with the approval of FLD and the BU-SFL Board, allocates teaching and administrative duties to different instructors in accordance with the criteria indicated in the pyramid below. From bottom to top, the pyramid indicates the importance of the criteria in this process.

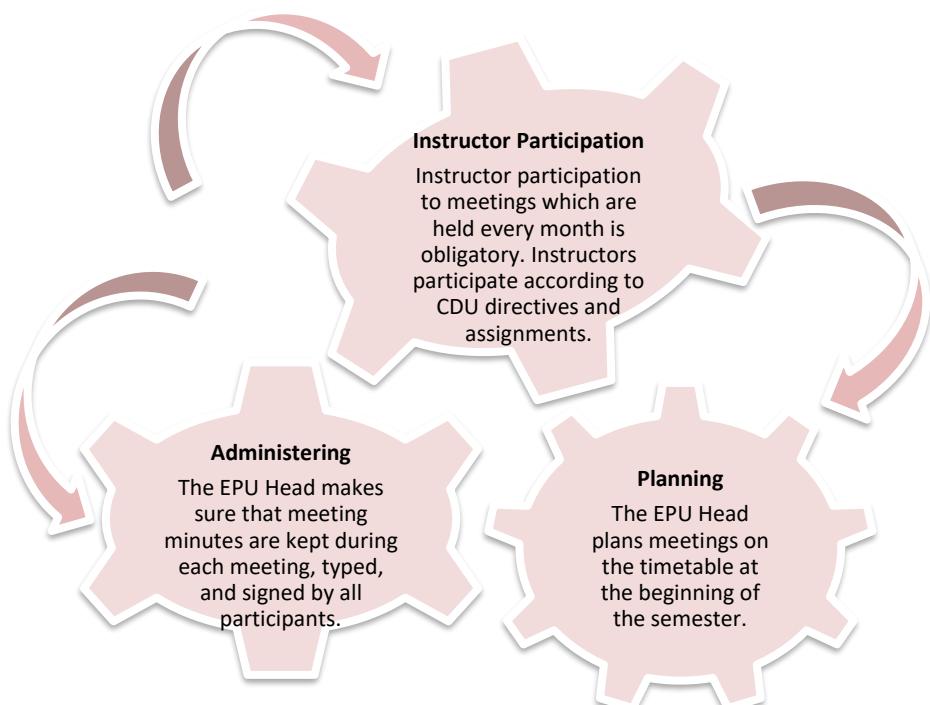


### 5.1.3. Procedures Followed During Prep Program Implementation

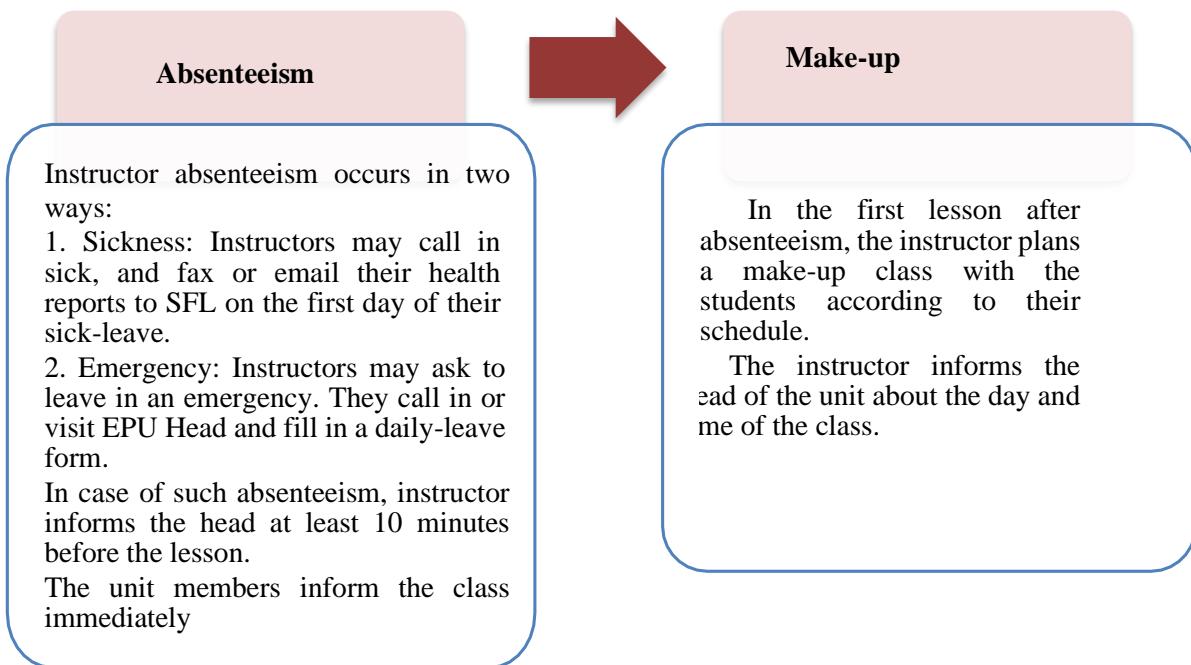
Once the English Preparatory Program is ready for implementation, the EPU Head carries out the following procedures to monitor and manage the program implementation process.



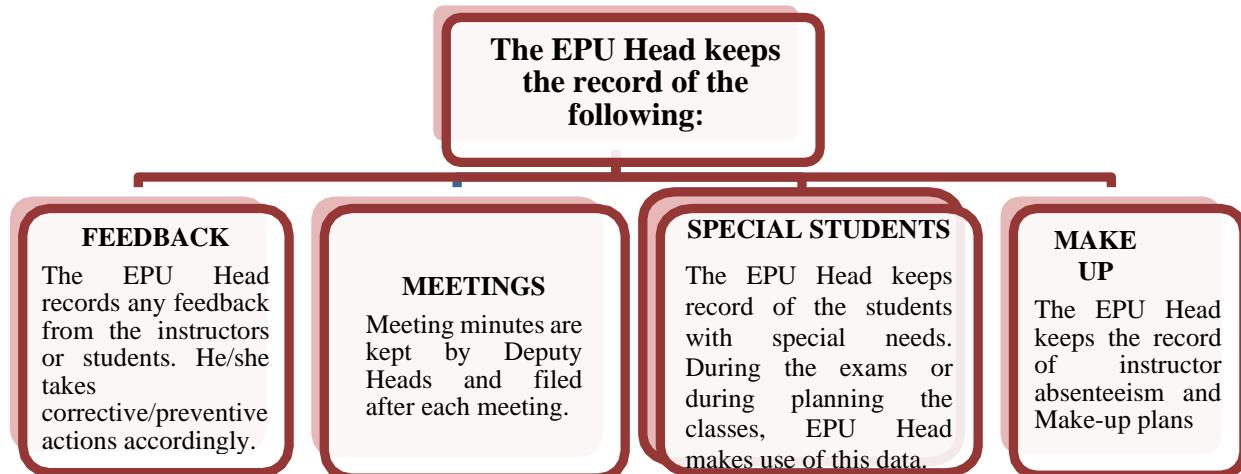
#### 5.1.3.1. Planning and Administering Meetings



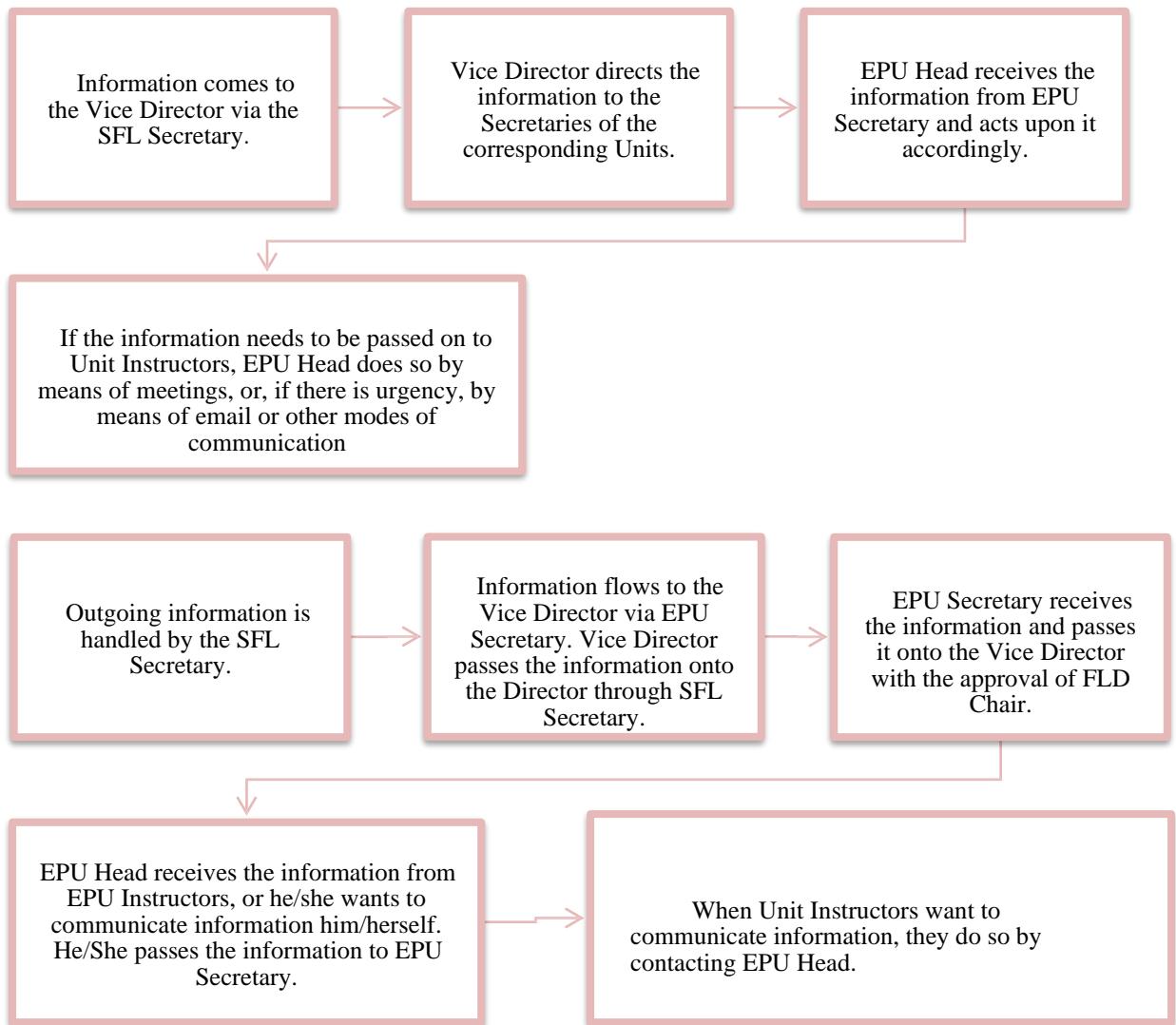
### 5.1.3.2 Handling Instructor Absenteeism



### 5.1.3.3. Record Keeping



### 5.1.3.4. Handling Incoming – Outgoing Information



### 5.1.3.5. Student Representatives

Student representatives are mainly responsible for acting as a contact person who help communicate the feedback of their classmates regarding EPU curriculum, units and facilities to the EPU administrators. Each class is supposed to elect a representative at the beginning of the semester through the voting process EPU frames. EPU administrators hold two meetings in a semester with the representatives. The overall objective of these meetings is mainly to improve EPU services and improve the teaching and learning environment. The minutes of these meetings are kept by the EPU. The outcomes are shared with the BU-SFL Board.

### **5.1.3.5.1 General Code for Class Student Representative Elections**

1. A few weeks into the semester, each class elects one of themselves as the Student Representative of this class.
2. At least three days before the election, the time and date of the election is announced in the classrooms and the students start considering their options.
3. The Preparatory Program Student Representative (who represents all the students enrolled in the Program in the University platform) cannot also be a Class Student Representative due to the workload two duties may bring, which in turn may adversely affect the student's success.
4. Students who want to be a Class Representative must campaign until the date of the election. There will not be a separate nomination process. The candidates must campaign outside teaching hours.
5. At least 60% of the total class population must be present for the election. If there are fewer students in the classroom, the election is postponed until the next teaching hour when the required number will be ready.
6. Students who are not in the classroom during the election lose their voting rights and, in their absence, the elected Student Representative shall also represent them. They do not have the right to challenge the selected Student Representative.
7. Student Representation duty starts as soon as the election is through. The Student Representatives will attend the meetings that will be held each month at the dates to be announced by the EPU.

### **5.1.3.5.2 Procedures on the Day of Election**

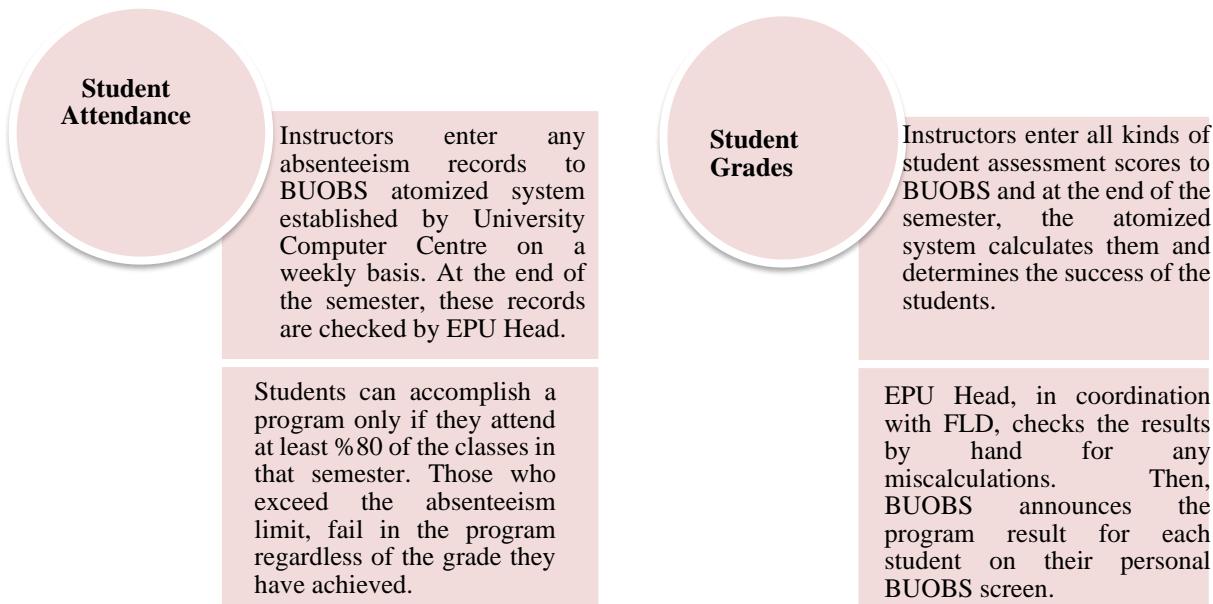
1. The election will be managed by the instructor who is teaching that hour. (Even if this instructor is a substitute Instructor.)
2. Students in the classroom are counted. If at least 60% of the total class size is in the classroom, the election takes place.
3. If there are not enough students in the classroom, the election is postponed until the number of students is sufficient.
4. The instructor asks the class representative candidates to stand up and say their names and surnames. The names of the candidates are written on the whiteboard.
5. Each student vote for one of the candidates by writing his/her name on a piece of paper, and then s/he folds the paper and waits.
6. The instructor himself/herself collects the papers from the students one by one by visiting each student. (The instructor must not use a different method to collect the papers. He/she must do it personally.).
7. The instructor counts the votes on the papers and writes the number of votes they have received before writing the candidate names on the board.

8. The candidate who has obtained most votes shall be declared a Class Student Representative.
9. The instructor fills out the relevant form (Appendix 2), and all students sign the form by filling in their student numbers, first and last names.
10. At the end of the teaching hour, the form will be delivered to the English Preparatory Unit by the instructor himself/herself personally.
11. The instructors must not make any comments regarding the candidates or the outcome of the election or intervene in the election process in any way.

#### **5.1.4. Procedures After the Prep Program Implementation**

At the end of each semester, EPU follows the procedures below to close the program.

##### **5.1.4.1. Program Closure**



#### 5.1.4.2. Feedback

<b>Student Feedback</b>	At the end of each semester, students are asked to fill in a 'student feedback form' on BUOBS system. All students have to fill in the form in order to be able to see their grades. Students are asked to give feedback on their instructors, the curriculum, teaching approach and methods, the materials, and the facilities.
<b>Instructor Feedback</b>	Similarly, instructors are asked to fill in feedback forms by which they can give feedback on the curriculum, testing design, the materials, the facilities and the coordination units.
<b>EPU Feedback</b>	Lastly, EPU Head writes a semester report based on the feedback from the students and the instructors to be submitted to the BU-SFL Board. He/she adds his/her feedback to the report as well.

## 5.2. BU-SFL MODERN LANGUAGES UNIT

Modern Languages Unit (MLU), established as a department affiliated to the BU-SFL, is responsible for Departmental English Courses and other languages. Modern Languages Unit for Departmental English Courses provides mainly three educational programs to those students who are studying in Turkish, %30 English or %100 English medium undergraduate programs in Başkent University. Therefore, its mission is to offer English courses to further develop students' academic skills, to support their studies and to prepare them for their career and to help them become life-long learners. These courses, prepared through the collaboration of English teachers, faculty members, administrators and students, aim to provide our students with individual development opportunities through English language instruction by using the skills acquired and to guide them towards becoming resourceful, innovative and enterprising individuals.

Our vision is to become a unit promoting linguistic diversity in our university, to encourage the teaching of a wide range of foreign languages spoken worldwide, and to contribute to our graduates' career advancement at national and international levels.

The MLU aims to:

- provide both students and teachers with a positive learning environment in which they can thrive
- offer need-specific and up-to-date content with the highest quality possible
- endow students with essential language skills with which they can distinguish themselves in academic and business contexts
- help students develop learner autonomy so that they become life-long learners
- implement instructional technologies to improve the quality of education
- seek and apply the latest trends to language teaching

Modern Languages Unit for other languages offers a variety of foreign language courses - other than English - to encourage our undergraduate students to develop their ability to communicate confidently and successfully in an international context. The unit sees its role as one that prepares our students to become informed global citizens. It continuously strives to add value to the School of Foreign Languages by designing new or updated instructional programs that consider Başkent University students' needs and goals. The mission of the MLU is:

- to provide students with daily communication skills in one or more foreign languages
- to contribute to students' academic, social and personal development by providing opportunities for them to broaden their horizon by experiencing new and different languages and cultures

- to promote cultural understanding by offering insights into the lifestyle of other countries through the medium of its language
- to help them improve study skills and develop appropriate strategies to express themselves with increasing confidence, creativity and independence

### **5.2.1. Programs Offered by the MLU**

The MLU offers three different English programs to Başkent University students; General English (GE), English for Academic Purposes (EAP) and English for Specific and Academic Purposes (ESAP). (Appendix 3)

#### **General English Program**

GE is a program which aims to improve students' English language by developing lexical and grammatical knowledge and four language skills (reading, listening, speaking and writing). Learning outcome for vocational school students who do not attend preparatory classes is A1, whereas for four-year program students the outcome is B1+.

#### **English for Academic Purposes**

EAP is a B1 level program that aims to teach academic English. The program includes courses which are designed to develop four language skills and an integrated academic language competence. In these courses, students are encouraged to become autonomous in terms of using the language in their major. The learning outcome for these courses is B1+.

#### **English for Specific and Academic Purposes**

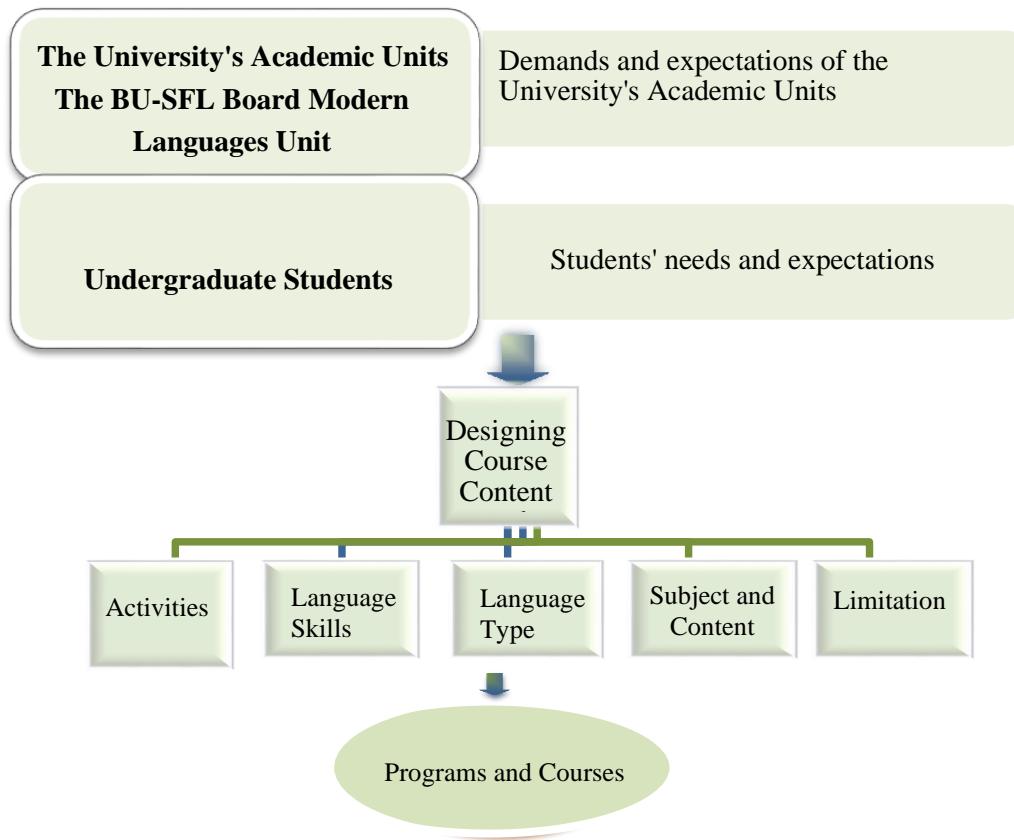
ESAP is a B1+ program which aims to teach professional and academic English. The courses are designed to develop four basic language skills and academic and field-specific language in an integrated manner. Besides the field specific courses, the program comprises such courses as Presentation Skills, Translation and Advanced Reading, Writing and Listening. In these courses, students are encouraged to become autonomous in terms of using the language in their major. Learning outcome for these courses is B2.

### **5.2.2. Coordination Process in the MLU**

#### **5.2.2.1. Procedures before the Academic Year**

At the start of each academic year, the MLU follows the procedures below to prepare its language programs for implementation.

### 5.2.2.1.1. Planning Program Design and Syllabus



### 5.2.2.1.2. Planning, Scheduling Courses and Preparing Timetables

#### **Head of the Unit and Deputy Heads**

**Educational Planner**

**Public Relations Coordinator**

**The University's Academic Units**

- 1st and 2nd year programs are requested from departments. 3rd and 4th year classes are not included in the process at this stage

#### **Head of the Unit and Deputy**

**Heads Educational Planner**

- Programs submitted by the departments are written manually on course schedule sheets (Appendix 4)

#### **Head of the Unit and Deputy Heads**

**Educational Planner**

**Instructors**

After the number of students is determined, sections are formed according to departments for each course.

The number of instructors who are in charge of administrative, testing and curriculum duties and those who will only attend classes is determined.

Appropriate course groupings and matching are done according to available classrooms and courses.

Teaching programs are prepared for curriculum and testing coordinators and for those who attend classes only. Programs do not include instructor name at this stage.

#### **BU-SFL Board**

#### **Head of the Unit and Deputy Heads**

**Educational Planner**

**Public Relations Coordinator**

**Curriculum and Development Unit**

**Instructors**

Names of the instructors and classroom numbers are written on course schedule sheets under the supervision of Department of Foreign Languages. In doing so, appropriate changes are made based on instructor performance evaluations.

A meeting is held a week before the start of each academic semester. Course schedules are distributed to instructors.

### 5.2.2.1.3. Registration

**Head of the Unit and Deputy Heads**  
**Educational Planner Students**  
**The University's Academic Units**  
**The University's IT Center**  
**Student Registrar Office**

The courses and sections to be opened in the upcoming academic term determined during the scheduling stage are transferred to the Information Package before the registration is opened. These include course schedules, classroom and section numbers, but names of instructors who will be in charge of courses are not included.

When the online registration system is on, students are provided with guidance in selecting the appropriate courses and sections by the Modern Languages Unit.

When necessary, the quota of sections is increased or sections are closed / opened.

Course schedules are updated according to the number of sections opened and closed after the online student registration is over.

Students are allowed to switch between sections only in case of course overlap so that there is no problem in the quota during the add-drop period.

#### **5.2.2.1.4. Assigning Teaching and Administrative Duties to Instructors**

After the number of instructors required for these courses is approved by the BU-SFL Board, duties are assigned according to the objectives, outputs and feedback received.

##### **The Unit Head and Deputy Heads**

##### **Educational Planner**

##### **Public Relations Coordinator**

When the program preparation arrives at the 4th stage, the courses and course groupings made during the previous academic semester are assessed and programs are revised if necessary.

##### **The Unit Head and Deputy Heads**

##### **Educational Planner**

##### **Public Relations Coordinator**

##### **Teacher Training & D. Unit**

##### **Curriculum Development Unit**

##### **Test Development Unit**

Members of Modern Languages Curriculum Development Unit (CDU) and Modern Languages Test Development Unit (TDU) are determined in coordination with TDU and CDU Heads upon the approval of the BU-SFL Board.

##### **BU-SFL Board**

##### **The Unit Head and Deputy Heads**

##### **P.D.U&D. Unit Instructors**

##### **Students**

Instructors for each course are determined in coordination with PDU and the BU-SFL Board considering the performance output and evaluation results of the students.

##### **The Unit Head and Deputy Heads**

##### **Faculties / Departments**

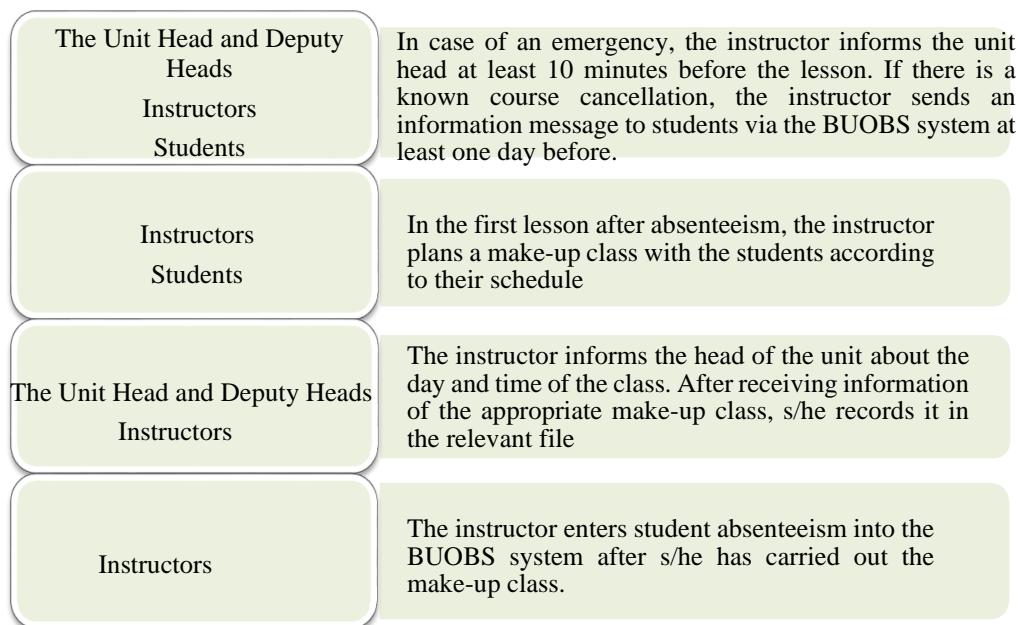
##### **Vocational Higher Schools /**

##### **Undergraduate Programs**

Stakeholders (Faculties / Departments / Vocational Higher Schools / Undergraduate Programs) are informed in writing via e-mail system.

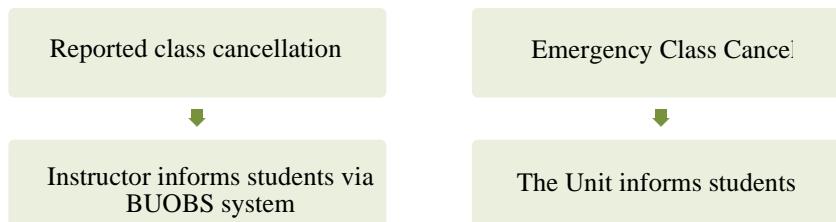
### 5.2.3. Procedures Followed During the Academic Year

#### 5.2.3.1. Class Cancellation and Instructor Absenteeism



Unless there is an emergency, instructors carry out lessons according to their weekly schedule. (Appendix 5,6). For each course cancelled, the lecturer is obliged to schedule a make-up lesson.

