OSMANİYE KORKUT ATA UNIVERSITY

STUDENT HANDBOOK

SCHOOL OF FOREIGN LANGUAGES



A Comprehensive Guide for Current and Prospective English Preparatory Program Students



School of Foreign Languages



English Preparatory Programs



Assessment in Preparatory Programs



Rules & Procedures in Preparatory Programs



This student handbook has been prepared as a guide that brings together the common principles and practices in effect at the School of Foreign Languages. With the Chinese proverb above in mind, our handbook was prepared to serve as the "institutional memory" of our program and aims to be a guiding resource for our students in both academic and administrative processes.

The handbook is designed to provide information on a wide range of topics, from the conduct of classes to program rules, from assessment procedures to rights and responsibilities, with the aim of helping our students progress through the preparatory program more consciously, effectively, and successfully. In this context, the information included in the handbook will guide students on many aspects, from daily class routines to exams and assessment processes, from academic and administrative regulations to extracurricular opportunities. At the same time, it will contribute to the organizational effectiveness of our School and help students pursue their educational journey in a more informed and productive way.

Mehmet Durmaz 2025

Table of Contents

A Message from the Director	•••••	4
School of Foreign Languages		5
Compulsory English Preparatory Program		11
Voluntary English Preparatory Program		13
Preparatory Program Courses		14
Preparatory Program Course Books and Mat	erials	17
Attendance Requirement in Preparatory Progra	ams	18
Assessment in Preparatory Programs	<u></u>	19
Assessment in Preparatory Programs English Proficiency Exam (EPEX)		22
School of Foreign Languages Directive	<u> </u>	23
Online Tools and Communication Channels		24
School of Foreign Languages Orientation Progr	ram	28
What We Expect from Our Students?	Ş	29
What Can Our Students Expect from Us?	E	29
The Importance of Being an Autonomous Learn	ner	31

A MESSAGE FROM THE DIRECTOR

Değerli Öğrencilerimiz,

Yabancı Diller Yüksekokuluna Hoş Geldiniz!

İster İngilizce eğitim veren bir bölüme hazırlanan bir öğrenci olun, ister Türkçe eğitim veren bir bölümde

eğitim görecek bir öğrenci olun, dil becerilerinizi akademik ve günlük yaşamda size yardımcı olacak

şekilde geliştirmek için buradayız.

Zorunlu İngilizce Hazırlık Programımız, İngiliz Dili ve Edebiyatı ve İngilizce Mütercim-Tercümanlık

bölümlerine hazırlanan öğrenciler için tasarlanmıştır. Amacımız, sizi eğitim hayatınızda güvenle

ilerlemeniz için hazırlamaktır.

Ayrıca, Türkçe eğitim veren bölümlerdeki öğrenciler için İsteğe Bağlı İngilizce Hazırlık Programı

sunuyoruz. Bu program, günlük iletişim ve akademik amaçlar için İngilizce becerilerinizi geliştirmenize

odaklanarak, gelecekteki dil öğreniminiz için sağlam bir temel oluşturmanıza yardımcı olacaktır.

Yabancı Diller Yüksekokulu olarak, her öğrencinin gelişebileceği, destekleyici ve sıcak bir ortam

yaratmaya çalışıyoruz. Sorularınızı yanıtlamak, sizi rehberlik etmek ve her adımda yanınızda olmak için

buradayız.

İngilizcenin modern dünyada fırsatlar ve başarılar için bir köprü işlevi gördüğünün bilinciyle hareket

ediyoruz. Bugünün küreselleşen dünyasında, İngilizce sadece bir dil değil, akademik başarı, kişisel

gelişim ve profesyonel fırsatlar için hayati bir beceridir. Bu yüzden, Shaping Futures through Language!

mottomuzla sizleri geleceğin dünyasına hazırlamak için çalışıyoruz.

Üniversitemizi ve dolayısıyla okulumuzu tercih ettiğiniz için teşekkür ederiz. Eğitim yolculuğunuzun

bu önemli adımında sizleri desteklemek için daima buradayız.

Sizlere başarılı ve güzel bir eğitim-öğretim yılı diliyorum!

Prof. Dr. Ceyhun Yükselir

School of Foreign Languages Director

4

1. School of Foreign Languages

The School of Foreign Languages (SFL) consists of two different preparatory programs: the Compulsory English Preparatory Program (CEPP) and the Voluntary English Preparatory Program (VEPP). CEPP aims to equip students whose English proficiency level is below the required standard with essential language skills so that they can pursue their undergraduate studies at our university without significant difficulty. VEPP, on the other hand, is designed for students who wish to participate voluntarily and aims to provide them with fundamental language skills that will support them in both their social and academic lives.

Our Mission

To equip our students with the foreign language competencies necessary for success in their academic and social lives; to foster their self-confidence and lifelong learning skills through innovative teaching methods; and to carry out this process within a standards-based, systematic, and sustainable structure.

Our Vision

To become a model higher education institution in foreign language teaching; prioritizing academic quality, standardizing processes, embracing continuous development and transformation, and ensuring sustainable student achievement through a strong institutional framework.

Core Values

Student-Centeredness: Creating inclusive and supportive learning environments that prioritize students' academic and personal development.

Standardization: Ensuring consistency and quality assurance in curriculum design, assessment, and instructional practices.

Sustainability: Building structures that continually enhance teaching processes through feedback and data-driven decision-making to achieve lasting quality.

Systemization: Developing well-defined, scalable processes rooted in institutional memory, independent of individual efforts.

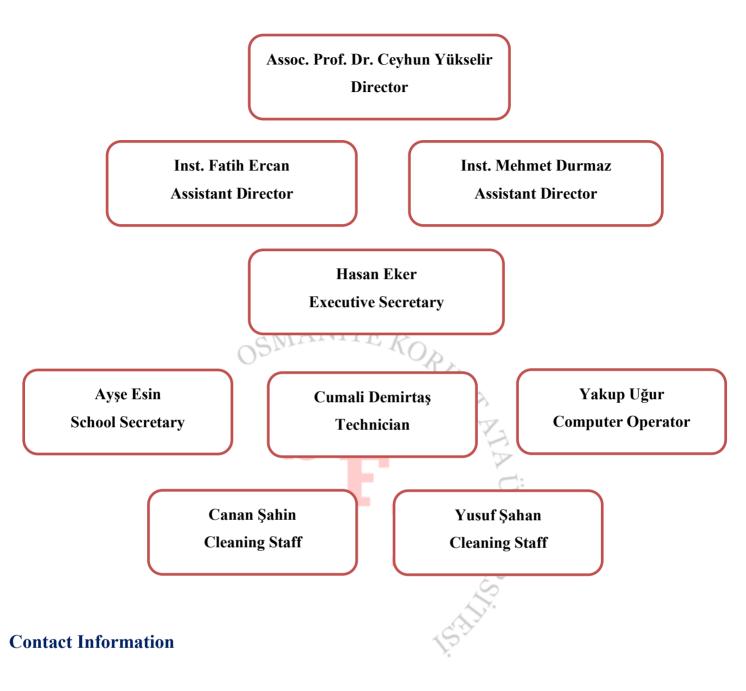
Transparency: Upholding openness and accountability in all educational, assessment, and administrative processes.

