



# **BUUSFL PREPARATORY PROGRAM DESIGN-MODEL**



**BURSA ULUDAĞ UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**PREPARATORY PROGRAM DESIGN MODEL – 2020**

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**BURSA, 2020**

B.U.U. School of Foreign Language

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# **1. About Bursa Uludağ University School of Foreign Languages (BUUSFL)**

## **1.1 History**

Our university which is led by wisdom and science, and which has the aim of raising contemporary, democratic, and free thinking young people who respect the beliefs and values of society while adopting their cultural and historic values and who have an improved sense of self responsibility and international vision, has 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.

Bursa Faculty of Medicine, which was founded in 1970 under Istanbul University, and Bursa Faculty of Economics and Social Sciences, founded in 1974, form the basis of the University.

Our University, which was established as “Bursa University” in Bursa with the Law No.1873 published in the Official Gazette No. 15205 dated April 11, 1975, was named "Uludağ University" with Decree No. 41 by the Organization of Higher Education Institutions on July 20, 1982. Our university was named "BURSA ULUDAĞ UNIVERSITY" with "Higher Education Law and Law Amending Some Laws and Decree Laws" No.7141, which came into force after being published in the Official Gazette No: 30425 on May 18, 2018.

Our school was founded under the Rectorate of Uludağ University on March, 2002 with the name of the School of Foreign Languages upon the decision of the Council of Ministers. Uludağ University School of Foreign Languages was established as a four-year school and started the compulsory foreign language preparatory class education in the 2001-2002 academic year. In the same year, the Department of Foreign Languages that was under the Rectorate also joined our School. BUUSFL is responsible for running four different language preparatory programs and also conducts common compulsory foreign language courses (English, French, German) in the first grades of all faculties, schools and vocational school in accordance with the article 5/i of the Higher Education Law No. 2547. These undergraduate English Programs offer a wide range of general and business English courses to cater for the needs of the departments across the university. There are 50 classrooms, a computer laboratory, and an individual learning center (Self-Access Center) in our school,—which provides education on Ali Osman Sönmez Campus in buildings A and B.

## 1.2 Mission

As Bursa Uludağ University School of Foreign Languages (BUUSFL) our mission, using innovative technologies in a student-oriented and communicative environment, is to support our students in acquiring foreign language skills, which they will need for their academic studies and future lives. In addition, our institution aims to motivate our students to continue their language learning processes throughout their lives and to encourage cooperation between students and instructors in order to reach more effective language learning practices.

## 1.3 Vision

Our vision as Bursa Uludağ University School of Foreign Languages (BUUSFL) is to provide a perfect environment that allows our students to develop their own learning independently of any language programs and that will help them gain student-centered, collaborative and creative learning skills by using new teaching techniques.

## 1.4 Ethos

**Common Mind and Participation:** To ensure that the employees participate in management processes at all levels by protecting their individual characteristics and ideals, and to value the opinions and thoughts of all shareholders

**Commitment to Ethical Values:** To pay attention to legal, scientific and moral values at all times, 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

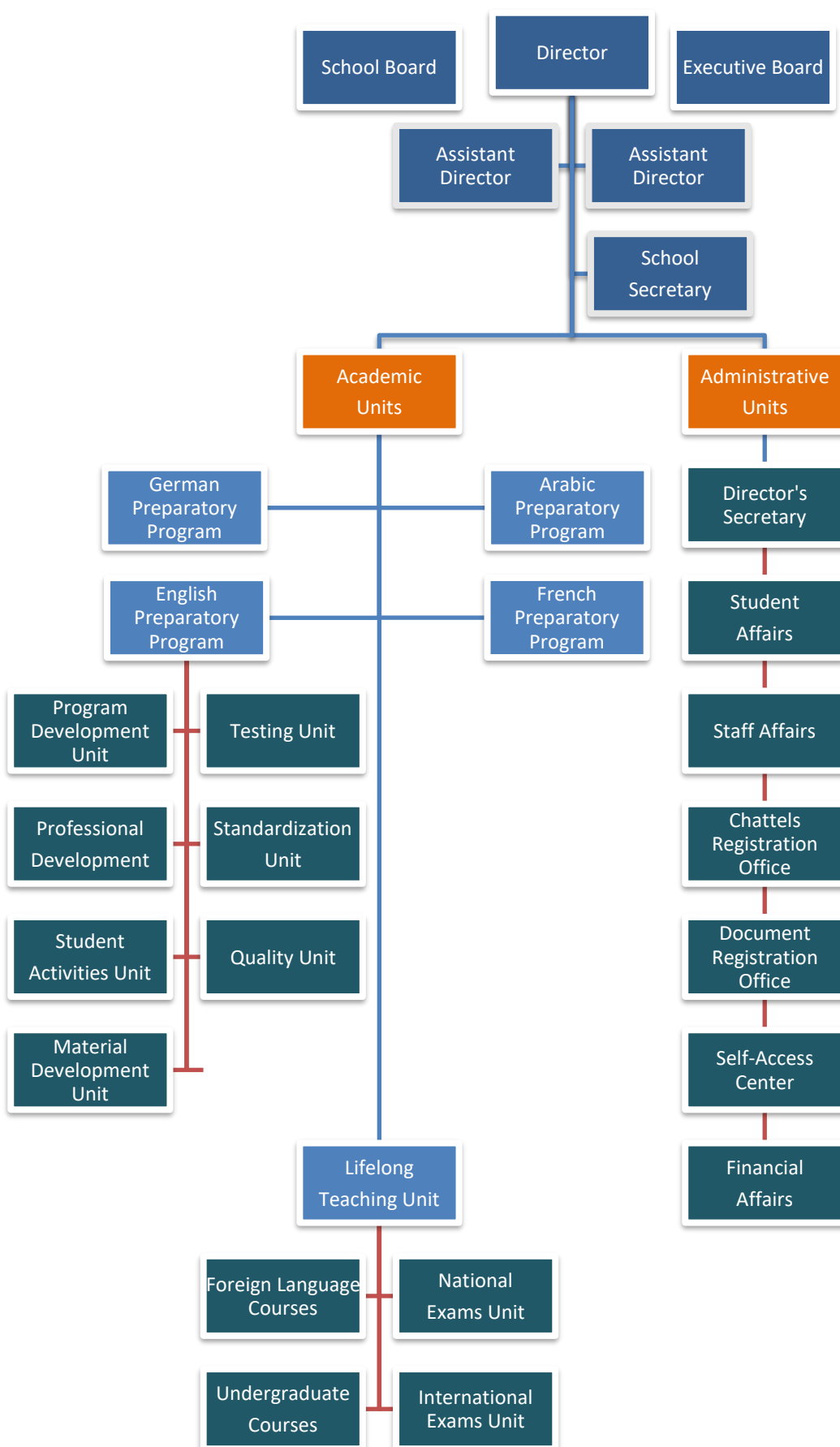
**Lifelong Education:** To enable individuals to discover their own learning methods and continue their language development

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

**Collaboration:** To prioritize team work in any environment

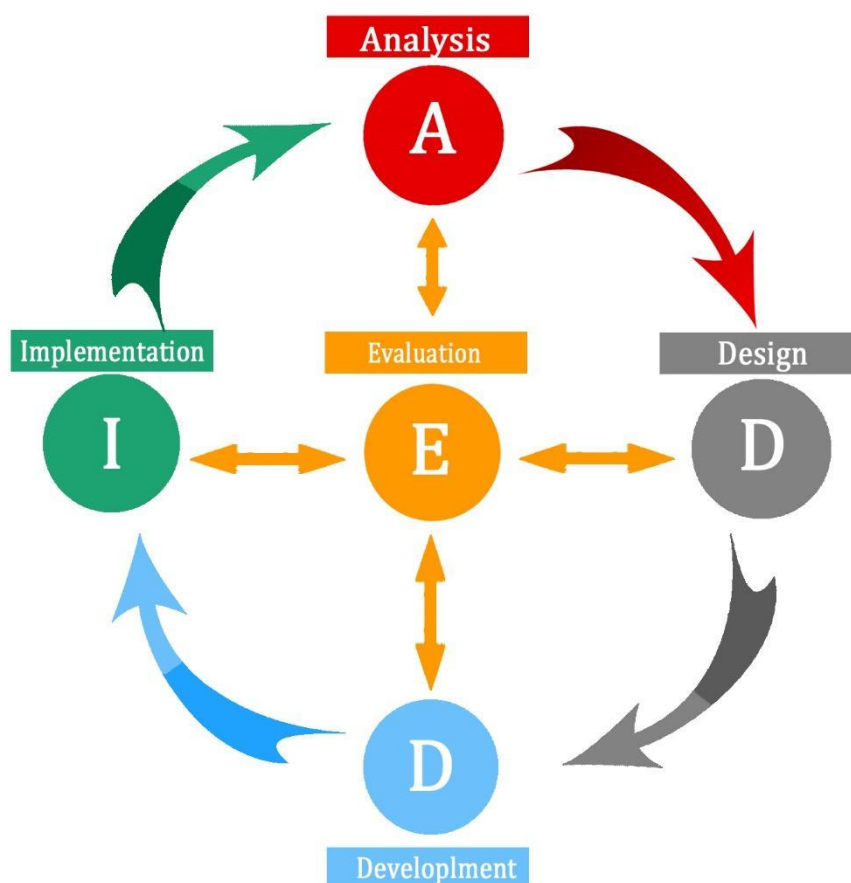
**Standardization:** To ensure that all stakeholders benefit equally and /or are responsible for all internal practices

