

2025-26
ACADEMIC
YEAR

ANKARA
MEDIPOL
UNIVERSITY

SCHOOL OF
FOREIGN
LANGUAGES

Student Manual

CONTENTS

1. TRACKS AND EXAMS	3
Track Average Score	4
2.ACADEMIC CALENDAR.....	5
3. ABSENTEEISM, CLASS SCHEDULE & SHIFTS.....	6
4. CLASSROOM RULES.....	7
5. PLAGIARISM & CHEATING.....	8
6. ACADEMIC INTEGRITY AND USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS	9
8. BOOKS TO BE USED AND TRACKS.....	11
9. ASSESSMENT.....	16

ANKARA MEDIPOL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STUDENT MANUAL

Welcome to our English prep school! Here at our university, we offer a wide range of departments including gastronomy, nursing, medicine, dentistry, psychology, engineering, and so on. Our aim at school of foreign languages is to prepare students for their studies in their departments by providing them with a strong foundation in English language skills.

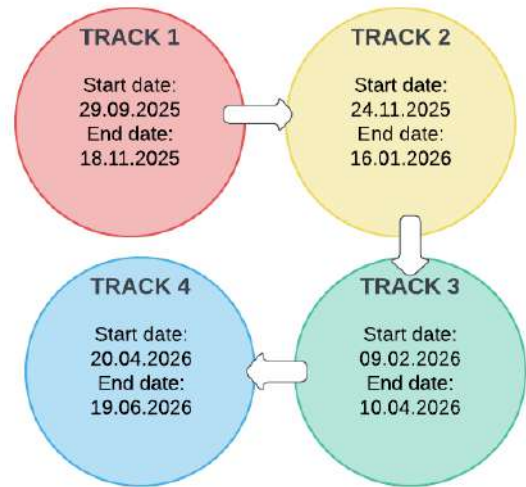
Our Educational Approach

At School of Foreign Languages, we embrace a student-centered approach that recognizes the individuality of each learner. Our philosophy places great emphasis on cultivating critical thinking, problem-solving skills, and a deep understanding of subjects. We encourage active engagement and collaborative learning, enabling students to become independent learners.

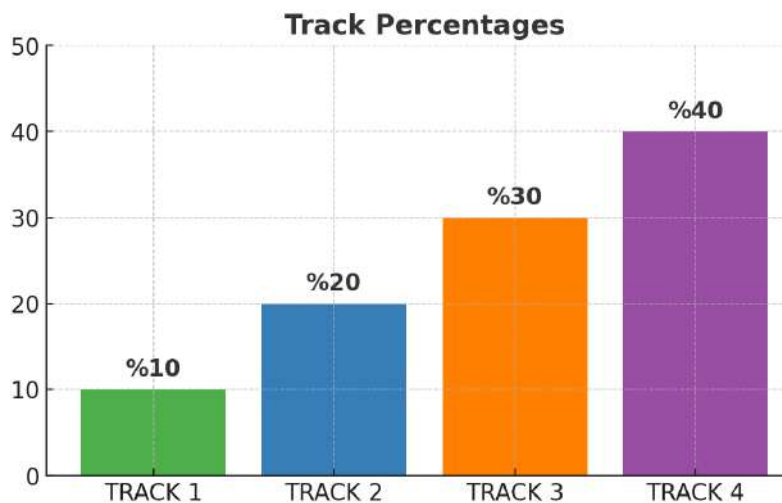
1. TRACKS AND EXAMS

Our academic year is divided into four tracks, each lasting for eight weeks. The tracks are designed to cover various aspects of language learning and skill development.

1.1. Track Achievement Test: At the end of each track, we conduct a Track Achievement Test. This comprehensive exam evaluates students' vocabulary, grammar knowledge, reading and listening skills, writing, and speaking skills. It is an essential assessment to measure students' progress and identify areas that require improvement.



At the end of the year, your final average is calculated from all four tracks. Each track has a different weight (importance):

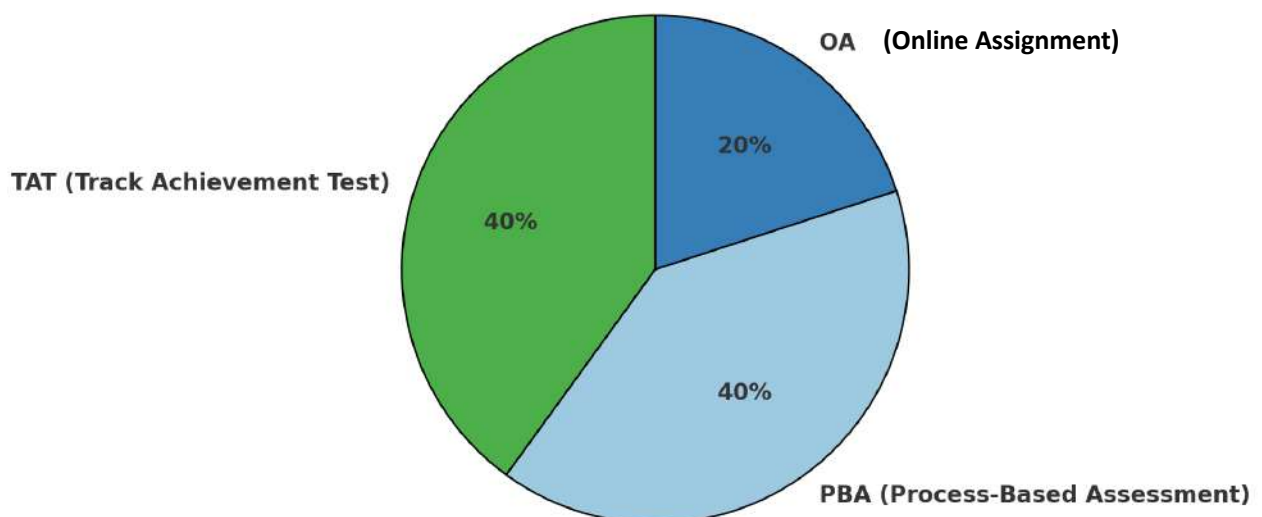


Track Average Score

Each track has three main parts that add up to your **Track Average Score**:

- **Track Achievement Test (TAT) – 40%**
This test checks your vocabulary, grammar, reading, listening, writing, and speaking skills at the end of the track.
- **Process-Based Assessment (PBA) – 40%**
This includes your performance during the track, such as assignments, projects, participation, and regular progress checks.
- **Online Assignment (OA) – 20%**
This part looks at your overall effort, participation, and responsibility as a student.

👉 Together, these three areas form your **Track Average Score**.



1.2. Exemption Exam: After the second track, students who have accumulated enough points in the first two tracks will have the opportunity to take the Exemption Exam. This exam determines whether students can proceed to the next level of their studies in the prep school.

If you score **70 or higher**, you can pass the prep school without completing all four tracks.

1.3. Proficiency Exam: Before the new academic year begins, there is also a **Proficiency Exam**. This exam is for:

- Students who could not pass in the previous year.
- New students who have just registered.

If you score **70 or higher** on this exam, you are considered ready to move on from the prep school.

