BURSA ULUDAĞ UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STUDENT HANDBOOK

ENGLISH

ENGLISH

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CONTENTS

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) 2025-2026 ACADEMIC YEAR FOREIGN LANGUAGE EDUCATION REGISTRATION CALENDAR

REGISTRATION CALENDAR FOR PREPARATORY PROGRAM	Start	End	Information
APPLICATIONS FOR EXEMPTION FROM THE COMPULSORY PREPARATORY PROGRAM	25.08.2025	26.09.2025	(1)
APPLICATIONS FOR THE PLACEMENT EXAM FOR THE OPTIONAL PREPARATORY PROGRAM	25.08.2025	05.09.2025	(2,4)
PROFICIENCY EXAM FOR THE COMPULSORY PREPARATORY PROGRAM **(1ST SESSION – WRITTEN PART)** This exam is compulsory for the students who have registered for the **Compulsory Preparatory Program**. Please read the explanation written on the right column carefully. ***** The students who have scored 60% and higher must attend the 2nd session of the exam on 11.09.2025.**	09.09.2025 (Exam Hour: 10:00)		(2,3,5,6,7)
PLACEMENT/PROFIFIENCY EXAM FOR THE OPTIONAL PREPARATORY PROGRAM 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.	10.09.2025 (Exam Hour: 10:00)		(2,4,7)
PROFICIENCY/PLACEMENT EXAM FOR THE COMPULSORY PREPARATORY PROGRAM **(2ND SESSION – WRITING + SPOKEN PART)** ***** Only the students who have scored 60% and higher in the first session of the exam held on 09.09.2025 are allowed to take this part of the exam.**	11.09.2025 (Writing Exam Hour: 10:00 Speaking Exam Hour: 11:30)		(2,3,5,6,7)
ANNOUNCEMENTS OF THE RESULTS OF THE PROFICIENCY/PLACEMENT EXAM FOR THE COMPULSORY PREPARATORY PROGRAM	18.09.2025		(6)
ANNOUNCEMENTS OF LISTS OF THE PREPARATORY CLASSES AND THE ORIENTATION PROGRAM	19.09.2025		(5,6,7)
ORIENTATION WEEK	22.09.2025	26.09.2025	(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 https://uludag.edu.tr/tr/ydyo. Students subject to the **compulsory preparatory class <u>do not need</u>** to apply for the Preparatory Exemption Exam. However, students wishing to attend the **optional preparatory class <u>must apply</u>** online in accordance with the relevant article below. Foreign students must have a Turkish Language Certificate to attend the foreign language preparatory class. **<u>All foreign students</u>** who will attend the Compulsory or Optional Foreign Language Preparatory Class <u>must personally apply to the School of Foreign Languages Student Affairs with their Turkish Language Certificate within the time specified in the academic calendar</u> (Tel: 0224 294 26 56).

(3) The students who have registered for the Compulsory Preparatory Program for the first time in the 2025-2026 academic year and the students who completed but failed the Compulsory Preparatory Program in the 2024-25 academic year can take the **Proficiency Exam for the Compulsory Preparatory Program**.

The 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 11.09.2025. 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 (essay)** and **a speaking exam**. The writing and speaking exams are evaluated out of a total of 40 points, and a minimum achievement rate of 60% is required. Students who meet this criterion and obtain a total score of 60 or above from the combined Test, Writing, and Speaking exams are considered exempt from the Compulsory Preparatory Program and may directly begin their undergraduate studies. Students who successfully complete the first session but either do not attend the second session or fail to achieve a 60% success rate in the second session are placed in the appropriate module of the Compulsory Preparatory Program based on their scores.

The Placement Exam is compulsory for the students who have registered for the **Optional Preparatory Program**. It consists of 1 session. It has 80 multiple-choice questions

ranging from A2 to B2 levels. The students who do not take this exam cannot continue their studies in the preparatory program.

Participation in the **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 hhttps://uludag.edu.tr/tr/ydyo 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 19.09.2025 at http://uludag.edu.tr/ydyo. Students who are eligible to attend the optional preparatory class must participate in the Placement Exam on 10.09.2025. 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 09.09.2025 are directly enrolled in the preparatory class at A2 level. Class lists and the orientation program are announced on 19.09.2025 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 19.09.2025. 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) 2025-2026 ACADEMIC YEAR PREPARATORY CLASS ACADEMIC CALENDAR

FALL SEMESTER	Start	End
FALL SEMESTER (72 WORKING DAYS) Due to public holidays on October 28–29, 2025, and January 1, 2026, no classes will be held on these dates, and they are not included in the total of 72 working days.	**29.09.2025**	**17.01.2026**
1ST QUARTER CLASSES FOR MODULES	29.09.2025	21.11.2025
1ST QUARTER END-OF-MODULE EXAMS	20.11.2025	21.11.2025
1ST QUARTER MAKE-UP EXAMS	24.11.2025	
HOLIDAY AFTER 1ST QUARTER **(In the holidays after each quarter, there are no classes, and they are not included in the total of 72 working days.)**	24.11.2025	28.11.2025
2ND QUARTER CLASSES FOR MODULES	01.12.2025	16.01.2026
2ND QUARTER END-OF-MODULE EXAMS	15.01.2026	16.01.2026
2ND QUARTER MAKE-UP EXAMS	19.01.2026	
SPRING SEMESTER	Start	End
SPRING SEMESTER (70 WORKING DAYS) No classes will be held between March 16–20, 2026, and May 25–29, 2026, due to the public holidays, and these dates are not included in the total of 70 working days. The make-up class for the April 23, 2026 public holiday will be held on June 8, 2026; the make-up for the May 1, 2026 public holiday will be held on June 9, 2026; and the make-up for the May 19, 2026 public holiday will be held on June 10, 2026.	**09.02.2026**	**10.06.2026**
3RD QUARTER CLASSES FOR MODULES	09.02.2026	03.04.2026
3RD QUARTER END-OF-MODULE EXAMS	02.04.2026	03.04.2026
3RD QUARTER MAKE-UP EXAMS	06.04.2026	
HOLIDAY AFTER 3RD QUARTER **(In the holidays after each quarter, there are no classes.)**	06.04.2026	10.04.2026
4TH QUARTER CLASSES FOR MODULES	13.04.2026	10.06.2026
4TH QUARTER END-OF-MODULE EXAMS	09.06.2026	10.06.2026
4TH QUARTER MAKE-UP EXAMS	15.06.2026	
PROFICIENCY EXIT EXAM	**22.06.2026**	**23.06.2026**
PROFICIENCY EXIT MAKE-UP EXAM	**29.06.2026**	**30.06.2026**