## 1.5 Organizational Structure



## 2. English Preparatory Program Instructional Design Model

Since its establishment, BUUSFL aims to provide sustainable foreign language education and teaching suitable to the needs of the changing age and the new generation. By closely following the latest teaching approaches and methods, BUUSFL makes sure that the English preparatory program is a constantly developing dynamic structure. To achieve this main goal, BUUSFL designs the foreign language teaching process in a way that students can also take the responsibility in accordance with the criteria set in the Common European Framework of Reference for Languages (CEFR) and by taking into account its own institutional conditions. In order to professionally design this process and ensure its sustainability, an Instructional Design Method = ISD was created in line with our own institutional needs. The cycle of ADDIE (1. Analysis, 2. Design, 3. Development, 4. Application and 5. Evaluation) method was followed as a road map due to its flexible structure in the preparation and design of our Preparatory Program Instructional Design Model:



**Figure 1: ADDIE Instructional Design Model Cycle**

## 2.1 Analysis

The first stage of our Preparatory Program Instructional Design Model that meets the needs and conditions of BUUSFL is the analysis process. In this process, the following items are taken into consideration:

1. Target Audience and Needs Analysis
2. Institutional Conditions and Limitations
3. Target Outcomes

### 2.1.1 Target Audience and Needs Analysis

BUUSFL carries out foreign language education activities in line with the laws and regulations determined by YÖK (the Council of Higher Education). According to the YGS exam results conducted by ÖSYM, our academic senate determines the number of students who will enroll in the undergraduate programs and attend our foreign language preparation program. It is **compulsory** for students to attend the preparatory class for the programs where the language of instruction is partially (30%) or completely (100%) English. Even if the language of instruction is Turkish, students who enroll in programs which offer foreign language lessons can **optionally** continue the preparatory program in accordance with the educational philosophy of BUUSFL. Registration processes, tuition fees, personal rights, discipline regulations of students are carried out in accordance with the relevant laws and regulations as in all other public universities.

Students who are citizens of the Republic of Turkey coming from different cities of the country (90%) and foreign students (10%) are classified according to their language as per their levels determined by the exemption and placement test results done before the start of the academic year by our school. The legal education period for the preparatory class is one academic year and this period is not included in the duration of the undergraduate program in which students are enrolled. All students who start their undergraduate education in our country are categorized as **young adults** or **adults**.

As a result of the developments in digital technologies, digital literacy has developed in our country in recent years and it has impacted all areas of life (RTÜK, 2016, 235). According to the statistics in the Digital 2019 Turkey (We are social, 2019) report, 98% of the adults in our country use mobile phones; with the developments in mobile internet technology, the time spent in virtual environments is constantly increasing and concepts such as digital natives, hypertext minds, and mobile learners are being discussed. This new generation, who loves to work with **visual, audio and digital game content**, also enjoy **multitasking**. Therefore, they need an education



supported and enhanced by **digital media** and technology.

In the light of these evaluations, our target audience is composed of students who are:

- **citizens of the Republic of Turkey** (%90) and **foreign students** (%10)
- **young adults** or **adults**
- **digital media users**
- **compulsory or optional**
- learners of English most of whom **have taken English lessons** for a **minimum of eight years**

Our target audience is taken into consideration at all stages of our Preparatory Program Instructional Design Model.

In order to keep the information about the characteristics and needs of our target audience up-to-date, a needs analysis questionnaire is employed to assess our students' needs and a SWOT analysis is conducted by administration on a yearly basis. The detailed information about our analysis is in the assessment and evaluation (2.1.2) section, and the originals are in Appendix A.

### **2.1.2 Institutional Conditions and Limitations**

A total of 105 instructors and 13 administrative staff members work in our school where education takes place in two buildings on a separate campus outside the main campus of our university. The English Preparatory Program is the largest academic unit in BUUSFL with approximately 1200 students and 64 instructors, both Turkish and international. There are a total of 50 classrooms. The recruitment processes, personal rights, salaries and disciplinary regulations of academic and administrative staff are carried out in accordance with the relevant laws like in all other public universities. Depending on the quotas determined by YÖK, our classes are made up of 20-30 students. There is also a Vocational School building, a dining hall and a canteen on the campus where our School is located. In our buildings, there is a Self-Study Center with desktop computers and many printed and online foreign language learning materials that students can utilize outside the classroom. In addition, all of our students have access to all the facilities located on the main campus such as the library, the hospital, and the gym on the main campus of our university.

The BUUSFL campus is located approximately 40-50 minutes from the main campus and the residential area where public and private student dormitories are located. Unlike the other departments of the university, the preparatory program classes begin one hour later (at 09:00) to accommodate the longer commute.

In our school, there is a personal computer for each instructor, an e-mail address with an uludag.edu.tr extension for all instructors and students, an automation software that tracks all student records and instructors' personal rights, reports and payments, and a secure software to make all correspondence in an electronic environment. (UDOS and UKEY software). Our school makes all official announcements on its own website and/or on the university's main web page or via official e-mail posts. In order to provide a teaching environment suitable for the needs of our target audience, who are digital media users and spend a lot of time on the internet, all our classes have a computer, a projector and internet connection, as well as free wireless internet service (Eduroam) for all instructors and students. However, there have been a number of problems with the use of technology; the internet, its speed and the plethora of software and applications which at times cause network connection problems.

### **2.1.3 Target Outcomes**

As a public university, the target outcomes of BUUSFL Preparation Program are determined in accordance with the laws implemented by YÖK as well as the regulations of our university, the requirements of the Associate and Undergraduate programs and CEFR level outcomes.

Our Program Development Unit prepares our target outcomes by considering the outcomes of CEFR levels, our target audience, our institutional conditions, our needs and the SWOT analysis results. Our target outcomes prepared separately as per the levels are presented.

At the end of each academic year, target outcomes are updated in the meetings held by the Administration and Program Development Unit.

## **2.2 Design**

### **2.2.1 Educational Philosophy**

BUUSFL forms its own teaching design model by making use of behaviorism and cognitivism along with constructivism, one of the three most important learning theories. According to constructivism, "Knowledge cannot be evaluated independently of the learner and learning is a process in which students actively create their own knowledge: the student's mind acts as an agent processing the input from the outside world to determine what to learn. Learning is not passive, it is an active process and takes place in line with the individual characteristics of the learner such as intelligence, autonomy, skills" (Piaget, 1975). Compared to the other two learning theories, constructivism creates learning environments that are authentic, holistic and well-

matched with the social life and aims **autonomous and collaborative** learners who **actively take action** in these environments.

The CEFR also defines the concept of learners and users of language as individuals who engage in social behaviors with **the aim of communication**, and the concept of language as a **means of communication** (CEFR, 2001, 21). The 2018 CEFR Companion Volume with New Descriptors is based on the necessity of a foreign language lesson where language learners are provided with learning environments **that will enable them to use the target language** instead of an instructed foreign language lesson. It also draws attention to the importance of incorporating **similarities and differences between languages** and cultures in the learning process so that foreign language learners who aim to be **multilingual and multicultural** individuals can succeed in **interacting in the target language**. Although the CEFR does not present a perfect master learning theory as a precondition, it expects language learners to **perform actions in a foreign language** in real life, **to express themselves** and **to fulfill different tasks** using the foreign language they have learned.