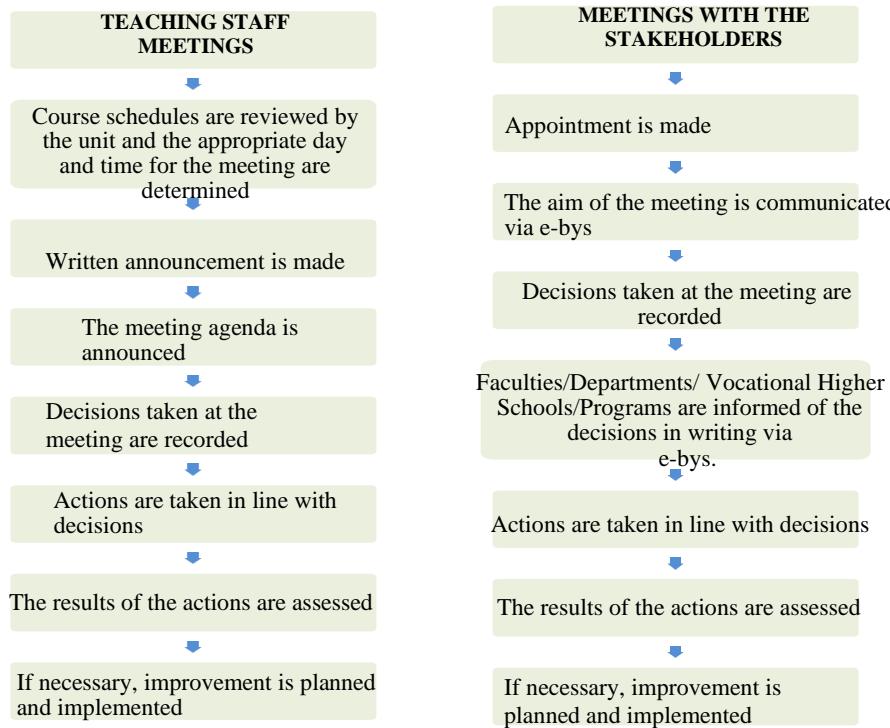
#### Class Cancellation



#### 5.2.3.2. Organizing and Administering Meetings

Various regular meetings are held at the beginning, during and after each academic term. These meetings are mainly arranged within units as well as with the other stakeholders at the university. These meetings help to ensure the continuity of the quality of education. They also aim to assess whether the objectives are being achieved and match the mission and vision of the unit based on the output obtained.

By doing so, the Modern Languages Unit pursues continuous improvement in the direction of feedback received. (Appendix 7)

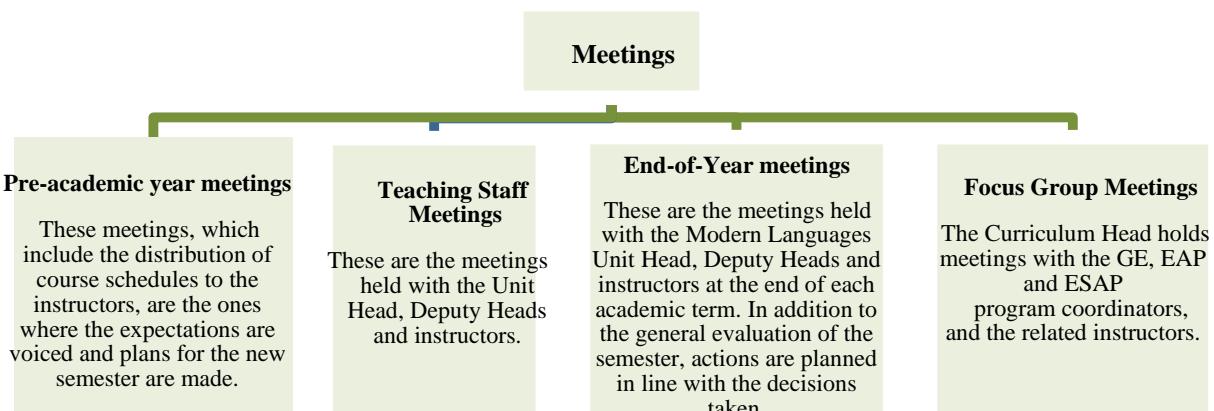


### Stakeholders

Teaching Staff Meetings: MLU administration and instructors

Meetings with the Stakeholders: Modern Languages Unit Head and Assistant Heads, Faculties /Departments, Vocational Higher Schools / Programs, instructors and faculty members

Teaching staff meetings can be categorized under 3 main headings:



### 5.2.3.3. Handling Information

#### BU-SFL Board

The Unit Head and  
Assistant Secretary of  
Modern Languages Unit  
Test Development Unit  
Faculties / Departments  
Vocational Higher Schools  
Programs Instructors  
Students

Incoming correspondences are directed to the Unit Head by the BU-SFL Vice Director.

Once correspondences are examined, they are processed in two separate groups: health / report documents and other correspondences.

Student health / report documents are not processed and deducted from absenteeism if the report is not issued by a medical committee according to section 4, article 25 of Education and Examination Regulation of Başkent University. However, if there is a health report that corresponds to the exam day and time and if it is approved by the university health center and sent with faculty / department approval, the Test Development Unit is informed to give the relevant student a make-up exam.

Correspondences received from other faculties / departments, vocational higher schools / programs, units or centers of the university are evaluated and new action plans are made in line with the feedback and as a result necessary written information is provided after the approval of the BU-SFL Board.

#### 5.2.4. Procedures Followed at the End of the Academic Year

##### 5.2.4.1. Exam Evaluation and Grading

At the end of each academic term, the exam evaluation process is as follows:

The Unit Head and Deputy Heads  
Educational Planner  
Test Development Unit Instructors

After grading exam papers, they are immediately submitted to the Educational Planner.  
Student reports are filled with a ballpoint pen. Any changes made to the notes (with or without correction) must be accompanied by a signature. Correction fluid is not used.  
No grades are entered into the Administrative Information System (AIS) without the approval of the Educational Planner.  
Instructors who have students to take the make-up exam assign students with an 'E' letter grade during entry to the system. The process is not finalized at this stage.  
Instructors conduct a grade interview (on the day and hour reported to them) with the Academic Unit Head and Deputy Heads. Then, the process is finalized on AIS.  
Student reports are signed in 2 copies by the instructor and delivered to the Educational Planner.  
After the exam results are announced, students can appeal to their grades by following the necessary steps (Appendix 8,9,10)

At the end of each academic term, the steps taken for the make-up exam process are given below:

The Unit Head and Deputy Heads  
Educational Planner  
Test Development Unit Instructors

The list of students who will take the make-up exam is announced on the notice boards. Instructors check the lists and so are informed of the students to take the make-up exam.  
Final make-up exams are evaluated by the instructors.  
After the completion of the make-up exams, students' grades are entered into the AIS by the instructors as 'final registration'.  
Student reports are signed in 2 copies by the instructor and delivered to the Educational Planner.

#### 5.2.4.2. Summer School Program

Planning	Implementing	Closing
Procedures for the end of academic year are carried out at this stage for summer school.	Summer school is divided into two terms. Each term consists of 4 weeks of instruction.	Procedures stated above for before and during academic year are also carried out for summer school. At the end of academic year, instructors are asked to submit their request of summer course by filling out the Summer School Request form. (Appendix 11)

### 5.3 BU-SFL MODERN LANGUAGES UNIT

Modern Languages Unit offers a variety of foreign language courses - other than English - to encourage our undergraduate students to develop their ability to communicate confidently and successfully in an international context (Appendix 12). The unit sees its role as one that prepares our students to become informed global citizens. It continuously strives to add value to the School of Foreign Languages by designing new or updated instructional programs that consider Başkent University students' needs and goals. The mission of the MLU is:

- to provide students with daily communication skills in one or more foreign languages
- to contribute to students' academic, social and personal development by providing opportunities for them to broaden their horizon by experiencing new and different languages and cultures
- to promote cultural understanding by offering insights into the lifestyle of other countries through the medium of its language
- to help them improve study skills and develop appropriate strategies to express themselves with increasing confidence, creativity and independence

Our vision is to become a unit promoting linguistic diversity in our university, to encourage the teaching of a wide range of foreign languages spoken worldwide, and to contribute to our graduates' career advancement at national and international levels.

#### 5.3.1. Programs Offered by the MLU

The MLU offers elective foreign language courses with 8 different levels, each of which is covered with a one semester / 14 week-syllabus. Each course lasts three hours a week. The curriculum includes German, Arabic, Azerbaijani, Chinese, French, Spanish, Italian and Russian courses, and students can enroll in one or more to enhance their linguistic abilities and cultural understanding. However, the courses require prerequisites so that students will have to complete a lower-level language

course before they are accepted into the next level.

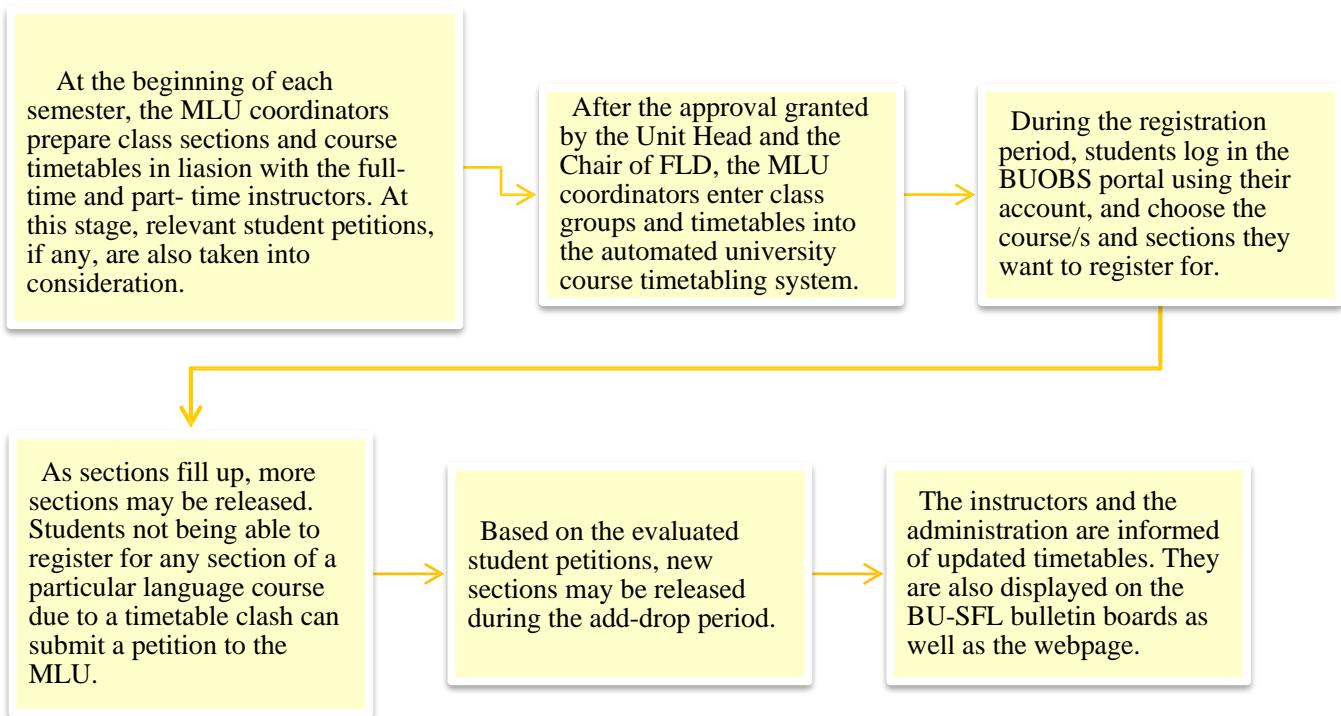
These courses are all taken for credit, but the Level 1 and Level 2 courses of each language program provide both credit and non-credit options. In addition to credit and non-credit electives, the Modern Languages Unit delivers compulsory Italian courses to State Conservatory students.

At the MLU, there are eight full-time and part-time language instructors, and each language program is implemented by one or two of them. Given the small number of teaching staff at the MLU, coordination processes are easier to follow and in most cases, instructors can directly liaise with the Unit Head, TDU, and CDU or take their own initiative to improve their teaching activities.

As for the learning outcomes of the curriculum, students who have successfully completed an 8-course-program are expected to achieve the A2 level as defined by the Common European Framework of Reference (CEFR) (please see Appendix 13 for a sample syllabus). Through engaging and challenging lessons, students develop their listening, speaking, writing, and reading skills; expand their vocabulary; as well as, acquiring a sense of cultural competence. They are encouraged to become autonomous learners, taking an active role in their learning process, and using the target language actively through communicative activities provided by the instructors. Language instruction is carried out using book series or compiled materials, designed in accordance with CEFR standards, and modern audio-visual course materials to help enrich learning.

### 5.3.2. Coordination Procedure at the MLU

#### 5.3.2.1. Procedure before the Program Implementation



**STUDENT AFFAIRS INFORMATION SYSTEM (BUOBS)**



### **5.3.2.2. Procedures Followed During and at the End of the Semester**

During and at the end of the semester, MLU coordination procedures are implemented as those for the AEU.

## **6. BU-SFL POLICIES**

### **6.1 QUALITY POLICY**

The BU-SFL strives for an effective teaching-learning environment. For doing so, its foreign language education programs are continuously planned, implemented and reviewed through systematic and documented activities, and the outcomes are reflected in programs and managerial practices with the corrective and preventive changes made.

**BU-SFL's quality policy is defined and strongly driven by the following principles:**

- consistently providing a quality foreign language education for improved student success and satisfaction
- being sensitive to the changing needs and goals of students, teachers, administrative and support staff, as well as those of the university and the community
- being adherent to existing laws, regulations, and global standards
- establishing a quality-oriented and learning culture in the school that inspires staff to excel
- learning from experience and feedback gained from monitoring each and every process
- adopting a holistic approach towards quality within the school system and maintaining this stance towards its inter-related components

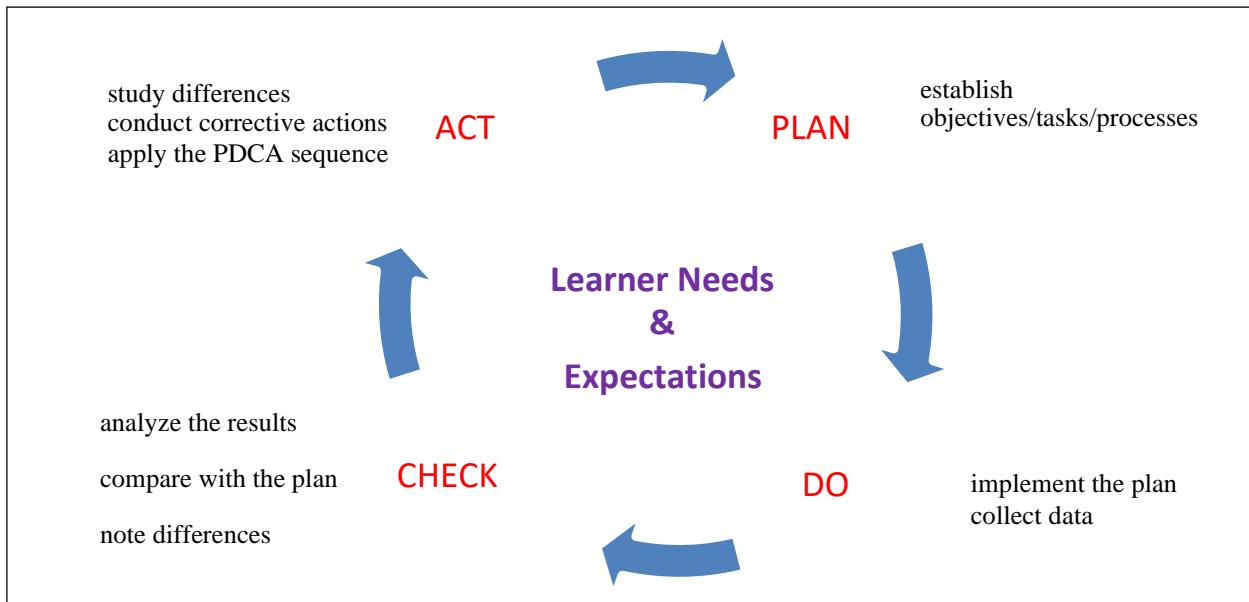
**Based on the quality policy, BU-SFL's quality objectives are as follows:**

- to communicate the quality policy and objectives to learners, staff, university faculty members and administration for increased stakeholder involvement
- to create and maintain a positive learning environment that helps each student feel safe, secure, valued and supported
- to meet or exceed our students' expectations through the provision of needs-based educational programs
- to design and document learning outcomes and appropriate assessment strategies to facilitate student learning, and to ensure individuals reach their full potential
- to ensure that relationships within the school are based on mutual respect, work ethics and collegial principles
- to make sure that teachers undertake effective teaching strategies underpinned by principles of best practice in pedagogy to maximize student learning outcomes
- to review, revise and monitor objectives, processes, procedures, documents and forms regularly to make improvements in:
  - curriculum design
  - teaching-learning materials, resources, facilities
  - assessment
  - professional development
  - classroom interactions
  - working conditions
  - organizational decisions and operations
  - relations with other academic units at the university
  - ethos and overall climate
- to recruit, develop and retain qualified foreign language instructors, administrative and support staff who continually diversify their skill set to better their professionalism and expertise
- to design, use, evaluate and continuously improve quality assurance tools and techniques to:
  - make sound judgments about the quality process in learning, teaching and managing
  - develop improvement plans based on these judgments
- to have the BU-SFL's educational programs to be accredited by an external body for quality assurance at regular intervals

**6.1.1. The PDCA Cycle for Continuous Quality Improvement**

Our school adopts the methodology of the PDCA Cycle (Plan, Do, Check, Act), also known as

the Deming Wheel, for continuous quality improvement and accepts the fact that the cycle has no end. The Administrative body of the school is responsible for ensuring that the cycle is being implemented by each academic and administrative unit of the school in an efficient fashion.



Adapted from: Heyworth, F. 2013. Applications of quality management in language education. *Language Teaching*, 46:3, 281-315.

The quality cycle begins with the **Plan** step. In this step, the operational process is mapped by all unit heads and coordinators. To this end,

- needs assessment is done (e.g. needs of learners and staff)
- learning/task objectives are identified
- predicted outcomes are defined
- programs, activity timetables, and procedures are designed
- staff roles and responsibilities are delegated
- every step is documented

The **Do** phase of the cycle allows the plan to be executed. In this phase:

- planned teaching-learning program is carried out (e.g. instruction is provided following the learning objectives)
- procedures and processes are implemented
- the stakeholders are kept always informed of the progress
- every step is documented to collect data for analysis in the next step

In the **Check** step,

- evaluations of curriculum, teaching, learning and management are done
- effectiveness of the procedures, activities and processes is reviewed

- outcomes are analyzed to see whether they match the predicted ones
- areas in need of improvement are identified
- findings are documented

Based on the review results, action is taken for the next round of quality improvement efforts in the final **Act** stage:

- if the results are satisfactory and the objectives are met, then policies, processes and procedures are standardized
- if not, changes are made for improvement
- Repeat the *plan-do-check-act* steps

### 6.1.2. BU-SFL Quality Assurance System

The BU-SFL quality assurance system aims to measure the effectiveness of the quality management system and to develop action plans for improvement in the teaching-learning activities and organizational processes. The system also helps the administration monitor the implementation of the quality improvement cycle performed by each unit of the BU-SFL. For the attainment of quality assurance at the BU-SFL, it is vital to obtain student and teacher views on educational and organizational processes, since they are the key stakeholders to be taken into consideration for improvement in quality.

The BU-SFL employs various quantitative and qualitative tools and techniques to evaluate the process in the quality cycle. Unit-level and school-wide meetings are held to get continuous feedback on curriculum and assessment of the instructional programs. In addition, lesson observations, peer observations, induction programs and in-service seminars are designed to assure instructional quality. At the end of each academic year, an annual activity report on self-evaluation is prepared to make an overall review of the quality process. The outcomes of the review work are communicated to the staff, as well as the Rectorate and other interested parties. The BU-SFL's quality assurance tools and techniques are shown in detail below:

#### 6.1.2.1 Quality Assurance Tools and Techniques

What Tool / Technique	Why	Who To carry out	When	Outcome
<b>1. Student Satisfaction Questionnaire (online)</b>	To receive student feedback on the quality of the total university-wise educational experience	Başkent University's Quality Commission	End of year	Analysis report submitted to the Rectorate
<b>2. Staff Satisfaction Questionnaire (online)</b>	To receive staff feedback on the university-level and school-level satisfaction	Başkent University's Quality Commission	End of year	Analysis report submitted to the Rectorate

<b>3. Student Evaluation of the Instructor Questionnaire (online)</b>	To receive student feedback on the teaching performance of particular instructors	Başkent University's Academic Performance Unit	End Semester	of Analysis report with an action plan prepared by the PDU and submitted to the BU-SFL Board
<b>4. Student Needs Analysis Questionnaire (online)</b>	<ul style="list-style-type: none"> <li>• To receive student views in order to identify their language needs, expectations, wants and interests</li> <li>• To develop goals, objectives and content for a language program</li> </ul>	CDU Members	Beginning of Semester (Fall&Spring)	Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board and the Unit Heads
<b>5. Student Course / Program Evaluation Questionnaire (online)</b>	To receive student views on the course content, teaching materials, course policies, assessment, etc. to review the existing program	CDU Members	End Semester	of Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board
<b>6. Instructor Course /Program Evaluation Questionnaire (online)</b>	<ul style="list-style-type: none"> <li>• To receive instructor views to identify student language needs, wants and interests</li> <li>• To develop goals, objectives and content for a language program</li> <li>• To use its data as a reference for evaluating an existing program</li> </ul>	CDU Members	End Semester	of Analysis report with an action plan prepared by the CDU and submitted to the BU-SFL Board
<b>7. Student Representatives Scheme</b>	To provide PREP students with the opportunity to participate in the management of quality standards within the BU-SFL and to receive their views and feedback	English Preparatory Admin Members	Twice a semester	<p>Meeting minutes documented and filed</p> <p>End of semester report submitted to the BU-SFL Board</p>
<b>8. Formative and Summative Assessment Tools/Techniques (Exams, Portfolio tasks, etc.)</b>	To evaluate students' learning process and/or to give them feedback on the achievement of the intended learning outcomes	TDU Members Teaching Staff	End Semester of Prep Program: End of program	Analysis report on the exam results and end-of-semester grades prepared by TDU and submitted to the BU-SFL with an action plan
<b>9. Professional Development Needs Analysis Questionnaire (online)</b>	To receive instructor views to understand their needs, interests, expectations, and learning preferences in order to identify areas for development	PDU Members	Beginning of the academic year	Analysis report with an action plan prepared by the PDU and submitted to the BU-SFL Board

## BU-SFL 2025-2026 STAFF

<b>10. Academic Personnel Performance Evaluation System (university wide/online)</b>	<ul style="list-style-type: none"> <li>● To provide teaching staff with evaluative feedback</li> <li>● to reward outstanding performance</li> </ul>	Baskent University Academic Performance Unit	End of year	Analysis report displayed on the website individual report given to the related instructor and his/her supervisor
<b>11. Clinical Classroom Observations</b>	To provide teaching staff with developmental feedback for the improvement of their teaching performance	PDU Members	Throughout the academic year	<ul style="list-style-type: none"> <li>● Feedback to the instructor observed</li> <li>● End-of Semester Analysis report with an action plan prepared by the PDU and submitted to the BU-SFL Board</li> </ul>
<b>12. In-House Professional Development Talks, Workshops, Seminars, Programs</b>	To provide teaching staff with professional development opportunities related to their areas of interests/ needs	PDU Members	Every two-three weeks	<ul style="list-style-type: none"> <li>● Feedback on the sessions received from the participant instructors</li> <li>● End-of Semester Analysis report with an action plan prepared by the PDU and submitted to the BU-SFL Board</li> </ul>
<b>13. Complaints and Suggestions Form (online)</b>	To receive instant feedback, complaints and suggestions from staff as well as students	BU-SFL Directorate	Throughout the academic year	<ul style="list-style-type: none"> <li>● BU-SFL Directorate directs the complaint/ suggestion to the related unit,</li> <li>● Any taken action is documented</li> </ul>

## BU-SFL 2025-2026 STAFF

<b>MEETINGS</b>				
<b>What</b>	<b>Why</b>	<b>Who To carry out</b>	<b>When</b>	<b>Outcome</b>
<b>1. Board Meetings</b>	To oversee and evaluate the weekly activities of the BU-SFL's academic units	Board Members and Unit Heads	Every Week	<ul style="list-style-type: none"> <li>● Minutes documented and filed</li> <li>● Assignments given to the unit heads</li> </ul>
				● Review of the previous week
<b>2. Opening Ceremony of the Academic Year</b>	To review the previous year's activities of the BU-SFL, to communicate new decisions, policies, practices to staff	The Directorate	Beginning of the Academic Year	<p>Minutes documented and filed</p> <p>Preventive and corrective action taken</p>
<b>3. Meetings with the University Faculty Members</b>	<ul style="list-style-type: none"> <li>● Getting field specific resources to prepare language teaching materials</li> <li>● To share ideas about students' progress, and emerging language needs</li> </ul>	<p>The Board (if needed)</p> <p>Related Unit Head-Vice Heads,</p> <p>CDU Members</p> <p>TDU Members</p> <p>Related Shareholders in the University</p>	When needed	<p>Minutes documented and filed</p> <p>Preventive and corrective action taken</p>
<b>4. Standardization Meetings</b>	To ensure accurate and consistent marking	TDU members and teaching staff	After each exam	<p>Minutes documented and filed</p> <p>Preventive and corrective action taken</p>
<b>5. Unit Member Meetings</b>	To review ongoing activities and make the Units' operational plans	<p>EPU Administration</p> <p>AEU Administration</p> <p>MLU Administration</p> <p>CDU Members</p> <p>PDU Members</p> <p>TDU Members</p>	When needed	<p>Minutes documented and filed</p> <p>Preventive and corrective action taken</p>

<b>6. Teaching Staff Meetings</b>	<ul style="list-style-type: none"> <li>• To ensure related teaching staff are informed of the action plans and decisions taken by the Board and by the Unit Admin</li> <li>• To share ideas for quality improvement in the coordination and decision taking processes</li> </ul>	EPU Administration &Instructors AEU Administration &Instructors MLU Administration &Instructors	Every month	Minutes documented and filed Preventive and corrective action taken
<b>7. Instructor Course /Program Evaluation Focus Group Meetings (Appendix 14,15)</b>	To share ideas about students' progress and review ongoing program implementation	CDU Members Related Unit Head (if needed) Related Instructors	Every two weeks	Minutes documented and filed Preventive and corrective action taken
<b>8. Cross-Units Meetings</b>	To cooperate and share ideas about academic and administrative matters; take preventive and corrective actions	EPU Administration AEU Administration MLU Administration CDU Members PDU Members TDU Members	When needed	Minutes documented and filed Preventive and corrective action taken

## 6.2 BU-SFL PROFESSIONAL DEVELOPMENT POLICY

The BU-SFL is committed to fostering the personal and professional development of its teaching staff, contributing to the continual strengthening of their efficacy. Its professional development policy is implemented by the Professional Development Unit (PDU), which offers a diverse range of professional development activities tailored to the instructors' needs and interests. The unit equips instructors with the skills and methodologies necessary to cultivate a sustained commitment to lifelong learning, professional development and collaborative practice within a supportive environment. Among the PDU's key responsibilities are:

- to design and deliver pre-service and in-service teacher training and development programs
- to familiarize instructors with the latest developments in ELT methodology, pedagogy and instructional practices
- to organize and provide guidance for the SDPD (Self-Directed Professional Development) program, including the provision of necessary resources (See 6.2.1.3)
- to organize and conduct classroom observations for developmental purposes

- to plan, coordinate and deliver workshops and presentations - both in-house and external - based on the instructors' needs, interests and expectations
- to encourage and support instructors in participating in national and international workshops, seminars and conferences
- to assess instructional and institutional needs throughout the academic year and develop action plans for improvement.

### **6.2.1. BU-SFL Professional Development Programs**

#### **6.2.1.1. Orientation & Induction Programs**

At the beginning of each academic year, newly recruited teaching staff are required to participate in an orientation program that introduces them to the BU - SFL's organizational units and their operational systems. New instructors also take part in an induction program designed to address key areas of English Language Teaching, including skills and language instruction, classroom management, lesson planning, and learning styles and strategies. The program additionally aims to help instructors develop a sense of professional belonging and connection to their new institution. The sessions consist of input-based components as well as reflective micro-teaching activities. The timing and duration of the program may vary depending on the period available before classes commence. At the end of the program, instructors provide feedback, which is used to revise and enhance the program at regular intervals.

#### **6.2.1.2. Presentations & Workshops**

As part of the in-service training program, a series of presentations and workshops are delivered throughout the academic year by PDU members, guest speakers and instructors at Başkent University. The topics of these sessions are determined based on feedback and data collected from instructors through various means, including questionnaires, meetings and classroom observations. These sessions illuminate multiple dimensions of teaching and learning, such as effective language instruction and classroom management, as well as issues related to instructors' ongoing professional development and well-being.

