



AYDIN ADNAN MENDERES UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES

# QUALITY HANDBOOK

**2024 - 2025**

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# 1. HISTORY OF THE INSTITUTION

Aydin Adnan Menderes University was founded in 1992 under Law No. 2809, which reorganized higher education institutions based on Decree Law No. 41. Initially established with five faculties (Science and Literature, Nazilli Faculty of Economics and Administrative Sciences, Medicine, Veterinary Medicine, and Agriculture), three institutes, and two schools, the university has since expanded to include 20 faculties, three institutes, one state conservatory, two schools, 19 vocational schools, and 36 research and application centers, operating across 81 academic units.

The School of Foreign Languages was officially established by the decision of the Council of Ministers published in the Official Gazette dated March 14, 2009, and began its educational activities during the 2009-2010 academic year following the appointment of its director on September 3, 2009.

## 2. MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

### 2.1 Mission

To equip students enrolled in preparatory classes with the necessary language knowledge and skills in German, French, and English, enabling them to participate in their programs effectively in line with the Common European Framework of Reference for Languages (CEFR).

### 2.2 Vision

To be recognized among leading institutions in language education with professional staff, innovative teaching methods, and a commitment to quality, meeting both institutional and individual needs while adhering to academic and ethical values.

### 2.3 Educational Philosophy

#### Raising Global Citizens Through Language Proficiency

At Aydin Adnan Menderes University School of Foreign Languages, we believe that language serves as a key that opens up a world of opportunities and fosters meaningful connections between different cultures. Our educational philosophy is rooted in empowering individuals to become confident, competent, and culturally aware global citizens by acquiring language skills. We achieve this through four fundamental educational approaches:

**Progressivism:** Focuses on the practical applications of language learning, encouraging students to solve problems and engage in critical thinking.

**Constructivism:** Emphasizes the belief that students actively construct knowledge through their experiences and interactions.

**Existentialism:** Promotes student autonomy, allowing them to make their own choices throughout their language learning journey.

**Humanism:** Highlights each individual's potential and worth, advocating for a well-rounded education that extends beyond language skills.

Our institutional philosophy aims to create a multifaceted learning environment that incorporates elements from all the aforementioned perspectives. This eclectic approach focuses on:

- The importance of experiential learning and practical activities.
- Valuing students' interests, critical thinking, and problem-solving abilities.
- Encouraging active participation and collaboration in the learning process.
- Raising awareness that learning is an active process where individuals construct knowledge based on their personal experiences.
- Viewing teachers as guides and facilitators in structuring students' learning processes.
- Emphasizing individual freedom, choice, and responsibility.
- Inspiring students to explore universal as well as personal values.
- Contributing to the holistic development of individuals, encompassing intellectual, emotional, and social aspects.
- Fostering positive relationships and creating a supportive learning environment.

**In summary**, the fundamental elements of our educational philosophy can be categorized under the following key areas that are indispensable for our learning goals, content, experiences, and assessments:

#### **Student-Centered Approach:**

We adopt a student-centered approach that acknowledges each learner's unique learning styles, backgrounds, and goals. Our dynamic curriculum is designed to address various proficiency levels, offering an inclusive and personalized educational experience. By creating a supportive learning environment, we encourage students to actively engage in the language learning process and take responsibility for their learning journey.

#### **Communicative Competence:**

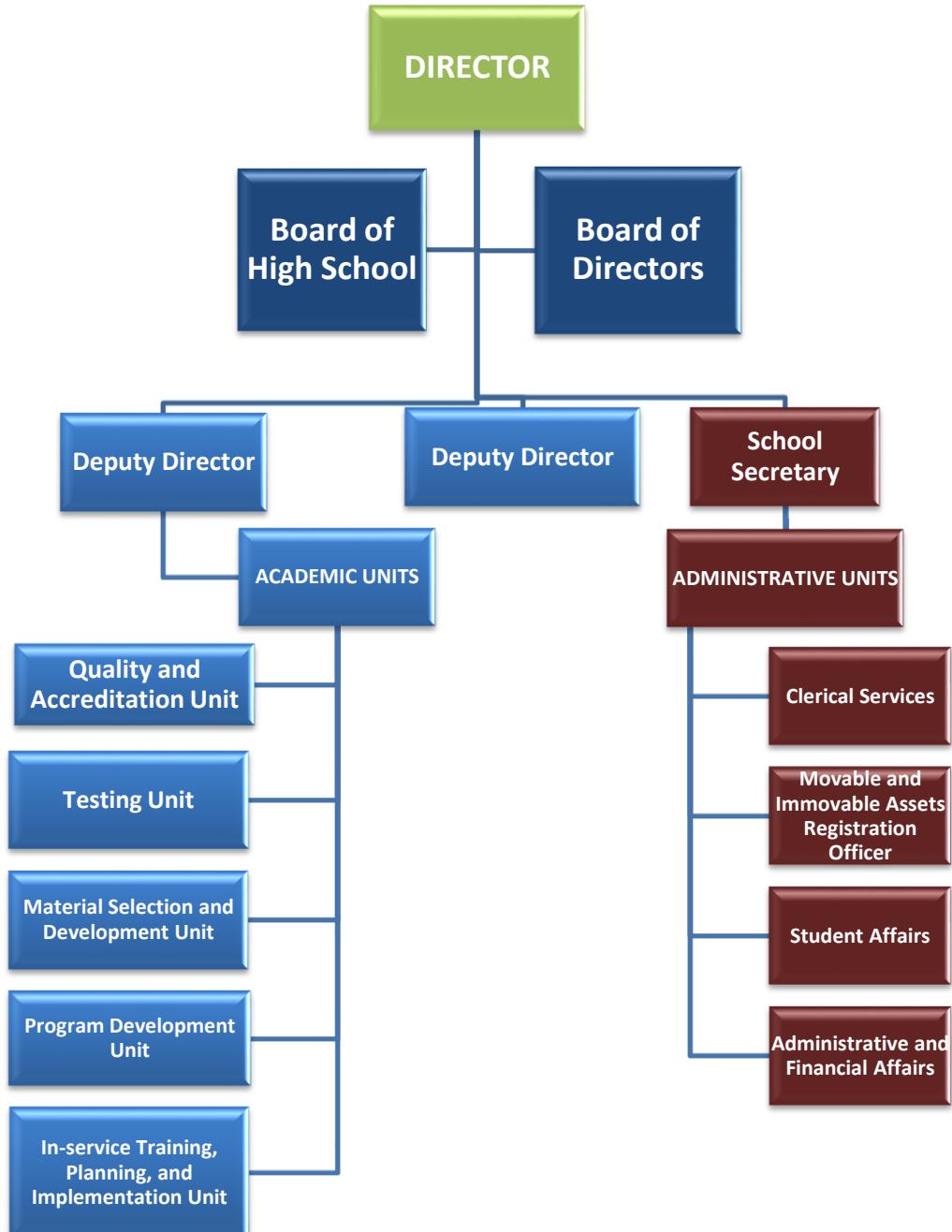
Communication is at the heart of language learning. Our curriculum prioritizes the development of communicative competence by emphasizing the practical use of language skills in everyday situations. Through interactive and immersive activities, students not only grasp the intricacies of grammar and vocabulary but also gain the confidence to express themselves fluently in diverse social and professional contexts.

#### **Intercultural Sensitivity:**

Language is intricately woven into the fabric of culture. We recognize and promote cultural sensitivity and awareness as an integral part of language education. Our courses incorporate cultural components, encouraging students to appreciate the richness of language within its cultural context. This approach not only enhances linguistic competence but also fosters a deeper understanding and respect for cultural diversity.

### 3. INSTITUTIONAL STRUCTURE

#### 3.1 Academic and Administrative Organizational Chart



The School's structure is organized to ensure effective management and collaboration between various academic and administrative units. The Director oversees all operations, supported by Assistant Directors, Unit Coordinators, and an administrative team.

### **3.2. Responsibilities of the School Director**

- Represent the School at the highest level.
- Chair the School Councils and implement the decisions of the School Councils.
- Ensure the overall coordination of the units within the School of Foreign Languages (Exam Unit, Material Selection and Development Unit, Curriculum Development Unit, In-Service Training Planning and Implementation Unit, Project Unit).
- Coordinate the Foreign Language Courses offered by the School of Foreign Languages.
- Supervise all stages of the ADÜ-YDYO Foreign Language Proficiency Exams (English, German, French).
- Provide a report to the Rector on the overall status and functioning of the School at the end of each academic year or upon request.
- Communicate the School's budget and staffing needs to the Rectorate with justification and submit budget proposals to the Rectorate after obtaining the School Board's opinions.
- Exercise general supervision and control over the units and personnel at all levels within the School.
- Define the mission and vision of the School, share it with all employees, and motivate them to achieve it.
- Prepare staffing needs for the School and submit them to the Rectorate with justification.
- Ensure that processes in administrative and academic units are carried out effectively and efficiently in compliance with laws and regulations.
- Identify and resolve problems related to the educational system of the School, referring them to higher authorities when necessary.
- Facilitate the preparation of the School's strategic plan.
- Establish commissions as needed to ensure the effective and efficient operation of the School's services, support data-driven decisions, and ensure healthy information flow to the management.
- Ensure the effective and efficient use of the School's physical and human resources.
- Follow contemporary developments and reflect them in School processes in line with its mission and vision.
- Promote and disseminate quality awareness within the School; ensure the implementation of necessary practices to maintain quality assurance.
- Oversee the conduct of the School's education, scientific research, and publication activities in a manner aligned with contemporary principles and the School's mission and vision.
- Ensure the regular execution of the School's evaluation and quality improvement efforts.