*“The methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures” (CEFR-Companion Volume, 2018, 27).*

The CEFR emphasizes that the teaching and learning process must take place in line with the **action-oriented approach** in order to achieve the aim of having **communication skills**:

*“It implies that the teaching and learning process is driven by action, that it is action- oriented” (CEFR-Companion Volume, 2018, 27).*

### 2.2.1.1 BUUSFL Action Oriented Education Approach

As its educational philosophy, BUUSFL adopts an action-oriented foreign language teaching approach which is student and learning centered, not teacher and teaching. Our approach, which aims to be able to act, interact and communicate in the target language, is based on the seven features of the action-oriented approach shown in the diagram below. We consider these seven traits as wheels that activate, support and advance each other:



**Figure 2: Diagram x: BUUSFL Preparatory Program Design Model 7 Wheel of Action Oriented Approach**

- Learner Oriented:** In the planning, implementation and evaluation stages, students' interests, skills, expectations and habits are taken into consideration. In this context, we make use of adult foreign language material and digital media tools. BUUSFL students will be welcomed with conditions suitable for education in their classrooms, technological equipment and various materials that they can use in their classes. In our institution where our students' foreign language education journey begins, the lecturers are guides and take an encouraging attitude towards students by removing their anxiety of making mistakes.

- **Process and Outcome Oriented:** Students are enabled to participate in processes where they can produce their own products such as portfolio studies (learning by doing), student clubs and preparing a school newspaper during all stages of thinking, collaborative work, decision making, planning and implementation. Students, who receive regular and constructive feedback in writing and speaking portfolios, are provided with the opportunity to record their own processes on digital platform (Google Classroom). At the end of the portfolio, they evaluate the contribution of these studies to their language development with their self-reflection letters. Thus, the student will gain the ability to work in a process-oriented manner with a positive perspective on their learning process.
- **Task-Oriented:** In the foreign language teaching process, tasks that are unique, suitable for real life, and that prompt student creativity. Open-ended tasks such as discussion, role-play, and presentation and the ability of convincing are some of these. In addition, students are assigned tasks to be done before and after the lesson and are expected to complete these assignments within the deadlines. Thus, more time is allocated for activities where the target language is being practiced. Reading habits in the foreign language are developed by using books suitable for the students' levels with sustained silent reading activities in the classroom, and then talking about the book and discussing activities.
- **Communicative Language Skill Oriented and Conscious Learning:** In our foreign language teaching, the ability to act and communicate in the target language is at the forefront. However, conscious learning depends on the physical and mental readiness of adults. In this context, in order to avoid rote learning and to have the opportunity to use language easily, in addition to four basic language skills (speaking, writing, listening, reading) in accordance with the definition of "Communicative Language Skill" specified in CEFR (2018, 130), (Grammar, Vocabulary, Pronunciation, Spelling Rules) are also included. In addition, in line with CEFR's multilingualism and multiculturalism policy, students' mother tongue skills are also utilized where necessary, similarities and differences between languages and cultures are addressed, the translation is provided if necessary.

*“Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures” (Companion Volume, 2018, 27).*

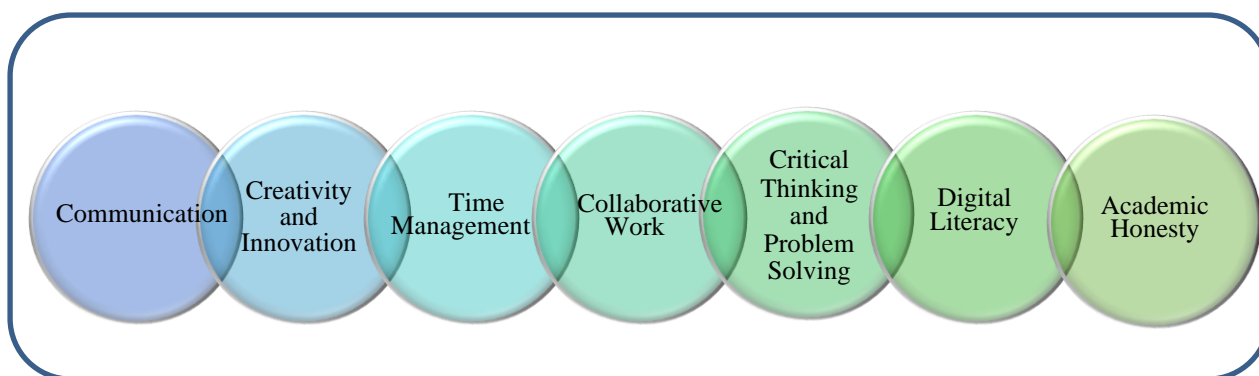
- **Integrated Skill-Based (Integrated):** It is not possible to separate the language components used in real life into skills. On the contrary, the skills are integrated with each other in a complex way. Therefore, separating the skills reveals a situation contrary to the nature of the language. In addition, when the skills are taught as separate courses by using different resources, students are unable to link skills and may ignore others while placing more emphasis on some skills. For this reason, in our general-purpose English language teaching modules, course materials that offer four language skills and language elements integrated with each other are preferred. However, due to academic purposes, students are prepared for skills such as critical thinking, giving presentation effectively, and academic writing by using techniques such as asking questions, taking notes, speaking and planning. In these modules where independent thinking in the target language, logical connection between thoughts and problem-solving skills are at the forefront, Listening and Speaking skills and Reading and Writing skills are taught as two separate courses. In order not to cause any disconnection, materials are used that are prepared in harmony with both courses and support each other in terms of the themes they contain.
- **Autonomous Learning Oriented:** In order for learning to take place, students need to be responsible for their own learning and have the flexibility to decide when, where and how often they will learn the language. To help increase learning-teaching flexibility, the classroom should be expanded to the outside world and supported by learning technologies. Especially in our country where it is not possible to use the target language outside the classroom, materials that can be directed to online discussions and writing platforms are preferred in order to prepare our students for undergraduate programs for general and academic purposes.

Thus, with a technology-supported education program, the student is able to work at a speed appropriate to them, get immediate feedback, do more exercises and continue his language development in their own environment in the following years. Therefore, it is very important to have digital support of the selected course materials. Moreover, a Learning Management System (LMS) is used to reduce the workload of lecturers in assignments, follow-ups, evaluations and giving feedback to students. In addition to these, many printed and online materials (reading books appropriate to their levels, language education books, novels, exercises, exam samples, useful links etc.) are offered in our Self Study Center to support students to learn the language without class materials. Furthermore, via our university library, the online language learning program "Rosetta Stone" and "Grammarly Grammar and Learning Application" are offered free of charge to our students to continue their language education autonomously.

- **Humanistic Approach:** While creating the BUUSFL Preparatory Program Design Model, the profile of language learners, their needs and expectations were given primary importance. Our students in the category of young adults and adults are considered as all and valuable individuals with all their skills. Considering that the majority of our students have the knowledge of English at the beginning level and that many students from different cities and countries leave their families for the first time, it is obvious that the preparatory class has different difficulties besides language learning. For this reason, while trying to provide a peaceful and comfortable environment in which students can trust each other and themselves in the learning process, opportunities are created to express their feelings about learning processes. Students' mistakes are corrected positively and constructively, not directly, critically and strictly. Our students are encouraged to take the responsibility for their own learning. For this purpose, they are helped to identify individual learning styles and to determine the learning strategies suitable for them. However, cooperation, not competition, is encouraged, as it will cause stress and anxiety among students. While other cultures and differences are welcomed respectfully in the classroom, the target culture is accepted as an inseparable part of the language learning process.

In line with our action-oriented understanding, our BUUSFL Preparatory Program Design Model attaches importance to establishing a meaningful relationship between student-student and teacher-student based on the fact that language learners are social actors and language is a means of communication in real life. For this reason, our Preparatory Program Design Model prepares students for their undergraduate lives as well as their foreign language learning. For this purpose, all of our students have Wednesday afternoons free and our Student Activities Unit organizes seminars in which students from the academic and business community are invited as speakers.

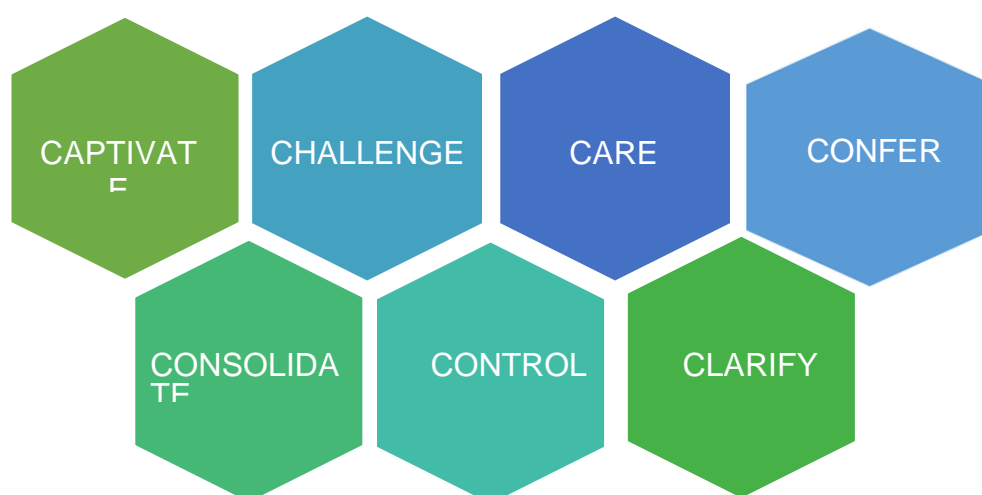
The BUUSFL educational philosophy is based on this action-oriented approach consisting of seven wheels, as well as **seven 21st century skills** that it determined in accordance with its vision and mission. In order for our students to **interact in the target language** as social actors and to **carry out their goals in successful communication**, the following seven 21st century skills are included in the preparatory program.



