

MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

HANDBOOK FOR STUDENTS



TABLE OF CONTENTS

1. FOREWORD
2. MESSAGE FROM THE RECTOR
3. MESSAGE FROM THE DIRECTOR OF SFL
4. MUĞLA SITKI KOÇMAN UNIVERSITY
 - 4.1 ACADEMIC UNITS
 - 4.2 HISTORY
 - 4.3 MISSION
 - 4.4 VISION
5. SCHOOL OF FOREIGN LANGUAGES (SFL)
 - 5.1 OUR MISSION
 - 5.2 OUR VISION
 - 5.3 STUDENT SERVICES
 - 5.3.1 OBS (STUDENT INFORMATION SYSTEM)
 - 5.4 SFL ENGLISH PREPARATORY PROGRAM
 - 5.4.1 MEDIUM OF INSTRUCTION IN FACULTIES AND DEPARTMENTS
 - 5.4.2 UNITS
 - 5.4.2.1 TESTING UNIT AND SFL EXAM POLICY
 - 5.4.2.1.1 ENGLISH LEVEL / PLACEMENT TEST
 - 5.4.2.1.2 EXEMPTION (PROFICIENCY) EXAM
 - 5.4.2.1.3 YEAR-ROUND EXAMS, PERCENTAGES AND GRADING
 - 5.4.2.1.4 EXAM DATES
 - 5.4.2.1.5 OTHER ASSESSMENT AND EVALUATION TOOLS
 - 5.4.2.1.6 THE EVALUATION OF OVERALL GRADE
 - 5.4.2.1.7 GENERAL INFORMATION ABOUT EXAMS
 - 5.4.2.2 CURRICULUM UNIT
 - 5.4.2.2.1 COURSE RESOURCES
 - 5.4.2.2.2 WEEKLY COURSE HOURS AND B2 FLOW CHART
 - 5.4.2.3 VOLUNTARY ENGLISH LANGUAGE PROGRAM
 - 5.4.2.4 ACADEMIC CALENDAR
 - 5.5 VOLUNTARY ENGLISH LANGUAGE PROGRAM AT PREP SCHOOL
 - 5.6 LMS (LEARNING MANAGEMENT SYSTEM)
 - 5.7 SUMMER SCHOOL
 - 5.8 ACADEMIC STAFF
 - 5.9 FOR STUDENTS
 - 5.9.1 SFL FACILITIES
 - 5.9.2 FACILITIES OF MUĞLA SITKI KOÇMAN UNIVERSITY
 - 5.9.3 POINTS TO CONSIDER / SUGGESTIONS FOR A SUCCESSFUL SCHOOL YEAR

APPENDIX 1 EXAMPLES OF YEAR-ROUND EXAMS

APPENDIX 2 A SAMPLE ANSWER KEY

APPENDIX 3 WRITING EXAM ASSESSMENT CRITERIA

APPENDIX 4 SPEAKING EXAM ASSESSMENT CRITERIA

1. FOREWORD

ABOUT US

After the foundation of Muğla University on 03.07.1992 with the Law No.3837, School of Foreign Languages started language teaching process with 1127 students and the instructors transferred from Dokuz Eylül University according to Law No. 2547 reporting to rectorate.

Since 1993-1994 academic year, Muğla University has grown rapidly with its new faculties, schools and vocational schools.

Since 1994-1995 academic year, foreign language courses have been given in faculties, institutes and schools together with English Prep Programme. Prep programme within the Department of Foreign Languages has been carried out in two categories which are compulsory and optional. The Department of Foreign languages carried on its teaching activities for ten years.

School of Foreign Languages was founded on 01.04.2005 with the decision of Council of Ministers “Council Decision Number 2005/8715” gazetted on 29th April 2005 and with the assignment of a manager its new teaching process was started.

The Council of Ministers decided to change its name into “ Sıtkı Koçman School of Foreign Languages” with the official letter of Ministry of Education numbered 4025- dated 22/2/2006 and according to additional 30th article of Law No 2809 and was announced in official gazette numbered 26109 on 15th March 2006.

The Council of Ministers decided to change its name into “School of Foreign Languages” with the official letter of Ministry of Education numbered 485665- dated 15th January 2015 and according to additional 30 th article of Law No 2809 and was announced in official gazette numbered 29261 on 8th February 2015.

2. MESSAGE FROM THE RECTOR



Dear Students, Dear Academic and Administrative Staff

Together, we are overjoyed for the start of the 2023-2024 Academic Year.

First of all, I would like to congratulate our students who have chosen Muğla Sıtkı Koçman University and joined our family. I am just as excited and happy as you are.

We will do our best to prepare our esteemed students for life in the new term and to offer the best opportunities in social, cultural and scientific fields.

With these feelings and thoughts, I wish the 2023-2024 Academic Year to be beneficial for all our students, academic and administrative staff.

Prof. Dr. Turhan KAÇAR

Rector of Muğla Sıtkı Koçman University

3. MESSAGE FROM THE DIRECTOR OF SFL



Dear Students,

Welcome to the Muğla Sıtkı Koçman University School of Foreign Languages family...

In this Digital Age we live in, the necessity of learning a foreign language is widely acknowledged. Our School of Foreign Languages is committed to providing quality foreign language education and keeps up with evolving technology and teaching methods through contemporary approaches. Our primary goal is to teach you a foreign language at a level where you can communicate internationally. To achieve this goal, the experience and eagerness to teach of our esteemed faculty members, as well as your determination and effort in learning, will play a crucial role.

During the challenging yet enjoyable process of preparatory education, our School of Foreign Languages will be ready to support you with our experienced teaching staff and administrative personnel. We have prepared this handbook as a resource you can refer to throughout the year, believing that it will assist you in many ways. In this handbook, you can find information about our goals and expectations in the Preparatory Class Program, the courses you will take, the principles applied in exams, student life on campus, and the services available to you.

I wish you success during the time you will spend at Muğla Sıtkı Koçman University School of Foreign Languages and throughout your whole academic journey.

Prof. Dr. Murat KEÇİŞ

Director of the School of Foreign Languages

4. MUĞLA SITKI KOÇMAN UNIVERSITY

4.1 ACADEMIC UNITS

FACULTIES Faculty of Sport Sciences Faculty of Letters And Humanities Faculty of Education Faculty of Health Sciences Faculty of Science Bodrum Faculty of Fine Arts Faculty of Economics And Administrative Sciences Faculty of Architecture Faculty of Engineering Faculty of Fisheries Faculty of Technical Education Faculty of Technology Faculty of Medicine Faculty of Tourism Milas Faculty of Veterinary Science Fethiye Faculty of Agriculture Fethiye Faculty of Management	GRADUATE SCHOOLS Graduate School of Educational Sciences Graduate School of Natural And Applied Sciences Graduate School of Social Sciences Graduate School of Medical Sciences	VOCATIONAL SCHOOLS Bodrum Maritime Vocational School Dalaman Vocational School Datça Kazım Yılmaz Vocational School Fethiye Ali Sıtkı Mefharet Koçman Vocational School Marmaris Tourism Vocational School Köyceğiz Vocational School Milas Vocational School Muğla Vocational School Ortaca Vocational School Vocational School Of Health Services Ula Ali Koçman Vocational School Yatağan Vocational School Fethiye Vocational School Of Health Services
	SCHOOLS Fethiye School of Health School of Foreign Languages Dalaman School of Civil Aviation Seydikemir School of Applied Science	RECTORATE AFFILIATED UNITS Department of Atatürk's Principles and History of the Turkish Republic Department of Physical Education and Sports Department of Informatics Department of Fine Arts Department of Turkish Language Department of Foreign Language International Relations Office ÖYP (Teaching Staff Training Program) Office

4.2 HISTORY

Muğla Sıtkı Koçman University was established in 1992 as a state university with four proposed faculties: the Faculty of Arts & Sciences and Humanities, the Faculty of Economics and Administrative Sciences, the Faculty of Technical Education and the Faculty of Fisheries. Mugla School of Management, founded in 1975, originally affiliated with the Ankara Academy of Economics and Administrative Sciences, was the first higher education institution in Muğla. It then became the first faculty of Muğla Sıtkı Koçman University upon its establishment. In addition, Muğla Vocational School, founded in 1989 as part of Izmir Dokuz Eylül University, joined Muğla University.

When first founded, the aim of the university was to support contemporary instruction and research in various areas of the social, natural, and pedagogical sciences, as well as the arts and humanities, in conjunction with vocational training. At that time, Muğla Sıtkı Koçman University had only 1,128 students in one department and three programmes. Over the past 20 years, the university has grown to include nine faculties, three graduate schools, four schools, nine vocational schools, and thirteen research and application centres:

1993: Muğla Sıtkı Koçman University officially begins academic activities with two active faculties and one vocational school.

