



BURSA ULUDAĞ UNIVERSITY



SCHOOL OF FOREIGN LANGUAGES

STUDENT HANDBOOK

ENGLISH

ENGLISH



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A) PREFACE

DEAR STUDENTS,

As **BURSA ULUDAĞ UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**, our educational goal is based on the principles of “**learning for life**” and “**lifelong learning**”. For this purpose, our education programs (English, German, Arabic, and French) are taught by expert academicians in accordance with the language skills (Speaking, Writing, Reading, Listening, Listening-Watching) and fundamental components of the language (Vocabulary, Grammar, Pronunciation, Spelling Rules) determined by the **European Language Criteria's** "CEFR" (Common European Framework).



Learning a language requires dedication and is a lifelong process. Effort must be made during this process. It is almost impossible to study both field courses and learn a language in an evening or weekend course during university life. Success can only be achieved by dedicating a certain amount of time to language education and focusing on all language skills. It is also undeniable that university students do not have enough time for language education once they enter the workforce immediately after graduation.

Being a university student **in the global world** is very different from before because access to information has become very easy with the internet. About 85% of information sources on the internet are in English. Therefore, knowing a foreign language is the golden key to directly accessing information. Additionally, most of **the scientific activities of universities** are conducted in foreign languages with international participants, and it is almost impossible to conduct research in master's and doctoral programs without knowing a foreign language. Moreover, student exchange programs such as ERASMUS+, SECONDOS, and MEVLANA require good language education.

Guidance from **highly proficient and specialized** instructors, autonomous study outside of class, and correct direction are essential for success in language education. Developing functional language skills and progressing academically is only possible by participating in an intensive program with continuous level and status assessments, guided by academicians who can use information technologies effectively and apply the most up-to-date teaching methods.

Prof. Dr. İsmail GÜLER
School Director

B) 2024-2025 ACADEMIC YEAR FOREIGN LANGUAGE EDUCATION REGISTRATION CALENDAR

REGISTRATION CALENDAR FOR PREPARATORY PROGRAM	Start	End	Information
APPLICATIONS FOR EXEMPTION FROM THE COMPULSORY PREPARATORY PROGRAM	26.08.2024	27.10.2024	(1)
APPLICATIONS FOR THE PLACEMENT EXAM FOR THE OPTIONAL PREPARATORY PROGRAM	26.08.2024	06.09.2024	(2,4)
PROFICIENCY EXAM FOR THE COMPULSORY PREPARATORY PROGRAM (1ST SESSION – WRITTEN PART) <p>This exam is compulsory for the students who have registered for the Compulsory Preparatory Program.</p> <p>*** The students who have scored 60% and higher must attend the 2nd session of the exam on 13.09.2024.</p>	11.09.2024 (Exam Hour: 10:00)		(2,3,5,6,7)
PLACEMENT EXAM FOR THE OPTIONAL PREPARATORY PROGRAM <p>This exam is compulsory for the students who have registered for the Optional Preparatory Program. The students who do not take this exam cannot continue their studies in the preparatory program.</p>	12.09.2024 (Exam Hour: 10:00)		(2,4,7)
PROFICIENCY EXAM FOR THE COMPULSORY PREPARATORY PROGRAM (2ND SESSION – WRITING + SPOKEN PART) <p>*** Only the students who have scored 60% and higher in the first session of the exam held on 11.09.2024 are allowed to take this part of the exam.</p>	13.09.2024 (Writing Exam Hour: 10:00 Speaking Exam Hour: 11:30)		(2,3,5,6,7)
ANNOUNCEMENTS OF THE RESULTS OF THE PROFICIENCY EXAM FOR THE COMPULSORY PREPARATORY PROGRAM	18.09.2024		(6)
ORIENTATION WEEK	23.09.2024	27.09.2024	(7)

Information:

(1) Students wishing to be exempt based on previous valid **national or international exam results** or **diplomas obtained from abroad** must personally apply to the BUUSFL Student Affairs with valid documents. Detailed information on valid national and international exams and exemption conditions can be found in the regulation at <https://www.resmigazete.gov.tr/eskiler/2020/08/20200823-3.htm>.

(2) **All students who will attend the Foreign Language Preparatory Class (Compulsory or Optional)** must first read the explanations and conditions at <http://uludag.edu.tr/ydyo/konu/view?id=11664>. Students subject to the **compulsory preparatory class** **do not need** to apply for the Preparatory Exemption Exam. However, students wishing to attend the **optional preparatory class** **must apply** online in accordance with the relevant article below. Foreign students must have a Turkish Language Certificate to attend the foreign language preparatory class. **All foreign students** who will attend the Compulsory or Optional Foreign Language Preparatory Class **must personally apply to the School of Foreign Languages Student Affairs with their Turkish Language Certificate within the time specified in the academic calendar** (Tel: 0224 294 26 56).

(3) The students who have registered for the Compulsory Preparatory Program for the first time in the 2024-2025 academic year and the students who completed but failed the Compulsory Preparatory Program in the 2023-24 academic year can take the **Placement/Proficiency Exam for the Compulsory Preparatory Program**.

The Placement/Proficiency Exam for the English Compulsory Preparatory Program consists of **2 sessions**. The **1st session** consists of **multiple-choice questions** at the B1+ level and is evaluated out of a total of 60 points. Students who achieve 60% or more in the 1st session are eligible to participate in the 2nd session on 13.09.2024. Students who fail in the 1st session are placed in the appropriate module in the compulsory preparatory class according to their scores. The **2nd session** consists of **a writing exam (composition)** and **a speaking exam**. Students who score 60 points or more in total from the test, writing, and the speaking exam are exempt from the compulsory preparatory class and can directly start their undergraduate education. Participation in the Placement/Proficiency Exam for the Compulsory Preparatory Program is not mandatory, and students who do not participate are directly placed in the beginner level of the preparatory class.

The **English Preparatory Classes** will take place at Bursa Uludağ University School of Foreign Languages (Ali Osman Sönmez Campus). ([Directions to Bursa Uludağ University School of Foreign Languages can be found on this link.](#))

(4) Students wishing to attend **the optional foreign language preparatory class** must read the conditions at <http://uludag.edu.tr/ydyo/konu/view?id=11664> and apply online from the same page. If the number of applicants for the voluntary foreign language preparatory class exceeds

the quota determined by the School Administrative Board for that year, students admitted to the voluntary preparatory class are determined based on the order of application. The list of students eligible to attend the optional preparatory class is announced on 09.09.2024 at <http://uludag.edu.tr/ydyo>. Students who are eligible to attend the optional preparatory class **must participate** in the Placement Exam on 12.09.2024. Students who do not participate in this exam are considered to have withdrawn from the Optional Preparatory Class. Students who participate in this exam and score 60 points or more cannot attend the optional preparatory class since there is no appropriate level for them. Students who apply for the optional preparatory class but are not accepted due to quota limitations will continue their studies in the undergraduate programs.

