



Muğla Sıtkı Koçman University

School of Foreign Languages

Instructor Handbook

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1. About Us

1.1 History of School of Foreign Languages (SFL)

After the establishment of our university on July 3, 1992, under Law No. 3837, the "Foreign Languages Department" was set up under the Rectorate, transferring foreign language instructors from Dokuz Eylül University to Muğla University, and began offering foreign language courses to 1,127 students.

Starting from the 1993-1994 academic year, our university embarked on a rapid growth phase by introducing new faculties, schools, and vocational schools.

From the 1994-1995 academic year, our university implemented the "English Preparatory Program" in addition to foreign language course programs in its faculties, institutes, and schools. The English Preparatory Program in the Foreign Languages Department was offered in two categories: voluntary and compulsory. The Foreign Languages Department continued its educational activities for ten years from this point.

On April 29, 2005, the "Foreign Languages School" was established by the Council of Ministers' decision No. 2005/8715, published in the Official Gazette No. 25800, and commenced operations on May 13, 2005, following the appointment of its director.

The name of the Foreign Languages School was changed to "Sıtkı Koçman Foreign Languages School" upon the request of the Ministry of National Education dated February 22, 2006, and under Article 30 of Law No. 2809, the decision was made by the Council of Ministers on February 27, 2006, and published in the Official Gazette No. 26109 on March 15, 2006.

The name of Sıtkı Koçman Foreign Languages School was changed back to "Foreign Languages School" upon the request of the Ministry of National Education dated January 15, 2015. Under Article 30 of Law No. 2809, the decision was made by the Council of Ministers on January 26, 2015, and published in the Official Gazette No. 29261 on February 8, 2015.

1.2 Mission

School of Foreign Languages, in line with the foreign language policy established by our university, aims to provide high-quality foreign language education. Its goal is to enable students to express themselves in various environments where the target language is used as a means of communication, support their academic pursuits, enhance their foreign language knowledge and skills, and develop strategies for independent language learning.

1.3 Vision

Within the framework of the Council of Europe’s “Common European Framework of Reference for Languages,” our goal is to become one of the country’s leading Foreign Languages Schools by achieving total quality in foreign language teaching through our competent academic and administrative staff, up-to-date technical facilities, and appropriate physical infrastructure.

1.4 Educational Philosophy

Muğla Sıtkı Koçman University is dedicated to supporting students' language acquisition in a manner that best addresses their academic and social requirements. Accordingly, all instructional activities and courses are conducted in environments that are equipped with advanced technological resources to align with contemporary academic and social standards. To uphold the quality of services offered, all processes are managed through a rigorous quality cycle aimed at continuous improvement, with the objective of delivering the highest caliber of teaching and learning experiences to students.

1.5 Educational Methodology

School of Foreign Languages adopts the Communicative Language Teaching (CLT) method, one of the current approaches in language teaching. This method focuses on how language skills are used in real-life situations and encourages communicative interactions to enhance students' linguistic competencies. CLT is not limited to teaching grammar rules; instead, it aims to develop speaking, listening, writing, and reading skills in an integrated manner to enable students to use the language naturally and effectively.

Throughout the educational process, students engage in various interactive activities and role-playing exercises, using the language in real-life contexts to improve both their grammatical knowledge and practical skills. Additionally, a student-centered learning environment is fostered, supporting each individual's language learning journey based on their personal needs and interests. This method not only strengthens students' ability to express themselves but also helps them understand the cultural and social dimensions of the language.

1.6 Objectives

Muğla Sıtkı Koçman University School of Foreign Languages Preparatory Program aims to raise the language skills of mandatory program students to a B2 level according to CEFR by the end of the year, and the language skills of optional program students to a B1 level. This goal focuses on improving students' reading, listening, writing, and speaking skills through various activities, written, and oral assessments.

According to CEFR, a student at the B2 level can understand the main ideas of complex texts on both concrete and abstract topics. Additionally, they can communicate fluently and comfortably

with native speakers. The student can write clear and detailed texts on various topics and express their opinions on current issues by explaining the advantages and disadvantages of different options. A student at the B1 level, according to CEFR, can communicate effectively in daily life and familiar topics. They can understand everyday and simple texts, follow clear conversations, write short and simple texts, and engage in routine situations and social interactions. The goals of MSKU SFL are set accordingly.

1.7 Our school and Responsibilities

Muğla Sıtkı Koçman University School of Foreign Languages is responsible for all academic matters related to foreign language policies and manages all language programs and their examinations offered at the school. The MSKÜ School of Foreign Languages is involved in:

- Supporting the establishment of policies regarding foreign language education within the university,
- Organizing educational activities in line with these policies,
- Conducting assessment and evaluation processes and reporting the results,
- Ensuring student participation in extracurricular activities, enhancing cultural diversity, and conducting activities that contribute to society,
- Protecting the environment, creating sustainable environments, reducing the carbon footprint, and raising awareness about recycling.

1.8 Values

The School of Foreign Languages at Muğla Sıtkı Koçman University is guided by fundamental values that shape its school practices and administrative policies. These values are as follows:

Social Responsibility	Commitment to Quality	Academic Integrity	Academic Freedom
Transparency	Adherence to Ethical Standards	Team Spirit and Participation	Respect
Effective Communication	Sense of Responsibility	Knowledge Management	Leadership
Equality	Fairness	Accessibility	Sustainability

1.9 Higher Education Law

The purpose of this law is to define the goals and principles related to higher education, and to regulate the organizational structures, operations, duties, authorities, and responsibilities of higher education institutions concerning education, research, publication, teaching staff, students, and other personnel. This Law No. 2547 was enacted on November 4, 1981.

