



**GAZİ UNIVERSITY**

**COLLEGE OF FOREIGN LANGUAGES**

**Teaching and Learning Handbook**

**(2025 - 2026)**

## Contents

INTRODUCTION .....	5
1. COLLEGE of FOREIGN LANGUAGES .....	6
1.1. Mission .....	6
1.2. Vision.....	6
2. ACADEMIC CALENDAR .....	6
3. INSTRUCTIONAL ACTIVITIES .....	6
3.1. Principles .....	6
3.1.1. <i>Our Teaching Philosophy</i> .....	6
3.1.2. <i>Academic Integrity Statement</i> .....	7
3.1.3. <i>The Use of the Target Language</i> .....	8
4. LECTURES and OBJECTIVES.....	8
4.1. Department of Basic Languages .....	8
4.2. Department of Modern Languages .....	9
5. JOB DESCRIPTIONS of the INSTRUCTORS .....	10
6. CURRICULUM.....	10
7. LEARNING OUTCOMES .....	12
7.1. Learning Outcomes by Levels .....	12
7.2. The Assessment of Learning Outcomes .....	13
8. PORTFOLIO ASSIGNMENTS .....	13
8.1. Written Portfolios .....	13
8.2. Oral Portfolios .....	13
9. TESTING and ASSESSMENT .....	14
9.1. <i>Department of Basic Languages</i> .....	14
9.1.1. Proficiency Exam .....	14
9.1.2. Placement Exam .....	15
9.1.3. <i>Quizzes</i> .....	15
9.1.4. Midterm Exams .....	15
9.1.5. Make-up Exams .....	15
9.1.6. Objection and Re-evaluation Processes.....	15
9.1.7. Final Exam.....	16
9.1.8. Rubrics .....	16
9.2. <i>Department of Modern Languages</i> .....	16

9.2.1. English Placement / Proficiency Exam: .....	16
9.2.2. Quizzes .....	16
9.2.3. Midterm Exams .....	17
9.2.4. <i>Make-up exams</i> .....	17
9.2.5. Final Exam.....	17
9.2.6. Rubrics.....	17
10. ONLINE EDUCATION .....	17
11. APPROACHES in LANGUAGE TEACHING .....	18
12. LANGUAGE LEARNING STRATEGIES for STUDENTS .....	19

## **ABBREVIATIONS**

GU	Gazi University
CFL	College of Foreign Languages
CEFR	The Common European Framework of Reference for Languages
TDB	Department of Basic Languages
MDB	Department of Modern Languages
TAU	Testing and Assessment Unit
PMDU	Program and Material Development Unit
PDRU	Professional Development and Research Unit
SAU	Student Affairs Office
VS	Vocational School
SIS	Student Information System
LMS	Learning Management System

## INTRODUCTION



"The Teaching and Learning Handbook 2023/24" has been prepared for the students and instructors of Gazi University College of Foreign Languages. This handbook contains information about the programmes offered at our college, their content and administrative structure, as well as our foreign language teaching philosophy.

Gazi University

College of Foreign Languages

## **1. COLLEGE of FOREIGN LANGUAGES**

### **1.1. Mission**

Our mission is to provide students with internationally standardized educational opportunities that equip them with the foreign language proficiency essential for their professional and academic pursuits after graduation.

### **1.2. Vision**

Our vision is to be an internationally recognized academic institution in the field of foreign language education, distinguished by the high standards of the services we provide.

## **2. ACADEMIC CALENDAR**

While the Department of Modern Languages at the College of Foreign Languages carries out its activities according to the academic calendar of our University's faculties and vocational schools approved by our Senate, the academic calendar of the Department of Basic Languages, prepared according to the measurement and evaluation tools determined by the School Board, and the feedback of the internal stakeholders each year is approved and entered into force by the Senate of our University.

## **3. INSTRUCTIONAL ACTIVITIES**

### **3.1. Principles**

#### ***3.1.1. Our Teaching Philosophy***

Gazi University College of Foreign Languages aims to support students' language learning processes most appropriately for their academic and social needs. For this reason, all courses and activities developed within the College of Foreign Languages are conducted in learning environments equipped with appropriate technological devices to meet the contemporary requirements of academic and social life. All foreign language education processes carried out within our school focus on four basic language skills, view grammar teaching as a sub-skill within

these skills and do not evaluate grammar teaching under a separate heading, except for the special purpose language training. All the foreign language education contents are student-centred and offer internet-based mobile learning opportunities. GU CFL ensures that all its services are maintained with a quality cycle that constantly aims for better and provides the best teaching services and learning experience.