Critical Thinking and Communication: Supporting the development of students' analytical thinking, problem-solving, and effective communication skills.

Social Contribution: Engaging with the broader community through language courses and outreach projects beyond the university.

Environmental and Social Awareness: Promoting an educational approach that respects individuals, society, and the natural environment.

School of Foreign Languages Organizational Structure



Telephone: +90 328 827 10 10 Extension: 4302

Web page: www.osmaniye.edu.tr/yadyo

For up-to-date information, it is recommended that you follow the announcements section of our website and our Instagram page.

On the relevant sections of our website, you can also find up-to-date information regarding the Preparatory Programs, Assessment and Evaluation Processes, Exams, and Petitions/Forms.

School of Foreign Languages Floor Plan and Classrooms

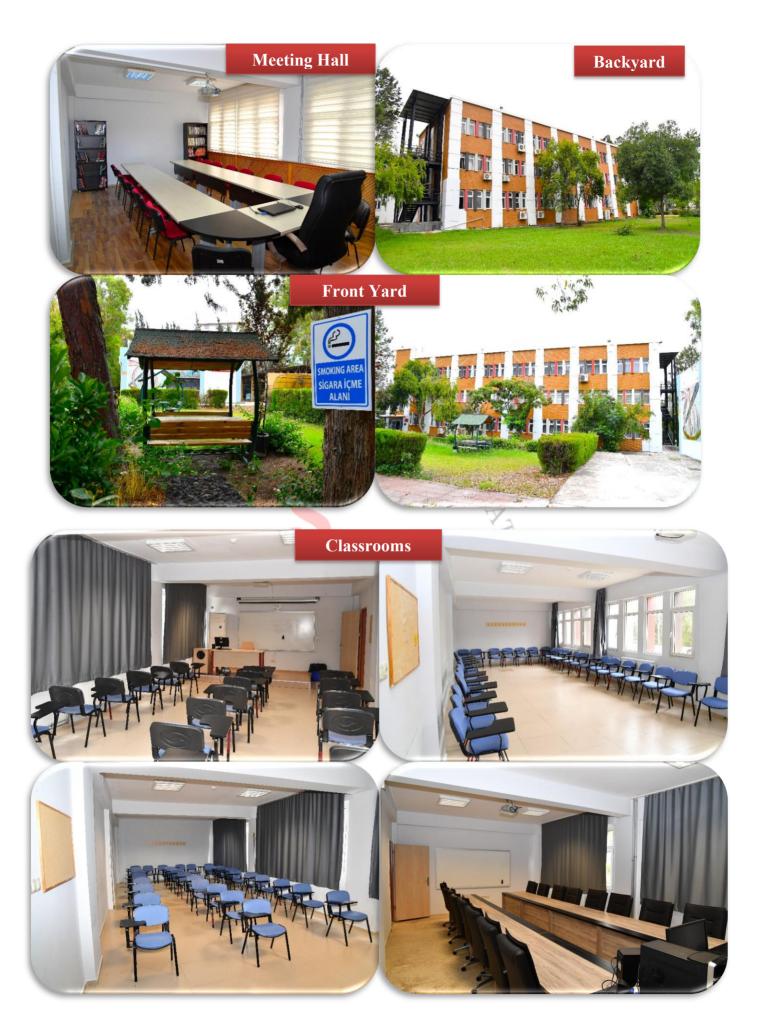
1st Floor (Administrative and Instructor Offices)

Staff	B-113	B-112	B-111	B-110	B-109	B-108	opy n	r n	ette
WC		Assistant Directors		Office	Office	Photocopy Room	Staff Room	Kitchenette	
Corridor									
SFL Director School Meeting Hall B-104 B-105					105				
				Secretary	8		Office	Of	fice

2nd Floor (Classrooms)

Student WC					
	Corridor				
4	Berlin	Helsinki	Nairobi		





School of Foreign Languages Academic Calender

At the School of Foreign Languages (SFL), educational and instructional activities are carried out within the framework of a calendar that is aligned with the academic year of our University. This calendar includes key dates that directly affect students' academic life, such as the beginning and end of semesters, exam weeks, official holidays, and registration and add/drop periods.

It is of great importance that students carefully follow the dates specified in the calendar in order to attend classes and exams regularly, submit the necessary applications on time, and fulfill their academic responsibilities completely. Any possible changes to the academic calendar will be communicated to students through official announcements made by the School.

OKÜ YABANCI DİLLER YÜKSEKOKULU 2025-2026 EĞİTİM ÖĞRETİM YILI AKADEMİK TAKVİMİ 2025 GÜZ DÖNEMİ

Tarihler	Açıklama
5 Eylül 2025	Belgeli Hazırlık Muafiyet Başvurusu için son gün (Zorunlu Hazırlık Programı öğrencileri için)
9 Eylül 2025	İngilizce Yeterlilik Sınavı (Zorunlu Hazırlık Sınıfı Bulunan Programlara Kayıt Yaptıran Öğrenciler İçin Yeterlilik/Muafiyet Sınavı)
9 Eylül 2025	İsteğe Bağlı Hazırlık Programı Başvuru İptal Formu teslimi için son gün
10 Eylül 2025	Ortak Yabancı Dil İngilizce Muafiyet Sınavı (2025-2026 Eğitim Öğretim yılında 1. Sınıfa başlayacak Türkçe eğitim veren bölüm öğrencileri için)
11 Eylül 2025	Seviye Tespit Sınavı (İsteğe Bağlı Hazırlık Programına başvuran öğrenciler)
15 Eylül 2025	YADYO Hazırlık Programı Derslerinin Başlaması
10-14 Kasım	YADYO Güz Ara Tatili (Fall Break)
2 Ocak 2026	YADYO Hazırlık Programı Derslerinin Bitişi

2026 BAHAR DÖNEMİ

Tarihler	Açıklama
27 Ocak 2026	Belgeli Hazırlık Muafiyet Başvurusu için son gün
2 Şubat 2026	YADYO Hazırlık Programı Derslerinin Başlaması
23 Mart – 27 Mart	YADYO Bahar Ara Tatili (Spring Break)
22 Mayıs 2026	YADYO Hazırlık Programı Derslerinin Bitişi

The most up-to-date Academic Calendar of the School of Foreign Languages: https://shorturl.at/rd9sc

2. Commonly Used Abbreviations

In the School of Foreign Languages (SFL), certain abbreviations are frequently used in classes, exams, and academic processes. Knowing the meanings of these abbreviations will help students act more quickly and accurately, both in their coursework and in administrative procedures.