2.ACADEMIC CALENDAR (<https://vdvo.ankaramedipol.edu.tr/akademik-birimler/ingilizce-hazirlik-programi/akademik-takvim/>)

ANKARA MEDİPOL ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
İNGİLİZCE HAZIRLIK OKULU
2025-2026 EĞİTİM ÖĞRETİM YILI AKADEMİK TAKVİM

Açıklama	Başlangıç	Bitiş
İngilizce Yeterlilik Sınavı (YAZILI)	09/09/2025	09/09/2025
İngilizce Yeterlilik Sınavı (SÖZLÜ)	10/09/2025	11/09/2025
Sınav Sonuçlarının Yayınlanması	12/09/2025	12/09/2025
Sınav Sonucuna İtiraz	12/09/2025	17/09/2025
1. Dilim Dersleri	29/09/2025	18/11/2025
TAT1 (SÖZLÜ)	20/11/2025	21/11/2025
TAT1 (YAZILI)	22/11/2025	22/11/2025
Mazeret Sınav Başvurusu	20/11/2025	24/11/2025
Sınav Sonuçlarının Yayınlanması	24/11/2025	24/11/2025
TAT1 Sonucuna İtiraz	24/11/2025	27/11/2025
2. Dilim Dersleri	24/11/2025	16/01/2026
Mazeret Sınavı	27/11/2025	27/11/2025
TAT2 (SÖZLÜ)	15/01/2026	16/01/2026
TAT2 (YAZILI)	17/01/2026	17/01/2026
Mazeret Sınav Başvurusu	15/01/2026	20/01/2026
Sınav Sonuçlarının Yayınlanması	20/01/2026	20/01/2026
Ara Dönem Muafiyet Sınavına Başvuruların Alınması	20/01/2026	23/01/2026
Mazeret Sınavı	23/01/2026	23/01/2026
TAT2 Sonucuna İtiraz	20/01/2026	23/01/2026
Ara Dönem Muafiyet Sınavı	27/01/2026	27/01/2026
3. Dilim Dersleri	09/02/2026	10/04/2026
TAT3 (YAZILI)	11/04/2026	11/04/2026
TAT3 (SÖZLÜ)	13/04/2026	14/04/2026
Sınav Sonuçlarının Yayınlanması	16/04/2026	16/04/2026
Mazeret Sınav Başvurusu	11/04/2026	16/04/2026
Mazeret Sınavı	17/04/2026	17/04/2026
TAT3 Sonucuna İtiraz	16/04/2026	21/04/2026
4. Dilim Dersleri	20/04/2026	19/06/2026
TAT4 (YAZILI)	22/06/2026	22/06/2026
TAT4 (SÖZLÜ)	23/06/2026	24/06/2026
Mazeret Sınav Başvurusu	22/06/2026	25/06/2026
Sınav Sonuçlarının Yayınlanması	26/06/2026	26/06/2026
Mazeret Sınavı	29/06/2026	29/06/2026
TAT4 Sonucuna İtiraz	26/06/2026	01/07/2026

3. ABSENTEEISM, CLASS SCHEDULE & SHIFTS

- Students must attend all lessons regularly and on time. Attendance is very important because there are **speaking and writing tasks during lesson hours**, and teachers **evaluate performance in each lesson**. Missing classes lowers your performance grade.
- **Absenteeism limit:** The maximum allowed absenteeism is **20%**. Students who exceed this limit will not be able to complete the prep program successfully.
- **Health reports are not accepted** as valid excuses for absenteeism.
- **Punctuality matters:** Students must arrive on time. **Being late counts as absenteeism**.
- Lessons are held in **two shifts: Morning and Afternoon**.
- **Class lists are shared on the website (<https://ydyo.ankaramedipol.edu.tr>) before each track starts.**
- If you are in the **Morning Shift** in one track, you will be in the **Afternoon Shift** in the next track (and vice versa).

MONDAY, TUESDAY, WEDNESDAY, THURSDAY		
LESSONS	MORNING	AFTERNOON
1&2	09:00-10:20	13:15-14:35
3	10:35-11:20	14:50-15:35
4&5	11:35-12:55	15:50-17:10

FRIDAY		
LESSONS	MORNING	AFTERNOON
1&2	09:00-10:20	12:10-13:30
4&5	10:35-11:55	13:45-15:05

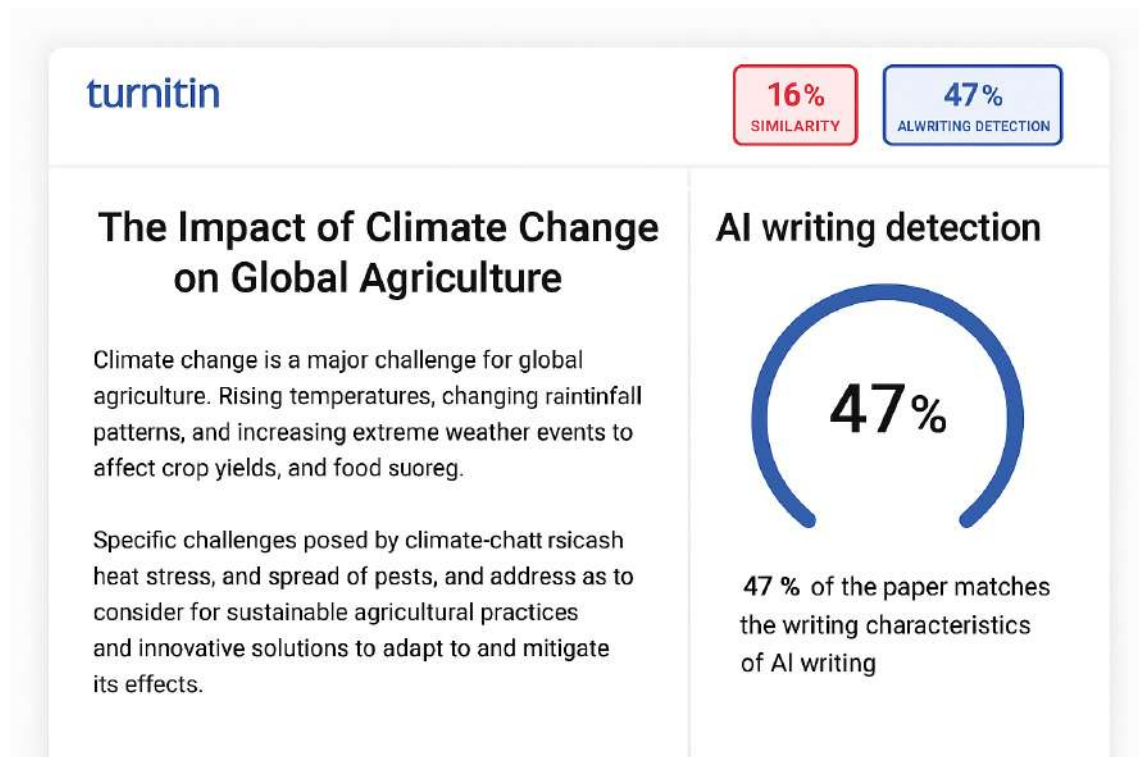
4. CLASSROOM RULES

- Always show respect to your instructors and classmates. Listen carefully when others are speaking and avoid interrupting.
- Use **English** as much as possible inside and outside the classroom.
- Take part actively in all activities, discussions, and group work. Your performance is evaluated in every lesson.
- Bring your coursebooks, notebooks, and other required materials to each lesson.
- Arrive on time for lessons. Late arrivals disturb the flow of the class and count as absenteeism.
- Mobile phones and other electronic devices must be switched off or kept silent during lessons. They should only be used with your teacher's permission for learning purposes.