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/ı 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

At Bursa Uludağ University School of Foreign Languages (BUUSFL), our mission is to provide high-quality language education through innovative technologies, inclusive practices, and a student-oriented, communicative environment. We aim to support students in acquiring foreign language skills essential for academic achievement, professional success, and intercultural competence with a strategic focus on sustainability and digital transformation.

In alignment with principles of equity, diversity, and inclusion (EDI), our institution fosters cooperation between students and instructors to cultivate autonomous learners who are empowered to engage with lifelong language learning in an evolving, interconnected world.

Through Connected Planning Protocols (CPP), we ensure that language education initiatives are collaboratively developed, transparently managed, and informed by evidence-based practices.

3. Vision

Our vision is to establish a dynamic and inclusive learning environment where students can independently and creatively develop their language skills. This vision is crystalized through a strong commitment to student-centered, collaborative, and innovative approaches to education, integrating modern methodologies, AI-supported tools, and following international frameworks such as the CEFR and Eaquals Quality standards.

4. Ethos

Common Mind and Participation: To ensure that the employees participate in management processes at all levels by protecting their characteristics and ideals and valuing the opinions and thoughts of all shareholders.

Commitment to Ethical Values: To pay attention to legal, scientific, and moral values always, and in all tasks.

Respect for Social Values: To be respectful and sensitive to universal and social values as well as our employees and all stakeholders within the framework of our university's duties and responsibilities.

Respect and Sensitivity to the Environment: To be a pioneer for environmental protection, sustainability, and improvement.

Transparency: To ensure that all rules and practices are known and followed by all stakeholders.

Lifelong Education: To enable individuals to discover their own learning methods and continue their language development.

Responsibility: To accept all practices in all aspects while performing their duties towards all stakeholders.

Collaboration: To prioritize interdisciplinary and inter-unit cooperation through structured platforms.

Standardization and Equity: To ensure that all practices are inclusive, fair, and consistently applied across units and individuals.

PRINCIPLE OF EQUALITY

Bursa Uludağ University School of Foreign Languages is committed to the principle of equal opportunity and non-discrimination in education and employment. The institution upholds respect for all individuals during educational and admission processes, regardless of gender, religion, national or ethnic origin, race, color, physical disability, physical appearance, marital or parental status.

5. Policies
5.1. Equity, Diversity, and Inclusion (EDI) Policy
Purpose

At BUUSFL, our priority is to create a learning environment in which all students feel safe, respected, and supported. The principles of equality, diversity, and inclusion are fundamental at every stage of language education—from classroom activities and assessments to material selection and student engagement.

This policy ensures that no student is subjected to discrimination based on gender, language, nationality, identity, or special circumstances, and guarantees equal opportunities and full participation in all aspects of the learning process.

Guiding Principles

Equity: Identifying and removing barriers that may prevent fair access, participation, or achievement in academic life.

Diversity: Recognizing and reflecting on the different cultures, languages, and experiences of all individuals within the school community.

Inclusion: Creating learning and working environments where all individuals are respected and encouraged to take part.

What Does This Mean for You?
Throughout your preparatory education, the BUUSFL is committed to providing you with the following opportunities:

- A learning environment in which every student is respected and supported.

- Course materials and examples selected to reflect cultural and linguistic diversity.

- Teaching methods and assessment tools adapted to different learning needs.

- Instructors who are expected to use respectful and equitable language in communication.

- Open communication channels available for submitting complaints, suggestions, or concerns about perceived inequality.

Where Does the EDI Policy Apply?

The EDI policy is not limited to the classroom; it is actively implemented in the following areas as well:

Unit	How Is It Implemented?
Management	It defines the EDI guidelines, ensures the fair use of resources, and **promotes transparency, diversity, and equality within the school community.**
Testing	Examinations are designed **fairly**, providing **equal participation conditions** for all students.
Curriculum	Course content is regularly updated to include **diverse cultures and perspectives**.
Digital Tools	Online platforms are organized to be **accessible** to everyone.
Student Activities	Student clubs and events reflect **cultural diversity** and are **open to all students**.
Quality Assurance	**Feedback** received from all students contributes to the development of school policies.

Monitoring and Development of the Policy

The EDI policy is reviewed annually and updated when necessary. Feedback from students is taken into consideration during this process. By sharing your views, you can contribute to making the learning environment more inclusive.

5.2. Artificial Intelligence (AI) Policy

At the BUUSFL artificial intelligence (AI) technologies are utilized as complementary tools to enhance the effectiveness of language teaching and learning processes.

Privacy and Data Protection

All AI platforms and tools used in courses operate in compliance with strict privacy and data protection regulations. Student data is collected solely for educational purposes, and all necessary measures are taken to ensure the confidentiality and security of such data. Students are expected to exercise caution when sharing personal and confidential information on AI platforms. They are responsible for safeguarding the data shared with them and for not disclosing it to unauthorized third parties.

