STAFF
HANDBOOK

ERCİYES
UNIVERSITY

School of Foreign Languages

The limits of my language mean the limits of my world.

Ludwig Wittgenstein

WELCOME

Dear Colleagues,

Welcome to Erciyes University School of Foreign Languages School.

As educators and staff, you are the driving force behind our core mission: to equip our Preparatory School students with the intensive language skills they need to successfully pursue vocational and academic courses in their respective faculties.

By closely following current technological, scientific, and academic developments, we strive to teach English and Russian at the highest international standards, fully aligned with the Common European Framework of Reference for Languages (CEFR). Achieving this standard is a collective effort, and your commitment, creativity, and expertise are essential to creating a dynamic environment where excellent language teaching thrives.

This staff handbook has been designed as a comprehensive guide to our institution's policies, academic practices, and your responsibilities—as well as our commitment to supporting you. We hope it serves as a valuable resource to help you navigate your role and feel a true sense of belonging within our academic community.

Thank you for your dedication and the vital role you play in our students' intellectual growth. My door is always open should you need further guidance, wish to share innovative ideas, or simply want to connect.

Sincerely,

Professor Bilal GENÇ
Director, School of Foreign Languages

CONTENTS

5. POLICIES

6. ISSUES RELATED TO ACADEMIC STAFF AND STUDENTS

7. APPENDICES

8. INDEX

INTRODUCTION

Your Role

As an instructor, you are expected to:

- Deliver lessons in line with the approved curriculum and syllabus
- Monitor student attendance and academic progress
- Apply assessment procedures accurately and on time
- Communicate effectively with students, colleagues, and coordinators
- Participate in professional development and institutional activities
- Fulfill assigned commission and committee duties in a timely and responsible manner.
- Regularly follow official announcements and the institutional website.
- Act in accordance with institutional regulations and professional ethics

Academic Follow-up & Who to Contact?

If an issue arises, follow this academic follow-up chain:

1. Class Advisor (Lead Teacher)

(First point of contact for student-related academic issues)

2. Level Coordinator

(Level-wide academic, assessment, or pacing issues)

3. Head of Department / Vice Heads

(Curriculum implementation, assessment standards, academic quality)

4. Vice Directors

(Broader academic or administrative concerns)

5. Director

(Final authority for academic and institutional matters)

Teaching, Attendance & Timetable

- Teaching timetables are delivered to instructors at the beginning of each quarter.
- Instructors are expected to attend all scheduled classes punctually.
- Instructors are responsible for conducting classes in accordance with the approved syllabus and pace charts.
- Instructors are required to update the Record Card after each lesson, indicating completed content and the starting point for the next class to ensure continuity.
- Any absence must be reported in advance to the vice directors.
- In case of unavoidable absence, class coverage is arranged through the administration.
- To see the class start and end times, please visit the following link:
  https://ydyo.erciyes.edu.tr/tr/2025-2026-ogrenci-ders-giris-cikis-saatleri

Assessments, Exams & Your Reponsibilities

- Implement assessment tasks (quizzes, in-class exams, projects, level exit exams, proficiency exams, placement tests, make-up exams) in line with institutional guidelines and approved rubrics
- Provide timely and constructive feedback
- Assess students' in-class performance throughout the quarter in accordance with predefined criteria shared with students
- Fulfill invigilation duties as assigned
- Enter grades accurately within announced deadlines
- Maintain assessment confidentiality and integrity at all times
- Keep required assessment records and documentation up to date

Student Attendance & Classroom Expecttations

- Students must maintain at least 85% attendance.
- Attendance is monitored and recorded regularly via the SFL system.
- Instructors are required to log into the SFL website using their personal username and password at the beginning of each class session to take attendance. Attendance must be recorded separately for each lesson hour and submitted within the first 15 minutes of the class.
- Medical reports do not reduce absenteeism for students.
- Instructors should encourage active participation and the consistent use of English in class.
- All information about student-related issues are available in the STUDENT HANDBOOK

Professional Development (PDU): What is Expected

Each instructor is required to complete annual professional development activities, including:

- One observation type (Peer, Self-Video, or Developmental Observation)
- One optional professional development activity (e.g., Co-Teaching, Reading Hub, Journal, Workshop)
- End-of-Year Individual Reflection Meeting

All activities must be completed within the announced timelines.

These activities are non-evaluative and designed to support professional growth.

All relevant information, procedures, and forms are available in the PDU HANDBOOK

Communication Channels

Communication is conducted through:

- EBYS
- Institutional e-mail
- Website
- Record Card
- SFL
- WhatsApp Groups (Yabancı Diller İletişim, Level Groups)
- Notice Boards

Instructors are expected to check these channels regularly.

Leave, Reports & Disciplinary Matters

- Staff leave and medical reports are handled in accordance with national legislation (Law No. 657).
- Disciplinary matters follow Turkish Higher Education regulations.
- Requests, complaints, and appeals are submitted via official petition.
- All printable forms required by staff can be accessed via the following link:
  https://ydyo.erciyes.edu.tr/tr/personel-dilekceleri

Where to Find Detailed Information

This Quick Guide is supported by the following resources:

- Website
- Staff Handbook – Main reference document
- Student Handbook – Student-related issues
- PDU Handbook – Professional Development Activities
- Appendices – Detailed policies, procedures, and forms
- Record Card – Academic tracking and documentation

In case of any uncertainty, instructors are encouraged to seek clarification and contact their Level Coordinator or the Professional Development Unit without hesitation.

ABOUT US

History

Erciyes University first introduced English preparatory education in 1978 within the Faculty of Medicine, followed by the Faculty of Business in 1979. With the establishment of Erciyes University in 1982, all foreign language instruction was centralized under the Foreign Languages Department, operating directly under the Rector's Office. In 1998, this structure evolved into the School of Foreign Languages, expanding its administrative and academic capacity. Since then, the School has continued to play a central role in supporting foreign language instruction across all faculties and schools of the University and has been responsible for designing and delivering the intensive one-year English preparatory program.

Our mission is to equip students with the linguistic and academic skills they need to succeed first in their Faculties and Schools, and later in their future lives, by offering a comprehensive preparatory program aligned with the Common European Framework of Reference for Languages (CEFR). The program aims to develop well-rounded communicative competence through an integrated curriculum that combines listening, speaking, reading, and writing skills, supported by continuous assessment and effective feedback.

Our vision is to be a leading School of Foreign Languages that provides CEFR-aligned, internationally recognized language education supported by innovative teaching and modern learning environments. We aim to broaden our language offerings beyond English and Russian, strengthening our program to meet the evolving needs of students and the global academic community.

We are committed to enhancing digital learning and assessment practices, promoting continuous professional development among our staff, and maintaining strong quality assurance processes. Through these efforts, we seek to create an inclusive, future-oriented educational ecosystem that prepares learners for academic and professional success and contributes meaningfully to the University's mission.

3

INSTITUTIONAL STRUCTURE

Organisational Chart
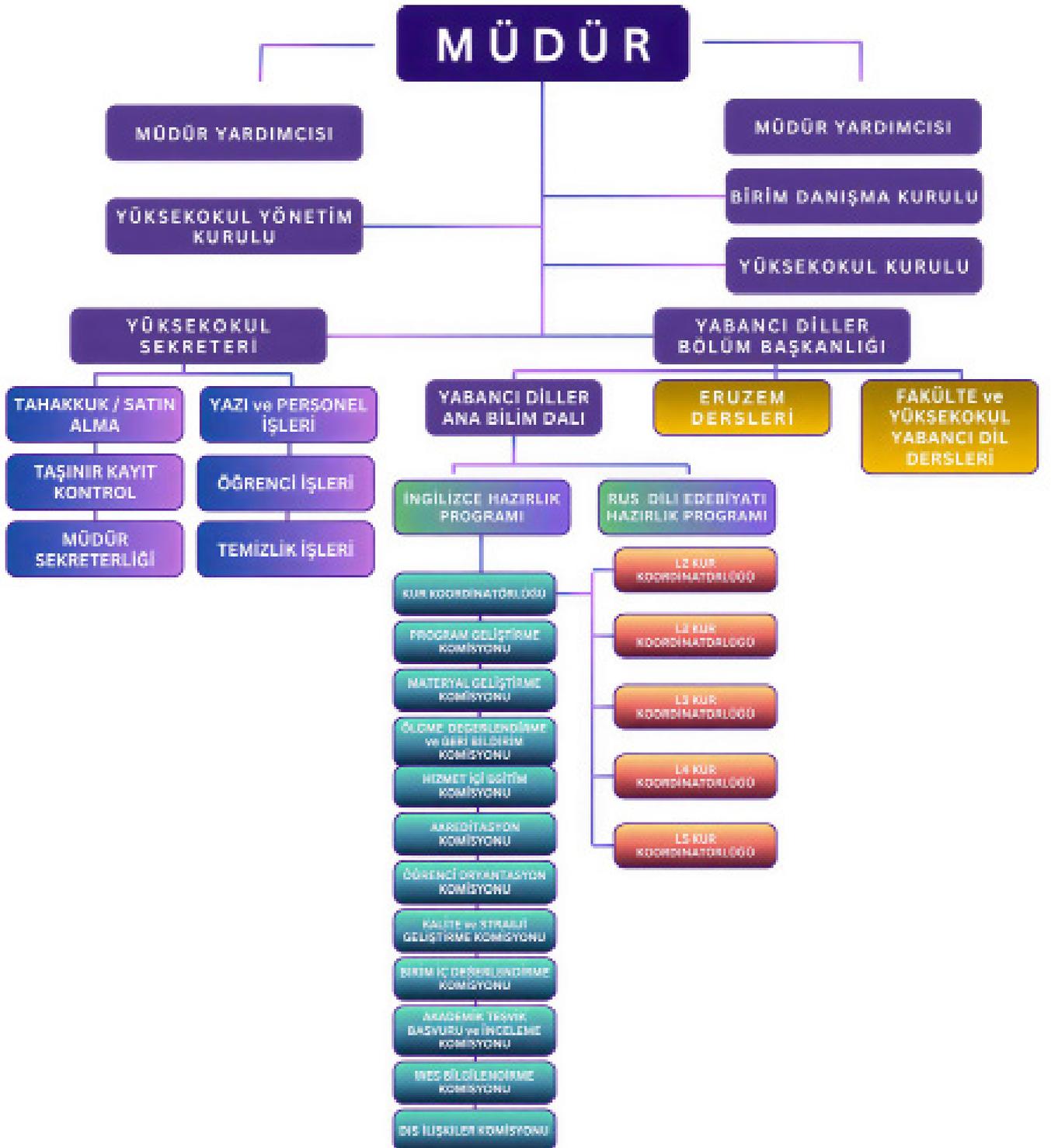
School Administration

The School Administration includes the Director, Vice Directors, and the Secretary. The School Administration is responsible for overseeing the operational functions of the institution, ensuring efficient use of resources, and implementing policies that support the school's mission and objectives. It also facilitates communication between various departments and ensures compliance with institutional regulations.

Director

The Director is the chief executive of the School, responsible for its academic and administrative leadership. Key duties include guiding strategic planning, ensuring alignment with university policies, managing resources, supervising academic and administrative units, representing the School in institutional and external platforms, and ensuring compliance with national and institutional regulations.

Vice Directors

Vice Directors support the Director in managing academic and administrative operations across areas such as academic affairs, student affairs, and general administration. They assist with policy implementation, oversee designated units or functional areas, coordinate school-wide initiatives, facilitate communication among departments, and represent the Director when required.

Secretary

The Secretary provides essential administrative support to ensure the efficient functioning of the Director's Office. Key responsibilities include managing the Director's schedule, organizing documents and reports, handling correspondence, coordinating meetings and events, and maintaining official records. The Secretary also manages visitor logs and protocol-related procedures, assists with board communication, and performs tasks assigned by the Director and Vice Directors.

Administrative Board

The Administrative Board consists of the Director, Vice Directors, the Head of the Department, and the Vice Heads of the Department. The Board supports the school leadership by implementing policies, overseeing academic and administrative processes, and ensuring effective coordination among departments. It plays a key role in decision-making, strategic planning, and resource management, contributing to the efficient operation of the School.

School Administrative Board

The School Administrative Board is composed of the Director, the Vice Directors, the Head of the Department, and one faculty member each from the Department of Russian Language and Literature and the Faculty of Engineering. The Board plays a central role in determining the School's strategic direction and ensuring alignment with institutional goals. Its responsibilities include high-level decision-making, long-term planning, and overseeing the implementation of policies. The Board contributes to major planning processes and ensures that the School's academic and administrative activities support its mission and the broader objectives of the University.

Administrative Offices

Registry and Personnel Affairs Office

This office manages internal and external correspondence, processes petitions, maintains personnel files, handles leave-related documentation, and oversees domestic and international assignment procedures for academic and administrative staff.

Student Affairs Office

The Student Affairs Office registers new students, manages academic records including grades and attendance, prepares certificates, coordinates with institutional units on student-related matters, and archives student documents in accordance with regulations. The office also guides students to relevant units when additional support or information is needed.

Accrual and Purchasing Office

This office prepares payroll and course load records, manages travel allowances, prepares the School's budget, oversees procurement processes, handles utility and financial documentation, and submits personnel-related data to the Social Security Institution (SGK).

Inventory Control Unit

The Inventory Control Unit maintains records of all equipment and ensures the availability, accuracy, and proper use of educational materials and institutional assets.

Cleaning Services

Cleaning Services is responsible for maintaining hygienic classrooms, offices, and common areas through routine cleaning, waste management, supply monitoring, and adherence to health and safety standards.

4

ACADEMIC STRUCTURE

Foreign Languages Department

Head of the Department

The Head of the Foreign Languages Department oversees the planning, organization, and monitoring of all academic processes, including curriculum implementation, assessment procedures, and professional development activities. Supported by two Vice Heads, the Head ensures the effective delivery of academic programs, coordination among teaching staff, and continuous communication between academic and administrative units. Core responsibilities include updating course content, managing exam processes, evaluating student and instructor needs, and proposing solutions to support academic quality. The Head also supervises departmental events, monitors academic performance, and ensures that all educational processes are carried out efficiently and in alignment with institutional standards. Through these responsibilities, the department leadership works to enhance the overall quality of teaching and learning.

Russian Language and Literature Preparatory Program

The Russian Language and Literature Preparatory Unit prepares students for the undergraduate Russian Language and Literature program by equipping them with the linguistic competencies required for academic study. The unit oversees all educational processes within the Preparatory Program, including curriculum implementation and assessment. Its courses develop students' grammar, vocabulary, speaking, listening, reading, and writing skills, while cultural activities and practical language tasks help familiarize learners with Russian culture and literary contexts. The unit also designs and administers proficiency and end-of-term examinations, monitors student progress, and provides academic support as needed.

English Preparatory Program

The English Preparatory Program equips students with the language skills required for success in their academic studies. The program offers a comprehensive curriculum that develops grammar, vocabulary, speaking, listening, reading, and writing competencies through structured coursework and interactive learning activities. Regular assessments, such as quizzes, writing tasks, projects, level exit exams, and proficiency exams, are used to monitor student progress and provide targeted support for ongoing language development. Through this framework, the program ensures that students achieve the proficiency needed for their departmental courses.

Academic Commissions and Units

Level Coordinators

Level Coordinators oversee all academic and administrative processes at their assigned level in the English Preparatory Program. Their responsibilities include preparing and updating level-specific materials, syllabi, pace documents, project guidelines, and course procedures; monitoring class progress through Record Cards and Follow-up Charts; organizing level meetings; and participating in quiz and exam proof-reading. They ensure effective communication between academic and administrative units. Level Coordinators also provide solutions based on student and instructor needs, contribute to planning for upcoming quarters, and take an active role in accreditation processes, curriculum and material development.

Testing and Assessment Unit

The Testing and Assessment Unit oversees all assessment and evaluation processes within the English Preparatory Program. Its responsibilities include preparing and administering quizzes, placement, make-up, level exit, and proficiency exams, as well as coordinating the printing, distribution, and secure administration of all quizzes and examinations. The Unit also organizes invigilation assignments and coordinates grade entry procedures through the SFL information system. The Unit ensures that all assessments are valid, reliable, and aligned with program learning outcomes. It conducts regular reviews, implements quality assurance procedures, and makes necessary improvements to maintain objectivity, consistency, and accuracy in all testing processes. Through these efforts, the Unit supports fair and effective measurement of student performance across the program.

