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SCHOOL OF
FOREIGN LANGUAGES

INSTRUCTORS' BOOKLET

CONTENT TABLE

Dear colleagues,

We wish a productive and fulfilling period at the School of Foreign Languages in Social Sciences University of Ankara. This document is designed to provide comprehensive information about the SFL and the Prep Program. If you require additional clarification after reviewing this document, please do not hesitate to reach out to the vice-head of the department.

PEOPLE IN CHARGE

Anything related to **students:** Vice-Director Davut Doğan – **davut.doğan@asbu.edu.tr**
Anything related to **instructors** (Academic): Vice Head Nur Gedik Bal – **nur.gedikbal@asbu.edu.tr**
Anything related to instructors (Administrative): Yahya TEKE - **yahya.teke@asbu.edu.tr**
Curriculum and Materials Development Office Pre-intermediate & Intermediate: Elif Öztekin elif.öztekin@asbu.edu.tr Elementary & Upper-intermediate: Pınar Mızrak pinar.mızrak@asbu.edu.tr
Testing and Evaluation Office: Seçil Büyükbay İpekçi: secil.buyukbayipekci@asbu.edu.tr
Professional Development Unit: Mohammed Musaab Wazzan: **musaab.wazzan@asbu.edu.tr**
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Student Affairs: **oidb@asbu.edu.tr**
IT Department: **bid@asbu.edu.tr**

Shortcuts to the SFL website

https://ydyo.asbu.edu.tr/	
https://ydyo.asbu.edu.tr/tr/sss-genel	**OFFICIAL SOCIAL MEDIA ACCOUNTS**
https://ydyo.asbu.edu.tr/tr/asbu-ydy-yonetmelik	
https://ydyo.asbu.edu.tr/tr/akademik-takvim	
https://ydyo.asbu.edu.tr/tr/formlar-dilekceler	❖Official Instagram account: asbu_ydyo
https://ydyo.asbu.edu.tr/tr/yabanci-diller-bolumu	
https://ydyo.asbu.edu.tr/tr/ingilizce-hazirlik-okulu	❖Official Twitter account: @AsbuYdyo
https://ydyo.asbu.edu.tr/tr/hakkimizda-ing-haz-okulu	❖Self-Access Center - Official Instagram account:
https://ydyo.asbu.edu.tr/tr/olcme-ve-degerlendirme-ofisi	asbusac
https://ydyo.asbu.edu.tr/tr/program-ve-materyal-gelistirme-ofisi	
https://ydyo.asbu.edu.tr/tr/mesleki-gelisim-birimi	
https://ydyo.asbu.edu.tr/tr/bagimsiz-ogrenme-merkezi	

MISSION AND VISION STATEMENT

Mission

The mission of the School of Foreign Languages (SFL) is to provide students with foreign language skills and the opportunity to use the foreign languages they learn at SFL effectively in their academic and professional lives. The program also aims to improve the language skills of students and contribute to them being productive and participatory in written and oral platforms, not only nationally but also internationally.

Vision

The vision of our school is to provide our students with effective and high-quality learning programs to enhance and develop their foreign language knowledge and skills, and to elevate these programs to a level that can be assessed on an international scale.

CURRICULUM PHILOSOPHY

The aim of SFL is to teach the basic rules of English to the students accepted to our university so that they can follow undergraduate and graduate courses, develop their vocabulary, understand and interpret what they read and hear, and express themselves verbally and in writing in daily and academic environments. In order to equip our students with these competencies in English language, providing a language education that targets necessary language skills and knowledge is a cornerstone of the education at SFL. Our main goal is for students to improve themselves in four basic language skills of reading, listening, writing and speaking and the knowledge of grammar, vocabulary and pronunciation so that our students gain the competencies required for each proficiency level. For this purpose, materials and in-class and out-of-class activities have been structured around these skills and knowledge areas.

To ensure that foreign language education at SFL provides the knowledge and skills students are expected to acquire and to measure student progress at every stage, the English language curriculum of the SFL has been developed in accordance with the updated descriptors and learning outcomes of Common European Framework of Reference for Languages (CEFR), which provides a comprehensive framework for how languages are used, and which knowledge and skills need developing for effective communication. The preparatory program carried out by the SFL aims to ensure that preparatory students reach the B2 level language proficiency determined according to the CEFR at the end of the academic year.

In addition to providing language education covering four language skills, SSUA SFL also aims to teach the language by training and making use of 21st century skills such as problem solving and critical thinking. Accordingly, the SFL curriculum has been designed to foster the development of the key skills and competencies that students need in the 21st century. The curriculum provides contents that address a

variety of critical issues in national and global scales that help students think about and develop responsibility for these issues and incorporates activities and tasks that require collaboration, problem solving and critical thinking when studying the critical issues. It also integrates different language skills for effective communication and exposes students to authentic language use through real world materials. In addition, curricular materials and activities work towards supporting students to develop digital literacy skills that are also essential for the 21st century.