Accessibility

AI-supported learning resources and digital platforms are designed and delivered in a manner that ensures accessibility for all students, regardless of individual needs or circumstances. Necessary adjustments and improvements are made to enhance technical, pedagogical, and physical accessibility to ensure equity of access.

Human Oversight and Support

AI tools are intended to support and complement instructors rather than replace them. Throughout the course, instructors provide guidance, feedback, and support, ensuring a balanced integration of technological and human interaction.

Ethical and Fair Use

Students are expected to fully adhere to the principles of academic integrity while using AI tools. Proper citation of AI-assisted work is required. Students must avoid directly copying AI-generated content and refrain from any form of plagiarism. In all in-class and out-of-class assignments, students must use AI tools in accordance with relevant regulations and demonstrate honesty and transparency in their interactions with instructors regarding the timing, extent, and manner of AI use.

Informed and Responsible Use

Students are expected to use AI tools consciously and for pedagogical purposes. They are encouraged to participate in AI literacy and ethical use training.

It is their responsibility to critically evaluate the outputs of AI tools by understanding their advantages and limitations. Students are also expected to use approved and recommended AI tools and to ensure that the selected tools are appropriate for the intended purpose.

Continuous Improvement and Feedback

The use of AI in courses is regularly evaluated and subject to continuous improvement. Student feedback is actively used to enhance the effectiveness of AI technologies and to better integrate them into course curricula.

Transparency and Accountability

AI use in courses is implemented in line with the principle of transparency. Students are informed in detail about the purposes and methods of AI use in their learning processes. The functioning of automated grading and feedback systems is explained, and students have the right to access relevant algorithms and evaluation criteria. AI-generated content must be reviewed to prevent the use of inaccurate, incomplete, or misleading information, and human validation should be conducted when necessary. Any concerns or questions regarding the use of AI should be directed to the course instructors or the relevant academic authorities. Students are accountable for any unethical conduct or violations arising from their use of AI and may be referred to the Disciplinary Committee for further disciplinary action.

5.3. Sustainability Integration Policy

At BUUSFL, sustainability is part of both school culture and daily educational practices. This policy explains how the school supports environmental responsibility, careful use of resources, and teaching methods that promote sustainability in all academic units.

Pedagogical Integration

Sustainability topics are included in language teaching through curricular themes, classroom discussions, task design, and student portfolios. Students also learn about environmental issues as part of global citizenship education, with content designed to match their level and learning needs.

Digitalization and Resource Efficiency

Academic units use digital tools to reduce paper use and avoid unnecessary waste. Syllabi, portfolios, assessment documents, and feedback systems are all shared online. The Digital Services Unit supports systems that reduce printing and promote sustainable resource management.

Sustainable Assessment Practices

The Testing Unit uses paperless systems for exams and assignments. When suitable, tasks related to sustainability are also included. Digital assessment folders and task banks are used to avoid repetition and reduce material waste.

Environmentally Conscious Materials Development

The Materials Development Unit makes sure that teaching materials include reusable digital templates and open educational resources (OER). Besides, lessons regularly cover topics related to environmental and cultural sustainability.

Sustainable Student Engagement

The Student Activities Unit supports student projects that focus on sustainability. These include digital magazine work, eco-themed campaigns, and participating in national environmental initiatives such as those by TEMA. When possible, these activities are also included in student portfolios.

Institutional Operations and Leadership

Institutional leadership works with BUU's Sustainability Commission and other university-wide initiatives to connect language education with environmental goals. Sustainability is also considered in hiring practices, professional development planning, and international partnerships.

Monitoring and Review

The Quality Unit checks the school's progress on sustainability through its regular review process. Academic units keep records of related activities, which are reviewed every year as part of the school's planning and improvement cycle.

6. BUUSFL Educational Approach

BUUSFL adopts a **student-** and **learning-centered 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. (See Figure1):

6.1 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.
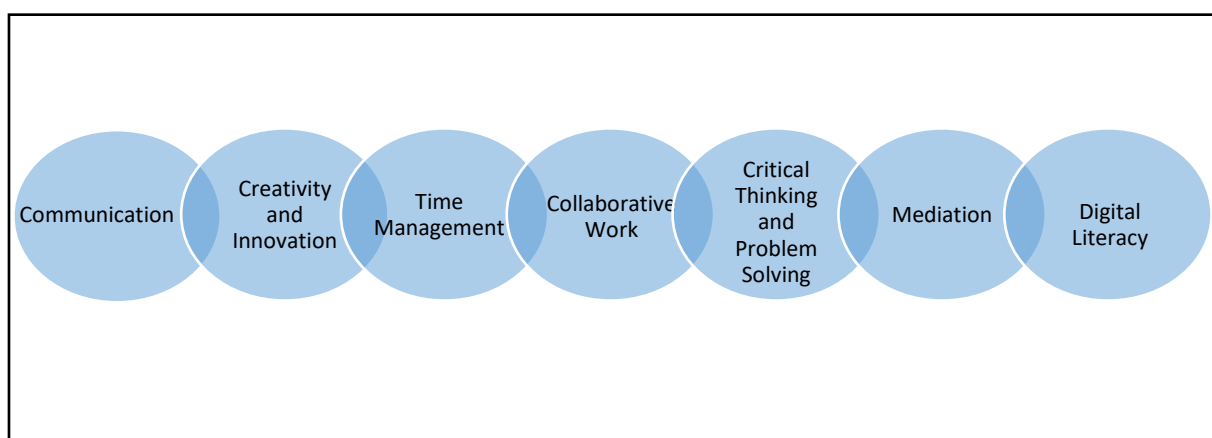
Figure 2: Targeted 21ˢᵗ Century Skills

