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# TOROS UNIVERSITY

## DEPARTMENT OF FOREIGN LANGUAGES

### STUDENT HANDBOOK

2022-2023







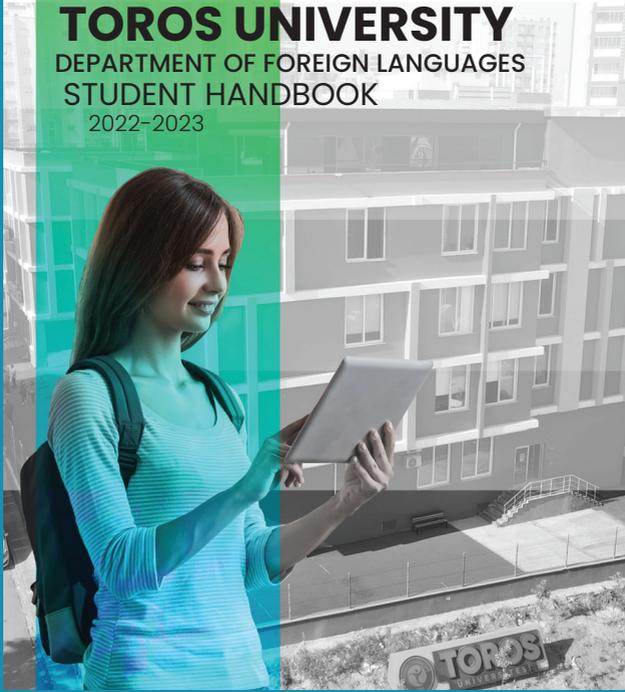
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“This booklet has been prepared by Toros University  
Corporate Communication and Promotion Department.”



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*Abbreviations:*

*TUFL: Toros University Department of Foreign Languages*

*TUPEX: Toros University Foreign Languages Proficiency Exam*

*CEFR: Common European Framework*

# 1.ACADEMIC STAFF

TOROS UNIVERSITY DEPARTMENT  
OF FOREIGN LANGUAGES  
2022-2023 ACADEMIC STAFF



**Prof. Dr. Mustafa AKSAN**  
Head of the Department



**Erkan TUNÇ**  
Vice Principal



**Alper KALYONCU**  
Vice Principal



**Pınar KIVILCIM GÜNDÜZ**  
Administrative Coordinator



**Damla ÇETİNER SALTİK**  
Administrative Assistant

## Testing and Skill Coordinators



**Ayşe AYKAL**



**Alper KALYONCU**

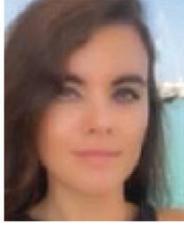


**Erkan TUNÇ**



**Simay AVSEVEN**

## LECTURERS



Cansu KALKAN



Funda AZNİK



İsa EROĞLU



Seyda ASLAN TUNÇ



Deniz AYDIN



Mihriban Ebru GÜVENÇ

## LECTURERS / FACULTY



Sena TEKELİ  
Faculty Coordinator

## LECTURERS



Özgür Berivan SANDAL

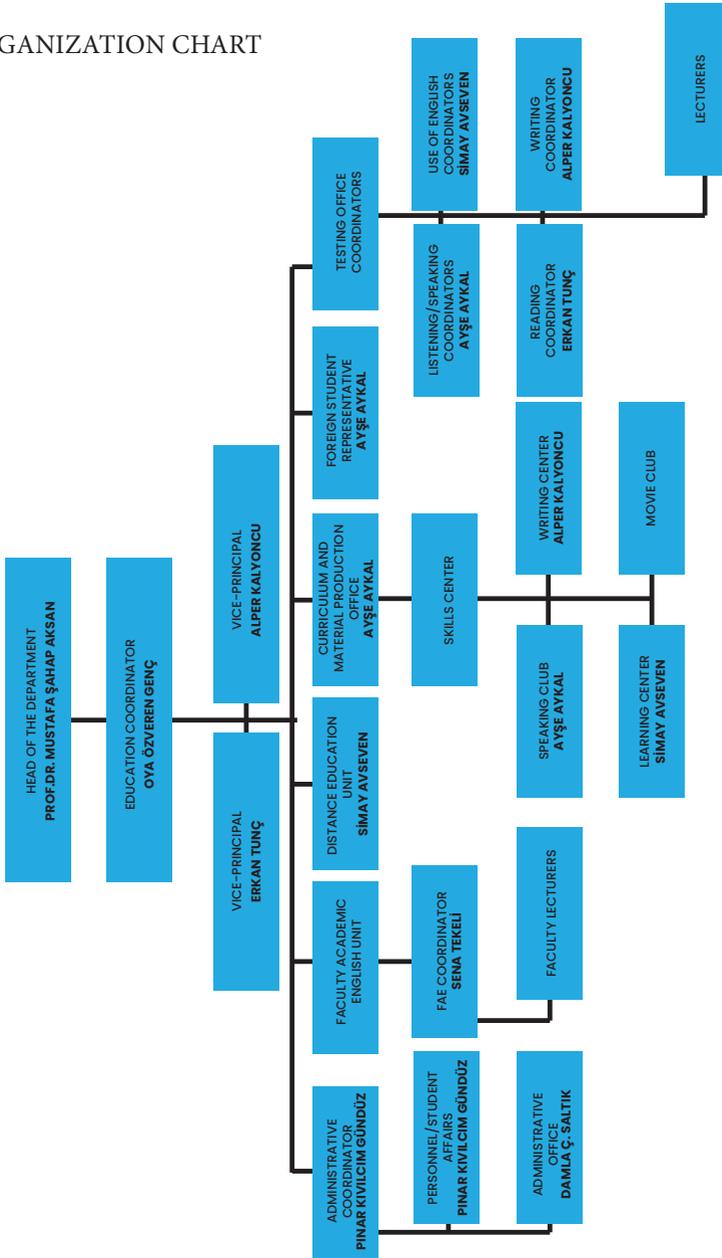


Pınar KAYA



Mihriban Ebru GÜVENÇ

# ORGANIZATION CHART



## INTERNATIONAL ACCREDITATION

TOROS UNIVERSITY  
DEPARTMENT OF  
FOREIGN LANGUAGES  
(TUFL) IS ACCREDITED BY  
PEARSON ASSURED.