In the design of the curriculum, an eclectic mix of curriculum philosophies has been adopted, drawing on 'social and economic efficiency' and 'learner-centred' approaches to guide the principles of designing, implementing, and evaluating the SFL curricula.

Social Sciences University of Ankara aims to contribute to the progress of science, society and humanity through education, research, entrepreneurship and social responsibility activities in the field of social sciences. Accordingly, the SFL considers the academic and practical needs of both students and society and seeks to equip students with language skills and competencies that would serve their needs in both academic and professional life. Accordingly, the curriculum has been designed to engage students in language learning experiences that are geared towards enabling them to gain knowledge, abilities and habits they will need in their lives to be productive members of society. The curriculum, therefore, focuses on the practical and functional skills, capabilities and observable activities that correspond to the knowledge and abilities targeted in academic and professional life. Therefore, great effort has been made to effectively organise the learning experiences in the curriculum so that our learners are stimulated, guided and supported to perform the targeted actions during its implementation. To ensure that the objectives of the curriculum are attained, the evaluation process in SFL involves a variety of measures that would help interpret the skills, capabilities and behaviours of students in an ongoing fashion.

To better engage students in their learning process, significant emphasis has been placed on preparing a stimulating curriculum and activities for students to actively engage in and create meaning for themselves. Therefore, underlying the education endeavours of the SFL is 'learner-centred' philosophy, which considers students as the central focus and the agents of their learning, growth, education and life. SFL recognizes that students also must be in charge of their own learning and life. From this perspective, SFL provides students with several growth experiences to address the interests and needs of a wide range of student profiles. In this sense, students, in addition to administration and instructors, jointly share the responsibility of their learning.

Overall, the curriculum of the SFL adopts a blend of curriculum philosophies aimed at fostering both social and economic efficiency and learner-centred education. By prioritising practical and functional skills, the curriculum equips students with essential language skills and competencies for academic and professional

success in the 21st century. The emphasis on a stimulating and engaging learning environment is made as students are considered central to their educational journey. Adopting an eclectic approach, the SSUA SFL aims that students at the program not only acquire necessary language knowledge and skills but also develop as proactive, responsible members of society, prepared to make meaningful contributions to the progress of science, society, and humanity.

TEACHING PRINCIPLES

Considering the curriculum philosophy and effective teaching criteria, our teaching principles consist of learner-centred and quality-driven practices designed to equip students with the necessary language skills and academic competencies. In line with this philosophy, teachers are expected to help students improve in the four core language skills—reading, listening, writing, and speaking—while also building grammar, vocabulary, and pronunciation knowledge. To achieve this, lessons must be designed with clearly defined, CEFR-aligned objectives and should follow coherent, well-timed stages that offer opportunities for practice, reflection, and assessment. Moreover, instruction must be differentiated to address varying levels of motivation, interests, and proficiency among learners. Classroom delivery should therefore prioritize active student participation and responsibility, with instructors expected to monitor learner progress continuously, manage interaction patterns purposefully, and maintain an effective balance between teacher and student talk time. In addition, teachers are encouraged to foster independent learning by offering choices and supporting student autonomy where applicable. Instruction should also be inclusive of students' social and emotional needs, creating a supportive and motivating classroom environment. Furthermore, feedback practices must extend beyond error correction to include positive reinforcement, highlighting both strengths and areas for improvement, and where appropriate, students should be involved in peer assessment and reflective learning. Finally, consistent with our aim to build 21st-century competencies, instructors are expected to integrate digital tools into classroom practice to enhance engagement, collaboration, and learner autonomy, thereby ensuring a shared professional framework and continuity in teaching quality.

EFFECTIVE TEACHING CRITERIA

Professional Development Unit

Effective Language Teaching Criteria (FEBRUARY, 2024)

Area	Criteria
Lesson Planning & Preparation	Clearly defining the learning objectives or outcomes for the lesson Utilising a variety of lesson patterns Having clear, coherent and well-timed stages Sharing the lesson objectives with the sts Differentiating instruction to accommodate students' different learning/motivational needs and interests
B. Classroom/Lesson Management	Building rapport with the sts Monitoring learner progress Controlling the pace/timing of activities Giving instructions (ICQs/CCQs) effectively Making effective use of classroom resources Having a variety of interaction patterns Establishing & maintaining classroom discipline Managing teacher/student talking time (TTT/STT) effectively
C. Understanding the Learner	Motivating and engaging individual students in the learning process Providing opportunities for student choice, autonomy, and ownership of learning/independent practice (if applicable) Recognizing the social and emotional needs of students and their impact on learning (if applicable)
D. Feedback/Assessment	Dealing with students' mistakes/errors effectively Involving students in the feedback/assessment process (e.g., peer feedback; stds asking each other qs, etc. if applicable)