1994: Ula Vocational School and Ortaca Vocational School open their doors

1995: Milas Vocational School and the School of Physical Education and Sports join the university

1997: Muğla School of Health and the Faculty of Technical Education welcome their first students

1998: Fethiye Vocational School begins academic activities

1999: Dalaman Vocational School was founded

2001: The Faculty of Education and School of Tourism and Hotel Management begin academic activities

2002: Fethiye School of Health opens

2004: The Faculty of Fine Arts, the Faculty of Fisheries, and Yatağan Vocational School open.

2006: The Faculty of Engineering and Datça Vocational School open and welcome their first students

2007: The Faculty of Medicine joins the university

2010: The Faculty of Arts & Sciences and Humanities divides into two faculties: the Faculty of Science and the Faculty of Letters and Humanities.

Since its establishment, Muğla Sıtkı Koçman University has been in pursuit of quality higher education and research in order to contribute to the sociocultural, scientific, and technological development of Turkey. Developing a systematic and comprehensive education programme for the thorough dissemination, discovery, and application of knowledge requires a competent infrastructure. As such, Muğla Sıtkı Koçman University embarked on a fast advancement and investment project in 1994. The benefactor of the university, Sıtkı Koçman, whose financial contributions to education deserve great admiration, has also supported this push for growth.

Today, Muğla Sıtkı Koçman University encompasses a two million square metre campus surrounded by a spectacular mountain view and smaller university sites and schools across the province. Currently, the university services over 32,000 students and employs over 1,300 full time academic staff.

4.3 MISSION

Mugla Sitki Koçman University aspires to become a World Class University serving the humanity by higher education and research with its uncompromised pursuit of international standards and to become a pioneer in creating value for the society through its services.

4.4 VISION

Mugla Sitki Kocman University fosters outstanding graduates employable nationally and internationally through comprehensive higher education and learning provided by the leadership of its academic staff and scientists constantly contributing to the universal knowledge production and social prosperity with innovative research.

5. SCHOOL OF FOREIGN LANGUAGES

Muğla Sitki Koçman University provides preparatory English education for students enrolled in the Faculties of Engineering (Computer Engineering, Electrical And Electronics Engineering, Civil Engineering, Geological Engineering, Mining Engineering, Metallurgical and Materials Engineering) Faculty of Medicine (Medicine), Faculty of Architecture (City and Regional Planning), Faculty of Letters and Humanities (English Language Teaching, and English Language and Literature, Translation and Interpreting) Faculty Of Tourism (Tourism Management), Akyaka Gastronomy and Culinary Arts, Tour Guiding, Faculty of Economics and Administrative Sciences (Economics), Faculty of Economics and Administrative Sciences (Political Science and International Relations, International Trade And Finance), Bodrum Faculty of Fine Arts Digital Game Design and Ortaca Vocational School (Tour Guiding).

OUR MISSION

Our mission is to achieve quality in foreign language teaching in accordance with the foreign language policy defined by our university and to enable the students to gain the strategies for improving their language skills, becoming an independent learner and expressing themselves in professional, academic and communication contexts.

5.2 OUR VISION

Our vision is to become one of the leading schools of foreign languages in our country by reaching total quality in foreign language teaching with the competent academic and administrative staff, latest technical equipment and appropriate physical structure adopting Common European Framework of Reference for Languages developed by Council of Europe.

5.3 STUDENT SERVICES

5.3.1 OBS (STUDENT INFORMATION SERVICE)

Student Information Service is a web-based platform which helps SFL and students track and manage their data. Students can have access to OBS (SIS) by clicking the link below and using their university email addresses.

<https://obs.mu.edu.tr/>

5.4 SFL ENGLISH PREPARATORY PROGRAMME

5.4.1 MEDIUM OF INSTRUCTION IN FACULTIES AND DEPARTMENTS

FACULTY	PERCENTAGE	DEPARTMENTS	PASS GRADE
FACULTY OF EDUCATION	100 % B2 COMPULSORY ENG.	FOREIGN LANGUAGE EDUCATION	70
FACULTY OF LETTERS	100 % B2 COMPULSORY ENG.	ENGLISH LANGUAGE AND LITERATURE	70
		TRANSLATION AND INTERPRETING	70
FACULTY OF MEDICINE	100 % B2 COMPULSORY ENG.	MEDICINE	65
FACULTY OF ENGINEERING	100 % B2 COMPULSORY ENG.	COMPUTER ENGINEERING	65
		CIVIL ENGINEERING	
		MINING ENGINEERING	
		METALLURGICAL AND MATERIALS ENGINEERING	
		ELECTRICAL AND ELECTRONICS ENGINEERING	
		SOFTWARE ENGINEERING	
FACULTY OF ARCHITECTURE	100 % B2 COMPULSORY ENG.	CITY AND REGIONAL PLANNING	65
FACULTY OF TOURISM	100 % B2 COMPULSORY ENG.	TOURISM MANAGEMENT	65
	30 % B2 COMPULSORY ENG.	GASTRONOMY AND CULINARY ARTS (AKYAKA)	55
		TOURISM GUIDANCE (AKYAKA)	55
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES	100 % B2 COMPULSORY ENG.	ECONOMICS	60
	30 % B2 COMPULSORY ENG.	POLITICAL SCIENCES AND INTERNATIONAL RELATIONS	55
		INTERNATIONAL TRADE AND FINANCE	55
BODRUM FACULTY OF FINE ARTS	30 % B2 COMPULSORY ENG.	DIGITAL GAME DESIGN	55
ORTACA VOCATIONAL SCHOOL	30% B2 COMPULSORY ENG.	TOUR GUIDING	55
GRADUATE SCHOOL OF SOCIAL SCIENCES		FOR FOREIGN STUDENTS	60
GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES		OTHER DEPARTMENTS	65
		DIGITAL GAME DESIGN	55

5.4.2 UNITS

5.4.2.1 TESTING UNIT AND SFL ASSESSMENT POLICY

Testing office at SFL is responsible for the preparation and conduct of all exams and quizzes.

5.4.2.1.1 PLACEMENT EXAM

Students are placed in the following levels according to the results of the Placement Exam. The placement exam is a multiple-choice cloze test. The ones who get 70 and over take the Proficiency exam. Here are the levels:

ELEMENTARY (A2) PRE-INTERMEDIATE (B1) INTERMEDIATE (B1+)

5.4.2.1.2 PROFICIENCY EXAM

Students who get 70 and over from the Placement Exam and students who fail in the previous year take this exam. In order to pass this exam, students have to get the following grades.

1. Students of English Language Teaching, and English Language and Literature, Translation and Interpreting have to get 70 and over to pass and get enrolled at their faculties.
2. Students of Medicine, Engineering, Tourism Management and City and Regional Planning have to get 65 and over to pass and get enrolled at their faculties.
3. Students of Economics with 100 percent medium English have to get 60 and over to pass and get enrolled at their faculties.
4. Students of Political Science and International Relations, International Trade and Finance and students of Tour Guiding, Gastronomy and Culinary Arts, Digital Game Design with 30 percent medium English have to get 55 and over to pass and get enrolled at their faculties.

Proficiency exam is composed of two parts: written and oral. It is conducted in 2 days. The proficiency exam assesses and evaluates use of English (grammar and vocabulary), reading, listening, writing and speaking skills. Speaking part is conducted on the second day of the exam. The link below has sample proficiency exams.

<http://www.ydyo.mu.edu.tr/tr/sinav-icerikornek-85>

Students who have taken a national or an international exam and got a sufficient score can check the link below to see whether they can submit one of the following certificates proving their level of proficiency.

<https://dokuman.osym.gov.tr/pdfdokuman/2016/GENEL/EsdegerlikTablosu25022016.pdf>

5.4.2.1.3 YEAR-ROUND EXAMS. PERCENTAGES AND GRADING

SFL English Preparatory programme has 4 different kinds of exams,

1. Quiz
2. Writing quiz
3. Achievement exam
4. Speaking exam

NAME OF EXAM	NUMBER OF THE EXAM	PERCENTAGE	CONTENT	OTHER DETAILS
QUIZ	2+2= 4	2X4= 16%	These exams assess use of English + skills (reading and listening)	Given on Tuesdays during the lesson.
WRITING QUIZ	2+2= 4	4X4= 16%	These exams assess writing skills.	Given on Tuesdays during the lesson.
ACHIEVEMENT EXAM	3	3X10=30 %	These exams assess Use of English (grammar and Vocabulary) and listening and reading skills. In achievement exam 3 there is also a writing part.	Given on Thursdays and Fridays.
SPEAKING EXAM	1	1X10= % 10	This exam assesses speaking skills.	Given on Thursday & Friday

Sample exams are available at Appendix 1. You can also find sample answer sheet and writing and speaking criteria at appendix.

