



# ENGLISH PREPARATORY PROGRAMS

## STUDENT'S BOOKLET 2018-2019





*Dear Student,*

*Welcome to the Izmir University of Economics Preparatory Programme. We are excited that you are joining us, and we know that you are excited to be here. You are starting a wonderful, new chapter in your life, and we are here to help you write it. University is an amazing time. While you are here, you will have unforgettable experiences, make life-long friends, and gain life-long knowledge and skills. As you take your first steps down this road by learning English, we are here with you. But, whether it's making strong friendships or learning a language for school and career, you need to remember that there will be ups and downs. That is why you can depend on our highly professional, internationally experienced teachers and staff to provide support and guidance as you acquire your new language and the abilities to succeed in school and life. Right now, this chapter in your life may seem long and difficult. But, I encourage you to stay focused on your goals - learn a language (or two), graduate, develop strong friendships - and let us help write the important beginning to this new chapter in your life.*

***Asst. Prof. Dr. Donald F. Staub***

***Director of the School of Foreign Languages***

## ADMINISTRATIVE STRUCTURE



### DIRECTOR

**Dr. Donald Staub**

E Block 7th Floor SFL Directorate

Tel: 488 81 32



### PROGRAM HEAD

**Dr. Esin Çağlayan**

E Block 7th Floor SFL Directorate

Tel: 488 82 25

### SFL SECRETARY



**Gülcan Konrat** Tel: 488 81 21

E Block 7th Floor SFL Directorate

### SECRETARY



**Deniz Köseoğlu** Tel: 488 81 19

E Block 7th Floor SFL Directorate

For issues related to **absenteeism, medical reports and the education system**, please contact the Director, the Assistant Director, the Program Head or secretaries.

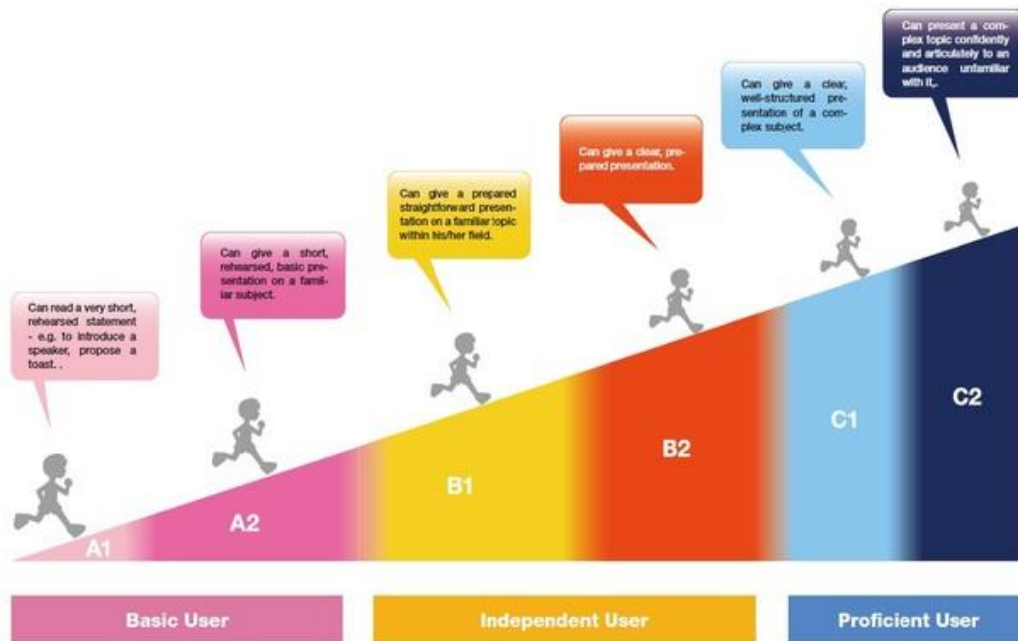


## FOREIGN LANGUAGE PROFICIENCY AT IZMIR UNIVERSITY OF ECONOMICS

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 certificates of English proficiency which are recognized by the Higher Education Council. For more information on this topic, please visit the School of Foreign Languages website: <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 get the required scores stated by the Senate in the PIE do not have to study in the Prep. Programme and can begin studying in their faculties.

Students who score below 64.50 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).

## ACADEMIC PROGRAMMES AND OBJECTIVES



### 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 (PF) PROGRAMME

Pre-Faculty is an optional programme designed for students who have successfully completed Upper-Intermediate (D) level, but have either not taken PIE so far or failed the PIE Exam.

Studying at university is not always easy, and having to do this in a language that is not your own makes everything more difficult. The Pre-faculty program is designed to give students the opportunity to both deepen their knowledge of academic English and develop the necessary skills for their future academic study.

## Course Programme

1. How to improve reading skills and comprehension
2. How to develop academic vocabulary
3. Improve essay writing through the development of planning, structure and editing
4. How to improve academic communication and listening
5. How to do research, using the library and internet and referencing sources
6. How to use graphs and tables to support ideas
7. How to give a presentation
8. How to engage in debates and discussions on a variety of academic topics

Each module will have 12 hours of lessons each week (9am – 1pm), and will focus on the skills of reading, writing, listening, speaking (10 hours) and grammar (2 hours). 10 hours will be spent in class and 2 hours will be carried out online through the Blackboard Collaborate platform. These 2 hours will count towards attendance. Moreover, students spend a minimum of 4 hours in the Preparatory Activity Centre for Teachers and Students (PACTS) throughout the module to consolidate the skills they have been learning.

## Course Requirements

Successful completion of the course will require the following components.

- regular attendance (12 hours absenteeism over the 8 weeks of the module)
- completion of the requirements of the modular assessments

## Assessment

Assessment will be carried out as follows:

- Writing an academic paper (20%)
- Giving an oral presentation (20%)
- Online quiz (20%)
- Homework submission (20%)
- Attending department classes (10%)
- Reading & Listening test (10%)

The pass mark is 70%. Students who receive this will be entitled to sit the English 101 exemption examination and if they pass will not be required to complete this course.

**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 Framework 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 (ELEMENTARY) READING

**Aim:** By the end of this level, students can understand short, simple texts on familiar matters by picking up familiar names, words and basic phrases. They can achieve general understanding and comprehend details at a basic level.