**Figure 3: Targeted 21st Century Skills**

In line with our educational philosophy and the Preparatory Program Design Model described below, the 21st century skills are blended with our curriculum is presented in figure 3.

The competence of our instructors is the third pillar of our educational philosophy in order to effectively implement our BUUSFL Preparation Program Design Model by blending our action-oriented understanding with 21st century skills. Our instructors systematically integrate 7 different and complementary actions presented in the "7C Framework of Effective Teachers" project into their pedagogical decisions and practices, instructors support our students' learning processes in our classrooms more effectively (Bill & Melinda Gates Foundation, 2010).



**Figure 4: The roles of Instructors in BUUSFL**



- **Care**

Our instructors, who care about the students, take into account the emotional and academic well-being of the students. They try to create a supportive and emotionally safe environment by considering the individual differences of the students and to constantly respond to the social and academic learning needs of the students in the classroom.

- **Confer**

Our instructors provide classroom environments that encourage students to easily express their opinions. They accept and respect students' thoughts and opinions as part of the learning process.

- **Captivate**

Our instructors who aim students to interrogate by arousing curiosity make the lessons interesting and entertaining and ensure that the learning is permanent.

- **Clarify**

Our instructors try to clarify every topic by giving constructive answers to questions about the topics students do not understand about course content. They try to show that every complicated topic has an explanation by providing constructive feedback.

- **Consolidate**

After our instructors check whether the subject is fully understood, they reinforce the subject by doing the necessary exercises to ensure permanent learning and reduce errors.

- **Challenge**

Instructors who encourage students direct them to what is best. They are patient, not allowing students to give up when faced with difficulties. When instructors consistently display a high level of enthusiasm, students are expected to adapt their goals more and consequently have higher levels of self-discipline.

- **Classroom Management/Control**

Our instructors, who are effective in classroom management, create positive conditions that facilitate learning by providing organization and respect in the classroom. Our lecturers regard classes as the place where students are always busy with learning, not a place to waste time.

## 2.2.2 Preparatory Program Design Model

The main foreign language teaching purpose of our Preparatory Program Design Model is to teach our students the basic rules of foreign language and the methods of verbal and written comprehension and expression as provided in CEFR, to make them gain the ability to follow publications in various fields, and to make them gain the language of communication required for social and academic life.

Our Preparatory Program Design Model is designed in a way that attaches importance to action-oriented understanding in our educational philosophy, and in accordance with targeted 21st century skills defined by CEFR's four basic language skills (**listening, speaking, reading, writing**) and the basic components of the language (**vocabulary, grammar, pronunciation, spelling rules**) and presents them in an integrated way in lessons.

### 2.2.2.1 Modular System

Based on the proficiency exam at the beginning of the preparatory class and in line with our needs analysis, the following modules are available at our school:

Module	Level	Target	Weekly Lesson Hour	Total Time
<b>Module I</b>	Level 1 + Level 2	English for General Purpose	26	16 weeks
<b>Module II</b>	Level 2 + Level 3	English for General Purpose	26	16 weeks
<b>Module III</b>	Level 3 + Level 4	English for General Purpose + English for Academic Purpose	26	16 weeks
<b>Module IV</b>	Level 4 + Level 5	English for Academic Purpose	26	16 weeks
<b>Module V</b>	Level 4	English for Academic Purpose	26	7 weeks

**Table 1: Modular System**

These modules are designed as 5 different modules where four consist of two terms, fall and spring, and one consists of one term, summer. The modules last 16 weeks in the fall and spring, and 7 weeks in the summer. The student's compulsory attendance is determined on the basis of the module. 80% attendance is required for each module over the total course hours:

Term/Module	Module I	Module II
<b>Fall Term</b>	Level 1	Level 2
	Level 2	Level 3

**Table 2: BUUSFL Preparation Program Module Content for the Fall Term**

Students who meet the requirement of 60% proficiency in their module continue to the upper-level module in the spring semester, and those who fail remain in the same level for the next term.

Term/Module	Module II	Module III	Module IV
<b>Spring Term</b>	Level 2	Level 3	Level 4
	Level 3	Level 4	Level 5

**Table 3: BUUSFL Preparation Program Module Content for the Spring Term**

The students who have to attend Module II in the spring term cannot take the proficiency and make-up examinations because they will not have been able to attend Level 4 by the end the school year. The ones who succeeded in Module II with a minimum score of 60% can take Module V in the summer term optionally. If they are subject to compulsory preparatory program, they can either take the program for one more year or take the proficiency examination for the repeat students at the end of the next fall term.

The students who take Module III and meet the requirement of **60% proficiency** in the spring term are entitled to take the proficiency and make-up examinations. The ones who have a **score of 60** or more from the average of 50% of the final grade of Module III and 50% of the score of proficiency and/or make-up examination are regarded as successful. Examination contents and proficiency requirements are submitted in Section 2.2.3.5. The students who fail in Module III can attend Module V in the summer term if they wish, or the ones who are subject to compulsory preparatory program can either take the program for one more year or take the proficiency examination for the repeat students at the end of the next fall term.

Level 5 presented in Module IV is above the output level targeted by the BUUSFL Preparatory Program Design Model. For this reason, students meeting **60% proficiency** requirement in Module IV are considered successful directly from the preparatory program. The students who take and fail Module IV take the proficiency or make-up exams. The ones who have a **minimum score of 60** from the average of 50% of the final grade of Module IV and 50% of the score of proficiency and/or make-up examination are regarded as successful. The students who are unsuccessful can attend Module V in the summer term if they wish, or the ones who are subject to compulsory preparatory program can either take the program for one more year or take the proficiency examination for the repeat students at the end of the next fall term.

**Module V offered in the summer term** is paid and participation is not compulsory. In cases where there is not enough participation, Module V is not opened and the summer term proficiency exam is not held. **Only Level 4 is offered in Module V.**

Term/Module	Module V
Summer Term	Level 4

**Table 4: Summer Term**

The students who fail the preparatory program due to absenteeism or who continue to Module II but fail cannot take Module V. The students who attend Module III and fail may participate Module V. The students who attend Module IV and fail may participate Module V. The students who achieve 60% success in Module V are entitled to take the proficiency exam held at the end of the summer term. The ones who have a score of 60 or more from the average of 50% of the final grade of Module V and 50% of the score of proficiency examination are regarded as successful in the preparatory program.

Fall Term	Academic Standing	Spring Term	Academic Standing	Result
Module I	Successful	Module III	Successful	Takes the Proficiency Exam.
			Unsuccessful	Can't take the Proficiency Exam. Can take Module V.
Module I	Unsuccessful	Module II	Successful	Not having taken Level 4, can't take the Proficiency Exam. Can take Module V.
			Unsuccessful	Can't take the Proficiency Exam. Can't take Module V.
Module II	Successful	Module IV	Successful	Regarded as successful directly without taking the Proficiency Exam.
			Unsuccessful	Takes the Proficiency Exam.
Module II	Unsuccessful	Module III	Successful	Takes the Proficiency Exam.
			Unsuccessful	Can't take the Proficiency Exam. Can take Module V.

**Table 5: The Table for Transitions between modules in the BUUSFL Preparatory Program**

The students who do not attend the preparatory class but develop the foreign language with their own means and the students who fail the preparatory program can attend the proficiency examination held for repeat students at the end of the next fall semester. Detailed information about this exam can be found in ICCU handbook.

#### **2.2.2.2 Preparatory Program Curriculum**

In the BUUSFL preparatory program, our language teaching and learning curriculum has been designated as **English for General Purposes** and **English for Academic Purposes** in accordance with our target audience needs and education philosophy. While Integrated Skills Oriented Language Teaching is designed for the levels pursuing **English for General Purposes**, **reading/writing and listening/speaking skills are separate but thematically compatible** for the levels pursuing **English for Academic Purposes**.