1.9.1 Higher Education Personnel Law

The purpose of this law is to classify the personnel covered under the Higher Education Law (Law No: 2547, Enacted Date: November 4, 1981), regulate their salaries and additional indicators, establish the conditions for advancement in ranks, title promotions, and social benefits, determine the amounts for extra lesson fees, university, development, and administrative duties compensations, and set the procedures and principles for the recruitment of retired or foreign personnel.

1.9.2 Regulations

All regulations are available in Turkish and can be found on the [website](#). Muğla Sıtkı Koçman University School of Foreign Languages strongly advises our students to adhere to academic ethics and legal responsibilities throughout their educational process. In this context, it is mandatory to comply with copyright and intellectual property rules for all types of course materials, academic works, articles, projects, assignments, and other related documents produced within our university.

1.10 Academic Honesty Statement

Muğla Sıtkı Koçman University School of Foreign Languages strongly advises that our instructors adhere to academic ethics and legal responsibilities throughout the educational process. In this context, it is mandatory to comply with copyright and intellectual property regulations for all course materials, academic work, articles, projects, assignments, and other related documents produced within our university.

Our instructors are required to act in accordance with Law No. 5846 on Intellectual and Artistic Works when using copyrighted works of third parties. Our institution is in no way responsible for any legal and financial liabilities arising from copyright violations committed by students in their academic work or other activities.

[5846 Sayılı Fikir ve Sanat Eserleri Kanunu](#)

Under the Law No. 6698 on the Protection of Personal Data, the personal data of our students and staff are protected.

6698 sayılı Kişisel Verilerin Korunması Kanunu

Our instructors must avoid actions listed under the "Actions Contrary to Scientific Research and Publication Ethics" section of the Higher Education Institutions Scientific Research and Publication Ethics Regulation during exam, project, and assignment preparation processes. Otherwise, necessary disciplinary procedures will be carried out according to the Muğla Sıtkı Koçman University Associate and Undergraduate Education-Teaching Regulation.

YÖK Bilimsel Araştırma ve Etik Yönetmeliği

Muğla Sıtkı Koçman Üniversitesi Ön Lisans Ve Lisans Eğitim-Öğretim Yönetmeliği

Muğla Sıtkı Koçman University School of Foreign Languages emphasizes the importance of adherence to ethical values in scientific research, publication, project, and assignment activities. In this regard, it is mandatory for all academic staff and students to comply with the principles outlined in the "Ethical Guidelines on the Use of Productive Artificial Intelligence in Scientific Research and Publication Activities at Higher Education Institutions."

YÖK Ethical Guidelines For the Use of Generative Artificial Intelligence

All our students and academic staff have been informed about the ethical responsibilities related to the use of artificial intelligence. In this context, we would like to remind everyone once again of the necessity to exercise the utmost care to prevent ethical violations.

Sincerely,

Muğla Sıtkı Koçman University School of Foreign Languages

2. SFL Administrative Structure

2.1 Director of School of Foreign Languages

- Creates a positive atmosphere to enable staff to teach effectively and work efficiently.
- Provides a supportive and productive learning environment for students.
- Establishes a collaborative work environment for staff.
- Offers opportunities for staff to continuously develop their skills.
- Regularly monitors and keeps faculty records up-to-date.
- Implements and maintains quality enhancement policies.
- To ensure effective coordination between the YDYO, the rectorate, and other academic and administrative units within the university, several strategies.

These responsibilities are designed to facilitate the efficient functioning of both the educational process and administrative operations.

2.2. Vice Directors

Vice directors are selected by the Director from the salaried teaching staff to assist the Director in their duties and are appointed for a period of up to three years. The Director may change their assistants when necessary. When the Director's term ends, the assistants' terms also end. The Vice Principals assist the Director in ensuring that all activities related to education and teaching are carried out in accordance with the principles of efficiency and effectiveness. Their duties are as follows:

- 1- Acting on behalf of the Director when the Director is not on duty.
- 2- Performing tasks assigned by relevant laws and regulations.
- 3- Carrying out other tasks and processes assigned by the relevant processes and senior management.
- 4- Providing necessary support in determining the policies and strategies of the institution.
- 5- Checking and supervising the course load notifications.
- 6- Assisting in the preparation of Annual Activity Reports.
- 7- Helping to prepare the institution's strategic plan.
- 8- Ensuring the execution of Public Relations and Press services within the institution.
- 9- Ensuring the proper functioning of the institution's measurement and evaluation database.
- 10- Addressing teaching processes and student requests and complaints at the Vocational School.
- 11- Planning, ensuring efficient use, and improving the technical/technological and physical infrastructure for educational activities.
- 12- Ensuring the effective use of workspaces (such as computer labs, libraries, etc.) within the institution and determining and providing for their needs.
- 13- Coordinating related exams, such as ERASMUS and proficiency exams.
- 14- Ensuring the regular operation of academic units under their responsibility.
- 15- Proposing the establishment of commissions in relevant areas, monitoring commission activities, and ensuring their completion within the given time frame.
- 16- Determining needs related to workrooms and classrooms, reviewing preparations, and ensuring the supervision of these activities.
- 17- Preparing presentations for the Academic General Assembly held at the end of each academic year.
- 18- Assisting in the implementation of work safety, occupational health, and risk assessment activities within the institution.
- 19- Performing other tasks assigned by the institution's Director.

The Vice Principal is responsible to their superiors for fulfilling the duties and services within their area of responsibility.

2.3 School Secretary

- Organize and plan internal and external meetings for the School Director. This includes determining necessary participants or groups and managing communications based on meeting schedules and workload.
- Accurately transmit written and verbal instructions from the School Director to relevant individuals and departments.
- Track signed documents, forward them to the relevant units or individuals, and maintain records of document entry and exit as needed.