**Objectives:** Students can

- ✓ skim a text to find its main idea
- ✓ understand the content of simpler informational material or short simple descriptions, especially with visual support
- ✓ scan a text to find specific information
- ✓ follow short, simple directions or instructions
- ✓ derive probable meaning of unknown words from context if they are of a concrete nature
- ✓ understand how a text is organized
- ✓ make inferences at a very basic level
- ✓ understand referencing words at a very basic level

## LEVEL A (ELEMENTARY) LISTENING

**Aim:** By the end of this level, students can follow speech that is slow and carefully articulated with long pauses for them to assimilate meanings. They can understand listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance.

**Objectives:** Students can

- ✓ understand questions and instructions
- ✓ follow short and simple directions
- ✓ understand everyday expressions dealing with simple and concrete everyday needs in clear, slow speech with repetition
- ✓ understand and extract essential information from short recorded passages dealing with predictable everyday matters

## LEVEL A (ELEMENTARY) WRITING

**Aim:** By the end of this level, students can write a series of simple sentences about familiar topics using basic linking devices (and, but, or).

**Objectives:** Students can

- ✓ describe themselves, other people, animals, places, events and objects
- ✓ complete simple forms
- ✓ write about aspects of everyday life such as routines, jobs, the weather, food, sports
- ✓ write short, simple notes and messages
- ✓ write very short, basic descriptions of past events



## **LEVEL A (ELEMENTARY) SPEAKING**

**Aim:** By the end of this level, students can interact in a simple way, ask and answer simple questions and initiate and respond to simple statements on very familiar topics and/or situations. They can produce simple and mainly isolated statements about people and places.

- Objectives:** Students can
- ✓ hold simple conversations (make introductions, use basic greetings and leave-taking expressions, ask how people are and respond to news)
  - ✓ ask and answer questions about themselves and others (where they live, people they know and things they have)
  - ✓ describe themselves or other people, what they do, where they live, etc. in a simple way

## **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.

- Objectives:** Students can
- ✓ skim a text to find its main idea and/or purpose
  - ✓ scan a text to find specific information
  - ✓ derive probable meaning of unknown words from context
  - ✓ understand how a text is organized
  - ✓ make inferences at a basic level
  - ✓ understand referencing words

## **LEVEL B (PRE-INTERMEDIATE) LISTENING**

**Aim:** By the end of this level, students can understand the main points of clearly and slowly articulated speech on familiar matters and on current affairs or topics of personal or professional interest.

- Objectives:** Students can
- ✓ understand detailed instructions and more complex questions
  - ✓ understand the topic in everyday conversation and monologues on current topics and/or topics of personal interest
  - ✓ identify specific information in short, recorded passages on current topics and/or topics of personal interest
  - ✓ understand ideas in conversation and monologues on current topics and/or topics of personal interest
  - ✓ understand and extract essential information from short recorded materials on familiar topics and predictable everyday matters

## LEVEL B (PRE-INTERMEDIATE) WRITING

**Aim:** By the end of this level, students can write short, comprehensible texts on familiar topics, connected with frequent linking devices.

**Objectives:** Students can

- ✓ organize a text with most frequent connectors
- ✓ write simple organized texts describing familiar topics like family, living conditions, biographies, personal environment, past experiences and events
- ✓ express their opinions on everyday topics in a simple organized way, giving details/examples/reasons

## LEVEL B (PRE-INTERMEDIATE) SPEAKING

**Aim:** By the end of this level, students can enter into dialogues 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 ask for and give opinions, agree and disagree in a simple way.

**Objectives:** Students can

- ✓ ask for and provide information on familiar topics
- ✓ give, seek and respond to personal views and opinions in a simple informal discussion
- ✓ give simple descriptions (experiences, events, routines, places, etc.)
- ✓ make short, rehearsed, basic presentations

## LEVEL C (PRE-INTERMEDIATE) READING

**Aim:** By the end of this level, students can read straightforward factual texts on a variety of subjects with a satisfactory level of comprehension. They can identify the main conclusions in clearly signalled argumentative texts and can recognize the line of argument presented, though not necessarily in detail.

**Objectives:** Students can

- ✓ scan longer texts to locate desired information, and gather information from different parts of a text, or from different texts
- ✓ recognize significant points in straightforward news articles on familiar subjects
- ✓ derive the meaning of words from context
- ✓ extrapolate the meaning of unknown words from context to deduce sentence meaning
- ✓ understand the information in graphic sources
- ✓ understand how a text is organised
- ✓ make inferences
- ✓ understand referencing words

## **LEVEL C (INTERMEDIATE) LISTENING**

**Aim:** By the end of this level, students can understand the main points and specific details of clear, standard speech on familiar matters and on current affairs or topics of personal or professional interest. They can follow straightforward lectures/talks on familiar topics and take notes for their personal use later.

**Objectives:** Students can

- ✓ follow the main points of 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 the main point and specific details in straightforward lectures on familiar topics
- ✓ take notes for future reference
- ✓ follow the main points of extended discussion
- ✓ extrapolate information provided in conversations, monologues and simpler recorded materials on familiar topics and/or on topics of personal interest.

## **LEVEL C (INTERMEDIATE) WRITING**

**Aim:** By the end of this level, students can write straightforward, connected texts on a range of familiar subjects by linking a series of shorter discrete elements into a linear sequence.

**Objectives:** Students can write short, simple essays on:

- ✓ describing a range of familiar subjects
- ✓ expressing views and relating them to others'
- ✓ providing the causes/reasons for and/ or the effects/results of different topics

## **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 clear descriptions and prepared presentations, presenting information in a logical order. They can give / seek personal views and opinions when discussing a variety of topics.

**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

## **LEVEL D (UPPER-INTERMEDIATE) READING**

**Aim:** By the end of this level, students can understand more complex texts of various lengths with a broad vocabulary range. They can understand the general idea of the content, main ideas, specific information, and attitudes or viewpoints of the writer. 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
  - ✓ use a variety of strategies to achieve understanding, including working out the meaning of new words and checking comprehension using contextual clues
  - ✓ understand the information in graphic sources
  - ✓ make inferences
  - ✓ understand referencing words

## **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 and follow arguments in complex texts if the topic is reasonably familiar and the talk is clearly signalled
  - ✓ take notes for future reference
  - ✓ use a variety of strategies to achieve comprehension
  - ✓ make inferences

## **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.

**Objectives:** Students can write an essay

- ✓ expressing views effectively and relating them to those of others
- ✓ developing an argument, giving reasons in support of and/or against a given point of view
- ✓ giving the causes/reasons for and/ or the effects/results of various topics
- ✓ explaining the advantages and disadvantages of various options
- ✓ evaluating different ideas or solutions to a problem.