Below, you will find important abbreviations that you may encounter throughout the preparatory program, along with their explanations in both English and Turkish. This list will serve as a useful reference in academic correspondence, course materials, and official announcements.

SFL	School of Foreign Languages	MAC	Main Course (Temel Dil Becerileri)
YADYO	Yabancı Diller Yüksekokulu	RDS	Reading Skills (Okuma Becerileri
PEN	Preparatory English Program	LSS	Listening & Speaking Skills
	(İngilizce Hazırlık Programı)		(Dinleme & Konuşma Becerileri)
СЕРР	Compulsory English Preparatory Program	GRM	Grammar (Dilbilgisi)
	(Zorunlu İngilizce Hazırlık Programı		
VEPP	Voluntary English Preparatory Program	WRS	Writing Skills (Yazma Becerileri)
	(İsteğe Bağlı İngilizce Hazırlık Programı)		
PATH	Performance and Attendance Tracking Hub	VOC	Vocabulary (Kelime Bilgisi)
	(Performans ve Devamsızlık Takip Portalı)		
ATS	Attendance Tracking System (Devamsızlık	НО	Handout
	Takip Sistemi)		
GRS	Garde Record System (Not Kayıt Sistemi)	WHO	Writing Handout
Q	Quix (Kısa Sınav)	RHO	Reading Handout
EPEX- İYS	English Proficiency Exam	LHO	Listening Handout
	İngilizce Yeterlilik Sınavı		
TREX	Term Review Exam (Dönem Değerl. Sınavı)	GHO	Grammar Handout
FLEX	Erasmus+ Foreign Language English Exam	ТНО	Translation Handout
PERX	Performance Tasks (Performans Çalışmaları)	NHO	Notetaking Handout
SPERX	Speaking Performance Tasks	RVHO	Revision Handout
LPERX	Listening Performance Tasks	PRHO	Paraphrasing Handout
WPERX	Writing Performance Task	SMHO	Summarizing Handout

3. Compulsory English Preparatory Program

Compulsory English Preparatory Program

The Compulsory English Preparatory Program (CEPP) is designed to provide students enrolled in departments where the medium of instruction is English with the necessary language foundation, ensuring they do not face difficulties in following their undergraduate courses. Students admitted to the Departments of English Language and Literature and English Translation and Interpreting who do not meet the required English



proficiency level are required to attend the CEPP for one academic year. The program therefore focuses on developing students' reading, writing, listening, and speaking skills in a balanced way.

In addition, the program helps students gain academic skills they will need in a university setting, such as note-taking, participating in discussions, giving presentations, and understanding and interpreting academic texts. In this way, students not only improve their grammar and vocabulary but also acquire the academic study skills they will need throughout their university life.

- Compulsory preparatory classes consist of students who are newly enrolled in the relevant departments but have either failed the English Proficiency Exam or did not take it, as well as students who failed the compulsory preparatory class in the previous academic year.
- The duration of compulsory preparatory education is one academic year. An academic year is composed of the fall and spring semesters, each lasting at least fourteen weeks. The weekly class hours in the compulsory preparatory program are no fewer than twenty and no more than thirty.
- The maximum duration of compulsory preparatory education cannot exceed two years. Students who fail to successfully complete the compulsory preparatory program within two years will be dismissed from their departments. However, if these students apply within the method and time frame announced by the School, they may take the English Proficiency Exam, which will be held at the beginning of the following academic year.
- The time spent in the compulsory preparatory program is not counted toward the maximum period of study in the student's registered department.
- Students enrolled in the compulsory preparatory program are required to obtain and bring to class the course materials determined by the School Directorate at the beginning of the academic year, as these materials are necessary for the conduct of the courses.
- Students who are admitted to departments where the medium of instruction is English and wish to be
 exempt from the compulsory preparatory program either by providing official exemption documents
 or by presenting results from exams recognized as equivalent by ÖSYM must apply to the Directorate
 of the School of Foreign Languages.

Exemption from the Compulsory English Preparatory Program

Students who meet the following conditions are exempt from the compulsory preparatory program and may begin their studies in their registered departments:.

- Those who, within the last three years, have scored at least 65 on the English Proficiency Exam (İYS/EPEX) administered by the OKU School of Foreign Languages or who have successfully completed the compulsory preparatory program
- Those who, within the last two years, have scored at least **80** on the YDS/e-YDS administered by ÖSYM, or who, at the time of exemption application, present results from other national or international foreign language exams that correspond to a minimum score of **80** according to the ÖSYM Foreign Language Exam Equivalency Table.

Exams	İYS/ EPEX	YDS E-YDS	e-TEP (ÖSYM)	TOEFL IBT	PTE Academic	OTE (Advanced)	Cambridge Linguaskill	CAE	СРЕ
Scores	65	80	066M	ANIY 96	E K78 R1	136-140	181-186	A	С

- Students who, within the last three years, have successfully completed a preparatory program at another higher education institution and who apply for exemption with an official document clearly showing either their proficiency exam score or their preparatory program success grade from that institution, provided that their exemption is approved by the decision of the Board of Directors.
- Students who can provide documentation showing that, for at least the last three years, they received education in the relevant language at secondary education institutions in a country where that language is spoken as a native language or recognized as an official language, and that they completed their secondary education in those institutions attended by the citizens of that country.
- Students who wish to be exempt from the compulsory preparatory program must submit their documents to the Directorate of the School within the method and time frame announced by the School. For details regarding the method and deadlines, students are required to regularly check the School of Foreign Languages website.
- Students who fail the compulsory preparatory program for two consecutive years may either take the English Proficiency Exam administered at the beginning of the following academic year, or apply for exemption from the compulsory preparatory program by submitting an official score report—within the period announced by the School Directorate, showing that they have obtained a sufficient score from one of the exams listed in the table above.

4. Voluntary English Preparatory Program

Voluntary English Preparatory Program

Students enrolled in departments where the medium of instruction is Turkish may apply to the School of Foreign Languages to participate in the **Voluntary English Preparatory Program (VEPP)** for one year.

The primary aim of the Voluntary English Preparatory Program is to help students acquire English skills that will enable them to communicate in daily



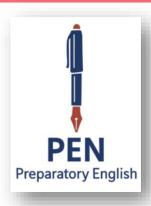
life and to gain the fundamental language skills they will need in their academic studies. The program provides balanced development in reading, writing, listening, and speaking, while also preparing students to use English effectively in both social and academic contexts.

This program offers an important opportunity for students in Turkish-medium departments to benefit from English-language resources during their university education, to communicate more comfortably in international settings, and to gain a valuable advantage in their professional careers in the years ahead.

