

T.C.
YALOVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Students' Handbook

2024-2025

2024-2025



YALOVA ÜNİVERSİTESİ
university of yalova

1) PREFACE

Dear Students,

I congratulate you all for the success you have shown in the University Entrance Exam and welcome you to the Yalova University School of Foreign Languages. In our world, which has become a global village, foreign languages have an undeniable importance in social life, business, and academic environments. Accessing information has never been easier than it is today, but the biggest obstacle individuals face is understanding the language of the information they access or communicating with those who possess that knowledge.

Our School of Foreign Languages aims to develop your language skills in at least one foreign language with its young, dynamic, and professional teaching staff, technical facilities, and contemporary methods.

In our English Preparatory Department, a modular system is implemented in accordance with the Common European Framework of Reference for Languages, a first among state universities. This process-oriented system evaluates students' progress throughout the entire language learning journey and enables swift action on the necessary steps. Additionally, by setting short, medium, and long-term goals for students, it helps maintain their motivation throughout the language learning process.



With both its academic and administrative staff, our School of Foreign Languages is ready to provide our students with the necessary foreign language knowledge and skills to effectively carry out their academic work and communicate at a high level in international social relations. I believe that you, our valuable students, will make the best use of the opportunities provided and take your place in society as responsible and contemporary individuals.

I wish you a successful and happy academic year as you begin your university life at the School of Foreign Languages.

Director of the School of Foreign Languages

Asst. Prof. Mehmet Ali Uğur

2) 2024-2025 ACADEMIC YEAR CALENDAR

	YALOVA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES 2024-2025 ACADEMIC YEAR ACADEMIC CALENDAR	
FALL SEMESTER		
20 August 2024	English Proficiency Exam for Undergraduate Transfer and Double Major Programme Students	
21 August 2024	Announcement of Exam Results for Undergraduate Transfer and Double Major Programme Students	
25 September 2024	English Proficiency Exam for Newly-Admitted and Previously Enrolled Students	
25 September 2024	English Proficiency Exam for Newly-Admitted International Students (YÖS)	
16-27 September 2024	Payment of Tuition Fee and Re-registration for Fall Semester	
30 September 2024	Orientation Day for All Newly-Admitted Students	
30 September 2024	Start of 1st Module	
22 November 2024	End of 1st Module	
25-26 November 2024	Final Exam for 1st Module	
2 December 2024	Start of 2nd Module	
24 January 2025	End of 2nd Module	
27-28 January 2025	Final Exam for 2nd Module	
31 January 2025	Fall Semester English Proficiency Exam for Previously Enrolled Students	
SPRING SEMESTER		
10-14 February 2025	Payment of Tuition Fee and Re-registration for Spring Semester	
17 February 2025	Start of 3rd Module	
11 April 2025	End of 3rd Module	
14-15 April 2025	Final Exam for 3rd Module	
21 April 2025	Start of 4th Module	
13 June 2025	End of 4th Module	
16-17 June 2025	Final Exam for 4th Module	
20 June 2025	Spring Semester English Proficiency Exam for All Students	
SUMMER SCHOOL		
07-11 July 2025	Payment of Summer School Fee and Registration	
21 July 2025	Start of Summer School	
29 August 2025	End of Summer School	
01 September 2025	Final Exam for Summer School	

You can access the entire Academic Calendar via this link:

<https://ydyo.yalova.edu.tr/Uploads/ydyo/Akademik%20Takvimler/YABANCI%20D%C4%BOLLER%20Y%C3%9CKSEKOKULU%202024-2025%20AKADEM%C4%B0K%20TAKV%C4%B0M.pdf>

3) ORIENTATION

A presentation introducing our school and university will be given on the first day of their education to help our students adapt to the preparatory program in a shorter time. Participation in this presentation will minimize the issues they might encounter during their English preparatory studies and ensure a smoother learning experience.

4) ENGLISH PROFICIENCY EXAM

School of Foreign Languages English Proficiency Exam: Students who have enrolled in the preparatory class and score 60 or above on the English Proficiency Exam will be exempt from taking the English preparatory course. Those who get below 60 will be placed in the appropriate level class based on their scores from the Placement Test.