## **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. They can communicate spontaneously without much sign of restricting what they want to say. They can give systematically developed descriptions and presentations. They can participate actively in formal and informal discussions.

**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
- ✓ take an active part in a discussion in a familiar context identifying accurately arguments supporting and opposing points of view and ultimately come to a negotiated agreement.

## PRE-FACULTY PROGRAMME

**Aim:** By the end of Pre-faculty program, 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

- ✓ recognize and comprehend academic language (vocabulary / grammatical structures),
- ✓ skim and scan longer academic reading texts effectively,
- ✓ 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

- ✓ plan and organise essays in a suitably structured way
- ✓ use advanced language and grammatical structures in writing,
- ✓ research and use resources in essays,
- ✓ understand, describe and use visual information.

**Listening Objectives:** Students can

- ✓ employ a variety of 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.

## WEEKLY CLASS HOURS AND ABSENTEEISM LIMITS ACCORDING TO LEVELS

For all levels there is: **30** contact hours, **24** hours absenteeism limit.

The timetables will be one of the following based on the level:

HOURS	Monday	Tuesday	Wednesday	Thursday	Friday
08:45-09:30	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour
09:45-10:30	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour
10:45-11:30	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour
11:45-12:30	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour
12:30-13:30	<b>LUNCH BREAK</b>				
13:30-14:15	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour
14:30-15:15	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour

HOURS	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour
10:00-10:45	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour
11:00-11:45	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour	3 <sup>rd</sup> hour
12:00-12:45	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour	4 <sup>th</sup> hour
12:45-13:45	<b>LUNCH BREAK</b>				
13:45-14:30	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour	5 <sup>th</sup> hour
14:45-15:30	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour	6 <sup>th</sup> hour

Pre-Faculty programme weekly timetable is as follows: **12** contact hours (10 in-class and 2 online), **12** hours absenteeism limit.

HOURS	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	1 <sup>st</sup> hour		1 <sup>st</sup> hour	1 <sup>st</sup> hour	1 <sup>st</sup> hour
10:00-10:45	2 <sup>nd</sup> hour		2 <sup>nd</sup> hour	2 <sup>nd</sup> hour	2 <sup>nd</sup> hour
11:00-11:45	3 <sup>rd</sup> hour		3 <sup>rd</sup> hour		
12:00-12:45	4 <sup>th</sup> hour		4 <sup>th</sup> hour		

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 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 (A1, A2, A3, A4, A5, A6, A7):

Throughout each module, students complete seven in-module assessments. The in-module assessments are designed to evaluate students' vocabulary, grammar, reading, writing, listening 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.



Assessment components and the individual percentages for each level are as follows:

A01: Listening and Reading	20%
A02: Use of English	10%
A03: Writing	20%
A04: Speaking	20%
A05: Use of English	10%
A06: Digital Assessment	10%
A07: Classroom Performance Grade	10%
Total:	100%

Classroom Performance Grade (CPG) is the grade given to students by each of their instructors. Students' classroom performance is evaluated based on four categories, which are Use of Target Language, Participation, Classroom Behaviour, and Homework.

Sample Calculation	A1	A2	A3	A4	A5	A6	A7
Score	70	80	50	65	75	85	75
Percentage	%20	%10	%20	%20	%10	%10	%10
Grade	14,00	8,00	10,00	13,00	7,50	8,50	7,50
<b>Total Score</b>	<b>68,50</b>						

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.



## 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:

(AST) Elementary:	24 hours
(BST) Pre-Intermediate:	24 hours
(CST) Intermediate:	24 hours
(DST) Upper-Intermediate:	24 hours

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. In addition, students who exceed the absenteeism limit may lose their scholarship for one semester.

However, students who have not completed in-class Assessment tasks due to serious health problems (operation, accident, etc.) must have an official medical report 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.

### **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, speaking and language use. Students who show the necessary competence in these areas are deemed to be ready to move up to the next level.

The written part of the exam is conducted in two sessions:

Part I:

LEVEL A	Listening + Language Use + Reading (80 minutes)	09:30-10:50
LEVEL B	Listening + Language Use + Reading (90 minutes)	09:30-11:00
LEVEL C	Listening + Language Use + Reading (100 minutes)	09:30-11:10

BREAK

Part II:

LEVEL A	Writing (35 minutes)	11:30-12:05
LEVEL B	Writing (45 minutes)	11:30-12:15
LEVEL C	Writing (50 minutes)	11:30-12:20

For the speaking part of the exam, each student is given an appointment which is announced prior to the exam on <http://sfl.ieu.edu.tr>.

To be eligible to take the Gateway Exam, students in Levels A, B and C 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.

Gateway Exams do not have a make-up option. Medical reports are not accepted.

Students in 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 in the content areas of your Blackboard courses. In order to access these, one must be either a member of staff or student in the SFL.

<b>SUCCESSFUL</b>	Module 1	Module 2	Module 3	Module 4	➔ <b>PIE</b>
	A (Starter)	B (Starter)	C (Starter)	D (Starter)	

<b>UNSUCCESSFUL</b>	Module 1	Module 2	Module 3	Module 4	➔ <b>End of Academic Year PIE</b>
	A (Starter)	A (Runner)	A (Chaser)	A (Catcher)	

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 fourth 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.

However, if a student starts at Level A, and only repeats one level once, he is still entitled to take the PIE exam at the end of the second semester if he scores above 80 in the C Level Gateway exam.

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

## PRE-FACULTY PROGRAMME ASSESSMENT PRINCIPLES

Each module will have 12 hours of lessons each week (9am – 1pm), and will focus on the skills of reading, writing, listening, speaking (10 hours) and grammar (2 hours). 10 hours will be spent in class and 2 hours will be carried out online through the Blackboard Collaborate platform. These 2 hours will count towards attendance. Moreover, students spend a minimum of 4 hours in the Preparatory Activity Centre for Teachers and Students (PACTS) throughout the module to consolidate the skills they have been learning.

Successful completion of the course will require the following components.