	Using a range of strategies for assessing learning (if applicable)
	Providing sufficient examples/Asking different types of questions
	Providing feedback to students, highlighting both their strengths and weaknesses (if time permits)
E. Integration of Technology	Using digital tools to support the learning process in the classroom (if applicable)
	Promoting collaborative learning through technology (if applicable)

INSTRUCTOR ORIENTATION

Before international and Turkish instructors commence their teaching at the institution, they participate in an orientation meeting organized by the Vice-Head of the Department in collaboration with unit coordinators. During this meeting:

- The Vice-Head of the Department provides an overview of the instructor booklet, outlines administrative responsibilities, and explains how instructors can access their course schedules, sub-duties, and key expectations for the teaching period.

- Curriculum Unit Coordinators offer guidance on instructional materials, the weekly outline, and essential guidelines that instructors should follow

- The Testing Unit Coordinator outlines procedures for tests and examinations.

- The PDU Coordinator discusses Professional Development Unit (PDU) activities

- The SAC Coordinator explains the operations and procedures of the Self-Access Center (SAC) This comprehensive orientation ensures that instructors are well-prepared to meet their responsibilities effectively.

EXPECTATIONS FROM ENGLISH LANGUAGE INSTRUCTORS

In general instructors are expected to...

1. act in accordance with the rules and regulations of Civil Servants Law No. 657 and Regulations of Council of Higher Education. Law No. 2547

2. act professionally in the offices and in their relations with the students and colleagues.

3. check their ….@asbu.edu.tr email account, to be informed about updated information, to access the documents (no document that is shared by the SFL Admin and units/offices can be accessed using a personal account other than ASBU email account)

4. be informed about their schedules and sub program and inform the vice-head if they detect a conflict.

5. be informed about the invigilation and marking duties shared by the Testing Unit before each exam and read the procedures they need to follow while conducting the tests/exams.

6. be informed about the graded writing and speaking task duties shared by the Curriculum Development Unit and read the procedures they need to follow while conducting the tasks.

7. participate in the pre- and post-meetings of the observations conducted by the PDU coordinator and attend workshops and seminars.

8. volunteer for SAC sessions or have workshops on language skills at SAC

9. update their information on the SFL webpage when there is a change in their status/academic background and be informed about the updated information shared on the SFL website and report any inconsistencies and/or mistakes to the person responsible for updating the webpage.

At the beginning of the period:

Instructors are expected to...

1. check their program and sub duties and inform the vice-head if they detect a conflict.

2. take the books that they will be using after the program is announced and sign the form.

3. be informed about the guidelines shared by CDU level coordinators and check the curriculum folder and let the CDU members know if they do not have access to the materials or guidelines.

Daily:

Instructors are expected to...

1. start and end the lessons on time.

2. mark the attendance daily **on Moodle.**

Weekly/Biweekly:

Instructors are expected to...

1. follow the program shared by the Curriculum Development unit and if there is a problem with the pacing or any other related issue, they should report back to the Curriculum Unit

and/or their partners teaching the same class.

2. join the meetings chaired by the SFL Administration and Management, Curriculum Development Unit, Testing and Evaluation Unit and SAC. If an instructor is not able to participate in a meeting, s/he needs to report her/his excuse before the meeting starts.

At the end of the period:

Instructors are expected to...

1. submit the books they have used at the end of each Module (to CDU unit coordinators) and sign the submission form if they are requested to do so.

2. fill in the feedback forms or respond to the questionnaire shared by different units such as CDU, PDU, Testing, or SAC.

EXPECTATIONS FROM ADVISOR INSTRUCTORS

Advisor instructors are expected to do the following duties.

1. **Inputting overall instructor's grade on Moodle:** Advisor instructors are expected to input the average instructor's grade on Moodle. Therefore, they are required to coordinate with their partners about instructor's grade.

2. **Student Progress Monitoring:** Advisor instructors are responsible for the systematic monitoring of students' academic progress and performance.

3. **Sustaining Ongoing Communication:** Advisor instructors maintain consistent and meaningful communication with students to foster a supportive and productive educational environment. This involves open channels of dialogue for addressing concerns, providing guidance, and answering queries. Instructors could have office hours or online sessions to guide their learners.

PERFORMANCE EVALUATION

Teacher Assessment by Students

Instructors undergo evaluation at the conclusion of each module/term. The assessment form is made available to students via emails by the management, and the results are processed by the professional development unit. The evaluation form includes a set of questions, primarily in Turkish, but translations into English are available upon request.