#### **6.2.1.3. Self-Directed Professional Development Program (SDPD)**

The SDPD is designed to support instructors in planning and carrying out their professional development according to their individual needs and areas of interest. The program enables instructors to identify their strengths, deepen their expertise by engaging in focused thematic work, and ultimately enhance the overall quality of instruction. Entrusted with the responsibility of managing their own learning, instructors pursue personalized goals through selected professional development pathways. The program encourages them to adopt a more effective teaching approach by integrating theoretical

knowledge, practical application, and reflective practice.

This process generates valuable data for future professional development activities through mid-term progress meetings (Appendix 16) where instructors exchange experiences and effective strategies - and end-of-term self-evaluation forms (Appendix 17), in which they reflect on their professional growth and classroom practices. This approach enables highly effective monitoring of professional development, as it heightens instructors' awareness of their own needs while also helping to identify and meet institutional and individual goals

**SDPD Procedures:**

**A. Needs Analysis Form and the selection of a set number of focus themes**

- During the first week of the academic term, this form is shared with all instructors selected to participate in this process.
- Based on the form results, PDU members carry out and finalize the necessary research - over a period of approximately one month from the beginning of the term - to compile supplementary materials and various resources that the instructors may utilize for their selected focus theme(s). These resources are then shared with all instructors at the School of Foreign Languages via an online cloud system.

**B. Kick-off Session**

- A presentation session including the exemplification of theoretical concepts and practical applications is delivered by PDU with the participation of all instructors at the School of Foreign Languages.

**C. Goal Setting Form**

- All instructors individually submit their goals to the PDU through online survey tools, indicating their preferred professional development options and selected focus theme (Appendix 18). During this goal-setting process, guiding questions and personal practice forms (Appendix 19, 20) are provided via a shared online platform to support instructors in identifying their needs and objectives.

**D. Implementation Stage**

- Instructors continue their individual or collaborative work in accordance with their chosen professional development option.
- Throughout this stage, instructors may access all necessary resources related to their focus themes - materials previously researched and compiled by PDU members - via shared online folders. (See Instructor's Resource Center link:

[https://drive.google.com/drive/folders/1d5qmoOAJuTnOWk40vm6eS1HWEMNrq38c?usp=drive\\_link](https://drive.google.com/drive/folders/1d5qmoOAJuTnOWk40vm6eS1HWEMNrq38c?usp=drive_link)

- PDU members may also offer individual guidance at various intervals to instructors who encounter challenges during the implementation phase.

**E. Process and Progress Meeting**

- Midway through the academic term, intra-group and inter-group sharing and discussion activities are held face-to-face with the participating instructors. Prior to these meetings, PDU members prepare a set of diagnostic and guiding pre-meeting questions, which are shared with instructors via an online form no later than one week before the meeting (Appendix 21).

#### **F. Professional Development Reflection Form and Other Attachments**

- All participating instructors submit their Professional Development Reflection Forms (Appendix 17), along with any other relevant materials or documents, to the Professional Development Unit (PDU) via email by a deadline- set jointly by PDU and the administration - that requires submission at the close of the academic term. These deadlines may be extended by PDU depending on the workload of the academic term.

#### **PDU Evaluation Procedures**

In addition to the workflow described above, the core and supplementary activities carried out by PDU members are outlined below:

- a. PDU members analyze SDPD data using specific metrics (e.g., participation statistics, SDPD completion rates, reflective feedback, thematic trends and lists of relevant studies and researches) and prepare a final evaluation report to ensure a holistic assessment of professional growth. This report is then shared with the School of Foreign Languages administration upon request or as circumstances require. Upon completion of the evaluation process, the PDU and the administration, through follow-up meetings and in-depth discussions, collect the data necessary to (re)structure plans for the upcoming academic term.
- b. Following the semesterly or annual implementation of activities such as SDPD, the PDU may redesign term-specific activities to align with the evolving needs of instructors and the institution's students. This restructuring aims to facilitate the transformation of these activities into practical, classroom-based applications and to ensure that professional development is systematically embedded within the institution's instructional quality and performance processes. For instance, if the first-term components of the SDPD program were conducted primarily in theoretical or research-based formats, the PDU may adapt these activities into classroom-focused practices in the subsequent term.

The program also inherently integrates reflective teaching practices, enabling instructors to share valuable insights and knowledge that might otherwise remain inaccessible individually. Core activities within this framework - such as peer observation, video coaching, and team teaching - promote collaboration, collegiality, self-awareness, and critical thinking skills among instructors.

#### **6.2.1.4. Accompanying Program**

Newly recruited instructors may be included in the professional accompanying program provided by the PDU, particularly in cases where they are required to teach immediately after being hired. In this program, each new instructor is assigned a senior faculty member within the institution, and reciprocal classroom observations are conducted over a designated period. The program is regarded as highly supportive as it enables instructors to enhance their classroom performance through the exchange of ideas, knowledge, and experience grounded in mutual trust. In this context, mentors serve as advisors and role models, offering support and feedback to less experienced instructors.

The Accompanying Program is implemented with every newly recruited instructor until their next

assignment by the SFL board. Its purpose is to familiarize new instructors with their institutional responsibilities and duties, the organizational culture, the student profile, and the tools and methods employed in course delivery, in a practical and applied manner. It also aims to ensure their effective integration into the pre-service orientation program administered by the PDU.

The program is particularly valuable as it allows instructors to share ideas, knowledge, and experiences within a framework of mutual trust, thereby enhancing their classroom performance. Partners act as counselors and role models, providing guidance and feedback to newly recruited instructors. The steps followed in this framework are summarized below:

1. An experienced instructor is assigned to each newly recruited instructor
2. The newly recruited instructor spends the entire day with the assigned experienced instructor (The schedule and duration are adjusted according to the stage of the academic year at which the instructor is recruited)
3. The newly recruited instructor observes the experienced instructors' lessons for a minimum of 12-15 hours per week, and completes the Lesson Observation Record each week (Appendix 22). The newly recruited instructor is expected to complete the Reflective Form (Appendix 23), drawing on notes taken during lesson observation
5. The experienced instructors also assist new instructors in understanding institutional procedures, online tools and applications, teaching materials, and related practices
6. At the conclusion of the program, the experienced instructor completes a reflection form evaluating the new instructor's attitude, as well as their personal and professional skills (Appendix 24)
7. All forms are reviewed by PDU members, who prepare a comprehensive report that is subsequently shared with the administrative board of the School of Foreign Languages.

### **6.2.1.5 Classroom Observations by PDU Members**

Classroom observations conducted by PDU members are primarily intended to support instructors in enhancing their instructional skills and to promote effective, high-quality teaching and learning. Teacher Training (TT) observations provide both immediate practical benefits for individual instructors and long-term advantages for the language program and the School/University as a whole. TT observation procedure is as follows:

- Each semester, TTs design an observation schedule and conduct pre-announced or unannounced observations based on institutional and individual needs, determined through multiple sources
- Generally, each pre-announced observation follows three phases:
- Pre-observation meeting: The observer and the observee meet as scheduled to discuss the class profile, teaching performance, and student learning behaviors. They review the lesson plan and complete the relevant form together (Appendix 25)

- Observation: TT visits the class planned, observes the lesson, and maintains a running commentary (Appendix 26)
- Post-lesson reflection: The observee completes the provided reflection form (Appendix 27)
- Post-observation meeting: The observee and TT review the lesson in light of the reflection form, complete the relevant evaluation form. (Appendix 28), and develop a further action plan. Additional TT observations may be scheduled if necessary

All information related to the observation is kept strictly confidential. Unannounced TT observations follow a similar process, with the exception of the pre-observation meeting; a more detailed procedure for these observations is provided below.

#### **6.2.1.5.1 Procedure for Unannounced TT Observations**

Instructors are selected according to the criteria listed below, and the finalized names are shared at the BU-SFL Board meeting for administrative confirmation

1. Instructors scheduled for observation are notified 10-15 minutes prior to the observation.
2. After the lesson, the observee completes the Self-Reflection Form
3. Post Conference Meeting:
  - 3.1. Running Commentary and Self Reflection Forms are referred while discussing the overall lesson
  - 3.2 The Post Observation Form is completed at the end of the meeting, summarizing the strengths and points for consideration regarding the observed lesson
4. A report is prepared by the TTs for archival purposes for each lesson observed
5. The information in these reports is shared with the members of the BU-SFL Board.

#### **The Criteria for Unannounced TT Observations**

- Newly recruited instructors who have completed their Induction Program
- Instructors who have not been observed for five or more years
- Instructors whose performance appears to fall below expected standards (based on multiple feedback sources such as learner evaluations)
- Instructors who have been away from teaching for an extended period for various reasons (e.g. maternity leave)
- Instructors who have not taught a specific course for a long time or who are going to teach a particular course for the first time.

#### **6.2.1.6. End-of-Year Conference**

Each academic year, we organize an end-of-year conference focused on a specific aspect of education, particularly the teaching and learning of English. Whether held in-house or in collaboration with other universities, these conferences aim to give instructors opportunities to gain experience in organizing mini-conferences, delivering presentations to their colleagues, and collaborating with peers from other institutions (Appendix 29).

#### **6.2.1.7. Attending National / International Conferences**

This policy aims to ensure consistency in approving instructors' attendance at national/international conferences, seminars and workshops. It also guarantees that all educational and scientific events attended by instructors are directly related to their professional duties and contribute meaningfully to their development. All procedures related to this matter comply with Başkent University Rules and Regulations for Attending Scientific Meetings.

The procedure for attending educational events for the academic staff in the School of Foreign Languages is as follows:

- 1** The instructor writes a petition (Appendix 30) and submits it to the relevant Unit Head
- 2** The Head informs the Directorate about the arrangements for the make-up lessons or substitution
- 3** The Directorate forwards the petition to the Rectorate and notifies the instructor of the outcome
- 4** The instructor's expenses are covered by Başkent University in accordance with the related regulation
- 5** The instructors attending these events are encouraged to share their experiences with colleagues

#### **6.2.1.8. Attending Day-time Graduate Programs**

Aligned with the university's mission and vision, BU-SFL fully supports lifelong learning and professional development of all staff. With this in mind, the School aims to create and sustain a learning environment in which all stakeholders can contribute to their own growth while simultaneously enhancing the institution's intellectual capital. To this end, instructors and administrative personnel wishing to take graduate courses – such as those offered within M.A. programs - are required to follow the procedure below:

- At the beginning of each academic term, relevant staff submit their petitions (Appendix 31) to the Unit secretary
- Petitions mentioned above specify the time-off requested (up to two half-days per week)
- Petitions must include an appendix consisting of an official document from the university offering the graduate courses
- This appendix must contain the course timetable and bear the signature of the relevant supervisor

- Petitions are submitted to the Unit Head to be evaluated at the Board Meeting
- Staff members are informed of the outcome of their petition and their work schedules are arranged accordingly for the term.

#### **6.2.1.9. Individual Counselling**

PDU members provide one-on-one guidance and support to newly hired or inexperienced instructors, to those participating in programs such as master's degrees, DELTA, or CELTA, and to instructors preparing to deliver a presentation or workshop for the first time. They also offer assistance on a variety of topics, including directing instructors to any resources they may need. As PDU operates under an open-door policy, records of unplanned visits for guidance or support are not maintained.

### **6.3. BU-SFL PERFORMANCE APPRAISAL POLICY**

The appraisal process at the School of Foreign Languages is a developmental and reflective system designed to support the professional growth of all instructors. It encourages a mutual exchange of feedback in which both instructors and the administration evaluate teaching practices, discuss achievements and challenges, and set meaningful goals for future improvement, fostering a positive culture of collaboration, openness, and continuous learning.

Appraisals are conducted annually through one-on-one meetings held by the Academic Board with all instructors. In parallel, the Curriculum Development Unit (CDU), Testing Development Unit (TDU) and Professional Development Unit (PDU) Heads hold similar discussions with their respective team members to address unit-specific needs. Prior to these meetings, instructors complete a structured self-reflection form, ensuring focused and meaningful dialogue during the session.

During the appraisal meeting, instructors are invited to share strengths, reflect on areas for development, and explore future goals. Feedback is provided in a supportive and constructive manner, and recommendations are jointly formulated to guide each instructor's professional journey.

Following the meetings, appraisers prepare anonymized summaries to identify common themes across the school. These summaries are used solely to inform institutional planning, enhance professional development initiatives, and strengthen overall academic quality. Overall, the appraisal policy reinforces the school's commitment to cultivating a reflective, supportive, and growth-oriented professional environment.

#### **6.3.1. Classroom Observation Report**

As noted earlier, classroom observations are systematically organized and implemented to

promote high-quality instruction. The procedure for collecting and compiling relevant data is as follows:

- TTs maintains records of observation data, which are reported to the Directorate at the end of each term as well as during regularly held Board Meetings Directorate by the end of each term as well as at the Board Meetings held regularly.
- TT members interpret the observation data according to three main criteria: strengths, areas needing reconsideration, and suggestions for improvement (Appendix 32).

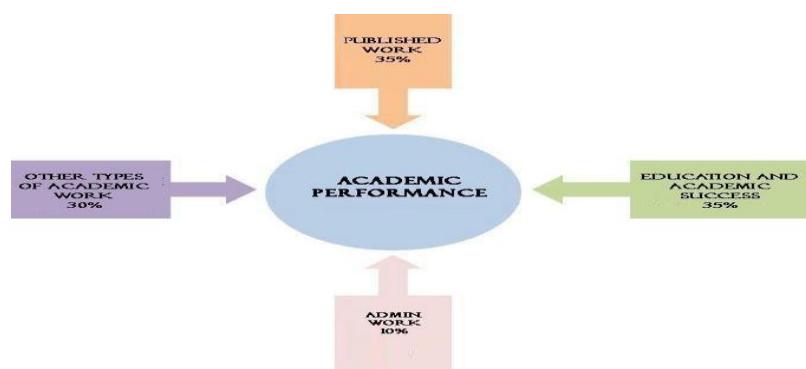
### 6.3.2. BU Academic Performance Data Collection Tool (AVES)

AVES serves as an online system that provides performance data entry. In addition to the above-mentioned data, all the academic work and academic/administrative duties of the faculty are recorded on this system for institutional purposes for future reference. Here all information is gathered under specified categories within academic units (schools, faculties, institutions, and so on) as well as under those of the university to a greater extent.

The BU-SFL's instructors are evaluated through AVES in an academic year in relation to certain practices such as published work, administrative work, education and academic success, and other types of academic work. The components to enter and record data on the system can be found on <https://www.baskent.edu.tr/tr/icerik/mevzuat/baskent-universitesi-yonergeleri/87>

The BU-SFL's instructors who perform with scores within the top performance category during a particular period are given a financial reward by the Rectorate. Below, the respective categories and scores appointed specifically for the School of Foreign Languages can be found. The scores are collected and recorded through the aforementioned tool designed for Academic Performance Evaluation at the University.

#### Academic Performance Evaluation at Başkent University



As has been mentioned beforehand, The BU-SFL's instructors are evaluated through ABTA in a different manner, which creates an opportunity for them to be monitored by their own academic and administrative operations specifically within an academic year. This creates equity in the university and a higher chance to access the financial reward mentioned above. The relevant scaling system is below.

## Instructor Performance Scales at the BU-SFL

Performance Score	Level of Performance
141 + points	Category 1
131-140 points	Category 2
121-130 points	Category 3
111-120 points	Category 4
101-110 points	Category 5
81-100 points	Category 6
0-80 points	Category 7

## 6.4. BU-SFL RECRUITMENT POLICY

### 6.4.1. Instructors

The BU-SFL recruits Language Instructors, Doctor Faculty Members and Assistant Professors in accordance with the legislation and regulations of the Council of Higher Education of Turkey (YÖK).

The academic staff recruitment procedures differ in three ways as for permanent, foreign and contracted/part time staff. Appointment procedures comply with the Higher Education Law issued 2547.

#### 6.4.1.2. Full-time Instructors

The BU-SFL Directorate determines the number of positions for permanent staff at the beginning or, if necessary, in the middle of the semester and sends an official letter to the Secretary General. The Secretary General transfers the staff request to the Personnel Department for the approval of the Rector. If the approval is granted by the Rector, the Personnel Department informs the BU-SFL Foreign Languages about the approval. Then the staff vacancy is announced on the related web page of the Council of Higher Education and applications are received.

- Preliminary selection of the applicants: According to Article 10 of the above-mentioned Regulation, the examination jury makes a preliminary selection. The jury invites the candidates on the short list which includes ten times the number of vacancies for language instructors by taking 40% of the ALES test (Academic Personnel and Post Graduate Education Entrance Exam) score and 60% of the YDS (Language Proficiency Exam) into consideration within the scope of the fourth clause of Article 6 of the Regulation mentioned above. Short-listed candidates, then, take entrance exams.
- Entrance exams are conducted in written and oral forms to measure the level of knowledge about the declared field by the jury specified in the Regulation mentioned above. The applicants' achievement score is calculated by taking the arithmetic average of the oral and written exams. Exam results are announced on the web page indicated in the vacancy announcement. Those who score less than 60 points after the oral exam are considered unsuccessful and cannot progress to the evaluation stage.

- Evaluation: In accordance with Article 12 of the aforesaid Regulation, the exam jury evaluates the exam.
- Candidates who are entitled to be appointed are announced based on their achievement score in accordance with Article 13 of the Regulation. A substitute candidate list is also announced
- Appointment procedure is initiated by the Personnel Department upon the approval of the Rectorate. A copy of the appointment letter is also sent to the BU-SFL.
- Newly appointed staff are invited to the Personnel Department for the preparation of the required documents, and the work contract and SGK (Social Security Institution) transactions are carried out
- After the two months trial period, the staff are employed permanently with an indefinite term contract.

#### **6.4.1.3. Part Time Instructors**

Resumes of candidates who have applied to the BU-SFL in person or via e-mail are evaluated by the BU-SFL Board. The applicants must have at least a bachelor's degree, preferably a master's degree in the field to be appointed. If there is an unfilled position, they are called for an interview by the BU-SFL Board members. After the evaluation of their teaching experience, references, and interview performance, the appointment procedures are initiated according to the Higher Education Law No. 2547 and the related articles of the Labor Law No. 4857., upon the Rector's approval. If the appointed staff are invited to the Personnel Department for the preparation of documents, the work contract and SGK transactions are carried out.

#### **6.4.1.4. Foreign Nationals**

Resumes of foreign nationals who have applied to the BU-SFL in person or via e-mail are evaluated by the BU-SFL Board. The applicants must have at least a bachelor's degree, preferably a master's degree in the field to be appointed. They are, then, appointed with the recommendation of the BU-SFL Administrative Board upon the Rector's approval. Appointment procedures are made according to Article 34 of the Higher Education Law No. 2547. The Ministry of Interior is informed through the Higher Education Board of the appointment for the staff to receive work and residence permit. After the two months trial period, the staff are employed permanently with an indefinite term contract. The Council of Higher Education is annually informed of the extension of the work period.

#### **6.4.2. Administrative Staff**

The recruitment procedures are carried out by the Personnel Department with the approval of the Rector's Office.

#### **6.4.3. Staff Rights**

- Paid leaves are given to the staff in case of paternity, marriage, maternity, and death of a family member.
- Staff are entitled to use paid annual leaves, periods of which are specified by the Labor Law No.

4857.

- Unpaid leaves can be granted when applied by the staff and if approved by the BU-SFL Administrative Board. The leaves may include the postpartum leaves and those for special reasons.
- Hourly leave of absence from work can also be asked by the staff. The decision is at the immediate supervisor's discretion.
- The severance pay rights concerning the resignation due to marriage, military service and retirement are carried out within the framework of the Labor Law No. 4857.
- In the event of resignation, the provisions of the employment contract of the employee and the Labor Law No. 4857 are taken into consideration.

## 6.5. BU-SFL COMPLAINTS POLICY

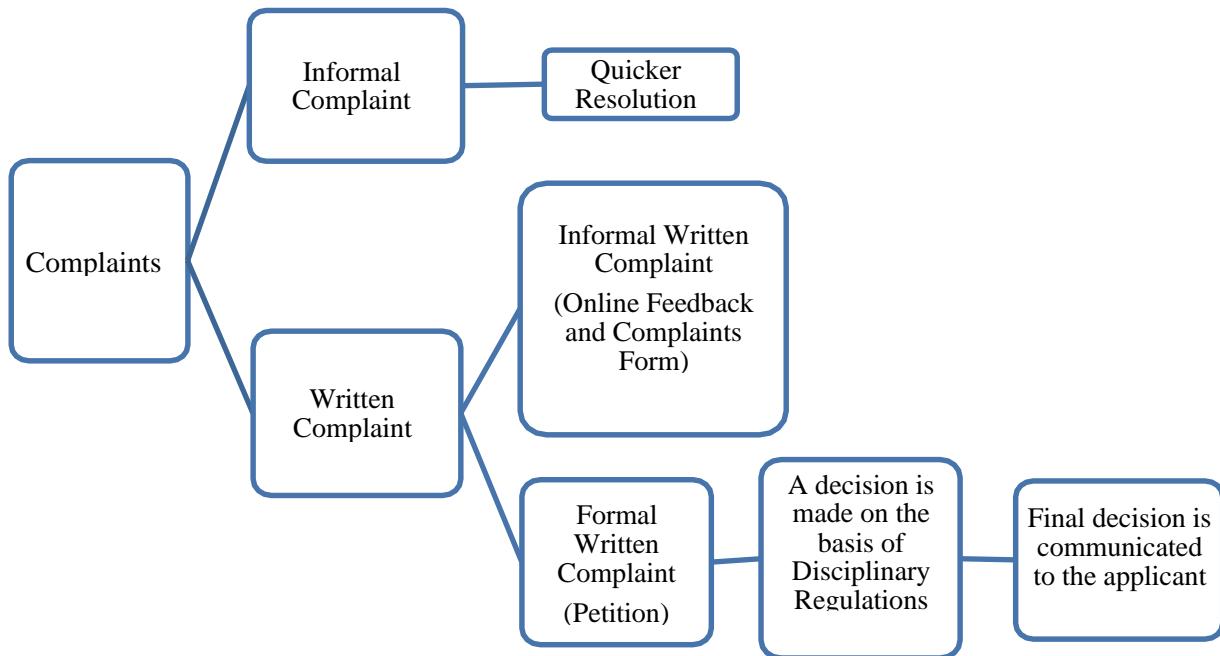
### 6.5.1. Instructors

BU-SFL gives particular importance to instructors' views and constructive criticism. Instructors can raise any issue with their immediate supervisors. If they have a specific complaint, they may bring it informally for a quicker resolution or write a petition to be submitted to the Directorate. If the issue is critical, an investigation is launched. Based on the university's discipline regulation, evidence is collected and reviewed; and witnesses, if any, are listened to. A final decision is made on the basis of this regulation.

Please see <https://www.baskent.edu.tr/tr/icerik/mevzuat/baskent-universitesi-yonergeleri/87> for details.

Another option to be followed may be to fill in the Complaints and Suggestion Form accessible on the BU-SFL website or use the QR code pinned on the bulletin boards that direct them to the website. These forms can be sent anonymously or with personal information if a quicker response is asked by the applicant. The complaints and the feedback are evaluated by the Directorate and the outcome is communicated to the related party.

The complaint procedure is shown below:



### 6.5.2. Support Staff

Support staff members of the BU-SFL are also encouraged to share their ideas, requests or complaints formally or informally. If they submit their requests or complaints in writing to the Directorate, a formal complaint procedure is implemented according to the related disciplinary regulations. (see <https://www.baskent.edu.tr/tr/icerik/mevzuat/baskent-universitesi-yonergeleri/87> for details)



## 6.6. BU-SFL LEARNER TRAINING POLICY

The BU-SFL aims to make sure that students are given effective guidance and training before academic years start. Therefore, at the beginning of every academic year, three orientation programs are offered to our new students:

The first orientation program is called “*Introduction to University Life*”, being implemented university wide. It has been designed by the university senior management as a compulsory course and takes three days. This orientation program helps new students become familiar with their departments and social, cultural, health, and sports facilities available to them in the campus. New students can adjust quickly to their new environment and the university life by taking place in the activities organized. The program also informs students about information services, student affairs, security and library services. In addition to these events, concerts and social activities are organized to make students feel motivated. Some of the points relating this program are as follows:

- This three-day program starts with a general opening at the theatre with the participation of all new students
- To be successful, students are required to follow the activities planned and shown in the timetables
- Grading is done properly and is based on the number of participations in the events
- Students receive letter grades at the end of the program according to their attendance at the specified events
- Students who take F from the course must repeat this course the following year

The second orientation which is carried out at the School of Foreign Languages focuses mainly on the language programs offered. Throughout this orientation program, the BU-SFL attaches great importance to raising students’ awareness of the importance of knowing a foreign language for their academic and social purposes. Also, students are informed about all the academic details of their units. They meet their instructors, get syllabuses and student’s handbooks and become familiar with the procedures for exams, assessments, assignments, and attendance. In this way, new students become acquainted with the courses, materials and each other before the implementation of the program. During this orientation period, students are especially familiarized with the followings:

- Programs offered
- Key principles for teaching and learning
- The timetables and important dates
- Teaching materials used and procedures for getting them
- Assessment tools and related procedures.

Apart from this orientation program, throughout the academic year, our students are free to consult the instructors who are appointed at the beginning of each academic semester during designated days

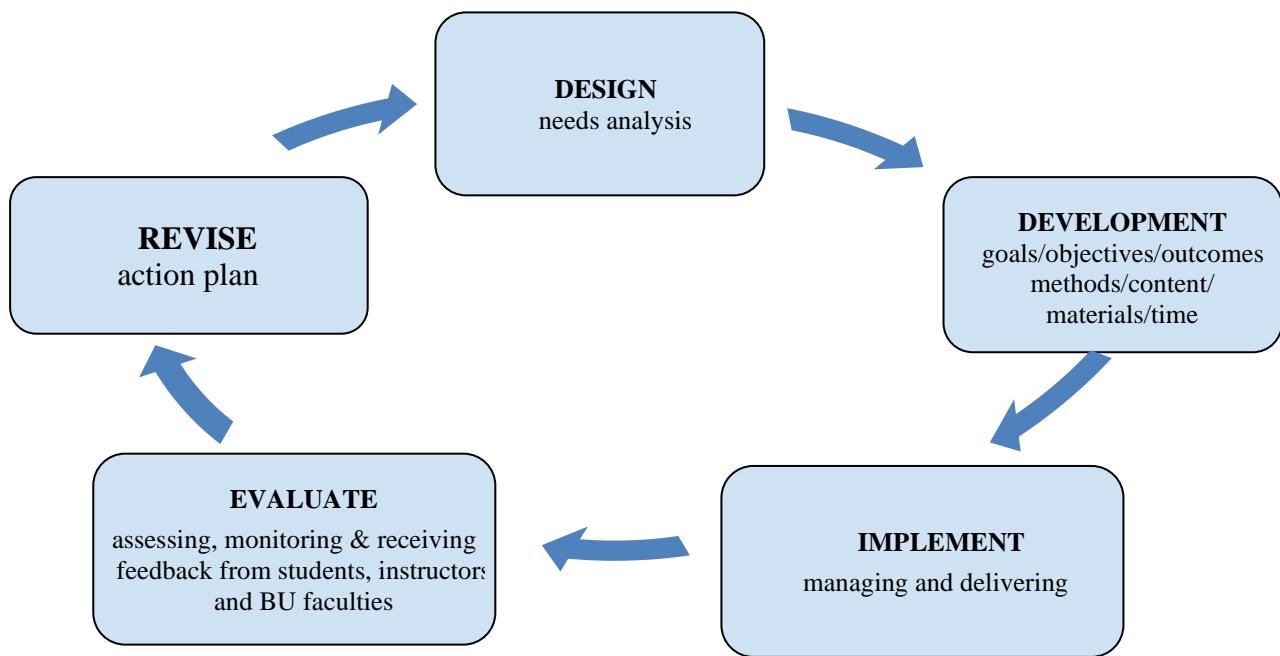
and hours. Furthermore, students can consult the administration and assigned instructors on condition that they need any assistance regarding the program.

## **6.7 BU-SFL CURRICULUM POLICY**

The main curriculum policy of the BU-SFL is to align the educational programs with the mission and vision of the university. It aims to have the learners gain necessary skills and knowledge that they need to use the target language efficiently. To reach this objective, the BU-SFL's Curriculum Development Unit (CDU) makes sure that the following instructional principles are taken into consideration in the language programs (Appendix 1):

- to enable the learners to improve the necessary linguistic knowledge and skills so that they will be able to use the target language in daily, academic and professional life and in a learning environment for the use of four language skills – reading, listening, writing and speaking,
- to have the learners gain self-confidence and motivation they will need while learning the target language,
- to provide the learners with effective studying strategies and language learning abilities so that they will be trained as individuals who are responsible for their own learning,
- to provide a positive learning environment where the learners take an active role and are in interaction with their peers and teachers in language learning process,
- to familiarize the learners with the culture of the target language and broaden their horizons
- to achieve high level learning outcomes such as problem solving, creative and critical thinking in the language learning process,
- to enable the learners to use English as a tool to carry out the tasks and responsibilities,
- to encourage the learners to have knowledge of the world through self-discovery,

At the BU-SFL, curriculum development follows a cyclical process which encompasses different stages in order for the continuous improvement in language instruction.



