STUDENT’S BOOKLET

IZMIR UNIVERSITY OF ECONOMICS
SCHOOL OF FOREIGN LANGUAGES
ENGLISH PREPARATORY PROGRAMME

2013-2014
Dear Students,

Welcome to the School of Foreign Languages.

As we begin the new academic year we once again congratulate you on your success in joining our university; we are happy to have you as members of our institution. You are about to embark on a one year preparatory course in English before you join your chosen faculties. The aim of the School of Foreign Languages Preparatory Programme is to create a positive and cooperative atmosphere to assist you on your journey of language discovery and to provide the necessary tools for you to adapt to the changing world. In order to achieve this goal, we will provide you with guidance and counselling so that you can obtain the necessary language skills (reading, writing, listening, speaking) to help you in your academic studies. This booklet has been prepared to provide you with basic information about our programme. In this booklet, you will find information about the Preparatory School system (applications, administrative issues, attendance, exams and evaluation. Please read the book carefully and keep it safe throughout the year. I wish to emphasise that our programme is demanding and requires individual responsibility and effort. On behalf of the teaching staff and management of the Preparatory Programme, I wish you a healthy and successful year.

With regards,

Evrim Üstünlüoğlu
Director of the School of Foreign Languages
For issues related to absenteeism, medical reports and the education system, please contact either the Director, Assistant Director, Program Head or secretaries.
Students admitted to the vocational school and undergraduate programmes at Izmir University of Economics who have limited English language proficiency must attend the English Preparatory Programme before they begin their studies in their chosen departments in order to improve their language skills. The main objective of the English Preparatory Programme is to fully equip students with the language skills necessary not only to complete an academic course of study but to function well in a professional and social context. The overall aim of the English Preparatory programme is to improve students’ language skills and to provide them with reading and communication skills – both written and spoken – which will consequently contribute to their overall academic success as they begin their studies at our university. The English Preparatory Programme supports students and helps them to be efficient, motivated and autonomous learners.

In this programme, education is conducted using a modular system. Within an academic year, there are 4 modules, which are each 8 weeks long.

Why the Modular System?

The modular system is versatile and adapts easily to change. Every module is self contained and made up of an organised mode of instruction within a systematic framework. The system allows students to progress at their own pace and receive immediate feedback. The aim of the system is to provide the student with the necessary language and skills to achieve the module objectives and move on to a higher level. The system not only accommodates students who need more time to consolidate their learning but also gives the opportunity to quick learners to progress at a faster pace.
Foreign Language Proficiency at the University of Economics (IUE)

IUE is an English medium university. All new students will be expected to prove they have a sufficiently high level of English to enable them to follow lessons in their chosen departments. As such, students can either take the university’s proficiency exam or present the university with any nationally or internationally recognized certificates of English proficiency. These certificates are valid for 3 years. Certificates obtained from other universities are also valid for three years. For more information on this topic, please visit the School of Foreign Languages website: [http://sfl.ieu.edu.tr](http://sfl.ieu.edu.tr)

Students who do not satisfy the above criteria have to attend the English Preparatory Programme in the School of Foreign Languages at IUE.

**LEVELS IN THE ENGLISH PREPARATORY PROGRAMME**

The levels of students in the Preparatory Programme are determined by the Placement Exam. Those who score 69.50 and above can then take the Proficiency in English Exam (PIE). Those who score 64.5 in the PIE do not have to study in the Prep. Programme and can begin studying in their faculties.

Students who score below 64.5 in the PIE begin their studies in the Preparatory Programme in one of the following levels:

- Elementary (A)
- Pre-Intermediate (B)
- Intermediate (C)
- Upper Intermediate (D)
- Pre-Faculty (PF)

The first module consists of three levels which are: Elementary (A), Pre-Intermediate (B) and Intermediate (C).

**Elementary (A)**

Those who start the Prep Programme in Elementary (A) level continue with Pre-Intermediate (B), Intermediate (C) and Upper-Intermediate (D) levels provided that they are successful in each of the end of module exams. Students who start at Elementary level (A) may take the PIE at the end of module 4 on the condition that they complete all modules successfully.
**Pre-Intermediate (B)**
Those who start the Prep Programme in Pre-Intermediate (B) level continue with Intermediate (C) and Upper-Intermediate (D) levels provided that they are successful in each of the module. Students who start at Pre-Intermediate (B) level may finish the programme at the end of module 3. However, during the fourth module they may attend the Pre-Faculty (PF) programme, if they wish to do so. These students can take the PIE given at the end of module 4.

**Intermediate (C)**
Those who start the Prep Programme in Intermediate (C) level continue with Upper-Intermediate (D) level provided that they are successful in each of the modules. Students who start at Intermediate (C) level may take the PIE in January on condition that they successfully complete all modules. Those who score 64.50 and above are entitled to start their under-graduate studies in their faculties.

**Upper-Intermediate (D)**
Those who successfully complete Intermediate (C) level continue with Upper-Intermediate (D) level. They may take the PIE in January. If they score 64.50 and above, they are entitled to begin their under-graduate studies in their faculties.

**Pre-Faculty Programme**
Pre-Faculty is an optional programme designed for students who have successfully completed Upper-Intermediate (D) level, but have failed the PIE Exam. The Pre-Faculty programme provides an opportunity to broaden students’ knowledge of the English language as well as develop the necessary skills for their academic studies. Students who have successfully completed the Pre-Faculty programme qualify for the ENG 101 Exemption Exam.

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**ACADEMIC PROGRAMMES AND OBJECTIVES**

Students in all levels of the Prep Programme study language in use, reading, writing, listening and Note-taking and speaking in order to develop their language skills.
Objectives (based on Common European Framwork of Reference for Languages “CEFR”) are set by the Curriculum and Materials Development Unit taking into consideration the needs of the students in each level.
Students’ awareness of these objectives will help them to understand what is expected of them and thereby foster effective learning. In the modular system it is only possible for students to move up a level when they have reached the required level of proficiency. The focus of teaching and testing will be on the expected outcomes for each level.

**LEVEL A**

**LEVEL A (ELEMENTARY) READING**

*Aim*: By the end of this level, students can understand short, simple texts on familiar matters of a concrete type (articles, extracts from textbooks, websites, advertisements, leaflets, etc.) with high frequency everyday language. They can achieve general and detailed understanding.