- Promote social, cultural, and scientific participation of all administrative and academic staff and students, fostering a productive atmosphere. Cultivate a sense of teamwork within the School through leadership.
- Organize activities such as courses, seminars, and conferences for academic and administrative staff to foster continuous learning within the School.
- Establish connections with other institutions and organizations to secure resources needed by the School.
- Ensure the regular conduct of educational activities within the School.
- Facilitate accreditation efforts for the programs offered by the School.
- Ensure the acquisition, use, and control of movable assets in an effective, economical, and lawful manner, maintaining transparent records through the designated property registration officer and submitting prepared management accounts.
- Develop policies and strategies related to education, training, and research.
- Serve as the expenditure authority for all budget-allocated units, ensuring compliance with budget principles and legal regulations in expenditure directives.
- Ensure that expenditure instructions adhere to budget principles, laws, regulations, and other legislation, and are economically and efficiently utilized, while fulfilling other responsibilities under the law.
- Direct the Budget Officer to issue expenditure orders within allocated appropriations, ensuring funds are used according to the budgetary framework.
- Act in accordance with principles of frugality.
- Fulfill other responsibilities assigned by laws and regulations.
- Ensure the rational use and development of the teaching capacity of the School and its affiliated units, taking security measures when necessary.
- Provide necessary social services to students.

### **3.3. Responsibilities of the Deputy Directors of the School**

- Act as the Director's deputy when the Director is unavailable.
- Fulfill duties assigned by relevant laws and regulations.
- Carry out other tasks and responsibilities assigned by their respective processes and higher-level administrators.
- Assist the Director in the general coordination of the units within the School of Foreign Languages (Exam Unit, Material Selection and Development Unit, Curriculum Development Unit, In-Service Training Planning and Implementation Unit).
- Ensure the determination of the academic calendar.
- Organize and oversee the functioning of student advisory services.
- Coordinate with the Exam Unit to determine the dates, times, and locations of examinations during the academic year, assign proctors, and ensure the smooth administration of exams.
- Collaborate with the Exam Unit to evaluate and resolve student appeals regarding exam results.
- Work with the Exam Unit to evaluate and finalize requests for make-up exams.
- Handle student disciplinary issues in accordance with applicable regulations.

- Evaluate student permissions for sports and cultural activities and ensure that necessary actions are taken by the relevant units.
- Assess requests for course exemptions and ensure the necessary actions are taken.
- Ensure balanced and reasonable course allocations within the School.
- Coordinate with designated personnel to prepare weekly class schedules, ensure they are systematically entered into the automation system, and communicate them to instructors and students.
- Organize orientation activities for newly registered students.
- Manage all scholarship-related processes and chair the commissions established for these purposes.
- Ensure security measures are taken when necessary.
- Oversee all activities, processes, and work related to curriculum studies for mandatory and elective courses provided by YDYO to external units.
- Prepare the agenda for the School Executive Board.
- Attend meetings of the School Council and the School Executive Board.
- Ensure that decisions taken at School Council and School Executive Board meetings, which concern other units of the university, are communicated to the relevant units.
- Facilitate the necessary efforts for determining the policies and strategies of the School.
- Review and oversee additional course forms.
- Monitor the leave, reports, and other personal rights of academic staff; listen to their requests on these matters and seek resolutions.
- Prepare the Annual Administrative Activity Reports.
- Prepare the strategic plan of the School.
- Identify and procure classroom equipment and tools as needed.
- Oversee technical services.
- Prepare presentations for the Academic General Assembly held at the end of each academic year.

## 4. UNITS WITHIN THE SCHOOL OF FOREIGN LANGUAGES

### 4.1. Curriculum Preparation unit

#### Mission

The mission of the Curriculum Preparation Unit is to design and develop high-quality educational programs tailored to students' needs using innovative methods.

#### Vision

In line with the stated mission, the vision is to prepare the most flawless curriculum that can eliminate students' language barriers.

#### Job Description and Responsibilities

- Define the objectives of courses and identify the knowledge and skills students should acquire by the end of the academic year.

- Prepare the main course and written curriculum, including course content and learning objectives for different levels of instruction.
- Collaborate with the Exam Unit to ensure that weekly schedules during exam weeks are not excessively demanding.
- Work in coordination with the Exam Unit to determine Writing Portfolio topics.
- Collaborate with the Exam Unit to set portfolio schedules.
- Ensure the preparation of an organized acceleration schedule before the start of the term and its inclusion in class files. Portfolio weeks are also incorporated into this schedule.
- Ensure the smooth progression of classes and inform instructors about planned objectives and schedules.
- Monitor class files to ensure the curriculum is being followed as planned, maintaining regular communication with advisory faculty members, and being ready to make revisions if necessary.
- Identify areas for improvement in the curriculum by working with class advisors to gather feedback.
- Collaborate with school administration and the Exam Unit to establish effective systems that support the course schedule.
- Update these documents annually according to the needs of the institution.
- In this way, the Curriculum Development Unit Head ensures the provision of programs that offer students the best learning opportunities.

## 4.2. Material Selection and Development Unit

### Mission

The primary mission of the Material Selection and Development Unit at Aydin Adnan Menderes University's School of Foreign Languages is to ensure the preparation and accessibility of various materials and resources that instructors can use in their classes. This unit aims to deliver effective education by organizing and developing resources aligned with the objectives of the educational program, content, and students' characteristics.

### Vision

The vision of the unit is to select coursebooks and/or supplementary materials suitable for the needs of students and instructors, prepare or adapt worksheets to support these materials when necessary, and update these materials throughout the semester.

### Job Description and Responsibilities

- Coordinate the analysis and evaluation of coursebooks to be selected for each academic year's curriculum.
- Identify the needs of students in alignment with the school's objectives, working in coordination with administration, the exam team, and instructors.
- Develop and compile original and/or semi-structured ELT teaching materials such as worksheets, skill-based educational documents, and supplementary packages.
- Participate in the process of selecting coursebooks for relevant levels before the start of the academic year.

- Ensure the accessibility of supplementary materials, such as flyers, worksheets, and audio files, on the O-Drive for instructors.
- Inform instructors about planned materials and shared documents, ensuring the smooth progression of the course.
- Collaborate with other Coordinators, the Exam Office, instructors, and administration to create effective systems that support the course.
- Regularly create, update, and improve documents, worksheets, and related materials on the Drive.
- Ensure that materials and answer keys are ready for students and instructors in a timely manner.
- Collect feedback to identify areas for improvement and lead the process of implementing proposed changes with appropriate approvals.
- Maintain a stock of coursebooks for each level and keep track of the current number of available coursebooks for instructors.
- Work in coordination with Assistant Directors to ensure a sufficient number of coursebooks are available for instructors.
- Update and archive all resources and materials within the Material Selection and Development Unit; work on the compilation, creation, and improvement of digital materials.
- Compile and prepare all materials ethically and in compliance with Copyright laws.
- Determine material needs and collaborate with the Curriculum Development Unit on related studies.

## 4.3. Exam Unit

### Mission

The mission of the Exam Unit is to measure students' language proficiency to ensure that they have attained the necessary level of foreign language competence required to begin undergraduate education in their respective departments. The unit also aims to develop assessment tools that require students to utilize advanced cognitive abilities.

### Vision

As the Exam Unit, our vision is to be a pioneering center in language testing and assessment at national and international standards through innovative, reliable, and fair practices. We aim to achieve the highest quality that contributes to students' academic success.

### Job Description and Responsibilities

- Prepare, organize, implement, determine the evaluation criteria, and manage the evaluation process for the following exams throughout the academic year:
  - Foreign Language Proficiency Exam for Preparatory Classes (Preparatory YDYS) (multiple times if necessary),
  - Foreign Language Proficiency Exam at the end of Summer School,
  - Erasmus Foreign Language Proficiency Exam,
  - Graduate Foreign Language Proficiency Exam (for Institutes),
  - Quizzes,
  - Midterm Exams,

- Final Exams,
- Make-up Exams.
- The Exam Unit conducts the evaluation of the first quiz and the first midterm exam (written) in each semester. Other quizzes, midterms, and final exams are evaluated by other instructors.
- If a summer school is offered, the instructors assigned to the summer school are responsible for the preparation, implementation, and evaluation of quizzes, midterms, finals, and the Summer School YDYS.
- If no summer school is offered, the Exam Unit is responsible for the preparation, implementation, and evaluation of the Summer School YDYS.
- Prepare sample templates for all types of questions related to the exams (quizzes, midterms, proficiency exams, and other assessments) and provide informational materials about the exam format and evaluation criteria to inform both students and instructors.
- Collaborate with the Curriculum Development Unit and the Material Selection and Development Unit to determine exam dates.
- Assign personnel for the administration and evaluation of exams.
- Determine the classrooms where branches will take exams and announce this information to students.
- Inform class advisors to ensure exam results are announced on time.
- Keep exam documents up to date, store them both in print and digital formats, and take measures to prevent the removal of such materials from the office.
- Publish necessary exam announcements on the Student Board.
- Update sample exams published on the School's website as necessary.
- Conduct final checks on the content and format of exams before printing, ensure their duplication, filing, and distribution prior to the exams.
- Prepare complete lists of students taking exams.
- Address any issues that may arise during exams.
- Review and respond to appeals regarding exam results.
- Act as the decision-maker in cases of inconsistency or disagreement in the evaluation of exams with double marking.
- Submit exam results to the School Directorate for transmission to relevant institutions.
- Gather feedback from students and instructors on the administered exams, evaluate the feedback received, and file the evaluations.
- If necessary and resources permit, participate in conferences, seminars, workshops, language congresses, etc., on testing and assessment in Turkey and abroad, prepare reports on these events, and provide informative presentations to instructors.
- Attend all meetings organized by the Exam Unit Coordinator.
- Complete tasks assigned by the Exam Unit Coordinator in a timely and accurate manner.
- Carry out other exam-related tasks and duties assigned by the School Directorate.