### ***3.1.2. Academic Integrity Statement***

Gazi University College of Foreign Languages students are required to comply with the principles of the Academic Integrity Statement and fulfil the requirements of these principles.

Academic dishonesty means cheating, cheating attempts, plagiarizing, fabricating information or references, facilitating acts of dishonesty by others, having unauthorised possession of examinations, submitting the work of another person, copying parts of the academic work of other students or any similar activities related to student work. Any kind of academic dishonesty is an act of violating academic regulations and becomes the reason for disciplinary action and also may be the reason for failing an assignment or a course.

For your safety in terms of academic honesty and integrity, please make sure that you follow these steps:

- Do not share the passwords of your SIS, LMS or online workbook with anyone and always log out when you are finished using the platforms for online education. Change your password if you think someone else might know it.
- All content (image, video etc.) shared within this community reflects acceptable academic standards and is confidential. You are expected to use discretion accordingly.
- Contents in all materials made available on the course pages or sent to students via different means for course purposes (i.e. writing, audio, picture, image, photograph, video) belong to the relevant copyright owners and are protected under the Law on Intellectual and Artistic Works, Commercial Law, Civil Law, Code of Obligations, Law on the Protection of Personal Data, Turkish Criminal Law, and other special laws. Infringers shall be

concurrently subject to disciplinary, legal, and penal sanctions as per both the relevant legislation and school disciplinary law.

- Be careful with plagiarism and copyright. Always give accurate and appropriate credit when you use someone else's words and ideas. For more detailed information, please read the official statement of our university: <https://senato.gazi.edu.tr/decision/2461>
- Ensure that you use artificial intelligence applications within the framework specified by the course instructor or the university.

### ***3.1.3. The Use of the Target Language***

In all courses, practices and exams, the target language is used as the medium of instruction and communication at all levels. However, the use of the mother tongue is not prohibited for students because it can be useful in establishing trust between students and teachers in educational environments. Nevertheless, instructors are expected to provide all the feedback regarding the educational activities in the target language. In online environments where simultaneous teacher-student interaction is limited, the use of native language is accepted provided that it is limited to educational purposes (pedagogical) to prevent the students from feeling the interactive distance. On this basis, students are ensured to be more in touch with the language they learn and to internalize the language as a means of communication.

## **4. LECTURES and OBJECTIVES**

### **4.1. Department of Basic Languages**

The Preparatory program (PREP 100) implemented at Gazi University College of Foreign Languages aims to ensure that students have the B2-level language skills in the CEFR criteria at the end of the academic year. The main goal is for students to achieve the B2 level criteria in the four basic skills of reading, listening, writing and speaking. For this purpose, during the academic year, in-class and extracurricular studies, written and/or oral exams, and portfolio assignments are structured by students' levels and four language skills.



## **4.2. Department of Modern Languages**

The purpose of the English courses carried out in some faculties under the responsibility of the Department of Modern Languages is to conduct General English courses that will help students improve their current foreign language knowledge and Academic English courses that will enable students to easily attend their courses at their faculties. While General English courses improve students' existing language knowledge, Academic English courses assist students in comprehending academic texts, acquiring academic writing skills, understanding presentations conducted in English while actively listening, and finally gaining skills to make presentations in a foreign language required for the courses in their fields of study.

The objectives of 5(1) English courses coded ENG101, ENG102, ENG201, ENG202, ENG301, ENG302, ENG401 and ENG402 given to the students in the programs where the medium of instruction is Turkish at the relevant faculties and vocational schools of our university are as follows:

The major objective of the **ENG101 and ENG102** courses for students is to achieve the A1 level criteria.

The major objective of the **ENG201 and ENG202** courses for students is to achieve the A2 level criteria.

The major objective of the **ENG301 and ENG302** courses for students is to achieve the B1 level criteria.

The major objective of the **ENG401 and ENG402** courses for students is to achieve subject-specific language competency and the B1 level criteria.

The objectives of the English courses, **ENG 103, ENG 104, ENG 203 and ENG 204** given at the Faculties of Architecture and Engineering in our university are as follows:

The major objective of the **ENG103 and ENG104** courses for students (having studied the Preparatory Program) is to achieve the B2 level criteria.