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### 2. CAMPUS

Toros University is conveniently located in the city center of Mersin, with easy access to public transportation. Mersin is a large city and a port on the Mediterranean coast of southern Turkey. The department of Foreign Languages is located at Mezitli Campus.

Our school has classrooms prepared with multimedia systems, lecturer rooms, administrative staff rooms, and computer laboratories.

The Department of Foreign Languages Principal, Vice Principals, Head of the Foreign Languages Department, Co-Head of the Foreign Languages Department, and the Secretary of the Foreign Languages Department all conduct activities in the Department of Foreign Languages. In our faculty, we have both experienced Turkish and foreign lecturers.

### 3. MISSION

Toros University has adopted the philosophy of being the leader of higher education, being contemporary in all sciences, being

innovative in education, and directing research. Our motto is “Beyond Education, Into Life.”, and our mission of TUFL (Toros University Department of Foreign Languages) is to provide our students with an English education at a high standard. In order to realize our mission, we are teaching English at a level of four skills (reading-comprehension /writing/listening/speaking) to enable our students to carry out their academic studies in their fields and during their careers effectively in their main branches.

#### **4. VISION**

As universal communication evolves, a universal language emerges. English is undoubtedly a global language. Being aware of this universal phenomenon, we have become an English-medium university. Our vision is to contribute to the educational life of the students with the latest educational materials by presenting the highest possible quality in education and teaching the students to use four skills successfully. What is more, we want to go beyond the borders and broaden our students’ minds internationally.

#### **5. GOALS**

- a) To improve the ability of the students in reading, writing, listening, and speaking in English to ensure that they reach the required level of Academic English to study in their faculties.
- b) To help improve students’ English proficiency so that they can work effectively and equip them with sufficient study skills for academic work: These objectives are met with extracurricular activities such as the language Laboratories, Learning Center hours, the Writing Center, and the Speaking Club.
- c) Raising awareness about different cultures and expanding the vision of students.
- d) To help students develop language skills and strategies so that they can be successful in their faculty studies.

- e) To create an effective learning-teaching environment with contemporary technological developments.
- f) Contributing to the success of Toros University at a national and international level and stabilizing a reputable position among other universities.

## **Course objectives:**

### **1. Listening course objectives:**

- a. Understand what you hear
- b. To be able to comment on the topics being discussed
- c. Gain the ability to note down what you hear

### **2. Writing course objectives:**

- a. To be able to express oneself by writing
- b. To use the skill effectively in the appropriate language level
- c. To develop the skill of writing essays, paragraphs, articles, and academic writing

### **3. Speaking course objectives:**

- a. To express yourself in daily life
- b. To be able to talk about an event or a picture
- c. To be able to easily express opinions about current topics
- d. To provide the students with the skill needed to make presentations in English in their future faculty studies.

### **4. Reading course objectives:**

- a. To teach language skills at a level of understanding, interpreting, critically evaluating, and, producing ideas about articles that they read at academic levels.
- b. To support these studies with vocabulary and grammar activities

## **6. PREPARATORY PROGRAM**

With the establishment of Toros University in 2009, TUFL began teaching English and since then our programs have continually improved in parallel with developments in language teaching and instructional technology.

Toros University shows significant importance to English and conducts most of its activities in English. Every student who passes the Student Selection and Placement System Exam (ÖSYS) and enrolls in our university can be exempted from the Foreign Languages Department by scoring a minimum of 60 points from the TUPEX (English Proficiency Examination of the Foreign Languages Department) or with the minimum scores from the exams listed in Part 14 Exemption.

### **6.1 Language Skills**

We provide education on five skills.

#### **6.1.1 Reading**

At the end of the academic year, students will be able to read and understand authentic texts in various genres with the reading skills that they have acquired throughout the year.

#### **6.1.2 Writing**

At the end of the academic year, students will be able to produce 350-400-word essays in various types such as cause, effect, compare-contrast, classification, advantages, disadvantages, and argumentative essays. This gives them the ability to express their ideas in fluency, accuracy, and technique at acceptable levels in both writing and speaking.

#### **6.1.3 Listening and Speaking**

At the end of the academic year, students will be able to understand the essence of spoken text, learn about note-taking techniques,

summarize what they listen to, and understand the general function and important points of the lesson. With speaking skills, students are expected to interact with English in a variety of subjects and genres and present this language clearly and fluently and with the correct vocabulary. In addition, students will be able to give academic presentations about a topic prepared for their field of interest.

#### **6.1.4 Use of English (Grammar)**

With the help of main textbooks and materials, we aim to build a bridge between the class and the real world to build confidence in speaking, listening, reading, and writing. Targeted grammar topics are tailored to the level of students; the target language is presented through original reading and listening texts using natural and appropriate linguistic contexts. The priority in books is largely the content and theme of the units rather than the grammar points. At the end of the academic year, students will be able to acquire \*B2 Upper-Intermediate Level according to CEFR (European Common Language Framework)

\*Translation Department students are expected to reach C1 Level according to CEFR.

### **7. DEPARTMENT OF FOREIGN LANGUAGES LEVEL GROUPS**

There are 5 levels in the Modular (Course) System of the Department of Foreign Languages

A1: Beginner

A2: Pre-Intermediate

B1: Intermediate

B2: Upper-Intermediate

C1: Advanced

There are 5 modules within each academic year, including the fall and spring semesters, which are combined modules and the Summer School Semester, which is a single module. Each module is 8 weeks. The combined Modules Fall / Spring Semesters consist of

16 weeks and the Summer Semester consists of 7 weeks. Students' English levels are determined by the Placement Test and are grouped according to their levels, and they start their education in the Department of Foreign Languages in the Fall Semester of each year.

Students who succeed in the Fall Semester Modules and who meet the module absenteeism requirement are entitled to advance to the next module.

TUPEX (Proficiency Exam) is held four times a year; one at the beginning of September, at the end of June, and at the end of the Summer School in August. The last exam is held at the beginning of September of the new academic year. A separate TUPEX is held for the students who are placed with the additional quota system. All students who are registered in September will be accepted. Students who pass this examination will continue their education in September at the faculties.

Toros University Department of Foreign Languages uses a modular English language education system. In this system, students are placed at the appropriate level with a "Placement Test". The "Placement Test" is performed to determine the level the student will be placed in the level and equivalences are determined according to the Common European Framework as follows.