3. Academic Units

3.1 Accreditation Unit

3.1.1. Academic Unit Coordinators

Dr. Mehmet ABİ and Yeşim Türkekul.

Assignments:

- Distribute tasks among unit staff members.
- Ensure effective coordination among unit staff.
- Prepare a work schedule based on information from the Equals Accreditation team, intermediary publisher, and School Administration to ensure smooth and issue-free quality efforts.
- Collect and deliver all organized documents from unit staff as a single file to the Accreditation Document Editor.
- Collaborate with the School Administration to implement necessary action plans when feedback, suggestions, or issues from other units are communicated to unit staff.
- Share information about ongoing and upcoming accreditation-related activities with the School Administration, other units, and faculty members.
- Maintain connections with the Equals Accreditation team and the intermediary publisher to ensure an efficient and smooth accreditation process.
- Share data received from the Equals Accreditation team and the intermediary publisher with the School Administration and unit staff.
- Act as a mediator to resolve issues that arise between unit staff and other units.

3.1.2 Accreditation Unit Staff

- Ensure that tasks are executed completely and on time by maintaining communication with the responsible units according to the work schedule.
- Participate in all training and informational meetings related to the accreditation process.
- Work in cooperation with unit staff and the coordinator.
- Transmit any issues and suggestions from the responsible units to the Accreditation Unit Coordinator, and evaluate potential solutions with the coordinator if necessary.

- Review all documents received from the responsible units and forward them to the Accreditation Unit Coordinator.

3.1.3 Staff Responsible for German and Turkish Preparatory Programs

- Report directly to the Accreditation Unit Coordinator.
- The staff responsible for the German and Turkish preparatory programs must follow the work schedule prepared by the Accreditation Unit Coordinator, based on the operational data provided by the English Preparatory Curriculum and Exam Preparation Unit. They are responsible for ensuring that all accreditation-related work is submitted to the Accreditation Unit Coordinator accurately and on time.

3.1.4 Accreditation Unit Document Editor

- Review all documents received from the Accreditation Unit Coordinator and report any deficiencies or errors back to the unit coordinator.

3.2 Education Coordinatorship

Coordinator: Ümit KIZIL

The Education Coordinator supports the design, development, coordination, and implementation of all educational programs at the SFL. Additionally, they work alongside the director and assistant directors in the process of carrying out unit duties.

3.3 Level Coordinatorship

Within the SFL, there are three level coordinators responsible for elementary, pre-intermediate, and intermediate groups. The duties of the level coordinators are as follows:

- Review and provide suggestions and feedback on the program, objectives, and goals prepared by the Curriculum Unit.
- At the start of the academic year, organize informational meetings for teaching staff at the responsible levels, based on data collected from units and the school administration.
- Facilitate coordination among teaching staff and units throughout the academic year, and communicate requests, potential issues, and proposed solutions to the units and the school administration.
- Organize, manage, and record minutes of periodic meetings for the responsible levels, and report to the relevant unit and the school administration.
- At the end of the academic year, gather feedback from teaching staff and students about materials, programs, and exams for the responsible levels, prepare a report, and submit it to the relevant units.

3.4 Curriculum Unit

- Establish the objectives and goals for the program.
- Develop the program in alignment with the defined objectives and goals.
- Choose appropriate materials in accordance with the program.
- Work with the Testing Unit to determine the assessment systems, types of exams, their number, and scheduling.
- Prepare the program's flowchart.
- Create the student handbook using data from other units at the beginning of the academic year, and make necessary annual updates.
- Deliver necessary information and documents to level coordinators for orientation program.
- Make required adjustments to the program and flowchart based on feedback from level coordinators throughout the academic year.
- Notify the Material Development Unit of any deficiencies in resources used according to program needs.
- At the end of the academic year, use information from level coordinators to identify any issues in the program.
- Perform necessary tasks according to the accreditation work schedule and submit documents to the relevant accreditation unit staff.
- Make necessary adjustments and changes based on feedback from the Accreditation Unit.

3.5 Material Development Unit

- Work under the direction of the Curriculum Unit and take responsibility for related tasks.
- Prepare materials that support the program for Elementary, Pre-intermediate, and Intermediate levels, based on notifications received from the Curriculum Unit.
- Ensure that the materials align with the program's objectives and goals.
- Forward the prepared materials to level coordinators for distribution to teaching staff.

3.6 Testing Unit

- Work with the Curriculum Unit to determine the year-round assessment systems, types of exams, their number, and scheduling.
- Testing Unit is responsible for the preparation, administration, and evaluation of the following exams:
 - B1 and B2 Proficiency Exams
 - Placement Tests
 - Achievement Exams
 - Quizzes (Use of English+ skills)
 - Quizzes (Writing)

- Speaking Exams (Application only; preparation is the responsibility of the Speaking Testing Unit)
- B1 and B2 Erasmus and Internship Mobility Exams

Preparation:

- Prepare the exam preparation work schedule.
- Assign tasks among team members.
- Create exams and answer keys in accordance with the program flow.
- Send the exams and answer keys to the relevant editor(s) for review within the specified timeline.
- Make necessary revisions based on feedback received from the editor.
- Perform required duplication and packaging tasks.

Implementation:

- Delegates tasks related to the implementation of exams.
- Makes announcements about exams to teaching staff and students. (Note: Announcements for Placement Tests, B1, and B2 Proficiency Exams are made by the School Administration.)
- Arranges meetings with teaching staff before the exam if necessary.
- Oversees the preparation of the exam environment and ensures that all necessary materials and equipment are ready.
- Establishes and communicates the rules to be followed during the exams to both teaching staff and students.
- Ensures the secure distribution and collection of exam documents.