The curriculum cycle starts with a needs analysis process in which students, instructors, and other faculties at Başkent University participate during the design of a language curriculum. According to the assessment conducted in the light of the resulting needs, overall goals, specific objectives, student learning outcomes, methods, and content are determined, and course materials are developed. The programs considering the features and needs of the departments are documented, and the documents are distributed to the instructors at the beginning of each academic year. In accordance with the feedback received from the instructors in the meetings held throughout the academic year and from the students, necessary modifications are made to the curriculum by the curriculum development subcommittees.

The appropriateness of the supplementary course materials prepared by the CDU subcommittees and instructors teaching the courses is checked. Feedback about the congruence between the examinations prepared throughout the academic year and the programs in terms of course objectives, student learning outcomes, content, scope, and level is continuously provided. At the end of each academic semester, programs are evaluated by the instructors and students. The results of the program evaluation are reported, and additional course materials, personnel and training needs for the following term are identified. Furthermore, the preparations and practices related to the activities to be conducted in accordance with summer term action plans are carried out and supervised. Sources of feedback affecting the decision-making process in the CDU are learners, instructors (Appendix 14,15), the other academic units of the BU-SFL and the University.

The design, implementation, evaluation, and ongoing improvement of the BU-SFL's language educational programs are carried out by the Curriculum Development Unit, main responsibilities of which include:

- carrying out needs analysis and designing courses, as well as making systematic revisions in the curricula of English Preparatory Unit, Modern Languages Unit, and Modern Languages Unit

- contributing to the provision of quality instructional materials to students and instructors by:
  - selecting materials from currently available sources
  - producing materials to meet the course objectives and students' learning needs
  - revising, adding, developing materials
  - distributing materials to relevant groups and classes
- acting as a communication channel by:
  - supplying information and feedback to students and instructors on all issues related to curriculum
  - collecting feedback, comments, opinions, criticisms, evaluations of students and instructors
  - being in contact with other units such as testing, teacher training and development to maintain effective communication

The CDU conducts a needs assessment procedure involving students, instructors and faculty members. After getting the results, the CDU defines goals and objectives and decides on the skills, sub-skills, functions, language, and content to focus on in the course designed. At material selection stage, it tries to select materials from currently available sources and to compensate for the shortcomings of the course book by some supplementary materials prepared by the curriculum development unit members. At the beginning of each academic year, each curriculum unit member responsible for a specific program prepares and distributes the syllabus to the instructors who will be teaching the course.

The Course Syllabus includes specifically these:

- A general information about the name and code, level, course hours, classroom, prerequisites and co-requisites of the course
- A general information about the name, e-mail, office number, office phone, and office hours of the instructor
- Course Description
- Objectives
- Course materials
- Method of instruction
- Course policies (Attendance/Requirements, Assessment, Grading, Grading Scale)
- Weekly schedule

### **6.7.1. Teaching and Learning Materials**

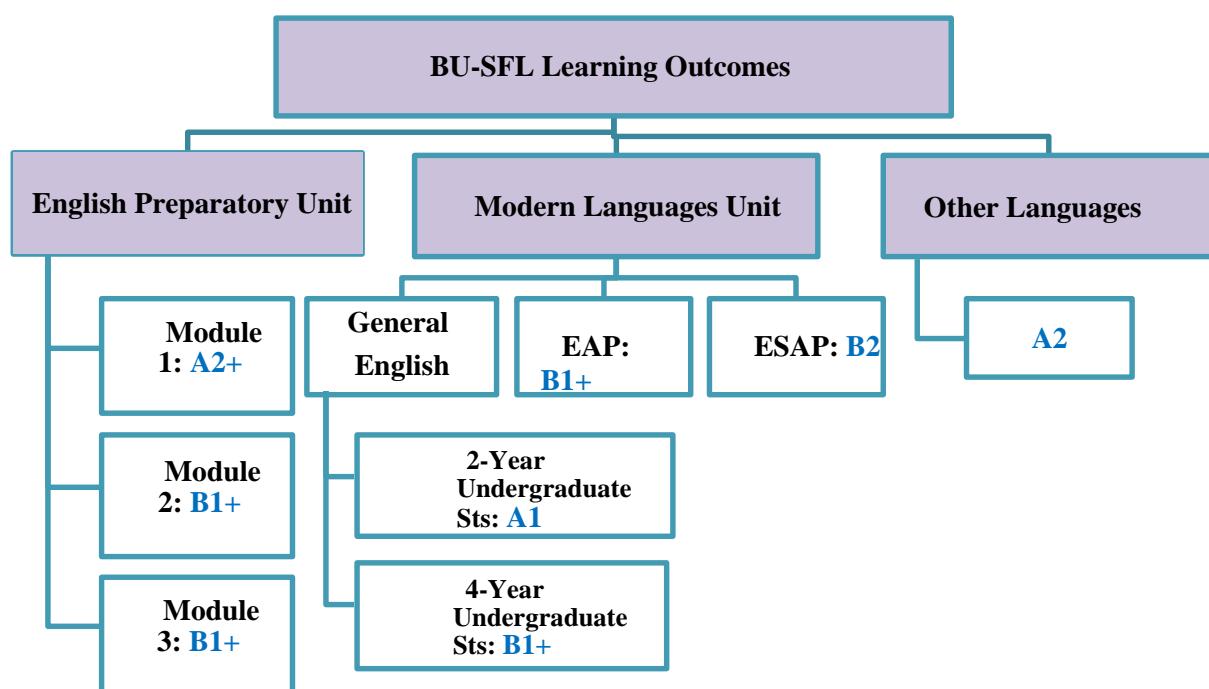
The main aim of the BU-SFL is to ensure that BU graduates of all academic programs of BU are equipped with language skills which will enable them to follow the literature in their fields of study and communicate effectively both in written and spoken modes. In line with this, the BU-SFL uses a variety of materials such as course books, workbooks, online materials and supplementary materials in order to achieve the learning outcomes. Different books obtained through publishers and all supplementary

materials prepared by Curriculum Development Unit Members are used during instructional activities. Extra printed and online resources such as graded readers and videos, to be used at different levels, both in and outside the classroom, are also parts of our teaching materials portfolio.

The BU-SFL also believes that foreign language learning should not be limited to the classroom instruction. We aim to encourage blended learning method—the combination of traditional face-to-face learning systems with computer-based technologies. For example, in the English preparatory program, students use online resources and develop their language skills by becoming autonomous learners.

### 6.7.2. Learning Objectives and Outcomes

The BU-SFL programs set realistic learning outcomes compatible with the GSE and CFR. The overview of the learning outcomes is as follows:



## 6.8. BU-SFL ASSESSMENT POLICY

The BU-SFL Assessment Policy aims to ensure that assessment practices are fair, reliable, and equitable. It is designed to support curriculum planning, enhance student learning, and monitor learners' progress throughout their language education. This policy applies to all coursework modules offered by BU-SFL and to all staff involved in teaching and assessment.

At BU-SFL, assessment is used not only to measure learning outcomes but also to support learning. Therefore, a range of assessment tools is developed and implemented to serve different purposes across modules. These tools include progress tests, achievement tests, and proficiency exams.

The Test Development Unit (TDU) oversees the implementation of the assessment policy. The TDU is responsible for designing, administering, evaluating, and continuously improving all assessment activities and procedures within the BU-SFL language programs.

### 6.8.1. Assessment Overview at the English Preparatory Program

The BU-SFL Preparatory Program is organized into four modules: Module 1 (A2), Module 2 (B1), Module 3 (B1+), and Module 4 (B2). This modular structure helps students advance gradually through increasing levels of language proficiency.

Each module includes two main exams: the Midterm and the End-of-Module Exam (EME). Both exams include listening, language use, reading, and writing components. The EME additionally features a speaking exam, which provides a more comprehensive evaluation of students' communicative competence.

Students who pass a module are allowed to proceed to the next one. In this way, the program ensures clear progression and supports students in strengthening their language skills in a systematic manner.

### 6.8.2. BU-SFL English Proficiency Exam

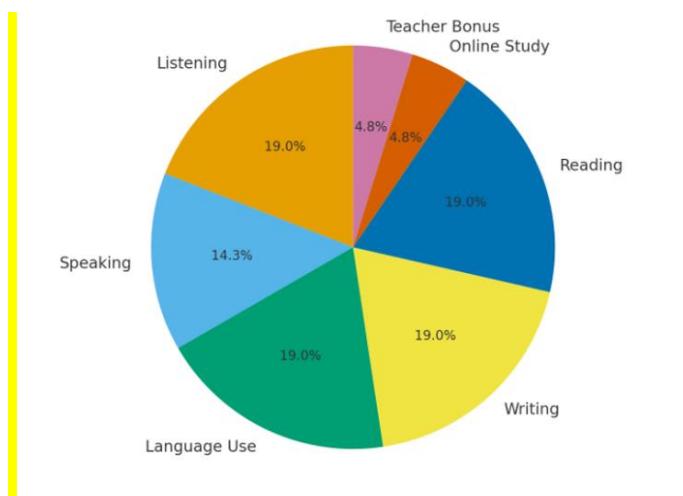
The BU-SFL English Proficiency Exam (EPE) is a high-stakes test that aims to measure students' general language proficiency with regard to the learning outcomes defined by the GSE. Students who pass the exam qualify for studying in their departments and are considered to have sufficient language proficiency to follow English medium instruction and academic resources in their fields of study. The EPE mainly consists of questions that measure reading, writing, listening, speaking skills and use of language in line with the GSE objectives.

The English Proficiency Exam is administered mainly three times a year during traditional education: in September, January and June. The exam is administered to new students who enroll in the university in September and to students who complete Module 4 in January and June. Moreover, transfer

students who enroll in the university sit the exam throughout the academic year. In order to pass the EPE, students in departments where the medium of instruction is partially English should get 60, students in departments where the medium of instruction is English should get 70, and students in the Faculty of Medicine or Dentistry, where the medium of instruction is English, should get 80 and at least 50% of the speaking section score in the EPE. These base scores are determined by a decision taken at the Başkent University Senate.

### BU-SFL ENGLISH PREP UNIT GENERAL ASSESSMENT DESIGN

#### The Distribution of Language Skills in Assessment



In the assessment framework for each period, Reading, Writing, Listening, and Language Use each represent 19% of the total weighting, demonstrating an intentional balance among the core language skills. Speaking constitutes 14.3%, reflecting its significance while accounting for the practical considerations of evaluating oral performance. Smaller but still meaningful contributions come from Teacher Bonus and Online Study, each weighted at 4.8%, acknowledging both ongoing engagement and instructor-observed progress (Appendix 33). Together, these components form a comprehensive system designed to evaluate students' language proficiency from multiple dimensions.

#### ASSESSMENT DESIGN FOR MODULES 1, 2, 3, 4 (EXTENDED & SHORT)

<b>STUDENT ASSESSMENT IN A SEMESTER</b>	
Midterm Exam (Listening, Language Use, Reading, Writing)	40
End of Module Exam (Listening, Language Use, Reading, Writing, Speaking)	55
Online Study	5
Teacher Evaluation Bonus	5
<b>TOTAL</b>	<b>100 POINTS</b>

#### **ASSESSMENT DESIGN FOR MODULE 4 PLUS**

<b>STUDENT ASSESSMENT IN A SEMESTER</b>	
Midterm Exam (Listening, Language Use, Reading, Writing)	45
End of Module Exam (Listening, Language Use, Reading, Writing, Speaking)	55
Teacher Evaluation Bonus	5
<b>TOTAL</b>	<b>100 POINTS</b>

All students are required to achieve a minimum total of 60 out of 100 points to successfully complete their modules. Students who fail to meet this requirement must repeat their current module.

Students who successfully complete Modules 1, 2, and 3 progress to the next module in the following period. Students who successfully complete Module 4 become eligible to take the End-of-Program Exam (EPE) at the end of the semester.

#### **Bringing Scores Together**

After the exams are graded by instructors, the scores are entered on online grade sheets. The Test Development Unit then randomly selects 3 exam papers to ensure that the calculation/ grading is done correctly. Then the student report cards collected by the TDU are transferred to the SFL-Educational Planner. The Educational Planner copies the scores onto Excel. If there is a writing section or a speaking section in the exam, which is scored by the instructors, the writing/speaking scores of each student are transferred to the Excel as well. All scores obtained from exams are entered in the database managed by the Educational Planner and an overall score for each student is calculated. At this point, all data is double-checked to ensure correct entry.

The Test Development Unit again randomly selects 3 exam papers to ensure that the calculation/grading is carried out correctly.

### 6.8.3. Assessment Overview at the Modern Languages Unit

The courses in the Modern Languages Unit mainly have a midterm exam, a final exam, and a teacher's evaluation grade component in the evaluation process throughout each semester of the academic year. Some courses also have a presentation exam component. Midterm exams are administered at the end of the 8th week of the term, whereas the final exams are given once the semester is over.

First year General English (GE) courses offered in Turkish medium departments have Exemption exams at the beginning of the academic year. Furthermore, students in English medium departments can be exempt from first year English courses only with a predetermined score they get from the English Proficiency Exam (EPE). However, there are no exemption exams for English for Specific and Academic Purposes (ESAP) courses in the Modern Languages Unit.

**BU SFL MODERN LANGUAGES UNIT- ENGLISH COURSES ASSESSMENT DESIGN****1ST YEAR EAP COURSES**

ENGL 101- 102	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5 Digital Component: %5	<b>EXEMPTION WITH ENGLISH PROFICIENCY EXAM (EPE)</b>
ENGE 105- 106	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5 Digital Component: %5	NO EXEMPTION EXAM

**1ST YEAR ESP COURSES**

ENG 102 ING 145	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %10	NO EXEMPTION EXAM
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**1ST YEAR GENERAL ENGLISH COURSES**

INGL 101- 102	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5 Digital Component: %5	<b>EXEMPTION EXAM</b>
INGL 111- 112	Midterm: %45	Final: %50	Teacher's Evaluation Grade: %5	<b>EXEMPTION EXAM</b>

**1ST YEAR ADVANCED ENGLISH COURSES**

ENG 199	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5 Digital Component: %5	<b>EXEMPTION WITH EPE</b>
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## BU-SFL 2025-2026 STAFF

<b>ENGE 199</b>	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5  Digital Component: %5	<b>EXEMPTION WITH EPE</b>
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### **2ND YEAR ADVANCED ENGLISH COURSES**

<b>ENGL 201- 202</b>	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5  Digital Component: %5	<b>NO EXEMPTION EXAM</b>
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### **2ND YEAR ESP COURSES**

<b>ENG 206 İNG 245</b>	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %10	<b>NO EXEMPTION EXAM</b>
<b>ENGE 206</b>	Midterm: %40	Final Presentation: %50	Teacher's Evaluation Grade: %10	<b>NO EXEMPTION EXAM</b>

### **2ND YEAR GENERAL ENGLISH COURSES**

<b>İNGL 211- 212</b>	Midterm: %45	Final: %50	Teacher's Evaluation Grade: %5	<b>NO EXEMPTION EXAM</b>
<b>İNGL 201- 202</b>	Midterm: %40	Final: %50	Teacher's Evaluation Grade: %5  Digital Component: %5	<b>EXEMPTION EXAM</b>

### **2ND YEAR ESAP COURSES**

<b>ENGE 200</b>	Midterm: %40	Final: %50	Mini Video Presentation: %10	<b>NO EXEMPTION EXAM</b>
<b>ENG 200</b>	Midterm: %40	Final: %50	Mini Video Presentation: %10	<b>NO EXEMPTION EXAM</b>

<b>3RD YEAR ESP COURSES</b>				
<b>ENG 310</b> <b>İNG 345</b>	Midterm: %40	Final: %50	Teacher's Evaluation Grade: % 10	<b>NO EXEMPTION EXAM</b>
<b>3RD YEAR ESAP COURSES</b>				
<b>ENG 330</b> <b>ENGE 310</b>	Midterm: %30	Final: %40	Konuşma sınavı: %20 Öğretmen kanaat notu: %10	<b>NO EXEMPTION EXAM</b>
<b>ENGL 301</b>	Midterm: %25	Final: %35	Speaking Exam: %30 Video Presentation: %5 Digital Componentları: %5	<b>NO EXEMPTION EXAM</b>
<b>ENGL 302</b>	Midterm: %25	Final: %35	Speaking Exam: %5 Mini Ted-Talk: %20 Digital Component: %10 TEG: %5	<b>NO EXEMPTION EXAM</b>
<b>LENG 305-</b> <b>306</b>	Midterm: %40	Final: %50	TEG: %10	<b>NO EXEMPTION EXAM</b>
<b>3RD YEAR GENERAL ENGLISH COURSES</b>				
<b>İNGL 301</b>	Midterm: %40	Final: %50	TEG: 5% Digital Component: %5	<b>EXEMPTION EXAM</b>
<b>4TH YEAR ESP COURSES</b>				
<b>4TH YEAR ESAP COURSES</b>				

<b>ENG 460</b>	Midterm :%20	Final Individual Presentation (FIP): %35	Procedure: %20 First Presentation (GIP): %25	<b>NO EXEMPTION EXAM</b>
<b>ENGL 401-402</b>	Midterm: %45	Final: %50	Digital Component: %5	<b>NO EXEMPTION EXAM</b>

#### 4TH YEAR GENERAL ENGLISH COURSES

<b>INGL 401</b>	Midterm: %45	Final: %50	Teacher's Evaluation Grade: %5	<b>EXEMPTION EXAM</b>
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Like the English Prep Unit, in the Modern Languages Unit, Midterm and Final exam scores in addition to TEG and presentation scores are entered in student digital reports by instructors. The digital grade reports are designed as an Excel sheet with a formula calculating the scores entered for every student so that each adds up to a grand total. The use of this digital excel student grade report is practical in that it helps instructors avoid any miscalculations. The student grade reports are then submitted to the SFL-Educational Planner. The Educational Planner keeps the scores in the SFL-database. Meanwhile, TDU randomly selects exam papers to ensure that the marking is done correctly. Finally, a letter grade that constitutes a score is assigned to each student by the instructors in the BU Management Information System (MIS).

#### 6.8.4 Assessment Overview at Modern Languages Unit - Other Languages

Midterm exams and finals in courses for languages other than English are designed individually by each instructor according to the course objectives defined. Thus, the question types may differ among different language courses but basically, reading, writing, listening and speaking skills in addition to language use are tested in all exams administered in the Modern Languages Unit. Midterm exams are administered during the 8th week of the term, whereas the finals are given at the end of the term. Students are given a quiz one or two weeks prior to midterm and final exams to assess students' knowledge of the target language. The course instructor decides the day the quiz is given. When assigning the final grade to the student, the instructor gives a Teachers Evaluation Grade (TEG) which accounts for % 10 of the total grade. The TEG is assigned by considering the students classroom participation and homework completed through the term. Assessment Design at the MLU-Other Languages is as follows:

#### MODERN LANGUAGES UNIT ASSESSMENT DESIGN

COURSE OFFERED	MIDTERM EXAM	TEACHER EVALUATION GRADE	FINAL EXAM
CHINESE			
FRENCH			
GERMAN			
ITALIAN	%40	%10	
RUSSIAN			
SPANISH			

At the end of the term, scores obtained from midterm and final exams in addition to a TEG are calculated by the instructor and a final grade is assigned to each student. The final grade is then entered in the BU MIS by each instructor. The final grade is saved in the system until the grades are announced by the Student Affairs according to a date predetermined and announced in the academic calendar.

### 6.8.5 Exam Planning and Preparation

#### 6.8.5.1 Planning the Exam Content and Mechanics

The weighting and the skills the exam should measure in alignment with course content and course objectives are determined by the Head of TDU, Unit Test Coordinator, TDU member(s) and the Unit Head upon approval of the BU-SFL Board. Ex: Midterm:40 points, Final:50 points, Presentation:5 points, TEG:5 points, etc.

The exam dates, time and venues are determined by the Head of TDU and Unit Test Coordinator and Unit Head. They are announced by the Head of TDU on billboards, by emails and in meetings upon approval of the BU-SFL Board.

The exam dates and time are sent to the faculties and the exam announcements are placed on the SFL web page by the Head of TDU or Unit Test Coordinator by contacting the communications coordinator.

#### 6.8.5.2 Feedback Process of Exams and Getting Ready for Duplication

The steps below are applied to Progress tests, quizzes, Placement-Proficiency Exams in addition to the Summer School Exams in the Prep TDU and all Midterms, Finals, Make-Ups, Exemption Exams and Single-Course Exams in the Modern Languages TDU as well.

Head of TDU shares the Operation Plan with TDU members.

Head of TDU/ Unit Test Coordinator proofreads the First Draft of the exam, makes the necessary corrections, gives feedback to TDU members and offers suggestions for improvement.

The Second Draft of the exam is proofread to check whether the necessary alterations have been made.

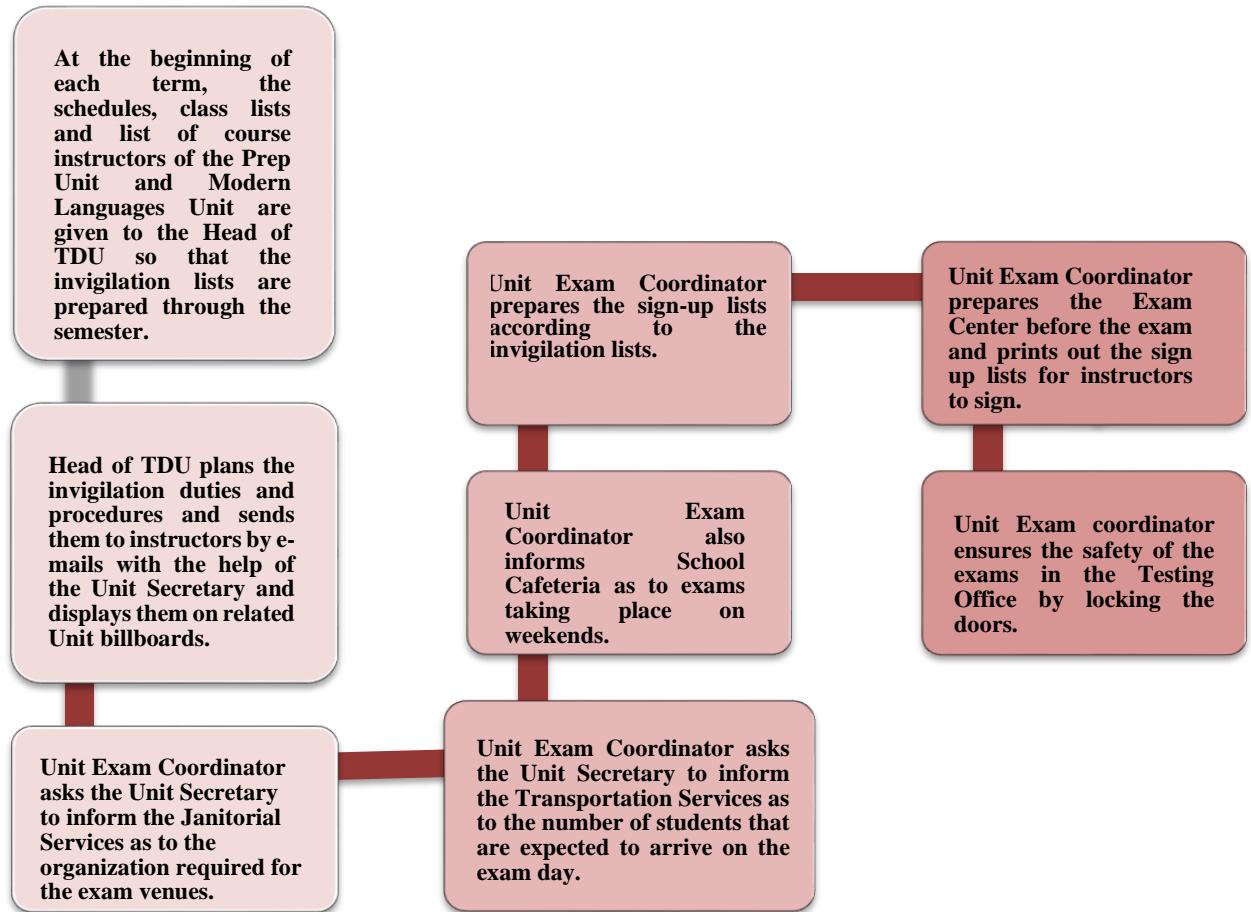
TDU members get feedback from CDU as for the internal verification of the exam.

The Final Draft of the exam approved by the Unit Heads and Head of TDU/Unit Test Coordinator is sent to be duplicated in the

B.U Exam Photocopy Center with TDU members.

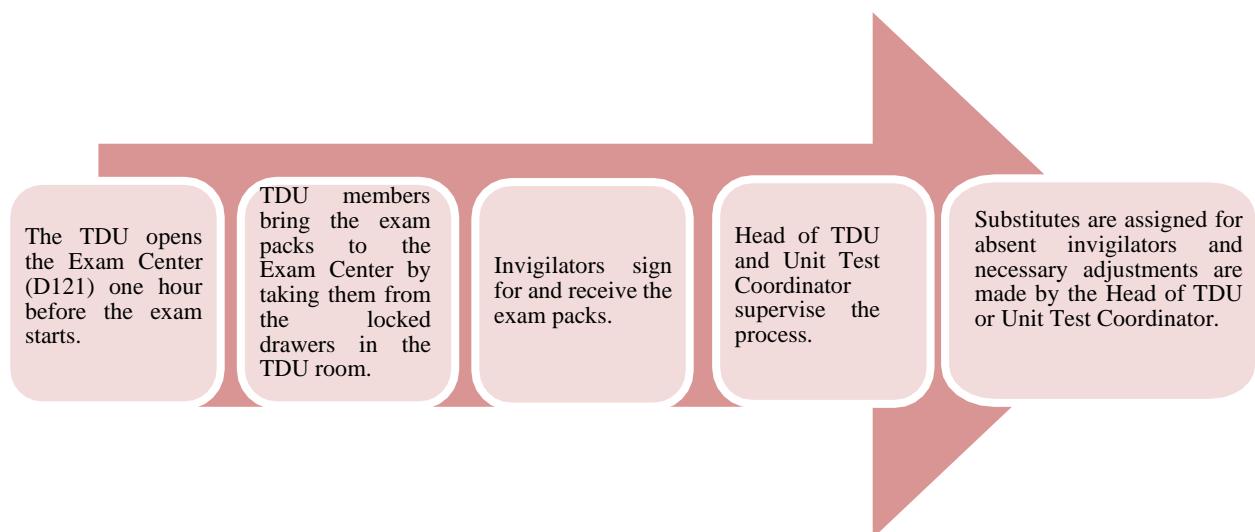
The Final Draft must be sealed with the TDU seal by the Head of TDU before duplication.

### 6.8.6 Coordinating and Organizing the Exam



### 6.8.7 Exam Administration Process

#### 6.8.7.1 One hour before the exam



### 6.8.7.2 During the Exam

The Head of TDU and the Assistant Head of TDU supervises and observes the exam process, the exam venues and corridors together with TDU members. Solves any problems related to the exam or else directs it to the related Unit Head.



Head of TDU submits the number of students who take the exam to the Director of SFL within half an hour.



If an important mistake in the test items is detected during the exam, Head of TDU ensures that announcements to correct the mistake are made to all exam rooms and students with the help of standby invigilators.



In case of cheating, all members of the TDU ensure that the cheating procedure is implemented.

### 6.8.7.3 End of the Exam

Invigilators return exam packs to the Exam Center at the end of the exam.



Invigilators sign the related handover sheet when returning the exam packs.



TDU members open and check each exam pack, verifying that all exam papers, answer sheets, and attendance lists are complete and accurate.



Any missing or extra materials are recorded by TDU members and reported immediately to the TDU Coordinator.



After the listening section, standby invigilators collect all supplementary listening materials (e.g. audio files, scripts, extra booklets) and return them to the Exam Center.



Standby invigilators sign a handover form when delivering these listening materials to the Exam Center.



All exam materials are stored in the Exam Center under secure and monitored conditions until they are transferred to the TDU.

#### 6.8.7.4 After the exam

The TDU organizes standardization meetings to ensure consistency and reliability in the assessment process. During these meetings, instructors receive detailed guidance on marking procedures, and any questions regarding assessment criteria are addressed.



Following the standardization session, instructors complete the marking process in accordance with the agreed-upon guidelines. Once the marking process is finalized, the instructors give the exams back to TDU.



At a designated time announced by the TDU, instructors distribute the graded exams to students, allowing them to review their performance.

After the marking process and in-class exam review sessions are completed, the exam scores are published on the BUYBS platform.



Students can submit objections the day after the exam results are announced, until 17:00.



All objections are reviewed and evaluated by the TDU to ensure accuracy and fairness. Following the review process, the scores are finalized and BUYBS system is updated by TDU.