The level and equivalences are determined according to the Common European Framework as follows:

### **7.1 The students who have reached level A1.**

- ✓ Can understand and use everyday expressions.
- ✓ Understand real talk/face-to-face conversations.
- ✓ Can introduce themselves and answer personal details about themselves. (For example, he/she could say where he/she lives, describe the people he/she meets, and the objects he/she possesses)
- ✓ Can communicate using daily English.
- ✓ Can understand someone who speaks slowly and clearly.

✓ Can express themselves in writing by drafting short sentences (for example, filling in personal information forms, postcards, etc.).

## **7.2 The students who have reached level A2.**

✓ Can understand frequently used expressions and the ones in which they are interested in their immediate environment. (e.g., personal, or family-related information, shopping, local geography, job applications...)

✓ Can communicate successfully in their daily lives where they will use basic and routine expressions.

✓ Can describe their past, their immediate environment, and things that they need with basic expressions.

✓ Can write short letters and paragraphs.

## **7.3 The students who have reached level B1.**

✓ Can understand topics that they regularly encounter (school, work-life etc.)

✓ Can handle problems that require English while traveling.

✓ Can form sentences on simple topics, which interest them.

✓ Can describe their experiences, dreams, hopes, and desires.

✓ Can tell their ideas and plans giving reasons.

✓ Can write simple texts about the fields they are going to study.

## **7.4 The students who have reached level B2.**

✓ Can understand the main ideas of texts about concrete and abstract topics.

✓ Can speak fluently with speakers whose mother tongue is English. Can explain advantages and disadvantages of a situation by making clear and detailed sentences.

✓ Can write cause-effect, argumentative essays regarding the department they are going to study.

## 7.5 The students who have reached level C1.

- ✓ Can understand a wide range of demanding and lengthy texts and will be able to grasp their full meaning.
- ✓ Can express ideas fluently and spontaneously without using expression-seeking gestures.
- ✓ Can use the language flexibly and effectively for social, academic, and professional purposes.
- ✓ Can produce clear, well-structured, and detailed texts on complex topics and use regular templates, conjunctions, and compatible items in a controlled manner.

**The equivalents of academic levels are explained below:**

### **A1 Level (Beginner)**

The duration of education and training is 2 semesters, which includes 4 modules. Course hours are more than the A2 and B1 levels. Students' module grade averages are calculated at the end of module 4. Each module has its own weight. 60% of the grade is calculated with an average weight and 40% of the TUPEX (proficiency exam). Students who score 60 and above earn the right to continue in their departments at the faculty. Students who score below 60 will continue with the 7-week Summer School Program. There is a fee for the Summer School. The Summer School Program is optional (not mandatory) and opens only if a certain number of students are enrolled. If the Summer School Program does not open, the Summer School Proficiency Exam will not be administered. Students with an average of below 60 have the right to take the TUPEX (proficiency exam) at the end of the Summer School. Students who have failed must enter TUPEX (proficiency exam), which will be held in September with the newly enrolled students. Students who score 60 and above have the right to continue in their departments in the faculty. Students who are not successful in the exam must attend

the Department of Foreign Languages for one more year. Those students, who will be repeating the preparatory class must enter the Placement Exam with the newly enrolled students and are placed in the level of their English.

### **A2 Level (Pre-Intermediate)**

The duration of education is 2 semesters, which includes 4 modules. A1 course hours are less than the B1 levels. Each module grade is calculated within itself at the end of module 4. Each module has its own weight. 60% of the grade that will be calculated by the average weights, 40% of TUPEX (proficiency exam) are added, and students who score higher than 60 points earn the right to study in their departments at their faculties. The students who fail may continue with the 7-week Summer School Program. Summer School Program has a fee and participation is not mandatory. Students who have failed students who have the right to take the TUPEX (proficiency exam) at the end of the Summer School. Students who have failed the exam must also enter the Proficiency Exam, which will be held in September with the newly enrolled students. Students who score 60 and above in the proficiency exam earn the right to continue in their departments in the faculty. Students who have failed must study in the Department of Foreign Languages and be successful to continue in their departments. Those students, who will be repeating the Preparatory School must enter the Placement Exam with the newly enrolled students and are placed in the level of their English.

### **B1 Level (Intermediate)**

The duration of education and training is 2 semesters, which includes 4 modules. Course hours are less than A1 and A2 levels. Each module grade is calculated within itself at the end of module 4. Each module has its own weight. 60% of the grade will be calculated by

considering the weights, and 40% of the proficiency exam is added. The students who score higher than 60 points earn the right to study in their departments at their faculties. Students who fail may continue with the 7-week Summer School Program. The Summer School Program has a fee and participation is not mandatory. Students who fail have the right to take the TUPEX (proficiency exam) at the end of the Summer School. Students who have failed the exam must also enter TUPEX (proficiency exam), which will be held in September with the newly enrolled students. Students who score 60 and above on TUPEX (proficiency exam) earn the right to continue in their departments in the faculty. The students who fail must study in the Department of Foreign Languages and be successful in order to continue in their department in the faculty. Students who will be repeating the Preparatory School must enter the Placement Exam with the newly enrolled students and will be placed in the level of their English.

## **B2 Level (Upper Intermediate)**

The duration of education and training is 2 semesters, and 4 modules. Course hours are less than A1, A2, and B1 levels. Each module grade is calculated within itself at the end of module 4. Each module has its own weight. 60% of the grade will be calculated by considering the weights, and 40% of the proficiency exam is added. Students who score higher than 60 points earn the right to study in their departments at their faculties. Students who fail may continue with the 7-week Summer School Program. The Summer School Program has a fee and participation is not mandatory. Students who have failed students have the right to take the TUPEX (proficiency exam) at the end of the Summer School. Students who have failed this exam must also enter TUPEX (proficiency exam), which will be held in September with the newly enrolled students. Students who score 60 and above on TUPEX (proficiency exam) earn the right to continue in their departments in the faculty. Students who

have failed must study in the Department of Foreign Languages and be successful to continue in their departments in the faculty. Those students, who will be repeating the preparatory class must enter the Placement Exam with the newly enrolled students and are placed in the level of their English. B2 Level students work on project-oriented courses in modules 3 and 4.