Conditions for Exemption from the Preparatory Class

Other ways to be exempt from the English Preparatory School are as follows:

- a) Those who achieve the minimum score or higher indicated in the table below on one of the national or international standardized exams accepted as equivalent by ÖSYM (considering the validity period set by the relevant institutions or the Council of Higher Education),

YDS / E-YDS	TOEFL IBT*	CAE	PTE ACADEMIC
60	72	c	55

***Only TOEFL IBT exam result documents obtained from state institutions are valid.**

- b) Those who provide documentation that the student has completed their education in secondary schools attended by citizens of the country where the foreign language is spoken as a native language,
- c) Those who provide documentation of having successfully completed preparatory education or a proficiency exam at another higher education institution within the last four academic years

can be exempt from the English Preparatory School.

5) PLACEMENT TEST

School of Foreign Languages English Placement Test: This test is conducted to assess the basic English knowledge and skills of students enrolled in our university. It is held to determine the English proficiency level at which students, who are enrolled in programs where the preparatory class is mandatory or have been admitted to the optional preparatory program, will start in the English preparatory class. Students attending the preparatory class take the Placement Test at the beginning of the fall semester and are placed in the preparatory class based on the levels determined by the exam results. The Placement Test is not an achievement test. Its purpose is to accurately assess the current English level of students who will receive preparatory education. For this reason, we recommend that students leave questions they genuinely do not know unanswered. Students who do not participate in the Placement Test are placed in the lowest (A1) level classes.

6) ATTENDANCE REQUIREMENT

Attendance is mandatory in the English Preparatory class. Students enrolled in the preparatory class must attend **at least 85% of the classes** in each module. Students who do not meet the attendance requirement cannot take the module completion (final) exam and are considered absent from that module. Students who are absent twice in the same module cannot continue with the preparatory education and are deemed unsuccessful for that year. Students who exceed **a total of 180 hours of absences** in an academic year cannot continue with the preparatory education and are considered unsuccessful.

7) PREPARATORY CLASS COURSE SCHEDULES

In the English Preparatory Department of the School of Foreign Languages at Yalova University, English education is provided in four modules (A1-A2-B1-B2), each lasting 8 weeks, according to the European Language Framework Program.

A1 LEVEL:

COURSE TITLE	OBJECTIVE
MAINCOURSE	To provide students with fundamental English knowledge and skills.

A2 LEVEL:

COURSE TITLE	OBJECTIVE
MAINCOURSE	To provide students with fundamental English knowledge and skills.
WRITING (Yazma)	To support students in developing their writing skills in a foreign language and help them acquire strategies and methods related to these skills.

B1 LEVEL:

COURSE TITLE	OBJECTIVE
MAINCOURSE	To provide students with fundamental English knowledge and skills.
WRITING (Yazma)	To support students in developing their writing skills in a foreign language and help them acquire strategies and methods related to these skills.

B2 LEVEL:

COURSE TITLE	OBJECTIVE
MAINCOURSE	To provide students with fundamental English knowledge and skills.
WRITING (Yazma)	To support students in developing their writing skills in a foreign language and help them acquire strategies and methods related to these skills.

The textbooks and other supplementary materials used in the courses are predetermined by our School. It is mandatory for students to obtain the designated textbooks and other supplementary materials.

According to the copyright law, it is strictly forbidden for students to use photocopied or pirated books. Bkz. <http://www.telifhaklari.gov.tr>

8) SUMMER SCHOOL

Summer school may be offered on the dates specified in the academic calendar if the required number of students is reached. Summer school is optional, and participation is not mandatory. Success evaluation and attendance criteria are the same as those for the fall and spring semesters.

9) EVALUATION CRITERIA

(1) To advance to the next module, students must achieve a minimum of 60 or above out of 100 as their module success score. Students who complete the B2 module will have completed their preparatory education.

(2) The module success grade is composed of 30% from module mid-term exam(s), 30% from assignments (Portfolio), and 40% from the module final exam. Students must score at least 60 out of 100 on the module final exam.