#### 6.8.8 Reliability

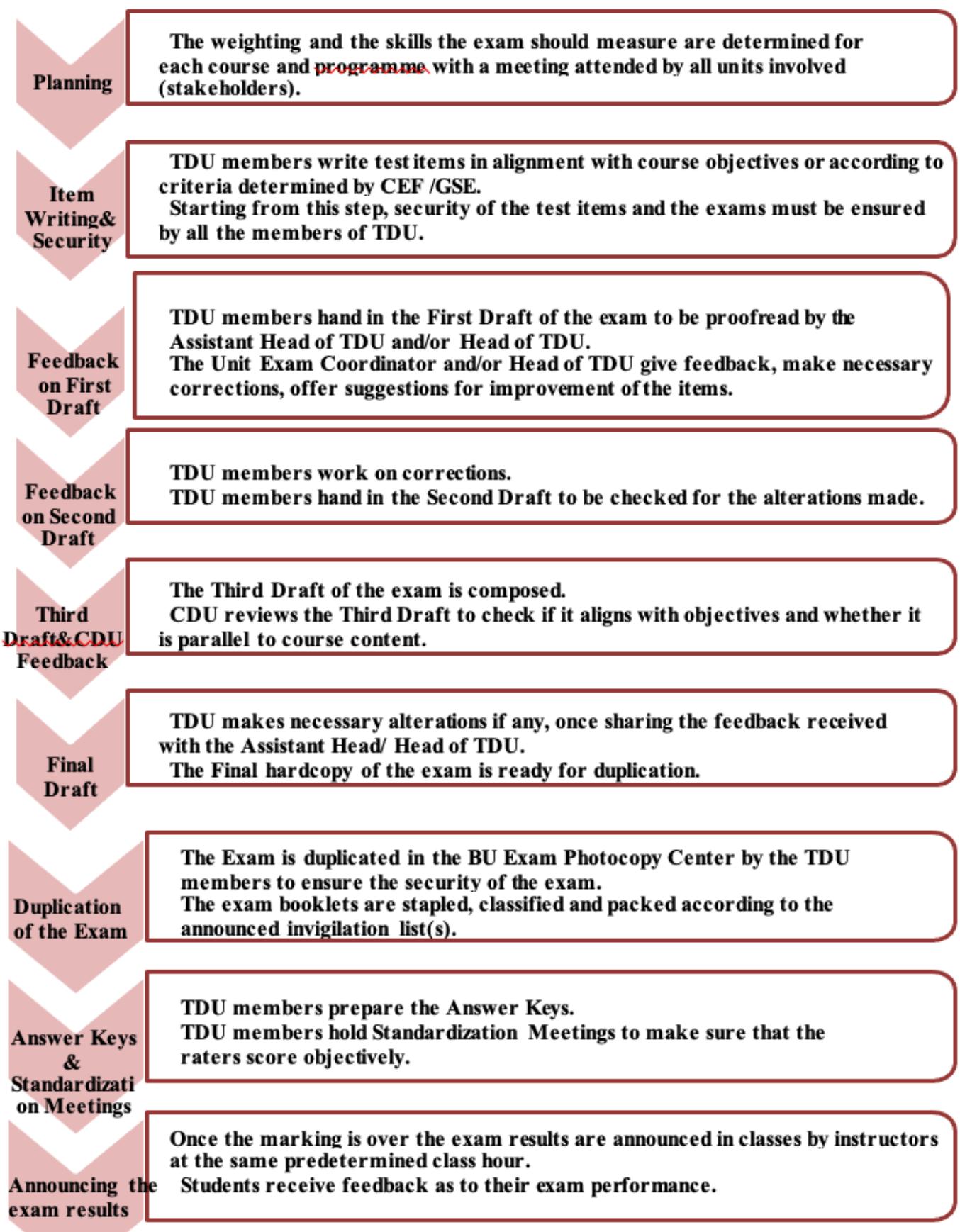
Tests at the BU-SFL determine whether students pass or fail or whether they are eligible to pass to their departments once displaying their language proficiency. Since such important decisions are taken because of the exams administered, it is very important for the instruments to be reliable. Therefore, in order to say that the scores obtained from exams at the SFL are consistent, in other words, reliable, test construction goes through a lengthy process not only to ensure the internal consistency which involves using items that permit objective scoring, reviewing items, familiarizing students with test content and format by giving guidelines, but also to guarantee interrater reliability such as training raters and conducting standardization meetings and using multiple raters and detailed rubrics especially

for scoring subjective items (such as writing or speaking components.)

### **6.8.9 Validity**

If an exam measures what it aims to measure, then it is valid. To achieve validity, progress tests at the BU-SFL are in alignment with course objectives. This is achieved by constructing the exams parallel to the objectives of the course and by using a table of specifications. Thus, the exams measure what they claim to measure and are; therefore, considered to be valid. As for constructing the BU English Proficiency Exam, the criteria of Common European Framework of Reference for Languages (CEFR) and more recently the Global Scale of English (GSE) are taken into consideration. GSE is a revised and more detailed version of the CEFR and it focuses on expected student behaviors at levels identified (A1-A2-B1-B2-C1) for the four skills: reading, writing, listening and speaking and grammar. Focusing on the ‘can do statements’ in the GSE makes it easier for item writers to construct test items that correspond to a learning outcome or objective.

Validity of exams at BUSFL is achieved by going through several steps in internal verification:

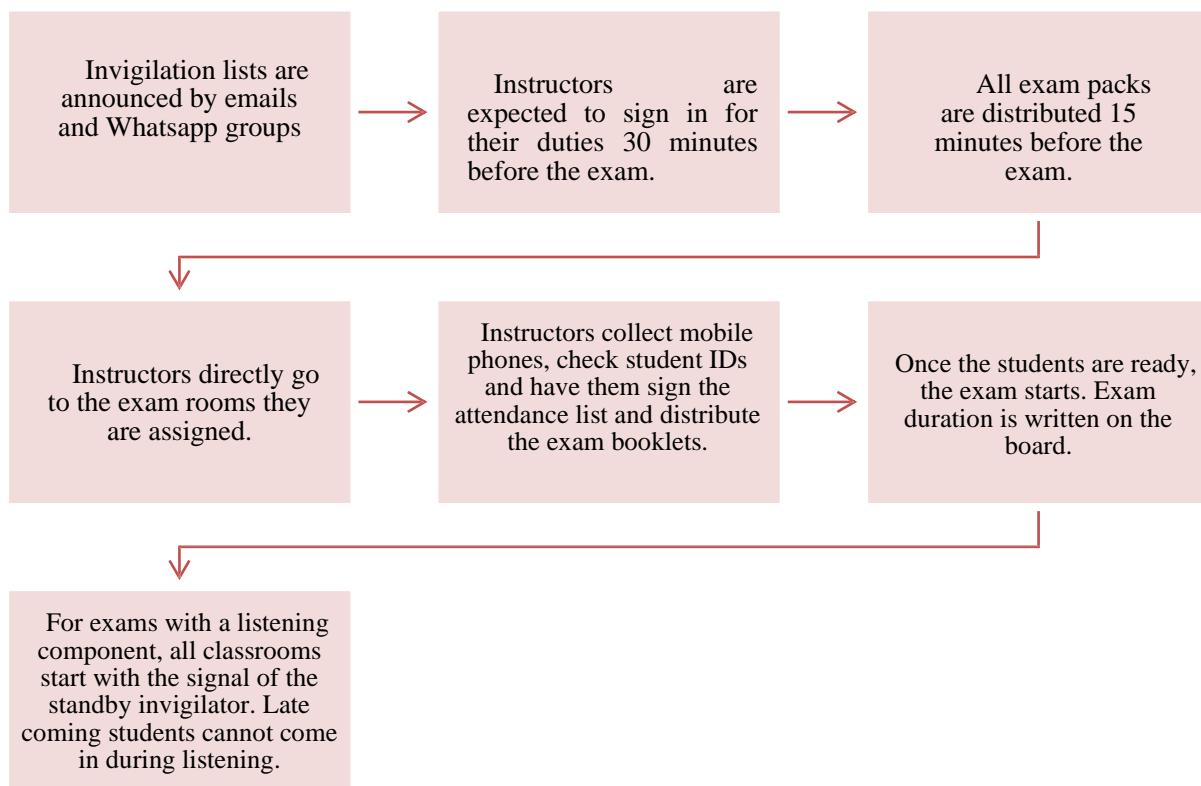


The internal verification of the exams constructed in the Prep Unit and Modern Languages Unit follow all the stages above while the exams prepared for languages other than English in the Modern Languages Unit, which has a limited number of instructors in every language, also conforms to standards of the TDU in terms of content and format. Exams constructed in the Modern Languages Unit-Other Languages all have reading, writing, listening and language use sections. Similarly, the weightings of the midterm and final exams are parallel to the ones in the Modern Languages Unit. Every exam constructed in the Modern Languages Other Languages Unit, just like all other exams, is approved by the seal of TDU prior to duplication.

## 6.9. BU-SFL INVIGILATION POLICY

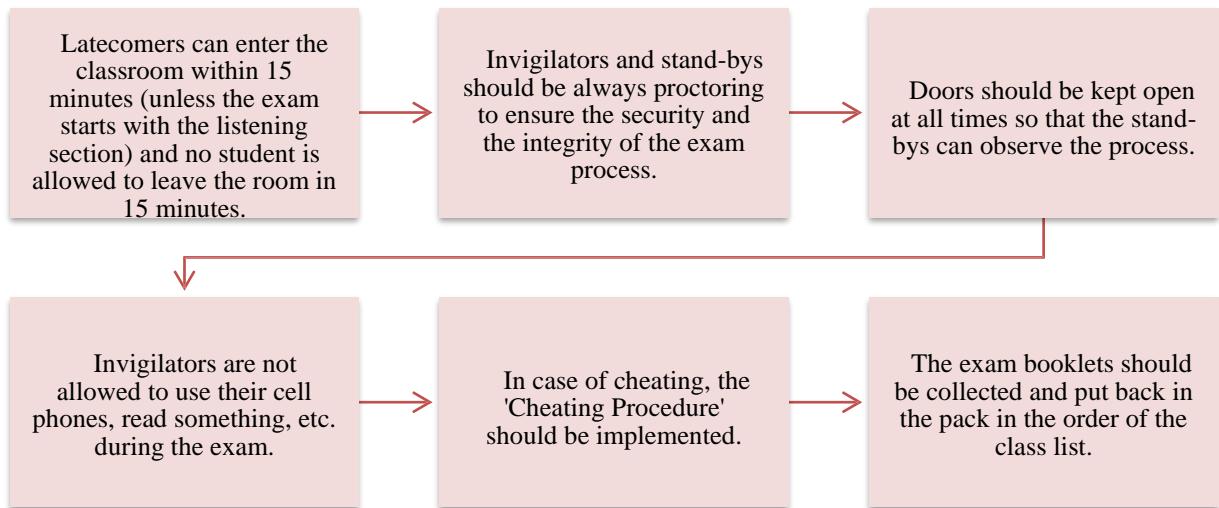
The base motive underlying the invigilation policy at BUSFL is to administer exams not only in an environment which fosters the security of the exam, but also a fair atmosphere for each student taking the exam by setting standards for every exam. To control the homogeneity of each exam room as much as possible there are different sets of invigilation procedures for instructors to follow. Mainly these fall into three categories: activities carried out prior to the exam, during the exam and after the exam.

### 6.9.1. Invigilation Procedure Prior to the Exam



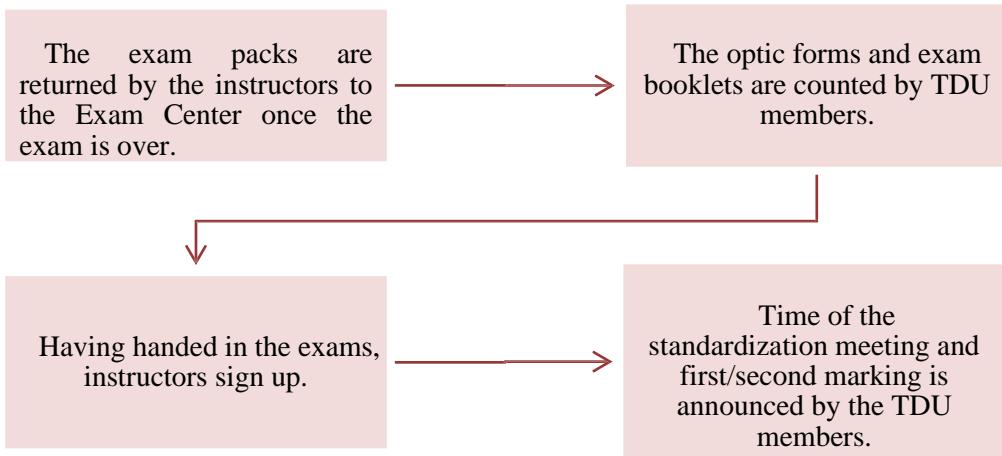
\*See Appendix 34 for Sample Invigilation List

### 6.9.2. Invigilation Procedure During the Exam



#### (Appendix 35)

### 6.9.3. Invigilation Procedure After the Exam



### 6.10. BU-SFL GRADING POLICY

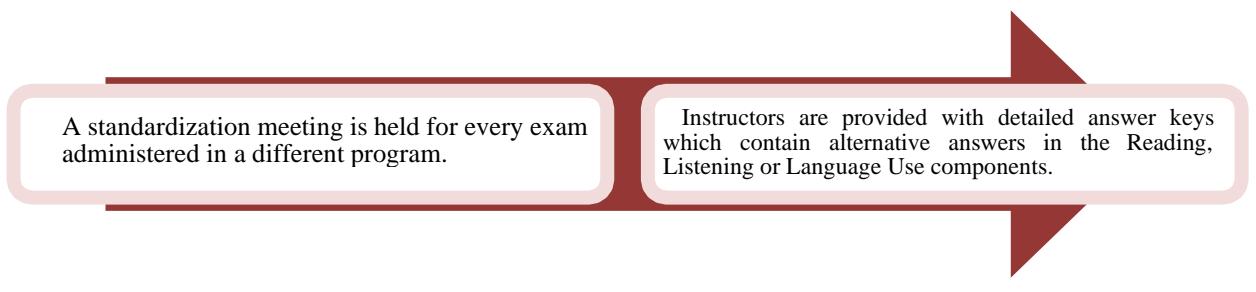
The main goal of the grading policy at the BU-SFL is to provide a reliable measure of students' progress at different programs offered. Assigning reliable scores not only enhances the objectivity of the assessment process, but also aids teaching and learning by providing feedback to instructors and students. To achieve objectivity in measuring students' knowledge of English, detailed answer keys in addition to different sets of grading criteria are used at the BU-SFL for assessing different skills. Grading procedures for different skills fall into three categories:

1. Grading the Reading, Listening and Language Use Components of Exams: These exams consist of multiple choice, short answer, long answer item types. The objectivity in scoring is achieved through answer keys containing alternative answers. (See details at 11.1).
2. Grading the Writing Component of Exams: Because marking may be subjective, grading the writing

component requires a checklist or a rubric to ensure the reliability of the score assigned. (See details at 11.2).

3. Grading the Speaking Component of Exams: Marking of the Speaking component may be subjective; therefore, to reduce the error component of the grade assigned, several actions are taken. These include sessions conducted for training assessors throughout the year in addition to using a detailed rubric. (See details at 11.3).

### 6.10.1. Grading Reading, Listening and Language Use Components of Exams



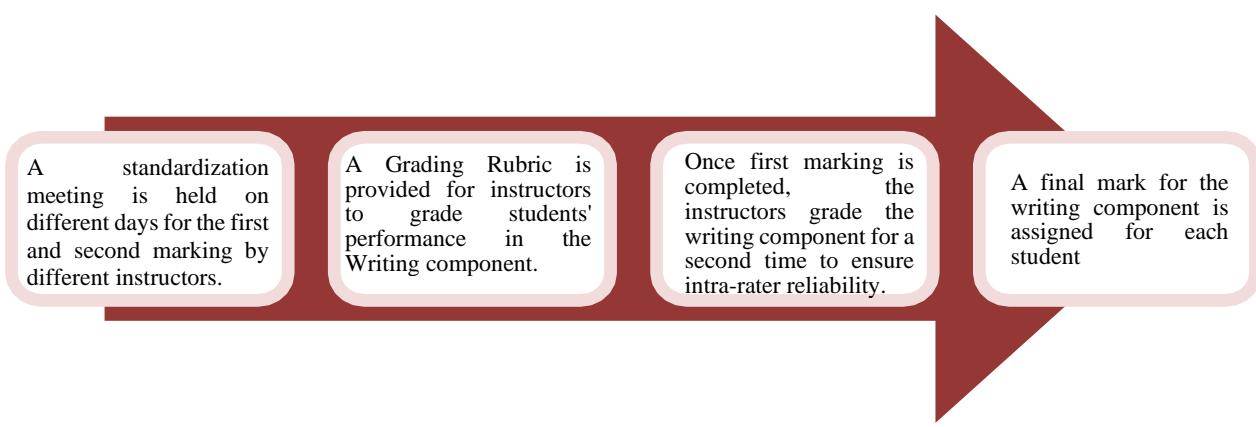
A standardization meeting is held for every exam administered in a different program.

Instructors are provided with detailed answer keys which contain alternative answers in the Reading, Listening or Language Use components.

#### BU-SFL Modern Languages Unit TDU Reading Comprehension Exam Standardization and Marking Procedure

In the Modern Languages Unit, the reading component of the exams is mainly constructed by forming short-answer comprehension questions, vocabulary guessing questions and reference questions. Since the answers of the comprehensions are open-ended, grading requires a fair marking procedure. To ensure fairness in marking the exam papers, the TDU arranges a standardization meeting for the instructors. Under the supervision of the standardization leader, who is a TDU member responsible from the exam, instructors come together and go over the answer key of the exam. They discuss possible answers to any one of the comprehension questions different than the ones in the answer key, the instructors are asked their opinion; and if the answer is found to be appropriate by most instructors, the alternative answer is added to the answer key by the standardization leader. The instructors assign a score for this answer.

### 6.10.2. Grading Writing Component of Exams



A standardization meeting is held on different days for the first and second marking by different instructors.

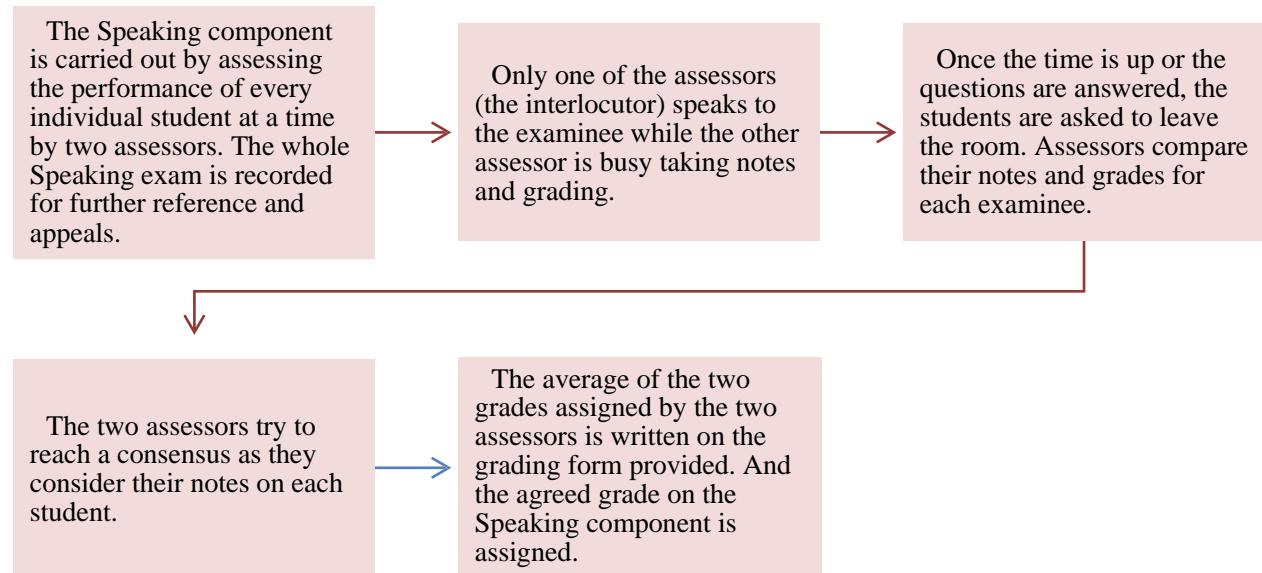
A Grading Rubric is provided for instructors to grade students' performance in the Writing component.

Once first marking is completed, the instructors grade the writing component for a second time to ensure intra-rater reliability.

A final mark for the writing component is assigned for each student

\* See Appendix 36 and 37 for detailed Writing Evaluation Procedures.

### 6.10.3. Grading Speaking Component of Exams



\* See Appendix 38 for detailed Speaking Procedures.

Once grading ends, instructors fill out student report cards and give them to the Educational Planner so that each report card is entered manually in SFL's system.

### 6.11. BU-SFL CHEATING POLICY

Students at Başkent University are obliged to obey rules, procedures and warnings during exams or else disciplinary action will follow.

In case of cheating at the BU- SFL, the cheating procedure is implemented according to the approved [directive of the Başkent University Senate](#).

According to the directive, the following actions constitute cheating:

- referring to any written material or source which is not permitted during the exam
- intentionally looking at, or attempting to look at, another student's exam paper
- allowing another student to view one's own exam paper
- engaging in any kind of verbal or written communication with other students
- sharing any materials (e.g., pencils, erasers, calculators) during the exam
- Using electronic devices capable of storing or displaying information, such as mobile phones, tablets, or smartwatches

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According to the Cheating Procedure if a student is caught cheating s/he is warned and informed that an incident report will be held. Any evidence of cheating is withheld by the invigilators and a TDU member is called in to make sure the procedure is implemented. The student caught cheating is not asked to go out of the classroom. S/he can stay until the end and complete the exam. Head of TDU is informed.

Once the exam is over, invigilators submit the incident report, the student's exam booklet, and any piece of evidence withheld to the Head of TDU or Assistant Head of TDU. The related Unit Head and the Director is informed so that necessary action is taken.

In the following days the TDU brings the Cheating Commission together. The Cheating Commission is made up of invigilators, instructors, the related Unit Head and SFL board members. The commission goes over each case and directs the student caught cheating to his/her faculty if he is to be found guilty of cheating in the exam in the light of the evidence withheld and invigilators heard.

The student's faculty opens and carries out a formal investigation. If it is decided against the student, then disciplinary penalties are given to the student as mentioned in the Student Discipline Regulations. Penalties may include but are not limited to warning, reprimand, and suspension for a period of one week or longer.

**APPENDICES****APPENDIX 1 ENGLISH PREPARATORY PROGRAM MODULE CURRICULUM SAMPLES**

A Sample Course Curriculum File for English Prep Unit Module 1 Fall

2025-2026

Course	Module 1 Regular (M1)		
Hours	23 hours a week		
Level	A2+		
Prerequisites and/or Co-requisites	None		

Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

Course Description:

This course aims to teach general English. It is a course for students who have a limited knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of A2 level and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It enhances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- to understand on a basic level how English functions as a language
- to present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts
- develop the ability to understand the target language in various registers

- support the use of digital tools such as online dictionaries, grammar platforms, and vocabulary games to reinforce classroom learning
- encourage learners to engage with multimedia content (videos, online exercises, interactive quizzes) to enhance language input
- expose students to culturally diverse contexts through authentic or semi-authentic materials such as dialogues, short stories, and videos
- develop awareness of culturally appropriate language use in basic social interactions, such as greetings, politeness, and turn-taking
- foster students' ability to collaborate with peers through pair and group work activities in class
- promote critical thinking through structured tasks that require comparing, classifying, and giving reasons for opinions

#### Overall Course Objectives

By the end of Module 1, students will be able to:

- identify and extract specific information from simple written and spoken texts on familiar topics, such as personal experiences, daily activities, and common social interactions.
- write short, structured texts such as emails, descriptions, and short narratives using basic grammatical structures and vocabulary.
- describe and follow the main ideas of slow and clear speech related to everyday situations, personal information, and basic social interactions.
- practice simple spoken interactions by asking and responding to questions about personal details, daily routines, and familiar topics.
- use a limited range of vocabulary and expressions to describe people, places, events, and experiences in spoken and written communication.
- apply fundamental grammatical structures, including present simple, past simple, present continuous, and basic modal verbs, to convey meaning accurately.
- develop strategies for inferring meaning from context, recognizing keywords, and making basic inferences in written and spoken texts.
- participate in structured conversations, expressing opinions, preferences, and intentions using simple sentences.
- identify and apply functional language for everyday situations such as making requests, offering suggestions, and giving compliments.
- demonstrate understanding of cultural differences in communication and daily life through exposure to diverse texts and listening materials.

#### Overall Learning Outcomes

At the end of this module, students will:

- demonstrate control of basic structures such as the present simple, present continuous, past simple, possessives, comparatives, superlatives, and modals like “can”, “have to” and “should”
- apply level-appropriate vocabulary related to personal information, daily life, family, food, travel, work, and entertainment in meaningful contexts.

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- identify key details and main ideas in short, authentic or adapted reading texts, such as emails, social media posts, advertisements, and biographies.
- identify main ideas and specific details in slow, clear dialogues, recordings, and real-life conversations in different contexts.
- introduce themselves and others, describe people and places, express opinions, ask and answer common questions, and participate in simple discussions.
- produce clear and basic written communication, such as emails, descriptions, and blog posts, using appropriate structures and vocabulary.
- recognize language use in formal and informal contexts, distinguishing between casual conversations, instructions, and brief narratives.
- develop awareness of cultural norms, customs, and everyday life in countries where English is spoken.
- provide and understand directions, simple explanations, and step-by-step processes in various settings.
- communicate in everyday situations with increasing fluency, clarity, and accuracy, fostering a positive attitude toward language learning.

### Course Materials:

Maggs, P., & Smith, C. (2019). Language Hub A2. Macmillan Education.

Preparatory CDU Compiled Grammar, Vocabulary, Listening, Reading and Speaking Materials

### Suggested Materials:

Fuchs, M., Bonner, M., & Westheimer, M. (2017). Focus on grammar. Pearson Education.

Schoenberg, I. (2017). Focus on grammar. 2: An integrated skills approach. Pearson Education.

### Method of Instruction:

- Face to face instruction
- Communicative approach and integration of skills

### Course Policies:

Attendance/Requirements: Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes.

Assessment: For ALL students, the achievement base score is 60 (sixty) points out of 100 (one hundred) points in Module 1.

Midterm Exam	40 points
End of Module Exam	55 points
Online Learning Platform Tasks	5 points
<b>TOTAL</b>	<b>100 Points</b>

### Instructional Technologies and AI Integrated Tools

In Module 1 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the A2 level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials. To help students prepare for the Module 1 speaking task—answering basic daily life questions and describing a given picture—AI-generated videos have been developed. These videos provide examples of both strong and weak performances, giving students a clear understanding of expectations. The sample videos guide students on how to organize their ideas, use basic vocabulary, and maintain fluency and coherence appropriate for their level.

In terms of writing and language accuracy, AI-integrated practice materials have been created to help students improve their foundational skills. These include activities focused on error correction in basic sentence structures, tense transformation, spelling, punctuation, and capitalization. Additional tasks support students in building stronger sentences using simple linkers. These materials are hosted on AI-supported platforms such as Padlet and Wordwall, offering students a more interactive and engaging way to reinforce what they've learned in class.

Moreover, gamification is used to further enhance student motivation and vocabulary retention. In Module 1, instructors use Blooket, an online game-based learning platform, to help students review and practice vocabulary in a fun and competitive format. This tool supports formative learning while promoting engagement through friendly classroom competition.

#### Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies. As part of this commitment, students must purchase the official coursebook, Language Hub A2, through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.

## A Sample Course Curriculum File for English Prep Unit Module 2 Fall

2025-2026

Course	Module 2 Regular (M2)		
Hours	23 hours a week		
Level	B1		
Prerequisites and/or Co-requisites	M1		

## Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

## Course Description:

This course aims to teach general English. It is a course for students who have a basic knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of B1 level and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It advances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

## Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- to understand on a basic level how English functions as a language
- to present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts
- develop the ability to understand the target language in various registers
- promote students' autonomy to become independent learners and take responsibility in their own learning process
- enable students to comprehend and produce language in real time
- encourage learners to engage with multimedia content (videos, online exercises) to enhance language input
- expose students to culturally diverse contexts through authentic or semi-authentic materials such as

dialogues, short stories, and videos

- develop awareness of cultural norms and values through exposure to authentic or semi-authentic familiar, everyday contexts in texts and conversations
- encourage appropriate language use in culturally diverse situations, including greetings, politeness, and expressing opinions
- foster students' ability to collaborate with peers through pair and group work activities in class
- foster critical thinking through guided tasks that involve making inferences, forming opinions, and justifying ideas in spoken and written communication

#### Overall Course Objectives

By the end of Module 2, students will be able to:

- identify and extract specific information from simple written and spoken texts on familiar topics, such as personal experiences, daily activities, and common social interactions.
- write short, structured texts such as emails, descriptions, and short narratives using basic grammatical structures and vocabulary.
- describe and follow the main ideas of slow and clear speech related to everyday situations, personal information, and basic social interactions.
- practice simple spoken interactions by asking and responding to questions about personal details, daily routines, and familiar topics.
- use a limited range of vocabulary and expressions to describe people, places, events, and experiences in spoken and written communication.
- apply fundamental grammatical structures, including present simple, past simple, present continuous, and basic modal verbs, to convey meaning accurately.
- develop strategies for inferring meaning from context, recognizing keywords, and making basic inferences in written and spoken texts.
- participate in structured conversations, expressing opinions, preferences, and intentions using simple sentences.
- identify and apply functional language for everyday situations such as making requests, offering suggestions, and giving compliments.
- demonstrate understanding of cultural differences in communication and daily life through exposure to diverse texts and listening materials.