### **R Level (Remedial)**

The R Level is for students who have failed and must repeat the module. These students enter the Summer School TUPEX (proficiency exam) at the end of the Summer School. Participation in Summer School is not mandatory, but students are responsible for the subjects that are taught in the Summer School program. Students who have failed may attend the TUPEX (proficiency exam) with newly enrolled students in September. Students who score 60 and above in the proficiency exam earn the right to continue in their departments in the faculty. Students who have failed must study in the Department of Foreign Languages but must enter the Placement Exam with the newly enrolled students and are placed in the level of their English.

### **C1 level (Advanced):**

C1 is the highest level in the Department of Foreign Languages Preparatory Program. This level is for the students who are going to study the departments, which need an advanced level of English. C1 level students study in the preparatory program if they score below 60 on the TUPEX exam, which is specially prepared for them.

The duration of education and training is 2 semesters and 4 modules. Course hours are less than A1, A2, and B1, B2 levels. Each module grade is calculated within itself at the end of module 4. Each module has its own weight. 60% of the grade calculated by considering the weights, 40% of the TUPEX (proficiency exam)

are added, and the students who score higher than 60 points earn the right to study in their departments at their faculties. Students with an average of below 60 points may continue with the 7-week Summer School Program. The Summer School Program has a fee and participation is not mandatory. Students with an average of 60 or below have the right to take the TUPEX (proficiency exam) at the end of the Summer School even if they have not attended the Summer School Program. Students who have failed this exam must also enter TUPEX (proficiency exam), which will be held in September with the newly enrolled students. Students who score 60 and above in TUPEX (proficiency exam) earn the right to continue in their departments in the faculty. Those students, who will be repeating the preparatory class must enter the Placement Exam with the newly enrolled students and are placed in the level of their English. C1 Level students work on project-oriented courses in modules 3 and 4.

### Exceptional Situations

\*Modules are designed in connection with one another. Students do not fail or pass between modules 1 and 2 and modules 3 and 4. The students are determined as remedial students only after the 2nd and the 4th modules.

## 8. COURSE CONTENTS

Our program concentrates on the development of language skills. Students are provided with writing, listening, speaking, and reading skills. Course contents have been prepared for the students to use these skills in both integrated and separate ways. During the courses, students learn the general factors of the target language including grammar and vocabulary. They turn the input into behaviors after the learning and understanding phase. Students improve the targeted language with textbooks, worksheets, activities, and dialogues.

Students develop targeted reading-comprehension skills, reading techniques, and vocabulary by reading scientific texts, narratives, literary texts, articles, documentaries, and newspaper reports that are determined by module levels. In addition, students also develop their writing skills in the Department of Foreign Languages.

Class activities, assignments, portfolios, and additional studies are applied with great caution in terms of improving the written expression skills of the students. Students' listening comprehension and speaking skills are also developed using interactive tools such as textbooks, songs, and pictures. These studies are reinforced by presentations and classroom discussions.

Students can also improve their language skills by using online activities outside the classroom, and they can get support from their instructors. In addition, students may attend the Learning Centers with their instructors after school.

The primary goal of the Department of Foreign Languages is to educate our students' English knowledge to the point where they will be able to follow their program in their faculties. That is why the modular system is applied in the Department of Foreign Languages. There are two unified and one-module courses. Students' whose English level is determined according to the Placement Examination are grouped in A1, A2, B1, B2, or C1 as mentioned above and start the Department of Foreign Languages program.

## **9. COURSEBOOKS**

Books, which are used during the academic year in the Department of Foreign Languages, can be purchased during the first week of the year from the stands provided by the publishers. The students are not obliged to buy the books from the stands at school; however,

publishers guarantee that the books will be sold at the lowest price on the market in these stands.

Students are required to use the original books because photocopied books are considered illegal. Interactive book codes that students will use throughout the year are not available in pirated books.

The program of the Department of Foreign Languages is supported by internet platforms to enable students to become involved in foreign languages and to allow them to practice. With the codes that come with the books, the work and progress of the students are regularly monitored and evaluated by the instructors through these internet platforms. Students' work on these platforms has an impact on their end-of-module success scores.

## **10. SUPPORT UNITS**

### **10.1 Online Laboratory**

The online laboratory is complementary to the curriculum. Students are encouraged to develop their skills in researching and critical thinking through the internet, while at the same time developing language skills using a wide range of activities with the help of these online laboratories. The laboratory is an online learning tool with video podcasts with interactive activities, automated schedules, and personalized appraisals.

### **10.2 Learning Center**

The Learning Center is another tool of the program. The aim of the learning centers is to revise the units, topics, or structures for students to understand better and improve their skills.

### **Mission, Vision, and Aim of Learning Centers**

With TUFL Learning Centers, our goal is to ensure that all our students are able to keep up with the curriculum we use in our academic year. To achieve this goal, students are provided with

additional study hours that help them to complete their lack of information and improve their skills (Reading, Listening, and Use of English). Prior to these Learning Center hours, students are provided with additional material related to the skills, which are prepared by the Testing Office. Throughout the Learning Center hours, which consist of the instructors' office hours (15.10 - 16.00), the students receive 50 minutes of training and focus on any topic, individually or in groups with the instructors. With the help of these additional hours, students become more confident on topics, which they could miss or have difficulty with, and they can score better results in the upcoming progress or end-of-module tests.

Our vision is based on the compensation of the general and specific deficiencies in knowledge through contemporary English teaching skills and techniques that will result in successful and better outcomes.

Our goal can be explained in two ways on a cause-effect base. The first goal is to ensure that our students can detect information deficiencies throughout the learning process and be aware of the difficulties they may encounter; and the second is to help them focus on these gaps, to encourage their development with these extra hours, and to help them to be more successful.

### **10.3 Writing Center**

#### **Mission and Goal of Writing Center**

Writing Center instructors work on writing techniques with students by doing individual or group work at every stage of the writing process. Individual sessions last for twenty-five minutes, and the target of the session is determined by the student. By taking an active role in choosing the direction of the session, students can determine their specific questions and concerns, as well as the writing skills they want to practice or learn. Through interaction and student-centered dialogue, students broaden their critical thinking and problem-solving skills, develop their knowledge base,

and enhance personal awareness. As a result, students not only improve specific texts they work on, but they also become stronger and more independent authors.