The major objective of the **ENG203 and ENG204** courses for students (having studied the Preparatory Program) is to possess the competencies required for the B2+ level.

The objectives of the English courses, **ENG103, ENG104, MEN201, MEN202, MEN301, MEN302, MEN401 and MEN402** given at the Faculty of Medicine are as follows:

The major objective of the **ENG103 and ENG104** courses for students (having studied the Preparatory Program) is to achieve the B2 level criteria.

The major objective of the **MEN201 and MEN202** courses is for students to develop the competencies required for the B2+ level.

The major objective of the **MEN301 and MEN302** courses is for students to achieve professional language competency and the B2+ level criteria.

The major objective of the **MEN401 and MEN402** courses is for students to achieve professional language competency and the B2+ level criteria.

## **5. JOB DESCRIPTIONS of the INSTRUCTORS**

The instructors are responsible for practising the lesson plan effectively, giving feedback on education, training and lesson materials to the related unit; contributing to PDCA during the quality process; keeping professional information and equipment up-to-date; keeping self-reflection reports regularly and fulfilling the tasks and responsibilities (executive and academic) given by the College.

## **6. CURRICULUM**

PREP 100 programme carried out in GU CFL aims to equip students with B2 level language skills within the CEFR standards at the end of the academic year. The students take the placement exam before the first term starts and they are placed in A1, A2 and B1 classes following the CEFR standards. They reach the B2 level with the programmes arranged for every level at the end of the academic year. The curriculum content and scope are determined by the Curricular Frame that instructors prepare by working in cooperation and that is updated according to the learning requirements of different languages and levels. Accordingly, the brief explanations of the levels are as follows:

## A1

The student can understand and use the quotidian expressions that s/he is familiar with while meeting tangible needs. S/he can introduce her/himself and ask questions. S/he can ask detailed questions about where somebody lives, the people s/he is acquainted with and the possessions s/he has and s/he can answer the questions that are asked to her/him. S/he can communicate with somebody on condition that the other person speaks slowly and clearly, and s/he is ready to help.

## A2

The student can understand the sentences and very common expressions that are quite related to her/himself (e.g. basic personal and family information, shopping, local geography, employment). S/he can communicate when there is a routine and simple task which s/he is familiar with and requires direct information exchange. S/he can describe the past, inner circle and the dimensions of the affairs related to primary needs.

## B1

The student can understand the main points of clear standard input on familiar issues encountered regularly at work, school, free time, etc. S/he can handle most situations that are likely to arise when travelling in an area where the language is spoken. S/he can produce simple, connected texts on topics familiar or of personal interest. S/he can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

## B2

The student can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of expertise. S/he can interact with the fluency and spontaneity of interacting with users of the target language as regularly as possible, without straining either party. S/he can produce clear, detailed text on a wide range of topics and explain a point of view on a topical issue by giving the advantages and disadvantages of various options.

## **7. LEARNING OUTCOMES**

### **7.1. Learning Outcomes by Levels**

The preparatory program (PREP-100) carried out by the Department of Basic Languages is to ensure that German, Arabic, French and English preparatory students reach the B2 level language proficiency determined by the Common European Framework of Reference for Languages (CEFR) at the end of the academic year. Our main goal is for students to reach the B2 level in four basic language skills and gain the competencies required for the level. For this purpose, in-class and out-of-class activities, written and oral exams and homework are structured around four language skills.

In the program prepared following the CEFR at the College of Foreign Languages, the time required for each language level is organized and reviewed every week, semester and year based on four skills (reading, writing, speaking, listening) for students starting from different language levels (A1-Beginner Level, A2-Basic Language Use Level, B1-Independent Language Use Level, B2-Independent Language Use Level). At the end of the program, all the students studying at the Department of Basic Languages at CFL will have completed their foreign language education at the B2 level.

For detailed information, you can visit the link <https://ydyo.gazi.edu.tr/view/page/215808/egitim-ogretim-ve-sinav-yonergesi>.

The aim of the English courses conducted in almost all faculties under the responsibility of GU CFL Department of Modern Languages is to conduct General English courses that will help students improve their existing foreign language knowledge and Academic and Professional English courses that will enable students to carry out their courses in their faculties easily. While General English courses improve students' existing language knowledge, Academic English courses aim to enable students to understand academic texts, acquire the academic writing skills necessary for their field courses, understand presentations conducted in English while actively listening to them, and acquire foreign language presentation skills necessary for their field courses. Vocational English courses, on the other hand, support students to use their foreign language skills effectively in their professional lives by focusing on their fields.