- Avoid disruptive behavior such as chatting in Turkish, eating during class, or disturbing your peers.
- Keep the classroom clean and tidy. Food and drinks (except water) are not allowed inside classrooms.

5. PLAGIARISM & CHEATING

- **Plagiarism** means using someone else's ideas, sentences, or written work without proper acknowledgement. Copying from the internet, from a friend, or from an AI tool and presenting it as your own is considered plagiarism.
- **Cheating** during exams or assignments (copying answers, using unauthorized materials, or receiving outside help) is strictly prohibited.
- All written work (essays, paragraphs, reports, etc.) is checked through **Turnitin**, which detects plagiarism and AI-generated content.



- If a student's work is found to be plagiarized, the assignment will receive **zero (0) points** and disciplinary action may follow.
- Students are expected to produce their **own original work** and show academic honesty at all times.

5.1. Cheating & Disciplinary Process

- **Cheating** means attempting to gain an unfair advantage in any exam, quiz, or assignment. This includes copying from others, using unauthorized materials, receiving outside help, or attempting to mislead teachers.
- Any student caught cheating will receive **zero (0) points** for the exam or assignment in question.
- In addition, the case will be reported to the **School of Foreign Languages Administration** and may result in a **disciplinary investigation** according to university regulations.
- Possible disciplinary consequences include:
 - A written warning,
 - Temporary suspension, or
 - Expulsion from the prep school or university (in severe or repeated cases).
- Cheating damages not only your own learning but also the fairness of the program. Students are therefore expected to uphold **academic honesty and integrity** at all times.

6. ACADEMIC INTEGRITY AND USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

At Ankara Medipol University, academic integrity is a fundamental principle of the English Preparatory Program. Students are expected to produce original work that reflects their own knowledge, skills, and efforts. Any attempt to gain an unfair academic advantage, including plagiarism or unauthorized use of Artificial Intelligence (AI) tools, is considered a violation of academic integrity.

1. Definition of Academic Dishonesty with AI

- Using AI systems (e.g., ChatGPT, QuillBot, Grammarly Premium, or other generative tools) to produce, paraphrase, or translate written work and submitting it as one's own is classified as **plagiarism**.
- Copying sentences, paragraphs, or ideas directly generated by AI without proper acknowledgement is prohibited.
- Relying on AI to complete speaking, writing, or other tasks assigned for individual evaluation is a form of **cheating**.

2. Detection of AI-Generated Work

- All written assignments (paragraphs, essays, reports, etc.) are checked with **Turnitin**, which evaluates both **similarity to external sources** and the likelihood of **AI-generated content**.
- A high similarity or AI detection score may indicate academic dishonesty and will be subject to further review by instructors and the School of Foreign Languages administration.

3. Consequences of Violations

- Work identified as plagiarized or generated with AI will automatically receive **zero (0) points**.
- The case will be reported to the **School of Foreign Languages Administration** and may initiate a **disciplinary investigation** in line with university regulations.
- Disciplinary outcomes may include:
 - Written warning,
 - Suspension from classes,
 - Expulsion from the preparatory program or the university (in severe or repeated cases).

4. Acceptable and Unacceptable Use of AI

- **Acceptable use:** Students may use AI tools for **practice, self-study, or idea generation** outside of graded assignments. For example, consulting AI to brainstorm vocabulary or check grammar for personal improvement is permitted.
- **Unacceptable use:** Copying AI-generated sentences, paragraphs, or essays into graded assignments or exams is strictly prohibited.

5. Ethical Responsibility

- Students must take responsibility for their own learning and demonstrate honesty in every academic task.
- The purpose of the prep school is to help students **develop authentic language skills**. Misuse of AI tools undermines this goal and damages the fairness of the academic environment.

7. CURRICULUM

Our school follows a comprehensive curriculum that covers various language skills and aligns with the students' respective departments. The curriculum ensures a balanced approach to language learning, focusing on vocabulary, grammar, reading, listening, writing, and speaking skills.

These skills form the foundation of effective communication and are essential for success in academic, professional, and everyday life contexts. At our English prep school, we prioritize the development of these skills to empower our students to become confident and fluent English speakers.

Listening:

Listening is the ability to understand spoken language and extract meaning from it. In today's interconnected world, strong listening skills are crucial for effective communication. Students will engage in various listening activities, such as listening to authentic audio recordings, dialogues, and lectures, to improve their comprehension, note-taking, and inference abilities. By honing their listening skills, students will enhance their overall language proficiency and become more attuned to the nuances of spoken English.

Speaking:

Speaking involves expressing thoughts, ideas, and opinions in a clear and coherent manner. Effective oral communication is essential for building relationships, participating in discussions, and delivering presentations. Our lessons will provide ample opportunities for students to practice

speaking through role-plays, group discussions, presentations, and debates. Emphasis will be placed on fluency, pronunciation, vocabulary usage, and grammatical accuracy, enabling students to communicate confidently and express themselves effectively.

Reading:

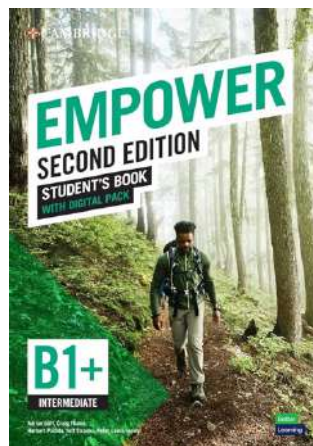
Reading is the ability to comprehend written texts and extract information from them. Proficient reading skills expand students' knowledge base, enhance critical thinking, and improve vocabulary acquisition. Through a wide range of reading materials, such as articles, essays, short stories, and academic texts, students will develop strategies for skimming, scanning, and analyzing written content. They will also engage in reading comprehension exercises to enhance their reading speed, comprehension, and interpretation skills.

Writing:

Writing entails expressing ideas and information in a structured and coherent manner. Proficient writing skills are vital for academic and professional success, enabling students to convey their thoughts effectively through various written forms. Our lessons will focus on building students' writing proficiency through activities such as essay writing, report writing, letter/email composition, and creative writing. Students will learn to organize their ideas, use appropriate vocabulary and grammar, and develop a strong writing style.

By emphasizing the development of listening, speaking, reading, and writing skills, our English prep school aims to provide a well-rounded language learning experience. Through engaging lessons, interactive activities, and targeted practice, we aim to equip students with the necessary tools to become confident English language users. As you delve into the lessons, you will find comprehensive guidance and resources to effectively teach and assess these skills, helping students reach their full potential in English proficiency.