(3) Students who fail any module are allowed to retake the same module only once. To advance to the next module from the repeated module, students must meet the conditions specified in Article 9 and the first and second paragraphs of Article 10 of the School of Foreign Languages Regulations.

(4) Students who fail the same module for the second time are placed in the Foreign Language Support Program.

(5) For each module, the assignments to be given, the number and format of mid-term exams are determined by the School of Foreign Languages and announced before the start of the module.

(6) General proficiency exams are conducted three times a year: at the beginning of the fall semester, at the end of the fall semester, and at the end of the spring semester.

a) Students specified in Article 5 of the School of Foreign Languages Regulations and those who have previously failed the preparatory education may take the General Proficiency Exam at the beginning of the fall semester.

b) Students who successfully complete the B1 module during the fall semester and students who have previously failed the preparatory education may take the General Proficiency Exam at the end of the fall semester.

c) Students who successfully complete the B1 module during the spring semester and students who have previously failed the preparatory education may take the General Proficiency Exam at the end of the spring semester.

(7) In each module, students are required to complete portfolio contents. These contents include in-class presentations, paragraph or essay writing, exams on readers, and online homework assessments from textbooks.

10) LEVEL PROGRESSION

Students continuing with the English preparatory program will be placed into 8-week levels based on the results of the English Exemption Exam and/or Placement Test conducted at the beginning of the academic year. The levels are as follows:

LEVELS	
BASIC	A1 , A2
INDEPENDENT	B1 , B2
PROFICIENT	C1 , C2

Success Evaluation Criteria (For All Levels)	
MID-EXAM	%30
PORTFOLIO	%30
FINAL	%40

11) EXAM RULES

- 1- Students must be in the exam room 15 minutes before the exam starts.
- 2- Students must carry their student ID cards when entering the exam. Students without an ID card can take the exam with a student certificate obtained from the student affairs office.
- 3- Exchanging materials and talking during the exam is prohibited. The use of electronic devices (such as phones, smartwatches, etc.) is not permitted. These devices are collected before the exam and kept in a secure place until the end of the exam. Students found with these devices during the exam will have their exam invalidated.
- 4- The exam proctor is authorized to make decisions regarding the conduct of the exam (e.g., changing students' seats).
- 5- Cheating and attempting to cheat are disciplinary offenses with legal consequences.

12) ABSENCE OF TEACHING STAFF

When a teaching staff member is absent, students are placed in appropriate classes. Attendance is taken by the instructor of the class they are attending. Students must report to the School of Foreign Languages administration if their assigned instructor does not attend the class.

13) METHODS AND STRATEGIES FOR DEVELOPING BASIC LANGUAGE SKILLS

Listening

Acquiring and developing listening skills, which are fundamental requirements in language learning, is crucial for effectively using the language. One of the key practices in this area is listening and note-taking. When students take notes while listening, it enables them to grasp both the overall meaning of the text and evaluate the pronunciation of individual words.

Besides notetaking, another important skill for students is to improve their pronunciation through listening. When listening to a text, special attention should be given to the pronunciation of unfamiliar words, and it is essential to determine how a word is pronounced phonetically using English-English dictionaries. Following this, it is crucial to practice the word repeatedly.

Activities to improve listening skills may include listening to music, speeches, conferences, or seminars in the target language. Watching films in the target language is also beneficial for developing listening skills. During listening activities, attention should be paid to the intonations, facial expressions, gestures, and head and eye movements of the speakers. Continuous listening activities in the target language contribute to the development of the ability to think in that language.

In personal listening activities, subtitles are important, but focusing too much on subtitles can cause listeners to miss out on the speaker. Therefore, considering that a piece should be listened to at least twice, the first listening should be done without subtitles, noting down the key words we refer to as important terms. During the second listening, subtitles should be turned on to compare the notes taken and the overall meaning derived. Watching visuals with subtitles in the target language also helps in developing listening skills.

Reading

If various points to be considered while reading are to be listed, grasping the general meaning of the passage would come first. Unknown words should be skipped in the first reading, and the focus should be on grasping the overall meaning. It is crucial to develop the ability to understand the text in the target language at a basic level. Unknown words should be inferred from the general context of the text and the semantic connections between preceding and following sentences, and the best possible guess should be made. Spending too much time on unknown words can lead to missing the general meaning.