5.4.2.1.4 EXAM DATES

Below are the exam dates:

2023-2024 SFL EXAM CALENDAR		
NAME OF THE EXAM	DATE OF THE EXAM	PERCENTAGE
QUIZ 1	14.11.2023 TUESDAY	% 4
WRITING QUIZ 1	28.11.2023 TUESDAY	% 4
ACHIEVEMENT EXAM 1	7/8.12.2023 THURSDAY/FRIDAY	% 10
QUIZ 2	26.12.2023 TUESDAY	% 4
WRITING QUIZ 2	09.01.2024 TUESDAY	% 4
ACHIEVEMENT EXAM 2	25/26.01.2024 THURSDAY/FRIDAY	% 10
LMS ONLINE EXAM 1	DATE TO BE DETERMIED BY UZEM	% 4
QUIZ 3	05.03.2024 TUESDAY	% 4
WRITING QUIZ 3	19.03.2024 TUESDAY	% 4
QUIZ 4	16.04.2024 TUESDAY	% 4
SPEAKING EXAM	25/26.04.2024 THURSDAY/FRIDAY	% 8
ACHIEVEMENT EXAM 3	16/17.05.2024 THURSDAY/FRIDAY	% 10
WRITING QUIZ 4	28.05.2024 TUESDAY	% 4
LMS ONLINE EXAM 2	DATE TO BE DETERMIED BY UZEM	% 4
PROFICIENCY (FINAL) EXAM	10/11/12. 06. 2024	

5.4.2.1.5 OTHER ASSESSMENT AND EVALUATION

Apart from the quizzes and exams there is also alternative assessment and evaluation at SFL as below.

OTHER ASSESSMENT TYPES	PERCENTAGE	DETAILS
LMS ONLINE STUDYING PROCESS	2X5 = 10%	This includes all the extra stuff and homework on a digital platform where students are supposed to complete tasks by the dates mentioned.
LMS ONLINE EXAMS	2X4 = 8 %	This includes exams on a digital platform.
STUDENT PERFORMANCE	2X4 = 6%	Lecturers grade students' performance inside and outside the class. The criteria, which the lecturer decides and informs students about might include doing homework, attending classes regularly, etc.
SPEAKING PROJECT	6%	This includes the grades students get during the preparation and presentation stage of a topic chosen by themselves with the guidance and assistance of the instructors throughout the whole year.

5.4.2.1.6 THE EVALUATION OF OVERALL GRADE: PASS/FAIL

The following table is the pre-requisite for the students to pass prep school considering their departments: students must get at least 50 from the proficiency exam and the average of the whole year assessments (40%) and the proficiency exam (60 %) will be taken.

DEPARTMENT	PASS GRADE
English Language Teaching, and English Language and Literature, Translation and Interpreting	70
Medicine, Engineering, Tourism Management, City And Regional Planning	65
Economics	60
Political Science and International Relations, International Trade And Finance and Tour Guiding, Gastronomy And Culinary Arts, Digital Game Design.	55
Students of Optional English	60

OVERVIEW OF ASSESSMENT

ASSESSMENT	PERCENTAGE	PROFICIENCY EXAM GRADE	PASS
QUIZ	16 %	60 %	AT LEAST 50 FROM THE PROFICIENCY EXAM
WRITING QUIZ	16 %		
ACHIEVEMENT EXAM	30 %		
SPEAKING EXAM	8 %		
SPEAKING PROJECT	6%		
STUDENT'S PERFORMANCE EVALUATION	6%		
LMS ONLINE STUDY PROCESS	10 %		
LMS ONLINE EXAMS	8%		
AVERAGE OF	40 % +		
		70	
		65	
		60	
		55	

5.4.2.1.7 GENERAL INFORMATION ABOUT EXAMS

1. Students are required to have their student ID cards and identity documents (citizenship card, driving license, or passport) with them during exams.
2. Students are required to switch their mobile phones off before exams begin. They are also required to submit their mobile phones to the responsible proctor during exams
3. Students are not allowed to enter the examination room later than 20 minutes after the start of the examination.

5.4.2.2 CURRICULUM UNIT

SFL curriculum office is responsible for the preparation of syllabus and pacing.

5.4.2.1.8 COURSE RESOURCES

ELEMENTARY LEVEL	PRE-INTERMEDIATE LEVEL	INTERMEDIATE LEVEL
MACMILLAN LANGUAGE HUB ELEMENTARY A2	MACMILLAN LANGUAGE HUB PRE-INTERMEDIATE B1	MACMILLAN LANGUAGE HUB INTERMEDIATE B1+
MACMILLAN LANGUAGE HUB PRE-INTERMEDIATE B1	MACMILLAN LANGUAGE HUB INTERMEDIATE B1+	MACMILLAN LANGUAGE HUB UPPER INTERMEDIATE B2
MACMILLAN LANGUAGE HUB I INTERMEDIATE B1+	MACMILLAN LANGUAGE HUB UPPER INTERMEDIATE B2	
MACMILLAN LANGUAGE HUB UPPER INTERMEDIATE B2		

5.4.2.2.1 COURSE HOURS

Weekly hours for each group are tabled as follows.

LEVEL	MAIN COURSE
GRUP 1: ELEMENTARY (A2)	24
GRUP 2: PRE-INTERMEDIATE	20
GRUP 2: INTERMEDIATE (B1+)	16

Attendance to courses is 85 % compulsory at SFL Preparatory Class. Students who exceed the absenteeism limit cannot take the course and cannot take the proficiency exam in June. Students can track their absenteeism limits at OBS.

5.4.2.2.2 WEEKLY SCHEDULE

GROUP 1 ELEMENTARY (MORNING)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.30-09.15	LESSON 1	LESSON 1	LESSON 1	LESSON 1	LESSON 1
09.30-10.15	LESSON 2	LESSON 2	LESSON 2	LESSON 2	LESSON 2
10.30-11.15	LESSON 3	LESSON 3	LESSON 3	LESSON 3	LESSON 3
11.25-12.10	LESSON 4	LESSON 4	LESSON 4	LESSON 4	LESSON 4
12.20-13.05	LESSON 5	LESSON 5	LESSON 5	LESSON 5	

GROUP 2 PRE-INTERMEDIATE (MORNING / AFTERNOON)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.30-09.15					LESSON 1
09.30-10.15					LESSON 2
10.30-11.15					LESSON 3
11.25-12.10					LESSON 4
13.15-14.00	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
14.15-15.00	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
15.15-16.00	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
16.10-16.55	LESSON 4	LESSON 4	LESSON 4	LESSON 4	

GROUP 3 INTERMEDIATE (MORNING)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.30-09.15	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
09.30-10.15	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
10.30-11.15	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
11.25-12.10	LESSON 4	LESSON 4	LESSON 4	LESSON 4	

EVENING – ELEMENTARY

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
17.00-17.45	LESSON 1	LESSON 1	LESSON 1	LESSON 1	LESSON 1
18.00-18.45	LESSON 2	LESSON 2	LESSON 2	LESSON 2	LESSON 2
19.00-19.45	LESSON 3	LESSON 3	LESSON 3	LESSON 3	LESSON 3
19.55-20.40	LESSON 4	LESSON 4	LESSON 4	LESSON 4	LESSON 4
20.50-21.35	LESSON 5	LESSON 5	LESSON 5	LESSON 5	

EVENING – PRE-INTERMEDIATE

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
17.00-17.45	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
18.00-18.45	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
19.00-19.45	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
19.55-20.40	LESSON 4	LESSON 4	LESSON 4	LESSON 4	
20.50-21.35	LESSON 5	LESSON 5	LESSON 5	LESSON 5	

B2 FLOW CHART

FIRST TERM		
DURATION : 16 WEEKS		
LEVELS		
<i>ELEMENTARY</i>	<i>PRE-INTERMEDIATE</i>	<i>INTERMEDIATE</i>
WEEKLY HOURS	WEEKLY HOURS	WEEKLY HOURS
24 HOURS MAIN COURSE	20 HOURS MAIN COURSE	16 HOURS MAIN COURSE
SOURCES	SOURCES	SOURCES
LANGUAGE HUB A2 + LANGUAGE HUB B1	LANGUAGE HUB B1 + LANGUAGE HUB B+	LANGUAGE HUB B1+
ASSESSMENT	PERCENTAGE	
QUIZ 1 & 2 WRITING QUIZ 1&2 ACHIEVEMENT 1 STUDENT PERFORMANCE LMS ONLINE HOMEWORK LMS ONLINE EXAM	%4 + %4 %4 + %4 %10 %3 %5 &4	

SECOND TERM		
DURATION : 16 WEEKS		
LEVELS		
<i>ELEMENTARY</i>	<i>PRE-INTERMEDIATE</i>	<i>INTERMEDIATE</i>
WEEKLY HOURS	WEEKLY HOURS	WEEKLY HOURS
24 HOURS MAIN COURSE	20 HOURS MAIN COURSE	16 HOURS MAIN COURSE
SOURCES	SOURCES	SOURCES
LANGUAGE HUB B1+ LANGUAGE HUB B2	LANGUAGE HUB B1 + LANGUAGE HUB B2	LANGUAGE HUB B2
ASSESSMENT	PERCENTAGE	
SPEAKING EXAM QUIZ 3 & 4 WRITING QUIZ 3&4 ACHIEVEMENT 2 & 3 STUDENT PERFORMANCE LMS ONLINE HOMEWORK LMS ONLINE EXAM SPEAKING PROJECT	%8 %4 + %4 %4 + %4 %10 + %10 %3 %5 %4 %6	

PREREQUISITES FOR B2 PROFICIENCY EXAM		B2 PROFICIENCY EXAM
QUIZ (4)	%16	The total of 40 % of the average of the whole year assessments and 60 % of the proficiency exam must be 55,60,65, 70 or over depending on the requirements of each department. Students have to get at least 50 from the proficiency exam, to achieve preparatory program.
WRITING QUIZ (4)	%16	
ACHIEVEMENT EXAM (3)	%30	
SPEAKING EXAM	%8	
STUDENT PERFORMANCE	%6	
LMS HOMEWORK	%10	
LMS EXAM	%8	
SPEAKING PROJECT	%6	

5.4.2.3 VOLUNTARY ENGLISH LANGUAGE PROGRAM AT PREP SCHOOL

Weekly hours for Voluntary group are tabled as follows.