## 4.4. In-Service Training Planning and Implementation Unit

### Mission

The mission of the unit is to promote and organize collective and individual professional

development activities for instructors and students, based on three main sources: needs analysis and feedback forms, institutional priorities, and in-class self and peer observations.

### **Vision**

The vision of the In-Service Training Planning and Implementation Unit at ADÜ School of Foreign Languages is to provide instructors with one of the most inclusive, supportive, and collaborative in-service training processes among preparatory schools, grounded in the Common European Framework of Reference for Languages (CEFR).

### **Job Description and Responsibilities**

- Prepare and coordinate an Orientation Program for students (in Turkish and English).
- Prepare and coordinate an Orientation Program for instructors (in Turkish and English).
- Prepare and maintain an up-to-date Student Handbook (in Turkish and English).
- Prepare and maintain an up-to-date Instructor Handbook (in Turkish and English).
- Design and conduct a needs analysis survey for instructors to plan and implement various purpose-specific in-service development activities throughout the academic year.
- Plan and organize professional development activities for instructors during the academic year based on the results of the needs analysis survey.
- Keep records of professional development activities.
- Plan and conduct systematic self-assessment, peer class observation, and administrative observation activities to ensure continuous improvement in teaching and personnel quality.
- Prepare and administer feedback forms for instructors.
- Stay up to date with current professional development activities.
- Announce TESOL-related events such as conferences, workshops, symposiums, and seminars, both online and in-person.
- Encourage instructor participation by recommending various professional development resources such as blogs and newsletters.

## **4.5. Quality and Accreditation Unit**

### **Mission**

To support ADÜ School of Foreign Languages (YDYO) in achieving and maintaining high-quality standards in its approaches to creating an effective language teaching and learning environment.

### **Vision**

To ensure that Aydin Adnan Menderes University School of Foreign Languages is recognized as a center of excellence in language teaching; to adopt an innovative, sustainable, and internationally standardized language education approach, contributing to students receiving education at global standards.

### **Job Description and Responsibilities**

- Identify the current state of all educational and administrative activities within and outside YDYO.

- Enhance the effectiveness and efficiency of teaching and learning activities.
- Establish quality assurance frameworks to be applied to all units of ADÜ YDYO.
- Provide support for YDYO in obtaining accreditations.
- Ensure that the School operates actively and in alignment with its mission and vision, together with all its personnel and units.
- Create and maintain coordination among academic units and between ADÜ YDYO and its stakeholders to ensure high quality in all educational processes.
- Ensure continuous quality improvement in all educational processes and institutional performance.
- Coordinate procedures for class observations, material preparation, data analysis, record-keeping, and report preparation.
- Conduct the above-mentioned activities in accordance with the procedures and principles established by the Higher Education Quality Board.
- Conduct internal evaluation studies and present the results of institutional evaluation and quality improvement activities to the School Council.
- Archive the approved report and make it publicly available by uploading it to the School's website.
- In cases where revisions are necessary based on the report results, proactively communicate with the relevant units to ensure the implementation of necessary changes.

## 4.6. Implementation of External Education

Our School is responsible for conducting all preparatory class activities and the compulsory foreign language courses specified in Article 5(i) of Law No. 2547, in accordance with the relevant provisions of the Aydin Adnan Menderes University Foreign Language Education Directive. In this context, our School plans foreign language courses at other university units to be conducted remotely and/or face-to-face, assigns instructors, and ensures the effective delivery of the courses.

Additionally, if requested by other units and approved by the School Board, the School also plans and oversees the execution of foreign language courses (English, German, French) offered by those units. In this regard, pursuant to Article 13-b/4 of Law No. 2547, our School currently employs a total of 10 instructors, 8 for English and 2 for German, who are responsible for delivering these courses at various university units. Furthermore, our instructors from the School also provide support in conducting courses in English, German, and French for specific units, including the Faculty of Education, Faculty of Veterinary Medicine, Didim Vocational School, and Karacasu Vocational School.

# 5. PRINCIPLE OF CURRICULUM AND PROGRAM DEVELOPMENT

## 5.1 Curriculum and Curriculum Evaluation

The curriculum development unit of our school prepares the educational program by following various stages to ensure that educational activities are conducted in an organized

and efficient manner. The fundamental principle of our unit is to carry out programming efforts aimed at supporting students' foreign language development while addressing their educational needs.

The working principles and stages of the curriculum development unit over an academic year are listed below:

### **Step 1: Needs Analysis and Planning Process**

The strengths and weaknesses of the previous academic year's educational program are identified by gathering feedback from instructors, students, and faculty members. A program design aligned with the school's educational vision, mission, and strategic objectives is created, considering the perspectives and suggestions of stakeholders and other instructors from a pluralistic standpoint.

Before the academic year begins, meetings are held with teachers, other faculties, school administration, and student representatives to gather information about students' educational needs. Educational, academic, and social objectives are determined based on the students' needs. Readiness levels, developmental stages, and material requirements of the students are analyzed, and information is exchanged in coordination with the material preparation unit. In this process, target behaviors are evaluated within the framework of CEFR, and relevant information is shared with the material preparation unit.

Subsequently, the weekly syllabus is created by aligning it with the selected materials. In the weekly syllabus, target behaviors for each week are specified, and a balanced distribution is ensured. The syllabus indicates content to be added or removed from the selected materials as necessary.

### **Step 2: Implementation Process**

The educational program and weekly syllabus, approved by the school administration, are shared with instructors and students for implementation. The effectiveness and timeliness of the implementation are monitored, and interventions are made promptly when necessary. Throughout the academic year, information regarding the progress of classes in the syllabus is shared with the exam preparation unit. The exam preparation unit creates exam content based on this information.

### **Step 3: Evaluation and Feedback**

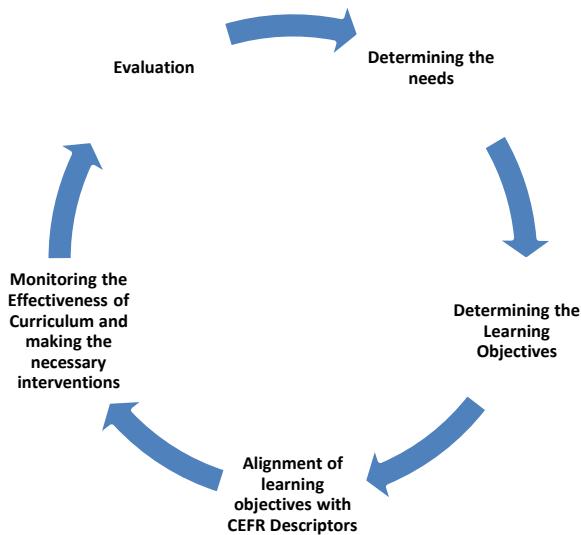
Feedback on the overall educational program is gathered from students, instructors, and faculty members through discussions. Student achievements and teaching methods are evaluated to measure the effectiveness of the program. Regular reports on the operation of the program, including its strengths and weaknesses, are prepared throughout the implementation process.

### **Step 4: Revision and Continuous Improvement**

The educational program is reviewed and updated regularly at the end of each year. Improvements and modifications are made to the program according to innovations in education and changing needs. The effects of these changes on the program are monitored, and necessary adjustments are made. Innovative approaches are developed for continuous improvement in line with the school's educational vision. Student performance is tracked, and

guidance is provided when necessary. During the implementation process, the program unit supervises and directs the educational program. Decisions based on qualitative data-driven feedback are made for continuous improvement.

In conclusion, the curriculum development unit coordinates, plans, and monitors all the processes mentioned above to ensure the smooth functioning of educational activities in the school.



## 5.2 ADÜ SOFL Preparatory Program Instructional Model

The Preparatory Program aims to teach students the fundamental uses of a foreign language, as well as oral and written comprehension and production methods, in alignment with the Common European Framework of Reference for Languages (CEFR). The target languages are English, French, and German.

### **Program Implementation:**

Our teaching model can be defined as "continuous foreign language education." This term emphasizes that foreign language instruction is provided continuously over an 8-month period without being divided into separate terms. However, there is a two-week winter break.

### **English Program:**

- For Basic English Level (A2) classes, 26 hours of instruction per week are provided. These classes are categorized as 4A.
- For Pre-Intermediate Level (B1) classes, 24 hours of instruction per week are provided. These classes are categorized as 4B.
- Students' learning levels are determined based on the ADU Foreign Language Proficiency Exam (YDYS) results.

Both levels aim to equip students with the four essential skills, and the exit level is B1 (or B1+ according to some sources).