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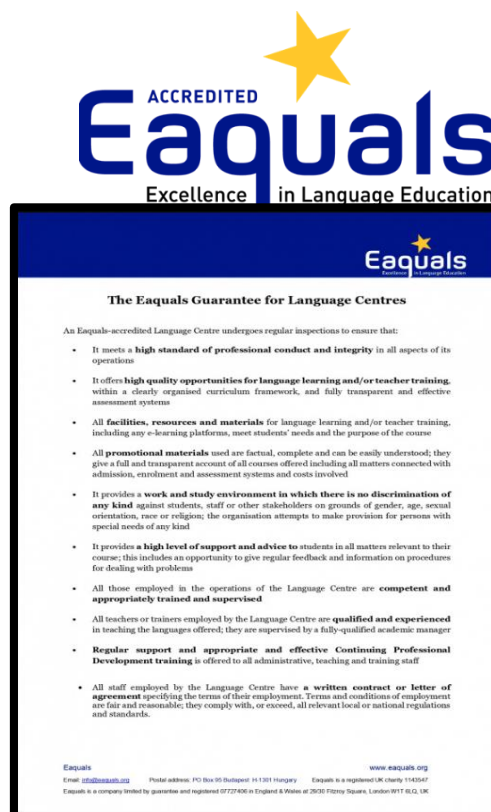
8. English Preparatory Program Instructional Design Model

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.

9. 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 weeks
Module II	Pre-Intermediate Level Language Skills (B1)	English for General Purposes	24	7 weeks
Module III	Intermediate Level Language Skills (B1+)	English for General Purposes	24	7 weeks
Module IV	Upper-Intermediate Level Language Skills (B1+)	English for Academic Purposes	24	7 weeks
Module V	Advanced Level Language Skills (B2)	English for Academic Purposes	24	7 weeks

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. 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 enroll 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. 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.
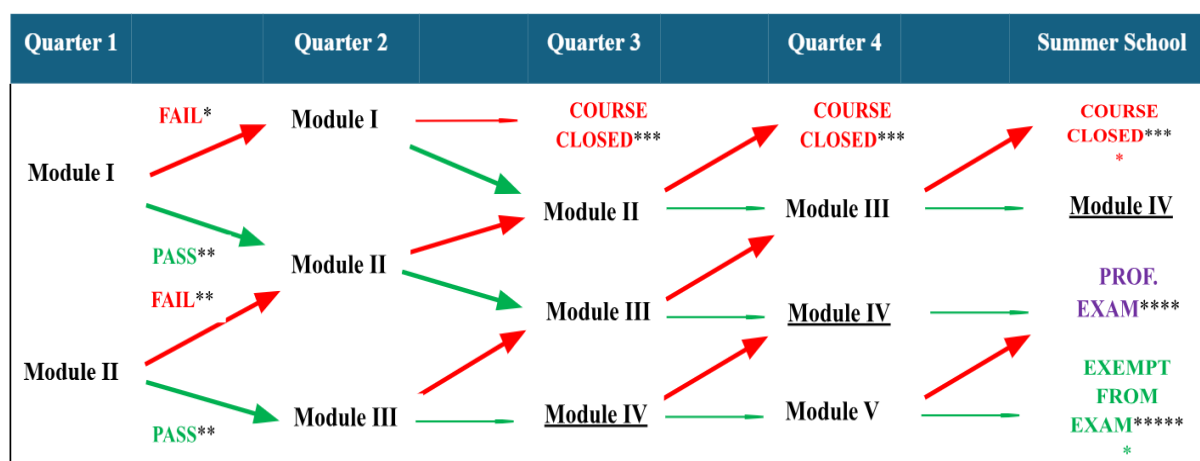
Table 3: Modular System: Progression and Proficiency Exam

* **RED** lines indicate the continuation of a module or the path followed when students **FAIL** a module.

** **GREEN** lines indicate the continuation of a module or the path followed when students **PASS** a module.

*** **COURSE CLOSED** means no further courses will be offered.

**** **PROF. EXAM** refers to the Proficiency Exam conducted at the end of the academic year.

****** **EXEMPT FROM EXAM** means students who complete Module V successfully do not take the Proficiency Exam.

Modular System: Progression and Proficiency Exam

1. To complete a module successfully, students must achieve at least 60% and meet the attendance requirement of 80% of the lessons.

2. If students fail a module, they may repeat the same module. However, students who start from Module I and fail twice in total are not allowed to proceed to another module or take further courses. Students who begin from Module II are not allowed to move on to another module or take courses if they fail three times in total.

3. To pass the prep class, students must reach Module IV as the exit level.

4. To pass the prep class, students must successfully complete Module IV and then take the Proficiency Exam. In order to successfully complete the preparatory class, the arithmetic average of the module grade and the proficiency exam score must be at least 60 out of 100. The preparatory class final grade is calculated as follows:
    50% of their Module IV average
    50% of their Proficiency Exam or Makeup Exam score

5. Summer School and Proficiency Exam: Students who do not successfully complete Module IV may retake it during Summer School, if offered. Students who successfully complete Module IV in Summer School are eligible to take the Proficiency Exam at the end of the summer term. To pass the Summer School program, the average of the module grade and the proficiency exam score must be at least 60 out of 100.

6. Students who do not successfully complete Module IV are **not eligible** to take the Proficiency Exam at the end of the 4th Quarter or at the end of Summer School. However, they may take the Proficiency Exam at the beginning of the following Fall semester.

7. Students who successfully complete **Module V** are **exempt** from the Proficiency Exam. Since Module IV is the official exit level, the proficiency requirement is already considered fulfilled. The average grade of Module V is accepted as the final preparatory class grade. However, students who wish to improve their final preparatory grade may apply to take **the Proficiency Exam** based on their Module IV average. Students who choose to take the Proficiency Exam in this way cannot use their Module V grade again.