#### Overall Learning Outcomes

At the end of this module, students will:

- demonstrate control of basic structures such as the present simple, present continuous, past simple, possessives, comparatives, superlatives, and modals like "can", "have to" and "should"
- apply level-appropriate vocabulary related to personal information, daily life, family, food, travel, work, and entertainment in meaningful contexts.
- identify key details and main ideas in short, authentic or adapted reading texts, such as emails, social

media posts, advertisements, and biographies.

- identify main ideas and specific details in slow, clear dialogues, recordings, and real-life conversations in different contexts.
- introduce themselves and others, describe people and places, express opinions, ask and answer common questions, and participate in simple discussions.
- produce clear and basic written communication, such as emails, descriptions, and blog posts, using appropriate structures and vocabulary.
- recognize language use in formal and informal contexts, distinguishing between casual conversations, instructions, and brief narratives.
- develop awareness of cultural norms, customs, and everyday life in countries where English is spoken.
- provide and understand directions, simple explanations, and step-by-step processes in various settings.
- communicate in everyday situations with increasing fluency, clarity, and accuracy, fostering a positive attitude toward language learning.

Course Materials:

Brayshaw, D., & Hird, J. (2019). *Language Hub B1*. Macmillan Education.

M2 B1 level Preparatory CDU Writing Booklet

Preparatory CDU Compiled Grammar, Vocabulary, Listening, Reading and Speaking Materials

Suggested Materials:

Schoenberg, I. (2017). Focus on grammar. 2: An integrated skills approach. Pearson Education.

Method of Instruction:

- Face to face instruction
- Communicative approach and integration of skills

Course Policies:

Attendance/Requirements: Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes.

Assessment: For ALL students, the achievement base score is 60 (sixty) points out of 100 (one hundred) points in Module 2.

Midterm Exam	40 points
End of Module Exam	55 points
Online Learning Platform Tasks	5 points
<b>TOTAL</b>	<b>100 Points</b>

### Instructional Technologies and AI Integrated Tools

In Module 2 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the B1 level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials.

To help students prepare for the Module 3 speaking task—creating a logical response within the given scenario and giving a short talk about one of the given topics—AI-generated videos have been developed. These videos provide examples of both strong and weak performances, giving students a clear understanding of expectations. The sample videos guide students on how to organize their ideas, use basic vocabulary, and maintain fluency and coherence appropriate for their level.

To support writing and language accuracy, AI-integrated practice materials have been developed to help students strengthen their essential writing skills. These tasks, delivered through AI-supported platforms, focus on constructing stronger sentences and enhancing coherence and unity. The aim is to offer a more interactive and engaging way for students to reinforce what they've learned in class.

### Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies.

As part of this commitment, students must purchase the official coursebook, Language Hub B1, through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.

## BU-SFL 2025-2026 STAFF

### A Sample Course Curriculum File for English Prep Unit Module 3 Fall

2025-2026

Course	Module 3 Regular (M3)		
Hours	23 hours a week		
Level	B1+		
Prerequisites and/or Co-requisites	M1, M2		

Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

Course Description:

This course aims to teach general English. It is a course for students who have a basic knowledge of the language in B1+ level. The aim of the course is to help learners to achieve an overall English language proficiency of B1+ and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It enhances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- to understand how English functions as a language
- to present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts
- develop the ability to understand the target language in various registers
- enable students to comprehend and produce language in real time
- promote students' autonomy to become independent learners and take responsibility in their own learning process
- foster critical thinking and problem-solving by encouraging students to analyze and evaluate ideas,

opinions, and information from diverse sources, promoting logical reasoning and evidence-based decision-making in both written and spoken communication

- develop an understanding of cultural perspectives by comparing viewpoints, recognizing differences in communication styles, and engaging in discussions that consider the impact of culture on language use and opinion expression in both familiar and unfamiliar contexts
- promote effective communication by encouraging students to express ideas and opinions clearly, justify viewpoints with evidence, and participate in discussions that require negotiation, persuasion, and critical evaluation, ensuring clarity and cohesion in both speech and writing
- encourage learners to engage with multimedia content (videos, online exercises) to enhance language input

### Overall Course Objectives

By the end of Module 3, students will be able to:

- identify main ideas, supporting details, and viewpoints in structured texts, as well as infer meaning from context
- produce well-organized paragraphs and structured essay, incorporating a variety of linking words and cohesive devices to ensure logical flow between ideas
- identify key points, opinions, and relationships in a variety of spoken texts, including conversations, podcasts, and narratives
- express opinions, compare and contrast ideas, justify viewpoints, and engage in discussions using appropriate discourse markers
- apply a range of tenses, conditionals, modals, and relative clauses accurately to express time, possibility, obligation, and hypothetical situations
- employ a wide range of vocabulary to describe similarities, differences, causes, effects, and evaluations in both spoken and written communication
- present and support opinions on familiar topics using clear reasoning and evidence
- use language appropriately in real-life contexts, including making requests, giving advice, expressing emotions, and hypothesizing about past and future events
- use linking words, cohesive devices, and discourse markers effectively in both speech and writing

### Overall Learning Outcomes

At the end of this module, students will:

- communicate ideas, opinions, and experiences effectively in spoken and written English, using appropriate grammar and vocabulary
- apply present, past, and future tenses accurately in a variety of contexts, including narration, description, and discussion
- use topic-specific vocabulary, collocations, and phrasal verbs to enhance clarity and precision in communication
- analyze written and spoken texts by identifying main ideas, extracting details, and making inferences
- write well-structured paragraphs and an essay, including opinion, advantage-disadvantage, and cause-

effect structures, with appropriate cohesion and support

- express opinions, compare options, and justify viewpoints using logical reasoning and supporting details
- participate in discussions and debates, presenting arguments clearly and responding to opposing viewpoints effectively
- listen for key details, speaker attitudes, and implied meanings in various spoken texts

Course Materials:

Brayshaw, D., & Hird, J. (2019). *Language Hub B1+*. Macmillan Education.

M3 B1+ level Preparatory CDU Writing Booklet

Preparatory CDU Compiled Grammar, Vocabulary, Listening, Reading and Speaking Materials

Suggested Materials:

Bonner, M., & Westheimer, M. (2005). *Focus on grammar 3*. Pearson Education ESL.

Method of Instruction:

- Face to face instruction
- Communicative approach and integration of skills

Course Policies:

Attendance/Requirements: Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes.

Assessment: For ALL students, the achievement base score is 60 (sixty) points out of 100 (one hundred) points in Module 2.

Midterm Exam	40 points
End of Module Exam	55 points
Online Learning Platform Tasks	5 points
<b>TOTAL</b>	<b>100 Points</b>

Instructional Technologies and AI Integrated Tools

In Module 3 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the B1+ level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and

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announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials.

To help students prepare for the Module 3 speaking task—creating a logical response within the given scenario and giving a short talk about one of the given topics—AI-generated videos have been developed. These videos provide examples of both strong and weak performances, giving students a clear understanding of expectations. The sample videos guide students on how to organize their ideas, use basic vocabulary, and maintain fluency and coherence appropriate for their level.

To support writing and language accuracy, AI-integrated practice materials have been developed to help students strengthen their essential writing skills. These tasks, delivered through AI-supported platforms, focus on constructing stronger sentences and enhancing coherence and unity. The aim is to offer a more interactive and engaging way for students to reinforce what they've learned in class.

### Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies.

As part of this commitment, students must purchase the official coursebook, Language Hub B1+, through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.

## BU-SFL 2025-2026 STAFF

A Sample Course Curriculum File for English Prep Unit Module 4 - 7 weeks Fall  
2025-2026

Course	Module 4 - 7 weeks (M4)		
Hours	23 hours a week		
Level	B2		
Prerequisites and/or Co-requisites	M1, M2, M3		

Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

Course Description:

The B2 English program at Başkent University Preparatory School aims to enhance language skills and foster confident communication in English. Designed for intermediate English learners, this program focuses on improving various aspects of English as a foreign language, including vocabulary expansion, grammar proficiency, reading comprehension, writing skills, listening comprehension, and speaking abilities. Through engaging students with thought-provoking topics, creating an English-speaking environment for active participation and meaningful interactions, utilizing authentic audio and video materials, and providing writing tasks with constructive feedback, this program implements effective strategies and methods to facilitate learning. It also aims at enhancing four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- identify how English functions as a language
- present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts
- develop the ability to understand the target language in various registers
- enable students to comprehend and produce language in real time

- promote students' autonomy to become independent learners and take responsibility in their own learning process
- promote critical thinking and argumentation by guiding students to analyze multiple sources, evaluate viewpoints, and construct evidence-based arguments in both written and spoken communication
- enhance students' ability to interpret and present visual data through digital tools, encouraging the integration of charts, graphs, and multimedia content into structured writing and presentations
- develop intercultural competence by exploring diverse perspectives in academic and real-world contexts, fostering respectful engagement in discussions involving global issues and cultural values
- support effective communication through structured debates, presentations, and collaborative tasks, enabling students to express and defend ideas clearly using appropriate language, tone, and structure

### Overall Course Objectives

By the end of Module 4, students will be able to:

- identify main ideas, supporting details, and viewpoints in structured and complex texts, including articles, reports, and visual data representations
- infer meaning, viewpoints, and implicit information from structured texts and listening materials, including lectures and discussions
- synthesize and evaluate information from multiple sources to develop written and spoken arguments
- write structured essays and argumentative texts that clearly express opinions, justify arguments, and incorporate appropriate discourse markers
- employ a range of cohesive devices, linking words, and referencing strategies to ensure clarity and coherence in written and spoken communication
- analyse and interpret cause-and-effect relationships, problem-solution structures, and counter-arguments in texts and discussions
- express and defend opinions in discussions and debates, providing well-supported arguments and responding effectively to counterarguments
- present and explain trends, comparisons, and conclusions based on visual data (e.g., graphs, charts, and tables) in both written and spoken formats
- recognize rhetorical devices, persuasive techniques, and speaker strategies in academic and professional contexts
- take structured notes from lectures, talks, and discussions to summarize key ideas and supporting details
- use a wide range of grammatical structures and complex sentence constructions to express ideas accurately

### Overall Learning Outcomes

At the end of this module, students will:

- identify main ideas, supporting details, and inferred meanings in structured texts such as newspaper articles, academic essays, and reports, using skimming and scanning strategies effectively
- interpret and evaluate information from multiple sources, make informed predictions, and recognize

rhetorical techniques, author's stance, and argument structures

- demonstrate accurate and contextually appropriate use of level-specific vocabulary in both spoken and written communication, incorporating new terms into discussions and essays
- compose well-structured essays integrating thesis statements, topic sentences, and cohesive devices to present clear arguments, counterarguments, and conclusions
- identify the main ideas, key details, and implied meanings in lectures, discussions, and podcasts, taking effective notes to capture essential points
- deliver structured presentations, narrate detailed stories, and engage in discussions by clearly articulating ideas, making comparisons, and supporting viewpoints with relevant details
- apply complex grammatical structures in different contexts to enhance written and spoken accuracy
- use discourse markers, linking devices, and grammatical structures to improve the clarity, flow, and logical organization of spoken and written communication
- construct well-supported arguments in essays and discussions, integrating logical reasoning, persuasive techniques, and supporting evidence effectively
- analyse and relate textual and spoken information to visual data, such as charts, graphs, and statistics, to support comprehension and discussion

Course Materials:

Williams, J. (2022). *Reflect 5: Reading & Writing*. National Geographic Learning.

Bygrave, J. (2022). *Reflect 5: Listening & Speaking*. National Geographic Learning.

Preparatory CDU Compiled Grammar, Vocabulary, Listening, Reading and Speaking Materials

Suggested Materials:

Schoenberg, I.E. (2017). *Focus on Grammar 3*. Pearson Education Limited.

Fuchs, M. & Bonner, M. (2017). *Focus on Grammar 4*. Pearson Education Limited.

Method of Instruction:

- Face to face instruction
- Communicative approach and integration of skills

Course Policies:

Attendance/Requirements: Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes.

Assessment: For ALL students, the achievement base score is 60 (sixty) points out of 100 (one hundred) points in Module 2.

Midterm Exam	40 points
End of Module Exam	55 points
Online Learning Platform Tasks	5 points
<b>TOTAL</b>	<b>100 Points</b>

\*The students who pass Module 4 successfully are eligible for the English Proficiency Exam (EPE). The achievement base score in EPE is;

- 60 for partly English programs (30% English)
- 70 for fully English programs (100% English)
- 80 for Faculty of Medicine and Dentistry (100% English)

#### Instructional Technologies and AI Integrated Tools

In Module 4 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the B2 level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials.

To support writing and language accuracy at the B2 level, AI-integrated practice materials have been developed to help students refine their academic writing skills. These tasks, delivered through AI-supported platforms, focus on constructing complex sentence structures and enhancing overall coherence and cohesion. The aim is to provide a more interactive and engaging way for students to consolidate and extend what they've learned in class.

#### Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies.

As part of this commitment, students must purchase the official coursebooks, Reflect 5 Reading & Writing and Reflect 5 Listening & Speaking through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.

## A Sample Course Curriculum File for English Prep Unit Module 4 Extended Fall

2025-2026

Course	Module 4 Extended (M4)		
Hours	12 hours a week		
Level	B2		
Prerequisites and/or Co-requisites	M1, M2, M3		

Course Hours:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50					
14:00-14:50					
15:00-15:50					
16:00-16:50					

Course Description:

The B2 English program at Başkent University Preparatory School aims to enhance language skills and foster confident communication in English. Designed for intermediate English learners, this program focuses on improving various aspects of English as a foreign language, including vocabulary expansion, grammar proficiency, reading comprehension, writing skills, listening comprehension, and speaking abilities. Through engaging students with thought-provoking topics, creating an English-speaking environment for active participation and meaningful interactions, utilizing authentic audio and video materials, and providing writing tasks with constructive feedback, this program implements effective strategies and methods to facilitate learning. It also aims at enhancing four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- identify how English functions as a language
- present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts

- develop the ability to understand the target language in various registers
- enable students to comprehend and produce language in real time
- promote students' autonomy to become independent learners and take responsibility in their own learning process
- promote critical thinking and argumentation by guiding students to analyze multiple sources, evaluate viewpoints, and construct evidence-based arguments in both written and spoken communication
- enhance students' ability to interpret and present visual data through digital tools, encouraging the integration of charts, graphs, and multimedia content into structured writing and presentations
- develop intercultural competence by exploring diverse perspectives in academic and real-world contexts, fostering respectful engagement in discussions involving global issues and cultural values
- support effective communication through structured debates, presentations, and collaborative tasks, enabling students to express and defend ideas clearly using appropriate language, tone, and structure

### Overall Course Objectives

By the end of Module 4, students will be able to:

- identify main ideas, supporting details, and viewpoints in structured and complex texts, including articles, reports, and visual data representations
- infer meaning, viewpoints, and implicit information from structured texts and listening materials, including lectures and discussions
- synthesize and evaluate information from multiple sources to develop written and spoken arguments
- write structured essays and argumentative texts that clearly express opinions, justify arguments, and incorporate appropriate discourse markers
- employ a range of cohesive devices, linking words, and referencing strategies to ensure clarity and coherence in written and spoken communication
- analyse and interpret cause-and-effect relationships, problem-solution structures, and counter-arguments in texts and discussions
- express and defend opinions in discussions and debates, providing well-supported arguments and responding effectively to counterarguments
- present and explain trends, comparisons, and conclusions based on visual data (e.g., graphs, charts, and tables) in both written and spoken formats
- recognize rhetorical devices, persuasive techniques, and speaker strategies in academic and professional contexts
- take structured notes from lectures, talks, and discussions to summarize key ideas and supporting details
- use a wide range of grammatical structures and complex sentence constructions to express ideas accurately

### Overall Learning Outcomes

At the end of this module, students will:

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- identify main ideas, supporting details, and inferred meanings in structured texts such as newspaper articles, academic essays, and reports, using skimming and scanning strategies effectively
- interpret and evaluate information from multiple sources, make informed predictions, and recognize rhetorical techniques, author's stance, and argument structures
- demonstrate accurate and contextually appropriate use of level-specific vocabulary in both spoken and written communication, incorporating new terms into discussions and essays
- compose well-structured essays integrating thesis statements, topic sentences, and cohesive devices to present clear arguments, counterarguments, and conclusions
- identify the main ideas, key details, and implied meanings in lectures, discussions, and podcasts, taking effective notes to capture essential points
- deliver structured presentations, narrate detailed stories, and engage in discussions by clearly articulating ideas, making comparisons, and supporting viewpoints with relevant details
- apply complex grammatical structures in different contexts to enhance written and spoken accuracy
- use discourse markers, linking devices, and grammatical structures to improve the clarity, flow, and logical organization of spoken and written communication
- construct well-supported arguments in essays and discussions, integrating logical reasoning, persuasive techniques, and supporting evidence effectively
- analyse and relate textual and spoken information to visual data, such as charts, graphs, and statistics, to support comprehension and discussion

### Course Materials:

Williams, J. (2022). *Reflect 5: Reading & Writing*. National Geographic Learning.

Bygrave, J. (2022). *Reflect 5: Listening & Speaking*. National Geographic Learning.

Preparatory CDU Compiled Grammar, Vocabulary, Listening, Reading and Speaking Materials

### Suggested Materials:

Schoenberg, I.E. (2017). *Focus on Grammar 3*. Pearson Education Limited.

Fuchs, M. & Bonner, M. (2017). *Focus on Grammar 4*. Pearson Education Limited.

### Method of Instruction:

- Face to face instruction
- Communicative approach and integration of skills

### Course Policies:

**Attendance/Requirements:** Students are expected to attend regularly and show up on time. Students are required to attend at least %80 of classes.

**Assessment:** For ALL students, the achievement base score is 60 (sixty) points out of 100 (one hundred)

points in Module 2.

Midterm Exam	40 points
End of Module Exam	55 points
Online Learning Platform Tasks	5 points
<b>TOTAL</b>	<b>100 Points</b>

\*The students who pass Module 4 successfully are eligible for the English Proficiency Exam (EPE). The achievement base score in EPE is;

- 60 for partly English programs (30% English)
- 70 for fully English programs (100% English)
- 80 for Faculty of Medicine and Dentistry (100% English)

#### Instructional Technologies and AI Integrated Tools

In Module 4 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the B2 level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials.

To support writing and language accuracy at the B2 level, AI-integrated practice materials have been developed to help students refine their academic writing skills. These tasks, delivered through AI-supported platforms, focus on constructing complex sentence structures and enhancing overall coherence and cohesion. The aim is to provide a more interactive and engaging way for students to consolidate and extend what they've learned in class.

#### Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies.

As part of this commitment, students must purchase the official coursebooks, Reflect 5 Reading & Writing and Reflect 5 Listening & Speaking through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.

**APPENDIX 2 CLASS STUDENT REPRESENTATIVE DECLARATION FORM BASKENT  
UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES ENGLISH PREPARATORY UNIT**

As the students of the Preparatory Program section that is specified below, we hereby declare (*Ss Number*) ..... /

(*Name & Surname*) ..... as our elect Class Student Representative who will represent us at the meetings held by School of Foreign Languages, English Preparatory Unit or other sub-units.

Date: .... / .... / ..... Time: ..... : ..... Classroom: ..... Section: PR.... - .....

Managing Instructor: .....

Signature: .....

No.	Student No.	Name Surname	Signature
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**APPENDIX 3 Programs and courses offered by MLU**

İNGL 111 GENERAL ENGLISH I (Fall Semester) İNGL 112 GENERAL ENGLISH II (Spring Semester) Level of Course Unit: Associate Degree	İNGL 111 / İNGL 112 aims to enable associate degree students to understand English at a basic (A1) level, express themselves in simple terms, and communicate effectively in everyday situations. Within the scope of the course, students develop their reading, listening, speaking, and writing skills by studying fundamental grammatical structures, commonly used vocabulary, and sentence patterns. Interactive in-class activities enable students to use the language in a confident and meaningful manner. Writing activities are structured primarily at the sentence level and encourage students to use the language accurately within context. The course aims to strengthen students' fundamental English communication competencies.
İNGL 211 GENERAL ENGLISH III (Fall Semester) İNGL 212 GENERAL ENGLISH IV (Spring Semester) Level of Course Unit: Associate Degree	İNGL 211 / İNGL 212 aims to enable associate degree students to understand English beyond the basic (A2) level and to express themselves more accurately and fluently. Within the scope of the course, students develop their reading, listening, speaking, and writing skills in an integrated manner through grammar and vocabulary studies. Interactive classroom activities enable students to use the language confidently and meaningfully. Writing activities progress from the sentence level to the paragraph level, encouraging the accurate and coherent use of language within context. The course aims to strengthen students' English communication competencies.
İNGL 101 ENGLISH I (Fall Semester) İNGL 102 ENGLISH II (Spring Semester) Level of Course Unit: Undergraduate Degree	İNGL 101 / İNGL 102 is an A1-level course aimed at teaching General English. This course is designed to help students improve their English language and vocabulary knowledge and to strengthen the four fundamental language skills: reading, listening, speaking, and writing.
İNGL 201 ENGLISH III (Fall Semester) İNGL 202 ENGLISH IV (Spring Semester) Level of Course Unit: Undergraduate Degree	İNGL 201 / İNGL 202 is an A2-level course aimed at teaching General English. This course is designed to help students enhance their English language and vocabulary knowledge and to strengthen the four fundamental language skills: reading, listening, speaking, and writing.

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İNGL 301 ENGLISH V (Fall Semester) İNGL 302 ENGLISH VI (Spring Semester) Level of Course Unit: Undergraduate Degree	İNGL 301 / İNGL 302 is an A2+ level course aimed at teaching General English. This course is designed to help students improve their English language and vocabulary knowledge and to strengthen the four language skills: reading, listening, speaking, and writing.
İNGL 401 ENGLISH VII (Fall Semester) İNGL 402 ENGLISH VIII (Spring Semester) Level of Course Unit: Bachelor's Degree	İNGL 401 / İNGL 402 is a B1-level course designed to teach General English. This course aims to enhance students' English language proficiency and vocabulary, while strengthening the four language skills: reading, listening, speaking, and writing.
ENGL 101 ENGLISH FOR ACADEMIC PURPOSES I (Fall Semester) ENGL 102 ENGLISH FOR ACADEMIC PURPOSES II (Spring Semester) Level of Course Unit: Undergraduate Degree	ENGL 101 / ENGL 102 is a course designed to teach Academic English at the B2 level. In addition to utilizing the four fundamental language skills, this course aims to develop critical thinking skills in an integrated manner within the framework of academic language.
ENG 199 ADVANCED ENGLISH I (Fall / Spring Semester) Level of Course Unit: Undergraduate Degree	ENG 199 is a course aimed at teaching Academic English at the B2 level. In addition to employing the four fundamental language skills, this course seeks to develop critical thinking skills in an integrated manner within the framework of academic language. Furthermore, reading and writing activities are supported with examples from the field of engineering.
ENGE 199 ADVANCED ENGLISH I (Fall / Spring Semester) Level of Course Unit: Undergraduate Degree	ENGE 199 is a course designed to teach Academic English at the C1 level. This course aims to enhance students' English language proficiency and vocabulary, as well as to strengthen the four core language skills: reading, listening, speaking, and writing. Additionally, reading and writing activities are supported with examples drawn from the field of engineering.
ENGE 105 ENGLISH FOR ACADEMIC PURPOSES 1 (Fall Semester) ENGE 106 ENGLISH FOR ACADEMIC PURPOSES 2 (Spring Semester) Level of Course Unit: Undergraduate Degree	ENG 105 / ENG 106 is an Academic English course designed to meet the needs of first-year students enrolled in programs where the medium of instruction is English. The course primarily focuses on the development of the four fundamental language skills—listening, speaking, reading, and writing—and reading and writing activities are supported with examples from the field of engineering.

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<p>ENGL 201 ENGLISH FOR ACADEMIC PURPOSES III (Fall Semester)</p> <p>ENGL 202 ENGLISH FOR ACADEMIC PURPOSES IV (Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENGL 201 / ENGL 202 is a course designed to provide Academic English instruction at the B2+ level. The course aims to enhance students' English language proficiency and vocabulary, as well as to strengthen the four fundamental language skills: reading, listening, speaking, and writing.</p>
<p>ENG 200 ADVANCED ENGLISH II (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENG 200 is a course designed to teach English for specific purposes, with ENG 199 as a prerequisite. The course is structured to develop the four fundamental language skills in an integrated manner. Its primary aim is to assist engineering students in enhancing their language abilities through vocabulary and contexts applicable to their future careers. The course covers engineering-related tools, materials, concepts, as well as topics such as numbers and unit conversions. Additionally, students are encouraged to engage in independent study throughout the course.</p>
<p>ENGE 200 ADVANCED ENGLISH II (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENGE 200 is a course aimed at teaching and developing Academic English at the C1 level, with ENGE 199 as a prerequisite. This course seeks to enhance the four fundamental language skills in an integrated manner within the context of academic language. Additionally, it aims to teach skills such as writing and speaking in conjunction with the development of critical thinking abilities.</p>
<p>ENGL 301 DEVELOPING ENGLISH LANGUAGE SKILLS I (Fall Semester)</p> <p>ENGL 302 DEVELOPING ENGLISH LANGUAGE SKILLS II (Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENGL 301 / ENGL 302 is an English course at the B2+ level, designed to develop academic language skills, including listening, speaking, reading, and writing. The course aims to cultivate students as independent learners and to enable them to apply the course content within their respective fields of study.</p>
<p>ENG 330 DEVELOPING ENGLISH LANGUAGE SKILLS (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENG 330 is an English course at the C1 level, designed to develop reading, writing, listening, and speaking skills.</p>
<p>ENGE 310 DEVELOPING ENGLISH LANGUAGE SKILLS (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>ENGE 310 is an English course at the C1 level, designed to develop reading, writing, listening, and speaking skills.</p>

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<b>ENG 460 PRESENTATION SKILLS (Fall / Spring Semester)</b> <b>Level of Course Unit:</b> Undergraduate Degree	<b>ENG 460</b> is a course designed to help students acquire the presentation skills and confidence necessary for success in professional and academic presentations. Through guided and independent presentation exercises, students enhance their oral communication abilities and become effective communicators. While experiencing the fundamental stages of presentations, they focus on organizational, linguistic, and nonverbal elements in both academic and professional contexts.
<b>ENGE 410 DEVELOPING ENGLISH LANGUAGE SKILLS (Fall / Spring Semester)</b> <b>Level of Course Unit:</b> Undergraduate Degree	<b>ENGE 410</b> , is a course designed to help students acquire the presentation skills and confidence necessary for success in professional and academic presentations. Through guided and independent presentation exercises, students enhance their oral communication abilities and become effective communicators. While experiencing the fundamental stages of presentations, they focus on organizational, linguistic, and nonverbal elements in both academic and professional contexts.
<b>ENGL 401 DEVELOPING ENGLISH LANGUAGE SKILLS III (SIBU / SY) (Fall Semester)</b> <b>ENGL 402 DEVELOPING ENGLISH LANGUAGE SKILLS IV (SIBU / SY) (Spring Semester)</b> <b>Level of Course Unit:</b> Undergraduate Degree	<b>ENGL 401 / ENGL 402</b> is a course aimed at teaching Academic English at the B2+ level. The course is designed to enhance students' English language proficiency and vocabulary, as well as to strengthen the four core language skills: reading, listening, speaking, and writing.
<b>ENG 102 ENGLISH FOR SPECIFIC PURPOSES I (Fall / Spring Semester)</b> <b>Level of Course Unit:</b> Undergraduate Degree	<b>ENG 102</b> is a course focused on developing reading, writing, listening, and speaking skills in topics related to dentistry. In this course, students are expected to express their opinions on debatable issues and infer the meanings of field-specific vocabulary and phrases from context. Additionally, the course aims to familiarize students with commonly used terms and collocations in the field of dentistry.

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<b>ENG 206 ENGLISH FOR SPECIFIC PURPOSES II (Fall / Spring Semester)</b> Level of Course Unit: Undergraduate Degree	ENG 206 is a course designed to advance the language skills acquired by Faculty of Dentistry students in ENG 102, which is taken as a prerequisite in the first year. The course focuses on reading, writing, listening, speaking, and source evaluation activities related to various topics in dentistry. Students are expected to express their opinions on debatable issues and evaluate them with a critical perspective. They are encouraged to articulate their ideas both in writing and orally. The primary objective of the course is to develop students' independent learning and research skills.
<b>ENGE 206 ENGLISH FOR SPECIFIC PURPOSES II (Fall / Spring Semester)</b> Level of Course Unit: Undergraduate Degree	ENGE 206 is an advanced Professional English course. This course is designed to meet the needs of second-year students in the 100% English-taught Dentistry Faculty program and focuses on the development of academic language skills. Academic skills are addressed at the level of structuring language, summarizing, analyzing field-specific articles, and academic writing.
<b>ENG 310 ENGLISH FOR SPECIFIC PURPOSES (Fall / Spring Semester)</b> Level of Course Unit: Undergraduate Degree	ENG 310 is a course designed to develop the speaking skills necessary for preparing and delivering presentations on topics related to dentistry. The course supports the process of academic reading, drafting presentations, and producing content using field-specific vocabulary. Reading activities emphasize sub-skills such as scanning, skimming, and intensive reading. Reading materials are analyzed to plan and structure presentation content. After completing their research, students proceed to writing, revising, and creating an academic draft of their content. Finally, they structure their presentations with an introduction, main message, and conclusion.