In addition to extracting the general meaning, paragraph-by-paragraph analysis can also be performed. Reading and summarizing each paragraph is crucial for a detailed analysis of the text. During this analysis, fundamental questions related to the paragraph or the overall text, such as what, how, who, when, and where, can be asked. This approach helps in preparing for potential questions about the text.

During reading, important words should be underlined or highlighted with coloured pens, and attention should be focused on these words or phrases. Additionally, taking brief notes on the text will help students develop their summarization skills and use the target language in their own sentences.

Writing

Writing is a skill that develops through continuous practice. Since writing involves testing both grammar and vocabulary, it is a comprehensive activity. Personal practices such as keeping a journal in the target language, writing letters, and/or exchanging emails with foreign friends should be regularly done. This helps in using newly learned words and developing the ability to think in the target language. Another factor that aids in the development of writing skills is paying attention to how texts are written while reading. Understanding how meaning is conveyed in the target language or how to start a basic sentence can help in writing similar expressions.

When writing on any topic, attention should be paid to the use of connectors, coherence between sentences, i.e., logical transitions, and overall unity. To ensure that words are used correctly, a dictionary should be consulted. Using an English-English dictionary is more beneficial as it often includes example sentences.

Speaking

Speaking skill, like writing skill, is difficult to develop but essential for achieving fluency in the target language. Continuous practice is necessary for improving this skill. During practice, potential mistakes should not be overly focused on. The main goal is to make the target language usable through speaking in a holistic manner.

Paying attention to pronunciation, stress, and intonation while repeating short listening texts in the target language will be very beneficial for students. There are various applications and internet-based programs available for such exercises. As with reading practice, using English-English dictionaries or the phonetic alphabet in electronic dictionaries is also useful for speaking activities.

Grammar

Every language has specific grammar rules, and some points to bear in mind while learning these rules include the following: Although grammar has certain rules, these rules should not be memorized to the extent that they hinder or overshadow the core purpose of the language, which is comprehension and speaking skills. This is particularly important as students often perceive language learning as a rule-based verbal subject due to their experience with exam-oriented education. This is a situation that should be avoided.

Grammar cannot be learned in isolation from other skills. When reading a text or writing an academic paper, certain rules are applied. These materials can also be used for grammar development. For example, sentences in a reading text can be analysed, and new sentences can be created in the same format. This approach helps avoid potential mistakes and supports the productivity aspect of the language. As students learn new information, they open new horizons for themselves. Throughout this process, they should focus equally on all linguistic skills.

Vocabulary

One of the most enjoyable and popular study methods for students is vocabulary practice. However, many mistakes are made during this process. Fundamentally, writing the translations of words in the target language does not add any real value, as what is learned this way is not lasting.






Using a dictionary is also very important for acquiring vocabulary. However, there are certain points that need to be considered. As aforementioned, deriving the meaning of an English word from its English equivalent is the most effective method, as this helps in developing the ability to think in the target language and learning new words more accurately. When using a dictionary, it is necessary to learn about fixed expressions, prefixes, suffixes, and abbreviations that indicate word types (e.g., *n* for noun, *adj* for adjective, *adv* for adverb).

Additionally, learning new words by categorizing them according to their types and by organizing them under specific headings helps improve retention and recall.

13) EUROPEAN LANGUAGE PORTFOLIO AND CEFR

The Common European Framework for the Teaching of Languages (CEFR) contains a table of indicators for levels of foreign language teaching and learning and validated language proficiency criteria. The main aim of the CEFR is to base foreign language teaching on three basic philosophies. These can be listed as Learner Autonomy, Self-Assessment and Cultural Diversity. Based on these three basic philosophies, the European Language Portfolio, which consists of three main parts, has been developed, and it has been tried to ensure that the philosophy of CEFR is implemented in the same way in all countries and that a common standard is brought to practices in a concrete way.