In the Fall and Spring terms, the Writing Center is open on Tuesdays from 15:00 to 16:00. Students can make an appointment with the Writing Coordinator.

## **10.4 Speaking Club**

### **Mission and Goal of Speaking Club**

The Speaking club offers English practice and speaking sessions for all the students from both the Department of Foreign Languages and faculties who want to improve their speaking skills. Speaking sessions are held weekly in the afternoon or after lesson hours. Every session consists of 50 minutes. They are carried out by Native English speakers and are mostly on such subjects as music, cinema, travel, shopping, or technology, which are within the area of interest of the students or students' recommendations. Students who want to improve their daily social conversation skills can benefit greatly from attending club activities.

#### **Aim:**

- ◆ Developing and equipping students with the necessary skills to help them express themselves fluently in English.
- ◆ To help students appreciate different cultural perspectives and participate in the national and international community by accessing all kinds of information.
- ◆ To present a platform for English speaking and public speaking methods, techniques, strategies, and presentations to students.
- ◆ To provide authentic and up-to-date discussion materials to help students prepare for their academic and professional life.

The Speaking Club activities include speaking and speaking methods, communicative approach, student talks, individual and

group presentations, movies, podcasts and music, and vocabulary exercises. The students make group discussions, individual presentations, and film critics. They play word games and role-play games, join outdoor events and write personal and topic-specific blogs / Vlogs. Students at all levels are encouraged to attend classes.

### **10.5 Distant Education**

**Synchronous Teaching:** In this mode, teaching happens in real time. Students and Lecturers meet in the link [lms.toros.edu.tr](https://lms.toros.edu.tr) (**Perculus**) at a set time. In these courses, Lecturer takes attendance, the same as they would in a real classroom. Common methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures are included in this mode of delivery. The contingency plan for this mode is to use Google Meet or Zoom in case of any technical problems.

**Asynchronous Teaching:** Most of the time, we prefer Synchronous Teaching, but we supplement it with Asynchronous Teaching. Lecturers provide materials for reading, lectures for viewing (videos or PowerPoint), assignments for completing, and exams for evaluation. This mode is preferred to be used by students' schedules. Common methods of asynchronous online teaching we use in our department include self-guided lesson modules, pre-recorded video content, lecture notes, e-book activities, online discussion boards, or social media platforms.

### **10.6 Movie Club**

The purpose of the Movie Club is to create a social environment in which students come together to find a common interest. The club takes place in an available classroom at the scheduled time. Students are expected to join the Movie Club session every week, though the schedule of the club can be altered according to the students' participation. The lecturer from the Department of Foreign Languages selects a movie each week, and students watch it before the session. Students are welcome to the club only if they have

watched the movie. Students from all departments are welcomed to enrich this social facility. The lecturer does not show the full movie during the session, but the plot, beginning, and important parts can be illustrated to focus on scenes again. The language of the session is English. Any kind of criticism, discussion, character analysis, cast alternatives, and the story of a movie are some of the topics that can emerge during the Movie Club. Students are responsible for following the date and the setting of this activity.

## **11. EXAMINATION AND ASSESSMENT**

The average grade of a student determines whether the students will continue their education at the next level.

### **Quizzes**

The dates and times of Quizzes are announced to the students in each module. If the student does not take the quiz/quizzes, he/she will get a “0” grade. Medical reports is/are not accepted for quizzes.

### **In Module Assessments-IMA**

The “IMA” (In Module Assessment) is held on the 6th week of each module and includes all the program content, which has been covered in the module. In Module 4 IMA, students make a presentation.

### **End of Module Assessments-EMA**

The End of Module Assessment covers all the program content that has been seen until the 8th week of each module except for the speaking skill.

### **Assessment of the Speaking Skill**

The assessment of the students’ speaking skills is based on three sections.

## **1. Speaking Exams**

Classroom speaking exams are held in each module. In Modules 2 and 3, students are expected to speak by describing the pictures given by the instructors and by making up stories about the pictures. In Module 4, students are expected to make a presentation about a topic given by the instructors. Except for in-class speaking quizzes, all the speaking exams are assessed in the IMA exam.

## **2. Speaking/ Presentation Projects**

Students are expected to prepare a project and present it to the class. These presentations may be prepared by a group or individually, depending on the level.

## **3. General Speaking Activities**

The language of the Department of Foreign Languages is English, and all students are expected to speak English with their lecturers both inside and outside the classroom. The participation of the students in the class dialogues with the speaking activities during the lessons is reflected in the teacher evaluation notes given for their speaking skills.

### **Portfolio**

The Portfolio consists of the writing of students' writing assignments. Product files include all the writing tasks in the course and the academic paragraphs, essays, and research papers written during the course.

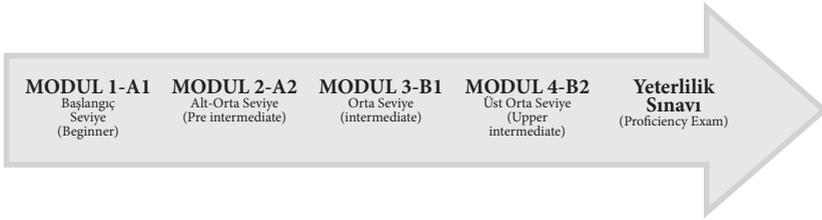
### **Online Lab**

The students are responsible for both completing the online activities supported by their textbooks and the exercises in their textbooks. An online lab entry is provided with the username and password supplied with the original textbooks.

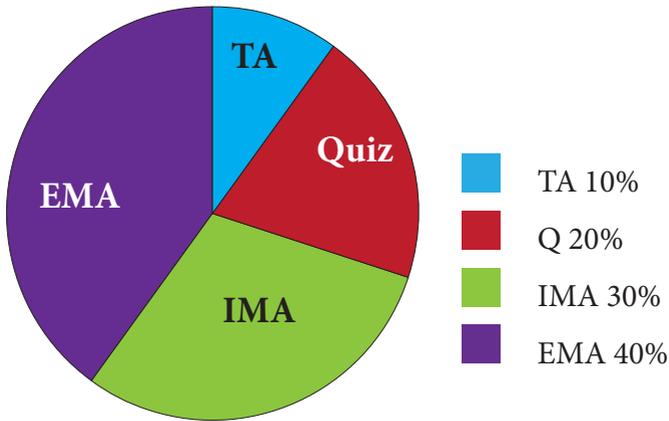
The unit and the exercises are expected to be completed every week in parallel with the curriculum are announced by the lecturers and

the performance of the students in this process is reported by the lecturers and reflected in the general module teacher evaluation grades.