Assessment:

- Determines and prepares the necessary answer keys and evaluation criteria for exams,
- Delegates tasks related to the evaluation process,
- Oversees the complete and secure collection and archiving of exam documents,
- Ensures that the results are delivered to the Student Affairs Office,
- Reviews and responds to appeal petitions submitted by students, making the necessary evaluations.

3.7 Exam Review Commission

- Works under the direction of and is responsible to the Testing Unit,
- Assesses the exams prepared according to the work schedule created by the Testing Unit, ensuring alignment with level, content, format, objectives, and goals,
- Identifies and documents the objectives and goals served by the questions in the reviewed exams,
- Submits written feedback and suggestions regarding the exams to the Testing Unit.

3.8 Teacher Development Unit

- Determine the professional development needs of other units and teaching staff by:
 - Conducting surveys,
 - Holding one-on-one meetings with units and teaching staff,
 - Consulting with the School Administration.
- Based on identified needs, decide on the content, delivery method, instructor, and timing of the training.
- Implement the in-service training programs.
- Obtain feedback from participants after the training.
- Create training reports and forward them to the relevant accreditation unit staff.
- Perform necessary tasks in accordance with the accreditation work schedule and submit documents to the relevant accreditation unit staff.
- Make necessary adjustments and changes based on feedback received from the Accreditation Unit.
- Provide necessary orientation and training to new faculty members to introduce them to the institution, its programs, and operational procedures.

3.9 SFL Libraries

3.9.1 Staff Library

- Maintain and manage the inventory of resources in the Teacher Library.
- Determine the course materials needed by teaching staff before the start of the academic year and report these needs to the administration.
- Supply teaching staff with appropriate course materials based on their assigned levels at the beginning of the academic year.
- Deliver course materials to teaching staff with proper documentation and receipt.
- Arrange library hours to meet the needs of teaching staff effectively.
- Carry out necessary tasks in accordance with the accreditation work schedule and submit relevant documents to the accreditation unit.
- Make required adjustments and changes based on feedback received from the Accreditation Unit.

3.9.2 Student Library

- Maintains and manages the inventory of resources in the Student Library,
- Establishes operating hours that maximize student access and effective use of library resources,
- Provides resources to students with proper documentation and implement a system to ensure timely return of materials,
- Implements measures to protect resources from damage and loss, ensuring their longevity and availability,
- Organizes and manages the Self-Access Center, ensuring it is well-equipped and accessible for students' independent study and resource utilization.

4. Issues Related To Academic Staff

4.1 Teacher Orientation Program

At the beginning of each academic year, both current and new teaching staff undergo orientation. This orientation includes information about the implementations of the School of Foreign Languages.

4.2 Teacher Job Description

4.2.1 Responsibilities

Effectively manage the courses offered in the YDYO programs, carry out the necessary academic and administrative duties of the role, act as an exam proctor, assess exam papers, and support the ongoing development of the department.

4.2.2 Primary Duties:

1. Plan, prepare, and effectively deliver lessons based on the needs of students and in alignment with the SFL curriculum.
2. Ensure that the educational objectives outlined in the SFL curriculum are fully met.
3. Assist students both during and outside of class hours as needed, and provide regular, appropriate assignments.
4. Foster students' personal development by encouraging effective study habits and creating a positive learning environment.
5. Maintain communication with other instructors to ensure the most effective delivery of lessons.
6. Execute exam duties assigned by the SFL Testing Unit with seriousness and adherence to exam regulations.
7. Take necessary measures to ensure a professional exam environment (e.g., maintaining a quiet testing area, adhering to seating arrangements, avoiding unrelated activities, accurately entering exam results).
8. Grade exam papers in accordance with established timelines and guidelines.
9. Regularly attend level meetings and in-service training seminars .
10. Provide feedback to Academic Coordinators/Program Head regarding teaching and course materials.
11. Record student absences daily or weekly in the OBS system and submit the absentee list to the Student Affairs Office every Monday.
12. Maintain a professional behavior and appearance at all times.
13. Support the use of the target language both inside and outside of the classroom.
14. Regularly check institutional email and be an active part of the institutional information network.
15. Adopt a teaching approach consistent with the university's general education policy and effectively use recommended educational technologies.
16. Participate in professional development programs, engage in class observations, maintain reports, and conduct self-assessments.

4.3 Sickness and Health Reports

In the event that teachers are unable to attend school due to illness, they must submit their medical report to the Vice Director and arrange to make up for any missed classes.

4.4 Professional Conduct

Our school expects staff to demonstrate behaviors that reflect professionalism. These behaviors are outlined as follows:

- Adhere to institutional rules and show loyalty to the organization.
- Believe in and actively support activities that enhance the quality of education.
- Prioritize professional growth in alignment with the institution's needs and areas of interest.
- Exhibit a strong sense of professional responsibility.
- Maintain respectful and friendly relationships with colleagues and students.

4.5 Working Hours

Working hours are determined by the administration of the School of Foreign Languages according to the academic year's curriculum. At the beginning of each term, working hours and departmental assignments are communicated through the electronic document management system.

Staff working in specific departments may have different working hours. Additionally, all teachers may be assigned tasks by the Higher Education Council outside of regular class hours if necessary.

It is important for teachers to adhere to their scheduled start and end times. If teachers are unable to conduct their classes for any reason, they are responsible for making up those classes.

4.6 Student Database Entries

Teachers working in the School of Foreign Languages must enter student grades and attendance records into the system at <http://obs.mu.edu.tr/> within the specified deadlines. Additionally, after completing grade entries online, teachers are required to submit student-signed transcripts to the Student Affairs Office. They must also deliver exam documents (such as booklets) to the location designated by Testing Unit, providing a signature as a proof of receipt.

5. SFL Testing System

In the preparatory program at the School of Foreign Languages, exams are prepared and administered by Testing Unit.