- regular attendance (12 hours absenteeism over the 8 weeks of the module)
- completion of the requirements of the modular assessments

Assessments will be carried out as follows:

- |                                      |     |
|--------------------------------------|-----|
| • A01 – Reading and Listening Test   | 10% |
| • A02 – Writing an academic paper    | 20% |
| • A03 – Giving an oral presentation  | 20% |
| • A04 – Online quiz                  | 20% |
| • A05 – Attending department classes | 10% |
| • A06 – Homework submission          | 20% |

The pass mark is 70%. Students who receive this will be entitled to sit the English 101 exemption examination and if they pass, they will not be required to complete this course.

Pre-faculty program does not have a module-exit exam.

## 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; or if they start at level A, have to score above 80 in the C level Gateway exam.

The PIE exam has two components as a written exam and a speaking exam.

## **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.

### **SESSION I: INTEGRATED WRITING**

**09:30-10:50**

This part of the exam is **80** minutes long.

**(30 points)**

PART A: Reading and note-taking

PART B: Listening and note-taking

PART C: Writing an essay (275 – 550 words)

**BREAK: 25 minutes**

### **SESSION II: LISTENING AND READING**

**11:15-13:00**

This part of the exam is **105** minutes long and there are two sections: Listening and Reading.

**Listening (15 items, 15 points, 35 minutes)**

PART 1: Matching	(with one extra option)	(5 items)
PART 2: Multiple Choice	(4 options)	(5 items)
PART 3: Multiple Choice	(4 options)	(5 items)

Each text is listened to twice.

**Reading (30 items, 30 points, 70 minutes)**

PART 1: Matching	(2 extra options)	(6 items)
PART 2: Insertion	(2 extra options)	(5 items)
PART 3: Multiple Choice	(4 options)	(8 items)
PART 4: Multiple Choice	(4 options)	(11 items)

**BREAK: 60 minutes**

### **SESSION III: USE OF ENGLISH**

**14:00-15:00**

This part of the exam is **60** minutes long.

**(25 items, 25 points)**

PART 1: Two Cloze Tests	(with 4 options)	(10 items)
PART 2: Vocabulary	(with 4 options)	(5 items)
PART 3: Word Formation	(with 4 options)	(5 items)
PART 4: Sentence Transformation	(with 4 options)	(5 items)

All the answers in Session II and Session III sessions are coded on the optical form. Therefore, candidates are asked to bring a fine lead pencil and an eraser.

Wrong answers do not cancel out correct answers.

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. The speaking exam is composed of the following parts:

PART 1: Question and answer

PART 2: Role-play

PART 3: Decision-making

PART 4: Extended Individual long turn

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>.

### **Exam Rules:**



- It is MANDATORY for students to bring a valid picture ID with them (student ID or any form of identification card). Students without a valid ID will not be able to take the exam.
- Students are asked to bring a fine lead pencil and an eraser since optic forms will be used in the exam. Exchange of pencils and/or erasers during the exam will be regarded as an attempt to copy.
- No one else, besides the students and the staff on duty, will be allowed in the rooms or halls where the exam is taking place.
- Students are asked to check the lists that show their names and exam rooms before the exam. Therefore, in order to do this, students should arrive at school at least 30 minutes before the exam begins.
- Electronic equipment (smart phone, smartwatch, etc.) should be turned off and kept out of reach during the exam.
- Mobile phones cannot be used even to check the time. Trying to use mobile phones will be considered as an attempt to copy.
- Students will not be able to leave the room during the first 30 minutes and the last 15 minutes of the exam.
- Students will not be able to leave the room to go to the bathroom or for any other reason during the exam.
- Students are allowed to bring water with them if they wish.
- Talking/asking questions during the exam is prohibited and will be regarded as an attempt to copy.

## 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 workdays of the official grades announcement. On receiving these appeals, the Testing Unit checks the exam results. If a mistake in the calculation of points is found, the necessary amendments are made. Students can then contact the SFL secretariat to find out about the results of the appeal.

## SCHOLARSHIP

Scholarship students are advised to follow the rules regarding scholarship procedures from the following website: (<http://oim.ieu.edu.tr/tr/lisans-ve-onlisans-burslari>).

## 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.

## SUCCESS CRITERIA FOR THE DIFFERENT PROGRAMS



### 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) OPTIONAL PREPARATORY PROGRAM

The medium of instruction in some of the departments is Turkish and these departments offer optional preparatory program. If students decide to study the preparatory program, they can do so by applying to the Student Affairs within the specified quotas. 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. Or, if they wish, they can repeat the preparatory year.

## ACADEMIC AND ADMINISTRATIVE SERVICES PROVIDED BY THE UNIVERSITY

### Student Information System (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:



### OASIS Account Activation Process

In order to activate OASIS account, 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. The permanent password set for OASIS will be used for logging into both OASIS and Blackboard Learning Management System. You can find the instructions below.

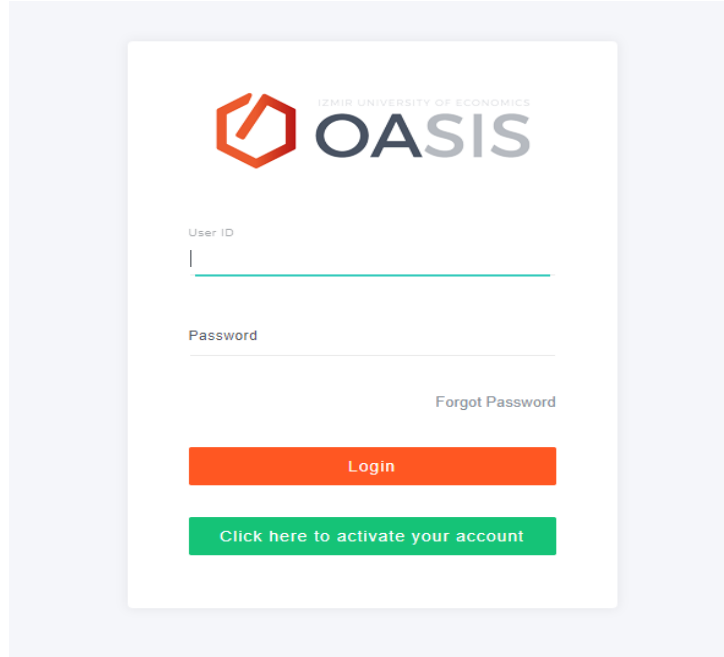
### Step by Step OASIS Account Activation