## 12. ASSESSMENT SYSTEM



### Module Passing Grade



### QUIZZES - 20%

Quizzes are exams that measure about two to four units in a skill. The exams cover the purposes of the units and help give feedback to the students immediately. Each module has 4 exams. The weeks of the quizzes are announced by the Testing Office at the beginning of each module.

## **IN MODULE ASSESSMENT (IMA) 30%**

Module Assessments are made on the 6th week of each module. These assessments cover the 4-week program in the curriculum and control the progress of the students in each skill.

### **IN MODULE ASSESSMENT: MODULE 1**

GRAMMAR (USE OF ENGLISH)	25%
READING	25%
LISTENING	25%
YAZMA WRITING	25%

### **IN-MODULE ASSESSMENT: MODULE 2**

USE OF ENGLISH	25%
READING	25%
LISTENING	15%
SPEAKING	10%
WRITING	25%

### **IN-MODULE ASSESSMENT: MODULE 3**

USE OF ENGLISH	25%
READING	25%
LISTENING & NOTE TAKING	15%
SPEAKING	10%
WRITING	25%

### **IN-MODULE ASSESSMENT: MODULE 4**

USE OF ENGLISH	25%
READING	25%
LISTENING & NOTE TAKING	15%
PRESENTATION	10%
WRITING	25%

## TEACHER ASSESSMENT – (TA) 10%

Teacher Assessment grades are given to the students at the end of each module. The grades are given in detail to enable the students to understand the TA schedule and to follow the lecturer's instructions seriously for the next modules. The percentage of the TA note is 10%. Each teacher is responsible for grading and explaining to both the students and the administration the reasons for the grading according to the Teacher Assessment List given by the Testing Office, so the grades must be mathematically proven when needed. For example, the lecturer should be clear about why he/she gave the assignment and whether the assignment was made on time.

### TA CRITERIA

PARTICIPATION	IN-CLASS QUIZZES	HOMEWORK (ONLINE HOMEWORK, PORTFOLIO, JOURNAL)
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### TA CRITERIA – USE OF ENGLISH

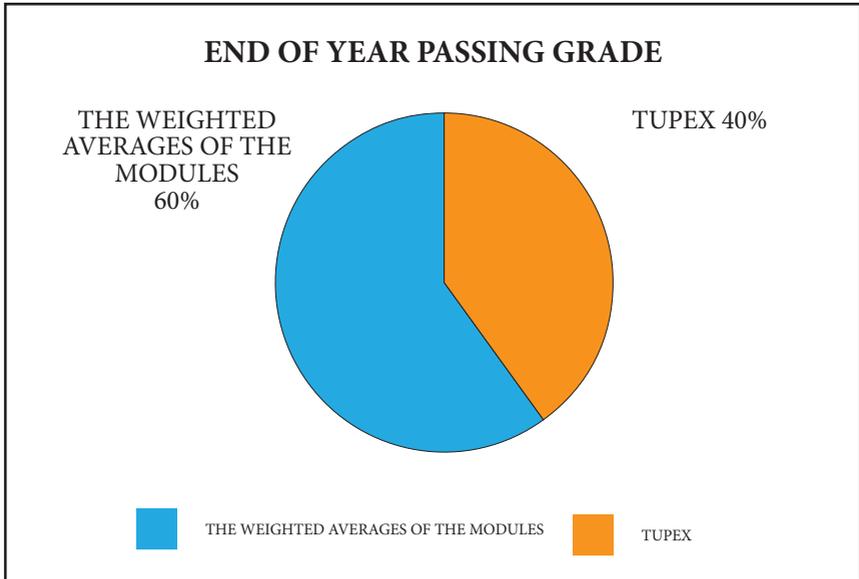
PARTICIPATION	HOMEWORK / ONLINE HOMEWORK
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## END OF MODULE ASSESSMENT – EMA

End of Module Assessment (EMA) 40%

The EMA is held at the end of the 8th week of each module. This type of assessment evaluates the development of the entire module. Each skill is tested in EMA.

USE OF ENGLISH	25%
READING	25%
LISTENING	25%
WRITING	25%



POP QUIZZES	20%
TEACHER ASSESSMENT (TA)	10%
IN MODULE ASSESSMENT (IMA)	30%
END OF MODULE ASSESSMENT (EMA)	40%
AVERAGE OF 4 MODULES ACCORDING TO THEIR WEIGHTS	60%
TUPEX (PROFICIENCY)	40%

### MODULE WEIGHTS

MODULE 1	MODULE 2	MODULE 3	MODULE 4
20%	25%	25%	30%

### 13. OBJECTION OF EXAM RESULTS

Any objection to the exam results or grade average results may be submitted within five business days. Any petitions after five business days will not be taken into consideration. The petition forms should be taken from the administration office, fulfilled, and brought back

to the administration office.

A printed application is found in the Administrative Coordinator's office. Any students who would like to use this petition may use the application provided for them.

## 14. EXEMPTION

1) Students who meet any of the conditions below are exempt from the Toros University Department of Foreign Languages Preparatory Program and are entitled to start the academic program in which they were placed.

a) Those who are successful in the Toros University Department of Foreign Languages Preparatory Program Proficiency Exam (TUPEX) held for different level groups at the beginning of the Academic Year,

b) Exams whose equivalence is accepted according to the ÖSYM Foreign Language Exams Equivalence table are accepted for exemption, on the condition that the exam validity period determined by the relevant institutions conducting the exam is taken as a basis. Acceptance of national or international language exams other than ÖSYM Foreign Language Exams equivalence table is evaluated by the Department of Foreign Languages.

c) Those who have completed their secondary education in the secondary education institutions, which is attended by the citizens of that country, in the last three years in a country where the foreign language is determined as the language of instruction and is spoken as a mother tongue or is accepted as an official language,

d) Students who have successfully completed the Toros University School of Foreign Languages Preparatory Program in the Department of Foreign Languages in the last three years are entitled to enroll in another program at Toros University that provides full or partial foreign language education,

e) Among the students who transfer completely or partially

to the programs in which education taught in a foreign language, those who have successfully completed the Foreign Languages School Foreign Language Education Department Preparatory Program at the University they come from and whose central placement score in the year they registered is equal to or higher than the base score of the diploma program they want to pass.