Following processing, the results are communicated to instructors by the PDU coordinator via email. These results are also shared with the administration and management unit, specifically the director of SFL. PDU coordinator designs workshops or suggests articles based on these findings to support the teachers.

The survey includes Likert scale items and an open-ended question where students can write comments.

Often (4)	Sometimes (3)	Rarely (2)	Never (1)

Turkish

1. Dersin başında ders amaçlarını açıkça belirtir.
2. İşlemekte olduğumuz dersi önceki ve sonraki derslerle ilişkilendirir.
3. Dersin aşamalarından/içeriğinden bizi haberdar eder.
4. Bizi öğrenmemiz için motive eder.
5. Ders içi konuları bizim ilgi ve ihtiyaçlarımıza göre uyarlar.
6. Ders içi aktiviteleri yapmamız için yeteri kadar süre verir (ne çok az; ne çok fazla).
7. Öğretim araçlarını (fotokopi, resim, video, projeksiyon, internet) etkin şekilde kullanır.
8. Anlaşılır yönergeler verir ve anlayıp anlamadığımızı kontrol eder.
9. Gramer konusu anlatırken ve/ya yeni kelimeler öğretirken anlayıp anlamadığımız kontrol eder.
10. Derslerde farklı aktivite türleri kullanır.
11. Pozitif bir öğrenme ortamı kurar.
12. Öğrenme materyallerini bizim ihtiyaçlarımıza uyarlar.
13. Tamamladığım etkinlikler (task) ve/ya portfolyo ödevlerim konusunda bana faydalı dönütler verir.
14. Bireysel ve arkadaşlar arası dönüt vermeyi teşvik eder.
15. Derslere teknolojiyi katar.
16. Sınıf içi ve dışı etkinliklerde otonom/özerk öğrenmeyi teşvik eder (SAC, web siteleri, kitaplar, vb.).
17. Derste İngilizce konuşur.
18. Her dersten sonra, dersin öğrenme amaçlarına ne derecede ulaştığım konusunda beni öğrenme sürecimi değerlendirmeye yönlendirir.

19. Sınıf içi ve dışı etkinliklerde bizi İngilizce konuşmaya teşvik eder.
20. Sınıf arkadaşlarımla etkileşimimi kolaylaştırır (ikili çalışma ve grup aktiviteleri vasıtasıyla).
21. Öğrencilerin derse aktif katılımını teşvik eder.
22. Her derse iyi hazırlanmış olarak gelir.
23. Öğretmenimin verdiği notlar adil ve dersin öğrenme amaçlarına uygun şekildedir.

English

1. defines goals clearly (the lesson objectives)
2. links the lesson to the lessons before and after
3. shares the lesson stages with us
4. motivates us to learn
5. pays attention to our needs and interests
6. gives us enough time to do the activities (not too little, not too much)
7. uses the resources and equipment effectively
8. gives clear instructions
9. checks our understanding when presenting words and grammar
10. includes a variety of activities for the lessons
11. establishes a positive learning environment
12. selects and adapts some materials for us
13. gives me feedback on my tasks and portfolios
14. encourages self and peer feedback
15. integrates technology in the lesson
16. promotes autonomous learning inside and outside class
17. uses English in the class
18. asks me to assess myself after each lesson
19. encourages us to use English inside and outside class
20. promotes interaction with my classmates (pair and group work)
21. encourages students' active participation in the lesson.
22. comes to every lesson well prepared.
23. The grades my teacher gives are fair and appropriate to the learning objectives of the course.

Comments:…….

Feedback form

A general feedback form that includes three key questions regarding each unit is sent to the instructors by the Vice-Head of the Department. For instance, instructors are asked, "What aspects of the PDU do you think are currently effective?", "Are there specific areas within the Administration and Management Unit that require improvement?", and "Please provide any suggestions for the Curriculum Development Unit in our school." This feedback form is distributed to all instructors, who may provide input continuously throughout the year. The feedback form is checked continuously both at the beginning and at the end of each period. The findings are shared with the unit coordinators in an anonymous way. The responses

collected through this form contribute to assessing the quality and effectiveness of each unit's work and take necessary action to improve the program.

Trainer Observations

The PDU Coordinator is responsible for planning trainer observations throughout the academic year. This includes conducting pre-observation meetings, observing language instructors during their lessons, and providing feedback in post-observation sessions. The coordinator reports the findings to the administration and management team, particularly to the director of the school. Based on the observations, the coordinator may recommend relevant articles or organize professional development activities to support instructors in improving their teaching practices. In subsequent observations, the PDU Coordinator follows up to assess whether the identified areas for improvement have been addressed via reflection tasks.