LEVEL	LESSONS and MATERIALS	HOURS	TOTAL WEEKLY HOURS
ELEMENTARY	LANGUAGE HUB A2,B1,B1+	18	20
	SPEAKING (PHOTOCOPIABLE EXTRA MATERIALS)	2	

VOLUNTARY PREPARATORY PROGRAM EXAM DATES

The dates of the quizzes (4x4= 16%), writing quizzes (4x4= 16%), speaking exam 8% and achievement exams (3x10= 30%) to be held throughout the year will be determined and announced by the Voluntary Testing Unit Coordinator.

OTHER ASSESSMENT TYPES, PERCENTAGE, DETAILS

OTHER ASSESSMENT TYPES	PERCENTAGE	DETAILS
LMS ONLINE STUDYING PROCESS	2X5 = % 10	This includes all the extra stuff and homework on a digital platform where students are supposed to complete tasks by the dates mentioned.
LMS ONLINE EXAMS	2X4 = % 8	This includes exams on a digital platform.
STUDENT PERFORMANCE	2X3 = % 6	Lecturers grade students' performance inside and outside the class. The criteria, which the lecturer decides and informs students about might include doing homework, attending classes regularly, etc.
SPEAKING LESSON PROJECT WORK	%6	It covers the project presentation that the student will prepare and present with the guidance and feedback of the speaking lecturer.

WEEKLY SCHEDULE

VOLUNTARY GROUP- ELEMENTARY

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12.20-13.05	LESSON 1	LESSON 1			
13.15-14.00	LESSON 2	LESSON 2	LESSON 1	LESSON 1	
14.15-15.00	LESSON 3	LESSON 3	LESSON 2	LESSON 2	
15.15-16.00	LESSON 4	LESSON 4	LESSON 3	LESSON 3	
16.10-16.55	LESSON 5	LESSON 5	LESSON 4	LESSON 4	

B1 FLOW CHART

1. TERM

Duration : 16 weeks
Weekly hours : 20 hours Main Course
Sources : LANGUAGE HUB A2 & LANGUAGE HUB B1
Evaluation : 2 Achievement Exams
 2 Quizzes
 2 Writing Quizzes
 LMS



2. TERM

Duration : 16 weeks
Weekly hours : 20 hours Main Course
Sources : LANGUAGE HUB B1 & LANGUAGE HUB B1+
Evaluation : 1 Achievement Exam
 1 Speaking Exam
 2 Quizzes
 2 Writing Quizzes
 LMS

THE EVALUATION OF OVERALL GRADE: PASS/FAIL

PREREQUISITES FOR B1 PROFICIENCY EXAM

4 ACHIEVEMENT EXAM (1 SPEAKING EXAM)	: % 40
4 QUIZEZ	: % 16
4 WRITING QUIZEZ	: % 18
LMS	: % 26

B1 PROFICIENCY EXAM

The total of 40 % of the average of the whole year assessments and 60 % of the proficiency exam must be 60 or over 60, getting at least 50 from the proficiency exam, to achieve preparatory program.

GENERAL INFORMATION ABOUT EXAMS

1. Students are required to have their student ID cards and identity documents (citizenship card, driving license, or passport) with them during exams.
2. Students are required to switch their mobile phones off before exams begin. They are also required to submit their mobile phones to the responsible proctor during exams
3. Students are not allowed to enter the examination room later than 20 minutes after the start of the examination.

5.4.2.4 ACADEMIC CALENDAR

T.C. MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU YABANCI DİL HAZIRLIK PROGRAMI 2023–2024 EĞİTİM-ÖĞRETİM YILI AKADEMİK TAKVİMİ	
Yabancı Dil Hazırlık Programı Başvuruları ve Zorunlu Yabancı Dil Hazırlık Programı Kesin Kayıtları	
-İsteğe Bağlı Yabancı Dil Hazırlık Programı Başvuruları	18-22 Eylül 2023
-Zorunlu Yabancı Dil Hazırlık Programı Kesin Kayıtları	
İsteğe Bağlı ve Zorunlu Yabancı Dil Hazırlık Programından Daha Önceki Yılda Başarısız Olan Öğrencilerin Güz Yarıyılı Baş Yeterlik Sınavı Başvuruları	18-22 Eylül 2023
Yabancı Dil Hazırlık Programı Seviye Tespit Sınavı (İng./Alm.)	02 Ekim 2023(Sabah)
Yabancı Dil Hazırlık Programı Seviye Tespit Sınavı (Türkçe)	02 Ekim 2023(Ö.sonra)
Eğitim-Öğretiminin Tamamen veya Kısmen Yabancı Dilde (İngilizce-Almanca) Yürütüldüğü Programlar (Lisans- Lisansüstü) için Güz Yarıyılı Baş Zorunlu Hazırlık Programı Yeterlik Sınavı	03 -04-05 Ekim 2023
İsteğe Bağlı Yabancı Dil Hazırlık Programı Güz Yarıyılı Baş Yeterlik Sınavı	03 Ekim 2023
İsteğe Bağlı Yabancı Dil Hazırlık Programı Asıl Aday Kayıtları	04 Ekim 2023
Uluslararası Öğrenciler İçin Güz Yarıyılı Baş MÜDS Türkçe Sınavı	04-05 Ekim 2023
Kontenjan Dâhilinde İsteğe Bağlı Yabancı Dil Hazırlık Programı Yedek Aday Kayıtları	05 Ekim 2023
Ortak Zorunlu Yabancı Dil Dersleri (Alm./ Fr./ İng./ Rusça/ Latince) Muafiyet Sınavı	06 Ekim 2023
Güz Yarıyılı Derslerinin Başlaması	09 Ekim 2023
16 Haftalık Eğitim-Öğretim	09 Ekim -26 Ocak 2023
Güz Yarıyılı Derslerin Sonu	26 Ocak 2023
Ara Tatil (2 hafta)	29 Ocak -09 Şubat 2024
Zorunlu Yabancı Dil Hazırlık Programından Daha önceki Yılda Başarısız Olan Öğrenciler ile Lisansüstü Öğrencilerinin Bahar Yarıyılı Baş Yeterlik Sınavı Başvuruları	15-26 Ocak 2024
Zorunlu Yabancı Dil Hazırlık Programından Daha Önceki Yılda Başarısız Olan Öğrenciler ile Lisansüstü öğrencilerin Bahar Yarıyılı Baş Yabancı Dil Yeterlik Sınavı (İng/Alm.)	07-08 Şubat 2024
Zorunlu Yabancı Dil Hazırlık Programından Daha Önceki Yılda Başarısız Olan Öğrenciler Bahar Yarıyılı Baş MÜDS Türkçe Sınavı	05-06 Şubat 2024
Bahar Yarıyılı Derslerinin Başlaması	12 Şubat 2024
8 Haftalık Eğitim-Öğretim	12 Şubat-05 Nisan 2024
2. Ara Tatil (1 hafta)	08-12 Nisan 2024
8 Haftalık Eğitim-Öğretim	15 Nisan-07 Haziran 2024
İsteğe Bağlı ve Zorunlu Yabancı Dil Hazırlık Programından Daha önceki Yılda Başarısız Olan Öğrencilerin Bahar Yarıyılı Sonu Yeterlik Sınavı Başvuruları	27-29 Mayıs 2024
Bahar Yarıyılı Derslerinin Sonu	07 Haziran 2024
Yabancı Dil Hazırlık Programı B1-B2 ve İsteğe Bağlı ve Zorunlu Yabancı Dil Hazırlık Programından Daha Önceki Yılda Başarısız Olan Öğrencilerin Bahar Yarıyılı Sonu Yeterlik Sınavı (İng/Alm)	10-12 Haziran 2024
Yabancı Dil Hazırlık Programı B1-B2 ve İsteğe Bağlı ve Zorunlu Yabancı Dil Hazırlık Programından Daha Önceki Yılda Başarısız Olan Öğrencilerin Bahar Yarıyılı Sonu MÜDS Türkçe Sınavı	12-13 Haziran 2024

5.5 LMS (LEARNING MANAGEMENT SYSTEM)

LMS stands for LEARNING MANAGEMENT SYSTEM. It makes e-learning processes more effective and efficient; it is a software that allows students to carry learning out of school and to manage their own learning process. In the digital age, all course resources have an LMS. Students log in to the system with the password provided with the course materials. They are expected to complete the homework and exams in the system within the specified dates and they get points according to their performance.