**Objectives**: Students can;
- skim a text to understand the gist
- skim a text to find its main idea
- scan a text to find specific information
- work out the meanings of words in context
- understand how a text is organized with simple connectors
- use a monolingual and/or a bilingual dictionary to check understanding
- make inferences

*(BASED ON CEF A1/A2)*

**LEVEL A (ELEMENTARY) LISTENING**

*Aim*: By the end of this level, students can follow short dialogues, instructions, and conversations when clearly articulated. They can understand the listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance.

**Objectives**: Students can;
- follow the gist in conversations and monologues on current topics and/or topics of personal interest
- identify specific information in conversations and monologues on current topics and/or topics of personal interest
- understand questions and instructions
- follow short and simple directions
- understand everyday expressions dealing with simple and concrete everyday needs in clear speech
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- make inferences
(BASED ON CEF A1/A2)

LEVEL A (ELEMENTARY) WRITING

Aim : By the end of this level, students can create simple texts on familiar topics linked with most frequent connectors (e.g. and, but, because, so).

Objectives : Students can;
- describe – with given prompts -
  - places
  - people’s lives
  - plans/arrangements
  - events
- write simple biographies and anecdotes
- write simple emails and replies on everyday topics

(BASED ON CEF A1 / A2)

LEVEL A (ELEMENTARY) SPEAKING

Aim : By the end of this level, students can give simple descriptions and short, rehearsed, basic presentations using most frequent connectors. Students can communicate in simple and routine tasks requiring a simple and direct exchange of information in short conversations on familiar topics (family, other people, living conditions, education, jobs, etc.) in predictable everyday situations.

Objectives : Students can;
- ask for and provide information / opinions (quantities, numbers and prices, routines, directions, their plans, etc.)
- give simple descriptions (routines, people, living or working conditions, places etc.)
- make presentations (routines, people, living or working conditions, places etc.)
- use conversation strategies

(BASED ON CEF A1 /A2)

LEVEL B

LEVEL B (PRE-INTERMEDIATE) READING:

Aim : By the end of this level, students can understand main ideas and specific information in short straightforward and clearly signalled texts with high frequency everyday language with a relatively wide vocabulary range. They can understand personal letters, and simple newspaper articles / interviews.
Objectives: Students can;
- skim a text to understand the gist
- skim a text to find its main idea
- skim to identify the purpose of the text
- scan texts in order to locate desired information, and gather information from different parts of text, or from different texts
- work out the meaning of words in context
- understand how a text is organized
- use a monolingual and/or bilingual dictionary to understand the meaning of words and extend their vocabulary
- make inferences

(BASED ON CEF B1)

LEVEL B (PRE-INTERMEDIATE) LISTENING:

Aim: By the end of this level, students can understand the main points of clear standard speech on familiar matters and on current affairs or topics of personal or professional interest. They can take notes for future reference.

Objectives: Students can;
- follow the gist in everyday conversation and monologues on current topics and/or topics of personal interest
- identify specific information in conversation and monologues on current topics and/or topics of personal interest
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- take notes for future reference
- use a variety of strategies to achieve comprehension
- make inferences

(BASED ON CEF B1)

LEVEL B (PRE-INTERMEDIATE) WRITING:

Aim: By the end of this level, students can write continuous and intelligible short texts in which rich elements are connected. They can recognize their own mistakes and monitor their own work with the help of a prepared checklist.

Objectives: Students can;
- write a formal letter of enquiry at a basic level
- organize a text with connectors
- write texts involving
  - opinion
  - result
  - reasons
  - comparison/contrast

(BASED ON CEF B1)
LEVEL B (PRE-INTERMEDIATE) SPEAKING:

Aim : By the end of this level, students can enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel and current events, etc.). They can give simple descriptions and short, rehearsed, basic presentations. They can briefly give reasons and explanations for opinions and plans and give / seek personal views and opinions in an informal discussion.

Objectives : Students can;
- ask for and provide information / opinions (habits, country, weather, experiences, places, everyday life, etc.)
- give or seek personal views and opinions in an informal discussion
- give descriptions (experiences, events, routines, places, etc.)
- make presentations (experiences, events, routines, places, etc.)
- use conversation strategies

(BASED ON CEF B1)

LEVEL C

LEVEL C (INTERMEDIATE) READING:

Aim : By the end of this level, students can understand the general idea of the content, main ideas, specific information, attitudes or viewpoints of the writer, and can make inferences and draw conclusions in complex texts with a relatively wide vocabulary range. They can understand descriptive, narrative, informational and argumentative texts.

Objectives : Students can;
- skim a text to find its main idea
- quickly identify the content in long and complex texts
- scan quickly through long and complex texts, locating relevant details
- understand texts in which the writers adopt particular stances or viewpoints
- work out the meaning of words in context
- use a monolingual and/or bilingual dictionary effectively to understand meaning of words and extend their vocabulary
- take notes while reading
- make inferences and draw conclusions
- distinguish facts from opinions
- understand the information in graphic sources

(BASED ON CEF B2)
LEVEL C (INTERMEDIATE) LISTENING:

Aim : By the end of this level, students can understand the main points of clear standard speech on reasonably familiar matters, current affairs or topics of personal or professional interest. They can listen to lectures on academic topics and take notes for future reference.

Objectives : Students can;
- follow the gist in everyday conversation and monologues on current topics and/or topics of personal interest
- identify specific information in conversation and monologues on current topics and/or topics of personal interest
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- understand the main point and specific details in lectures
- take notes for future reference
- use a variety of strategies to achieve comprehension
- make inferences and draw conclusions

(BASED ON CEF B2)

LEVEL C (INTERMEDIATE) WRITING:

Aim : By the end of this level, students can write relatively long coherent texts. They can recognize their own mistakes and monitor their own work with the help of a pre-prepared checklist. They can paraphrase, summarize and synthesize ideas from various sources.

Objectives : Students can;
- write a formal letter of enquiry
- describe a chart
- paraphrase, summarize and synthesize ideas from various sources
- write long coherent texts expressing their opinions.

(BASED ON CEF B2)

LEVEL C (INTERMEDIATE) SPEAKING:

Aim : By the end of this level, students can interact with a degree of fluency and spontaneity that makes regular interaction quite possible on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel, current events, etc.). They can give descriptions and rehearsed presentations. They can give reasons and explanations for opinions and plans, and give / seek personal views and opinions in an informal discussion.