Curriculum Development Commission

The Curriculum Development Commission, led by the Level Coordinators, is responsible for designing, updating, and improving the curriculum and teaching materials in alignment with institutional goals and the CEFR. The Commission ensures consistency across all levels by developing clear learning outcomes, assessment standards, syllabuses, pace charts, material booklets, and level-specific teaching resources. It collaborates with instructors to collect feedback, integrates current trends in language education, and implements improvements that enhance student engagement and learning effectiveness. The Commission provides ongoing support to instructors, facilitates regular meetings to ensure consistent application of the curriculum, and maintains detailed records of curriculum revisions and materials. Through these responsibilities, the Commission plays a central role in ensuring high-quality, coherent, and effective language instruction throughout the program.

Material Development Commission

The Material Development Commission is responsible for developing and updating writing materials and process-based assessment tools for all levels of the English Preparatory Program, ensuring alignment with the curriculum and program learning outcomes. The Commission collaborates closely with the Head of Department and Level Coordinators to prepare level-appropriate writing resources, review materials for clarity, suitability, and level alignment, and update them as needed based on feedback.

Accreditation Commission

The Accreditation Commission ensures that the School's educational quality aligns with national and international standards. The Commission coordinates all accreditation processes, prepares required documentation for quality assurance, communicates with relevant external bodies, and monitors application and audit procedures. It evaluates feedback and reports to support continuous compliance and improvement.

Web Information Commission

The Web Information Commission ensures that the School's website remains accurate, current, and user friendly. It manages the collection and publication of information from academic and administrative units, oversees content updates, and implements improvements to enhance web-based information services for students and other stakeholders.

Quality and Strategy Development Commission

The Quality and Strategy Development Commission works to enhance the School's academic and administrative processes and support long-term strategic objectives. It prepares strategic plans aligned with the School's mission and vision, conducts performance evaluations, audits quality assurance procedures, and carries out analyses to promote continuous improvement and innovative practices.

Academic Incentive Preliminary Review Commission

The Academic Incentive Preliminary Review Commission conducts the initial evaluation of academic staff incentive applications to ensure compliance with relevant criteria and regulations. The Commission verifies the accuracy and completeness of all submissions, provides necessary corrections or recommendations, and prepares applications for approval by upper committees within the school administration.

Internal Unit Evaluation Commission

The Internal Unit Evaluation Commission supports the School's academic units in managing their internal evaluation processes. It reviews annual performance reports, assesses quality indicators such as academic activities and student satisfaction, and provides recommendations to improve educational quality. The Commission reports its findings to contribute to continuous improvement and institutional accountability.

Student Orientation Commission

The Student Orientation Commission supports the successful integration of newly enrolled students into the institution. It organizes orientation programs at the beginning of each academic year, introduces students to the English and Russian Preparatory Programs, school policies, and available resources, and helps them adapt to academic, social, and cultural life.

External Relations Commission

The External Relations Commission works to enhance the School's international visibility and collaboration by establishing partnerships with global educational institutions and organizations. It facilitates faculty and student exchange initiatives, organizes international events, and strengthens academic and cultural connections with foreign universities.

Professional Development Unit (PDU)

The unit supports the professional and personal growth of teaching staff and ensures their effective integration into the School of Foreign Languages. For newly appointed instructors, the Unit coordinates an onboarding process that includes advisor assignments, orientation meetings on institutional practices, and structured classroom observations. New instructors observe experienced colleagues in different skill-based lessons and receive feedback through a guided observation cycle, while advisors conduct scheduled and unscheduled observations to provide targeted developmental support.

To promote ongoing professional growth, the Unit offers a variety of development opportunities such as workshops, reading groups, sessions led by expert trainers, co-teaching practices, peer observation activities, video reflection tasks, and journal writing. The Unit gathers feedback from instructors, maintains records of all professional development activities, and updates its practices to ensure continuous improvement. Through these initiatives, the Professional Development Unit fosters a collaborative, reflective, and innovative teaching culture across the School.

Academic Staff

Instructors

Instructors are responsible for delivering high-quality language instruction, preparing effective and engaging lessons, and supporting students' academic development in alignment with the School's mission. They contribute to curriculum implementation, assessment practices, and institutional activities while continuously developing their professional skills.

Responsibilities:

- Implement the curriculum and teaching–learning programs, addressing both immediate and long-term learner needs.
- Support students in understanding the aims and principles of the School and the University.
- Monitor and assess student performance, providing timely and constructive feedback.
- Guide students in achieving their full academic and intellectual potential.
- Participate in professional development activities organized by the Professional Development Unit.
- Attend meetings scheduled by the School Administration, the Department Head, or relevant units/commissions.
- Fulfill academic or administrative tasks assigned by authorized units of the institution.
- Adhere to all relevant legislation, regulations, institutional policies, and ethical standards.
- Maintain positive and professional relationships with administrators, colleagues, and students.
- Demonstrate openness to feedback, act with honesty and integrity, and maintain confidentiality with cultural sensitivity.

Lead Teachers

Lead teacher assignments are based on Friday teaching schedules; instructors serve as the lead teacher for the specific class they teach on Fridays. In this role, they monitor the overall progress of the class, closely observing students' academic performance and learning needs. They maintain consistent communication with the other instructors teaching the same class and collaborate on tasks such as pace tracking, monitoring class progress, and regularly updating the record card.

5

POLICIES

Curriculum Policy

Curriculum Design and Renewal

In curriculum design, based upon the Common European Framework of Reference for Languages (CEFR), a blended approach that integrates various syllabus types to develop foundational language skills comprehensively is tailored to create an eclectic structure considering the needs and purposes of the educational procedure at the School of Foreign Languages, Erciyes University. The program was designed in alignment with the institution's mission of providing a CEFR-aligned preparatory program that equips students with the linguistic and academic skills they will need in their faculties and future lives. The program is divided into tiers based on the needs of the students. It is apparent how students' needs are identified and how the curriculum was developed to address those needs. The curriculum specifies learning objectives for each level. While forming the curriculum, the strengths and weaknesses of these structures are taken into consideration, and their convenient features are aimed to be integrated into the language learning progression by organizing the content into discrete modules.

Primarily, our curriculum combines a structural syllabus, focusing on grammar, reading, and vocabulary progression, with a functional syllabus, which emphasizes the practical application of language in everyday contexts such as introducing oneself, discussing work-life balance issues, and making polite requests. Additionally, the curriculum includes a situational syllabus that anchors learning in familiar, real-life scenarios, enhancing students' confidence in using English in social and professional interactions.

Communicative tasks and interactive activities play a significant role, suggesting an experiential learning component aligned with a task-based syllabus. Each unit covers reading, listening, speaking, and writing skills through structured grammar and vocabulary practice, role-plays, collaborative discussions, and functional tasks (e.g., writing formal and informal emails, and describing personal experiences). This diverse approach fosters both linguistic competence and fluency in the target language, effectively preparing students to advance to higher levels in the language program.

Under the title of "learner-centered curriculum structure", the needs, interests, and individual learning styles of the students are taken into consideration as an active learning environment is emphasized, in which students are engaged in the learning process by means of discussions, problem-solving, and hands-on activities. This approach is intended to allow students to have some control over what they learn, how they learn, and how they apply and exhibit their understanding. Promoting students' active engagement in the process is taken as the key element in this type of curriculum design. Students are encouraged to participate in the four skill-based activities through real-world language use. Through formative assessments and regular feedback, they can monitor their own progress in language learning as well.

Through a "spiral curriculum structure", key concepts of the language are taught and learnt at a basic level and then revisited and widened into deeper levels throughout the learning process. Rather than teaching a topic in-depth at once, this structure helps students experience the same issues and topics several times with gradually increasing complexity each time. Therefore, it is intended to activate students' prior knowledge and ensure their comprehension. With the help of this structure, contextual learning is also promoted. While revisiting language structures, students can experience them in different and authentic contexts, including daily conversations and formal writing. Besides a deep understanding of the target language, it aims to make the language more practical and applicable to various real-world situations.

By means of "modular curriculum structure", it is targeted to break down the curriculum into separate modules, each focusing on a specific skill set and CEFR Level. In each module, specific objectives, content, assessments, and learning activities are included, and students take the modules in a sequence depending on their needs concerning the extent of the CEFR Levels. This approach allows students flexibility to progress at their own pace. For the majority of departments (including Department of International Relations, Software Engineering, Energy Systems Engineering, Mechanical Engineering, the progression follows Level 1 (A1-A2), Level 2 (B1), Level 3 (B1+), and Level 4 (B2). For English Language Teaching and English Language and Literature students, a department-specific track is implemented, in which students begin at Level 2 (B1) and continue through Level 3 (B1+), Level 4 (B2), and Level 5 (C1). Starting from basic structures, vocabulary knowledge based on familiar topics, and simple conversation skills, which are aimed at L1, to effective operational proficiency by employing complex subjects and producing well-structured texts, aimed at the L5, this approach is implemented to ensure that students make progress through structured competencies.

Throughout the curriculum renewal procedure, feedback from students and instructors, which is provided through questionnaires and meeting sessions, is taken into consideration to design accurate progress. During the renewal process, level meetings are held twice in each quarter (seven weeks) with instructors to evaluate the progress and identify necessary adjustments. The scores in the level exit exams held at the end of each quarter of the academic year are also used to envision the necessary renewals and regulations in the curriculum. Additionally, faculty input gathered during focus group meetings ensures that the curriculum aligns with broader academic expectations. To further monitor student progress and pace, a record card system is implemented. Instructors fill out record cards at the end of each lesson to track how the pace of the class is progressing and address any emerging needs promptly. Weekly follow-up charts are also used to assess whether the set goals are being met, enabling adjustments to be made to ensure alignment with objectives. Based on the students' performance, more effective learning resources such as textbooks and online tools can be integrated into the program. To improve the learning environment, students, instructors, and administrators participate in the process of curriculum design and renewal.

Curriculum Philosophy

The curriculum is designed to equip students not only with foundational English skills for everyday communication but also with the academic language skills needed in their faculties and future professional lives. Consistent with the institution's mission, it follows a CEFR-aligned structure that integrates the four core language skills with academic readiness components. The curriculum combines traditional grammar instruction with a communicative approach, aiming to build student confidence and prepare them to use English effectively in realistic contexts. This student-centered program emphasizes active participation in whole-class, group, and pair activities to foster learner autonomy and motivation, helping students develop independent learning strategies. By incorporating real-world themes, such as family life, work routines, and personal preferences, the curriculum makes learning relevant and engaging, enabling students to connect language study with their personal experiences.

Lessons progress incrementally, introducing vocabulary and grammatical structures in a scaffolded way, allowing students to build a solid foundation of language abilities that prepares them for advanced study. The curriculum reinforces linguistic accuracy and communicative competence through integrated exercises that include listening, reading, speaking, and writing practice, focusing on practical vocabulary, grammatical precision, and phonological awareness to enhance clarity in expression. With this structured yet flexible approach, students develop the confidence and skills to communicate effectively in English across a variety of real-world scenarios, laying the groundwork for their future language learning success. The philosophy underlying this curriculum is shared with instructors through the staff handbook, weekly meetings, the syllabus, and the course implementation guidelines, ensuring a cohesive and consistent teaching approach across the program.

Curriculum Philosophy

The modular English language program spans four academic quarters, offering 23 hours of instruction each week over seven-week periods (with the exception of Level 1 in Quarter 1, where the weekly contact hours are 27). This structure ensures balanced attention to all four skills, preparing students for successful academic work in English. To progress, students must achieve at least 70% on the Level Exit Exam, allowing them to move on to their academic departments.

Erciyes University School of Foreign Languages equips students with essential English skills for daily, academic, and professional success. By integrating CEFR-based objectives, continuous assessment, and an interactive learning environment, the curriculum develops the four core language skills, fully preparing students for university-level coursework.

The program emphasizes a holistic approach to language learning, aiming to equip students with essential skills that extend beyond mere academic proficiency. By focusing on all four language skills—listening, speaking, reading, and writing—students can develop a well-rounded communicative competence. Considering the importance of expressing oneself clearly and accurately, engaging in discussions and presentations helps students learn to articulate their thoughts effectively, much like a musician mastering their instrument through practice and performance. This not only builds confidence but also encourages them to experiment with language, much like an artist exploring different mediums to find their unique style. Ultimately, this program aims to foster a sense of curiosity and enthusiasm for learning, encouraging students to view language as a living, evolving tool for communication. By the end of the program, they should feel empowered to navigate the world with confidence, using their language skills to connect with others and explore new ideas.

Curriculum Framework and Program

Erciyes University School of Foreign Languages' curriculum framework is grounded in the Common European Framework of Reference for Languages (CEFR) and reflects the institution's mission of developing students' linguistic and academic skills through an integrated, skill-based preparatory program. It ensures that students develop language skills progressively and systematically from A1 to B2 and B1 to C1 levels. The program is designed to be modular, with each level structured to cover seven weeks of instruction followed by one week of assessment. This approach ensures that students achieve language competence incrementally, with each module dedicated to specific skill-building aligned with CEFR descriptors.

The curriculum framework emphasizes a student-centered, communicative approach, with integrated lessons covering reading, writing, listening, and speaking skills. Each level incorporates the structural syllabus for grammar and vocabulary, combined with functional and task-based syllabi to enhance practical language use. Students engage with real-life contexts through situational activities and communicative tasks, progressively building confidence in English for academic, social, and professional scenarios.

In addition, the program includes formative assessments that provide ongoing feedback, enabling students to track their progress and address areas for improvement before moving to the next module. End-of-module exams serve as summative assessments, determining students' readiness to advance in a structured and supportive environment. This framework fosters linguistic proficiency and prepares students to meet the academic and professional demands of their respective fields upon completion of their language studies.

Module-Based Instruction

Erciyes University School of Foreign Languages adopts a module-based instruction system to provide a structured, flexible, and student-centered approach to language learning, ensuring alignment with the Common European Framework of Reference for Languages (CEFR). This system allows for continuous progression through five levels, from L1 to L5, accommodating diverse learning paces and promoting consistent development of language skills. A key reason for implementing this approach is to ensure students receive focused, manageable learning objectives within each 7-week instructional period, followed by 1 week of exams, enabling them to consolidate their knowledge and skills effectively (See the Table 1). This system is designed to accommodate the language proficiency needs of all students, with those in English Language Teaching and English Language and Literature programs required to reach the C1 level, while all other students must complete the B2 level. The curriculum at each level is clearly defined, with objectives that reflect the CEFR's descriptors for language competence, covering the core skills of reading, writing, listening, and speaking, with integrated grammar and vocabulary instruction. A modular approach enables personalized learning, where students can progress at a pace that suits their individual needs, with formative assessments providing ongoing feedback throughout the module. End-of-module exams serve as summative evaluations, determining students' readiness to advance to the next level. This system ensures a clear learning pathway, consistent evaluation standards, and opportunities for students to build language competence progressively in a supportive environment. Additionally, the modular system offers curriculum flexibility, allowing teachers to address specific learning gaps while ensuring a coherent progression. It supports effective classroom management through regular evaluation and adaptable teaching strategies. Ultimately, this approach aligns with our commitment to academic rigor, providing continuous feedback to prepare students for their future academic and professional demands.

Table 1

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Levels for MUYE	L1(A1-A2)*	L2 (B1)	L3 (B1+)	L4 (B2)
	L2 (B1)	L3 (B1+)	L4 (B2)	
	L3 (B1+)	L4 (B2)		
	L4 (B2)			
Levels for ELL and ELT	L2 (B1)	L3 (B1+)	L4 (B2)	L5 (C1)
	L3 (B1+)	L4 (B2)	L5 (C1)	
	L4 (B2)	L5 (C1)		
	L5 (C1)			
Number of weeks	7	7	7	7
Number of hours per week	23	23	23	23

*1st Quarter: L1- 27 hours per week

Courses, Aims of the Courses and Course Descriptions

In each level of the School of Foreign Languages program, students engage in two key courses: the Main Course and the Writing Course, both designed to provide a comprehensive language learning experience. The Main Course, conducted for 20 hours per week (except for Level 1 in Quarter 1, where the main course is conducted for 24 hours per week) focuses on developing students' overall language skills through an integrated approach that covers reading, listening, speaking, and grammar, following a structured curriculum aligned with the CEFR. The Writing Course, with 3 hours of instruction per week, is aimed at enhancing students' writing abilities, equipping them with the skills necessary to express themselves clearly and effectively in written English. These courses work in tandem to ensure that students not only gain fluency and accuracy in communication but also develop the critical thinking and writing skills required for academic and professional success. Weekly objectives for all levels are detailed comprehensively in the syllabi prepared for each level, providing clear guidance on the aims and content of both courses. Below, the aims and detailed descriptions of each course at different levels are outlined.