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<p>LENG 305 TRANSLATION I (Fall Semester)</p> <p>LENG 306 TRANSLATION II (Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>LENG 305 / LENG 306 is an upper-intermediate Professional English legal translation course. The course aims to equip students with the skills necessary to understand and identify structural differences between English and Turkish, reinforce their prior knowledge of grammar, and enable them to use this knowledge effectively within their field. Additionally, it seeks to help students recognize the use of words in different contexts, translate sentences of varying complexity into the target language while considering tone and content, and produce appropriate alternative translations for words, clauses, and structures in the source language. The course also aims to expand students' legal vocabulary and enhance their abilities to read, analyze, comprehend, and translate written materials in the field of law.</p>
<p>İNG 145 ENGLISH FOR SPECIFIC PURPOSES I (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>İNG 145 is an English for Specific Purposes course designed for Faculty of Medicine students. The course begins at a basic language level and progresses to an intermediate level. The course aims to develop students' academic and field-specific vocabulary, enhance their ability to understand, evaluate, and analyze reading materials from the field, and provide the processes and strategies necessary for producing academic paragraphs.</p>
<p>İNG 245 ENGLISH FOR SPECIFIC PURPOSES II (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>İNG 245 is an intermediate-level English for Specific Purposes translation course designed for Faculty of Medicine students. The course aims to develop students' academic and field-specific vocabulary, as well as their translation skills from the source language to the target language and vice versa.</p>
<p>İNG 345 ENGLISH FOR SPECIFIC PURPOSES III (Fall / Spring Semester)</p> <p>Level of Course Unit: Undergraduate Degree</p>	<p>İNG 345 is an advanced English for Specific Purposes course designed for Faculty of Medicine students. The course aims to equip students with academic and field-specific vocabulary and to develop their skills in understanding, evaluating, and analyzing domain-specific reading materials. It is designed to support students in using medical English effectively in their professional careers.</p>

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**APPENDIX 4 ENGLISH PREPARATORY UNIT COURSE SCHEDULE SHEET**

COURSE:

2025-2026 SPRING SEMESTER

	MON	TUE	WED	THU	FRI
09.00 - 09.50					
10.00 - 10.50					
11.00 - 11.50					
12.00 - 12.50					
13.00 - 13.50	LUNCH BREAK				
14.00 - 14.50					
15.00-15.50					
16.00-16.50					

**APPENDIX 5 INSTRUCTOR TIMETABLE**

## MODERN LANGUAGES TEACHING TIMETABLE

GROUP  
2025-2026 FALL SEMESTER

	MON	TUE	WED	THU	FRI
09.00 - 09.50					
10.00 - 10.50					
11.00 - 11.50					
12.00 - 12.50					
13.00 - 13.50					
14.00 - 14.50					
15.00 - 15.50					
16.00 - 16.50					

**APPENDIX 6 Instructor Time-off Request Form**

**ÖĞRETİM ELEMANI İZİN ONAY FORMU**

İzin İsteyen Öğretim Elemanının

Adı Soyadı : .....

İzinli Olmak İstediği Tarih ve Saat : .....

İzin Gerekçesi : .....

Öğretim Elemanı İmzası : .....

---

---

Bölüm Başkanı Adı Soyadı : .....

İzin Talebi Onaylandı :

Onaylanmadı:

Tarih : .....

İmza : .....

**APPENDIX 7 MEETING MINUTES FORM**YABANCI DİLLER YÜKSEKOKULU MODERN  
DİLLER BİRİMİ

TOPLANTI TUTANAĞI	
Birim	
Tarih	
Gündem	
Alınan Kararlar	
Katılımcılar	

**APPENDIX 8 Exam Results Appeal Form**BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU MODERN  
DİLLER BİRİMİ

MADDİ HATA DİLEKÇESİ	
DİLEKÇE SAHİBİ ÖĞRENCİNİN (Tüm alanların doldurulması zorunludur)	
Adı / Soyadı	:
Öğrenci Numarası	:
Cep Telefonu	:
Eposta Adresi	:
Kuru	:
Şubesı	:
Derslik Numarası	:
Dersi Veren Öğretim Elemanları	:
DİLEKÇE METNI (Tüm alanların doldurulması zorunludur)	
İtiraz ettiği sınavın adı veya kodu	:
İtiraz ettiği sınavın tarihi	:
<u>İtiraz konusu:</u>	
Öğrenci İmza:	

DEĞERLENDİRME SONUCU (Komisyon tarafından doldurulacaktır)					
Yukarıda bilgileri belirtilen öğrencinin yaptığı itiraz üzerine, sınav kâğıdı <input type="checkbox"/> / cevap kâğıdı <input type="checkbox"/> / ses kaydı <input type="checkbox"/> Komisyonumuzca yeniden incelenmiş/değerlendirilmiş ve itiraz konusu notunun:					
Puanı değişmemiştir.	<input type="checkbox"/>				
Puanında değişiklik olmuştur:	<input type="checkbox"/>	Önceki puanı:	<input type="checkbox"/>	Düzeltilmiş puanı:	<input type="checkbox"/>
Öğretim Elemanı Adı – Soyadı	Öğretim Elemanı Adı – Soyadı				
İmza	İmza	İmza			
İnceleme / Değerlendirme tarihi: ..... / ..... / .....					

**APPENDIX 9 GRADE CORRECTION FORM**

BAŞKENT ÜNİVERSİTESİ NOT DEĞİŞİKLİK FORMU					
Akademik Yıl : 20..... / 20.....		Güz <input type="checkbox"/>	Bahar <input type="checkbox"/>	Yaz Okulu <input type="checkbox"/>	<input type="checkbox"/>
		Bütünleme <input type="checkbox"/>		Diğer <input type="checkbox"/>	<input type="checkbox"/>
<b>ÖĞRENCİ BİLGİSİ</b>					
Adı Soyadı : .....					
Numarası : .....					
T.C. Kimlik No : .....					
Bölüm/Program : .....					
<b>DERS BİLGİSİ</b>					
Dersin Adı : .....					
Dersin Kodu : .....					
Dersin Şubesi : .....					
<b>NOT BİLGİSİ</b> Açıklama					
Değişiklik Nedeni : <input type="checkbox"/> Sınav sonucuna itiraz : .....					
<input type="checkbox"/> “E” notunun değişmesi : .....					
<input type="checkbox"/> Yanlış not verilmesi : .....					
<input type="checkbox"/> Diğer : .....					
Daha önce bildirilen notu : <input type="checkbox"/>			Yeni Notu : <input type="checkbox"/>		

(continues on next page)

DERS SORUMLUSU

Adı Soyadı : .....  
.....

İmza : .....  
.....

BÖLÜM BAŞKANI

Adı Soyadı : .....

İmza : .....

ONAY  
DEKAN/MÜDÜR

.... / .... / 20...

*Not: Dekan/Müdür imzası üzerine Fakülte/MYO//Enstitü mührü basılması gereklidir.*

Açıklama :

Sınavlara itiraz ve Mazeret sınavları Başkent Üniversitesi Önlisans ve Lisans Eğitim Öğretim ve Sınav Yönetmeliği'nin 18. ve 19. maddelerine göre, Lisansüstü Sınav Yönetmeliği'nin ise 27. Ve 28. Maddelerine göre düzenlenir. Yukarıdaki maddelerde belirtilen süreler dışında bildirilen not değişiklikleri işleme konulmaz.

FORM NO.. BÜ-E/Oİ/FRM/004 Rev. Tar. 02.01.2013 Uyg. Tar. 22.03.2001

**APPENDIX 10 Exam Results Evaluation Form**

BAŞKENT ÜNİVERSİTESİ YABANCI  
DİLLER YÜKSEKOKULU MODERN  
DİLLER BİRİMİ

SINAV SONUÇLARINA İTİRAZ DEĞERLENDİRME FORMU

İtiraz eden Öğrencinin Adı ve Soyadı

:.....

Numarası

:.....

Fakültesi / Yüksekokulu

:.....

Bölümü

:.....

Dersin Kodu ve Adı

:.....

Dersin Şubesi

:.....

Sınav Tarihi

:.....

DEĞERLENDİRME SONUCU

Yukarıda adı, soyadı ve numarası belirtilen öğrencinin yaptığı itiraz üzerine sınav kâğıdı  
Komisyonumuz tarafından yeniden incelenmiş ve itiraz konusu olan notun:

Puanı  değişmemiştir

Puanında değişiklik olmuştur :

Önceki notu  Düzeltilmiş notu

Ders sorumlusu Öğretim Elemanı      Öğretim Elemanı      Öğretim Elemanı

Adı – Soyadı

Adı – Soyadı

Adı – Soyadı

İmza

İmza

İmza

Tarih ..... / ..... / .....

**APPENDIX 11 Summer School Duty Request Form**

**BAŞKENT ÜNİVERSİTESİ**  
**YABANCI DİLLER**  
**YÜKSEKOKULU MODERN**  
**DİLLER**

Öğretim Görevlisi Görev İstek Formu

Aşağıda belirttiğim tarihler arasında Yaz Okulu Programında görev almak istiyorum. Gereğini arz ederim.

	Adı Soyadı	Güz .../....)	Bahar .../...)	İmza	Açıklama (varsa)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					

**APPENDIX 12****ELECTIVE AND COMPULSORY COURSES**

COURSE NAME	LEVEL	COURSE NAME	LEVEL
ALM 111 German I	Level 1	CIN 111 Chinese I	Level 1
ALM 119 German I	Level 1	CIN 119 Chinese I	Level 1
ALM 112 German II	Level 2	CIN 112 Chinese II	Level 2
ALM 113 German III	Level 3	CIN 113 Chinese III	Level 3
ALM 114 German IV	Level 4	CIN 114 Chinese IV	Level 4
ALM 115 German V	Level 5	CIN 115 Chinese V	Level 5
ALM 116 German VI	Level 6	CIN 116 Chinese VI	Level 6
ALM 117 German VII	Level 7	CIN 117 Chinese VII	Level 7
ALM 118 German VIII	Level 8	CIN 118 Chinese VIII	Level 8
ARB 111 Arabic I	Level 1	AZE 111 Azerbaijani I	Level 1
ARB 119 Arabic I	Level 1	AZE 119 Azerbaijani I	Level 1
ARB 112 Arabic II	Level 2	AZE 112 Azerbaijani II	Level 2
ARB 113 Arabic III	Level 3	AZE 113 Azerbaijani III	Level 3
ARB 114 Arabic IV	Level 4	AZE 114 Azerbaijani IV	Level 4
ARB 115 Arabic V	Level 5	AZE 115 Azerbaijani V	Level 5
ARB 116 Arabic VI	Level 6	AZE 116 Azerbaijani VI	Level 6
ARB 117 Arabic VII	Level 7	AZE 117 Azerbaijani VII	Level 7
ARB 118 Arabic VIII	Level 8	AZE 118 Azerbaijani VIII	Level 8
FRA 111 French I	Level 1	RUS 111 Russian I	Level 1
FRA 119 French I	Level 1	RUS 119 Russian I	Level 1
FRA 112 French II	Level 2	RUS 112 Russian II	Level 2
FRA 113 French III	Level 3	RUS 113 Russian III	Level 3
FRA 114 French IV	Level 4	RUS 114 Russian IV	Level 4
FRA 115 French V	Level 5	RUS 115 Russian V	Level 5

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FRA 116 French VI	Level 6	<span style="background-color: #e0e0e0; display: inline-block; width: 10px; height: 10px;"></span>	RUS 116 Russian VI	Level 6
FRA 117 French VII	Level 7		RUS 117 Russian VII	Level 7
FRA 118 French VIII	Level 8		RUS 118 Russian VIII	Level 8
ESP 111 Spanish I	Level 1		ITA 111 Italian I	Level 1
ESP 119 Spanish I	Level 1		ITA 119 Italian I	Level 1
ESP 112 Spanish II	Level 2		ITA 112 Italian II	Level 2
ESP 113 Spanish III	Level 3		ITA 113 Italian III	Level 3
ESP 114 Spanish IV	Level 4		ITA 114 Italian IV	Level 4
ESP 115 Spanish V	Level 5		ITA 115 Italian V	Level 5
ESP 116 Spanish VI	Level 6		ITA 116 Italian VI	Level 6
ESP 117 Spanish VII	Level 7		ITA 117 Italian VII	Level 7
ESP 118 Spanish VIII	Level 8		ITA 118 Italian VIII	Level 8

**APPENDIX 13 ITALIAN I SYLLABUS**

BAŞKENT ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU  
MODERN DİLLER BÖLÜMÜ  
Güz 2025-2026  
Ders Özeti  
ITA 111

Hedef Seviye: A1.1

Ön Koşullar ve/veya Gereklilikler: Yok

Ders Tanımı: Bu ders, Avrupa Ortak Dil Çerçevesi A1 seviyesinde etkinlikler ve tamamlayıcı materyaller aracılığıyla öğrencilere günlük iletişim için kullanılan ifadeler ve basit cümleler ile dinleme, okuma, konuşma ve yazma becerilerini geliştirmeyi hedeflemektedir.

Genel Hedefler:

Bu dersin sonunda öğrenciler;

- 1) Kendileri ve başkası ile ilgili basit soruları, restoran ve kafe siparişlerinde kullanılan basit ifadeleri ve diyalogları takip eder.
- 2) Meslek, köken, hakkında basit bir metni, basit bir menüyü, duyurularda yer alan bildikleri kelimeleri içeren basit ve kısa metinleri anlar.
- 3) Yaş, meslek, kafe ve restoran ile ilgili basit diyalogları oluşturur.
- 4) Kendilerini ya da bir başkasını tanıtmaya, kafede veya restoranda, yiyecek-içecek sipariş etmeye ve hesap isteme ile ilgili basit ifadeleri kullanır.
- 5) Kişisel bilgilerini içeren form doldurma, günlük yaştaları hakkında kısa metin yazar.

Ders Kitabı ve Ders Malzemeleri:

Ziglio, Luciana. Rizzo, Giovanna. (2025). *Nuovo Espresso Plus 1 Corso di Italiano*. Alma Edizioni

Ders Politikaları

Derse Katılım /Gereklilikler: Düzenli katılım beklenir ve başarıyla tamamlamak için öğrencilerin derslerin en az %70'ine katılması gerekmektedir. Öğrencilerin derse ÖYS'ye yüklenen ders materyalleri ile gelmesi önemlidir.

## Değerlendirme:

Değerlendirme, 100 puanlık bir ölçekte yapılacak olup, dersi geçmek için minimum başarı puanı 50 (D) olarak belirlenmiştir.

## Notlandırma:

Ara Sınav	40
Final Sınavı	50
Kanaat	10
TOPLAM	100

**Not Skalası:** TÜM öğrenciler için, başarı temel puanı aşağıdaki gibidir

Grade	Ratio	Grade Range
A	4.0	95-100
A-	3.7	90-94
B+	3.3	85-89
B	3.0	80-84
B-	2.7	75-79
C+	2.3	70-74
C	2.0	65-69
C-	1.7	60-64
D+	1.3	55-59
D	1.0	50-54
F1	0.7	0-49
F2	0	Unattendance

**APPENDIX 14 FOCUS GROUP MEETING FORM**

Group 1	Group 2	Group 3	Group 4	Group 5
* Moderator + Recorder	* Moderator + Recorder	* Moderator + Recorder	* Moderator + Recorder	* Moderator + Recorder

**QUESTIONS**

- A.** Do you think the allocated time for the course content is sufficient? If not, which areas need more time, and why?
- B.** Are the students appropriately engaged with the content? If not, which areas or activities could be improved?
- C.** Have the supplementary grammar and vocabulary materials provided by CDU met the students' needs? If not, what specific improvements are needed?
- D.** Have the supplementary reading, listening, and speaking materials provided by CDU supported the students' needs effectively? If not, which materials or areas could be improved?
- E.** Have the supplementary materials (e.g., study materials, vocabulary study materials), provided by CDU supported the students' needs effectively? If not, which materials or areas could be improved?
- F.** Do the book's materials (e.g., mid-course tests, skills tests, end-of-course tests, progress tests, video hub) align with the students' needs? If not, which areas need improvement, and why?
- G.** Has the "Writing Booklet" provided by CDU met students' needs? If not, how could it be improved?

**APPENDIX 15 PROGRAM EVALUATION FORM**BAŞKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES CURRICULUM  
DEVELOPMENT UNIT

## CDU PROGRAM EVALUATION FORM

GROUP			
NAME OF THE TEACHER			
CLASSES TAUGHT			

Dear Colleagues,

Please write your comments about the following questions in the space provided by considering the implementation process of the program in your classes during the academic term.

QUESTIONS	YES	NO	TO SOME EXTENT	COMMENTS	SUGGESTIONS FOR IMPROVEMENT
<b>STUDENTS</b>					
● Did the students have any motivation problems?					
● Did the students participate in the lessons?					
● Was the students' attitude towards the course positive?					
<b>THE COURSEBOOK</b>					
→What are your reflections regarding the main coursebook? Is the book effective in terms of the					
● suitability of the objectives to the particular student profile?					
● appropriateness of the content to the student profile? (e.g., relevance of the topic, tasks and activities to the needs and interests of the particular learners)					

● appropriateness of the difficulty level of the tasks for the particular student profile? (e.g., too easy, too difficult, the right level)					
● sufficiency of activities to practice the skills / knowledge of - listening, - speaking, - reading, - writing - vocabulary, - the study skills in the course-book ?					
● integration of the skills? (e.g., are there enough opportunities to integrate all four skills?)					
● maintenance of continuity? (e.g., is the successful completion of prior activities a prerequisite for the succeeding ones? Are activities sequenced logically?)					
● sequencing of the tasks? (e.g., do the tasks move from simple and familiar to the more complex and less familiar?)					
● consideration of learning style differences (e.g., do the tasks address different learning styles) visual					
auditory					
kinesthetic?					
● physical layout of the course-book? (e.g. what do you think about the use of visuals, font, size, easiness to follow the course-book?)					

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TEACHER'S HANDBOOK					
→ Does the teacher's handbook provide teachers with the guidance they need?					

QUESTIONS	YES	NO	TO SOME EXTENT	COMMENTS	SUGGESTIONS FOR IMPROVEMENT
SUPPLEMENTARY MATERIALS					
→ What are your reflections regarding the supplementary materials prepared by CDU?					
<ul style="list-style-type: none"> <li>● Are they relevant to students' level, needs, and wants?</li> </ul>					
<ul style="list-style-type: none"> <li>● Do they compensate for the weaknesses of the main course-book</li> </ul>					
<ul style="list-style-type: none"> <li>a. sufficiently (e.g., are there <i>enough</i> learning activities for reinforcement?)</li> </ul>					
<ul style="list-style-type: none"> <li>b. efficiently (e.g., are the learning activities <i>effective</i> for reinforcement?)</li> </ul>					
<ul style="list-style-type: none"> <li>● Is the layout of the materials appropriate?</li> </ul>					
USE OF EDUCATIONAL TECHNOLOGY					
<ul style="list-style-type: none"> <li>● Were you able to use the technology and equipment - sufficiently,</li> </ul>					
<ul style="list-style-type: none"> <li>- effectively? (If no, please specify the problems.)</li> </ul>					

## BU-SFL 2025-2026 STAFF

PACE OF THE PROGRAM				
● Was the pace of the program manageable? (If not, please specify.)				

Any other comments and suggestions concerning the program:

**APPENDIX 16 PROGRESS MEETING: DISCUSSION REFLECTION QUESTIONS**

*Group number:*

*Names of the participants in this group:*

*Date:*

**PROGRESS MEETING: DISCUSSION REFLECTION QUESTIONS**

- What were the main ideas or perspectives shared during your group's discussion, and how did they contribute to understanding your focus areas?

- What common themes and differences emerged from your group's responses to the pre-meeting self-reflection questions?

- What resources or strategies did group members identify as helpful for overcoming challenges in their focus areas?

- Were there any unexpected patterns or ideas that emerged during your discussion? If so, what made them surprising or noteworthy?

*Below you will find a list of areas and practices in ELT. Please vote for each item by considering the following questions. The five items with the most votes will be selected as the focal themes for our professional development practices*

What would you say are your strengths as a teacher?

What aspect of your work do you find interesting or puzzling?

What area of your practice do you feel insecure about?

What innovations or trends could be relevant for your practice?

What area of your teaching are you bored with or feel stuck in a rut with?

ELT TRENDS IN \_\_\_\_ (YEAR OF ACADEMIC PERIOD)

- Artificial Intelligence (AI) & Automation in ELT / (LLMs, Generative PTs, automated feedback, real-time practice, adaptive platforms)
- Adaptive & Personalized Learning Paths / Data-Informed Teaching / (learning analytics, tailoring content to pace, needs, strengths)
- Well-being & Social-Emotional Learning (SEL) / (mental health, motivation, mindfulness, emotional safety, resilience)
- Diversity, Equity, Inclusion & Belonging (DEIB) / (inclusive pedagogy, linguistic justice, cultural sensitivity)
- Sustainability & Eco-Language Teaching (Green ELT) / (environmental awareness, global citizenship, sustainability themes)
- 21st-Century Skills & Life Skills / (critical thinking, employability, mediation, digital/media literacy)
- Hybrid / Blended / HyFlex Learning Models / (online–offline integration, mobile learning, microlearning, flexibility)
- Assessment Innovation & AI-Supported Feedback / (formative assessment, multimodal, project-based, performance-based)
- Task-Based Language Teaching (TBLT) / (learning through meaningful tasks and real communication)
- Content-Based Instruction / CLIL / Project-Based Learning / (subject integration, real-world projects, experiential learning)
- Teacher Identity, Agency & Reflective Practice / (teacher autonomy, professional growth, continuous development)
- Multimodal & Multisensory Learning / (visual, auditory, embodied learning, role-play, drama, storytelling, gamification)
- Virtual Exchange, Telecollaboration, & VR/AR / (online intercultural projects, immersive contexts, global connections)
- Multilingualism & Translanguaging / (using L1 as a resource, plurilingual competence, cross-linguistic transfer)
- Intercultural Communicative Competence / (pragmatics, authenticity, intercultural awareness and sensitivity)
- Neuroscience & Brain-Based Learning / (memory, attention, motivation, embodied cognition)

OTHERS:

**APPENDIX 17 PD Reflection Form**

Teacher Name: \_\_\_\_\_

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

Term: \_\_\_\_\_

Please specify the PD option(s) you've chosen.

(E.g. TED-Talk Podcast: *Teaching English Using Compassion - Eileen Pollard*

[https://www.ted.com/talks/eileen\\_pollard\\_teaching\\_english\\_using\\_compassion?subtitle=en](https://www.ted.com/talks/eileen_pollard_teaching_english_using_compassion?subtitle=en))

(E.g. Peer Observation: *Peer Teacher's Name, Date of Observation, Focus of Observation*)

1. PD Option 1: \_\_\_\_\_

- \_\_\_\_\_  
- \_\_\_\_\_

2. PD Option 2 (if any): \_\_\_\_\_

- \_\_\_\_\_  
- \_\_\_\_\_

3. PD Option 3 (if any): \_\_\_\_\_

- \_\_\_\_\_  
- \_\_\_\_\_

4. Additional PD Options and Summaries (if any):

- \_\_\_\_\_  
- \_\_\_\_\_

## Section 2: Self-Reflection

Please reflect on your professional development over the term. Use the guiding questions below to structure your reflection.

1. What were the most significant takeaways from your selected PD options?

- \_\_\_\_\_

2. How will/did you apply what you (have) learned to improve student outcomes?

- \_\_\_\_\_

3. What challenges did you encounter during your professional development journey?

- \_\_\_\_\_

4. How did you overcome these challenges? If you did not, what were the reasons?

- \_\_\_\_\_

5. If you were to start this process again, what might you do differently to maximize your growth?

- \_\_\_\_\_

6. How has your engagement in this program influenced your perspective on collaboration with colleagues in your teaching practice?

- \_\_\_\_\_

7. What are your goals for future professional development?

- \_\_\_\_\_

### Section 3: Additional Attachment(s)

*Please attach the form(s) you've used during your self-directed professional development process to your e-mail (e.g. Article - Book Reflection Form, Udemy-Coursera Courses Reflection Form, etc.)*

**APPENDIX 18 PROFESSIONAL DEVELOPMENT GOAL SETTING FORM**

Instructor's Name:

Date:

Term:

Section 1: Focal Theme Selection

Selected Focal Theme:

Section 2: SMART Goals and SWOT Analysis over SDPD Selection

- Defining Your SMART Goals:

- Strengths and Opportunities:

- Weaknesses and Threats:

- Strategic Plan

Chosen PD Options:

**APPENDIX 19 SWOT Analysis Worksheet**

Instructions: Use this worksheet to analyze your strengths, weaknesses, opportunities, and threats related to your professional development. This will help you set realistic and strategic goals.

Strengths:

- What are your strongest teaching skills?
- What resources do you have at your disposal?
- What do others see as your strengths?

Details:

---

---

Weaknesses:

- What areas do you need to improve?
- What resources or skills do you lack?
- What do others see as your weaknesses?

Details:

---

---

Opportunities:

- What opportunities are available to you for professional growth?
- How can you turn your strengths into opportunities?
- Are there any trends in education you can take advantage of?

Details:

---

---

Threats:

- What obstacles could hinder your progress?
- Are there any changes in the field of education that might impact you negatively?
- How can your weaknesses threaten your goals?

Details:

---

---

Example of a Completed SWOT Analysis:

Strengths:

- Experienced in using digital tools for language teaching.
- Strong rapport with students.
- Access to a wide range of teaching resources.

Weaknesses:

- Limited experience with project-based learning.
- Time management issues.
- Need to improve assessment strategies.

Opportunities:

- Opportunity to attend workshops on project-based learning.
- Growing interest in online and blended learning environments.
- Support from the school's PD unit.

Threats:

- Increased administrative duties reducing available time for PD.
- Rapid changes in educational technology requiring continuous learning.
- Possible budget cuts impacting resource availability.

These worksheets can help instructors set clear, achievable goals and identify strategies for overcoming challenges in their professional development journey.

**APPENDIX 20 PROFESSIONAL DEVELOPMENT SMART GOALS WORKSHEET**

Instructions: Use this worksheet to develop your professional development goals. Ensure each goal is Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: \_\_\_\_\_

Specific:

- What exactly do you want to achieve?
- Why is this goal important?
- Who is involved?
- Where will it take place?

Details:

---

---

Measurable:

- How will you measure progress?
- What milestones will indicate progress?
- How will you know when the goal is accomplished?

Details:

---

---

Achievable:

- Is the goal realistic and attainable?
- Do you have the resources and skills needed?
- If not, what do you need to achieve it?

Details:

---

---

Relevant:

- Why is this goal worthwhile?
- How does it align with your long-term objectives?
- Is this the right time to pursue this goal?

Details:

Time-bound:

- What is the deadline for achieving this goal?
- What can you do today to start working towards it?
- What can you do in the next six months?

Details:

---

---

Example of a Completed SMART Goal:

Goal: Improve student engagement in my language classes.

Specific:

- Introduce interactive activities such as group discussions, role-plays, and digital tools to make lessons more engaging.

Measurable:

- Measure student participation in activities and track engagement levels through surveys and feedback forms.

Achievable:

- Attend two workshops on interactive teaching methods and integrate at least one new activity per week.

Relevant:

- Enhancing student engagement will lead to better learning outcomes and higher student satisfaction.

Time-bound:

- Implement changes by the end of the first semester and review progress through a mid-term survey.

**APPENDIX 21**

**SELF-DIRECTED PROFESSIONAL DEVELOPMENT PROGRAM**  
**PRE-MEETING SELF-REFLECTION QUESTIONS**

- What aspects of this activity are meeting my expectations, and what do I feel could be improved?
- What challenges or obstacles have I encountered during this process, and how do I plan to address them?
- Who or what resources could I engage with to enhance my progress?
- What are the most important insights I have gained so far and how do I plan to integrate these insights into my professional practice?

**APPENDIX 22 ACCOMPANYING PROGRAM NEW INSTRUCTOR'S WEEKLY LESSON  
OBSERVATION LOG**

Please complete the table for the guide instructor's lessons you observed during one week.

LESSON	DATE & TIME	INSTRUCTOR OBSERVED	COURSE CODE / MODULE	MAIN AIM OF THE LESSON
01				
02				
03				
04				
05				
06				

**APPENDIX 23 Newly-Recruited Instructor Weekly Observation Form**

Accompanying Program: Newly-Recruited Instructor Weekly Observation Form

NAME-SURNAME	
WEEK	
GUIDE TEACHER	

Observer Reflection

- What were the salient dimensions of the lessons I observed (i.e the planning, design, teaching methods, etc)
- What aspects of the lessons can I implement in my teaching practices?
- If I were to teach the same courses, what would I change?