5.1 Placement Exam

Students in the mandatory preparation program take the Level Placement Exam on the date specified in the academic calendar. The exam is conducted in a multiple-choice format. Students who score 70 or above qualify to take the Exemption Exam. Those who score below 70 will have their levels determined based on their scores and will be placed in appropriate classes.

Candidates applying to participate in the Optional Preparation Program also take the same exam. After the exam, students are ranked from highest to lowest score, and those accepted into the Optional Preparation Program are announced based on the available quota. This process aims to support the academic development of students in both mandatory and optional programs.

5.2 Proficiency/Exemption Exam

The Proficiency (Exemption) Exam is administered for students who score 70 or above on the Level Placement Exam, as well as for those who were unsuccessful in the previous academic year. The exams conducted at the beginning of the year, which determine the overall language level of the student, are referred to as Exemption Exams, while the exams held at the end of the year, which consider the student's performance grades throughout the year, are known as Proficiency Exams. However, in practice, both exams are conducted in the same format.

The criteria for successfully exempting from preparatory education or completing it successfully are as follows:

- For the departments of English Language Teaching, English Language and Literature, and Translation and Interpreting, students must score 70 or above.
- For the Faculty of Medicine (English Medicine), the Faculty of Engineering (all departments), the Faculty of Tourism (Tourism Management), and the Faculty of Architecture (City and Regional Planning), students must score 65 or above.
- For students in the English-taught programs of the Faculty of Economics and Administrative Sciences (Economics in English) and the Digital Game Design program in the Institute of Science, a score of 60 or above is required.
- For students in departments where the medium of instruction is 30% English, such as the Faculty of Economics and Administrative Sciences (Political Science and International Relations, and International Trade and Finance), Ortaca Vocational School (Tourism Guiding), the Faculty of Tourism (Gastronomy and Culinary Arts), and Bodrum Fine Arts Faculty (Digital Game Design), students must score 55 or above to be exempt from preparatory education or to have successfully completed it.

The exam consists of two parts: written and oral. The written exam assesses grammar, vocabulary, listening, reading, and writing skills. The oral exam is conducted by appointment on

the days following the written exam and is recorded on camera. You can access sample proficiency exams from the link below:

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

One of the conditions for exemption from preparatory programs is to submit a document proving that the student has achieved the success score required for their department in national or international exams recognized by ÖSYM. The equivalence scores for national and international exams are provided in the link below.

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

5.3 Mid-Term Exams

In the SFL preparation program, there are four different types of exams conducted throughout the year. The types of exams are as follows:

- **Quiz** (Short exams)
- **Writing Quiz** (Writing exam)
- **Achievement Exam** (Achievement exam)
- **Speaking Exam** (Speaking exam)

NAME	CONTENT	OTHER
QUIZ	These quizzes test the topics and language skills covered in the course materials.	It is held during class time on Tuesdays.
WRITING QUIZ	These quizzes test the writing topics covered in the course materials.	It is held during class time on Tuesdays.
ACHIEVEMENT EXAM	These exams consist of sections on 'Use of English,' 'Listening,' and 'Reading'; however, the third exam will also include a 'Writing' section	It is held on Thursdays and Fridays. No classes are held on the exam day.
SPEAKING EXAM	Topics covered in the lessons	It is held on Thursdays and Fridays. Students are given appointments for the exam. No classes are held on the exam day.

5.4 Exam Dates and Weights

The exam schedule for the 2024-2025 academic year for the School of Foreign Languages (SFL) preparation program is as follows:

2024-2025 SCHOOL OF FOREIGN LANGUAGES ENGLISH PREPARATORY PROGRAM EXAM SCHEDULE		
EXAM NAME	EXAM DATE	EXAM WEIGHT
QUIZ 1	05.11.2024 TUESDAY	4%
WRITING QUIZ 1	19.11.2024 TUESDAY	4%
ACHIEVEMENT EXAM 1	05.12.2024 THURSDAY	9%
SPEAKING EXAM 1	12/13.12.2024 THURSDAY & FRIDAY	4%
QUIZ 2	24.12.2024 TUESDAY	4%
WRITING QUIZ 2	07.01.2025 TUESDAY	4%
ONLINE EXAM	21.01.2025 TUESDAY	6%
ACHIEVEMENT EXAM 2	30.01.2025 THURSDAY	9%
QUIZ 3	11.03.2025 TUESDAY	4%
SPEAKING EXAM 2	20/21.03.2025 THURSDAY & FRIDAY	5%
WRITING QUIZ 3	08.04.2024 TUESDAY	4%
ACHIEVEMENT EXAM 3	17.04.2025 THURSDAY	9%
WRITING QUIZ 4	06.05.2025 TUESDAY	4%
QUIZ 4	13.05.2025 SALI	4%
PROFICIENCY (FINAL) EXAM	27/28/29.05.2025	

5.5 Other Assessment and Evaluation

In addition to the exams conducted throughout the year, there are other forms of assessment and evaluation listed below.

OTHER TYPES OF ASSESSMENT AND EVALUATION	WEIGHT	DETAILS
ONLINE HOMEWORK	2X6 = 12%	It covers assignments to be completed during specified time periods on the digital platform, in parallel with the book units.
STUDENT PERFORMANCE	2X3 = 6%	It involves the assessment based on criteria specified by the instructor regarding the student's performance both in and out of the classroom.
SPEAKING PROJECTS	2X4 = 8%	All projects, conducted during class time, encompass various types of activities alongside the teaching. Project topics include diverse speaking tasks such as promoting one's hometown, role-playing, creating digital media products, and participating in in-class debates.

5.6 Overall Evaluation: Pass/Fail Status

For a student to be considered successful at the end of the year, the average of all evaluations conducted throughout the year must account for 40% and the grade received on the proficiency exam must account for 60%. The sum of these two components must meet or exceed the scores indicated in the table below for each department, with the condition that the student must obtain at least 50 on the proficiency exam to be considered successful.