Table 2

Level	CEFR Target	Main Course (Hours/Week)	Writing Course (Hours/Week)	Total Hours
Level 1	A1 - A2	20 (24 in Q1)	3	23 (27 in Q1)
Level 2	B1	20	3	23
Level 3	B1+	20	3	23
Level 4	B2	20	3	23
Level 5	C1	20	3	23

Main Course Objectives

By the end of this course, the students are expected to be able to:

- follow and understand the content classes that are delivered in the medium of English
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- cope with most situations that may arise whilst traveling in an area where the language is spoken
- gain confidence in their ability to use English in everyday communication
- improve their listening skills to understand simple spoken English in a variety of contexts
- read and comprehend short texts, highlighting key ideas and specific information,
- write coherent sentences and paragraphs on topics they are familiar with
- describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons for opinions and plans

Main Course Description

This course is intended to provide students with a basic grasp of the English language by concentrating on developing four fundamental language skills: listening, speaking, reading, and writing. Using the Cambridge Empower Second Edition – Elementary textbook as the primary resource, students will participate in a combination of traditional grammar-based methods and communicative approaches. To ensure that essential A1 learning outcomes are also addressed within the L1 Level, the program uses in-house A1 supplementary materials that support students who need reinforcement at the foundational level.

The course seeks to increase students' confidence in using English in everyday contexts by stressing vocabulary learning, grammatical precision, and practical language usage. Students will move from identifying and comprehending language patterns to actively using them in verbal and written communication. This modular course covers the A1-A2 CEFR Level.

Writing Course Objectives

The students will be able to:

- write clear and accurate sentences in English.
- write clear and cohesive phrases and paragraphs about everyday themes like their family, career, or holiday.
- practice writing simple descriptions, describing past events, and creating brief texts such as emails or blog entries.
- learn to connect concepts using fundamental connecting words (e.g., and, but, so, because, however, although), as well as to write brief texts with specified patterns, such as a formal email applying for a job or a description of a location.

Writing Course Description

This course focuses on helping students develop their ability to write clear and accurate sentences in English. It provides opportunities for creative and effective expression in the target language, guiding students through the fundamental aspects of sentence construction and written communication. Through a variety of writing tasks, students will enhance their skills in structuring ideas and expressing them appropriately in English.

Main Course Objectives

After successful completion of this course, the students are expected to be able to:

- follow and understand the content classes that are delivered in the medium of English
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst traveling in an area where the language is spoken
- produce simple connected text on topics that are familiar or of personal interest.
- describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons for opinions and plans

Main Course Description

The course is a general English course that will help our students use English efficiently in their social and academic lives. The course aims to engage our students' interests and increase their motivation for learning by offering them stimulating topics with a syllabus that includes comprehensive work on grammar, vocabulary, pronunciation, and the four skills of reading, listening, speaking, and writing through a communicative language teaching and learning approach supported with blended learning tools. This modular course covers the B1 CEFR Level.

Writing Course Objectives

Students will be able to:

- Learn the structure and function of a topic sentence.
- Understand and apply the structure of supporting sentences in paragraph development.
- Learn how to craft a concluding sentence to close a paragraph effectively.
- Write a paragraph following the basic principles of paragraph structure.
- Master the structure of an opinion paragraph.
- Develop an understanding of various sentence structures.
- Use appropriate transition words to connect ideas smoothly within a paragraph.

Writing Course Description

This course is designed to equip students with the essential writing skills required for success in their academic studies. Through a combination of writing exercises, students will learn to master basic paragraph structure and one paragraph type. The course covers the entire writing process, including pre-writing, during-writing, and post-writing stages, while integrating grammar, spelling rules, vocabulary, and sentence structure. This comprehensive approach helps students build a solid foundation in written communication, preparing them for more advanced academic writing tasks.

Main Course Objectives

After successful completion of this course, the students are expected to be able to:

- follow and understand the content classes that are delivered in the medium of English
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst traveling in an area where the language is spoken
- produce simple connected text on topics that are familiar or of personal interest.
- describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons for opinions and plans

Main Course Description

The course is a general English course that will help our students use English efficiently in their social and academic lives. The course aims to engage our students' interests and increase their motivation for learning by offering them stimulating topics with a syllabus that includes comprehensive work on grammar, vocabulary, pronunciation, and the four skills of reading, listening, speaking, and writing through a communicative language teaching and learning approach supported with blended learning tools. This modular course covers the B1+ (Intermediate) CEFR Level.

Writing Course Objectives

Students will be able to:

- Learn the structure of an essay, including:
  - Introductory paragraph
  - Body paragraphs (at least 1)
  - Concluding paragraph
- Understand and apply the components of a topic sentence, supporting sentences, and a concluding sentence in essay writing.
- Learn how to create an outline to organize thoughts and ideas before writing an essay.
- Practice writing an essay to develop independent writing skills.
- Master the structure of an opinion essay, focusing on:
  - Sentence structures
  - Transition words for smooth idea progression
  - Organizing an opinion essay with a clear and logical flow.
- Write a well-structured three-paragraph opinion essay following the learned principles.

Writing Course Description

This course is designed to equip students with the essential academic writing skills needed for success in their academic pursuits. It offers comprehensive training in all stages of the writing process, from pre-writing to revision. Students will explore basic essay writing and opinion essays, while also receiving focused instruction on grammar, mechanics, vocabulary, and sentence structure. By the end of the course, students will have developed the skills required to write effectively and confidently in an academic setting.

Main Course Objectives

Having completed this level successfully, the students are expected to be able to:

- follow and understand the content of classes that are delivered in the medium of English.
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst traveling in an area where the English language is spoken.
- produce sophisticated connected texts on topics that are familiar or of personal interest.
- describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons for their opinions.

Main Course Description

The main course is an academically oriented general English course that facilitates the transition from general English to academic language use for students. This course aims to enhance students' grammar, vocabulary, pronunciation, reading, writing, speaking, and listening skills through a comprehensive curriculum that offers enlightening topics and a communicative approach in the learning environment, catering to students' interests and increasing their motivation to learn. This course encompasses a B2 level language proficiency, which is blended from the Common European Framework of Reference for Languages (CEFR) levels and includes the main course book and its supplementary resources.

Writing Course Objectives

- Choosing a decent topic and brainstorming ideas for an opinion essay.
- Preparing an outline to organize thoughts and structure essays effectively.
- Understanding the structure of both opinion and cause-and-effect essays, including introductions, body paragraphs, and conclusions.
- Writing paragraphs that develop an opinion or explain cause-and-effect relationships, using appropriate transitions and connectors.
- Writing complete opinion and cause-and-effect essays through a step-by-step process, including brainstorming, outlining, drafting, and revising and rewriting.

Writing Course Description

In this course, students will learn the fundamentals of two different types of essays: Opinion and cause-and-effect essays. Each essay follows a standard structure consisting of an introduction, body paragraphs, and a conclusion. The course also provides students with the opportunity to apply the sentence structures, vocabulary, and grammar they learn in their main course to these essay types. The primary aim is to enhance students' academic writing skills by focusing on these two key essay formats.

Main Course Objectives

After successful completion of this course, the students are expected to be able to:

- analyse the systems of language in use
- extend their range of vocabulary
- deal with a variety of challenging and interesting text types in reading and listening activities such as literature, films, plays, newspapers, and magazines
- give their own opinions and participate in discussions, roleplays, and presentations.
- Get writing skills in a variety of genres (narrative, opinion, compare/contrast, etc.)

Main Course Description

The course is a general English course that will help our students use English efficiently in their social and academic lives at an advanced level. Employing the Speakout Third Edition C1-C2 textbook as the main source, it is aimed to encourage students to analyse the systems of language in use; to extend their range of vocabulary; to expose them to a variety of challenging and interesting text types in reading and listening activities drawing on authentic sources such as literature, films, plays, newspapers, and magazines; to stimulate them to give their opinions and participate in discussions, presentations and roleplays; to develop their writing skills in a variety of genres. This modular course covers C1 CEFR Level.

Writing Course Objectives

Students will be able to:

- Understand and practice the structure of an Argumentative Essay: introduction, body, and conclusion.
- Develop ideas and create outlines for Argumentative Essays.
- Write, revise, and practice Argumentative Essays.
- Learn the structure of a Comparison-Contrast Essay: introduction, body, and conclusion.
- Organize and outline ideas for Comparison-Contrast Essays.
- Write, revise, and practice Comparison-Contrast Essays.

Writing Course Description

This course aims to develop students' advanced academic writing skills. With a particular focus on argumentative and comparison-contrast essays, students will be provided with examples illustrating all the structural features of these essay types, along with various exercises to reinforce their understanding. To better understand the structure of essays extra reading booklets including samples illustrating all the structural features of these essay types through various exercises. As a result, students will not only learn to use grammatical rules more effectively but also develop the ability to produce original work in different essay types.

Course Materials

Course materials are selected to align with each proficiency level from A2 to C1, ensuring a structured and comprehensive approach to language learning. Below is a detailed overview of the materials used for both the main course and Writing courses.

For the main course, the Empower Second Edition Elementary, Pre-Intermediate, and Intermediate series and Speakout Third Edition Upper-Intermediate and Advanced, which are well-known for their systematic approach and focus on all four language skills—reading, writing, listening, and speaking are used. The specific books assigned for each level are:

- L1: Empower Second Edition - *Elementary*
- L2: The Empower Second Edition - *Pre-Intermediate*
- L3: The Empower Second Edition - *Intermediate*
- L4: Speakout Third Edition - *Upper-Intermediate*
- L5: Speakout Third Edition *C1-C2 - Advanced*

These books are used as the core materials in the classroom, guiding students through language acquisition in a progressive and structured manner. They provide a solid foundation for students at each level, ensuring alignment with the CEFR standards.

For the Writing course, each level uses in-house writing materials that are developed by the material development commission. These materials are designed to specifically target the writing skills necessary for each proficiency level. They complement the main course materials by focusing on sentence construction, paragraph development, and various writing formats appropriate for the students' levels. Also, these materials are revised each term in accordance with the feedback received from the instructors and are updated as necessary to align with the progression and requirements of the course.

To supplement standard textbooks, optional in-house materials are provided for extra practice and targeted reinforcement. This combination ensures a balanced curriculum that caters to both overall program goals and individual student needs.

Teaching Methodology

- teaching approach & methodology

At the School of Foreign Languages, we employ a learner-centered, blended approach that combines traditional face-to-face instruction with communicative methodologies and digital resources. We focus on developing all four language skills through personalized practice and real-world scenarios, fostering both academic readiness and autonomous learning.

- learning environment & support

We provide a safe, collaborative environment built on mutual trust and respect. Instructors offer individualized support and feedback, guiding students to set purposeful goals and take responsibility for their lifelong learning journey.

- course materials

To support this methodology, we utilize a comprehensive mix of core coursebooks, workbooks, online practice platforms, and supplementary materials. This variety ensures students receive the differentiated input and practice needed to build confidence and fluency.

Testing and Assessment Policy

About Testing and Assessment Unit

The Testing and Assessment Unit is responsible for designing, implementing, and evaluating language assessments to ensure they align with educational objectives and accurately measure students' skills. These operational processes are supported by the SFL system, our institutional digital platform used to manage and document assessment procedures centrally. To evaluate test quality, the unit gathers both qualitative and quantitative feedback through teacher focus groups and the SFL system's item analysis, which includes difficulty and discrimination indices. By systematically analyzing this data, the unit assesses the fairness, reliability, and validity of exams. Furthermore, the SFL system generates achievement statistics to monitor overall student performance trends and support data-driven institutional decisions. This continuous feedback loop helps identify areas for improvement, leading to revised assessment strategies such as modifying test structures, updating rubrics, or introducing new assessment types. The unit may also provide additional instructor training to ensure assessments are administered effectively. Ultimately, these ongoing refinements aim to enhance student learning outcomes while keeping pace with evolving pedagogical approaches and educational standards.

Purpose of Testing and Assessment Unit

The purpose of the unit is to maintain high standards of assessment by ensuring the validity, reliability, and fairness of tests. The unit aims to create a supportive testing environment, enhance teaching methodologies, and facilitate continuous improvement through data analysis. Testing unit members attend training and seminars to follow the innovations in the field of ELT and to bring innovations in the field of assessment and evaluation to their units.

The unit comprises coordinators, test developers, proof-readers, invigilators, and administrative staff. The team collaborates to develop a variety of assessments, administer tests, and ensure that assessments adhere to international language standards and benchmarks.

Assessment Policy

The assessment policy at Erciyes University School of Foreign Languages aims to uphold consistent, transparent, and fair evaluation practices. It ensures that all assessments accurately measure student progress while aligning closely with the school's mission to foster overall language proficiency. Testing and assessment are viewed as fundamental components of the curriculum, carefully designed to support student development by providing timely and meaningful feedback. Rather than just measuring performance, our framework aims to foster a deeper understanding of the target language, helping students perceive assessment as an integral and ongoing part of their learning journey toward autonomous learning.

The English Preparatory Program operates under a dynamic modular system aligned with the Common European Framework of Reference for Languages (CEFR). Spanning five distinct levels—L1 (A1-A2), L2 (B1), L3 (B1+), L4 (B2), and L5 (C1)—each module typically lasts seven weeks and incorporates both formative and summative assessment components. To maintain high standards, the Testing and Assessment Unit works closely with instructors to ensure that all evaluations are fair and directly tied to course learning outcomes. Instructors are encouraged to provide continuous feedback, enabling students to recognize their strengths and address areas for improvement effectively.

Finally, the SFL digital system plays a crucial role in maintaining institutional transparency and standardized communication. All official announcements—such as exam dates, times, and locations—as well as students' individual grades and academic progress tracking, are systematically communicated and easily accessed through this centralized platform.

Assessment Process

To guarantee that all evaluations remain effective and strictly aligned with educational standards, we rely on a carefully structured approach. Therefore, our assessment process operates as a comprehensive cycle consisting of four key stages: planning, designing, administering, and analyzing tests.

1. Planning: The first step in the assessment process is careful planning. During this stage, the testing and assessment unit collaborates with level coordinators to determine the objectives and learning outcomes that the assessment should measure. This involves defining the skills, knowledge, and competencies that students should acquire by the end of the module or course. The planning phase also includes selecting the appropriate types of assessment (formative or summative) and determining when and how often these assessments will be administered. Additionally, considerations such as student workload, test frequency, and the balance between different skills (reading, writing, listening, speaking) are taken into account to ensure the assessment schedule is fair and manageable.

2. Designing: Once the planning phase is complete, the next step is to design the assessments. This involves creating test items (questions, tasks, or prompts) that are valid and reliable measures of the intended learning outcomes. In this stage, careful attention is paid to the content, format, and difficulty level of the tests to ensure they are appropriate for the students' proficiency level. The assessment design also considers factors such as clarity of instructions, alignment with the CEFR framework, and the use of different question types (e.g., multiple-choice, short-answer, essays, performance-based tasks) to assess a variety of skills. Additionally, this phase involves drafting rubrics or scoring guides to ensure consistency in grading and providing detailed feedback.

3. Administering: The administration of assessments is the stage where the tests are actually delivered to students. This requires coordination to ensure that all logistical aspects, such as scheduling, classroom settings, online platforms (if applicable), and necessary materials, are in place. Exam schedules, assigned classrooms, and related logistical information are published and managed through the SFL system. The system also facilitates the assignment of invigilation duties to instructors in a structured and traceable manner. Instructors or invigilators ensure that the tests are conducted under standardized conditions to maintain fairness and integrity. Instructions are clearly communicated to students, and any necessary accommodations for students with special needs are provided. During this phase, it is important to minimize distractions and ensure a supportive testing environment to allow students to perform to the best of their ability.

4. Analyzing: After the tests have been administered and graded, the analysis phase begins. This involves reviewing student performance data to assess whether the test was effective in measuring the intended outcomes. Item analysis is often conducted to evaluate the difficulty, discrimination, and reliability of individual test questions. All exam scores are entered into the SFL system by instructors. The system automatically compiles performance data and enables item analysis, as well as exam-based and level-based statistical reporting. These reports support systematic evaluation of test effectiveness and institutional benchmarking. The results are then used to identify patterns in student achievement, areas where students may need additional support and potential improvements to the test design. Furthermore, analyzing the assessment results helps the testing and assessment unit make informed decisions about curriculum adjustments, teaching strategies, and future assessments.

This four-stage cycle—planning, designing, administering, and analyzing—aligns assessments with both educational standards and student needs. Ultimately, it drives continuous improvement in teaching and testing, ensuring a fair and effective educational experience.

Module-Based Assessment

Module-based assessments are tailored to measure the skills and knowledge covered within each specific module. These assessments provide insight into students' comprehension of the course material and offer feedback to inform teaching strategies.