(5) The students who will attend the Compulsory Preparatory Class and who have not taken the exam on 11.09.2024 are directly enrolled in the preparatory class at entry/beginner level. Class lists and the orientation program are announced on 20.09.2024 at <http://uludag.edu.tr/ydyo>.

(6) Students who pass the Proficiency Exam for the Compulsory Preparatory Program can start their departments on the dates specified in the **academic calendar**. Their results will be reported to the departments in written form. These students should apply to the Registrar's Office of the undergraduate program they will be studying for course selection procedures. In addition, these students are exempted from the common compulsory Foreign Language I and II courses taught in the first year in line with the grades they have received.

(7) The orientation program, the meeting links and class lists are announced on the website <http://uludag.edu.tr/ydyo> on 20.09.2024. In the orientation program, presentations and training sessions are given to introduce the education model of the school, course syllabus, course materials, exams and digital platforms to be used. **For all students, whether they are in the compulsory or optional program, attendance to the (online) orientation program is compulsory.**

C) 2024-2025 ACADEMIC YEAR PREPARATORY CLASS ACADEMIC CALENDAR

FALL SEMESTER	Start	End
FALL SEMESTER (74 WORKING DAYS) There are no classes on 28-29 October 2024 and 1 January 2025 as these days are public holidays.	30.09.2024	17.01.2025
1ST QUARTER CLASSES FOR MODULES	30.09.2024	22.11.2024
1ST QUARTER END-OF-MODULE EXAMS	21.11.2024	22.11.2024
1ST QUARTER MAKE-UP EXAMS	25.11.2024	
HOLIDAY AFTER 1ST QUARTER (In the holidays after each quarter, there are no classes.)	25.11.2024	29.11.2024
2ND QUARTER CLASSES FOR MODULES	02.12.2024	17.01.2025
2ND QUARTER END-OF-MODULE EXAMS	16.01.2025	17.01.2025
2ND QUARTER MAKE-UP EXAMS	20.01.2025	
SPRING SEMESTER	Start	End
SPRING SEMESTER (70 WORKING DAYS) There are no classes on 31 March-4 April 2025, 23 April 2025, 1 May 2025 and 19 May 2025 as these days are public holidays.	10.02.2025	04.06.2025
3RD QUARTER CLASSES FOR MODULES	10.02.2025	28.03.2025
3RD QUARTER END-OF-MODULE EXAMS	27.03.2025	28.03.2025
3RD QUARTER MAKE-UP EXAMS	07.04.2025	
HOLIDAY AFTER 3RD QUARTER (In the holidays after each quarter, there are no classes.)	07.04.2025	11.04.2025
4TH QUARTER CLASSES FOR MODULES	14.04.2025	04.06.2025
4TH QUARTER END-OF-MODULE EXAMS	02.06.2025	04.06.2025
4TH QUARTER MAKE-UP EXAMS	10.06.2025	
PROFICIENCY EXAM (End of Prep Class)	18.06.2025	19.06.2025
PROFICIENCY MAKE-UP EXAM	25.06.2025	26.06.2025

D) BURSA ULUDAĞ UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

1. History

As part of our university, there are 15 Faculties, 2 Schools, 15 Vocational Schools, 1 Conservatory, 4 Institutes, 27 Application and Research Centers, 1 Research Center and 5 departments established under the Rectorate, which aim to raise youths who are highly scientific and rational, democratic, liberal-minded and responsible. In addition, raising individuals who respect the beliefs and values of society and adopt cultural and historical values with an international perspective is another principle of the university.

Our school was established on March 4, 2002, under the name of the School of Foreign Languages, upon the decision of the Council of Ministers, under the Rectorate of Bursa Uludağ University. Bursa Uludağ University School of Foreign Languages (BUUSFL) was established as a four-year department and started the Compulsory Foreign Language Preparatory Program in the 2001-2002 academic year. In the same year, the Department of Foreign Languages, affiliated with the Rectorate, became part of our school. BUUSFL also conducts compulsory foreign language courses (English, French, and German) - stipulated in article 5/1 of the Higher Education Law No. 2547 - in the first year of all faculties, schools and vocational schools. On Ali Osman Sönmez Campus, where education is provided in two blocks, Block A and Block B, there are a total of 50 classrooms, a computer lab, and an individual learning center (Self-Access Center).

2. Mission

As Bursa Uludağ University School of Foreign Languages (BUUSFL), our mission is to use innovative technologies in a student-oriented and communicative environment and to support our students in acquiring foreign language skills they will need for their academic studies and future lives. Furthermore, our institution aims to encourage cooperation between students and instructors in order to raise autonomous students who are aware of the continual nature of language learning.

3. Vision

As Bursa Uludağ University School of Foreign Languages (BUUSFL), our vision is to provide a perfect environment that allows our students to develop their own learning

independently of any language programs. This will help them adopt a student-centered, collaborative, and creative approach to learning.

4. Values

Collective Wisdom and Participation

Ensuring that university employees participate in management processes at every level while preserving their individual characteristics and ideals and valuing the opinions and thoughts of all stakeholders.

Commitment to Ethical Values

Paying attention to legal, scientific, and moral values in university activities.

Institutional Belonging

Ensuring the satisfaction of university employees and students, valuing their opinions, and fostering the formation of new ideas by approaching different thoughts and suggestions with understanding.

Quality Focus

Working to improve the university management system and the quality of education, thereby creating a culture of quality within the institution.

Innovation and Entrepreneurship

Supporting the processes by which new ideas and initiatives transform into beneficial, high-value-added products and services.

Respect and Sensitivity to the Environment

Taking the lead in protecting, sustaining, and improving the environment.

Respect for Universal and Local Values

Adopting a respectful and sensitive attitude towards universal and societal values in line with the university's duties and responsibilities, along with all employees and stakeholders.

Support for Socioeconomic and Cultural Development

Contributing to local and societal development with academic knowledge accumulation and sensitivity to global and regional issues.

Quality and Collaboration in Research and Development

Conducting high-quality research and development activities with potential for unique value and intellectual property in cooperation with all sectors.

Student Orientation

Implementing student-centred practices in the university's education, research, and community contribution processes.

NON-DISCRIMINATION POLICY

Our school is committed to the principle of equal opportunity and equal treatment in education and employment. BUUSFL respects all individuals without any discrimination based on gender, religion, national or ethnic origin, race, color, physical disability, physical appearance, marital or parental status in the administration of its educational, admission and employment policies.

5. BUUSFL Action-Oriented Educational Approach

BUUSFL adopts a **student-** and **learning-centred action-oriented** foreign language teaching approach rather than a traditional teacher- and teaching-focused approach as an educational philosophy. This approach aims for students to **interact** and **communicate** in the target language. In the action-oriented approach, seven features are considered as wheels that activate and support each other. The seven features of the action-oriented approach are illustrated in the diagram below.