- Associate, undergraduate, and graduate students may enroll in the voluntary preparatory program within the quota determined by the School Council. These students cannot continue in their registered departments until they have completed the one-year foreign language preparatory program.
- If the number of applicants exceeds the quota, admission to the voluntary preparatory program will be based on the criteria determined and announced by the School Board (e.g., ÖSYM placement score, placement test results, etc.).
- Students who apply to or are enrolled in the voluntary preparatory program may withdraw their registration by submitting a written petition to the School Directorate within the announced method and time frame. Students who withdraw are replaced by applicants on the waiting list, in order.
- The duration of education in the voluntary preparatory program is one academic year. An academic year consists of the fall and spring semesters, each lasting at least fourteen weeks. Weekly class hours in the voluntary preparatory program are no fewer than twenty and no more than thirty.
- The duration of study in the voluntary preparatory program cannot exceed one year.
- The time spent in the voluntary preparatory program is not counted toward the maximum period of study in the student's registered department/program.
- Students who successfully complete the voluntary preparatory program are exempt from the Common Foreign Language English courses (Foreign Language I and Foreign Language II) required in their departments.
- Students enrolled in the voluntary preparatory program are required, at the beginning of the academic year, to obtain and bring to class the course materials determined by the School, as these are necessary for the conduct of the courses.

5. Preparatory Program Courses

Below is a list of the courses offered in the Preparatory Program along with brief descriptions. Not every course may be offered each semester; the availability of courses depends on program needs and student numbers. The course content is designed in line with the targeted language competencies and teaching methods, with the aim of supporting students' academic development. This list is provided to give students a general overview of the courses offered in the program.



Code	Course	Abbreviation	
PEN 101	Grammar	GRM	
PEN 102	Reading Skills	RDS	
PEN 103	Writing Skills	WRS	
PEN 104	Listening Skills	LIS	
PEN 105	Speaking Skills	SPS	
PEN 106	Vocabulary Skills	VOC	
PEN 107	Reading & Writing Skills	RWS	
PEN 108	Listening & Speaking Skills	LSS	
PEN 109	Main C <mark>ours</mark> e	MAC	
PEN 110	Language Lab LAB		
PEN 111	English Through Media	ETM	
PEN 112	Autonomous Learning Strategies	ALS	

PEN 101- Grammar

This course aims to provides a comprehensive study of English grammar, focusing on mastering different grammar topics. Learners will engage in targeted practice activities that emphasize both accuracy and fluency. Strategies to be taught might include error correction, contextualized grammar exercises, and applying rules in real-life communication. By the end, learners will feel more confident in producing grammatically sound language, that will help learners improve their writing, reading and speaking skills.

PEN 102- Reading Skills

This course aims to develop learners' reading skills through intensive and extensive reading practices. With an emphasis on different reading skills such as skimming, scanning, and detailed reading strategies for understanding a wide range of texts, this course will help learners improve reading comprehension, text analysis, and inferencing skills as well as critical thinking.

PEN 103- Writing Skills

Designed to help learners achieve writing proficiency, this course aims to build skills in crafting clear, wellorganized texts. Learners will be equipped with brainstorming, drafting, revising, and editing techniques. The course content ranges from writing simple and shorter texts to longer narratives, descriptions and informative texts in a paragraph format that are supported with coherence and cohesion,

PEN 104- Listening Skills

This course aims to equip learners with listening skills by focusing on real-life contexts such as conversations, interviews, and lectures. Learners will practice identifying main ideas, details, and speaker intentions. Strategies might include notetaking, predicting content, recognizing accents & speech patterns.

PEN 105- Speaking Skills

Aimed at developing oral proficiency, this course focuses on improving fluency, accuracy, and pronunciation. Learners might participate in discussions, presentations, and role plays to build confidence and effective communication strategies. By the end of the course, learners will feel more confident in speaking fluently and accurately.

PEN 106 - Vocabulary Skills

This course is designed to expand learners' lexical range with the focus on word formation, idiomatic expressions, and thematic vocabulary needed for academic and professional settings. Learners will be exposed to phrasal verbs, collocations, and word families as well as different vocabulary learning strategies that will improve student autonomy.

PEN 107- Reading & Writing Skills

This combined course focuses on developing both reading and writing skills to achieve proficiency in understanding and producing English texts. Through intensive and extensive reading practices, learners will develop essential reading strategies such as skimming, scanning, and detailed reading, enabling them to comprehend and critically analyze a wide range of texts. On the writing side, the course covers techniques for brainstorming, drafting, revising, and editing, guiding learners in creating clear and well-organized texts. The writing component ranges from short, simple texts to more complex essays, with a strong emphasis on coherence, cohesion, and argument development. By the end of the course, learners will be equipped to confidently engage with complex materials and express their ideas effectively in writing.

PEN 108- Listening & Speaking Skills

This combined course focuses on developing both listening and speaking skills essential for effective communication. In the listening component, learners will engage with real-life contexts such as conversations, interviews, and lectures, practicing strategies like notetaking, predicting content, and recognizing accents and speech patterns. The speaking part aims to improve fluency, accuracy, and pronunciation through discussions, presentations, and role plays. By the end of the course, learners will feel more confident in understanding spoken English and speaking fluently and accurately in various situations.

PEN 109- Main Course

The Main Course offers a holistic approach to developing all core language skills: grammar, vocabulary, reading, writing, listening, and speaking necessary for achieving language proficiency. Through different activities, group discussions, and problem-solving exercises, students will practice these skills in real-life contexts. By the end of the course, students will have a comprehensive understanding, knowledge and abilities required for their exams, social and academic lives in English.

PEN 110- Language Lab

This course is designed to offer learners a flexible, interactive environment to reinforce and extend their English language skills. Through the use of multimedia tools and self-paced tasks, students will engage in focused practice targeting listening, pronunciation, vocabulary, and grammar. Activities may include audiovisual comprehension, speech recording, pronunciation drills, and interactive software. The course emphasizes autonomous learning strategies, helping students track their progress and take ownership of their development. By the end of the course, learners will have improved their overall language awareness and confidence in both receptive and productive skills through consistent, hands-on exposure.

PEN 111- English Through Media

This course aims to develop students' English language skills through engaging and authentic media content. Materials such as film scenes, TV series, news clips, podcasts, and social media posts are used to enhance listening and reading comprehension while encouraging active language production through speaking and writing tasks. Emphasis is placed on vocabulary development, idiomatic expressions, and cultural references encountered in real-world contexts. The course also promotes media literacy and raises awareness of how English is used in various forms of digital communication. By the end of the course, learners will be better equipped to understand authentic materials and express their own opinions with greater fluency and confidence.

PEN 112- Autonomous Learning Strategies

This course is designed to help students become more independent, reflective, and effective language learners. It introduces learners to strategies such as goal setting, time management, self-assessment, and the use of learning technologies. Through guided practice and self-monitoring activities, students will learn how to plan, track, and evaluate their own learning process. The course aims to build learners' confidence in taking responsibility for their language development and making informed decisions about how, when, and what to study.

5. Preparatory Program Course Books and Materials

The books and materials used in the Preparatory Programs are carefully selected to make the language learning process more effective and efficient for students. From time to time, textbooks and materials are updated in line with changing language teaching approaches and evolving needs.