Module-based assessments are an integral part of the modular system, providing tailored evaluations of student learning, offering valuable feedback, and guiding both teaching and learning in a continuous cycle of improvement. By focusing on the specific content of each module, these assessments ensure that students are assessed on relevant material, helping them progress through the course with a clear understanding of their strengths and areas for development.

Tailored to Module Objectives: Module-based assessments focus on the specific skills and knowledge taught in each module, ensuring that students are tested on relevant content that aligns with the module's objectives.

Measuring Comprehension and Application: These assessments evaluate both students' understanding and their ability to apply what they've learned, providing a clear picture of their progress in key areas like reading, writing, listening, and speaking.

Providing Targeted Feedback: Assessments offer valuable feedback to students, highlighting areas of strength and areas needing improvement. This helps students track their development and focus on specific learning goals.

Informing Teaching Strategies: The results of module-based assessments guide instructors in refining their teaching methods. By identifying areas where students struggle, teachers can adjust their strategies to better support learning and ensure students are ready for the next level.

Types of Assessment

Our institution's assessment system incorporates a range of diagnostic, formative, and summative assessments to evaluate students' language skills throughout the course. Diagnostic assessments, such as the **placement test**, ensure that students are placed at the appropriate level at the beginning of their studies. Formative assessments, including **quizzes, projects, Learning Management System (LMS) Assignments,** and **in-class writing,** provide continuous feedback on students' progress, helping instructors identify areas for improvement and guide learning. **In-class performance** further assesses engagement in the learning process. At the end of the course, summative assessments, such as the **proficiency test** and **level exit exams,** evaluate students' overall achievements and determine if they have met the required proficiency levels. This structured approach ensures that students are consistently supported and fairly evaluated throughout their language-learning journey. All students in the English Preparatory Program are responsible for the following exam types and score percentages:

Table 3

Level Exit Exams	Percentage	Continuous Assessment Criteria	Percentage
Grammar, Vocabulary, and Reading Exams	25%	Project Assignments	5%
Writing Exams	10%	Learning Management System (LMS) Assignments	5%
Speaking Exams	10%	In-Class Performance	5%
Listening Exams	10%	Quizzes	20%
		In-Class Writing Exams	10%

Assessment Process

At the beginning of each academic year, before classes start, a Placement Test (STS) is administered to determine the levels at which students will be placed.

This test consists of 80 multiple-choice questions administered in a single session, assessing students' skills in:

- Grammar
- Vocabulary
- Reading
- Listening

The Placement Test is designed separately for IDE students (English Language Teaching and English Language and Literature) and MUYE students (students from other departments). Although both versions of the test include the same number of questions and assess the same language skills, the level and distribution of questions differ to reflect the specific academic needs of these groups. For MUYE students, the test includes questions from A1 to B2 levels. For IDE students, the test includes questions from B1 to C1 levels.

Students are placed into the relevant levels according to their scores on the placement test, as shown in the tables below:

IDE Groups

Table 4

Correct Answers	Score	Level
0-40	0-50	L2
41-55	51.25-68.75	L3
56-67	70-83.75	L4
68-80	85-100	L5

MUYE Groups

Table 5

Correct Answers	Score	Level
0-35	0-43.75	L1
36-54	45-67.50	L2
55-69	68.75-86.25	L3
70-80	87.50-100	L4

Students who receive 80 or above on the Placement Test are eligible to take the Beginning of Term Proficiency Exam.

Students who cannot take the Placement Test for any reason will begin the preparatory program at L1 level for MUYE students, and at L2 level for IDE students.

Students who fail the mandatory preparatory education in the current term have the right to continue from the last level they attended in the following term.

Students who failed in the previous academic year can take the Proficiency Exam without any prerequisites, provided they apply on the dates specified in the academic calendar. If requested, these students may also participate in the Placement Exam; in this case, they must submit a petition to the student affairs office indicating their acceptance of the risks of dropping their current level and being unable to take the Proficiency Exam.

Proficiency Test

Proficiency tests evaluate learners' overall language ability, focusing on what they can do rather than specific coursework they have completed. Administered <u>three times</u> in an academic year (beginning, middle, and end), these exams are conducted at <u>two different proficiency levels</u>: the **B2** level for **MUYE** programs and the **C1** level for **IDE** programs The assessment involves two stages. Stage I assesses Grammar, Vocabulary, and Reading, requiring a minimum score of **70/100** to advance. Stage II covers Listening, Writing, and Speaking; students must score at least 60/100 in each skill with a minimum average of **70**. Ultimately, students must achieve a final score of at least **70** (calculated via the percentages below) to fulfill the institution's foreign language requirement.

Table 6

Stage I	Stage II		
(Grammar – Vocabulary – Reading)	Listening	Writing	Speaking
50%	%15	%15	%20

Students who have met the attendance requirement for the Proficiency Exam (End of Fall Term) may participate as follows: students in L2 must have an average score of at least 85 points from their last course; students in L3 must have an average score of at least 80 points; and students in L4 and L5 must have an average score of at least 65 points.

Students in L1 are not permitted to take the Proficiency Exam (End of Fall Term).

To be eligible for the Proficiency Exam (End of Spring Term), students at all levels (L1–L5) must have met the attendance requirement and have an average score of at least 50 points in their last attended course.

Students in the preparatory program who are registered at the university may be exempt from preparatory education if they achieve the scores or levels specified in the table below from the listed exams, provided that no more than three years have passed since the exam date.

Table 7

Exam Types	Scores for MUYE	Scores for IDE
TOEFL IBT	Min 72	Min 114
Cambridge CAE (The C1 Advanced Ecam	Min 160	Min 180
Cambridge CPE (C2 Proficiency Exam)	-	Min 180
PTE Academic	Min 59	Min 76
Cambridge Linguaskill	Min 160	Min 180
Oxford Test of English	Min 111	Min 141

Important Note: To use the scores above for exemption, the exam must be from a state university. Certificates from private institutions are <u>not accepted.</u>

Formative Assessments

They are conducted periodically during the semester to monitor student development, identify strengths and weaknesses, and enable instructional adjustments. Aligning with course content, these assessments evaluate vocabulary, grammar, and overall language skills through continuous feedback. Our institution utilizes five main types of ongoing assessment:

- **Project Assignments:** Students synthesize course content and deliver presentations, demonstrating their ability to communicate effectively in an academic context.
- **Learning Management System (LMS):** Assigned as quarterly homework, these self-paced online activities reinforce course material and serve as independent self-assessment tools.
- **In-class Performance:** This measures continuous student engagement, active participation in discussions, and collaborative effort throughout the course.
- **Quizzes (Coursebook 1 & 2, Listening, Reading):** Administered regularly from the third to the seventh week, these assess students' ongoing understanding of specific topics and skills.
- **In-Class Writing:** Conducted twice per module, these timed tasks require students to write paragraphs or essays in real time, evaluating their organization, grammatical accuracy, creativity, and critical thinking.

Teaching Methodology

The main summative assessment used to evaluate students' overall achievement is called the Level Exit Exams. These exams are administered at the end of each level to assess students' overall comprehension of the content covered throughout the level.

The Level Exit Exam is conducted in three separate sessions:

- Session 1: Grammar, Vocabulary, and Reading – 80 multiple-choice questions
- Session 2: Listening – 20 multiple-choice questions, and Writing – an open-ended written task
- Session 3: Speaking assessment

Assessment Principles and Values

The assessment principles focus on maintaining fairness, validity, reliability, transparency, and practicality to create an effective testing environment.

Validity

Validity ensures that assessments accurately measure the intended language skills and reflect course content.

Face Validity refers to a test appearing relevant and aligned with course objectives, which builds student confidence. To support this, all exam booklets clearly display essential details, including the institution's name, level, schedule, and exam rules.

Content Validity guarantees the exam covers the full range of syllabus topics. Before each test, a detailed specification chart (test blueprint) is prepared to ensure a balanced representation of grammar, vocabulary, and core skills directly tied to learning outcomes.

Test Specifications: Following clear guidelines, the number and types of questions are matched to course objectives and skill weighting. Finally, a multi-stage internal review process—involving the Testing and Assessment Unit, Level Coordinators, and dedicated reviewers for proficiency exams—confirms that all assessments provide a valid, accurate measure of student proficiency.

Reliability

Reliability is the consistency of test results over time. Tests should produce similar outcomes when administered under the same conditions, ensuring that results reflect genuine language proficiency rather than test conditions. At our institution, we follow strict procedures throughout the test preparation, test administration, and evaluation stages to ensure the reliability of our assessments.

Test-preparation:

- Clear Test Design: Our tests should be designed with clear objectives and consistent formatting to ensure that all students are assessed in the same way, regardless of when or where the test is administered. To illustrate, for level exit exams, specification charts which cover the target level's contents are prepared for the exam.

- Standardized Test Materials: All test materials, such as instructions, prompts, and questions, are consistent and error-free to avoid any confusion or variation in interpretation.

- Pre-testing: Prior to administration, exams undergo a structured internal review process. Level exit exams and quizzes are reviewed and proofread by the relevant Level Coordinators, while proficiency exams are reviewed and proofread by two appointed lecturers, who may vary for each administration. The Testing and Assessment Unit conducts final stylistic and formatting checks and prepares the printed versions of the exams. The final verification is carried out in the Testing and Assessment Unit office, where the printed exam papers are reviewed one last time by the Level Coordinators or the appointed lecturers to confirm accuracy, consistency, and readiness for administration.

Test administration:

- Controlled Environment: We administer the tests in a controlled environment, minimizing distractions and ensuring that all students take the test under similar conditions (e.g., quiet room, proper timing).

- Trained Administrators: Novice instructors in our institution are trained to administer the test by PDU unit, following the same procedures for each testing session.

- Clear Instructions: The test administrator provides clear instructions and answers any questions in the same way for all students to ensure fairness and consistency during the test.

Grading:

- Standardized Rubrics: Our grading follows a clear and consistent rubric to ensure that all test-takers are evaluated on the same criteria.

- Objective Grading Process: Our grading objective is to avoid discrepancies that could arise from personal biases or subjective interpretation. Our multiple-choice exams are assessed with the help of a professional programme. For the progress assessments exams, the instructors use standardized rubrics to measure student performance in the assessments that continue throughout the process in an attempt to be as objective as possible. All exam results are officially recorded in the SFL system. Instructors are responsible for entering scores into the system, which ensures centralized documentation, reduces clerical errors, and enhances consistency and traceability in the grading process.

- Double Grading: In some cases, double grading is employed to ensure accuracy and consistency in grading, particularly for subjective assessments like essays. In our final exams, writing and speaking exams are conducted by at least two different instructors.

Transparency

We ensure clear communication regarding test objectives, formats, and evaluation criteria to foster trust and reduce anxiety. Task types are introduced at the beginning of the academic year and remain accessible on our website. Furthermore, all tests clearly state time limits and item weightings. To reinforce this transparency, post-quiz review sessions are conducted in class, where instructors distribute papers, orally explain the correct answers, and then collect them back.

Fairness

Our assessments are straightforward to administer, mark, and interpret. This emphasizes feasibility, ensuring tests are efficient and do not place an undue burden on instructional resources or students.

Exam Administration and Security Policies

Exam Administration and Security Policies
To maintain the highest level of academic integrity and fairness, our institution enforces strict operational guidelines across all testing phases:

- Invigilation & Academic Integrity: Comprehensive procedures are in place for effective test invigilation and the prevention of academic dishonesty. (For full details and the Exam Invigilator Checklist, please refer to Appendices 2 and 3).
- Grading & Moderation: For written tests, a rigorous moderation process is employed to review scores and ensure grading accuracy. Following evaluations, students receive clear explanations of their scores and constructive guidance to improve future performance.
- Secure Storage: To protect exam confidentiality and student data, all old test papers are stored securely—both digitally and physically—with access strictly limited to authorized personnel.

Professional Development Policy

Objectives of the Professional Development Unit (PDU)

The unit aims to:

- foster a culture of continuous learning and professional excellence among the academic staff of the School of Foreign Languages.
- ensure that all language educators are equipped with the latest pedagogical strategies and technological skills necessary to provide high-quality, student-centered instruction and deliver exceptional language education.
- support the ongoing professional growth of instructors.
- encourage reflective practice and promote the integration of innovative methodologies into the classroom.

It is committed to enhancing the professional development of staff by offering opportunities for collaboration, self-assessment, and feedback. In addition to focusing on professional development, the it also recognizes the importance of instructors' well-being, which is crucial for sustaining long-term teaching success.

Principles of the Professional Development Unit

Several key principles approach to professional development:

- Collaboration: A collaborative environment is fostered among instructors, encouraging teamwork to share knowledge, strategies, and resources through various engaging activities.
- Reflection: The importance of self-reflection and assessment of teaching practices is emphasized, enabling instructors to engage in continuous learning and improvement.
- Autonomy: Instructors are empowered to take ownership of their professional development by providing a range of choices in activities and topics that align with their interests and career goals.
- Continuous-Learning: Commitment to supporting lifelong learning is demonstrated by offering ongoing professional development opportunities that evolve in response to the changing needs of instructors.
- Feedback: A culture of constructive feedback is cultivated, prioritizing open communication that allows instructors to learn from one another and enhance their teaching practices.
- Sustainability: Focus on fostering long-term professional growth is maintained by ensuring continuous support, resources, and opportunities for development that sustain educators throughout their careers.
- Mentorship: Mentorship relationships are promoted, pairing experienced educators with less experienced colleagues to provide guidance and support in their professional journeys.

Orientation and Induction of the New Staff

At the School of Foreign Languages, the orientation process ensures new staff integrate smoothly into their roles. To introduce our culture, professional expectations, and classroom practices, the PDU covers the following key points during the initial meeting:

- The mission and vision of the School of Foreign Languages
- Teacher – Student Rapport
- Classroom Rules
- Class Hours and Punctuality
- Courses and Materials
- Overview of the SFL platform (https://sfl.erciyes.edu.tr/)
- Attendance
- Record Card
- Quizzes and Exams
- Dress Code
- Confidentiality
- Professional Relationships with Colleagues
- Mentorship Program

Mentoring Policy

Each new staff member is paired with an experienced mentor from the PDU. The mentor acts as a guide throughout the new staff members' first year, helping them navigate both academic responsibilities and the school environment.

Mentors and mentees hold weekly or bi-weekly meetings to discuss teaching strategies and classroom management. Mentors provide information about upcoming quizzes and exams, addressing any questions or concerns raised by their mentees. At the end of each meeting, the meeting report form is completed, and the date and time for the next meeting are scheduled. The meeting report is submitted to the program coordinator along with other documents at the end of the first quarter.

New Staff Induction & Mentoring Timeline

Table 8

Phase	Timeline	Key Activities	Responsible Parties
1. Initial Orientation	Beginning of Academic Year	Comprehensive meeting covering the school's mission, administrative policies, SFL platform, and classroom rules.	PDU & School Administration
2. Mentor Assignment	First Week of Classes	Pairing the new staff member with an experienced mentor to guide them through their first year.	PDU
3. Ongoing Mentorship	Weekly or Bi-weekly	Regular meetings to discuss teaching strategies, classroom management, and upcoming assessments.	Mentor & Mentee
4. Progress Documentation	End of Each Meeting	Completion of the meeting report form and scheduling the subsequent session.	Mentor & Mentee
5. Final Reporting	End of the First Quarter	Submission of all meeting reports and relevant documents to evaluate the induction process.	Mentor & Program Coordinator

Observations

<u>First Quarter Observations</u>:

- Newcomers are expected to observe experienced instructors during their first quarter to enhance their teaching practices, teaching strategies, and classroom management skills.

- These observations include at least two course book lessons and one writing lesson.

- Before each observation, new instructors schedule a suitable time and date with the experienced instructors.

- During the observation, the Lesson Observation - Running Commentary form is completed by the new instructors.

- Within two days after each observation, new instructors submit a Classroom Observation Report. One copy goes to the mentor, and the other to the observed instructor.

- At the end of the first quarter, new instructors are required to fill out the In-Service Support Feedback form and submit it to their mentors.

- All documents are submitted to the mentor, and a final meeting is held to evaluate the first quarter.

<u>Second Quarter Observations</u>:

- In the second quarter, new instructors (mentees) and their mentors create an observation schedule.

- Mentors observe their mentees during one course book and one writing lesson, following a structured process: pre-observation meetings, the observation itself, and post-observation feedback sessions.

  a. In the Pre-Observation phase, the mentor specifies the targeted teaching behavior and any specific focus areas for feedback.

  b. During the observation, the mentor uses the Lesson Observation - Running Commentary to document the lesson flow and focus on the agreed areas.

  c. After the observation, mentees complete a Post-Observation Reflection within two days and submit it to their mentor.

  d. During the post-observation meeting, the mentor provides constructive feedback on both strengths and areas for improvement, while also addressing any questions the mentee has about their teaching practice.