## 4A Level

COURSE NAME	WEEKLY HOURS	GOAL
Main Course	16	To enable students to reach Intermediate B1 level in terms of grammar knowledge and four basic skills (Reading/Writing/Listening/Speaking) and to use the language effectively.
Writing	6	To support students' Reading and Writing skills in a foreign language and to ensure that they acquire strategies and methods related to these skills.
Speaking	4	To support students' foreign language speaking skills and to ensure that they acquire methods related to these skills.
*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.		

## 4B Level

COURSE NAME	WEEKLY HOURS	GOAL
Main Course	10	To enable students to reach Intermediate B1 level in terms of grammar knowledge and four basic skills (Reading/Writing/Listening/Speaking) and to use the language effectively.
Writing	6	To support students' Reading and Writing skills in a foreign language and to ensure that they acquire strategies and methods related to these skills.
Speaking	4	To support students' foreign language speaking skills and to ensure that they acquire methods related to these skills.
*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.		

### French Program:

The program starts at a single level, offering 26 hours of instruction per week at the beginner level. It begins at A1 (Basic) level and aims for students to achieve B1 (Intermediate) level by acquiring the four essential skills.

COURSE NAME	WEEKLY HOURS	GOAL
Méthode	20	To enable students to reach Intermediate Level (B1) in terms of grammar and four basic skills (Reading/Writing/Listening/Speaking) and to use the language effectively.
Grammaire	4	To support and develop students' grammar knowledge in parallel with the Basic French (Méthode) course.
Comprehension & Expression Ecrites	2	To support and develop students' reading and writing skills.
*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.		

Students receiving lower-intermediate (Pré-Intermédiaire) foreign language education attend 20 hours of language instruction per week.

COURSE NAME	WEEKLY HOURS	GOAL
Temel Fransızca (Méthode)	14	Öğrencilerin dil bilgisi ve dört temel becerisini (Okuma/Yazma/Dinleme/Konuşma) Orta Düzey (intermédiaire B1) seviyesine ulaştmak ve dili etkin olarak kullanmalarını sağlamak.
Dilbilgisi (Grammaire)	4	To support and develop students' grammar knowledge in parallel with the Basic French (Méthode) course.
Okuma ve Yazma Becerileri (Comprehension&Expression Ecrites)	2	Supporting and developing students' understanding and expression skills

\*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.

### German Program

Students receiving beginner-level (Elementare Sprachverwendung - Beginner/Einstieg) foreign language education attend 26 hours of language instruction per week.

COURSE NAME	WEEKLY HOURS	GOAL
Basic German Grundkenntnisse	26	It aims to develop students' German grammar, vocabulary, reading-writing and listening-speaking skills to the Intermediate Level (Mittelstufe B1) and to enable them to use the language effectively. In addition, it aims to enable students to develop their foreign language skills by applying an approach aimed at recognizing the culture of the language.

\*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.

Students receiving lower-intermediate (Elementare Sprachverwendung - Grundlagen) foreign language education attend 20 hours of language instruction per week.

COURSE NAME	WEEKLY HOURS	GOAL
Basic German Grundkenntnisse	20	It aims to develop students' German grammar, vocabulary, reading-writing and listening-speaking skills to the Intermediate Level (Mittelstufe B1) and to enable them to use the language effectively. In addition, it aims to enable students to develop their foreign language skills by applying an approach aimed at recognizing the culture of the language.

\*The aim is for our students who start at this level to reach Intermediate B1 level at the end of the preparatory class.

## **6. PRINCIPLES OF ASSESSMENT AND EVALUATION**

### **6.1. Basic Principles and Objectives**

The YDYO strives for continuous improvement and practical application of the courses it offers. Courses are based on three fundamental components: complementary learning objectives, educational activities, and assessment processes. Therefore, assessment efforts are carefully planned with appropriate tools to measure whether learning objectives have been achieved and whether the curriculum has been implemented correctly.

In line with the importance given to the effectiveness of the evaluation system, an independent unit called the Exam Unit has been established to design, implement, oversee, and improve the evaluation processes of all courses offered at YDYO.

The Exam Unit acknowledges that the assessment and evaluation process is an integral part of the curriculum and cannot function independently of the curriculum's objectives, content, and the teaching-learning process. To create an effective learning environment and ensure the full operation of this cycle, the Exam Unit maintains constant communication with the Curriculum Development Unit and all instructors involved in teaching.

The principle of assessment and evaluation at YDYO applies to all courses conducted by the School and encompasses all students enrolled in these courses.

ADÜ YDYO aims to conduct fair exams sensitive to equality, free from bias, racism, and gender discrimination, and to obtain valid and reliable results. The Exam Unit is responsible for preparing, implementing, and managing the evaluation process for all exams conducted during the academic year, including those for preparatory education at YDYO and foreign language proficiency exams administered across ADÜ (e.g., Erasmus, Farabi, Mevlana exchange program exams, and Graduate Entrance Proficiency Exams).

The primary goals of the assessment and evaluation process are:

- Providing students with clear feedback on their progress and helping them identify necessary steps for improvement.
- Measuring each student's language proficiency to ensure they have reached the required level to begin their undergraduate education.
- Maintaining program integrity while providing equal and fair evaluation tools and environments for all students.
- Developing assessment tools that encourage students to utilize higher cognitive skills.

### **6.2. Validity and Reliability**

ADÜ YDYO's goal is to ensure the highest possible level of validity and reliability in assessment and evaluation. Before the implementation of exams, YDYO aims to familiarize all students with the assessment methods. For this purpose, students are informed about exams

during the orientation program conducted in the first week of the academic year. Additionally, a table titled “test specifications,” explaining the objectives, question types, and point distributions of each exam, is shared with students.

Consistency throughout the academic year in the preparation of assessment tools is of great importance. To achieve this, measures are taken to ensure adequate cross-checking during the exam preparation process. The design of assessment tools is built upon learning objectives and educational activities. The validity of the evaluation process is ensured by aligning these tools with these two elements, and specific procedures are followed to verify their compatibility.

## **6.3. Internal Validation**

Tasks for preparing English exams (specifying which skill will be prepared by which unit member) are determined before the start of each term. French and German exams are jointly prepared by the academic staff teaching those languages due to the limited number of personnel.

## **6.4. Exam Preparation Process**

The Exam Unit bases all exams conducted during the academic year on the curriculum prepared by the Curriculum Development Unit. Throughout the year, the Exam Unit maintains communication with the Curriculum Development Unit to ensure that exam content aligns with program objectives.

### **STEP 1: Allocation of Exam Preparation Tasks**

Exam preparation tasks and timelines for each exam are communicated to unit members by the Exam Unit Coordinator approximately 15 days before the exam.

### **STEP 2: Preparation and Submission of the Exam to the Exam Unit Coordinator**

The exam is prepared by the assigned Exam Unit member(s) and submitted to the Exam Unit Coordinator. This step is to be completed within approximately 10 days.

### **STEP 3: Formatting of the Exam by the Exam Unit Coordinator**

The exam prepared by the Exam Unit members is formatted according to the exam template by the Exam Unit Coordinator and sent to the unit members for proofreading. This step is to be completed within approximately 2 days.

### **STEP 4: Review of the Exam by the Exam Unit Members**

The printed copy of the exam is reviewed by the Exam Unit members and the Coordinator. This step is to be completed within approximately 12 days.

### **STEP 5: Post-Review Corrections**

The electronic copy of the exam is revised based on feedback collected during a meeting held in the Exam Unit office by the deadline specified in the task schedule. The Exam Unit

Coordinator keeps the revised electronic copy, and the reviewed printed copies are destroyed in the Exam Unit office.

#### **STEP 6: Grouping of the Exam and Submission to the Coordinator**

The Exam Unit Coordinator sends the revised electronic copy to the designated Exam Unit member responsible for grouping the exam. The assigned member completes the grouping within approximately 2 days and submits the grouped electronic copies to the Exam Unit Coordinator.

#### **STEP 7: Cross-Checking of Exam Groups**

Exam Unit members review the exam groups against a specific checklist. This step is to be completed within approximately 2 days.

#### **STEP 8: Post Cross-Check Corrections and Printing**

The Exam Unit Coordinator finalizes the exam groups based on feedback from Exam Unit members and prints the exam papers. This step is to be completed within approximately 2 days.

#### **STEP 9: Collating and Enveloping Exam Papers**

The printed exam papers are collated and placed into envelopes by the assigned Exam Unit members and the Exam Unit Coordinator. This step is to be completed within 1 day.

#### **STEP 10: Storage of the Exam**

The electronic copy of the exam is stored securely on the directory server.

### **6.5. Item Analysis Policy**

Progress tests (midterms, quizzes, portfolios, presentations) are designed specifically in language education to evaluate students' progress toward specific learning objectives and to monitor their development. These tests, often tied to the course curriculum, measure students' progress, whereas language proficiency tests aim to evaluate a student's overall language proficiency independently of classroom instruction or a specific curriculum (Hughes, 2003). These differences determine the development and purpose of test items.

Progress tests are typically prepared based on Bloom's Taxonomy. This taxonomy provides a framework for structuring questions in alignment with stages of cognitive development. According to Bloom's Taxonomy, cognitive skills are classified into six levels:

- **Remembering:** Recalling information and concepts (e.g., defining, listing, identifying).
- **Understanding:** Explaining or interpreting information (e.g., summarizing, describing).
- **Applying:** Using information in real-life or new situations (e.g., solving, applying).
- **Analyzing:** Breaking down information to examine relationships or patterns (e.g., comparing, distinguishing, inferring).