In addition to textbooks, supplementary materials are also used to support language learning. Among these, the handouts prepared and used in classes by the SFL are particularly noteworthy. For example:

- Grammar Handout (GHO): Supplementary materials designed to reinforce grammar topics.
- Writing Handout (WHO): Materials that support the development of academic writing skills.
- Reading Handout (RHO): Materials aimed at improving reading strategies and comprehension skills.
- Notetaking Handout (NHO): Materials that help students develop listening and note-taking skills.
- Vocabulary Handout (VHO): Additional exercises designed to expand vocabulary knowledge.

All of these resources are an integral part of the program, designed to ensure that students go beyond textbooks and experience different methods of learning.

It is of great importance that students bring their books and materials to class. For classes to run effectively, for students to participate actively in classroom activities, and to achieve the intended learning outcomes, it is mandatory to bring all required resources to class.

Below is the updated list of books to be used throughout the academic year, organized by program.

Compulsory English Preparatory Program	Voluntary English Preparatory Program
Q Listening & Speaking Intro Sb OLP 3ed	New Headway 5ed Beginner SB with OLP
Q Listening & Speaking 1 Sb OLP 3ed.	New Headway 5ed Elm Sb with OLP
Inside Reading 2ed Introductory SB	Q Listening & Speaking Intro Sb OLP 3ed
Inside Reading 2ed 1 SB	Grammar Sense 1 Sb W/Online Prac 2ed
Effective Academic Writing Intro Sb Pk 2ed	• Reader 1
Effective Academic Writing 1 Sb Pk 2ed	• Writer 1
Grammar Sense 3 Sb W/Online Prac 2ed	

6. Attendance Requirement in Preparatory Programs

One of the most important conditions for success in the preparatory program is regular class attendance. Language learning is a process that requires constant practice and active participation. Being present in class not only allows students to receive instruction from their teachers but also enables them to participate in classroom activities and learn the language through practice.

Students who fail to attend classes risk missing quizzes, assignments, in-class activities, and other assessment tasks. This can negatively affect their year-round performance grade and lower their overall success.

Therefore, attending classes regularly is not only a formal requirement but also a critical necessity for the student's own learning process and academic achievement.

- Students enrolled in the Compulsory and Voluntary English Preparatory Programs are required to attend at least 80% of classes.
- Attendance is recorded by the instructor in charge through roll call and student signatures.
- Instructors do not have the authority to grant leave to students.
- Days of absence with a medical report are still counted toward the student's absenteeism limit.
- Students who fail to meet the attendance requirement will be considered unsuccessful in the preparatory program.

Students are considered excused in the following cases, and the specified days are not counted toward their absenteeism limit:

- 1. Students who represent the University in scientific, cultural, social, or sporting activities, or who represent Turkey at the national or international level, either domestically or abroad, are considered excused for the duration of the activity. Students must submit their leave requests to the School Directorate before the activity date and attach the official assignment letter from the relevant unit/institution to their application.
- 2. In the event of the death of a first-degree relative (mother, father, child, spouse) or a second-degree relative (grandmother, grandfather, sibling, or grandchild), students are granted 5 business days of leave.
- **3.**Students who are required to attend court hearings as a witness or suspect are granted 1 day of leave for hearings within the city, and 3 days of leave for hearings outside the city, taking travel time into account.
- **4.**Students who take leave under the second and third provisions must submit the relevant supporting documents (e.g., death certificate, court summons, statement, etc.) to the School Directorate within 5 business days following the end of their leave.
- 5.Students whose leave is officially approved have the right to take a make-up exam for any End-of-Semester Assessment Exam missed during their excused absence.

7. Assessment in Preparatory Programs

The monitoring and assessment of the language skills of students enrolled in the preparatory program throughout the academic year are carried out through announced/unannounced quizzes (QUIX), performance assignments (PERX), and term evaluation exams (TREX). In addition, students in the compulsory preparatory program are required to take the English Proficiency Exam (EPEX), administered at the end of the year, in order to complete their preparatory education.

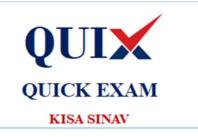
Assessment and evaluation in the preparatory programs are conducted through:

- ✓ Standardized and consistent across all levels
- Based on CEFR language proficiency standards
- A combination of formative assessments (quizzes, assignments) and summative assessments (exams)
- **6** Use of clear criteria and transparent grading
- Evaluation of all four skills: reading, writing, listening, and speaking
- Solution Carried out with timely and constructive feedback to support student development.

Assignments and Examinations in the Preparatory Programs

At the School of Foreign Languages (SFL), the abbreviation **X** (Exam) is used for exams and graded assignments; therefore, the names of all related tasks, assignments, and exams end with an **X**. The table below shows the exams and assignments that Preparatory Program students are responsible for.

Compulsory English Preparatory Program	Voluntary English Preparatory Program
QUIX	QUIX
PERX	PERX
TREX	TREX
EPEX	12



In both programs, announced or unannounced quizzes are administered based on the topics and curriculum covered in the courses. These quizzes are designed to continuously monitor and assess students' learning progress. They also help students reinforce what they have learned during lessons and regularly check their knowledge. In both

programs, at least three quizzes are administered each semester.



Performance assignments designed to improve and assess students' writing, listening, and speaking skills are prepared both to support the learning process and to evaluate students' progress in their language abilities. Before each task, students are provided with detailed information about the content of the assignment or activity and the

expectations along with assessment rubrics and rating scales.



The Term Review Exam (TREX) is administered at the end of each semester to comprehensively assess the knowledge and skills that students have acquired throughout the term. This exam is designed to evaluate how well students have understood and can apply the material covered in class. The Term Review Exam generally includes all four

skills: reading, writing, listening, and speaking.



The English Proficiency Exam (EPEX) is administered at the beginning and end of each academic year to assess some or all of the following skills, either separately or in an integrated manner: reading, writing, vocabulary, grammar, listening, and speaking. Only students enrolled in the Compulsory English Preparatory Program are required to take

this exam. The EPEX serves as a comprehensive measure of students' overall language proficiency and determines whether they have the necessary skills to successfully continue their studies in their departments.

Components of Assessment and Evaluation in Preparatory Programs

In the Preparatory Programs, assessment and evaluation are carried out through the Yearly Achievement Grade (YAG) or the Year-End Total Grade (YTG).

Yearly Achievement Grade (YAG): It is determined by the scores students receive from assignments, coursework, and exams conducted throughout the academic year. The YAG is calculated on a scale of 100 points. The components that contribute to the YAG and their respective weightings are shown below.