<u>Third & Fourth Quarters Observations</u>:

- In the third and fourth quarters, mentors will conduct unannounced observations of one course book and one writing lesson.

- These observations also follow a structured process: the observation itself and post-observation feedback sessions.

- Mentors highlight the target teaching behaviors and any specific areas they would like to focus on for feedback.

- Mentors complete the Lesson Observation - Running Commentary during the lesson to record its flow and evaluate the agreed areas of focus.

- Mentees fill out the Post-Observation Reflection within two days after the observation and submit it to their mentor.

- During the post-observation meeting, mentors provide feedback on the mentee's strengths and areas for development.

***All forms related to mentor–mentee observations are shared with mentees in both hard copy and soft copy at the beginning of each quarter.

In-service Teacher Training Programs

The Professional Development Unit organizes activities to foster staff collaboration and continuous professional growth. These activities were selected through consultations with stakeholders and other universities, **considering feedback received from the previous year.** These di**scussions and feedback** provided insights into best practices aligned with our learner-centered mission. Each activity has been meticulously evaluated to ensure it effectively addresses the specific needs of both the instructors and the institution while remaining appropriate for the teachers' workload.

To ensure relevance, the selected activities were initially piloted, and participating instructors provided detailed feedback. This iterative refinement process allowed the PDU to adapt and tailor the program to the unique dynamics of our school.

Scheduled for the 2025-2026 academic year, the program remains flexible. Based on ongoing feedback, existing activities may be enhanced or entirely new ones introduced, ensuring our professional development offerings stay dynamic and supportive of the institution's mission.

Professional Development Activities – 2025–2026 Academic Year

In the 2025–2026 academic year, Professional Development Activities are planned on an annual basis, rather than quarterly.

Instructors are required to complete the assigned activities by the end of the academic year.

Required Activities

Each instructor is required to complete three (3) professional and personal development activities within the academic year:

1. One type of observation:
   • Peer Observation
   • Self-Observation (Video Reflection)
   • Developmental Observation

2. One professional development activity:
   • Co-Teaching
   • Reading Hub
   • Mini Reflective Journal
   • Teacher-Led Workshops

3. End-of-Year Individual Reflection Meeting & Personal and Professional Goals Form

For detailed information about annual PDU activities, guidelines, and related forms, please refer to the PDU Handbook.

6

ISSUES RELATED TO ACADEMIC STAFF AND STUDENTS

Institutional Ground Rules

As part of a state university, our School of Foreign Languages adheres to the following fundamental rules to ensure high educational standards and a positive experience for all members of our community:

- Students who fail the mandatory preparatory education in the current term have the right to continue from the last level they attended in the following term.

- Students who failed in the previous academic year can take the Proficiency Exam without any prerequisites, provided they apply on the dates specified in the academic calendar. If requested, these students may also participate in the Placement Exam; in this case, they must submit a petition to the student affairs office indicating their acceptance of the risks of dropping their current level and being unable to take the Proficiency Exam.

- A Placement Exam is conducted for newly enrolled students who will receive English education in the Preparatory Class, and students who score at least 80 points on this exam are eligible to take the Proficiency Exam.

- Newly enrolled students at the university are required to score at least 70 points out of 100 on the Stage I from Proficiency Exam, which assesses grammar, vocabulary, and reading skills. Students who do not meet this requirement will not be permitted to take the subsequent Stage II skill exams.

- For all students, Stage II Skill Exams are conducted in the following order: 1. Listening Skills 2. Writing

Skills 3. Speaking Skills. To pass the skill exams, the average score must be at least 70, provided that students score at least 60 points out of 100 in each of the Stage II skill exams. The final grade for the proficiency exam is calculated using the percentages indicated in Table 3, and students must obtain at least 70 points to pass .

- Students enrolled in Levels L2, L3, L4, and L5 are eligible to take the End-of-Fall Proficiency Exam, provided that they meet the attendance requirement and achieve the minimum course averages specified below:

Table 9

Level	Minimum Course Average
L2	85
L3	80
L4	65
L5	60

Important Note: Students enrolled in Level 1 are not eligible to take the End-of-Fall Proficiency Exam

- To be eligible for the End-of-Spring Proficiency Exam, students in all levels must have met the attendance requirement and have an average score of at least 50 points in their last attended course.

- Students in the preparatory program who are registered at the university can be exempt from preparatory training if they achieve the scores or levels specified in Table 7 from the exams listed, provided that no more than three years have passed since the date of the exam.

- The Placement Test is designed separately for IDE students (English Language Teaching and English Language and Literature) and MUYE students (students from other departments). Although both versions of the test include the same number of questions and assess the same language skills, the level and distribution of questions differ to reflect the specific academic needs of these groups. For MUYE students, the test includes questions from A1 to B2 levels. For IDE students, the test includes questions from B1 to C1 levels. Students are placed into the relevant levels according to their scores on the placement test (see Table 4 and 5).

- At the end of each course, students whose average scores from the formative assessments and the level exit exam are at least 70 and who have met the attendance requirement will advance to the next level. Students who do not meet these criteria will repeat the same course.

- To be considered successful in the preparatory class, students must have met the attendance requirement and successfully completed Level 4 (for MUYE) and Level 5 (for IDE)

- All students in the English Preparatory Program are responsible for the following exam types and score percentages:

Table 10

Exam Type	Percentage
Grammar-Vocabulary- Reading Exams	25%
Writing Exams	10%
Speaking Exams	10%
Listening Exams	10%
Projects and Assignments	5%
Learning Management System (LMS) Assignments	5%
In-Class Performance	5%
Quizzes	20%
In-Class Writing Exams	10%

- The weekly class duration in the English Preparatory Class is 23 hours.

- Students must maintain at least 85% attendance in each course, and those who do not meet this requirement will repeat the same course.

- The number and dates of the exams will be determined and announced by the Department Chair.

- If students submit a report and/or leave document on the days coinciding with the midterm exam week, they will not take the exams scheduled during those dates. Even if they participate in these exams, their results will be considered invalid, and students who apply for a makeup exam will be allowed to take the makeup exams on the dates specified in the Academic Calendar.

- Preparatory class students may appeal against exams conducted in accordance with the rules set forth in the School Regulations. They will continue their education in their current class until the end of the appeal process. During this period, they will be marked as absent from the classes they do not attend.

- Students can track their grades and attendance through the SFL Erciyes University system (https://sfl.erciyes.edu.tr/). Registration for the system is completed using the institutional email address, and students should monitor our website for announcements and updates regarding this matter. If any issues arise with logging in, students should contact the Student Affairs Office at our school.

Expectations from Students

- Students are expected to attend all classes regularly and arrive on time. Consistent attendance is essential for academic success and active participation in discussions.
- Students should actively participate in class activities, discussions, and group work.
- All students are expected to treat their peers, instructors, and staff with respect and courtesy. This includes listening when others are speaking, valuing diverse opinions, and maintaining a positive classroom environment.
- Students are expected to come to class prepared, having completed assigned readings and homework.
- Students are expected to uphold the highest standards of academic honesty. Cheating, plagiarism, and any form of dishonest conduct are strictly prohibited.
- Students are encouraged to communicate openly with instructors and staff about any academic or personal challenges they face.
- To enhance language acquisition and fluency, students are expected to use the target language, English, as much as possible in class and related activities.

The student code of discipline:

All students are required to comply with the institutional student disciplinary regulations as outlined in the 54th article of the law numbered 2547.

Disciplinary Procedure

Disciplinary procedure for Staff:

For disciplinary matters, The School of Foreign Languages is governed by Turkish national legislation. In cases of criminal accusations, legal violations, or failure to fulfil job responsibilities by any employee, the following measures are implemented:

1. Preliminary Investigation: An initial inquiry is conducted by a commission of at least three members. These members must hold the same or a higher position as the individual being investigated. The commission evaluates whether a full investigation is warranted.
2. Investigation: The preliminary findings should indicate a breach of law or work regulations, a formal investigation process is initiated.
3. Decision: The committee, if necessary, determines an appropriate disciplinary measure, which may range from a warning or reprimand to an administrative fine or termination.

Disciplinary procedure for Students:

Students who violate university regulations or the Turkish Higher Education law may be subject to disciplinary actions. Students must adhere to the Higher Education Disciplinary Code and Procedures. Penalties, decided by a Disciplinary Committee convened by the chairperson, apply to offenses such as plagiarism and cheating. Disciplinary actions include measures from warnings to suspensions lasting from one week to two semesters, and in severe cases, expulsion from the university.

Areas for Special Attention: Guidelines

For Students:
- Erciyes University School of Foreign Languages - Foreign Language Preparatory Program Education And Training Regulations:: https://ydyo.erciyes.edu.tr/tr/mevzuat
- 2025-2026 Academic Year Education & Teaching Principles and Rules
  https://ydyo.erciyes.edu.tr/Dosya/MainContent/2025-2026-ilke-ve-esaslari.pdf

For Academic and Administrative Staff:
- Regulation on the Procedures and Principles Regarding the Central Exam and Entrance Exams to be Applied for Appointments to Academic Staff Positions Other than Faculty Members:
  https://www.erciyes.edu.tr/Files/regulation/6871add6-54e3-4aca-89a1-256d1aaad12d.pdf

Timekeeping

In our School of Foreign Languages, time and program management are carried out based on the academic calendar established at the beginning of each academic year. This calendar includes class and exam schedules, public holidays, and other matters relevant to students. Additionally, each unit within our institution develops its own time management practices. For example, the preparation, proofreading, and printing of exams and quizzes are scheduled with precise timing and details.

Throughout our educational process, adhering to the established curriculum is of utmost importance. Timely completion of lessons and the simultaneous execution of exams in accordance with the curriculum require effective scheduling. In this context, a time-based pace system is implemented in our school to ensure all teaching staff follow this structured planning.

Furthermore, regular meetings and communication channels are established to monitor the progress of the academic year, address potential scheduling issues, and optimize time allocation. Special attention is given to adapting to any unexpected changes, ensuring the continuity of teaching and learning without disruption. This structured approach helps maintain a high-quality educational environment and fosters a balanced workload for both students and staff.

Course Materials

The selection and development of our teaching materials are central to student success and are regularly refined based on instructor feedback. The curriculum comprises coursebook and writing classes, utilizing the Cambridge Empower series (Levels 1–3) and the Pearson Speakout series (Levels 4–5). Complementing these, the writing materials are developed by a dedicated committee for each level, ensuring a structured progression that enhances academic writing skills, clarity, and coherence. To reinforce learning, supplementary resources—including online practices and progress tests—are integrated into the program, providing diverse opportunities for comprehension and consistent assessment throughout the academic year.

Medical reports

For Students:

Students enrolled in the preparatory program are required to attend at least 85% of the total classes held. Medical reports or other excuses do not reduce the amount of absenteeism. Students who fail to meet the attendance requirement must repeat the preparatory class in the following year and cannot proceed to their faculties or schools. Students who exceed the absenteeism limit in preparatory classes are notified by the School Directorate and are not permitted to attend subsequent classes or exams.

For Staff:

Excuse Leave

- Female civil servants are granted a total of 16 (sixteen) weeks of maternity leave, with eight weeks before and eight weeks after childbirth. In the case of multiple pregnancies, an additional two weeks are added to the eight-week pre-birth maternity leave. If the female civil servant presents a medical report stating her health condition allows her to work, she may continue to work up to three weeks before the birth upon her request. In this case, the period she actually worked prior to the birth is added to the post-birth maternity leave. If the birth occurs early, any unused portion of the pre-birth maternity leave is added to the post-birth leave period.
- Pregnant female civil servants who are on unpaid leave may, upon request and with the termination of their unpaid leave to resume duty, be granted maternity leave.
- Male civil servants are entitled to ten days of paternity leave upon the birth of their child, upon request.
- Civil servants are granted seven days of leave, upon request, for their own or their child's marriage, or in the event of the death of their spouse, child, or their own or their spouse's parents or siblings.

- Female civil servants are granted breastfeeding leave of three hours per day for the first six months following the end of their maternity leave, and one and a half hours per day for the second six months. The timing and frequency of the use of breastfeeding leave are determined at the discretion of the female civil servant.
- After the completion of maternity leave, if requested via a petition, a female civil servant may work half the daily working hours for two months following the first birth, four months after the second birth, and six months for subsequent births, provided the child is alive. In the case of multiple births, an additional month is added for each. If the child is born with a disability or is diagnosed with a disability within the first twelve months, these periods extend to twelve months. The working hours for the civil servant are determined by the relevant unit.
- Apart from mandatory excuse leaves, civil servants may be granted up to ten days of leave for justified reasons, either as a single block or in parts, within a year with the approval of the unit supervisor. In cases of necessity, an additional ten days of leave may be granted under the same procedure. This second leave will be deducted from the following year's annual leave.

Health Reports

- Civil servants are granted sick leave for up to eighteen months for illnesses requiring long-term treatment, such as cancer, tuberculosis, and mental disorders, as determined by a medical report, and up to twelve months for other illnesses.
- If the illness continues at the end of the leave period, as determined by an official health board report, the leave may be extended by the same duration specified in the first paragraph. If recovery does not occur by the end of this period, the retirement provisions apply. Hospitalization periods due to illness are counted toward the sick leave specified in the first paragraph.

- Civil servants who suffer accidents, assaults, or occupational diseases during or due to duty are considered on leave until recovery.

- Civil servants may be granted a single medical report by one physician for a maximum of ten days. If a follow-up examination is recommended, the physician may issue an additional ten days of leave.

- If the condition persists following the control examination and a sick leave exceeding ten days is required, the report must be issued by a health board.

- Civil servants may not be issued more than a total of forty days of sick leave per calendar year by a single physician. If this limit is exceeded, further reports must be issued by a health board. For civil servants who have used a total of forty days of sick leave in a year based on single-physician reports, any subsequent reports exceeding this period must be approved by an official health board to be valid.

- Reports issued by family physicians and institution physicians are also considered single-physician reports.

- Sick leave for civil servants is granted by the unit heads authorized by the senior executive of the institution where the civil servant works.

- If there is doubt about the scientific validity of a health report concerning personnel, and if the report does not comply with the Regulations on Health Reports and Sick Leave and Care Leave for Civil Servants, the civil servant is considered on sick leave but referred to a referee hospital designated by the Ministry of Health, and further actions are taken based on the outcome.

- For sick leave to be granted, health reports must be obtained from health service providers within the duty location or to which the patient has been referred, except for emergency cases and instances of temporary assignments and legal leave.

- If a civil servant wishes to return to duty before the end of the rest period specified in the single-physician or health board report, they must submit a report indicating recovery along with a petition to their unit.

- When a civil servant seeks medical treatment due to illness or undergoes tests and analyses, the time spent for examination, tests, and analyses is considered leave, but it is limited to the duration of the medical process. If no sick leave is issued after the examination, the civil servant must resume duty after the specified time period ends.

- If a civil servant receives a sick leave report during their annual leave and the sick leave period ends before their annual leave is over, the remaining annual leave can be continued.

- If a civil servant's sick leave period exceeds their remaining annual leave, the civil servant must return to duty at the end of the sick leave period.

- Unused annual leave due to sick leave is utilized in accordance with Article 103 of Law No. 657.

Complaint procedure

Requests and complaints are conducted through a petition submitted to the School Directorate within seven days of the announcement of the exam results. The exam documents (digital and/or paper) are reviewed and decided upon by a commission designated by the School Directorate, and the result is communicated to the student within seven days. Students do not have the right to appeal exams related to speaking skills.

Communication & Announcement

Communication in the School of Foreign Languages is conducted through some electronic and non-electronic channels which are described below in detail:

Electronic Document Management System (EBYS): The Electronic Document Management System (EBYS) is an online platform widely used by government institutions in Turkey to manage official communications both within and across departments. At Erciyes University, EBYS enhances communication within the School of Foreign Languages and streamlines interactions between various departments, such as between the Rectorate and the School. This system provides a professional, user-friendly, and accessible means for managing official communication and task assignments.

In addition to other communication methods, EBYS is employed to facilitate administrative correspondence and task assignments within the School. All staff members, both academic and administrative, are automatically registered in the system by the IT Department, allowing them to access EBYS using their username and password. Staff receive assignments and official announcements via the system, along with a confirmation email indicating receipt. By logging into EBYS, they can access documents related to announcements or assignments.

Through EBYS, the School administration communicates official tasks and updates to department staff, with instructors expected to regularly check the system and complete any assigned duties. The information provided in these emails is essential.