Important Notice:
As of the 2025–2026 academic year, trainer observations will be conducted twice—during the 2nd and 4th periods. The observations in the 4th period will focus on monitoring the areas identified during the 2nd-period observations.

Appraisal Form and Meeting

At the end of each year, the director of SL conducts appraisal meetings. Instructors are required to complete a detailed appraisal form, enabling a thorough assessment of their own performance, that of their teaching partners, unit coordinators, and the relevant administrative units. A schedule for individual appraisal meetings is organized by the Vice-Head of the Department of Foreign Languages. In these sessions, the Director of the School of Foreign Languages (SFL) meets with each instructor for approximately 20 minutes. During these meetings, the Director of SFL reviews each instructor's self-assessment and gathers additional feedback on the functionality and performance of various operational units within the school. Then the director of SFL discusses his findings with the administration and management unit to take the necessary actions.

Important Notice: As of the 2025–2026 academic year, appraisal forms will be completed via Google Forms. The analysis and findings will be shared with the relevant stakeholders accordingly.

INSTRUCTOR GRIEVANCE PROCEDURES

A continuously accessible feedback form for instructors is provided to share their comments or concerns on various matters. This Google form includes questions related to each unit, namely Administration, the Professional Development Unit (PDU), Testing Unit, and the Self Access Center (SAC). The Vice-Head of the

Department oversees the administration of this feedback form, which features three central questions for each unit. For example, instructors are asked:

- "What aspects of the Administration and Management Unit do you think are currently effective?"
- "Are there specific areas within the Administration and Management Unit that require improvement?"
- "Please provide any suggestions for enhancing administration and management in our school."

The form also includes a general comment section where the instructors could mention any issues that do not fit in the previous categories. The form is distributed to all instructors, allowing them to provide input throughout the year. The Vice-Head of the Department regularly reviews the responses and relays relevant feedback or grievances to the administrative unit, which includes the Director and Vice-Director of the School of Foreign Languages (SFL). The administrative unit then discusses these issues, enabling informed decision-making and the implementation of appropriate actions.

The feedback form is kept in google drive folder in ydyo@asbu.edu.tr. Only the administrative unit could reach the document. The feedback or grievance related to each unit is shared with the unit coordinators in an anonymous way so that they can take the relevant actions

At the beginning of each semester, instructors are informed about the feedback form via email. However, if a grievance pertains to a personal matter, instructors may either inform the Vice Head or schedule an appointment to present their concerns orally to the Director of the School of Foreign Languages. Alternatively, they may submit their grievance via email to the Director. In cases where the grievance involves the Director, instructors may contact the Vice Rector responsible for the School of Foreign Languages.

 If the grievance pertains to a personal matter requiring resolution, the Director of the School of Foreign Languages or the Vice-Head of the Department personally informs the instructor of the decision. Conversely, if the issue concerns all faculty members, an email is sent to all instructors within the English Preparatory Program.

If grievances involve urgent matters, such as broken doors, projectors, or audio systems in classrooms, teachers report the issues either in WhatsApp groups or directly to the Vice-Director of SFL or administrative personnel, ensuring that the problems are resolved promptly.

ANNUAL /MEDICAL LEAVE

Instructors need to follow the procedure below on EBYS to take their annual leave or submit medical leave.

1. Please log into your EBYS account.
2. Click on 'Evrak' on the left column.
3. Among the subsections that appear under the 'Evrak' icon, choose 'İzin.
4. If you want to apply for annual leave, choose 'İzin Talep formu'.
5. To upload a health report, choose 'Sıhhi izin Ekle'/ 'Rapor'. (You need to upload your medical report on EBYS)
6. Then, click on 'Ekle' icon and that will lead you into a new screen. On that new screen, please key in 'T.C. Kimlik Numarası'. Also, choose the type of leave you want to ask for.
7. Look at the bottom right corner of the screen where you will see a blue icon 'İşlemler'. Click on 'kişi bilgilerini sorgula'.
8. The screen will be refreshed. Please key in all required information.

For 'Dosya Kodu':

For annual leave, type in: **903.05.01**

For health report, type in: **903.05.01**

For excuse leave: **903.05.03.01.01.01** (for this type of leave, you need to choose 'Rector' as the person to sign.)

1. In the gap 'Paraflayacak kullanıcılar', please choose **your own name** as the FIRST person, then choose the Secretary '**Yahya Teke'** as the second person, then the Vice Head '**Nur Gedik Bal'**.
2. For the part 'İmzalayacak kişi', please choose the Director of SFL '**Doç. Dr. Hakan Demiröz'**.
3. If you are on medical leave, you have to upload your medical report to EBYS. First take a picture of the report.
4. In the top left corner of the screen, click on 'Ekler'. Then choose 'Seç' and 'Ekle' to upload the picture.
5. Look at the bottom right corner of the screen where you will see a blue/green icon 'İşlemler' and click on that.
6. Next, click on 'E-İmza ile onaya sun'.
7. Finally, your screen will be refreshed, and you need to click on 'Paraf' that appears on the bottom right corner before you log out.