Objectives : Students can;
- ask for and provide information / opinions on most general topics in a participatory fashion
• take an active part in informal discussion in familiar contexts, commenting and expressing point of view clearly
• give clear, detailed descriptions on a variety of general topics
• give a clear, prepared presentation, giving reasons in support of or against a particular point of view
• use conversation/discussion strategies

(BASED ON CEF B2)

LEVEL D

LEVEL D (UPPER-INTERMEDIATE) READING:

Aim: By the end of this level, students can understand complex texts at various lengths with a wide vocabulary range. They can follow the development of an argument, make judgments based on writer’s attitude and implied/stated opinions. They can interpret graphic sources and draw conclusions based on prior knowledge and clues from the text.

Objectives: Students can:
• skim a text to understand the gist
• scan quickly through long and complex texts, locating relevant details
• quickly identify the content and relevance of news items, articles and reports on a wide range of topics
• understand articles and reports concerned with contemporary topics in which the writers adopt particular stances or viewpoints
• work out the meaning of words in context
• use a monolingual/bilingual dictionary effectively
• take notes while reading (by paraphrasing or summarizing)
• distinguish between facts and opinions
• make inferences and draw conclusions
• understand the information in graphic sources

(BASED ON CEF B2+)

LEVEL D (UPPER-INTERMEDIATE) LISTENING:

Aim: By the end of this level, students can follow complex texts (monologues, interviews, discussions, dialogues, lectures). They can understand attitudes and viewpoints in complex texts on both concrete and abstract familiar topics. They can listen to lectures on academic topics and take notes for future reference.

Objectives: Students can:
• follow the gist in conversation and monologues on various concrete and abstract topics
• identify specific information in conversation and monologues on various concrete and abstract topics
• understand attitudes and viewpoints in complex texts
• follow lines of thought / the development of an argument
• make inferences
• take notes for future reference
• use a variety of strategies to achieve comprehension

(BASED ON CEF B2+)

LEVEL D (UPPER-INTERMEDIATE) WRITING:

Aim: By the end this level, students can write clear, detailed texts on a variety of subjects, synthesizing information and arguments from a number of sources when necessary. They can repair most of their own mistakes and monitor their own work with or without the help of a pre-prepared checklist.

Objectives: Students can;

• write a letter of application
• write cause-effect and compare-contrast essays paraphrasing, summarizing and synthesizing information from a number of sources such as charts, extracts from newspapers, and web sites

(BASED ON CEF B2+)

LEVEL D (UPPER-INTERMEDIATE) SPEAKING:

Aim: By the end of this level, students can interact fluently using the language accurately and effectively in most circumstances on a wide range of general or academic topics in conversations and discussions. They can communicate spontaneously without much sign of restricting what they want to say. They can give systematically developed descriptions and presentations. They can report information and arguments from a number of sources.

Objectives: Students can;

• ask for and provide complex information and advice on a range of matters related to their field of interest / familiar topics
• express their ideas and opinions with precision and follow complex interactions between third parties in group discussion
• give systematically developed descriptions with highlighting of significant points and relevant supporting detail on a wide range of general or academic topics
• give a clear, systematically developed presentation with highlighting of significant points and relevant supporting detail on a wide range of general or academic topics
• synthesize and report information and arguments from a number of sources
• take an active part in discussion in familiar context and identifying accurately arguments supporting and opposing points of view

(BASED ON CEF B2+)
Aim: By the end of Pre-faculty, students can develop the skills necessary for academic study in English through the development of abilities to read and listen to academic discourse, think critically about the content and write or discuss topics according to the requirements of their departments.

Reading Objectives: Students can
- increase awareness of academic language (vocabulary / grammatical structures),
- increase skills of skimming, scanning, searching, browsing and careful reading,
- interact with texts through predicting and inferencing,
- understand cohesive devices used for referencing,
- understand the writer's intent,
- develop strategies for understanding long texts.

Writing objectives: Students can
- think, plan and organise essays,
- increase awareness of essay structure,
- develop competence in language and grammatical structures used in writing,
- research and use resources in essays,
- understand, describe and use visual information.

Listening Objectives: Students can
- develop strategies to listen and understand the main ideas and specific details in long monologues (lectures),
- recognize discourse markers used to stage lectures,
- recognize what is relevant and important and what is irrelevant,
- take notes for future reference while listening.

Speaking Objectives: Students can
- use appropriate language for academic discussion,
- prepare and give a presentation, using appropriate language, summarizing main ideas and using visuals for support,
- use appropriate stance and non-verbal communication strategies.
Students in **group A** have 8 hours throughout weekdays. The total number of class hours per week in this group is 40 hours.

Students in **groups B and C** have 7 hours throughout weekdays. The total number of class hours per week in these groups is 35 hours.

Students in **group D** have 6 hours throughout weekdays. The total number of class hours per week in this group is 30 hours.

Students in the **Pre-Faculty** module have 4 hours every day and a total of 20 class hours per week.

The weekly class hours according to each level are shown in the table below.

**(A)** group weekly time table is as follows: **40** contact hours, **32** hours absenteeism limit.

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**(B)** group weekly time table is as follows: **35** contact hours, **28** hours absenteeism limit.

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<td>LUNCH BREAK</td>
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<td>13:15-14:00</td>
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<td>14:10-14:55</td>
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<td>15:05-15:50</td>
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</tbody>
</table>

(D) group weekly time table is as follows: **30** contact hours, **24** hours absenteeism limit.

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<thead>
<tr>
<th>HOURS</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>08:45-09:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour</td>
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<td>09:40-10:25</td>
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<td>10:35-11:20</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour</td>
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<td>11:30-12:15</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; hour</td>
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<td>12:15-13:15</td>
<td>LUNCH BREAK</td>
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<td>13:15-14:00</td>
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<td>14:10-14:55</td>
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</tbody>
</table>

**Pre. Faculty** group weekly time table is as follows: **20** contact hours, **16** hours absenteeism limit.

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<thead>
<tr>
<th>HOURS</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:45-09:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour</td>
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<tr>
<td>09:40-10:25</td>
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<tr>
<td>10:35-11:20</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour</td>
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<td>11:30-12:15</td>
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</tbody>
</table>
Attendance is compulsory for students attending the English Preparatory Programme and students at all levels are expected to adhere to these limits. It is expected that students will use these hours in the event of serious health problems or emergencies. Students who are absent for no valid reason may be unable to compensate for missed class hours, which may bring about failure. Students who exceed the absenteeism limit are not qualified to take the Gateway Exam, thus have to repeat the same module.