Our curriculum plan in all modules consists of **in-class and out-of-class** activities. While our in-class curriculum is designed as **course book based**, out-of-class activities are made up of **assignments and portfolios**:

Implementation	Implementation Environment	Percentage
Course Book	In-class	80%
Assignments and Portfolios	Out-of-class	18%
Performance Grade by the Instructor	In-class	2%

**Table 6: The Weighting of in-class and out-class tasks for the BUUSFL Preparatory Program**

As a result of the course material selection process of the BUUSFL Preparation Program Design Model, it was decided to use the following textbooks and their digital materials.

Level	Coursebook and Digital Equipment	Target Outcome	CEFR Level
<b>Level 1</b>	Language Hub Elementary (Mac Millan) + Digital Book + LMS + Mobile Application	English for General Purposes	A2
<b>Level 2</b>	Language Hub Pre Intermediate (Mac Millan) + Digital Book + LMS + Mobile Application	English for General Purposes	B1
<b>Level 3</b>	Language Hub Intermediate (Mac Millan) + Digital Book + LMS + Mobile Application	English for General Purposes	B1 +
<b>Level 4</b>	Q Skills for Success Listening/Speaking 3 (Oxford) Q Skills for Success Reading/Writing 3 (Oxford) + Digital Book + LMS	English for Academic Purposes	B1 & B2
<b>Level 5</b>	Q Skills for Success Listening/Speaking 4 (Oxford) Q Skills for Success Reading/Writing 4 (Oxford) Digital Book + LMS	English for Academic Purposes	B2

**Table 7: Materials to be used**

It is presented in ICCU handbook in detail which criteria all of our textbooks meet our understanding of action-oriented language learning and which 21st century skills they contain. Our textbooks are evaluated every year in line with the feedback of our students and instructors, and if necessary, they are supported or changed. However, in principle, we believe that it would be appropriate to use a chosen book for at least two, maximum four years.

As an in-class activity for the levels pursuing English for General Purposes, **Sustained Silent Reading Activities** are planned every two weeks in addition to our textbooks. At the end of the class hour in order for students to gain and improve the habit of reading in the target language, a discussion activity is organized related to the section read on. Within the scope of this activity, in line with CEFR's action-oriented approach that defines students as social actors, our students are provided with the opportunity to apply 21st century skills such as critical thinking, participating in the discussion, expressing opinions and interpreting them in the target language. This practice is evaluated only within the scope of self-evaluation.

Level	Graded Reader
<b>Level 1</b>	Land of Gold
<b>Level 2</b>	Ruby's Gift/ Lucky for some
<b>Level 3</b>	Double Trouble

**Table 8: Readers to be read**

In the BUUSFL preparation program, there are three different portfolios as assessment tools for each module as out-of-class language activities.

Portfolio Tools	Task (Per Module)	Digital Platform Used
<b>Writing e-Portfolio</b>	6 Writing Tasks	Google Classroom
<b>Speaking e-Portfolio</b>	8 Video Tasks	Google Classroom
<b>Homework e-Portfolio</b>	Online Homework Tasks	LMS + Mobile Application

**Table 9: e-Portfolio Tasks for the BUSFL Preparatory Program**

Our portfolio studies are carried out within the frame of our process, task and product-oriented language learning and autonomous language learning goals, which we have specified in our understanding of action-oriented education. It is presented in ICCU handbook in detail how and which criteria all of our portfolio works meet our understanding of action-oriented language learning and which 21st century skills they contain together with our textbooks.

All our portfolio studies are organized, given feedback and evaluated on digital platforms. For this reason, thanks to the portfolio studies, students' **digital media usage skills** are also included in the language learning process. Orientation days are organized at the beginning of each academic year

for the use of digital platforms that we use within the scope of portfolio studies for our instructors and students. In addition, our user manual regarding the use of digital platforms (Google Classroom, LMS and Mobile Application) is published on our website. The publisher of the textbook used provides students with a service (by mail and telephone) that they can use when they have problems with their digital tools.

In the BUUSFL preparatory program, the Program Development Unit prepares detailed weekly and modular lesson / application plans (see appendix C) for our textbooks and portfolio studies, separate to our students and instructors in order to implement the curriculum in every class in a standard way. All our plans are announced on our website and on the notice boards in the classrooms.

### 2.2.2.3 Team System

A team system, consisting of four instructors, has been designed to ensure standardization in the implementation of in-class and out-of-class curriculum. This four-person group is responsible for coordinating the three classes in the same module.

Number of Instructors	Number of Classes	Average Number of Students
4	3	80

**Table 10: Number of the students for each team**

Since this four-person team is responsible for the conduct of three classes, only three instructors are teaching classes at any given time. In case of health problems or emergencies, the fourth instructor can substitute and undertake the task of conducting lessons so that any setbacks that may occur in the syllabi, course outline etc. can be prevented in advance. In the BUUSFL team system, each instructor in the group becomes a team leader once:

Level	Team Leader
Level 1	1st Team Member
Level 2	2 <sup>nd</sup> Team Member
Level 3	3rd Team Member
Level 4	4th Team Member

**Table 11: Sample**

Thus, there is a leader for each level, and under the leadership of this instructor, the team is



responsible for following the curriculum and procedures as a group, collaborating with students, following the assignments and projects, creating new class lists at the end of the modules, identifying advisors and advisees, determining office hours, and evaluating and announcing exams.

These group members who are constantly in contact with each other and hold regular meetings, work under their level coordinators. Level coordinators hold regular meetings with all team leaders to ensure parallelism between groups. This operation enables a collaborative and transparent understanding and vertical and horizontal communication channels remain open. In this way, the continuity of the evaluation process is also provided.

Team members keep a Tracking Sheet to record the progress of each lesson so that the curriculum is followed without disruption. Due to the principle of transparency, this chart is kept in a way that students can see in the classroom.

The team system is not applied in Module V (summer term) since a limited number of classes are opened depending on the demand, only Level 4 is given and only the instructors who want take part. This module is carried out directly by the level coordinator.

Job descriptions and workflow charts of level coordinators and groups are presented in ICCU handbook in detail.

#### **2.2.2.4 Extracurricular Student Activities**

In the BUUSFL Preparation Program Design Model, there are different foreign language activities that are **not included in the measurement and evaluation process and are conducted on a voluntary basis only**. Our purpose in these activities is to create environments that will enable students to work as social actors by blending their language skills and 21st century skills in accordance with our action-oriented educational philosophy.

- **Student Clubs**

Student clubs are designed for language learners to use the target language **outside of the classroom** environment, and they also aim to enable students to **develop different skills** in various subjects. Clubs provide the students with the necessary environment so that they can practice with each other to improve their speaking skills. The student clubs offer students the opportunity to practice the target language in a comfortable and informal environment and meet new people. The clubs aim to develop the **creativity** and **innovative** aspects of the students in a **collaborative**

environment while developing their four main language skills (Reading, Writing, Speaking and Listening). At the same time, these clubs integrate students' abilities, needs and interests with language learning processes and help them become more confident with different activities.

- **School Newspaper**

The school newspaper is seen as a process by which clubs can present their goals as **products**. Not only speaking skills, but **writing skills**, which are just as important, are developed through the Newspaper Club. In order to improve their writing skills, students have the chance to broadcast in the target language and improve teamwork by researching certain areas they are interested in.

- **Self-Access Unit**

In this unit, we provide service every week day to ensure that our students can work outside the classroom, borrow books, connect to the internet and become lifelong learners.

- **Development Seminars and Competitions**

Our schedule provides time for personal development of our students on Wednesday afternoons. At the beginning of the semester, professors from the faculties in which the students are registered give motivational seminars on why the foreign language is important for their departments. Subsequently, seminars are organized with the participation of speakers from the business and academic world. All seminars organized on a voluntary basis to contribute to 21st century skills are announced to students every semester. In the weeks when seminars are not given, various foreign language competitions (Kahoot etc.) are organized for students.

### **2.2.3 Development of Measurement and Evaluation Tools**

Our aim in the measurement and evaluation phase in the BUUSFL Preparation Program Design Model is to encourage students to be actively responsible for their learning in line with the goals of the curriculum, giving oral or written feedback to help them improve their individual performance, highlight their strengths and identify their weaknesses, and also obtain systematic improvements for the sustainability of the preparatory program.

In the BUUSFL preparatory program, students who are subject to the compulsory preparatory class in accordance with the YÖK regulation must be successful in the preparatory program in order to start their undergraduate education. Students who are unsuccessful or absent can continue to the preparatory program for a second year or develop their language with their own means and must have adequate scores from the national or international exams specified in the BUUSFL regulation. Voluntary based students can start their undergraduate education even if they are not successful in

the preparatory class, however, the information that they failed the preparatory program is stated in these students' transcripts.