DEPARTMENT	SCORE
English Language Teaching, English Language and Literature, and Translation and Interpretation Departments	70
Faculty of Medicine (English Medicine), Faculty of Engineering (all departments), Faculty of Tourism (Tourism Management), and Faculty of Architecture (City and Regional Planning)	65
Faculty of Economics and Administrative Sciences (English Economics) with 100% English instruction:	60
Faculty of Economics and Administrative Sciences (SİBU and UTF) with 30% English instruction, Ortaca Vocational School Tourism Guidance Program, Faculty of Tourism Akyaka Gastronomy and Culinary Arts, Tourism Guidance, and Bodrum Faculty of Fine Arts Digital Game Design Program:	55
For Voluntary Programs	60

In brief:

MID-TERM EVALUATION	WEIGHT	EXEMPTION EXAM SCORE	PASSING SCORE
QUIZ (4)	16%	<u>THE SUM OF 60% OF THE FINAL EXAM SCORE</u>	WITH THE CONDITION OF SCORING AT LEAST 50 ON THE END-OF-YEAR EXAM, THE DEPARTMENT-SPECIFIC REQUIRED SCORES ARE:
WRITING QUIZ (4)	16%		
ACHIEVEMENT EXAM (3)	27%		
SPEAKING EXAM (2)	9%		
SPEAKING PROJECTS(4)	8%		
STUDENT PERFORMANCE (2)	6%		
ONLINE TASK (2)	12%		
ONLINE EXAM (1)	6%		
<u>ANNUAL AVERAGE</u>	40%		

- 70
- 65
- 60
- 55

5.7 Question Types

The types of questions that will be asked in in-year and end-of-year exams will primarily be among the types listed below. However, they may also include any types of questions encountered in the course materials for the relevant academic year.

5.7.1 Listening

Multiple Choice

- 1) You will hear a radio interview with Sonia, Evans, an artist whose work first became popular on the internet. For questions 1-5, choose the best answer (a,b, or c). Write your answers on your answer sheet.

Gap Filling

- 2) You will hear a restaurant chef talking about his work. For questions 1-5, complete the sentences with a word or a short phrase. Write your answers on your answer sheet.

Speaker Matching

- 3) You will hear five different people talking about extreme weather events that they have seen. For questions 1-5 choose from the list A-F what each speaker says about what happened. Use the letters only once. There is one extra letter which you do not need to use. Write your answers on your answer sheet.

True False

- 4) You will hear a conversation between two friends, Tom and Samantha, about being late for school. Decide if each sentence is True (T) or False (F). Write your answers on your answer sheet.

5.7.2 Reading

Missing Sentences

- 1) You are going to read a magazine article about friendship. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. Write your answers on your answer sheet.

Multiple Choice

- 2) You are going to read a magazine article about a young mountain climber. For questions 1-5, choose the answer (a, b, c, or d) which you think fits best according to the text. Write your answers on your answer sheet.

People Matching

- 3) You are going to read a magazine article about people who go to music festivals. 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.

True False

- 4) Look at the sentences below about taking a gap year. Read the text to decide if each sentence is True

5.7.3 Use of English

Multiple Cloze

- 1) Read the text below and decide which answer best fits each gap. There is an example at the beginning (0). Write your answers on your answer sheet. (7X1=7 pts)

Cloze Text

- 2) 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. (7X1=7 pts.)

Word Formation

- 3) For questions 1 to 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers on your answer sheet. (8x1=8 pts)

Key Word Transformation

- 4) Complete the second sentence for questions 1-8, 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). Write your answers on your answer sheet. (8x1=8 pts)

5.7.4 Writing

Students write about the topics covered in the course materials. Some sample instructions are as follows:

- 1) Write an email about ... between 80-120 words. Use the following linking words at least once
- 2) Write an essay about ... between 150-200 words. Use the following linking words at least once

5.7.5 Speaking

Students make use of the speaking skills related to the topics covered in the lessons. Speaking exams consist of three sections:

- 1) Conversation Questions
- 2) Picture Description
- 3) Monologue Questions

5.8 Exam Assignments

1. For exams conducted during the year, such as "quizzes" and "writing quizzes," which occur during class hours, the teaching staff present at that time are responsible for proctoring. The evaluation of these exams is also carried out by the teaching staff who are present in the classroom.
2. Proctoring and evaluation assignments for "Achievement," "Proficiency," and other types of exams are arranged by the Exam Preparation Unit. These assignments are recorded in the "Exam Duty Tracking Schedule," and assignments are made and monitored fairly according to this schedule.

5.9 Rules Regarding the Implementation of Exams

1. Adhering to the rules for the implementation and evaluation of exams is crucial for the reliability of the exams. Therefore, before each exam, the Exam Preparation Unit ensures that the rules related to the implementation of the exam are sent to the teaching staff via email along with the exam assignments.
2. Additionally, for the same reason, each exam will also have a note about the rules written on the question envelopes.
3. It is mandatory to collect students' mobile phones during all in-year and end-of-year exams.
4. In the end-of-year proficiency exams:
 - a. In Listening Part B,
 - b. In Use of English Part C,
 - c. In Use of English Part D, no points will be given in case of a letter error.
5. In both in-year and year-end Writing exams, if the word count of the text is 20% below the minimum or 20% above the maximum word limit, 1 point will be deducted from the evaluation, which is out of 15 points, due to the violation of the word limit.