14) CEFR: SELF-ASSESSMENT GRID

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structural or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

15) HIGHER EDUCATION INSTITUTIONS STUDENT DISCIPLINARY REGULATIONS

The acts and conditions that require a warning penalty are as follows:

- a) To engage in attitudes and behaviors that are not befitting the dignity required by the status of being a student,
- b) To behave rudely and disrespectfully in interactions with others, to shout, sing, play musical instruments, or make noise in a way that disturbs others, and to not keep the surroundings clean,
- c) Failing to respond in a timely manner to inquiries made by the authorities without a valid reason,
- d) Occupying seats designated for faculty members or guests at meetings and ceremonies.

The actions and behaviors that warrant a reprimand are as follows:

- a) Engaging in behaviors that undermine the respect and trust required by the status of being a student,
- b) Writing on walls or permanent fixtures, or drawing signs, pictures, and similar figures in higher education institutions,
- c) Providing incomplete or incorrect information, or failing to provide information requested by higher education authorities,
- d) Posting notices in places other than those designated by the authorities of the higher education institution,
- e) Disrupting the order of classes, seminars, practical sessions, laboratory work, workshops, and conferences,
- f) Attending classes, seminars, conferences, and practical activities under the influence of alcohol,
- g) Gambling or facilitating gambling.

The actions and behaviors that warrant suspension from a higher education institution for a period of one week to one month are as follows:

- a) Directly or indirectly restricting the freedom of learning and teaching; engaging in behaviors that disrupt the peace, tranquility, and working order of higher education institutions,
- b) Disrupting the order of ceremonies or violating the ceremony program,
- c) Engaging in political activities within the higher education institution,
- d) Continuing to occupy seats designated for faculty or guests at meetings and ceremonies despite warnings,
- e) Obstructing the proper conduct of disciplinary investigations,
- f) Distributing leaflets, posting banners, or hanging posters within the higher education institution,

- g) Lending a document that grants personal rights obtained from the institution to someone else, or using a document belonging to another person from the same institution,
- h) Writing, drawing, or attaching indecent content on institution property such as furniture, doors, or walls,
- i) Tearing down, altering, defacing, or soiling announcements, programs, and similar items posted by or with the permission of the institution.

The actions and behaviors that warrant suspension from a higher education institution for one or two semesters are as follows:

- a) Threatening higher education administrators, faculty members, or other staff, or verbally or in writing attacking or acting against their honor, dignity, or persons,
- b) Speaking or publishing aggressive content against the administrators of the higher education institution, their decisions, or inciting students against them or attempting such actions,
- c) Attempting boycotts, occupations, or obstructions for reasons other than political or ideological purposes or engaging in behaviors that disrupt the services of the institution.
- d) Engaging in activities that promote division based on language, race, religion, or sect,
- e) Physically assaulting institution staff or fellow students,
- f) Writing ideological or political slogans, drawing symbols, or affixing them to furniture, doors, walls, or similar places within the institution,
- g) Committing theft,
- h) Consuming alcoholic beverages within the higher education institution,
- i) Inciting students or others to engage in actions that disrupt the functioning of the higher education institution,
- j) Organizing or participating in meetings within the institution's premises without permission from the authorities, or pretending to be a student representative and making statements or participating in meetings or ceremonies,
- k) Disobeying orders to stay out of institution buildings or entering and damaging buildings that have been closed by the authorities,
- l) Possessing, reproducing, or distributing any prohibited publications within the institution,
- m) Cheating or enabling cheating during exams.

The actions and behaviors that warrant expulsion from a higher education institution are as follows:

- a) Forcing staff and students out of the institution through coercion and violence, obstructing the performance of duties, or compelling students to engage in such behaviors,
- b) Disrupting the peace, tranquility, and working order of higher education institutions for ideological or political purposes, or participating in actions such as boycotts, occupations, obstructions, or slowdowns of personnel, or inciting others to take part in these activities,