5.1 Principles of the BUUSFL Action-Oriented Educational Approach



Figure 1: Wheels of the BUUSFL Action-Oriented Educational Approach

In this action-oriented Program Design Model, the language learner is the social actor, and the language is seen as a means of establishing communication in real life. This model gives importance to creating a meaningful relationship between student-student and teacher-student. For this reason, our Program Design Model not only supports students' foreign language learning, but also prepares them for their future undergraduate studies. Therefore, the Student Activities Unit organizes seminars where academicians and experts from different fields are invited to the school.

Students will develop their language skills by undergoing English preparatory education at BUUSFL. In this way, they will have the opportunity to succeed in the English-taught courses in their departments, conduct research in English in their fields, and gain an effective

communication tool in a global context. Additionally, to enable our students **to act as social actors in the target language** and **to establish successful communication** during the language learning process, BUUSFL's educational approach includes the following 21st-century skills. The skills aimed to be developed during the preparatory education period are presented in Figure 2.

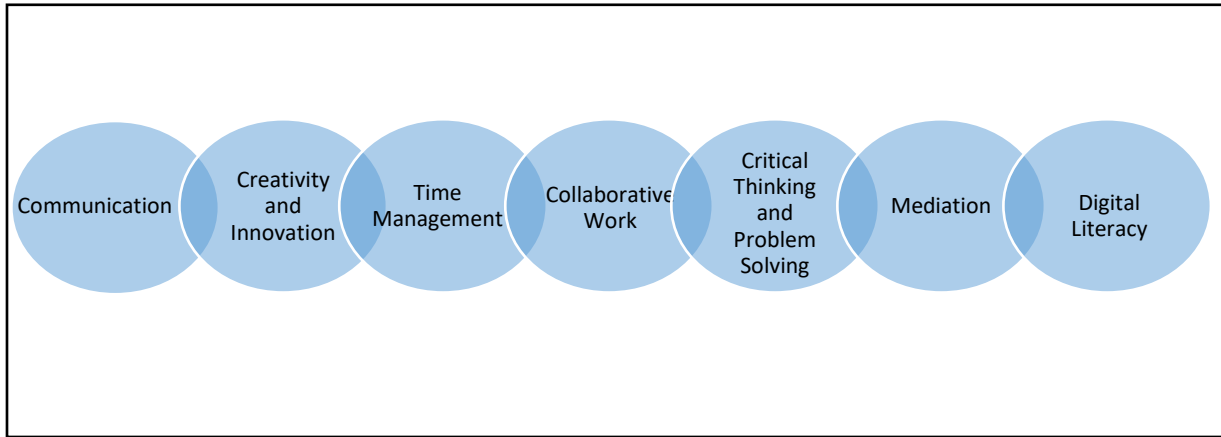


Figure 2: Targeted 21st Century Skills

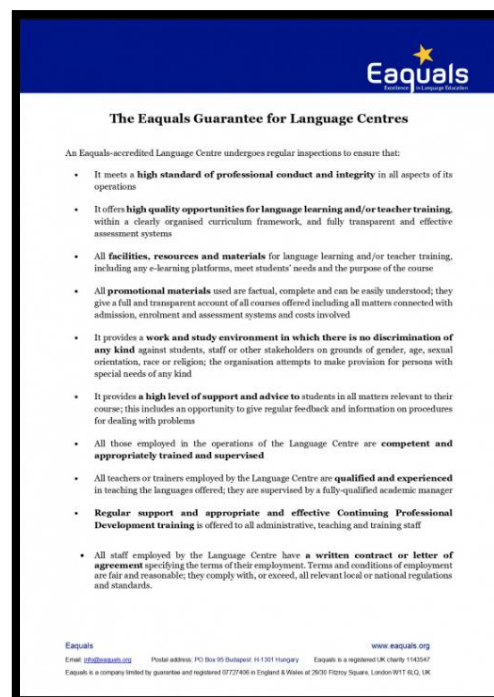
6. International Accreditation / EAQUALS

[EAQUALS](#) (Evaluation and Accreditation of Quality Language Services), an independent international organization, is a stakeholder of the European Higher Education Area (EHEA), a member of the European Association for Quality Assurance in Higher Education (ENQA) and plays an important role in the development of the Common European Framework of Reference for Languages (CEFR). Therefore, EAQUALS Quality Standards are specifically designed for language teaching and focus on the quality of education for learners. EAQUALS accredits institutions that are found to be of high quality **in all 12 categories** created with the concept of "Excellence in Language Education." Additionally, EAQUALS is the only international foreign language accreditation organization recognized by the Turkish Higher Education Quality Council ([YÖKAK](#)).

BUUSFL conducts its foreign language education and training activities based on the BUUSFL Instructional Design Model, which is designed through an innovative research method cycle in line with institutional conditions and needs (See Item 7). This Instructional Design Model has been accredited by EAQUALS in three languages (German, French, and

English) under the following 12 titles as of January 12, 2022. Detailed information is available on the BUUSFL website ([link](#)).

1. Management and Administration
2. Quality Assurance
3. Communication with Staff
4. Communication with Students and Clients
5. Course Design and Supporting Systems
6. Teaching and Learning
7. Assessment and Certification
8. Academic Resources
9. Student Services
10. Staff Profile and Development
11. Staff Employment Terms
12. Learning Environment



7. English Preparatory Program Instructional Design Model

Since its establishment, BUUSFL has been aiming for **sustainable foreign language education** and training **suitable for the needs of the changing age** and the new generation. By following up-to-date teaching approaches and methods closely, this program puts emphasis on a constantly developing and dynamic structure. In line with the criteria set in the Common European Framework of Reference for Languages (CEFR), BUUSFL provides foreign language education with the aim of raising autonomous students while taking into account its own institutional conditions.

The purpose of our Preparatory Program Design Model is to teach our students the basic rules of a foreign language and the methods of verbal and written comprehension defined in the CEFR, the ability to follow publications in various fields and the language of communication required in social and academic contexts.

In line with our action-oriented education philosophy and with the 21st-century skills, our Preparatory Program Design Model is based on teaching the four skills (**listening, speaking, reading, writing**) defined in the CEFR and the elements of the language (**vocabulary, grammar, pronunciation**) in an integrated way.

A student who completes the English Preparatory Program at BUUSFL successfully is defined as the one who exchanges information and carries out collaborative tasks, which is essential in an action-oriented approach; has developed general and communicative language competences; and activates appropriate strategies for accomplishing various tasks with some confidence, spontaneity and fluency in terms of General English. Regarding Academic English, a successful student refers to the one who has developed the language skills essential for academic success; connects useful strategies through mediation; co-constructs meaning in interaction; and takes part in tasks which require note-taking, encouraging participation in a debate, developing other people's ideas, and leading a group discussion. The student who is defined as successful in our institution also takes responsibility for his/her own learning and is aware of the fact that language learning is a life-long process which necessitates making use of 21st century skills and learning outside the classroom.