8. BOOKS TO BE USED AND TRACKS





TRACK 1

2024-2025 ACADEMIC YEAR					
TRACK 1					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	29.09 03.10	ORIENTATION EMP- ELEMENTARY	U1 U2 U3		
2	06.10 10.10	EMP- ELEMENTARY	U3 U4 U5	UNGRADED WRITING TASK	VISPEECH 1
3	13.10 17.10	EMP- ELEMENTARY	U6 U7 U8	TASK 1	VISPEECH 2
4	20.10 24.10	EMP- ELEMENTARY	U8 U9 U10		SPA 1
5	27.10 31.11	EMP- ELEMENTARY	U11 U12	UNGRADED WRITING TASK	
6	03.11 07.11	EMP- PRE-INT	U1 U2		SPA 2

			U3		
7	10.11 14.11	EMP- PRE-INT	U3 U4 U5	TASK 2	
8	17.11 19.22	EMP. PRE-INT	U6 REVISION		
8	20- 21.11 22.11	EXAM WEEK TAT 1 – WRITTEN EXAM AND SPEAKING EXAM			

TRACK 2

2025-2026 ACADEMIC YEAR					
TRACK 2					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	24.11 28.11	EMP- PRE-INT	U7 U8 U9		
		WRITING PACK	U1 U2 U3		
2	01.12 05.12	EMP- PRE-INT	U9 U10 U11		
		WRITING PACK	U3 U4		
3	08.12 12.12	EMP- PRE-INT	U11 U12		SPA 1
		WRITING PACK	U4 U5 U6		
4	15.12 19.12	EMP- PRE-INT & INT	U12 U1 U2	TASK 1	
		WRITING PACK	U6		
5	22.12 26.12	EMP- INT	U2 U3		SPA 2
		WRITING PACK	U7		
6	29.12 02.01	EMP- INT	U4 U5		
		WRITING PACK	U8		
7	05.01 09.01	EMP- INT	U5 U6 U7	TASK 2	
		WRITING PACK	U8		

8	12.01 14.01	EMP- INT	U7		
		WRITING PACK			
9	15.01 17.11	EXAM WEEK TAT 2 – WRITTEN EXAM AND SPEAKING EXAM			

TRACK 3

2025-2026 ACADEMIC YEAR					
TRACK 3					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	16.02 20.02	EMP- INT	U8		
		PRISM L&S 2	U1		
		PRISM READING 2	U1		
		WRITING PACK			
2	23.02 27.02	EMP- INT	U8	TASK 1.1	
		PRISM L&S 2	U2		
		PRISM READING 2	U2		
		WRITING PACK			
3	02.03 06.03	EMP- INT	U8		SPA 1
		PRISM L&S 2	U3		
		PRISM READING 2	U3		
		WRITING PACK			
4	09.03 13.03	EMP- INT	U9	TASK 1.2	
		PRISM L&S 2	U4		
		PRISM READING 2	U4		
		WRITING PACK			
5	16.03	EMP-	U9		

	20.03	INT			
		PRISM READING 2	U5		
6	23.03 27.03	EMP- INT	U10		
		PRISM L&S 2	U5		
		PRISM READING 2	U6		
		WRITING PACK			
7	30.03 03.04	EMP- INT	U10	TASK 2	SPA 2
		PRISM L&S 2	U6		
		PRISM READING 2	U7		
		WRITING PACK			
8	06.04 10.04	EMP- INT	U10		
		PRISM L&S 2	U7		
		PRISM READING 2	U8		
		WRITING PACK			
9	11.04 14.04	EXAM WEEK TAT 3 – WRITTEN EXAM AND SPEAKING EXAM			

TRACK 4

2025-2026 ACADEMIC YEAR					
TRACK 4					
WEEK	DATE	BOOK	UNITS	WRITING	SPEAKING
1	20.04 24.04	PRISM L&S 2	U8		
		PRISM L&S 3	U1		
		PRISM READING 3	U1 U2		
		WRITING PACK			
2	27.04 30.04	PRISM L&S 3	U1 U2		
		PRISM READING 3	U2 U3		
		WRITING PACK			

3	04.05 08.05	PRISM L&S 3	U2 U3		SPA 1
		PRISM READING 3	U3 U4		
		WRITING PACK			
4	11.05 15.05	PRISM L&S 3	U4 U5	TASK 1	
		PRISM READING 3	U4 U5		
		WRITING PACK			
5	18.05 22.05	PRISM L&S 3	U5 U6		
		PRISM READING 3	U5 U6		
		WRITING PACK			
6	25.05 29.05				
		EID QURBAN			
7	01.06 05.06	PRISM L&S 3	U6 U7		SPA 2
		PRISM READING 3	U7		
		WRITING PACK			
8	08.06 12.06	PRISM L&S 3	U7 U8	TASK 2	
		PRISM READING 3	U8		
		WRITING PACK			
9	15.06 20.06	REVISION			
10	22.06 24.06	EXAM WEEK TAT 4 – WRITTEN EXAM AND SPEAKING EXAM			

9. ASSESSMENT

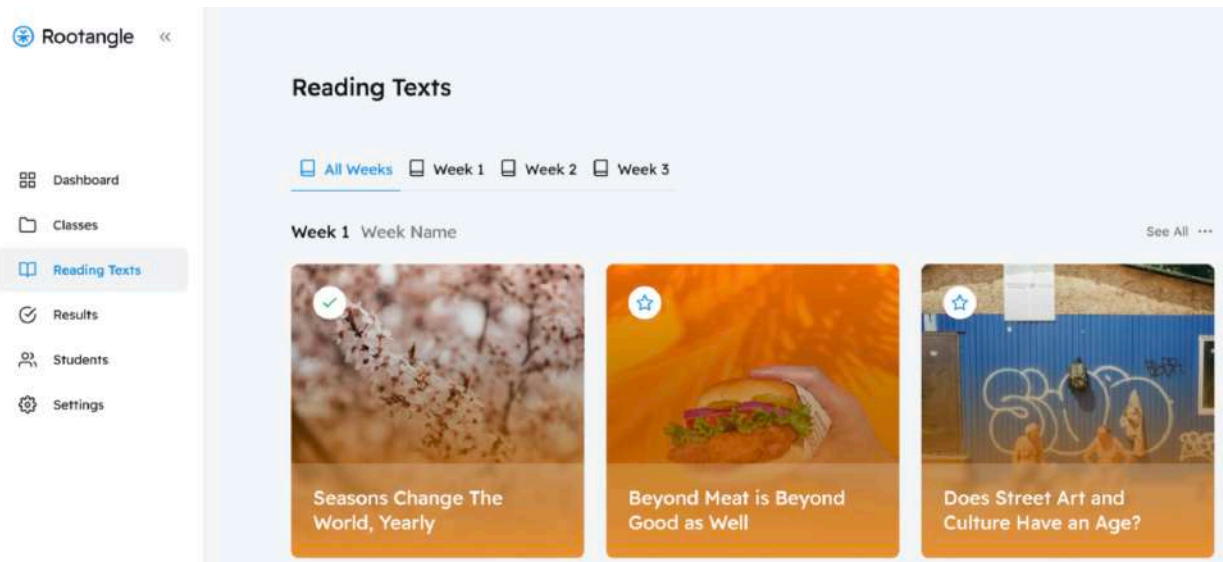
9.1. Online Assignments

Online assignments are an important part of your learning experience at **Ankara Medipol University**. They allow you to practice what you learn in class, explore new materials, and get feedback from your instructors. You are expected to complete these assignments regularly and on time.

We use three main online platforms for assignments:

9.1.1 Reading Platform (Rootangle)

- As part of your course, you will complete online reading assignments on Rootangle.