8. **Students who fail Module V** are required to take the Proficiency Exam.

In order to successfully complete the preparatory program, the average of the Module IV grade and the Proficiency Exam score must be at least 60 out of 100.

9. **Students who fail the preparatory program for any reason** may retake the Proficiency Exam at the beginning of the following Fall semester.

10. 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 4).

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 4: 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 5).

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 5: 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.

10.1. Assessment and Evaluation

In our BUUSFL Preparatory Design Model, seven different types of assessment and evaluation, as explained below (Items 10.1.1 - 10.1.7), 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.

10.1.1. 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.

10.1.2. 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.

10.1.3. 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.

10.1.4. 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.

10.1.5. 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.

10.1.6. Proficiency Exit and Proficiency Make-Up Exams

These exams mark the completion of the Preparatory Program for students who fulfill the criteria outlined in the Preparatory Program Design Model. The exams consist of multiple sessions, including both written and oral components. Students who fail the Proficiency Exam are eligible to take the Proficiency Make-Up Exam as a second opportunity.

10.1.7. Proficiency Exam for Repeat Students

This exam is administered at the end of the following 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.

10.2. Calculation of Success Grade

The following criteria are applied in all modules specified in the BUUSFL Preparation Program Design Model (see Table 6).

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

Table 6: 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.

10.3. 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.

During the orientation days that are held before preparatory education starts, students are provided information on coursebooks, weekly lesson schedules, lesson plans, 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 are required to attend this orientation program. Details of the Orientation Program are announced on ydyo.uludag.edu.tr. Students are not recommended to get their coursebooks prior to the Orientation Program as there may be changes in classes and levels.

11. The learning outcomes of the modules offered in the preparatory program

In the Preparatory Program;

At the end of Module 1 (A2 English for General Purposes), students can;

- Understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography, employment) when speech is clear and slowly articulated.
- Catch the main point in short, clear, simple messages and announcements.
- Read short, simple texts.
- Find specific and predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables.
- Understand short simple personal letters.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Manage short social exchanges but may not understand enough to keep the conversation going.
- Use simple techniques to start, maintain, or end a short conversation.
- Describe their family and other people, living conditions, educational background, and present or most recent job using simple phrases and sentences.
- Convey the plot of a storybook or movie and express their reactions.
- Write short, simple notes and messages related to urgent needs.
- Write a very simple personal letter to express thanks.
- Fill in personal details on forms, such as name, nationality, and address, for hotel registration.
- Convey straightforward, predictable information and express main points.
- Mediate in very short informal conversations, provided speakers are willing to repeat or rephrase what they say.
- Explain the main points of simple texts on familiar topics.
- Translate very simple, everyday expressions into the target language (L2).
- Initiate, maintain, and close simple face-to-face conversations.
- Attract attention to start a conversation.
- Ask for clarification when something is not understood.

- Carry out and respond to basic language functions, such as exchanging information and making requests.
- Appropriately use simple polite phrases (e.g., please, thank you).
- Maintain short social exchanges using everyday greetings and forms of address.

At the end of Module 2 (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.
- 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.
- Understand texts that consist mainly of high frequency every day or job-related language.
- Communicate to describe experiences, events, dreams, hopes, and ambitions using simple and connected phrases.
- Briefly give reasons and explanations for opinions and plans.
- Convey the plot of a story, book, or film and express personal reactions.
- Use a repertoire of frequently used phrases and structures with reasonable accuracy in more predictable situations.
- Use a good range of vocabulary related to familiar topics and everyday situations.
- Understand the description of events, feelings and wishes in personal letters.
- Produce straightforward, connected text on topics that are familiar or of personal interest.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Take part in conversations on topics of personal interest such as family, hobbies, work, travel, and current events without prior preparation.
- Interact about experiences, events, impressions, and feelings, provided beforehand.
- Ask for or give simple clarifications and respond in detail to comments and questions.
- Interact with a group working on a project when supported by visuals such as images, statistics, or charts.

- Convey information presented in clear, well-structured texts on familiar, personal, or current interest topics.
- Help define a basic task and ask others to contribute their expertise.
- Invite others to explain their views, give reasons, or elaborate on points they have made.
- Check understanding by asking appropriate questions and confirm mutual understanding by repeating part of what someone has said.
- Support shared communication by introducing people, exchanging information about priorities, and making simple requests for confirmation or clarification.
- Relay the main point of what is said on subjects of personal interest, provided speakers articulate clearly and allow time for planning responses.

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.
- 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.
- Understand texts composed of high-frequency language commonly used in everyday or work-related situations.
- Communicate using connected phrases to describe experiences, events, dreams, hopes, and ambitions in a simple way.
- Briefly give reasons and explanations for opinions and plans.
- Tell a story or summarize the plot of a book or film and describe reactions.
- Use frequently occurring "routines" and structural patterns in predictable situations with reasonable accuracy.
- Use a good range of vocabulary related to familiar topics and everyday situations.
- Understand descriptions of events, feelings, and wishes in personal letters.
- Produce simple, connected texts on familiar or personally interesting topics.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Engage in unprepared conversations on topics of personal interest or daily life (e.g., family, hobbies, work, travel, and current events)