8. Modular System

In the modular system implemented at BUUSFL, the weekly course schedule consists of a total of 24 hours. Of these, 16 hours (three days a week) are conducted face-to-face, and 8

hours (two days a week) are conducted online. Course schedules are published on ydyo.uludag.edu.tr. In our BUUSFL Learning Design Model, face-to-face and online classes are of equal value, and it is **mandatory to turn on the camera and microphone** during online classes. Students with internet issues have access to free Eduroam-Wireless internet connection for free from all university buildings, including all campuses and the central library. Instructions for connecting to Eduroam internet are available at <http://www.uludag.edu.tr/eduroam>. Detailed course syllabi, weekly lesson plans, exam specifications, digital platforms, and other educational materials related to the courses are shared with students through digital platforms by the lecturers conducting the courses after being introduced during orientation days.

Based on the results of the placement test and needs analysis conducted at the beginning of the preparatory class, the following modules are offered at our school (See Table 1 and Table 2). Students who begin their preparatory education in the fall semester are placed in the module appropriate for their level.

Module	Level	Target	Weekly Class Hour	Total
Module I	Elementary Level Language Skills (A2)	English for General Purposes	24	8 hafta
Module II	Pre-Intermediate Level Language Skills (B1)	English for General Purposes	24	7 hafta
Module III	Intermediate Level Language Skills (B1+)	English for General Purposes	24	7 hafta
Module IV	Upper-Intermediate Level Language Skills (B1+)	English for Academic Purposes	24	7 hafta
Module V	Advanced Level Language Skills (B2)	English for Academic Purposes	24	7 hafta

Table 1: BUUSFL Modular System

These modules are designed as a total of **5 different modules**, with **two levels** in the fall and spring terms and **one level** in the summer term (See Tables 2, 3 and 4). Each module lasts 7 or 8 weeks. Table 2 shows the modules that can be offered each semester.

	Fall Term	Spring Term	Summer Term
Module I	✓	✓	-
Module II	✓	✓	-
Module III	✓	✓	-
Module IV (Minimum Exit Level for Preparatory Program)	-	✓	✓
Module V	-	✓	-

Table 2: Semester Distribution of Modules

As shown in Table 2, students can enrol in 3 different modules in the fall semester, 5 different modules in the spring semester, and one module in the summer term.

At BUUSFL, attendance requirements are determined based on the module. A minimum of 80% attendance is required for each module based on total class hours. Students who complete their module with at least 60% success rate are eligible to progress to the next module, while those who do not meet these criteria continue in the same module they were in.

The minimum exit level for the preparatory class is **Module IV**. Students who complete Module IV with at least 60% success are eligible to take proficiency and makeup exams. Students are considered **successful** in the preparatory class if they achieve at least 60 points, with 50% of their **Module IV** average and 50% of their proficiency or makeup exam score contributing to this evaluation. Students who fail the proficiency or makeup exams may choose to re-enrol in **Module IV** in the summer term, if offered.

Students who successfully complete **Module V** in the preparatory level are considered successful without needing to take the proficiency exam. Students who are enrolled in **Module V** but do not succeed must take the proficiency exam based on their **Module IV** average. These students, or those who fail the makeup exams, may choose to re-enrol in **Module IV** in the summer term, if offered.

Module IV offered during the summer term is fee-based and attendance is optional. The summer term may not be offered based on decisions from the department and senate or if there is insufficient participation. To participate in the summer term, students must have successfully completed **Module III** during the academic year. Students who do not reach

Module III level or fail Module III cannot participate in the summer term. Students who successfully complete **Module IV** in the summer term with at least 60% success are eligible to take the end-of-summer-term proficiency exam. Students are considered **successful** in the preparatory class if they achieve at least 60 points, with 50% of their summer term average and 50% of their proficiency exam score contributing to this evaluation. According to regulations, no makeup exam is held at the end of the summer term.

Students subject to compulsory preparatory classes who fail in the preparatory class or choose not to continue in the preparatory class and instead independently improve their foreign language skills can participate in proficiency exams held at the beginning (September) and end (January) of the following fall semester.

9. Preparatory Program Curriculum

In the BUUSFL Preparatory Program, **English for General Purposes** and **English for Academic Purposes** is taught in accordance with the needs of the students and our educational philosophy. English for General Purposes is taught through an **integrated skills approach** whereas in English for Academic Purposes **reading/writing and listening/speaking skills are taught separately but linked thematically**.

Our curriculum plan for all modules consists of both **in-class** and **out-of-class** tasks. The in-class curriculum is focused on the **coursebook**; the out-of-class curriculum is designed within the scope of **homework and portfolio** applications (See Table 3).

Application	Application Area	Weight Ratio
Course Book	In-class	80%
Homework and Portfolios	In-class and out-of-class	18%
Instructor Evaluation Grade	In-class and out-of-class	2%

Table 3: The Weighting of In-Class and Out-of-Class Tasks for the BUUSFL Preparatory Program

In the BUUSFL Preparatory Program, three different kinds of portfolio tasks are assigned for each module as extra-curricular activities (see Table 4).

Type of Task	Task (per Module)	Digital Platform Used
Writing Portfolio	2 out-of-class writing practice tasks 1 in-class writing assessment task 1 letter of reflection	Microsoft Teams
Speaking Portfolio	1 in-class speaking assessment task 1 video speaking practice task 1 letter of reflection	Microsoft Teams
E-Portfolio	Online homework tasks	LMS

Table 4: Extracurricular Portfolio Tasks for the BUUSFL Preparatory Program

Our portfolio activities are implemented within the scope of providing process, task, and product-oriented language learning, as well as equipping students with autonomous language learning skills, as outlined in our action-oriented education approach. All our portfolio activities are organized and evaluated through digital platforms. Feedback on students' portfolio activities is also provided through digital platforms. Consequently, through portfolio activities, students' **digital media usage skills** are incorporated into the language learning process. At the beginning of the academic year, orientation days are held for both our instructors and students regarding the use of the digital platforms we utilize for portfolio activities. Additionally, usage guides for the digital platforms we use (Microsoft Teams, LMS, etc.) are published on our website.

9.1. Exams

In our BUUSFL Preparatory Design Model, seven different types of assessment and evaluation, as explained below (Items 9.1.1 - 9.1.7), are administered at the beginning, during, and at the end of the academic year. These exams can be conducted in single or multiple sessions, either in written and/or oral formats. To ensure transparency in the exams conducted at the School of Foreign Languages, audio and/or video recordings may be made if deemed appropriate by the school administration.

9.1.1. Proficiency Exams

These exams are held at the beginning of the academic year. Students who get a score of 60 or above from this exam and students who have documented their success in equivalent exams specified in our regulation can start their departments. These exams are administered as one or multiple sessions, written and/or orally.

9.1.2. Placement Exams

These exams are administered in one session and written form to determine the levels of students who will start the Preparatory Program. If necessary, Proficiency Exams can also be used as placement exams.

9.1.3. Quizzes

These exams are planned to be short-term, in accordance with the curriculum of the level at which the students are studying. They are conducted in a single session, either in written and/or oral format. There are no makeup exams for quiz assessments.

9.1.4. Homework and Portfolio Tasks

In the evaluation of these tasks, a process and product- oriented criterion is applied. Homework and Portfolio tasks are mostly carried out on digital platforms.

