MARMARA UNIVERSITY TURKISH CENTRE (TÖMER)

Handbook for Learners

Dear Students,

Welcome to Marmara University School of Foreign Languages TÖMER (MU-TÖMER).

Entering university in a new country is an exciting, busy and sometimes adventurous experience. New policies, regulations, customs and a new language can be challenging. Therefore, we wish to make your adjustment to MU-TÖMER as smooth as possible.

This handbook has been designed to give you basic information needed about the TÖMER CENTRE in Marmara University. For more detailed information on Marmara University and Marmara University School of Foreign Languages you should refer to the official websites of the institution. On the following pages, you will find the details of our education system, syllabus and assessment along with some details specific to TÖMER.

Marmara University School of Foreign Languages TÖMER (MU-TÖMER) prepares learners for Turkish-medium academic study in the faculties, institutes and vocational schools within the university. Throughout the prep year, we aim to provide the learners with a learning environment which: ensures that they attain the level of proficiency in Turkish necessary to enter their institute or faculty; develops their potential as 'autonomous' learners; supports the development of their Turkish language and study skills through a functionally designed syllabus which enshrines the basic principles of the communicative approach to language learning; promotes a positive learning environment through meaningful tasks and constructive feedback; and encourages learning through formative assessment.

We wish you success in your first year in Turkey and academic pursuits.

Marmara University School of Foreign Languages

TÖMER (MU-TÖMER)

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DURATION:

A1/A2/B1/B2/CI Courses

960 hours- (2 October-15 June)

ACADEMIC TURKISH

140 hours- (18 June-13 July)

ATTENDANCE

Learners who attend classes regularly show better performance than learners who do not. Regular attendance is the responsibility of each learner and it is assumed that all learners will attend classes for which they are registered. Learners have to attend %85 of all lessons. All learner absences are recorded regardless of the reason for the absence. Learners who miss courses due to health problems have to prove their condition with a medical report. Medical reports only cover days that the learner was absent. Learners should submit their committee medical reports to the TÖMER COORDINATOR within two days of the ending of the medical report. For missed quizzes, reports of no kind are accepted.

❖ *Learners on YTB Scholarship who are absent for 20 hours in a month will lose 25% of their grant for the following 3 months. Those who exceed 100 hours absence in total will lose their scholarship.*

ASSESSMENT

1) PROGRESS TESTS

PROGRESS TESTS evaluate learners' progress throughout the course of instruction. Progress Tests, aim to assess four language skills in accordance with the Common European Framework for Languages A1, A2, B1& B2 levels and the academic objectives set by TÖMER. Reading, writing and listening skills are assessed through a written test in 3 sessions on the same day, whereas the speaking test is conducted on a different day. The progress tests include various item types such as open-ended questions, true or false, multiple choice, matching, cloze, gap-filling etc.

Components of the Progress Test

The **READING** component contains a variety of text types ranging from narrative and descriptive to persuasive, the genre and length of which are suitable to the level. Learners are expected to use strategies to search for relevant information in larger amounts of text and to understand perspectives and implied meaning. The **READING** component makes up **25%** of the test score in each Progress Test.

The **WRITING** component assesses learners' ability to produce a written text on a given topic. Learners are expected to produce a variety of text types ranging from e-mails, petitions and forms to essays. The **Writing** component mirrors the writing tasks in the writing part of the performance portfolio. The **WRITING** component makes up **25%** of the test score in each Progress Test.

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The **LISTENING** component assesses learners' ability to understand the main content and essential details of Turkish spoken at a relatively rapid pace, and includes various text types such as dialogues, monologues, social and academic lectures. It takes the form of a while-listening test. The **LISTENING** component makes up **25%** of the test score in each Progress Test.

The **SPEAKING** component includes various parts such as daily communication, exchanging information or consensus finding as suited to the level of learners. The aim of this component is to assess learners' ability to understand and respond to various questions in a clear, coherent and structured manner, to start or extend a conversation, to give opinions or exchange information in a constructive way. The **SPEAKING** component makes up **25%** of the test score in each Progress Test.

2) PERFORMANCE PORTFOLIO (PP)

During the academic year, apart from the Progress tests, an evaluation and assessment procedure is also conducted in class through several tasks and assignments. The content of the **PERFORMANCE PORTFOLIO (PP)** in each level, A1/A2/B1/B2/C1 might vary. The details will be shared by the learners during the course. The components of in-class evaluation and assessment are as follows:

- **Writing Tasks**:
  Learners have to complete a number of writing tasks in one level as part of their *Performance Portfolio*. Learners are required to compile a **Writing Portfolio** and keep all their writing assignments in the Portfolio. At the end of each level, portfolios are collected by the class instructor and handed over to learners after inspection and scoring. The learner can keep his / her work for future reference. It is totally the learner's responsibility to keep track of all writing tasks in the portfolio during the level, and to submit them when asked to do so.