P.S. You have to hand in the hard copy of your health report to our secretary when you return to work.

ENGLISH PREPARATORY PROGRAM

English Prep Program

1. There are four proficiency levels offered in the program: Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate.

2. In the Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate levels, there are 20 contact hours per week over an 8-week duration..

3. For the Upper-Intermediate level, the program entails 12 contact hours per week over a 16-week period.

4. The administration shares a link at the beginning of each module through which you can access all the necessary documents. See the sample page. On this document, you will be able to reach all the necessary documents and platforms we have been using actively.

5. The curriculum currently utilizes the Language Hub series, integrating all language skills seamlessly. Writing skills, however, are specifically supported with writing booklets in the Intermediate and Upper-Intermediate levels. Curriculum shares a drive link through which instructors can find almost all the details regarding the program.

2023-24 - MODULE 1
LINKS TO THE NECESSARY DOCUMENTS

INSTRUCTORS' PROGRAM - MODULE 1
https://docs.google.com/spreadsheets/d/1dkp5gmGuvrJL4x_KlHwytkGvaOGnmh7h/edit?rtpof=true&sd=true#gid=1596601714

CURRICULUM 2023-24 - MODULE 1
https://drive.google.com/drive/folders/1-rFNvPztifBnS-dXVEJ29Ph6V1Wz8v-0

WEEKLY ATTENDANCE -MODULE 1
🗓 2023_24_M1_attendance

LANGUAGE HUB (MACMILLAN) USER GUIDELINES and TRAINING VIDEO
https://drive.google.com/drive/folders/1FQKsBg4SBvABqCPonAUI5qLRccpqfeP8?usp=drive_link

GRADEBOOK – MODULE 1
https://docs.google.com/spreadsheets/d/1o0S7OTFYIlj4H4vH5VzpBz_5ZI_NX-1kgpxsBneM8IE/edit#gid=2033002

OBS - USER MANUALS & VIDEO RECORDINGS
https://drive.google.com/drive/u/2/folders/1hYrKZc95QXypplFCqNMKlb2P2IP2YFLX

DUTY-LIST - MODULE 1
https://drive.google.com/drive/folders/1agk5-bIO6PiCWNXwUb1yZvDphUvAn4gj?usp=sharing

RECORDINGS * Asynchronous lessons
https://drive.google.com/drive/u/0/folders/1scN1KZx-jgqEBQ1GDxXagbt4tpmxh1vy

CLASS REPRESENTATIVE INFO - MODULE 1
🗓 Class.Representatives 2023-2024 Module 1

INSTRUCTORS' BOOKLET
https://docs.google.com/document/d/1Hu329M_X5UFbCyqR8mYNb2vOBUy-4EAz9xPUY3fQIGw/edit

STUDENTS' GUIDE
https://ydyo.asbu.edu.tr/tr/hazirlik-programlari-yuz-yuze-egitim-kilavuzu-2022-2023

FEEDBACK FORM
https://forms.gle/HRGNrHhs8yHbCC3n8

OBS
https://obs.asbu.edu.tr/oibs/akademik/login.aspx

OBS - USER MANUALS & VIDEO RECORDINGS
https://drive.google.com/drive/u/2/folders/1hYrKZc95QXypplFCqNMKlb2P2IP2YFLX

ASBU MOODLE:
https://moodle.asbu.edu.tr

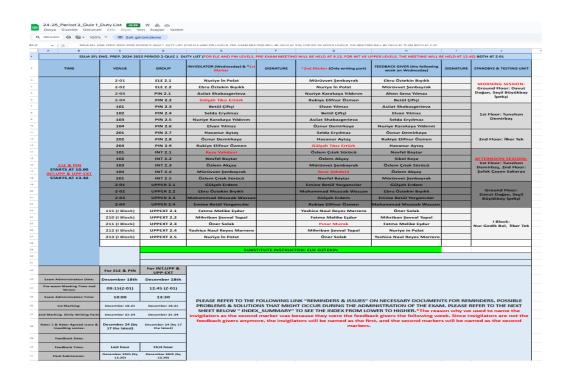| Adı ↑	Sahibi
📁 1.PRE-INTERMEDIATE	Ⓐ ASBU cdu
📁 2.INTERMEDIATE	Ⓐ ASBU cdu
📁 3.UPPER-INTERMEDIATE (8-week)	Ⓐ ASBU cdu
📄 SSUA SFL Curriculum Philosophy.pdf 👥	Ⓐ ASBU cdu
📄 Syllabus Documents for All Levels - 2024-2025.docx 👥	Ⓐ ASBU cdu

6. What to do for each lesson is specified by our Curriculum Unit and shared. We are required to follow the program, and if there is a problem with the pacing (e.g., if you fall behind, or proceed fast, you must inform the instructor(s) who is/are teaching the same class in order to prevent possible problems. You can find a sample page showing a sample weekly program for the pre-intermediate level below.