2) Students who have completed the compulsory preparatory class at any university, completed at the B2 level and documented that they are successful are considered exempt.

3) C1 level is required for the Department of Translation and Interpretation.

4) In order to be exempted, students in the above-mentioned situations must apply to the School of Foreign Languages and present the original documents showing their status. The exemption requests of the students who apply are decided by the School Administrative Board.

## **15. CLASS HOURS**

The duration of the lessons is 50 minutes. Students are required to attend five days a week. Lessons start at 09:00 am and end at 16:00 pm.

## **16. OFFICE HOURS**

The students are expected to use the office hours that are determined by the lecturers. They can consult their lecturers when they need help with English or have questions. The office hours of each lecturer are found on his or her doors of the instructor's office. Appointments with the lecturers can be arranged according to these schedules. Students also have the chance to get extra lessons at the

Learning Center on Tuesdays and Thursdays every week. Speaking Club activities are held on Mondays and the Writing Center is on Tuesdays.

## **17. THE RULES OF DEPARTMENT OF FOREIGN LANGUAGES**

The students of the Department of Foreign Languages are subject to the Regulations of Disciplinary of Higher Education Institutions. There are general behaviors that are expected from the students to display during their preparatory education. As an educational institute, the students are expected to fulfill their responsibilities and behave responsibly within the frame of set rules. Each student should be aware of the disciplinary rules, principles, and rules of Toros University.

### **17.1 Attendance Obligation**

Attending the lessons is the first requirement of learning. Attendance is recorded by lecturers in all classes. Attendance is announced via the student information system, which can be found at the Department of Foreign Languages website. Each student is responsible for keeping the track of his/her attendance status. Students are required to attend at least 80% of the classes. Any student who does not attend more than 20% of the classes cannot take the End of Module Assessment (EMA).

### **17.2 Medical Reports**

Students are required to deliver the medical report that they get from an official medical center to the Administrative Affairs office of the Department of Foreign Languages within 7 days. Medical reports cannot be accepted as an excuse for absent records, project work, and quizzes. If the medical report dates cover the dates of In/End of Module exams, make-up exams can be done. Students who do not take these exams are graded as “0” for these exams.

## **17.3 Rules of Toros University.**

**17.3.1** The Modular Education System is used in the Department of Foreign Languages, and the classes and the teachers are changed at the end of each module according to the rules set by the Department of Foreign Languages. Classroom or teacher change requests are out of the question.

**17.3.2** Punctuality is important and mandatory. All students must be in the classroom at the beginning of the lesson. This behavior will interrupt the lesson and will be written as absent for this class. Students who are late for the class will not be allowed to attend. In this case, the students must wait for the next lesson.

**17.3.3** Students are expected to come and attend the class ready with their books, notebooks, and pencils, listen to and attend the lesson.

**17.3.4** In order to support the learning of the students, the lecturers give homework to be done out of the class and expect students to complete their homework on time. The completion of homework is also important for getting ready for the lesson and in-class attendance.

**17.3.5** Behavior that will disrupt the learning environment inside the class, such as usage of mobile phones, eating and drinking without permission, and disturbing the other students by talking about subjects that are not relevant to the lesson during the class are strongly forbidden.

**17.3.6** Students must be on time for all exams and are expected to bring materials that are required for the exam, such as pencils, erasers, etc. with them. Usage of mobile phones are strictly forbidden during all exams. Mobile phones must be turned off and placed on the instructor's desk. The exams of the students who do not obey

the rules will be invalid.

**17.3.7** According to the Regulation of the Department of Foreign Languages, cheating on exams, projects and homework is an offense. Students who commit a such offense will receive a grade of “0”. This rule is for exams, projects or homework and disciplinary action will be taken.

**17.3.8** All students must respect the rights of other students and be tolerant to different ideas.

**17.3.9** It is essential for the students to be in a manner which is open to communication with the lecturers. They are expected to voice their concerns or complaints within the frame of respect.

**17.3.10** Students must only use the ID cards that are given to them by the school. Entering the school with someone else’s student ID card is forbidden.

**17.3.11** Smoking is strictly forbidden inside the building. Students can smoke on the school campus on the condition that they dispose of the cigarettes properly.

**17.3.12** Educational materials and books in the study rooms cannot be taken out.

**17.3.13** Students are expected to protect and respect the school building, classrooms, and equipment. A disciplinary investigation is conducted for the students who damage the school building and equipment. The student must cover the expenses upon the investigation.

**17.3.14** Announcements cannot be made, and banners or posters cannot be hung without the permission of the administration.

**17.3.15** In order not to face problems of lost property, private and valuable belongings should not be left in the classrooms.

## **18. DISCIPLINARY PROCEDURES**

\*Disciplinary procedures of the students of the Department of Foreign Languages are carried out in accordance with the provisions of the Higher Education Institutions Student Disciplinary Regulation. According to the provisions of this regulation, students who are suspended for one or two semesters continue to pay their tuition fees.

Miscellaneous and Final Provisions

Situations where there is no provision

\* **(1)** In cases where there is no provision in this Regulation; Law No. 2547, Law No. 2923 on Foreign Language Education and Teaching and Learning Different Languages and Dialects of Turkish Citizens dated 14/10/1983, Foreign Language Teaching and Foreign Language Teaching in Higher Education Institutions published in the Official Gazette dated 4/12/2008 and numbered 27074, the provisions of the Regulation on the Principles to be followed in Teaching in Foreign Languages and other relevant legislation are applied.

## **19. CHEATING POLICY**

There is no tolerance for cheating in any exams of TUFL including the quizzes, the presentations, and the portfolios. The student receives a “0” (zero) for that particular assessment if it is proved that he/she is cheating. A make-up exam will not be given to those students who are caught cheating.

Before the exams, students are asked to leave all their books, worksheets, notes, and mobile phones on the teacher’s desk.