5.5 SUMMER SCHOOL

At MSKU School of Foreign Languages, the students whose score is no less than 50 from the Proficiency exam at the end of the year are eligible to apply for the summer school. The starting date of the summer school is announced on Academic calendar every year with the approval of the Senate of the University. The summer school is opened with the decision of the board of management and also by the Senate of the University. The Summer school lasts for 7 weeks apart from the exams and the enrolment. In summer school, students have 25 hours a week. Students have to participate 85% of the classes. The students who are under this limit fail due to absenteeism and they cannot take the Proficiency Exam. We do not have evening classes in summer school, and all the students have to attend only day classes. In order to open summer school, we need to have at least 20 students who are enrolled in the program. Students take 2 Achievement exams and 1 Proficiency Exam at summer school. Proficiency exam has two parts as a speaking exam and a written exam. The students who fail can apply to retake the proficiency exam at summer school; they can apply for and take the Proficiency exams which will be administered in following years. You can get detailed information about summer school if you click on the link below:

<https://kms.kaysis.gov.tr/Home/Goster/106110>

5.6 ACADEMIC STAFF

You can get information about the academic staff if you click on the link below:

<http://www.ydyo.mu.edu.tr/tr/personel/akademik>

5.7 FOR STUDENTS

5.7.2 FACILITIES OF MSKU SCHOOL OF FOREIGN LANGUAGES

Student Library

There is a student library on the ground floor of our school building. Students can borrow English books which are appropriate to their language level and other English resource books. Working hours of the student library are announced during the year.

LANGUAGE LAB

There are two language laboratories which serve to the students and each lab has the capacity of 20 students. The instructors can use the laboratories one or two hours a week for each of their classes.

EXCHANGE OFFICE (DONATION ROOM)

It is on the ground floor of our building. You can bring the stuff that you do not use anymore such as clothes, shoes, books and take what you need from the exchange office.

STUDENT AFFAIRS AT MSKU SCHOOL OF FOREIGN LANGUAGES

The Student Affairs' office is on the third floor of our building. There is no academic advisor, supervisor or counsellor teacher for classes in our school. Students take all the documents which are related to the School of Foreign Languages from the Student Affairs' Office, but they take other documents (student ID card, student document, or military service related documents) from the Student Affairs' office at their departments or faculties. Students who will attend Evening classes will pay their fees on the dates which have been announced before. The students who have attended the School of Foreign Languages for a year but failed will pay their fees for the second year as required by their departments. Our school does not demand any fees for the exams and such like. Student who would like to appeal their exam results can get detailed information when they click on the link given below.

<http://ydyo.mu.edu.tr/Newfiles/9/Content/s%C4%B1navlara%20itiraz%20i%C5%9Flemleri.pdf>

You can also get more information about Certificate of Achievement or transcript at Prep School when you click on the link given below.

<http://ydyo.mu.edu.tr/Newfiles/9/Content/Belge%20D%C3%BCzenlenmesi%20%C4%B0%C5%9Flemleri.pdf>

5.7.3 MSKU FACILITIES

TRANSPORT FACILITIES

There are bus services from the city centre to the main campus or Kotekli and Yenikoy. You can access the timetable for bus services from the link below.

<https://www.mugla.bel.tr/otobusefersaatleri/>

ACCOMMODATION FACILITIES

Accommodation needs of students coming from other cities and countries to our university are met by private and state run student dormitories. There are two dormitories and one of them is called Milli Piyango Dormitory for girls with a capacity of 1500 beds. The other one is called Prof.Dr.Ethem Ruhi Figlalı Dormitory for boys with a capacity of 1800 beds.

Residorm Student Dormitories for both boys and girls has been serving to our university students since 2013 and it is in the main campus and really close to all the faculty buildings. It provides a safe, comfortable and social environment to its residents. For more information please click on:

<https://www.mu.edu.tr/tr/ogrenci/gerekli-linkler/barinma-imkanlari>

DEPARTMENT OF CULTURAL, HEALTH AND SOCIAL AFFAIRS

Please click on the link below in order to get more information about the facilities provided to our students:

<http://www.sksd.mu.edu.tr/tr/hizmetlerimiz-1881>

5.7.4 GUIDELINES FOR STUDENTS/ THINGS TO KEEP IN MIND FOR A SUCCESSFUL PREP YEAR

1. Pay attention to and watch the orientation program which is given on the first week of the academic year. This handbook also gives a lot of answers to your questions.
2. You need to take responsibility for your own learning to build study habits and do extra activities outside the classes.
3. Please regard absenteeism not as a right, but as missing the opportunity to learn new things. This will help you change point of view.
4. Pay attention to class hours and be in class on time.
5. You have to get the materials for the classes and have them with you during the online classes.
6. Please attend the classes regularly and actively.
7. Each instructor might have his/her personal rules for the administration of the lessons effectively and it is the students' duty to obey these rules.
8. Each class may have more than one instructor with their own techniques and approaches to teaching. Try to take advantage of these different techniques and methods.
9. Also discover how you learn better and do not be afraid of making mistakes.
10. In order to facilitate language learning, please read graded readers books and watch films or TV series in English.
11. Do your homework and tasks on their due time.
12. Do not forget to make learning fun and learn how to use technology to learn.

APPENDICES

APPENDIX 1 SAMPLE EXAMS

SAMPLE QUIZ

STUDENT'S NAME: _____

TOTAL GRADE: ____ / 100

STUDENT'S NUMBER: _____

DURATION: 40 minutes

LISTENING

You will hear five different people talking about likeability and other soft skills. For questions 1-5 choose from the list A-E what each speaker says. There is one extra letter which you do not need to use. Use the letters only once. (5X5 = 25 pts.)

- | | | |
|---|-----------|-------|
| A) Practical skills are necessary. | Speaker 1 | _____ |
| B) Hard work and education should be the second best. | Speaker 2 | _____ |
| C) Education is also important. | Speaker 3 | _____ |
| D) People don't know the real importance of likeability. | Speaker 4 | _____ |
| E) Likeability is more essential than job skills. | Speaker 5 | _____ |
| F) They say likeability is important and it's true but I feel furious about it. | | |

USE OF ENGLISH

PART A) For questions 1 to 5, read the sentences below. Use the word given in parenthesis at the end of each sentence to form a new word that fits in the gap in the sentence. There is an example at the beginning (0). (5 X 3 = 15 pts.)

0. KNOWLEDGE should be the most important thing to get a job. (KNOW)
1. That was an _____ performance from such a young tennis player. (IMPRESS)
2. She's very good at methodical work, but she becomes _____ when there's a lot of pressure. (USE)
3. There were more than 2000 _____ in this company but 500 of them were fired last month. (EMPLOY)
4. I was born in Canada and lived there until I was 15, so I can easily say I spent all my _____ there. (CHILD)
5. Alex and Sylvia's _____ goes back to when they were in the same neighbourhood together. (FRIEND)

PART B) Match 1-7 with A-H to make sentences. There is an example at the beginning (0). (7X3 =21 pts.)

0. Aicia is really good <u>_D_</u>	A) on going out alone late at night.
1. She's become the manager so she's in _____	B) in touch with friends when you move to another place.
2. Although her parents didn't let her, she insisted _____	C) a presentation about her project work studies.
3. Jane has taken _____	D) at singing.
4. It might be difficult sometimes to keep _____	E) a lot in common so they have had an outstanding relationship for long years.
5. Mary and her husband have _____	F) apart in the last years of our marriage.
6. My daughter was really nervous last week because she had to give _____	G) after her father with her love of literature.
7. We didn't have big problems but we started to grow _____	H) charge of the sales department.

PART C) Complete the second sentence for questions 1-5, so that it has a similar meaning to the first sentence, using the word given by using between two to five words. Do not change the word given. There is an example at the beginning (0). (5 X 3 = 15 pts)

0. I have been a teacher since 2010.

8 YEARS

I have been a teacher for 8 years.

1. After running for 2 hours, James was extremely tired.

ABSOLUTELY

After running for 2 hours, James was _____.

2. In my opinion it's a good idea to go on a holiday for the weekend.

ASK

_____, it's a good idea to go on a holiday for the weekend.

3. You should revise your notes before the exam in order to get good grades.

THAT

You should revise your notes before the exam _____ good grades.

4. Mark and his wife got to know each other when they were kids.

KNOWN

Mark and his wife _____ they were kids.

5. Besides its beaches, Muğla has also lots of interesting historical sites.

FROM

_____ its beaches, Muğla has also lots of interesting historical sites.

READING

You are going to read a text about people's experiences of job interviews. For questions 1-8, choose from the people A-D. The people may be chosen more than once. There is an example at the beginning (0). (8X3=24 pts.)