Internal E-mailing (……..@eru.edu.tr): Internal emailing serves as a crucial tool for streamlined communication among staff members. It enables timely updates, announcements, and essential information to be shared across departments and with individual instructors. Internal emails are used for distributing schedules, sharing resources, announcing meetings, and addressing any immediate needs or administrative tasks. Instructors are expected to check their emails regularly and respond promptly to requests or updates. Adhering to this protocol ensures smooth operations within the prep school and keeps all team members aligned with the school's objectives and activities.

Notice Boards: Notice boards, located at the entrances and along the corridor walls serve as an essential means of communication at School. These boards may display important updates, schedules, event announcements, and other relevant information for staff and students. They are regularly updated to ensure everyone stays informed about school activities and deadlines. Teachers and students are encouraged to check these notice boards daily to stay aware of any new announcements or changes that might impact their schedule or responsibilities. This system ensures that critical information is accessible to all, even when email or digital communication isn't immediately available.

Other Communication Channels: WhatsApp groups are an additional, convenient communication tool used among teachers. These groups are organized based on teachers' specific duties, which may vary each year and quarter, and allow for quick updates, reminders, and real-time discussions related to their responsibilities. Teachers are encouraged to use these groups for coordinating tasks, sharing resources, and

staying connected with colleagues working on similar assignments or projects. While WhatsApp is not a formal communication platform, it provides a practical way for teachers to collaborate efficiently, especially when immediate responses or group discussions are needed.

In addition to teacher-specific WhatsApp groups, the School maintains a general WhatsApp channel accessible to all members of the school community. This channel primarily serves as an announcement hub for students, providing timely updates on events, deadlines, and general school information. Teachers may also find the channel helpful, as it keeps them informed of announcements that may impact their classes. A link to join the WhatsApp channel is available on the school's website, and teachers are encouraged to join and check the channel regularly to stay aligned with school-wide communications.

Academic Follow-up Chain

The academic follow-up chain ensures that all students receive consistent support and guidance, with multiple layers of oversight. This structured follow-up chain allows for a cohesive academic environment, where issues can be addressed at the appropriate level and escalated as necessary to ensure optimal support for students and faculty alike.

Lead Teachers: Each class is assigned a lead teacher class advisor) among the instructors who teach in that class. Generally, the lead teacher is the Writing teacher of the class. The academic follow-up chain begins with lead teachers, who work closely with individual students to monitor their progress, provide feedback, and address any immediate concerns within the classroom. Lead teachers serve as the first point of contact for students, supporting their academic and personal development.

Level Coordinators: Next in the chain are the level coordinators, who oversee specific levels or groups of classes. They coordinate with class advisors to ensure consistency in teaching approaches and address level-wide academic issues or trends.

Head of the Department: Level coordinators report to the head of the department, consisting of one head and two co-heads who are responsible for implementing curriculum standards, managing overall academic quality, and making departmental adjustments as needed.

Vice Directors: Above the head of the department are the vice directors, who support the department head and level coordinators by managing broader administrative tasks, implementing academic policies, and addressing higher-level concerns that impact multiple departments.

Director: The final point in the chain is the director, who oversees all academic and operational aspects of the School. The director ensures that the institution's goals are met and that every level of the follow-up chain is aligned with the School's mission and standards.

Academic Calendar

The academic calendar is another communication tool, created before the start of each academic year to outline important dates, deadlines, and events. This calendar provides a comprehensive schedule that includes the start and end dates of terms, examination periods, holiday breaks, and other key milestones. By planning and publishing the calendar in advance, it is ensured that both students and staff can prepare effectively for the year ahead. The finalized calendar is published on both the university's main website and the School's website, making it accessible to the entire academic community.

APPENDICES

Appendix 1

Yüksekokul Müdürü Görev Tanımı

- **Kurumsal Temsil ve Başkanlık:** Yüksekokulu her düzeyde temsil eder; Yüksekokul Kurulu ile Yüksekokul Yönetim Kurulu'na başkanlık ederek alınan kararların uygulanmasını sağlar.
- **Stratejik Yönetim ve Planlama:** Yüksekokulun stratejik hedeflerini belirler, gelişim planlarını hazırlar ve eğitim-öğretim kapasitesinin rasyonel şekilde kullanılmasını koordine eder.
- **Genel Gözetim ve Denetim:** Yüksekokulun tüm birimleri, akademik ve idari personeli ile öğrencileri üzerinde genel gözetim ve denetim yetkisini kullanır; birimdeki düzen ve işleyişten birinci derecede sorumlu olur.
- **Raporlama ve Hesap Verilebilirlik:** Her akademik yıl sonunda, birimin durumu, faaliyetleri ve gelecek dönem ihtiyaçları hakkında kapsamlı bir faaliyet raporu sunar.
- **Bütçe ve Kaynak Yönetimi:** Yüksekokulun bütçe tasarısını hazırlar, ödeneklerin verimli kullanımını takip eder ve harcama yetkilisi (tahakkuk amiri) görevini yürütür.
- **İnsan Kaynakları Planlaması:** Yüksekokulun akademik ve idari personel ihtiyacını belirler; atama, yükseltme ve kadro taleplerini Rektörlük makamına teklif eder.
- **Eğitim-Öğretim Kalitesinin Artırılması:** Bölümler arası koordinasyonu sağlar, ders içeriklerinin güncellenmesini ve eğitim kalitesinin uluslararası standartlara ulaştırılmasını teşvik eder.
- **Akreditasyon ve Toplumsal Katkı:** Birimin akreditasyon süreçlerine liderlik eder; iş birliği ve toplumsal fayda odaklı projelerin geliştirilmesini destekler.
- **Disiplin ve Mevzuat Uygulaması:** Akademik ve idari personel ile öğrenciler hakkında gerekli disiplin soruşturmalarının açılmasını sağlar ve ilgili mevzuat hükümlerinin titizlikle uygulanmasını denetler.
- **Fiziksel Yatırımların Yönetimi:** Yüksekokulun bina, tesis ve donanım ihtiyaçlarını belirleyerek yatırım programına alınması için gerekli girişimlerde bulunur.
- **İletişim ve Koordinasyon:** Yüksekokul sekreterliği ve müdür yardımcıları arasındaki iş bölümünü düzenler; birim içi ve birim dışı paydaşlarla sağlıklı iletişim kanalları oluşturur.

Yüksekokul Müdür Yardımcısı Görev Tanımı

- Doğrudan Müdür'e raporlama yapar; sorumluluk alanındaki tüm süreçlere ilişkin Müdürü düzenli olarak bilgilendirir ve gerekli durumlarda ilgili onayları alır.

- Müdürün bulunmadığı zamanlarda Müdür Vekili görevini üstlenir; kurumu temsil eder, kurullara başkanlık eder ve imza yetkisini kullanır.

- Akademik dönem başında ders programlarını hazırlar; derslik dağılımını organize eder, öğretim elemanlarının ders yüklerini planlar; mazeretli öğretim elemanlarının derslerini koordine ederek eğitim-öğretim faaliyetlerinin aksamasını önler.

- Akademik ve idari personelin özlük haklarını, izin, rapor ve görev sürelerini takip eder; personelden gelen idari talep ve sorunları karara bağlar.

- Kurumsal değerlendirme ve kalite geliştirme çalışmalarını yürütür; birimin akreditasyon süreçleri için gerekli dokümantasyonu hazırlar ve operasyonel düzenlemeleri yapar.

- Yüksekokulun ulusal ve uluslararası akreditasyon faaliyetlerini gerçekleştirir; öz değerlendirme raporlarını hazırlar ve kalite standartlarını belirler.

- Yabancı uyruklu öğretim elemanlarının idari süreç ve işlemlerini yönetir.

- Derslik, laboratuvar ve ofislerin fiziksel altyapısını denetler; temizlik, bakım-onarım ve bilişim hizmetlerinin kesintisiz sürülmesini sağlar.

- Öğrencilere yönelik sosyal hizmetlerin uygulanmasını destekler; öğrenci şikayetlerini değerlendirir, disiplin süreçlerini yönetir ve dönem sonlarında mezuniyet işlemlerini gerçekleştirerek ilgili birimlere raporlamasını yapar.

- Yükseköğretim Kurulu (YÖK) kararlarını, üniversite yönetmeliklerini ve ilgili mevzuat hükümlerini görev alanı dahilinde titizlikle uygular.

- Haftalık altı saate kadar ders yükünü yerine getirir ve kurumsal ihtiyaçlar doğrultusunda Müdür tarafından verilen diğer görevleri ifa eder.

- Öğrenci temsilcileriyle iletişimi sürdürür; öğrencilerin sosyal ihtiyaçlarını destekler, akademik ve idari disiplin süreçlerini sevk ve idare eder.

Bölüm Başkanlığı Görev Tanımı

Akademik Planlama ve Eğitim Süreçlerinin Yönetimi

- Kurların akademik işleyişinin düzenli olarak izlenmesi
- Yaz dönemi ve ara tatillerde gelecek dönem akademik hazırlıklarının koordinasyonu
- Müfredat geliştirme ve güncelleme çalışmalarının yürütülmesi
- Kur bazlı akademik süreçlerin koordinasyonu
- Kur koordinatörleri ile sürekli iletişim ve çeyrek sonu değerlendirme toplantılarının gerçekleştirilmesi
- Haftalık idari toplantılar aracılığıyla akademik süreçlerin değerlendirilmesi
- Akademik Bölüm Kurulu toplantılarının organize edilmesi ve yürütülmesi

Ölçme ve Değerlendirme Süreçleri

- Ölçme ve Değerlendirme Birimi ile sürekli koordinasyon
- Yayınevi ile quiz taleplerinin oluşturulması ve takibi
- Sınav takvimlerinin ve proof süreçlerinin planlanması
- Sınav görevlendirmelerinin kontrolü
- Sınav gün, saat ve uygulanış biçimlerinin onaylanması
- Gerekli durumlarda soru türü, sınav içerikleri ve sürelerinin kontrolü
- Not giriş tarihlerinin belirlenmesi ve duyurulması
- Çeyrek sonu not çizelgelerinin arşivlenmesi ve idareye sunulması
- Kurlarda genel başarı durumunun izlenmesi

Ders Materyalleri

- Ders materyallerinin hazırlanması ve geliştirilmesinin koordinasyonu
- Materyal Geliştirme Komisyonu ile sürekli iletişim
- Materyal hazırlama süreçlerinde görev dağılımı ve akademik kontrol
- Okulda okutulan kitaplara ilişkin yayınevi ile iletişimin yürütülmesi

Online Practice

- Ünite aralıklarının ve dahil edilecek becerilerin belirlenmesi
- Açılış ve kapanış tarihlerinin planlanması
- Yayınevi ile sınıf bilgilerinin paylaşılması ve sınıf kodlarının temini
- Kodların öğrencilere duyurulması
- Öğrenci girişlerinin kontrol edilmesi
- Süreç boyunca öğrenci sorularının yanıtlanması ve gerektiğinde yayınevi ile teknik koordinasyon sağlanması
- Çeyrek sonu öğrenci not raporlarının öğretim elemanları ile paylaşılması

Akademik Komisyonlar

- Tüm akademik komisyonların görev tanımlarının paylaşılması
- Komisyon işleyişlerinin izlenmesi
- Komisyon çalışma takvimlerinin oluşturulması
- Gerekli yönlendirme ve örnek belgelerin sağlanması

Kalite Güvence, Stratejik Planlama ve Akreditasyon

- İç değerlendirme toplantılarının yürütülmesi
- Akademik performans verilerinin analiz edilmesi
- Yıllık akademik hedeflerin belirlenmesi
- Stratejik planlama çalışmalarına katkı sağlanması
- Bütünleşik kalite yönetim sisteminin takibi
- Sürekli iyileştirme süreçlerinin yürütülmesi
- Faaliyet raporları ve BİDR raporlarının hazırlanma sürecinin koordinasyonu
- Akreditasyon çalışmalarının yürütülmesi
- DEDAK Öz Değerlendirme Raporunun hazırlanmasında aktif rol almak; gerekli bilgi ve belgelerin toplanması, birimler arası görev dağılımının yapılması, hazırlanan bölümlerin kılavuza göre uygunluğunun kontrolünün sağlanması

İletişim, Resmî Süreçler ve Kurumsal Bilgilendirme

- Akademik duyuruların hazırlanması ve yayımlanması
- Öğrenci ve öğretim elemanı el kitaplarının hazırlanması ve güncellenmesi
- Record Card'ın her çeyrek güncellenmesinin sağlanması
- Öğrenci WhatsApp kanalında akademik duyuruların paylaşılması
- Web sitesindeki belge ve duyuruların güncelliğinin kontrolü
- Akademik içerikli resmî yazışmaların takibi
- İdareye düzenli akademik bilgilendirme yapılması
- Öğrenci ve öğretim elemanlarından gelen talep ve önerilerin değerlendirilmesi

Dokümantasyon ve Arşiv Yönetimi

- Tüm akademik belgelerin sistematik arşivlenmesi
- Belgelerin Bölüm Başkanlığı Drive klasöründe tasnif edilmesi
- Toplantı tutanaklarının düzenli hazırlanması ve saklanması
- İdare, yayınevi ve koordinatörlerden gelen belgelerin arşivlenmesi

Akademik Rehberlik ve Mesleki Destek

- Akademik süreçler hakkında bilgilendirme yapılması
- Mesleki gelişim faaliyetlerinin koordinasyonu
- Hizmet içi eğitimlerin düzenlenmesi
- Öğretim elemanlarına süreç bazlı rehberlik sağlanması

Anket ve Geri Bildirim Süreçleri

- Öğrenci ve öğretim elemanı anketlerinin hazırlanması, uygulanması ve raporlanması
- İhtiyaç duyulan diğer anket çalışmalarının yürütülmesi
- Sonuçların akademik iyileştirme süreçlerine aktarılması

Sosyal ve Akademik Destek Faaliyetleri

- Öğrenci sosyal etkinliklerinin planlanması
- Akademik ihtiyaçlara yönelik çözüm geliştirilmesi
- Eğitim kalitesini artırmaya yönelik önerilerin oluşturulması

Kur Koordinatörlüğü Görev Tanımı

İngilizce Hazırlık Programı'nda, her kur (L1-L2-L3-L4-L5) için bir kur koordinatörü görevlendirilmiştir. Kur Koordinatörleri, sorumlu oldukları kurun akademik ve idari süreçlerinin bütüncül, planlı ve verimli bir şekilde yürütülmesinden sorumludur.

Kur Koordinatörleri, akademik yıl boyunca aşağıdaki görevleri yerine getirir:

Akademik Belgelerin Hazırlanması ve Güncellenmesi:
- Kur düzeyinde kullanılacak ders materyalleri, izlenceler, ders tanımları, işleyiş yönergeleri, pace çizelgeleri ve 4 çeyrek için proje ve sınıf içi yazma sınavı konularını hazırlar ve günceller.

Akademik Süreç Takibi:
- Record Card ve gelen dönütler üzerinden sınıfların ilerleyişini takip eder.

Kur İçi Değerlendirme Toplantıları:
- Her çeyreğin başında, ayrıca ikinci ve altıncı haftalarda değerlendirme toplantıları düzenler ve bu toplantılara ilişkin raporları hazırlar.

Sınav Süreçlerine Katılım:
- Quiz ve kur bitirme sınavları proof-reading sürecinde yer alır.

İletişim ve Koordinasyon:
- Öğretim elemanları arasında görev dağılımını koordine eder; idare, bölüm başkanlığı ve akademik kadro arasında etkin iletişim sağlar.

İyileştirme Çalışmaları:
- Öğrenci ve öğretim elemanlarının akademik ihtiyaçlarını analiz ederek çözüm odaklı fikir ve önerilerini paylaşır.

Yaz Dönemi Çalışmaları

Kur koordinatörleri yaz döneminde aşağıdaki çalışmaların zamanında ve eksiksiz tamamlanmasından sorumludur:
- 1. ve 2. çeyrek için uygun pace belgelerinin oluşturulması ve dosyalanması.
- 4 çeyrek için proje konuları, değerlendirme kriterleri, not çizelgeleri ve proje duyurularının hazırlanması.
- Sınıf içi performans değerlendirme çizelgesinin güncellenmesi.
- Ders izlenceleri ve ders tanımı belgelerinin hazırlanması/güncellenmesi.
- Derslerin nasıl yürütüleceğine dair ders işleyiş yönergelerin oluşturulması.
- Materyal Geliştirme Komisyonu tarafından hazırlanan writing materyali ve writing in-class sınav konularının incelenmesi.
- Öğrencilerle paylaşılacak quiz tarih-içerik çizelgesinin hazırlanması.
- Yeterlilik Sınavı Proof-reading çalışması
- Yeni gelen öğrenciler için oryantasyon sunumlarının hazırlanması/güncellenmesi

Yarı Yıl Tatili Çalışmaları
- 3. ve 4. Çeyrek için uygun pace belgelerinin oluşturulması ve dosyalanması.
- Materyal Geliştirme Komisyonu tarafından hazırlanan writing materyali ve in-class writing sınav konularının incelenmesi

Her Çeyrek Başında

- Kur koordinatörleri, dönem açılış toplantısından sonra kendi kurlarındaki öğretim elemanlarıyla bir bilgilendirme toplantısı yapar.
- Akademik süreçlerle ilgili detaylı bilgilendirmeler yapılır.
- Gerekli tüm materyaller kitapçık haline getirilerek öğretim elemanlarına teslim edilir.
- Etkin iletişim için WhatsApp grupları kurulur ve belgeler bu kanallardan da paylaşılır.