9.1.5. End-of-Module Exams

At the end of each module, these exams cover all language skills and components. They are conducted in multiple sessions, both written and oral. Only end-of-module exams have makeup exams at BUUSFL.

9.1.6. Proficiency and Its Make-Up Exam

These are the Preparatory Program completion exams for students who meet the necessary requirements specified in the Preparatory Program Design Model. They are held in multiple sessions, written and orally. Students who take and fail the Proficiency Exam can sit its Make-up Exam.

9.1.7. Proficiency Exam for Repeat Students

This exam is administered at the end of the next fall semester for students who are subject to the compulsory preparatory class and fail to meet the necessary conditions specified in the Preparatory Program Design Model. To pass this exam, students must achieve a 60% success rate, regardless of their in-term grade average.

9.2. Calculation of Success Grade

The following criteria are applied in all modules specified in the BUUSFL Preparation Program Design Model (see Table 5).

Testing and Assessment Tools	Weighting
Quiz	30%
End-of-Module Exam	50%
Homework and Portfolios	18%
Instructor Evaluation Grade	2%
Total	100%

Table 5: The Weighting of Testing and Assessment Tools

Students who achieve a 60% success rate from the total of the testing and assessment tools specified in the table above will progress to the next module at a higher level, while those who fail will continue to the module where the last level they attended is offered again. The preparatory program grade is composed of the module average and the average of the proficiency exam results.

9.3. Level Changes

Level changes can only be made at the beginning of the fall semester with the recommendation of the advisor and the approval of the School Administration in the first two weeks following the start of the courses. Written and / or oral exams are given to students who want to change levels. After the level change, students cannot return to their previous levels.

Orientation days are held for the first two days of preparatory education, and students are provided information on coursebooks, weekly lesson schedules, exams, educational materials, social facilities, etc. Also, students receive information on the setup and use of online and mobile applications that they will use while learning language. All students who are going to study in the Preparatory Program must attend this orientation. Details of the Orientation Program are announced on ydyo.uludag.edu.tr. Students are not recommended to get coursebooks prior to the Orientation Program as there may be changes in classes and levels.

10. Output Levels of Modules Offered in the Preparatory Program

In the Preparatory Program;

At the end of Module 1 (A2 English for General Purposes, students:

- Can understand the main points of familiar input that includes the highest frequency vocabulary related to areas of most immediate personal relevance.
- Can understand the main point in short, clear, simple recorded messages and announcements.
- Can understand very short, simple texts and find specific, predictable information in simple everyday materials.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.
- Can write a series of simple phrases and sentences linked with simple connectors to produce short texts.
- Can use some simple structures correctly, but still systematically make basic mistakes; nevertheless, it is usually clear what they are trying to say.
- Can use sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs.

At the end of Module 2 (A2-B1 English for General Purposes), students:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can understand the main points of recorded materials on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Can understand texts that consist mainly of high frequency every day or job-related language.

- Can communicate using connected phrases in a simple way in order to describe experiences and events, dreams, hopes & ambitions.
- Can briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe their reactions.
- Can use a repertoire of structures for frequently used “routines” and patterns associated with more predictable situations with reasonable accuracy.
- Can use a good range of vocabulary related to familiar topics and everyday situations.
- Can understand the description of events, feelings and wishes in personal letters.
- Can produce straightforward connected text on topics that are familiar or of personal interest.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Can interact about experiences, events, impressions and feelings, provided beforehand.
- Can ask for or give simple clarifications and can respond to comments and questions in some detail.
- Can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.
- Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.
- Can help define a task in basic terms and ask others to contribute their expertise.
- Can invite other people to contribute, to clarify the reason(s) for their views or to elaborate on specific points they have made.
- Can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.
- Can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.
- Can communicate the main sense of what is said on subjects of personal interest, provided speakers articulate clearly and I can pause to plan how to express things.

At the end of Module 3 (B1 English for General Purposes), students:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can understand the main points of recorded materials on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

- Can understand texts that consist mainly of high-frequency everyday or job-related language.
- Can communicate using connected phrases in a simple way in order to describe experiences and events, dreams, hopes & ambitions.
- Can briefly give reasons and explanations for opinions and plans.
- Can narrate a story or relate the plot of a book or film and describe their reactions.
- Can use a repertoire of structures for frequently used "routines" and patterns associated with more predictable situations with reasonable accuracy.
- Can use a good range of vocabulary related to familiar topics and everyday situations.
- Can understand the description of events, feelings, and wishes in personal letters.
- Can produce straightforward connected text on topics that are familiar or of personal interest.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
- Can interact about experiences, events, impressions, and feelings, provided beforehand.
- Can ask for or give simple clarifications and can respond to comments and questions in some detail.
- Can interact with a group working on a project, provided there are visual aids such as images, statistics, and graphs to clarify more complex concepts.
- Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.
- Can help define a task in basic terms and ask others to contribute their expertise.
- Can invite other people to contribute, to clarify the reason(s) for their views or to elaborate on specific points they have made.
- Can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.
- Can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.
- Can communicate the main sense of what is said on subjects of personal interest, provided speakers articulate clearly and I can pause to plan how to express things.

At the end of Module 4 (B1+ English for Academic Purposes), students:

- Can understand the main points of clear standard speech on familiar matters related to their interest and most general topics.
- Can understand the main points of recorded materials on current affairs or topics of personal or professional interest.
- Can understand not only simple connected texts on familiar matters but also clear detailed texts on a wide range of subjects.
- Can maintain interaction and get across what they want to, in a range of contexts, and exchange quantities of information.
- Can give a viewpoint on a topical issue providing reasons and explanations as well as giving the advantages and disadvantages of various options.
- Can present simple and clear descriptions on a wide range of subjects related to their fields of interest.
- Can write texts in some detail on a wide range of familiar subjects related to their fields of personal or professional interest.
- Can connect phrases in a simple way to describe experiences and events.
- Can use higher-order thinking skills (HOTS) to develop their understanding of the target language and foster the ability to think more critically about the information presented in the academic environment.
- Can mediate written, visual, and oral materials, concepts, create relationships, resolve conflict, and manage and enhance communication.
- Can use a repertoire of structures in familiar contexts, with reasonable accuracy and generally good control.
- Can use a good range of vocabulary for matters connected to their interest and most general and academic topics.

At the end of Module 5 (B2 English for Academic Purposes):

- Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- Can understand the majority of videos and recorded materials in standard dialect.
- Can read articles and reports related to contemporary problems in which the writers present their opinions and have particular viewpoints.
- Can interact with a degree of fluency and spontaneity on a wide variety of subjects related to their field of interest.
- Can take an active part in discussion in familiar contexts, accounting for and sustaining their views.
- Can present clear, detailed descriptions on a wide range of subjects related to their field of interest.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options as well as providing reasons and explanations.