Which person

- | | |
|---|-------|
| 0. has had lots of interviews before? | __C__ |
| 1. witnessed a small accident? | _____ |
| 2. had a problem because of misunderstanding a command? | _____ |
| 3. received a phone call at a bad moment? | _____ |
| 4. misinformed the interviewers? | _____ |
| 5. couldn't get the job because of his / her own forgetfulness? | _____ |
| 6. was undecided between two different actions? | _____ |
| 7. made a mistake which caused a funny situation? | _____ |
| 8. realised that he wasn't good enough at a skill? | _____ |

Not The Best Interview I've Ever Had

Most people feel nervous when they go for a job interview, but some interviews are worse than others. Fortunately, they don't all end in disaster!

- A)** "They wanted to test how fast I could type. My fingers were over the keyboard, ready to type. The interviewer said 'Right click to open the file', but all I heard was 'Write click' so I typed 'click' on a window that was already open. I felt so embarrassed when I realised my mistake, but we both laughed and I got the job. I've worked there for eight months now."
- B)** "I've never forgotten to switch my phone off in the cinema, but for some reason I forgot when I went for my first job interview. My friend phoned me to wish me good luck right in the middle of the interview. Oops! I didn't get the job."
- C)** "I've had lots of good interviews, but this one was a disaster. I had put on my CV I could speak 'some French'. I learnt some French at school, but I've never really used it and my listening skills are really bad. The three interviewers began the interview by speaking to me in French, and I didn't understand a word. No, I didn't get the job, and yes, I've changed my CV!"
- D)** "I had a job interview with two people last week. One of them was leaning back on his chair when suddenly it fell right back and it was soon clear that he couldn't get up again. I didn't know if I should try to help or not and I was worried I was going to start laughing. Fortunately, the other interviewer asked me to wait outside the room for a minute, and then the interview carried on as if nothing had happened. Guess what? They've just offered me the job!"

SAMPLE ACHIEVEMENT EXAM

LISTENING (34PTS)

PART A) You will hear a radio interview with a professor giving information about time capsules. For questions 1-6, choose the best answer (a, b or c). Write your answers on your answer sheet. (6x2=12 pts)

1. The interview is taking place in Flushing Meadows Park
 - a) because there is a World Fair taking place there.
 - b) because Professor Wolfson works at a university near the park.
 - c) because the time capsules are buried in the park.

2. Why are there two time capsules?
 - a) They made a copy of the first capsule.
 - b) They couldn't fit everything into one capsule.
 - c) Because there are two World Fairs.

3. How were the 35 items inside the first time capsule chosen?
 - a) They were all made of different materials.
 - b) They showed what everyday life was like in 1939.
 - c) They were all invented in the 20th century.

4. What is the connection between Albert Einstein and the time capsule?
 - a) He invented the material the capsule is made of.
 - b) There's a biography of Einstein in the capsule.
 - c) There's a message from him in the capsule.

5. What does the capsule contain to help people in the future understand the contents?
 - a) A complete guide to the English language.
 - b) A grammar book.
 - c) Translations of the contents into different languages.

6. What does the Book of Record contain?
 - a) A list of libraries and museums around the world.
 - b) Information about the time capsule.
 - c) Information about things in libraries and museums.

PART B) You will hear a man called Robert Kyle giving advice to a group of students about having an interview. For questions 1-6, fill in the missing information. Write your answers on your answer sheet. (6x2=12pts)

TOPIC

How to communicate during interviews for college, university, jobs and (1) _____.

TIPS ON SPEAKING

Speak slowly and (2) _____ and look at all the people who are interviewing you.

A smile will make you seem (3) _____ and relaxed.

STATISTICS

People usually make a decision about someone after only (4) _____ of meeting.

Their impressions are made up like this:

-body language / clothes (5) _____ %

-the way you speak and what you (6) _____ is less important

PART C) Listen to five students talking about university. Match the speakers 1-5 with the sentences A-F. Use the letters only once. There is one extra letter which you do not need to use. Write your answers on your answer sheet. (5x2=10 pts)

- | | |
|--|----------------|
| A) The speaker's degree was essential for the job. | Speaker 1 ____ |
| B) The speaker thinks people with degrees should be paid more. | Speaker 2 ____ |
| C) The speaker thinks university is a waste of time. | Speaker 3 ____ |
| D) The speaker thinks it's better to get a job first and go to university later. | Speaker 4 ____ |
| E) The speaker really enjoyed their university course. | Speaker 5 ____ |
| F) The speaker thinks you should choose your university course carefully. | |

READING (30 PTS)

PART A) You are going to read a magazine article about students visiting a prison. Five sentences have been removed from the article. Choose from the sentences A-E the one which fits each gap (1-5). Write your answers on your answer sheet. (5x2=10 pts)

- A) "He said that we were being stupid and messing up our lives".
- B) Some people say that prison is a bit like a holiday camp, and it can be a bit of a laugh, but it sounded really awful in there.
- C) For these, a stronger lesson is needed, and a visit to an actual prison has a better chance of deterring them from a life of crime.
- D) I got an idea today of just how unrealistic they are, and how terrifying it must be to be locked up in a tiny room for weeks and months.
- E) Prison officers spend a day with them and try to show them the hard realities of prison life.

Prison! Me! No Way!

On a really bad day in school, you might hear someone say that it feels a bit like being in prison. They wouldn't say that if they had a visit from the Prison! Me! No Way! team, though.

Prison! Me! No Way! is a UK organisation which arranges one-day events in British schools to educate students about prison and the dangers of falling into a way of life that leads there. **(1)** _____. The students are treated exactly like prisoners for part of the day, and spend some time in a mock-up prison cell inside a truck, so that they get an idea of the living conditions prisoners have to put up with. They also take part in workshops and role-play sessions, acting out situations in which friends might encourage them to get involved in criminal activity. It's partly fun and partly serious, but the message is very clear.

'People think they know what prison is like.' says one student after the visit, 'but it all comes from films and TV dramas, and can seem quite exciting. **(2)** _____. I think it would soon drive me crazy.'

There are some young offenders whose misbehaviour has already made them well-known characters in police stations and courts. **(3)** _____. Nottinghamshire, where 45% of robberies are committed by young people under the age of seventeen, is one of the many areas of the UK which regularly organise prison visits for young offenders. They get to meet some of the long-term prisoners, who talk to them about life inside-the boredom, the violence, the bullying and all the restrictions on their behaviour. Most of all, they say how much they miss seeing their families, as everyone's life continue without them.

'They made me really think about what would happen if I got stuck in a life of crime,' says one young offender after his day in prison. 'Of course everyone knows they'll end up in prison if they go from petty crime to more serious offences. But it's easy to think you'll always get away with it if you're clever enough, and that even if you didn't, a prison sentence would just make you hard and tough. **(4)** _____. The prisoner I talked to looked at my trainers and said, "If you came in here, we'd steal those and you wouldn't be able to do anything about it." I really don't want to go back in that place ever again.'

'One of the prisoners was pretty clear,' said another. **(5)** _____. He told us, 'You really don't want to end up in a place like this. It can happen more easily than you think, so stop it now.'

The visits are a wake-up call for many of the young people involved, and 65% don't go on to reoffend after them. One of the organisers of the visits notices the difference on the coach going to prison and coming back. 'On the way there, they're all joking and acting tough about what it must be like to be in prison. It's much quieter on the return journey.'

PART B) You are going to read a magazine article about the story of an unlikely friendship. For questions 1-5, choose the answer (a, b, or c.) which you think fits best according to the text. Write your answers on your answer sheet. (5x2=10 pts)

***Untouchable*-The True Story of an Unlikely Friendship**

Untouchable, a charming French comedy about two friends who have almost nothing in common, has been a huge international success. But, before their story became a cinematic sensation, how exactly did a rich French aristocrat and an Algerian immigrant with a criminal past become good friends?

Philippe Pozzo di Borgo and Abdel Sellou first met in Paris in 1993 when Philippe was looking for a nurse. Phillippe was from a very wealthy family. At one time he had been a successful businessman, living a life of great luxury. Then he had a terrible paragliding accident and lost the use of his arms and legs. Life in a wheelchair was lonely and boring. Philippe was struggling to imagine the future, and he needed practical help with his day-to-day life.

Philippe interviewed more than 80 people for the job of nurse, but none of them seemed right. Then he met Abdel, who had quit a life of crime in Algeria and moved to France to look for work. He was lively, intelligent and quick-thinking, with a crazy sense of humour. Philippe got on with Abdel immediately, and he offered him the job.

The two men didn't have much in common. Abdel loved pop music, but Philippe preferred classical music. Phillippe loved modern art, but Abdel hated it. Philippe's family were sure that he had made a bad choice. They believed that Philippe needed someone much more sensible. Meanwhile, Abdel wasn't planning on staying in the job for long.

However, their working relationship quickly developed into a close friendship. Abdel gave Philippe the support he needed. More importantly, his energy and sense of humour brought fun and excitement back into Philippe's life. Abdel helped Philippe make trips to other countries. Back home in Paris their adventures included travelling around the streets of Paris with Abdel on the back of Philippe's wheelchair or driving Philippe's Rolls-Royce-often much too fast!