## **7.2. The Assessment of Learning Outcomes**

In addition to quizzes, midterm exams and final exams (at the end of the fall semester for the B1 course and at the end of the spring semester for all students), learning outcomes in the CFL Department of Basic Languages are also assessed using the portfolio assignments prepared at the beginning of the academic year, the implementation and submission dates of which are announced to the students and instructors at the beginning of the academic year. These portfolio assignments are prepared by the Program and Material Development Unit of the GU CFL to ensure the highest level of use of all four language skills. These assignments are designed as individual or group works such as in-class writing activities, and oral presentations and contribute to students' achievement scores for the year. To objectively evaluate the assignments, a rubric is prepared for each assignment and presented to the instructors. These evaluation criteria are revised and/or renewed in line with the feedback from lecturers and students, even if the portfolio assignments do not change every year.

## **8. PORTFOLIO ASSIGNMENTS**

### **8.1. Written Portfolios**

The preparatory program (PREP-100) carried out by the Department of Basic Languages is to ensure that German, Arabic, French and English preparatory students reach the B2 level language proficiency determined according to the Common European Framework of Reference for Languages (CEFR) at the end of the academic year. Our main goal is for students to reach the B2 level in four basic language skills and gain the competencies required for the level. In the context of this purpose, in-class and out-of-class activities, written and oral exams and homework are structured around four language skills.

### **8.2. Oral Portfolios**

In the preparation program, students are given a presentation assignment in every semester as a part of the formative assessment process. The main purpose of this assignment is to encourage the students to think critically and create new ideas and at the same time to improve their communication and speaking in public skills. In oral portfolios, students are asked to use the target language in a specific topic. The topics are chosen by the students considering the themes that have been discussed or are going to be discussed in the class to lessen the worry of speaking in another

language in public. In this way, students can feel comfortable themselves and they can focus on using the target language during their presentations. Presentations can be assigned as videos (in online semesters) or presentations in classrooms in some conditions. In both ways, students are expected to prepare their presentations according to presentation instructions that are adopted by the Unit of Program and Material Development. The instruction of the presentation is shared to guide the students correctly. Consequently, the process of oral portfolio assignment is applied elaborately to help students overcome the hesitations of speaking English.

In the courses given by the Department of Modern Languages, learning outcomes are stated in ECTS (European Credit Accumulation and Transfer System). In addition to the midterm, an in-class listening practice, a project and also quizzes on the digital platforms of the course books are conducted during the term. In addition, for students who do not have internet access or the necessary technical equipment to participate in digital platform quizzes, alternative assessment and evaluation methods, such as face-to-face oral exams, can be conducted.

## **9. TESTING and ASSESSMENT**

### ***9.1. Department of Basic Languages***

#### **9.1.1. Proficiency Exam**

The purpose of this exam is to determine whether students have foreign language proficiency at the expected level. The proficiency exam is conducted at the beginning of each academic year to measure whether students' language proficiency is suitable to continue their departments. Students who are successful in this exam are considered exempt from the Foreign Language Preparatory Program and begin their studies directly in their departments. Students who do not take the exam and those who cannot succeed despite taking the exam are required to follow the foreign language preparation program.

The proficiency exam consists of two stages. The first stage consists of the Reading and Listening sections. Students who score 59.5 (84.5 for the English Language Teaching program) and above in the first stage will be eligible to enter the second stage of the exam. The second stage of the exam consists of writing and speaking sections. At this stage, students who score 59.5 (84.5 for the English Language Teaching program) and above are considered successful and begin to get education at their faculties.

### **9.1.2. Placement Exam**

This is an exam conducted at the beginning of the semester to place students in classes appropriate to their level. The Placement Exam is carried out in two sessions. The first session consists of the use of English, reading, listening and writing sections, and the second session consists of a speaking section.

### **9.1.3. Quizzes**

Quizzes can be conducted in written, oral, auditory or both written-oral and auditory formats. These exams can be done with notice or as pop quizzes; it may not be stated in the academic calendar. Quizzes are held in both semesters, according to the number stated in the curriculum. The aim is to enable students to see their weaknesses. Students' grammar and vocabulary knowledge is tested on quizzes. At the same time, one or more skills including reading comprehension, listening comprehension, writing and speaking skills are measured and evaluated.