- c) Possessing, reproducing, or distributing politically or ideologically motivated leaflets, posters, banners, tapes, or similar items within higher education institutions, or writing, drawing, displaying, or verbally or in writing propagating ideological messages in or on institutional buildings or objects,
- d) Forcing an individual or group, through threats, to commit a criminal act, participate in such an act, make a false statement, present false evidence, or take responsibility for a crime,
- e) Being a member of illegal organizations, engaging in activities on behalf of these organizations, or providing assistance to them,
- f) Using, carrying, possessing, or trafficking drugs,
- g) Being punished for crimes committed against the state,
- h) Violating the "Law on Firearms, Knives, and Other Tools" (Law No. 6136), carrying firearms, ammunition, knives, or other tools specifically made for attack or defense, or explosives within the institution, or being convicted of these crimes,
- i) Establishing open or hidden associations or similar organizations within institution buildings or annexes without permission,
- j) Cheating in exams through threats, preventing the removal of students caught cheating from the classroom, or having someone else take an exam on one's behalf or taking an exam for someone else,
- k) Obstructing disciplinary proceedings or the work of the disciplinary committee using force or threats,
- l) Committing sexual assault,
- m) Hiding or harboring individuals wanted by security forces,
- n) Preventing entry to or participation in classes or exams in any way, or forcing or inciting students to leave classes,
- o) Torturing or causing others to torture an individual or group for any reason,
- p) Engaging in behaviors that obstruct flag ceremonies or deliberately failing to show the necessary respect during the ceremony.

16- SERVICES PROVIDED TO OUR STUDENTS

a) Health Services

Students Without Social Security Coverage

Students at our university who do not have any social security coverage will have all their health needs covered by our university. In addition to medical examinations and treatments, the costs of the medications prescribed on the health card are covered by the university's Health, Culture, and Sports Department. If these students require referrals to other healthcare institutions for advanced tests and treatments, the referral will be made by the physician at the university's medical social centers, provided that the health card is valid, and all expenses at the referred institution will be covered by the Health, Culture, and Sports Department.

Students with Social Security Coverage

Students who have social security coverage through their parents can receive free medical examinations at our medical social center. However, the medications required for treatment will be prescribed on the health card issued by their respective social security institution. For advanced tests and treatments, these students will be referred to other healthcare institutions through their social security institution, and the treatment costs will be covered by that institution.

Psychological Counseling Services

Starting university education, along with moving to a new city, a new school, and a new environment, often brings certain challenges. To assist students in overcoming these difficulties, there is a Psychological Counseling Unit within the Medical-Social Center. In this unit, where a psychologist is available, counseling services are provided through individual sessions and group work.

Counseling Services Provided to Students Include:

- Coping with stress
- Effective study techniques
- Overcoming adjustment difficulties
- Developing communication skills
- Managing exam anxiety
- Addressing interpersonal relationship challenges

b) Cultural Services

Our university organizes various events such as theater performances, concerts, trips, panels, conferences, exhibitions, and talks on various topics.

Our Infrastructure and Physical Facilities

- Mehmet Okul Conference Hall
- Culture Hall (Suitable for theater, cinema, conferences, panels, and talks)
- Fully Equipped Music Studio
- Fully Equipped Mobile Stage
- Club Village
 - Meeting and Training Rooms
 - Event Rooms
 - Club Management Offices
- Technical equipment for sound and lighting needs during events

Our cultural facilities are offered to students free of charge for their use.

Cultural Clubs

- Akil Youth Club
- Armutlu Music Club
- Plus Value Club
- Astronomy Club
- Atatürkist Thought Club
- Contemporary Lawyers Club
- Conflict Resolution Club
- Çınarcık Theater Club
- Nature and Travel Club
- Critical Thinking Club
- Industrial Engineering Club
- Erasmus Club
- Future Leaders Club
- Young Tourism Professionals Club
- Young Awakening Club
- Young Vision Club
- Youth Family Club
- Recycling Club
- Adventure Travel Club
- Volunteer Young Entrepreneurs Club
- Folk Dance and Modern Dance Club
- Legal Research Club
- ISU Club
- Business and Economics Club
- Innovation Club
- Women's Studies Club
- Women Entrepreneurship Club
- Short Film Club
- Culture and Civilization Club
- National Youth Club
- Music Club
- Polymer Research Club (YÜPAK)
- Add Color Club
- Rhythm-i Çınarcık Music Club
- Robotics Club
- Poetry and Book Club
- Trade and Finance Club
- Theater Club (YÜTİK)
- Community Volunteers Club
- Turkic World Studies Club
- International Projects Club
- Renewable Energy Club
- The Freshmen Club

c) Sports Activities

Yalova University organizes various sports activities to encourage all students to engage in sports and make the most of their free time. These activities aim to help students pursue their interests in different sports fields and contribute to their university life by promoting a healthy lifestyle.