6. Course Materials

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 INTERMEDIATE B1+	MACMILLAN LANGUAGE HUB UPPER INTERMEDIATE B2	
MACMILLAN LANGUAGE HUB UPPER INTERMEDIATE B2		

7. Course Hours and Attendance

The distribution of classes according to levels is as follows:

LEVEL	MAIN COURSE
GROUP 1: ELEMENTARY (A2)	24
GROUP 2: PRE-INTERMEDIATE (B1)	20
GROUP 3: INTERMEDIATE (B1+)	16

Students are required to attend at least 85% of their classes. Students who do not meet this attendance requirement will be unable to continue with the classes and will not be allowed to take the proficiency exam held in June. Absences can be tracked through OBS (Student Information System). Since the preparation program is a one-year training period, attendance is evaluated on an annual basis rather than per semester.

7.1 Weekly Course Schedule

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:30-9:15	ELM	INT/PRE-INT	ELM	INT/PRE-INT	08:30-09:15 ELM/PRE-INT
9:30-10:15	ELM	INT/PRE-INT	ELM	INT/PRE-INT	09:30-10:15 ELM/PRE-INT
10:30-11:15	ELM	INT/PRE-INT	ELM	INT/PRE-INT	10:30-11:15 ELM/PRE-INT
11:25-12:10	ELM	INT/PRE-INT	ELM	INT/PRE-INT	11:30-12:15 ELM/PRE-INT
12:20-13:05	ELM	ELM	ELM	ELM	
13:20-14:05	INT/PRE-INT	ELM	INT/PRE-INT	ELM	
14:20-15:05	INT/PRE-INT	ELM	INT/PRE-INT	ELM	
15:15-16:00	INT/PRE-INT	ELM	INT/PRE-INT	ELM	
16:10-16:55	INT/PRE-INT	ELM	INT/PRE-INT	ELM	

7.2 Course Codes

The letter at the beginning of the class indicates the level or group, while the numbers indicate the branch.

E: Elementary

P: Pre-intermediate

I: Intermediate

Example: E-21 (Branch 21 of the Elementary group)

Example: P-8 (Branch 8 of the Pre-intermediate group)

8. Flowchart

FIRST TERM		
DURATION OF EDUCATION : 18 WEEKS		
LEVELS		
<i>ELEMENTARY</i>	<i>PRE-INTERMEDIATE</i>	<i>INTERMEDIATE</i>
WEEKLY CLASS HOURS	WEEKLY CLASS HOURS	WEEKLY CLASS HOURS
24 SAAT MAIN COURSE	20 SAAT MAIN COURSE	16 SAAT MAIN COURSE
COURSE MATERIALS	COURSE MATERIALS	COURSE MATERIALS
LANGUAGE HUB A2 + LANGUAGE HUB B1	LANGUAGE HUB B1 + LANGUAGE HUB B+	LANGUAGE HUB B1+
ASSESSMENT	PERCENTAGES	
QUIZ 1 & 2	4% +4 %	
WRITING QUIZ 1&2	4 %+ 4%	
ACHIEVEMENT 1	9%	
SPEAKING EXAM 1	4%	
STUDENT	3%	
PERFORMANCE 1	6%	
ONLINE HOMEWORK 1	6%	
ONLINE EXAM	2% +2 %	
SPEAKING PROJECT 1&2		

SECOND TERM		
DURATION OF STUDY : 14 WEEKS		
LEVELS		
<i>ELEMENTARY</i>	<i>PRE-INTERMEDIATE</i>	<i>INTERMEDIATE</i>
WEEKLY CLASS HOURS	WEEKLY CLASS HOURS	WEEKLY CLASS HOURS
24 HOURS MAIN COURSE	20 HOURS MAIN COURSE	16 HOURS MAIN COURSE
COURSE MATERIALS	COURSE MATERIALS	COURSE MATERIALS
LANGUAGE HUB B1+ LANGUAGE HUB B2	LANGUAGE HUB B1 + LANGUAGE HUB B2	LANGUAGE HUB B2
EVALUATION	PERCENTAGES	
SPEAKING EXAM 2	5%	
QUIZ 3 & 4	4% + 4%	
WRITING QUIZ 3 & 4	4% + 4%	
ACHIEVEMENT 2 & 3	9% + 9%	
STUDENT PERFORMANCE 2	3%	
ONLINE HOMEWORK 2	6%	
SPEAKING PROJECT 3 & 4	2% + 2%	

PREREQUISITES FOR THE PROFICIENCY EXAM		B2 PROFICIENCY EXAM
QUIZ (4)	16%	Passing Requirements: The total score, which is 40% of the year-round success score and 60% of the Proficiency Exam conducted at the B2 level at the end of the year, must meet the passing grade required by the departments. This grade may vary by department and is set at 55, 60, 65, or 70 and above. Additionally, there is a requirement to score at least 50 on the Proficiency Exam.
WRITING QUIZ (4)	16%	
ACHIEVEMENT EXAM (3)	27%	
SPEAKING EXAM (2)	9%	
STUDENT PERFORMANCE (2)	6%	
LMS TASK (2)	12%	
LMS EXAM (1)	6%	
SPEAKING PROJECTS (4)	8%	

9. Online Learning Management Systems

Online Learning Management Systems (LMS) are software used to make e-learning processes more effective and efficient, extend learning beyond the school, and enable students to manage their own learning process. In the digital age, all course materials are provided through LMS.

9.1 Muğla Sıtkı Koçman University Learning Management System

All courses assigned to the lecturer in the Student Information System (OBS) are available on LMS, and all students can access these courses. Lecture notes, presentations, reading files, assignments, and other resources are provided to students on a weekly basis. Additionally, asynchronous interactive discussions can be held with students using the forum and chat activities.