- Can connect phrases in a detailed way to describe experiences and events.
- Can write clear, detailed texts on a wide range of subjects related to their interests.
- Can write different types of essays, passing on information or giving reasons in support of or against a particular point of view, analyzing the causes and effects of a situation or an event.
- Can use a repertoire of structures in simple and complex sentence patterns, with reasonable accuracy and generally good control.
- Can use a good range of vocabulary to complete sentence level contexts on matters connected to fields and general topics.
- Can use higher-order thinking skills (HOTS) to develop their understanding of the target language, and also foster the ability to think more critically about the information presented in the academic environment.

11. Duties and Responsibilities of Students

Some of the responsibilities that our students need to take on to maintain school order and equal opportunities are as follows.

11.1 Artificial Intelligence Policy

In the courses at BUUSFL Preparatory Program, Artificial Intelligence (AI) may be utilized as a supplementary tool to enhance language learning and teaching effectiveness. AI technologies may be employed in various forms such as language learning platforms, automated grading systems, and interactive exercises. The use of AI aims to provide students with additional resources and support to reinforce language acquisition and practice.

Privacy and Data Protection: Any AI platforms or tools used in this course will adhere to strict privacy and data protection regulations. Student data will only be collected and used for educational purposes, and all necessary measures will be taken to ensure the security and confidentiality of this data.

Transparency and Accountability: The use of AI in this course will be transparent, and students will be informed about how AI technologies are utilized in their learning experience. Any automated grading or feedback systems will be clearly explained, and students will have access to information regarding the algorithms and criteria used.

Ethical Use of AI: AI technologies will be employed ethically and responsibly in alignment with the principles of fairness, accountability, and transparency. Bias mitigation strategies will be implemented to minimize the risk of perpetuating unfair biases in AI-driven assessments or activities.

Human Oversight and Support: While AI tools can provide valuable support, they will complement rather than replace human instructors. Qualified language instructors will provide guidance, feedback, and support throughout the course, ensuring a balanced learning experience that integrates both technological resources and human interaction.

Accessibility: Efforts will be made to ensure that AI-needed learning resources and platforms are accessible to all students.

Continuous Evaluation and Improvement: The use of AI in this course will be subject to continuous evaluation and improvement. Feedback from students regarding the effectiveness and usability of AI technologies will be collected and used to refine their integration into the course curriculum.

By enrolling in courses at BUUSFL Preparatory Program, students acknowledge and consent to the use of AI technologies as outlined in this policy. Any concerns or questions regarding the use of AI should be directed to the course instructor or relevant academic authorities. Any violations of using AI may be referred to the Executive/School Board for further disciplinary action.

11.2. For students to achieve maximum efficiency in their lessons, it is crucial to engage in pre-class preparation, actively participate in classes and in-class activities, take notes, regularly review after class, and consistently follow up on assignments, ensuring they are completed and submitted on time.

11.3. Being exposed to the language out of class as well as in class will contribute greatly to the learning of the language. Watching and listening to foreign movies, series, news, songs, videos, vlogs, etc. and reading newspapers, magazines, graded books, blogs, etc. in the target language will help to improve receptive language skills. Also, keeping a diary in the target language, participating in online forums, speaking to foreigners will undeniably lead to improving your productive language skills. In short, putting what is learned into practice at every opportunity will make language learning long lasting. In order to provide these kinds of opportunities to the students speaking, music, reading clubs are organized at BUUSFL. To participate in these clubs, students must keep track of the notice boards regularly. It should not be forgotten that language learning is a process, should be patiently tackled, and most importantly, language learners shouldn't be afraid to make mistakes while using the language both in and out of class bearing in mind that everyone is there to learn that language.

11.4. Each student has an advisor from whom they can get information about the system and course content. They can reach their advisors during office hours designated at the beginning of the semester. When the students experience problems, they should first share it with their advisors, and if necessary, contact the related units with the guidance of their advisors.

11.5. In order to avoid distraction, mobile phones must be left in the **cell phone boxes** in classrooms on silent mode. During the lesson, mobile phones, tablets, and other electronic devices can only be used with the permission of the instructor provided that the lesson requires the use of them. In a case of misconduct, the Student Discipline Regulation will be implemented. The Student Discipline Regulation is posted on the A Block Ground Floor notice board.

11.6. Students should avoid behavior that restrict freedom of learning and teaching and that disrupt peace and order in the class.

11.7. All students at BUUSFL must attend classes with their course materials in order to be successful in the language. It is **forbidden** for students **to use non-original materials and materials without a banderole**. The Law No. 5846 on Intellectual and Artistic Works, dated 5/12/1951, and additional legislations, prohibit the use of books and CDs without a banderole and other non-original educational materials in the classroom. Students who do not comply with this law may face legal consequences.

11.8. Students should not be late to the first lesson for more than ten minutes in the morning. Otherwise, they are not admitted to the class so as not to disrupt the concentration of other students. If an unannounced exam is held during the first lesson, the latecomers can take the exam, but no extra time is given. For other exams, the relevant regulations are taken into account. Students are required to attend all other classes on time. The timetables are announced at the beginning of each module on the school website ydyo.uludag.edu.tr.

11.9. If the instructor does not attend the class within the first 15 minutes of the course for any reason, students are obliged to report this situation to the administration.

11.10. It is compulsory to attend classes in the Preparatory Program at BUUSFL. **It is the responsibility of each student to keep track of their attendance.** The attendance requirement is evaluated on a modular basis and may vary depending on the duration of the modules. Attendance requirements are determined according to each module, with a minimum attendance rate of at least 80% of the total class hours required.

11.11. Students who fail to meet the compulsory foreign language Preparatory Program attendance requirement are not eligible to take part in the Proficiency and its Make-up Exam and cannot start their own departments/programs. These students repeat the Preparatory Program at BUUSFL.

11.12. Students who attend the optional foreign language Preparatory Program for one year and fail or do not fulfil the compulsory attendance requirement are not eligible to take part in the Proficiency Exam and are considered to have dropped out. However, these students can start their department/program.

11.13. Students in the Preparatory Program who must participate in studying social/cultural/educational events are given permission in accordance with the relevant article in the Bursa Uludağ University Associate and Undergraduate Education Regulation published in the Official Gazette dated 14/9/2011 and numbered 28054. Students must submit a petition to the BUUSFL Student Affairs Office beforehand along with a document from the relevant authority. Otherwise, they will be considered absent.

11.14. Students who cannot take end-of-module exams for a valid reason must report this **with a petition within three working days.** Make-up exams for end-of-module exams are held at the end of each module for students who could not take the exams. The students who will take the make-up exams and the exam dates are determined by the School Administrative Board. If students miss quizzes, the Proficiency Exam and its Make-up Exams, these exams are not repeated for them.

11.15. Students who think that there are errors in the exam scores can apply with a petition **within three working days** following the announcement of the exam results. Student petitions are examined and finalized by a committee appointed by the School Administrative Board.

11.16. Computers in classrooms are for classroom use only and must not be used for extracurricular purposes (USB charging, listening to music, etc.) because **devices connected to different voltage applications on computers will be damaged.** If the devices in the classrooms are damaged, the damage will be covered **by the student.** Likewise, littering and damaging property, such as scratching and scribbling on desks in classrooms is accepted as an **offence** and those responsible are punished as required by the disciplinary regulations.