Our Infrastructure and Physical Facilities

- Indoor Astroturf Field with a capacity of 200 spectators
- Outdoor Astroturf Field
- Indoor Volleyball and Basketball Court with a capacity of 200 spectators
- Outdoor Tennis Court
- Outdoor Basketball Court
- Outdoor Volleyball Court
- Fitness Center

Sports Clubs

- Aikido Club
- Women's Basketball Club
- Cycling Club
- Table Tennis Club
- Archery Club
- Tennis Club
- Volleyball Club

Accommodation Services

Students attending our preparatory school have three accommodation options: dormitories provided by the Credit and Dormitories Institution (KYK), private dormitories, and renting apartments.

For more detailed information on this matter, you can visit the Credit and Dormitories Institution (KYK) website:

www.kyk.gov.tr

KYK dormitories located in Yalova are:

Name	Type	Telephone Number	Address
<i>YALOVA YURDU</i>	Male	0(226) 814 67 11	Bağlarbaşı Mah. Gazi Mehmet Elen Sok. No.1 Merkez/ YALOVA
<i>TERMAL ÖĞRENCİ YURDU</i>	Male	0(226) 675 74 79	Gökçedere Mah. Sağlık Sok. No:17/1 Termal/YALOVA
<i>ÇINARCIK ÖĞRENCİ YURDU</i>	Female	0(226) 245 20 66	Çamlık Mahallesi, 658. Sokak, No:1 Çınarcık/YALOVA
<i>DİLŞAD HATUN KIZ ÖĞRENCİ YURDU</i>	Female	0(226)502 05 63	Bahçelievler, Yalova Armutlu Yolu, 77202 Samanlı/Yalova Merkez/Yalova
<i>AKÇA HATUN ÖĞRENCİ YURDU</i>	Female	0(226)502 05 63	Bahçelievler, Yalova Armutlu Yolu, 77202 Samanlı/Yalova Merkez/Yalova

Nutrition

At Yalova University, students are offered menus prepared under the best conditions, ensuring a healthy and hygienic environment. These menus consist of the essential nutrients required for daily intake. To benefit from this service, students need to load credit onto their campus cards.

The catering company provides two meals a day—lunch and dinner—with four different dishes in each meal. Students with financial difficulties are offered free meal services during the academic year.

In addition to the dining hall, there are canteens and cafeterias on campus that provide students with alternative food options and a space to spend their time.