However, students who have not completed in-class Assessment tasks due to serious health problems (operation, accident, etc.) must have an official medical report valid for at least 3 days which must be submitted to the School of Foreign Languages. This regulation is **ONLY** valid for students who have not completed their in-class Assessments and does **not** apply to absenteeism. Regular, uninterrupted attendance throughout the eight-week modules is recommended.

**ASSESSMENT OF ACADEMIC STUDIES IN THE PREPARATORY PROGRAMME**

**IN-MODULE ASSESSMENT PRINCIPLES**

Our notion of language learning in the modular system is not based on exams but on the learning process. For this reason, in each module the students’ development is monitored and constructive feedback is given throughout the 8 weeks.

The requirement for success in a module is two-fold:

1. **In-module Assessments**

Throughout each module, students complete six in-module assessments. The in-module assessments are designed to evaluate students’ vocabulary, grammar, reading, writing, and speaking skills. The in-module assessments are a vital part of the students’ learning during the module, not only because they are a prerequisite for the end-of-module exam, but more importantly because they allow students to assess their progress prior to the end of the module. Feedback is an essential element of in-module assessments. After the assessments, students receive feedback. Having agreed on any area of particular weakness for the students, the instructors can then advise the students of the best course of action to rectify this, which may include advising them to go to the Self Access Centre, where they can find further resources and support.
Assessment components and the individual percentages for each level are as follows:

A01: Speaking 15%
A02: Writing 25%
A03: Reading 15%
A04: Language Use 25%
A05: Oral Presentation 10%
A06: Digital Assessment 10%
Total: 100%

2. Attendance:
The second pre-requisite for successfully entering the Gateway Exam is adherence to the absenteeism limits. Absenteeism limits for each level are shown below:

- Elementary (A): 32 hours
- Pre-Intermediate (B): 28 hours
- Intermediate (C): 28 hours
- Upper-Intermediate (D): 24 hours

Students who have completed In-class Assessments and who have not exceeded absenteeism limits may enter the Gateway Exam at the end of the module.

END OF MODULE ASSESSMENT PRINCIPLES

The Gateway examinations are tests designed to assess the English language competence of students who have successfully completed the necessary in-module requirements at their respective level. The aim of these examinations is to determine whether the students’ proficiency in English is at a suitable level to enable them to progress and be able to participate fully at the next level. Thus, the Gateway exams assess whether the student has met the pre-determined objectives of the level in reading, writing, listening/note-taking and speaking. Students who show the necessary competence in these areas are deemed to be ready to move up to the next level. To be eligible to take the Gateway Exam, students are required to score a total of at least 59.50 (59.50/100) in continuous in-module assessments and not to exceed the absenteeism limit.

Students who score at least 59.50 in the Gateway exam progress to the next level.
Students at the Upper-Intermediate level (D) do not take the Gateway exam. Provided that they score a total of at least 64.50 (64.50/100) in continuous in-module assessments and do not exceed the absenteeism limit, they qualify to sit the Proficiency in English exam.

Further information regarding the in-module assessments and Gateway Exams can be found on http://sac.izmirekonomi.edu.tr/. In order to access these, one must be either a member of staff or student in the SFL.

<table>
<thead>
<tr>
<th>SUCCESSFUL</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>PIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Starter)</td>
<td>B (Starter)</td>
<td>C (Starter)</td>
<td>D (Starter)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNSUCCESSFUL</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>End of Academic Year PIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Starter)</td>
<td>A (Runner)</td>
<td>A (Chaser)</td>
<td>A (Catcher)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this case, a student who starts in (A) level and successfully completes each module may take the Proficiency in English Exam (PIE) at the end of the forth module.

On the other hand, if a student starts at level (A) and repeats the level 3 times he will not qualify to take the Proficiency in English Exam (PIE) before August since he will not have completed level D which is a pre-requisite for entrance to the PIE. However, he can still attend the Summer Support Programme and take the proficiency given at the end of it.

The terms in the table which appear in brackets show the status of the repeat students as follows:

- **Starter**: students taking the level for the first time
- **Runner**: students taking the level for the second time
- **Chaser**: students taking the level for the third time
- **Catcher**: students taking the level for the fourth and final time

**PROFICIENCY IN ENGLISH EXAM (PIE)**

The aim of the PIE exam is to determine whether the students' English is at a level which will enable them to follow and actively participate in the courses offered in their faculties or departments.
To be eligible to take the PIE, students are required to successfully complete the Upper-Intermediate (D) level.

The PIE exam has two components as a written exam and a speaking exam, which are administered on two consecutive days.

**PIE Written Exam:**

The written component of the PIE is designed to assess candidates’ academic reading, academic writing, and listening skills as well as their grammar and vocabulary knowledge. All the answers in the exam, with the exception of the writing part, are coded on the optical form.

The written component of the exam is held in three sessions, and the total duration of the written exam is 245 minutes.

<table>
<thead>
<tr>
<th>Session I: Writing</th>
<th>80 minutes</th>
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<tbody>
<tr>
<td>Session II: Listening &amp; Reading</td>
<td>105 minutes</td>
</tr>
<tr>
<td>Session III: Use of English</td>
<td>60 minutes</td>
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</tbody>
</table>

The written component of the PIE exam accounts for 80% of the total PIE grade.

**PIE Speaking Exam:**

The speaking component of the PIE Exam is a 10-minute structured interview between an interlocutor and a candidate and is designed to assess candidates’ ability to:

- expand their answers and produce relevant, coherent and meaningful speech,
- speak fluently without unnatural hesitation,
- use correct intonation and pronounce individual sounds correctly so as to be understood clearly,
- use a range of grammar and vocabulary, both accurately and appropriately.

The speaking exam lasts for 10 minutes per student.

The speaking component of the PIE exam accounts for 20% of the total PIE grade.

Students who score at least 64.50 (80% of the written component and 20% of the speaking component) are qualified to begin their faculties.
Further information regarding the Proficiency in English (PIE) Exam can be found on http://sfl.ieu.edu.tr.

EVALUATION OF THE TESTS

Selected response optical forms are scored by optical scanners, and the speaking and writing sections of the tests are graded by a selected group of faculty members. All the evaluators have been trained in holistic and analytical scoring, and their scoring is regularly checked against that of the other evaluators in order to ensure consistency and fairness. Writing sections are graded by two evaluators independently. If their evaluations do not agree, the test paper is submitted to the Testing Unit for a final decision.

ANNOUNCEMENT OF RESULTS

When all the exams have been scored, individual results (scores) are announced on http://sfl.ieu.edu.tr. This is usually about three days after the exam is given.