- These assignments are designed to improve your reading skills, vocabulary, and comprehension.
- You will read texts, answer questions, and sometimes complete follow-up tasks.

The Hurricane in Duckburg



Making your way in the world today takes everything you've got. Taking a break from all your worries, sure would help a lot. Wouldn't you like to get away? Sometimes you want to go where everybody knows your name, and they're always glad you came. You wanna be where you can see, our troubles are all the same. You wanna be where everybody knows your name. You wanna go where people know, people are all the same, you wanna go where everybody knows your name.

Question 1

Aenean suscipit hendrerit lorem non pretium. Nam convallis tortor diam?

- A Mauris vel condimentum ipsum.
- B Aenean suscipit hendrerit lorem non pretium.
- C Nulla sit amet placerat nisi, ac dignissim quam.
- D Aenean suscipit hendrerit lorem non pretium.

⌚ 00:00
⏮
1 / 7
Previous
Next

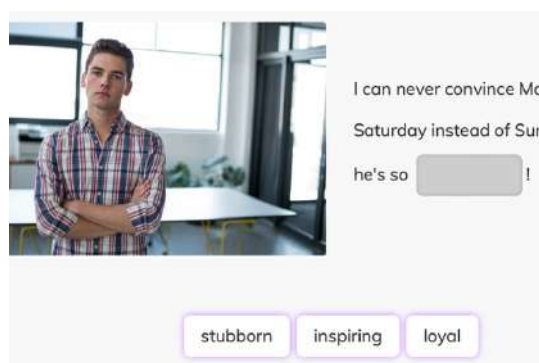
- **Rootangle** allows you to practice at your own pace while keeping track of your progress.
- Your instructors will monitor your results and give you feedback to help you become a more effective reader.

9.1.2. Video Speaking Assignments (Vispeech)

- As part of your course, you will complete **speaking assignments** by recording short videos.
- These assignments help you practice speaking English outside the classroom and build confidence.
- After recording, you will **upload your videos** using the tool your instructor chooses (for example, **Microsoft Teams** or **OneDrive**).
- Your teachers will watch your videos and give you **personalized feedback** to improve your fluency, pronunciation, and communication skills.

9.1.3. Cambridge One

Cambridge One is Cambridge University Press & Assessment's digital learning platform. It is designed to support your English learning both inside and outside the classroom. Cambridge One provides learners with a wide range of interactive resources and practice activities that are linked to the coursebook.



With Cambridge One, students:

- can access learning materials anytime, anywhere.
- review and practice grammar, vocabulary, reading, listening, and writing skills.
- track their progress through scores and completion reports.
- receive instant feedback from automatically graded tasks.
- work with engaging activities, including audio, video, and interactive exercises.

Website link: (<https://www.cambridgeone.org/home>)

9.1.4. Teacher Assessment

In-class participation is an important part of your learning process. It shows how actively you engage in lessons, use English, and contribute to classroom activities. Teachers will evaluate students according to the criteria below. This score will make up **5% of the total grade**.

Please check the criteria carefully to understand what is expected from you:

In-Class Participation Criteria	
(100)	The student • attends nearly every class. • participates in classes voluntarily. • initiates maintain and expand speaking activities. • only communicates in English during classes. • participates in-class speaking and writing activities.
(70)	The student • responds when the instructor asks a question. • answers and communicates when other students ask questions. • occasionally asks questions about the course content and activities without disturbing the flow of the course.
(30)	The student • gives short answers only when s/he is asked a question by the teacher or classmates. • does not participate much in class activities or plays with his phone. • hinders the class and other pupils from learning by frequently using Turkish or distracting others.
(0)	The student • almost never attends the classes. • gives short and limited answers only even when s/he is asked directly. • hesitates to communicate in English and prefers not to speak at all.
100 meets the expectation	
70 participates but s/he is expected to do better	
30 participates less than expected	

9.2. Writing Tasks

Writing tasks play a crucial role in developing students' writing skills and language proficiency. Throughout the academic year, each track will include three writing tasks that are completed during the lessons. The writing process involves multiple stages, ensuring students receive valuable feedback and have the opportunity to improve their writing skills.

1. Task Preparation and Outline:

During the writing task, students are first provided with a prompt or topic. They are encouraged to brainstorm ideas and create an outline for their paragraph or essay. The outline serves as a roadmap, helping students organize their thoughts and structure their writing effectively.

2. Teacher Review and Feedback on Outlines:

After students create their outlines, the teacher checks and provides feedback on the content, organization, and clarity of the outline. This step allows the teacher to guide students in refining their ideas and ensuring a coherent flow of information.

3. First Draft Writing:

Once the outlines have been reviewed and revised, students proceed to write their first draft. This draft serves as the initial version of their paragraph or essay, which they will later improve based on the feedback received.

4. Written Feedback on First Drafts:

The teacher reads and evaluates students' first drafts, providing written feedback on various aspects, such as content, organization, grammar usage, vocabulary, and mechanics. To streamline the feedback process, teachers are encouraged to use error correction codes to highlight specific areas of improvement.

5. Archiving the Drafts:

After giving feedback on the first draft, the teacher takes photos of students' papers and stores them in OneDrive folders to archive them.

6. Final Draft Writing:

After receiving the written feedback, students revise and edit their first drafts to create their final drafts. This process allows students to address the identified areas for improvement and refine their writing further.

7. Evaluation Using Rubric:

The teacher collects the final drafts and evaluates them based on a paragraph/essay rubric. The rubric assesses various writing aspects, including coherence, cohesion, language accuracy, and overall quality of writing.

8. In-Class Feedback:

During the evaluation process, the teacher also provides in-class feedback on common mistakes or recurring issues found in the students' writing. This oral feedback aims to address these errors collectively, ensuring students are aware of their areas for improvement.

By following this structured approach to writing tasks, students have ample opportunities to practice, receive feedback, and enhance their writing skills progressively. This iterative process fosters a supportive learning environment, empowering students to become more proficient and confident writers.

Figure 1 | WRITING RUBRIC FOR PARAGRAPH

Writing Rubric		Full Agreement		Partial Agreement		NO
A. Use of English	A1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	20	15	10	5	0
	A2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the task.	20	15	10	5	0
	A3. The student uses mechanics (capitalization, punctuation, spelling) correctly with only a few mistakes not interfering the meaning.	12	9	6	3	0
B. Content	B1. The student states his/her opinions <i>relevant</i> to the task requirements given.	12	9	6	3	0
C. Organization	C1. The student provides expected organizational patterns depending on the task (greetings to start an e-mail etc.)	8	6	4	2	0
	C2. The student provides a coherent development of her/his paper and transition of ideas using necessary cohesive devices accurately.	8	6	4	2	0
Total Score: ____ / 80						

*Off-topic: The student gets from only partially agreement columns of Use of English part.

**Word count: If the student writes 10 percent less words than he/she must write, will get only from partially agreement columns of all criteria.