- 1 – Account Activation and Login
- 2 – Create PIN Code
- 3 – Change Password
- 4 – Choose Login Image

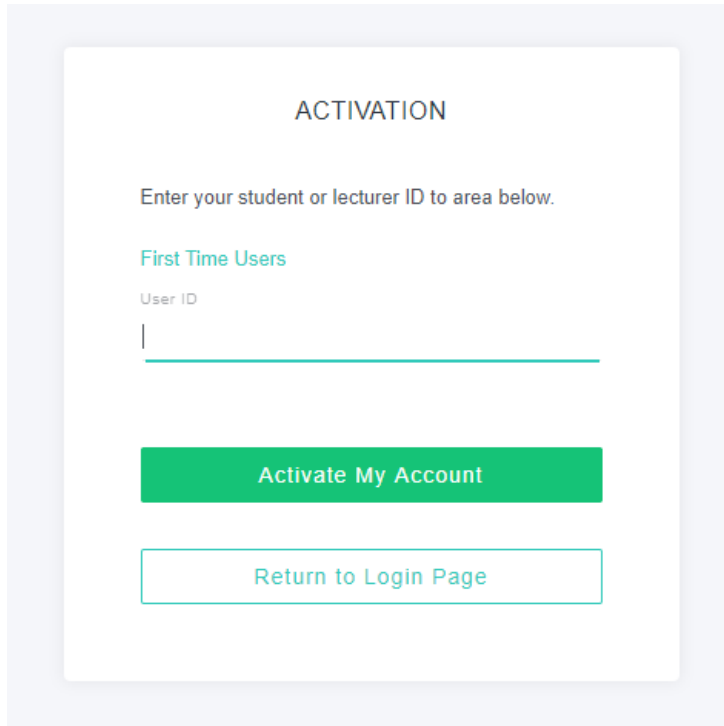


## 1 - Activation

- Click on the following link <https://oasis.izmirekonomi.edu.tr/oasis> .
- 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 click on “Activate My Account” button.

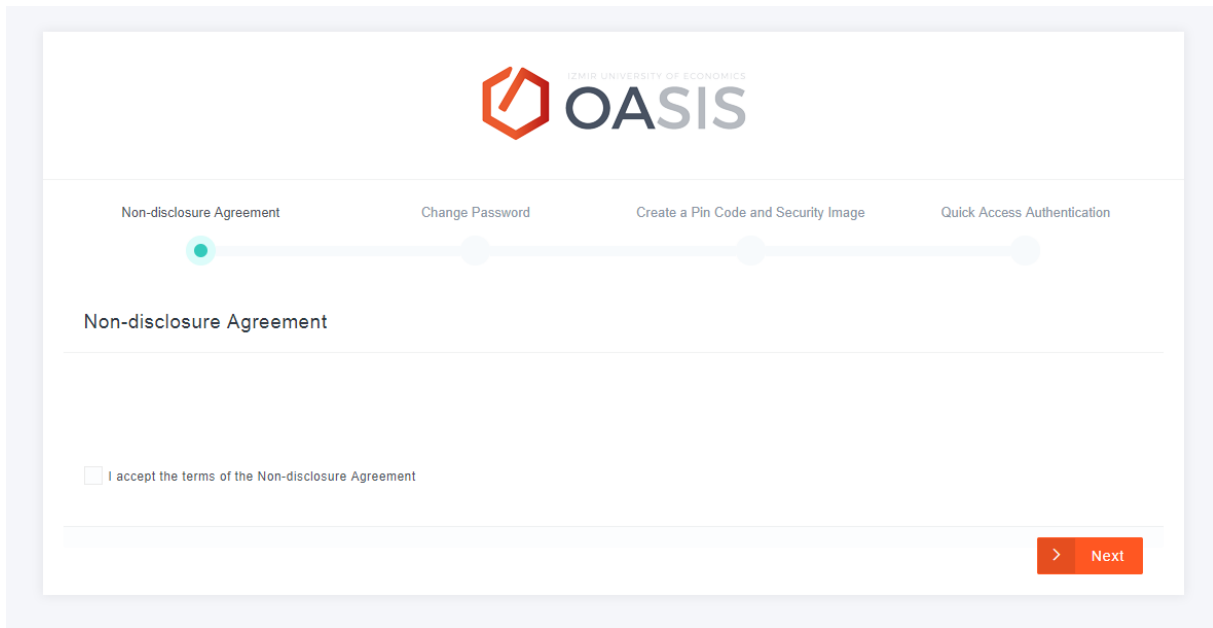


- A temporary “OASIS” password will be sent to your EkolD e-mail address which is std.izmirekonomi.edu.tr.
- Your GSM number (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on a number, the password for your activation will be sent to that GSM number. In this 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”.

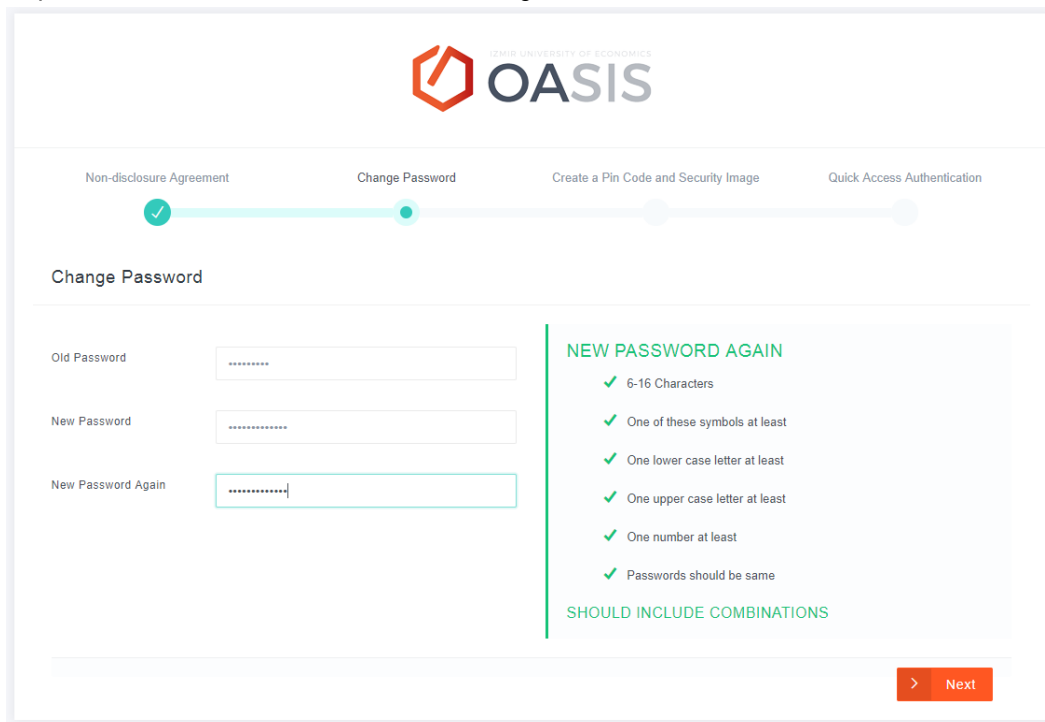
(In order to see your e-mail account and access your temporary OASIS password, please go to webmail.ieu.edu.tr address. Click on the student webmail. Enter your name and password given to you by Student Affairs at registration and click on login.)