Her Çeyrek Boyunca

- Haftalık güncel pace belgelerinin paylaşımı sağlanır.
- Record Card ve Follow-up Chart'lar düzenli olarak kontrol edilir; aksaklık durumunda hatırlatmalar yapılır.
- İki defa kur içi değerlendirme toplantısı düzenlenir. Tüm toplantı evrakları (imza listeleri, fotoğraf, toplantı tutanakları) eksiksiz şekilde bölüm başkanlığına iletilir.
- Quiz yönergeleri, proje duyuruları gibi önemli bilgilendirmeler zamanında paylaşılır.
- Gerekirse akademik süreçlerde anlık düzenleme ve yeniden planlamalar yapılır (ör. pace düzenlemeleri, sınav içerik ve cevap anahtarı güncellemeleri).
- Ana Testing Birimi tarafından hazırlanan quiz ve sınavların proof-reading çalışmalarını yerine getirir.
- Kurla ilgili her türlü öneri, görüş ve şikâyetlerde ilk irtibat noktasıdır.
- Öğretim elemanlarından gelen tüm geri bildirimleri bölüm başkanlığına iletir.

Her Çeyrek Sonunda

- Öğretim görevlilerinin sınıfları için vermiş olduğu not çizelgelerini e-posta yoluyla toplayarak bölüm başkanlığı tarafından oluşturulan klasörde muhafaza eder.
- Çeyrek boyunca yapılan gözlemler ve alınan dönütler doğrultusunda oluşturulan değerlendirmeler, çeyrek sonu toplantısında bölüm başkanlığı ile paylaşılır.
- Yeni çeyrek için gerekli akademik ve idari düzenlemelerin planlanmasına katkı sunar.

Ek Görevler

- Kur Koordinatörleri, akreditasyon sürecinde aktif rol üstlenmektedir.
- Program Geliştirme Komisyonu üyesi olarak görev yaparlar.
- Öz Değerlendirme Formu ve Staff Handbook gibi akreditasyon belgelerinin hazırlanmasında görev alırlar.
- Kalite ve Strateji Geliştirme ve Birim İç Değerlendirme komisyonlarında aktif görev alırlar.

Mesleki Gelişim Komisyonu Görev Tanımı

Mesleki Gelişim Komisyonu (PDU), Yabancı Diller Yüksekokulu bünyesinde görev yapan akademik personelin mesleki ve kişisel gelişimini desteklemek; sürekli öğrenme kültürünü yaygınlaştırmak; yenilikçi, öğrenci merkezli ve nitelikli yabancı dil öğretimini teşvik etmek amacıyla faaliyet gösterir.

Komisyonun temel amacı:

- Akademik personelin güncel pedagojik yaklaşımlar ve eğitim teknolojileri konusunda donanımlı olmasını sağlamak,
- Sürekli mesleki gelişim kültürünü kurumsal düzeyde yerleştirmek,
- Yansıtıcı öğretim anlayışını teşvik etmek,
- İş birliğine dayalı öğrenme ortamları oluşturmak,
- Öğretim elemanlarının uzun vadeli mesleki sürdürülebilirliğini desteklemek.

Görev ve Sorumluluklar

Mesleki Gelişim Komisyonu aşağıdaki görevleri yürütür:

Yeni Personel Oryantasyon ve Uyum Süreci

- Yeni göreve başlayan öğretim elemanları için oryantasyon programı düzenlemek,
- Yüksekokulun misyonu, vizyonu, akademik işleyişi ve kurumsal beklentileri hakkında bilgilendirme yapmak,
- Ders saatleri, materyaller, sınav sistemi, devam politikası, öğretmen-öğrenci ilişkileri, kurumsal platform kullanımı ve etik ilkeler konusunda rehberlik sağlamak,
- Yeni personelin kuruma akademik ve sosyal uyumunu desteklemek.

Mentorluk Programını Yürütmek

- Her yeni öğretim elemanını komisyondaki bir mentor ile eşleştirmek,
- Mentor–mentee görüşmelerinin düzenli şekilde yürütülmesini sağlamak,
- Görüşme raporlarının takibini yapmak ve arşivlemek,
- Çeyreklik değerlendirme süreçlerini koordine etmek.

Ders Gözlem Süreçlerini Planlamak ve Koordine Etmek

- İlk çeyrekte yeni öğretim elemanlarının deneyimli öğretim elemanlarını gözlemlemesini sağlamak,
- İkinci çeyrekte mentor gözlemlerini planlamak ve yapılandırılmış gözlem sürecini yürütmek,
- Üçüncü ve dördüncü çeyreklerde habersiz gözlem süreçlerini koordine etmek,
- Gözlem formlarının, yansıtma raporlarının ve geri bildirim süreçlerinin düzenli yürütülmesini sağlamak,
- Tüm gözlem belgelerinin dönem başında öğretim elemanlarına ulaştırılmasını sağlamak.

Hizmet İçi Eğitim Programlarını Planlamak

- Akademik yıl başında mesleki gelişim faaliyetlerini planlamak,
- Faaliyetleri paydaş görüşleri ve önceki yıl geri bildirimleri doğrultusunda belirlemek,
- Uygulama öncesi pilot çalışmalar yapmak ve gerekli revizyonları gerçekleştirmek,
- Programları öğretim elemanlarının iş yükü ve kurumsal dinamikler doğrultusunda yapılandırmak,
- Süreç içinde geri bildirim toplayarak programı geliştirmek.

Yıllık Mesleki Gelişim Sürecini Yönetmek :

- Yıllık bazda planlanan mesleki gelişim faaliyetlerini duyurmak ve takip etmek,
- Öğretim elemanlarının yıl içinde zorunlu üç gelişim etkinliğini tamamlamasını sağlamak:
    - Bir gözlem türü (Akran Gözlemi / Öz Gözlem / Gelişimsel Gözlem)
    - Bir mesleki gelişim faaliyeti (Ortak Ders İşleme, Okuma Grubu, Yansıtıcı Günlük, Öğretmen Atölyesi vb.)
    - Yıl Sonu Bireysel Değerlendirme Görüşmesi ve Hedef Belirleme Formu
- Süreç sonunda belgelerin toplanmasını ve arşivlenmesini sağlamak.

Mesleki Gelişim Komisyonu:

- Mesleki gelişim faaliyetlerini planlama ve uygulama yetkisine sahiptir.
- Mentorluk ve gözlem süreçlerini yapılandırır ve koordine eder.
- Mesleki gelişimle ilgili form ve yönergeleri hazırlar ve günceller.
- Geri bildirim verilerini analiz ederek programı iyileştirir.

Mesleki Gelişim Seminerlerinin Planlanması ve Ön Değerlendirme Süreci:

Mesleki Gelişim Komisyonu, okul bünyesinde gerçekleştirilecek mesleki gelişim seminerlerinin planlanması sürecini sistematik ve veri temelli bir yaklaşımla yürütür. Bu kapsamda:

- Öncelikle seminer önerileri içerik, kurumsal ihtiyaç, uygulanabilirlik ve akademik katkı açısından PDU tarafından ön değerlendirmeye tabi tutulur.
- Ön değerlendirme sürecinde; konunun güncelliği, öğretim programıyla uyumu, öğretim elemanlarının ihtiyaçları ve kurumsal hedeflerle örtüşme düzeyi dikkate alınır.
- Uygun bulunan seminer başlıkları öğretim elemanlarının görüşüne sunulur.
- Öğretim elemanlarının ilgi ve ihtiyaçlarını belirlemek amacıyla resmi bir anket uygulanır.
- Anket sonuçları nicel olarak analiz edilir ve en yüksek talep gören konular önceliklendirilerek eğitim takvimi oluşturulur.
- Eğitim planlaması yapılırken öğretim elemanlarının iş yükü, akademik takvim ve kurumsal öncelikler dikkate alınır.

Raporlama

- Mesleki Gelişim Komisyonu, faaliyetlerine ilişkin dönemsel raporları Yabancı Diller Yüksekokulu Bölüm Başkanlığına sunar.

Ölçme ve Değerlendirme Birimi Görev Yönergesi

Ölçme ve Değerlendirme Birimi, okulumuzda İngilizce Hazırlık Programı kapsamındaki süreçlerde ölçme ve değerlendirme faaliyetlerini yönetir. Bu birim, temel olarak quizler, kur bitirme sınavları, mazeret sınavları, seviye tespit sınavları ve yeterlilik sınavlarının hazırlanmasından ve uygulanmasından sorumludur. Ayrıca, tüm sınavların proof çalışmasını ve sınav görevlendirmelerini organize eder ve sınavların basımı ve uygulanmasını takip eder.

Belirtilen sınavların akademik takvime ve belirlenen seviyelere uygun olarak, vaktinde ve nitelikli bir biçimde hazırlanması, basılması ve uygulanması Ölçme ve Değerlendirme Biriminin sorumluluğundadır.

Ölçme ve Değerlendirme Biriminin tüm sınav süreçleri ile ilgili öncelikle bölüm başkanlığı ile iletişim halinde ve koordine çalışması gerekmektedir. Kur bitirme sınavları ve küçük sınavlar ile ilgili olarak da bölüm başkanlığının yanı sıra, kur koordinatörleri ile iletişim halinde ve koordine çalışması gerekmektedir.

Küçük Sınavlar

Küçük Sınavların hazırlanması (Quizler) için 2 öğretim görevlisi görevlendirilir. Bu ekip her kur için iki (2) adet coursebook quizi, bir (1) adet reading quizi ve bir (1) adet listening quizi hazırlarlar. Ayrıca L1 kuru için bir (1) adet in-class writing quizi hazırlarlar. Her çeyrekte toplam 21 quiz hazırlanır.

- Sınav hazırlığı ve proof süreci için çeyrek başında bir takvimin oluşturulur.
- Sınav soruları ilgili takvime uygun sürelerde hazırlanır.
- Sınav soruları ilgili tarihlerde kur koordinatörüne iletilir.
- Gelen dönütler neticesinde sınavların 2. ve 3. versiyonlarının ilgili tarihlerde hazırlanır.
- Tüm sınavların specification belgeleri ve cevap anahtarları hazırlanır.
- Hazırlanan quizlerin ilk proof-reading süreci ekip içinde gerçekleştirilir. Proof-reading aşaması kur koordinatörleriyle koordinasyon içinde yürütülür.
- Sınavların son versiyonu basım için test ofisine iletilir.

Kur Bitirme Sınavları ile ilgili genel yönergeler:
- Sınav hazırlığı ve proof süreci için sınavdan önceki son haftanın basıma ayrılacağı şekilde bir takvimin oluşturulması
- Sınav sorularının ilgili takvime uygun sürelerde hazırlanması
- Sınav sorularının ilgili tarihlerde kur koordinatörüne iletilmesi
- Gelen dönütler neticesinde sınavların 2. ve 3. versiyonlarının ilgili tarihlerde hazırlanması
- Sınavın basım öncesi son kontrolü için koordinatörler ile iletişime geçilerek kendilerinin randevu ile testing ofise davet edilmesi
- Sınav duyurularının en geç sınav tarihinden 10 gün önce hazırlanıp bölüm başkanlığı ile paylaşılması, onaylandıktan sonra Web sitesinde ve diğer kanallarda duyurulması.
- Tüm sınav süreçlerinde, değişiklik ya da yeni karar gerektiren konularda ya da yaşanan problemlerde öncelikle bölüm başkanlığının haberdar edilmesi
- Sınav görevlendirmelerinde tüm hocalar için görev puan tablosunun baz alınması, mümkün mertebe koordinatörlere sınıf içi görevler verilmemesi, ihtiyaç halinde koridor/yedek görevler atanması

Sınavlar Hazırlanırken Özellikle Dikkat Edilmesi Gereken Hususlar:

- Sorular için detaylı bir şekilde "specification chart/soru etiketleri" hazırlanmalıdır.
- Soru köklerindeki ifadeler açık olmalı ve yanlış yönlendirmeye neden olmamalıdır..
- Cevap seçeneklerinde birden fazla doğru yanıt bulunmamalıdır.
- Bilgi hatası / yanlış dilbilgisi yapıları içeren şıklar bulunmamalıdır. Örneğin, bir kıyaslama sıfatı sorusunda "*better*" doğru yanıtı haricinde verilen seçeneklerde "*gooder*" gibi bir seçenek yerine olabildiğince "*well*", "*good*", "*best*" gibi seçenekler kullanılması önerilir.
- Soru ve cevaplarda akademik dil ve içerik kullanımına özen gösterilmelidir..
- Soru veya seçeneklerde aynı kelime ve ifadeler tekrarlanmamalıdır.
- Kelime sorularında, soru talimatında verilen kelimeler yerine ünitenin hedef kelimeleri tercih edilmelidir.
- Yanlış seçenekler çeldirici olmalı, bariz şekilde doğru cevaptan uzak olmamalıdır.
- Kelime sorularında hedef kelimenin türü ne ise diğer seçeneklerdeki kelimeler de aynı tür olmalıdır.
- Dinleme soruları, okuduğunu anlama soruları gibi uzun olmamalıdır. Mümkün olduğu kadar az kelime ile soru oluşturulmalı, soru kökünde mümkünse beş altı kelimeden fazla kelime olmamalıdır.
- Doğru seçenek dağılımı eşit olmamakla birlikte dengeli yapılmalıdır.
- Yapay zeka destekli sorular kurdaki öğrencilerin seviyesine göre düzeltilmelidir.
- Okuma sınavında, paragraf sorularında çeldirici olmayan tarih ve yer soruları yerine okuduğunu anlama soruları sorulmalıdır.
- Okuduğunu anlama sorularında, parçada belirtilen ifadeleri değiştirmeden kullanmak yerine aynı anlama gelebilecek denk ifadeler kullanılmalıdır.
- Okuduğunu anlama sınavında soru tiplerinin mümkün olduğunca bütün paragraf sorularında aynı olması önerilir. Örneğin beş soruluk okuduğunu anlama sorusunda "1 adet reference, 1 adet kelime, 1 adet inference, 1 adet en uygun başlığı bulma, 1 adet hangisi parçaya göre doğrudur ya da yanlıştır" soruları olabilir. Paragraf elverdiği ölçüde bu sorular kullanılabilir.
- Cümleleri sıraya koyma sorularında, mantıklı sıralamayı sağlayacak ifade ve kelimelere makul ölçüde yer verilmelidir.
- Şıkların uzunlukları birbirine denk olmalı, doğru cevap uzunluk veya kısalık bakımından ayırt edilmemelidir.
- Soru sayılarına dikkat edilmeli şablonlardan kaynaklı çıkabilecek hatalar ön görülmelidir.
- Sınavların proof hocalarına teslim edilmeden, ekip üyeleri tarafından ilk kontrolü sağlanmalı. Sınavdaki basit hatalar (özne yüklem uyumu, a/an kullanımı, gramer hataları, yazım hataları, biçimsel hatalar vb) düzeltildikten sonra sınav proof üyelerine içerik açısından incelenmek üzere gönderilmelidir.
- Level exit Listening sınavlarında kayıtlarda geçen ifadelerin sorulara veya şıklara paraphrase edilerek alınması daha uygun olacaktır, özellikle C1 seviyesinde birebir duyulan ifadelerin şıklarda olması sınav seviyesini kolaylaştırıyor.
- Listening sınav evrakları proofa gönderilirken tapescript belgesininde mutlaka sınavla birlikte ilk kontrolde gönderilmesi oldukça önem arz etmekte.

- Sınavlar hazırlanırken elbette yapay zeka desteği kullanılması sorun teşkil etmez ancak, hazırlanan soruların direkt yapay zekadan alınmaması, üzerinde değişiklikler yapılması ve ilk proof kontrolüne gönderilmeden önce testing biriminde kilerin kendi içinde ön proof yapması gerekmektedir. Bunlar yapılmadığı zaman proof sürecinin ilk aşaması oldukça yorucu geçmekte ve verimli olmamaktadır. Bu sebeple ikinci proof aşamasında bile ilk seferde gözden kaçan şeyler ortaya çıkmakta ve proof süreci uzayabilmektedir.