7. Moodle is used to share information and all the materials and assignments. On Moodle, attendance and grades are announced.
8. Instructors could be assigned as invigilators, markers in writing exams or interlocutors during speaking exams. The exam duty list for the instructors is shared by the testing unit before the exam administration.

9. The Testing Unit also keeps a duty index and shares this index with the instructors before the exam administration.

10. There is a class representative for each class. Vice-director conducts meetings with them when necessary and necessary info is shared regularly with the students as well as the instructors. The instructors are informed about the updates through emails and/or meetings. That is why instructors are expected to check their emails regularly. Under normal conditions, instructors are not sent official emails after work hours or on weekends. When there is an emergency, an email might be sent.

11. International instructors are assigned 20 hours of teaching whereas Turkish instructors are required to teach at least 12 hours of instruction. Based on the logistics such as the number of the classes and the students, instructors could be assigned more than 12 hours.

12. English Language instructors can also be assigned Departmental English courses such as ING 101, ING201 or EAP and ESP.

13. Instructors can be assigned to different units or offices in the school such as Curriculum Development Unit, Testing Unit, Professional Development Unit or Self-access center. The number of the office members is determined based on the needs analysis.

WORKING IN THE UNITS AND OFFICES

Curriculum Development Unit (CDU)

Social Sciences University of Ankara School of Foreign Languages Curriculum Development Unit determines the main goals and sub-goals of the four-level English education with reference to CEFR and makes the necessary arrangements to achieve these goals. These arrangements include the preparation of weekly programs for each level in which teachers can follow weekly objectives and explanations, the selection and, if necessary, production of educational materials that will support English language education within an academic year.

In order to achieve the above-mentioned goals, the Curriculum Development Office

- conducts regular needs analyses,

- makes necessary arrangements in weekly programs,

- selects and prepares training materials,

- produces additional materials supporting the program; ensures that these materials reach students,

- monitors students' progress by following their work on the digital platform,

- organizes weekly meetings with lecturers teaching at different levels and exchanges information with other units in similar meetings.

- cooperates especially with the Exam Development Office in terms of the harmony of the program and exams. In these meetings, the Program Development Office receives feedback on how well the previously determined goals and activities have achieved their goals. Through these meetings, the unit ensures comfortable cognitive transitions from one level to the next.

- receives feedback from lecturers teaching at different levels and students who have continued the program at that level and makes the necessary improvements and adjustments.

- provides the resources necessary for students to use English both in academic life and in daily life. In addition to perceptual skills such as reading and listening and productive language skills such as writing and speaking, it prepares activities in which students can practice language content such as vocabulary and grammar.

Testing and Evaluation Unit (TEU)

Social Sciences University of Ankara School of Foreign Languages the Testing and Evaluation Unit has adopted the principle of measuring learning professionally and implements various practices to ensure this. Some of these are:

• Modular System is followed in our school to follow the learning processes of the students and respond to their language learning needs. With the level placement exam applied for this purpose, students are placed in the correct classes according to their learning speed during the semester.

• Measurement and evaluation tools are prepared taking learning outcomes into consideration. For this purpose, they work in coordination with the Curriculum Development Office.

• The preparation process of measurement and evaluation tools is carried out by following the previously determined workflow, and it takes its final form after various feedback and corrections.

• Measurement and evaluation tools aim to measure the acquisition of four language skills and sub-skills.

• Measurement and evaluation application results are used to give feedback to students about their learning processes.

Professional Development Unit (PDU)

The Professional Development Unit aims to organize professional development activities in line with the needs and demands of instructors.

- Takes the necessary steps to organize new events in the light of the feedback received from instructors after each event.
- Observes instructors and gives feedback to the instructors during post-observation sessions.

Teacher evaluation forms are shared with students at the end of each module, and this allows our instructors to evaluate themselves from the students' perspective. The survey results are evaluated statistically, and the results are shared with each of our teachers individually.

PDU Activities Overview

Professional Development Unit (PDU) activities at our school are organized as follows:

- **Monday Messages** kick off the week with key updates and reflections.

- **Workshops** are held based on the needs or interests of the instructors in the 1st and 2nd periods.