Figure 2 | WRITING RUBRIC FOR EMAILS

Category	Criteria	Full	Partial	NO
A. Email Organization	A1. Subject line, greeting, and sign-off are appropriate and use formal language	15	7	0
B. Content	B1. Brief introduction stating purpose and position applied for	10	5	0
	B2. A well-written, comprehensive yet concise CV is attached before the 1st draft	15	7	0
C. Language	C1. S can write a short, concise email that explains the reason for applying and demonstrates qualifications	10	5	0
	C2. S can use "can" to talk about abilities and ""present perfect tense" to talk about past experiences and other structures correctly	10	5	0
D. Mechanics	D1. S shows accurate use of punctuation and capitalization throughout the task	10	5	0
	D2. S adheres to the word limit (%10+- is tolerated)	10	5	0
For the 1st dfract, Ss have to attach their CV as a pre-task requirement. Do not accept late submission and give 0.				

Figure 3 | WRITING RUBRIC FOR ESSAY

ESSAY RUBRIC			Full		Partial		
			Agreement		Agreement		NO
A.Essay Skills	Introduction Paragraph (16)	A1. The introduction successfully draws reader's attention and follows a pattern from general to specific.	8	6	4	2	0
		A2. There is a successful thesis statement with a clear controlling idea.	8	6	4	2	0
	Body Paragraph(s) (24)	A3. The body paragraph starts with a clear topic sentence.	8	6	4	2	0
		A4. There is a coherent passage development with logical transition of ideas.	8	6	4	2	0
		A5. The ideas are presented without repetition and irrelevant information, and explained with examples.	8	6	4	2	0
	Conclusion Paragraph (8)	A6. The conclusion successfully restates the thesis and/or it sums up the essay combining the supporting ideas.	8	6	4	2	0
B. Content		B1. The student states his/her opinions relevant to the task requirements given.	8	6	4	2	0
C. Use of English (24)		C1. The student shows level-expected variety of grammatical structures with accuracy.	8	6	4	2	0
		C2. The student correctly uses level-expected variety of vocabulary related to the task.	8	6	4	2	0
		C3. The student uses mechanics (capitalization, punctuation, spelling) correctly with only a few mistakes not interfering the meaning.	8	6	4	2	0
			Total Score: / 80				

*Off-topic: The student gets from only partially agreement columns of Use of English part. Conditions: 1. If the second draft or exam is off-topic, students get from only partially agreement columns of Use of English part (maximum 12 points). 2. If the first draft is off-topic but corrected in the second draft, students get points from partially agreement columns of all criteria (up to 40 points).	
**Off-focus: Student staying on topic but including irrelevant details or slightly straying from the main point are off-focus. 1. In exams, they will receive scores from the "Partially Agree" columns of A. Essay Skills and B. Content but will not be penalized for C. Use of English. 2. For tasks, if they correct themselves in the second draft, they will be graded out of 80.	
***Word count: Students who write 10% fewer or 20% more words than the stated requirement will receive scores from the "Partially Agree" columns across all criteria.	
****If the student does not submit a first draft, they will receive scores only from the "Partially Agree" columns across all criteria.	

Figure 4 | WRITING ERROR CORRECTION CODES

WRITING ERROR CORRECTION CODE			 MEDIPOL UNV-ANKARA ANKARA MEDİPOL UNIVERSITY
SYMBOL	ERROR	EXAMPLE	CORRECT SENTENCE
WO	Word Order	I like <u>very much</u> music.	I like music very much .
Gr	Grammar	You're <u>gooder</u> than me at math. She talked to <u>he</u> in the pub.	You're better than me at math. She talked to him in the pub
T	Verb Tense	Last week I've <u>been</u> to Madrid.	Last week I went to Madrid.
MW	Missing Word	After she kissed him, took a shower and left for work.	After she kissed him, she took a shower and left for work.
WW	Wrong Word	It is a <u>difficult</u> kind of animal.	It is a different kind of animal.
EW	Extra Word (Not necessary)	We live in <u>the</u> another city.	We live in another city.
WF	Word Formation	He is an <u>ambition</u> person.	He is an ambitious person.
S	Spelling	It is a <u>chaep</u> restaurant.	It is a cheap restaurant.
P	Punctuation	I bought a <u>car, because</u> I do not want to walk to work.	I bought a car because I do not want to walk to work.
N	Countable-Uncountable (Number)	We need some <u>informations</u> .	We need some information .
A	Article	She <u>is</u> English teacher at İstanbul Medipol University.	She is an English teacher at İstanbul Medipol University.
C	Capitalization	london	L ondon
Pr	Preposition	Do not laugh <u>to</u> me.	Do not laugh at me.
F/Inf	Formal-Informal	They <u>don't</u> speak Turkish in Albania.	They do not speak Turkish in Albania.
M/?	Not clear - incomprehensible	Colorless green ideas sleep furiously. It seems innocent which computer games can affect negative children.	

9.3. Speaking Tasks

In each track, there will be three speaking tasks conducted during the lessons, all related to the topics covered in the curriculum. These tasks aim to enhance students' oral communication abilities and build their confidence in using English in various contexts.

1. Task Preparation and Guidance:

For each speaking task, the teacher provides clear guidance to students, explaining the task's objectives, format, and assessment criteria. The topics are based on or related to the lesson's content, ensuring relevance and coherence. Students have some time to prepare their ideas before they start speaking.

2. Performance Evaluation:

During the speaking tasks, the teacher observes and takes notes on students' performances. These evaluations cover various aspects, including organization, content, grammar and vocabulary usage, intonation, pronunciation, and overall fluency.

3. Speaking Rubric:

To maintain consistent and fair evaluation, a speaking rubric is used to assess students' performance. The rubric highlights specific criteria and descriptors to gauge students' proficiency levels and provide constructive feedback.

4. In-Class Feedback:

Following the speaking tasks, the teacher provides immediate in-class feedback to students. This feedback aims to highlight areas of strength and areas for improvement. By addressing these points promptly, students can actively work on enhancing their speaking skills.

5. Private Feedback Sessions:

If necessary, the teacher may conduct private feedback sessions with individual students. These one-on-one sessions offer personalized guidance and support, enabling students to focus on specific areas that require improvement.

6. Continuous Improvement:

Throughout the academic year, the focus remains on continuous improvement. The speaking tasks become progressively more challenging, allowing students to build upon their skills and develop confidence in expressing themselves effectively in English.

7. Supportive Learning Environment:

Creating a supportive and encouraging learning environment is paramount. Students are encouraged to participate actively and take risks in their speaking tasks, knowing that their efforts will be met with constructive feedback aimed at nurturing their progress.

By integrating these practices into the speaking tasks, our English prep school aims to foster a communicative and dynamic learning experience. The emphasis on guidance, evaluation, and feedback ensures that students' speaking abilities thrive, equipping them with valuable communication skills for their academic and future endeavors.