- Read “Non-disclosure Agreement” and then click on “I accept the terms of the Non-disclosure Agreement” box, and then click on “Next”.



The screenshot shows the OASIS login interface. At the top, the OASIS logo is displayed. Below the logo, a progress bar indicates the current step: "Non-disclosure Agreement". The main content area is titled "Non-disclosure Agreement" and contains a checkbox labeled "I accept the terms of the Non-disclosure Agreement". A red "Next" button is located at the bottom right of the form.

- Get your temporary password from your e-mail and write it into the “Old Password” field.
- **Create a password with at least one lower case letter, one capital letter, one number, and one symbol with a length of 6-16 characters** and write it into the “New Password” and “New Password Again” fields. After this procedure click the “Next” button on the right.



The screenshot shows the OASIS login interface. At the top, the OASIS logo is displayed. Below the logo, a progress bar indicates the current step: "Change Password". The main content area is titled "Change Password" and contains three input fields: "Old Password", "New Password", and "New Password Again". To the right of the input fields, a "NEW PASSWORD AGAIN" section lists the password requirements: 6-16 Characters, One of these symbols at least, One lower case letter at least, One upper case letter at least, One number at least, and Passwords should be same. Below these requirements, it says "SHOULD INCLUDE COMBINATIONS". A red "Next" button is located at the bottom right of the form.

- **Create a four-digit PIN code NOT starting with 0** and write it in the “New PIN” and “New PIN Again” fields, Select a security image from the “Security Image” list and click “Next”.


**IZMIR UNIVERSITY OF ECONOMICS**  
**OASIS**

Non-disclosure Agreement    Change Password    **Create a Pin Code and Security Image**    Quick Access Authentication

**Change Pin Code and Security Image**

New Pin:

New Pin Again:

Security Image: 

**NEW PIN AGAIN**

- ✓ Should include 4 numbers
- ✓ Should not start with 0
- ✓ Pins should be same

**SHOULD INCLUDE COMBINATIONS**

[> Next](#)

- Write your cell phone number without the 0 at the beginning into the “Phone Number” field, your @std.izmirekonomi.edu.tr extended email address into the “E-mail” field, and click “Send Verification”. Copy the received 6-character long confirmation code from your phone into the “Confirmation Code” field and click “Complete”.

**IZMIR UNIVERSITY OF ECONOMICS**  
**OASIS**

Non-disclosure Agreement    Change Password    **Create a Pin Code and Security Image**    Quick Access Authentication

**Change Quick Access Information**

NOTE: This information will help remind you of your password when you forget your password.

Phone Number:

Confirmation Code:

E-mail:

**PHONE:**

- ✓ Must be 10 numbers
- ✓ Should not start with 0

**E-MAIL:**

- ✓ Accepted Format

**SHOULD INCLUDE COMBINATIONS**

[> Complete](#)

You're now logged into OASIS.

## 2 – Changing PIN Code

Please click on your name or photo on the right top on OASIS home page and click “Security Settings”.

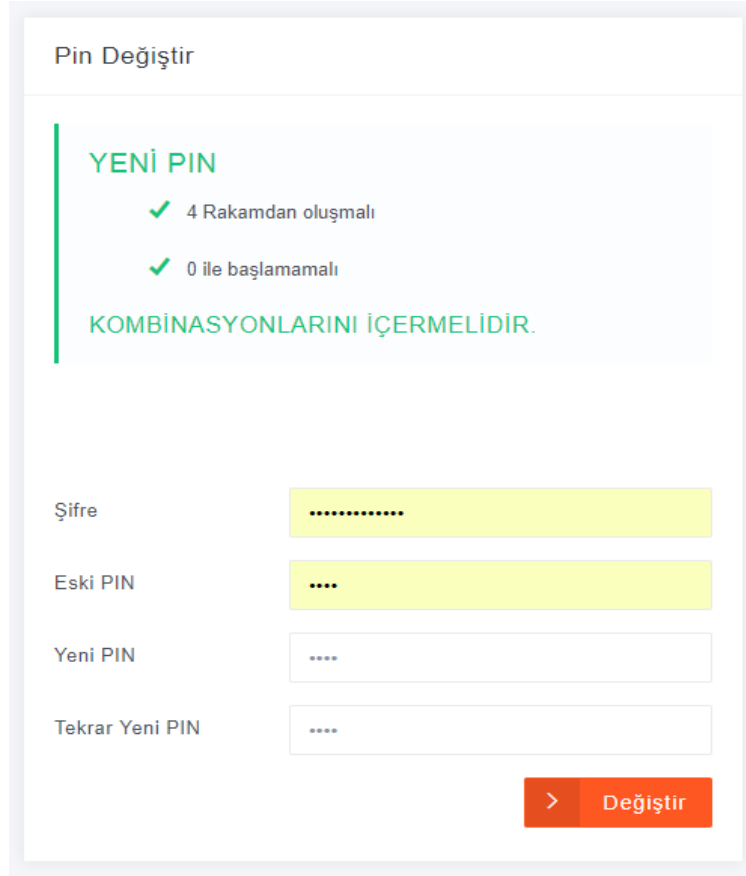
Fill in the fields on the “Change PIN” page with:

Password: The password you created during the activation process

Old PIN: Your 4-digit old PIN code

New PIN: A new 4-digit PIN code

New PIN (repeat): Your new 4-digit PIN code again and click “Change”.



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 Password

Please click on “Security Settings” on OASIS home page and follow the instructions below in order to change your 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.