In the end, Abdel worked for Philippe for ten years. Philippe believes it was Abdel's energy and sense of fun that kept him alive. 'I suddenly found I was enjoying life again,' he says. 'I felt like I didn't know what was coming next.' As for Abdel, getting to know Philippe had kept him out of prison and introduced him to a new way of life.

Philippe and Abdel now live in different countries, each with a wife and family. They keep in touch regularly. Over the years they have learnt, among other things, to enjoy each other's favourite music. All that really matters to their friendship, though, is their shared love of laughter and adventure.

1. These two different people from two different backgrounds became good friends

- a) with the help of Philippe's family.
- b) owing to Abdel's positive attitude towards life.
- c) because they had a lot in common.

2. Philippe interviewed more than 80 people

- a) until he interviewed Abdel.
- b) because he liked talking to different people.
- c) in order to find someone who had been a criminal before.

3. Why didn't Philippe's family want Abdel as a nurse?

- a) Because Abdel wasn't planning on staying in the job for a long time.
- b) Because they thought Philippe needed someone different.
- c) Because Philippe had some problems with Abdel.

4. It was Abdel's energy and sense of humour that

- a) kept Philippe out of prison.
- b) made Philippe's family uncomfortable.
- c) helped Philippe feel better in spite of his difficult physical situation.

5. Their relationship

- a) hasn't taught them anything about life .
- b) has taught them that having positive attitude towards life doesn't work any time.
- c) has taught them to be tolerant to differences.

PART C) You are going to read a magazine article about young farmers. For questions 1-10, choose from the people A-D. The people may be chosen more than once. Write your answers on your answer sheet. (10x1=10 pts)

Muddy Boots

What makes young people become farmers? In this week's Country Diary, we meet four young farmers to find out.

A) 6 a.m.; it's an early start for 16-year-old Katya, as usual. It's her job to feed her family's animals, so she heads outside. For generations, Katya's family have been reindeer herders* near the Arctic circle in Russia. They live in tents and follow their reindeer as they move from summer feeding grounds to winter ones, then back again. It's full-time work! Now it's early summer, so the air is getting warmer and warmer. Today the temperature is about twelve degrees, in winter it's usually minus ten and snowy. 'Living outdoors is relaxing,' says Katya, 'but my sister and I don't live with our parents all year.'

In winter, we go to boarding school, hundreds of kilometres away. I miss the reindeer, but it's nice to be warm.'

B) Bunny is eighteen and she already knows how to drive a tractor and deliver a new-born lamb. She doesn't mind getting her hands dirty and she's very sensible. People are always telling Bunny that she doesn't look like a farmer as she's quite small and likes to be fashionable. Bunny finds these stereotypes annoying: farmers don't all have to look the same! Bunny's farming dream began when her family lived in Australia. They used to visit her grandfather's sheep farm there. She has happy memories of riding horses and rounding up the sheep. At the moment Bunny is studying agriculture at college in England but her ambition is to return to Australia. She wants to set up her own sheep farm, just like her grandfather.

C) Will Gardner's first word was "tractor", although none of his family were farmers. When a local farmer in the southwest of England needed an assistant, Will found his perfect job. Now Will drives a tractor every day. It's like a dream come true. Last week the farmer he works for became ill. As a result, Will is now learning how to look after cows, too. Will isn't keen as it's dirty work. Can he cope with it? Of course he always wears overalls and wellies*, but he still needs a shower when he gets home. Will's job is tough: it isn't well-paid and he works sixty hours a week, so he doesn't have much social life. But despite the long hours and difficult conditions, he finds his job really satisfying.

D) It's June in Toledo, Spain. Pablo has finished school for the day and now he's heading for his grandparents' vineyard*. Today it's his job to cut some bunches of grapes so the others will grow sweeter. His grandad is keeping an eye on his work. 'I've got to prove that I'm responsible,' explains Pablo. 'I think farmers are really important because they provide food for everybody. A good thing about this job is you can choose to take a day off now and then! But it can be stressful; you have to work really hard.' Pablo's father left the vineyard to become an accountant, but Pablo has other ideas. 'My dad is always telling me to study business, but I think farming is more rewarding.'

<p>GLOSSARY</p> <p>Herder: a <u>person</u> who <u>takes care</u> of a <u>large group</u> of <u>animals</u> of the same <u>type</u></p> <p>Wellies: informal use for a <u>waterproof boot</u> that <u>reaches almost</u> to the <u>knees / rainboots</u></p> <p>Vineyard: a <u>piece</u> of <u>land</u> on which <u>vines</u> are <u>grown</u></p>

Which person

- 1) has lived in another country? _____
- 2) doesn't have a family member in the business of farming? _____
- 3) has someone else watching them? _____
- 4) has a family who move around a lot? _____
- 5) isn't happy with getting dirty? _____
- 6) is doing a farming-related course? _____
- 7) works in a very cold environment? _____
- 8) disagrees with one of their family member's advice? _____
- 9) has a clear plan for when they are older? _____
- 10) lives in two different homes each year? _____

USE OF ENGLISH (36 PTS)

PART A) Read the text below and decide which answer (a,b, c or d) best fits each gap. There is an example at the beginning (0). Write your answers on your answer sheet. (8x1=8 pts)

Keeping Our Water Clean

If you **(0)** _____ down the street and see someone throw a plastic bottle on the ground, you'll probably get annoyed. You might even say something to that person. But do you react in **(1)** _____ same way when we see people throwing rubbish into the sea? We all know how rubbish damages environment on land, but we often forget the effect that it can have on **(2)** _____ like the sea, lakes and rivers, too.

First of all, water pollution looks terrible. Beautiful beaches can become covered in rubbish when whatever we **(3)** _____ into the water comes ashore. It's just not pleasant to swim in rivers and lakes that have plastic bags floating in them.

Secondly, rubbish can hurt animals and birds that live in or by the water. If they see **(4)** _____ plastic bottle, they may think it's food. However, when they try to eat the bottle, it can get caught in their mouth or in their stomach and stop them from eating anything else. Plastic bottles **(5)** _____ also stop dolphins from breathing. Sometimes fishing boats leave bits of fishing nets behind in the water. Fish can get caught in this and die.

Finally, people forget that plastic contains chemicals which stay in the water. **(6)** _____ is really bad for both fish and plants. If you eat fish containing these chemicals, then you can also get sick.

In conclusion, I would say that we need to worry **(7)** _____ water pollution as much as we care about land or air pollution. We should all look **(8)** _____ the seas, lakes and rivers, and remember to take our rubbish away with us.

- | | | | |
|------------------------|----------------|------------------|---------------|
| 0. a) walk | b) walking | c) walked | d) walks |
| 1. a) Ø | b) a | c) an | d) the |
| 2. a) pollution | b) climate | c) environments | d) plants |
| 3. a) managed to throw | b) have thrown | c) were throwing | d) was thrown |
| 4. a) Ø | b) a | c) an | d) the |
| 5. a) can | b) manage to | c) were able to | d) couldn't |
| 6. a) Who | b) These | c) This | d) What |
| 7. a) for | b) about | c) with | d) over |
| 8. a) after | b) for | c) around | d) out |

PART B) Read the text and fill in the blanks with ONE WORD. There is an example at the beginning (0). Write your answers on your answer sheet. (10x1=10 pts.)

School of the Air

Do you ever get fed **(0)** up with going to school? Would you be interested **(1)** _____ studying at home by yourself? Shannon Kilgarill lives in the Australian outback, miles from **(2)** _____ nearest school. She and her brother have **(3)** _____ learning at home for years. Their special school, called School of the Air, **(4)** _____ introduced satellite technology. This enables the students to be taught at home, hundreds **(5)** _____ miles away from one another. Although the technology is

complicated, Shannon (6) _____ easily use it by herself. Now she and her classmates have a virtual classroom where they can see each (7) _____ on screen.

School of the Air previously used radios to keep the fourteen pupils (8) _____ touch with their teachers. However, unlike the old radio signal, the new technology isn't affected by bad weather. Shannon, who is very keen on the new system, reckons the satellite is "pretty good". (9) _____ gives Shannon the opportunity to see her teacher (10) _____ the teacher is delivering the lesson. She believes it has made learning a lot easier.

PART C) Read the sentences below. Use the correct form of the word given in capitals at the end of each sentence to fill in the space. There is an example at the beginning (0). Write your answers on your answer sheet.