In our Preparatory Program Design Model, our students are expected to meet a minimum score of 60% in order to be considered successful at the end of our program. In compliance with this goal of success, all of our measurement and evaluation tools are prepared in accordance with BUUSFL's educational philosophy. Our Testing Unit creates our measurement and evaluation tools in three stages (1. Preparation, 2. Application, 3. Evaluation) in line with our school's important principles of transparency and reliability, and publishes one sample of all our exams on our website.

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### **2.2.3.1 Preparation Phase**

In this process, Testing Unit, Program Development Unit and Level Coordinators work together. Written and oral exams which are prepared within the framework of the curriculum that is based on our educational philosophy are prepared depending upon the following principles:

**Transparency:** Exam periods are determined considering the exam type and the curriculum intensity. Students themselves are part of all our testing and evaluation processes. It is crucial that clear, consistent and accurate information is accessible to both students and the other stakeholders. The students and instructors are constantly (and when required) informed about the testing and evaluation policies, procedures and techniques. Exam topics, duration, rules and question types are announced to students before the exams.

**Innovative:** Besides the current and widely accepted testing and evaluation approaches, we are constantly developing exams that meet the needs of our students by always following new methods and practices.

**Humanistic:** We design our testing and assessment tools in accordance with our student profile

aiming to have meaningful and motivating tools as well. Our students always take their exams in a safe and non-threatening atmosphere.

**Professionalism:** Testing and assessment tools are modified and developed based on the feedback received from constant stakeholders to reach perfection.

**Validity and Reliability:** The Exam Implementation Guide, in which the actions taken to provide the validity and reliability of our testing and assessment tools, all the principles and tools used were explained in detail, was prepared.

### 2.2.3.2 Implementation Phase

Vice-principals work as exam supervisors and the head of the Testing Unit works as the exam coordinator with a certain number of Testing Unit members in all exams.

The school secretary is in charge of the preparation of the exam halls, the entrance security, and the provision of the security throughout the exam implementation. The instructor who works as a proctor in the exam is responsible for the entrances to the exam hall, receiving the examination documents, checking the identity, the exam application, and the delivery of the exam documents. In addition, reserve proctors are appointed to deal with the needs and problems that may emerge during the exams. Assigning of the exam proctors is determined and announced by the vice-principals and the head of the Testing Unit. The head of the Testing Unit has a meeting with the exam proctors and shares the exam implementation rules with them before the exam is carried out.

### 2.2.3.3 Evaluation (Grading/Scoring) Phase

The evaluation/grading process of all the implemented exams is carried out by the instructor groups specified in 2.2.2.3 in accordance with the exam evaluation/grading criteria.

The evaluated/graded exams are subject to validity tests by the **Standardization Unit** before the results are announced to the students. Within this context, the answers given to the exam questions are initially evaluated, incorrect questions (if there are any) are identified and the question cancellation processes are carried out if necessary. In addition, samples are randomly selected from the graded exams and their compliance with the evaluation criteria is checked.

After all the exams are evaluated/graded, **the results are shared with the students, the objections are met and the students are given feedback.** Exam evaluation/grading process is presented in the Exam Implementation Guide in detail.

### 2.2.3.4 Exams

In our BUUSFL English Language Preparation Instruction Design Model, (mentioned below) six different types of assessments and evaluations are implemented at the beginning, during and at the end of the academic year. These exams are conducted in one or multiple sessions in written and/or oral format.

**Exemption Exams:** These exams are conducted at the beginning of the academic year. Students who achieve a 60% success level in the exemption exam and the students who meet the achievement requirement in the equivalent exams stated in our regulation can start their undergraduate education. These exams are implemented in one or multiple sessions in written and/or oral format.

**Placement Exams:** These exams are administered to identify the level of students who will start English preparation instruction. They are conducted in one session and in written format. Exemption Exams are also considered as Placement Exams when necessary.

**Quizzes:** These exams are planned as short-time exams in accordance with the curriculum of the level students are studying in. These exams are applied in one session and in written format.

**Homework and Portfolio Practices:** A process and product-oriented evaluation criterion is used to evaluate these practices. Homework and portfolio studies are mostly carried out in digital media.

**End-of-Level Exams:** All language skills and components are incorporated in these end-of-level exams. These exams are administered in multiple sessions in written and spoken exam format.

**Proficiency and Make-Up Exams:** These are the preparatory program completion exams which the students meeting the required conditions stated in the Preparatory Program Design Model can take. These exams are administered in multiple sessions in written and oral exam format. The students who take and fail the proficiency exam are given the right to take the substitutive make-up exam.

**Proficiency Exams for Repeat Students:** This is the exam held at the end of the next/fall term for the students of compulsory preparatory class who were not able to meet the required conditions demanded in the Preparatory Program Design Model. The annual average grade is not taken into account in this exam.

Detailed explanations about the content, numbers and evaluation criteria of BUUSFL assessment and evaluation tools are provided in the Exam Implementation Guide.

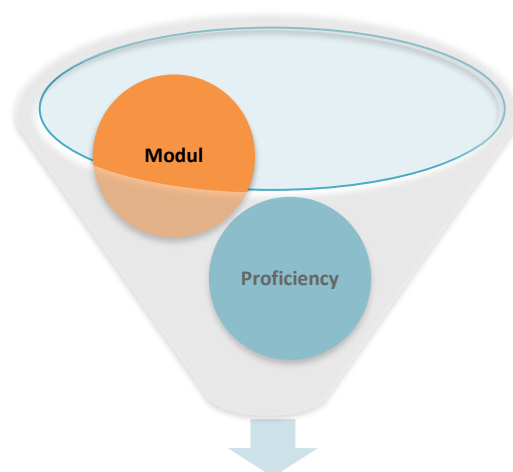
### 2.2.3.5 Calculating the Achievement Grade

The following achievement requirements are administered in all the modules stated in the BUUSFL Preparation Program Design Model:

Assessment and Evaluation Tool	Percentage Distribution
Quiz	30 %
Homework and Portfolios	18 %
End-of-level Exams	50 %
Performance Grade (Instructor Evaluation)	2 %
Total	100 %

**Table 12: Weighting of Measurement and Assessment Tools**

Students who gain 60% success in total from the assessment and evaluation tools provided in the table above proceed to the upper level in the next module, whereas the students who fail continue the module where the level study they last had is provided again. The Preparatory Program Achievement Grade consists of the average of the module grade and the proficiency exam result:



**Figure 5: Preparation Program Achievement Grade**

The students with the preparatory program success grade of 60 and above are considered successful at the end of the year. After the proficiency exam, the students who do not get the preparatory program success average of 60 are entitled to take the make-up exam which is the substitution for the proficiency exam under the regulations of our university. The students who also fail in the make-up exam can attend the Module V instruction provided in the summer term or can take the proficiency exam for the repeat students at the end of the coming fall semester or

they can be exempt from the preparatory program by taking an equivalent exam stated in the regulation. The students who successfully complete Module IV do not need to take the proficiency exam at the end of the year, and the preparatory program achievement grade of these students is their Module IV average grade.

### 2.3 Implementation

The implementation of BUUSFL Preparation Program Design Model is administered by **the school board** and **the school board of management** under the chairmanship of our principal in accordance with our regulations. **The secretary of the school** is the reporter of the school boards and is in charge of making the announcements of the decisions taken and starting the official processes of them.

Educational practices in our school are carried in both ways of **day-time education** and **evening education** in line with the legislation and regulations determined by Bursa Uludağ University Rectorate. Module I, II, III and IV are provided free of charge, but Module V is paid in day-time education. In evening education, all modules are paid. All issues such as instructor recruitment process, student registration process, tuition fees (Module V and evening education), school financial budget, academic and administrative staff payments, and additional course hour payments are determined, followed and administered by the Bursa Uludağ University Rectorate.

The student registration process is carried out online via the Bursa Uludağ University Student Automation System. The **Student Affairs Unit** can access student information through this automation system. The Student Affairs Unit is in charge of making the students' class lists, following student nonattendance and student medical reports, entering course schedules into the automation system and announcing exam results to the students. Job descriptions and work flow charts of this unit are presented in the Staff Handbook.

The **Staff Affairs Unit** is responsible for following the processes about personal files of our instructors, assignment notifications, dealing with the processes of medical reports and permits, and entering all information into the University Personnel Automation System. Job descriptions and work flow charts of this unit are presented in the related booklet.

The teaching staff are on a salary in return for 12 hours a week in accordance with the law. The instructors who have more than 12 class hours a week are paid additional course fees. **The Salary**

**Affairs Unit** is responsible for entering the additional course payments of the instructors into the university automation system and keeping track of them. Job descriptions and work flow charts of this unit are presented in Staff handbook.