- **(POP) Quiz**
  On the day of the quiz, learners receive a topic and write a text or read a text and answer the questions. Learners are not informed about the date and topic of the quiz in advance. Learners who do not show up on the day of the quiz will get '0'. There is no make-up for the quiz.

- **Home Assignments**
  In the course syllabus, assignments titled as 'Home Assignments' should be done by the learner at home and checked by the instructor in class. Completing the assignments is necessary for the smooth progression between levels and success in tests. An evaluation grade for the completion of assignments is given to the learner at the end of the level.

- **Speaking Tasks**
  In the supplementary booklets tasks titled as 'Speaking Tasks' are performed each day by learners in class. Learners are required to record one chosen speaking task with a classmate either in class or after class in a quiet place each week and submit these recording to the instructor in a CD or USB at the end of each level for assessment. An evaluation grade for the recordings is given to the learner at the end of the level.

- **Evaluation of the Performance Portfolios(PP)**

The overall weighting of the **PERFORMANCE PORTFOLIOS(PP)** grade in the continuous assessment is 20% (20/100). This mark is based on the instructors' evaluation of a learner's attitude to learning and his/her

participation in class work. A student will get a "zero", if he/she does not complete a PP component during class time. There is no make-up for such activities.

- **Plagiarism**

If learners use ideas or expressions from various published sources, they are required to acknowledge it properly. If there is any suspicion of plagiarism, the PP, part of the PP or PP task(s), will not be accepted, until a full inquiry has been made.

3) B2 PROJECT

Throughout the B2 level, learners will be guided by their instructors to prepare a comprehensive project, in which they will present their reading, listening, writing, speaking and ICT skills. The details of the project will be announced to the learners at the beginning of B2 level. The **PROJECT (70%), PERFORMANCE PORTFOLIO (20%) and TÖMER MOODLE COURSE(10%)** will make up the total grade for B2 level.

4) C1 PROFICIENCY TEST

C1 Proficiency Test assesses whether learners have reached the expected level of proficiency (C1). Reading and listening parts of this test consist of various item types such as open-ended questions, true or false, multiple choice, matching, cloze, gap-filling etc. while in the writing part, learners are expected to write a 250-300 word essay. Speaking is assessed on a different day. Learners who do not show up on the day of the test will get '0'. There is no make-up for the C1 Proficiency Test. To receive C1 certificate, learners are required to get at least '60' as a final grade.

5) TÖMER MOODLE COURSE

In accordance with TÖMER's mission to develop learner autonomy, we provide 3 lab hours in the course syllabus and accompanying independent work to enhance learners' *Reading, Listening, Writing and Speaking* skills in the Turkish language. Each week learners have to complete various tasks in **MOODLE**, a virtual learning environment, where they revise their weekly syllabus content with extra material. Their weekly plans will be announced to learners each week and they will have to complete a certain number of tasks within that week to ensure relevant progress on the course syllabus. Learners will also have extra tasks with which they can assess their own progress any time during the course. All such work will be automatically graded in the system and learners' performance can be monitored by the learners themselves and by concerned faculty. The *Moodle Course* makes up **10%** of the final grades in each level.

EXAM GUIDELINES

Cheating in any form is not tolerated. If a learner is found cheating or attempting to cheat during an exam the Instructor shall take their paper and require the learner to leave the classroom without delay. Further disciplinary action will then follow. Cheating includes:
- Talking to other learners
- Looking or attempting to look at the paper of another learner or learners
- Referring to any written materials which are not part of the official exam papers
- Using or looking at a mobile phone
- Using a dictionary

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USEFUL INFORMATION FOR LEARNERS

Marmara University School of Foreign Languages, Turkish Centre(TÖMER)

TÖMER COORDINATOR: Aslı Fişekcioğlu (Fen-edebiyat building, Basement floor, TÖMER OFFICE, next to the staffroom)

- **CONTACT THE TÖMER COORDINATOR:**

  - For the enrolment procedure
  - For residence permit issues
  - If you can't find your name on a class list.
  - For issues regarding books and materials used throughout the program.

TESTING AND ASSESSMENT COORDINATOR: Pelin Tekinalp Çakmak (Fen-edebiyat building, Basement floor, TÖMER OFFICE or the LAB, opposite prayer rooms)

- **CONTACT THE TESTING COORDINATOR:**

  - For questions regarding assessment.
  - If you can't find your name on an exam list.
  - If you have any objections to your test score.
  - For questions regarding TÖMER MOODLE course-work hours, registration etc.

2017-2018 ACADEMIC YEAR

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