(8x1=8 pts)

0. The FEELING of anger might be very dangerous if you don't control it. **(FEEL)**
1. It gives you a sense of _____ if you actually make it to the end of a very long book. **(ACHIEVE)**
2. You have to have such a lot of _____ when you're dealing with kids. **(PATIENT)**
3. The _____ of the silicon chip was a landmark in the history of the computer. **(INVENT)**
4. Environmentalists all around the world are struggling to _____ the natural resources of the earth. **(CONSERVATION)**
5. _____ species on earth are the ones which won't be able to survive in the future. **(DANGER)**
6. Are you _____ enough to work with children? **(EXPERIENCE)**
7. The speaker gave an interesting _____ on urban transport. **(PRESENT)**
8. I'm _____ of his skills as a manager. **(CONFIDENCE)**

PART D) Complete the second sentence for questions 1-10, so that it has a similar meaning to the first sentence, using the word given. Use between two to five words. Do not change the word given. There is an example at the beginning (0). Write your answers on your answer sheet. (10x1=10 pts)

0. We succeeded in helping him.
MANAGED
We managed to help him.
1. If we don't buy the book now, we will have to pay more for it.
UNLESS
_____ now, we will have to pay more for it.

2. This is my first time in this restaurant.

NEVER

I _____ to this restaurant before.

3. My maths teacher started teaching 25 years ago.

TEACHING

My maths teacher _____ 25 years.

4. They met each other during their stay in Canada.

STAYING

They met each other _____ in Canada.

5. Andreas can buy whatever he wants; he is so wealthy.

SUCH

Andreas can buy whatever he wants; he is _____.

6. Janet and Jack are planning to travel around the world when they get retired.

GOING

Janet and Jack _____ around the world when they get retired.

7. If you ask me, it's better to eat out tonight.

FAR

As _____, it's better to eat out tonight.

8. Start studying for the exam earlier so that you will have enough time to revise.

TO

Start studying for the exam earlier _____ enough time to revise.

9. My father smoked 2 packets of cigarettes every day, but he doesn't any more.

SMOKE

My father _____ 2 packets of cigarettes every day.

10. Most people find winter depressing.

FEEL

_____ in winter.

APPENDIX 2 SAMPLE ANSWER SHEET

NAME-SURNAME: _____
 SCHOOL NUMBER: _____

Total Score

 ____ / 100

LISTENING: 34 PTS

PART A (6X2=12 pts)	PART B (6X2=12 pts)	PART C (5X2=10 pts)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	

Listening

READING: 30

PTS

PART A (5X2=10 pts)	PART B (5X2=10 pts)	PART C (10X1=10 pts)	
1.	1.	1.	6.
2.	2.	2.	7.
3.	3.	3.	8.
4.	4.	4.	9.
5.	5.	5.	10.

Reading

USE OF ENGLISH: 36 PTS

PART A (8X1=8 pts)	PART B (10X1=10 pts)	PART C (8X1=8 pts)
0. A	0. UP	0. FEELING
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
	9.	
	10.	

Use of English

PART D (10X1=10 pts)

0. We managed to help him.

1. _____ now, we will have to pay more for it.
2. I _____ to this restaurant before.
3. He _____ 25 years.
4. They met each other _____ in Canada.
5. Andreas can buy whatever he wants; he is _____.
6. Janet and Jack _____ around the world when they get retired.
7. As _____, it's better to eat out tonight.
8. Start studying for the exam earlier _____ enough time to revise.
9. My father _____ 2 packets of cigarettes every _____.
10. _____ in winter.

APPENDIX 3 WRITING EXAM CRITERIA

GRADES	PARTS
	CONTENT& TASK ACHIEVEMENT
4	-content fulfils or exceeds all the task requirements -ideas are mostly / totally relevant and well-developed throughout the text -all ideas are supported with relevant examples
3	-content fulfils or exceeds some of the task requirements -ideas are usually relevant and well-developed -most ideas are supported with relevant examples
2	-content shows limited attempt to fulfil the task requirements -ideas are generally irrelevant - few ideas are supported with relevant examples
1	-content shows no attempt to fulfil the task requirements -ideas are totally irrelevant -no ideas are developed or supported with examples
	ORGANISATION
3	-good organisation of ideas -good use of cohesive devices
2	-ideas are generally organised well -some good use of cohesive devices
1	- poor organisation of ideas -poor use of cohesive devices
0	- ideas are not organised - no use of cohesive devices
	VOCABULARY
3	-a good range of level specific vocabulary -almost all vocabulary use is correct with no or few lexical errors
2	-adequate range of level specific vocabulary -a few mistakes but do not hinder meaning
1	-very limited range of level specific vocabulary -frequent errors mostly obscuring meaning
0	-no range of level specific vocabulary at all -frequent errors totally obscuring meaning
	GRAMMAR
3	-a good range of level specific structures -almost all structures are correct with no or few grammatical errors
2	-adequate range of level specific structures -a few mistakes but do not hinder meaning
1	-very limited range of level specific structures -frequent errors mostly obscuring meaning
0	-no range of level specific structures at all -frequent errors totally obscuring meaning
	MECHANICS
2	Rules of punctuation and capitalization are generally fulfilled /covered with correct spelling of most common words
1	Rules of punctuation and capitalization are partially fulfilled /covered with correct spelling of most common words
0	Rules of punctuation and capitalization are not fulfilled /covered with correct spelling of most common words at all.
	<ul style="list-style-type: none"> • If the student’s writing gets “1” out of “content task and achievement” part, the other parts of the writing won’t be graded. • “no response” or “totally memorised” responses won’t be graded.

APPENDIX 4 SPEAKING EXAM CRITERIA

Mugla Sıtkı Koçman University School of Foreign Languages

2023-2024 ACADEMIC YEAR
Speaking Proficiency Exam

Student Name:

Exam Room:

Question Card:

Session: Morning / Afternoon

	Exemplary Excellent	Accomplished Good	Developing Fair	Beginning Attempted	Unacceptable No Response
Task 1 Conversational English Responds to guided questions in a conversation about everyday events	4	3	2	1	0
Task 2 Picture Description and Analysis Accurately details the characteristics and action of a picture using descriptive vocabulary Justifies interpretations	4	3	2	1	0
Task 3 Monologue Provides an opinion/experienced-based response that requires little to no verbal prompting from interlocutor Thoroughly answers follow-up questions with examples	4	3	2	1	0

Total Assessor Points ____ + **Points from Interlocuter** ____ = ____ / 15

Guide for Assessors: If a student’s overall performance matches the majority of the descriptors in a category, CIRCLE the corresponding number for that category. **“Unacceptable to No Response”** can range from a one/two word response to a complete inability to respond (0). Ask the Interlocuter for their overall performance score. Add each section for the total assessor score to the interlocuter’s general impression score.

Mugla Sıtkı Koçman University School of Foreign Languages

<p><u>Exemplary / Excellent</u></p> <p>Task Completion: Superior completion of the task; responses appropriate and with elaboration</p> <p>Comprehensibility: Responses readily comprehensible, requiring almost no interpretation on the part of the listener</p> <p>Fluency: Speech continuous with few pauses or stumbling</p> <p>Pronunciation: Enhances communication</p> <p>Vocabulary: Rich use of vocabulary</p> <p>Language Control: Control of advanced language structures with few or small errors</p>	<p><u>Accomplished / Good</u></p> <p>Task Completion: Completion of the task; responses appropriate and adequately developed</p> <p>Comprehensibility: Responses comprehensible, requiring minimal interpretation on the part of the listener</p> <p>Fluency: Some hesitation but manages to continue and complete thoughts</p> <p>Pronunciation: Does not interfere with communication</p> <p>Vocabulary: Adequate and accurate use of vocabulary</p> <p>Language Control: Emerging control of advanced language structures, controlled use of basic language structures</p>
<p><u>Developing / Fair</u></p> <p>Task Completion: Partial completion of the task; responses mostly appropriate yet undeveloped</p> <p>Comprehensibility: Responses mostly comprehensible, requiring interpretation on the part of the listener</p> <p>Fluency: Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts</p> <p>Pronunciation: Occasionally interferes with communication</p> <p>Vocabulary: Somewhat inadequate and/or inaccurate use of vocabulary</p> <p>Language Control: Emerging control and use of basic language structures</p>	<p><u>Beginning/Attempted</u></p> <p>Task Completion: Minimal completion of the task and/or responses frequently inappropriate</p> <p>Comprehensibility: Responses barely comprehensible</p> <p>Fluency: Speech halting and uneven with communication</p> <p>Pronunciation: Frequently interferes with communication</p> <p>Vocabulary: Inadequate and/or inaccurate use of vocabulary</p> <p>Language Control: Inadequate and/or inaccurate use of basic language structures</p>

2023-2024 ACADEMIC YEAR SPEAKING EXAM

Interlocutor Rubric

Upon prompting from Assessor, Interlocutor should give an **overall performance score** for the student based on interaction during the exam using the following guide:

Excellent Good 3	Developing Fair 2	Unacceptable No Response 1
---------------------------------------	--	---

Excellent/Good

Student's overall performance meets the level of the exam, mostly fluent and clear, understands and responds appropriately, some small mistakes but meaning is not affected

Developing/Fair

Student can partially complete the task using basic grammar and vocabulary. Frequent mistakes but answers are mostly appropriate, some choppy speech and pauses

Unacceptable/No response

Student uses inadequate vocabulary or very short answers, not very understandable, doesn't understand well or answer appropriate.