- **Evaluating:** Critically assessing or defending decisions (e.g., critiquing, defending, justifying).
- **Creating:** Developing new ideas, products, or approaches (e.g., designing, constructing, generating).

In progress tests, as students' language proficiency improves, test items shift from lower-order cognitive skills (e.g., remembering, understanding) to higher-order skills (e.g., analyzing, evaluating, creating). This transition ensures that assessments become more cognitively challenging and reflect advanced language use.

### **Rationale for Not Conducting Item Analysis for Progress Tests**

The reason for not performing item analysis on progress tests is that these tests are designed for a specific purpose and context. While language proficiency tests require rigorous psychometric validation for reliability and validity (McNamara, 2000), progress tests are primarily designed to provide regular feedback to teachers and students. These tests are used to monitor progress rather than measure absolute proficiency levels.

Ensuring that test content aligns with established frameworks, such as Bloom's Taxonomy, allows progress tests to serve their intended purpose effectively, reducing the need for statistical scrutiny at the item level.

### **References:**

- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York: David McKay.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.

## **6.6. Proctoring**

Ensuring that all exams conducted at ADÜ YDYO are administered fairly and securely and that all students can take their exams in an appropriate environment is of utmost importance to the institution, and proctors play a critical role in this process. To ensure exams are administered under uniform standards, YDYO makes the necessary arrangements and takes precautions to conduct proctoring processes with the utmost care during all exams.

### **Proctoring Process**

The steps followed in the proctoring process at ADÜ YDYO are as follows:

**Exam dates, times, and locations** are announced on notice boards by the Exam Unit, and class advisors also share these announcements in class WhatsApp groups.

## **Proctoring Procedures for Midterms, Finals, and YDYS (Written Exams)**

### **A. Before the Exam**

**A.1.** Attend the exam briefing meeting held in the Exam Unit office 30 minutes before the exam starts and collect your exam envelope.

**A.2.** Be present in the assigned classroom 15 minutes before the exam starts.

**A.3.** Check that the seating arrangement is appropriate.

**A.4.** Direct extra students who do not fit into the classroom to the designated additional rooms.

**A.5.** If the exam includes a listening section, ensure that the audio equipment in the classroom is functional and that you have the listening materials.

**A.6.** Ensure all students show their student IDs/documents and write their student number, name, and surname on the exam attendance sheet and sign it.

#### **A.7. Mobile Phones:**

- **A.7.1.** Ask students to turn off their phones and place them on the teacher's desk.
- **A.7.2.** Put your phone on silent mode as well.

### **B. During the Exam**

**B.1.** Keep the classroom door open throughout the exam, except during the "Listening" sections.

**B.2.** Latecomers are allowed to take the exam within the first 30 minutes. No student is allowed to leave the exam room within the first 30 minutes. Begin the "Listening" section on the 31st minute.

**B.3.** It is your professional responsibility NOT to engage in any activities that may distract you from monitoring students, such as reading, texting, or using a computer. You must supervise students throughout the exam to prevent cheating attempts.

**B.4.** Ensure that latecomers sign the exam attendance sheet before leaving the exam room.

**B.5.** If you see a student cheating, fill out the Exam Cheating/Rule Violation Report provided in the exam envelope and inform the Exam Unit Coordinator when submitting the exam envelope.

**B.6.** Complete and sign the required sections of the exam attendance sheet.

### **C. After the Exam**

**C.1.** Ensure the number of exam and/or answer sheets is correct and that all students have signed the exam attendance sheet.

**C.2.** Place all documents into the exam envelope and promptly submit it to the Exam Unit Coordinator.

### **Proctoring Procedures for Midterms, Finals, and YDYS (Oral Exams)**

#### **A. Before the Exam**

**A.1.** Attend the exam briefing meeting held in the Exam Unit office 30 minutes before the exam starts and collect your exam envelope.

**A.2.** Be present in the assigned classroom 15 minutes before the exam starts.

**A.3.** Prepare the slides of the oral exam topics on the computer.

**A.4.** Check that the projector in the classroom is working.

**A.5.** Ensure that your audio recording device is functional.

**A.6.** Put your phone on silent mode.

**A.7.** Ensure all students show their student IDs/documents and write their student number, name, and surname on the exam attendance sheet and sign it.

**A.8.** If a student does not consent to audio recording, have them complete the declaration form provided in the exam envelope (still allow the student to take the exam).

#### **B. During the Exam**

**B.1.** Start the audio recording. (You can record students individually, record the entire session in one file, or divide the recording into 2-3 parts by starting a new recording after every 10 students.)

**B.2.** After starting the recording, ask the student to state their name and surname.

**B.3.** In the Fall Semester midterms, ask a few warm-up questions to put the student at ease (these will not be assessed).

**B.4.** Ask the student to draw a paper from the box and display the corresponding topic on PowerPoint.

**B.5.** Allow the student 1-2 minutes to think.

**B.6.** Ask the student to answer the questions.

**B.7.** DO NOT ask follow-up questions.

**B.8.** During Fall Semester midterms, if the student does not understand a question or a word in the question, you may provide an explanation in English to clarify it.

**B.9.** After the student leaves the exam room, complete the grading process and then stop the recording (if recording individually).

## **C. After the Exam**

**C.1.** At the end of the exam, complete and sign the required sections of the exam attendance sheet. Take a photo of the attendance sheet.

**C.2.** Submit the photo of the attendance sheet along with the audio files in a folder labeled (e.g., IHS ...) to Deputy Director Rıdvan Korkut ([ridvan.korkut@adu.edu.tr](mailto:ridvan.korkut@adu.edu.tr)).

**C.3.** Promptly submit the exam envelope to the Exam Unit.

## **Proctoring Procedures for Quizzes**

### **A. Before the Exam**

**A.1.** Attend the exam briefing meeting in the Exam Unit office 15 minutes before the exam starts and collect your exam envelope.

**A.2.** Be present in the assigned classroom 5 minutes before the exam starts.

**A.3.** Check that the seating arrangement is appropriate.

**A.4.** Direct extra students who do not fit into the classroom to the designated additional rooms.

**A.5.** If the exam includes a listening section, ensure that the audio equipment is functional and that you have the listening materials.

**A.6.** Ensure all students show their student IDs/documents and sign the exam attendance sheet.

### **A.7. Mobile Phones:**

- **A.7.1.** Ask students to turn off their phones and place them on the teacher's desk.
- **A.7.2.** Put your phone on silent mode as well.

### **B. During the Exam**

**B.1.** Keep the classroom door open throughout the exam, except during the "Listening" sections.

**B.2.** It is your professional responsibility NOT to engage in any activities that may distract you from monitoring students, such as reading, texting, or using a computer. You must supervise students throughout the exam to prevent cheating attempts.

**B.3.** Latecomers are allowed to take the exam within the first 15 minutes. No student is allowed to leave the exam room within the first 15 minutes. Ensure that these students sign the exam attendance sheet before leaving the exam room.

**B.4.** If you see a student cheating, fill out the Exam Cheating/Rule Violation Report provided in the exam envelope and inform the Exam Unit Coordinator when submitting the exam envelope.

**B.5.** Complete and sign the required sections of the exam attendance sheet.

### **C. After the Exam**

**C.1.** Ensure the number of exam and/or answer sheets is correct and that all students have signed the exam attendance sheet.

**C.2.** Place all documents into the exam envelope and promptly submit it to the Exam Unit Coordinator.

## **6.7. Grading Policy**

This policy applies to all students enrolled in the preparatory classes of the School of Foreign Languages and covers the evaluation of language skills (reading, writing, listening, speaking), grading and assessment criteria, attendance and participation policies, types and weights of exams (midterms, quizzes, assignments, final exams), pass/fail criteria, regulations regarding make-up exams, principles of academic honesty, and processes for appeals and feedback. This scope includes all language levels in the preparatory program (e.g., A2 to B1+) and teaching formats, forming the main framework of the assessment and evaluation system for measuring student success.

The grading policy applied in the preparatory classes of the School of Foreign Languages aims to evaluate students' language skills based on fair, transparent, and measurable criteria. Under this policy, reading, writing, listening, and speaking skills are assessed according to specific weights, and students' performance is measured through midterms, quizzes, final exams, and participation. The grading process is designed to provide detailed feedback to support students' academic success and help them identify areas for improvement to foster their development.

## **6.8. Types and Weights of Grades**

### **English**

A Proficiency Exam (YDYS) is administered at the beginning of the academic year, at the end of the Fall Semester, at the end of the Spring Semester, and at the end of the Summer School.

Ten quizzes are conducted throughout the year, five in the Fall Semester and five in the Spring Semester, each contributing 2% to the overall grade average (total 20%).

Four midterm exams are conducted, two in the Fall Semester and two in the Spring Semester, each contributing 9% to the overall grade average (total 36%).

Two project assignments are given, one in the Fall Semester and one in the Spring Semester, each contributing 2% to the overall grade average (total 4%). The project content may vary annually, including assignments, in-class performance, presentations, etc.

At the end of the Spring Semester, a Final Exam is conducted, which contributes 40% to the overall grade average.