The purchase and follow-up of the equipment of the buildings and classrooms and meeting the stationery needs are carried out by **the Portable Properties Management Unit**. Job descriptions and work flow charts of this unit are presented in the staff handbook.

The preparatory education we perform in the buildings of our school is implemented in accordance with the schedule below:

Hour/Day	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 a.m. - 09:45 a.m.	ILS*	ILS	ILS	ILS	ILS
10:00 a.m. - 10:45 a.m.	ILS	ILS	ILS	ILS	ILS
11:00 a.m. - 11:45 a.m.	ILS	ILS	ILS	ILS	ILS
12:00 p.m. - 12:45 p.m.			ILS		ILS
01:00 p.m. - 01:45 p.m.	ILS	ILS		ILS	
02:00 p.m. - 02:45 p.m.	ILS	ILS		ILS	
03:00 p.m. - 03:45 p.m.	ILS	ILS		ILS	

**Table 13: Timetable**

**\*ILS:** Integrated language skills

There are **no scheduled classes on Wednesday and Friday afternoons** in our weekly program, in which lessons last **45 minutes**, the lunch break lasts **75 minutes**, and the students are taught for three or four consecutive lessons at most. Evening education classes start at 04:00 p.m.

On Wednesday afternoons, our students are presented seminars on academic and business life which are planned by **the Student Activities Unit**. All scheduled seminars are announced before each module (A sample poster in Appendix D). The students have Friday afternoons off for their special needs (health, religion, etc.).

The working hours of the teaching staff are determined in accordance with the relevant laws. The instructors in our school can work from home at least two half-days a week, one of which is Friday afternoon. What we aim in this practice is to provide our instructors with time for their individual needs and to increase their motivation by creating flexible working hours for them. Moreover, the instructors who carry on their professional development with graduate and doctorate education have a day off per week.



The modules stated in the Preparatory Program Design Model are conducted under the leadership of the level coordinators and in a group system of four instructors. The **instructor** who teaches the class is responsible for the implementation of the curriculum in the classroom

The same **group instructors** share the students of the three classes they teach among each other and provide counselling for their advisees. The group instructors who are continually in communication with each other and with the students work in charge of the compliance among classes and all the procedural work stated in the design process. In addition, group instructors announce their office hours to **their advisees** and help them to solve their problems in these hours.

In order to conduct the implementation of the BUUSFL Preparatory Program Design Model, the academic and administrative units provided below are in charge:

Unit	Implementation Criteria
1. Level Coordinators	Preparation Program Design Model Handbook
2. Program Development Unit	
3. Testing Unit	Testing Unit Handbook
4. Standardization Unit	
5. Material Development Unit	Material Development Handbook
6. Student Activities Unit	Student Activities Handbook
7. Communication Unit	Communication Unit Handbook
8. Professional Development Unit	Professional Development Unit Handbook
9. Lifelong Education Unit	Lifelong Education Unit Handbook
10. Administrative Units	Academic and Administrative Staff Handbook

**Table 14: Academic Units**

Handbooks have been prepared for all units to ensure **standardization** and the units act in accordance with these guidelines. Handbooks contain legislation, job descriptions and work flow charts.

The students are provided with all the relevant information about the BUUSFL preparatory class by **the Communication Unit** on our website in the electronic Student Handbook created by **the Student Activities Unit**. In addition, the Student Activities Unit organizes orientation days at the beginning of the academic year concerning the exams, conditions, and the use of digital tools. A Power Point presentation is prepared for the orientation days and it is presented to the classes by the instructors in a warm atmosphere.

All of the exams are prepared by **the Testing Unit** in cooperation with **the Program Development Unit** and are subjected to the required validity and reliability procedures by **the Standardization Unit**.

**The Professional Development Unit** is in charge of conducting all needs analysis questionnaires, planning and announcing the meetings/seminars related to the development of the academic and administrative personnel. Wednesday afternoons when lessons are not held are used for the professional development of the instructors.

## 2.4 Development

2019- 2020 academic year was conducted as a pilot scheme. In the course of the implementation phase, necessary environments were provided for lecturers and students. Since it is essential to adequately train the instructors and make sure that they have all the necessary information about the course before the learning process began, instructors were provided with training on how to plan a lesson, how to use newly developed learning resources and teaching strategies for the courses. The learning resources were evaluated in the process by conducting questionnaires and focus group meetings with all stakeholders, and the necessary conditions are determined for the lecturers and students accordingly. Instructors were provided with support and trainings in the specific aspects and details of newly developed materials and methods. It was ensured that the instruction designed in the implementation phase was delivered in an effective and efficient manner. At this stage, it was aimed to support students, understand the material and realize the goals. Please find the table showing action plan (Turkish) in the course of implementation phase and the calendar in the appendix D.

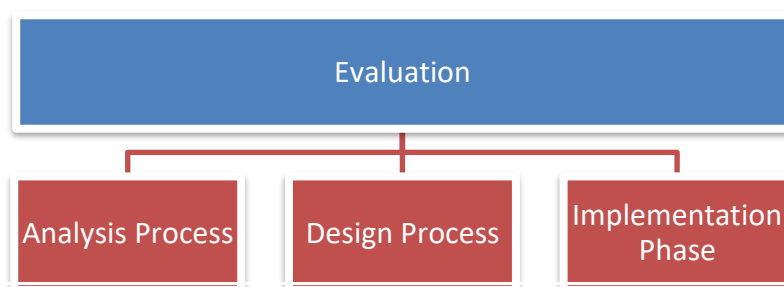
In order to foster a culture of quality, a certain set of applications were carried out at BUUSFL. The underlying methodology for creating such a culture is continuous evaluation, reflection and action. For these purposes, feedback in different formats was collected on a regular basis from all the stakeholders involved in the language teaching and learning processes including our current and former students, our teachers, and professors in various faculties. Students were at the center of their learning and our teaching processes. Therefore, the feedback we gathered from our students were of great significance to improve our program depending on their needs and expectations. At certain intervals, the students were asked about the basics of our program (language teaching and assessment procedures), the materials used (online and offline resources, course books and accompanying resources), the facilities in our campus (self-access centre, technological equipment in classrooms, cafeteria, and recreational areas) and the extra-curricular activities (student clubs, competitions, and pot-lucks) throughout the academic year. These

feedback sessions were carried out at different stages of the academic year, as not only ongoing evaluation but also mid- and final evaluation in a variety of formats. Depending on this feedback, necessary modifications were considered and carried out by the related units.

## 2.5 Evaluation

What we aim in the evaluation stage of the BUUSFL Preparation Program Design Model is to measure the efficiency and effectiveness of our model, to make the necessary updates and to maintain sustainability.

Throughout the evaluation stage, each stage of our Preparatory Program Design Model (Analysis, Design, and Implementation) is evaluated separately. **The output resulting from the evaluation of each stage constitutes the input of the next stage.**



**Figure 6: Evaluation phase**

**Analysis Stage:** Laws, regulations and the CEFR language criteria are taken as a basis in the analysis process. Institutional conditions and student profiles are taken into consideration, SWOT analysis for the instructors and a needs analysis questionnaire to determine the needs of the students are applied. Laws, regulations, institutional conditions, student profiles and needs analysis process output constitute the significant input for the next stage of the design process.

The validity and reliability ensuring processes of the needs analysis questionnaire are conducted by **the Standardization Unit**. In addition, the needs analysis questionnaire is asked for expert opinions and reviewed by instructors every year and the necessary updates are made.

**Design Stage:** The Preparation Program Design Model is created based upon the input attained from the analysis process. Each stage of the design process is evaluated using the evaluation tools provided below.

Designs	Evaluation Tools
<b>Creating the Educational Philosophy</b>	<ul style="list-style-type: none"> <li>• Laws and Regulations</li> <li>• CEFR Criteria</li> <li>• Current Literature</li> <li>• Expert Opinions</li> <li>• Instructor Program Evaluation Questionnaire (see ICCU handbook)</li> <li>• Student Program Evaluation Questionnaire (Appendix E)</li> <li>• Student Needs analysis questionnaire (Appendix F)</li> </ul>
<b>Selection of the Coursebook</b>	<ul style="list-style-type: none"> <li>• Textbook Selection Criteria (see ICCU handbook)</li> <li>• Textbook Evaluation Questionnaire (see ICCU handbook)</li> </ul>
<b>Curriculum Development and Syllabi Design</b>	<ul style="list-style-type: none"> <li>• Course Book Content</li> <li>• CEFR Target Output</li> <li>• Expert Opinions</li> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> </ul>
<b>Design of the Modular System</b>	<ul style="list-style-type: none"> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> <li>• Focus Group Meetings</li> <li>• Administrators' and Coordinators' Opinions</li> </ul>
<b>Design of the Group System</b>	<ul style="list-style-type: none"> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> <li>• Focus Group Meetings</li> <li>• Administrators' and Coordinators' Opinions</li> </ul>
<b>Design of the Implementation of the School Newspaper</b>	<ul style="list-style-type: none"> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> <li>• Focus Group Meetings</li> <li>• Administrators' and Coordinators' Opinions</li> </ul>
<b>Design of the Student Clubs</b>	<ul style="list-style-type: none"> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> <li>• Focus Group Meetings</li> <li>• Administrators' and Coordinators' Opinions</li> </ul>
<b>Development of the Assessment and Evaluation Tools</b>	<ul style="list-style-type: none"> <li>• Expert Opinions</li> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> </ul>

**Table 15: Evaluation tools**

The Preparatory Program Design Model is created at the end of these processes. The validity and reliability ensuring processes of all questionnaires used in the design phase are applied by **the Standardization Unit**. All questionnaires are asked for **expert opinions** and reviewed by **instructors** every year and the necessary updates are made.