- Interact about experiences, events, impressions, and feelings, provided beforehand.
- Ask for or give simple clarifications and can respond to comments and questions in some detail.
- Interact in a group project setting, especially when visual aids (pictures, statistics, charts) are available to help explain more complex concepts.
- Relay information from clear, well-structured informational texts on familiar, personal, or current interest topics.
- Help define a task in basic terms and ask others to contribute their expertise.
- Invite others to participate, ask them to explain their opinions, or elaborate on specific points.
- Ask appropriate questions to check understanding and repeat parts of what someone has said to confirm mutual understanding.
- Support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation or clarification.
- Relay the main idea of what is said on personally relevant topics, provided speakers speak clearly and allow time for planning responses.
- generally follow the main points of extended discussion around them, provided people articulate clearly in standard language.
- Express personal opinions and ideas in informal discussions with friends.
- Use simple language flexibly to express most of what they want.
- Maintain a conversation or discussion, though may be difficult to follow when trying to express more complex thoughts.
- Continue understandably, but pauses for grammar or vocabulary planning and self-correction are especially noticeable in longer, more spontaneous speech.
- Deal flexibly with problems likely to arise in everyday life.
- Manage most situations that might arise while arranging travel or travelling via a travel agency.
- Understand most written and spoken expressions on familiar topics related to personal and general interests.
- Understand most recorded materials on current events or topics of personal or professional interest.

- Not only understand simple connected texts on familiar topics but also comprehend detailed texts on a wide variety of subjects, maintain interactions, handle everyday problems flexibly, and exchange a large amount of information in various contexts.
- Provide a viewpoint on a topical issue, giving the advantages and disadvantages of various options, along with justifications and explanations.
- Write somewhat detailed texts on a wide range of familiar topics related to personal or professional interests.
- Use a broad range of vocabulary for most general topics and topics of interest.

At the end of Module 4 (B1+ English for Academic Purposes), students can:
- Understand the main ideas in clear, standard speech on familiar situations related to personal interests and general topics.
- Grasp the main points in recorded materials on current events or topics of personal/professional interest.
- Understand not only simple and connected texts on familiar topics but also clear and detailed texts on a wide range of subjects.
- Sustain interaction in various contexts, express themselves, and exchange information.
- Present their viewpoints on a current topic with justifications and explanations and outline the advantages and disadvantages of various options.
- Provide clear and simple descriptions on a wide range of topics related to their interests.
- Produce detailed written texts on familiar topics related to personal or professional interests.
- Link phrases simply to describe experiences and events.
- Use higher-order thinking skills (HOTs) to understand the target language more deeply and to evaluate information presented in academic settings more critically.
- Mediate between written, visual, and spoken materials and concepts; establish connections, resolve misunderstandings, and manage and enhance communication.

- Use a repertoire of language structures in familiar contexts with reasonable accuracy and generally good control.
- Use a wide range of vocabulary effectively for general, academic, and interest-related topics.

At the end of Module 5 (B2 English for Academic Purposes), students can:
- Understand extended speech and lectures and follow complex lines of thought, provided the topic is reasonably familiar.
- Comprehend most standard spoken videos and recorded materials.
- Read articles and reports on contemporary issues in which the authors adopt particular viewpoints.
- Communicate with a degree of fluency and spontaneity on a wide range of topics related to their interests.
- Actively participate in discussions in familiar contexts, defending and explaining their opinions.
- Provide clear and detailed descriptions on a wide range of topics within their area of interest.
- Present a viewpoint on a topical issue, giving advantages and disadvantages of various options along with reasons and explanations.
- Link expressions in a detailed way to describe experiences and events.
- Write clear and detailed texts on a wide variety of topics related to their interests.
- Write different types of essays, convey information, give reasons for or against a particular opinion, and analyze causes and effects of situations or events.
- Use a repertoire of simple and complex sentence patterns with reasonable accuracy and generally good control.
- Use a broad vocabulary to complete sentence-level discourse related to their field and general topics.
- Use higher-order thinking skills (HOTs) to improve comprehension of the target language and to evaluate academic information more critically.
- Mediate written, visual, and spoken materials and concepts; build relationships, resolve conflicts, and enhance communication.

Ref. Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume" (2020).

12. 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.

● 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.

● Being exposed to the language out of class as well as in class will contribute greatly to the learning of the language. While 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, keeping a diary in the target language, participating in online forums, speaking to foreigners will undeniably lead to improving productive language skills. In short, applying what has been learned at every opportunity will make language learning permanent. In order to offer such opportunities to students of the School of Foreign Languages, student clubs focused on speaking, films, music, reading, and similar activities are established. To participate in these clubs, students should regularly check the announcement boards. It is important to remember that language learning is a process that requires patience and persistence. Most importantly, whether inside or outside the classroom, students should not be afraid of making mistakes, keeping in mind that everyone is there to learn the language.

● Each student is assigned an academic advisor from whom they can obtain information about the system and course content. Students may contact their advisor during the designated office hours announced at the beginning of the semester. If a student encounters a problem, they must first consult their advisor, who will then refer them to the relevant office if necessary.

● To prevent distractions and ensure focus during lessons, mobile phones must be placed on silent mode in the designated **phone boxes** in classrooms. Mobile phones, tablets, and other electronic devices may only be used during lessons with the instructor's permission and only if required for the course. Otherwise, actions will be taken in

accordance with the Student Disciplinary Regulation, which is posted on the ground floor bulletin board of Block A.

- Students must refrain from behaviors that may disrupt the peace and order of in-person or online classes and that limit the freedom to teach and learn.

- All students enrolled in BUUSFL programs must actively participate in classes with the required course materials in order to succeed in language learning. The use of **non-original, unlicensed materials is strictly prohibited.** According to Law No. 5846 on Intellectual and Artistic Works, dated 5 December 1951, and related regulations, unlicensed books, CDs, and similar educational materials cannot be used in class. Students are personally responsible for any legal consequences of violating this law.

- Students must not be more than ten minutes late to the first class of the day. Students who arrive after this time will not be allowed into the classroom to avoid disrupting the lesson and other students' concentration. If a quiz is administered at the beginning of the first class without prior notice, late students may take the quiz but will not be granted extra time. For other exams, the relevant exam guidelines will apply. Students are expected to be punctual for all classes. Class schedules are announced at https://uludag.edu.tr/tr/ydyo.