Fall Semester	Spring Semester		
Components	%	Components	%
PERX (Performance Tasks)	10	PERX (Performance Tasks)	10
QUIX (3) (Short Exams)	15	QUIX (3) (Short Exams)	15
TREX I (Term Review Exam)	25	TREX I (Term Review Exam)	25

The YAG is used to determine:

- Whether students in the Voluntary English Preparatory Program are considered successful or not,
- Whether students in the Compulsory English Preparatory Program are eligible to take the English Proficiency Exam (EPEX),
- Whether students in the Compulsory English Preparatory Program can be exempted from the program without taking the EPEX

Yearly Total Grade (YTG): The YTG is used to determine whether students in the Compulsory English Preparatory Program who have earned the right to take the English Proficiency Exam (EPEX) have successfully completed the Preparatory Program. The components that contribute to the YTG and their respective weightings are shown in the table below. The YTG is calculated on a scale of 100 points.

Components	%
Yearly Achievement Grade (YAG)	40
English Proficiency Exam (EPEX)	60

Success Criteria in Preparatory Programs

The table below shows the minimum scores students must achieve according to the Yearly Achievement Grade (YAG) and the Yearly Total Grade (YTG) in order to be considered successful in the Voluntary and Compulsory English Preparatory Programs, along with the corresponding outcomes.

Program	YAG	EPEX	YTG YAG (%40) + EPEX (%60)	Result
VEPP	50			Successful
VEPP	49 and below			Unsuccessful
CEPP	85	Exempt without EPEX		Successful
CEPP	60-84	Can take EPEX	65	Successful
CEPP	59 and below	Cannot take EPEX		Unsuccessful

Announcement of Exam Results and Appeals in Preparatory Programs

The process for announcing results and handling appeals regarding exams and graded assignments in the Preparatory Programs is as follows:.

- Exam results are announced within 7 days at the latest.
- Exam results cannot be changed except in cases of clerical (material) error.
- Students or instructors may submit a written appeal to the School Directorate within 7 days following the announcement of the results, but only on the grounds of a clerical error. If necessary, the School Directorate may form a committee of at least three members, including the course instructor, to review the exam papers. The committee's decision is finalized within 7 days after the appeal period.
- Appeals related to errors made by the student during optical marking in multiple-choice exams, or in the multiple-choice sections of exams, are not accepted.

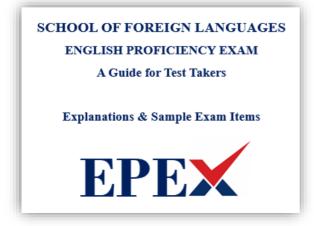
8. English Proficiency Exam (EPEX)

The English Proficiency Exam (EPEX) is designed to assess the English language proficiency levels of candidates who wish to pursue undergraduate studies in programs taught in English (English Language and Literature & Translation and Interpreting) or graduate programs at Osmaniye Korkut Ata University.

The purpose of this exam is to determine whether candidates' English proficiency levels meet the requirements of the academic courses in their programs. Accordingly, the exam is designed to evaluate candidates' abilities to comprehend and respond to written and spoken academic texts, to follow classroom interactions, and to produce written texts.

- The SFL EPEX is administered at the beginning (Fall EPEX) and end of each academic year (Spring EPEX).
- The date, location, and time of the EPEX are determined and announced by the School Directorate in accordance with the academic calendar.
- The Fall EPEX held at the beginning of the academic year is open to students who have newly enrolled at the University and wish to be exempt from the compulsory preparatory program, as well as to students who failed the compulsory preparatory program in the previous academic year.
- Students who wish to take the Fall EPEX at the beginning of the academic year can apply for the exam through the method announced by the School of Foreign Languages Directorate. Students who do not apply within the announced period will not be allowed to take the exam.
- Only students who are in compulsory preparatory program and who meet the requirements can take the Spring EPEX within the same academic year.
- The requirements for taking the Spring EPEX are determined and announced by the School of Foreign Languages Board.
- No make-up exam will be held for students who are unable to take the EPEX for any reason.
- The EPEX is held in two sessions, in the morning and afternoon.
- Students who miss the morning session cannot take the afternoon session.

For more information about the English Proficiency Exam (EPEX) and to access the English Proficiency Exam Student Guide, please visit: https://shorturl.at/XyVId





9. School of Foreign Languages Directive

One of the most important documents that every student beginning university life should be familiar with is the

Education and Training Directive. This directive is an official document that sets out the rules, methods, and

principles to be followed in the educational processes of a university or department.

In this context, the Education and Training Directive of the School of Foreign Languages (SFL) at Osmaniye

Korkut Ata University has been approved by the OKU Senate and serves as the official guide explaining how

the educational activities offered are to be conducted.

Purpose

The main purpose of the directive is to regulate the procedures and principles regarding preparatory programs

and foreign language courses. It specifies the conditions under which students are required to attend the

preparatory program, the exams they must take, the criteria used to assess courses, and the requirements for

success. In this way, while students acquire the foreign language skills they will need in both academic and

social life, they also understand the rules and procedures that govern the process.

Scope

Education and training in the Compulsory and Voluntary Preparatory Programs

Exemption from the Compulsory Preparatory Program

Attendance in Preparatory Programs

Assessment and Evaluation in Preparatory Programs

Reports and Leave of Absence

Principles regarding Common Compulsory Foreign Language Courses

Dismissal, Suspension of Registration, Withdrawal, and Disciplinary Procedures

Why Important?

The directive defines the rights and responsibilities of students in foreign language learning. Through guidelines

on issues such as attendance requirements, types of exams, and the calculation of achievement grades, students

are able to understand in advance how the process will work and prepare themselves accordingly. At the same

time, directive establishes a common standard for the practices of instructors.

Conclusion

The Education and Training Directive of the School of Foreign Languages (SFL) is the official document that

regulates your foreign language learning process and serves as a guide on your path to success. Every student is

strongly advised to review this directive carefully, as it will help them manage their education more consciously

and in a well-planned manner.

To access our directive: https://shorturl.at/VVuAB

23

10. Online Tools and Communication Channels

In the School of Foreign Languages (SFL), online platforms are used throughout the teaching and learning process to facilitate students' access to classes, the tracking of course materials, and communication with the administration. The platforms used in the Preparatory Programs which students are required to follow:

- Microsoft Teams: Used for conducting classes, sharing materials, and facilitating communication between instructors and students.
- Zimbra Mail: The official email platform of our university. Students use this address for official correspondence with instructors and the SFL administration.
- OKU SFL Official Website: Current announcements, exam information, the academic calendar, student forms, and petitions are shared through the "Announcements" section and other relevant tabs.

It is of great importance that our students regularly follow these platforms, both for their success in courses and ive processes.

OSMANIYE KORK for keeping up with administrative processes.

Microsoft Teams

Microsoft Teams is a platform used for sharing course materials, assigning, tracking, and assessing homework, as well as facilitating communication between instructors and students.

Logging into the System

To log in to your institutional Microsoft Teams account, you must first obtain a password by visiting https://hesabim.osmaniye.edu.tr. Your username and password will be sent via SMS to the phone number registered in the system. To avoid errors, please make sure that the phone number to which the



SMS will be sent belongs to you by checking and updating it through the Student Information System (OBS). NOTE: The login credentials for the Student Information System and the Microsoft Teams Distance Education System are different. To access the Student Information System, you must obtain a password from the Student **Affairs Office** located in the library.