- Özellikle reading sınavlarında kelime anlamına yönelik soruların hazırlanmasında, şıklarda cevap olarak verilecek kelimelerin ders kitabı içeriğinde aratılarak, derste geçmiş kelimelerden seçilmesi önem taşımaktadır. C1 seviye işleniyor olsa dahi öğrencilerden gerçekten herhangi bir kelimenin anlamını biliyor olmalarını bekleyemeyiz. (Bu durum sadece şıklar düzenlenirken dikkate alınmalı. Contextual guess beklenen kelimeler için geçerli olmak zorunda değil.)

- Kur Bitirme sınavlarının ders kitabının içeriğine paralel olması için Ölçme ve Değerlendirme Birimi üyelerinin ders kitabına hâkim olması beklenmektedir.

- Ölçme ve Değerlendirme Biriminin öğretim yılı başında bir matbu olarak **Kur Bitirme Sınavları Çalışma Takvimi**'ni bölüm başkanlığı ve her bir seviyenin koordinatörü ile paylaşılması ve çok zaruri durumlar dışında, bu takvime ilgili tüm birimlerin uyması önerilir. **Kur Bitirme Sınavları Çalışma Takvimi**'nde her bir seviye bitirme sınavının proof sürecinin akademik yıl içerisinde 1., 2., ve gerekirse 3. kontrol döneminin tarih aralıklarının belirlenmesi yoluyla bu çalışmanın her bir seviyede eş zamanlı ve düzenli yürütülmesi önerilir.

- Her bir seviyenin koordinatörüne sınavların 1. kontrol dönemi için 10-12 gün, 2. ve 3. Kontrollerde 5-7 gün süre tanınması önerilir.

- Her bir seviye için Kur Bitirme sınavları için önce her çeyrek için spec chart/ soru etiketleri hazırlanması önerilir; örneğin A2 seviyesi için akademik yıl henüz başlamadan 1., 2., 3. ve 4. Çeyrek için toplam dört adet bir birbirinin dengi belirtke tablosu hazırlanması ve bu tablolar üzerinde hem genel hem spesifik bir şekilde sorulacak içeriğin not edilmesi önerilir (ünite, konu başlığı, sayfa numarası, kelime/dilbilgisi yapısı/işlevsel dil öğesi, vs.).

- Örneğin A2 seviyesinde, bir adet "there is /there are" sorusu hazırlanıyorsa, Çeyrek 1, Çeyrek 2, Çeyrek 3, ve Çeyrek 4 için dört farklı şekli aynı anda aynı Ölçme ve Değerlendirme Birimi görevlisi tarafından hazırlanması yoluyla sınavlar arası denklik sorununu çözmesi önerilir.

- Ölçme ve Değerlendirme Birimi'nde görev yapan öğretim görevlileri iş bölümü ile çalışıyor ise, mutlaka 2'li eş olarak birbirlerinin işlerini gözden geçirip birbirlerine dönüt vermeleri önerilir. Bu uygulama yoluyla, (i)cevap seçeneklerinde birden fazla doğru cevap bulunmasının önüne geçilmesi, (ii) bir başka sorunun aleni bir şekilde bir soruya yanıt oluşturması, (iii) aynı fiil öbeğinin, bağlam tipinin veya kelimenin tekrar tekrar farklı sorularda kullanılması sorunun önüne geçilmesi önerilir.

- Örneğin, defalarca "play football", "However," , "….last night." gibi ifadelerin çok fazla sıklıkla kullanılmasının önlenmesi sağlanabilir. Birbirinin işini kontrol etme yoluyla yapıcı eleştirilerle, bir takım değiştirme ve geliştirmelerin yapılması sınavlar arası ve her bir sınavın kendi içindeki çakışmaları (istenmedik örtüşümleri) ortadan kaldırabilir.

- Ölçme ve Değerlendirme Birimi'nin, proof sorumlularının verdiği geri bildirimleri, genel bir özet haline getirip, soru hazırlanırken sık karşılaşılan sorunları asgariye indirmesi önerilir. Böylelikle 1. Kur Bitirme sınavında karşılaşılan ve çözülen sorunların, diğer çeyreklerdeki sınavlarda tekrar ortaya çıkmasının önlenmesi önerilir.

- Ölçme ve Değerlendirme Birimi'nin sınav hazırlama öncesinde daha önce yapılmış sınavları etraflıca gözden geçirmesi yoluyla, farkında olmadan önceden kullanılmış okuma parçalarının (ki bu parçaların daha önce gözden geçirilirken üzerinde gerekli düzeltme/redaksiyon/basitleştirme gibi dokunuşların yapılmış olmasına rağmen aynı okuma parçası üzerinde yeniden düzeltme işinin gereksiz efor kaybı olduğu malum sayılabilir) tekrar kullanılmasının önüne geçilmesi önerilir.

- Daha önce yapılmış sınavlardan alınıp farklılaştırılarak kullanılmak istenen herhangi bir soru ya da okuma parçası var ise, bu konu ilgili kur koordinatörü ve Bölüm Başkanlığına danışılması yoluyla teyit alınması ve uygun bulunduğu takdirde, sorunun veya sorularıyla beraber okuma parçasının ilk ve son halinin sınav düzeltme/redaksiyon sorumlularına gönderilmesi önerilir.

- Ölçme ve Değerlendirme Birimi'nin soru etiketleri yazılırken, kendi ifadelerini kullanmak yerine, ders kitabında geçtiği şekliyle belirtmesi ve ilgili içeriğin sayfa numaralarını eklemesi yoluyla gerek birimin kendi sistematik çalışmasına ve gerekse sınav proof görevlilerinin zamanını verimli kullanmasına yardımcı olmaları önerilir.

- Ölçme ve Değerlendirme Birimi tarafından hazırlanan sorularda kullanılan dilin doğal / kulağa alışıldık gelen, zorlama olmayan, yaşayan dilde kullanılma sıklığı yüksek olan ifadelerden seçilmesine özen gösterilmesi önerilir.

- Ölçme ve Değerlendirme Birimi'nin belirtke tablolarında, seviye ders kitaplarındaki ünitelerin tamamını içermesi yoluyla, bir takım ünite ve konularda yığılma olmasının önüne geçilmesi ve böylelikle sınavların kapsam geçerliliğinin artırılması önerilir.

- Kur Bitirme sınavları hazırlanırken, ölçme ve değerlendirme araçları arasında istenmedik tekrardan/örtüşümden kaçınmak için sorulacak hedef kelimeler/dil yapıları seçilirken ilgili çeyrekte kullanılan/kullanılacak olan CB Quiz 1 ve 2 sınavlarına gözden geçirilmesi yoluyla bu küçük sınavlarda içerilmemiş, daha önce süreç içinde ölçülmemiş, yeni hedef kelime/yapılara yer verilmesi önerilir.

- Hazırlan sorulardaki bağlam cümleleri soruların türüne göre anlamsal, dilbilgisel veya işlevsel açıdan uygun olarak oluşturulması yoluyla soruların gerçekten ölçmeyi hedeflediği dil öğesini ölçecek şekilde hazırlanması önerilir.

Materyal Geliştirme Komisyonu Görev Tanımı

Materyal Geliştirme Komisyonu, İngilizce Hazırlık Programı'nda her kur (L1- L2- L3- L4- L5) için, ders içeriği ve müfredata paralel destekleyici materyallerin ve süreç değerlendirme araçlarının geliştirilmesinden sorumludur. Komisyonun 2025-2026 akademik yılı için temel amacı, writing eğitimini programın genel hedefleriyle uyumlu şekilde yapılandırmak ve süreçte kullanılacak materyalleri sistemli biçimde sunmaktır.

Materyal Geliştirme Komisyonu aşağıdaki görevleri yerine getirir:
- Her kur için, müfredat ve hedef kazanımlarla uyumlu, kurlar arası geçişi destekleyen ve bütüncül bir yapı sunan writing materyallerinin geliştirilmesi/ mevcut materyallerin yenilenmesi.
- Her kur için In-class writing konularının, değerlendirme gridlerinin ve sınav sürelerinin belirlenmesi

Materyal Geliştirme Komisyonu, bölüm başkanlığı ve koordinatörler tarafından çizilen çerçeve doğrultusunda, yaz döneminde belirlenen tarih aralıkları içinde writing materyallerini hazırlar. Hazırladığı tüm materyalleri ilgili kur koordinatörleriyle paylaşır ve kullanılacak belgelerin uygunluk, açıklık ve düzey uyumu açısından son kontrollerini sağlar.

Appendix 2

Testing and Assessment Policies and Instructions

In terms of policies and instructions, the institution has specific guidelines in place that cover:

- **Invigilation**: Test invigilators are trained to monitor students closely, ensuring that no cheating or misconduct occurs during examinations. Invigilators also ensure that all students have the appropriate materials and that the testing environment remains free of distractions. The Testing Unit appoints invigilators in a fair and systematic manner, taking into account factors such as class size and exam conditions. Depending on these factors, one or more invigilators may be assigned to a classroom. Instructors are given a score for each exam in which they take part as invigilators, and this scorecard is announced to all instructors.

- **Cheating**: Any form of cheating, including plagiarism, unauthorized assistance, or use of prohibited materials, is strictly prohibited. Specific consequences are outlined for instances of cheating, including immediate disqualification from the test and further disciplinary action if necessary.

- **Marking**: The marking process is designed to be transparent and unbiased, with quality checks to maintain accuracy. In this case, standardized rubrics are used to objectively evaluate progress exams. These rubrics are used to evaluate student projects and homework. To prevent subjectivity, two instructors are utilized for speaking and writing exams. In cases where a student has a legitimate objection to the writing and speaking exam, two different testers are assigned independently of the two invigilators who administered the exam and the exam is re-evaluated. A professional programme is used to securely score multiple-choice assessments, including proficiency, placement, and final achievement tests.

- **Security**: All test materials, including exam papers and answer sheets, are securely stored before and after the exam. Access to test materials is restricted to authorized personnel only, ensuring that exams cannot be tampered with or leaked before testing.

Appendix 3

Exam Invigilator Checklists / Writing Exam

Writing sınavında gözetmen olarak görevli olan öğretim görevlilerimiz,

Sınav yapacağınız sınıfta aşağıdaki kontrolleri yapıp, yapılmış her kontrol için o maddenin yanındaki kutucuğa "√" işareti koymanız rica olunur

Sınav yerindeki öğrencilerin sınav listesindeki sıralamaya göre sıralara oturmalarını sağladınız mı?	
Kimlik kontrolünü, öğrencinin kimliğindeki isim ile sınav listesindeki ismin aynı olması ve kimlikteki fotoğrafın o öğrenciye ait olduğunun kontrolü şeklinde yaptınız mı?	
Öğrencilerden cep telefonlarının kapalı (titreşim değil) konumda teslim aldınız mı?	
Öğrencilerden sınav listesindeki imzalarını atmalarını istediniz mi?	
Yazma kağıtlarını dağıtıp, sınavın bitiş saatini duyurarak sınavı başlattınız mı?	
Öğrencilerin yazma kağıtlarında isim / soy isim ve numara yazdıkları bölümü kontrol edip paraf ettiniz mi?	
Öğrencilerin yazma kağıtlarına oturma sıra numarasını yazdınız mı?	
Öğrencileri yazma kağıtlarını temiz kullanmaları ve **KOYU YAZAN** kurşun kalem kullanmaları gerektiği konusunda uyardınız mı?	
Geç kalan öğrenciler yazma sınavına geç kalma süresi fark etmeksizin girebilirler.	
Öğrencilere yazma sınavı boyunca ve daha sonrasında yapılan dinleme sınavı arasında dışarı çıkamayacaklarını söylediniz mi?	
Öğrencilere ne kadar süreleri kaldığını sınavın ortasında ve son 15 dakikasında hatırlattınız mı?	
Sınav süresi bitiminde yazma kağıtlarını toplayıp, imza listesindeki sınava giren öğrenci sayısı ile karşılaştırdınız mı?	
Gelmeyen öğrencilerin imza bölümünün altında **GELMEDİ** kısmını işaretlediniz mi?	

Teşekkür Ederiz

Testing Office

Listening sınavında gözetmen olarak görevli olan öğretim görevlilerimiz,

Sınav yapacağınız sınıfta aşağıdaki kontrolleri yapıp, yapılmış her kontrol için o maddenin yanındaki kutucuğa "√" işareti koymanız rica olunur

Sınav yerindeki öğrencilerin sınav listesindeki sıralamaya göre sıralara oturmalarını sağladınız mı?	
Writing sınavına girmeyen öğrenciler Listening sınavına giremezler.	
Öğrencilere Listening sınavı boyunca dışarı çıkamayacaklarını söylediniz mi?	
Öğrencilerden cep telefonlarının kapalı (titreşim değil) konumda teslim aldınız mı?	
Öğrencilerin optik formlarını eksiksiz doldurduklarını teyit ettikten sonra paraf attınız mı?	
Kimlik kontrolünü, öğrencinin kimliğindeki isim ile sınav listesindeki ismin aynı olması ve kimlikteki fotoğrafın o öğrenciye ait olduğunun kontrolünü yaptınız mı?	
Öğrencilerden sınav listesindeki imzalarını atmalarını istediniz mi?	
Gelmeyen öğrencilerin optik formlarında **SINAVA GİRMEDİ** kısmını işaretlediniz mi?	
Sınav evraklarınızı teslim ederken Listening optik form dosyasında başka bir evrağın olmadığından emin olup, sayarak sıralı bir şekilde dosyaladınız mı?	

Teşekkür Ederiz

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Speaking sınavında gözetmen olarak görevli olan öğretim görevlilerimiz,

Sınav yapacağınız sınıfta aşağıdaki kontrolleri yapıp, yapılmış her kontrol için o maddenin yanındaki kutucuğa "√" işareti koymanız rica olunur

Konuşma sınavı için öğrencileri 2 şer olarak isim listesindeki sıralama ile sınıfa aldınız mı?	
Kimlik kontrolünü, öğrencinin kimliğindeki isim ile sınav listesindeki ismin aynı olması ve kimlikteki fotoğrafın o öğrenciye ait olduğunun kontrolü şeklinde yaptınız mı?	
Öğrencilerden cep telefonlarının kapalı (titreşim değil) konumda teslim aldınız mı?	
Öğrencilerden sınav listesindeki imzalarını atmalarını istediniz mi?	
Gelmeyen öğrencilerin imza bölümüne **GELMEDİ** yazıp, bu formda arka sayfada bulunan listeye öğrenci numarasını yazdınız mı?	

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Exam Invigilator Checklists / Grammar & Vocabulary & Reading Exam

Grammar & Vocabulary & Reading sınavında gözetmen olarak görevli olan öğretim görevlilerimiz,

Sınav yapacağınız sınıfta aşağıdaki kontrolleri yapıp, yapılmış her kontrol için o maddenin yanındaki kutucuğa "√" işareti koymanız rica olunur

Sınav yerindeki öğrencilerin sınav listesindeki sıralamaya göre sıralara oturmalarını sağladınız mı?	
Öğrencilere Grammar & Vocabulary & Reading sınavının ilk **40 dakikası** dışarı çıkamayacaklarını söylediniz mi?	
Öğrencilerden cep telefonlarının kapalı (titreşim değil) konumda teslim aldınız mı?	
Öğrencilerin optik formlarını eksiksiz doldurduklarını teyit ettikten sonra paraf attınız mı?	
Kimlik kontrolünü, öğrencinin kimliğindeki isim ile sınav listesindeki ismin aynı olması ve kimlikteki fotoğrafın o öğrenciye ait olduğunun kontrolü şeklinde yaptınız mı?	
Öğrencilerden sınav listesindeki imzalarını atmalarını istediniz mi?	
Öğrencilere sınav süresinin bitimine 15 dakika kala hatırlatma yaptınız mı?	
Gelmeyen öğrencilerin optik formlarında **SINAVA GİRMEDİ** kısmını işaretlediniz mi?	
Sınav evraklarınızı teslim ederken optik form dosyasında başka bir evrakın olmadığından emin olup, sayarak sıralı bir şekilde dosyaladınız mı?	

! Grammar & Vocabulary & Reading sınavına ilk 30 dakika içerisinde geç kalan öğrenci alınabilir.
! İlk 30 dakikadan daha sonra gelen öğrencileri lütfen sınava almayınız.

Teşekkür Ederiz
Testing Office

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8

INDEX

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