**APPENDIX 24 ACCOMPANYING PROGRAM REFLECTION FORM FOR THE ACCOMPANYING (GUIDE) INSTRUCTOR**

**ACCOMPANYING PROGRAM REFLECTION FORM  
FOR THE ACCOMPANYING (GUIDE) INSTRUCTOR**

**Please fill in the chart for each item and write your comments about the instructor you accompanied.**

<b>INSTRUCTOR YOU ACCOMPANIED:</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>COMMENTS</b>
● <b>Punctuality</b>						
● <b>Communication with other instructor</b>						
● <b>Attitude towards the training process</b>						
● <b>Attitude towards change and development</b>						
● <b>Professional appearance</b>						
● <b>Collaboration</b>						
● <b>Positivity</b>						
<b>Total Score</b>						
<b>Overall comments</b>						

**APPENDIX 25 PRE-OBSERVATION FORM**

Instructor	
Observer	
Course Code/Module	
Room	
Observation Date&Time	
Pre-Observation Date&Time	

- Organization:
- Personal aim of the instructor (if any):
- Comments & Suggestions:

Post-Observation Meeting:

Place:	
Date&Time:	

Instructor's Signature

Observer's Signature

**APPENDIX 26 LESSON OBSERVATION FORM**

Instructor:	
Observer:	
Course Code/Module:	
Room:	
Class Size:	
Observation Date&Time:	

**LESSON OBSERVATION FORM**

Aim(s):

TIME&STAGE	PROCEDURE	COMMENTS

TIME&STAGE	PROCEDURE	COMMENTS

**APPENDIX 27 SELF-REFLECTION FEEDBACK FORM**

**POST-OBSERVATION SELF-REFLECTION FORM**

1. Do you think your teaching was in line with the stated learning outcomes? Why/why not?

2. What aspects of the lesson were you most happy with?

3. What aspects of the lesson were you less happy with?

4. If you had the opportunity to teach the same lesson again, what would you do differently?

5. Have you noticed anything new about your teaching after this lesson?

**APPENDIX 28 POST OBSERVATION FEEDBACK FORM****POST-OBSERVATION FORM**

1.	Instructor:	
	Observer:	
	Date & Time:	

Strong Areas:

2. Areas to be Reconsidered:

3. Suggestions and agreed actions:

Instructor's Signature

Observer's Signature

**APPENDIX 29 POST CONFERENCE FEEDBACK FORM**

## Post-Event Feedback Form

1) Name &amp; Surname (optional)

2) Please rate your overall satisfaction with the following

	Excellent	Good	Poor
Help from the organization committee members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time allocated to breaks and sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Session rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of themes addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) Overall, how would you rate this event?

- Excellent
- Very Good
- Good
- Fair
- Poor

4) What did you like most about this event?

5) What did you like least about this event?

6) Do you have any other suggestions or comments to help us improve our future events?

**APPENDIX 30 PETITION FOR ATTENDING A CONFERENCE**

BAŞKENT ÜNİVERSİTESİ YABANCI  
DİLLER YÜKSEKOKULU  
...  
BİRİM BAŞKANLIĞI'NA

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

Söz konusu konferansa yolluklu, yevmiyeli ve katılım ücretinin ödenerek görevlendirilmem için gereğini saygımla arz ederim.

Tarih:

Ad-Soyad:

İmza:

Ekler :

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

**APPENDIX 31 PETITION FOR GRADUATE STUDIES**

BAŞKENT ÜNİVERSİTESİ YABANCI

DİLLER YÜKSEKOKULU

... BİRİM BAŞKANLIĞI'NA

..... / ..... Akademik Yılı ..... döneminde aşağıda detayları verilen  
Yüksek Lisans / Doktora programına tam zamanlı / özel öğrenci olarak kabul edilmiş bulunmaktayım.  
Lisansüstü derslerime katılabilmem için ekte belirtilen gün ve saatlerde izinli sayılmak istiyorum.

Gereğini bilgilerinize saygılarımla arz ederim.

Tarih:

Adı – Soyadı:

İmza:

Ekler: Danışman Onaylı Lisansüstü Ders Programı

Üniversite Adı : .....

Program Adı : .....

Derece Seviyesi: .....

**APPENDIX 32 SAMPLE TT OBSERVATION DATA FORM****TT OBSERVATION DATA SHEET**

YEAR / PERIOD:

TRAINER'S NAME:

NAME OF THE TEACHER	STRONG POINTS	AREAS TO BE RECONSIDERED	SUGGESTIONS

**APPENDIX 33 TEACHER'S EVALUATION GRADE LIST**

<b>PART I.</b>	<b>Digital Component (Online Workbook)</b>	<u>                  </u> / 5 points
<b>PART II.</b>	<b>Attitude to Learning Participation Tasks Assigned</b>	<u>                  </u> / 5 points
	<b>TOTAL:</b>	<u>                  </u> / 10 POINTS

**Student Evaluation Checklist:**

<b>Attitude to Learning</b>
<ul style="list-style-type: none"> <li>• Comes to class on time and comes to class well-equipped.</li> <li>• Shows interests in learning new topics.</li> <li>• Takes initiative to ask questions and seeks clarification.</li> <li>• Shows self-discipline and self-motivation in learning.</li> </ul>
<b>Participation</b>
<ul style="list-style-type: none"> <li>• Actively participates in class activities, discussions, and projects.</li> <li>• Contributes relevant ideas and insights to class discussions.</li> <li>• Makes an effort to speak English to peers and the teacher.</li> <li>• Engages in collaborative learning activities with enthusiasm.</li> <li>• Follows classroom rules and guidelines.</li> </ul>
<b>Tasks Assigned</b>
<ul style="list-style-type: none"> <li>• Completes assignments on time.</li> <li>• Completes all parts of the assignment as instructed.</li> <li>• Provides accurate responses to tasks in terms of content, target structures, layout etc...</li> <li>• Seeks help and clarification when encountering difficulties.</li> <li>• Uses resources effectively for research and learning.</li> </ul>

**APPENDIX 34 SAMPLE INVIGILATION LIST****SAMPLE INVIGILATION LIST****BASKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES****ENGLISH PREPARATORY DEPARTMENT****PLACEMENT AND PROFICIENCY EXAM INVIGILATION LIST**

Semester: FALL/ 2025-  
 2026 ..... Exam Date: 17.12.2025

Exam Centre: D121 (Self-Access) .....

Exam Time: 10.00-12.30

All invigilators and stand-bys are expected to report to the exam center latest by 09:30 on the exam day and pick up their exam packs by signing up the delivery form. They then go directly to their exam rooms. After the exam, the packs should be submitted back by signing up the same form. Since both invigilators/stand-bys have the same responsibilities and both are expected to sign up, it is preferred that they report together at both instances.

General Exam Coordinator:	
Exam Coordinator:	
Exam Unit Directors:	

**APPENDIX 35 PROFICIENCY EXAM INVIGILATION PROCEDURE**

BASKENT UNIVERSITY

ENGLISH PREPARATORY DEPARTMENT

ENGLISH PROFICIENCY EXAM

PROCEDURES

Semester: SPRING / 2024-2025 .....  
.....

Exam Date: 20. 06. 2025

Exam Time: 10.00-13.00

Exam Centre: D121

Each exam pack includes: .....

Exam booklets (00 & 11) (Separate Writing Booklets)

Optic answer sheets

USBs with instructions

Exam report & Seating plan

Class list (Students sign-up sheet)

Stand-bys' pack includes:

Back-up exam booklet copies & USBs

Extra optic answer sheets

Back-up exam report & seating plan

1. .Report to the exam center latest by 09:20 with your co-invigilator to take your pack. Count the booklets in your pack, then sign up the delivery sheet together and go directly to your assigned exam room. Get your students seated, collect all the cell phones turned-off. Have the students sign the attendance sheet and write 'ABSENT' for absent students. Don't put any other mark except that (wait until after 30 minutes for latecomers before writing ABSENT).

2. .... Distribute the optic sheets, the Exam Booklet & Writing Booklet (by checking 00 and 11 distribution) according to the "Exam Room Checklist" given on your exam pack. It should be as follows:

BOOKLET 00	BOOKLET 11	BOOKLET 00
BOOKLET 11	BOOKLET 00	BOOKLET 11

3. Have the students fill in the necessary parts on their booklet covers and on their optic sheets and check if there are any missing pages. Check if all the students filled in their covers and optics correctly. The answers will be written on the optic sheets, the answers on the booklets will not be taken into consideration. Students should not write anything on the booklets (except for the Writing Section).

4. .... Optic form should be filled in as follows:

AY: Booklet code 00 or 11.

YIL: 45

KOD: Please check each student's optic sheet. They should be coding in the Pack number which is written on the exam pack.

ÖĞRENCİ NO: Student number (if they don't have student numbers, leave empty)

ADI-SOYADI: Name and surname with a space in between (for students with two or more names, one is enough; if the students name and surname don't fit, write and code as much as you can)

5. ..Write the exam time on the board. When your classroom is ready for the exam, one of the invigilators should stand at the door to signal the stand-bys that they are ready. All classrooms start the exam together with the stand-by's signal and the exact exam timing will be determined according to that.

6. The exam starts with the LISTENING SECTION. Students cannot come in during listening. Latecomers can be accepted only after listening finishes and only until 10:30. Therefore, no one is allowed to leave the exam room until after 10:30. Latecomers will not get any extra time.

7. Latecomers, who therefore miss the chance to answer the Listening Section, should be noted on the Students Sign-up Sheet by writing "LATE. Listening Section will not be scored." Any answer coded on the optic answer sheet for the Listening Section of these latecomers will not be taken into consideration and; therefore, will not be graded. It is of UTMOST importance for the invigilators to check the optic sheets of these students.

8. ....All the instructions, repetitions and the silent gaps are recorded on the USBs. Invigilators will not interfere with the recording until it says 'THIS IS THE END OF LISTENING SECTION.'

9. After the listening section ends, open the doors. Keep the doors open at all times so that the stand-bys can observe the process.
10. Students are not allowed to use the restrooms during the exam.
11. Don't share your opinions about the exam or about the answers with your students during or after the exam.
12. Both invigilators should be in their assigned classrooms at all times, except in cases of an emergency. If there is an emergency, don't leave your room without informing the stand-bys; a stand-by will take on your invigilation duty.
13. Ensure that you are left in the exam room with at least two students. Ask a second student to stay in the room even if there are two invigilators. Ask for help from the stand-bys or Test Development Unit members if there is a problem.
14. Invigilators and stand-bys should be proctoring at all times. Please do not use your cell phones, read something, etc. during the exam. Stand-bys should walk around checking on the classrooms to ensure the security and the integrity of the exam process.
15. At the end of the exam, make sure to fill out the exam report & seating plan. Collect the exam booklets and optic sheets and put them back in the pack in the order of your class list. Separate 00 and 11 optic sheets. Extra booklets and optics should be on the top.
16. Both invigilators have the same responsibilities at all times.

## APPENDIX 36 WRITING ASSESSMENT RUBRIC



## PARAGRAPH RUBRIC (10 POINTS)

CONTENT (3) *	Good (1)	Adequate (0.5)	Poor/No achievement (0)
Uses all prompt requirements regarding the given task			
Includes the required structure of the task (formatting, addressing, wording etc.)			
Expands ideas (with examples/further details where necessary) without repetition or irrelevance			
<small>* If the response is off-topic, score "1" for the content, score "0" for the rest and consult a TDU member.</small> <small>* If the response is partially irrelevant, score "1" for the content and score the rest.</small>			
ORGANISATION (3)	Good (1)	Adequate (0.5)	Poor/No achievement (0)
Ideas are organized and easy to follow.			
The message is conveyed in a logical way.			
Ideas are connected using either necessary linking words and/or conjunctions (based on the task/paragraph type)			
LANGUAGE USE (3)	Good (1)	Adequate (0.5)	Poor/No achievement (0)
Almost no mistakes or inappropriateness in target grammar and vocabulary			
Uses an acceptable range of grammar and vocabulary			
Almost no breakdowns in communication due to language use			
MECHANICAL STRUCTURE (1)	Good (1)	Adequate (0.5)	Poor/No achievement (0)
Uses appropriate punctuation and capital letters, in addition to correct spelling with almost no breakdowns in communication due to mechanics			

\*If the response is +10 or -10 words from the word limit, take "1" point off the content.

\*If the response contains long stretches of language items copied from the prompts/the example/other parts of the exam, subtract "1" point from the content.


**BAŞKENT UNIVERSITY**  
 SCHOOL OF FOREIGN LANGUAGES  
 ENGLISH PREPARATORY TEST DEVELOPMENT UNIT

**ESSAY RUBRIC**  
**(10 points)**

<b>CONTENT</b>	<b>3</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>- Addresses almost all <b>prompt requirements</b></li> <li>- Very good expansion of ideas (with examples/further details where necessary)</li> <li>- No repetition and/or irrelevance (overall unity)</li> </ul>
	<b>2</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>- Addresses <b>prompt requirements for the most part</b></li> <li>- Satisfactory expansion of ideas (with some examples/details where necessary)</li> <li>- Very little repetition and/or irrelevance</li> </ul>
	<b>1</b>	<b>Poor</b>	<ul style="list-style-type: none"> <li>- Addresses <b>very little</b> in terms of prompt requirements</li> <li>- <b>Poor</b> expansion of ideas (with almost no examples/details where necessary)</li> <li>- Too much repetition and/or irrelevance</li> </ul>
	<b>0</b>	<b>No achievement</b>	<ul style="list-style-type: none"> <li>- <b>Prompt requirements are not addressed/addressed completely wrongly</b></li> <li>- No expansion of ideas</li> </ul>
<b>ORGANISATION</b>	<b>3</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>- <b>Well-designed</b> and well-supported structure with a <b>thesis statement, body paragraphs and a concluding paragraph</b>.</li> <li>- Each paragraph has a topic sentence and supporting sentences.</li> <li>- <b>Good</b> use of <b>relevant transitions and connectors for the specific type of essay</b>.</li> <li>- Ideas are easy to follow and effectively linked within/across the paragraph(s).</li> <li>- The message is communicated in a logical way.</li> </ul>
	<b>2</b>	<b>Adequate</b>	<ul style="list-style-type: none"> <li>- <b>Somewhat well-designed but problematic structure</b> with/out <b>thesis statement, body paragraphs and a concluding paragraph</b>. (some evidence of organization)</li> <li>- <b>Some paragraphs</b> have a topic sentence and supporting sentences.</li> <li>- <b>Some evidence</b> of a link between ideas and they are <b>somewhat</b> followed within/across the paragraph(s)</li> <li>- <b>Limited</b> use of <b>relevant transitions and connectors for the specific type of essay</b>.</li> <li>- There is <b>somewhat</b> a logic in the way the message is communicated.</li> </ul>
	<b>1</b>	<b>No organization</b>	<ul style="list-style-type: none"> <li>- The thesis statement, body paragraphs and the concluding paragraph are <b>difficult to find</b> or they <b>do not exist at all</b>.</li> <li>- Topic sentences and supporting sentences are <b>missing, unclear, or not related</b> to the topic.</li> <li>- Almost <b>no evidence</b> of organization.</li> <li>- There is <b>difficulty in following the ideas</b>.</li> <li>- <b>Lack of relevant transitions and connectors for the specific type of essay</b>.</li> </ul>
<b>LANGUAGE USE</b>	<b>3</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>- Almost no mistakes or <b>inappropriateness</b> in target grammar and lexis</li> <li>- <b>A good range</b> of structures and lexis</li> <li>- An attempt to use <b>high-level grammar</b> and lexis with some mistakes</li> </ul>
	<b>2</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>- <b>Some mistakes</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Some range</b> of structures and lexis</li> <li>- Mistakes do not interfere with the message communicated</li> </ul>
	<b>1</b>	<b>Poor</b>	<ul style="list-style-type: none"> <li>- <b>Many errors</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Limited range</b> of structures and lexis</li> <li>- Great difficulty in understanding the message communicated</li> </ul>
	<b>0</b>	<b>Not understandable</b>	<ul style="list-style-type: none"> <li>- <b>Serious inaccuracy and/or inappropriateness</b> in target grammar and lexis</li> <li>- Almost no range of structures and lexis</li> <li>- Full of breakdowns in communication</li> </ul>
<b>MECHANICAL ACCURACY</b>	<b>1</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>- <b>Almost no spelling and/or punctuation</b> mistakes</li> <li>- Nothing hinders the message communicated</li> </ul>
	<b>0,5</b>	<b>Adequate</b>	<ul style="list-style-type: none"> <li>- <b>Some mistakes</b> in <b>spelling and/or punctuation</b></li> <li>- Only minor effects on the message communicated</li> </ul>
	<b>0</b>	<b>Inaccurate</b>	<ul style="list-style-type: none"> <li>- <b>Very low standard</b> in <b>spelling and/or punctuation</b></li> <li>- Major effects on the message communicated</li> </ul>

\* If the response is off-topic, score "1" for the content, score "0" for the rest and (consult a TDU member).

\* If the response is partially irrelevant, score "1" or "0" for content; grade the rest according to the criteria.

\* If the response is +10 or -10 from the word limit, take "1" point off the content

\* If the response contains long stretches of language items copied from the prompts/the example/other parts of the exam, subtract "1" point from content.

 **BAŞKENT UNIVERSITY**  
 SCHOOL OF FOREIGN LANGUAGES  
 ENGLISH PREPARATORY TEST DEVELOPMENT UNIT  
**ARGUMENTATIVE ESSAY RUBRIC**  
**(10 points)**

<b>CONTENT</b>	<b>3</b>	Good	<ul style="list-style-type: none"> <li>- Addresses almost all <b>prompt requirements</b></li> <li>- Inclusion of counterarguments, acknowledgements and refusals</li> <li>- Very good expansion of ideas (with examples/further details where necessary)</li> <li>- No repetition and/or irrelevance (overall unity)</li> </ul>
	<b>2</b>	Satisfactory	<ul style="list-style-type: none"> <li>- Addresses <b>prompt requirements for the most part</b></li> <li>- Inclusion of counterarguments, acknowledgements and refusals</li> <li>- Satisfactory expansion of ideas (with some examples/details where necessary)</li> <li>- Very little repetition and/or irrelevance</li> </ul>
	<b>1</b>	Poor	<ul style="list-style-type: none"> <li>- Addresses <b>very little</b> in terms of prompt requirements</li> <li>- <b>Poor</b> expansion of ideas (with almost no examples/details where necessary)</li> <li>- Inclusion of counterarguments, acknowledgements and refusals in a limited way</li> <li>- Too much repetition and/or irrelevance</li> </ul>
	<b>0</b>	No achievement	<ul style="list-style-type: none"> <li>- <b>Prompt requirements are not addressed</b>/addressed completely wrongly</li> <li>- Missing counterarguments, acknowledgements and refusals</li> <li>- No expansion of ideas</li> </ul>
<b>ORGANISATION</b>	<b>3</b>	Good	<ul style="list-style-type: none"> <li>- <b>Well-designed</b> and well-supported structure with a <b>thesis statement, body paragraphs and a concluding paragraph</b>.</li> <li>- Each paragraph has a topic sentence and supporting sentences.</li> <li>- <b>Good use of relevant transitions and connectors for the specific type of essay.</b></li> <li>- Ideas are easy to follow and effectively linked within/across the paragraph(s).</li> <li>- The message is communicated in a logical way.</li> </ul>
	<b>2</b>	Adequate	<ul style="list-style-type: none"> <li>- <b>Somewhat well-designed but problematic structure</b> with/out <b>thesis statement, body paragraphs and a concluding paragraph</b>. (some evidence of organization)</li> <li>- <b>Some paragraphs</b> have a topic sentence, supporting sentences.</li> <li>- <b>Some evidence</b> of link between ideas and they are <b>somewhat</b> followed within/across the paragraph(s)</li> <li>- <b>Limited use of relevant transitions and connectors for the specific type of essay.</b></li> <li>- There is <b>somewhat</b> a logic in the way the message is communicated.</li> </ul>
	<b>1</b>	No organization	<ul style="list-style-type: none"> <li>- Thesis statement, body paragraphs and concluding paragraph are <b>difficult to find</b> or they <b>do not exist at all</b>.</li> <li>- Topic sentences and supporting sentences are <b>missing, unclear, or not related</b> to the topic.</li> <li>- Almost <b>no evidence</b> of organization.</li> <li>- There is <b>difficulty in following the ideas</b>.</li> <li>- <b>Lack of relevant transitions and connectors for the specific type of essay.</b></li> </ul>
<b>LANGUAGE USE</b>	<b>3</b>	Good	<ul style="list-style-type: none"> <li>- <b>Almost no mistakes or inappropriateness</b> in target grammar and lexis</li> <li>- <b>A good range</b> of structures and lexis</li> <li>- An attempt to use <b>high-level grammar</b> and lexis with some mistakes</li> </ul>
	<b>2</b>	Satisfactory	<ul style="list-style-type: none"> <li>- <b>Some mistakes</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Some range</b> of structures and lexis</li> <li>- Mistakes do not interfere with the message communicated</li> </ul>
	<b>1</b>	Poor	<ul style="list-style-type: none"> <li>- <b>Many errors</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Limited range</b> of structures and lexis</li> <li>- Great difficulty in understanding the message communicated</li> </ul>
	<b>0</b>	Not understandable	<ul style="list-style-type: none"> <li>- <b>Serious inaccuracy and/or inappropriateness</b> in target grammar and lexis</li> <li>- Almost no range of structures and lexis</li> <li>- Full of breakdowns in communication</li> </ul>
<b>MECHANICAL ACCURACY</b>	<b>1</b>	Good	<ul style="list-style-type: none"> <li>- <b>Almost no spelling and/or punctuation</b> mistakes</li> <li>- Nothing hinders the message communicated</li> </ul>
	<b>0,5</b>	Adequate	<ul style="list-style-type: none"> <li>- <b>Some mistakes in spelling and/or punctuation</b></li> <li>- Only minor effects on the message communicated</li> </ul>
	<b>0</b>	Inaccurate	<ul style="list-style-type: none"> <li>- <b>Very low standard in spelling and/or punctuation</b></li> <li>- Major effects on the message communicated</li> </ul>

\* If the response is off-topic, score "1" for the content, score "0" for the rest and consult a TDU member.

\* If the response is partially-irrelevant, score "1" or "0" for content; grade the rest according to the criteria.

\* If the response is +10 or -10 words from the word limit, take "1" point off the content.

\* If the response contains long stretches of language items copied from the prompts/the example/other parts of the exam, subtract "1" point from content.



**PROBLEM SOLUTION ESSAY  
RUBRIC  
(10 points)**

CONTENT	3	Good	<ul style="list-style-type: none"> <li>- Addresses almost <b>all prompt requirements</b> (Problems (1<sup>st</sup> and 2<sup>nd</sup> body paragraphs) and how the item solved these problems (3<sup>rd</sup> body paragraph) are stated and discussed)</li> <li>- Very good expansion of ideas (with examples/further details where necessary)</li> <li>- No repetition and/or irrelevance (overall unity)</li> </ul>
	2	Satisfactory	<ul style="list-style-type: none"> <li>- Addresses <b>prompt requirements for the most part</b></li> <li>- Satisfactory expansion of ideas (with some examples/details where necessary)</li> <li>- Very little repetition and/or irrelevance</li> </ul>
	1	Poor	<ul style="list-style-type: none"> <li>- Addresses <b>very little</b> in terms of prompt requirements</li> <li>- <b>Poor</b> expansion of ideas (with almost no examples/details where necessary)</li> <li>- Too much repetition and/or irrelevance</li> </ul>
	0	No achievement	<ul style="list-style-type: none"> <li>- <b>Prompt requirements are not addressed</b>/addressed completely wrongly</li> <li>- No expansion of ideas</li> </ul>
ORGANISATION	3	Good	<ul style="list-style-type: none"> <li>- <b>Well-designed</b> and well-supported structure with a <b>thesis statement, body paragraphs, and a concluding paragraph</b>.</li> <li>- Each paragraph has a topic sentence and supporting sentences.</li> <li>- <b>Good use of relevant transitions and connectors for the specific type of essay</b>.</li> <li>- Ideas are easy to follow and effectively linked within/across the paragraph(s).</li> <li>- The message is communicated in a logical way.</li> </ul>
	2	Adequate	<ul style="list-style-type: none"> <li>- <b>Somewhat well-designed but problematic structure</b> with/out <b>thesis statement, body paragraphs and a concluding paragraph</b>. (some evidence of organization)</li> <li>- <b>Some paragraphs</b> have a topic sentence and supporting sentences.</li> <li>- <b>Some evidence</b> of a link between ideas and they are <b>somewhat</b> followed within/across the paragraph(s)</li> <li>- <b>Limited use of relevant transitions and connectors for the specific type of essay</b>.</li> <li>- There is <b>somewhat</b> a logic in the way the message is communicated.</li> </ul>
	1	No organization	<ul style="list-style-type: none"> <li>- The thesis statement, body paragraphs and the concluding paragraph are <b>difficult to find</b> or they <b>do not exist at all</b>.</li> <li>- Topic sentences and supporting sentences are <b>missing, unclear, or not related</b> to the topic.</li> <li>- Almost <b>no evidence</b> of organization.</li> <li>- There is <b>difficulty in following the ideas</b>.</li> <li>- <b>Lack of relevant transitions and connectors for the specific type of essay</b>.</li> </ul>
LANGUAGE USE	3	Good	<ul style="list-style-type: none"> <li>- <b>Almost no mistakes or inappropriateness</b> in target grammar and lexis</li> <li>- <b>A good range</b> of structures and lexis</li> <li>- An attempt to use <b>high-level grammar</b> and lexis with some mistakes</li> </ul>
	2	Satisfactory	<ul style="list-style-type: none"> <li>- <b>Some mistakes</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Some range</b> of structures and lexis</li> <li>- Mistakes do not interfere with the message communicated</li> </ul>
	1	Poor	<ul style="list-style-type: none"> <li>- <b>Many errors</b> in and/or inappropriate uses of target grammar and lexis</li> <li>- <b>Limited range</b> of structures and lexis</li> <li>- Great difficulty in understanding the message communicated</li> </ul>
	0	Not understandable	<ul style="list-style-type: none"> <li>- <b>Serious inaccuracy and/or inappropriateness</b> in target grammar and lexis</li> <li>- Almost no range of structures and lexis</li> <li>- Full of breakdowns in communication</li> </ul>
MECHANICAL ACCURACY	1	Good	<ul style="list-style-type: none"> <li>- <b>Almost no spelling and/or punctuation</b> mistakes</li> <li>- Nothing hinders the message communicated</li> </ul>
	0,5	Adequate	<ul style="list-style-type: none"> <li>- <b>Some mistakes in spelling and/or punctuation</b></li> <li>- Only minor effects on the message communicated</li> </ul>
	0	Inaccurate	<ul style="list-style-type: none"> <li>- <b>Very low standard in spelling and/or punctuation</b></li> <li>- Major effects on the message communicated</li> </ul>

\* If the response is off-topic, score "1" for the content, do not score "0" for the rest, and consult a TDU member.

\* If the response is partially irrelevant, score "1" or "0" for content; grade the rest according to the criteria.

\* If the response is +10 or -10 words from the word limit, take "1" point off the content.

\* If the response contains long stretches of language items copied from the prompts/the example/other parts of the exam, subtract "1" point from content.

## APPENDIX 37 WRITING GRADING LIST

Sube No: *****		Paragraph /Essay 1st Marker			
1. SURNAME NAME	CONTENT (3)	ORGANIZATION	LANGUAGE USE	MECHANICS	TOTAL
2. *****					0
3. *****					0
4. *****					0
5. *****					0
6. *****					0
7. *****					0
8. *****					0
9. *****					0
10. *****					0
11. *****					0
12. *****					0
13. *****					0
14. *****					0
15. *****					0
16. *****					0
17. *****					0
18. *****					0
19. *****					0

**APPENDIX 38 SPEAKING EXAM PROCEDURES**



**MODULE 1 SPEAKING TEST FRAME**

**WARM-UP (30 seconds - Not marked)**

(Please do not speak in Turkish whatever the reason is once the student enters the exam room.)

**Interlocutor:** Good morning/afternoon. Welcome. Please take a seat. What is your name and surname?

**Student:** ...

**Interlocutor:** My name is \_\_\_\_\_ and this is \_\_\_\_\_ (indicating the other assessor in the room).

During the test, please speak only in English, loudly and clearly.

**PART I - QUESTION BASED** (Time to think – 30 seconds for each question | Performance- 1 minute for each question)

**Interlocutor:** Okay, now I will ask you two questions. You have 30 seconds to think for each question.

(Start the timer and write the time intervals down for each student on the grade sheet.)

The interlocutor is to ask two questions given in the PowerPoint presentation.

**NOTE TO INTERLOCUTOR:** You may use the prompts below if students are stuck.

1. Why ...? Why not ...?
2. What about ...?
3. Can you give reasons for your choice?

**PART II - PICTURE BASED TALK** (Time to think- 30 Seconds | Performance- up to 2 minutes)

**Interlocutor:** Thank you. Now look at the picture in the power point presentation on the board. You have 30 seconds to think. Then, you will talk about the picture.

(If the students start right away, please warn them at least one time: "You have time to think.")

**Interlocutor:** Time is up! You can start talking about the picture.

**NOTE TO INTERLOCUTOR:** You may use the prompts below if students are stuck.

1. What else do you see in this picture?
2. Why ...? Why not ...?
3. How do people feel in this picture?
4. What about the ... ?
5. Why do you think that?

**Interlocutor:** Thank you. This is the end of the test. You can go out. Have a nice day.

(Stop the timer.)

(Please DO NOT speak/comment before the student leaves the room. Please DO NOT answer any questions students may ask or comment on their performance in any way.)