## English Exam Breakdown

EXAM TYPE	NUMBER OF EXAMS	EXAM CONTENT	EXPLANATION
QUIZ	2	LISTENING	
QUIZ	2	USE OF ENGLISH	Vocabulary and Grammar
QUIZ	2	WRITING	A total of 4 paragraphs / essays in the classroom (during the course), 2 in each semester.
QUIZ	2	SPEAKING-PRESENTATION	Giving an audiovisual presentation on any topic for 3 to 5 minutes
QUIZ	2	READING	
PROJECT	2	IN-CLASS PERFORMANCE	
MIDTERM	4	ALL SKILLS	
END OF TERM EXAM (FINAL)	1	ALL SKILLS	
YDYS	4	ALL SKILLS - PROFICIENCY	It is applied 4 times: at the beginning and end of the fall semester, at the end of the spring semester and at the end of the summer school

## French

A Proficiency Exam (YDYS) is administered at the beginning of the academic year, at the end of the Fall Semester, at the end of the Spring Semester, and at the end of the Summer School.

Eight quizzes are conducted throughout the year, four in the Fall Semester and four in the Spring Semester, each contributing 2% to the overall grade average (total 16%).

Four midterm exams are conducted, two in the Fall Semester and two in the Spring Semester, each contributing 9% to the overall grade average (total 36%).

Two project assignments are given, one in the Fall Semester and one in the Spring Semester, each contributing 4% to the overall grade average (total 8%). The project content may vary annually, including assignments, in-class performance, presentations, etc.

At the end of the Spring Semester, a Final Exam is conducted, which contributes 40% to the overall grade average.

TYPE D'EXAMEN	NOMBRE D'EXAMENS	CONTENU DE L'EXAMEN	EXPLICATION
QUIZ	2	COMPREHENSION ORALE + GRAMMAIRE	2 Documents audio et questions en rapport, Des questions de grammaire
QUIZ	2	COMPREHENSION ECRITE + GRAMMAIRE	2 Documents écrits et questions en rapport, Des questions de grammaire

QUIZ	2	EXPRESSION ECRITE + GRAMMAIRE	Un ou deux sujets à choix à propos duquel écrire un texte Des questions de grammaire
QUIZ	2	EXPRESSION ORALE	Présentation audiovisuelle d'un sujet choisi 3 à 5 minutes Questions-réponses à l'oral
PROJET	2	PERFORMANCE EN CLASSE + EXAMENS DE CONJUGAISON	
EXAMEN PARTIEL	4	TOUTES LES COMPETENCES	
EXAMEN FINAL	1	TOUTES LES COMPETENCES	
EXAMEN D'EXEMPTION (YDYS)	3	TOUTES LES COMPETENCES	Au début – à la fin du semestre d'automne et fin semestre de printemps.

### German

A Proficiency Exam (YDYS) is administered at the beginning of the academic year, at the end of the Fall Semester, at the end of the Spring Semester, and at the end of the Summer School.

Six quizzes are conducted throughout the year, three in the Fall Semester and three in the Spring Semester, each contributing 3% to the overall grade average (total 18%).

Four midterm exams are conducted, two in the Fall Semester and two in the Spring Semester, each contributing 9% to the overall grade average (total 36%).

Two project assignments are given, one in the Fall Semester and one in the Spring Semester, each contributing 3% to the overall grade average (total 6%). The project content may vary annually, including assignments, in-class performance, presentations, etc.

At the end of the Spring Semester, a Final Exam is conducted, which contributes 40% to the overall grade average.

PRÜFUNGSART	ANZAHL DER PRÜFUNG	INHALT DER PRÜFUNG	Erläuterung
QUIZ	2	HÖRVERSTEHEN & GRAMMATIK	Fragen zu einem oder zwei hörtexten sowie aufgaben zu strukturen.
QUIZ	2	LESEVERSTEHEN & WORTSCHATZ	Fragen zum leseverständis sowie zum wortschatz.
QUIZ	2	SCHREIBEN & GRAMMATIK	Fragen zu strukturen sowie textproduktion.
PROJEKT	2	PRÄSENTATION HALTEN	
ZWISCHENPRÜFUNG	4	ALLE FERTIGKEITEN	

ENDPRÜFUNG/FINALPRÜFUNG	1	ALLE FERTIGKEITEN	
EIGNUNGSPRÜFUNG (YDYS)	3	ALLE FERTIGKEITEN	Findet am anfang und am ende des herbstsemesters sowie am ende des frühjahrsemesters statt.

### Grading Procedures and Rubrics

The Exam Unit prepares detailed answer keys for each exam and takes all necessary measures to ensure standardized evaluation. Comprehensive rubrics are developed for writing exams, speaking exams, and student presentations, and instructors are informed accordingly. Speaking sections are also recorded, and these recordings can be revisited during the appeals process.

Different rubrics are used for assessing speaking and writing skills, depending on the type of exam.

In speaking exams, a double-scoring procedure is applied. The instructors conducting the exam independently evaluate the performance, and the average of the two scores is calculated. If the difference between the two scores exceeds 5 points (out of 20), the exam recording is reviewed by a third instructor, and the final grade is determined by averaging the two closest scores.

In writing exams (Proficiency, Midterms, and Final Exams), a double-scoring procedure is also applied. The student's exam paper is evaluated by two instructors, and the average of the two scores is calculated. If the difference between the two scores exceeds 5 points (out of 20), the exam is reviewed by a third instructor, and the final grade is determined by averaging the two closest scores.

## 6.9. Exam Appeals, Make-Up Exams, Cheating Policy, and Academic Ethics

Academic honesty is considered a fundamental principle of the preparatory program, and all students are expected to act in accordance with ethical values. Cheating during exams, impersonating another student, plagiarism in assignments, or any academic misconduct is strictly prohibited. In cases of academic violations, the relevant exam or assignment will be deemed invalid without prior warning, and necessary actions will be taken under the university's disciplinary regulations.

If a student is caught cheating or violating exam rules, the proctor will file a report detailing the violation, including evidence (if applicable), and submit it to the Exam Unit Coordinator. The Coordinator forwards the report to the school administration, which takes the necessary actions. Plagiarism detection software is used to assess plagiarism rates in written assignments, and any work with a high rate (30% or above) is not accepted. This policy is implemented to encourage students to act responsibly and maintain fairness in education.

Students can appeal exam results by submitting a petition to the student affairs office within 5 business days of the results being announced. The Exam Unit Coordinator forms a three-member committee to review the exam paper and, if applicable, the audio recording. If the appeal is accepted, the student is allowed to retake the exam.

At the school, make-up exams are only offered for midterms. Students who cannot attend a midterm exam due to a valid excuse approved by the School Board must apply within five business days of the end of their excuse to be eligible for a make-up exam.

## **6.10. Feedback**

Quizzes are evaluated by a single instructor, while midterms and final exams are evaluated by two instructors to ensure accuracy and impartiality. All exam results are announced through the OBIS system for easy access by students. Feedback processes are conducted in writing courses by assigning a paragraph or composition at the end of each unit, aligned with the theme or type of that unit, followed by individual feedback provided by the instructor in class.

After each exam, questions are reviewed in class, and answers are shared. Similarly, following end-of-term presentations, instructors provide comprehensive feedback to students on their in-class presentations.

## **6.11. Continuous Improvement**

At the School of Foreign Languages, feedback from instructors is requested after exams to ensure that the evaluation process is conducted transparently, fairly, and with opportunities for improvement. This process involves instructors sharing their views on the exam and offering suggestions for enhancing assessment methods. The feedback is used to improve exam content.

This process is conducted within a specific format and schedule, with written feedback including detailed analyses of different exam sections and suggestions for future improvements. The aim is to enhance and develop the quality of exams.

After each exam, an evaluation survey prepared by the Exam Unit is distributed online to other instructors. Necessary steps for subsequent exams are taken based on the feedback received.

The process is slightly different for French and German exams. Feedback is collected within 48 hours of the exam in face-to-face meetings in the Department Instructors' Office. Due to the small number of instructors and their shared office space, post-exam discussions, analyses, and evaluations are conducted in this manner. The feedback provided includes detailed analyses of different sections of the exam and suggestions for future improvements.

# **7. EMPLOYMENT OF INSTRUCTORS**

The employment of instructors at ADÜ School of Foreign Languages (YDYO) is carried out in accordance with the provisions of Law No. 2547 on Higher Education, the "Regulation on the Procedures and Principles for the Central Exam and Entrance Exams for Appointments to Academic Positions Other than Faculty Members," and the "Directive on the Criteria for

Appointment and Promotion of Faculty Members at Adnan Menderes University.” In ADÜ YDYO, instructors are employed in three categories: full-time, hourly-paid, and foreign instructors.

## **7.1. Full-Time Instructors**

The employment of full-time instructors is conducted within the framework of relevant laws and regulations after determining the required number and qualifications of personnel. (See Regulation on Instructor Employment).

## **7.2. Hourly-Paid Instructors**

When necessary, contract instructors are employed upon the recommendation of the School Administrative Board and the approval of the University Administrative Board. The employment of hourly-paid instructors is conducted according to the conditions set by the school. These instructors are assigned a weekly teaching schedule determined by the administration and are compensated based on the number of hours taught.

## **7.3. Foreign Instructors**

Foreign instructors hired under contract are appointed by the Rector based on the recommendation of the relevant faculty, institute, or school administrative board and the approval of the University Administrative Board, in accordance with Article 34 of Law No. 2547 on Higher Education. These appointments or assignments, exempt from certain provisions of the Civil Servants Law No. 657 requiring Cabinet approval, are reported to the Ministry of Interior by the Council of Higher Education (YÖK). Contracts are made with the university within two months upon receiving a favorable response. The employment of foreign instructors is carried out in accordance with the procedures and principles set by the Council of Higher Education. (See Cabinet Decision on the Principles of Employing Foreign Instructors at Higher Education Institutions and the Procedures and Principles Regarding the Employment of Foreign Instructors).