Figure 5 | SPEAKING RUBRIC FOR TRACK 1

Speaking Rubric		Full Agreement		Partial Agreement		NO
A. Use of English	A1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	16	12	8	4	0
	A2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the topic.	16	12	8	4	0
	A3. <i>Pronunciation</i> does not interfere the meaning, break the conversation.	8	6	4	2	0
B. Content	B1. The student communicates his/her ideas <i>relevant</i> to the task.	16	12	8	4	0
	B2. The student speaks for <i>sufficient length of time</i> without too much repetition.	12	9	6	3	0
C. Overall Fluency	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	12	9	6	3	0
		Total Score: ____ / 80				

Figure 6 | SPEAKING RUBRIC FOR JOB INTERVIEW TASK

SPEAKING RUBRIC FOR JOB INTERVIEW ROLE PLAY TASK						
Category	Criteria	Full		Partial		NO
A. Use of English	A1. S shows level expected <i>variety of grammatical structures</i> with accuracy including at least 1 use of if clause type 1 and passive voice	10	8	6	4	0
	A2. S correctly uses level-expected variety and accuracy of vocabulary related to job, qualifications, formal language	10	8	6	4	0
	A3. Pronunciation does not interfere the meaning, break the conversation	10	8	6	4	0
B. Content	B1. S gives relevant information (e.g., job experience, qualifications)	15	12	8	6	0
	B2. S asks relevant questions during the role play	15	12	8	6	0
C. Overall Fluency	C1. S speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	10	8	6	4	0
	C2. S adheres to the time limit (2 minutes) as an interviewee and asks 5-6 questions as an interviewer	10	8	6	4	0
If Ss don't submit their recordings, their score will be 0. Each time when they use L1, they loose 2 points.						

Figure 7 | SPEAKING RUBRIC FOR TRACK 2-3-4

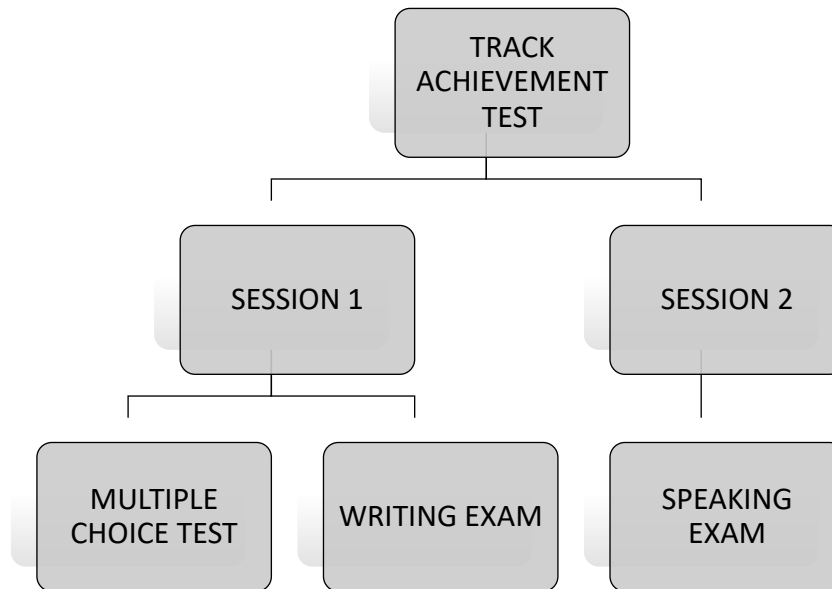
Speaking Rubric		Full Agreement		Partial Agreement		NO
A. Use of English	A1. The student shows level-expected variety of <i>grammatical structures</i> with accuracy.	16	12	8	4	0
	A2. The student correctly uses level-expected variety of <i>vocabulary</i> related to the topic.	16	12	8	4	0
	A3. <i>Pronunciation</i> does not interfere the meaning, break the conversation.	8	6	4	2	0
B. Content	B1. The student communicates his/her ideas <i>relevant</i> to the task.	16	12	8	4	0
	B2. The student speaks for <i>sufficient length of time</i> without too much repetition.	12	9	6	3	0
C. Overall Fluency	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	12	9	6	3	0
		Total Score: ____ / 80				

Figure 8 | SPEAKING RUBRIC FOR PRESENTATION

SPEAKING RUBRIC FOR GIVING A PRESENTATION						
Category	Criteria	Full		Partial		NO
A. Use of English	A1. S shows level expected variety of grammatical structures with accuracy.	10	8	6	4	0
	A2. S correctly uses level-expected variety and accuracy of vocabulary related to the topic.	10	8	6	4	0
	A3. Pronunciation does not interfere the meaning, break the speech.	8	6	4	2	0
B. Content	B1. S gives relevant information using the presentation language(e.g., Today, I will talk about...) and support the presentation with relevant examples.	14	11	8	6	0
	B2. S follows a simple presentation organization with the introduction, body and conclusion parts.	14	11	8	6	0
C. Task Requirements	C1. S speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	8	6	4	2	0
	C2. S maintains eye contact, uses their gestures and voice effectively.	8	6	4	2	0
	C3. S adheres to the time limit (3-4 minutes) and uses at least 1 visual.	8	6	4	2	0
If the recordings of students are missing, their score will be 0. Each time when they use L1, they loose 2 points.						

9.4. Track Achievement Test

The Track Achievement Test, prepared and held by the Ankara Medipol University, School of Foreign Languages, is a comprehensive assessment conducted at the end of each track. This exam evaluates students' language skills and knowledge, covering the topics studied during the track.



9.4.1. Session 1- Multiple Choice Test

The test is divided into four sections, each designed to assess specific language areas:

Tracks 1 & 2: The test includes 60 multiple-choice questions in total.

Tracks 3 & 4: The test includes 80 multiple-choice questions in total.

1.Listening:

The listening section consists of 15 (or 20) questions, including two listening tasks. Students will listen to audio recordings, such as conversations or lectures, and answer questions based on the content they hear. This section evaluates students' listening comprehension skills and their ability to extract information from spoken English.

2.Reading:

The reading section comprises 15 (or 20) questions and includes three passages. Students read the passages and answer questions that test their reading comprehension abilities. The questions focus on understanding the main ideas, supporting details, vocabulary usage, and inference-making skills.

3.Use of English:

The use of English section contains 15 (or 20) questions that assess students' knowledge of English grammar, and sentence structure. Students will encounter various language exercises that require them to choose the most appropriate grammatical forms to complete sentences accurately.

4.Vocabulary:

The vocabulary section consists of 15 (or 20) questions that evaluate students' understanding and usage of English vocabulary.

The test provides a comprehensive evaluation of students' language proficiency, reflecting their progress and achievements at the end of each track.

9.4.2. Session 1- Writing Exam

The writing exam consists of two or three options, and students are required to choose one of them. This allows students to select a topic that best suits their interests and knowledge.

The paragraph topics may include:

1. Write a paragraph about disadvantages of video games
2. Write a paragraph about the importance of English

By incorporating a writing component, the Track Achievement Test evaluates students' ability to express themselves effectively in written English. This writing task allows students to demonstrate their language proficiency, creativity, and critical thinking skills, providing a more comprehensive assessment of their overall language abilities.

9.4.3. Session 2- Speaking Exam

During the speaking exam for the track achievement test, students are expected to introduce themselves briefly. The teacher will then ask a question or show a picture related to the topic. Students will have one minute to think about their response before they start speaking for two minutes. The exam aims to assess students' ability to express themselves fluently and coherently in English.

The speaking exam encourages students to think critically and communicate effectively within a limited timeframe. Students are expected to showcase their language proficiency, coherence of ideas, pronunciation, and vocabulary usage during their response. The teacher may ask follow-up questions if necessary to further explore the student's ideas and engage them in a conversation.

Question 1: What disadvantages do video games have on children?

Follow-up-1: Are there any types of video games that might not be suitable for children? Why do you think so?