Students are always informed about bringing their student ID cards and they must present the cards to the invigilator while signing the exam list otherwise they cannot take the exam. The students must sit in the seat assigned for him/her according to the list in the “S” shape. If the invigilator asks a student to change his/her seat, the student should do as he or she is told to. If an invigilator or the Testing Coordinators spot students with unauthorized material in their possession, including any information on a part of the body, clothing, on the wall or desk, or a second phone, will inevitably be assumed that cheating has taken place.

## **20. SUGGESTION AND COMPLAINT POLICY**

As one of the parties is the students, TUFL aims to create a motivating and honest atmosphere at school and takes all student complaints into consideration. Informal complaints can be solved through conversation by the student advisor, any teachers of that particular student/s, a Testing Coordinator, or the Administrative Coordinator. For formal complaints, the student can go to the Vice-Principal.

Again, at the beginning of each year, student handbooks are distributed, and the teachers answer any questions they ask about the handbook. The handbook, rules, and regulations of TUFL are kept on Toros University web page, but if the problematic behavior or complaint continues, a written document is asked, and the legal procedure as stated in the Laws and Regulations accepted by Toros University Department of Foreign Languages will be used.

If a student wants to dispute the grade on an exam, they can ask for a re-evaluation of their exams by applying with a written document, which is found in the Administrative Office within five days after the exam results are announced. The exams are re-evaluated by a committee organized by the Testing Office Coordinators.

## 21. CONSULTING SYSTEM

We have a consulting system for our students to discuss their study system, the problems they encounter in every subject, and to get support on administrative and academic issues. Each class has an advisor lecturer. Students can meet with the advisor lecturer individually or as a group by making an appointment.

Apart from the advisor, each class has an elected representative. This representative shares the problems of the classroom with the advisor or administration. In addition, he/she participates in the periodic meeting of class representatives.

There is a foreign student representative in the Department of Foreign Languages. This representative shares the requests or problems of foreign students with the administration. Foreign student representatives also attend the class representatives meeting. Apart from these, there is also 1 lecturer who provides counseling services to disabled students.

Psychological Counseling and Guidance Center (PDRM), which works under the Health, Culture and Sports Department, provides psychological counseling services at the 45 Evler Campus of our university. This service is free for our students and staff. If you apply, you will be able to meet with the responsible psychologist. The PDRM Center provides service every weekday between 10:00 and 17:00. The Individual Interview Request Form on our school's website is filled to make an appointment. You will be contacted via e-mail at the latest 1 business day after the form is filled.

## 22. ACADEMIC CALENDER 2022-2023

<b>FALL TERM</b>	<b>Start</b>	<b>End</b>
Placement Exam (at 10:00)	26 September 2022, Monday	
TUPEX (Proficiency Exam) (at 10:00)	27 September 2022, Tuesday	
Department of Foreign Languages Opening and Orientation Program	3 October 2022, Monday	
Module 1	3 October 2022, Monday	25 November 2022, Friday (8 weeks)
Module 1 EMA	25 November 2022, Friday	
Module 2	5 December 2022, Monday	27 January 2023, Friday (8 weeks)
Module 2 EMA	27 January 2023, Friday	
Semester	30 January 2023, Monday	10 February 2023, Friday (2 weeks)
<b>SPRING TERM</b>		
	<b>Start</b>	<b>End</b>
Module 3	13 February 2023, Monday	7 April 2023, Friday (8 weeks)
Module 3 EMA	7 April 2023, Friday	
Module 4	17 April 2023, Monday	9 June 2023, Friday (8 weeks)
Module 4 EMA	9 June 2023, Friday	
TUPEX: Written	19 June 2023, Monday	
TUPEX: Verbal	20 June 2023, Tuesday	
TUPEX Results Announcement	26 June 2023, Monday	

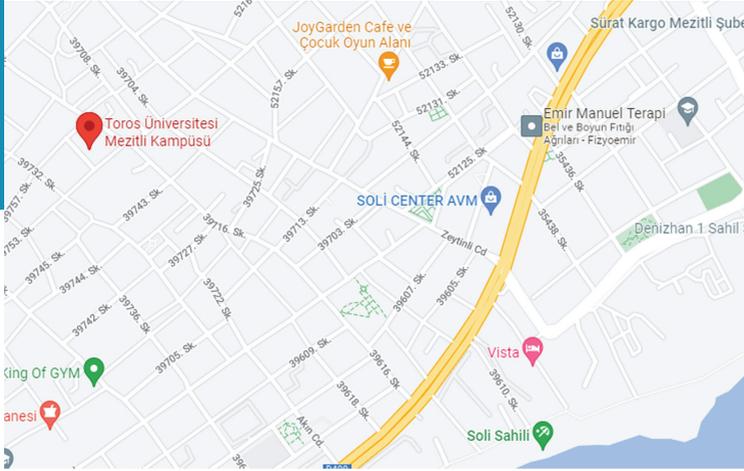
SUMMER TERM	Start	End
Summer School	10 July 2023, Monday	25 August 2023, Friday (7 weeks)
TUPEX Summer School (Written and Verbal)	25 August 2023, Friday	
Summer School TUPEX Results Announcement	28 August 2023, Monday	

### 23. IMPORTANT INFORMATION

- ◆ In-module exams (IMA) are held on the 6th week of each module.
- ◆ Each module includes 4 quizzes (quizzes). Doctor's reports are not accepted in these exams.
- ◆ There is an 80% attendance requirement in each module. A student will not be allowed to take the EMA with over 20% absenteeism and will score a "0" (zero) in that exam.
- ◆ Students who fail the end of year passing grade, which is below 60, could attend Summer School. Only the students who are registered for the Summer School may take the Summer School Proficiency Exam. Students who are not successful in this exam may take the TUPEX in September with the students who are newly enrolled.
- ◆ Students in Edinburgh (A2), Peterborough (B1), and Addington (C1) with a 4-module average of 85 and above are considered successful and are not required to take the TUPEX (Proficiency Exam) and gain the right to study in the faculty departments. Brighton (A1) students do not have such a right, but they can also go to Edinburgh, which is a higher level if their average is above 80.







Toros Üniversitesi Mezitli Kampüsü  
Akdeniz Mahallesi, 39753 Sokak, No:12, 33210  
Mezitli/Mersin, Türkiye  
info@toros.edu.tr  
+90 (324) 325 33 00

[www.toros.edu.tr](http://www.toros.edu.tr)

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