## **7.4. Initial Appointment**

The School Director submits the number and specialties of instructors needed to the Rectorate of Adnan Menderes University (in accordance with Article 32 of Law No. 2547). The ADÜ Rectorate handles the necessary correspondence with YÖK, which approves the request and grants staff authorization. The instructor/academic staff recruitment announcement is published on ADÜ’s main website and the YDYO website. Candidates apply in person or by mail with the required documents and take an oral exam on the specified date. The exam is conducted according to the “Regulation on the Procedures and Principles for the Central Exam and Entrance Exams for Appointments to Academic Positions Other than Faculty Members.” Results are announced on the ADÜ YDYO website. The recruitment process is managed by ADÜ’s Personnel Affairs Department. Newly recruited instructors participate in an orientation program organized by the In-Service Training Unit at YDYO before beginning their duties.

## **7.5. Reappointment**

Instructors submit their reappointment requests to the Personnel Affairs Department of the Rectorate. The Personnel Affairs Department forwards the reappointment request to the Rector for a final decision. Upon the Rector's approval, the reappointment notice is delivered to the instructor.

## **7.6. Assignment Procedures and Principles**

ADÜ conducts academic personnel assignments in accordance with the procedures and principles established by YÖK. All assignments are carried out under the provisions of Article 39 of Law No. 2547, which regulates temporary assignments within Turkey and abroad. (See Assignments Within and Outside Turkey).

## **7.7. Criteria for Appointment and Promotion**

The appointment and promotion of academic personnel at ADÜ YDYO are carried out in accordance with Law No. 7100, which amended the Higher Education Law and other related laws and decrees, adopted on 22.02.2018 and published in the Official Gazette No. 30449 on 12.06.2018. Additionally, ADÜ's "Directive on Evaluation Criteria and Scoring for the Promotion and Appointment of Faculty Members" is taken into consideration.

## **7.8. Academic Incentives**

The administration of the School of Foreign Languages supports the professional development of all instructors and provides various incentives. Based on Article 4 of the Additional Provisions of the Higher Education Personnel Law No. 2914, academic personnel are granted incentives for their academic work in the previous academic year. To this end, an Academic Incentive Preliminary Review Committee is established at YDYO at the beginning of each academic year. Applications submitted by the announced deadline are reviewed by the committee, and those meeting the criteria set by YÖK are forwarded to the Academic Incentive Committee of the Rectorate by the School Administration. Approved applicants receive an academic incentive payment proportional to their score.

## **7.9. Participation in Master's and Doctoral Programs**

Instructors working at the School of Foreign Languages may enroll in master's and doctoral programs to enhance their professional development. Adjustments to teaching schedules are made to accommodate their needs. ADÜ YDYO encourages academic staff to pursue postgraduate studies and grants one day of administrative leave to those enrolled in educational programs.

## **7.10. Participation in Academic Activities**

ADÜ YDYO supports its personnel by granting administrative leave for participation in academic activities. Instructors who attend academic events or training at other universities or institutions present their experiences to all academic staff at YDYO under the guidance of the In-Service Training Planning and Implementation Unit upon their return.

# **8. IN-SERVICE TRAINING**

## **8.1. Orientation Programs**

At ADÜ School of Foreign Languages (YDYO), orientation programs are organized to help students adapt to the preparatory program more quickly and to ease the adaptation process of newly hired academic staff to the institution. During the first week of each academic year, a presentation is delivered to students introducing the preparatory class curriculum, the school, and the university. This presentation provides students with information to minimize potential challenges during their education and ensures a smoother learning experience. Newly recruited academic staff also participate in an institutional orientation program delivered by the In-Service Training Unit, where the school's principles and procedures are explained. Additionally, an orientation program is organized for administrative and support staff, providing information about YDYO's goals.

## **8.2. Academic Staff Needs Analysis**

To ensure the continuity of professional development and identify related needs, the In-Service Training Unit at ADÜ YDYO conducts an Academic Staff In-Service Training Needs Analysis at the beginning of each academic year. Based on the results, a calendar of in-service training activities for that year is planned and organized. Each academic year, 4 to 6 face-to-face professional development activities are held, and instructors are encouraged to participate in national professional development events. Upon returning, participating instructors share their learning with colleagues at the school, contributing to collective learning and development.

## **8.3. Observation Processes**

At ADÜ YDYO, methods such as self-evaluation, paired lesson observations, and quality assurance observations are conducted once a year to improve educational processes and enhance teaching quality. These methods aim to enable instructors to evaluate their own practices, receive feedback from colleagues, and ensure quality standards through evaluations by administrators or experienced academic staff. These methods not only support the individual development of academic staff but also foster collaborative learning, growth, and mutual trust and communication among instructors.

### **Self-Evaluation Process**

The self-evaluation process involves instructors evaluating their own performance. This process is conducted at least once a year, with the frequency increased as needed based on academic requirements.

#### **Steps to follow:**

1. Recording a self-selected lesson for 30-45 minutes.
2. Completing a self-evaluation form.
3. Submitting a scanned, signed copy of the self-evaluation form and the recorded lesson to the In-Service Training Unit electronically.
4. Identifying a focus area for the next step, paired observation.

### **Paired Lesson Observation Process**

In this phase, the instructor is observed by a colleague of their choice. The observed instructor determines the focus of the observation and shares it with the observer during a pre-observation meeting. This process is aimed at professional development and is conducted at least once a year, with the frequency increased as needed.

Steps to follow:

1. Notifying the In-Service Training Unit of preferences for observer-observed pairings.
2. Conducting a pre-observation meeting between partners.

**Agenda Items:**

- o Date, time, and class of the observed lesson.
- o Focus of the observation.
- o Reviewing the observation form.
- o Setting a date and time for the post-observation meeting.

3. Conducting the lesson observation.
4. Holding a feedback meeting within 48 hours of the observation.

**Agenda Items:**

- o The observed instructor evaluates their own performance.
- o The observer highlights positive aspects of the performance.
- o The observer asks guiding questions about areas for improvement.
- o The observer identifies areas needing improvement.
- o Developing an action plan based on the evaluated performance.

5. Submitting scanned, signed copies of the Pre-Observation Meeting Form, Paired Observation Form, and Post-Observation Meeting Form to the In-Service Training Unit.

### **Quality Assurance Observation**

This process involves a manager, an instructor with expertise in lesson observation, and/or an academic unit coordinator observing an instructor. The purpose is to ensure and maintain quality assurance. Observations can be general or focus-specific. If a general lesson observation is conducted by a deputy director or an instructor with expertise in observation, the "General Lesson Observation Form for Evaluation Purposes" is used. If a unit coordinator conducts a focus-specific observation to collect data for their unit, the "Focus-Specific Lesson Observation Form for Evaluation Purposes" is used.

Steps to follow:

1. Informing the instructor of the date, time, and location of the observation at least one week in advance.
2. Preparing a lesson plan for the observed class and providing it to the observer during the observation.
3. Conducting the lesson observation.
4. Holding a feedback meeting within 48 hours of the observation.

**Agenda Items:**

- o The observed instructor evaluates their own performance.
- o The observer highlights positive aspects of the performance.
- o The observer asks guiding questions about areas for improvement.

- The observer identifies areas needing improvement.
- Developing an action plan based on the evaluated performance.

5. Submitting scanned, signed copies of the Quality Assurance Observation Form and Post-Observation Meeting Form to the In-Service Training Unit electronically.

## 9. QUALITY ASSURANCE

### 9.1. Principles of Quality

At the School of Foreign Languages, we adopt the following principles to enhance our students' global communication skills, ensure sustainable success in language learning, and provide education aligned with international standards:

- **Student-Centered Approach:**  
Creating a supportive and inclusive learning environment by focusing on the individual needs and learning goals of our students in all educational processes.
- **Academic Excellence:**  
Continuously striving for improvement through high-quality, up-to-date, and effective teaching methods delivered by qualified and competent academic staff.
- **Continuous Improvement and Development:**  
Regularly reviewing educational and service processes, incorporating feedback from internal and external stakeholders, and improving with innovative approaches.
- **Ethical and Transparent Management:**  
Upholding fairness, ethics, transparency, and accountability in all our activities.
- **Technology and Innovation:**  
Promoting the effective use of technology and digital tools in education to equip students with knowledge and skills that meet the demands of the modern world.
- **Cultural Awareness and Multilingualism:**  
Preparing students to become global citizens by enhancing their language skills and cultural awareness.
- **Internationalization and Alignment with Global Language Standards:**  
Adopting international standards in language education to equip students with globally competitive skills. Guiding students to achieve foreign language proficiency levels recognized universally, based on the Common European Framework of Reference for Languages (CEFR).
- **Academic and Social Guidance:**  
Providing students with the skills for independent learning in their target language and guiding them toward effective academic work.
- **Environmental and Social Responsibility:**  
Developing projects that are environmentally conscious, committed to sustainability principles, and contribute to society.
- **Professional and Personal Development:**  
Supporting the professional development of academic and administrative staff to enhance motivation and productivity.
- **Commitment to the Quality Assurance System:**

Ensuring all activities comply with the quality assurance system and aligning with national and international accreditation processes.