Follow – up 2: What are the ways to cope with this problem?

Sample question for picture description:



9.5. Proficiency Exam

English Proficiency Exam at Ankara Medipol University, Department of Foreign Languages:

The English Proficiency Exam is a comprehensive assessment that evaluates students' language skills in writing, speaking, and reading comprehension. This exam is specifically designed and administered by the Ankara Medipol University, Department of Foreign Languages, as a part of the English language proficiency requirements.

Exam Components:

Writing Exam: The writing component assesses students' ability to effectively communicate their ideas in written form. Students are given prompts or topics and are expected to produce well-structured essays or compositions with proper grammar, vocabulary usage, and coherence.

Speaking Exam: The speaking component evaluates students' oral communication skills. Students participate in individual or group speaking tasks where they are required to express their opinions, engage in discussions, give presentations, and demonstrate their fluency, pronunciation, and linguistic accuracy.

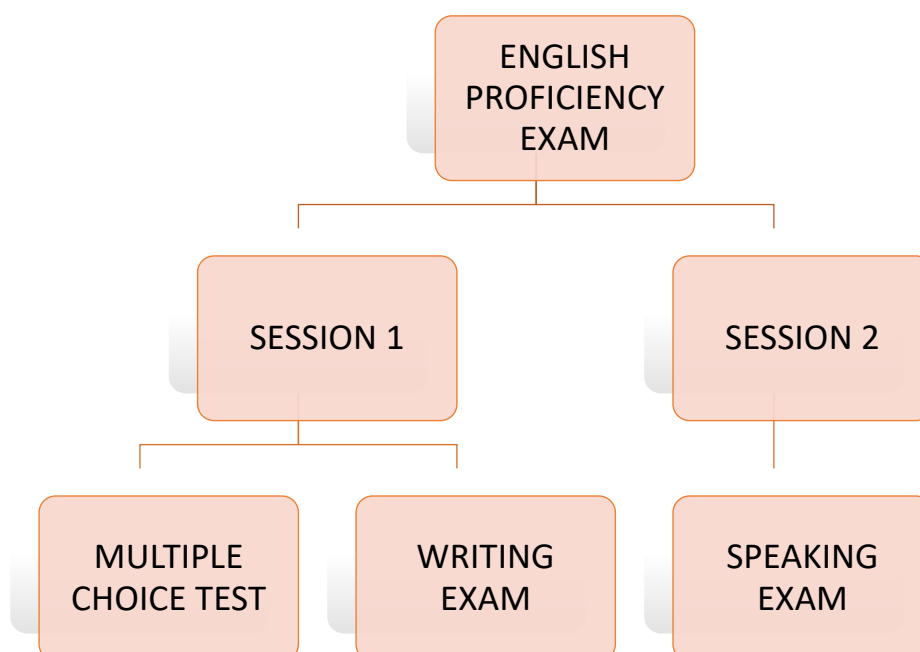
Multiple-Choice Test: The multiple-choice section assesses students' reading comprehension skills. They are presented with a series of passages or texts and are required to answer questions that test their understanding of the content, vocabulary usage, inference-making abilities, and critical thinking skills.

Exam Eligibility:

The Proficiency Exam is open to newly registered students who have not yet completed the prep program, as well as students who were unsuccessful in completing the prep program at the end of the previous academic year. It serves as a benchmark to determine whether students possess the required level of English proficiency to continue their studies at Ankara Medipol University.

The Proficiency Exam is held in September.

There is a sample exam on the website. (<https://ydyo.ankaramedipol.edu.tr/akademik-birimler/ingilizce-hazirlik-programi/ingilizce-muafiyet-sinav-ornegi/>)



9.5.1. Session 1- Multiple Choice Test

The Multiple Test part is divided into four sections:

Listening: This section consists of one note-taking listening and two while-listening tasks with around 20 questions. Students listen to audio recordings and answer questions that assess their listening comprehension skills.

Reading: The reading section includes three or four passages with around 25 questions. Students read the passages and answer questions that evaluate their reading comprehension abilities.

Use of English: This section contains around 15 questions that assess students' knowledge of English grammar, vocabulary, and sentence structure.

Vocabulary: The vocabulary section comprises around 20 questions that evaluate students' understanding and usage of English vocabulary.

The exam lasts approximately 2 hours. It aims to measure students' proficiency in listening, reading, grammar, and vocabulary. Successfully completing this exam demonstrates students' competence in these areas, which is essential for effective communication and academic success.

9.5.2. Session 1- Writing Exam

In the writing exam, students are presented with various topics, and they are required to write an essay expressing their ideas. The topics may include:

1- " People living in the 21st century have a better life quality than people who lived in previous times." Do you agree or disagree?

2- What are the causes/ effects of famine on human population?

In all these writing topics, students are expected to adhere to the rules of essay writing. This includes structuring their essays with an introduction that introduces the topic and provides a thesis statement, body paragraphs that support the main ideas with evidence and examples, and a conclusion that summarizes the key points and provides a closing statement.

By addressing the given topics and following the standard essay structure, students can effectively express their ideas and demonstrate their ability to organize and communicate their thoughts in a coherent and persuasive manner.

9.5.3. Session 2- Speaking Exam

1. During the speaking exam, students are expected to briefly introduce themselves before answering the questions posed by the interlocutor. Interlocutors ask some warm-up questions to help students feel comfortable before the exam begins.

2. During the speaking exam, students are given **two questions**, and they can choose **one** to talk about. They are provided with **one minute to prepare** using note-taking paper and a pencil. After the preparation time, students are expected to speak for **two minutes** fluently and coherently about the chosen question. The interlocutor



may ask follow-up questions to further explore the student's ideas and assess their ability to engage in a conversation. The speaking exam aims to evaluate students' ability to express themselves clearly and effectively, while also assessing their ability to think on their feet and respond to additional inquiries from the interlocutor.

9.6. Implementation of the Exam

For students

Before the Exam:

- Students must arrive in the exam room at least 10 minutes before the start time.
- They need to show their ID cards to the invigilator and sign the attendance sheet.
- Students must then complete the answer sheet.
- Mobile phones must be turned off and given to the invigilator during the exam to avoid distractions.

During the Exam:

- Cheating is strictly prohibited. Any student caught cheating may receive a zero (0) on the exam.
- Ballpoint pens should not be used.

After the Exam:

- After completing the exam, students must wait for the invigilator's confirmation before leaving the classroom.

9.7. Announcement of Grades and Feedback

Once the exams are graded, the results will be announced on the website.

<https://ydyo.ankaramedipol.edu.tr>



9.8. Appeals

If a student believes that there may be an issue with their exam results, they should promptly inform their instructor about their concerns. Additionally, they must fill in an appeal form on the provided URL to request a re-check of their exam. This process allows students to address any potential discrepancies or errors in their grading and seek a fair and impartial review of their exam results.

<https://ydyo.ankaramedipol.edu.tr/hakkinda/belgeler-ve-dilekceler/>

Students can easily fill in an appeal form on the website mentioned above, providing specific exam details. The coordinators review the appeal for the particular exam or section, making necessary changes if needed. The final result is then communicated to the student and teacher via e-mail. This process ensures transparency and fairness in handling exam appeals.

The academic calendar should be followed to determine the specific dates and deadlines for submitting the appeal.