Şifre Değiştir

**TEKRAR YENİ ŞİFRE**

- ✓ 6-16 Karakter
- ✓ !,(),<>@?&V\_ sembollerinden en az birini
- ✓ En az bir küçük harf
- ✓ En az bir büyük harf
- ✓ En az bir 1 Rakam
- ✓ Şifreler aynı olmalı

**KOMBİNASYONLARINI İÇERMELİDİR.**

Eski Şifre

PIN

Yeni Şifre

Tekrar Yeni Şifre

> Değiştir

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

Please click on your name or photo on the right top on OASIS home page and click "Security Settings". Fill in the fields on the "Change Security Image" page with:


Password: Enter your new password you identified during activation.

Image: Choose an image by clicking on the cursor downward and click on "Apply" button.

Güvenlik İmajı Değiştir

Şifre

Güvenlik İmajı



> Değiştir

## In Case of Forgetting Your Password

Users who forget their password may click on “Forgot password” link, and enter their student ID number, the system will direct them to re access 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 have not entered 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 [ybs@ieu.edu.tr](mailto:ybs@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. \*\*For any other problems concerning OASIS, please apply to OASIS Help Desk or send e-mail to [ybs@ieu.edu.tr](mailto:ybs@ieu.edu.tr) address.)

## 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.



Students must also **regularly check their email account** given by the Student Registrar's Office during registration. This email account has an extension of **std.ieu.edu.tr** and all the academic announcements as well as Blackboard course notifications are sent to IUE student email accounts.

## WEBPAGE



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.

The students can also follow “[IUE Prep School](#)” on Facebook.



## SMART CAMPUS

Izmir University of Economics introduced “Smart Campus” system in 2015-2016 academic year. This system includes Blackboard Learn – Learning Management System, and Panopto Video – Lecture Capture software.



Blackboard Learn is an internet-based learning management system designed to enhance and enrich instructional activities by enabling instructors to manage and create their course materials, assignments and exams. In addition to that, instructors can easily communicate with their students online and manage class discussions and collaborative projects using blogs, discussion boards and forums which are available on Blackboard Learn. Students will be able to access all of these features any time of the day via any medium with internet connection. Blackboard Learn facilitates student learning and enhances their engagement with the course material. It is used institutionally to supplement face-to-face courses, and/or to provide any course content for distance education courses.



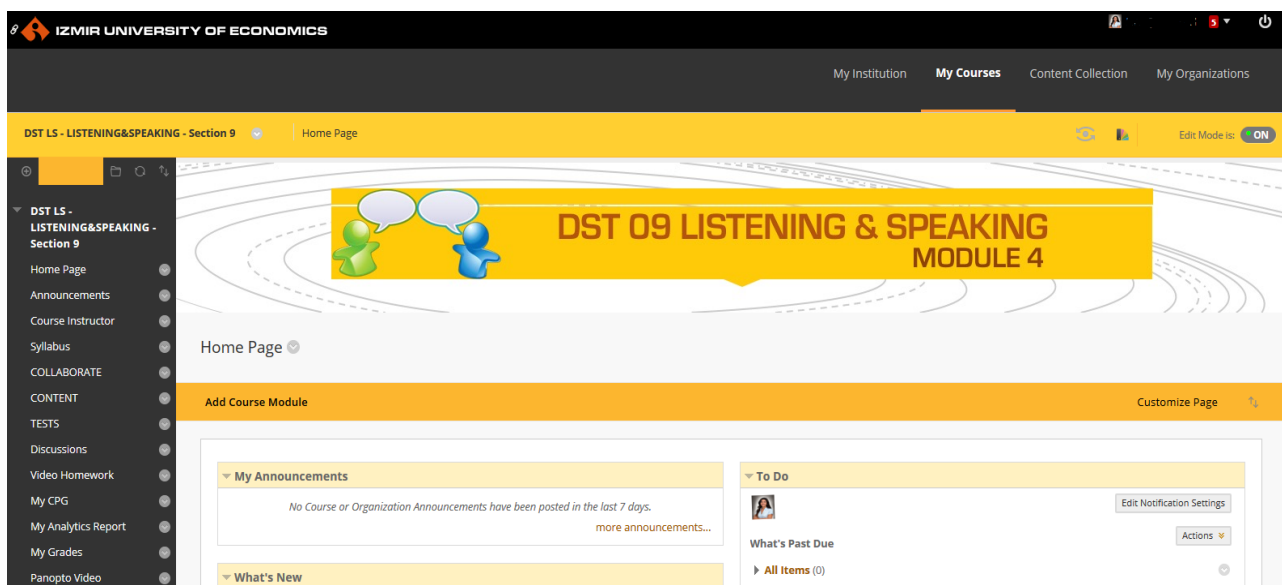
Another online platform that is used in IUE Smart Campus is Panopto. Panopto is a video platform that provides integrated video recording, screencasting, video streaming, and video content management software. Panopto allows instructors to record audio, video and their computer screen (Powerpoint or any software application) directly from their desktop. It also includes a video search engine that makes it possible to search inside videos for words mentioned by the presenter or shown on their slides. With these features, Panopto will enable students to access their class and watch the lesson live via their computer, smart phone or tablet when they are unable to attend classes. When they wish to review those subjects they haven't fully understood in class, they will be able to locate those parts in the recordings using the software's search engine and watch them again. Panopto is integrated with Blackboard to allow for restricted access to only students within the class.

To access Blackboard please go to <https://ieu.blackboard.com/>

A screenshot of the Blackboard login page for Izmir Ekonomi Universitesi. The page features the university's logo at the top, followed by the text "IZMIR EKONOMI UNIVERSITESI". Below this, there are two input fields: "USERNAME" and "PASSWORD". At the bottom of the form is a blue "Login" button.

You will use your OASIS username and password to log in to Blackboard.

You will see the list of courses you are enrolled in in “My Courses” link and have access to course content, your assignments and the announcements made by your instructors. Please check your Blackboard courses regularly.



Smart Attendance: Students will submit their attendance in class through the Smart Attendance app that they can download on their mobile phones. Instructors will be able to follow students’ attendance on Smart Attendance as well.



**For more information on Smart Campus at IUE:**

<http://www.ieu.edu.tr/tlc/>





## 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 internet access ports, computers connected to the internet and 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 – 17:45

Saturday & Sunday: Closed

## **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 Student and Corporate 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 the 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.