STUDENT APPEAL PROCEDURES

All students have the right to appeal against their grades in the Gateway and PIE examinations. These appeals must be submitted within three days of the official grades announcement. On receiving these appeals, the Testing Unit checks the exam results. If a mistake in the points calculation is found, the necessary amendments are made. Students can then contact the SFL secretariat to find out about the results of the appeal.

SUMMER SUPPORT PROGRAMME

The Summer Support Programme can be attended by students from any level. Provided that students complete the programme, they can enter the summer school proficiency exam. The absenteeism limit is 12 hours. Students who exceed this limit will be unable to take the PIE exam at the end of the programme. An extra tuition fee is levied on this programme.
A) **ENGLISH MEDIUM DEPARTMENTS**

Students enrolled at English medium departments have to pass the preparatory programme in order to be entitled to move on to their freshman year.

B) **TURKISH MEDIUM DEPARTMENTS WITH OBLIGATORY PREPARATORY PROGRAM**

Students enrolled at Turkish medium departments have to attend the prep program for one year. If they are successful at the end of the academic year, they can start their freshman courses. If they fail but do not exceed the yearly absenteeism limit, they may decide to continue their education in their departments, and they can take the PIE exam in the upcoming years. Those students cannot take any elective courses given in English. However, if a student fails the first year in the preparatory programme, and exceeds the announced absenteeism limit, s/he has to repeat the prep year.

C) **OPTIONAL PREPARATORY PROGRAM**

The medium of instruction in these departments is Turkish. If students decide to study the preparatory program, they can do so by applying to the student affairs. The criteria for being successful in the program are also valid for optional preparatory students. If the students pass, they are entitled to take courses given in English; if not, they can continue their education in their departments without being able to take courses in English.
The Self Access Centre of School of Foreign Languages Prep. Programme, offers support to students to develop their English learning skills outside the classroom. The centre is open from 08:30 until 18:00 on weekdays and on Saturdays before the exam week. The centre includes three sections. In the first section students can find readers, newspapers and magazines. They can either read silently in the centre or borrow the readers for a week.

The second section is a place where students can develop their listening skills via computers. Here, students can do listening exercises prepared by teachers, visit English Learning websites or use the materials on the SAC website. In addition to all these, students may use digital programs that help them develop English Learning skills.
The third section of the centre is used as silent study room. Students can use grammar, reading, writing, listening, vocabulary materials which were prepared by teachers or they can study with their own materials. Also the centre supervisor can help them with the materials or they can ask questions about their lessons.

Students are expected to create their own studying environment. Ultimate success on English learning can be possible with lots of exercises and review. For this reason, visiting the Self Access Centre regularly will be a great asset for their success. After identifying the areas to be developed; students should benefit from the opportunities provided by the Self Access Centre.

**OFFICE HOURS**

Instructors meet students 2 hours a week outside class hours to give them the chance to work on their weaknesses in terms of language learning and to offer them guidance on how to study. Office hours are conducted in classrooms. Attendance is not taken during office hours.
CONVERSATION CLUB
The conversation club meets once a week with students who want to improve their speaking skills. The sessions are led by native English instructors and mainly centre around the discussion of current issues. Students who want to improve their speaking skills can benefit from participating in the club.

DRAMA CLUB
English Preparatory students who are interested in drama and theatre and participate in the drama club where they can find the chance to both enjoy the stage and practice their English. The club aims at putting a play in English on stage at the end of the Academic Year.

READING CLUB
Students attending the reading club meet on certain days during the week and read staged readers, do some research and share their ideas about the plot and characters they read. The aim of the reading club is to help students improve their reading skills, expand their vocabulary and work on their speaking skills.
At the end of every module, students form groups of five, accompanied by a teacher and compete in the trivia quiz show. It offers a very enjoyable and educational experience for students. The topics covered during the quiz are areas such as geography, music, movies, sports. The winners have the chance to participate in the trivia quiz show done with all Prep. Programme students in İzmir.

**ACADEMIC SERVICES PROVIDED BY THE UNIVERSITY**

**LIBRARY**

Our library was established in 2002 in parallel with the establishment of the university in order to cover the information needs of the academic personnel, students and the researchers, and to contribute to the education and research activities.

In 2004, it united with the British Council Library and restructured to give English library services for the reflection of the modern England and the English language and education to the users coming from outside the university.

There are 196 internet access ports, 11 computers connected to the internet and 2 catalogue-scanning terminals in the library.

In the collection of the library, there are books, periodicals, multimedia, CD-ROM, DVD, music CD, Videotape, audiocassette and online databases, and as an automation system, “Yordam2001 Library and Information Management Automation System” is being used.
An online catalogue, as a part of our system, allows users to scan, reserve, extend, etc. on the internet. “Library of Congress Classification System”, which is most preferred by academic organizations, is being used in our library that aims to gather publications on the same subjects together.

**Working Hours**

**During the academic year:**

- Monday to Friday : 08:30 – 22:00
- Saturday : 10:00 – 17:00
- Sunday : Closed

**During the semester holiday and summer:**

- Monday to Friday : 08:30 – 18:00
- Weekend : Closed

**ADMINISTRATIVE SERVICES PROVIDED BY OUR UNIVERSITY**

**I. OASIS**

Oasis is an information system for Izmir University of Economics English Preparatory Programme students where they can follow their attendance, absence and exam results. Information on how to register to this system is given below:

**Student Information System (OASIS) Registration Process**

In order to register to OASIS, student identification number and e-mail address given by the Student Affairs Directorate during school registration is necessary.

Getting a password and security settings for OASIS will be done one time and that password will be used from then on. A permanent password for OASIS is only good for OASIS. You can find the instructions below.

**Step by Step Registration to OASIS**
1 – Account Activation and Login
2 – Create PIN Code)
3 – Change Password
4 – Choose Login Image
5 – Modify Your Secret Question

1 - Activation

• Click on the following link https://oasis.izmirekonomi.edu.tr/oasis.

You will see OASIS web page. Click on one of the servers. If you come upon a security error or invalid certificate warning, ignore it and continue. (You may see such a warning because your browser doesn’t recognize our security certificate)

• Please choose “Click here to activate your account” link which is on the left side of the main page.

• Under “Account Activation”, please enter your student identification number in “User ID” part which was given to you at registration by Student Affairs, and enter “login” button.

• A temporary “OASIS” password will be sent to your EkoID e-mail address which is std.izmirekonomi.edu.tr.