11.17. During the exam, students must comply with the instructions of the proctor, and they must avoid actions that could harm the integrity of the exam. Names of those who disrupt the exam, cheat, or attempt to cheat, are recorded officially by the proctors and **their exams are considered invalid. Proctors do not have to warn students** in such cases. Disciplinary investigation is carried out in accordance with the decrees of the Higher Education Institutions Student Disciplinary Regulations and the exam score is determined as zero for these students.

11.18. The use of other people's statements, inventions or thoughts in one's works as their own is called **plagiarism.** Assignments, exercises, projects, extracurricular tasks etc. at the BUUSFL Preparatory Program must be done by the student himself or herself. If this is the case, action is taken in accordance with the decrees of the Higher Education Institutions Student Disciplinary Regulations.

11.19. Students must have their student identity cards with them at all times. Pedestrian entrance to our campus is made with student identity cards through the turnstiles at the front door. In addition, student IDs are requested by the proctors in exams.

11.20. Smoking is banned in non-smoking zones in the school building and in the school yard.

12. Why is Studying in the Preparatory Program Advantageous?

Studying in the preparatory program at BUUSFL would make you advantageous in your language learning process for the following reasons:

- A one-year intensive language program is offered, integrating all language skills (Speaking, Writing, Reading, Listening) in classes.

- Our school employs both local and foreign instructors.
- As of January 12, 2022, our BUUSFL Teaching Design Model has been accredited by EAQUALS under 12 headings in three languages (German, French, and English), thus our language education has international recognition. Detailed information is available on the school website ([Link](#)).
- Our instructors continue their master's and doctoral programs for academic and professional development, participate in international projects, attend various professional development trainings, and represent our institution successfully in both national and international presentations and conferences. The BUUSFL Learning Design Model is conducted by expert instructors who have excellent command of the language.
- Carefully selected, updated, and effective course materials, extracurricular study, and proper guidance opportunities are provided.
- Within the university, both foreign language and academic students at the same level are offered the opportunity to receive education together.

12.1. Why Should I Learn English?

English is predominantly used for global communication in today's increasingly interconnected world. International conferences, trade fairs, exhibitions, and business meetings are commonly conducted in English. Proficiency in English has become essential not only for career advancement but also for accessing the latest academic journals, studies, and publications, which are predominantly in English. Moreover, a significant portion of online information is available exclusively in English.

Beyond professional requirements, English serves as the language of art, culture, and entertainment, facilitating easy access to books, series, and movies produced in English. Learning English also enhances cultural awareness and fosters better understanding of diverse global perspectives.

Many departments at our university participate in the Erasmus+ Program, enabling students to study abroad. Proficiency in a foreign language, typically English, is a prerequisite for participating in this program.

12.2. What is the Erasmus Study Mobility Program?

Students enrolled in a higher education institution complete part of their education in other higher education institutions abroad. These institutions are determined by inter-institutional agreements. The duration of the program can be between 3 to 12 months, which can be completed in the same academic year, this is valid for associate, undergraduate and post-graduate levels (M.A. and PhD).

Students who study in the first year of associate and graduate programs and in the Preparatory Program cannot benefit from this program. Students in graduate programs can apply in their first year to participate in the Erasmus program in the second year.

12.3. What is the Erasmus+ Program?



The Erasmus+ Program is a new program that has been put into practice in place of the Lifelong Learning and Youth Programs implemented by the European Union between 2007 and 2013. It relies heavily on group projects, but also includes individual projects.

12.4. What are the aims of the Erasmus+ Program? Why is the program named Erasmus?

The Erasmus+ Program aims to equip with to new skills, develop students' personal skills and increase employment opportunities regardless of their age and educational background. The Erasmus+ Program covers the fields of education, youth and sports. The main reason for giving the Erasmus + Program this name is to benefit from the public recognition and its strong identification with education abroad and cooperation with Europe.

12.5. What Areas Does the Erasmus+ Program Support?

- Education
- Education / Teaching
- Training
- Professional development
- Non-formal learning-based youth activities
- Volunteer work



In the field of higher education, beneficiaries of this Program will have the opportunity to study and teach in higher education institutions within the European borders or anywhere in the world. For detailed information, please see the Erasmus + Program Guide ([Link](#)).

12.6. What is the Secondos Exchange Program?

The Secondos Program is initially a pilot project signed between our university and the University of Innsbruck in Austria. Officials from the University of Innsbruck, having visited our university on September 19, 2011, initiated the Secondos agreement, which would span five years. This project, well-received by our university, aims to allow university students of Turkish origin in Austria to become more familiar with Turkish culture, lifestyle, and educational system. They will study at our university for one or two terms with the goal of strengthening relations between the two countries in the future. Additionally, graduate students from our university with equivalent departments at the University of Innsbruck can also participate in this program to study in Austria. For detailed information on exchange programs, please visit <http://intoffice.uludag.edu.tr/>.

13. Extracurricular Activities and Seminars for Students

As BUUSFL, we give importance to creating different learning environments both in and out of class. For this reason, we offer events such as English Clubs, Quiz Competitions which are organized by using various interactive and online applications (Quizizz, Kahoot, etc.) and English presentation competitions to enable the students to have fun while learning.

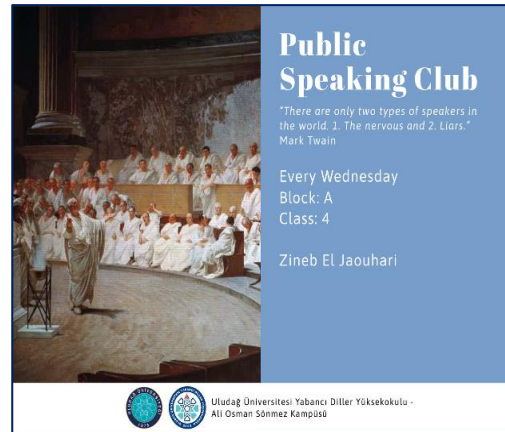
13.1. English Clubs

You can improve your language skills by taking part in communicative activities in an informal setting in various English clubs run by our lecturers. The clubs last four weeks and students have the opportunity to join a different club each term and benefit from all clubs throughout the year.



13.1.1. In the Speaking Club, you have the opportunity to use English outside the class in task-oriented activities that require communicating and collaborating with other students. You can do this by preparing and presenting posters, giving information on a specific subject and sharing your experiences.

13.1.2. In the Film Club, you can improve your listening and speaking skills through interesting audio-visual materials chosen by our students and instructors.



13.1.3. The Reading Club is where you can practice speaking English with other students through the materials you read, and this enables you to acquire the habit of reading books in a foreign language.



13.1.4. School Magazine: The cover image of our school magazine, published every term, is designed by our students, and the winning design receives an award. In the school magazine, our students can publish their articles on topics of their choice. You can access the latest issue of our school magazine by clicking [here](#) or on the cover of our school magazine on the right.