Contact Information

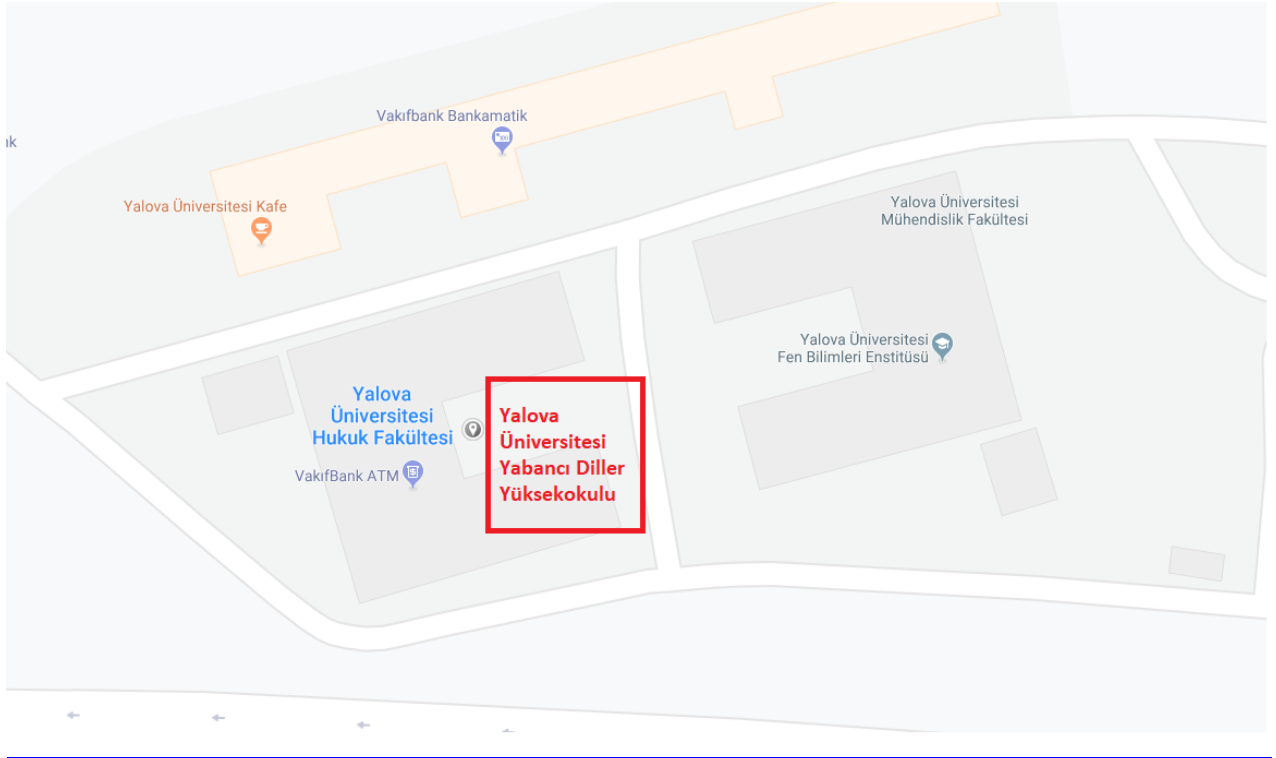
Address: Yalova Üniversitesi Yabancı Diller Yüksekokulu, Yalova Üniversitesi Merkez Kampüsü, Çınarcık Yolu 2. Km, Merkez/Yalova

Telephone Number: +90 (226) 815 56 55

Faks: +90 (226) 815 56 59

E-Mail: yabancidiller@yalova.edu.tr

Website: <http://ydyo.yalova.edu.tr/>



Transportation

Transportation to the campus is provided by minibuses with "KAMPÜS" signs departing from the city center, as well as municipal buses operating on specific routes.

Frequently Asked Questions (FAQs)

1- Is a medical report valid in case of absenteeism?

Students are required to attend 85% of the total classes. For absences of five days or more, students must provide a medical report, and their excuse will be evaluated by the administrative board.

2- Can a makeup exam be arranged with a medical report if a student misses an exam?

Medical reports or other excuses are not accepted for midterm exams. For final exams, students may submit a medical report to the School Directorate for evaluation.

3- Can I bring a guest to class?

No. Only students on the class list are allowed to attend classes.

4- Can I attend classes without the necessary course materials?

No. Students must have their course materials for every class.

5- Where can I obtain the course books?

Course books can be obtained from websites specified by the publishers or from other sales outlets of the student's choice.

6- Can I attend summer school at another university?

Yes, if the course content matches and both universities provide mutual approval, you can attend summer school at another university.

7- Can the same course materials be used if I repeat a level?

No. Different teaching plans are prepared for repeated levels, and new materials are used accordingly.

8- Is it possible to change classes?

No. The classes and programs announced by the administration at the beginning of each module are final.

9- If I fail in the preparatory class after one year, am I entitled to study for another year?

Yes. Second-year students can continue by paying their tuition fees.

10- What happens if I fail two consecutive years in the preparatory class?

Your relationship with both the School of Foreign Languages and your department will be terminated. However, upon request, you may apply to be placed into a Turkish-taught equivalent program at a level no higher than your original central placement score. If no such program is available, you may be placed in a similar Turkish-taught program.

11- Can I freeze my enrollment while studying in the preparatory class?

Yes, but you need to apply to the student affairs office of your department. The School of Foreign Languages is not involved in the enrollment freeze process.