If you choose “Send via SMS” button, your GSM numbers (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on a number, the password for your activation will be sent to that GSM number. In this way, password for your activation is sent both to your e-mail address and to GSM number.

You will see the following statement on screen “Your account password has been set and a message containing instructions has been sent to your email address on record. Please check your inbox".
(In order to see your e-mail account and access your temporary OASIS password, please go to webmail.ieu.edu.tr address. Click on the student webmail. Enter your name and password given to you by Student Affairs at registration and click on login.)

- Re-enter OASIS at https://oasis.izmirekonomi.edu.tr/oasis address by getting your temporary password from your e-mail.
- Enter your student ID number and temporary password, and click on login.
- Enter all the letters and numbers exactly in the "Authentication" box and click on "click here" button.
You're now logged into OASIS. The system will ask you to make security adjustments.

2 – Creating a PIN Code

Please do the following instructions in order:
Password : Enter temporary password sent your e-mail account
New PIN Code : Enter new PIN Code consisting of 4 numbers
New PIN Code: Re-enter new PIN Code consisting of 4 numbers and click on “Apply” button.

When you're done, a “Your PIN Code Changed” message will show on the green menu, and you will see “Your PIN Code has been set” message.
3 – Changing a Password

Please click on “Change Your Password” menu and do the following instructions in order to change your temporary OASIS password with a new one:

Old Password: Enter your temporary password sent to your e-mail account
PIN Code: Enter your 4 digit PIN Code you created before
New Password: Enter a new password you created which consists of at least 6 characters which combines numbers and letters
New Password (repeat): Re-enter the new password and click on “Apply” button.

When you’re done, a “Password Changed” message will show on the green menu, and you will see “Your password has been set” message.

4 – Choosing a Login Image

By clicking on “Choosing another Login Image” button, you can choose an image for yourself. Please do the following instructions in order:

Password: Enter your new password you identified at Step 2.
Image: Please choose an image by clicking on the cursor downward and click on “Apply” button.

When you’re done, a “Security Image Changed” message will show on the green menu, and you will see “Your security image has been set to …” message.
5 – Modifying a Secret Question

• Please click on “Modify Your Secret Question” button in order to create a security question and an answer. Please do the following instructions in order:

  Secret Question: Identify a secret question

  Answer to Secret Question: Enter your answer to your secret question and click on “Apply” button.

When you’re done, a “Security Question Set” message will show on the green menu, and you will see “Your security question and answer has been saved” message.
• After all these steps, your permanent OASIS password is created. This password can only be used for OASIS system.

In Case of Forgetting Password

• Users who forget their password may click on “Forgot your password?” link, and enter their student ID number, the system will direct them to reaccess their new password and PIN code. If you choose “Send via SMS” button, the system will send your password to your GSM number you entered before at profile adjustments/personal information screen. If you did not enter this information, your GSM numbers (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on a number, the password for your activation will be sent to that GSM number. In this way, password for your activation is sent both to your e-mail address and to GSM number.

ENTERING THE SYSTEM (OASIS)

Students who received their OASIS passwords after completing system security adjustments, can access OASIS main page by clicking on https://oasis.izmirekonmi.edu.tr/oasis/ address.

You can mail any concerns on how to use the system to wyo@ieu.edu.tr mail address or apply to OASIS HELP DESK in person.

(Please Note: The IT Directorate HELPDESK can only help you with your e-mail problems concerning OASIS. **For any other problems, please apply to OASIS Help Desk or send e-mail to wyo@ieu.edu.tr address.)

II. ANNOUNCEMENTS

English Preparatory Program students can follow all the written announcements (course schedules, exam announcements and lists) made by the School of Foreign Languages electronically. It is the students’ responsibility to be informed about all the announcements shared on our website and it is assumed that they are read by all students. Announcements regarding the classes are made by instructors orally or put on classroom bulletin board.

III. WEB PAGE

Izmir University of Economics English Preparatory Program students can access our web page on http://sfl.ieu.edu.tr address. They can find links on learning English on our web site.
IV. CULTURAL, ARTISTIC AND ATHLETIC ACTIVITIES (STUDENT GUIDANCE SERVICES)

English Preparatory Program students can also actively participate in cultural, artistic and athletic activities carried out by student clubs while they learn to improve their language skills. They can apply to Promotion, Public Relations and Student Activities Directorate to get more information.

Students with physical, hearing, sight, and speech disabilities, as well as students with hyperactivity disorder, dyslexia, epilepsy, and diabetes, etc. can also take advantage of Disability Support Centre managed under Promotion, Public Relations and Student Activities Directorate.

Among the duties of Career Guidance Centre are to familiarize the students with business life and to establish career consciousness, and provide them with the opportunity to plan their future during their education.

V. PSYCHOLOGICAL DEVELOPMENT AND COUNSELLING CENTRE (PDCC)

Psychological Development and Counselling Centre is established in January, 2008. The purpose of the centre is to help students that are having difficulties to cope with various subjects.

Psychological Development and Counselling Centre provides support and counselling services to students who are having problems as adaptation to new environments, exam anxiety, coping with stress, anger management, fears/phobias, depression, relationship problems, lack of self-confidence, and loneliness. Our expert clinical psychologist provides this service through individual counselling sessions with students. Principle and purpose of our centre is to provide qualified and sufficient psychological counselling and support services. To this respect, all our practices are carried out within the scope of psychology code of ethics. Our purpose is to provide a sincere and supportive environment in which our students feel comfortable sharing their problems.

Students take advantage of these services free of charge.

BEHAVIOUR MANAGEMENT POLICY AND DISCIPLINARY PROCEDURES

Students studying in the English Preparatory Programme are subject to the disciplinary procedures laid down by the Higher Education Institution. Students should adopt behaviour befitting their university student status and must follow the rules outlined below:-

Students:

1. Bring the lesson materials regularly
2. Stick to the class hours
3. Submit assignments on time
4. Refrain from disruptive and irrelevant behavior during the lessons (sleeping, playing games, using mobile phones, eating and drinking, wondering around the classroom, making preparations for another lesson, reading a newspaper, etc)

5. Set positive and respectful relationships with peers and instructors

6. Do not damage the school properties and materials

According to the code of discipline of the School of Foreign Languages, students who do not adopt the required behaviour are given two warnings by the instructor and a record of this will appear on their grade cards. In the case of a third warning, students will be subject to the disciplinary procedures specified by the Higher Education Institution.