To successfully complete the process of obtaining your Microsoft Teams password, you can refer to the guide titled "Öğrenci Mail Hesabı Oluşturma ve Microsoft Teams'de Oturum Açma". If you wish to change your existing Microsoft Teams password, you can do so again through "https://hesabim.osmaniye.edu.tr". To log in to Microsoft Teams, you may either sign in via your internet browser at https://www.microsoft.com/tr-tr/microsoftor download and install the application on your device. When logging into your institutional teams/login Microsoft Teams account, your username must follow this studentnumber@ogr.oku.edu.tr.

For information about the of Microsoft visit more up-to-date use Teams. please https://www.osmaniye.edu.tr/tr/uzem, and you are encouraged to participate in the various online training sessions announced and held at regular intervals.

Zimbra Mail

It's the official email platform of Osmaniye Korkut Ata University. An email address is assigned to all students at the time of registration, and this address is used as the primary means of official communication within the university. It is important for students to check their Zimbra Mail regularly because:

- Official announcements and notifications from the University are sent through this address.
- Communication with instructors is carried out through official channels.
- It is the most valid platform to reach the SFL administration and to submit official requests.

Therefore, in order to avoid missing any information regarding courses, exams, or administrative procedures, students are required to actively use and regularly check their Zimbra Mail accounts.



How to Write a Formal Email?

Official emails should be written in a short, clear, and respectful tone.

- 1. Subject: Clearly state the purpose of your email. Example: "Question about my GR course"
- 2. Salutation: Use an appropriate greeting for the recipient. Example: "Dear Professor,"
- 3. Introduce Yourself: Briefly state who you are. Example: "I am [Full Name], a student in the Compulsory English Preparatory Program at the School of Foreign Languages."
- 4. Message: Write your request or question in a concise and understandable way. Avoid unnecessary details.
- 5. Closing: End with a polite closing remark. Example: "Best regards / Yours sincerely, [Your Full Name]"

Why Is It Important to Pay Attention to These Points When Writing an Email?

- **Formality:** Correspondence within the university setting is considered official. Using proper salutations and language ensures respectful communication.
- Clarity: A clear subject line and message help instructors or administrators quickly understand your email.
- **Identification:** Introducing yourself clarifies who is writing and which course or class you belong to, preventing confusion.
- Time Efficiency: Short and precise wording saves time for both you and the recipient.
- Official Record: Correspondence within the university may be considered an official document. A properly written email can serve as written evidence if needed.

School of Foreign Languages (SFL) Website

The official website of the School of Foreign Languages (SFL) at Osmaniye Korkut Ata University (https://osmaniye.edu.tr/yadyo) is the primary source where students can access the most up-to-date information regarding academic and administrative processes. Through the website, students can find announcements, the academic calendar, exam information, course schedules, and many other resources.

To avoid any disruptions related to courses, exams, or other academic processes, students are strongly advised to check the website regularly. The most important sections for you on the website are listed below.

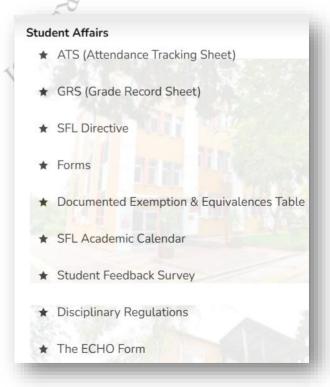




In the **Preparatory Program** section, you can Access information related to your program, including class schedules, exam timetables, and class lists. In this section, you can also find details about both the compulsory and voluntary preparatory programs, review course content, and obtain comprehensive information about assessment and evaluation processes..

The **Student Affairs** section has been designed to provide students with quick access to all the information, documents, and forms they may need in their academic and administrative processes. In this section, you can find a wide range of important resources, from course tracking and grading systems to the academic calendar, student clubs, and disciplinary regulation.

Our goal is to support students in maintaining a more organized, transparent, and efficient university life. Through the forms, directives, and systems available in this section, you can easily access the information required for both your academic and social processes and complete any necessary applications.

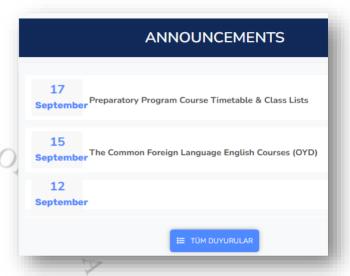


Preparatory Program Exams ★ English Proficiency Exam (EPEX) ★ Term Review Exam (TREX) ★ Placement Exam (PLEX)

In the Preparatory Program Exams section, you can find detailed information about the English Proficiency Exam (EPEX), the Term Review Exam (TREX), and the Proficiency Level Exam (PLEX). By clicking on the English Proficiency Exam (EPEX), you can also access the comprehensive exam guide prepared for candidates.

The **Announcements** section has been created to provide students with the most up-to-date information regarding their academic and administrative processes. In this area, exam dates, changes to the academic calendar, events, and other important updates are shared regularly.

To avoid any disruption to their studies and to stay informed about all developments, it is highly important for students to follow this section frequently and regularly.





The **ECHO Form** is a feedback tool designed to allow our students to openly share their feelings, thoughts, concerns, and suggestions. Our goal is to hear our students' voices and to strengthen and improve our learning environment through their input and contributions.

We believe that every piece of feedback from our students is an essential part of making a meaningful impact. By sharing your thoughts, you too can take part in this process and make your voice heard.

This handbook provides students with essential information about online applications and communication channels to serve as a guide. However, for details not covered here, as well as for the latest announcements and more comprehensive content, it is strongly recommended that you regularly visit the official website of our University and the official website of the School of Foreign Languages (SFL).

11. School OF Foreign Languages Orientation Program

At the beginning of each academic year, the **School of Foreign Languages (SFL)** organizes an **Orientation Program** to help new preparatory program students adapt more easily to both academic and social life. The orientation days, prepared by SFL, are designed to ensure that students make a well-informed start to their preparatory education.

Purpose

The main objectives of the program are as follows:

- to help students understand the structure of the preparatory education and the exam system,
- to provide information about online platforms and course materials,
- to introduce academic advising and communication channels,
- to present social, cultural, and sports opportunities as well as campus life,
- to support students in adapting to university life more quickly and consciously.

Content

The program includes opening speeches, an introduction to the School of Foreign Languages, briefings on the assessment and evaluation system, training on the use of online learning platforms, presentations on language learning, question—answer sessions, a campus tour, as well as games and social activities.

Importance of Participation

Attending the orientation program is highly important for both academic success and social adjustment. Through this program, students take a well-informed first step into university life and become better prepared to face potential challenges.



12. What We Expect from Our Students?

To ensure that the education process at the School of Foreign Languages runs efficiently and in an orderly manner, students are expected to follow certain rules. These rules are designed both to create an effective learning environment in the classroom and to maintain mutual respect and order in school life. The points listed below summarize the fundamental responsibilities and behaviors expected from our students.