## **PSYCHOLOGICAL DEVELOPMENT AND COUNSELLING CENTRE (PDCC)**



Psychological Development and Counselling Centre aims 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.

## EXTRA-CURRICULAR ACTIVITIES OFFERED BY THE SCHOOL OF FOREIGN LANGUAGES



The **Preparatory Activity Center for Teachers and Students (PACTS)** aims to maximize student and teacher motivation and satisfaction in the IUE SFL Preparatory Program. PACTS does this by designing, organizing and conducting a multitude of extra-curricular activities throughout the academic year.

At the **Bake Sales**, we sell cookies, cakes and other goodies, made by students and teachers. The money is used to finance the different activities we organize during the year.



The **SoCo Gold Club** meets three times a module and is meant for a small group of highest level students who want to improve their speaking skills. The students are paired up with foreign IUE students and will give them the opportunity to use the English they have learnt to communicate in a number of real world situations. In week one of every module, members of PACTS will go into level C (module one) and level D (module 2-4) to explain the activities and conditions under which the SoCo Gold Club operates.



We also organize **Events** such as Trivia Quizzes, a Theatre sketch performance, an International Food Fest, a Gourmet Team Challenge and a Social Responsibility Project. Whenever you choose to participate in one of these events, you will see it helps you to develop your English in a fun way.



The **PREPARATORY Newsletter** comes out on a monthly basis and is put together by volunteer students from prep. You can get a taste of what they have been doing at: <https://preparatoryblog.wordpress.com>

If you start the year in C-level and you want to be a newsletter volunteer, come to our room on the first floor in the SFL-building.



International students, Erasmus exchange students and AIESEC-students from different countries will visit classrooms in C- and D-level during the first and third module. If you want to go abroad in the future, this is a great way to make friends and find out a bit more about the countries that they come from.

At the end of every module, we organize a big **PREP** talks session in the Main Conference Hall. These **PREP** talks are based on the famous TED Talks, and every single time guests from inside and outside the university are invited to present a topic that is close to their heart. The highest level students can attend with their class to take notes and enter into an after presentation Q&A and discussion. It goes without saying that it is 'English only' during these sessions and all our other activities!



## COMPLAINT PROCEDURE

### 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.

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.

## 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 behaviour that requires disciplinary investigation. In such cases, the relevant articles of the Disciplinary Bylaw for Students of Institutions of Higher Education will be fulfilled exactly.

## **DISCIPLINARY BYLAW**

### **SECTION ONE General Rules**

#### **Aim**

#### **ARTICLE 1**

The purpose of these standing orders is to define the statutes concerning the disciplinary penalties to be given to the students who fail to fulfill the duties that laws, rules and regulations as well as directives impose upon them in or out of an institution of higher education and who disobey the above-mentioned 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,

## 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 a 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.

**IUE PREPARATORY PROGRAM  
2018-2019 ACADEMIC CALENDAR**

MODULE 1	
24 September 2018	Beginning of Module-1
15 October 2018	Module-1 Assessment A01
22 October 2018	Module-1 Assessment A02
30 October 2018	Module-1 Assessment A03
02 November 2018	Module-1 Assessment A04
05 November 2018	Module-1 Assessment A05
16 November 2018	End of Module-1
19-20 November 2018	Module-Exit Exam (GATEWAY EXAM)



MODULE 2	
26 November 2018	Beginning of Module-2
17 December 2018	Module-2 Assessment A01
24-25 December 2018	Christmas (Holiday)
26 December 2018	Module-2 Assessment A02
01 January 2019	New Year's Day (Holiday)
02 January 2019	Module-2 Assessment A03
04 January 2019	Module-2 Assessment A04
07 January 2019	Module-2 Assessment A05
23 January 2019	End of Module-2
28-29 January 2019	Module-Exit Exam (GATEWAY EXAM)
31 January-01 February 2019	English Proficiency Exam (PIE)

MODULE 3	
11 February 2019	Beginning of Module-3
04 March 2019	Module-3 Assessment A01
11 March 2019	Module-3 Assessment A02
18 March 2019	Module-3 Assessment A03
22 March 2019	Module-3 Assessment A04
25 March 2019	Module-3 Assessment A05
05 April 2019	End of Module-3
08-09 April 2019	Module-Exit Exam (GATEWAY EXAM)

MODULE 4	
15 April 2019	Beginning of Module-4
23 April 2019	National Sovereignty and Children's Day (Holiday)
01 May 2019	Labour Day (Holiday)
06 May 2019	Module-4 Assessment A01
13 May 2019	Module-4 Assessment A02
20 May 2019	Module-4 Assessment A03
24 May 2019	Module-4 Assessment A04
27 May 2019	Module-4 Assessment A05
04 June (after 1.00 pm) 05-06-07 June 2019	Ramadan Feast (Holiday)
14 June 2019	End of Module-4
17-18 June 2019	Module-Exit Exam (GATEWAY EXAM)
20-21 June 2019	English Proficiency Exam (PIE)

SUMMER SCHOOL	
24-25 June 2019	Preparatory Summer School Registration
01 July 2019	Beginning of Summer School Classes
15 July 2019	Democracy and National Unity Day (Holiday)
26 July 2019	End of Summer School Classes
29-30 July 2019	English Proficiency Exam (PIE)
05-06 August 2019	End of Academic Year English Proficiency Exam (PIE)
10 August (after 1.00 pm) 11-12-13-14 August 2019	Feast of Sacrifice (Holiday)
30 August 2019	Victory Day (Holiday)

**PACTS ACTIVITIES CALENDAR - Module 1**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1:</b> 24-28 SEPT	Preparatory Introduction Programme <b>PIP</b>				
<b>WEEK 2:</b> 01-05 OCT				<b>PACTS SO-CO GOLD CLUB MEETING</b>	
<b>WEEK 3:</b> 08-12 OCT		International Students Visit C-level 			
<b>WEEK 4:</b> 15-19 OCT				<b>PACTS SO-CO GOLD CLUB VISIT</b>	
<b>WEEK 5:</b> 22-26 OCT			<b>PREP talks</b>		
<b>WEEK 6:</b> 29 OCT – 02 NOV				<b>PACTS SO-CO GOLD CLUB OUTING</b>	
<b>WEEK 7:</b> 05-09 NOV					
<b>WEEK 8:</b> 12-16 NOV				