In accordance with the Disciplinary Bylaw for Students of Institutions of Higher Education, students who behave in an undignified manner that cannot be attributed to a respectful student in or out of an institution of higher education; limit the freedom of learning and teaching directly or indirectly; disturb the calm and good working order in the institutions; engage in activities such as boycotting, occupying, obscuring, and provoke and encourage such activities will be warranted a warning, a reprimand, a suspension from the Institution of Higher Education for a period of one week to one month, or a period of one or two–term suspension from the University, or expulsion from the University.

It is highly important that students avoid any behaviours that require disciplinary investigation. In such cases, the relevant articles of the Disciplinary Bylaw for Students of Institutions of Higher Education will be fulfilled exactly.
regulations and infringe upon them or behave in an undignified manner that cannot be attributed to a respectful student.

Scope

ARTICLE 2
The disciplinary offenses concerning the students studying in an institution of higher education, disciplinary penalties and those who are entitled to administer the aforesaid penalties, disciplinary committee, disciplinary investigations, objections to the disciplinary penalties as well as the application of these penalties are all defined in above-mentioned standing orders.

Legal Base

ARTICLE 3
Paragraph a/9 of article 54 and 65 of the Higher Education Act numbered 2547 constitutes the legal base of these standing orders.

Definitions

ARTICLE 4
These standing orders define:
Institutions of higher education: Universities, faculties, institutes, vocational schools, conservatoires, vocational high schools and research and application centers.
Students: People who study in an institution of higher education, enrolled in a program such as associates, undergraduates, graduates and for post-graduate studies or in a program for medical specialty or competency in Fine Arts.
Suspension from an institution of higher education: It is forbidden for the student to enter the building, garden, annex, or other facilities of the institution of higher education s/he attends during a given period.
SECTION TWO
Disciplinary Penalties and Offenses

Disciplinary Penalties
ARTICLE 5
The disciplinary penalties are as follows:

a) Warning: The student is informed in writing that he/she is to be more careful about his/her duties and behavior related to his/her studies.

b) Reprimand: The student is informed in writing that he/she has been considered at fault in relation with his/her duties and behavior in respect to his/her studies.

c) Suspension from the institution of higher education for a period of 1 week to 1 month: The student is informed in writing that he/she has been suspended from the institution of higher education for a period of 1 week to 1 month and he/she is not to exercise any of his/her rights as a student during this period of time.

d) Suspension from the institution of higher education for 1 or 2 semesters: The student is informed in writing that he/she has been suspended from the institution of higher education for 1 or 2 semesters and he/she is not to exercise any of his/her rights as a student during this period of time.

e) Expulsion of a student from the institution of higher education: The student is informed in writing that he/she has been expelled from the institution of higher education and he/she is from then on ineligible to be admitted to any institution of higher education.

Disciplinary Offenses That Warrant a Warning:
ARTICLE 6
The following are circumstances that warrant a warning:

a) Actions that are not in accordance with that of a good student,
b) Being rude and disrespectful towards others, yelling at each other, singing, making music and noise disturbingly and not keeping the environment clean,
c) Not answering the questions of authorized persons in due time without reason,
d) Occupying the places reserved for the teaching staff or for guests in meetings or ceremonies.
Disciplinary Offenses That Warrant a Reprimand:

ARTICLE 7

The following are the circumstances that warrant a reprimand:

a) Displaying behavior unbecoming of a student in a place of higher education that may result in loss of confidence in the student,

b) Writing or drawing signs, pictures or such on the walls or furniture in the institutions of higher education,

c) Not being ready to share the information required by the authorities of the institution of higher education or giving incomplete or false information,

d) Posting notices at places that are not reserved for this purpose by the authorities of the institution of higher education,

e) Disturbing the atmosphere of a lesson, a seminar, a workshop, a laboratory, as well as a conference,

f) Being intoxicated in a lesson, a seminar, a conference or in a workshop in the institution of higher education,

g) Gambling and letting others gamble,

The Disciplinary Offenses That Warrant an Suspension from The Institution of Higher Education for a Period of One Week to One Month

ARTICLE 8

The following are the circumstances that warrant a suspension from the institution of higher education for a period of 1 week to 1 month:

a) Limiting the freedom of learning and teaching directly or indirectly; disturbing the calm and good working order in the institution of higher education,

b) Disturbing the calm of a ceremony and violating the rules and program of a ceremonial gathering,

c) Being politically active in the institution of higher education,

d) Continuing to occupy places reserved for the teaching staff or for the guests despite a warning,

e) Hindering disciplinary investigations,

f) Dispersing handouts and posting banners and posters in an institution of higher education,

g) Giving a piece of document that the student has been entitled to receive from the institution of higher education to somebody else for personal use or using such a document for his/her own interest,

h) Vandalism; writing obscenities, or drawing obscene pictures or affixing them on university property, doors, walls or the like,
i) Destroying, or mutilating or forcibly removing, or defacing any announcements, notices that have been posted with the permission of the University

Disciplinary Offenses That Warrant an Suspension from The Institution of Higher Education for a Period of One or Two–Term Suspension from the University

ARTICLE 9
Offenses that result in one or two-term suspension from the University are as follows:
a) Threatening the administrative staff or teaching personnel, or insulting or abusing them in speech or writing,
b) Either as an individual or as a group, verbally assaulting the university administrators or their decisions, publishing against them, provoking other students to do that or attempting to do that,
c) Attempting to boycott, occupy, prevent the services given at the University, excluding political and ideological purposes,
d) Engaging in activities that may result in ethnic, racial, or religious polarization,
e) Raping any of the staff or students at the university,
f) Drawing or posting any pictures or emblems on school property that are politically or ideologically motivated,
g) Theft,
h) Drinking alcohol within the confines of University property,
i) Provoking students or others to prevent the staff from carrying out their work,
j) Holding or attending meetings, ceremonies, announcing oneself as the leader of the group or giving a speech illegally at places belonging to the University,
k) Breaking into or damaging university buildings that have been ruled as off-limits,
l) Keeping any unauthorized printed matter forbidden by the University, or copying or distributing them to other students,
m) Cheating or helping other students to cheat during exams, or attempting to do so,