**The Implementation Stage:** As our school is a state university, the personal/administrative rights of the academic and administrative staff, financial transactions, recruitment procedures, and student registration, payment processes and personal affairs are determined and administered depending upon the relevant laws and regulations.

The outcomes we had in the design stage is the input of the preparatory class instruction implementation stage. During the implementation stage, all activities are conducted by administrators and/or by using evaluation questionnaires:

Implementation	Evaluation
<b>Preparation Design Model Implementation</b>	<ul style="list-style-type: none"> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> <li>• External Stakeholders Evaluation Reports</li> </ul>
<b>Course Implementations and Curriculum Relevance</b>	<ul style="list-style-type: none"> <li>• Lesson Observation Reports</li> <li>• Student Program Evaluation Questionnaire</li> </ul>
<b>Appropriateness and Up-to-dateness of Materials and Tools</b>	<ul style="list-style-type: none"> <li>• Team Reports</li> <li>• Instructor Program Evaluation Questionnaire</li> <li>• Student Program Evaluation Questionnaire</li> </ul>
<b>Unit Practices</b>	<ul style="list-style-type: none"> <li>• Unit Heads Reports</li> </ul>
<b>Group Practices</b>	<ul style="list-style-type: none"> <li>• Coordinators Reports</li> </ul>
<b>Coordinators</b>	<ul style="list-style-type: none"> <li>• Administrative Evaluation Reports</li> </ul>
<b>Academic and Administrative Staff Performances</b>	<ul style="list-style-type: none"> <li>• Administrative Evaluation Reports</li> </ul>

**Table 16: Evaluation tools 2**

The output attained at the end of the evaluations throughout the application stage create the input for the analysis stage and the cycle of the Preparatory Program Instructional Design Model returns to the first stage.

## **APPENDIX A**

### **SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis of BUUSFL-EPP (Bursa Uludağ University School of Foreign Languages English Preparation Program)**

#### **Introduction:**

Being aware of the importance of receiving feedback from all the stakeholders as part of the ongoing evaluation of our program, as management we carried out a SWOT analysis at the beginning of the spring term of the 2019- 2020 academic year to explore the general satisfaction level of our instructors with the institution. We believe that happy teachers lead directly to happy students. Hence, hearing the voices of our teachers is of great significance to plan and take actions to foster a positive language learning environment that nurtures both our teachers' and students' sense of belonging.

#### **Methodology:**

The procedure for the analysis is as follows. To begin with, all teaching staff was informed about the SWOT analysis in a staff meeting and were distributed SWOT analysis sheets. The participation in this mini-research was on voluntary basis. The teaching staff was then requested to hand in SWOT analysis sheets to the faculty secretary in a two-week period. The SWOT analysis sheets were submitted anonymously so that teachers do not have any reticence to express their opinions.

Out of 52, 31 teachers returned the filled-in SWOT analysis sheets. For the analysis of the fill-in responses, the frequency distribution of the responses for each category was counted. When there is an overlap in two categories, that is, when an item was written in the categories of both strengths and opportunities by different participants, it is categorized in either strengths or opportunities but not both.

#### **Analysis:**

For the ease of following, the data was presented in tables for each category as follows: Strengths, Weaknesses, Opportunities and Threats. In the next session, participants' responses for each category is listed and briefly explained.

#### **Strengths**

According to the 31 participants of the study who take part in this mini research voluntarily, the strengths of BUUSFL-EPP are:

- highly-motivated and dedicated teaching staff,
- a positive working environment and strong personal relations,
- the successful integration of technology into language teaching and assessment (Google Classroom and online applications of materials that can be used in various devices),
- up-to-date teaching materials,
- highly-motivated and supportive management,
- standardization for quality enhancement,
- experienced teaching staff, and
- a learner-centered approach to language teaching.

See Table 1 below for the total number and percentages of participants who perceived abovementioned aspects as strengths of BUUSFL-EPP.

**Table 1.** Strengths of BUUSFL-EPP (N=31)

	<i>F</i>	<i>%</i>
<b>Highly-motivated teaching staff</b>	12	39
<b>Positive working environment</b>	10	32
<b>Successful integration of technology</b>	9	29
<b>Up-to-date teaching materials</b>	9	29
<b>Highly-motivated management</b>	7	23
<b>Standardization for quality enhancement</b>	6	19
<b>Experienced teaching staff</b>	3	10
<b>Learner-centeredness</b>	2	6

### Weaknesses

As it was with the categories of strengths and opportunities, if an issue was mentioned in the categories of both weaknesses and threats by different participants, it is categorized in either weaknesses or threats but not both. For the 31 participants in this mini-research, the weaknesses of BUUSFL-EPP are as follows:

- off-campus location,
- demotivated students due to EPP being compulsory for some faculties,
- overcrowded classrooms,
- unnecessary paperwork, and
- a packed curriculum.

Below (in Table 2) are the total number and percentages of participants who perceived abovementioned elements as the weaknesses of BUUSFL-EPP.

**Table 2.** Weaknesses of BUUSFL-EPP (N=31)

	<i>F</i>	<i>%</i>
<b>Off-campus location</b>	22	71
<b>Demotivated students</b>	13	42
<b>Overcrowded classrooms</b>	8	26
<b>Unnecessary paperwork</b>	8	26
<b>Packed curriculum</b>	7	23

### Opportunities

Following the weaknesses, the opportunities provided by BUUSFL-EPP, as perceived by the participants, are as follows:

- information technology equipment (ITE) in classrooms,
- a variety of extra-curricular activities for students (self-access center, clubs, pot-lucks, competitions, and educational and professional seminars by field experts),
- a variety of CPD activities for teachers,
- individual counseling for students,
- consent and support for post-graduate studies for teachers,
- high-quality language courses organized by BUUSFL for life-long language learners in the city, and
- an international exams center for ETS, and TestDaf.

See Table 3 below for the total number and percentages of participants who listed abovementioned elements as opportunities provided by BUUSFL-EPP.

**Table 3.** Opportunities provided by BUU-SFL-EPP (N=31)

	<i>F</i>	<i>%</i>
<b>ITE in classrooms</b>	8	26
<b>Extra-curricular activities for students</b>	4	13
<b>CPD activities for teachers</b>	4	13
<b>Individual counseling for students</b>	4	13
<b>Post-graduate study support for teachers</b>	3	10
<b>Language courses</b>	3	10
<b>International exams center</b>	3	10



## Threats

Finally, threats to BUUSFL-EPP, as perceived by the participants are as follows:

- an increasing number of low-profile students,
- a lack of digital literacy,
- negative attitudes of faculties towards EPP, and
- fast-shifting state policies for language education.

Table 4 presents the total number and percentages of participants who identified abovementioned elements as the threats to BUUSFL-EPP.

**Table 4.** Threats to BUU-SFL-EPP (N=31)

	<i>F</i>	%
<b>Low-profile students</b>	9	29
<b>Lack of digital literacy</b>	4	13
<b>Negative attitudes of faculties</b>	3	10
<b>Shifting language education policies</b>	2	6

## Conclusion:

Overall, it is pleasing for management to see that the number of items mentioned under the categories of strengths and opportunities almost doubles the number of items listed under the categories of weaknesses and threats. Then again, the results of this mini-research indicates that there are issues needed to be addressed. Some of them are beyond the means of the EPP management and BUU presidency, such as the increasing number of low-profile students or shifting state policies for language education. Others like the packed curriculum or lack of digital literacy can be acted on in collaboration with more capable colleagues and outside experts. We believe that awareness of these issues is the first step to handle them effectively. Therefore, we plan to use every means to hear the voices of our colleagues and students on different platforms.

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