13.2. English General Knowledge Competitions

The English General Knowledge Competitions are conducted through various digital applications. Our students can participate in the competition in teams with their friends, providing a fun and exciting environment to test their general knowledge and use English in a different setting.



13.3 English Presentation Competition

English Presentation Competition is another extra-curricular activity that we organize for our students. In this competition students have the opportunity to demonstrate their speaking skills in the foreign language they are learning in front of an audience.



13.4. Seminars

Seminars are held throughout the year by inviting lecturers from the major faculties of our university to our school. In these seminars, our academicians convey their knowledge and experience to our students about the role of English in academic studies and professional life and answer questions. Seminars on programs such as Erasmus+, EVS, AIESEC and Work&Travel that our students want to get information on are also held at our school.



14. Student Representatives

At BUUSFL, we care about our students' opinions about the program we implement and the materials we use at our school. A student representative from each class is selected to serve as a bridge between the administration and the students. These students play an active role in understanding the students' problems better by the administration. Student representatives also help our administrators and teachers in announcing extracurricular activities and organizing them when necessary. These student representatives will have the opportunity to develop their own social and communication skills with these tasks.



15. Volunteer Student Activities

Our students can voluntarily participate in various activities organized at BUUSFL. After the events, these students are presented with various awards and certificates of appreciation or participation.

15.1. Environment-Themed Fair

At BUUSFL, a fair is organized during the last weeks of each spring semester to raise awareness for a sustainable environment. At this event, food and beverage stands are set up, and a music performance is held. Additionally, the proceeds from the food sales are donated to the TEMA Foundation in the form of trees. During this enjoyable event, our students can participate as stand managers or event organizers, or they can simply attend to support the organization. Students who wish to take an active role in the event need to contact the Student Activities Unit at the beginning of the spring semester.





15.2. FLT (Foreign Language Teaching) Conference Organization

Our students can take an active role in organizing the FLT (Foreign Language Teaching) Conference, which is held at regular intervals. To do so, interested students should contact the Student Activities Unit at the beginning of the spring semester.

16. Scholarships and Part-Time Work Opportunities

16.1. Scholarships

The number of coursebooks and/or food grants that BUUSFL can offer change every year. These are given to students who meet certain criteria.

16.2. Part-Time Work Opportunities

Our institution offers **part-time** work opportunities to a certain number of students. Students can work in the Self-Access Centre, Technology Committee and Student Activities Unit after class. Students who work in the Self-Access Centre and Technology Committee must have sufficient computer hardware and software knowledge. Interested students can contact the **BUUSFL Secretary**.

17. Dining Hall and Library

You can use your student identity cards, given to you at registration, at the Dining Hall by loading them from the ATMs at the Block-A entrance. You can also borrow books from the Central Library in Görükle Central Campus with the same identity card. Students who have not been given a student identity card can buy a meal ticket from the Dining Hall.

18. School Layout

In the table below, the layout plan of BUUSFL is presented:

BLOCK-A	BLOCK-B
Classrooms 1-25 (Ground Floor)	Classrooms 26-50 (Ground Floor)
Student Affairs (Top Floor)	Masjid for Men and Women (Top Floor)
Academic Staff Offices (Top Floor)	Self-Access Centre (Top Floor)
Administrative Staff Offices (Top Floor)	International Exam Center (Top Floor)
Seminar Hall (Top Floor)	

Table 6: BUUSFL Layout

19. Accommodation

Students studying at our school have the opportunity to stay in public and private dormitories. Facilities such as canteens, TV halls, laundries, cleaning and transportation services etc. may differ depending on the choice of dormitory. Students can learn the details of the services and fees of the dormitories they will stay in detail from <https://kygm.gsb.gov.tr/YurtMudurlukleri>.

20. International Exam Center

Our School of Foreign Languages is an authorized TOEFL IBT, TOEFL ITP, TOEIC (English), Test DaF, Wi DaF (German) and TFI (French) center. These internationally valid exams are held at our school regularly. Detailed information is available on our website.



21. Foreign Language Courses

At BUUSFL, foreign language courses (English, German, French, and Arabic) are offered to students and professionals from various sectors. These courses are conducted by expert academicians based on the basic language skills determined by the European Language Criteria's "CEFR" (Common European Framework), including Speaking, Writing, Reading, Listening, as well as Grammar and Vocabulary.

21.1. Foreign Language Courses (English, German, French, Arabic)



Our general foreign language courses consist of a total of 6 levels (A1, A2, B1, B2, C1, C2) and each level lasts 3 months (12 weeks -120 hours). The purpose of our B1 and B2 courses is to make them proficient in English and to prepare them for the exchange program they will participate in, inform them about the country they will go to and enable them to deal with the daily situations they will encounter. Additionally, these courses prepare students for exams conducted by international institutions.



Students who successfully complete our B2 level courses receive the ERASMUS +, MEVLANA and SECONDOS Language Level Certificates along with the BURSA ULUDAĞ UNIVERSITY Certificate. In addition, they do not need to take the Bursa Uludağ

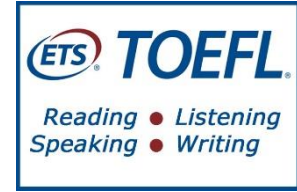
University ERASMUS +, MEVLANA and SECONDOS language exam. The equivalence table and detailed information about the exams and courses are available on our website.

21.2 Preparation Courses for National Foreign Language Exams (YDS, e-YDS , YÖKDİL, BUÜDS)

These courses aim to prepare students for national foreign language exams. They focus on vocabulary, different question types, tests, test-solving techniques, reading, and grammar revision according to exam topics. Only students with at least a B1 level of English can attend these courses. Individuals who want to enroll must first achieve a sufficient score on our institution's Placement Test. Placement Tests are held daily during working hours. Those who have obtained a score of 40 or above on the BUÜDS/YDS in the last five years do not need to take the Placement Test. These individuals must submit a copy of their exam results at the time of application.

21.3. Preparation Courses for International Foreign Language Exams (TOEFL IBT, TOEIC, TOEFL ITP, IELTS, TestDaF)

Individuals with a foreign language level of at least B1 can participate in these courses. Our aim is to help individuals reach the target level necessary to succeed in the relevant exam.



22. Frequently Asked Questions

Frequently asked questions can be accessed on our website or via this [link](#).

23. Important Contact Information

University Units	Bursa Area Code: (+90) (224)
School of Foreign Languages (BUUSFL)	294 26 56 – 261 52 05 / Fax : 261 52 06
BUUSFL Email	ydyo@uludag.edu.tr
BUUSFL Instagram	Link

BURSA ULUDAĞ UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

LANGUAGE COURSES

English, German, French, Arabic

Certificate Programs

A1, A2, B1, B2
Erasmus+
Mevlana/Secondos
Speaking Club
Akademic Writing



Preparation Courses

YDS/YÖKDİL TESTDAF
TOEFL/ TOEIC TOEFL

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Lifelong
Learning
Programme