Disciplinary Conduct and Behavior Resulting in Expulsion from the University

ARTICLE 10
The following actions or infractions will result in expulsion from the university;
a) Making university officials and students at the university leave or to prevent them from performing their duties by using violence or physical threats, or forcing other students to do so,
b) Disorderly conduct at the institution, participating in actions to slow down people working, boycotting
or provoking other people to do so because of their political and ideological views,
c) Keeping any political fliers, posters, tapes and the like at the University, copying these, and
distributing them,
d) Threatening or forcing either an individual or a group to demonstrate illegally or to participate in such
a demonstration or lie, or give false evidence or blame others,
e) Having membership in an illegal organization, or acting or helping on behalf of these organizations,
f) Using, or carrying, or being in possession of, or sale of illegal or controlled substances,
g) Being punished for an offense against the state,
h) Acting in express violation of “Law no: 6136 regarding firearms, knives, and other weapons or arms”
carrying firearms, ammunition, and knives and explosives either to be used in defense or attack, have in
possession in the University grounds or be guilty of such crimes,
i) To establish without permission, either covertly or overtly, an organization or such similar association
in the University buildings and annexes,
j) Cheating in exams by the use of threat, preventing or obstructing the removal of a cheating student(s),
out of the classroom, or having a student take an exam in their place, or entering an exam assuming the
identity of another student,
k) Obstructing the work of the disciplinary committee or investigation by using force or threat,
l) Rape
m) Aiding or abetting an individual in flight from the police,
n) Behavior that prevents students from entering classes or exams, obstructing entrances in anyway,
removing students from class, or acting in a manner or behavior to instigate students out of the class,
o) Torturing an individual or a group for whatever reason or having them tortured by others,
p) Obstructing or preventing flag ceremonies, or displaying deliberate disrespectful behavior during the
flag ceremony.

Unforeseen disciplinary infractions

ARTICLE 11

In situations not specified in the above passage, but are similar in nature and intent, similar penalties
will be given.
The recurrence of disciplinary infractions

ARTICLE 12
The recurrence of the same infraction will result in receiving a more severe punishment. On the third offence, which may require the same level of punishment but has resulted from a different infraction, the student will get a more severe punishment.

SECTION THREE
Implementation and Objection

Announcing the Punishment

ARTICLE 13
The punishment given at the end of the disciplinary investigation is announced in writing by the official in charge of the investigation to the following:

a) The student who is the subject of the disciplinary investigation
b) Parents or, in the absence of parents, closest family member indicated by the student
c) Any public or private institutions or persons providing a scholarship to the student
d) Higher Education Council
e) In the case of expulsion from the university, in addition to the above
   1. All higher education institutions
   2. Departments of Security
   3. Local Military Service Offices
   4. Higher Education Council (Directorate of OSYM-Student Selection and Placement Center)

If necessary, the disciplinary penalties can also be announced with a notice in the related higher education institutions or any of their related bodies.
3 steps for disciplinary problems – Incident Report Procedure (for Teachers):
1. Verbal Warning – The teacher warns the student and/or tries to resolve the problem with a private conversation.
2. Incident Report to the Assistant Director – The teacher files an Incident Report. The Assistant Director schedules a meeting with the teacher and student and the three together discuss the problem behavior. The goal is for the student to agree to behave more appropriately in the classroom.
3. Incident Report to Director – If the problem continues, the teacher files the Incident Report, which now includes a record of the meeting with the Assistant Director, to the Director. The Director takes further action to resolve the problem or refers the issue to the Disciplinary Committee.

3 steps for general grievances from students – Student Complaint Procedure (for Students):
1. Student submits a Student Complaint Form to the Assistant Director.
2. The Assistant Director decides on an appropriate next action, which will likely include a meeting to discuss the problem and work toward a resolution.
3. If the student is not satisfied with the outcome of step 2, the student submits their complaint again with the SFL secretaries for the Director’s attention.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>25th of September, 2013</td>
<td>Beginning of the Preparatory Class 1st Module</td>
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<tr>
<td>1st of November, 2013</td>
<td>Module-1 Assessment A1</td>
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<td>18th of November, 2013</td>
<td>Module-1 Assessment A2</td>
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<td>22nd of November, 2013</td>
<td>Module-1 Assessment A3</td>
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<tr>
<td>25th of November, 2013</td>
<td>Module-1 Assessment A4</td>
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<td>26-27th of November, 2013</td>
<td>Module-1 Assessment A5</td>
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<td>29th of November, 2013</td>
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<tr>
<td>2nd -3rd of December, 2013</td>
<td>Module-exit Exam (GATEWAY EXAM)</td>
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<td>Beginning of the Preparatory Class 2nd Module</td>
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<tr>
<td>3rd of January, 2014</td>
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<td>20th of January, 2014</td>
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<td>24th of January, 2014</td>
<td>Module-2 Assessment A3</td>
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<td>28th -29th of January, 2014</td>
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<td>31st of January, 2014</td>
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<tr>
<td>3rd -4th of February, 2014</td>
<td>Module-exit Exam (GATEWAY EXAM)</td>
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<tr>
<td>6th of February, 2014</td>
<td>English Proficiency Exam (PIE)</td>
</tr>
<tr>
<td>17th of February, 2014</td>
<td>English Proficiency Exam (PIE) Make-up</td>
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<tr>
<td>14th of March, 2014</td>
<td>Module-3 Assessment A1</td>
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<td>31st of March, 2014</td>
<td>Module-3 Assessment A2</td>
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<td>4th of April, 2014</td>
<td>Module-3 Assessment A3</td>
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<td>7th of April, 2014</td>
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<td>8th, 9th of April, 2014</td>
<td>Module-3 Assessment A5</td>
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<td>11th of April, 2014</td>
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<td>14th -15th of April, 2014</td>
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## MODULE-4

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<td>16&lt;sup&gt;th&lt;/sup&gt; May, 2014</td>
<td>Module-4 Assessment A1</td>
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<td>Module-4 Assessment A2</td>
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<td>6&lt;sup&gt;th&lt;/sup&gt; of June, 2014</td>
<td>Module-4 Assessment A3</td>
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<td>Module-exit Exam (GATEWAY EXAM)</td>
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<td>02&lt;sup&gt;nd&lt;/sup&gt; of July, 2014</td>
<td>English Proficiency Exam (PIE) Make-up</td>
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## SUMMER SCHOOL

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<td>30&lt;sup&gt;th&lt;/sup&gt; of June-04&lt;sup&gt;th&lt;/sup&gt; of July, 2014</td>
<td>Summer School Registration</td>
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<td>7&lt;sup&gt;th&lt;/sup&gt; of July, 2014</td>
<td>Beginning of Summer School Classes</td>
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<td>8&lt;sup&gt;th&lt;/sup&gt; of August, 2014</td>
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<td>English Proficiency Exam (PIE)</td>
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<td>End of Academic Year English Proficiency Exam (PIE)</td>
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