### **9.1.4. Midterm Exams**

All midterm exams are based on the four language skills: reading, listening, writing and speaking. Midterm and end-of-term/end-of-year exams are administered in two days, as stated in the academic calendar.

### **9.1.5. Make-up Exams**

Make-up exams are only applied for midterm exams and can be taken provided that a valid health report (sick leave report) is brought. The report will be submitted to the College of Foreign Languages Student Affairs Office. Missing quizzes (pop quizzes and portfolios) cannot be made up and the report (sick leave report) is not accepted.

### **9.1.6. Objection and Re-evaluation Processes**

Students may object to the exam results for any reason in writing to the relevant board of academic units within five business days of the announcement of the exam results. Exam documents are examined by the unit. The result of the review; the student's exam participation report, along with the exam paper and minutes, is notified in writing to the relevant board within ten business days. Any material error detected is resolved by the relevant board of directors

### **9.1.7. Final Exam**

Students may object to the exam results for any reason in writing to the relevant board of academic units within five business days of the announcement of the exam results. Exam documents are examined by the unit. The result of the review; The student's exam participation report, along with the exam paper and minutes, is notified in writing to the relevant board within ten business days. Any material error detected is resolved by the relevant board of directors

### **9.1.8. Rubrics**

Rubrics prepared by the testing and assessment unit are used for speaking and writing skills. In addition, evaluation processes are carried out multiple times, students' oral exam performances are recorded, and standardization meetings are held in the evaluation processes to ensure a high level of transparency in evaluation.

## ***9.2. Department of Modern Languages***

### **9.2.1. English Placement / Proficiency Exam:**

The purpose of this exam is to determine whether students studying at the faculties and vocational schools whose medium of instruction is Turkish have the required level of foreign language proficiency for the compulsory English courses they are required to take by Article 5(1) of the Council of Higher Education (CoHE).

English Placement / Proficiency Exam is administered at the beginning of each academic year. Students who are successful in this exam are exempted from 1st, 2nd and 3rd year 5(1) English courses in line with the scores they get from the exam. 4th grade courses cannot be exempted.

For more information, please visit <https://ydyo.gazi.edu.tr/view/page/215808/egitim-ogretim-ve-sinav-yonergesi>.

### **9.2.2. Quizzes**

Quizzes and other portfolio studies can be in written, oral, audio or both written, oral and audio form. The dates and contents of the quizzes and portfolio studies are determined at the beginning of the semester and these quizzes are specified in the program. In the Modern Languages Unit, all quizzes and portfolios account for 30% of the end-of-year assessment grade. These assessments consist of 2 quizzes which are completed on the digital platforms of the course books



(12%), 1 practice portfolio study (listening) (8%), and 1 project (reading and writing) (10%). In addition, for students who do not have internet access or the necessary technical equipment to participate in digital platform quizzes, alternative assessment and evaluation methods, such as face-to-face oral exams, can be conducted. In all classes, these exams are conducted as portfolio work based on the four language skills, digital platform applications, or in-class work. Information about quizzes is provided within the orientation program every semester, as well as by the course instructor at the beginning and during the semester.

### **9.2.3. Midterm Exams**

Midterm exams are administered centrally on the same date and time intervals in all faculties and vocational schools where 5(i) English courses are offered.

### **9.2.4. *Make-up exams***

Make-up exams are only applied for midterm exams. Students who have a specific excuse and cannot take the midterm exam apply to the faculty or vocational school where they study to take a make-up exam. For students whose applications are accepted, make-up exams are held on the dates and times determined.

### **9.2.5. Final Exam**

Final exams are administered centrally on the same date and time intervals in all faculties and vocational schools where 5(i) English courses are offered.

### **9.2.6. Rubrics**

Rubrics prepared by the Program and Material Development Unit are shared with the instructors so that they can use them to evaluate speaking and writing skills for Quiz 2 and Presentation studies for 1st, 2nd and 3rd-year students, and Presentation studies for year 4 students.