- 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.

- 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**. Attendance is evaluated on a module basis and may vary depending on the module length. In general, students are required to attend at least 80% of total class hours per module.

- Students enrolled in the compulsory English preparatory program who do not meet the attendance requirement cannot take the proficiency or make-up exams and are not allowed to start their departmental programs. These students must repeat the preparatory program at BUUSFL.

- Students enrolled in the optional English preparatory program who complete the one-year course, whether successful or not, or who fail to meet the attendance requirement,

will proceed to their departmental programs. Those who do not meet the attendance requirement are not eligible for proficiency exams and are considered to have withdrawn from preparatory education.

- Students participating in social, cultural, or educational activities may be granted official leave, in accordance with the relevant article of the Bursa Uludağ University Undergraduate Education and Training Regulation published in the Official Gazette No. 28054, dated 14 September 2011. Permission letters must be submitted via petition to the Student Affairs Office of BUUSFL before the activity. Otherwise, students will be marked absent.

- Students who can not take end-of- module exam due to a valid excuse must notify the school **with a petition within three working days** following the end of their excuse. Make-up exams are held at the end of each semester for those whose excuses are accepted by the School Administrative Board. The dates of make-up exams are determined by the board. Make-up exams are not offered for quizzes, placement/proficiency exams, or final make-up exams.

- Students who believe there is a grading error in an exam may submit a petition **within three working days** after the results are announced. The petition will be reviewed by a committee appointed by the School Administrative Board.

- Computers in classrooms are for instructional purposes only and must not be used for personal reasons such as charging devices via USB or playing music. **Devices connected to these computers may be damaged due to voltage differences.** If a student causes damage to classroom equipment, **they** will be held responsible. Similarly, defacing desks or leaving trash in classrooms **is prohibited** and will be penalized in accordance with the disciplinary regulations.

- During exams, students must follow all proctor instructions (exam rules, assigned seating, changes, etc.) and avoid any actions that may compromise exam integrity. Students caught cheating, attempting to cheat, or assisting others will be reported in the Examination Incident Report and **will have their exams invalidated. Proctors are not obliged to warn students in such cases.** Disciplinary action will be taken under the Higher Education Institutions Student Disciplinary Regulation, and the exam grade will be recorded as zero.

- 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.

- Students must carry their **Bursa Uludağ University student ID cards** with them. Entrance to the campus is through turnstiles at the front gate with a valid student ID. Student ID cards may also be checked during exams.

- Smoking is strictly prohibited in the smoke-free areas designated inside and around the School building.

13. Why is Studying in the Preparatory Program Advantageous?

Attending the preparatory program at BUUSFL offers significant advantages in your language learning journey for the following reasons:

- A one-year intensive language program is offered. All language skills—Speaking, Writing, Reading, and Listening—are developed in an integrated way throughout the courses.

- Both local and international instructors teach at our school.

- 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 actively pursue academic and professional development through postgraduate and doctoral programs, participation in international projects, and engagement in various professional training activities. They also successfully represent our institution at both national and international conferences and presentations. The BUUSFL Learning Design Model is delivered by highly proficient language experts.

- Carefully selected, regularly updated, and effective teaching materials are provided along with support for out-of-class study and accurate guidance.

- The program allows students of similar language and academic levels to study together within the university setting.

13.1. Why Should I Learn English?

In today's globalized world, English is the main language of communication. International conferences, fairs, exhibitions, and business meetings are conducted in English. It has become one of the essential tools for advancing in professional life and making progress in one's career. In addition to your professional qualifications, having a sufficient level of English allows you to consider opportunities such as working in multinational companies or abroad. English is necessary for following the most up-to-date academic journals, studies, and publications in their original language. The majority of online content is in English. Moreover, English is the language of art, culture, and entertainment. To easily access books, series, and films published in this language, knowledge of English is essential. English also serves as a bridge to broaden your perspective and to get to know and understand different cultures better.

Many departments at our university send students abroad within the scope of the Erasmus+ Program. Students planning to participate in this program are expected to have foreign language proficiency.

13.2. What is the Erasmus Study Mobility Program?

Erasmus Student Mobility allows a student enrolled in a higher education institution to complete a part of their studies at a partner institution abroad through an inter-institutional agreement. The duration of the activity can range from 3 to 12 months within the same academic year and applies separately to each level of study, including associate, undergraduate, graduate, and doctoral degrees.

Students enrolled in the first year of associate or undergraduate programs, as well as those in preparatory classes, are not eligible to participate in the mobility activity. However, first-year undergraduate students may apply during their first year to join the program in their second year.

13.3. What is the Erasmus+ Program?

The Erasmus+ Program is the new program implemented by the European Union to replace the Lifelong Learning and Youth Programs that were in effect between 2007 and 2013. Although it mainly focuses on project-based activities, it also includes individual mobility opportunities.

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

The Erasmus+ Program aims to help individuals—regardless of age or educational background—develop new skills, enhance their personal growth, and increase their employability. The program supports activities in the fields of education, training, youth, and sports. The name "Erasmus+" was chosen to benefit from the public recognition and positive image of the previous Erasmus Program, which was strongly associated with international education and European cooperation.

13.5. What Areas Does the Erasmus+ Program Support?

- Education
- Learning / Teaching
- Internships
- 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).

13.6. 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 https://uludag.edu.tr/secondos.

14. 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.

14.1. 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 academic year.

14.1.1. 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.