- **Peer Observations** take place during the 3rd period.

- **Trainer Observations** are conducted in the 4th period.

All instructors are expected to actively participate in every PDU workshop throughout the academic year. Schedules for peer and trainer observations are provided at the beginning of the designated periods.

Important Notice:

As of the 2025–2026 academic year, trainer observations will be conducted twice—during the 2nd and 4th periods. The observations in the 4th period will focus on monitoring the areas identified during the 2nd-period observations. Please note that peer observations will be discontinued.

Self-Access Centre (SAC)

SAC is a learning space designed to help its students become autonomous and competent language learners. The primary aim of the centre is to take language learning outside the classroom by ensuring that our students are exposed to English outside the classroom.

The centre offers a colourful and stress-free environment where students can learn English through a variety of materials and activities.

It offers learning opportunities suitable for different English skills and levels with printed and digital resources. In this way, the centre enables students to learn and develop their language skills based on their individual needs and goals.

SAC has two purposes. It aims to help students develop the four English skills (reading, writing, listening, and speaking) and independent learning skills (learner autonomy).

To enable students to acquire independent learning skills, the centre organizes regular workshops on self-study skills and provides information on resources, websites, and apps for learning English. Additionally, learning consultants help students discover the most appropriate methods of language learning.

Our students can improve their language skills by joining speaking clubs organized by our foreign teachers or by participating in one-on-one speaking sessions.

Additionally, ASBÜ students can improve their English writing skills by meeting with expert teachers at the writing centre using the appointment system.

In addition, the Centre provides a social environment that motivates students and facilitates the development of language fluency and confidence.

It organizes extra-curricular activities, cultural events and competitions that encourage students to use English outside the classroom. Students using the centre are encouraged to form their own social community groups based on shared social interests and academic goals and are encouraged to organize language clubs and work collaboratively with their peers.

Selection and Assignment of Unit Members

When there is an open position for unit members or coordinators, a google form is shared with all the instructors. This is done at the end of the year when the assigned duties of the unit members are about to end. Instructors are asked to respond to a couple of questions which are provided below.

- Would you like to participate in any unit during the 2024-2025 academic year?
- What motivates you to work in this specific unit?

- What contributions do you believe you could make to this unit?
- Please provide details of any certificates, experience, or other relevant qualifications you have related to this unit.

A meeting is held to decide on the member for each unit by the administration and management unit. Then another meeting is held and job descriptions and expectations from the new unit coordinators and members are explained and some decisions regarding next year are taken.

Pre-service or In-service Training for Unit Members

Before the testing unit members are assigned to their positions, or at the beginning of their assignment, they are asked to take SSUA TAP (Social Sciences University of Ankara, Testing and Assessment Program). This program has different modules such as item writing or item analysis. Testing members and coordinators are expected to take SSUA TAP item writing module at least. During their duty time, those testing members are also encouraged to events related to testing and assessment.

CDU coordinators are also expected to have attended workshops related to curriculum or materials development or have some experience in contributing to such units. Since they also provide feedback to exam questions, they also take SSUA TAP item writing course. Additionally, mentoring is provided to the new CDU coordinators by the previous experienced CDU coordinator in their first year of service.

As in-service training, all the unit members and coordinators are encouraged and supported to take part in workshops and seminars provided by the publishing houses and other external organisations.

JOB DESCRIPTION FILE
https://ydyo.asbu.edu.tr/tr/gorev-tanimlari-0

HOW TO TRACK THE ATTENDANCE ON MOODLE

Please watch the video below

https://drive.google.com/file/d/1ucf1iqkXHe-OgdSkwW-8hWyvCPX_Xk3O/view?usp=sharing

HOW TO INPUT THE SCORES ON MOODLE

https://drive.google.com/drive/folders/1gs4WveMvMPhhpdoxgGgPRG-O1sAAz2Ke

ORGANIZATIONAL CHART

Müdür

Yüksekokul Kurulu

Yüksekokul Yönetim Kurulu

Müdür Yardımcısı

Bölüm Başkanı

Müdür Yardımcısı

Yüksekokul Sekreteri

Bölüm Başkan Yardımcısı

İdari Personel

İngilizce Hazırlık Koordinatörü

Arapça Hazırlık Koordinatörü

Rusça Hazırlık Koordinatörü

Japonca Hazırlık Koordinatörü

Çince Hazırlık Koordinatörü

İspanyolca Hazırlık Koordinatörü

Program Geliştirme Birimi Koordinatörü

Ölçme Değerlendirme Birimi Koordinatörü

Mesleki Gelişim Birimi Koordinatörü

Bağımsız Öğrenme Merkezi Koordinatörü

Öğretim Elemanları