## **10. ONLINE EDUCATION**

Due to compulsory conditions, the Council of Higher Education, to which all universities are affiliated, can decide regarding universities to continue their education online. Examples are the global pandemic in 2020 and the aftermath of the earthquakes on February 6, 2023, negatively affecting 11 of our provinces. The following are the points to be taken into consideration in case of switching to online education again in the future:

- Action should be taken in line with the official statements made online. Sources other than the official website and official social media accounts of our university and college should not be trusted.
- The e-mail addresses used by students and faculty members for communication should be checked frequently, and official announcements and information should be considered.
- Teaching and learning activities are carried out with the Perculus infrastructure at <http://lms.gazi.edu.tr> unless otherwise stated. Exam practices will be carried out in a way that our School's Testing and Assessment Unit will announce to students and faculty members a reasonable time before the exams. Students and instructors must comply with the instructions and rules specified for all testing and assessment practices. Otherwise, the relevant examination and disciplinary regulations of the college apply.
- The system where students can see their academic standing and absence status is <http://obs.gazi.edu.tr>, which they will use throughout their entire education period unless otherwise stated. Apart from this, it is important for them to frequently check our college's website <http://ydyo.gazi.edu.tr> and the personal e-mail addresses they share with the university to avoid any victimization. This situation should be followed with the same sensitivity during face-to-face education activities.
- The 85% attendance requirement for students, valid for face-to-face education, is also valid for online education activities in the same way and rate. To increase the efficiency of language learning, our students need to participate in the course and learning activities in online education, act according to the lecturers' instructions, and use their cameras and microphones whenever possible.
- It is necessary to pay attention to the use of technology to benefit students in learning the language effectively, and it must be remembered that the College of Foreign Languages has taken different measures to detect cheating and plagiarism situations. Also, such situations will be sanctioned in line with the measures taken by the College.

## **11. APPROACHES in LANGUAGE TEACHING**

In the courses at the College of Foreign Languages, a student-oriented approach prioritizing communication in line with more language exposure opportunities in and outside the classroom is

adopted. In the courses, various written and oral activities are practiced covering four basic skills: reading, listening, writing and speaking as well as several sub-skills such as vocabulary, pronunciation and spelling rules. Moreover, the students at the College, can study as individuals and also in groups. Miscellaneous media and technological tools are used to facilitate learning at the College.

To enhance their development of foreign language skills, our students should:

- contribute to the positive learning atmosphere in the classroom,
- participate in classroom learning activities both individually and collaboratively with other students,
- pursue the learning process without hesitation while making mistakes by accepting their mistakes as a tool to learn,
- keep technological devices such as cell phones or computers away -if not used for learning activity- during the lesson so as not to distract themselves or other students,
- share responsibility with all the learners in group work and be aware that group learning is as important as individual learning
- know that they can ask for support from the instructors and administrators at the College of Foreign Languages in case of difficulties regarding any subjects or skills regarding the courses and their learning processes.

## **12. LANGUAGE LEARNING STRATEGIES for STUDENTS**

- If you relate language learning to your interests, the process will become more enjoyable. In the target language, browsing blogs and websites, reading magazines, newspapers, and articles on the topics that interest you can be examples of this.
- Try to speak the language you are learning at every opportunity. Speak the target language with your instructors, your classmates, dormitory roommates, and your acquaintances who speak the language you are learning. Your language proficiency will improve as you speak.
- Be curious! Investigate the meaning of everything you see and hear, from medicine boxes to clothing labels. Don't ignore any materials.
- Don't be afraid to make mistakes. Making mistakes and correcting them is a part of learning.

- Learning a language is a personal journey. The more effort you put in, the faster you get results.
- Everyone has different styles in language learning. You shouldn't compare yourself with others. Focus on your learning journey and activities and studies that you think are good for you.
- Instead of translation programs, choose dictionaries to learn new words. In dictionaries, you can find more comprehensive information such as the pronunciation, parts of speech, and context of the word you are learning, in addition to its meaning.
- Don't hesitate to ask for help in areas you need. Our school will be with you to manage your language learning process in the best way.
- Focus on improving language skills first rather than merely grammatical rules. Read, write, listen and speak. You can watch movies that you have previously watched in Turkish for the second time in other languages. The more you are exposed to the target language, the easier you will start using it.
- Revise constantly. If you do not use the words and structures you have learned, you will forget them. Make it a habit to practice, form sentences every day and repeat these sentences out loud.
- Don't try to make a literal translation. All languages are structurally different. Focus on communicative processes rather than translation.
- Try to make the most use of the language laboratories and library in our school.

Remember that learning a language is a very enjoyable process. It takes time and effort, but it is very rewarding.