- **Punctuality:** Respect class start and end times. Students arriving after the instructor will not be admitted and will be marked absent.
- **Preparedness:** Bring all necessary materials to class and complete assigned readings or homework in advance.
- **Student ID:** Carry your student ID with you at all times while on campus.
- Academic Integrity: Do not cheat, plagiarize, sign in for someone else, or submit work that is not your own.
- Respectful Communication: Interact with instructors and peers in a polite, attentive, and respectful manner.
- Use of Devices: Do not use mobile phones or electronic devices during class without the instructor's permission.
- Classroom Order: Avoid loud conversations, off-topic discussions, or speaking without permission.
- Classroom Conduct: Do not record audio or video without permission; avoid using inappropriate, offensive, or discriminatory language.
- **Avoid Violence:** Physical or verbal aggression is strictly prohibited.
- Food and Drink: Do not consume food or beverages with strong odors or those that may disturb others in class.
- Smoking Ban: Do not smoke in indoor spaces or areas where smoking is prohibited.
- **Prohibited Items:** Do not carry or use weapons, knives, or any other dangerous objects.
- **Posting Materials:** Do not hang posters, announcements, or similar materials without administrative approval.
- Shared Spaces: Keep classrooms, hallways, and common areas clean; dispose of trash in proper bins.
- School Property: Use school equipment responsibly and compensate for any damage caused.
- Quietness: Behave in hallways and common areas without disturbing others.
- **Personal Belongings:** Take responsibility for your own possessions; the school is not liable for lost items.
- Environmental Awareness: Use energy, water, and cleaning supplies responsibly.
- **Dress Code:** Maintain a neat, clean, and respectful appearance suitable for the learning environment.

13. What Can Our Students Expect from Us?

As the School of Foreign Languages, one of our key responsibilities is to provide our students with a high-quality and safe learning environment while supporting both their academic and personal development.

Below is a summary of the main services and support that students can expect from us:

- Quality Education: Effective, student-centered language instruction delivered with up-to-date teaching methods and materials.
- Consistent Learning Experience: Courses conducted in a structured, organized manner, aligned with academic standards and informed by best practices.
- Effective Teaching & Transparent Communication: Clear communication of course objectives, expectations, assessment criteria, and program changes; engaging instruction tailored to diverse learning styles.
- Accessible Faculty: Instructors who provide academic guidance and respond to student inquiries in a timely manner.
- Availability: Faculty members who can be reached easily during office hours or through other communication channels.
- **Professional Development:** Instructors committed to staying current with innovations in language teaching and continuously refining their methods.
- Constructive Feedback: Clear, supportive feedback on assignments, exams, and projects to guide student progress.
- Fair and Transparent Assessment: Objective grading of exams, projects, and assignments based on predefined criteria.
- **Respectful and Supportive Environment:** Faculty and administrative staff who treat students with respect, tolerance, and encouragement.
- Accessible Communication Channels: Timely announcements and easy access to instructors via email,
 Teams, or similar platforms.
- **Individual Support:** Extra help sessions or advising opportunities for students who need additional assistance.
- Safe and Respectful Learning Environment: A classroom atmosphere where every student feels secure and free to express their ideas.
- **Right to Feedback:** Opportunities for students to share their opinions and suggestions regarding teaching, assessment, or the overall learning process.
- Administrative Support: Efficient assistance with registration, documentation, class schedules, and other administrative processes.

14. The Importance of Being an Autonomous Learner

At the School of Foreign Languages, we place great importance on students taking responsibility for their own learning and developing strategies to learn independently. Autonomous learners come to class prepared, use learning materials effectively, set clear goals, and take an active role in the learning process.

This approach helps students improve their language skills more quickly and permanently, enhances their problem-solving abilities, and supports them in developing lifelong learning habits.

To become autonomous learners, students should pay attention to the following key behaviors and practices:

- Set personal learning goals: Define short- and long-term goals and track your progress.
- **Develop learning strategies:** Discover and apply methods that work best for you.
- Extend learning beyond the classroom: Use online resources, apps, books, and articles; practice reading, listening, and speaking outside class time.
- Use feedback effectively: Pay attention to instructors' feedback and work on areas that need improvement.
- Take responsibility: Manage your own learning process, practice time management, and make the most of learning opportunities.
- Make use of resources: Take advantage of the library, online tools, and digital platforms.
- Seek collaboration and support: Ask for help from instructors or peers when needed.
- Maintain motivation: Stay persistent when facing challenges, support your own learning process, and monitor your progress.

Additional recommended resources for out-of-class study are listed below.

BBC Learning English

- **Purpose:** Listening, reading, vocabulary, and pronunciation practice.
- **Features:** Learn English through daily news, short videos, interactive quizzes, and language tips.
- Cost: Completely free.
- Website: bbc.co.uk/learningenglish

Memrise

- **Purpose:** Building vocabulary and learning basic expressions.
- **Features:** Repetition supported by memory techniques, speaking and listening exercises.
- Cost: Free basic use.
- Website/App: memrise.com

British Council - LearnEnglish

- **Purpose:** Grammar, vocabulary, reading, writing, and listening skills.
- **Features:** Short videos, interactive activities, quizzes, and games.
- **Cost:** Completely free.
- Website: learnenglish.britishcouncil.org

TED-Ed & TED Talks

- **Purpose:** Listening practice, vocabulary development, and general knowledge.
- Features: Watch with subtitles; engaging content on a wide range of topics.
- Cost: Free.
- Websites: ed.ted.com / ted.com/talks

LingQ

- Purpose: Vocabulary development through reading and listening.
- Features: Learn from real content (news, stories), highlight and review words.
- Cost: Free basic use.
- Website: lingq.com

Anki

- **Purpose:** Long-term retention of vocabulary and concepts using a flashcard system.
- Features: Create your own cards or use shared sets.
- Cost: Free desktop version; mobile app may require payment.
- Website/App: apps.ankiweb.net

Voice of America – Learning English

- Purpose: Listening, reading, and vocabulary practice.
- Features: News and videos in slowed-down English, supported with transcripts.
- Cost: Free.
- Website: learningenglish.voanews.com

Open Culture – Free Language Lessons

- **Purpose:** Free lessons and resources in many different languages.
- **Features:** Audio lessons, e-books, and online course links.
- Cost: Completely free.
- Website: openculture.com/freelanguagelessons



If any of the provisions outlined in this Student Handbook conflict with the laws, regulations, bylaws, or directives currently in force, the provisions of the relevant laws, regulations, bylaws, and directives shall prevail. The administration of the Osmaniye Korkut Ata University School of Foreign Languages and its relevant committees reserve the right to make changes, within their authority, to the provisions contained in this Student Handbook whenever deemed necessary.

Since the Student Handbook is updated periodically, students are responsible for checking the most recent version on the School's official website throughout the academic year.

Last updated: September 2025