## 9.2. Quality Assurance and Standardization Activities

At ADÜ School of Foreign Languages (YDYO), we are committed to delivering high-quality language education and ensuring continuous institutional development in line with our mission and vision. To this end, we carry out the following activities to enhance and sustain quality standards across all units:

- **Enhancing the Quality of Language Education:**  
Improving the quality of language education using the most up-to-date methods, techniques, and technologies to provide an effective teaching and learning environment.
- **Evaluating Educational and Administrative Processes:**  
Assessing the current state of all educational and administrative activities and working to enhance their efficiency and effectiveness.
- **Implementing Quality Assurance Frameworks:**  
Applying quality assurance systems across all YDYO units to foster a culture of continuous improvement.
- **Supporting Accreditation:**  
Assisting YDYO's accreditation processes and contributing to aligning the institution with international standards.
- **Unit Collaboration and Coordination:**  
Ensuring coordination among all YDYO units to maintain high quality in all educational processes.
- **Continuous Quality Improvement:**  
Conducting regular internal evaluations to ensure continuous improvement in educational processes and institutional performance.
- **Compliance with Higher Education Quality Board Standards:**  
Ensuring all activities adhere to the procedures and principles set by the Higher Education Quality Board.
- **Institutional Evaluation and Reporting:**  
Recording the outcomes of institutional evaluation and quality improvement activities and taking action based on these results.
- **Feedback and Improvement:**  
Establishing proactive communication with relevant units, staff, and students to implement necessary revisions based on feedback and ensure these changes are effectively applied.

## 9.3. Quality Criteria for Program Development

- **Student-Centered Design:**  
Designing objectives and outcomes in a student-centered approach that addresses individual needs, language learning goals, and cultural awareness.
- **Alignment with International Standards:**  
Developing program content and teaching materials in accordance with international standards such as CEFR, ensuring continuous updates.

- **Current and Innovative Content:**  
Enhancing language programs with modern pedagogical methods and digital tools to provide updated, effective, and innovative content.
- **Continuous Feedback and Improvement:**  
Regularly reviewing programs based on feedback from internal and external stakeholders to ensure quality sustainability through improvement efforts.
- **Multicultural and Multilingual Approach:**  
Ensuring programs not only improve language skills but also foster cultural awareness and global communication skills through a multicultural and multilingual approach.

## 9.4. Quality Criteria in Assessment and Evaluation

- **Effective and Valid Assessment Methods:**  
Utilizing exams and tests in the assessment process that effectively measure students' language proficiency and learning objectives with validity and reliability.
- **Alignment with International Standards:**  
Preparing and implementing assessment tools and processes in alignment with international language proficiency standards, such as CEFR.
- **Transparency and Accountability:**  
Conducting assessment processes transparently, ensuring fair and reliable results, and maintaining open communication with students and stakeholders.
- **Technological and Innovative Applications:**  
Leveraging technological tools and innovative methods in assessment processes to adopt modern, student-centered practices.
- **Continuous Review and Improvement:**  
Regularly reviewing assessment processes and tools and making necessary improvements based on feedback from internal and external stakeholders.

## 9.5. Quality Criteria in In-Service Training

- **Continuous Professional Development Programs:**  
Planning and implementing regular in-service training programs to enhance the professional knowledge and skills of academic and administrative staff.
- **Needs-Based Training:**  
Designing in-service training programs based on needs analysis to address the professional requirements and development areas of staff.
- **Innovative and Technological Proficiency:**  
Ensuring staff gain proficiency in innovative teaching methods and digital tools through technology-supported training that meets modern demands.
- **Effectiveness and Efficiency Evaluation:**  
Regularly evaluating the effectiveness and efficiency of in-service training programs, collecting feedback, and continuously improving training content accordingly.

# 10. COMPLAINT PROCEDURES

At ADÜ School of Foreign Languages (YDYO), we prioritize preventing and resolving any issues experienced by staff and students. To ensure students study in a harmonious

environment, the institution carefully evaluates all complaints and works diligently to resolve conflicts among parties. Informal complaints are handled through verbal mediation between the parties, while written complaints are reviewed by the Directorate and addressed in accordance with relevant regulations.

### **10.1. Instructor Complaint Process**

Instructors experiencing any problems should initially report them to the Assistant Directors. The Assistant Directors assess the issue and attempt to resolve it verbally. If the problem cannot be resolved verbally, the instructor submits a written petition through the Electronic Document Management System (EBYS) to the Directorate for evaluation. All processes are decided based on regulatory principles. (See <https://www.yok.gov.tr/kurumsal/mevzuat>)

### **10.2. Student Complaint Process**

At the beginning of each academic year, an orientation program is held for students, introducing them to ADÜ YDYO's rules and providing a student handbook available on the school's website (<https://akademik.adu.edu.tr/yo/yabancidiller/tr/ogrenci-el-kitabi-242>). Advisors are assigned to guide and support students throughout their preparatory education. For any issues, students are encouraged to first consult their advisors or seek verbal support from Assistant Directors if necessary. If verbal resolution is unsuccessful, students can file a written complaint by submitting a petition to the Student Affairs Office. The petition is recorded by Student Affairs and forwarded to the Assistant Directors via EBYS. For exam result appeals, students must submit a petition to the Directorate within five business days after the results are announced. The Directorate refers the appeal to a three-person commission, including the Exam Preparation, Implementation, and Evaluation Unit Coordinator. The commission's decision is reviewed and announced by the School Administrative Board. (See

<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31343334>)

### **10.3. Administrative Staff Complaint Process**

Administrative staff report any issues to the School Secretary. Initially, verbal resolution is sought. If verbal methods fail, the staff member submits a written petition through EBYS to the School Directorate. All processes are resolved based on regulatory principles. (See <https://www.yok.gov.tr/kurumsal/mevzuat>)

## **11. FEEDBACK**

ADÜ YDYO highly values feedback from students, academic staff, and other school personnel. Meetings are held with instructors during the semester to discuss program operations, and the findings are shared with relevant units. Similarly, students provide feedback at the end of the semester through surveys covering program and course operations, academic and administrative staff, and other school personnel. Results are evaluated, and individual requests and opinions are discussed during mid-term and end-of-term meetings between the Director, Assistant Directors, coordinators, and unit heads.

## **11.1. Student Feedback Surveys**

Student feedback surveys are essential tools for assessing students' experiences and satisfaction levels to enhance the quality of language education. These surveys collect feedback on teaching processes, course materials, instructor performance, and learning environments. The data helps identify strengths and areas for improvement, promoting a student-centered approach and contributing to continuous improvement and accreditation standards.

## **11.2. Performance Development and Evaluation Meetings**

Performance development and evaluation meetings are structured feedback sessions aimed at supporting the professional development of academic and administrative staff, identifying strengths, and determining areas for improvement. These meetings align individual goals with unit and institutional objectives. Additionally, self-assessment and peer observation reports conducted during the semester contribute to performance improvement. This process strengthens communication, boosts motivation, and ensures sustainable quality enhancement.

# **12. DECISION-MAKING PROCESSES AND INTER-UNIT COORDINATION**

The decision-making process at YDYO aligns with its mission and vision. All individuals' opinions are valued, and decisions are shared with instructors and students. In addition to start- and end-of-term meetings involving all academic and administrative staff, units such as the Material Selection and Development Unit, Exam Unit, In-Service Training and Application Unit, Quality and Accreditation Unit, and Program Preparation Unit hold periodic meetings to ensure smooth operations. The results and suggestions from these meetings are discussed with academic and administrative staff to enable effective decision-making. Additionally, class representatives gather ideas and requests from classmates and present them during meetings with administrators and unit heads. These suggestions and recommendations are evaluated by the academic and administrative staff.

# **13. ACADEMIC INTEGRITY AND COPYRIGHT**

Students at the School of Foreign Languages are required to adhere to academic integrity principles. Academic dishonesty includes cheating, attempting to cheat, plagiarism, fabricating information or citations, assisting others in dishonesty, gaining unauthorized access to exam documents, presenting another's work as one's own, and similar dishonest acts. Any academic misconduct is a violation of academic regulations and grounds for disciplinary action.

Instructors must conduct their academic work honestly and ethically, citing sources properly and adhering to copyright laws in all materials, projects, and articles. Violations of these rules result in disciplinary actions based on the university's education regulations.

## 14. ARTIFICIAL INTELLIGENCE POLICY

The School of Foreign Languages encourages the effective use of technology and artificial intelligence (AI) in educational processes. AI will be utilized to provide personalized learning experiences, enrich teaching materials, and improve language skills. However, its use will be monitored to ensure compliance with student privacy, data security, and transparency principles, and it will be developed following current legal regulations and ethical standards. AI's role in education will be continuously evaluated to prevent potential negative impacts, with a focus on supporting strong human-centered relationships between educators and students.

Ethical and responsible use of AI in education is guided by the following principles:

- **Privacy and Data Protection:** All data collected through AI tools will comply with the “Personal Data Protection Law No. 6698.”
- **Transparency and Accountability:** Students will be informed about AI applications and their ethical use.
- **Human Oversight and Support:** AI tools will support, not replace, educators.
- **Accessibility:** Students and instructors will receive training on the ethical use of AI tools.

By participating in educational activities at ADÜ YDYO, students and instructors agree to comply with these principles. Any concerns or questions about AI use should be addressed to academic authorities, and unethical use of AI will result in action by the School Administration/School Board.

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