14.1.2. In the Film Club, you can improve your listening and speaking skills through interesting audio-visual materials chosen by our students and instructors.
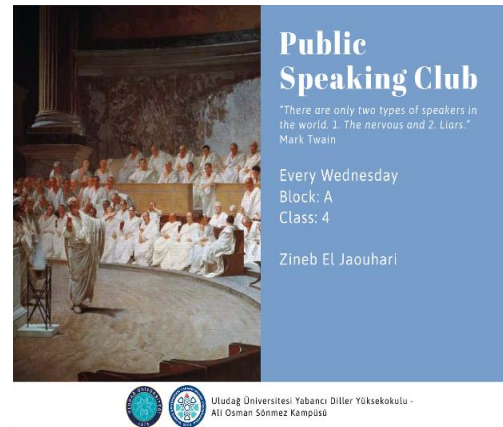
14.1.3. The Reading Club is where you can practice speaking English with other students through the materials you read, and this enables you to acquire the habit of reading books in a foreign language.

14.2. School Magazine

The cover image of our school magazine (Blackboard), which is 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.
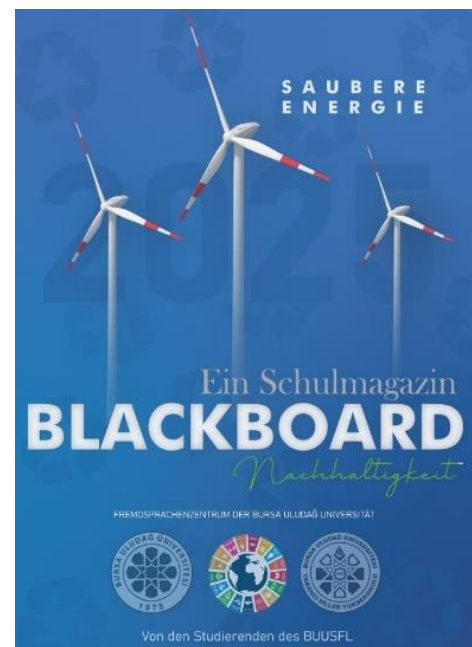
14.3. English General Knowledge Competitions,

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.

14.4. 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.

14.5. Seminars

During the fall semester, we invite academics from departments that offer preparatory education to share their knowledge and experiences with our students. They discuss the importance of foreign language skills in their academic fields, research activities, and professional careers, and they respond to students' questions. In addition, our school organizes seminars on various programs that students are curious about or may wish to join, such as Erasmus+, EVS, AIESEC and Work&Travel.

15. Student Representatives

At BUUSFL, we value our students' feedback regarding the programs we implement and the materials we use in our school. To strengthen communication between the administration and students, a class representative is elected from each group. These representatives play an active role in helping the administration better understand students' concerns. In addition, student representatives assist in announcing extracurricular activities to all students and, when necessary, support the organization of such events alongside the administration and instructors. Through the responsibilities they take on, student representatives also have the opportunity to develop their social and communication skills.

16. Volunteer Student Activities

Our students can voluntarily participate in various activities organized by our school. Those who take part in these activities are awarded with certificates of appreciation, participation, or other types of recognition by the school.

16.1. Environment-Themed Fair

At the School of Foreign Languages, a spring charity fair is organized during the final weeks of each spring semester to raise awareness about sustainable environmental practices. During this event, food and beverage stands are set up, and live music performances are held. The proceeds from food sales are donated to the TEMA Foundation in the form of tree donations. Students can take part in this enjoyable event either by serving as stand or event coordinators, or simply by attending and supporting the organization. Students who wish to take an active role in the event are required to contact the Student Activities Committee at the beginning of the spring semester.

16.2. 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. Students who wish to participate in the organization are required to contact the Student Activities Committee at the beginning of the spring semester.

17. Scholarships and Part-Time Work Opportunities

17.1. Scholarships

Book and/or meal scholarships, the number of which may vary depending on the resources available that year, are awarded to students who meet certain criteria.

17.2. Part-Time Work Opportunities

Our institution offers **<u>part-time</u>** job opportunities, outside class hours, to a limited number of students who wish to work in the Self-Study Center, the Technology Committee, or the Student Activities Committee. Students who wish to work in the Self-Study Center or the Technology Committee must have sufficient knowledge of computer hardware and software. Interested students can contact **the BUUSFL Secretary** for more information.

18. Dining Hall and Library

You can load credit onto your Student ID Card, which was issued during registration, using the ATM machine located at the entrance of Block A, and use it at the university dining hall. The same student ID card can also be used to borrow books from the Central Library located on the Görükle Main Campus.

19. 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 7: BUUSFL Layout

20. 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.

21. 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.

22. 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 academic staff 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.

22.1. 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.

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

This course is designed to prepare participants for national language proficiency exams. It focuses on exam-specific vocabulary, various question types, practice tests, test-taking strategies, and reading and grammar review based on the content of the exams. Since the course is entirely exam-oriented, participants are required to have at least an A2 level of language proficiency. To enroll in this course, participants must first achieve a sufficient score in our institution's placement test for the relevant language. Placement tests are administered on weekdays during working hours. Those who have scored 40 or above in BUÜDS or YDS within the last five years are exempt from the placement test. However, they must submit a copy of their exam result during the application process.

22.3. 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.
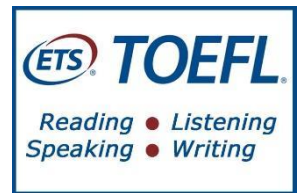
23. Frequently Asked Questions

Frequently asked questions can be accessed on our website or via this link.

24. 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, Germen, French, Arabic

Sertificate Programs

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

Preparation Courses

YDS/YÖKDİL   TESTDAF
TOEFL/ TOEIC   TOEFL

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Erasmus+

Common European Framework of Reference

WiDaF® AKKREDITIERTES Testzentrum

ETS TFI AUTHORIZED Test Center

Lifelong Learning Programme

BURSA ULUDAĞ ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

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