9.2 Macmillan Learning Management System

The Macmillan Learning Management System (LMS) is software designed to help students manage their educational processes. This system includes functions such as creating course content, tracking student records, organizing online learning activities, and evaluating student performance. LMS supports learning by facilitating access to educational materials and makes teaching processes more efficient. Students log into the system using a password provided with their course materials. They are expected to complete assignments and exams within the specified dates and receive grades based on their performance.

10. Summer School

All students in the foreign language preparation class who are registered at the School and score at least 50 out of 100 on the proficiency exam at the end of the spring semester can apply for the summer school. The start date of the summer school is determined and announced by the Senate each year along with the academic calendar. The summer school is opened with the decision of the Board of Directors and approval of the Senate. The duration of the summer school, excluding registration and exams, is a maximum of 7 (seven) weeks. There are 25 (twenty-five) hours of classes per week during the summer school. Students must attend at least 85% of the classes; those who fall below this threshold will fail due to absenteeism and will not be allowed to take the Year-End Proficiency Exam. First and second shift students will take classes together during the summer school. A minimum of 20 (twenty) students is required for the summer school to open. During the summer school, there will be 2 (two) mid-term exams and 1 (one) Year-End Proficiency Exam. The Year-End Proficiency Exam consists of a written and an oral part. Students who fail the summer school can take the proficiency exam at the beginning of the following academic year. Detailed information about the summer school can be found at the following link:

[Muğla Sıtkı Koçman University School of Foreign Languages Summer School Directive](#)

11. Academic Calendar

**REPUBLIC OF TURKEY
MUĞLA SITKI KOÇMAN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
FOREIGN LANGUAGE PREPARATION PROGRAM
2024–2025 ACADEMIC YEAR ACADEMIC CALENDAR**

Applications for the Foreign Language Preparatory Program and Final Registrations for the Mandatory Foreign Language Preparatory Program	
Applications for the Voluntary Foreign Language Preparatory Program	11-12 September 2024
Applications for the Proficiency Exam at the Beginning of the Fall Semester for Students Who Were Unsuccessful in the Voluntary Foreign Language Preparatory Program in the Previous Year	11-12 September 2024

Foreign Language Preparatory Program Proficiency Test (Eng./Ger.)	16 September 2024 (10:00)
Foreign Language Preparatory Program Placement Test (Turkish)	16 September 2024 (14:00)
Written Component of the Proficiency Exam for Compulsory Preparatory Programs for Programs (Undergraduate-Postgraduate) with Education and Instruction Completely or Partially in Foreign Languages (English-German) at the Beginning of the Fall Semester	17 September 2024 (Written exam) 10:00
Oral Component of the Proficiency Exam for Compulsory Preparatory Programs for Programs (Undergraduate-Postgraduate) with Education and Instruction Completely or Partially in Foreign Languages (English-German) at the Beginning of the Fall Semester	18-19 September 2024 (with an appointment)
Voluntary Foreign Language Preparatory Program Fall Semester Proficiency Exam	17 September 2024 (Written exam) 10:00
Optional Foreign Language Preparatory Program Main Candidate Registrations	18 September 2024
Optional Foreign Language Preparatory Program Backup Candidate Registrations Within Quota	19 September 2024
Mid-Term Turkish Exam for International Students at the Beginning of the Fall Semester	19-20 September 2024
Exemption Exam for Mandatory Foreign Language Courses (German/French/English/Russian/Latin)	20 September 2024
Beginning of the Fall Semester	23 September 2024
9-Week-Teaching and Learning	23 September- 22 November 2024
1st Mid-term Break	25-29 November 2024
9-Week-Teaching and Learning	2 December 2024-31 January 2025
Beginning of the Fall Semester	31 January 2025
Semester Break (2 Weeks)	03 – 14 February 2025
Spring Semester Start Proficiency Exam Applications for Students Who Were Previously Unsuccessful in the	27-28 January 2024

Compulsory Foreign Language Preparation Program and for Graduate Students	
Spring Semester Start Foreign Language Proficiency Exam (English/German) for Students Who Were Previously Unsuccessful in the Compulsory Foreign Language Preparation Program and for Graduate Students	03-04 February 2025
Spring Semester Start MÜDS Turkish Exam for Students Who Were Previously Unsuccessful in the Compulsory Foreign Language Preparation Program	05-06 February 2025
Start of Spring Semester Classes	17 February 2025
14-Week Teaching and Learning	17 February-23 May 2025
Spring Semester End Proficiency Exam Applications for Students Who Were Previously Unsuccessful in the Voluntary Foreign Language Preparation Program	15-16 May 2025
End of Spring Semester Classes	23 May 2025
Spring Semester End Proficiency Exam (English/German) for Students Who Were Previously Unsuccessful in the Foreign Language Preparation Program (B1-B2) and Voluntary and Compulsory Foreign Language Preparation Program	27-28-29 May 2025
Spring Semester End MÜDS Turkish Exam for Students Who Were Previously Unsuccessful in the Foreign Language Preparation Program (B1-B2) and Voluntary and Compulsory Foreign Language Preparation Program	29-30 May 2025

12. Important Reminders:

- You can fill in the reminder and suggestion sections on the Syllabus prepared by the curriculum office for teaching staff with your own notes, reminders, or suggestions.
- Each class is 45 minutes long. The first two breaks in the morning and afternoon are 15 minutes each. The last two breaks in the morning and the last break in the afternoon are 10 minutes each.
- You need to download and print your attendance lists from OBS. Please enter your attendance records into OBS daily and/or weekly. Ensure that you do not cause any unfairness to students considering all students at the school. Always keep the signature sheets, as the administration has the right to request them if necessary.
- To enter new exams in OBS, the previous exam must be entered first. At the end of the year, press the END button. This will allow you to view the student average, and after this action, the teaching staff will not be able to enter or view the final exam results.

- If you encounter any technical problems in the classroom, please report the issue to SFL school secretary.